

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

University of 8 Mai 1945 / Guelma
Faculty of Letters & Languages
Department of Letters and English Language

قائمة 1945 ماي 8 جامعة /
كلية الآداب واللغات
قسم الأدب واللغة الإنجليزية



Option: Linguistics

Teachers' and Students' Attitudes Towards the Role of Positive Psychology in the English as a Foreign Language Classroom: The Case of Master One Students at the Department of Letters and English Language, University of 8 Mai 1945 / Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Board of Examiners

Chairman: Dr. GUERID Fethi (MC/A)Annaba Higher School of Management
Supervisor: Ms. HARIDI Samiya (MA/A)Université de 8 Mai1945/Guelma
Examiner: Ms. SERHANI Meriem (MA/A) Université de 8 Mai1945/Guelma

Submitted by:

BOULAHIA Mohamed Nedjmeddine

Supervised by:

Ms. HARIDI Samiya

June 2022

DEDICATION

*In the Name of **Allah**, the Most Gracious, the Most Merciful.*

I am but a mortal man.

*“Every **adversity**, every failure, every heartache carries with it the seed of an equal or greater change.”*

ACKNOWLEDGEMENTS

All above, my thanks and gratitude are to “Almighty Allah” who helped and provided me with the strength and patience to start and accomplish this work, despite all the difficulties and challenges I went through.

*This work would have never been finished without the assistance, support, and patience of my supervisor **Ms. SAMIYA HARIDI. THANK YOU.***

I would like to express my gratitude and thankfulness to the jury members Ms. MERIEM SERHANI and Dr. Fethi Guerid for accepting to examine and evaluate the present work. My sincere thanks go to everybody who supported me in one way or another to complete this research.

ABSTRACT

Individuals' ability to learn is a fundamental component of their future development. Simply said, individuals rely on learning new information and gaining abilities to thrive in society. The most important part of a classroom atmosphere is, of course, what a teacher does with the students. The teacher's role extends beyond simply imparting knowledge and assessing the competence of each of their students. The present research aim to identify the significance of integrating Positive Psychology and its use in an EFL Classroom. Also, to explore Students' awareness of Positive Psychology's major role. Finally, to investigate how to improve students' personal and social competencies. The present research adopts the descriptive method that includes quantitative and qualitative tools. Both a structured questionnaire and classroom observation were designed to gather the needed data. Precisely, the questionnaire was directed to Master One students (N=120), and the classroom observation was directed to teachers, at the Department of English, University of 8 Mai 1945, Guelma. The compiled data confirm the main hypothesis, which implies that EFL students have positive attitudes toward the role of Positive Psychology in enhancing their interpersonal and intrapersonal competencies. Hence, the research advocates the integration of positive psychology approaches into the learning process to overcome students' learning barriers.

Keywords: *EFL classroom, Positive Psychology, interpersonal and intrapersonal competencies. Attitudes.*

LIST OF ABBREVIATIONS

EFL: English as foreign language

ABC: Affective, Behavioural, and Cognitive

PP: Positive Psychology

Q: Question

N: Numbers

LIST OF TABLES

Table 2.1: The Difference Between Traditional Classroom and Constructivist Classroom..	56
Table 3.1: Period of Studying.....	56
Table 3.2: Student’s Choice to Study English.....	57
Table 3.3: Appreciation of English Level.....	57
Table 3.4: The Definition of Attitude.....	58
Table 3.5: Students’ Order of Attitude’s Components.....	59
Table 3.6: Opinion About the Degree of Effect of Attitude Components.....	60
Table 3.7: Student’s Viewpoint on Behavioural Attitude.....	61
Table 3.8: Students’ Perception of Which Type of Attitude is Favourable.....	61
Table 3.9: Student’s View on Where Components of Attitude are Stored.....	63
Table 3.10: Factors Influencing Attitude.....	64
Table 3.11: Attitude Formation via Different Methods.....	65
Table 3.12: Major Changes in an Individual’s Attitude.....	66
Table 3.13: Student’s Definition of Psychology.....	68
Table 3.14: Students’ Choice of the Humanistic Requirement to Live a Fulfilling Life.....	69
Table 3.15: Students’ Viewpoint on Constructivist View.....	70
Table 3.16: Importance of Positive Psychology.....	71
Table 3.17: The impact of Positive Psychology on an Individual.....	71
Table 3.18: The Effects of Positive Education.....	72
Table 3.19: The Influence of Teacher’s Attitude.....	74
Table 3.20: Students’ Views on the Abilities of a Leader.....	75
Table 3.21: Student’s Choice of PERMA Model.....	76
Table 3.22: The Impact of Positive Psychology on the Learning Process.....	77

Table 3.23: The Influence of Teachers' Pedagogy on Learning Process.....	79
Table 3.24: The Difficulties Inside The Learning Process.....	80
Table 3.25: The impact of Positive Psychology on Attitudes.....	81
Table 3.26: Implementation of Positive Psychology in The Course of Study.....	82
Table 3.27: Classroom Impact on Students' Attitude.....	83
Table 3.28: Students' Choice of the New Form of Teaching or the Traditional Form...	83
Table 3.29: Further Comments and Suggestions.....	85
Table 3.30: Classroom Observation.....	90

LIST OF FIGURES

Figure 1.1: The Multicomponent Model of Attitude.....	13
Figure 1.2: The One-Dimensional and Two-Dimensional Perspectives of Attitudes.....	18
Figure 2.1: Maslow's Pyramid of Needs.....	36
Figure 2.2: Constructivist Classroom.....	38

CONTENTS

DEDICATION.....	i
ACKNOWLEDGMENTS.....	ii
ABSTRACT.....	iii
LIST OF ABBREVIATIONS.....	iv
LIST OF TABLES.....	v
LIST OF FIGURES.....	vii
CONTENTS.....	vii
General Introduction.....	1
1. Statement of the Problem.....	2
2. Aims of Study.....	2
3. Research Questions.....	3
4. Research Hypotheses	3
5. Research Methodology and Design	3
5.1. Research Method and Data Gathering Tools.....	3
5.2. Population and sample of the Study.....	4
6. Structure of the Dissertation.....	5

CHAPTER ONE: ATTITUDES

Introduction.....	8
1.1. The History of the Concept Attitude.....	8
1.2. Definitions.....	9
1.3. Components of Attitudes.....	10
1.3.1. Affective.....	11
1.3.2. Behavioural.....	12

1.3.3. Cognitive.....	12
1.4. Types of Attitudes.....	14
1.4.1. Positive.....	14
1.4.2. Negative.....	15
1.4.3. Neutral.....	15
1.4.4. Sikken.....	16
1.5. The Structure of Attitude.....	16
1.5.1. One Dimensional Perspective.....	16
1.5.2. Two-Dimensional Perspective.....	17
1.6. Factors Influencing Attitudes.....	18
1.6.1. Learner Personality Traits.....	18
1.6.1.1. Self Confidence.....	19
1.6.1.2. Anxiety.....	19
1.6.2. Educational context.....	20
1.6.2.1. Teaching materials and resources.....	20
1.6.2.2. The Foreign Language Teacher.....	21
1.6.3. Community.....	21
1.6.3.1. Learner's parents.....	21
1.7. Attitude formation.....	22
1.7.1. The Classical Conditioning.....	22
1.7.2. Instrumental Conditioning.....	23
1.7.3. Observational Learning.....	24
1.8. Theories of Attitude Change.....	25
1.8.1. Stimulus-Response Theory.....	25

1.8.2. Social Judgement Theory.....	25
1.8.3. Consistency Theories of Attitude Change.....	26
1.8.4. Self-Perception Theory.....	26
1.8.5. Functional Theory.....	27
Conclusion.....	28

CHAPTER TWO: POSITIVE PSYCHOLOGY

Introduction.....	30
2.1. Origins of the Term.....	30
2.2. Definition.....	33
2.3. Major Schools of Thought.....	35
2.3.1. Humanistic.....	35
2.3.1.1 Humanistic pyramid.....	36
2.3.2. Constructivist.....	37
2.3.3. Positive Psychology.....	39
2.4. Positive Education.....	40
2.5. Well-Being.....	41
2.6. Leadership, Personal and Social Competencies.....	42
2.6.1. Interpersonal Competence.....	43
2.6.2. intrapersonal Competence.....	44
2.7. the PERMA MODEL.....	45
2.7.1. Positive Emotions.....	45
2.7.2. Engagement.....	45
2.7.3. Relationships.....	46
2.7.4. Meaning.....	47

2.7.5. Achievement.....	48
2.8. Wellbeing Awareness and PERMA’s impact on Achievement.....	48
Conclusion.....	49

CHAPTER THREE: FIELD INVESTIGATION

Introduction.....	50
3.1. Student’s Questionnaire.....	50
3.1.1. The population of the Sample and the Study.....	50
3.1.2. Description of Student’s Questionnaire.....	50
3.1.3. Administration of Student’s Questionnaire.....	52
3.1.4. Data Analysis and Interpretation.....	52
3.1.4.1. Analysis of the results and Findings from the Student’s Questionnaire..	52
3.1.4.2. Summary of Results and Findings from Student’s Questionnaire.....	84
3.2. Classroom Observation.....	86
3.2.1. Sample Choice.....	86
3.2.2. Description of Sample.....	87
3.2.3 Analysis of the Results and Findings.....	88
3.2.4 General Information.....	89
3.3. Leadership vs Management.....	89
3.4. The PERMA model.....	90
3.5. Summary of the Results	91
Conclusion	92
3.6. Pedagogical Implication.....	92
3.6.1. For Teachers.....	93
3.6.2. For Students.....	94

3.7. Limitations of the Study.....	94
General Conclusion.....	95
References.....	96
Appendix A.....	108
Appendix B.....	123
French Summary.....	124
Arabic Summary.....	125

GENERAL INTRODUCTION

Psychology has always been a subject matter since the dawn of history. It is a science that investigates the mental and behaviour of an individual as it raises crucial questions to understand why individuals think and perceive the world as they do, and why individuals behave the way they do. With the emergence of Psychology's schools of thought, its aim shifted from identifying and understanding what is wrong with an individual to curing what is wrong and nurturing his well-being. Moreover, positive psychology, which has just lately arisen as a discipline of psychology, aspires to serve individuals' well-being and guidance towards a meaningful life rather than a happy existence. When it comes to education, the learning process is subject to different hurdles and challenges. Hence, implementing psychology into the learning process would have a significant impact. In other words, the learning process is a crucial and essential part of creating a future for individuals. Simply put, to function in a society that values success through knowledge, competence, and accomplishments, individuals rely on learning new information and acquiring skills. Thus, one of the reasons why teachers are not always effective is that they are not even aware of their interactions with their students and by being aware of it, they can improve their effectiveness. Of course, the most significant aspect of a classroom environment is what a teacher performs with the students. The responsibility of the teacher goes beyond transferring information and assessing the capacity of each of their learners, to also ensure that the experience of being in the classroom and learning is a positive experience. Teachers should also be synchronized with the standards set in order to best serve the learning process and also the manner through which they engage with their students. In an EFL classroom, students can only learn English effectively if they feel at ease in the classroom. This is because they are more confident to interact and are more integrated into the lesson. Additionally, the teacher is the key to establishing a positive classroom atmosphere, thus, an English teacher's

attitude is critical in this matter; for example, English teachers' eagerness and excitement may stimulate students to study and communicate in class, as well as help them overcome barriers to talking and interacting inside the classroom and sharing their knowledge of the culture or any subject matter. Accordingly, a favourable classroom environment may ultimately lead to increasing the personal and social competencies of students.

1. Statement of the problem

Education is a crucial system that guides and contributes to students' development on the personal and social levels over time. It exposes them to new knowledge and skills regularly. It consists of three essential elements: the student, the teacher, and the educational materials. However, the learning process is subject to different challenges and factors that may determine its course, mainly students' and teachers' attitudes. These two criteria have a significant impact on the teaching-learning process as well as on the students' interpersonal and intrapersonal competencies. Remarkably, learners' attitudes often, directly and indirectly, influence the pace and ultimate success of both the learning process and their personal and social competencies. In regard to foreign language learning, students at the Department of English, University of 08 Mai 1945, Guelma, come across different struggles when studying. As a result, implementing positive psychology into the learning process may impact both students' attitudes, and personal and social competencies as well as teachers' attitudes towards the learning process and its impact on their achievement in English as a foreign language (EFL).

2. Aims of The Study

The following study intends to investigate the role of integrating Positive Psychology in an EFL classroom and its importance. Thus, this research targets the utility of integrating positive psychology, its use, and the effect it results in an EFL Classroom. Hence, this research is threefold:

- To identify the significance of integrating Positive Psychology and its use in an EFL Classroom.
- To explore Students' awareness of Positive Psychology's major role.
- To investigate how to improve students' personal and social competencies

3. Research Questions

This study tackles the following questions:

1. Does the integration of Positive Psychology have an impact in an EFL classroom?
2. Are EFL Students aware of the importance of Positive Psychology in their learning?
3. How to improve personal and social competencies through Positive Psychology?

4. Research Hypothesis

In this study, it is hypothesized that the integration of positive psychology has a major influence on students' social and personal competencies. Hence, we hypothesize

- H₁: if teachers and students have a positive attitude toward the integration of positive psychology inside the EFL classroom, the learning process will improve.
- H₀: if teachers and students have a positive attitude toward the integration of positive psychology inside the EFL classroom, the learning process will not improve.

5. Research Methodology and Design

5.1. Research Method

In order to examine the hypothesis previously mentioned, this study used the quantitative descriptive method. This method includes two data gathering tools, the first of which is a student questionnaire about positive psychology and its role in improving both the learning process and the learners' personal and social competencies. The second is classroom observation, which requires attending some sessions with various teachers. This method is an effective strategy to

investigate teachers' attitudes, teaching skills, and competencies with first-year master's students at the University of 08 Mai, 1945, Guelma.

5.2 Population of The Study

Following the sampling table, a sample of one hundred and fourteen (114) EFL students are chosen at random from a total of 172 EFL students. The target group was chosen on the grounds that this level is more appropriate for this study, in the sense that Master One students study Psychopedagogy as an independent subject for a whole semester. Furthermore, Master One students have tasks that require them to deliver almost a whole course orally, thus their presentations cover a variety of topics in psychology and education. Not to mention that they have a total of four years of experience. This shows that psychology was covered in many units. As a result, this set of students is capable of accurately assessing their learning successes and expressing their attitudes about incorporating positive psychology into the learning process.

