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**Investigating Psychological Factors Affecting Students' Research
Methodology Skills**
The Case Study of First Year Master EFL Students at Mohamed Khidher
University of Biskra

A Dissertation Submitted to the Department of Foreign Languages Section of English in
partial fulfilment of the requirement for the Master's Degree in Sciences of Languages

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DEDICATION

This work is dedicated to:

*The ones that gladly brought me into life: My dear Mother **Fatma Zohra** and my dear
Father **Mohamed**.*

*My beloved Sisters and Brothers **Hayette, Zahra, Karima, Warda and Nadjette, Kamel,**
salime Adel, and Hakime.*

*To my dear, gorgeous and sweet nieces and nephews: **Ilyes, Mohamed, Aya and Sarah***

The ones that I've been blessed to know:

*My friends from group three (2015), my mates of second year master and all the EFL students
in the Branch of English Studies.*

*To the best friends I have ever met: **Amel, Meriem, Hiba and Hassna**.*

To those who sincerely supported me with their prayers, kindness, and efforts.

To all of you, I gladly dedicate this work and these words.

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And to all of you I say

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Abstract

The present study is an attempt to investigate and to shed the light on some psychological factors that may affect the students' Research Methodology Skills in the Branch of English at Mohamed Khider University of Biskra. It takes the form of descriptive research. The rising number of postgraduate students who cannot complete their research projects each year indicates that most of them encounter many problems. These problems are related to the requirements needed for any research project, namely, the researcher character, the research Methodology Course, and the way the research is conducted. These requirements are considered to be the main factors that affect in a way or another students' Research Methodology skills. Based on this, we hypothesized that the investigated psychological factors may affect the students' research Methodology Skills in the Branch of English at Mohamed Khider University of Biskra. To enrich this study with valuable data, we designed and distributed two questionnaires. One was for first year master students from t Mohamed Khider University of Biskra (2016/2017) and the other one was for foreign language teachers (especially those who are engaged in teaching Research Methodology Skills). The findings obtained from the questionnaires revealed that all of the aforementioned psychological factors affect the students' research Methodology Skills. Therefore, we recommend that by the enhancement of these factors, the students' research Methodology skills will be improved.

List of Abbreviations

AERA	American Educational Research Association
AL	Applied linguistics
AR	Action Research
EFL	English as a Foreign Language
ELL	English Language Learners
ER	Educational Research
RAL	Research in Applied Linguistics
REFLE	Research in English as a Foreign Language Education
RP	Research Process
RQ	Research Question

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General introduction

Universities have the greatest role in creating new knowledge and information and preserving it from one generation to another. This can be done only through conducting a research which is considered to be the corner stone for any innovation and development in higher education. In our case, research in Foreign Language Education deals with one of the topics related to English as a Foreign Language (EFL) .So research should be based on reliable sources, having rigorous research design which is internally and externally valid and has good research methods skills. The present study is an attempt to investigate some psychological factors affecting the research methodology skills in the Branch of English at university of Mohamed khider of Biskra. It takes the form of descriptive study since it deals with one of the topics related to language teaching and learning. In this study we try to shed the light on some psychological factors that hinder postgraduate learners to accomplish their researches in higher level because the quality of education depends on the learners' research methodological skills in doing the research.

Background of the study

The rising number of students who could not complete their research projects each year is a strong indicator that the learners encounter many problems that hamper the process of doing a research in educational studies .These factors appear both from learners themselves, their teachers or even the faculty facilities. So, this becomes a problem that needs a solution urgently .In our research we aim to find some solutions in order to overcome these problems that most learners suffer from.

Statement of the problem

The idea of the existing research comes from the rise number of problems that second year master two encounter when undertaking their researches in higher education. Most of the

problems have a relation with methodological issues such as the wrong use of APA and MLA the wrong choice of population as well as the sample study ,the incorrect citation and referencing and of course without forgetting the lack of references in the research . As a result, students could not complete their research projects .So, these problems do not affect students but also affect their final outcomes .So, we investigate some psychological factors that may affect the research methodology skills and we attempt to find some solutions to this problem.

Significance of the study

Through this research, we intend to deal with post graduate students' problems that hinder them when they undertake an academic research. We try to shed light on the different psychological factors that may affect the research methodology skills in the Branch of English language and we are going to propose certain solutions to that chronic problem and we hope to be fruitful for all faculties in many universities in general and at Mohamed Khider University in specific.

Main questions

The present study is based on the following three main questions:

- 1-Why is a research carried out in academia at all?
- 2-What are the methodological skills that are needed in conducting a research?
- 3- What are the Psychological factors that may affect research methodological skills in education?

Hypothesis

Through our study we hypothesize that:

1-If we decrease some psychological factors such as shyness, anxiety and stress, research methodology skills such as organization, classification and modification will be improved.

2-The implementation of research methodology skills depend on certain affecting factors.

We use the if- clause structure because the two variables are related to each other in terms of the dependent variable that is the research methodology skills will depend on the independent one that is the psychological factors .So , we are not sure about the result and throughout the study we try to verify of falsify our hypotheses.

Research methodology

Our research has taken the form of descriptive study since it deals with new area of investigation that needs a detailed descriptive method. we are going to use two questionnaires both one for the First year master students and the other one for teachers who are engaged in teaching Research methodology course and they are also supervisors . The questionnaire as a research tool that we hope to be useful in collecting and analyzing the data gathered.

Population and sample

Our research is about the psychological factors that may affect the research methodology skills that may be encountered by EFL postgraduate students who are engaged to prepare their master theses. So, we decided choose first year master students in the Branch of English at Mohamed Kheider University of Biskra as a population .We take fifty 50 respondents among the whole population as a sample study and they are chosen randomly both from male and female students to answer the questions .In addition, we select Eight 8 male and female teachers of methodology to represent the whole population at the Branch of English at Mohamed Kheider University of Biskra.

Research tools

In the present study, we intend to use questionnaires as a research tools both for teachers of Research methodology course and who are engaged in the supervision process and for first master students in the Branch of English in Mohamed Khider University of Biskra .

Delimitations

This study is an attempt to raise EFL learners' awareness of some psychological factors that may affect the research methodology skills when undertaking their research projects in higher level. So, our study will take place with post graduate students specifically first year master student in the Branch of English at Mohamed Kheider University of Biskra who will be respondents to a well prepared and designed questionnaire as a top use research tool and they will answer anonymously to the recommended questions.

Limitations

In this investigation we may face some problems such as time management, lack of resources, hesitation of students to answer the questions, availability of teachers. In addition, there are some circumstances in terms of research methodology skills related to the researcher character, the way the research course being taught and the supervision process, the mixture between MLA and APA styles...etc

Structure of the study

Our research is divided into three main chapters. The first chapter is devoted to introduce the main components that will be discussed in the research that are academic research, research methodology skills. Through this chapter, we attempt to give definitions to those concepts that are closely related to the field of research .The second chapter is divided into two sections. The first section is devoted to discuss research methodology skills in terms of organizational skills, classification skills, receptive skills productive skills...etc. The second

section is devoted to discuss some psychological factors that may affect the research methodology skills among EFL learners in the Branch of English at Mohamed University of Biskra .These factors that are related to learners themselves, their supervisors or the faculty facilities (library-internet -books- resources...etc). The third chapter is devoted to the field work means that a detailed description for the data gathered and analyses of students' and teachers' questionnaires.

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Introduction

This investigation is an attempt to raise the learners' (EFL) awareness of the importance of good research and be aware of the different factors that affect the research methodology skills when doing research. Through this chapter, the attempt is to define the concept of research from different perspectives as well as other concepts that are related to the field of research and give clear idea about the relationship between research and its factors that may affect it .In addition to that, the attempt is also to tackle the significance and purpose of undertaking research, its types and benefits.

1. Key concepts

Data refers to the information that you are going to collect in order to answer your research question, for example the words used by your interview participants or numerical information from your questionnaires. Strictly speaking, data is a plural rather than a singular noun (the singular is 'datum') and this convention shall be kept throughout.

Methodology refers to the totality of how you are going to undertake your research. It includes the research approach that you will use, including your epistemological position and the specific research methods you will choose, e.g. interviews, questionnaires.

Research approach refers to the traditional division between quantitative and qualitative traditions in research, which will be discussed fully in this chapter.

Research method refers to the practical ways that you are going to use to collect your data. The four most commonly used methods in student research are interviews, questionnaires, focus groups and documentary analysis.

Sampling refers to the process of selecting the participants (or other data sources, e.g. documents) that will be involved in your study. Your sample (the selection of people or other data sources) is chosen from the total possible data sources, known as the population.

Epistemology is the study of knowledge and addresses the question of what counts as legitimate knowledge. Research projects contain assumptions about what is legitimate knowledge, which is known as its epistemological position.

1.1 Research

1.1.1 Meaning of Research

The meaning of a research is similar to undertaking a journey. For a research journey there are two important decisions to make. First, what you want to find out about or what research problems you are going to solve. Second, how you are going to go through specific steps to find the solutions for those problems or answers to your questions.

There are certain steps that you should consider in your research journey in order to find answers to your research problems. The way that leads you to get your target constitutes research methodology.

Definitions of Research

We can find a numerous definitions of research. On the one hand; some of these definitions give a general idea about what a research is in nature. On the other hand other definitions give technical meanings. The following are some of these definitions:

The word « Research » is a combination of two syllables Re + search. Re: is a prefix meaning again, a new or over again while search: is a verb meaning to examine closely and carefully, to test or to probe. Together they form a noun describing a careful, systematic and painstaking and investigation in some field of knowledge, undertaken to establish facts or principles (Chelli, 2014). Research based on observing a phenomenon and put hypotheses then collecting data then analyzing it based on the data gathered. Finally, one could draw conclusions about the observed phenomenon.

The word research according to the Online Cambridge Dictionary (2015) refers to a detailed study of a subject, especially in order to discover new information or reach a new understanding.

As cited in Kothari (2004, p. 1), Slesinger and Stephenson in the Encyclopedia of Social Sciences define research as the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in the construction of theory or in the practice of an art.

Research is systematic, critical and self-critical enquiry which aims to contribute to the advancement of knowledge and wisdom. (Bassey, 1999, p. 38).

According to Cohen and Manion, (1994.5) Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth. (As cited in Waliman and Baiche, 2001, p.10). It means that research is based on experience and reasoning that lead to discovery of truth.

Technical definitions of research

Waltz and Bausell (1981) stated that research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships (as cited in wikieducator.org, 2013).

Mahmood (2001) cited that « research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally applicable. » (Grinnell, 1993, p: 4).

John W. Best (as cited in Singh, 2006, p: 3) considered research to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort knowledge, whether that knowledge aids in the construction of theory or in the practice of an art.

In her blog, Laraswati (2014) cited Kothari's definition in which he considers research to be the pursuit of truth with the help of study, observation, comparison and experiment; the search for knowledge through objective and systematic method of finding solutions to a problem (2006).

1.1.2 Perception of research

The great interest of students of institutions in higher education is given to research because it is considered to be a key element for any invention, enhancement or improvement in science. It has great contribution in the progress which has been made in our societies (Singh, 2006, p.1). According to Godin (2001, as cited in Santrock, Wolshyn, Galagher, Di Petta and Marini, 2007) and Laraswati (2014), the word research derived from the fourteenth century French word "Rechercher" or "*recerchier*" a compound word from "re-" + "cerchier", or "searcher", which means to examine something thoroughly. The earliest recorded use of the term was in 1577. Godin (2001) stated that the word research, in fact, was not associated with the scientific enquiry until the nineteenth century (as cited in Santrock, Wolshyn, Galagher, Di Petta and Marini, 2007, p. 12).

1.2. Research process

There are practical steps through which you must pass when conducting a research. At each operational step in the research process the researcher is required to choose from the multiplicity of methods, procedures and models of research methodology which will help him to best achieve his objectives. This is where the knowledge base of research methodology plays a crucial role.

Research process (RP) refers to the different steps or stages which are necessary to effectively carry out a research (Kothari, 2004, p. 10). According to Gupta and Gupta, failing in any one of these steps may lead to a critical lapse « mistake » in the whole attempt, which

will end in unsatisfactory results (2011, p. 18). In their works, Kothari (2004) & Gupta and Gupta stated that RP consists of the following stages:

- a) Defining and reformulating the research problem
- b) Extensive literature review
- c) Developing the hypothesis
- d) Preparing the research design
- e) Determining the sample design
- f) Collecting the data
- g) Execution of the project
- h) Analyzing the data
- i) Testing the hypothesis
- j) Generalization, interpretation and drawing conclusions
- k) Preparation of the report or presentation of Results-Formal write ups of conclusions reached

1.3 Educational research (ER)

Higher education has become more a part of normal life that it used to be. Universities are encouraging students to achieve the best of their ability when conducting a research. All students are given equal chances of success in academic research encountering a wide range of challenges that push them to explore the new information. Research is the attempt to find out something you do not know. This is both too broad and too narrow in the same time because it includes many activities such as finding out something you do not know and finding that you do not know something .This kind of research aims to guide the researcher and make him question what he think he do know as well as to focus on new things. As a researcher in higher education context ,the world is open system of thought and you should think about everything that face you .Educational research is discussed as social discourse ,as

discursive practice ,in relation to epistemological issues ,and in the light of questions of ethics. Educational research refers to any scientific research that leads to the flourishing of science and improvement in knowledge. The American Educational Research Association (AERA) defines ER as the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes (2015), i.e., it investigates any issue that is related to education such as school development, teacher training, student learning, teaching methods and the like of educational issues.

1.4 Action research (AR)

Administrators and teachers are being challenged to study the usefulness of research based-instructional practices used in classrooms in order to improve teaching and learning and ensure success for all students. Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. “Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning” (Rawlinson & Little, 2004).

1.5 Research in Applied linguistics (RAL)

Applied Linguistics is a branch of linguistics that studies language scientifically. According to S .Pitt Corder (1973:4-5) Applied Linguistics is a set of related activities or techniques mediating between the various theoretical accounts of human language on the one hand and the practical activities of language teaching on the other .In addition, Mackey, op. cit. 247) stated that No one not trained in the techniques of applied linguistics can successfully teach a language’’.The research done in the field of Applied Linguistics is about finding an accurate answer to a massive number of questions that have been proposed in this field of study. Moreover, to understand better the issues that are related to language

including: teachers of the second or foreign language, the programs made by administrators and so on. Many important studies have been made in Applied Linguistics research that helped other researchers in this field or other fields to find practical solutions to teaching and learning the second or foreign language.

1.6 Research in English as a foreign language (REFLE)

One of the most active Educational research (ER) is Research in English as a foreign Language Education (REFLE). This latter tackle one of the different issues that are related to English as a foreign Language (EFL) such as:

- The acquisition of the foreign language.
- The learning of the foreign language.

1.7 Research Settings

Research is searching for potential answers that are found in another research studies .These answers should be found in primary sources such as preliminary sources, secondary sources and table of contents or bibliographies. The number of research studies being done continue to increase because personal computers and the internet make the way much easier for researchers to get valid and accurate answers to their questions and solve many problems as well as increasing knowledge. Researches take place in many different settings such as: Educational institutions, laboratories, schools and companies .Generally, **Research** takes place in academia in order to accomplish an undergraduate or postgraduate degree in many fields of study.

1.8 Significance of research

Research refers to a search for knowledge. It can be defined as a scientific and systematic search for pertinent information on a specific topic. Indeed, research is an art of scientific investigation. Kothari (2004, p. 5) used Hudson's maxim to give a clear idea about the significance of research: "All progress is born of inquiry. Doubt is often better than

overconfidence, for it leads to inquiry, and inquiry leads to invention". According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis cited in Kothari(2004,p.1).Research has great role in many fields of applied economics , wether in business or economy because research in both field is used to solve operational problems .It can be considered as an aid for economic policy .Not only economy but also government and business. Take the following points in consideration:

- Research considered being the base for government policies in our economic system
- Research makes the decisions of the policy maker much easier.
- Research is necessary with regard to the allocation of the nation's resources.
- Research is vital to collect information on the economic and social structure of the nation
- Research has special significance in solving operational and planning problems of business and industry.
- Research is necessary for social scientists when they study social relations and to find solutions for problems.

