A Research Paper Submitted in Partial Fulfilment for Requirement of M.A. Degree in Linguistics and Didactics

The Role of Teachers in Helping Students Overcome Psychological Disorders: Anxiety and Shyness
Secondary Year Students at Hattassa Hammou in Aouled Mahmud-Adrar as a Case Study

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Dedication

In the name of God, most merciful, most compassionate

This work is dedicated

To the dearest people to my heart

To my loving parents, whose words of encouragement push me to struggle hard time and be patient at any situation.

To my lovely sisters

To my kindest brothers

To my dear aunts and uncles

To my family, relatives, friends, and classmates especially my best friend Azzouz Aida

To all those who helped me to achieve this modest work

To all my teachers from primary school to university

Special gratitude is due to all those people who have stood by me in very hard moments

I also dedicate this modest work to my kinships anywhere.

Zahra
Dedication

To my mother, my first person in this life, for her prayers and love, to my father for his moral and financial support. May God bless them.

To the dearest people to my heart

To my sisters, my brother, and my best friend Dalla Zahra

To all my teachers

Special gratitude is due to all those extraordinary people who helped me Mr. Bedlawi Mohammed, and Mr. Bakhou Boufeldja

I wish to express my love and gratitude to my beloved family for their understanding and endless love throughout my studies.

I dedicate this work.

Aida
Acknowledgement

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Peace be upon our prophet Mohammed, the merciful messenger to mankind.

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Abstract

This study is conducted in order to investigate the issue of some psychological disorders, anxiety and shyness, with their causes, symptoms and effects on learners’ educational level, in addition to, it focuses on the role of teachers in helping anxious and shy students overcoming those disorders. It aims to achieve three main objectives. First, it explores how learners behave with the existence of anxiety and shyness. Second, it investigates the factors which cause learners’ anxiety and shyness, and what are the impacts of these psychological problems on their performance, as well as, their achievement. Third, it demonstrates the appropriate strategies that teachers can follow to reduce their anxiety and shyness. To gather data, the research depends on one main tool which is a questionnaire that was addressed to thirty (30) teachers, and another one administered to sixty-five (65) second-year learners at the secondary school of Hattassa Hammou in Aoueld Mahmud. The study reveals that most learners have a great amount of anxiety whether in daily classroom study or exams period as well as they experience shyness in different situations such as asking or answering questions, present a topic. Moreover, there are many causes that increase learners’ anxiety and shyness; for example, teachers’ behaviors, reactions and characteristics, exams, fear of negative evaluation, lack of motivation, negative self-perceptions, and lack of self-confidence which affect their learning and lead to low educational level. The results also illustrate different strategies in that teachers can rely on to minimize or alleviate these psychological problems and help students develop and promote their educational level.
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General Introduction

In schools, Psychological disorders are the major obstacles for some students. They prevent them to be like other peers and make their everyday interactions with peers and teachers difficult. These psychological disorders are various, but it is noticed that there are two kinds of such disorders: anxiety and shyness, which spread among a large number of students. Therefore, they cannot behave, interact and participate easily in the classroom. In addition to that, their academic level is also affected. Thus, they need the help of teachers to avoid those difficulties. It is also noticed that the teacher is the nearest person in the school who can influence students in different aspects through his/her ways, methods, and strategies. Therefore, the teachers can play a crucial role in teaching and contribute in reducing anxiety and shyness of students.

The topic of shyness and anxiety has been studied by many researchers among whom Zahra Dalla and Amel Mnasria (2014/2015) who have worked on the topic which is entitled The Impact of Shyness on the Students’ Academic Track. The findings of this research show shyness’s impact and how the academic level will be affected in future studies. Wahiba Dali (2015/2016) has also studied the topic under the title The Impact of Anxiety on the Oral Performance. She discusses how the oral performance is influenced by anxiety for the first and second-year students at university. All these researchers studied the influence of these psychological disorders on students from different angles in which they suggested solutions, and give advice for parents and students. Thus, the focus of this study is on how teachers can reduce anxiety and shyness by extracting appropriate strategies for teachers to overcome psychological disorders among their shy/anxious students and enhance their studies.

In order to understand the teachers’ role in minimizing shyness and anxiety of students, the research relies on three main questions, what are the causes, symptoms, and effects of those psychological disorders on students? What are the strategies that teachers can use in order to help anxious and shy students? Are teachers able to reduce those psychological disorders to help students improve their studies?

There are two main hypotheses that shall be tested and verified through the study. Firstly, if the teacher provides assistance to his/her anxious/shy students, this will help them overcome these psychological disorders and improve their educational level. Secondly, and if the teacher takes the students’ psychology into consideration, and follows the strategies
proposed by the psychologists and the researchers, this may help students reduce their anxiety and shyness.

This research aims to pay attention to the students’ psychology in order to develop their study level, and to show that the students who suffer from anxiety or shyness can succeed and improve their studies if the teachers give them at least a little care in the classroom. Moreover, it tends to clarify the main role of teachers in overcoming anxiety and shyness of students.

In order to carry out the research, the work is divided into two parts, theoretical and practical. The former one is subdivided into two chapters. The first chapter deals with anxiety in the classroom, and the second one is devoted to shyness in the classroom. Formerly, we will have some insights into what anxiety is in general; we define the term anxiety. Then, we move to the causes, symptoms and impact of anxiety on the students. Finally, we will highlight some of the main studies on how the teacher can reduce the anxiety of students that we believe he/she will play a crucial role in overcoming shyness and improving the learners’ studies.

In the second chapter, we will deal with shyness. First, we will illustrate the definition of shyness in the classroom. Second, we will state the main causes of shyness. Then, we will show its symptoms on students. After that, we will clarify the effects of shyness on students and its impact on their studies. Finally, we will demonstrate some strategies that teachers can use to overcome or at least minimize shyness of students.

The second part is practical. It is subdivided into two chapters. The first one studies anxiety, and the other one deals with shyness. We aim to discover the causes and effect of anxiety and shyness on students and explain the relationship between teachers and anxious/shy students. Moreover, we deduce and clarify from that the appropriate methods and strategies that are adequate for anxious/shy learners and teachers to overcome psychological disorders, anxiety and shyness, and improve their studies.

The population of the two chapters consists of teachers and students of the secondary school of Hattassa Hammou in Aouled Mahmud-Adrar, and the sample of the study is 30 teachers of different modules and 65 students of the second year secondary school. We gathered the needed data through open and close ended questionnaire. The number of teachers and students questionnaire is eighteen (18) questions about anxiety and sixteen questions (16)
about shyness. Through analysis of data collection, we use both quantitative and qualitative method, but the focus is on the quantitative method rather than qualitative one in order to analyze questions. Finally, it concludes with the results which are deduced through the discussion of the questionnaire.
Part One:
Theoretical Frame Work
Chapter One:
Anxiety of Students in the Classroom
1.1. Introduction

Anxiety is a psychological disorder which affects students on their studies’ level. It prevents them from reaching their purposes, and some of them need the care and the help of teachers in order to be normal students. Therefore, in this chapter, we will tackle the general idea of anxiety of students in the classroom in terms of its causes and effects. The major symptoms of students’ anxiety are also shown with explanation of how teachers can give help to their students.

1.2. Definition of Anxiety

Anxiety is a common phenomenon experienced within life. It plays a crucial role in human life because all of us are the victims of anxiety from different aspects. During the process of learning, students also suffer from different degrees of anxiety. When anxiety is facilitative, it is considered as a normal phenomenon, but if it is disruptive, it becomes severe. Therefore, this is an abnormal behaviour which is diagnosed as a psychological problem.

There are different cases of anxiety in the classroom. For example, some students have anxiety of reading, and others have anxiety of speaking, but the most common one takes place during exams period. Anxiety has an impact on students feeling, thinking, and behaviour in the classroom. Students with anxiety have negative views about their ability to succeed, and they also believe that they are losing control (Cowden, 2009, pp.16-19).

Many researchers found that anxiety is still unclear and not easy to be defined in simple sentences. (Brown, 2007) Spielberger defined anxiety as: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (Spielberger, 1983: 1, cited in Brown, 2007).

Generally, anxiety can be either a state anxiety or a trait anxiety. The former is a temporary feeling which is aroused by some conditions of the environment such as examination, punishment, when the learners expect that the test will be difficult, or when they have to give a prepared speech in front of their peers. A trait anxiety is a stable characteristic or trait of the person. Some students get excessively nervous even when the situation is not dangerous or threatening for example, the learner feels anxious even before easy exams. (Rohen M., 2012)
1.3. Causes of Anxiety on Students

Causes of anxiety disorder are not fully understood which means that the exact causes are unknown, but it is clear that anxiety of students ‘causes develop from a complex interplay of factors (Millon.t, 1999). These factors include genetic, cognitive, personal or everyday stress, which were explained by many researchers in order to show how these factors contribute to the development of anxiety disorder. The researchers Neil, A. Rector, Danielle Bourdeau, Kate Kitchen, and Linda Joseph-Massiah suggest that anxiety appears to be caused through a combination of biological, psychological and environmental factor or challenging life experiences. (ibid)

1.3.1. Biological Factors

The physiological brain, the action of the amygdale which is a deep structure within the brain and hippocampus prepare people to respond for anxiety. (Joanna y.y, 2000) “Research suggests that the Amygdala serves as a communication hub that signals the presence of a threat and triggers a fear response or anxiety. It also stores emotional memories, and may play a role in the development of anxiety disorders.”(Dick CL, 1994) Children who have parents with anxiety are at much greater threat of anxiety than other people suggesting that genetics play another role as well. Several studies have also confirmed that neurotransmitters in the brain, such as serotonin, nor epinephrine, as well as hormonal factors influence the onset and course of anxiety disorders. (Ibid)

1.3.2. Psychological Factors

The psychological factors relate to cognition or thinking. Students with anxiety believe or predict that the result of a specific situation will be embarrassing or harmful. Thinking about being wrong is so difficult for some students; they are afraid of their mistakes. Psychological causes also relate to personality, anxiety appears on students who are easily aroused, upset, and sensitive. Those students guess negative results about a given topic, and they became anxious in stressful situations such as interacting in the class or speaking not only in front of teacher but also in front of the classmates. Many teachers found that the personality of their students plays a crucial role during the progress of their learning. Learners themselves consider that personality is an important factor which influences the learning process. According to Brandes et al. (2006), there is a type of personality which is relevant to the study of anxiety in learners such as introvert personality. Myer Isabel (1995) defined the introverts as to focus on the internal world of ideas and act. Introversion refers to the learners’
tendency to cope with stress and emotions. Learners who are highly introverted are most of the time anxious, sad, shy and angry at anything that moves in front of them.

### I.3.3. Environmental Factors

Students may experience anxiety through the interaction with their families or society, peers or teachers. Environment includes every experience that students have in life starting from the family. Students can learn anxiety from their parents through watching their interactions as when they solve their problems in front of their children by using negative ways (American Psychiatric Association, 2000), especially during exams in which he/she needs any kind of support from parents to feel comfortable and be able to concentrate in exams. When it comes to schools, it specifically related to the teachers because students expressed anxiety and concern relate to teaching methodology, favoritism and feedback or criticism in within the class (Dornyei, Z., 2001). Dornyei, Z. illustrates that the majority of students claimed that the teachers’ characteristics and interaction with students are the major causes of anxiety.

On the other hand, Some students demonstrate that teacher’s behavior can make them anxious; for example, teacher does not explain the subject in a way that makes sense (ibid); he or she does not speak well, or when the teacher label students with names, it diagnoses some images that cause troubles to students. The teacher talks about difficult exams in addition to how he/she serves the exams papers. This makes students anxious, but in some cases they feel that if they do not prepare well, or do not understand the lessons. In general, students face exams anxiety because of two variables which are lack of preparation and worrying about past performance. The former indicates revising all the night before the exams, poor time management, failure in organizing text information, and bad study habits. The latter includes feeling worry of exams, how friends or other students are doing, and the negative consequences of failure. Price, M. (1991) suggested that the teacher plays an important role in increasing or decreasing student anxiety.

All these causes belong to general states of students’ anxiety in the classroom, and they lead learners to show some characteristics that influence their behaviors.

### 1.4. Symptoms of Anxiety on Students

In order to know that some students are anxious, there are several symptoms that appear on those students physically and mentally. Physical symptoms include pounding
heart/rapid heartbeat, excessive sweating, choking sensations, stomach cramps, dizziness and vertigo, frequent urination or diarrhea, shortness of breath, hyperventilation (Muris et al., 2004; Muris et al., 2007; Muris et al., 2008), hot flashes or chills, lightheadedness, tremors and twitches, muscle tension, insomnia, and nausea (America Psychiatric Association, 2000).

On the other hand, the major experienced mental signs are persistent states of apprehension or fear, feelings of dread without valid cause, concentration problems, inner tension and nervousness, unconstructive thinking, irritability or edginess, restlessness and sleeping problems, hyper-vigilance towards signs of danger, absent-mindedness and mind blanks, intense/ sudden feelings of panic or doom, and fear of losing control or going crazy (Albano, A. M., Chorpita, B. F., & Barlow, D. H.; 2003). There are cognitive indicators which appear on students prior to the exams as they have negative or defeating self-talk in addition to excessive worry about the tests or exams, tension, loss of sleep, and loss of appetite. Moreover, anxious students have difficulty in concentrating or focusing on the answers. They cannot retrieve or select key terms or concepts, and they also have problems in organizing, integrating or expressing their thoughts. When students pass exams, they go blank on exams questions as well as remembering the correct answers; they may also have feelings of indifferences, and hopelessness.

Whether students experience anxiety in exams or in general situation in the classroom, they show the symptoms of this psychological problem which are divided into physical, mental, and cognitive indicators. Each one has an impact on the students’ personalities, cognitive and behaviors.

1.5. Effects of Anxiety on Students

Anxiety has a great influence on learners through changing the way they act or how their bodies feel and work; it also leads them to change their behaviors and ways of thinking. The possibility of being affected, it may happen when students struggle with any symptoms.