6. Structure of The Research

This research comprises three main chapters, in addition to the general introduction and the general conclusion. The first and the second chapters provide the theoretical framework of the research; whereas, the third chapter is completely analytical.

The history and definition of attitude, as well as its components and structure, are covered in the first chapter. It also addresses attitude types and the elements that influence attitudes. Also, the major theories of attitude change are discussed, and finally, the components that are directly and indirectly involved in the formation of attitudes. Positive psychology is the subject of the second chapter. It is divided into two sections. Psychology's origins, definitions, and major schools of thought are all addressed in the first section. In the second section, Positive education, well-being, leadership, and interpersonal and intrapersonal competencies are all discussed. In

addition, this section also highlights students' understanding of well-being and the influence of the PERMA model on achievement, as well as the value of the PERMA Model.

The second part of the dissertation is concerned with the field of investigation which is the third chapter, and it contains a detailed analysis of the two research tools used to conduct the study, as well as the outcomes, analysis, and interpretation of the findings. It ends with a collection of educational implications, recommendations, and research questions to pursue.

CHAPTER ONE
ATTITUDES

CHAPTER ONE: Attitudes

Introduction..... 8

1.1. The History of the Concept Attitude..... 8

1.2. Definitions.....9

1.3. Components of Attitudes..... 10

1.3.1. Affective.....11

1.3.2. Behavioural..... 12

1.3.3. Cognitive..... 12

1.4. Types of Attitudes..... 14

1.4.1. Positive..... 14

1.4.2. Negative.....15

1.4.3. Neutral.....15

1.4.4. Sikken.....16

1.5. The Structure of Attitude.....16

1.5.1. One Dimensional Perspective.....16

1.5.2. Two-Dimensional Perspective.....17

1.6. Factors Influencing Attitudes..... 18

1.6.1. Learner Personality Traits.....18

1.6.1.1. Self Confidence.....19

1.6.1.2. Anxiety.....19

1.6.2. Educational context.....20

1.6.2.1. Teaching materials and resources.....20

1.6.2.2. The Foreign Language Teacher.....	21
1.6.3. Community.....	21
1.6.3.1. Learner’s parents.....	21
1.7. Attitude formation.....	22
1.7.1. The Classical Conditioning.....	22
1.7.2. Instrumental Conditioning.....	23
1.7.3. Observational Learning.....	24
1.8. Theories of Attitude Change.....	25
1.8.1. Stimulus-Response Theory.....	25
1.8.2. Social Judgement Theory.....	25
1.8.3. Consistency Theories of Attitude Change.....	26
1.8.4. Self-Perception Theory.....	26
1.8.5. Functional Theory.....	27
Conclusion.....	28

Introduction

Attitude is a fundamental notion that had been thoroughly investigated by multiple researchers, mainly by Social Psychologists. Incontestably, an attitude is the embodiment of beliefs, emotions, and behaviours towards a particular entity. These attitudes are acquired through social and personal experiences in addition to social interactions. In spite of an individual's attitudes being long-lasting, nevertheless, they are not stable, rather they are alterable and dynamic; simply put, they are subject to change due to several factors surrounding them. Predominantly, an individual's attitude can be positive, negative, neutral, or mixed, contingent on the conditions and circumstances that are predisposed to an individual. Hence, the development and recent social psychological studies about attitude foreshadowed various aspects that are involved in constituting and influencing attitudes.

The present chapter will provide an overview of the history of the term attitude and states various definitions given by different researchers. Then, it focuses on its basic components and types; highlights its structure, and underlines factors that influence an individual's attitude and how it is formed. Finally, the chapter highlights different theories of attitude formation and the factors influencing it.

1.1. History of The Concept of Attitude

The notion of attitudes evolved through time, from symbolizing physical connotation to mental connotation; its meaning was context-bound. Initially speaking, the term Attitudes is derived from Latin "Aptus", attitude means "fitness" or "adaptedness"; thus, we glimpse its physical connotation. But like "aptitude" also derived from "Aptus"-attitude suggested a mental preparation for action. The historical timeline of the notion of Attitude begins in the early 1790s, according to Fleming (1967). At the beginning of the 18th century, artists used attitude to portray the stance of a stationary figure in space, and later as the posture of live performers and dancers.

Physical posture, such as the position of an aircraft in flight or a person in a kneeling posture in a prayer stance, is now a secondary meaning for attitude. (Sherigley, Koballa & Simpson, 1988, p.662). Charles Darwin coined the term “attitude” for the first time, which he deduced in his famous book *Expression of the Emotions in Man and Animals (1872)*, the remarkable fact that certain intense emotions are accompanied by gestures, physical postures reflecting the emotion, where one may comprehend the feeling of the other by reading the body gestures. (Fleck, 2015, p.175).

Previously being considered as a reference to physiological connotation, Attitudes surpassed and became a reference to a psychological connotation. Sherigley et al. (1998) stated that in Thomas and Znaniecki’s (1974) study and examination of hundreds of letters between old-country and American Poles, attitude became a mental concept. As a psychological term, the attitude was used to describe the shift in Polish Immigrants' lifestyle. Later on, the focus of the study is on evaluating the quality of a given entity in addition to social influences (p.662).

Years later, by the mid-nineteenth century researchers' focus was on measuring attitudes. Afterwards, as a result of several attempts to investigate the relationship between attitude and behaviour, the concept of attitude was converted into an evaluative concept (Sherigley et al, pp. 663-664).

1.2. Definitions:

In terms of defining the notion of attitude, scholars struggled to unite under one definition. Despite its interdisciplinary use, its meaning is context-bound. (Albarracín, D., Zanna, M. P., Johnson, B. T., & Kumkale, G. T, 2005). According to Eagly and Chaiken (1993), an attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (p. 1). Simply said, expressing an attitude entails the utterance of an evaluative judgment about a certain phenomenon.

As per Gordon Allport (1935), “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” (p.784). Thus, attitude is acquired through the cumulative and distinctive experience an individual goes through, which impacts his perception and way of reacting to the surrounding environment.

The use of attitude to characterize repeated patterns in behaviour is a simple and successful strategy. It is often successful in describing, explaining, and foreseeing behaviour (Baker, 1992, p. 52). In effect, it implies that a person's attitude toward something may be deduced from the words and actions they employ regarding the object of their attitude. In the same context, Fishbein and Ajzen (1975) define an attitude as “a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object” (p.6). Thus, an individual’s attitude is a body of beliefs he holds about a particular entity or object.

1.3. Attitudes Components:

As previously stated, attitudes can be viewed as an overall judgment of an attitude object (for example, like-dislike). As a result of this definitional approach, several conceptual variants of the attitude notion have emerged. One of the most significant models of attitude in history is the *Multicomponent Model*, suggested by Eagly & Chaiken (1993). Also known as the ABC model; it consists of affective, cognitive, and behavioural components through which all operate to evaluate an attitudinal entity. (Jaine, 2014, p.5).

1.3.1. Affective Component

As claimed by Haddock & Maio (2008), The emotional or feeling component of an attitude is known as the affective component. Interestingly, affective reactions influence attitudes in several ways. First and foremost, feelings impact attitudes through affective reactions induced in the individual after exposure to the attitude object. it has something to do with a statement that has an

impact on someone else; in other words, it is concerned with sentiments or emotions that have arisen as a result of a stimulus (p. 117).

1.3.2 The Behavioural Component

A behavioural component is an individual's behaviour or observable response as a result of an attitude object, whether it's verbal or non-verbal (overt). (Jain, 2014, p.6). In the same vein, Defleur and Westie (1963) claim that a series of responses to a given attitude stimulus is more or less predictable, meaning that there is some degree of organization or consistency to it (Jain, 2014. Defleur & Westie 1963). Broadly speaking, the behavioural aspect involves the person's overreaction and responses to stimuli. Concerning the learning process, students who possess positive attitudes show positive behaviours toward courses of study, with participants immersing themselves in what is being taught and seeking to learn more; these students are also observed to be more eager to learn the required strategies for a successful input as well as the skills relevant to their field (Garret, Coupland, and Williams, 2003).

1.3.3 the Cognitive Component

Evaluative in its nature, cognitive components refer to the evaluation and assessment of the entity that constitutes an individual's opinion about the object. A belief, according to Fishbein and Ajzen (1975), is information that a person has about an object; information that links specific attributes to the object. (Jaine, 2014, p.7).

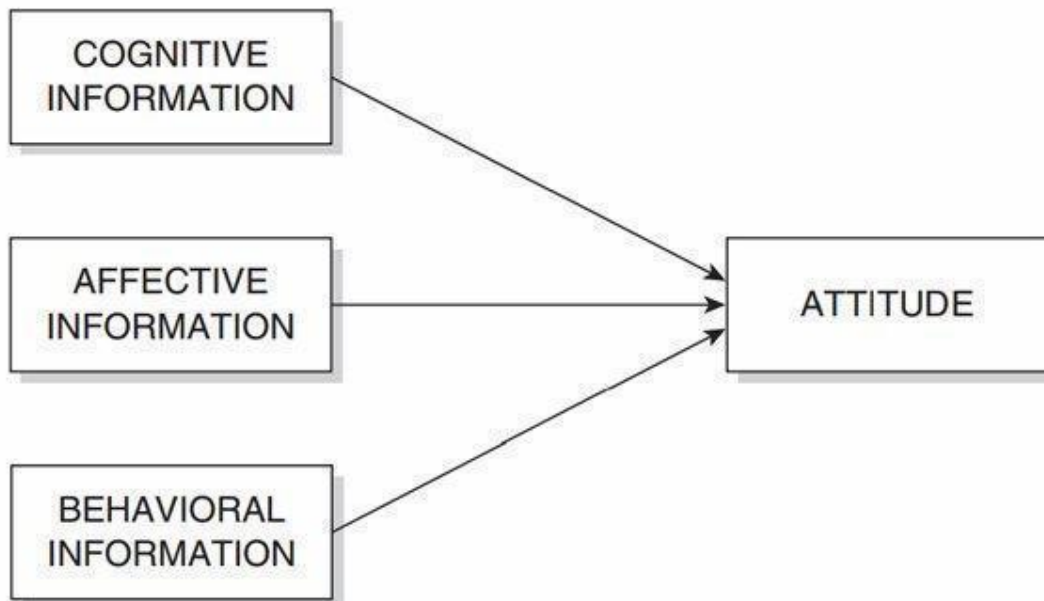
As for education, Hsu & Huang (2018) claim that, when applying and projecting the ABC model to and on students' attitudes toward learning, researchers identified the three components as crucial points. These components include cognition, emotion, and behaviour which make up a student's attitudes. The first component refers to a type of assessment and interpretation of students' learning activities that reflects students' perceptions of the learning process, it involves connecting the previous knowledge with the new one, in addition to creating, checking, and

applying the new knowledge. Thus, learners' beliefs and perceptions of what they learn, and how they perceive the process of learning as a whole, are a part of this aspect; for instance, new knowledge could be connected with previous knowledge of the students as new knowledge that could be accomplished in several manners (p.92). In addition, the affective component is the foundation of learning attitude; it refers to emotional experience generated by students as a result of learning, such as favour or unfavoured of the learning process; because emotion reflects students' learning attitudes, the emotional component is at the core of attitude. The last component refers to the student's inclination to respond to learning which is referred to as the behavioural component (p.88).

Accordingly, attitude is a psychological concept that has drawn the attention of scholars and researchers who suggested different models, including the ABC Model, which is the acronym for the aforementioned three components; affective, behavioural, and cognitive. As displayed in Figure 1 below:

Figure 1:

The Multicomponent Model of Attitude.



Note. Adapted from A cross-cultural study on the attitudes of English language students towards Computer-Assisted Language Learning by Dara Tafazoli, 2018.

1.4. Types of Attitudes

An attitude is ubiquitous in its nature, it reflects one's reaction to people, objects, and locations. Prominently, one's attitude is not stable; it fluctuates in response to circumstances and requirements due to a variety of variables such as prior experience, societal conventions, family, and educational organization, all of which contribute to different sorts of attitudes. Accordingly, Yashasvi (2019) distinguishes the four types of attitude; Positive attitude, Negative attitude, Neutral attitude, and Sikken attitude.

1.4.1. Positive attitude

Yashasvi (2019) claims that an individual must realize how important it is to have a positive mindset in order to maintain the process going forward. In addition, this type implies maintaining a cheerful attitude and focusing on the larger good regardless of the circumstances will benefit an individual. Remarkably, a positive attitude has several advantages that positively influence other types of behaviour. In other words, a person with a positive attitude and perspective will search for the good side regardless of the challenges he faces. In the same vein (Landesman, 2018), also states that confidence, happiness, sincerity, and determination are the traits of a person who holds a positive attitude. Meaning that in spite of the hurdles and hindrances of the journey that one undergoes, still, a positive attitude is the key to facing and surpassing.

1.4.2. The Negative Attitude

According to Yashasvi (2019), this type of attitude is inconsistent with the positive one; it is the polar opposite of the person who has a good attitude. Thus, a person with negative thinking is subjected to a number of unpleasant consequences. Not to forget the bad effects that a person with a negative mindset has to face. Moreover, people with a pessimistic mindset tend to overlook the positive aspects of life and focus solely on whether they will succeed. Commonly, they find a way out of difficult circumstances by fleeing them. As a result, they end up comparing themselves to others and only see their flaws.

1.4.3. The Neutral attitude

Another type of attitude commonly seen is the neutral attitude. People who are under this category tend to live with neither hope nor denial, thereby they have a neutral mindset; a non-judgmental mentality. (Jonas, 2021) claims that a person with this neutral attitude has a proclivity to overlook life's issues. For, they expect someone else to solve their difficulties for them. Frequently, they are emotionless and live a sedentary existence. A person with a neutral

attitude may only go to a positive attitude if their attitude changes (Yashasvi, 2019). Simply put, they live in indifference and carelessness and they never feel compelled to alter since they are comfortable in their skin.

1.4.4. The Sikken attitude

Peculiar and distinctive, this last type of attitude is the most dangerous. The sikken attitude is more negative, and it is quite harmful. It typically reflects the negativity of the psyche as well as destroys any connection with optimism. Because the attitude is embedded in one's psyche, it is extremely tough to alter. Nevertheless, it is possible to adjust the direction of this mindset over time (Yavashsi, 2019).