Moreover, research has significance in terms of:

Students who are to write a master's or Ph.D. thesis, research may mean Careerism or a way to attain a high position in the social structure; and for professionals in research methodology, research may mean a source of livelihood; and also for philosophers and thinkers, research may mean the outlet for new ideas and insights. In addition for literary men and women, research may mean the development of new styles a creative work and finally for analysts and intellectuals, research may mean the generalizations of new theories.

1.9 Purpose of research

The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." It means that research based on the scientific method through which scientific approaches are applicable in order to find out answers to a given questions. The purpose of research exactly is to discover the hidden truth.

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as *exploratory* or *formulative* research studies);
2. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as *descriptive* research studies);
3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as *diagnostic* research studies);
4. To test a hypothesis of a causal relationship between variables (such studies are known as *hypothesis-testing* research studies).

2. Characteristics of a good research

Research is a process of collecting; analyzing and interpreting information in order to answer questions but in order to qualify a research, this process should have a number of characteristics. It must be controlled, rigorous, systematic, valid, verifiable, empirical and critical. The concept of control means the researcher should minimize the effects of external factors that may affect the relationship between the two variables. The concept of rigorous means the researcher should ensure that the procedures used to find answers to questions are relevant, appropriate as well as justified. The concept of systematic means the researcher should follow certain logic in the steps of the procedures that he used. Research is valid and verifiable means the researcher should conclude on the basis of the findings that will be verified by other researchers later on. In addition the research should be empirical in terms of

any conclusion that drawn should be based on hard evidence means from real life experiences or observations .The concept of being critical means the process of investigation must be free from drawbacks and the procedures and the methods used is crucial to a research enquiry .So in order to call a research as a research, it must have the previous characteristics. Gupta & Gupta (2011) stated that some of them gave a traditional description of five characteristics spell out as « MOVIE » where:

M: Stands for Mathematical precision and accuracy.

O: Stands for Objectivity

V: Stands for Verifiability

I: Stands for Impartiality

E: stands for Expertness = Skillfulness (the state of being cognitively skillful) racteristics.

1. The purpose of the research should be clearly defined and common concepts be used.
2. The research procedure used should be described in sufficient detail to permit another researcher to repeat the research for further advancement, keeping the continuity of what has already been attained.
3. The procedural design of the research should be carefully planned to yield results that are as objective as possible.
4. The researcher should report with complete frankness, flaws in procedural design and estimate their effects upon the findings.
5. The analysis of data should be sufficiently adequate to reveal its significance and the methods of analysis used should be appropriate. The validity and reliability of the data should be checked carefully.
6. Conclusions should be confined to those justified by the data of the research and limited to those for which the data provide an adequate basis.

7. Greater confidence in research is warranted if the researcher is experienced, has a good reputation in research and is a person of integrity.

In other words, we can state the qualities of a good research as under:

1. *Good research is systematic*: It means that research is structured with specified steps to be taken in a specified sequence in accordance with the well defined set of rules. Systematic characteristic of the research does not rule out creative thinking but it certainly does reject the use of guessing and intuition in arriving at conclusions.

2. *Good research is logical*: This implies that research is guided by the rules of logical reasoning and the logical process of induction and deduction are of great value in carrying out research. Induction is the process of reasoning from a part to the whole whereas deduction is the process of reasoning from some premise to a conclusion which follows from that very premise. In fact, logical reasoning makes research more meaningful in the context of decision making.

3. *Good research is empirical*: It implies that research is related basically to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results.

4. *Good research is replicable*: This characteristic allows research results to be verified by replicating the study and thereby building a sound basis for decisions.

3. Research Approaches

There are two major approaches to research: qualitative approach and quantitative approach. Qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviors (Kothari, 2004, p.5). Certainly, the techniques of focus group interviews, projective techniques and depth interviews are widely used in this research approach. Of course the results are either in non quantitative form or in the form that are not subjected to rigorous quantitative analysis. In contrast, quantitative approach is purely deal with

quantitative data that can be subjected to rigorous quantitative analysis in a formal and rigid fashion .This approach can be divided into three main approaches of research that are inferential ,experimental and simulation approaches of research.

3.1 Inferential approach:

This approach aims to form data base from which to infer characteristics or relationships of population such as studies undertaken in survey research.

3.2 Experimental approach:

This approach is undertaken with careful manipulation of the effect of a variable on another variable. These kind of researches takes place over environment research.

3.3 Simulation approach:

This approach involves the construction of an artificial environment within which relevant information and data can be generated. (Kothari, 2004, p.5)

4. Types of research

There are many different types of research which each one has its scientific rules to be followed. Gupta and Gupta (2011) for instance, mentioned many types of research. They classified the most important of them according to three (3) perspectives which are:

Application of the research, Objectives in undertaking the research, and the mode of inquiry employed.

These types of research guide the researcher in which way a research is to be carried out. The researcher should, first of all, ask him/herself which the suitable method for the chosen problem is because each type is distinctive from the other. However, these three classifications are not mutually exclusive (Gupta and Gupta, 2011, p.8). In other words, two types or more can be used or founded in one study. Each of these types is defined as follows:

4.1 From the Application Perspective

One can distinguish two main types of research “Pure and Applied”.

4.1.1 Pure Research

This type is also known as basic or fundamental research. It is conducted for the purpose of improving personal knowledge without any administrative permission or without any particular applied purpose in mind (Saihi, 2013). Through this type, researchers attempt to explain why things happen and then report the findings in technical language.

4.1.2 Applied Research

According to Saihi, (2013), “applied research is designed from the beginning to apply its findings into a particular situation”. Through this type, researchers attempt to discover how things can be changed and then reports the results in common language. For Kothari (2004), this type aims at finding solutions for immediate problems. This type of research comprises most types of research that are conducted within social sciences, i.e., the research techniques, procedures and methods that form the body of research methodology are applied (Chelli, 2013).

4.2 From the Objective Perspective

According to this perspective, there are four types of research:

4.2.1 Descriptive Research

Researchers, through this type, describe the state of a phenomenon as it exists. They have no control over the variables; they can only report what has happened or what is happening (Kothari, 2004). Generally speaking, this type of research provides information about the living conditions of a community or describes attitudes towards an issue (Chelli, 2013).

4.2.2 Exploratory Research

This type of research is designed and conducted for the purpose of providing a better understanding of situation(s) or problems(s) that are not clearly defined. According to Gupta and Gupta (2011), this type, within the domain of social sciences, is particularly important for clarification of any concept and throwing new light for further research. It is flexible and can

answer what, who and why questions and it can be undertaken to decide if it is worth to conduct a detailed study or not (Chelli, 2013).

4.2.3 Co relational Research

From its name, one can recognize that this type of research is conducted for the purpose of discovering the existence of a correlation “relationship, association or interdependence” between two variables or more. In other words, it studies whether an increase or a decrease in one variable corresponds to an increase or a decrease in the other variable (Kalla, 2011, para. 5). According to Chelli (2013), the degree of the relationship is expressed as a coefficient of correlation. Kalla (2011) added that there are three types of correlations that are identified:

4.2.4 Positive Correlation: Is when the increase in one variable leads to an increase in the other variable and the decrease in one variable leads to a decrease in the other too.

4.2.5 Negative Correlation: is when an increase in one variable leads to a decrease in the other and vice versa.

4.2.6 No Correlation: is when a change in one variable does not lead to a change in the other variable.

4.2.7 Explanatory Research

Explanatory research (also known as causal experimental research) is an investigation into an issue or a topic that looks at the effect of one thing or variable on another (business dictionary.com, 2015). In other words, it explains why and how there is a relationship between two aspects of a situation or a phenomenon. Maxwell and Mittapalli (2008, para. 1) stated that:

this type of research is intended to explain, rather than simply to describe, the phenomena studied (...) It [is] quantitative in nature and it typically test[s] prior hypotheses by measuring relationships between variables, [i.e.,] the data are analyzed using statistical techniques. This type of research is very complex. The researcher can never be completely certain that there

are not other factors influencing the causal relationship, especially when dealing with people's attitudes and motivations (wikipedia, 2015).

4.3. From the mode of inquiry perspective

According to this perspective, there are two main types

4.3.1 Quantitative Research

This type of research is based on quantity or measurements. Its main objective, according to Kothari (2004), is to quantify the variation and diversity in a phenomenon, situation or in an attitude that can be expressed in terms of quantity. It includes designs, techniques and measures that produce discrete numerical or quantifiable data (Laraswati, 2014). Through this type, researchers measure the scale, the range and the frequency of a phenomenon. It is harder to design, highly detailed and very structured.

4.3.2 Qualitative Research

Laraswati (2014) defines this type of research as any study that deals with designs, techniques and measures that do not produce discrete numerical data. It is more subjective in nature, i.e., it is concerned with phenomena that involves quality or kind. This type of research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior (Kothari, 2004). It deals with the less tangible aspects of a research subject, values, attitudes, perceptions and the like of these aspects". It easier to start, but difficult to present and interpret the findings.

Kothari (2004) mentioned to other perspectives which are:

4.4 From the Time Perspective

Kothari (2004) distinguishes two main types from the time perspective:

One-time research and longitudinal research. The former is confined to a single time period; however, the latter is carried on several time-periods. It is a co relational research study that involves repeated observations of the same variables over long periods of time. This type of

research is useful when studying development and lifespan issues because it allows researchers to look at changes over time.

4.5 From the Environment Perspective

Depending upon the environment in which the research is to be carried out, it can be a field-setting research, a laboratory research or a simulation research.

4.5.1 Field-setting Research

This type of study is often done in natural settings or where the variables naturally occur. It involves collecting data outside of an experimental or a lab setting. This type of research is known to be expensive and time consuming; however, the amount and diversity of the data collected can be invaluable (Alston, 2015).

4.5.2 Laboratory Research

This type refers to any research study that is conducted in a room or a building that is equipped for a scientific experimentation. It attempts to investigate naturally occurring behaviors under controlled conditions with manipulated variables (psychwiki.com, 2010).

4.5.3 Simulation Research

According to Kothari (2004, p. 5), this type of research involves the construction of an artificial environment within which relevant information and data can be generated.

Conclusion

To conclude, one can say that this literature gives a clear idea about Research at the university and how it should be conducted as well as proves the existence of a great relationship between the two.

Education and research are interrelated. The first prepares pupils and builds their character in order to be active performers, innovators or researchers and these latter may conduct studies and theories that lead to the advancement or the refinement of all the educational aspects that are related to teaching, learning, syllabus designing, textbooks and the like of these aspects.

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Introduction

This chapter is an attempt to shed the light on some *Psychological Factors* that may affect the *Research Methodology skills* in higher education. Second chapter is divided into two sections .In the first section, we try to talk about the researcher character, the qualities and characteristics of good researcher and its relationship with Research Methodology .In the second section, we are going to tackle some Psychological factors such as shyness, anxiety and stress that may affect the Research Methodology skills in the Branch of English language at the University of Biskra.

In higher education, conducting a research is not something easy rather it needs skills to be attained .The strong character of the researcher ,the research methodology course that help the postgraduate learners to conduct a research. All of these factors play great role on the research that is undertaken by learners. In addition to that learners should be skillful and to control over the psychological factors that may hinder the process of research. Research is one of the university's concerns in addition to teaching and learning. Therefore, it can be influenced by one of the requirements needed for the conduction of any research at university. These requirements include: The researcher character, the Research methodology course, the research and how it is conducted. This investigation will focus on these requirements since the study is undertaken in Biskra University.

Any research requires many factors in order to reach its objectives (answer questions, create a new knowledge or to contribute in any change or development). At university level, research is an essential component and requirement for the completion of any degree, the development of students' knowledge or for the improvement of teaching and learning processes. Students conduct research not only for the completion of their degree, but also for

other academic purposes. It helps them solve some problems, ameliorate their level of research and motivate others to do research. Research at university level, therefore, can be conducted by both, teachers and students.

1. The Researcher Character

Any successful study needs a good researcher. At university, research is considered to be a tool for improving knowledge, a requirement for completing a degree or a way to solve a problem. It can be conducted either by students or by teachers as well. Many scholars, teachers and specialists from the field of research provided different sets of qualities and characteristics that any good researcher should possess.

1.2 Qualities and Characteristics of a Good Researcher

When reading about what makes a good researcher, we found two different terms: qualities and characteristics. These terms are used interchangeably in some references to refer to the features that any good researcher should have. However in other references, qualities refer to the different types of skills needed for the success of any research project while characteristics are the effects of research on the researcher personality.

1.2.1 Qualities of a Good Researcher

Being good according to Webster's Universal Dictionary and Thesaurus (2005) means having the right and proper qualities. If these qualities are needed to achieve certain objectives, then success is a consequence of being good (as cited in Apita, 2010, para. 1). Dornyei (2007, p. 17) sees good researchers to be those who have a genuine and strong curiosity about their topics, common sense and good ideas. They are also those who are disciplined and responsible. In the same fashion, Apita (2010) suggested some basic qualities which are: intelligence, honesty, curiosity and initiative, enough knowledge, and good in oral and written communication. What can be recognized is that these qualities can be categorized

into three categories: Personal, academic and social qualities. The following is a summary of the main qualities or skills organized according to these categories.

1.2.1.1 Personal Qualities

Curiosity: Curiosity is seen to be the main feature of real researchers. Oxford Advanced Learner's Dictionary defines curiosity as a strong desire to know about something. According to Dornyei (2007), good researchers are those who are always after something intriguing (interesting). In other words, they seek knowledge about unusual things or subjects. They always have questions in their minds. It is said that "a study without questions in mind will not be a research study" (Saihi, 2013).

Common Sense: Farooq (2013) stated that common sense is needed in any research. However, low dependency on common sense is one quality of a good researcher.

Creativity: Dornyei (2007) and Spencer (2011) see a good researcher to be the one who is creative, innovative and original, i.e., he is the one who has good and new ideas.

Autonomy: A good researcher is the one who is initiative and works independently; he is a self-reliant (Spencer, 2011).

Discipline and Responsibility: Dornyei (2007) considered discipline and responsibility to be amongst the most important qualities of any good researcher.

Good Observation and Listening Skills: According to Farooq (2013), good researchers are those who have good observation and listening skills. These skills help researchers when gathering information to enrich his study.

Flexibility and Open mindedness: Spencer (2011) sees that these two qualities are needed for any research. They help researchers especially when analyzing and discussing the data which they have already collected through the different data collecting tools.

1.2.1.2 Academic Qualities

Study Skills: At university level, researchers are expected to have good study skills including reading, writing, note taking and time management skills. What is meant by study skills is a variety of techniques that empower students to achieve autonomy in learning. In other words, to learn how to be able to learn on their own (Guendouzi and Ameziane, 2012).

Intellectual Skills

Puttapalli (2012) asserted that intellectual skills include Knowledge that is referring to the ability to recall facts, names, and classifications. It also refers to the researcher awareness about his topic in addition to the awareness of the methodological issues that may facilitate his work. Good researchers believe that knowledge is acquired through training and wisdom is learnt through experience.

Comprehension: It is the ability to understand the different kinds of data and transforming them from one form to another. It refers also to the ability to interpret the data gathered in order to solve problems.

Application: It is the ability to apply previous knowledge, personal experiences and acquired skills to new situations.

Analysis: Is the art of breaking down and manipulating the data gathered.

Synthesis: Refers to the art of combining separate ideas to form new and more comprehensible ones.

Evaluation: It is the ability to make qualitative or quantitative judgments and to present ideas and arguments in a well organized way. This process passes through a series of steps, usually of gradually increasing difficulty to criticize constructively.

Information Technology Skills: The awareness of how to use computer devices and the good access and use of the net are among the most needed skills that contribute in the success

of any research project. They help researchers obtain and manipulate different types and forms of data. Additionally, they help them write and organize their theses.

Organizational Skills: possessing such kind of skills helps researchers manage their time, plan their work and write their research proposals and prepare a time table for their research.

Motivation: Being motivated is essential for the successful completion of a research project.