Anxiety in the class can seriously restrict students’ education because they avoid situations that precipitate the symptoms. Other effects of anxiety in the classroom include an extreme fatigue; less concentration with the teacher because in any cases anxious students remember and think in unreal or imaginary problems that happened before or in coming situations which have no relations to the lecture. As a result, they incline to be inactive in order to avoid exhausting their minds.
Anxiety can be a big problem during the process of learning because it prevents learners to develop some skills for instance reading and speaking. Students with anxiety cannot interact in the class because they do not like even to speak in front of the teacher or classmates, they always avoid public speaking, consistently negative interaction with other students. Anxiety leads students to develop escape/avoidance patterns and tactic due to the lack of preparation and interaction in the class; they also develop overly rigid or lenient relationships with students. It also makes them unable to confront some activities; it can seriously disturb the student’s ability to react positively in any situation. Anxiety can also cause problems in reading comprehension. Some students are so worried about failing in assignment or test that the students cannot retrieve information or store new information (Dobson, C. April, 2013). Most of the time, they will also prefer to be passive and avoiding engagement to their learning, although they are able to do well if they control their fears. Thus, the opportunity for those anxious students to be better and successful with powerful abilities will be lost (Dornyei, 2001). In addition to this, anxiety affects learners through the appearance of "multiple personality" in which a student is reasonably calm, relaxed, and gracious in most situations, but he/she becomes defensive, hostile, and rigid in class (Douglas A. Bernstein, 1983, p.4).

Anxiety also hinders the students’ level because it affects them in exams. In that period, they cannot revise well, they fear and expect difficult questions; therefore, an anxious student may feel bored and hopeless when he/she wants to revise or prepare to exams. During the exam, anxious students cannot concentrate on the answers, feel confused, and they always have doubt about their information because of the lack of self-confidence. For example if they have an oral exam, their performance will be affected by anxiety; consequently, they are considered to be lazy students. The study of Macintyre, P. and Gardner, R. (1991) recognized that highly anxious students are possible to have lower oral performance in contrast to their relaxed classmates; (McIntyre and Gardner, 1995, p.29) “their study argued that learner’s anxiety can make an effect on their performance, as well as their attitudes toward language learning” (ibid, p.29). After the exam, anxiety of students includes feeling of different anger, guilt, or hopelessness. They may also look to blame something or someone for their failure (Gasporavich, L., 2008).

All the effects of anxiety on students lead to less requirement of a good learning and bad result of study. Anxiety has an impact on the students in the classroom because it influences the academic level and the path of students in their career. It destroys students’
relationships with the teacher and other. Moreover, it may cause obstacles in the future if anxious students do not take treatment.

1.6. The Role of Teacher in Reducing Anxiety in the Class

Anxiety of students starts from the family and develops in schools because they experience another style of life through interaction. It can seriously impact the student’s academic abilities, but they can avoid this problem through the help of teachers. There are different ways and strategies which the teacher can use in the classroom and in exams in order to make the process of learning easier for those anxious students.

1.6.1. Classroom Management

There are four strategies that have to be applied in the classroom by the teacher: creating a relaxed classroom, teacher-student relationship, varying skills activities, and group works.

1.6.1.1. Creating a Relaxed Atmosphere

It is necessary for the teacher to create an enjoyable and helpful classroom atmosphere. The classroom’s climate is an important element as well as a motivational tool that it is necessitated for students to be less anxious to communicate. The role of the teacher is to build a relaxed classroom because minimizing student’s anxiety is the most important thing to obtain good results in learning. (Dornyei, 2001, p.41)

According to Z. Dornyei (2001), teachers should apply the norms of tolerance especially concerning students’ mistakes, and they also ought to take into consideration that mistakes are parts of language learning. As a result, students feel comfortable when they take risks because they know that if they make a mistake, they will not be embarrassed or criticized. If the teacher has a good sense of humor, it is considered as a relaxed attitude from teacher; therefore, students can feel deliberately that he/she allows a healthy degree of self-mockery, and they will feel more comfortable in their learning. (Ibid) When teachers encourage learners to personalize the classroom environment according to their taste, it is beneficial to minimize anxiety because “classroom is not only a psychological but also a physical environment.” (Ibid, p.41) The use of games and music are also useful techniques to create a relaxed atmosphere because they make pleasant and supportive environment to refresh students’ minds.
1.6.1.2. Teacher-Student Relationship

Whenever there is a close relationship between the teacher and his/her students, there is a healthier atmosphere. Students feel comfortable through participating, expressing their opinions, and exchanging information with each other because they know the possible response from their teacher. Moreover, teachers observe their students’ behaviors, and they can expect their students’ mood whether they are motivated or anxious about the real situation. Therefore, the teacher tries to shift to another appropriate way. Pianta, R. (1999) argued that if there is a close relationship between the teacher and the learner, students will be psychologically supplied to a feeling of security in the classroom atmosphere; these lead to less level of anxiety and well achievements.

Birch, S. and Ladd, G. (1997) also highlighted that those students with conflicted teacher-student relationships are worse adjusted academically than students who have close relationships with their teachers. As a result, in their learning process, the outcome of positive and sympathetic relationship grasp students to better sense of competence and motivation without being afraid or anxious. Pianta, R. (1999) considers that students who experience a powerful personal relationship with their teachers, speak with them, and obtain more constructive guidance. Consequently, these students are expected to trust the teachers more, and achieve academically at higher levels. Positive teacher-student relationships draw learners into the process of learning and guide their desire to learn.

1.6.1.3. Varying Skills Activity

When the teacher varies the kind of skills activities and practices them in classroom, these decrease students’ anxiety; in addition, it helps them to reduce their worries and fears about the subject. For example, in speaking or listening, some researchers as Harmer, J. (1984) supposed that simulations are like playing the role but they are more elaborated because the anxious students’ self-confidence is built up. Simulations are very supportive factors for students when they bring items to the class in order to create a realistic environment. As a sequence, they will have different roles and do not have to take the same responsibility.

Dunn, S. and Kenneth, J. (1972) also stated that the advantage of brainstorming, in activity which students can create and generate quickly and freely ideas in a limited time, is that they are not criticized for their ideas. Hence, they will participate and share their new ideas without any worries and fears. In addition to that, the real life communication activities
can improve students’ self-confidence and reducing their anxiety. The classroom can be used as a microcosm for everyday life in which the teacher can let his students learn from their experiences in life, and develop a positive sense of mental health. Desensitization strategies also can be used in the class by creating a desensitization approach for instance if a student has public speaking anxiety, the teacher can initially have the learner’s record presentation to the class or have a work read aloud by a classmate. (Gasparovich, L., 2008).

1.6.1.4. Group Work

Cooperative and collaborative groups help anxious students in a way that they can avoid their fear and worry of being judged by others, and they also construct their self-esteem and self-confidence when they are involve with each other. Dornyei (2001) trusted that cooperative environments have more positive attitudes during the learning process in addition to develop higher self-esteem and self-confidence. Moreover, Tsui, A. (2001) argued that students’ collaboration has successful results to reduce anxiety of learners. Therefore, students have to work together to accomplish better achievements in their performance and learning. Group work has some advantages that may help students to obtain good results in their learning. Loannou, A. and Artino, A. (2010) proposed that teachers can use collaborative learning more and more to promote student learning and reduce student’s anxiety associated with learning and testing. Dornyei said: “cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats. Cooperation fosters class group cohesiveness.”(p.101). In cooperative situations, students can motivate, assist, encourage, and support each other through working together because they share common goals. Working in groups also makes the learners rely on each other to exchange ideas which create a feeling of unity. Thus, group work can be the best procedure which is applied in the classroom by giving learners the opportunity to work in group before asking them to perform individually in order to reduce anxiety during the lesson.

1.6.2. The Exams Period

Anxious students need more support during the period of exam, thus the teacher should help them by teaching his/her learners effective ways in order to close the gap between student’s abilities and their academic performance. B. S. Sujendra Prakash (1999) illustrated how teachers can help anxious students in exams by providing the flowing tips before exams, during exams, and after exams.
Formally, teachers should also prepare learners for exam and make them aware that it is a part of the process of learning. They should provide learners with additional activities after completing a section or chapter like writing a small paragraph on what they have understood about the subject. These prepare them and build their confidence on what they will be tested in. Teaching ways of replacing negative self-thought (“I am not smart enough to do this right”) with positive self-thought (“I studied hard and am doing the best I can”) (Education Testing Service, 2005). Then, teacher would try to use other innovative evaluate techniques to understand the students rather than using only a question and answer system in teaching. Next, teachers have to explain to them how they allot marks and on what basis they score their performance and what is being measured knowledge, understanding, or evaluation.

During exams, they also should not seem more strict and serious; they have to show their smile and behaving normally as they do in a regular classroom. They should not prevent students from sitting in a preferable location that they choose in order to feel comfortable. Consequently, students’ tensions, fears, and worries will be lost easily. After exams, teachers should not also discriminate between low scores and high scores. Furthermore, they have to provide them with positive comments while distributing mark sheets with the purpose of encouraging them to improve themselves. (Center for Mental Health in School, 2015) Lately, the teacher has to judge learners’ performance, not the learners themselves. (Sujendra Prakash, 1999)

When the teacher also consults parents and school, he/she can know the students better and then he can choose the appropriate way to interact with them. The treatment will be easy if the teacher diagnoses the performance of the students. However, the parents talk about their anxious children, the teacher could agree with them on how these students will be treated in home as well as in school in order to obtain some solutions to reduce the anxiety. As a result, the collaboration between school psychologists or counselors, parents and teacher provides the teacher with necessary information about anxiety and how to deal with such situations. A good relationship between the teacher and family helps them to extract strategies for reducing their anxieties’ levels. Thus, the anxious one feels that he/she is comfortable because of his/her parents and the teacher’s care.

Teachers have a vital role in reducing their students’ anxiety. They have the powerful influence on their learners. Thus; they can help them feel confident, proud of themselves and
their accomplishment. They should respect and apply these procedures in order to create better environment of learning, minimize students’ anxiety, and fulfill good achievements.

1.7. Conclusion

Anxiety is a common disorder spread among different learners. It causes many problems that hinder the students’ levels of study. It results in a lack of motivation by effecting memory and concentration. Anxiety disorder impacts on how the students behave and interact not only with the teacher but also with each other in the classroom. They will achieve less degree of performance in addition to the development of the study at first, then their exam results. Although all these great and negative effects that influence learners’ abilities, they can enhance their performance and overcome anxiety if they meet some encourages, motivation, and support from their teachers in the classroom. Teachers can do well with them even if they contact the parents, counselors, and school psychologists because that guides them to learn more about the academic anxiety and how it can contribute to reducing students’ anxieties. It is absolutely crucial that teachers are knowledgeable about anxiety of students and prepared to help students who suffer from such disorders overcome their challenges and learn better. Teachers can be a part of the healing process, and students with anxiety cannot only perform academically but also socially, physically, and mentally.
Chapter Two: Shyness of Students in the Classroom
2.1. Introduction

Everyone may feel uncomfortable in social situations when he/she interacts or communicates with others. In fact, the feeling of shyness is generally normal. It is considered as one of the psychological disorders that students experience in the classroom; however, some people experience it at a level that disturbs them. In schools, some students are shy in different ways for different reasons when they interact with teachers and other classmates that lead to many problems in the process of learning. As a result, their academic level will be influenced by shyness.

Thus, shy students need the help of others, especially the teacher, in order to reduce this psychological problem. Therefore, this chapter aims to define and explain the mean concept of shyness when students experience that during the study or interact and participate in the classroom. Then, it shows the reasons for being shy with the major symptoms of shyness through classroom in addition to its impact on students. Finally, it will conclude with the necessary propositions of the teachers’ role in reducing the shyness and how they will provide the help for shy students.

2.2. Definition of Shyness

Shyness is the act of feeling uncomfortable in various situations in ways that hinder learners’ ability to express themselves. Students suffer from shyness in a way that prevents their success. Accordingly, the meaning of shyness has different ideas that are related to researchers.

The everyday meaning of shyness is diverse because each individual in the world looks at shy person from his/her point of view and associates it with specific things, or he/she experienced shyness in his/her life as Zimbardo Philip mentioned that “most of us can admit to being shy at one point or another in our lives” (p.14) because when Zimbardo and his colleagues asked people if they experienced shyness during their lives, they learned that more than eighty percent (80%) answered “yes”. Zimbardo (1977) stated in his study that many people think that a shy individual who is timid, spends most of his/her time on his/her own, and does not have many friends. Others think that the shy person is the one who is socially awkward, gets embarrassed easily and blushes all over when being with other people.

The concept of shyness also differs in relation to such terms as unsociable and shame. People should differentiate between shyness and unsociability. The two differ in terms of
correlations with self-esteem and self-consciousness. Shy individuals have worse self-esteem and higher or low self-consciousness than unsociable individual who do not enjoy being with group of people (Cheek and Buss, 1981). Moreover, it may be related to shame (Crozier, 1999), but people may feel shame whether they are alone or with others, whereas shyness typically arises in social situations (Tangney et al., 1996). Therefore, it can be a situational bound that most people experience in life.

The researchers defined shyness by expressing three components that arise in social situations: somatic, behavioural, and cognitive component. The somatic component involves having physiological and affective-emotional symptoms such as blushing, trembling, feeling upset, and so forth (Cheek & Krasnoperova, 1999; Cheek & Watson, 1989). The behavioural component includes quietness, awkward conversations, and non-verbal behavior such as gaze aversion, withdrawing from social contacts, and avoiding social interactions. Finally, the cognitive component involves thoughts and worries, such as fearing rejection or being self-conscious. From that, they signified that if the individual has problems and regards at least one of these components, he/she is considered as shy (Cheek and Watson, 1989).

