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**Department of Letters and English Language**

**Psychological Impacts Hindering Learners' Academic  
Performance during COVID-19 Pandemic: The Case  
Study of Second Year Master Students of Didactics and  
Applied Languages**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

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## Declaration of Originality

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I Maroua Bouchaala, declare that the thesis entitled *Psychological Impacts Hindering Learners' Academic Performance during COVID-19: The Case Study of Second Year Master Students of Didactics and Applied Languages* represents my own original work, except the sources and other works that I used are cited in the references list.

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Date: 26/05/2022

## Dedication

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*This thesis is dedicated first to my creator Allah for blessing me and giving me the strength and patience to finish this research.*

*I would like to dedicate this work to myself for the efforts I put, for never giving up, for always keep going because the topic is so personal and reflective, this research allows me not only to investigate but also using my own experience in helping future students.*

*I dedicate this work to my loving parents whom their presence in my life stands as source of motivation to work.*

*To my beloved brother Mohammed and my sisters Asmaa and Safaa for coping with me whenever it was difficult to process life's challenges.*

*To my cousin Redouane for his biggest support.*

*To my grandmother for her prayers and to rest of my family members.*

*To my best friends Noah and Bochra who have been always there for me, inspiring, motivating and supporting me.*

*To my dearest friends Abderrahmane and Nihad who have been always encouraging me.*

*And lastly to all people who showed me support and made me believe in my capacities to reach my goals.*

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## Abstract

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Investigating the psychological impacts hindering learners' academic performance during COVID-19 allows to understand students' disturbances they face in learning besides it provides ways to enhance learners' academic performance for successful results. This research attempts to provide a better understanding of the psychological factors affecting students' academic performance besides this study advocates set of solutions to deal with the situation that hinder students due to the pandemic. Moreover, this research used two instruments including a questionnaire for Master two students of Didactics and Applied Languages and an interview for EFL teachers enrolled at Belhadj Bouchaib University, at the department of English language, institute of letters and foreign languages for the academic year 2021/2022. The data obtained showed that students dealt with high anxiety in different learning situations besides they were demotivated which eventually drove them to perform poorly. Additionally, the main results indicated that COVID-19 negatively affected students due to academic changes and educational shift they passed through which contributed in increasing students' anxiety and made them feel demotivated toward learning. Eventually, the results' interpretation revealed that during the pandemic though anxiety negatively affected students' academic performance, their motivation positively influenced their performance.

## List of tables

---

<b>Table 3.1:</b> Descriptive Analysis of Anxiety and Motivation Degree Students Dealing with during COVID-19.....	38
<b>Table 3.2:</b> Descriptive Analysis of Anxiety Degrees in Different Learning Contexts.....	40
<b>Table 3.3:</b> Descriptive Analysis of the Effect of Anxiety and Motivation on Students' Academic Performance during COVID-19.....	43

## List of figures

---

<b>Figure 3.1:</b> Students Experiencing Anxiety and Low Motivation during COVID-19.....	37
<b>Figure 3.2:</b> The Different Learning Contexts Raising Students' Anxiety.....	39
<b>Figure 3.3:</b> Students' Main Source of Motivation toward Learning.....	42
<b>Figure 3.4:</b> The Main Factor Influencing Students' Academic Performance.....	42

## List of abbreviations and acronyms

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**EL:** Emotional Intelligence

**EFL:** English as Foreign Language

**FL:** Foreign Language

**FLA:** Foreign Language Anxiety

**FLL:** Foreign Language Learning

**WHO:** World Health Organisation



# Table of contents

---

<b>Declaration of Originality.....</b>	<b>I</b>
<b>Dedication.....</b>	<b>II</b>
<b>Acknowledgment.....</b>	<b>III</b>
<b>Abstract.....</b>	<b>IV</b>
<b>List of tables.....</b>	<b>V</b>
<b>List of figures.....</b>	<b>VI</b>
<b>List of abbreviations and acronyms.....</b>	<b>VII</b>
<b>Table of contents.....</b>	<b>VIII</b>
<b>General introduction.....</b>	<b>02</b>

## **Chapter one: Academic Performance and Psychological Impacts**

<b>1.1 Introduction.....</b>	<b>07</b>
<b>1.2 Definition of Academic Performance.....</b>	<b>07</b>
<b>1.3 Variables of Learners' Academic Performance.....</b>	<b>09</b>
<b>1.3.1 Personality Trait.....</b>	<b>10</b>
<b>1.3.2 Emotional Intelligence.....</b>	<b>11</b>
<b>1.4 Psychological Impacts in Learning.....</b>	<b>12</b>
<b>1.4.1 Definition and Types of Anxiety.....</b>	<b>14</b>
<b>1.4.1.1 Anxiety in Learning Context.....</b>	<b>14</b>
<b>1.4.1.2 Anxiety in Foreign Language Learning.....</b>	<b>16</b>
<b>1.4.2. Definition of Motivation.....</b>	<b>17</b>

## Table of contents

---

1.4.2.1 Motivation in Learning.....	18
1.4.2.2 Types of Motivation in Foreign Language Learning.....	20
1.5 Psychological Impacts of COVID-19 on Learners.....	21
1.6 Conclusion.....	23

### **Chapter two: Methodological Framework**

2.1 Introduction.....	27
2.2 The Research Design.....	27
2.3 The Sample Population.....	28
2.4 The Research Instruments.....	29
2.4.1 Questionnaire.....	29
2.4.2 Interview.....	30
2.5 Data Collection Procedures.....	31
2.5.1 The Administration of the Questionnaire.....	32
2.5.2 The Administration of the Interview.....	32
2.6 Data Analysis.....	33
2.6.1 The Analysis of the Questionnaire.....	33
2.6.2 The Analysis of the Interview.....	34
2.7 Conclusion.....	34

### **Chapter three: Data analysis, Recommendations and Suggestions**

3.1 Introduction.....	37
3.2 The Results and Data Analysis of Research Instruments.....	37
3.2.1 Students' Questionnaire Results.....	37

## Table of contents

---

3.2.2 Teachers' Interview Results.....	44
3.3 The Interpretation of the Main Results.....	52
3.4 Recommendations and Suggestions.....	55
3.5 Limitations of the Research.....	57
3.6 Conclusion.....	58
<b>General conclusion.....</b>	<b>60</b>
<b>Bibliography.....</b>	<b>63</b>
<b>Appendices.....</b>	<b>69</b>

# General Introduction

## General Introduction

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One of the major objectives of education is to enhance learners' academic performance and ensure that students perform well through the combination of teaching methods and learning techniques. Thus, in order to reach and maintain successful teaching and learning path, the focus is places on the product of learners, their scores, their performance besides what students have learnt and achieved throughout their learning journey are not reached without going through ups and downs and without being exposed to affecting situations. In the same respect, there are many variables determining learners' academic performance, learners performing poorly or well is due to their types of personality, their source of motivation, besides to the teaching efficiency in addition to other factors such as environmental and psychological ones. The latter is the fundamental key of this research since this study is built to explore the psychological sides that affects academic performance of Master two student at Belhadj Bouchaib University of Ain Temouchent.

More importantly, since Coronavirus disease known as COVID-19 first spread across the world in 2020, learners were exposed to drastic changes in their lives and particularly in their learning experience. Correspondingly, the universities shutdown that the pandemic obliges changed everything and had side effects on learners' performance, because students were exposed to totally different methods of teaching and changing learning modes were not processed peacefully. Moreover, because these students were not used to be taught using online platforms, the situation went from being used to receive face to face classes during all years of studies to sudden shift to online learning without preparation and training. At first, students were more likely occupied with COVID-19 situation where they did least when it comes to learning, however later when it comes to assessment, students performed poorly because it was out of control, since receiving online lessons during 7 months did not bring successful results and students slowed down which had negatively affected their performance.

## General Introduction

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The sudden phenomenon of COVID-19 affected the learning goals of learners and more importantly their academic performance was concerned, besides the learners were psychologically involved raising certain impacts that affect learning process. Therefore, this research aims to investigate the psychological factors that contributed to learners' poor academic performance due to COVID-19, besides this study explores the psychological impacts that COVID-19 had on students' learning process and specifically on their performance in different learning contexts. Eventually, this research is conducted to answer the following two research questions:

1. What are the most psychological impacts that hinder learners' academic performance due to COVID-19?
2. How do these psychological impacts affect the academic performance of learners?

To answer the research questions, two hypotheses are formulated:

1. Learners' anxiety and learners' motivation are the most impactful aspects.
2. These impactful aspects lead learners to perform poorly.

The research work investigating the psychological impacts that hinder learners' academic performance during COVID-19 is divided into three chapters. The first chapter is dedicated to the theoretical background which first defines the academic performance and tackles the variables influencing learners' academic performance besides it provides the major psychological impacts affecting learners including anxiety and motivation in learning and foreign language learning (FLL) in addition to types of anxiety and motivation in learning. Lastly, the first chapter shed lights on the phenomenon of COVID-19 and its impacts on students. Furthermore, the second chapter provides detailed description of the research design, methodology and instruments, it also describes the sample population and the reason behind choosing this sample and lastly it shows how data is collected quantitatively using

## **General Introduction**

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questionnaire and qualitatively using interview. Whereas the last chapter analyses the data obtained and interprets the main results besides it offers solutions and recommend ways to deal with the issue, eventually the last chapter concludes by listing the limitations faced in conducting this research.

# **Chapter One:**

## **Academic Performance and Psychological Impacts**



## **Chapter one: Academic Performance and Psychological Impacts**

<b>1.1</b>	<b>Introduction.....</b>	<b>07</b>
<b>1.2</b>	<b>Definition of Academic Performance.....</b>	<b>07</b>
<b>1.3</b>	<b>Variables of Learners' Academic Performance.....</b>	<b>09</b>
<b>1.3.1</b>	<b>Personality Trait.....</b>	<b>10</b>
<b>1.3.2</b>	<b>Emotional Intelligence.....</b>	<b>11</b>
<b>1.4</b>	<b>Psychological Impacts in Learning.....</b>	<b>12</b>
<b>1.4.1</b>	<b>Definition and Types of Anxiety.....</b>	<b>14</b>
<b>1.4.1.1</b>	<b>Anxiety in Learning Context.....</b>	<b>14</b>
<b>1.4.1.2</b>	<b>Anxiety in Foreign Language Learning.....</b>	<b>16</b>
<b>1.4.2.</b>	<b>Definition of Motivation.....</b>	<b>17</b>
<b>1.4.2.1</b>	<b>Motivation in Learning.....</b>	<b>18</b>
<b>1.4.2.2</b>	<b>Types of Motivation in Foreign Language Learning.....</b>	<b>20</b>
<b>1.5</b>	<b>Psychological Impacts of COVID-19 on Learners.....</b>	<b>21</b>
<b>1.6</b>	<b>Conclusion.....</b>	<b>23</b>

## **1.1 Introduction**

Learners' academic performance and the psychological impacts involved in the learning process have been always gaining attention among many researchers and educators in the field of education and psychology. Additionally, learners' goals are mainly displayed through their academic performance that is expressed through grades and assessed by teachers. Thus, academic performance is the foundation of learning since it involves everything related to what learners learn. Furthermore, learners' academic performance with their achievements are the result of setting variables that learners express while attempting to complete tasks for instance. Moreover, among all the impacts related to learners' academic performance, psychological aspects are highlighted since understanding the effects of learners' pass-through enables enhancing their academic performance. In addition, learners can be also affected by sudden educational shift taking the crisis of the corona virus as a vivid example affecting learners' academic performance. Therefore, this first chapter attempts to define academic performance with its related variables, then it discusses the psychological impacts involved in learning including major ones' anxiety and motivation, and finally, this chapter highlights the psychological effects of COVID-19 on learners.