1.2.1.3 Social Qualities: Puttapalli (2012) also listed a set of social skills that help researchers build strong relationships especially with people they need when conducting their research. These people include their mates, teachers, supervisors, administrators and mainly those who are supposed to be their participants. He stated that good researchers have to be good communicators. Having good communication skills serves researchers when discussing their work with their supervisors, when conducting interviews, designing questionnaires or when leading focus groups. This is needed for enriching their works with valuable and reliable data. Good researchers should be good listeners: Being a good listener helps the researcher understand all what is said. He will therefore think deeply, then pose effective questions, then comment critically. Good researchers like to learn new things even from kids, take adventures and appreciate the progress and results of others. Good researchers should be gentle, polite and easy going because these qualities help them build strong relationships.

1.2.2 Characteristics of a Good Researcher

According to Puttapalli (2012), a good researcher is a motivator and encourager to others through his/her own actions. A good collaborator in a group, accept the responsibility and regular to the meetings. A good researcher uses available resources to the best of his/her abilities. S/he is the one who progresses forward by accepting his/her errors. S/he likes to be a life-long student with a good commitment. S/he likes to gain knowledge continuously/he sees the work and happiness as one and the same object. A good researcher understands that success is a journey but not a destination. Due to the complex nature of scientific research,

universities appoint supervisors to provide researchers with guidance and support. They help them overcome the different difficulties they may encounter when preparing their research projects.

2. Psychological Factors Affecting Research Methodology skills

Shyness and social anxiety are common problems that affect both men and women. Most of people feel shy or anxious in social situations at some point in their lives. This can be a much more serious problem for some people however, who find that their lives are made very difficult by their problem.

2.1 Definition of shyness

People who suffer from shyness often believe that other people will think badly of them or that people will be judging them. They think that they are being closely observed by other people and they would like to give a good impression. At the same time they may fear that they are not as good as other people and can't 'come up to the mark.

They suffer symptoms such as tension, rapid heartbeat and light-headedness when they are in social situations. They may blush or stammer or be unable to speak. Certain situations may seem to be more difficult than others. People may feel quite at ease speaking to people they know but feel very anxious with strangers. Eating or speaking in front of others can be very difficult, as can crowd places such as canteens, pubs, shops or queue. Some people will begin to avoid difficult situations, often leading to great inconvenience, loss of social life or even career prospects. Other people will find ways of avoiding making a fool of them by carrying out 'safety behaviors'. This can include not looking people in the eye so as not to draw attention to themselves, sitting down, holding on to something, staying close to someone they know, talking slowly and deliberately, keeping busy, moving quickly from conversation to conversation. Shyness might be a heritable disorder. But in most cases, your environment is responsible for making you shy. However, there is no need to be worried. According to Philip

Zimbardo, 80% of the people who participated in the Stanford Shyness Survey admitted to suffer from shyness at some point in their lives. According to Ronald Buss, shyness is embarrassment, self-consciousness and unease in social association and feeling insecure around others. However, there is more to shyness. Shyness springs from the dread of being disapproved and negatively criticized. Those who suffer from shyness become ultra sensitive from their early years, or sometimes later in life. The result is that, every time they face a challenging situation they tend to raise an insurmountable barricade. They hold back from saying something or doing things because they are over-concerned about how others will respond to them. Everything that comes easily and normally to other people, cause agonizing pain and appear to be a torment for shy human beings. Shyness and self-confidence have been difficult to define in the literature. Philip Zimbardo, for example, acknowledged that his pioneering Stanford survey of shyness "allowed each person to adopt his or her definition" (1977, p. 13). Another prominent researcher, Jonathan Cheek, defines shyness as "a temporary emotional reaction triggered by encountering new people and situations" (1989, p. xv). Writing with Stephen Briggs in a recent volume devoted to shyness and embarrassment, Cheek refined this definition, stating that shyness is "the tendency to feel tense, worried, or awkward during social interactions, especially with unfamiliar people" (Cheek and Briggs 1990, p. 321). The authors also suggested that shyness is the opposite of social self-confidence (1990, p. 322). Although these definitions are important preliminary classifications, they do not capture the day-to-day interactional practices of shy and self-confident individuals. Further definitional problems result from the use of vocabularies that are distinctive to academic disciplines. Social psychologists, psychiatrists, and communication specialists have analyzed the problem of anxiety about social interaction. Social psychologists usually employ the everyday term shyness. Psychiatrists, however, prefer the expression social phobia, a term that suggests an underlying medical problem. The

Diagnostic and Statistical Manual (DSM III-R) lists various symptoms of this disorder. The critical element of the psychiatric definition is "persistent fear of one or more situations (the social phobic situations) in which the person is exposed to possible scrutiny by others and fears that he or she may do something or act in a way that will be humiliating or embarrassing" (American Psychiatric Association 1987, p. 243). At present, several efforts are being made to treat social phobia pharmacologically. By contrast, scholars in communication studies prefer the term communication apprehension, which they define as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey 1982, p. 137). Although these scholars' interest often is linked to the anxiety felt by people before public appearances and speeches, it also includes communication in small groups and dyadic encounters. In this paper we avoid the use of social phobia, which suggests a medicalization of the problem. We prefer either the everyday expression shyness or communication apprehension, the term favored by communication specialists. We use these two terms inter-changeably to refer to the tendency to feel tense or awkward during social interaction, especially with strangers. In this paper we are interested in the conversational procedures that accompany or possibly constitute this condition.

3. Causes of shyness

Shyness is something that many people experience in a mild form but some people find themselves more seriously affected by it. It is not a sign of any more serious physical or mental illness, but can be extremely distressing. It is often related to 'low self esteem' or a poor opinion of oneself, which may have begun in childhood. Some people seem to be naturally more anxious and have learned to worry. Others may have had stressful life events that have led them to feel like this. Sometimes people feel socially anxious when they are

young but become more confident as they get older. For other people it can just go on and on and become a life-long problem. There can be a number of reasons for this:

1. If someone has an anxious personality they will be in the habit of feeling anxious and will have long term beliefs that they are ‘no good in social situations.’
2. Avoidance of social situations keeps the person from becoming more used to social occasions. This stops them from learning that they can cope and feel fine. If a situation is avoided it feels even more difficult the next time they try and go into it. Sometimes people have safety behaviors that don’t let them learn that they can cope. For example always sticking with a friend.
3. The person with shyness often holds an unpleasant image of how they look to others, in their mind. When mixing with others the anxiety tends to make them focus on themselves more. They think of this image, feel anxious and believe that they look terrible to others. They rarely look to see how the other person is really responding to them. They make negative guesses about what the other person is thinking and therefore never challenge their negative, unpleasant image of themselves.
4. **‘Fear of fear’** will sometimes take over so that the person will predict that they will be anxious in certain situations and expect certain symptoms. These thoughts increase anxiety even before they go into the feared situation.

2.3 Definition of stress

Richard Lazarus, an eminent psychologist who won the prestigious award of ‘American Psychologist’ in 2002, claimed that stress and anxiety mainly occur when we believe we can’t cope with the problem we perceive as stressful (Lazarus and Folkman, 1984). When someone see this problem as overwhelming and feel he has no way of escaping or solving it, He experience anxiety or stress. However, we don’t all see the same events as stressful. We have different perceptions of what is stressful; we have different levels of confidence in dealing

with it and different ways of coping with it. There is therefore, no one solution, but in general, it is the feeling of being out of control that makes us anxious and stressed.

When we perceive an event as stressful, our bodies react physiologically to it. The Harvard physiologist Walter Cannon coined the term 'fight or flight' in the 1920s and it refers to our body's physiological response to a threatening situation, be this physical or emotional. When we feel threatened our heart rate speeds up, our blood pressure rises and our muscles tighten. At the same time the body releases the hormone cortisol that increases the flow of energy to our muscles. This makes the body ready for action; one either stay and fight or run. Once the person has dealt with the threat his/her body returns to normal. However, if the person perceived threat doesn't result in action, then cortisol takes longer to disappear. coursework, 'Running away' from many of one's stressors often means making excuses, and this can make things worse in the long run. If this continues over a long period of time, it attacks immune system, cardiovascular system, and digestive system and musculoskeletal system until exhaustiveness and eventually become ill. Excess cortisol also affects the part of the brain that is central to learning and memory by interfering with how brain cells communicate with one another. In a crisis. So, not handling stress well, or being under constant stress will affect the ability to learn. Being alert to what creates stress in life and developing techniques that can enable to cope with these, and reduce excess flow of cortisol, is therefore an essential life skill. Although stressors increase the amount of cortisol in bloodstream, we also have 'daily shots' of cortisol throughout daily cycle (circadian rhythm). This helps to keep alert, by maintaining blood pressure and enabling to react to our environment.

Stress can be both positive and negative. Positive stress is having just about enough stress to motivate and challenge us. It can give a buzz. However, generally the word 'stress' is associated to a negative state. So, for some a group project, an essay or a presentation may be seen as positive and challenging while for others it could be seen as negative and worrying.

Also, people need some stress in their lives to keep alert and ready for that challenge. Some symptoms of positive stress are: feeling excited, getting motivated, it gives a buzz, it stretches me intellectually or physically and it enables me to learn.

2.4 Causes of stress

Learning does cause stress and your ability to handle some degree of stress will help you. You may well find you are in your comfort zone at the beginning of a course where you feel in control of your learning and you can predict what is going on. However, very soon you may find that as the difficulty increases you feel less in control of what you know and don't know

1 *Don't ignore stress.* There are no prizes for struggling to the point of collapse: indeed, this is the last thing you should be doing. As the symptoms of stress become apparent to you, such as sleep disturbances, eating problems, weight gain or loss, headaches, or just finding you are on an increasingly short fuse, try to identify the causes of your stress and do something about it.

2 *Work out exactly what seems to stress you.* When you've got time to do some gentle analysis, work out what it is exactly about a task, or about a person, that actually seems to cause you stress. Then you may feel that not everything about it or them stresses you, just one or two identified things, and that is easier to cope with. Also try a negative brainstorm – imagine three ways that the stress could be made even worse.

3 *Make lists, to save you cluttering your mind.* make a list of the top things you want to try to achieve that day. Often, you'll be surprised how, once you can see all the items, you're better able to get stuck into any one of them, secure that you haven't got to keep remembering everything on the list any more. Next, prioritize your tasks. Try to sort your work into jobs that are urgent or not and important or not. Do urgent, important things first, and also do some important but non-urgent things. You will have a great glow of achievement about having got

some of them out of the way. Review carefully the jobs you think are neither important nor urgent, and ditch them, or save them for

4 *Take a break!* Often our panics over time management are caused not by how much we have to do, but rather by concern over whether we feel we have sufficient time to do it in. Try to take a real break from time to time, so as to help you get your workload into proportion. A little holiday or a whole weekend without college work occasionally can make you betterable to cope with the onslaught on your return.

5 *Employ work avoidance tactics purposefully*, if there's a job that you're a bit stressed about, do something entirely different – something short – first. This gives your mind time to get prepared for the more daunting task. Or, have some fun! Look for ways in which you can de-stress yourself by doing things that make you happy. Spoil yourself. Think about the things that give you pleasure, like reading, listening to your favorite music, going to concerts, or having a day of total sloth. Regard these as part of a programme of active stress management rather than as a guilt inducing. Make sure that you have a life outside college. Family and friends still deserve your attention, even if your study schedule is very busy, and we all need to learn to keep a sense of proportion in our lives. Try not to neglect hobbies and interests, even if you sleep through the film.

6 *Anger is allowed – but not for long.* It isn't surprising that people under stress often feel full of rage, which is often not specifically directed. People often become very frustrated when they feel powerless, so it may be worth taking stock of what is, and what is not, within your control. Anger, once generated, can be spread in many directions, and the most harmful of these is inwards. All the same, it is unwise as well as unprofessional to vent your rage on others, especially innocent bystanders who are caught in the crossfire. Find ways to let off steam that are not destructive to yourself and others. Taking some vigorous, healthy exercise

helps many people to dissipate stress-related tensions. However, try not to personalize a situation into hatred and blame. It is easy to fall into the trap of seeing all your stress as being caused by an individual or group of people who have it in for you.

7 *Write stress out of your system.* Key it into your computer. Some people find it very helpful to write about the issues that stress them and make them angry. This can take the form of a diary in which you record your feelings and analyze the situation, or letters you would like to send to the people

8 *Don't lie awake worrying about not being asleep!* Sleep disturbance is one of the most common features of stress and worrying about it makes it worse. Try to ensure that you are warm and comfortable at bedtime, avoid working for at least an hour before you retire, and use music or reading to help get you into a relaxed state. If sleep doesn't come, try to use the rest period to recoup some energy, and try not to go over and over in your mind what is troubling you. Many people fail to recognize that they don't actually *need* as much sleep as they may wish to have.

9 *Develop your relaxation capacity.* There are innumerable methods that can be used to help you unwind, including deep breathing, massage, aromatherapy, and meditation. It might be worth your while to explore the techniques that sound most attractive to you, and try to use them to help you cope with stress., but lots of people find that physical exercise helps them relax.

10 *Accept the right to feel stressed.* Don't pretend it's something that should never happen to you, or that it's a weakness on your part. It is perfectly normal human behaviour to get stressed under various circumstances. Indeed, it can be argued that if we have too little stress we are in danger of sinking into lassitude and boredom. A complete absence of stress is not our goal. It is better to look at ways of coping with *some* stress. Acknowledging that one is

feeling stressed is often a useful first step towards countering the causes of the stress. Try to adopt a long-term perspective.

2.5 Definition of anxiety

Many people with Anxiety also suffer from clinical depression. For some people the misery of Anxiety is the cause of their depression, but for others the depression comes first, and Anxiety is a secondary effect of the depression. Depression is not just a case of feeling low, or of needing to cheer you up. Clinical depression is an illness. Here is a list of symptoms: depressed mood most of the day, nearly every day tiredness. No energy feeling guilty, feeling worthless, blaming yourself taking no pleasure or interest in your usual activities

For most people, anxiety seems to come from nowhere and hit them like a sledgehammer. One minute, more or less happily living your life, the next, terrified and distraught, struggling to breathe perhaps, convinced you are dying, or that someone else will die and it will all be your fault. Maybe you visit your doctor straight away, maybe you struggle on alone for as long as you can, but sooner or later you will be told that it's Anxiety. Anxiety is glancing at the clock and wondering uneasily why someone is late. It's double checking that you put the handbrake on when parking on a hill. It's not this living nightmare that turns every minute of every day into a torment of worrying. Everybody has some anxiety, but not everybody has Anxiety. When we give anxiety a capital 'A' we are talking about an illness and you can recover from it. Some people are able to stage a full recovery through self-help. Others may still need help from a professional to finish their work, but they will go into the sessions armed with self-knowledge and an improved understanding of their illness.

Anxiety is a black hole. It sucks in your hopes, your pleasures, and your plans for the future and above all your energy. It's picky though. It leaves behind fears, worries, and exhaustion. No wonder it's hard to pick yourself up and find the energy for a recovery programme. No wonder you feel like staying in your safe place and doing as little as possible.

It is possible to turn this round. It is possible to come back from the black hole of Anxiety. The aim set up and follow a self-help recovery programme. Working at your own pace, in small steps, you can learn to let go of Anxiety and reclaim your life. Deep relaxation is an important part of recovery from Anxiety. This is not the same as relaxing in front of the TV, or with a book, or anything else you may choose. These are all good for you, but you will also need to learn to do full relaxation. You'll acquire a set of simple tools that will help you to feel better, more in control of your life and more confident. By learning to relax, taking more exercise, eating and drinking more sensibly, learning not to fear panic attacks, practicing self-exposure and turning negative thoughts to positive, you'll feel more able to cope with your life as it is now.

2. Recovering from your current bout of Anxiety

There are a lot of different techniques. As you work through them you'll build a complete portfolio for Anxiety management. Not all of them will work for everybody, but the only way to find out is to try each one. You'll then be able to create your own individual recovery programme.