Shyness is the feeling of apprehension, lack of comfort, or awkwardness (Crozier, 2000; Carducci, G., 1999). It is experienced when a person is in proximity to social situations, approaching, or being approached by other people, especially in new situations or with unfamiliar people. Shyness can hinder people’s performance in many aspects of life. It can make people reluctant and afraid, or even create negative feelings toward others. (Lee, 2013, p.254)

In the classroom, shyness appears on students in different ways; for example, there are some who worry or shy excessively about what other classmates think of them, and they are also shy in situation when they speak or interact with teachers. The shy student tries to do efforts in order to hide his inferiority which lead them to create an artificial personality as a façade to his real self, so that shyness may lead to posing. (Myers, 2005, p.61) “The tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people, negative feelings about themselves; worries about how others view them; and a tendency to withdraw from social inventions” (APA, 2012). It is also most likely to be experienced in novel social settings, and when they believe that they will be evaluated by others (Crozier, 2001). It can generally be considered as an impression management concern and low self-efficacy beliefs about one’s social performance (Crozier, 2000).
Byrnes, A. D. (1984) clarified that there are two types of students who are mostly present in the classroom. The first type is socially isolated. They are actively rejected and neglected or overlooked and are seen as aggressive and disruptive students. Therefore, they are typically not welcomed in the classrooms. Other type is isolated students; they have no friends, forgotten, and unnoticed by the teachers and peers because of their shyness.

In 2010, Rubin and Coplan stated that shyness can happen at different levels and looks different between learners. There are several categories associated with shyness. The first category is low approach in which learners will not make more effort to immerse themselves into social situation. Then, conflicted shyness signifies to the person who would engage in social situations, but he/she feels anxious. The last category is fearful shyness. It is considered as anxious feelings brought upon from any social situations for the individual.

Researchers have admittedly concluded that “shyness is a fuzzy concept” (Zimbardo, 1977, p. 13), and “although there are many theories, nobody knows exactly what shyness is” (Carducci, 1999, p. 5). Thus, it seems that “shyness is not a precise term” (Crozier, 2000, p. 2). There are two types of shyness. The first one is situational shyness or state shyness which refers to intra-individual differences in shyness (Asendorpf, 1990, pp.250-259), it appears when the person feels shy in a novel social situation or approach to a stranger, or when students win an essay competition in high school, he/she feels very shy to read his/her work out loud in front of the entire class. The second type is trait shyness; it refers to inter-individual differences in shyness as well it occurs when the ones evokes the feeling of shyness whenever he/she meets most new people, places, or situations in a wider variety of social settings. (ibid)

2.3. The Causes of Shyness

Shyness of students has multiple causes especially in the classroom which is an area of much stress. Researchers show that shyness is the result of a process. This process can be explained in several ways that has a relation to the genetic traits, environment in which the students are raised with personal experiences, or a personality trait developed in certain stage in adulthood. Depending on the notions, there are three causes lead to shyness.

2.3.1. The Genetic or Heritage Reasons

In most times, the children’s development depends on their parents. If the parents experience shyness, they promote shy children because heredity is one of the obvious factors
that lead to shyness. Some researchers have shown that shyness appears in families. If one of the parents is plagued by shyness this may influence the child, and it paves the way to this trait to come out (Rapee, 2001, pp. 481–503). Furthermore, the physiological brain in which the action of the amygdale and hippocampus prepares people to respond for shyness. When a shy mother is pregnant, she reinforces her infant to learn what she wants and dislikes. Daniels, D. and Plomin, R. also clarified that genetics can play a role in development of shyness. Their studies have shown that mothers who are shy are generally more likely to give birth to shy children (1986). Therefore, the newborn will acquire limited social communication, and he/she may develop such behaviors because he/she was already prepared for such situations.

Some research suggested that genetic is the origin of shyness. There are 15% to 20% of newborns exhibit an inhibited temperament characterized by high reactivity, for example; excessive crying and vigorous movement of head and limbs to novel stimulation (Henderson, et.al., 1999). Moreover, strong symptoms appear since childhood period whenever a child meets strangers. If parents do not encourage the infant to involve socially, he/she will probably develop shyness. An integrationist, who interprets shyness, suggests that the child, who was born with the easily aroused inhibited temperament, can be guided to social withdrawal in childhood and adolescence from parents, siblings, and peers. This may discourage others from freely interacting with that child. Consequently, these promote a shy response style (Ibid. P.3)

2.3.2. The Social Reasons

The social environment at home, school and work places often introduce shy persons in addition to the lack of social skills. As Zimbardo shows in his book “Shy”, that there is 10% to 20% of shy individuals suffer from lack of basic social skills. Then, there are several situations that make individuals shy, for example; when they are being in the center of attention in a large group, being of lower status, generally in social and new situations, or in situations that require assertiveness, and being evaluated. (Zimbardo, 1977, p.95)

Other reasons are constructed by the ideas of the family and societies’ culture, for instance, gender plays a significant role in shyness, especially in the period of adolescence. They develop the feeling of shyness. Family background is believed to play a major role in the development of shyness. (Coplan et al., 2011, pp.939-951) Some families prevent their children from being with the different gender. Therefore, they develop the idea that it is shame as to play, interact, and sit together with different gender leading them to avoid any
contact with others. Gender also appears to play a role in social shyness. Research of Coplan, R. et al has indicated that females are more likely to experience shyness, especially in adulthood, than males. Thus, it may be more socially acceptable for females than males to be shy because males are responsible and devoted to be the family’s leader by forcing them to have a speech in the society. Certainly, they need to lose their fears and shyness. As a result, children may develop a dependent relationship with their parents as well as a strong passive stance with other peers and new people (Feng, Shaw, & Moilanen, 2011).

For many students the clear cause of shyness is the parental behaviors in which we may find parents who take control of their children in demanding situations, or they protect their children from challenging events. These behaviors of parents may lead children to believe that the world is an unsafe place where they need protection (Rapée, 2001). Additionally, the lack of parental involvement is another cause in which parents may seem disinterested in their children's lives. They may also mistakenly believe that if they let their children fend for themselves, they will promote independence. Others simply may not have the time or the desire to be very involved in their children's lives. But whatever the reason, the decreased parental involvement can lead children to believe that they are not worthy of others' attention. On the other hand, if one of the parents is very aggressive, this may impact the child’s point of view about others. He/she looks at them as hostile persons.

There are other environmental reasons as threatening, teasing, or criticizing. Students, who are frequently threatened, teased or criticized, either by family members, teachers, classmates, or by other people may learn to expect only negative feedback from others. This expectation will lead to the avoidance of social situations and contact with other people (Grace, 2013). Jenifer, P. (2000) included different reasons which were related to the interpersonal factors. She indicated that some children in her class were shy because it was just the way they were, and others were shy because they were raised very old-fashioned. If the teacher does not regard the whole treatment, interaction, and communication within the classroom, some students will construct the feeling of shyness. Coplan et.al. (2011) stated that teachers who have less developed relationships with students lead them to avoid such social situations.

Feeling of shyness or social fears can be evoked by different types of people and settings. In sum, shyness affects how individuals interrelate with others in that it restricts the prospect for social interactions, and makes people less socially skilled and socially attractive.
2.3.3. The Psychological Reasons

The individual may have a negative view of his or herself. So that, he/she has no confidence in the self and it may be progressed into feeling of shyness. Shyness is usually associated with low self-esteem and fears of criticism. (D’ouza& B. urs, 2001, p.86) According to some researchers self-esteem is an important component of personality, which refers to how students feel about the self or how they value themselves. Some parents, by labeling their children as shy, appear to encourage a self-fulfilling prophecy; thus, they reinforce shy behavior in social interactions (Zimbardo & Radl, 1981). On the other hand, perfectionism can lead also to shyness if a learner wanted to say everything perfectly then he might end up speaking much less and so becoming shy. (Rapee, 2001)

In 2002, Dupper, D.R. described other factors that may lead to the feeling of loneliness and problematic shyness in young children. Those factors are due to move children to a new school, losing a friend, experiencing the divorce of parents, rejected by peers, or lacking the social skills to make friends. Therefore, they possess personal characteristics about shyness, and they think they are not perfect in any way.

To sum up, shyness can have many different causes depending on each student and the specific circumstances. There may be a specific cause for some shy students, whereas others may have different reasons. Shyness experts identify possible causes to genes that predispose a person to be shy by preparing them psychologically, a less attachment between parents and child_ if the child has no real interaction or good relationship with his/her parents, he/she will not behave properly with other people, poor acquisition of social skills within the environment where child grew, or he/she experienced a harsh and frequent tease or criticism by parents, siblings or others. (Grace, 2013) Consequently, these lead to the appearance of lots of features and symptoms that appear on a shy student.

2.4. The Symptoms of Shy Students

Whenever shy students experience shyness, they are supposed to influence on their studies, and it is accompanied by different symptoms which are subdivided into three divisions; behavioral, physiological, and cognitive with effective signs. They differ in the way that appears on students.
2.4.1. The Behavioral Signs

Considering the shy students’ symptoms, they exhibit a number of common behaviors. They usually sit very still and avoid feared situations. Also, they have no frequent movements unless they are purposeful, for example, to get materials, or bring a desk. They hardly ever volunteered, and when they are called upon, they speak in a low voice, barely audible. Then, they sometimes smile, and frequently stare in space or inanimate objects rather than people. Moreover, in the school, the shy students are alone or with a very small group of students. If they walk by themselves looking straight ahead or downward, and often stared at walls. Shy individuals have nervous behaviors when they are asked to answer, they would slowly speak and touch his /her hair or face. (Levine & George, 1992, p.31) Furthermore, whenever shy students are awkward or hesitant in interactions, they are self-conscious, they put too much effort in to how they behave, and might practice things that say beforehand. (Crozier, 2000) The behavioral symptoms are followed by the physiological signs in which the internal muscles also change their natures’ work.

2.4.2. The Physiological Signs

The students with shyness feel that their hearts’ rate is so much accelerated whenever they tend to speak, participate or interact with others. They also suffer from dry mouth and a lot of sweating because of the excessive effort to introduce the speech. Moreover, they feel faint or dizzy as well butterflies in stomach or nausea. Also, they experience the situation or oneself or remove and fear of losing control; they usually fear to fail in managing their speech in front of others. (Zimbardo, 1977)

2.4.3. The Cognitive and Affective Signs

The shy students usually have negative thoughts about themselves, the situation, and others. They believe that they are not perfect in any way and weak in contrast to non shy students who are powerful, and often out of awareness. They seem worry, and they also possess negative biases in the self-concept, for instance, they construct concepts that they are socially inadequate, unlovable, and unattractive. Moreover, they are being a shamed, easily embarrassed, painful self-consciousness and low self-esteem. Shy individuals report worse self-esteem and higher self-consciousness than those who view themselves as sociable (Cheek & Buss, 1981). They frequently feel sadness, loneliness and anxious because they experience
higher levels of stress when being with peers and teachers, their cognitive abilities are taxed (Hughes & Coplan, 2010).

Each shy student has different symptoms related to this three-component model that has been identified. Researchers indicated that forty-three percent mentioned only having symptoms corresponding to one component, and thirty-seven percent recognized having symptoms from two components, and twelve percent stated having symptoms related to all of the three components. (Cheek & Watson, 1989, pp.85-95) Thus, when students experience shyness, they develop affective signs leading to much influences in their studies.

2.5. The Effects of Shyness on Students

Students, who have been identified as being shy, have many problems both inside and outside the classroom. They have more internalized problems in comparison to their non-shy counterparts, and they may experience negative emotional responses. There are some evidences which suggested that shy children demonstrate greater academic difficulties. Then, the consequences of shyness can have different impacts on men and women, but women are more acceptable to be shy than men because, in such situations, men may be more pressured to change their behaviors in order to fit in, and they deal with their own early shyness in contrast to women who do not prefer isolated activities; therefore, women construct self-consciousness about their usual preferences (Kerr, 2000, pp.64-84). Shy students are prone to have influences in their study through several factors which are explicated in how shyness impacts them firstly, then their relationships with teachers and peers.

The most serious obstacles of shyness on students are low social skills which are necessary because they help them in behaving, communicating, and in interacting with classmates and teachers. Low self-esteem is also important for students in which they expect to fail in any situation. It leads to discourage them to explore their real life and believe that others are responsible for how they feel, as well as they are fearful of taking responsibility for their own emotions and actions. Likewise, they focus on what does not get done; moreover, they have neither purpose in life nor defining goals. Thus, they continue to blame their past experience or the family instead of blaming themselves. (Johnson, 2004) They will have the tendency to be timid, and talk less. They are typically uncomfortable with being called upon to answer questions in class. They find many difficulties to build interaction with others. Shy learners do not have only difficulties with effective communication, but they also find difficulty to express emotions because they often avoid other people and social situations.
Moreover, those students have often not learned how to adequately express themselves. (Zolten & Nicholas, 2006, p.4)

Shyness may lead to problems in school. Firstly, shy students are often reluctant to ask for help from their teachers or classmates when they need the support. Consequently, their questions may have often gone unanswered. Then, when they work on groups, they tend to be silent or speak up less than others by providing less meaningful material in addition to thinking about what non-shy counterparts might say before they contribute, or they prefer listening to what classmates are saying; however, their reticence is due to fear of the others’ judgment. (Condon & Lisa, 2013, pp.503-504) Shy students are expected to be uncomfortable with open conflict during a discussion with a classmate or the teacher in the class, and they consequently avoid it by being silent most of the time.

According to Arbeau, K. A. and Coplan, R. J. (2010), there are problems that face shy students in the classroom such as the perceptions of others. Peers of shy students believe that these students have lower cognitive abilities than their socially active counterparts. These perceptions guide them to be sure that they are not skillful and unknowledgeable. Moreover, students will often label their shy peers as having lower intelligence quotients. Therefore, shy students do not intend or struggle to establish any maintaining friendship or relation with peers which is a part of social learning experience for students.

Communication between teachers and students is essential, but whenever the shy students do not readily engage the teachers on a personal level or allow to offer counsel and help, those students will be misunderstood by them and have trouble both in asking for and accepting assistance. According to Arbeau et al. (2010), Myers and Pianta (2008), there have been many studies on teachers’ perceptions that pay attention to teacher-student relationships by focusing on its impact on the students’ behaviors. Teachers tend to hold negative perceptions of them (Coplan, 2011) because of their behaviors in the classroom. Hughes and Coplan (2010) stated that teachers who were shy, they might think that it occurred in their students because of self-consciousness, and who were non-shy, they do not aware about this psychological problem. Therefore, they often believe that these students do not know the answers because they do not readily participate as readily as their non-shy counterparts. They view shy students as less capable of performing at high level. In reality, they do not participate regularly because of fear of interacting in the classroom, not due to the lack of knowledge and skills (ibid). As a result of their perceptions, many teachers expected that they
have lower cognitive abilities and score lower on tests which measure intelligence compared to non-shy peers. In further explanation, teachers have the worst expectations that the shy students cannot obtain higher grades in addition to their stereotypes about shy learners in which they think that those students have inferior cognitive abilities.