## **1.2 Definition of Academic Performance**

One of the bases of learning and teaching is academic performance, since the concept is complex and broad to define; it has been gaining popularity among researchers to investigate in-depth academic performance and factors involved. Furthermore, researchers agree on the use of academic performance and academic achievement interchangeably. From this point, it is deduced that this phenomenon is associated with learners' accomplishments throughout their learning process. In the same vein, many researchers provided dissimilar

## **Chapter one: Academic Performance and Psychological Impacts**

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definitions about this concept, Martinez (2007) defines academic performance as “The product given by the students and it is usually expressed through school grades” (p. 340). Accordingly, researchers affirm that academic performance is the outcome of learning that is fostered, encouraged by teacher use of teaching activity and meanwhile produced by learners (Lamas, 2015).

Learners’ academic performance has been the central occurrence that gains the attention of different researchers in the area of teaching and learning to understand its components and features. In the same respect, learners’ academic performance is referred to as abilities measurements of learners that include gained knowledge and skills during the learning process (Pizzaro, 1985, as cited in Lamas, 2015). Similarly, academic performance is also referred to as information obtained and knowledge gained by learners that are assessed through grades by teachers, besides educational objectives attained by both teachers and students in the process of teaching and learning (Kumar et al, 2021). Moreover, academic performance has a set of features that are traced in learners’ achievement of program or course objectives, the latter is expressed via grades that are considered the outcome of assessment (Caballero et al, 2007, as cited in Lamas, 2015).

Due to a variety of definitions, academic performance can be summarised in information obtained, acquired skills and abilities besides learners attempting to obtain good grades and attaining learning goals as part of academic achievements in addition to professional advancements (Kumar, 2021). In other words, learners’ academic performance contributes to their achievements for both academic and professional purposes. Eventually, it can be deduced that academic performance serves as a key to attaining educational objectives. Accordingly, Lamas (2015) summarises the aim, the features, and complexity of academic performance as follows:

## **Chapter one: Academic Performance and Psychological Impacts**

---

The purpose of the school or academic performance is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance. They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences (p. 354).

Therefore, the academic performance of learners varies depending on certain factors, namely social and psychological factors that can either influence positively learners' academic performance or hinder their academic achievement.

### **1.3 Variables of Learners' Academic Performance**

Several researchers in the area of educational psychology are investigating the variables that predict and identify learners' academic performance. Many variables contribute to explaining and understanding learners' academic performance, namely the major one's personality trait and emotional intelligence. The aforementioned variables are gaining popularity among many researchers since they are associated with individuals, besides they are having a tight relationship with the academic performance of learners. In other words, learners' different personality traits and variation of emotional intelligence levels may either enable students to develop or lower their academic achievement. In the same respect, Lamas (2015) claims that diverging performance occurs when students' expected performance is not achieved, thus the unexpected performance is referred to as unsuccessful academic performance. Eventually, it can be attributed to several factors besides teaching methods, highlighting personality traits and emotional intelligence of learners and their significant role in describing learners' academic performance.

### 1.3.1 Personality Trait

Researchers agree on the major role personality plays in learners' academic performance, it is defined as "characteristic or general traits of people to relate and interact with the world" (Martin Sanz et al, 2017, p. 1105), the interactions happening between a person and a surrounding environment are traced in different contexts. Furthermore, in order to understand how personality traits influence the academic performance of learners, researchers attempt to decode the concept of personality traits. First, personality refers to characteristics of people differences and a person's behavioural stability depends on the context and situations faced (Eyong et al, 2014). Additionally, it is also described as individual qualities that characterise learners' abilities. Second, traits are referred to as dimensions of personality's characteristics and qualities that create a distinction between individuals and enable them to appear different and unique from one another (Eyong et al, 2014).

There has been increasing research for the aim to explain the correlation of personality and academic performance that conduct many studies, which lead to the results of high and low academic performance due to personality dimensions. In the same respect, Savage's (1966) work on personality and academic attainment is regarded as the very first research that describes the relation between low academic performance and disturbance resulting from different people's personalities (Martin Sanz et al, 2017). Nevertheless, Savage's study opened the door to many researchers to explore the role of personality traits in learners' academic performance; using the big five personality traits theory that was originally established by D. W. Fiske (1949) in *Consistency of the factorial structures of personality ratings from different sources* which includes traits of conscientiousness, agreeableness,

## **Chapter one: Academic Performance and Psychological Impacts**

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openness to experience, extraversion and locus of control. Accordingly, Blickle (1996) study showed that personality trait openness to experience has a positive impact on learners' academic performance (Martin Sanz et al, 2017).

### **1.3.2 Emotional Intelligence**

Researchers continue to explore other variables besides highlighting the role of personality traits and their effect on learners' academic performance. Emotions and feelings are characteristics to be tackled when investigating academic performance variables since they are part of human beings and hold a significant role in learners' life. Nevertheless, it was until the 20<sup>th</sup> century that emotional intelligence (EI) started to gain popularity in the area of psychological studies particularly for academic purposes (Martin Sanz et al, 2017). In the same respect, several researchers provide dissimilar definitions about the notion of EI, Martin Sanz et al (2017) state “emotional intelligence is defined as the ability to perceive and express emotions, applied to facilitate thinking, to understand and reason through them and to regulate them in oneself and in others” (p. 1106). Furthermore, broadly speaking EI is considered to have a tight relation with the personality of learners, besides it generally distinguishes from the intelligence quotient in that it is linked with the academic performance of learners in addition to other competencies and abilities. EI determines people's abilities to adapt and cope with their surroundings. (Goleman, 1995, as cited in Martin Sanz et al, 2017)

Researchers provide a different understanding of learners' intelligence as they continue to search about how emotional intelligence contributes to learners' academic performance. Before going deeper to analyse the concept of emotional intelligence, several researchers attempt to sort out what is meant by EI each term individually. In the same vein, Babajide et al (2019) assert that intelligence “involves ability to exhibits a high level of logical reasoning, ability to think fast, to understand facts and concepts at ease and to

## **Chapter one: Academic Performance and Psychological Impacts**

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communicate in a manner that anyone can understand” (p. 197). In other terms, intelligence is firstly related to the mind, how to perceive, think, analyse, understand, and react in a particular situation. Whereas emotion is related to feelings and thoughts that are results of certain stimuli. Therefore, EI refers to learners’ abilities and awareness of their emotions, besides their power to control their emotions and regulate them while dealing with others (Babajide et al, 2019).

EI enables learners to solve problems, teaming up with classmates and having interpersonal relations with surroundings sustain learners’ achievement both personally and professionally. Correspondingly, EI serves as an effective predictor that shows how learners “adapt to the environment” and “adopt innovative solutions for a more sustainable construction of life paths” (Estrada et al, 2021, pp. 3-4). Hence, the interaction between learners and the environment raises concerns about the relationship between EI and academic achievement. In the same vein, some studies proved that students who have high grades regarding their tests or exams are said to have good academic performance. Similarly, some researchers demonstrate that EI and academic achievement are directly related to individual mental capacities. However, some other researches showed no direct link between the two, meanwhile, learners’ adjustment to the learning environment is what could relate to learners’ EI and their academic performance. In other words, environmental interaction permits learners to develop high EI, thus it may help learners to develop their intellectual capacities that highly contributes to enhancing their academic performance (Estrada et al, 2021).

### **1.4 Psychological Impacts in Learning**

Researchers have been investigating psychological impacts with certain conditions or situations that took place to determine the causes and the consequences derived from a phenomenon that occurred. Therefore, to fathom the concept of psychological impacts

## **Chapter one: Academic Performance and Psychological Impacts**

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involved in learning that learners encounter during their academic years, first several researchers attempt to define the notion separately. In the same vein, according to Collins English Dictionary (2019) “psychological is concerned with a person’s mind and thoughts” while impact refers to “the impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.” Therefore, psychological impact reflects the effect of a particular situation on a person’s mind and how he or she perceives, understands and deals with it. Furthermore, researchers have been using the terms psychological impacts, factors or effects to refer to the same situation. Accordingly, Davis et al (2020) highlight the importance of psychological factors to identify behavioural changes that a person shows.

Psychological impacts regarding behavioural changes learners express have received little attention. Hence, research on “the subjective perspectives of individuals and their reconstructions of their mobility biographies” requires further investigation (Davis et al, 2020). Moreover, concerning the notion of psychological impacts, Finsterbusch (1982) in his article entitled *Psychological Impact Theory and Social Impacts* in which he provided theories toward this notion, claims that psychological impacts theory involves two strands including stress and life satisfaction. Additionally, Finsterbusch (1982) asserts that stress theory is related to environmental factors that stand as threats and effects to individuals. He adds the successful response that involves coping behaviour against the threat situation led to adaptation, whereas the unsuccessful response toward stressor requires extra adjustment and coping. In contrast, the second strand of life satisfaction theory emphasises dissatisfaction over stress, however, that does not mean that events that cause dissatisfaction will not cause stress. Eventually, Finsterbusch (1982) affirms that both psychological impacts theories bring to a certain extent distinct results.

Many psychological impacts hinder the process of learning and affect learners’ academic performance. Many researchers in the area of education and psychology shed light



## **Chapter one: Academic Performance and Psychological Impacts**

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on major psychological factors involved in foreign language learning and its contribution to learners' academic performance. Hence, researchers and educators highlight two main psychological factors including anxiety and motivation.

### **1.4.1 Definition and Types of Anxiety**

Numerous studies have been investigating the common psychological phenomenon that holds a higher effect on individuals' everyday lives. In the same respect, the conception of anxiety “ranges from an amalgam of overt behavioural characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible” (Casado & Dereshiwsky, 2001, as cited in Zheng, 2008). In other words, studies concerning anxiety aim to explore behavioural characteristics in addition to inaccessible feelings of people when they experience anxiety. Furthermore, several researchers provide definitions, studies and theories about this phenomenon. According to Spielberg (1983), anxiety involves a sudden arising of the nervous system when experiencing worry, tension and loss of control. Similarly, Scovel (1978) asserts that anxiety is a psychological state involving nervousness and tension that are related to certain objects. Moreover, researchers distinguish many types of anxiety, namely trait anxiety, state anxiety and situational anxiety. Additionally, the difference between types of anxiety is traced in the “continuum from stability to transience”, while trait anxiety involves nervousness in many diverse situations, situational anxiety reflects nervousness associated with specific situations (Zheng, 2008).

#### **1.4.1.1 Anxiety in Learning Context**

According to Cowden (2010), students experiencing anxiety means dealing with nervousness concerning life situations including their performance and consciousness toward it. Additionally, he asserts that learners with anxiety hold negative attitudes toward their academic achievement and their lack of abilities to cope with any environmental learning

## **Chapter one: Academic Performance and Psychological Impacts**

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stressor. Accordingly, learners with anxiety believe that their reactions are uncontrollable and they are perturbed toward any given learning situation. Furthermore, in classrooms, students are more likely to experience anxiety in different forms of evaluations including tests, completing assignments, besides doing presentations. Hence, learners are expected to perform poorly due to their highest rate of anxiety toward tests taken (Cowden, 2010). In the same respect, many researchers investigate the effect of anxiety on students' learning and academic performance. Huberty (2009) affirms that over-lasting test anxiety leads to low performance and eventually the results of this test anxiety involve low self-esteem and low motivation to complete assignments (Huberty, 2009, as cited in Cowden, 2010).