Mild depression can be treated through self-help – exercise is particularly helpful. More severe depression will need help from your doctor, in the form of anti-depressant tablets or visits to a counsellor.

2.6 Definition of Panic attacks

A panic attack is a sudden surge of Anxiety, usually short-lived but very intense. The surge causes physical sensations that increase dramatically as the attack progresses. It is fuelled by a sudden release of adrenalin into the body. They vary from person to person but doctors use the following list – if you experience four or more of these sensations in the space of a few seconds then you are probably having a panic attack: shortness of breath, a choking

sensation, rapid or irregular heartbeat, chest pains, tension in muscles, trembling or shaking, numbness, intense sweating, dizziness, nausea

After the attack, you are left with feelings of exhaustion, shakiness and bewilderment.

2.7 Social phobia

This is another cluster, connected with other people. It is more than just being shy or self-conscious and can include speaking, eating or drinking in public, using public lavatories, preparing food or drink or writing while being watched. Social phobic's often worry that they will give themselves away if they blush, sweat or stammer, and the worry makes it more likely that they will.

2.8 Strategies for improving self-belief

1. Select a specific task/activity you want to improve and feel confident about. Thinking specifically is vital.
2. This activity needs to be important to you as this will give you the motivation to work on it.
3. Has your previous experience of doing this activity been negative? If so, identify the specific negative aspects so you can work on them. As a result of some of these symptoms you may find that you have negative reactions, such as: withdrawal from friends, mood swings, angry outbursts, inability to make decisions, weepy, not hungry or eating too much, feeling sick when you open 'that' book or go past the library, possibly excessive drinking, drug abuse or self-harming.

Conclusion

To conclude, one can say that this literature gives a clear idea about some psychological factors that may affect the research methodology skills at university level and how we should reduce them as well as to raise EFL students' awareness about their impact on their research projects.

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CHAPTER THREE: FIELD WORK

Introduction

Our study is an attempt to investigate some *Psychological Factors* that may affect the *Research Methodology skills* in the Branch of English Language at Mohamed Khider University of Biskra. Two questionnaires are designed, one was for the teachers who teach the Research Methodology course and the other one was for first year Master students (M1). Since this study concerns the *Research Methodology Skills*. The premise is to obtain valuable data from both teachers and students to the field of research.

1. Students' Questionnaire

Students' questionnaire is distributed hand to hand to Master one EFL students of Biskra University.

1.1. Aim of the Students' Questionnaire

We have distributed about (70) questionnaires in order to investigate the psychological factors that affect the research methodology skills .We decided to choose around 50 questionnaires to be analyzed. In addition, we selected the most clear and completed questionnaires that we thought they may enrich our investigation with valuable data.

1.2. Description and Analysis of the Students' Questionnaire

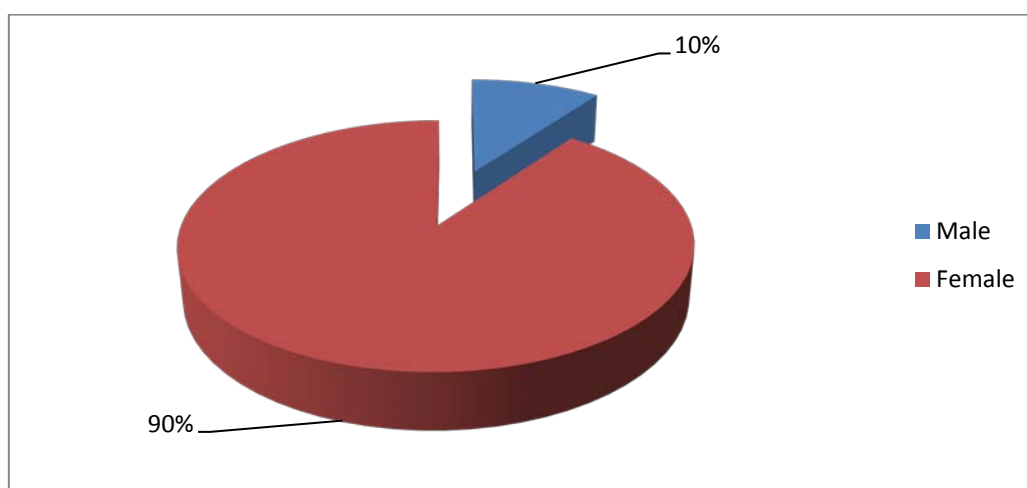
Students' questionnaire is composed of two sections that tackle different types of questions. Section one includes seven (N=7) questions that are designed in order to gather information about the students gender (male or female) and personal situation (being students or student workers) as well as their attitudes towards research. Section two includes eight (N=8) questions that are designed in order to raise EFL awareness of some Psychological Factors that may affect the Research Methodology Skills.

1. Section One: Background Information

1.1. Item 01: The Students' Gender

Option	Number	Percentages
Male	5	10%
Female	45	90%

Table.01: Students' gender



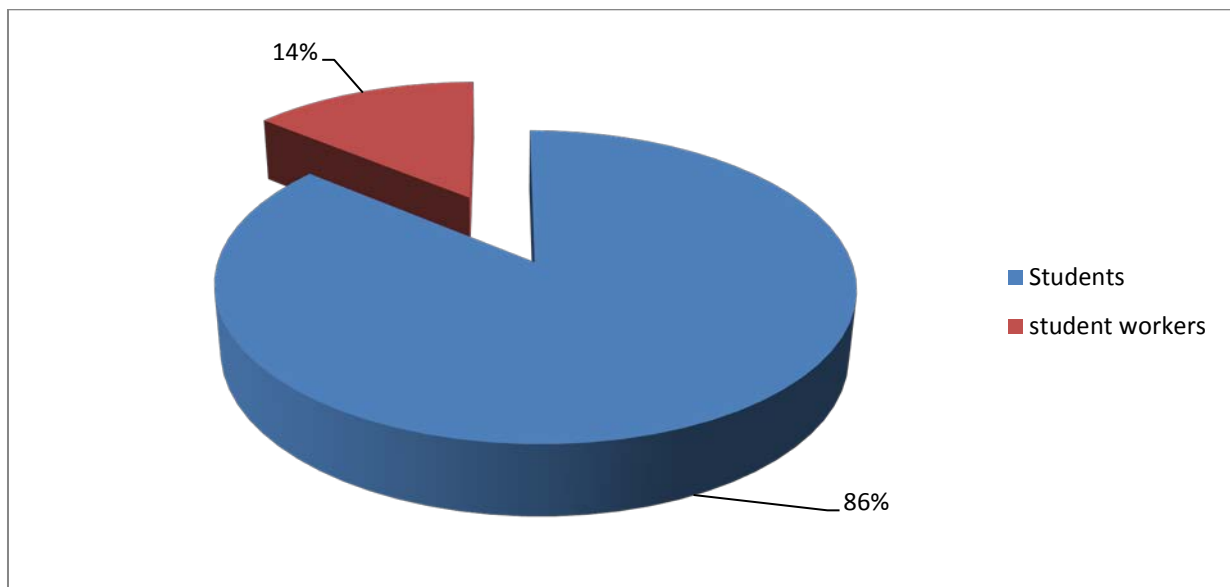
Graph.01: Students' gender

Results from the table.1 and Graph.1 show that the majority of the participants are females. Females represent (75%) of the sample from Master one students at Biskra University while males represent (25%) of the sample. It may mean that girls are seem to be more interested in learning English as a foreign Language when compared to males.

1.2 Item 02 Students' situation

Option	Number	Percentages
Students	43	86%
Student workers	7	14%

Table.02: Students' situation



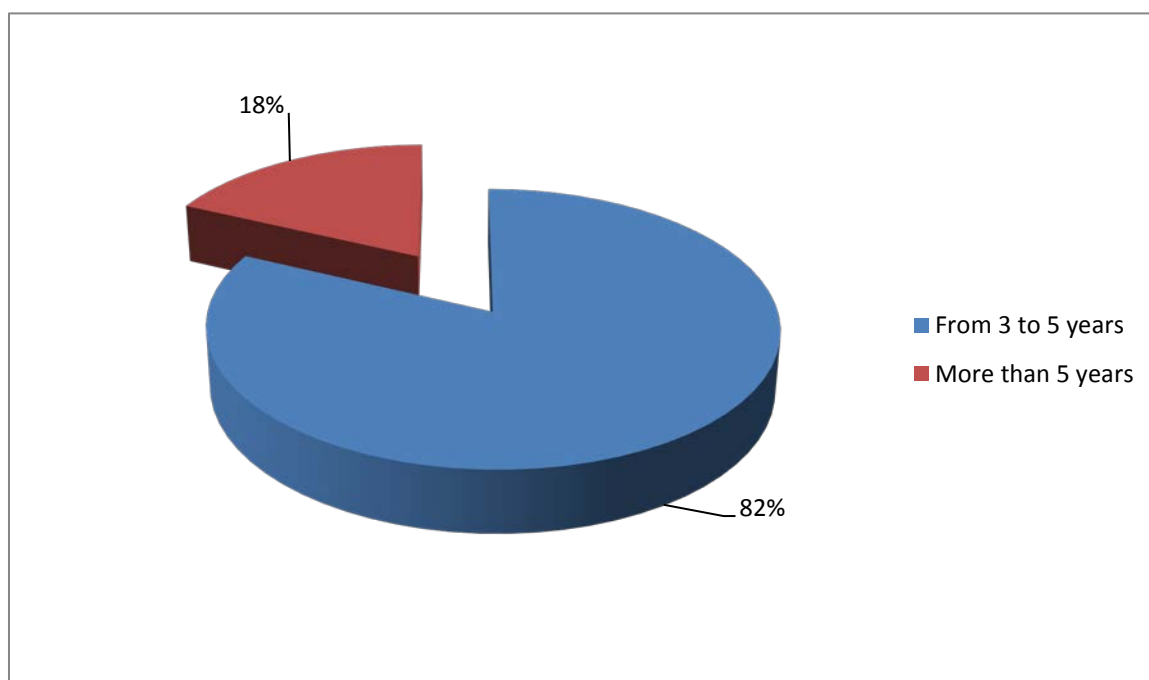
Graph.02 Students' situation

Results unfold that (86%) of the respondents are students while (14%) of the sample are student workers. It means that most time is allotted to research. This means that students can do better in their research projects.

1.3 Item 03 Period of studying English at the university

Option	Number	Percentages
From 3 to 5 years	41	82%
More than 5 years	9	18%

Table.03 Period of studying English at the university



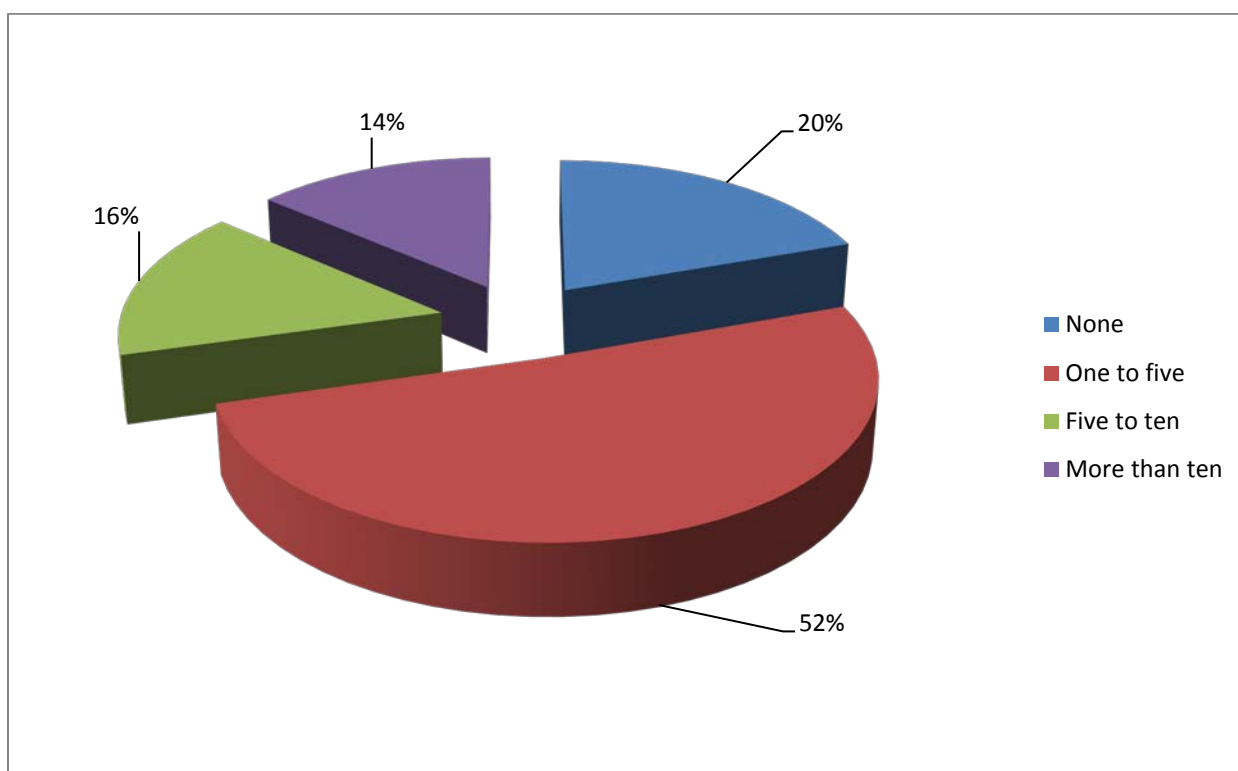
Graph 03: Representing the Period of Studying English at University

Results from table.03 and graph.03 disclose that (82%) of the respondents from university of Biskra have been studying English at university from three to five years and only (18%) of them spent more time. The latter may be repetitive of second year master or of previous years.

1.4. Item 04: Number of Researches Conducted during the Period of Studying at University

Option	Number	% percentages
None	10	20%
One to five	26	52%
Five to ten	8	16%
More than ten	7	14%

Table 04: Number of Researches Conducted during the Period of Studying at University



Graph.04 Number of Researches conducted at university

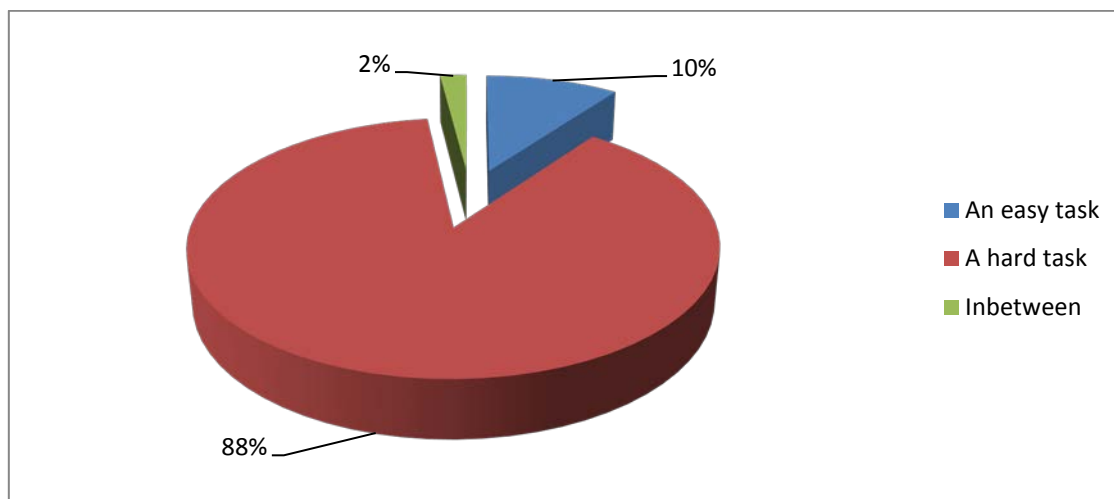
The results above indicate that while most EFL M1 students of Biskra University (52%) have conducted from one to five researches including this last one, the majority of EFL M1 students

from two researches. This means that EFL students. Being familiar with research may help students develop their research skills and build strong relationship with research facilities such as the faculty library and the internet labs. In other words, research course should be based on practice more than on theory. Thus, the more students practice the process of research the better they get knowledge about it and the better they get knowledge, the more they learn from it.