The effects of shyness are concluded in influencing students’ interactions, communications, and behaviors in the classroom. Those effects make students have low self-esteem and self-consciousness; furthermore, the relationship between them, their teachers and classmates, will be destroyed by teachers and peers’ negative perceptions about the lower cognitive abilities and skills of shy students. Therefore, these students may have lower grades, lower standardized test results, and higher levels of incomplete work. Thus, in order to resolve this problem, shy students need to be understood and looked after by their teachers.

2.6. Reducing Students’ Shyness

What affected shy students in the classroom, it is that they may feel they are not like other peers. Subsequently, they try through their experiences to cope with shyness, but they cannot struggle its impact by themselves because of their beliefs, self-consciousness, and self-esteem. Therefore, they need to have assistance and support from teachers to enhance their academic studies. Thus, teachers have to teach shy students how to build high self-esteem and self-confidence, the necessary factors in reducing shyness, by convincing them that they are future oriented and are not overly concerned with past mistakes or failures. In addition to this, they teach them how they can accept all dimensions of emotion without allowing such feelings affect their behaviors negatively.

There are recommendations for the teacher to help shy students overcome shyness. He/she should intervene with them in different cases for diagnosing their states and know their needs. In some situations, the shy individual who has severe shyness needs medical treatment and the others’ care in order to overcome shyness, but others may lose shyness if they have care, or they have been looked after by the family and school. Therefore, the teacher needs to pay attention to some interactions, participation and behaviors in the classroom and encourage all students to involve in many class’s situations.

At first, the teacher should look if there are shy students. Then, he/she uses such available strategies that are proposed by some psychologists who suggested that the teacher can help shy students to be more comfortable and active in the classroom. Johnson’s, O.G
strategies based on suggestions by interviewing 137 teachers (1956), and Blanco’s strategies are collected from school psychologists (1972). These two researchers found that the first step that the teacher should do is to encourage shy learners to join volunteer group recreational and social organizations outside the school. This method can help the students to know how to interact when they meet new people, greet others, and initiate conversations. Secondly, the teacher has to involve shy learners frequently in small-group, and to do analysis of peer preferences. In that, the teacher has to involve them with their peers through assignments and small group cooperative activities, and he should also try pairing a shy student with an outgoing peer whom he/she thinks this student will feel comfortable with, then he/she should encourage contact with their friendly peers to do some activities. The teacher has to give students the time to rehearse so that they will have opportunity to rehearse privately. Additionally, he/she does not force them to perform an action in front of their classmates but encourage them to do so. Moreover; some researchers also suggest that pairing a shy student with an older or younger one can create positive social interactions.

Thirdly, the teacher has to move them gently toward participation not only by involving them to participate in group, but also he/she encourages them to become more active after they seem ready for individual participation. Fourthly, he/she has got to discuss directly with them the importance of participation and sharing with peers in class activities. He/she should talk to them during group session looking face to face and naming the group with their names to make them feel their recognition; the teacher should give the whole group responsibility and assigns shy students an important task. Then, he/she designs activities in which they feel secure enough to participate. For example, if there are some shy students who like art activities as well as other like talking about their families or experiences, the teacher has to give them tasks about these topics in order to make them able to do things that they were not able to do before and should help them in avoiding traumatic failure. Students also ask his/her advice when it is necessary and helpful. Fourthly, the teacher should minimize criticism and avoid negative comments. Furthermore, he/she should also take every opportunity to praise the shy students when they act socially by offering verbal praise, but if the teacher thinks that these students may be embarrassed by his/her compliments, he/she should take them aside and tell them how well they have done in private (ibid).

Fifthly, the teacher should avoid pressuring or forcing the shy learners in the situation that they are not yet comfortable with by giving them plenty of time to warm up to new people and situations, offer encourage with warm words. Likewise, the teacher should be
patient and give them plenty of time to speak or respond to question. Relaxing atmosphere is also important in the classroom. Therefore, the teacher ought to use soft invitational tone and do not shock when he/she calls on them in the classroom, for example; he/she calls them only when he/she believes that they know the answer in order to avoid putting them in situations that would be embracing or frightening. Moreover; the teacher has to have predictable and consistent routines in the classroom, for example; in everyday course he/she explains the lesson then asks someone to answer; the shy one previously has to prepare and control him/herself because when a shy student has expectation about the course, he/she may lessen the degree of worry which leads to shyness. (Brophy, J. & McCaslin, sep.1992)

Sixthly, the teacher has to involve shy learners in games that require verbal responses, and encourage their expression through dolls, puppets, or stuffed animals by giving them things that obliged them to speak such as repeating some phrases or describing images. For example, if those students have experiments about bees’ interaction in their scientific study of biology, the teacher can take his/her students to garden for exploring how the bees system works; then, he/she can speak with those shy while other peers are enjoying in the garden. He/she should help them to feel secure in the classroom by talking with them about familiar topics, or about their interest, and assure them that they are needed and loved by him/her and all the rest of the class causing the development of personal relationship. Teacher has to move them gently toward participation by involving them to participate in group afterwards encourage them to become more active after they seem ready for individual participation. Seventhly, he has got to discuss directly with them the importance of participation and sharing with peers in class activities. He/she also ought to develop a relaxed calm climate in the classroom by moving at a moderate speed, speaking in soft but clear voice tones. Finally, the use of different other own methods is helpful to accept and communicate with shy students. (ibid)

These strategies can help the teacher to teach all the students easily and help shy learners to be more comfortable and relaxed during lessons. They also help them to participate in the classroom. The teacher should know shy learners at first, and he try to make a good relationship with them in order to know their problems and their interests. Then, they start teaching them how to interact with others inside and outside classroom and also the importance of group work. As a result, the shy students will be able to cope with all life problems and disappointments as well as they accept other classmates as unique, and they feel free to express their opinions even if their ideas are different from those classmates. Teachers
can help their learners not only by using these strategies, but he/she also has to be in contact with their families and some psychologists.

2.7. Conclusion

Shyness of students is defined as discomfort, inhibition, and awkwardness in social situations. Shy students fear in different situations in the classroom. Shyness has various causes depending on the individual and the specific circumstances that are related to genetic or heritage reasons which is concerned with the development of child in his family, and the society that predisposes him/her to shyness. Social reasons are also associated with immersions of child through the environment in which the child acquire less basic social skills to interact and participate with others. Moreover, another reasons are the psychological factors in which the students experience various states and emotional component of personality because of their negative view about themselves. Therefore, all those causes lead to a great effect on students’ study, and how they behave, interact and feel about other students and teachers as well, the academic level will be low due to shyness. Furthermore, teacher can discover shy students by the various symptoms that appear on them when they interact or participate. Thus, they prefer to avoid any situation that evokes their fears, worries and shyness. Consequently, some teachers think about those shy students as inactive, incapable to do well things alone and less skillful in comparison to non-shy one. Hence, in order to involve shy students and make them like other peers, the teacher has to be on contact with his/her parents, and he has to use the various strategies that were proposed by researchers and psychologists for teachers to overcome shyness through providing teachers with guided information and knowledge about the shy ones.
Chapter Three: 
Practical Frame Work 
“Anxiety”
3.1. Introduction

This chapter is devoted to diagnose the existence of anxiety among students, and to give the basic information about how it can impact students, and in what way it can affect their studies as well as the focus on how teachers can decrease anxiety which belongs to the common psychological disorder that most students experience in their study. We are going to investigate this hypothesis through our sample by asking students of secondary school of Hattassa Hammou in Aouled Mahmud about anxiety if it affects their learning and what they need as learners in order to reduce anxiety. Furthermore, we also ask teachers about their anxious students in addition to how they interact with them and if they can help their learners to overcome it.

In this chapter, we aim to clarify if the teacher can influence their learners and to discuss his/her role in overcoming this psychological problem, and how he/she can do that in details depending on a sample of data.

3.2. Aim and Objective of the Study

In our study, we intend to know due to what students at secondary school are anxious, how anxiety can influence their studies, and what they would like to be comfortable in addition to how their teachers behave and deal with them. Our aim is to highlight if the teacher can reduce the degree of anxiety afflicting his/her students by using different methods and strategies.

3.3. Research Methodology

To achieve the research work, we choose the secondary school of Hattassa Hammou in Aouled Mahmud to apply our research, and we had involved teachers and second year students who are considered adolescents. Then, we designed questionnaires include nine (9) questions for students and nine (9) questions for teachers. Our sample includes 65 students who are selected randomly males and females from 98 second year students, and 30 teachers who teach different disciplines. All those were given questionnaires to be answered in order to obtain the usual information which are needed in the study. Lastly, the result is about deducing strategies and methods to cope with anxiety and helping students by providing comfortable environment in the classroom.
3.4. Data Analysis and Interpretation

In this research work, both quantitative and qualitative methods are used, but we emphasize more on the qualitative one. For getting enough information about anxiety, we gave a series of questions to both students and teachers. Their results are achieved as following

3.4.1. Students’ Questionnaire: Analysis and Interpretation

Q1.1. Do you participate and interact in the class?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(6) 9.23%</td>
<td>(56) 86.15%</td>
<td>(3) 4.61%</td>
</tr>
</tbody>
</table>

Table 1.1: The Number of Students Who Participate and Interact in the Class

Graph1.1

This graph shows that there are (9.23%) of students who participate and interact always; (86.15%) of students who participate and interact in the classroom, and (4.61%) of students who do not participate and interact at all in the classroom. Although there are proportions of students how interact always, the majority expresses that they occasionally interact and participate in the classroom.

Q1.2. If your answer is “sometimes” or “never”, is it because you are Worried about making mistakes, fearful of teachers and students’ criticism, Unable to express the ideas?
Students’ Answers | Worry about making mistakes | fearful of teachers and students’ criticism | Unable to express the ideas
--- | --- | --- | ---
The Percentage of Students | (13) 22.03% | (11) 18.64% | (35) 59.32%

Table 1.2: The Reasons of Sometimes/ Never Participation and Interaction in the Classroom.

Graph 1.2

This graph shows why the students do not participate and interact in the classroom always. The first mentioned percentage is about (22.03%) students who answered that they feel worry about making mistakes. After that, (18.64%) of students are fearful of teachers and students’ criticism. Then, (53.84%) of students can participate or interact because they are unable to express their ideas. The large number of students (59.32%) who do not have the ability to express their ideas is larger than the number of students who feel fearful of teachers and students’ criticism, but it is near to the smallest one (16.29%).

Q.2.1. Do you feel anxious when you present a topic, read, or speak in front of your classmates in the classroom?

Students’ Answers | No | Yes
--- | --- | ---
The Percentage of students | (14) 21.53% | (51) 78.47%

Table 2.1: the Number of Students Who Have Anxiety of Public Speaking
The graph’s results illustrate that the number of students who have public speaking anxiety is (78.47%); whereas, only (21.53%) of students who do not experience anxiety of public speaking. This means that the majority of students are fearful of presenting a topic in addition to less quality and affective presentation.

Q.2.2. If it is yes, is it because of Teacher’ reaction, The Lack of preparation?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Teacher’s reaction</th>
<th>The Lack of preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of students</td>
<td>(31) 60.78 %</td>
<td>(20) 39.21 %</td>
</tr>
</tbody>
</table>

Table 2.2. The Causes of Anxiety When Speaking in Public
The graph mentions the common causes of anxiety when students speak in public, and it demonstrates that the teacher’s reaction is the major cause for (60.78%) students. Then, the following cause is the lack of preparation for (39.21%) students. Consequently, it appears that when the teacher reacts for some behaviors, the students are so appreciated, and their teachers’ behaviors are important to progress or lose anxious.

Q.3.1. Are there some characteristics in the teacher that make you nervous or anxious?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(64) 98.46%</td>
<td>(1) 1.54%</td>
</tr>
</tbody>
</table>

Table 3.1: The Number of Students Who Become Anxious Because of the Teachers’ Characteristics

Graph 3.1

The accurate measurement shows that there are (98.46%) of students who do not like some characteristics of their teachers and lead them to be anxious, and only one student (1.54%) does not care for teachers behaviors. Thus, these percentages argue that the teachers’ characteristics mostly lead to fear of teachers as well as anxiety of students; moreover, the results claim that the teachers are responsible for students’ anxiety in the classroom.

Q.3.2. If your answer is yes, are these characteristics Distinct between students (unfair), Awkward?
The graph represents some reasonable characteristics which guide students to feel anxious. The answer of most students is that the distinction between students, unfair teacher (76.56%); whereas, other students (23.43%) said awkward teachers. As a result, the distinct between students is the major reason that affects many students’ psychology and makes them nervous and anxious. Thus, it indicates that students are more sensible of the relationship with teachers.

**Q.4. Which methods that may make you feel comfortable, understand well, and participate easily in the classroom?**

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>The use of humor or self-mockery</th>
<th>The use of music and games during the lesson</th>
<th>The time to think before replying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Percentage of Students</strong></td>
<td>(43) 66.15%</td>
<td>(8) 12.30%</td>
<td>(14) 21.53%</td>
</tr>
</tbody>
</table>

**Table 4: Methods that Help Students to Be Relaxed and Participate in the Class**
Graph 4

The graph illustrates that the perfect method to students (43) is the use of humor or self-mockery by the teachers. 14 students feel comfortable and participate easily when the teacher gives them time to think before answering the question, but only 8 students who prefer that the teacher use music and games during the lesson. It is noticed that the most appropriate method that makes students feel relaxed and participate easily is the use of humor during the lesson (66.15%), and also the time that the teacher gives to students to think is affective and suitable to the learners (21.53%) when it is compared to the use of music and games during the lesson (12.30%).

Q.5.1. Before exams, do you feel worry?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(54) 83.07%</td>
<td>(11) 16.93%</td>
</tr>
</tbody>
</table>

Table 5.1: Students Who Feel Worry before Exams
In this graph, the statistics reveal that the biggest number of students (83.07%) feels anxious before exams, and the lowest number (16.93%) does not experience exam anxiety. As a conclusion, it clarifies that exams are a source of worries.