Many reasons contribute to learners' anxiety, namely the major biological and psychological factors. Learners are anticipated to experience academic anxiety that is related to the emotional and behavioural problems of learners. Despite the diversity of sources that trigger learners' academic anxiety, it can still be managed (Cowden, 2010). In the same vein, while discussing the effect of academic anxiety on learners dealing with learning context, the role of teachers is pointed out. Teachers' use of effective strategies including positive reinforcement and guidance will contribute to learners' academic performance and lower anxiety (Cowden, 2010). Moreover, studies on academic anxiety found that it is experienced and felt by both students and teachers. (Tummala-Narra, 2009, as cited in Cowden, 2010). Although anxiety appears to highly affect learners' academic performance, there has been a lack of research for the perception that learners dealing with anxiety is normal. Moreover, students with academic anxiety tend to have concerns and busy minds while completing tasks, besides their self –preoccupation that may hinder their academic performance (Cowden, 2010).

### **1.4.1.2 Anxiety in Foreign Language Learning**

One of the common emotions affecting language learning and researchers keep investigating to identify its causes is anxiety. Thus, the studies done contribute to teachers' use of strategies to better learners' academic achievement (Hu & Wang, 2014). Furthermore, when discussing the phenomenon of language anxiety, it is paramount to investigate foreign language anxiety (FLA). The latter has gained popularity in Krashen's (1981) study about the relationship between affective factors and foreign language success. Additionally, research done in FLA highlighted the effect of anxiety in the area of educational psychology, besides it emphasised anxiety consequences in foreign language classrooms where English is not the native language of learners (Kralova & Soradova, 2015). Accordingly, the very first research in this area showed no exact result about the nature of the correlation between FLA and foreign language academic achievement. Correspondingly, while some research showed a negative correlation between anxiety and achievement, other research findings proved that there is a positive relationship between the two, however, some other research did not come with any link and found no relationship between the two at all (Kralova & Soradova, 2015).

Language anxiety mainly happens due to learners' expectations about foreign-language performance. Therefore, this anxiety is not referred to as "general performance anxiety" since it is directly related to foreign-language performance. (Hu & Wang, 2014, p. 122). Moreover, language anxiety has been determined according to particular contexts. MacIntyre (1998) found that language anxiety is related to specific situations, thus similar research requires measurement of anxiety experienced in certain situations in foreign language learning (MacIntyre, 1998, as cited in Zheng, 2008). Accordingly, Horwitz et al (1991) assert FLA involves a set of feelings, attitudes, and behaviours besides learners'

## **Chapter one: Academic Performance and Psychological Impacts**

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perceptions toward language learning in classrooms (Horwitz et al, 1991, as cited in Zheng, 2008). Furthermore, language anxiety can be attributed to other variables such as emotional intelligence. In the same vein, Chao's (2003) study revealed that there is a remarkable relationship between FLA and EI (Chao, 2003, as cited in Zheng, 2008). Ehrman (1996) affirms that anxious learners use the "defence mechanism" in order to protect and balance their emotional equilibrium (Ehrman, 1996 as cited in Zheng, 2008).

Studies about this phenomenon continue to investigate FLA, many researchers displayed that anxiety negatively affects learners' performance (Hu & Wang, 2014). Furthermore, anxiety involves nervousness, frustration besides self-doubt. Anxiety can stand as an obstacle in learning settings. In the same respect, the presence of anxiety in the classroom lowers learners' achievements. Besides, anxiety affects learners' personality and their products. It raises shyness in learners while performing in a foreign language (FL) due to their scariness of making mistakes in language skills. Furthermore, learners are expected to be anxious in any form of communication whether with teachers in which they avoid answering for the perception that their answers are ambiguous or even when communicating with classmates. Learners are anticipated to be anxious when losing attention and fail to develop their competencies in foreign language learning. Eventually, all the aforementioned consequences of FLA encountered in classroom settings contribute and lead learners to perform poorly (Hu & Wang, 2014).

### **1.4.2 Definition of Motivation**

Besides investigating in-depth about anxiety and all related factors, researchers also shed light on other parts of human psychology and the behaviour of motivation. The latter has a huge impact on individuals' energy, time, besides their thoughts, feelings and persistence they put all forward to complete certain tasks (Filgona et al, 2020). Furthermore, many

## **Chapter one: Academic Performance and Psychological Impacts**

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researchers provided various definitions of the phenomenon of motivation. The latter has been defined as a process that begins with psychological needs, which allow behaviour activation attributed to a certain goal (Luthans, 2012, as cited in Filgona et al, 2020). In the same respect, motivation refers to a cognitive factor that contributes to individuals' behaviours that are derived from their own experiences and situations besides their different perceptions (Reeve, 2012, as cited in Filgona et al, 2020). Moreover, motivation places a huge impact on the intellectual energy individuals put in for the sake to achieve or complete a certain activity. Eventually, motivation leads a person to take actions toward a goal in terms of learning, searching and understanding, exploring or even acquiring certain skills or competencies (Filgona et al, 2020).

### **1.4.2.1 Motivation in Learning**

Studies about motivation toward learning gain popularity among many researchers and educators aiming to understand learner type of motivation in a learning context. Accordingly, Brown (2001) provides definitions of motivation based on two theories: behaviourism and cognitive. From a behaviourist's point of view, motivation involves reinforcements, while in a cognitive point of view, Brown (2001) categorises three conceptions of motivation. First, motivation is an innate drive that has been present since birth and it sustains individual behaviour. Second, motivation is related to individuals' needs. Lastly, motivation is self-control, in the sense that it takes place when individuals require some kind of drive toward decision-making or goal-achieving (Brown, 2001, as cited in Filgona et al, 2020). Furthermore, Borah (2021) asserts that motivation involves stimulation of learners' needs and interests in learning tasks, additionally, the right motivation carries energised and directed behaviour toward learning, and hence it keeps learners focused and drives them to make efforts to enhance their learning.

## **Chapter one: Academic Performance and Psychological Impacts**

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Learners come to school with different attitudes and attention to learning, they come to school with a tendency to direct their different energies in different learning settings and situations, hence the aforementioned attitudes, attention and besides directed energies are referred to as learners' motivation to learn (Filgona et al, 2020). In the same vein, when discussing the phenomenon of motivation in teaching and learning context, the role and perceptions of teachers are pointed out, since low motivation hinders learners' learning and achievements, thus the role of teachers is to enable learners actively engage in different learning activities (Ryan & Deci, 2000, as cited in Filgona et al, 2020). Furthermore, teachers who hold a positive attitude and behaviour toward teaching the most effective and enthusiastic subject is positively affected learners' motivation to learn within-subjects and also contribute to their achievements (Fredricks et al, 2004, as cited in Filgona et al, 2020). Eventually, motivation in teaching and learning identifies and determines learners' performance in terms of success or failure in the learning context (Hadre et al, 2007, as cited in Filgona et al, 2020).

In a learning environment, learners' motivation is mainly displayed through their behaviour, highly motivated learners are active in the learning process in the sense they complete tasks, they participate, they make efforts, they show interest, they challenge themselves, they face obstacles and most importantly they are persisted and resilient toward completing tasks (Filgona et al, 2020). Furthermore, among the qualities of highly motivated learners are "initiative" and "diligence" toward learning; besides they don't settle for the least, they always tend to excel to better their learning achievements (Baron & Donn, 2000, as cited in Filgona et al, 2020). Corresponding, motivated learners tend to be active in completing tasks immediately, engaging by asking questions, interacting with both teachers and classmates, in addition, they take risks by volunteering to answer, besides they show positive attitudes and reactions in learning (Palmer, 2007, as cited in Filgona et al, 2020). Therefore, highly motivated learners reflect their academic achievements besides their

## **Chapter one: Academic Performance and Psychological Impacts**

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motivation to carry on and enhance their education (Kozochkina, 2009, as cited in Filgona et al, 2020).

### **1.4.2.2 Types of Motivation in Foreign Language Learning**

In a learning context, teachers encourage their students and show them that learning a language is possible through adequate motivation. The latter is among the influencing factors on learners' achievements in FLL, besides it reflects their efforts put in FLL based on their needs to learn it (Quan, 2014). Furthermore, among the very first major figures who investigated in-depth and developed types of motivation are Gardner and Lamber. Their studies originated from Mowrer's theory that emphasises personal development. They presume that the identification of people is for the sake to be part of foreign culture. Thus, Gardner and Lamber refer to this type of motivation as integrative orientation. Whereas they attribute motivation toward language learning as instrumental orientation. Therefore, Gardner and Lamber's studies are considered to be associated with cognitive and affective factors which showed a direct link of motivation and attitude in both formal and informal language learning. Eventually, many researchers have been exploring and providing different theories of motivation types toward FLL (Quan, 2014).

Rod Ellis's book *Second Language Acquisition* highlights the work and development that Gardner and Lamber made about the notion of motivation. They associate instrumental motivation to specific goals learners aim to achieve as part of either their educational objectives including passing examination or part of their professional purposes including getting a job for instance. Whereas, they associate integrative motivation to learners' tendency and wish to be part and engage with foreign language culture (Quan, 2014). Furthermore, Douglas Brown's book *Principles of Language Learning and Teaching* highlights Graham's work about different types of motivation. Graham differs between integrative and assimilative

## **Chapter one: Academic Performance and Psychological Impacts**

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types of motivation in the sense that the first reflects learners learning a foreign language in order to communicate with foreign culture group members. Whereas assimilative motivation involves learners “drive to become an indistinguishable member of a speech community”, hence this type of motivation needs continuous and extended exposure to second language culture, besides it may involve one learning FL at a young age for the sake to be closely related and identified in second language culture (Quan, 2014).

Many other researchers classified different types of motivation in learning. Rod Ellis’s book *Second Language Acquisition* also highlights the types of motivation Edward Deci brought. Edward distinguishes between intrinsic and extrinsic types of motivation activities. He asserts that learners engage in intrinsically motivating activities for non-external reward, they take part in such activities for their advantage. Additionally, behaviours derived from these activities include internal rewarding results such as self-determination in which learners have some kind of feelings of competence. Besides, they hold the internal drive to complete these activities. On other hand, learners participate in extrinsically motivated activities for the sake of receiving external rewards including grades, prizes, positive feedback for instance. Even though learners’ behaviours against punishment are attributed to extrinsic motivation, for some self-determined learners, punishment is associated with intrinsic motivation in which they consider their actions toward punishment avoidance as a challenge and beneficial way they develop themselves to better their learning (Quan, 2014).

### **1.5 Psychological Impacts of COVID-19 on Learners**

At the beginning of 2020, the World Health Organization (WHO) announced global concerns and called for a public health emergency for Coronavirus disease also known as COVID-19. Since the virus was infectious and easily spread across the world, “on March 2020, the WHO declared the novel coronavirus outbreak as a global pandemic” (Laranjeira et



## **Chapter one: Academic Performance and Psychological Impacts**

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al, 2021). Eventually, many countries took actions against the spread of the virus by increasing health care measurements in terms of restricting circulation, social distance besides considering quarantine mandatory for all populations (Laranjeira et al, 2021). Furthermore, due to the pandemic, many countries restrict several life domain services including educational areas. In the same respect, students and even teachers experienced an educational shift from attending face-to-face classes to online classes (Thandavaraj et al, 2021). Moreover, the sudden shift due to the pandemic has a great impact on both teachers and students in higher education, they both experienced difficulties, challenges besides learners' academic performance is expected to be negatively affected (Chung et al, 2020, as cited in Thandavaraj et al, 2021).