1.5. Item 05. Students' Attitudes towards Research

Option	Number	% percentages
An easy task	5	10%
A hard task	44	88%
In between	1	2%

Table.05: Students' Attitudes towards Research



Graph.05: Representing Students' Attitudes towards Research

It is clear that only (10%) of the participants from Biskra University found research an easy task. A participant from the latter states that research can be an easy task because she is familiar with its steps and because technology makes it so easy. However, the majority of the respondents (88%) find it hard task and difficult to conduct because it needs enough time, good study skills, valuable references and guidance.

1.6 Item 06: How can you define Research?

Definition of Research

Students see research from different point of view. Some students define Research as a systematic investigation that is undertaken by a researcher in order to gather information about a specific problem, to find facts and to gain new knowledge. Other students define Research as rigorous process of inquiry that based on reading in order to discover the hidden facts about a phenomenon. It is moving from the known to the unknown.

Item 07: crippling Challenges in Research

Students face many problems when undertaking an academic Research. These problems differ from one another. The investigated challenges that are considered to be most crippling with Master one students of branch of English and we found that (N= 20) students have insufficient knowledge about how to conduct a research in university and(N=13) students consider psychological problems as a second factor that considered to be most crippling while conducting Research. Moreover ,(N= 9) students consider lack of sources as a third factor that considered to be most challenging while conducting a research .Finally,(N= 8) students consider time management and research methodology skills as the fourth factor that is considered to be most challenging while conducting an academic research at the university.

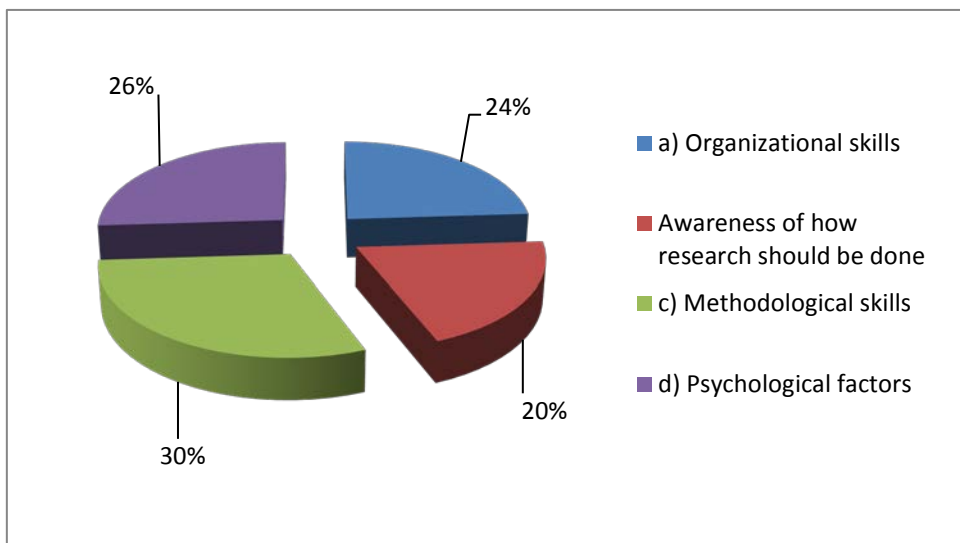
2.Section two: Factors Affecting the Research Methodology Skills

Item 08: Postgraduate learners consider the following factors the most influential for any academic research. Please put the appropriate number according to the extent of their impact.

- a) Organizational skills
- b) Awareness of how research should be done
- c) Methodological skills
- d) Psychological factors

Option	Number	Percentages
a) Organizational skills	12	24%
b) Awareness of how research should be done	10	20%
c) Methodological skills	15	30%
d) Psychological factors	13	26%

Table.06 Factors Affecting the Research



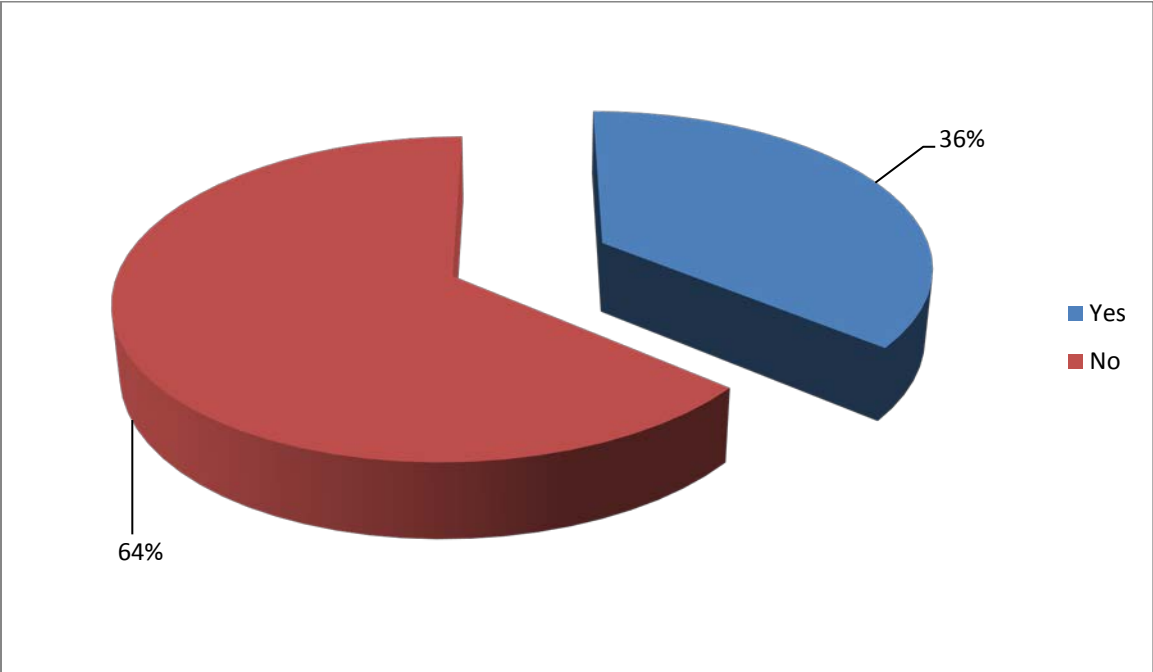
Graph.06: Factors Affecting the Research

From the Table.06 and Graph06 one can see that Methodological skills (30%) are considered to be the most influential factors where conducting an academic research. Students consider psychological factors (26%) as second influential factor .Organizational skills (24%) are considered to be the third influential factor when conducting a research. Awareness of how research should be done (20%) is considered to be the last influential factor that impacts an academic research.

Item: 09 Using new methods of teaching Research Methodology Course

Option	Number	Percentages
Yes	18	36%
No	32	64%

Table.07: using new methods of teaching Research Methodology course



Graph.07Using new methods in teaching Research Methodology course

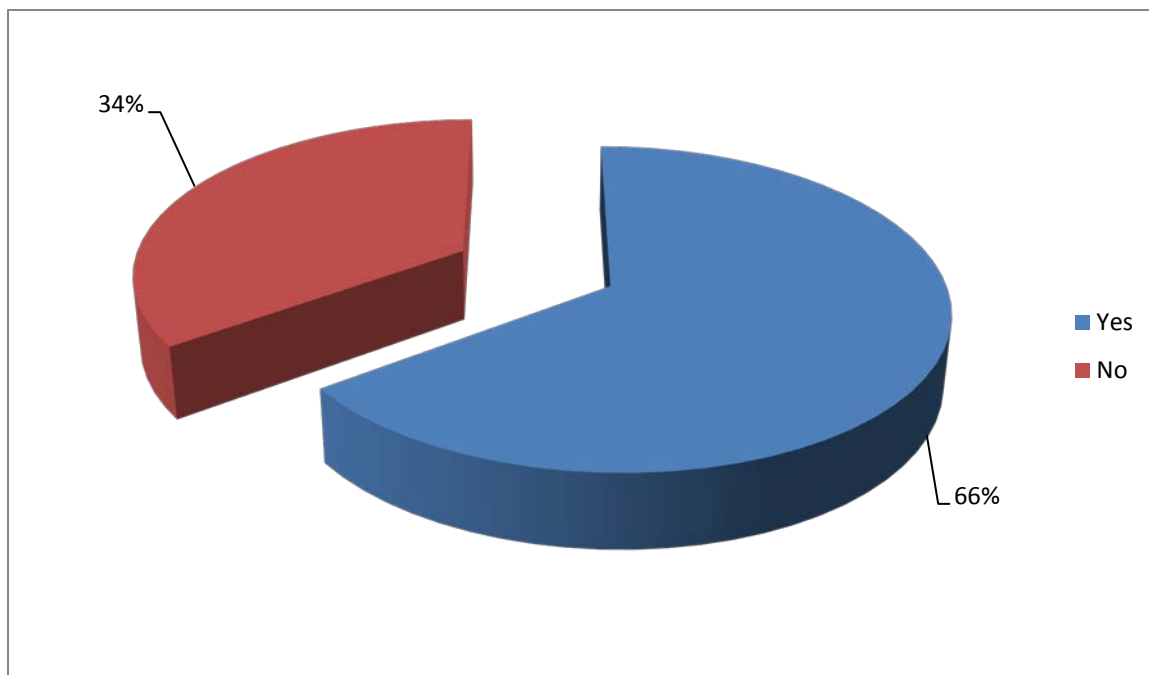
Teachers use different ways in teaching Research Methodology Course. From the graph 07, one can see that 64% of students say that teachers do not use new methods of teaching the Research Methodology Course and all what is given to them is theoretical and no practice is undertaken. On the other hand, 36 % of Masters' one students say that teachers use new methods of teaching the research methodology Course .Therefore, this can be considered a key element that facilitate students understanding of the Research Methodology Course.

Item 10 Challenges encountered to find references

Many students encounter different problems while undertaking their research. Finding resources is one of these challenges that most students encounter. The following table and graph represent the percentages of students.

Option	Number	Percentages
Yes	33	66%
No	17	34%

Table.08: challenges encountered to find resources



Graph.08 Challenges encountered to find resources

The table and the graph above reveal that 66% of students encounter challenges to find references when conducting an academic Research while 34% of students do not encounter challenges to find references when conducting an academic Research. Some students justified their answers saying that all the books available on line should be paid for.

Item 11: Skills in academic Research

Students should master different skills such as methodological skills, organizational skills as well as grammatical skills while conducting an academic research in universities. These skills differ according to the task that should be fulfilled. We asked Master one students of the Division of English at the University of Biskra about the skills that should be provided while conducting an academic Research and their answers were different.

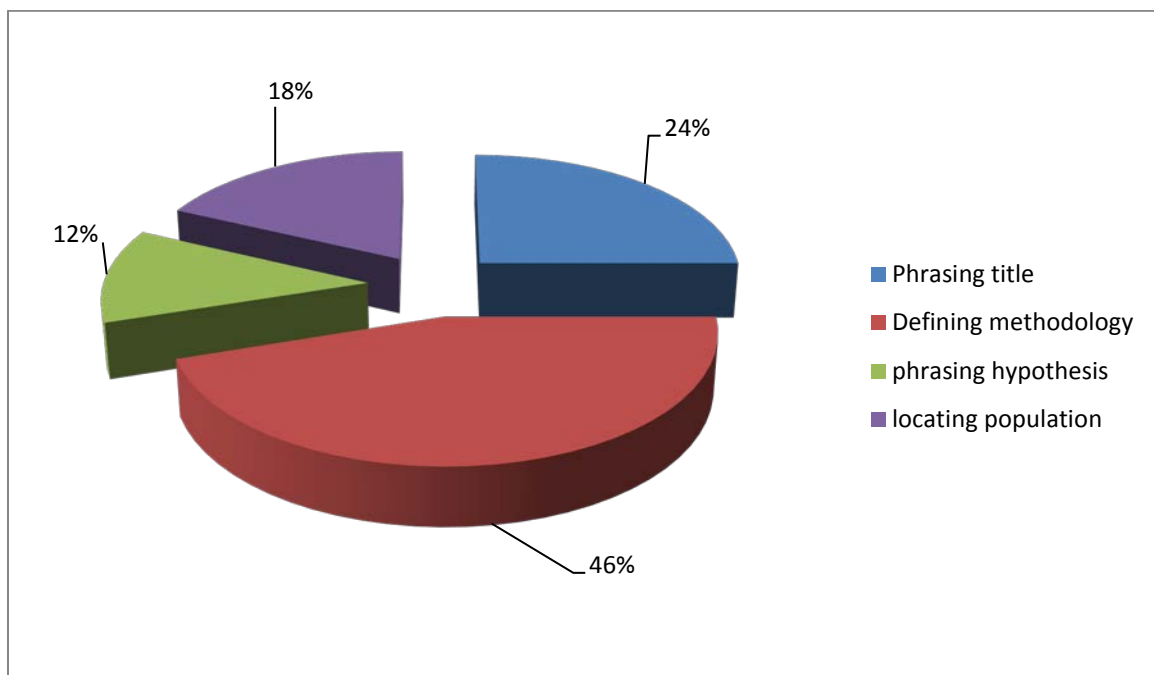
On the one hand, some students state that the researcher should know about the organizational skills, the methodological skills as well as the grammatical skills. In addition, he should be skillful enough to choose the right topic and to know how to find resources. On the other

hand, students state that the researcher should be patient, active, curious, and aware enough about how to undertake a research .Besides, they need to master the four (4) skills that are reading, writing, listening and speaking. And, one of the female respondents stated that that quoting, paraphrasing and summarizing are the most important skills that should be provided while conducting an academic Research in university.

Item 12: Research steps that are most challenging

option	Number	Percentages
Defining methodology	23	46%
Phrasing the title	12	24%
Locating population	9	18%
Phrasing hypothesis	6	12%

Table.09: challenging Research steps



Graph.09: challenging Research steps

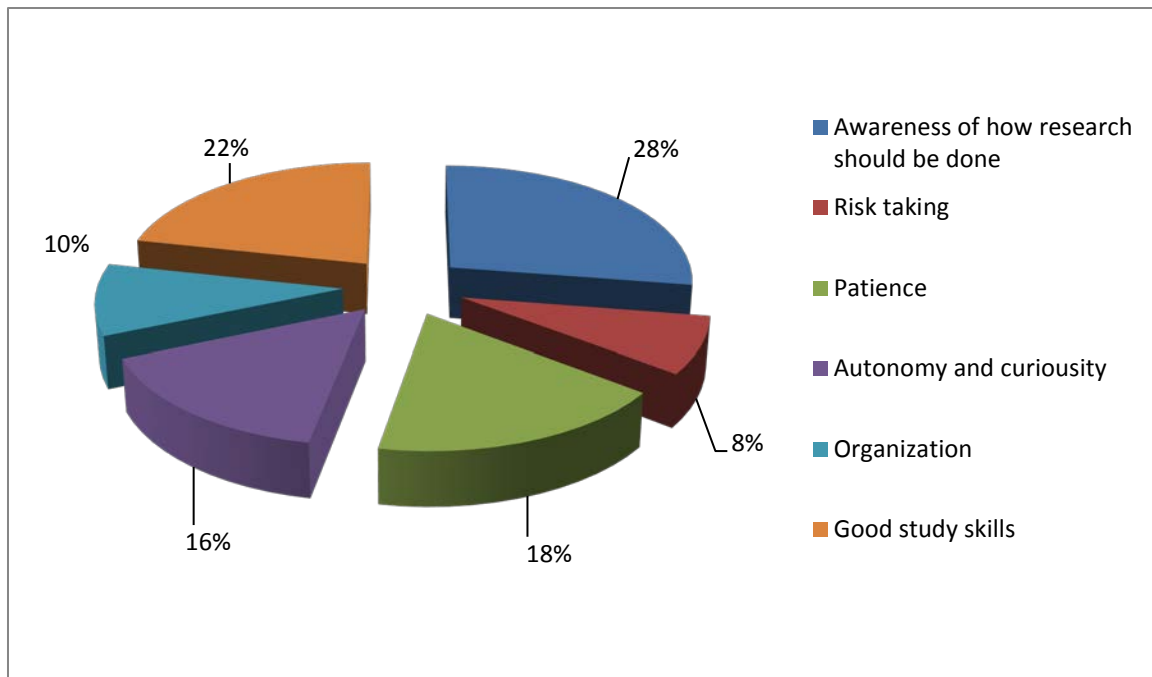
The graph.09 and the table.09 reveal that defining methodology (46%) of Research can be considered as the most challenging research steps while conducting an academic Research. Masters' one students consider phrasing the title as a second challenging research steps while conducting an academic Research. Moreover, locating population can be considered as the third challenging step while conducting an academic Research. Finally, master one students consider defining hypothesis as less challenging step while conducting an academic Research when it is compared to the other research steps.