Q.5.2. If it is yes, is it because of Your negative expectation about exams, or Your teacher informed you that exam will be difficult?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Your negative expectation about exams</th>
<th>Your teacher informed you that exam will be difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(46) 85.18%</td>
<td>(8) 14.81%</td>
</tr>
</tbody>
</table>

Table 5.2: Students’ Reasons for Being Worry before Exams

Graph 5.2

This graph is about students’ reasons for being worried before exams. It includes (85.18%) of those anxious students who claimed that their negative expectation about exams makes them anxious, and (14.81%) of students reported that they feel anxious due to their teacher’s speech about exams. Thus, it is noticed that the majority of students feel anxious before exams, and the common reason is the negative expectations about exams questions.

Q.6.1. Do you forget your information, or lose your concentration during exams?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(59) 90.76%</td>
<td>(6) 9.23%</td>
</tr>
</tbody>
</table>

Table 6.1: Students Who Lose Concentrations or Forget Their Information during Exams
The above graph shows the highest number of students (59) suffers from losing concentration and forgetting information when they are examined (90.76%). Then, a few of them (6) responded that they do not have this problem (9.23%). Thus, we deduce that those students who lose concentration and forget information have problems in their study.

Q.6.2. If it is yes, is it because of teachers ‘behaviors when they control students, or you have less self confidence

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>The teachers’ behaviors when they control students</th>
<th>You have less confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(37) 62.71%</td>
<td>(22) 37.28%</td>
</tr>
</tbody>
</table>

Table 6.2: Students’ Reasons for Losing Concentration or Forgetting Information during Exams

The above graph shows 37 of those students who responded with yes, their influence is because of the teachers’ behaviors when they control them and others (22) asserted that they have less confidence (37.28%). So, it is confirmed that majority of students forget their
information and lose information during exams due to the teachers’ behaviors when they control students in exams.

Q.7.1. Do you expect that you will have a bad mark after the exam?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(52) 80%</td>
<td>(9) 13.84%</td>
<td>(4) 6.15%</td>
</tr>
</tbody>
</table>

Table 7.1: The Expectation of Students about Their Marks

![Graph 7.1](image)

Graph 7.1

The graph exhibits three degrees of expectation about exam mark. The first degree (80%) is experienced by the greatest part of students (52) who supposed that they always expect gaining bad marks, and the little of them (9) reported that sometimes expect having bad marks (13.84%), but the smallest number (4) stated that they never have negative expectation (6.15%). As a deduction, this graph explains that the largest number of students constantly expects bad marks in contrast to students that have any expectation toward marks, and also the modest number of them has irregular expectation.

Q. 7.2. If the answer is “always” or “sometimes”, it is because of you were confused during exams, or the teacher evaluation

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>You were confused during exams</th>
<th>The teacher evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>27 (44.26%)</td>
<td>(34) 55.73%</td>
</tr>
</tbody>
</table>

Table 7.2: The Causes for Negative Expectation of Marks
Graph 7.2

Through the graph, it is noticed that the common causes that lead (55.73%) students to have the worst expectations is the teacher’s evaluation, and (44.26%) of them replied that they were confused during exams. Although the teacher’s evaluation is the biggest problem, and the confusion during exam is the lowest one. It clarifies that the percentages are much closed to each other, and those causes are more influential on students’ expectations about exam’s marks.

Q.8. 1. Do you feel angry and anxious when you get a bad mark?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(62) 95.38%</td>
<td>(3) 4.61%</td>
</tr>
</tbody>
</table>

Table 8.1: The Number of Students Who Feel Angry and Anxious When Getting Bad Mark

Graph 8.1

This graph signifies that 62 students from the whole sample (65) feel angry and anxious when they get a bad mark compared to the rest who do not feel angry (3). In fact, the
highest percentages (95.38%) of students who feel angry and anxious when getting a bad mark indicate that they have confirmation for reclaiming about their marks.

Q.8.2. If it is yes, is it because of the judgment of the teacher, Discrimination between high and low scores?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>The judgment of the teacher</th>
<th>Discrimination between high and low scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(20) 32.25%</td>
<td>(42) 67.74%</td>
</tr>
</tbody>
</table>

Table.8.2: Students’ Reasons for Being Angry and Anxious When Getting Bad Mark

Graph 8.2

The numerical measurements show that those students are reasonably anxious due to the judgment of the teacher (32.25%) and the discrimination between high and low scores (67.74%). Furthermore, the two reasons seem more frequent to the students because they are mainly related to their teachers. Although the big number of students (42) who said that discrimination between high and low scores, and the others said that the judgment of the teacher, the percentage of the formal cause (67.74%) is not much higher than the later one (32.25%).

Q.9. Is your relationship with your teacher decreasing your tension in the classroom?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(65) 100%</td>
<td>(0) 00%</td>
</tr>
</tbody>
</table>

Table .9: The Relationship with Teacher Decrease Tension of Students in the Classroom
This shows that all students (65) reported that whenever they have relationship with their teacher, their tension decrease in the classroom (100%). Consequently, it is deduced that all the students pay attention to the relationship between them and their teacher, and they also consider this relationship as important in reducing tension and leading them to be relaxed in the classroom.

3.4.1.1 Discussion of Data Analysis (Students’ Questionnaire)

In this study, we have examined the way in which anxiety affected students in the classroom and its causes, and we looked after the methods and strategies that teachers used to help them. In order to deduce the necessary information about this study, Hattassa Hammou secondary school students were exposed to a set of questionnaires.

From the previous data, we realize that there are students who are not able to participate “always” in the classroom due to different reasons; whereas, the common reason among those learners is that they are unable to express their ideas. Some students suggested other reasons which are related to the teacher’s treatment such as teacher’s choice to excellent students; the teacher did not repeat the explanation of the lesson when he was asked; furthermore, he/she should take into consideration that students not only have classroom problems but also outside ones such as family problems. The causes of anxiety differ from one student to another, but most anxious learners (78.47%) cannot interact or speak in front of others due to various causes such as the lack of preparation, or teacher’s reaction which is considered as the first cause that makes learners anxious in public speaking. Our findings are similar to Neil A. Rector’s findings, et.al. (2011) which show that anxiety’s causes were the combinations of different factors.
On the other hand and based on the study of Dornyei, Z. (2001), our results demonstrate that the majority of students (98.46%) reported that the characteristics and the behaviors of some teachers make them nervous and anxious. For example, an awkward teacher, however, unfair teacher was the main characteristic that influences the psychology of many students (75.38%); in that case, he/she makes distinction between him/her students. Other teachers ‘characteristics that were proposed by some students make learners anxious in the classroom. Those behaviors are the teacher’s disrespects of his /her learners’ answers, and he/she also dealt only with the excellent learners. Consequently, those students who were exposed to such treatments in the classroom felt anxious.

The significance of our research is the fact that our findings regard the methods and strategies which are adequate for both teacher and learners. In general, we realized that there are various methods and strategies that can help students feel comfortable, and participate easily in the classroom. Through our analysis, we found that most students (66.15% / 43 out of 65 students) reported that the use of humor is the appropriate method; whereas, 21.53% of students prefer having time to think before answering lead them to be relaxed. However, the rest (12.30%) considers the use of music and games during lesson provides them with a relaxed atmosphere. Thus, when we compare that to Dornyei, Z. (2001) finding, they go in parallel and include similar methods.

In the other side, our research analysis also represents exam anxiety. We noticed that a large number of students (83.07%) of the sample feel worry and anxious before the exam due to various reasons. But most of those students (73.84%) claimed that they feel anxious in that period because of their negative expectations about exams questions. As well during exams, we realized that nearly all the students (90.76%) lose concentration and forget some information; moreover, their reasons vary from one student to another. However, teachers’ behavior while controlling students is the most common cause for many students (61.53%). We found other causes that were proposed by some students including the stress of being busy most of the time, or the focus on controlling one student in the exam. From the analysis, we observed that after exams, (83%) of students from our sample expect “always” that they will have bad marks, and others (66.16%) expect that from time to time. Then, there are two common causes for this negative expectation, but the first reason among students of our sample is the evaluation of their teachers than the confusion during the exam.
After the correction of exams, nearly all the students (95.38%) feel worry and angry when they got bad mark due to the judgment of the teacher, or due the discrimination between high and low scores. We deduce from our analysis that the causes of anxiety in exams are related to different reasons that have relation with students themselves or/and with teachers, and that coincide with the illustration of Dornyei, Z. (2001).

Concerning to data, when we investigated the students’ answers about the importance of their relationship with teachers, we found that all the answers (100%) signify to the value of close relationship between the students and their teachers. Then, they indicated that it decreases their tension in the classroom which is similar to what Pianta (1999) mentioned in her study. Moreover, this relationship can help learners to be comfortable. Consequently, learners can ask questions, love lessons, concentrate with the teacher, communicate with each other, exchange their information, and participate easily. We came across other behaviors that the teacher can perform in order to make his/her students feel comfortable and study better. Those behaviors were mainly proposed by learners; firstly, the teacher should give the opportunity to his/her students to ask questions. Secondly, he also should respect their levels; finally, he has to be patient and encourage them to express their ideas.

We conclude that the finding of this study are emulated to those previous studies, (Dornyei, 2001; price, 1991) because they demonstrate that the teacher is the principle one who influences students in their studies and leads them to be comfortable or anxious in the classroom.

3.4. 2 Teachers’ Questionnaire: Analysis and Interpretation

They are achieved as follow:

Q.1.1. Do you have students who cannot concentrate with you?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(30) 100%</td>
<td>(00) 00%</td>
</tr>
</tbody>
</table>

Table 1.1: The Number of Students Who Cannot Concentrate with Teacher
Graph 1.1

The graph shows that all the teachers 30(100%) responded that they have some students who cannot concentrate in the classroom. Hence, we deduce that each classroom includes some students who have problems of concentration.

Q.1.2. If it is yes, is it because they feel the lesson is boring, they are anxious?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>They feel the lesson is boring</th>
<th>They are anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(12) 40%</td>
<td>(18) 60%</td>
</tr>
</tbody>
</table>

Table 1.2. Teachers’ Reasons of non Concentration in the lesson

Graph 1.2

The graph includes two different reasons, which are presented by teachers about student who are unable to concentrate. There are 18(60%) of teachers who said that those students are anxious, and 12(40%) of teachers justified that students felt bored during the lesson. As a result, we notice that the common reason between (60%) of teachers is that
students are anxious which is not far from those who said that they feel the lesson is boring (40%).

Q.2. What is your reaction when the students make mistakes?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Keep quiet, smile or encourage them</th>
<th>Stop them then correct the mistakes</th>
<th>Get a nod and nervous</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(9) 30%</td>
<td>(18) 60%</td>
<td>(3) 10%</td>
</tr>
</tbody>
</table>

Table 02: Teachers’ Reaction When the Students Make Mistakes

Graph.02

This displays that 9(30%) of teachers keep quiet, and encourage the students when he makes a mistake; 18(60%) of teachers stop the students and correct their mistakes, but only 3(10%) of teachers who said that they get a nod and nervous when the student makes a mistake. Consequently, we infer that most teachers believe that stopping the student and correct his/her mistake is the appropriate reaction when student makes mistakes.

Q.3.1. Do you use things that can help your students to be relaxed in classroom?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(30) 100%</td>
<td>(00) 00%</td>
</tr>
</tbody>
</table>

Table 3.1: Teachers’ Opinions about Methods That Help Students to Be Relaxed in Classroom
Graph 3.1

It is clear from this data that the entire teachers (100%) said that they use relaxed methods in the classroom. Consequently, it seems that all teachers pay attention to their students and try to establish a relaxed environment in the classroom.

Q3.2. if it is yes, are they humor, music, games?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>humor</th>
<th>music</th>
<th>games</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>26 86.66%</td>
<td>(00) 00%</td>
<td>(4) 13.33%</td>
</tr>
</tbody>
</table>

Table 3.2: Methods Which Are Utilized by Teachers in the Classroom

Graph 3.2

This reveals that the utilized methods differ from a teacher to another. Thus, there are 26 (86.26%) teachers who use humor in the classroom, and only 4 (13.33%) of teachers use games, but no one uses music in the classroom. Accordingly, we conclude that the most perfect method in the classroom is the use of humor which is helpful in order to help learners feel relaxed during the lesson, but the use of music is useless.
Q.4. 1. Do you speak with your students outside the class?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(27) 90%</td>
<td>(3) 10%</td>
</tr>
</tbody>
</table>

Table 4.1: Teacher’s Speech with Students outside the Class and Their Reasons

The graph informs that there are 27 (90%) of teachers who speak with their students outside the classroom, and only 3 (10%) who do not speak with students outside the classroom. In fact, it leads to believe that the majority of teachers have contact with their students.

Q.4.2. If it is yes, is it because you want to know their interests, and their problems or to make good relationship with them?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>To know their interests, and their problems</th>
<th>to make good relationship with them</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(18) 66.66%</td>
<td>(9) 33.33%</td>
</tr>
</tbody>
</table>

Table 4.2. Teachers’ Reasons to Speak With Their Students outside the Classroom
When we look to teachers’ reasons in the graph, we find that 18 (66.66%) of teachers speak outside the class with learners because they want to know their interests, and their problems. However, only 9 (33.33%) of them do that in order to make a good relationship with them. Therefore; we assume that the majority of teachers are aware of the importance of speaking outside the class with their learners. Although they have different reasons, the main cause of those teachers is to know their students’ interests.

Q.5. Do you give your students examples from real life situations?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(30) 100%</td>
<td>(00) 00%</td>
</tr>
</tbody>
</table>

Table 05: The Number of Teachers Who Use Real Life Examples

This representation illustrates that the entire teachers use real life examples during explanation. Consequently, we deduce that the use of examples from real life is very important and helpful strategy which is used by all the teachers 30 (100%).
Q.6. Which of these methods are adequate to your students in the classroom?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Group Work</th>
<th>Pair Work</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(10) 33.33%</td>
<td>(8) 26.66%</td>
<td>(12) 40%</td>
</tr>
</tbody>
</table>

Table 06: The Most Adequate Used Methods by Teacher for Students

The graph above reveals that 10 teachers from the whole sample (30) allow students work in group work 33.33%; whereas, 8 teachers order them to work pairs (26.66%), but the biggest percentage of teachers (40%) apply individual works in the classroom. In fact, we observe in this graph that the percentages are closed to each other. Thus, we infer that the use of these methods may be appropriate to each lesson but by different degrees.