Despite the measurements taken to avoid the spread of the virus including shutting down educational institutions for a long period, many researchers showed interest in investigating the effects of COVID-19 on learners' academic performance (Hammerstein et al, 2021). Furthermore, studies about the negative effect of school closure on learners' achievement besides its consequences due to pandemic gained popularity among many researchers and educators. Additionally, studies about this phenomenon have gone through phases. The first studies about the COVID-19 effect were dedicated to the use of technology tools in learning and ways to adapt to online learning. Then, researchers started investigating the psychological impact that COVID-19 resulted on learners including studies about learners' motivation during the pandemic, followed by many studies done about the impact of COVID-19 on learners' achievement while learning in the phase of COVID-19 (Hammerstein et al, 2021).

The universal crisis of pandemic causes distraction in education with major "effects on the educational system, social life, and mental health of students" (Laranjeira et al, 2021, p.2). Accordingly, researchers have been investigating for a long-time concern youth mental health

## **Chapter one: Academic Performance and Psychological Impacts**

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as a universal mental health issue, however, now there has been an increase exploration about learners' response against the pandemic, besides researchers start giving importance to psychological impacts that learners encountered during the phase of pandemic (Laranjeira et al, 2021). Furthermore, among the difficulties and challenges learners faced due to universities' shut down include travel restrictions that banned international students to go home, besides some learners faced difficulties attending and engaging in online classes due to lack of technological tools. More importantly, the urgent restrictions due to pandemics that oblige quarantine have negatively affected learners' academic achievement. Therefore, the aforementioned struggles have contributed to rising psychological impacts among many learners including stress, anxiety and low motivation. Correspondingly, quarantine was not the only source of stress and anxiety, the sudden shift to online learning with its academic changes have also caused psychological effects among many students in higher education (Querido et al, 2021).

### **1.6 Conclusion**

Understanding the academic performance of learners is a universal phenomenon that researchers and educators are still investigating in order to adopt strategies to help learners and better their achievements. Learners' academic performance involves a set of variables including personality traits and emotional intelligence that stand as main predictors of academic performance because they are factors determining the success or failure of learners. These factors are associated with the psychological and emotional side of learners. Therefore, learners' academic performance can be psychologically impacted due to anxiety and low motivation experienced in the learning context particularly in FLL. More importantly, with the pandemic crisis, learners' performance has been impacted due to different reasons including educational shifts. Hence, learners encounter several struggles in their lives besides in the learning environment, which affect their academic performance. To conclude, this

## **Chapter one: Academic Performance and Psychological Impacts**

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chapter dealt with definitions and studies about psychological impacts affecting learners' academic performance with its related variables and factors. This chapter also shed light on the effect of the global crisis COVID-19 on learners.

# **Chapter Two:**

# **Methodological Framework**

## **Chapter two: Methodological Framework**

<b>2.1</b>	<b>Introduction.....</b>	<b>27</b>
<b>2.2</b>	<b>The Research Design.....</b>	<b>27</b>
<b>2.3</b>	<b>The Sample Population.....</b>	<b>28</b>
<b>2.4</b>	<b>The Research Instruments.....</b>	<b>29</b>
	<b>2.4.1</b> Questionnaire.....	29
	<b>2.4.2</b> Interview.....	30
<b>2.5</b>	<b>Data Collection Procedures.....</b>	<b>31</b>
	<b>2.5.1</b> The Administration of the Questionnaire.....	32
	<b>2.5.2</b> The Administration of the Interview.....	32
<b>2.6</b>	<b>Data Analysis.....</b>	<b>33</b>
	<b>2.6.1</b> The Analysis of the Questionnaire.....	33
	<b>2.6.2</b> The Analysis of the Interview.....	34
<b>2.7</b>	<b>Conclusion.....</b>	<b>34</b>

### 2.1 Introduction

The research methodology is an essential key in the study since it investigates the research questions and validates the hypotheses. This chapter covers whole procedures dedicated to the practical side of the research that seeks to investigate the psychological impacts hindering Master two students' academic performance, including anxiety and low motivation and their effects on learners. Furthermore, this chapter first deals with the research design that allows the researcher to select a mixed model, then this chapter provides a detailed description of the sample population chosen, followed by the research instruments used, including a questionnaire for students and an interview for teachers, next this chapter demonstrates data collection procedures for both instruments used and finally, this chapter sheds light on data analysis; how the researcher analyses data quantitatively using questionnaire and qualitatively using interview.

### 2.2 The Research Design

Planning research requires a good selection of research designs tightly related to the research purpose since the latter determines the type of research design to choose while conducting research (Cohen et al., 2005). Moreover, researchers consider mixed methods research design as the basis of data collection while researching since it is a plan to gather and analyse data using quantitative and qualitative research methods within the same study. Furthermore, the central aim of mixing both quantitative and qualitative relies on the premise to "...provide a better understanding of the research problem" (Creswell, 2015, p. 535). This research employs a mixed model to obtain relevant data on the topic and ensures its validity. More importantly, in this research, the mixed model helps the researcher investigate and

## **Chapter two: Methodological framework**

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collect data concerning the psychological impacts, including anxiety and low motivation, that hinder learners' academic performance.

By using a mixed model, the researcher in this study attempts to strengthen the study's credibility. Besides that, it brings insights and makes it reliable for the researcher to examine quantitatively and qualitatively the poor academic performance of students faced due to specific psychological impacts during the phase of COVID-19.

### **2.3 The Sample Population**

The validity and credibility of research rely on the methods employed, instruments used and the adequacy of the sampling strategy adopted in conducting research. Moreover, the issue arises in describing and characterising the adequate population that takes the central part in the research and focuses on the methodology part. Hence choosing a suitable sample is considered among the first decisions to make in a study (Cohen et al., 2005).

The participants selected for this research are EFL teachers and Master two EFL students of Didactics and Applied Languages enrolled at Belhadj Bouchaib University, at the department of English language, institute of letters and foreign languages for the academic year 2021/2022. Furthermore, the students answering the questionnaire are 45 out of 69. The principal aim behind selecting these students is because they witnessed traditional learning and were exposed to blended learning during the COVID-19 pandemic, which led them to experience specific psychological effects, including anxiety and low motivation due to sudden educational shifts and other factors. Additionally, the main goal of choosing these students is due to academic changes they face during COVID-19 which raises psychological impacts that eventually affect students' academic performance. Moreover, the teachers being interviewed are 05 out of 24. Choosing these teachers is due to their experience in dealing with learners. Teachers have trained eyes, and they are human beings; before being teachers, they can spot

## **Chapter two: Methodological framework**

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psychological disturbances that learners face in learning during COVID-19. Besides that, teachers mastering the art of pedagogy use strategies to help students lower their anxiety and motivate them to learn.

### **2.4 Research Instruments**

The instrument is considered an essential, carefully chosen element in data collection. Hence, the researchers in the study are required to provide information about the instrument used (Creswell, 2003). Furthermore, the instrument is identified early in the study in which researchers used it to measure variables such as individual achievement, ability, behaviour, etc. (Creswell, 2015). In the same respect, validation and reliability are ensured by using different instruments. Accordingly, the selection of instruments is based on the research methodology employed. Thus, there are many instruments, namely standardised tests, observational checklists, questionnaires, interviews, assessment instruments, etc. (Creswell, 2015). Therefore, this research uses two types of instruments: a questionnaire and an interview.

#### **2.4.1 The Questionnaire**

Researchers collect data through widely used instruments such as a questionnaire despite the diversity of many instruments due to its practical aims and advantages (Creswell, 2015). A questionnaire provides structured, numerical statistics data that can be directly analysed (Cohen et al., 2005). Furthermore, the questionnaire's reliability is fostered by respondents' anonymous identity, which encourages them to be honest. Besides, the questionnaire is more affordable, saving money and time for the researcher (Cohen et al., 2005). Moreover, there are many types of questionnaires, including structured and unstructured types of questions; they have different forms of answers, including multiple-



## **Chapter two: Methodological framework**

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choice questions, rating scales, Likert scale questions, open-ended questions and more (Cohen et al., 2005).

This research uses an online questionnaire that is divided into four sections. The first section includes two questions: the first is in the form of yes/no while the second is a multiple-choice grid question; hence both questions aim to acknowledge whether students face anxiety and low motivation and their degree experienced in learning during COVID-19 since determining the level of these psychological aspects allows the researcher to understand its effects. Furthermore, the second section contains two questions: one checkbox question followed by four sub-questions in the form of a multiple-choice grid. All questions seek to determine the sources that trigger students' anxiety in different learning situations. Additionally, the sub-questions in this section involve anxiety degrees (panic level anxiety, severe anxiety, moderate anxiety, mild anxiety) that determine the level of anxiety in different learning contexts. The third section encompasses only one multiple-choice question dedicated to the primary source of motivation that students mostly show in learning. Finally, the last section comprises three questions: the first is multiple-choice, which seeks to identify the main factor influencing students' academic performance. The second and last questions aim to investigate the effects of anxiety and motivation on student's academic performance during COVID-19.

### **2.4.2 The Interview**

Besides highlighting the use and aim of the questionnaire as part of quantitative research, the interview is essential and benefits qualitative research. According to Cohen et al. (2005), "The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p. 368). Furthermore, interviewing aims beyond answering the research questions and testing hypotheses. Instead, it is about understanding people's experiences, behaviour and meaning (Seidman, 2006). Creswell

## **Chapter two: Methodological framework**

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(2015) distinguishes many types of interviews, including one-on-one interviews, focus group interviews, Email interviews and more. Therefore, a researcher uses the interview by asking the participants open-ended questions while recording their answers.

This research uses face-to-face and online interviews with teachers who were asked six open-ended questions. The latter was divided into four parts. The first part consists of two questions: the first aims to determine teachers' perspectives on students' anxiety and low motivation faced in learning during the pandemic. In contrast, the second question seeks to identify teachers' observations concerning the learning situations that drive students to be anxious and matter of fact, teachers can spot the sources of students' anxiety regarding their experience in teaching and deal with learners. The second part includes only one question seeking to determine the source of motivation that students display while learning in classroom settings and even while taking online classes. The third part comprises two questions aiming to determine teachers' perspectives about the factors that influence students' academic performance and lead them to perform poorly. Finally, the last part contains only one question about teachers' strategies to help students overcome their anxiety and motivate them to learn.

### **2.5 Data Collection Procedures**

Data collection entails gathering information from the participants through different instruments. In this research, data collection procedure aims are fulfilled through many steps, including first outlining the questions for the research instrument, considering both research methods besides relating to the participants, and lastly, running a pilot study. Prior to gathering information, the researcher tested the validity, accessibility and credibility of the questions in the instrument. This pilot study assisted the researcher to affirm the participants' interests and willingness to do the research. In this study, the researcher adopts a mixed model

data collection procedure employing both quantitative and qualitative methods through a questionnaire for students and an interview for teachers.