Item.13: Characteristics of good researcher

There are many characteristics of a good researcher. It has been requested from masters' one students of the branch of English at the university of Biskra to classify the following characteristics from the most important characteristic to the less important characteristic. The following table and graph represent those statistics.

Option	Number	Percentages
Awareness of how research should be done	14	28%
Risk taking	4	8%
Patience	9	18%
Organization	5	10%
Good study skills	11	22%
Autonomy and curiosity	8	16%

Table.10 characteristics of good researcher



Graph.10 Characteristics of good researcher

Results from the table.10 and the graph.10 unfold that the researcher should have certain characteristics that enable him/her to conduct a research. (28%) is devoted to awareness of how to conduct a research. (22%) is devoted to study skills. (18%) is devoted to patience.16% is devoted to autonomy and curiosity. (10%) is devoted to organization.

2. Teachers' Questionnaire

2.1. Aim of the Teachers' Questionnaire

This questionnaire has been distributed hand to hand to (N=08) teachers who teach Research Methodology Course and are engaged in the process of supervision in the division of English Language at the University of Biskra. This idea was for the purpose of obtaining information from another population which is seen to have a crucial role in the success of any research project. We received (08) complete questionnaires that we depended on in addition to the students' Questionnaires to enrich our study with useful and valuable information.

2.2. Description of the Teachers' Questionnaire

Teachers' questionnaire is composed of three sections which include different types of questions, close ended and open ended questions. Section one includes five questions. It is for the purpose of gathering information regarding the teachers' teaching experience, their degree and their experience as supervisors and their attitudes towards research. It also aims at raising the main problems which they encountered as researchers when conducting their researches and when supervising their students. Section two includes five questions that deals with learners' awareness of research for the purpose of gathering information regarding the students' difficulties of research and their level of research and time allotted to research. Section three includes also five questions that deal with the different psychological factors that may affect Research Methodology Skills regarding the purpose of undertaking a research.

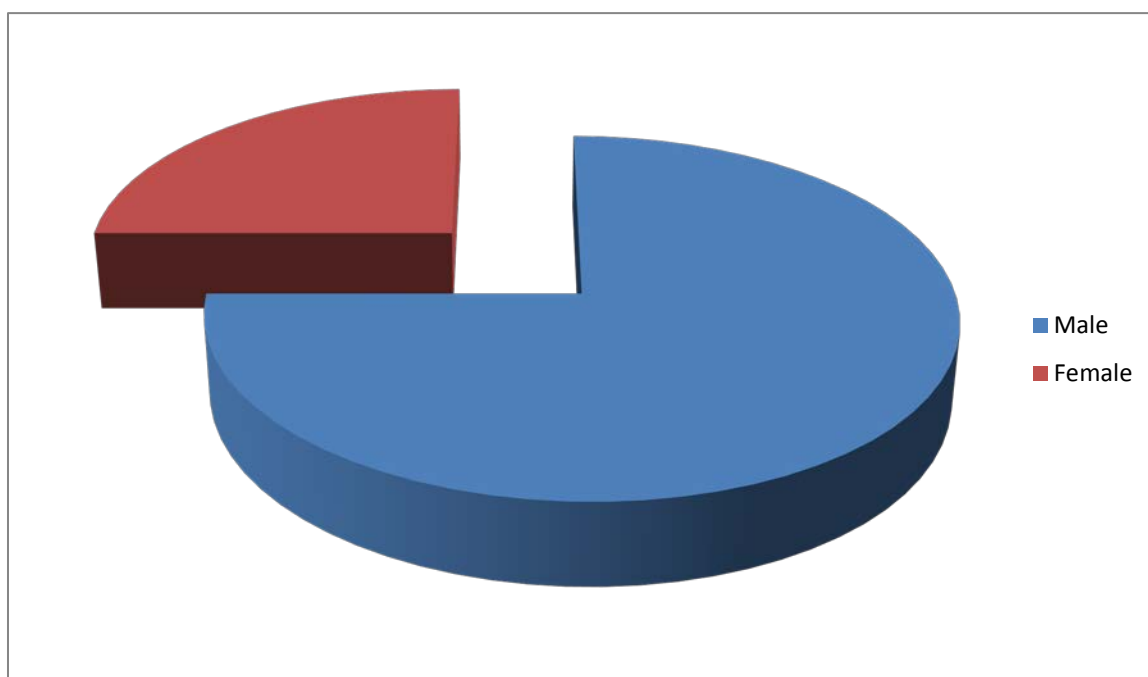
2.3 Analysis of the Teachers' Questionnaire

1. Section One: Background Information

1.1 Item 01: Gender

Option	Number	Percentages
Male	06	75%
Female	02	25%

Table.11 Teachers' gender



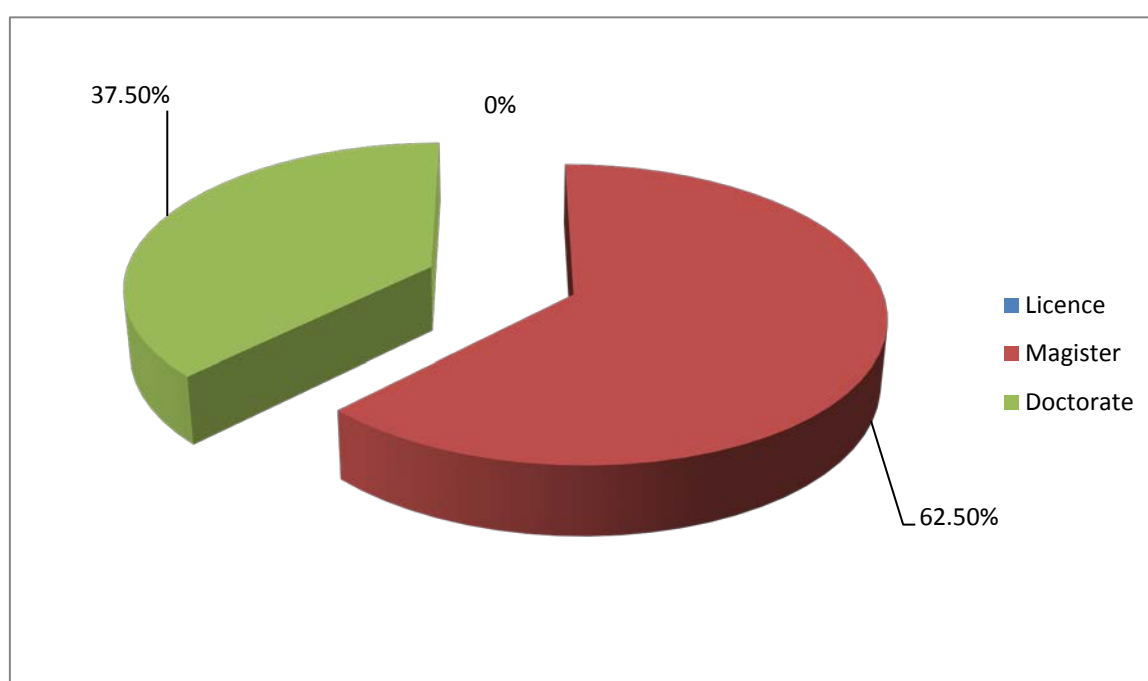
Graph.11 Teachers' gender

Results above demonstrate that the majority of the participants are males. Males represent (75%) of the sample from teachers or Research Methodology Course at Biskra University while females represent (25%) of the sample.

1.2.Item 2. Teacher's degree

Option	Number	Percentages
Licence	0	0%
Magister	5	62.5%
Doctorate	3	37.5

Table.12 : Teachers' degree



Graph.12: Teachers' degree

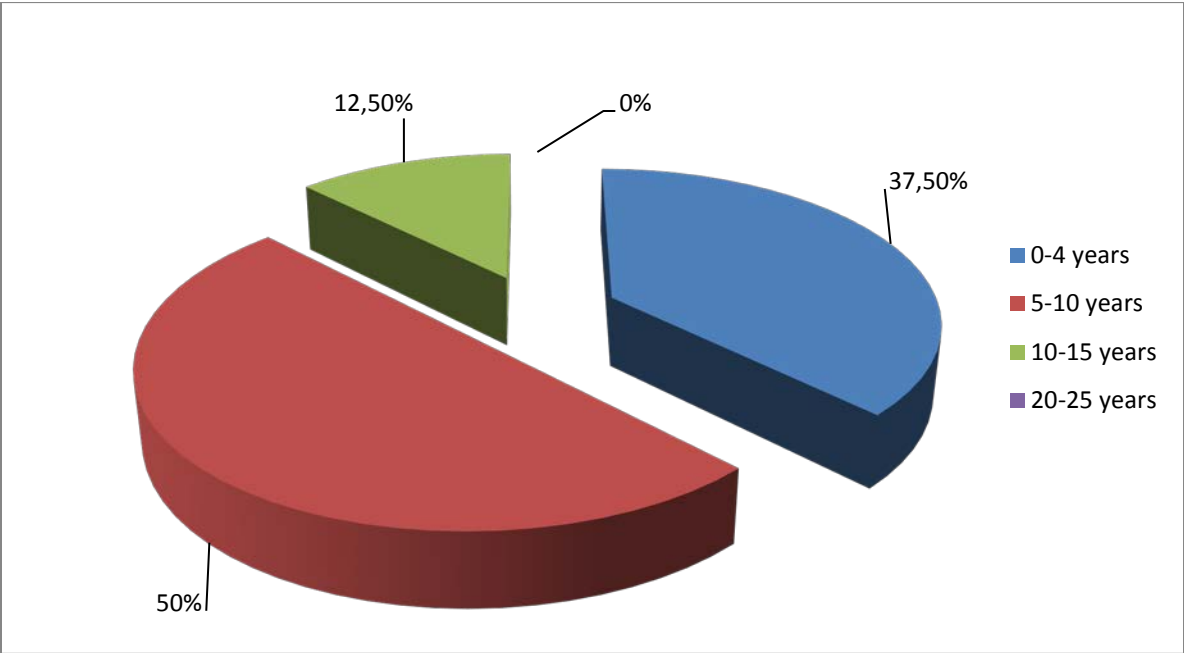
It is clear, from the table and the graph above, that majority (62.50%) of the sample has a Magister degree and (37.50%) from the sample has a Doctorate degree. In fact, there are 51 teachers in the English division 33 of them are full time teachers while part time teachers are 28. Among the full time teachers, there are 6 with doctorate degree and the rest has a Magister degree.

Most of these latter are prepared for the completion of their Doctorate degree. This gave us the opportunity to know whether the factors investigated through this study hamper only Students or those teachers who prepare for their doctorate degree.

1.3. Item 03: Teaching Experience at University

Option	Number	Percentages
0-4 years	3	37.5%
5-10 years	4	50%
10-15 years	1	12.5%
20-25 years	0	0%

Table.13: Teaching Experience at University



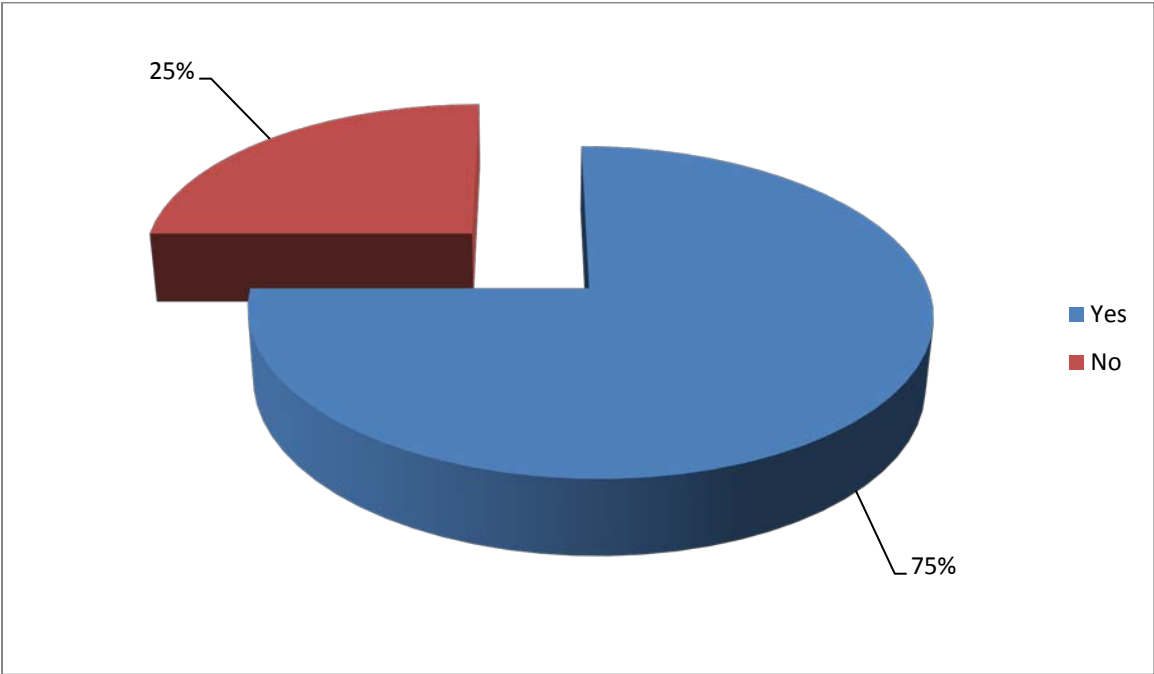
Graph.13: Teaching Experience at University

From the table.13 and the graph.13 we can notice that novice teachers from (0-4years) of experience represent (37.50%) of the sample while experienced teachers with (5-20 years) represent the rest (62.5%). This indicates that the division of English Language in Biskra University has teachers from different generations. Most of them are experienced teachers with no less than four years of experience.

Item04. Teaching Research Methodology Course

Option	Number	Percentages
Yes	06	75%
No	02	25%

Table.14: Teaching Research Methodology Course



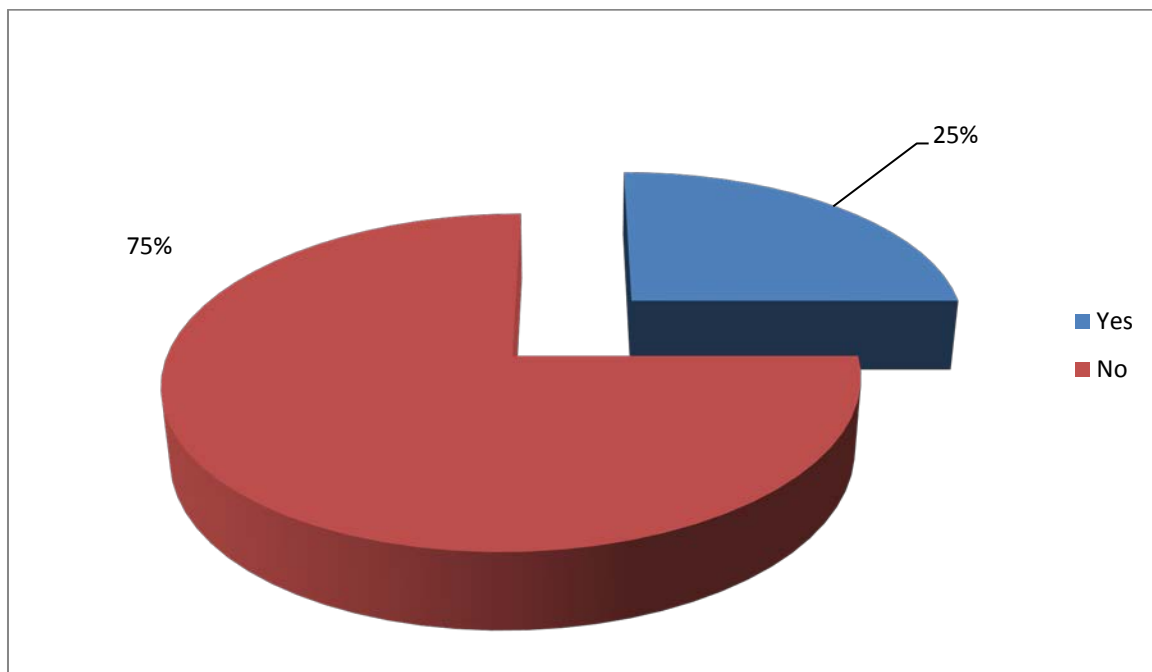
Graph.14: Teaching Research Methodology Course

Results from the Table.14 and the Graph.14 unfold that (75%) of the sample are engaged in teaching Research Methodology Course and all of them see the Research Methodology course as a necessity for any research project. According to them the success of any research work requires a high level of mastery of research methodology Skills and research is crucial otherwise; the research itself is not going to be successful. Moreover, Research Methodology course is important since it provides necessary knowledge, skills and methodology.