In essence, the unique features that make individuals distinct lead them to develop their unique attitudes. Conversely, the environment has an impact on an individual's attitude. Hence, one's attitude will either define or destroy him.

1.5. The Structure of Attitude

The organization of positive and negative evaluations within and among the affective, cognitive, and behavioural components of attitudes is another important issue. Most commonly, it is assumed that positive feelings, beliefs, and behaviours inhibit the development of negative feelings, beliefs, and behaviours. (Haddock & Maio, 2008, p.117). That being the case, two main structures upon which attitudes are established and built; the one-dimensional perspective attitude, and the two-dimensional perspective attitude.

1.5.1. The One-dimensional Perspective of Attitudes

According to Haddock and Maio (2008) regarding this unidimensional perspective, the positive and negative parts are stored in memory at opposing ends of a single dimension, thus people tend to encounter either end of the dimension or somewhere in between. (p. 117). Simply put, individual experiences either the positive or negative sides in one sole dimension.

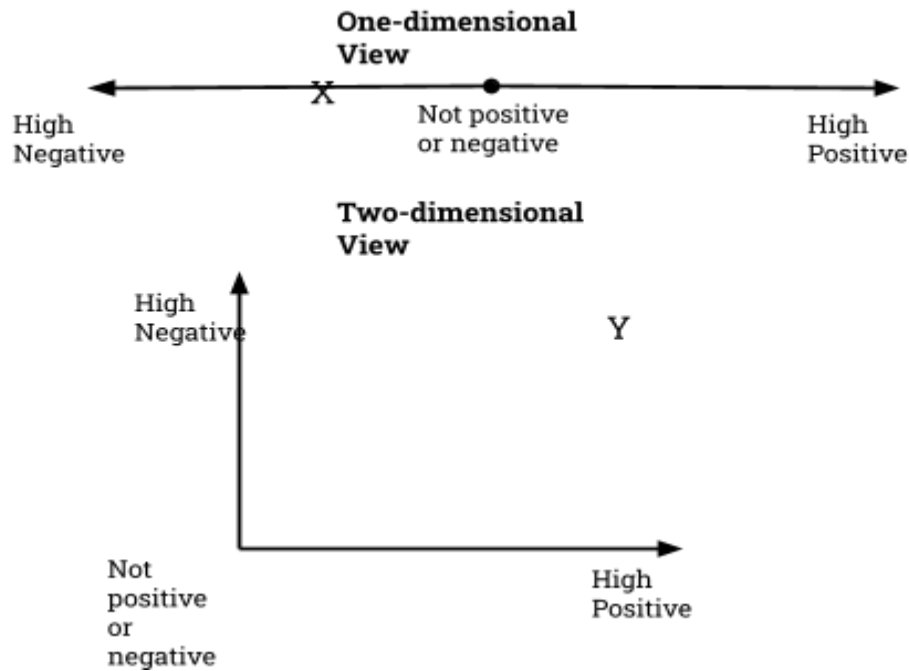
1.5.2. The two-dimensional perspective of attitudes

This bidimensional perspective opposes the unidimensional perspective, for the positive and negative items are stored in two distinct dimensions. This viewpoint asserts that people's attitudes can contain any mix of optimism and pessimism. (Haddock & Maio, 2008, p.117-118). As previously noted, the one-dimensional perspective highlights the fact that an attitude can hold more positivity and less negativity or, vice versa. Whereas, the two-dimensional perspective, allows for the emergence of **the ambivalence perspective attitude** since it intermittently subsumes so much positivity and negativity. In simple terms, this perspective of attitude can be reached through the attitude of an individual who may consider something favourably or unfavourably.

In brief, an individual's attitude is categorized into two types: a one-dimensional attitude with a broad range of negatives and positives; a two-dimensional attitude with a high level of negatives and positives.

Figure 2:

The One-dimensional and Two-dimensional perspectives of attitudes



Note. Adopted from Attitudes: Content, structure, and function. Introduction to social psychology: A European perspective by Haddock and Maio, 2008.

The above Figure depicts the one-dimensional and two-dimensional viewpoints. The one-dimensional representation of attitudes is depicted in the top panel. Person X would be somewhat negative if displayed on an axis reflecting a one-dimensional view. Person X cannot be marked as both negative and positive due to the single axis. Whereas, the bottom panel displays a two-dimensional depiction of attitudes, reflecting both positive and negative evaluation variability. In other words, a person might have a lot of negative and optimism towards an object from this standpoint. Person Y in the diagram may be seen as very ambivalent.

1.6. Factors influencing learners' attitudes

Some applied linguists believe that aspects such as social setting, learner personal traits (self-confidence, anxiety), learning environments, learning procedure, and the language teacher affect learners' attitudes and the manner they gain knowledge about the language (Conteh, 2002, pp. 192–193).

1.6.1. Learner personal traits

The student is possibly the single essential element in any teaching scenario. Scholars and teachers have indeed been fascinated by the importance of emotional elements in foreign language learning throughout the years. Learner traits according to (Conteh, 2002) "include a wide spectrum of personal and attitudinal variables" (p. 193). Furthermore, Krashen (1988, pp. 37–39) defines a competent language learner as someone who absorbs proper input in the foreign language and also has low emotional filtering to enable the intake of language learning. The poor language learner, on the other hand, has "neither acquisition nor learning going to him," which might be due to psychological issues (poor interest in the target language and its users, low level of self-confidence, increased anxiety, and low proficiency or interest in grammar) (Krashen, 1988).

1.6.1.1. Self-confidence

Brown (1994, p. 23) defines self-confidence as the "I can do it" premise, which refers to the learner's conviction in his or her competence to complete the job. According to Krashen (1998, p. 23), self-confidence stimulates the learner's absorption and culminates in a lower filter. The employment of basic procedures at the beginning of classroom tasks can enhance students' self-confidence, as a feeling of achievement will help them succeed in the following, more challenging tasks (Brown, 1994, p. 23).

Language learning challenges can have a severe impact on learners' self-esteem, which in return influences overall attitudes and language performance (Ehrman, 1996, p. 146). Students may feel that learning the target language is complicated or that there is a correct technique to master the language. As a result, such preconceptions, negative hypotheses, and self-expectations alter the learner's perception and attitude about his or her capacity to acquire the language (Ehrman, 1996, p. 145).

1.6.1.2. Anxiety

Character, anxiety, learning context, and language proficiency seem to have a constant association. Ehrman (1996, p. 137–8) contends that learning is accompanied by a spectrum of emotions, ranging from good to negative moods or thoughts. Disappointment, resentment, anxiety, and a lack of self-confidence are examples of negative sentiments or attitudes, and these emotive elements can impact the learning experience or how much of the language a student can acquire and attain in a certain amount of time.

1.6.2. Educational context

1.6.2.1. Teaching Materials and Resources

According to Conteh (2002, p. 193), "the general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and student's perception of the teacher's commitment to their learning" are all aspects that influence learners' attitudes and learning situations. The learning situation is how language is acquired and the English language instructor, who takes into consideration elements such as physical, social, and cultural variations that impact the learning experience, and the teaching tools will harvest the accumulation of these elements as great results.

Accordingly, English language instructors are being encouraged to provide a positive learning environment in the school by adopting ways to mitigate anxiety, bad sentiments, and tension

about the language, as well as their performance. In addition, a language instructor must reflect on using suitable learning resources in the classroom (Wedeman, 2002, p. 97). To advance as an expert, a language teacher must be prepared to offer effective teaching and learning substances and context that foster less intimidating and positive attitudes or sentiments, as well as a more nurturing atmosphere for students (Wedeman, 2002).

1.6.2.2. The Foreign Language Teacher

The instructor is one of the most essential factors that influence students' attitudes about learning a language. It is a truth that depends on the teacher's expertise of the issue, his approach regarding the students, and the topic, the effect can be beneficial or detrimental. Temperament, professional expertise, enthusiasm, dedication, and professional classroom administration abilities all have immediate and multifaceted impacts on learners' desire to study. According to Dornyei (2001), through the mechanisms of teacher communication of ideas, expectations, and attitudes, learners embraced comparable beliefs, attitudes, expectations, and related behaviours. If the instructor possesses all the traits listed above and methodically welcomes his students, the students will have a higher chance of developing a good attitude about learning the language.

Teachers' attitudes concerning learners, according to Larsen and Long (1991, p. 179), are key elements that can influence the quality and amount of learning that occur and the learner's language results. The dispositions of learners toward the classroom environment are also crucial in the learning-teaching conditions since learners who are comfortable in the classroom and like the instructor are more willing to embrace the teacher as a “source of intake”. Positive views toward the classroom and the instructor may also lead to self-confidence and integrative drive, which can help with language acquisition (Krashen, 1988, p. 23).

1.6.3. Community

As per Spolsky (1989, p. 26), the social environment has two indirect but significant effects on foreign language learning. To begin with, it is important in the formation of learners' attitudes toward the target language, its users, and the language learning context, which encompasses learners' evaluations and intentions of learning and its likely consequences. In this regard, Wilkins (1974) claims that social and cultural perspectives have a significant impact on single learners' attitudes and ambition in societies where the target language is met with "indifference or even hostility." Furthermore, the environment defines the social context (formal and informal) of the language learning setting, as well as the many language learning chances.

1.6.3.1. Learner's Parents

Family is the first stage that a person is subject to. The family is considered a powerful source for the shaping of attitudes. Furthermore, family members are considered the window through which an individual look at the world. Whether good or bad, one's attitudes are shaped by the family which is an extremely powerful component and difficult to modify.

Numerous parent variables, such as their education, religion, culture, financial position, location of birth, and understanding of the target language, are among the social circumstances to be considered (Spolsky, 1989, p. 26). The rationales, ambitions, and priorities of the parents are determined by these elements. According to Larsen and Long (1991, p. 178), in various research looking at the function of parents in the establishment of attitudes toward users of the target language, it was discovered that the learners' views mirrored their parents' sentiments. According to them, learners acquire their parents' attitudes toward the target language, which has an impact on the learners' language learning success.

1.7. Attitudes formation

According to Albaraccin et al (2003) an attitude is a body of ideas and beliefs about a person, an object, or a social group that an individual hold with respect to an attitude object. People learn and build attitudes in a variety of ways, mainly through social, cultural, or educational institutions. Accordingly, a range of elements, all of which are forms of learning, impact the formation of attitudes. In a corresponding way, attitudes toward certain objects emerge, evolve, and become part of the cognitive system as a result of contact with the surrounding environment (p.3). In essence, Social Psychologists believe that attitudes are the crucial factor in understanding why people hold specific attitudes towards a given object. As a result, they highlighted three main ways through which individuals hold, adopt, and learn particular attitudes. (Srivastava & Rojhe, p.5)

1.7.1. The Classical Conditioning

Pavlovian Conditioning is another term for this approach, which was named after Ivan Pavlov, who was among the first people besides John Watson to introduce it. Classical conditioning is a sort of associative learning in which two stimuli appear together consistently to become linked with one other. Simply, it is a method of learning that has been introduced through, behaviourism, a major school of psychology. At this stage, when a neutral stimulus is repeatedly matched with an unconditioned stimulus, it elicits an unconditioned response according to classical learning theory (Furze & Bennett, 2011, p.1). In other words, some emotional components of attitudes may be established through classical conditioning. Even in the absence of experience, humans can develop profound attitudinal reactions to social objects through classical conditioning. (Srivastava & Rojhe, 2021, p.6). To avoid the harmful consequences of classical conditioning, Johnson (2019) recommends:

“Teachers must do their utmost to connect learning with joyful experiences. What distinguishes Master teachers from those with "growth potential" is the former's capacity to make learning as engaging, effective, relevant, and personal as possible. While a teacher would not want to condition a student to respond in ways that are not natural to him or her, knowing classical conditioning may aid in understanding the factors that shape pupils and drive them to act and react in certain ways.” (p. 5)

Impressively, a teacher’s responsibility inside a classroom goes beyond imparting knowledge to also create learning experiences that, to the best extent possible, reflect and suit students learning styles.

1.7.2. Instrumental Conditioning

Skinner proposed a more complete understanding of conditioning called operant conditioning, which built on Watson's fundamental stimulus-response model. His theory was founded on the idea that rewarding reactions may be conditioned, but undesirable responses cannot. The rewarding of a portion of the desired action is referred to as operant conditioning. (Zhou & Brown, 2015, p.7). Furthermore, behaviours that are followed by positive outcomes tend to be strengthened, while those that are followed by negative outcomes are ignored. According to this theory, when people learn and know about the things that are favourable, have a higher likelihood of repeating them. Punished reactions, Nevertheless, are less likely to be repeated (Taylor & MacKenney, 2008, p.50). As with all teaching strategies and approaches, the success of the learning process depends mainly on students’ stimuli and responses, in addition to the associations they established. More importantly, students strive for two things; first, a positive classroom atmosphere and a teacher’s openness, and approval. As a result, they alter their behaviour in order to fulfil the goals they have learned to value (Zhou & Brown, 2015, p.10).

1.7.3. Observational learning

Observational learning is also known as social learning. It is a recent form of learning which gained major recognition in psychology. Theoretically, observational learning is viewed as a skill that may be developed along with a learning framework, from acquisition through fluency to generalization of initiative behaviour (Browder, Schoen, & Lentz, 1986, p.448). Moreover, this form of learning is frequently known as a "*bridge*" between behaviourist and cognitive learning theories since it involves three major aspects; attention, memory, and motivation. This means that individuals learn cognitive representations of behaviour through witnessing models. These cognitive representations might be visual imagery or verbal propositional codes (Zhou & Brown, 2015, p.21).

According to advocates of this social cognitive theory, people are active participants in their environment, not passively shaped by their circumstances. Put simply, an individual learns and picks up attitudes by watching the rewards and penalties that others earn for their exhibition and adoption of certain attitudes. In regard to education, Johnson (2014c) proposes four strategies for teachers to employ social learning theory to improve teaching and learning processes. First, a teacher can seek students who excel in a specific skill and enable them to teach in small groups or show it to others. Second, group work, entails students working in pairs or small groups on any form of curriculum-related task. Furthermore, teachers may integrate many grade levels within a single class, resulting in a wide range of chances for various sorts of social learning. Finally, there's cognitive modelling, which involves a teacher using cognitive modelling to teach a complicated skill by thinking aloud (p. 5)

1.8. Theories of Attitudes change

An individual's perceptions and responses to an entity or stimuli are referred to as attitudes. Mainly, they consist of four main types; positive, negative, neutral, and mixed. Generally,

attitudes are the assessment of objects, ideas, experiences, as well as people. Accordingly, attitudes are barely stable, they are subject to change, Wrightsman (1985), highlights five distinctive theories of attitude change. (Olufemi, 2012, p.67).