Q.7. How do you prepare your students to the exams?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>By adding exercises before the exam</th>
<th>Telling them about the difficulty of the exam</th>
<th>Explain that the exam is just a part of the learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(11) 36.66%</td>
<td>(11) 36.66%</td>
<td>(8) 26.66%</td>
</tr>
</tbody>
</table>

Table 07: How Teachers Prepare the Students to Exams
The teachers’ answers clarify that the frequent way they use in order to prepare their students for exams is by adding exercises before the exam and telling them about the difficulty of the exam; however, these two ways have the similar highest percentage (36.66%) but nearly to the rest teachers’ way (26.66%) of explaining that the exam is just a part of the learning process. Thus, we realize that each way is considered appropriate to prepare students for exams, but every teacher believes that his/her way is the perfect.

Q.8. During the exam, do you look smiley or serious and strict?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Smiley</th>
<th>serious and strict</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(16) 53.33%</td>
<td>(14) 46.66%</td>
</tr>
</tbody>
</table>

Table 8: Teachers’ Behaviors during the Exam

Graph 07

Graph 08
The graph shows that the percentages of teachers who looked smiley (53.33%) in the exams are bigger than the percentages of teachers who looked serious and strict (46.66%). This means that the majority of teachers lead their students to feel comfortable, and they are aware about the students’ psychology during exams.

Q.9. When you correct the exam, what do you do?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>blame and criticize the students</th>
<th>comfort and encourage them</th>
<th>give them the marks without comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(13) 43.33%</td>
<td>(11) 36.66%</td>
<td>(6 ) 20%</td>
</tr>
</tbody>
</table>

Table 9. Teachers’ Reaction When Correcting Exam

Graph 09

The information which is represented in this graph explains the teachers’ reactions when they correct exams. (13) 43.33% of teachers reported that they blame and criticize the students; whereas, (6) 20% of teachers said that they comfort and encourage them, and (11) 36.66% of teacher also said that giving them marks without comment. In fact, the reaction of blaming and criticizing the students is the biggest percentage (43.33%) followed by comforting and encouraging them (11) 36.66%; this argues that the students will be affected by the teachers.

3.4.2.1. Discussion of Data Analysis (Teachers’ Questionnaire)

Through our analysis of teachers’ data, we found that all teachers responded that they had some students who do not concentrate in the classroom. Thus, we deduce that each classroom includes some students who have problems of concentration. The common
reason supposed by those teachers (60%) was that those students are anxious, but other teachers (40%) told that those students feel the lesson is boring. This means that the presentation of the lesson is unsuitable for students as mentioned in the theory of Dornyei (2001) in which he explained that the teacher causes anxiety to students. In addition to this, teachers’ reactions towards mistakes are also effective because it may lead students to improve their feeling or discourage them. From this data analysis there are (30%) teachers said that they smile, and encourage them. consequently, this is a good behavior for students to lose anxiety and feel comfortable. however, others teachers (60%) told that they stop them, and then correct the mistakes. Whereas, the remaining teachers (10%) got nod and nervous which lead those students fear from teacher, and if they participate they feel anxious to make mistakes. When we compare these illustrations with the previous studies of some researchers as Dornyei, we find that the negative reaction of teachers about students’ mistakes is the first cause of anxiety. Price (1991) said in this situation that students’ anxiety relates to teaching methodology, favoritism and feedback or criticism of teachers in the class.

From our analysis, we also notice that all teachers rely that they use methods that can help their students to be relaxed in the classroom. The most of those teachers (86%) said that they use humor, and only (13.33%) of teachers use games, and no one use music. Thus we can say that the use of humor is the appropriate method that most of teachers use in order to make their learners feel comfortable. However, the use of music and games sometimes also are useful and helpful techniques that teachers has to take into consideration when they want to create a relaxed atmosphere. When we look at the answers of teachers about their relationship with students, we find that the majority of teachers (90%) have a relation with their learners. they speak and discuss ideas with them outside the classroom, although they have different reasons. There are teachers (66.66%) said that their reason for speaking with students outside the classroom was to know their interests and their problems, but others (33.33%) said that their reason is to make a good relationship with them. Consequently, although there are differences between the reasons of teachers, but there is a relationship between teachers and learners which is a helpful way in reducing anxiety. Moreover, students will be psychologically supplied with a feeling of security in the classroom atmosphere. These lead to less level of anxiety and well achievements. Those results are equally to Hamre and Piñata’s (2001) finding.
The figures of our analysis show that all teachers reply that they use examples from real life situations during the explanation. This is a helpful method not only for students but also for the teacher to explain the lesson easily through guiding his/her students to learn from their life experiences, and develop a positive sense of mental health. The teachers’ opinions about doing activities differ. There are only (33.33%) teachers who use group works, and (40%) use individual works while (26.66%) teachers use pair work. These results display that most teachers use individual works, whereas the best method that can reduce students’ anxiety according to many psychologists is group works. For example, Dornyei said: “cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats”.

Through the data, we notice that teachers use various strategies in preparing students to exams. Then, we find (36.66%) teachers said that they prepare them by adding exercises and inform their students about the difficulty of exam. On the other hand, there are only (26.66%) teachers who explain to the learners that exam is just a part of the learning process. As a result, most of students feel anxious before exams. Although the method of adding exercises is a suitable method but the best method is to make learners aware that the exam is a part of the process of learning in order to prepare them and build their confidence on what they will be tested in. Our analysis shows also that there are teachers (53.331%) who prefer to smile during the exam. Conversely, others (46.66%) prefer to be serious and restrict, and this is the method that makes most students anxious. Thus, teachers have to show their smile and behave normally as they do in a regular classroom in order to reduce students’ tensions and fears. Teachers have also different views about dealing with students’ marks. Percentages show that (20%) teachers said that they comfort and encourage the student when he /she gets a bad mark, and (36.66%) teachers blame and criticize students who get bad marks which is a strategy that has a negative influence on students. The appropriate technique is to provide students with positive comments while distributing mark sheets aimed to encourage them to improve themselves. These findings are included in Center for Mental Health in School in 2015.

3.5. Conclusion

To sum up, there are many conclusions which are resulted from our analysis of data collection, analyzing questionnaires of second year students of secondary school of
Hattassa Hammou in Aouled Mahmud and their teachers. Those results illustrate the relationship between the students and teachers’ questionnaires in addition to extract the appropriate methods and strategies for reducing anxiety in the classroom.

The questionnaires provided us with that there is an important relationship between students’ anxiety and their teachers’ behaviors, interaction, and characteristics. Consequently, we deduce that many students cannot participate, concentrate, or even present a topic in front of their classmates because they are anxious, and the cause of this problem as most of students said is that they are fearful about their teachers ‘reaction as well about their mistakes. Students need strategies that can help them to feel relaxed as humor, games, music, stories, whereas the most of teachers use only humor. In doing activities, anxious students need to work in group in order to express their ideas easily, but many teachers reply that they often use individual works although it prevents some anxious students to participate or interact.

The teachers add exercises which are accepted by students in order to prepare them for exams, but when informing that the exam will be difficult, some students feel anxious before exams. During the exam, some teachers said that they prefer to be serious and restrict which lead students not only to feel anxious but they also lose concentration and forget their information. After the correction of exams, there are some students who feel nervous, fear, and anxious when they get bad marks although they expect their marks because of the teachers’ judgment and comments as we found that some teachers blame and criticize students when they get bad marks.

From both teachers and students’ answers, we deduce that anxious learners need the help of their teachers in order to be a normal student. Furthermore, the close relationship between them is appropriate for creating better environment. The teachers can use their personal ways and healthy strategies that minimize anxiety, for example the use of real life examples, avoiding negative comments, encourage students, helping them to build self-confidence in the classroom.
Chapter Four:
Practical Frame Work
“Shyness”
4.1. Introduction

This chapter is intended to investigate the usual relationship between students and their teachers in order to overcome shyness. It also reveals the impacts of shyness on second-year students at the secondary school in Aouled Mahmud and demonstrates the appropriate strategies that have to be applied by teachers in the classroom. Therefore, we would distribute questionnaires to students and teachers; then, we analyze them as well as we discuss the two questionnaires. After that, we conclude with discovering or recognizing the teachers and students’ relationship to extract the necessary strategies for students to feel comfortable in their studies and interact with others.

4.2. The Study’s Aim and Objective

The purpose of this study is to attempt to examine how shyness influences students in the secondary school Aouled Mahmud, and its causes, in addition to investigate how the relationship between teachers and learners can minimize shyness of students in the classroom.

4.3. Research Methodology

In order to achieve the research, we divided our study into two parts that contain two different samples. The first part is intended to deal with students’ questionnaires which include nine (9) questions, and the second part is devoted to work with teachers’ questionnaires which consist of seven (7) questions. The participants are students (65) both males and females who are selected randomly and teachers who belong to different specialists from secondary school Hattassa Hammou in Aouled Mahmud-Adrar. They were all asked to answer those questions so as to collect data that are needed in our research study. The results are about extracting the teachers’ role to reduce shyness of students and help them to involve within the classroom activities through analyzing the students’ expectation about their teachers’ behaviors, classmates’ treatments that cause their shyness.

4.4. Data Analysis and Interpretation

The data of this study was taken from the answers of 65 students, and 30 teachers who teach different disciplines from Aouled Mahmud secondary school. The first part is to study the students’ perceptions about their shyness in the classroom in this secondary school. For the second part of the study, the teachers were asked about how they deal with students and the strategies that they use to avoid shyness to answer. Their results are achieved as follows
4.4.1. Students’ Questionnaire: Analysis and Interpretation

Q1.1. Do you have obstacles in your studies?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(65) 100%</td>
<td>(00) 00%</td>
</tr>
</tbody>
</table>

Table 1.1: The Percentage of Students Who Have Obstacles in Their Studies

Graph 1.1

The graph above represents that all students (100%) have obstacles in their studies, and no one answered that he/she has obstacles. This means that all students face problems within the classroom.

Q1.2. If it is “yes”, they are with whom?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>With teachers</th>
<th>Your self</th>
<th>Your classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of Students</td>
<td>(18) 27.69%</td>
<td>(25) 38.46%</td>
<td>(22) 33.84%</td>
</tr>
</tbody>
</table>

Table 1.2: The Percentage of Students Who Have Obstacles With Teachers, Themselves, and Classmates.
Graph 1.2

The graph reveals that the highest percentage represents students who have obstacles with themselves (38.46%), and the second percentage is for students who have obstacles with their classmates (33.84%), whereas the lowest one (27.69%) is for those who have problems with teachers. In fact, this shows that students have obstacles with different individuals, but the majority with themselves or with their classmates. Thus, the students’ psychology is a principal significance in causing obstacles.

Q2.1. Do you feel uncomfortable when you participate in the classroom?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(50)</td>
<td>(15)</td>
</tr>
<tr>
<td>Yes</td>
<td>76.92%</td>
<td>23.07%</td>
</tr>
</tbody>
</table>

Table 2.1: The Number of Students Who Feel Uncomfortable When Participating.

Graph 2.1
This shows that the number of students who feel uncomfortable when participating in the classroom (76.92%) is more than students who feel comfortable (23.07%). It seems that the majority do not participate because of some factors or having problems with themselves in the classroom.

Q2.2. If it is yes, is it because of?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>you cannot express your ideas</th>
<th>you feel bashful</th>
<th>You cannot speak easily with teachers and classmates.</th>
<th>You have less confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(16) 32%</td>
<td>(11) 22%</td>
<td>(8) 16%</td>
<td>(15) 30%</td>
</tr>
</tbody>
</table>

Table 2.2: The Students’ Causes of Being Uncomfortable to Participate

According to this graph, we realize that (32%) of students feel uncomfortable when they participate because they cannot express their ideas, and (30%) of those students are uncomfortable because they feel bashful, as well as (22%) of them cannot speak with their teachers or classmates. Whereas the smallest students’ percentage (16%) said that they have less confidence. Hence, we recognize that there are various reasons that differ from one student to another.
Q3.1. Do you feel that you are shy in some cases in the classroom?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Sometimes</th>
<th>always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Percentage of Students</strong></td>
<td>(60) 92.30%</td>
<td>(4) 6.15%</td>
<td>(1) 1.53%</td>
</tr>
</tbody>
</table>

Table 3.1: The Percentage of Students in Some Cases That They Feel Shy in the Classroom

Graph 3.1

The results show that there are (92.30%) of students who feel shy in some cases in the classroom and (6.15%) of them on a regular basis. Whereas only (3.07%) out of the sample do not feel shy. From this data, we realize that the majority of learners feel sometimes shy in some cases, but there are others who experience shyness either in one case or in different cases.

Q3.2. If it is not “never”, in which case do you feel shy in the classroom?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>When you want to ask questions</th>
<th>when you want to answer</th>
<th>When you want to present a research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Percentage of Students</strong></td>
<td>(18) 27.69%</td>
<td>(21) 32.30%</td>
<td>(26) 40%</td>
</tr>
</tbody>
</table>

Table 3.2: The Cases in Which Students Feel Shy in the Classroom
The statistics display that there are (27.69%) of students who feel shy when they want to ask questions, and (32.30%) of students feel shy when they want to answer. Whereas, the largest amount of students (40%) reply that they experience shyness when they want to present a topic. This statistics show that there are different cases in which students feel shy, but the common case is when students want to present a topic.

Q4.1. Do you think that shyness affect your study?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(58) 89.23%</td>
<td>(8) 12.30%</td>
</tr>
</tbody>
</table>

Table 4.1: The Percentage of Students Who are Affected by Shyness in Their Studies

Graph 3.2

The statistics display that there are (27.69%) of students who feel shy when they want to ask questions, and (32.30%) of students feel shy when they want to answer. Whereas, the largest amount of students (40%) reply that they experience shyness when they want to present a topic. This statistics show that there are different cases in which students feel shy, but the common case is when students want to present a topic.