### **2.5.1 The Administration of the Questionnaire**

The questionnaire is designed to attain the aim of the research questions and test the hypotheses. In the beginning, the researcher attempts to extract questions from the main two research questions and outlines possible questions. After the questionnaire was designed, it was sent to the supervisor to test its effectiveness and adequacy. Then it was adjusted based on the supervisor's comments and feedback. The second step was selecting average students to test the questionnaire's efficacy, simplicity, validity and whether it raises interest among students in order to answer it. Then the questionnaire was well-verified by the students and confirmed by the supervisor to be shared. Finally, the questionnaire was posted online, where the researcher clarified the aim of the research and the respondents' anonymous identity and kindly requested them to answer besides asking questions if they faced any problems answering. Therefore, the questionnaire was posted many times to remind those who did not answer.

### **2.5.2 The Administration of the Interview**

The interview questions were designed based on the research questions and aims; they were designed to identify teachers' different perspectives, experiences and strategies used in dealing with learners' anxiety and low motivation in learning during COVID-19. The researcher conducted a semi-structured interview with 5 EFL teachers in which 2 two of them were interviewed face to face. The latter was recorded after taking the permission of teachers. The remaining three teachers were interviewed online, where the researcher emailed the interview questions with setting clarifications. Furthermore, the face-to-face interview took approximately 15 min with each teacher, in which primely the researcher briefly introduced

## **Chapter two: Methodological framework**

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the topic, displayed the aim of the research and anonymous identity of the teachers. During the interview, the researcher was asking and restating the questions to clarify to make teachers elaborate more in answers and give vivid examples. As far as concern the online interview, the same procedures were used. The researcher emailed the interview questions with the research title, the aim, some remarks about the length of answers, and the anonymous identity of the participants. Therefore, in every interview, teachers were requested to ask questions and give feedback, remarks and suggestions about the research.

### **2.6 Data Analysis**

Data analysis takes place after setting and administering the questionnaire and interview, besides collecting data from the instruments used. Therefore, the process of data analysis includes organising data in order to explain and analyse it. In other words, the process entails “preparing your data for analysis, running the analysis, reporting results, and discussing them” (Cohen et al., 2005, p. 203). Accordingly, the researcher based the data analysis on checking responses rates and bias, besides running descriptive analysis and testing hypotheses using statistics (Creswell, 2015). Hence, in this study, the researcher analysed the obtained data using two instruments: data obtained quantitatively using a questionnaire and qualitatively using interviews.

#### **2.6.1 The Analysis of the Questionnaire**

Quantitative data involves analysing statistical data using mathematical procedures. The latter is done by breaking down data; it also covers comparison or linking groups of people to get information to reach the research aims (Creswell, 2015). In this study, the researcher used an online questionnaire designed through Google form that enables data to be gathered and saved automatically for analysis in many graphs, including circle charts, bar charts, and stacked bar graphs. Furthermore, the researcher analysed some multiple-choice

## **Chapter two: Methodological framework**

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questions statistically by calculating the percentages and numbers. Despite calculating data automatically, the researcher used descriptive analysis via SPSS to ensure validity and reliability to precise the research's main findings and results.

### **2.6.2 The Analysis of the Interview**

The way data is analysed using the interview is different from the questionnaire because interview data are analysed qualitatively. It involves analysing the interviewees' ideas, points of view and perspectives about a particular phenomenon. In other words, information gathered from the interview is analysed in terms of words, and the researcher describes the participants' experiences. In the same respect, Creswell (2015) asserts that qualitative data covers describing individuals besides determining a particular complex picture about the study to interpret the meaning understood. Therefore, the researcher analysed each interview answer in this study after transcribing the audio through quotations and paraphrasing.

### **2.7 Conclusion**

The present chapter is dedicated to the descriptive part of the study that gives insight into how the research methodology was conducted, including all practical steps, and this chapter seeks to reach the research aims. First, it clarified the research methods employed. Then it described the participants of students and teachers as part of the sample population. Next, this chapter tackled the research instrument used besides data collection procedures. Finally, this chapter introduced data analysis of questionnaire and interview that will be discussed in detail and elaborately analysed in the next chapter.

# **Chapter Three:**

## **Data Analysis, Suggestions and Recommendations**

## **Chapter three: Data analysis, Recommendations and Suggestions**

<b>3.1</b>	<b>Introduction.....</b>	<b>37</b>
<b>3.2</b>	<b>The Results and Data Analysis of Research Instruments.....</b>	<b>37</b>
<b>3.2.1</b>	<b>Students' Questionnaire Results.....</b>	<b>37</b>
<b>3.2.2</b>	<b>Teachers' Interview Results.....</b>	<b>44</b>
<b>3.3</b>	<b>The Interpretation of the Main Results.....</b>	<b>52</b>
<b>3.4</b>	<b>Recommendations and Suggestions.....</b>	<b>55</b>
<b>3.5</b>	<b>Limitations of the Research.....</b>	<b>57</b>
<b>3.6</b>	<b>Conclusion.....</b>	<b>58</b>

### 3.1 Introduction

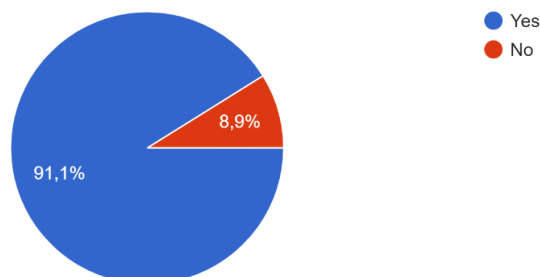
The present chapter plays an important role since it provides detailed analyses of the results obtained through the instruments used for data collection. It attempts to discuss the answers that students submitted and teachers replied. First, this chapter deals with data analyses for the answers including analysis of the questionnaire and then analysis of the interview. Next, this chapter interprets the main results and relates the questions' answers for discussion, then it validates the hypotheses proposed by the researcher at the beginning. Eventually, this chapter opens doors for recommendations and suggestions to help in dealing with and managing the situation of COVID-19 and its consequences on students which led them to experience anxiety and low motivation and eventually affected their academic performance. Finally, this chapter tackles the limitations faced by the researcher in conducting this study.

### 3.2 The Results and Data Analysis of Research Instruments

#### 3.2.1 Students' Questionnaire Results

**Figure 3.1: Students Experiencing Anxiety and Low Motivation during COVID-19**

During Covid-19, have you experienced anxiety and low motivation while learning?  
45&nbsp;réponses





## Chapter three: Data analysis, suggestions and recommendations

Out of forty-five students answering the questionnaire, 91,1% responded that they experienced anxiety and low motivation while learning during COVID-19. This justifies that the COVID-19, with its drastic changes, affected students' learning, including an educational shift that led students to switch their learning modes in terms of how classes are delivered. Besides, some students were used to traditional learning. Hence the spread of COVID-19 obliged online learning in which these students were not familiar with the use of learning platforms. On the other side, very few students (8,9%) answered that they did not deal with anxiety and low motivation in learning during the phase of COVID-19. This is due to these students' incautiousness toward their learning. These students have less consideration for their studies. This is why the pandemic and all impacted factors did not make them struggle.

**Table 3.1: Descriptive Analysis of Anxiety and Motivation Degree Students Dealing with during COVID-19**

	N	Minimum	Maximum	Mean	Standard Deviation
How often do you deal with anxiety in learning during COVID-19?	45	1	5	4,09	,996
How often you had low motivation in learning during COVID-19	45	1	5	3,87	1,160
Total	45				

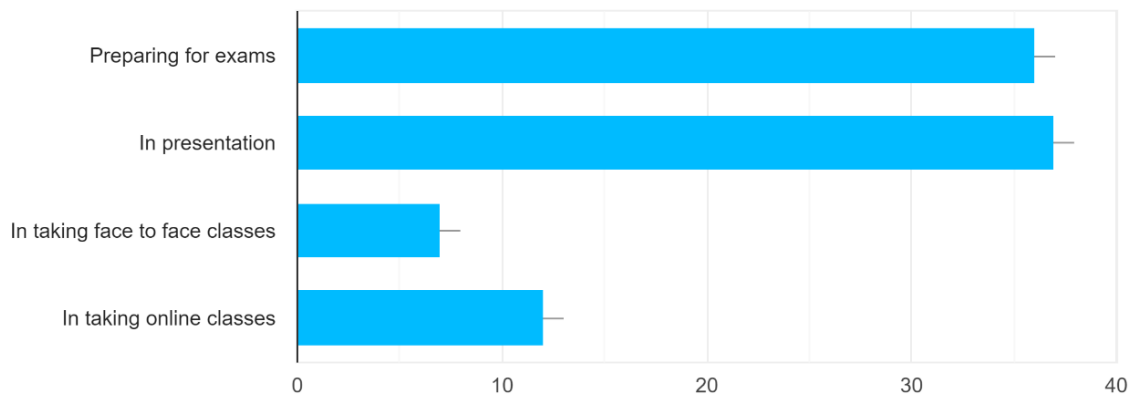
The first statement is addressed the level of anxiety that students faced in learning, the mean of this statement is (4,09) which indicates that learners have experienced a high degree of anxiety while learning during COVID-19 because these students were highly exposed to stressful situations in the process of their learning such as in doing assignment or passing test, which eventually caused them to struggle regularly.

## Chapter three: Data analysis, suggestions and recommendations

The next statement dealt with the low motivation students had in their learning journey during the phase of COVID-19. The mean of this statement is (3,87), which shows that students frequently had low motivation in learning during COVID-19. Because these students lack self-determination toward their learning, they accomplish tasks to avoid punishment instead of doing it to improve themselves.

**Figure 3.2: The Different Learning Contexts Rising Students' Anxiety**

In which kind of learning contexts are you anxious? (you can select more than one answer)  
45&nbsp;réponses



The question aims to identify the learning contexts that made students deal with anxiety. Out of 45 students answering the questionnaire, most selected more than one answer. (80, 2%) of students responded that presentation setting is at the highest rate in rising their anxiety, this because of external factors and inconveniences such as large classroom, too many people attending a presentation, besides students are more likely to perturb when it comes to public speaking in which they develop fears and doubt about their performance. Furthermore, (80%) of students pointed out that preparing for exams increases their anxiety at a high level. This is because of last-minute revision and the number of lessons, and sitting for a stressful exam, which makes students feel extra anxious that they would score badly.

## Chapter three: Data analysis, suggestions and recommendations

(26,7%) of learners replied that online classes have contributed on average to their anxiety, since at first students find it hard to adapt to taking online classes, to shift from studying and being assessed face to face to online created incredible challenges for students besides the results were uncertain and unclear, hence students' anxiety levels up. Finally, (15 6%) of students answered that they were less anxious when attending face to face classes. This result is because their learning consists of interaction between teachers and students, besides participation and practice. Thus, these activities made students busy and did not affect their anxiety seriously.

**Table 3.2: Descriptive Analysis of Anxiety Degrees in Different Learning Contexts**

	N	Minimum	Maximum	Mean	Standard Deviation
your anxiety level when preparing for an exam	45	1	4	2,49	,787
your anxiety level when sitting for an exam	45	1	4	2,53	,869
your anxiety level when you have a presentation	45	1	4	3,09	,949
your anxiety level when you have an online exam	45	1	4	2,51	,843
Total	45				

The first statement addresses the anxiety degree that learners experience in exam preparation. The mean of this statement is (2,49), which shows that students had severe anxiety when preparing for exams. This is due sometimes to the excessive, long, and unexplained lessons given; in addition, some students did not show a willingness to study, and they missed doing assignments that facilitated exam revision. As a result, these students found it hard to manage their time and schedule to revise and review. Hence, they were more likely to be anxious during exam preparation.