1.8.1. Stimulus-Response and Reinforcement Theories

Olufemi (2012), states that an object, a situation, or a person is referred to as a stimulus in psychological terms. Conceived this way, the person's related behavioural reaction to associated stimuli he encounters in his environment is known as stimulus generalization. Hence, one learns to respond and react solely to a stimulus that is identical to the initial stimulus he was conditioned to at the stage of stimulus-response. Put simply, if an object, event, or person is similar to the initial stimulus to which one was conditioned, he would respond in the same way to similar stimuli. (p. 67)

1.8.2. Social judgment theory

People's ideas, feelings, and behaviours are all shaped and affected by social influence. Sherif and Hovland (1961) state that the core idea of social judgment theory is that judgmental processes and their effects influence the attitude development of the agent. In the sense that the validity of a persuasive message is determined by the standpoint of the receiver towards the viewpoint it promotes. In addition, an attitude, according to Sherif, is made up of three areas or latitudes. The first is acceptance latitude, which is the range of ideas that a person considers reasonable or worthy of consideration. Also, the rejection latitude; is the range of ideas that a person considers unreasonable or objectionable. Finally, the noncommitment latitude is the range of ideas that a person considers neither acceptable nor questionable. (Smith et al., 2006, p.143)

1.8.3. Consistency Theories of Attitude Change

According to consistency theory, people crave consistency among their views and between their attitudes and their behaviour. This means that individuals try to reconcile opposing

viewpoints and align their attitudes and behaviour so that they look coherent and consistent. When there is inconsistency, pressures are begun to bring the individual to an equilibrium state in which attitudes and behaviour are consistent once more. This can be accomplished by either changing one's attitude or behaviour, or by devising a rationale for the contradiction. (Olufemi, 2012, pp. 68-69). Hence, Cognitive consistency theories are concerned with inconsistencies that occur between related beliefs and perceptions of an entity.

1.8.4. Self-Perception Theory

According to self-perception theory, a person's beliefs are formed by self-observation of their conduct (Olufemi, 2012, p. 69). Paradoxically, it argues that individuals monitor their behaviour and then alter their attitudes to suit their conduct. According to Bem (1972), "Individuals come to "know" their own attitudes, emotions, and other internal states partially by inferring them from observations of their own overt behaviour and/ or the circumstances in which this behaviour occurs. Thus, to the extent that internal cues are weak, ambiguous, or uninterpretable, the individual is functionally in the same position as an outside observer, an observer who must necessarily rely upon those same external cues to infer the individual's inner states".

In other words, individuals learn about their attitudes, feelings, and other internal states through inferring them from observations of their overt behaviour and the circumstances through which behaviours emerged. In the same context, Bem (1972) introduced the self-concept, which was an individual's opinions and assessments about himself. Remarkably, he considered specific roles, events, positional connections, and functions that shaped one's self-concept. He claimed "Physical me, spiritual me, and society are all expressions of genuine social truths such as the time limit" (Bem, 1972, p.5). Individuals should be able to deduce their sentiments from their actions; thus, the institution must have an impact on the individual's self-concept. Simply, when the self-concept of the organization is challenged, the person will lose control over himself and

attempt to resist the threat if Self-Defence fails. However, loss of control leads to self-destruction. (Hsu, Huang, 2018, p.91).

1.8.5. Functional Theory

This contradiction of opposing human personality models, according to Katz (1960), may be resolved for attitude theory "in a functional approach," which he defines as "primary attention to the attitude motivation basis and attitude development." He believes that such an approach is preferable for three reasons. First and foremost, it enables an individual to see that the same external environment might serve various purposes for different people, resulting in distinct mindsets. Second, it reminds an individual that people's thoughts have diverse origins for the same attitude. Finally, it allows one to identify the conditions and circumstances under which distinct attitude theories' predictions will hold (p. 347). Simply said, the functional approach is an attempt to identify why people have certain mindsets. Originally, the condition and reasons that an individual is subject to are psychological motives instead of just accidents induced by environmental people and circumstances.

Katz (1960) identified four psychological functions of attitudes; **Utilitarian attitudes** stem from a desire to fulfil one's own wants and aspirations. They are established and nurtured to give people to discern between goods that offer pleasure and those that cause suffering. **Value-Expressive** makes it easier for a person to express and maintain their values. The **Ego-Defensive** is when individuals avoid confronting unpleasant qualities of themselves or the environment around them. They protect themselves in addition to their self-esteem through ego-defensive attitudes. According to Katz (1960), individuals protect themselves through the use of rationalization and other defence mechanisms. Finally, the last function per Katz (1960) is **Knowledge**. These Knowledge-based attitudes help individuals in clarifying the establishment and functioning of their environment.

In brief, a person's attitude is subject to change, which is a complex process that is done by changing the person's fundamental motivational and personality demands, rather than changing the person's view or perception of an item. An attitude shifts when it no longer fulfils its purpose, and the individual feels blocked or disappointed.

Conclusion

This chapter gives insight into the notion of attitude, underlining three major perspectives on it. Individuals see, evaluate, and judge an entity through affective, behavioural, and cognitive components that make up attitudes. Simply said, attitudes are determined either through one's emotions and feelings, behaviours, or beliefs towards an entity by evaluating it as either pleasant or unpleasant. Attitudes, in particular, are subject to change as a result of different factors that surrounds an individual. In addition, these elements may also be factors involved in building, forming, and shaping attitudes. Furthermore, social factors, experiences, and the surrounding environment are the major factors that have a significant impact on attitudes. In fact, attitudes have considerable effects on the learning process, particularly in terms of learning outcomes. According to many researchers, the course and outcomes of the learning process are influenced by students' attitudes. Meaning that, when students develop a positive attitude about their academic journey as a result of their learning environment, they are more likely to accomplish their learning goals. When they have a negative attitude, on the other hand, they will face difficulties during the learning process, and their academic performance will suffer as a result.

CHAPTER TWO

POSITIVE PSYCHOLOGY

Introduction.....	30
2.1. Origins of the Term.....	30
2.2. Definition.....	33
2.3. Major Schools of Thought.....	35
2.3.1. Humanistic.....	35
2.3.1.1 Humanistic pyramid.....	36
2.3.2. Constructivist.....	37
2.3.3. Positive Psychology.....	39
2.4. Positive Education.....	40
2.5. Well-Being.....	41
2.6. Leadership, Personal and Social Competencies.....	42
2.6.1. Interpersonal Competence.....	43
2.6.2. intrapersonal Competence.....	44
2.7. The PERMA MODEL.....	45
2.7.1. Positive Emotions.....	45
2.7.2. Engagement.....	45
2.7.3. Relationships.....	46
2.7.4. Meaning.....	47
2.7.5. Achievement.....	48
2.8. Wellbeing Awareness and PERMA’s impact on Achievement.....	48
Conclusion.....	49

Introduction

Positive Psychology, which has just recently evolved as a branch of psychology, focuses on strengthening what is right rather than merely mending what is wrong. An individual's views are subject to change according to a variety of influences in his or her environment. The study of positive psychology is primarily built on the idea that people want to live meaningful lives and enhance the environment in which they live. Furthermore, Positive Psychology does not focus on the bad aspects of life; rather, as a scientific subject, it aims to use the best appropriate scientific methods to correct the negative aspects and enhance the positive aspects. Surprisingly, with the advancement of positive psychological research, there has been a change in emphasis on investigating the impact of positive psychology on the learning process. Furthermore, it has an influence on an individual's personal and social competencies.

On this basis, the present chapter provides an overview of the history of the term psychology and states some definitions given by different researchers. Then, it highlights the major schools of thought on psychology; In addition, it sheds light on positive education and well-being aspects. Finally, the chapter gives insight into the PERMA model and its effect on both the personal and social competencies of students and teachers, as well as the learning process.

2.1. Origin of the term Psychology

According to Hermann Ebbinghaus (1973) “psychology has a long past but a short history” (p. 1). By the end of the seventeenth century, the term “psychology”, as per Blankaart (1715), emerged in the physical dictionary. Incontestably, Prior to its establishment as a totally autonomous discipline in Germany in the late 1800s, psychology existed for a long time as a part of philosophy known as “mental philosophy”. Chronologically, the timeline of psychology and its complex evolution dates back to the pharaohs' civilization; Its theoretical psychological frameworks may be found in the annals of the prehistoric age. This notion, as its Greek roots

suggest, is a combination of two Greek words that produce the word "psychology". The first, psyche, initially meant "breath," but subsequently came to signify "soul," because breathing was supposed to imply that the soul had not yet departed the body, and later still came to mean "mind". The second Greek term, logos, initially meant "word," but it subsequently came to denote "discourse," and then "science." As a result, psychology is literally the science of the mind. (Colman, 1994, pp. 6-7)

2.1. Definitions

The hurdles in asserting a definition of psychology are not new. Various authors have sought to define psychology in a multitude of ways. They argued whether psychology should be centred on "mind," "awareness," or "behaviour patterns." psychological definitions have evolved and ranged over the last 19th and 20th centuries. Early, psychology had been defined in terms of the soul, i.e., the ultimate purpose of existence was thought to be the realization of one's soul. (IGNOU, 2017a, p. 6-7). Furthermore, it was also identified as the science of mind, and later on as the science of consciousness. However, all of the above definitions failed and were dropped by modern psychologists. First, because of its metaphysical nature, second, because the mind can not be measured directly, and finally, Consciousness, because it is more personal and subjective, cannot be researched scientifically.

Modern psychologists attempted to define psychology in terms of Woodworth and Munn (1948), respectively: "Psychology is the scientific study of the activities of the individual in relation to his environment." (IGNOU, 2017a, p. 8). Also in Munn's terms " psychology today concerns itself with the scientific investigation of behaviour" (Mangal, 2007, p.3). In other words, Das (1998) claims that "Psychology is all about human behaviour, about mental processes, and about the context in which behaviour and mental processes occur". (Das, 1998 As cited in IGNOU, 2017a, p.8)

In the same vein, Eysenck (2004) states that psychology is “A science in which behavioural and other evidence is used to understand the internal processes leading people (and members of other species) to behave as they do.” (IGNOU, 2017a, p.8). Hence, most writers have incorporated mental processes in their psychological definitions besides the study of behaviour, moving from the broad and complex philosophical conceptions to focusing on the observable behaviour of an individual (Singh & Upadhya, 2009, p.3).

According to Leahey (1992), the area of study was built on three separate main pillars. First, is Awareness, as defined by philosophers like Wundt and Ebbinghaus. Second, Unconsciousness, as defined by Freud and Jung; In addition, Adaptation, as claimed by scholars like Spencer and James. (Henriques, 2004, p. 1208)

Tavris and Wade (1997) claim that psychology is “The scientific study of behaviour and mental processes and how they are affected by an organism’s physical state, mental state, and external environment”. Put simply, psychology, as a discipline is concerned with the behavioural and mental processes, as well as, under which factors mental and behavioural processes are impacted. Furthermore, it is the study of behaviour and the mind, as it encompasses all elements of conscious and unconscious experience, along with cognition. In essence, it aids in the discovery and comprehension of the truth about oneself and others. Everything a person does is the subject of psychology in human behaviour. Moreover, it is an area of study that aims to comprehend persons and communities by creating basic rules and investigating particular situations. (George, 2018, p. 3).

2.3. Major schools of thought

Psychology has a long and illustrious history, although it is still relatively new. Psychology was a branch of philosophy long before the invention of the psychological laboratory in 1879 and become an independent discipline. Thus, there are 10 schools of psychology: ‘**Behaviourism**’,

‘**Structuralism**’ ‘**Functionalism**’, ‘**Psychoanalysis**’, ‘**Humanism**’, ‘**Gestalt Psychology**’, ‘**Nativism**’, ‘**Constructivism**’, ‘**Cognitive Neuroscience**’, and ‘**Positive Psychology**’ (George, 2018, p. 24). However, this section focuses solely on three psychological schools; humanism, constructivism, and positive psychology.

2.3.1. Humanism

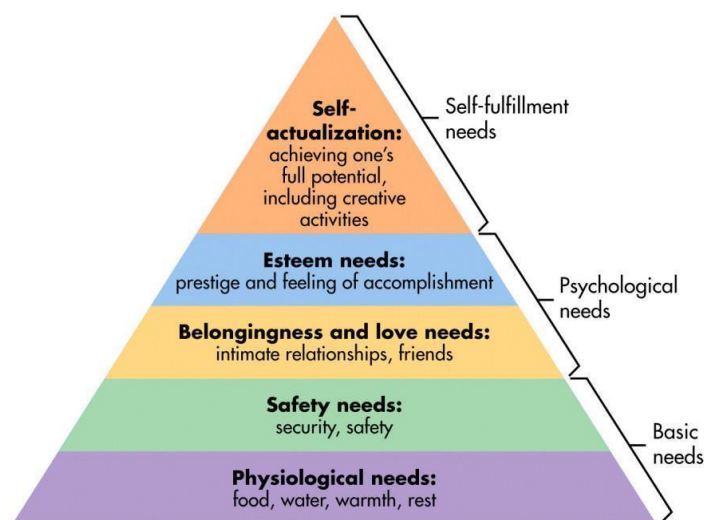
Humanism is a psychological movement that originated in contrast to psychoanalysis and behaviourism. This school of psychology stresses individuality and highlights the importance of growth and self-actualization while emphasizing the capacity of each individual. First and foremost, the fundamental premise of humanistic psychology is that people are naturally pleasant. However, deviations from this innate proclivity result in mental and societal problems. Humanistic psychology's main aim is to stress individual autonomy, personal improvement, and the concept of self-actualization. Two prominent figures of this movement, **Abraham Maslow** and **Carl Rogers** in which they established and promoted this humanistic movement through their most famous theories, the hierarchy of needs, and the self-theory. (IGNOU, 2017b, p.67).