Graph 4.1
The results illustrate that the number of students (89.23%) who claimed that shyness affect their study is higher than the amount of students (12.30%) who claimed that shyness cannot affect them in their study. Therefore, we notice that the majority of students think that shyness has an influence on their studies, and most of them are aware of the shyness’ impact.

**Q4.2. If it is “yes”, is it because?**

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>you cannot ask for help of other</th>
<th>you cannot participate and share ideas in the presence of many students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(31) 53.44%</td>
<td>(27) 46.55%</td>
</tr>
</tbody>
</table>

**Table 4.2: The Reasons That Make Students Think about the Influence of Shyness on Their Study**

![Graph 4.2](image)

**Graph.4.2**

The above figures show the number of students who believe that shyness affects their study. The graph clarifies that (53.44%) of them are affected because they cannot ask for help as well as (46.55%) of the sample cannot participate and share ideas in the presence of many students. Although who stated the formal reason are more than who said the latter one, the two reasons have closely related percentages. We deduce that shyness can affect study due to different reasons, but the major reason is that those learners cannot ask for help.
Q5. In what way do you feel uncomfortable to study?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>If you change the school</th>
<th>When you have no friends</th>
<th>When there is no care or real contact with the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(13) 20%</td>
<td>(23) 35.38%</td>
<td>(29) 44.61%</td>
</tr>
</tbody>
</table>

Table 5: Situations That Make Students Feel Uncomfortable to Study

Graph 5

The results above illustrate that there are (20%) of students who reported that they feel uncomfortable when they change the school, and (35.38%) of students reported that when they have no friends. Whereas (44.61%) of students said that they feel uncomfortable when they find that there is no care or real contact with the teacher. We extract from the results that there are various situations that make learners feel uncomfortable, but the majority of them feel shy when they change the school.

Q6. In which way do you feel comfortable to do activities?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Individually</th>
<th>Pair work</th>
<th>Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(9) 13.84%</td>
<td>(20) 30.76%</td>
<td>(36) 55.38%</td>
</tr>
</tbody>
</table>

Table 6: The Ways in Which Students Feel Comfortable to Do Activities
Graph 7

The graph above includes the lowest percentage of students (13.84%) who feel comfortable to do activities individually, after that the students’ percentage that prefers work in pairs (30.76%), and the last highest percentage (55.38%) of those students who do activities in group. It is clear from the data that most of the learners prefer to do activities in groups or in pairs which are appropriately for them to feel comfortable to study.

Q7. Do you feel embarrassment when you know that the teacher or others percept that you are incapable to be intelligent?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Sometimes</th>
<th>always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(45) 69.23%</td>
<td>(19) 29.23%</td>
<td>(1) 1.53%</td>
</tr>
</tbody>
</table>

Table 8: The Percentage of Students Who Feel Embarrassment When They Know That the Teacher or Others Percept That They Are Incapable to Be Intelligent
The figures represent that the number of students who said that they sometimes feel embarrassed about others perceptions is (67.69%) and the percentage (27.69%) of students who said that they always experience this feeling. Whereas (1.53%) of them said that they never feel embarrassed. Thus, we can deduce from these information that the majority of students feel embarrassment about the judgement of their teachers and classmates.

Q8. Do you consider the role of teacher in reducing your shyness important?

<table>
<thead>
<tr>
<th>Students’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Students</td>
<td>(65) 100%</td>
<td>(0) 0%</td>
</tr>
</tbody>
</table>

Table 8: The Percentage of Students Who Consider the Role of Teacher in Reducing Their Shyness Is Important

Graph 8

The statistics reveal that the whole sample (100%) asserted that teachers have an important role in reducing shyness. Consequently, the results indicate that teachers are the source of minimizing shyness, and they are responsible for their students’ feelings in the classroom.

4.4.1.1. Discussion of Data Analysis: Students’ Questionnaire

From our analysis of data collection, we result that there are many causes leading students to feel shy in the classroom, in addition to the cases in which students feel shy and cannot behave or interact as their peers. Through our finding, when students were asked if they have obstacles in their studies, they all claimed that they face problems with themselves and with teachers, or with classmates. According to the results, we realize that there are students who feel uncomfortable when they participate for various causes. Some of those
learners (32%) feel uncomfortable when they participate because they cannot express their ideas, whereas others have this feeling because they feel bashful, or they cannot speak with their teachers or classmates. Other students reported that they had less confidence. Thus, we can say that there are different causes that prevent the interaction of students, but all these causes may make problems and obstacles to students in their study.

The majority of students (92.30%) feel shy in some cases in the classroom. Whereas only (3.07%) of students of our sample do not have this feeling. From the statistics, we realize that most of learners feel shy sometimes in the classroom. Students feel shy in different situations such as when asking questions, answering, or in presenting a topic, but a large number of those students (40%) have this feeling when they want to present a topic. This result means that most of shy students cannot speak in front of many presences. Shyness may affect the level of students in their study; the results illustrate the number of students who claimed that shyness affects their educational level (89.23%). The influence of shyness has different reasons according to many students. Some of them believe that it impacts them because they cannot ask for help while others said that it is because they cannot share their ideas with others. Thus, shy learners always face many problems during their study in which they have many ideas or questions in their minds, and they not only cannot express their ideas or share them with others, but also they cannot ask others for help. There are other reasons that may affect learners and make them uncomfortable such as when they change the school or when they have no friends. Whereas most of them (44.61%) feel uncomfortable when they find that there is no care or real contact with the teacher. We extract from these results that teachers have an important role which may influence learners from different aspects.

In doing activities, students also have different views. Some of them prefer to do activities individually, but it is clear from the statistics that majority (55.38%) of learners prefer to do activities in groups or in pairs. Thus, we conclude that students my feel uncomfortable when they work individually in the classroom. Teacher may judge students when they do not participate which makes them feel embarrassment. It is clear from the result that the percentages of students who sometimes feel embarrassment when they know that the teacher and others perceive that they are incapable to be intelligent are (67.69%), and others have this feeling always. We can deduce from these statistics that the majority of students feel embarrassment about the judgment of their teachers and classmates. The results also display that the number of students who reported that teachers have an important role in reducing students 'shyness. All the students of our sample (100%) replied that they can reduce their
shyness if their teachers help them by making relationship with them, and encourage them by avoiding negative comments.

4.4. 2. Teachers’ Questionnaire: Analysis and Interpretation

Q 1.1: Do you have students who do not interact and participate in the classroom?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The percentage of Teachers</strong></td>
<td>(30) 100%</td>
<td>(0) 0%</td>
</tr>
</tbody>
</table>

Table 1.1: The Percentage of Teachers Who Have Less Interactive and Participating Students in the Classroom

**Graph 1.1**

The graph represents the percentage of teachers who have less interacting and participating students in the classroom. The figures show that the entire teachers (100%) replied that they have non-participating students, but no one reported that they do not have students who do not participate. Consequently, this signifies that in each classroom there are students who have problems in interacting during the lesson.

Q1.2: If it is “yes”, why?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>They are Shy</th>
<th>Less skills</th>
<th>Have little knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Percentage of Teachers</strong></td>
<td>(16) 53.33%</td>
<td>(6) 20%</td>
<td>(8) 26.66%</td>
</tr>
</tbody>
</table>

Table 1.2: Teachers’ Opinions about the Reasons for Non-Participating Students
The above graph clarifies the reasons which are proposed by teachers for non-participated and less interacted students in the classroom. The big percentage of teachers mentioned that they are shy (53.33%), and a small number of them told they have less skills, but the rest (26.66%) responded that they have little knowledge. In fact, teachers’ perception about the reason of shyness is more than those who said that they have little knowledge as well as less skill (20%). As a result, we deduce that the majority of students who do not participate are shy.

Q2.1. Do you try to understand, interact with shy students? How?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(30) 100%</td>
<td>(0) 0%</td>
</tr>
</tbody>
</table>

Table 2.1: The Percentage of Teachers Who try to understand and interact with shy students
This graph argued that all teachers try to understand and interact with shy students. This means that all teachers try to make an effort to contact and communicate with those shy students. Thus, we notice that teachers have the desire to make possible change in order to help their learners to behave as other counterparts.

Q2.2. If your answer is yes how is it?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>By making activities that motivate most of the students</th>
<th>Build themselves confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(12) 40%</td>
<td>(18) 60%</td>
</tr>
</tbody>
</table>

Table 2.2: The Ways That Teachers Use to Interact and Understand Shy Students

The graph above shows information related to the teachers’ ways of interacting with shy students. The highest number illustrates that the majority of teachers use activities that motivate most of the students. Thus, this signifies that the teachers’ pay attention to students’ psychology in addition to making possible improvement in their studies.

Q3. Do you have ever looked for to know how to deal with shy students in the classroom?
The Percentage of Teachers

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Ask consultant</th>
<th>Parents relationship</th>
<th>Close relationship with shy students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) 20%</td>
<td>(6) 20%</td>
<td>(18) 60%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: The Percentage of Teachers Who Looked for to Know How to Deal with Shy Students in the Classroom

Graph 3

The statistical data in this figures illustrates that the majority or of teachers make close relationship with shy students (60%) in order to know their problem, and look for appropriate methods to deal with them whereas the equal percentages represents that teachers tends to ask consultant as well as parents about their child behaviour and interest. Consequently, we deduce that most of teachers prefer to make close relationship with shy students which is consider as a perfect method to know the students rather than asking consultant or parents which are also helpful methods.

Q.4. How do you behave with your students?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Smile and use humour with students</th>
<th>Serious and restrict</th>
<th>Mix between humour and seriousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(6) 20%</td>
<td>(10) 33.33%</td>
<td>(14) 46.66%</td>
</tr>
</tbody>
</table>

Table 4: How Teachers Behave with Students
Graph 4

The graph tends to clarify the behaviours of teachers with students. There are (20%) of teachers who smile and use humour with students. However, (33.33%) of teachers appear serious and restrict, the rest (46.66%) show mix between humour and seriousness. It seems that most of teachers prefer to mix between seriousness and humour. Therefore, we observe that the smallest percentages indicate that they are less affective according to many teachers.

Q5. Which one of these strategies do you use to provide support to shy students?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Do not force students to speak in front classmates but encourage them</th>
<th>Give them the responsibility to show that they are capable to do things</th>
<th>Avoid negative comments and encourage them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Answers</td>
<td>(11) 36.66%</td>
<td>(12) 40%</td>
<td>(7) 23.33%</td>
</tr>
</tbody>
</table>

Table 5: The Percentage of Teachers Who Use Strategies to Provide Support to the Shy Students
Graph 5

Through this graph, we observe that most of teachers (40%) give students the responsibility to show that they are capable to do things. Then, (36.66%) of teachers do not force students to speak in front of classmates but encourage them. The smallest percentage of teachers (23%) avoids negative comments and encourages students. It is noticed that there is no big difference between the percentages. Therefore, we deduce that all teachers try to help shy students by using various methods, but the perfect one is when teachers give them the responsibility to show that they are capable to do things.

Q6. Which of these methods do you use often in doing activities?

<table>
<thead>
<tr>
<th>Teachers’ Answers</th>
<th>Individual work</th>
<th>Pair work</th>
<th>Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Percentage of Teachers</td>
<td>(15) 50%</td>
<td>(11) 36.66%</td>
<td>(4) 13.33%</td>
</tr>
</tbody>
</table>

Table 6: The Methods That Teachers Use Often in Doing Activities

Graph 6
This graph represents the methods which are used by teachers to make activities. The highest percentage shows that most of teachers (50%) advice students to work individually; whereas only (37%) of them chose pair work as well as the rest (13%) involve students in groups to do activities. Thus, we assume that the perfect way which is used by teachers is individual work, and the use of pair work is useful in addition to group work. There are reasons proposed by them.

Q7. In your opinion, how can you help in reducing your students’ Shyness?

The general strategies and techniques which are proposed and used with students by teachers (100%) include:

- They give student opportunity to do activities and participate in the session.
- They teach him/her how to build his/herself confidence and self-esteem, and they do not also blame him/her when he/she makes mistakes, but they encourage him/her if he/she is mistaken.
- They involve him/her within a group as a head Chair /leader for the group.
- They educate him/her about the positive behaviours and convince him/her that shyness is not a character for educated students by telling stories and proverbs about shy students.
- They limit his/her weak points in order to save those gaps. They open dialogue between them and students.
- They oblige him/her to participate and order him/her to do small work as distributing exam papers or classroom copy books after correcting them, stands to board for cleaning the table or writing the date.
- They order him/her to answer some easy questions when they perceive that he/she knows the answer then praise him/her.
- The communication or cooperative work with administration, teacher and parents to diagnose the student’s problems
- They approach to shy student’s place of sitting, speak with him/her in a specific thing or have a little humour.

4.4.2.1. Discussion of Data analysis: Teachers’ Questionnaire

The analysis show that all teachers of our sample reply that they have students who do not participate in the classroom due to various reasons. According to (53.33%) teachers, the
common reason which prevents learners to interact is that those students are shy, but other reasons are because of students have fewer skills or they had little knowledge. From these results, we deduce that the first cause that prevents many students to interact is shyness. All teachers said that they try to understand and interact with shy students by using different strategies. Making activities that motivate most of students is one of these strategies, but a large number of teachers (60%) use another strategy which is building self-confidence to a shy student. (90% ) of teachers reply that they try to look for to know how to deal with shy students by asking counsellor or making relationship with parents, but the frequent way which is used by many teachers is making a good relationship with shy students. As a result, those shy learners may find themselves comfortable to interact with the teacher, as we discuss in Coplan ‘theory (2011) who stated that teachers who have less developed relationships with students lead them to avoid such social situations.