Item05.Using new methods of teaching Research Methodology Course

Option	Number	Percentages
Yes	02	25%
No	06	75%

Table.15 using new methods in teaching Research Methodology course



Graph.15 using new methods of Teaching Research Methodology Course

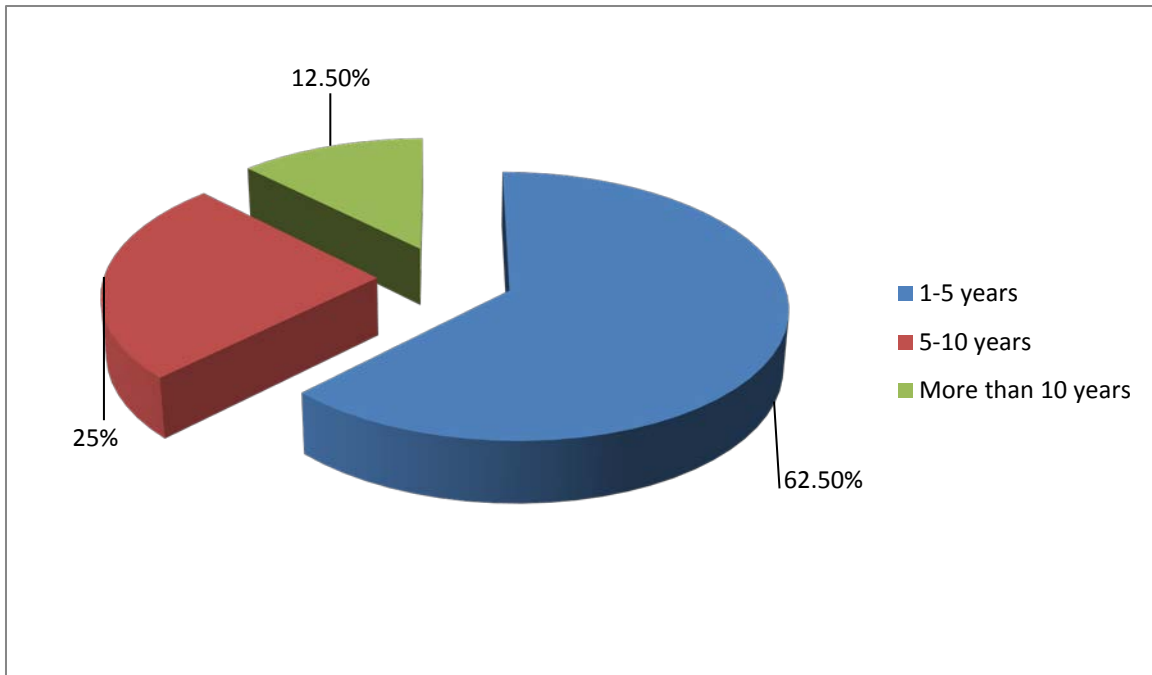
From the table and the Graph above one can see that (75%) of the sample do not use new methods of teaching Research Methodology Course while only (25%) of the sample use new methods of teaching Research Methodology Course. It means that students may not be given the opportunity to understand the Research Methodology Course as well as to link between the theoretical and practical part.

2.Section two : Learners' awareness of Research

Item.01: supervising postgraduate learners

Option	Number	Percentages
1-5 years	5	62.5%
5-10 years	2	25%
More than 10 years	1	12.5%

Table.16: supervising postgraduate learners



Graph.16 supervising postgraduate students

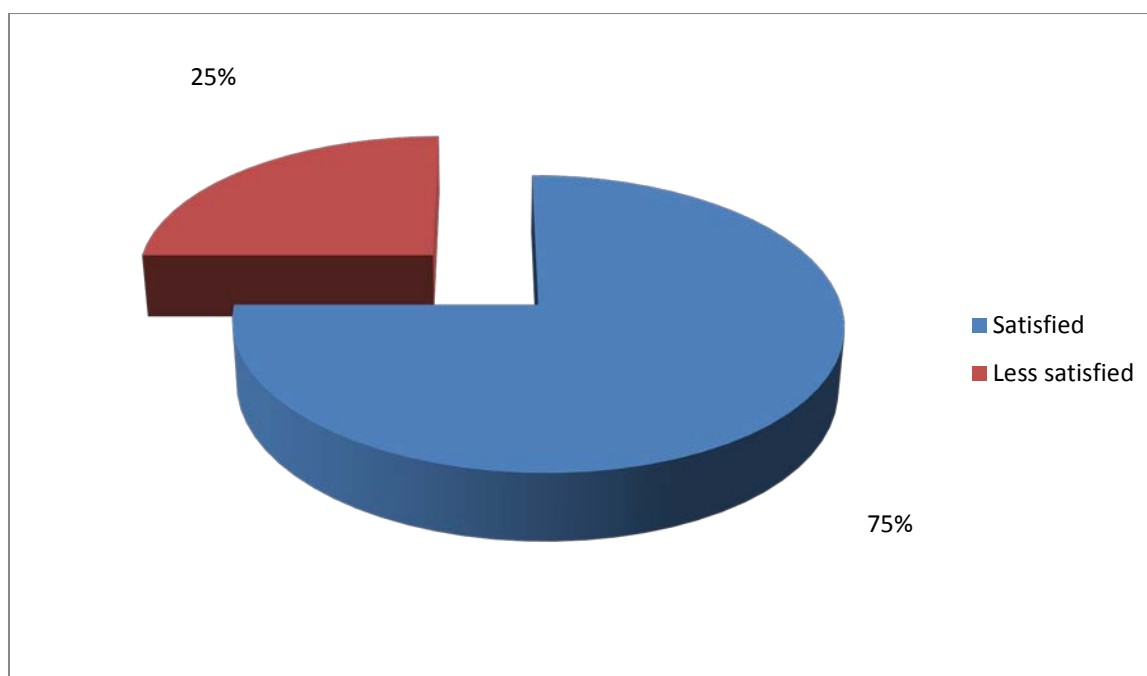
Analysis

The majority of respondents (62.5%) have little experience in the supervision process while experienced supervisors represent only (37.5%). This lack of experience may affect the quality of the supervision process which is based on the quality of guidance, control and corrective feedback. These aspects are considered to be the most needed requirements for the completion and for the success of any research project. Therefore, any negligence, shirking of responsibilities or carelessness from supervisors towards these requirements will directly affect the quality of any research project.

Item03.Supervisor's satisfaction of their student's level of Research

Option	Number	Percentages
Satisfied	06	75%
Less satisfied	02	25%

Table.17: Supervisor's satisfaction about student's level of research



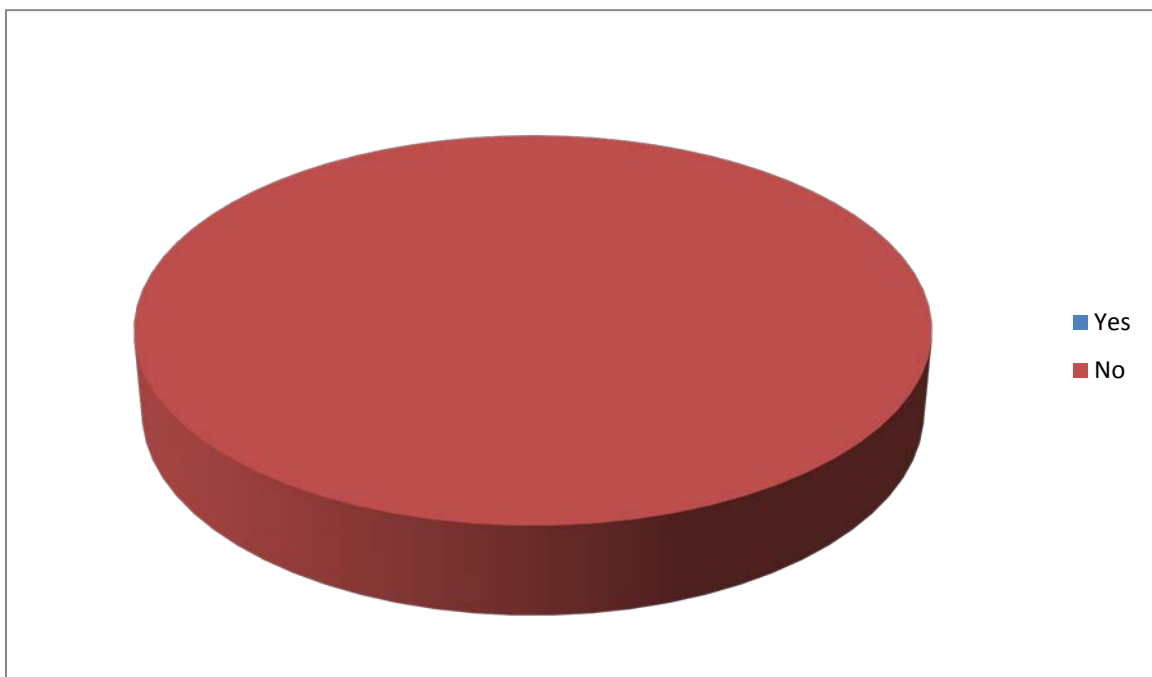
Graph.17 Teacher's satisfaction of their students' level of research

From the table and the Graph above we can notice that the majority of teachers (75%) who are engaged in the supervision of postgraduate students are less satisfied about their level of research when compared to teachers who are also engaged in the supervision (25%) who are satisfied with student's level of research.

Item04.Time allotted to Research

Option	Number	Percentages%
Yes	00	0%
No	08	100%

Table.18 Time allotted to research



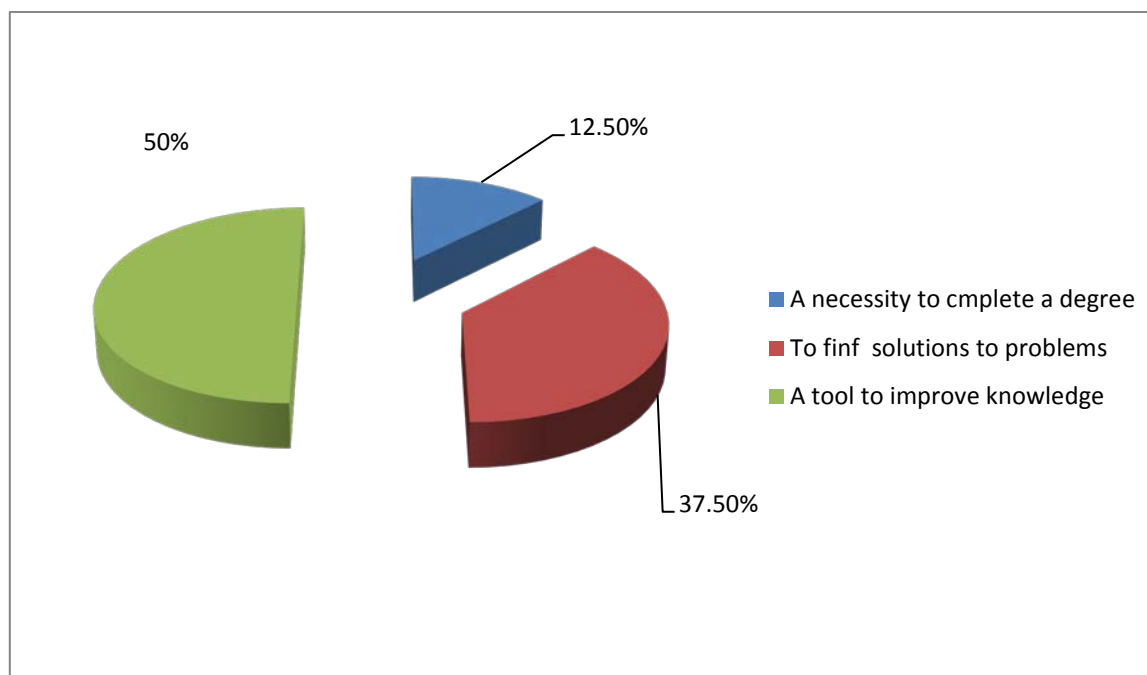
Graph.18 Time allotted to research

From the table.18 and the Graph.18 one can see that 100% of teachers agreed that time allotted to research is not enough to complete their research projects. It means that there are other factors such as the psychological factors (Anxiety, stress and depression) that may affect students' level of conducting research.

2.5 Item 05. Teachers' Attitudes towards Doing Research

Option	Number	Percentages
A necessity to complete a degree	01	12.5%
To find solutions to problems	03	37.5%
A tool to improve knowledge	04	50%

Table.19 Teachers' Attitudes towards Doing Research



Graph.19: teachers' attitudes towards research

Results from Table.19 and Graph.19 unfold that 50% of the sample agreed that research is undertaken as a tool to improve knowledge and 37.50 agreed that research is undertaken in order to find solutions to an existing problems while only 12.50 of the sample agreed that research is undertaken as a necessity to get a degree.

Section 3: Psychological factors affecting Research Methodology skills

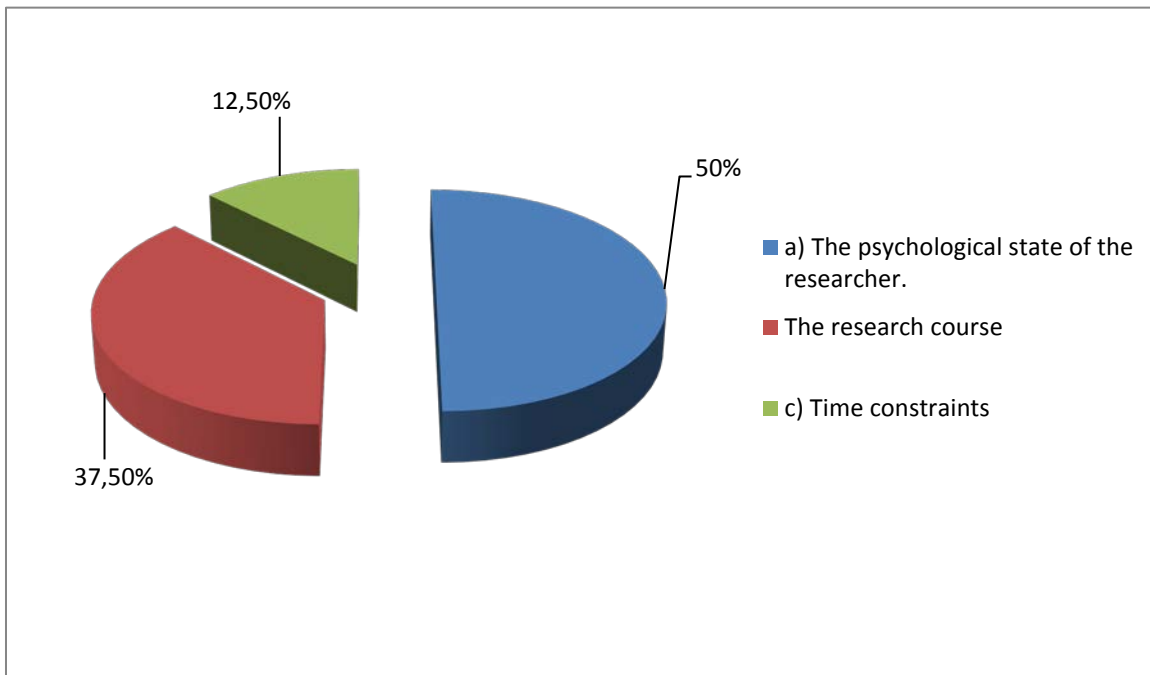
Item1. The following factors are considered to be among the most important requirements for any postgraduate research. Please put the appropriate number according to the extent of its impact on Research Methodology Skills. (1) No impact, (2) Less Impact, (3) Great impact.