With the aim to assist people in functioning efficiently and realizing their full potential, **Abraham Maslow**, for a fulfilling/ meaningful life, an individual needs to meet these four requirements, Hierarchy of needs (see Figure 3), Deficit needs, Growth needs, and Self-actualisation. In addition, **Carl Rogers**, suggested his theory of “self-theory” as it provides considerable responsibility for being in charge of and regulating an individual’s mental health. An individual is required to accomplish Enduring aspects of personality, Self-Actualization, and Development of self (IGNOU, 2017, pp. 68-69). In an analogy to education, this humanistic approach increasingly relies on human well-being as it enables all individuals to develop harmoniously. Moreover, it emphasizes individual freedom of choice, assures learners' personal

growth, encourages learners in functioning properly, and emphasizes the benefits of a stress-free environment (George, 2018, p.34-35).

Figure 3:

Maslow's Pyramid of Needs.



Note. Adopted from The Importance of Maslow's Pyramid of Needs from the School of Life, 2021.

Maslow's Pyramid of Needs

Maslow's Hierarchy of Needs has five components, starting with fundamental survival demands and progressing to higher psychological necessities. Maslow's pyramid has been and still is a highly beneficial asset to resort to while we are seeking to analyze the course of our existence in the personal and interpersonal realms. As we ponder about it, we frequently realize that we haven't organized and regulated our demands as sensibly and eloquently as we can.

2.3.2. Constructivis

In the constructive view, learning is the outcome of "mental construction." Simply said, constructivism is a learning and teaching methodology in which students, learn by blending new knowledge with what they already know. Advocates of this school of thought believe this

approach stems from the belief that when people learn, they create meaning and knowledge for themselves and that the environment in which a subject is taught, as well as students' attitudes and opinions, shape learning. In addition, it stresses the construction of knowledge and meaning in people's minds as they learn. Notably, Constructivism is a school of thought established upon the cognitive development theory that describes how humans learn and gain information (George, 2018, p.35).

In regard to education, Constructivism learning theory, according to Driscoll (2014), is a paradigm that promotes students' rational and mental development (Olusegun, 2015, p. 67). Constructivists shed light on two fundamental concepts that contribute to the formation of an individual's new knowledge. First, assimilation is an approach that refers to the process through which a person incorporates new experiences into existing ones as previously noted. Consequently, this process enables the individual to create new perspectives, reconsider previously held misconceptions, and assess what is essential. Hence, an individual's beliefs will change. Second, Accommodation is an approach that relates to the process of redefining reality and new experiences into existing mental capacity (see Table 1 below). (Olusegun, 2015, p.67). In the same light, constructivists' approach to learning emphasizes what pupils already know. Meaning that what one knows has an impact on what one could learn. Because genuine learning entails linking the new to what we already know, the more we know, the better we can learn. (Johnson, 2014a, p.3)

Figure 2:

The difference between Traditional Classroom and Constructivist Classroom.

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	The curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to a fixed curriculum is highly valued.	The pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge
Teacher's role is directive and rooted in authority.	The teacher's role is interactive and rooted in negotiation.
Assessment is through testing and correct answers.	Assessment includes student works, observations, and points of view, as well as tests. The process is as important as the product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, and ever-changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

Note. Adopted from Constructivism learning theory: A paradigm for teaching and learning from Olusegun, 2015, p. 68.

2.3.3. Positive Psychology

Recently emerged, Positive psychology is a subdiscipline of psychology, which focuses on “the conditions and processes that contribute to the flourishing or optimal functioning of people,

groups, and institutions.” (Gable & Haidt, 2005, p. 104). According to Seligman, the message of positive psychology is:

“To remind our field that it has been deformed. Psychology is not just the study of disease, weakness, and damage; it also is the study of strength and virtue. Treatment is not just fixing what is wrong; it also is building what is right. Psychology is not just about illness or health; it also is about work, education, insight, love, growth, and play.” (Seligman, 2002, p.4)

Simply put, the field of positive psychology (PP) is based on the principle that individuals desire to have meaningful and full lives, grow their best version of themselves, and improve their love, work, and play experiences. Positive psychology does not rely on the weakness and negative side of life in its pursuit of the best; rather, as a scientific discipline, it attempts to apply the most suitable scientific methods and strategies to the specific difficulties and hurdles that human behavior reveals in all of the human condition complexity. Not to forget, PP is a rebirth of psychology's old version that emphasizes not only illness and health but other life tasks including work, education, love, growth, etc.

PP's mission is to assist individuals in living better lives. This subdiscipline has been developed to cover three issue areas from its initial conception. First, the workings of pleasant inner experiences like emotions. Second, positive individual qualities like features and characteristics associated with wellbeing, and third, institutions that enable people to thrive. Simply said, PP's mission is to assist individuals in living better lives. (Mercer & MacIntyre, 2014, p. 154). In education, Martin Seligman, the pioneer of positive psychology, has underlined the importance of positive education and the synergy that may develop between learning and positive emotion. He's also argued that happiness skills should be taught in schools since they can help students become more resilient and engaged (Cullen & Backwell, 2017, p. 198).

2.1. Positive Education

White & Waters (2014) claim that Positive Education is a pedagogical approach that incorporates evidence-based research and key theories of PP into learning environments with the objective of maximizing students' well-being, character development, and academic achievement. (as cited in Käferböck, 2019, p.27). As per Seligman and Adler, the teacher is the primary source of positive education in the learning process. Psychology has foreshadowed the importance of fostering, nurturing, empowering, and facilitating learners' learning. Conversely, Teachers have received relatively little attention in terms of their psychology and how it might assist them not just survive, but 'thrive' in their work. (Castle & Buckler, 2009, p. 4 as cited Mercer et al., 2016, p.214). Hence, they state: "To the extent that teachers convey pessimism, distrust, and a tragic outlook on life, their students' worldview will be thus fabricated. To the extent that teachers transmit optimism, trust, and a hopeful sense of the future, this will positively influence their students' perception of the world" (Seligman et al., 2018, p.54). In the same vein, Bajorek et al. (2014) state that: "teacher with high job satisfaction, positive morale and who is healthy should be more likely to teach lessons which are creative, challenging and effective" (p. 6).

Johnson (2014b) asserts that learning is not a process that can be standardized because learners are not pre-packaged items since their minds are all different. Precisely, learners learn and digest information in various ways. In a learning context, all students contribute distinct knowledge and experiences. It would be naive to suppose that teaching could be standardized, given that learning is not a uniform process. When it comes to teaching tactics, pedagogy, approaches, or methodology, one size does not fit all. As a result, requiring all teachers to use the same technique limits the amount of true learning that occurs (p.3).

Put simply, Positive education is a pedagogy, educators follow, that involves Positive Psychology principles, theories, and models in the learning environment with the objective of

promoting students' well-being, and developing students' character via different strategies. Consequently, implementing this pedagogy will lead to the prosper of the learning process. In regard to positive education, well-being and leadership skills are crucial criteria in the classroom. Through the use of the PERMA Model, educators possess the ability to teach these fundamental notions.

2.2. Well-being

It is tough to comprehend what well-being means when so many academics and authors think about it in so many different ways. As for Rath and Harter (2010), Well-being is a mix of one's passion for what he does every day including the quality of the relationships, the stability of the finances, the vitality of the physical health, and the pleasure one takes in his contributions to where he belongs i.e the environment, society, family, etc. Incontestably, well-being is all about how these five aspects work and cooperate together, after all (p. 4). In other words, Well-being is recognized as a multidimensional notion that encompasses more than a sensation of joy in everything in one's everyday life (Bates & Boren, 2019, p.15). Seligman, the pioneer of positive psychology, aims to examine, and foster well-being, he stated: "I actually detest the word happiness, which is so overused that it has become almost meaningless . . . The first step in positive psychology is to dissolve the monism of 'happiness' into more workable terms" (Bates & Boren, 2019, p. 16). Notably, he deconstructed the happiness monism into a three-part formula consisting of involvement, positive emotions, and meaning.

In addition, Seligman shifted his attention from happiness to wellbeing, developing the PERMA Model, which consists of five principles that may be evaluated separately: positive emotion, engagement, positive relationships, meaning, and accomplishment. This model contributes to well-being. Put simply, happiness can be assessed in two ways: how much a person is struggling and how much they are thriving. These two sides that one undergoes give a more

realistic picture of a person's life. Furthermore, wellbeing takes into consideration the psychological state of those who live happily despite the hurdles and recognizes the reality that many people enjoy wellness despite challenges. With respect to the learning process, Maslach and Leiter (1999) state: “the most valuable and costly part of an education system is the people who teach. Maintaining their well-being and their contribution to student education should be a primary objective of educational leaders” (Mercer et al., 2016, p.215). Simply said, how teachers think, believe, and feel about themselves and their professional life must be recognized as it influences their general psychological well-being and their capacity to manage stress. As a result, this will prevent unpleasant consequences.

2.3. Leadership, Personal and Social Competencies

In its most basic form, leadership is described as the act of inspiring people to strive for common goals. A definition that is generally influenced by the viewpoints, personalities, beliefs, ideals, and occupations of individuals who define it. As a result, a leader is someone who has the ability to inspire, motivate, and influence others.

As Winston and Patterson (2006) state:

“A leader is one or more people who select, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization’s mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives”. (p. 8)

Plainly, leadership is a process requiring a leader to focus solely on followers’ features to direct his attention toward the organization's mission. i.e. at the intrapersonal level or interpersonal level for the sake of attaining his goal. Leadership is a two-way process, that does not only imply an influence on interpersonal competence, but also on intrapersonal competence.

2.3.1. Interpersonal Competence

Various attempts sought to label this type of competence, mainly it was identified as interpersonal, social, communicative, relational competence, etc. This variation made it difficult and complex to identify such a notion. Howard Gardner (1999), the founder of the theory of multiple intelligence, claims that this kind of competence includes understanding other people's motives, intentions, and objectives, as well as working successfully with others, which are examples of interpersonal competence. Salespeople, professors, actors, and religious and political leaders are examples of people who use this type of skill. (Tsuda, 2008, p.3). In the same context, Armstrong (1993) states: “An interpersonally intelligent individual may be very compassionate and socially responsible like Mahatma Gandhi, or manipulative and cunning like Machiavelli” (Tsuda, 2008, p.4)

Accordingly, interpersonal competence involves understanding and perceiving a wide range of social events, as well as the ability to establish solid interpersonal connections via collaboration, responsiveness, assuming responsibility, and behaving in a kind, pleasant, and positive manner. As a result, interpersonal competence sheds light on three components; a) it is an ability of an individual, b) interactions with others are focused, and c) positive relationships are the expected outcomes (Shek & Leung, 2016, p. 2).

In regard to education and leadership, there are generally four aspects of social competence that are important for effective leadership:

1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management.

The correct self-evaluation of one's abilities, limits, values, and motives is known as self-awareness. To be honest with oneself, one must be realistic and self-reflective. Emotional self-control, honesty, flexibility, accomplishment, initiative, and optimism are all characteristics of self-management. In summary, these qualities help to control one's emotions, keep a clear

mind, and generate energy for action. The ability to understand how others feel, think, and act is known as social awareness. Last but not least, relationship management refers to the capacity to manage interpersonal connections and guide others in the proper way. Influencing, developing others, changing management, conflict management, forming ties, and collaboration are all part of this process (Shek & Leung, 2016, p. 3).

2.3.2. Intrapersonal Competence

It is critical to address the inner, or personal, dimension of leadership in addition to the social dimension of leadership. Leadership has an intrapersonal aspect to it as well. Dates back to ancient history, 'Know thyself Socrates' had said many moons ago. This just goes to show that a human's quest for self-knowledge is ancient (Sambaiah, 2016, p.226). According to Gardner (1999), interpersonal competence is "can easily access her own feelings, discriminate between many different kinds of inner emotional states, and use her self-understanding to enrich and guide her life". Intrapersonal intelligence refers to "the effective working model of oneself and the ability to use the model effectively in light of your desires, needs, wishes, fears, and skills" (Shek & Lin, 2015, p.255). Notably, certain things can't be seen but can be felt, such as emotions like love and fear, and relationships.

Interpersonal or intrapersonal communication is used to make them apparent. Moreover, such emotions are felt, and the overall result or outcome determines the ultimate result. This is equally true in the context of teaching and learning. Generally, intrapersonal connection manifests itself as interdependency. Interpersonal competence mostly refers to self-talk, as it may also be utilized for the process of learning and teaching (ibid). Predominantly, intrapersonal competence allows for four crucial aspects as they promote well-being at the individual level; first, knowing self makes life easy, also, it stops the deception of self and others and realizes one's role in society and history, and finally controls feelings of hurt. (Sambaiah, 2016, p. 226).

Accordingly, integrating both interpersonal and intrapersonal skills in a person's life would be beneficial. It cannot be denied that combining both competencies aids in the growth of a person's character, thus an individual's mindset will be nurtured and that will lead to both the accomplishment of the desired aim as well as learning achievement.

2.4. The PERMA Model

The acronym PERMA, founded on Martin Seligman's notion of well-being as articulated in his publication *Flourish*, effectively encapsulates much of the reasoning in the domain of positive psychology. These aspects are highlighted below.

2.4.1. Positive Emotions

Positive emotions are now being demonstrated to connect directly with improved cognition and to result in greater learning (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Joy, pride, amusement, peace, and other good feelings are among those positive emotions. Teachers, for the most part, instinctively realize that these emotions are beneficial in the classroom context and purposefully utilize them with learners. Negative bias is a logical effect of evolution in mankind (Fredrickson & Joiner, 2002). Negative emotions, on the other hand, assist us in surviving by limiting our concentration and driving us away from harm via a physiological reaction. This approach is appropriate in some settings, but it is less valuable in the EFL classroom, as learners' fear of failure might cause them to evade speaking or participating with the target language.

Positive emotions, on the other hand, provide a long-term impact that can enable people to learn effectively by increasing the efficacy of brain learning operations by releasing chemicals like dopamine and serotonin (Burns et al., 2008). Fredrickson and Joiner (2002) proposed a key positive proportion of 3:1 to counteract our innate negativity bias. To put it another way, in order to be mentally harmonious, we require three positive emotions for every negative one.