From the statistics, we realize that(33.33%)of teachers prefer to be serious and restricted in the classroom whereas (20% )teachers prefer smiling and use humour with their students, and a big number (46.66%) of teachers reply that they mix between humour and seriousness. Moreover, teachers who mix between humour and restriction can help their students to be relaxed in the classroom because this is the appropriate method for both teachers and students. In order to help shy learners, teachers can provide students with supportive strategies such as avoiding negative comments which is an important strategy according to many psychologists as what included in the theory of Blanco and Johnson who illustrate that the teacher should minimize criticism, and he should also encourage those students as well as he/she do not force shy students to speak in front of classmates. On the other hand, (40%) of teachers chose to give shy learners the responsibility to show that they are capable to do things. In doing activities, a big number of teachers(50%)use individual work, and others use pair work as well as group work. Although many teachers prefer individual work as an appropriate method for different reasons, for example, it helps to minimize noise during the lesson, but some researchers said that pair work or group work are the best strategies that can motivate all students. Moreover, Blanco (1972) clarifies that the teacher has to involve shy learners frequently in small-group, and he has to involve them with their peers through assignments and small group cooperative activities.

All teachers of our sample reply that they use some techniques in the classroom in order to help shy learners such as in trying to talk with a shy student from time to time, and give him/her the opportunity to do activities and participate during the lesson. Teachers can
teach a shy student how to build his/herself confidence and self-esteem by convincing him/her that he/she has the ability to do many things, and they encourage him/her instead of blaming when he/she makes mistakes. Then, they involve him/her within a group as a head girl/boy. They educate him/her about the positive behaviours and convince him/her that shyness is not character for educated students by telling stories and proverbs about shy persons, and how they succeed in life. They oblige him/her to participate and order him/her to do small work as cleaning the board, writing the date, or even distributing exam papers. They order him/her to answer some easy questions when they perceive that he/she knows the answer, and then praise him/her. Teachers can make a relationship with their student by opening dialogue with him in the classroom, and give him the opportunity to discuss some interesting topics. The communication or cooperative work between consultant, teachers, and parents can help to diagnose student’s problems. The most of these techniques and strategies are similar to Johnson’s suggestions for teachers to help shy students.

4.5. Conclusion

The study discovered that there is an important relationship between students’ shyness and teachers’ behaviours and interactions with their learners. The majority of students feel uncomfortable when they participate in the classroom due to various reasons. Some of those students have this feeling because they cannot speak easily with the teacher or in front of other classmates. From this, we realize that there are some teachers who behave in ways that lead students to feel uncomfortable, and one of these behaviours is the negative comments that many teachers use. Other behaviours that make students uncomfortable in the classroom are the teacher who prefers to be serious and restricted all the time. This may lead students to be afraid and uncomfortable. There are different cases in which students feel shy in the classroom as asking or answering questions but most of them experience shyness in presenting a topic or a research in front of audience/classmates. Furthermore, lack of self-confidence is one of the reasons that lead students to feel shy, or less social skills according to the opinion of some teachers. Lastly, the teachers suggested some strategies and techniques in order to overcome shyness of students as well as all students consider the role of teachers is important in minimizing shyness whenever they use some techniques and strategies that make them comfortable and overcome shyness.
General Conclusion

The study is conducted to illustrate the main role of teachers in order to guide students in overcoming psychological disorders, anxiety and shyness. The theoretical part explains the issue of anxiety and shyness, and it provides information about the causes that lead students to be anxious, which are combinations of biological, psychological, and environmental factors. It explains also the symptoms of anxiety which appear on students mentally and physically. Moreover, it clarifies the effects of anxiety which are varied, and it also shows that anxiety has a great impact on students in the classroom, and during exams. The descriptive part provides also the symptoms of shyness which are behavioural, physiological, cognitive and effective signs. Then, its causes are summarised in genetic, social, and psychological reasons in addition to their effects in the classroom and outside. The last element of this part shows some studies about the strategies that teachers can use to help anxious and shy students.

The data analysis clarifies the relationship between students’ anxiety as well as students’ shyness and their teachers through the discussion of teachers’ and students’ questionnaire. Firstly, the research results clarify that anxiety of students is mostly related to teachers’ behaviours, reactions, and characteristics as unfair, awkward, or disrespectful, the lack of preparation, or when they are unable to express their ideas. Secondly, the findings demonstrate that those causes lead to anxiety and less effective learning. Exams anxiety also takes place before, during, and after doing exams. It occurs because of students’ negative expectations about the questions of exams, lose of concentration, forgetting some information, teachers’ behaviours while controlling students, stress of being busy most of the time, or the focus on controlling one student, the evaluation of their teachers than the confusion during the exam, the judgment of teacher, or the discrimination between high and low scores.

The common strategies and methods which are appropriate for teachers and anxious students to feel comfortable and participate easily are the use of little humour, music and games during the lesson, having the time to think before answering, the value of close relationship between students and their teachers. Teachers can perform such behaviours with students in order to make them feel relaxed, for example; giving learners the opportunity to ask questions. The teacher should also respect their students’ level; he/she has to be patient and encourage them to express their ideas, and he/she should use examples from real life situation during the explanation in addition to the use of pair or group work when doing activities.
Shyness of students is also related to the lack of self-confidence, fear of negative evaluation, lack of social skills, less self-esteem, teachers’ negative perceptions about the shy one, feeling of embarrassment about the judgment of their teachers and their classmates. Shyness affects students in the way of asking questions, answering, or in presenting a topic, they cannot ask for help, and they cannot share their ideas with others, teacher may judge students when they do not participate, the results come up with the appropriate methods and strategies for shy students by implying a close relationship between teachers and shy students which help students to build self-confidence. Avoiding negative comments, making activities that motivate most of students, attempts to know how to deal with shy students by asking consultant or making relationship with parents, mix between humour and seriousness, minimize criticism, encourage those students and do not force shy students to speak in front of classmates, responsibility to show that they are capable, involve them in work group, pair work or group work are the best strategies that can motivate all students.

The study has responded the research questions, and they clarified the causes, the symptoms and the effects of those psychological disorders on students. In addition to demonstrating the strategies that teachers can use in order to help anxious and shy students, they highlight that teachers were able to reduce those psychological disorders and help students improve their studies. It also tested and verified the hypotheses which argue that when the teacher provides assistance to his/her anxious/shy students, he/she will help them overcome these psychological disorders, and improve their educational level. When the teacher takes the students’ psychology into consideration, and follows the strategies proposed by the psychologists and the researchers, he/she may help students reduce their anxiety and shyness.

Psychological disorders are mostly not seen by most teachers, and they do not care about students. Therefore, teachers’ attentions provide better environment to learners for better studies. Furthermore, whenever the teachers follow the strategies and use different techniques in different lessons, they decrease anxiety and shyness of students in the classroom.

**Recommendations**

The importance of this study is to figure out the impact of some psychological disorders such as anxiety and shyness on students ‘academic level and also to illustrate that the role of teachers in minimizing these psychological disorders is an important in improving
the educational level. Knowing about the psychological disorders will help teachers to deal with different students. Thus, we propose the following recommendations for teachers in order to help anxious and shy students to achieve better results in the learning process.

- Teachers have to pay attention to learners’ psychology when they teach them.
- They ought to know that all learners are able to do things and improve their level but with different degrees.
- They should make or establish a close relationship with all learners in order to know their problems and interests.
- They have to use different methods, strategies and techniques according to each lesson.
- They should collaborate or cooperate students, and choose adequate activities, in which all learners can involve, interact and participate.
- Teachers should teach their students that exams are a part of their learning.
- They should encourage their learners and avoid negative comments.
- They should treat learners equally and being fair with all of them because that mostly impact them.
- They have to consult the school psychologists and contact parents.
- They have to take into consideration that they are the principal ones who influence positively or negatively the students and guide them to improve or decrease their educational level.
Questionnaires for Students (about Anxiety)

This questionnaire is devoted for collecting data in order to help us gathering the basic information about our topic which is “The Role of Teachers in Helping Students Overcome Psychological Disorders: Anxiety and Shyness”. We are so appreciated, if you share us your experiences. We would like you to answer these questions honestly and sincerely. Put (X) in the appropriate answers.

Q1.1. Do you participate and interact in the class?
   a. always ☐  b. sometimes ☐  c. never ☐

Q1.2. If your answer is “sometimes” or “never”, is it because you are Worry about making mistakes, fearful of teachers and students’ criticism, Unable to express the ideas?
   a. Worry about making mistakes☐
   b. fearful of teachers and students’ criticism☐
   c. Unable to express the ideas☐

Q2.1. Do you feel anxious when you present a topic, read, or speak in front of your classmates in the classroom?
   a. No ☐  b. Yes ☐

Q2.2. If your answer is “yes”, is it because of Teacher’ reaction, The Lack of preparation?
   a. The Lack of preparation ☐  b. Teacher’s Reaction ☐

Q3.1. Are there some characteristics in the teacher that make you nervous or anxious?
   a. No ☐  b. yes ☐

Q3.2. if your answer is yes, are these characteristics Distinct between students (unfair), Awkward?
   a. Distinct between students (unfair)☐  b. Awkward☐

Q.4. Which methods that may make you feel comfortable, understand well, and participate easily in the classroom?
a. The use of humor or self-mockery

b. The use of music and games during the lesson

c. The time to think before replying

**Q5.1.** Before exams, do you feel worry?

a. No

b. Yes

**Q5.2.** If it is yes, is it because of your negative expectation about exams, your teacher informed you that exam will be difficult?

a. Your negative expectation about exams

b. Your teacher informed you that exam will be difficult

**Q6.1.** Do you forget your information, or lose your concentration during exams?

a. No

b. Yes

**Q6.2.** If it is yes, is it because of teachers ‘behaviors when they control students, or you have less self confidence?

a. The teachers’ behaviors when they control students

b. You have less confidence

**Q7.1.** Do you expect that you will have a bad mark after the exam?

a. Always

b. sometimes

c. never

**Q7.2.** If the answer is “always” or “sometimes”, it is because of you were confused during exams, or the teacher evaluation?

a. You were confused during exams

b. The teacher evaluation

**Q8.1.** Do you feel angry and anxious when you get a bad mark?

No

Yes

**Q8.2.** If it is yes, is it because of the judgment of the teacher, Discrimination between high and low scores?
a. The judgment of the teacher

b. Discrimination between high and low scores

Q.9. Is your relationship with your teacher decreasing your tension in the classroom?

a. Yes  

b. No  

Why? ........................................................................................................................................

Questionnaires for Teachers (About Anxiety)

Q1.1. Do you have students who cannot concentrate with you?

a. Yes  

b. No  

Q1.2. If it is yes, is it because they feel the lesson is boring, they are anxious?

a. They feel the lesson is boring  

b. They are anxious  

Q2. What is your reaction when the students make mistakes?

a. Keep quiet, smile or encourage them  

b. Stop them then correct the mistakes  

c. Get a node and nervous  

Q3.1. Do you use things that can help your students to be relaxed in classroom?

a. Yes  

b. No  

Q3.2. If it is yes, are they humor, music, games?

a. humor  

b. music  

c. games  

Q4.1. Do you speak with your students outside the class?

a. Yes  

b. No  

Q4.2. If it is yes, is it because you want to know their interests, and their problems or to make good relationship with them?
a. To know their interests, and their problems.

b. to make good relationship with them.

Q5. Do you give your students examples from real life situations?
   a. Yes             b. No

Q6. which of these methods are adequate to your students in the classroom?
   a. group work
   b. pair work
   c. individual work

Q7. How do you prepare your students to the exams?
   a. By adding exercises before the exam
   b. Telling them about the difficulty of the exam
   c. Explaining that the exam is just a part of the learning process

Q8. During the exam, do you look smiley or serious and strict?
   a. smiley
   b. serious and strict

Q9. when you correct the exam, what do you do?
   a. blame and criticize the students
   b. comfort and encourage them
   c. give them the marks without comment

Questionnaire for Students (About Shyness)

Q1.1. Do you have obstacles in your studies?   a. Yes             b. No

Q1.2. If it is “yes”, they are with whom?
   a. With teachers          b. yourself          c. Your classmate
Q2.1. Do you feel uncomfortable when you participate in the classroom? Yes □ No □

Q2.2. If it is yes, is it because of?
   a. you cannot express your ideas. □  b. You feel bashful. □
   c. You cannot speak easily with teacher and classmates. □
   d. You have less confidence. □

Q3.1. Do you feel that you are shy in some cases in the classroom?
   a. Sometimes □  b. always □  c. Never □

Q3.2. If it is not “never”, in which case do you feel shy in the classroom?
   a. When you want to ask questions □
   b. when you want to answer □
   c. When you want to present a research. □

Q4.1. Do you think that shyness affect your study?
   a. Yes □  b. No □

Q4.2. If it is “yes”, is it because?
   a. you cannot ask for help of other □
   b. you cannot participate and share ideas in the presence of many students □

Q5. In what way may you feel uncomfortable to study?
   a. If you change the school □
   b. When you have no friends □
   c. When there is no care or real contact with the teacher □

Q6. In which way do you feel comfortable to do activities?
   a. Individually □  b. Pair works □  c. Group works □
Q7. Do you feel embarrassment when you know that the teacher or others perceive that you are incapable to be intelligent?
   a. Sometimes     b. Always     c. Never

Q8. Do you consider the role of teacher in reducing your shyness important?
   a. Yes             b. No

Questionnaire for Teachers (about shyness)

Q1.1. Do you have students who do not interact and participate in the classroom?
   a. Yes             b. No

Q1.2. If it is “yes”, why?
   a. They are Shy.     b. less skills     c. They have little knowledge.

Q2.1. Do you try to understand, interact with shy students?

Q2.2. If your answer is yes, how is it?
   a. By making activities that motivate most of the students
   b. Build confidence themselves

Q3. Do you have ever looked for to know how to deal with shy students in the classroom?
   a. Yes             b. No
   a. Ask consulter
   b. Parents relationship
   c. Close relationship with shy students

Q4. How do you behave with your students?
   a. Smile and use humour with students
   b. Serious and restrict
   c. Mix between humour and seriousness

Q5. Which one of these strategies do you use to provide support to shy students?
a. Do not force students to speak in front of classmates but encourage them
b. Give them the responsibility to show that they are capable to do things
   [ ]
c. Avoid negative comments and encourage them
   [ ]

Q6. Which of these methods do you use often in doing activities?

a. Individual work [ ]
   b. Pair works [ ]
   c. Group work [ ]

Q7. In your opinion, how can you help in reducing your students’ Shyness?

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Thanks
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Books


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