- a) The psychological state of the researcher.
- b) The research course
- c) Time constraints
- d) Others

Option	Number	Percentages
a) The psychological state of the researcher.	4	50%
b) The research course	3	37.5%
c) Time constraints	1	12.5%

Table.20: requirement of research

From the Table.20 and Graph.20 one can see that Psychological state of researcher (50%) is considered to be the most important requirement for any researcher. Students see the research course (37.5%) as a second requirement. Time constraints (12.5%) are considered to be the last requirement when conducting a research.



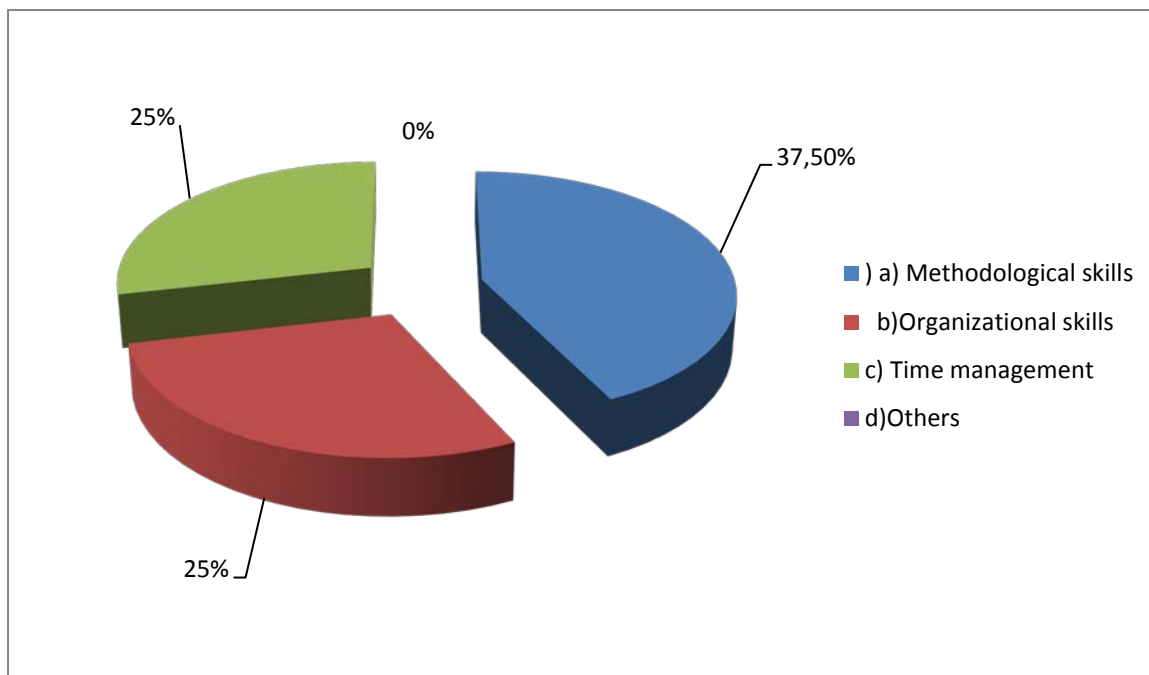
Graph.20: requirement of research

Item.2 While your supervision, do you help your students in terms of?

- a) Methodological skills
- b) Organizational skills
- c) Time management
- d) Others

Option	Number	Percentages
a) Methodological skills	3	37.5%
b) Organizational skills	2	25%
d) Time management	2	25%
e) Others	0	0%

Table.21 Supervision process



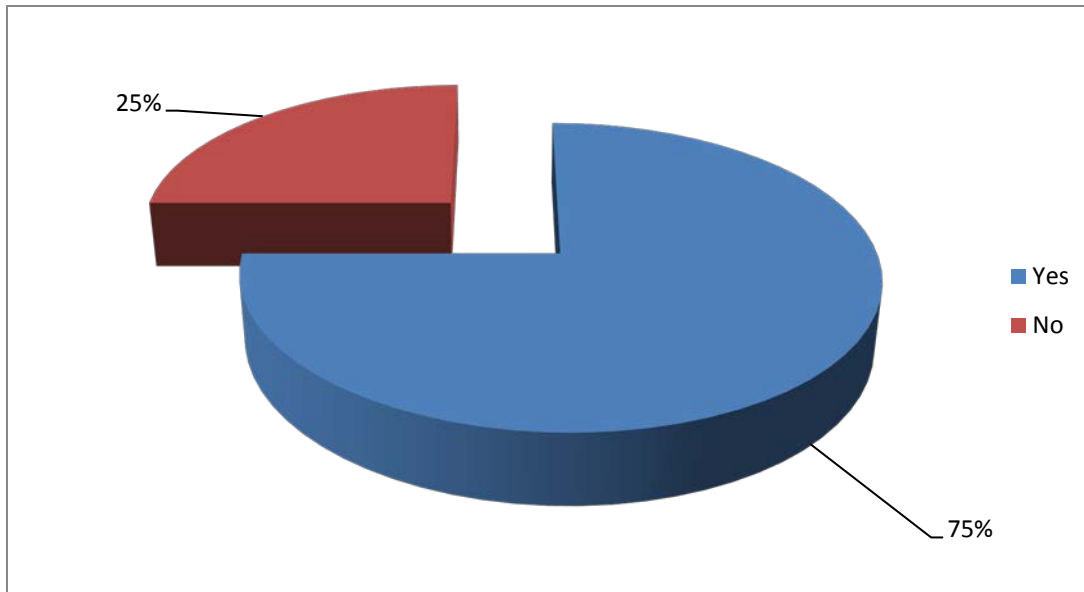
Graph.21: supervision process

Results above demonstrate that (37.5%) of the sample helps learners in terms of methodological skills while (25%) of the respondents help learners in terms of organizational skills and also (25 %) of the sample help learners in terms of time management.

Item.3. Problems encountered during conducting a *Research*

Option	Number	Percentages
Yes	6	75%
No	2	25%

Table.21: Problems encountered during conducting a *Research*



Graph.21 Problems encountered during research

Results above unfold that (75%) of the sample encounter problems while conducting a research while (25%) do not encounter any problems. It means that these problems are linked to psychological problems.

Item.4 Purpose of undertaking Research

To find solutions to EFL teaching and learning problems

To increase knowledge

To link theory to practice

Conclusion

Students' and teachers' questionnaires gave us the opportunity to know students' and teachers' attitudes towards research, the main problems they found when conducting their research projects, their attitudes towards the different psychological factors that may affect the research methodology skills at university. They gave us a clear idea about research process, its importance and the main problems that hamper its success. Students and teachers look at research as an essential requirement for any innovation.

Recommendations

- Depending on the different psychological factors that have been investigated in this study we will try to suggest some recommendations to be future solutions to some issues that tire researchers, teachers, and administrators in the division of English at the University of Biskra.
- Students start doing research since they are in middle school without any background knowledge of research process. Therefore, it would be better to teach them research skills since that early age.
- Most postgraduate EFL students are not familiar with research and with its different issues. This proves why they encountered several problems when preparing their theses. Therefore, it is recommended that by integrating research as an activity or a task in each module since first year. This will raise their awareness about research process, make them familiar with its steps and will help them overcome the different problems they may encounter when preparing their theses.
- The majority of EFL postgraduate students were not satisfied with the way the research course is being taught. According to them research is a process task based that needs practice more than theory. The more students practice, the better they get and the better they learn.

General conclusion

The present study is an attempt to raise EFL students' awareness about doing research at university. It sheds the light on the different psychological factors that EFL postgraduate researchers encounter when preparing their research projects in the Branch of English at the University of Biskra which are: the researcher character, the research course, the way the research is conducted.

Two questionnaires have been used as data gathering tool in order to validate our hypothesis. The first questionnaire was designed and distributed to EFL first year Master students from the University of Biskra. The second questionnaire was for teachers (especially those who are engaged in teaching Research Methodology course). The findings showed that most postgraduate students have encountered various problems that hampered their progress when preparing their research projects. They were not satisfied with all the aforementioned factors especially with. According to them, these two latter factors have the greatest impact on.

This study, as mentioned earlier, takes the form of an descriptive research. This type of research is generally designed and conducted for the purpose of providing a better understanding of situation(s) or problem(s) that are not clearly defined, i. e., it is for the purpose of detecting the main causes of certain phenomena or problems and not for finding solutions. It paves the way for further studies to find solutions to these problems. Based on this, we can say that our hypothesis is proved. The investigation of the aforementioned factors detected which ones hamper the progress of postgraduate researchers when preparing their theses. It also proved that they consequently affect the Research Methodology skills in the Branch of English Language. Therefore, we can confirm that by the improvement of these factors, the research methodology will be improved.

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Appendices

Appendix 1

Questionnaire for Students

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather data needed for the accomplishment of a Masters' dissertation. We direct this questionnaire to investigate some Psychological Factors that affect the Research Methodology Skills at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary.

Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Section One: The Student's Profile

Q1. Specify your gender

a. Female b. Male

Q2. Are you?

a. Student b. Student worker

Q3. How long have you been studying English at university?

.....

Q4. How many researches have you conducted during this period?

a) None c) Five to ten

b) One to five d) More than ten

Q5. According to you, how can you define "research"?

.....
.....
.....

Q6. As postgraduate student, how do you find research process?

An easy task a hard task

Please justify.....
.....
.....

Q7. Which challenges do you consider most crippling while conducting a research?

Classify them from 1 to 4

- a) Lack of sources
- b) Time management and research methodology skills
- c) Insufficient knowledge of how to conduct research
- d) Psychological problems

Section Two: Factors Affecting the Research Methodology Skills:

Q8. Postgraduate learners consider the following factors as the most influential for any academic research. Please put the appropriate number according to the extent of their impact.

- a) Organizational skills
- b) Awareness of how research should be done
- c) Methodological skills
- d) Psychological factors

Q9. Do you think that teachers use new methods of teaching *Research Methodology* course?

Yes

No

Justify your answer.....
.....
.....
.....

Q10. What are the skills that should be provided when conducting a research?

a)..... c).....

b)..... d).....

Q11. Did you encounter challenges to find resources?

Yes

No

What are these challenges?.....
.....
.....
.....

Q12. Which one of the following research steps do you consider most crippling. Classify them according to their degree of impact?

a) Phrasing the title

b) Phrasing hypothesis

c) Defining methodology

d) Locating population

Q13.What are the characteristics of good researcher? Choose four from the following:

- a) Awareness of how research should be done
- b) Risk taking
- c) Patience
- d) Organization
- e) Good study skills
- f) Autonomy and curiosity

Q14. What is the purpose of undertaking a research?

.....
.....
.....
.....

Q15. Do you have any suggestions?

.....
.....
.....
.....
.....

Thank you for collaboration

Appendix 2

QUESTIONNAIRE FOR TEACHERS

Dear teachers,

We are currently conducting an investigation on "*Psychological Factors Affecting the Research Methodology Skills*". Your answers will be of great assistance to our research. You are kindly requested to answer the following questions and invited to add free comments. Please, tick in the appropriate box and answer whenever necessary:

Section 1: Background Information:

Q1. Gender: Male Female

Q2. What degree do you hold?

a) Licence

b) Magister

c) Doctorate (PH.D)

Q3. How many years have you been teaching English at the university?

0-4 Years 5-10 Years 10-15years 20-25

Q4. Have you been in charge of the *Research Methodology* course?

Yes

No

-How long have you been teaching *Research Methodology* course?

2-4 Years 4-6 Years more than 6years

Q5. Do you think that *Research Methodology* course is taught with new methods of teaching?

Yes No

-Please say why in either case

.....
.....
.....
.....

Section 2: Learners' awareness of research

Q1. How long have you been supervising postgraduate students?

- a) 1- 5 years
- b) 5-10 years
- c) More than 10 years

Q2 What part of research process is difficult for postgraduate learners?

- a) Choosing the research topic
- b) Finding resources
- c) Anxiety, stress and shyness of students
- d) others

.....
.....
.....

Q3. Are you satisfied with your student's level of **Research** when you supervise them?

Satisfied Less satisfied

-Why?

.....
.....
.....

Q4. Do you think the time given to students is enough to complete their **Researches**?

Yes No

Why?

.....
.....
.....
.....
Q4. How do you consider research?

- a) A necessity to complete a degree
 - b) An attempt to find solutions to certain problems
 - c) A tool to improve knowledge
 - d) Others
-
.....
.....

Q5. Do you think that good research is?

- a) Good mastery of the methodological skills.
 - b) Good organizational skills
 - c) Time management
 - d) Self confidence
 - e) Others
-
.....
.....

Section 3: Psychological Factors affecting Research Methodology Skills:

Q1. The following factors are considered to be among the most important requirements for any postgraduate research. Please put the appropriate number according to the extent of its impact on Research Methodology Skills. (1) No impact, (2) Less Impact, (3) Great impact.

- a) The psychological state of the researcher.
- b) The research course
- c) Time constraints
- d) Others

.....
.....
.....

Q2. While your supervision, do you help your students in terms of?

- a) Methodological skills
- b) Organizational skills
- c) Time management
- d) Others

.....
.....
.....

Q3. As a university *Researcher* have you encountered any problems when conducting a *Research*?

Yes No

Please specify,

.....
.....
.....

Q4. What is the purpose of undertaking a *Research*?

.....
.....
.....

Q5. Do you have any suggestions?

.....
.....

المخلص

الدراسة الحالية هي محاولة لتسليط الضوء على بعض العوامل النفسية التي تؤثر على مهارات منهجية البحث في شعبة اللغة الانجليزية بجامعة بسكرة، وهي تأخذ شكل بحث وصفي حيث تم التطرق إلى كثير من التعريفات و المصطلحات. إن العدد المتزايد للطلبة الذين لا يستطيعون إكمال بحوثهم كل سنة يدل على إن أغلبيتهم يواجهون عدة مشاكل و يمكن لهذه المشاكل إن تكون لها علاقة بالاحتياجات الضرورية لإعداد البحث العلمي كشخصية الباحث و مقياس المنهجية المدرس في الجامعة و كذا العوامل النفسية المؤثرة في البحث. و استنادا على ما تم ذكره افترضنا بان بعض هذه العوامل يمكن أن يكون لها اثر كبير على مهارات منهجية البحث في شعبة اللغة الانجليزية بجامعة بسكرة. و من اجل إثراء هذه الدراسة بمعطيات قيمة قمنا بإعداد و توزيع استبيانين احدهما من اجل طلبة السنة أولى ماستر بفرع اللغة الانجليزية لسانيات تطبيقية بجامعة بسكرة و الأخر من اجل أساتذة اللغة الانجليزية و تحديدا الذين يدرسون مقياس منهجية البحث وكذا مؤطرون أيضا. النتائج المحصل عليها بينت إن العوامل النفسية كالقلق و التوتر و الخجل تؤثر و بشكل كبير على مهارات الباحث خلال انجازه البحث و لذلك فإننا نجزم بان تحسين هذه العوامل يؤدي مباشرة إلى تحسين مهارات منهجية البحث لدى الباحث.