2.4.2. Engagement

The feeling of getting totally immersed in the present time is known as engagement, individuals are not required to be happy if they are engaged. In reality, there may be no overt emotions associated with involvement; it just indicates that you are not focusing on the past, present, or future and that your attention and focus are kept in the now. Furthermore, EFL teachers clearly understand that students' engagement is vital to their progress since they will not learn if they are not involved. Students who are invested in positive tasks are more likely to enjoy them. The following are the characteristics of enjoyment:

“The good feeling people experience when they break through the limits of homeostasis... when they do something that stretches them beyond what they were... in an athletic event, an artistic performance, a good deed, a stimulating conversation. Engagement and enjoyment, rather than pleasure, is what leads to personal growth and long-term happiness.” (Seligman & Csikszentmihalyi, 2014. Cullen & Backwell, 2017, p. 200). Language teachers must consider the engagement meter when planning activities and assignments since it can dictate and impact the learner's success and growth.

2.5.3. Relationships

In the realm of positive psychology, the standard of one's relationships has been presumed to be the leading factor influencing the quality of their life (Waldinger, Vaillant, & Orav, 2007). We have always relied on our ability to engage with others to survive and thrive. Relationships are divided into two categories: interpersonal and intrapersonal. The relationships aspect of the PERMA model may be thought of as follows in the framework of the EFL classroom:

- a) how to form meaningful bonds with people in the classroom and school environment;
- b) how to develop self-confidence and self-esteem so that you may embark on tasks and worthy initiatives that will assist you to grow both inside and outside of the class.

2.5.4. Meaning

Contrary to our emotions, which fluctuate every week, day, and second, meaning is more profound, lasting, and stable. The Japanese word '*ikigai*' is arguably more appropriate than the English term 'meaning'. The word '*Ikigai*' implies having a purpose in life, and meaning is not necessarily joyful or immediately associated with happy feelings, and the tasks we perform with the deepest meaning aren't usually easy. Meaningful tasks might be unpleasant, and others may not comprehend why we do them, but we do them because they have profound personal importance to us. Paradoxically, finding purpose is frequently linked to helping others rather than ourselves.

Moreover, the psychologist Victor Frankl (1984) stated that: "In order for us to truly be alive and be human one must forget himself and give himself to a cause or another human being. The more he gives of himself the more human he is" (p. 4). As a result, 'Meaning' entails offering a greater contribution to society and assisting others. For EFL teachers, this suggests that EFL learning practices should link and reinforce the meanings in learners' lives as much as allowed.

2.5.5. Achievement

Although happiness and progress are not synonymous, achievement and striving for success are significant aspects of positive psychology (Csikszentmihalyi, 1990). A quality that is frequently overlooked in academia and beyond is assisting students in developing clearer, more achievable, and interesting aspirations. There are a variety of easily teachable abilities that we may use in the EFL context to enable learners to attain more while enjoying the experience. Students can employ these abilities to improve their language acquisition as well as other aspects of their lives. Failure is the polar antithesis of success, and positive psychology emphasizes the necessity of benefiting from mistakes, drawing valuable lessons from them wherever feasible, and progressing on. According to positive psychology, EFL teachers should strive to help

students recognize their shortcomings and errors in a positive light so that they may take lessons from them and accomplish their goals in the long term.

2.6. Wellbeing Awareness and PERMA's impact on Achievement

As previously said, well-being has both intrinsic and pragmatic significance. Higher levels of happiness, for instance, have indeed been verified to improve students' educational outputs and academic achievement, educational productivity and growth (Waters, 2011, Gräbel, 2017), students' overall grade scores and attendance, and subsequently pay scales (Diener, et al., 2002, Oishi et al., 2007). Although it is evident that happiness is an objective in and of itself, it is less clear why increased happiness should translate to greater learning results.

PE coaches, adopt a completely different approach than the average teacher: they integrate wellbeing as a core focus of their instruction since the studies of PP demonstrate that academic performance and wellbeing **can and should be** closely connected (Waters, 2011). The most influential justification emerges from Fredrickson's (2001) empirically confirmed broaden-and-build theory, which suggests two important capabilities of positive emotions: first, they broaden individuals' awareness and therefore motivate creativity and comprehensive reasoning, curiosity, and openness to experience; second, they build everyone's social and psychological facilities over time, causing them to be more robust in the process. Negative emotions, on the other hand, direct people's focus and cause them to disconnect from their surroundings (Fredrickson, 2001).

In the classroom setting, Fredrickson's theory implies that negative feelings such as fear, humiliation, or frustration may cause learners to engage in self-protective behaviors such as avoiding class involvement. However, positive emotions can provide a comfortable educational environment in which students are not scared to commit errors. Additionally, the social and emotional skills developed by optimism will help learners to be more adaptable to failures and

disappointments at school. As a result, they recover more rapidly from setbacks and maintain confidence in their abilities to handle challenges.

Conclusion

Accordingly, this second chapter dive into the origins of Psychology, highlighting the different connotations asserted to that notion by different researchers in different eras. Furthermore, Positive psychology recently evolved as a branch of psychology, it is primarily based on not fixing what is wrong but also on building what is right. In other words, it aims to use the most effective strategies, and techniques to alter one's perception and worldview as well as to rectify and enhance an individual's undesirable qualities. Remarkably, the implementation of positive psychology strategies and methodology has a remarkable impact on the learning process. In this regard, Positive psychology's PERMA Model has an undeniable influence on students' and teachers' leadership skills, personal and social competencies, and also their well-being. Hence, the effect of positive education would result in the best outcomes.

CHAPTER THREE

FIELD INVESTIGATION

Introduction.....	50
3.1. Student’s Questionnaire.....	50
3.1.1. The population of the Sample and the Study.....	50
3.1.2. Description of Student’s Questionnaire.....	50
3.1.3. Administration of Student’s Questionnaire.....	52
3.1.4. Data Analysis and Interpretation.....	52
3.1.4.1. Analysis of the results and Findings from the Student’s Questionnaire..	52
3.1.4.2. Summary of Results and Findings from Student’s Questionnaire.....	84
3.2. Classroom Observation.....	86
3.2.1. Sample Choice.....	86
3.2.2. Description of Sample.....	87
3.2.3 Analysis of the Results and Findings.....	88
3.2.4 General Information.....	89
3.3. Leadership vs Management.....	89
3.4. The PERMA model.....	90
3.5. Summary of the Results	91
Conclusion	92
3.6. Pedagogical Implication.....	92
3.6.1. For Teachers.....	93
3.6.2. For Students.....	94
3.7. Limitations of the Study.....	94
General Conclusion	95
References	96
Appendix A	108

Appendix B	123
French Summary	124
Arabic Summary	125

Introduction

The following chapter focuses on the study's practical approach, which aims to expose teachers' and students' attitudes toward the role of positive psychology in increasing students' personal and social competencies. Two data gathering tools were employed: a student questionnaire and classroom observation. Following that, to answer the research questions and confirm or refute the research hypothesis, this chapter gives the analysis and interpretations of the obtained data. It finishes with some instructional implications, the study's shortcomings, and some research recommendations.

3.1. Student's Questionnaire

3.1.1. Population and Sample of the Study

The sample upon which the research was based has been selected from Master One students at the Department of Letters and English language, University of May 8th 1945, Guelma, registered in the academic year 2021/2022. The reason behind selecting Master One students is related to the fact that they study Psycholinguistics as an independent module for a whole semester. Furthermore, Master One students have been exposed to psycholinguistics, including psychopedagogy. In doing so, they tackled several aspects relating to the teaching and learning processes, thus they are familiar with the pedagogical implications inside the classroom on the one hand, and acquired the most significant conceptions regarding psychopedagogy on the other hand. For these reasons, a random sample composed of 120 students out of 172 students has been chosen, and only 114 out of 120 students answered. Hence, it can be said that this sample would permit the researcher to generalize the results to the whole population.

3.1.2. Description of Student's Questionnaire

This questionnaire is based on the components covered in the theoretical and practical sections. It consists of 28 questions divided into four sections, each of which focuses on a different aspect. As can be seen, many types of queries swiftly move from general to particular.

In addition to multiple-choice and scale items, this questionnaire includes open-ended questions. Because of this, the latter allows respondents to freely answer questions on their own terms. Follow-up inquiries are used to present more arguments.

Section one: General Information (Q1 to Q3)

This section aims to gather information about students in general. It includes three (03) closed questions concerning their English learning experience, whether studying English is their choice or not, and how they evaluate their English level.

Section two: The concept of Attitude (Q4 to Q11)

The purpose of this section is to look at the notion of attitude in a real-world setting. It aims to show students' perspectives on the concept of attitude, the components through which one perceives and judges an object, different forms of attitude, and the various elements that might impact one's attitude. Furthermore, it addresses several components that are directly engaged in the creation of attitudes. It focuses on important aspects that mold or modify their attitude, which is noteworthy.

Section three: Positive Psychology (Q12 to Q20)

This section prepares students for the next phase, which includes determining which type of teaching and learning is best for them and shaping their attitudes toward that form. This section looks into the background, thoughts, and viewpoints of students on psychology, as well as on the different streams of psychology schools regarding the learning process. It sheds light on students' perspectives on Positive Education and the impact of teachers' attitudes on the learning process. As a result, it offers insight into the impact of incorporating positive psychology principles into the learning process.

Section Four: Students' Attitude Towards the Role of Positive Psychology in Enhancing their Personal and Social Competencies. (Q21 To Q28)

The final portion of the questionnaire focuses on both the importance of positive psychology and the impact of teaching pedagogy and attitudes on the learning process. Moreover, it seeks to identify the hurdles students face during and inside the process of learning. Notably, it tends to explore the influence of positive psychology on attitudes and its effect on the educational process. Accordingly, this section aims to investigate students' attitudes towards the new form of teaching, as it also opens the space for any critics, comments, or suggestions on the topic.

3.1.3. Administration of Students Questionnaire

The questionnaire is administered at the Department of Letters and English Language, 8 Mai 1945 University, Guelma, to Master One students for three days from the 15th to the 17th of May 2022. The questionnaire was distributed in the presence of a teacher for thirty (30) minutes, and it was handed back in the same session. Incontestably, participants completed this questionnaire after being informed that their responses would be kept anonymous and used solely for research purposes. The majority of the questions are straightforward to assist students in comprehending and providing the most effective replies possible.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from the Students' Questionnaire

Section one: General Information

Question one: For how long have you been studying English?

Table 3.1

Period of Studying

Years	Number (N)	Percentage (%)
11	92	80.70%
More than 11	24	21.05%
Total	114	100%

As it is displayed in Table 3.1, the majority of students (80.70%) say that they have been studying English for Eleven (11) years. This show that they had a successful academic achievement. However, twenty-four (24) students (21.05%) claim that they have been studying English for more than 11 years; meaning that they either encountered difficulties during their academic career or the English language major was their second field of expertise they chose to get indulged in.

Question Two: Was studying English your first choice?

Table 3.2.

Students' choice to study English

Choice	Number (N)	Percentage (%)
Yes	90	78.94%
No	24	21.05%
Total	114	100%

As seen in Table 3.2, nearly the majority of students (78.94%) agree that studying English at university is their personal decision. They defend their responses by claiming that they were driven to study English in university. In light of this, it is the contemporary era's language that has become a requirement in today's globe. As a consequence, people require it to achieve their long-term objectives and advance in their careers. While a small percentage (21.05%) claim that

it is not their own choice because of different reasons. Due to their poor baccalaureate test average, they were unable to achieve another major, which was what they sought from the start. Others rationalize their responses by claiming that it was their parents' decision, this shows their negative attitude towards learning English.

Question Three: How could you describe your level in English?

Table 3.3.

Appreciation of English Level

Level	Number (N)	Percentage (%)
Beginner	2	1.75%
Intermediate	81	71.05%
Advanced	31	27.19%
Total	114	100%

Table 3.3 shows that more than half of students (71.05%) claim they have a decent command of the English language. This might be taken to mean that they've honed certain linguistic abilities that will help them prosper in their academics. (27.19%) of students claim to have an advanced level of English, indicating that they have an excellent command of the language in addition to establishing a solid linguistic competence. However, (1.75%) of respondents claim to have a beginner's level of English. This demonstrates that they have not yet mastered the language.

Section Two: The Concept of Attitude

Question Four: According to you, an Individual's attitude may be defined as

Table 3.4.

The Definition of Attitude

Definition	Number (N)	Percentage (%)
An attitude is a psychological tendency that is expressed by evaluating or judging a particular object/person/place as favourable or dis-favourable.	37	32.45%
An attitude is a repeated behavioural pattern that is often successful in describing, explaining, and foreseeing individual behaviours towards an object/person/place.	45	39.47%
An individual's attitude is a body of beliefs or previous experiences he holds about a particular entity or object.	32	28.07%
Total	114	100%

Table 3.4 shows students' definitions of attitude based on their own perceptions. The first definition was chosen by (39.47%) of the respondents. This group of informants believes that an individual's attitude may be gauged by his or her emotions and behaviours. On the other hand, (32.45%) of students define attitude as an individual's sentiments towards an item, person, or place. Notably, they see it as a psychological term relating to the psychology of students (feelings, emotions, etc.). The cognitive component was chosen by (28.07%) of students, implying that attitude is viewed as a mental or cognitive process established upon beliefs and perceptions.

Question Five: in your opinion, order the following components according to their effect on attitude formation and/or evaluation.

Table 3.5.

Students' Order of Attitude's Components

Choice	Number (N)	Percentage (%)
The Emotional or Feeling Component: feelings influence attitudes through Affective reaction after being exposed to a certain object, person, or place.	108	94.73%
The Behavioural Component: this is manifested in an individual's behaviour Or observable response toward a given Object/person/place.	106	92.98%
The Cognitive Components: refer to the evaluation and assessment of a particular phenomenon that leads the individual to form a certain opinion about an object/place/person.	112	98.24%
TOTAL	114	100%

Table 3.5. displays students' standpoint on which of the attitude component has the most effect on attitude formation and evaluation. The cognitive component, according to students, comes in the first place at (98.24%). For the reason that it involves one's knowledge or belief upon which an attitude is established towards the outer world. As a consequence, it determines one's choice. As per, the affective or emotional factor, (94.73%) of students believe that it comes after the cognitive component. In light of the reason, feelings influence attitudes through affective reactions. Meaning that sentiments or emotions associated with an attitude object, elicit emotional reactions in a variety of ways in an individual. Feelings shape attitudes through emotional reactions elicited in the individual by an attitude object. In comparison to the cognitive and affective components, (92.98%) of students believe that the behavioural component has less effect on attitude formation and evaluation than both previous components. This implies that the behavioural component, for students, is an individual's behaviour or visible response to a certain entity.