## Chapter three: Data analysis, suggestions and recommendations

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The second statement tackled the anxiety level that students dealt with during examination day. The mean of the statement is (2,53), which reveals that students had severe anxiety when sitting for an exam. This result can be linked to environmental stressors and fear of failure that drove students to feel highly anxious about the exam. Even though students revised for the exam, they were still anxious, and this is due to the unfamiliarity of the questions given and the fact that they were tested based on their memory which eventually led learners to lose attention and stress out.

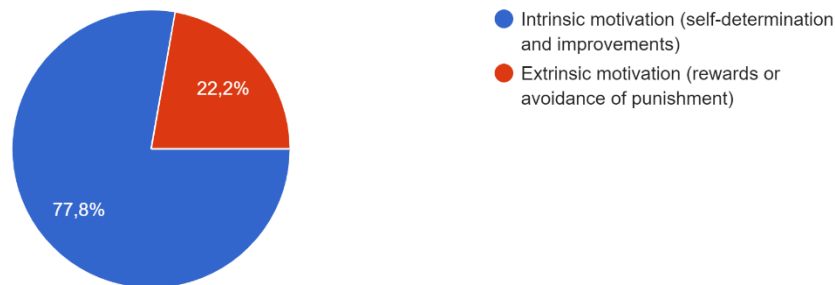
The third statement dealt with students' anxiety when doing a presentation. The mean of this statement is (3,09), which proclaims that students had panic level anxiety when they had a presentation. This is on account that some students thought they would be judged if they misspelt a word and were afraid of negative comments and unexpected sudden situations that could occur in which students did not have control, even though they were well-prepared. Besides that, some students were not prepared enough to present in terms of content and delivery of their presentations. Eventually, presentation anxiety levels varied depending on students' types and conditions.

The last statement is dedicated to the anxiety level that students experience in taking online exams. The mean of this statement is (2,51), which indicates that students had severe anxiety when they had an online exam. Technical issues and unfamiliarity with learning platforms encountered made them anxious the most. It was not easy for these students to switch to online examinations, in which they were neither prepared nor trained for it, besides the weak net that students had led them to feel anxious when they missed submitting their exam answers.

## Chapter three: Data analysis, suggestions and recommendations

**Figure 3.3: Students' Main Source of Motivation toward Learning**

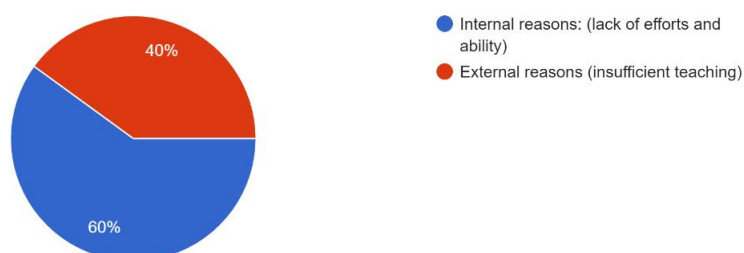
What is your dominant source of motivation while learning?  
45 réponses



Out of forty-five students answering the questionnaire, most of them (35) replied that they had intrinsic motivation for learning because students were willing to improve and enhance their performance to be more successful as a person before being learners. Students with intrinsic motivation showed much willingness for self-determination and persistence toward their learning. Furthermore, the rest of the participants (10) answered that they had extrinsic motivation in learning. These students linked their learning and achievement to their teachers' and parents' motivation. They are more likely to be motivated to fulfil the given assignment or study to avoid punishments. Besides, students with extrinsic motivation tend to study to receive rewards.

**Figure 3.4 The Main Factor Influencing Students' Academic Performance**

To what dominant factor do you attribute your academic performance?  
45 réponses



## Chapter three: Data analysis, suggestions and recommendations

This question brings insight into how academic performance contributes to learners' failures. (60%) of students responded that they attribute their academic performance to internal reasons since these students believed that they should work more and progressively in order to succeed. In other words, when these students failed and performed poorly, they associated it with their lack of effort toward given tasks, assignments, or exams. Hence, they attempted to improve by learning more because reflecting on one's academic performance for internal reasons was a big step to enhancing incoming learning challenges and assessment. On the other side, (40%) of students replied that they attribute their academic performance to external reasons. Since these students thought there was nothing wrong with their performance and efforts, they started looking for other reasons to attribute their performance, such as insufficient teaching.

**Table 3.3: Descriptive Analysis of the Effect of Anxiety and Motivation on Student's Academic Performance during COVID-19.**

	N	Minimum	Maximum	Mean	Standard Deviation
How does anxiety affect your academic performance during COVID-19?	45	1	3	1,33	,707
How does motivation affect your academic performance during COVID-19?	45	1	3	2,31	,900
Total	45				

Both questions determine the effect of anxiety and motivation on learners' academic performance. The mean of the first statement is (1.33), which indicates that anxiety negatively affected students' academic performance during COVID-19. Moreover, since they experienced high anxiety degrees in diverse learning contexts, it contributed badly to their achievements.

## Chapter three: Data analysis, suggestions and recommendations

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The mean of the second statement is (2,31), which shows that motivation positively affected learners' academic performance. Therefore, students holding intrinsic motivation and those willing to succeed as part of self-improvement were students whose motivation was positively affected. In other words, students having intrinsic motivation means they are working on themselves, working to better themselves as students and scoring well. Hence, they were motivated. Having this kind of high motivation will eventually positively affect their performance.

### 3.2.2 Teachers' Interview Results

**Question1:** What is your perspective toward high anxiety and low motivation that students face during COVID-19?

Almost all teachers pointed out the negative effect COVID-19 brought and its huge impact on students, including changes in their studies and the urgent call for the university shut down, besides the educational shift that students witnessed. Therefore, learners dealing with anxiety and low motivation were due to COVID-19 impacts on humanity, and students suffered the most. Hence, students' academic performance was negatively affected due to the sudden switch in their learning journey. Moreover, one teacher suggested a solution to deal with this situation "I think all teachers could do to overcome this was to share lessons online and modify assessment methods to more flexible ones." Finally, the last teacher being interviewed pointed out the negative effect of high anxiety in foreign language teaching and low motivation that eventually led students to perform poorly during COVID-19.

**Question 2:** Based on your observation, what are most learning contexts in which students experience anxiety?

## Chapter three: Data analysis, suggestions and recommendations

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Out of five teachers answering the questions, 3 agreed that presentation was the most learning context in which students were anxious. One teacher claimed, "when you ask them to go and present something in front of people, they are very very stressed, they cannot talk, they cannot really present well". This teacher also highlighted that despite some presentations being held online during COVID-19, students were still stressed and afraid to speak in front of others. Furthermore, another teacher replied, "students are more anxious when they are introduced to something that is unusual". This statement shows the most common trigger of anxiety. Students get used to familiar things; however, when a teacher introduces a different assessment method, they feel terrified because they do not know how it would be.

Two teachers presumed that the learning context that rises students' anxiety depends on their different personalities and nature. Hence each student reacts differently. However, one teacher responded that students' self-confidence helped them overcome anxiety and low motivation. This teacher claimed, "well they have the courage to answer, interact with the teacher, they have this confidence that allows them to avoid what is meant anxiety, they are motivated to take lectures, any type of lecture. either in-class lecture or online." Additionally, this teacher added that students believing in themselves and their capabilities could stand against anxiety; besides, they were able to adapt to different types of assessment.

The last teacher highlighted anxiety in a classroom setting, particularly in the first days of classes. Students showed a high level of anxiety "when it comes to the content of the program, generally they don't know the system, they don't know how it works, they don't the teacher, very few of them don't know what it is going." Accordingly, this teacher also confirmed that "the anxiety starts a few days before examination, then it carries on till the results." In other words, anxiety that students experienced is related to examination overall besides exam preparation and even during the exam and after. Moreover, this teacher asserted that learners saw anxiety when speaking, presenting, testing, and doing tasks during classes.



## Chapter three: Data analysis, suggestions and recommendations

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More importantly, learners face anxiety when they attempt to express themselves and speak in public, and its symptoms are in the form of "hesitation, sometimes through nervousness, refusal of talking." Therefore, this teacher concluded that both teachers and students were expected to be highly anxious when exposed to something new that they did not experience before.

**Question 3:** What is the main source of motivation students mostly show?

The first teacher being interviewed claimed that the main source of students' motivation was scoring well. The second teacher pointed out all sides of students' motivation; those with intrinsic motivation were self-motivated and willing to work on themselves, whereas many students were demotivated and had no source of motivation. This teacher asserted, "the majority of students, they are not motivated, neither by themselves, neither by grade, or nor by grades, nothing motivated them". Therefore, this teacher affirmed that excellent students showed both types of motivation. They were intrinsically and extrinsically motivated and willing to do their best.

The third teacher being interviewed highlighted the basics of learning, covering the teacher, the learner and the knowledge. This interview respondent sheds light on the role of the teacher in rising students' motivation, whether intrinsically or extrinsically, in learning by covering some activities that teacher attempted to do in order to motivate students "he tries to support, to enforce the student, that is instrumentally by adding maybe points, by supporting like giving moral values, like saying it is very good." Eventually, this interviewee also asserted that students were intrinsically motivated toward their learning while motivation was fostered and reinforced by the teacher. Furthermore, the fourth teacher answering the interview questions indicated a different source of learners' motivation which relies on "Interest to the course content or subject matter as a whole."

## Chapter three: Data analysis, suggestions and recommendations

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The last teacher claimed that students' motivation was distinguished based on certain criteria. Firstly, this teacher pointed out the teacher's good relationship with students as a source of motivation. Secondly, this teacher sheds light on certain types of learners, the mature ones who had intrinsic motivation toward learning English because of their interest in the language. Correspondingly, this teacher minimised his role in motivating the mature students because they had the willingness to learn besides "the teacher had nothing to do, they were very independent in learning, they were very motivated, they were very cooperative, they were really risk-takers, they did not care when making mistakes, because they have this maturity." Hence, because these students were intrinsically motivated, they did their best to achieve their learning goals in practice and taking risks. Third, this teacher indicated the role of parents in motivating their kids, "the parents also have a great impact on motivating their kids, there are some parents who care about their kids, they are really encourage them, they really motivate them to learn, they support them, they help them and so on." Finally, the interview respondent characterised the students that are having long terms goals to achieve "they are motivated to learn the language because they want to go abroad, because they have some projects to be their own boss, or to work in special sector and so on." Thus, these students learned the language for career purposes and further life achievements.

**Question 4:** According to you, why did students perform poorly during COVID-19?

The first teacher stated, "Being disconnected from the university life and studying since students stopped revising, reading etc." In other words, it was inescapable because COVID-19 obliged university shut down and led students to deal with the consequences of their learning.

The second teacher primally pointed out the irresponsibility and carelessness that students showed in the first phase of the pandemic. This teacher justified that student

## Chapter three: Data analysis, suggestions and recommendations

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performing poorly in exams is due to the delivery of lectures that involved no interaction, no deep explanation, besides the lack of practice in addition to no feedback. The latter was not given due to the pandemic and related reasons. Moreover, besides highlighting all the different reasons and situations that led students to perform poorly, this interviewee proclaimed that students dealt with difficulties attending classes at home, including technical issues, besides switching to online learning, which caused inconveniences.