Question Six: To what extent do you agree that the previous multi-component model (i.e., the emotional, behavioural, and cognitive components) is effective in understanding an individual's attitude formation?

Table 3.6.

Students' opinion about the Degree of Effect of Attitude Components

Option	Number (N)	Percentage (%)
Strongly agree	35	30.70%
Agree	59	51.75%
Undecided	20	17.54%
Disagree	0	0%
Strongly Disagree	0	0%
Total	114	100%

As it is shown in table 3.6, (51.75%) of students opted for Agree. This indicated that attitude formation is related to affective, behavioural, and cognitive factors. As explained in the model. Whilst, (29.16%) of students firmly emphasize the effect of the Attitudes component. According to the theories of attitude formation, individuals' attitudes, to a large extent, have an impact on the process of attitude formation. That is, affective, behavioural, and cognitive factors are the standards through which individuals either adapt, learn, or neglect a stimulus. Whereas, (16.66%) of students opted for undecided as they are uncertain and unclear on whether the multicomponent model of attitude affects understanding attitude and the formation of attitude or not.

Question Seven: Are your reactions in life based on attitudes and experiences. If yes, which of the following type of attitude you think has a more favourable reaction (you can tick more than one option)

Table 3.7.

Students' viewpoint on behavioural attitude

Choice	Number (N)	Percentage (%)
Yes	98	85.96%
No	16	14.03%
Total	114	100%

This question aims to look into students' perspectives on whether individual reactions are based on their attitudes or not. As demonstrated in table 3.7, (85.96%) of students believe that an individual's reaction is based on one's attitude. However, (14.03%) disagree, they believe that an individual's reaction is not based on attitude, without providing any further clarification. This indicates that this category of informants did not grasp the question.

Table 3.8.*Students' Perception of which Type of Attitude is Favourable*

Choice	Number (N)	Percentage (%)
A person with a Positive attitude may maintain a cheerful attitude and focus on the larger good regardless of the circumstances.	60	52.63%
A person with negative thinking is subjected to several unpleasant consequences.	12	10.52%
A person with a Neutral attitude has a proclivity to overlook life's issues by developing a neutral mindset and non-Judgmental mentality.	37	32.45%
The Sikken attitude is more negative, and typically reflects the negativity of the psyche as well as destroys any connection with optimism.	5	4.38%
Total	114	100%

The results displayed in table 3.8 show that half (52.63%) of informants agree that a positive attitude is more favourable in comparison to other types. Interestingly, they claim that having a positive attitude is more favourable because it serves an individual's well-being. Simply put, a positive attitude enables an individual to thrive, on the one hand, and to face life obstacles most appropriately, on the other hand. For instance, they claim

- A person with a positive attitude has a more favourable reaction because he has the positive energy to accept the other's behaviour.
- People with a positive attitude are usually open to different life tasks, which may affect their attitude even more positively.
- The most favourable attitude is positive since it will help an individual to stay positive regardless of circumstances.
- A person with a positive attitude will act according to his or her positive norms and values because whether someone has a positive behaviour towards things, he or will always act positively

In addition, 32.45 % of students believe that a neutral attitude has a favourable effect on an individual. Predominantly, they believe that a person with a neutral attitude is objective, rational, and non-judgmental. In the same respect, this type of attitude would enable one to confront life issues effectively. They state:

- A person should be Neutral because a neutral and positive attitude, can help people to react according to the situation and their reactions will be more favourable as they try to be more rational.”
- Having a neutral attitude can help individuals be objective about certain matters; i.e. the more objective you are, the more credible your opinions would be about life's issues.

- Having a neutral attitude would enable an individual to control his behavioural reactions more than having a positive or negative attitude, as one's reaction will form a genuine viewpoint.
- A person with a neutral attitude can deal with different issues effectively without following his emotions or allowing any negative external factor to affect him.

As per the negative attitude and the *sikken* attitude, only 10.52% and 4.38% of students believe that having these two types of attitudes have a favourable reaction, without providing any further clarifications. This implies that students may adopt these types of attitudes as a way of protecting themselves from the environment, as well as self-destruction.

Question Eight: According to you, the previous component of attitude (Affective, Behavioural, and Cognitive) are stored in

Table 3.9.

Students' Views on Where Components of Attitude are Stored

Choice	Number (N)	Percentage (%)
One Single Dimension in the Memory, meaning that an attitude can hold more positivity and less negative, or vice versa.	41	35.96%
Two Distinct Dimensions in the Memory meaning that an attitude can contain any mix of optimism and pessimism at the same towards an object at the same time.	73	64.03%
Total	114	100%

This question aims to see what students believe about where the components of attitude are stored. As demonstrated in table 3.9, more than half of the informants (64.03%) opted for the second option; that is, the components of attitude are stored in two distinct dimensions in the memory. This means that an attitude is characterized by ambivalence. This means, having

contradictory or mixed feelings, ideas, or behaviours towards an entity at once. Whereas (35.96%) of students opt for the first option, one single dimension in the memory, meaning that an attitude can hold one side of feelings, ideas, or behaviours towards an entity at once. According to Haddock and Maio (2008), people with two distinct memory have an ambivalent attitude, which means that this category of students has inconsistencies at the personal and social levels.

Question Nine: Which among these factors do you think influences a person's attitudes (you can tick more than one option)

Table 3.10.

Factors Influencing Attitude

Options	Number (N)	Percentage (%)
Family; Personal Experience, Cultural factors	40	35.08%
Educational factors	24	21.05%
Emotional factors	22	19.29%
All of the above	28	24.56%
Total	114	100%

Table 3.10 gives an insight into the factors that influence a person's attitudes. (35.08%) of students believe that family, personal experiences, and cultural factors have a considerable impact on a person's attitude. Moreover, this implies that the environment where an individual lives and grow have a large impact on his attitude and his perception of the world. (24.56%) of students agree on the fact that all the aforementioned options influence an individual's attitude. They justify their answers by claiming that an individual is not only exposed to family and society but also educational, emotional, and religious factors. Hence, an individual is under the influence of all aspects that he encounters. Furthermore, (21.05%) of students opt for education as an

influencing factor, claiming that the education setting, mainly teachers' attitudes, pedagogy, and classroom setting, to a given extent, influence an individual's attitude.

In a corresponding way, Dorneiy (2001) states that the educational setting is a determinant factor of students' attitudes. In the same respect, (19.29%) of students believe that emotions have a significant impact on an individual's attitude. This implies that emotions, as already claimed by Ehrman (1996) and Brown (1994) in the theoretical part, even with all their ups and downs, are a part of being human. Yet, Emotions could either lead to the prosperity of the learning process as well as the individual educational experience, or to the decline of it.

Question Ten: Choose the appropriate item that you think is directly involved in individuals' attitude formation (you can choose more than one option)

Table 3.11.

Attitude Formation via Different Methods

Level	Number (N)	Percentage (%)
Past Experiences are mandatory for individuals to form attitudinal reactions	60	52.63%
Negative and Positive Reinforcement effect on maintaining attitudinal reactions	30	26.31%
Individuals learn and pick attitudes by observing others' attitudinal reactions	24	21.05%
Total	114	100%

The present findings suggest that individuals learn attitudes through different manners. As shown in table 3.11, half of the informants (52.63%) opt for past experiences as a factor that is directly involved in the formation of attitude. This indicates that prior experiences are a significant stimulant in shaping one's attitude and worldview in accordance with the conditioning learning theory, people learn through conditioned stimuli that induce responses. This means that

an individual learns through conditioned stimulus. In addition, (26.31%) of students choose negative and positive reinforcement. This implies an individual attitude is moulded through conditioning; hence, the construction of one's attitude is established upon the feedback and criticism he receives from his surrounding (teachers, classmates, family members, etc.). However, (21.05%) of students choose the third option as a factor that is directly involved in attitude formation. Students' viewpoints advocate the fact that individuals form their attitudes through the observation of others' attitudes towards any given entity. This means, that individuals learn from their models by imitating their models.

Question Eleven: Your attitudes generally change?

Table 3.12.*Major Changes in an Individual's Attitude*

Level	Number (N)	Percentage (%)
External Stimulus-Responses he/she receives from environmental circumstances	30	26.31%
Constructive feedback received from others (family/friends/....)	28	24.56%
Others' experiences, feelings, behaviours Observation	15	13.15%
Self-reflection, self-evaluation, and self-observation of his/her attitudinal reactions	10	8.77%
Acting upon individuals' beliefs, thoughts, and emotions towards a certain phenomenon	5	4.38%
Psychological Motives and Reasons that an individual is subjected to rather than accidents induced by environmental circumstances	26	22.80%
Total	114	100%

Table 3.12. demonstrates the reasons and causes behind the major changes that may occur in one's attitude. External Stimulus-Response was chosen by (26.31%) of the students. This indicates that a stimulus induced by the surrounding environment influences their attitude. According to stimulus-response and reinforcement theories, changes in students' attitudes occur as for individuals to behave in the way others do. Meaning that their response is arranged following that stimulus. In addition, (24.56%) of students choose the second option, which is constructive feedback. This implies family, friends, and teachers may induce a major change in an individual attitude via feedback, and criticism. As a result, one's attitude may easily get influenced and changed because of the feedback and criticism he receives from his surroundings.

Accordingly, the environment in which an individual grows and evolve plays a vital role in shaping one's mindset. Furthermore, (22.80%) of informants choose psychological motives and reasons as significant factors that may influence and change one's attitude. Based on the functional theory, an individual's attitude may change as a result of the psychological motives, and reasons which resulted from the psychological demand that the attitude satisfies without the consideration of the outward world. Whereas, 13.15% of students point out others' experiences, feelings, and behaviours as a fundamental factor. In this regard, they believe that one's attitude is subject to change since observing others' experiences, feelings, and behaviours may affect and change one's attitude. (8.77%) of students opt for the fourth option, that is, self-evaluation and self-observation of one's attitudinal reactions. Thus, it shows that the informants assume that an individual's attitude shifts as a result of self-reflection on his or her actions. An individual achieves self-awareness through watching his own behaviour, according to self-perception theory. Only (4.38%) of students claim that an attitude may change as a result of acting upon their thoughts, and emotions towards a certain phenomenon. This suggests that the prerequisite knowledge and worldview of an individual is the reason behind an attitude change.

Section Three: Positive Psychology

Question Twelve: Define Psychology

Table 3.13.

Student's Definition of Psychology

Category	Number (N)	Percentage (%)
Convenient	38	33.33%
Inconvenient	76	66.66%
Total	114	100%

As they were exposed to psychology in the module of psychopedagogy, this question aims to look into students' backgrounds. However, as table 3.13 shows, more than half of the informants fail to define psychology. Moreover, (66.66%) of students provided inconvenient answers to the definition of psychology. On the other hand, 38 students out of 114 in a ratio of (33.33%) provided approximate and convenient answers. Students' answers revolve around the following points:

- Psychology is a science that deals with the mental side of a human being.
- It is a field of study that investigates people's mental states and behaviours.
- Psychology has to do with emotions, feelings, and the state of mind of the person.
- Psychology is the study dedicated to taking deep care of knowing different aspects of the human psyche in an attempt to understand it.

Question thirteen: According to you, what are the essential requirements an individual needs to fulfil.

Table 3.14.

Students' Choice of the Humanistic Requirement to Live a Fulfilling Life.

Options	Number (N)	Percentage (%)
The basic needs (safety, security, and physiological needs)	45	39.47%
Psychological needs (self-esteem, belongingness, and love needs)	47	41.22%
Self-fulfilment needs (achieving one's potential)	22	19.29%
Total	114	100%

Abraham Maslow's hierarchy of needs is depicted in Table 3.14. The second option, psychological needs, is chosen by 41.22% of students. The current findings suggest that students

are looking for ways to meet their basic needs of love, belonging, and self-esteem. As a result, they believe that satisfying love needs, experiencing a sense of belonging, and safeguarding and empowering self-esteem are all necessary elements for a meaningful existence. While (39.47%) of students choose to fulfil their basic needs. This indicates that safety, security, and physiological needs are the essential conditions for a fulfilling life. The rest (19.29%) opt for Self-fulfilment needs, which refers to reaching one's maximum potential as a human. At the top of Maslow's hierarchy, they are known as self-fulfilment needs. Meaning that an individual seeks to achieve a potential that is beyond the basic needs and physiological needs.

Question Fourteen: “constructivists perceive learning as a process of meaning and knowledge construction”. To what extent do you agree with the aforementioned statement?

Table 3.15.

Students' viewpoint on Constructivist View.

Level	Number (N)	Percentage (%)
To a very large extent	14	12.28%
To a large extent	58	50.87%
To some extent	35	30.70%
To a little extent	7	6.14%
To no extent	0	0%
Total	114	100%

In an attempt to detect students' viewpoints on the constructivist view of learning, nearly half of the informants (50.87%) to a large extent agree along with those who agree to a very large extent (12.28%) with the constructivist viewpoint. They justify their choice by claiming that learning does not only depend on the learner's behaviour, but also on his ability to receive and construct knowledge. The present findings lend to the inferences drawn by Driscoll (2014), who

claims that constructivism is a paradigm that promotes students' rational and mental development. While (30.70%) to some extent agree with the aforementioned statement, justifying their answer by claiming that learning is not just practising a habit, but rather forming a larger background knowledge. Only 7 students (6.14%) to a little extent agree with the previously mentioned statement without providing any further clarifications. Despite the degree to which students agree with the constructivist view, still, they agree that learning is a process of meaning and knowledge construction, not a behavioural process.

Question Fifteen: In your opinion, how important is positive psychology in bringing meaning to life?

Table 3.16.

Importance of Positive Psychology

Options	Number (N)	Percentage (%)
Very Important	71	62.28%
Important	35	30.70%
Moderately Important	6	5.26%
Slightly Important	2	1.75%
Not Important	0	0%
Total	114	100%

This question aims to investigate how important positive psychology is to students. Table 3.16 shows that more than half of the participants (62.28%) opted for very important, along with (30.70%) who opted for important. They claim that this recent subfield of psychology is of high importance because of what it brings to the world and to human beings of values, and meaning as well as psychological benefits. While (5.26%) and (1.75%) moderately and slightly consider

positive psychology as an important field. This indicates that either informant ignore what this field is about or do know what this field is about and how beneficial it is; however, they still think that it is not highly significant. Furthermore, none of the informants believes that positive psychology is trivial.