The third teacher declared that both teachers and students were impacted while teaching and learning during such a difficult situation of COVID-19. Additionally, this teacher claimed that "the teacher's performance affects or influences the student's performance, so the low performance of the teacher affects students." Furthermore, the fourth teacher being interviewed mentioned that students performing poorly was because "Lack of motivation and classroom interaction."

The last teacher in the interview emphasised the consequences that COVID-19 resulted in a sudden educational shift besides the lack of preparation for the situation faced. This teacher admitted that besides students, even teachers performed poorly due to the lack of knowledge of online platforms and preparation for online teaching "because we were lost, we were not prepared to teach online, we were not prepared to design courses to be taught online." Moreover, the interview respondent stressed on the negative effect of sudden educational shift on teachers in designing the right teaching materials. Therefore, students performing poorly is due to psychological effects experienced in the situation, "some students had lost their parents, family members and so on, losing someone who have been surrounding you, it will have impact on you, negative impact, you won't be motivated for studying."

## Chapter three: Data analysis, suggestions and recommendations

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**Question 5:** What factor does influence students' academic performance?

The first respondent generalised the factors influencing students' academic performance, including "different variables from social to psychological however, personal traits are key determiners." In other words, students' different personalities allowed them to react differently in learning. Hence, it also applied to their performance. For instance, a highly conscious personality trait permitted students to perform well.

The second interviewee raised concerns about the situation and pointed out all real factors, including "the system, the students, the teacher, the environment, COVID-19." The latter was the main factor affecting everything in education. At the start, this interviewee exemplified the educational system in the admission of university students, emphasising on huge uncontrollable number of students received. Hence, this affected the teaching-learning process and teacher suffers the most "we find ourselves in front huge numbers of students, we cannot contact them, we don't know how to deal with them, this is as far as, there is no strict rules, there is always okay, it is an exception." Furthermore, this interview respondent claimed that COVID-19 brought rules that were not seriously applied. Hence both students and teachers failed. Speaking of the last, "teachers were not trained for that, so it is the same chock as students as teachers" Therefore, a minority of students and teachers reacted differently and could manage the situation. However, the majority were shocked at first when introduced to online learning that later became hybrid learning. Thus, the sudden educational chocking shift led students and teachers to perform poorly due to lack of knowledge, "because the teachers did not know, what to do, so they start sending Pdfs, they started trying to find solution in every possible way." Therefore, it was difficult for students to cope since they were receiving unexplained lessons. This interviewee besides pointing the institution as a failure of students, the latter also did not make an effort. Correspondingly, the lack of interaction, effort and practice, that students displayed, led teacher to be demotivated.

## Chapter three: Data analysis, suggestions and recommendations

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The third teacher claimed during COVID-19 "the learning atmosphere does not allow students to be motivated enough to take such lectures." This teacher also questioned the efficiency of online learning as an alternative to face-to-face learning due to the important role of the teacher in sharing information. The fourth teacher maintained "lack of clear objectives" as a factor influencing students' academic performance.

The last teacher being interviewed highlighted several factors including psychological and environmental factors that differed depending on students. This teacher affirmed that there was a minority of learners that were motivated and managed the situation. Furthermore, the teacher also sheds light on educational shift as a major factor in the lack of preparation that both teachers and students dealt with. Besides, the teacher mentioned financial factors since some students lack learning materials. Correspondingly, the interviewee experienced a situation with students who expressed hatred between each other when learning, "kind of hatred between the students, no one helping, no one giving information, no one transmitting, no one sharing, so this is another factor also the relationship, the interrelationship between students." Hence, the factors mentioned above contributed to students' low academic performance.

**Question 6:** How can you help your students to lower their anxiety and motivate them to learn in order to perform well?

The first teacher claimed, «Through practise and slowly integrating them into the new realms of education and enable them to branch out" in order to lower students' anxiety and motivate them to learn and perform better.

The second teacher affirmed that this task was difficult because some "students are motivated by marks, by grades, they like the teacher who gives more grades, whether they work for it, or not, so when you tell them you need to do efforts to get good grade, very few

## Chapter three: Data analysis, suggestions and recommendations

will respond." this teacher diversifies presentation settings during COVID-19 to allowed students feel on ease and select any comfortable learning platform to study and do a presentation. Thus, this teacher stated, "I open everything for them to use the platform that suits them most, so everything zooms, google meet, google classroom, Moodle, messenger, so name it, name anything and you find me there." This interviewee came up with all possible learning materials to make students study and reach and ask questions whenever they need, therefore "they can get feedback from me, those who reached them, they work, those who did not, they failed, I guess they were demotivated to perform."

The third teacher pointed out the role of the teacher in making his students easily interact and integrate into the teaching and learning process. Additionally, the comfortable and easy-going relationship between students and teachers helps learners lower their anxiety. Therefore, "the teacher who allows the student to be free, to express their ideas, to express their feeling, etc, this is will be of course fruitful in general." Furthermore, the fourth teacher being interviewed indicated that to lower students' anxiety and motivation them to learn is, "By providing interesting content, motivating teaching methods and by encouraging them to be active learners no matter difficult this might be."

The last teacher attempted to create a motivational environment by working on the psychological side of students, "trying to open their eyes on the future, on the possibility that, on the fact that everything is possible." Some students are clueless about their learning goals, "because they were sent, there are some students who were like this I don't know what I'm going to do." Furthermore, this teacher expressed, "the strategy will be motivating, motivating through creating good environment, motivating through creating good relationship, motivating through discussion, through feedback, through listening, being listener to the student." This teacher makes use of all useful and affective aspects of motivation in order to make students lower anxiety and learn to reach their best. Additionally, this teacher motivated

## Chapter three: Data analysis, suggestions and recommendations

students by "telling everything is possible, trying to give solution, trying to give point of view, relating experience." because a matter of fact, students need to hear more on what could be possible, they think that achieving certain learning goals is hard and failing is evitable. Thus, they needed to feel motivated to believe that it would happen and succeed. Eventually, this teacher employed different strategies in the classroom "by trying not to make teaching just not teaching, but an experience of life."

### **3.3 The Interpretation of the Main Results**

Students experiencing anxiety and low motivation were due to COVID-19 consequences, including the sudden educational shift. Even teachers highlighted the negative effect of COVID-19 and the changes experienced by both students and teachers. The results showed that during COVID-19, students were not prepared mentally, emotionally and academically to switch their learning. As a result, these students struggled psychologically and dealt with anxiety, and their motivation was distracted. Furthermore, the data obtained revealed that students often struggled due to assessments and lacked motivation. Many learning situations trigger students' anxiety, including the major one, presentation, followed by exam preparation until reaching online classes and exams besides face-to-face classes.

Therefore, among all learning contexts, the results showed that students displayed high anxiety when it came to presentation due to the fear of public speaking and being orally tested stressed students the most. Additionally, teachers confirmed that they felt anxious and hesitated when students were asked to talk or present. Correspondingly, students were anxious when revising and preparing for exams since they postponed revision until the exam period and struggled to review long lessons. Students also showed severe anxiety in taking online exams due to a lack of knowledge of online learning platforms.

## Chapter three: Data analysis, suggestions and recommendations

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Besides discussing the learning situations that increased students' anxiety, the results displayed that students' motivation to learn was also affected. Most students revealed intrinsic motivation, while a few showed they hold extrinsic motivation. To be intrinsically motivated to learn during COVID-19 was challenging, and such courage from students to maintain it because having self-determination and improvement goals in learning pushed students to excel. In contrast, students with extrinsic motivation had external reasons to learn. For example, they would study for reward and avoid teacher punishment.

Moreover, teachers indicated that there were many sources of motivation and they differed based on students' types and their learning goals, besides highlighting the role of the teacher in motivating the students. Hence, students' motivation depends on the teacher, the surrounding environment, and the type of learners in terms of their different personalities and intellectual abilities. Therefore, intrinsically motivated learners attributed their academic performance to internal reasons; because they were self-motivated toward their learning, they believed their failure was associated with their lack of ability.

The results also showed that the anxiety and low motivation that students dealt with in their learning journey, in taking both face-to-face and online classes, in addition to the sudden educational shift they lived in during the phase of COVID-19, all of that led students to perform poorly and score badly in tests and exams.

More importantly, all interviewed teachers focused on the lack of interaction, practice, and preparation during the COVID-19 pandemic as major causes of students' poor performance. Therefore, these teachers used motivating strategies for their students by encouraging them to practice, slowly integrating them into the learning process, providing access to learning platforms that suited them, creating a conformable learning environment and giving them motivational talks.



## Chapter three: Data analysis, suggestions and recommendations

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The results obtained from this research data confirmed the hypotheses proposed for the research questions. The first research question aimed to find out the psychological impacts that hinder learners' academic performance due to COVID-19. The hypothesis proposed for this question was confirmed and students' anxiety and low motivation were involved, learners struggled with anxiety due to COVID-19 consequences including educational shifts besides learners were anxious and demotivated in different learning settings. The result of this research that revealed students dealt with anxiety in learning is compatible with the study entitled *Anxiety and Stress Levels Associated With COVID-19 Pandemic of University Students in Turkey: A Year After the Pandemic* which showed anxiety resulting from the COVID-19 pandemic is affecting the social and academic aspects of university students (Durbas, et al., 2021). Furthermore, the results that indicated students' motivation was distracted due to academic and other factors are compatible with the study entitled *Emergency online learning: College students' perceptions during the COVID-19 pandemic* which showed that while switching to remote learning, students' motivation was affected (Gonzalez-Ramirez, et al., 2021)

The second hypothesis which presumed that the aforementioned impactful aspects that learners experienced in association with anxiety and lack of motivation led them to perform poorly, the hypothesis was confirmed, while learners attempt to adapt to the pandemic situation and overcome the psychological distractions they faced in their learning journey, students' academic performance was affected and learners performance decreases due to negative effect of anxiety and lack of motivation to learn, however, some students reported that their motivation positively affected their academic performance. Furthermore, the results which indicated that anxiety negatively affected and motivation positively affected students' academic performance are not compatible with the study findings entitled *Positive Anxiety and its Role in Motivation and Achievements among University Students* which revealed that

## Chapter three: Data analysis, suggestions and recommendations

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“A high level of anxiety contributes to a high level of academic achievement, but at the same time reduces the motivation for learning” (Al Majali, 2020, p. 975). Finally, students reporting dealing with high anxiety in different learning contexts contributed negatively to their academic performance while their motivation positively affected their performance.

### 3.4 Suggestions and Recommendations

The researcher has conducted this study to address the psychological impacts that affected learners' academic performance during the unexpected situation of the pandemic. The researcher primarily had set recommendations to propose in order to face and manage the situation that learners experienced. Therefore, the results obtained fostered further suggestions and recommendations for students, teachers and policymakers. First, the researcher highly recommends raising awareness about students' mental health and treating it more caution, since this aspect is neglected in the Algerian learning context. Additionally, the researcher seeks to raise awareness about the psychological impacts that students dealt with during COVID-19 besides the consequences of COVID-19 on students, since the spread of the pandemic led students to struggle in adjusting to the COVID-19 situation, switching their learning modes to the online assessments that created challenges for learners.

This study sheds the light on the factors and the reasons that led students to perform poorly during the phase of the pandemic, thus the researcher suggests that policymakers take action in creating a comfortable learning environment and implementing effective methods that can enhance students' academic performance. Furthermore, this research suggests for teachers implement strategies that help students to cope with anxiety and overcome low motivation such as positive reinforcement and motivational talks before presentations and other forms of assessment to calm down students and make them feel confident about their performance. Correspondingly, when it comes to online learning, the researcher proposes for

## Chapter three: Data analysis, suggestions and recommendations

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teachers to organize at least 1 weekly online meeting for lesson explanation and feedback besides the need for clarifications of assessment methods before online exams to make students feel motivated and lower their anxiety.

Besides addressing the students' necessities and needs to teachers, students have to be aware that being anxious and having low motivation toward learning is normal. Indeed, COVID-19 made it worse and learners suffered, however, there are still ways to deal with the situation. Therefore, the researcher puts forward useful strategies and tips for students to manage anxiety and low motivation in different learning contexts and that includes pre-preparation and organization and hard work. Since anxiety is triggered by the simplest distraction act and smallest sudden situation, thus students need to be fully aware of what is coming, for instance, a presentation that needs to be prepared at least 2 weeks prior in order to students be fully ready in terms of preparation of the content, the information provided, the sequence of presentation and most importantly the right delivery of presentation that each student needs to practice to avoid the anxiety of public speaking fears and fails.

Students who are expected to be anxious during exam preparation need to reconsider their ways of revision, the most appropriate form of the lesson reviewing is to write summaries after each lesson is done, besides setting a revision program weeks before the exam period to facilitate learning and avoid anxiety. Furthermore, students lacking the motivation to learn need to find out different ways far from learning to regain their motivation such as in spare time while doing personal creative activities which differs from one student to another depending on their interests, hence this kind of unleash own creativity helps students to foster their internal motivation and allow them to regain their motivation toward learning.

## Chapter three: Data analysis, suggestions and recommendations

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The researcher gives a piece of advice to students who performed poorly during COVID-19 to recognize their failure as part of learning because no one has ever reached the top without falling. This applies to learning, students scoring badly in exams and those who were not satisfied with their performance need first to accept in order to work better in future. The researcher highly suggests that students look for the gaps in their academic performance and enhance it because blaming oneself for the results worsens the situation and makes students feel guilty and hopeless and eventually they are more likely to be demotivated and their anxiety rises. Hence, the researcher advocates for students to better their performance by working on what is coming, by learning, practising more, adapting useful learning techniques and by doing research when it is complicated to understand and most importantly by hard work and persistence.

### **3.5 Limitations of the Research**

This study aimed to investigate the psychological impacts including anxiety and low motivation that hinder students' academic performance during COVID-19. Even though the researcher has successfully reached the research aims with the respect to research objectives and following the methodology guidelines, this study is still limited in terms of references, the researcher struggled to find related studies that investigated the area of anxiety and low motivation simultaneously and their impact on students' performance during COVID-19. Besides that, though the researcher attempted to reach the participants for the online questionnaire and while sending it multiple times as a reminder, not all responded but the majority contributed to answering the questionnaire. The researcher also encountered obstacles in reaching teachers for interviews which is why some interviews were done online instead of a face-to-face interview. The latter would be better for all interviews to extract more elaborated answers. Therefore, despite the limitations and obstacles faced, this study has

## Chapter three: Data analysis, suggestions and recommendations

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reached its major aims and the researcher did all that is required and needed to achieve its goals.

### **3.6 Conclusion**

This chapter was dedicated to the discussion of the results that were successfully reached through the use of different instruments. Due to the results obtained, this chapter fulfilled the research aims and goals of the researcher in conducting this research in the first place. This chapter primally analysed both questionnaire and interview' answers separately with reporting the results. After, it joined the main findings by interpreting, discussing and finally confirming the hypotheses. Subsequently, this chapter recommended some suggested solutions for both students and teachers. Eventually, although the researcher reached its study aims, there were still limitations which this chapter lastly covered.

# **General Conclusion**

## General Conclusion

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This research aimed to investigate the psychological impacts that affected learners' academic performance, which involved anxiety and lack of motivation they faced during the phase of Covid-19. Furthermore, this study sought to identify whether students performed poorly due to anxiety and low motivation they experienced in relation to different reasons and factors that Covid-19 resulted, including the educational shift, psychological and environmental factors, besides the academic changes that learners were suddenly exposed. Therefore, the study hypotheses were confirmed and proved that students were anxious and demotivated, in addition to negatively affecting their performance. However, their motivation was positively affected, which justified that there is overlap, students can be anxious and demotivated simultaneously, but they can still hold this kind of positive motivation, which keeps them pursuing their learning goals.

This research tackled the first chapter of the literature review in which the researcher provided related information, previous studies, and research about academic performance with its related variables, then the psychological impacts, including anxiety and motivation in learning till reaching the phenomenon Covid-19 and its effects on students' academic performance. Next, this research highlighted the practical side of chapter two, in which the researcher mentioned and described the research design and methodology along with the research instruments used. Therefore, the last chapter was mainly about the interpretation of the result in which the researcher analysed the data obtained from the questionnaire and interview. In addition, this chapter concluded by providing suggestions and stating the main limitations faced in conducting this research.

To conclude, this research brings insights into students' psychology and how it affects their learning journey and performance. Students need to be treated as human beings with

## General Conclusion

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academic and professional goals to achieve and as learners who are expected to face distractions, struggle, and perform poorly no matter how much effort they are making. Yet, the teaching community and even policymakers are attempting to do in order to enhance them. Furthermore, during Covid-19, the most sudden situation affected everyone, including students, due to a lack of preparation and knowledge about managing the situation and maintaining the right path toward learning. Thus, this contributed to rising students' anxiety and made them feel demotivated because it was hard to adjust, and they eventually ended up scoring badly.

Therefore, for the researcher, it seems that school does not address students' mental health until they experience it themselves and start looking for ways to cope. Finally, this research aims and findings encourage further research and investigations about students' mental health intending to make learners feel less anxious and willing to learn despite their low academic performance. This research was built not only to address the psychological impacts that students experienced during Covid-19 but also to inspire future researchers to explore the factors that led students to perform poorly because they were anxious and had lack of motivation to learn and achieve their goals.



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# Appendices

# Appendices

## Appendix A

### Students' Questionnaire



## Psychological Impacts Hindering Learners' Academic Performance during COVID 19

Dear students,

The present questionnaire is part of Master thesis, it aims at investigating the psychological impacts that you face in learning including anxiety and motivation during the phase of Covid-19 and how these impacts affect your academic performance. You are kindly requested to answer these questions by ticking the most relevant to your experience, thanks in advance.

During Covid-19, have you experienced anxiety and low motivation while learning? \*

(Linnell-Olsen, 2020)



Yes

No



# Appendices

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Tick the box based on your level of agreement.

(IBCCES, 2022) \*



Always      Frequently      Sometimes      Rarely      Never

How often do you deal with anxiety in learning during Covid-19?

How often you had low motivation in learning during Covid-19

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## Appendices

In which kind of learning contexts are you anxious? (you can select more than one answer) \*  
(Mencheca, 2021)



- Preparing for exams
- In presentation
- In taking face to face classes
- In taking online classes

Tick the box based on your level of agreement. \*

	Panic level anxiety	Severe anxiety	Moderate anxiety	Mild anxiety
your anxiety level when preparing for exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your anxiety level when sitting for exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your anxiety level when you have a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your anxiety level when you have online exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendices

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What is your dominant source of motivation while learning? \*

- Intrinsic motivation (self-determination and improvements)
  - Extrinsic motivation (rewards or avoidance of punishment)
- 

To what dominant factor do you attribute your academic performance? \*

- Internal reasons: (lack of efforts and ability)
  - External reasons (insufficient teaching)
- 

Tick the box based on your level of agreement. \*

	negatively	positively	no effect at all
How does anxiety affect your academic performance during covid-19?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does motivation affect your academic performance during covid-19?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Tick the box based on your level of agreement. \*

	negatively	positively	no effect at all
How does anxiety affect your academic performance during covid-19?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does motivation affect your academic performance during covid-19?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Appendices

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## Appendix B

### Teachers' Interview

This research aims at investigating the psychological impacts that students face in learning including anxiety and motivation during the phase of Covid-19 and how these impacts affect students' academic performance.

**Remark:** you are kindly requested to answer in no less than 6 lines.

your identity will remain anonymous.

#### Questions:

1. What is your perspective toward high anxiety and low motivation that students face during covid 19?
2. Based on your observation, what are most learning contexts in which students experience anxiety?
3. What is the main source of motivation students mostly show?
4. According to you, why did students perform poorly during Covid-19?
5. What factor does influence students' academic performance?
6. How can you help your students to lower their anxiety and motivate them to learn in order to perform well?

## Résumé :

L'enquête sur les impacts psychologiques entravant le rendement scolaire des étudiants pendant le COVID-19 permet de comprendre leurs perturbations auxquelles ils sont confrontés en apprenant, en plus de fournir des moyens d'améliorer les performances académiques des étudiants pour des résultats réussis. En outre, cette recherche permet de mieux comprendre les facteurs psychologiques affectant les performances scolaires des étudiants. Ensuite, cette étude préconise un ensemble de solutions pour faire face à la situation qui entrave les étudiants en raison de la pandémie. D'abord, cette recherche a utilisé deux instruments, notamment un questionnaire pour les étudiants de Master 2 Didactique et Langue Appliquées à l'Université Belhadj Bouchaib et un entretien pour les enseignants. Donc, les résultats obtenus ont montré que les étudiants étaient confrontés à une anxiété élevée dans différentes situations d'apprentissage, en plus d'être démotivés, ce qui les a finalement poussés à mal performer. De plus, les résultats principaux ont indiqué que la COVID-19 a eu un impact négatif sur les étudiants en raison des changements scolaires et éducatifs qu'ils ont subis, ce qui a contribué à accroître leur anxiété et les a démotivés vers l'apprentissage. Finalement, l'interprétation des résultats a révélé que pendant la pandémie, l'anxiété sévère a affecté négativement le rendement scolaire des étudiants, et que leur motivation a influencé positivement leur rendement.

## ملخص :

يسمح التحقيق في الآثار النفسية التي تعيق الأداء الأكاديمي للطلبة خلال كوفيد 19 بفهم الاضطرابات التي يواجهونها في التعلم إلى جانب توفير طرق لتعزيز الاداء الأكاديمي للطلبة من اجل تحقيق نتائج ناجحة. علاوة على ذلك، يقدم هذا البحث فهماً أفضل للعوامل النفسية التي تؤثر على الأداء الأكاديمي للطلاب، الدراسة التي تستدعي مجموعة من الحلول للتعامل مع الوضع الذي يعيق الطلاب بسبب الجائحة. استخدم هذا البحث أداتين بما في ذلك استبيان لطلاب السنة الثانية ماستر تعليمية و لغات تطبيقية بجامعة بلحاج بوشعيب الى جانب مقابلة مع الاساتذة. أظهرت النتائج المتحصل عليها أن الطلاب واجهوا قلق شديد في مواقف تعليمية مختلفة إلى جانب تعرضهم للإحباط مما دفعهم في النهاية إلى الأداء السيئ. بالإضافة إلى ذلك، أشارت النتائج الرئيسية إلى أن كوفيد 19 أثر سلبيًا على الطلاب بسبب التغييرات الأكاديمية والتحول التعليمي الذي مروا به مما ساهم في زيادة قلق الطلاب وجعلهم يشعرون بالإحباط تجاه التعلم. في النهاية، كشف تحليل النتائج أن القلق الشديد أثر سلبيًا على الأداء الأكاديمي للطلاب خلال الوباء، في حين أن دوافعهم أثرت بشكل إيجابي على أدائهم.