Question Sixteen: To what degree do you think positive psychology will impact you? And How?

Table 3.17.

The impact of Positive Psychology on an Individual

Options	Number (N)	Percentage (%)
High	69	60.52%
Moderate	43	37.71%
Low	2	1.75%
None	0	0%
Total	114	100%

The present finding thus supports a number of existing studies conducted by Seligman (2002) Gable & Haidt (2005), the majority of students (60.52%) feel that positive psychology has a significant influence on them, as shown in table 3.17. They defend their response by arguing that positive psychology will affect an individual positively, and would enable him to confront problems at ease. Similarly, (37.71%) of students believe that positive psychology will have a moderate influence on them, in the sense that it will increase one's well-being and reduce maladaptive emotions. Of the remaining students, (1.75%) believe that positive psychology will have a low impact on them. This means that positive psychology alone will not suffice to meet their demands. Therefore, no student believes that positive psychology does not affect them.

Question seventeen: which of the following traits do you think positive education maximizes?

Table 3.18.*The Effects of Positive Education*

Choice	Number (N)	Percentage (%)
students' well-being	17	14.91%
Students' leadership skills	19	16.66%
Students' inter and intrapersonal competencies	20	17.54%
Students' character development	5	4.38%
Students' academic achievement	28	24.56%
All of the above	25	21.92%
Total	114	100%

The finding of this study is consistent with those of the studies conducted previously tackled in the second chapter. This question seeks to determine the benefits of positive education on the learning process as well as students. Surprisingly, a quarter of students (24.56%) feel that positive education would help them flourish and accomplish their academic goals. In other words, a positive atmosphere is a necessity for greater learning results. Positive education, according to a significant number of students (21.92%), will optimize all the aforementioned characteristics, including students' well-being, leadership abilities, interpersonal and intrapersonal competence, character development, and academic accomplishment. This implies that in a classroom setting where students are comfortable and motivated, both the student and the teacher benefit, and the learning process thrive. While 20 students (17.54%) claim that positive education would improve people's interpersonal and intrapersonal competencies. With that being said, they state that positive education would encourage them to improve personally and socially. According to (16.66%) of students, positive education is a suitable pedagogy for students to acquire and

improve their leadership skills. This means that a student may easily develop, polish, and strengthen his leadership abilities in a classroom with a favourable atmosphere. Few students (14.91%) emphasize the fact of positive education will undoubtedly serve the well-being of both teacher and student. This indicates that well-being broadens individuals' awareness and therefore motivates creativity, comprehensive reasoning, and openness to experience. However, only 5 pupils (4.38%) choose the fourth option, which is the development of the student's character. This indicates that good education will strengthen a student's personality and character while also correcting any flaws.

Question Eighteen: To what extent do you believe that when teachers convey pessimism, distrust, and a tragic outlook on life, their students' worldview will be thus influenced and fabricated?

Table 3.19.

The Influence of Teacher's Attitude

Options	Number (N)	Percentage (%)
To a very limited extent	14	12.28 %
To a limited extent	42	36.84 %
To a high extent	35	30.70 %
To a very high extent	23	20.17%
Total	114	100%

According to table 3.19, (12.28%) of students along with (36.84%) to a very limited extent and a limited extent believe that teachers' pedagogy and attitude inside the classroom will influence their perception and alter it. They claim that as long as the teacher adheres to and implements the student-centred approach, his attitude and pedagogy will have little influence on students and the learning process. In addition, they also claim that students are autonomous, and a

teacher is no longer a sage on the stage but rather a mentor inside the classroom. Conversely, (30.70%) and (20.17 %) of students strongly emphasize the fact that teachers to a very high extent have a great impact on students as well as on the learning process. They justify this by stating that:

- Most of the students are not autonomous learners, therefore they depend heavily on teachers' abilities and skills. In this case, the teacher has a major influence on the learning process.
- Teacher's attitudes affect the learning process because the strategies and methods he uses and follow, play a large role inside the classroom.
- Teachers' attitudes have either a positive or negative effect on students. Teachers need to consider students so that the learning process improves.
- Teacher's attitude is highly important in helping students engage more in studying in the classroom"

Question Nineteen: According to you, a leader is someone who has the ability to?

Table 3.20.

Students' Views on the Abilities of a Leader

Choice	Number (N)	Percentage (%)
To inspire, motivate, and influence others	40	35.08%
Selects, equips, trains, and influences one or more follower(s) who have diverse mental/ cognitive tendencies, abilities, skills, and focuses	30	26.31%
Focus solely on followers' features to direct his attention toward the organization's mission	15	13.15%
All of the above	29	25.43%
Total	114	100%

Table 3.20 depicts students' viewpoints on the characteristics of a leader. Only (13.15%) of students claim that a leader can focus only on followers' features to direct their attention toward the objective they seek to accomplish. Simply said, a leader, according to this category, is someone whose mission is to direct people towards their objectives, and assist them in achieving and fulfilling them. In an analogy to education, the teacher's mission is to direct students toward the objectives of the learning process while encouraging them to accomplish the goals of the learning process. While (25.43%) of students claim that a leader has all the aforementioned characteristics of individuals. This indicates that a leader is someone competent to inspire, select, and steer an individual towards his goals. A considerable number of students (26.31%) claim that a leader is someone who selects, equips, trains, and influences others. This signifies that a leader is capable to cope and deal with different mindsets and situations easily. Unquestionably, the majority (35.33%) of students think that a leader is someone who inspires, motivates, and influences others to assist them in what they are seeking to accomplish. This means that, as the primary influencer in the classroom, as Winston and Patterson (2006) advocate, a teacher must inspire and urge his students to study and become engaged in learning to improve learning results.

Question Twenty: According to you, tick the following aspects of “the PERMA model”, you think are required to enhance learning outcomes. (you can tick more than one option)

Table 3.21.*Student's choice of PERMA Model*

Choice	Number (N)	Percentage (%)
Positive Emotions	43	37.71%
Positive Relationship	17	14.91%
Meaning	6	5.26%
Engagement	18	15.78%
Achievement	30	26.31%
Total	114	100%

This question aims to infer students' perspectives on the requirements for successful learning. As table 3.23 shows, the majority of students (37.71%) choose positive emotions as a significant factor that must be present inside a classroom. This entails the importance and benefits of positive emotions inside class; meaning that between teacher and student there must exist positive emotions so that the learning atmosphere will motivate students and make them eager and interested in learning. While a quarter of students (26.31%) believe that achievement is a fundamental aspect. This implies that teachers must seriously consider it as it will assist students in setting more specific, attainable, and intriguing goals. Few students (15.78%) choose engagement as an important factor for better learning outcomes. This indicates that when organizing activities and assignments, teachers must keep the engagement meter in mind since it can determine and influence the learner's success and progress. Whilst, (14.91%) of students choose positive relationships as a crucial component as it reflects on two levels; interpersonal and intrapersonal. Remarkably, this indicates that an individual must know how to make significant connections with other students in the classroom and the learning environment. Furthermore, a

student must build self-confidence and self-esteem so that he may take on challenging tasks that will help him grow both inside and outside the learning environment. Only 6 students (5.26%) choose meaning as the main requirement for successful learning. As it indicates, meaning has a deeper, longer-lasting, and more solid significance. They claim that meaning is extremely important as it gives insight into profound sights of the world and life.

Section four: Student's Attitude Towards the role of positive psychology in enhancing students' personal and social competencies.

Question twenty-one: As a course of study, to what degree do you think that positive psychology will impact the learning process?

Table 3.22.

The Impact of Positive psychology on the Learning Process

Options	Number (N)	Percentage (%)
Very high degree	58	50.87%
high degree	48	42.10%
Moderate degree	8	7.01%
Low degree	0	0%
None	0	0%
Total	114	100%

Table 3.22 demonstrate students' choice to which degree they think positive psychology will impact the learning process. Nearly half of the students (50.87%) along with high degrees (42.10%) think that positive psychology has a great impact on the learning process. They defend their standpoints by claiming that:

“Positive psychology will impact the learning process to a very high degree because the student will be more comfortable and open to the learning process and learning in general.”

“Positive psychology necessarily produces a positive attitude towards learning. Thus, a positive attitude towards learning is highly needed.”

“Positive psychology has a significant role in motivating students during their learning experience.”

Surprisingly, only (7.01%) of students think that positive psychology has a moderate impact on the learning process. They claim that the learning process is majorly influenced by teachers’ attitudes and methodology, as well as students’ attitudes and discipline. For, implementing positive psychology in the learning environment will not have the same degree of influence as the previously mentioned factors. Furthermore, none of the students thought that positive psychology would have a low or no impact on the learning process. This implies its significant role in the learning process, and how much it will help the learning process to prosper.

Question twenty-two: Learning Process is bounded to and under the influence of different aspects. To what extent do you think the learning process is affected by teachers’ pedagogy?

Table 3.23.

The Influence of Teachers’ Pedagogy on Learning Process

Options	Number (N)	Percentage (%)
To a very limited extent	9	7.5%
To a limited extent	25	20.83 %
To a high extent	47	39.16%
To a very high extent	20	16.66%
Total	114	100%

As the learning process is subject to different obstacles and under the influence of different aspects, this question aims to infer to which extent teachers' pedagogy influence students learning

experience. As demonstrated in table 3.23 2 categories of students (39.16%) (16.66%) agree that teachers' methodology to a large extent impacts the learning process as well as the learning environment. Their justifications revolve around the following points:

- The pedagogy that the teacher follows in the classroom will affect the learning process. In the sense that it will either facilitate the learning experience for students or vice versa.
- A teacher's pedagogy is highly influential because it is the essence that would either lead the learning process to succeed or fail
- The methodology that a teacher follows, will either increase or destroy a student's behaviour and creativity.

On the other side, (20.83%) and (7.5%) of students think that teacher's pedagogy barely will influence the learning process as well as the student's learning experience. They claim that a student is autonomous, and a teacher's methodology barely influences the process of learning in addition to the learner's experience. In other words, students are able to define the course of learning, as the teacher's pedagogy barely influences the course of learning.

Question twenty-three: In your opinion, the difficulties that you come across and face as a student during and inside the learning process are because of? (choose more than one option)

Table 3.24.

The Difficulties Inside the Learning Process

Choice	Number (N)	Percentage (%)
Teachers' attitudes	31	27.19%
The lack of teachers' teaching skills.	33	28.94%
The use of inappropriate teaching strategies	50	43.85%
Total	114	100%

The learning process is hampered by a variety of obstacles. As a result, students confront several challenges in the classroom. This inquiry aims to identify the difficulties that students come across during their educational journey. Table 3.24 demonstrates three out of several aspects that make the learning experience for students unpleasant. A considerable number of students (27.19%) opt for teachers' attitudes as a barrier to their learning experience. This means that teachers' attitudes are highly influential on students. This implies that the attitudes if a teacher has a positive attitude, he will make the learning experience enjoyable and vice versa. (28.94%) of students opt for the lack of teacher's teaching skills as an obstacle in the learning process. This suggests that insufficient teaching skills will have a detrimental impact on students' educational experience. Hence, enhancing this criterion will improve learning results. Nearly half the number of students (43.85%) opt for the use of inappropriate teaching strategies. This indicates that the learning experience may be jeopardized due to ineffective teaching practices.

Question twenty-four: As previously noted, attitudes are relatively stable depending on certain aspects. In what manner Positive Psychology would have an influence over Attitudes?

Table 3.25.

The impact of Positive Psychology on Attitudes

Clarification	Number (N)	Percentage (%)
Convenient	35	30.70%
Inconvenient	79	69.29%
Total	114	100%

Attitudes are relatively stable and subject to different aspects. This question aims to investigate in what manner positive psychology would influence attitudes. Table 3.25 shows that the vast majority of students (69.29%) provided inconvenient answers to the aforementioned

question. This indicates that students barely could improvise to guess how would positive psychology influences an individual's attitudes. In light of the reason that they do not have background knowledge about positive psychology and attitudes. However, (30.70%) of students opt for the influence of positive psychology over attitudes. For instance, they justify

“As previously highlighted, positive psychology is the first source of positive attitude. Thus, it would certainly influence the attitude positively.”

“Being in a positive environment will obviously affect the way one thinks and alter his attitude as well.”

“Positive psychology will help in building and maintaining a positive attitude.”

This implies that positive psychology will have a positive influence on attitudes, as it will alter negative and unsuitable attitudes into positive ones.

Question twenty-five: Do you expect the learning process when implementing positive psychology strategies, approaches, and techniques in the course of study, would:

Table 3.26.

Implementation of Positive Psychology in the course of study.

Options	Number (N)	Percentage (%)
Prosper	87	76.31%
Be the same as the old way of teaching	21	18.42%
Decrease	6	5.26%
Total	114	100%

Table 3.26 demonstrate students' perspectives on the implementation of positive psychology's methodology, approaches, and strategies. The majority of students (76.31%) claim that the learning process would prosper if positive psychology's methodology, approaches, and

techniques, are implemented in the course of study. This indicates that if the teacher adapts and applies these criteria, the education process would certainly flourish. In addition, the learning journey will be pleasant for both teachers and students. (18.42%) of students think that even if positive psychology is implemented in the course of study, the learning process would remain the same as the old way of teaching. This implies that positive psychology, for this category of students, would not affect the teaching and learning process. Only 6 students (5.26%) think that positive psychology would hinder the educational journey. This implies that they prefer the classic, traditional form of teaching. This means that they are not open to new strategies and ways of learning.

Question twenty-six: How does the classroom setting influence your attitude?

Table 3.27.

Classroom Impact on Students' Attitude.

Options	Number (N)	Percentage (%)
Positively	79	69.29%
Negatively	35	30.70%
Total	114	100%

According to Table 3.27, the majority of students (69.29%) feel that the classroom environment has a favourable impact on them. This shows that the student's educational experience has been pleasant throughout. While (30.70%) of students think that the classroom environment has a negative impact on their attitude. This shows that learners' learning journeys have been inhibited by a variety of obstacles that have made them unpleasant. As a result, students think that the classroom environment has a negative impact on them.

Question twenty-seven: According to your previous answers, do you prefer the traditional form of teaching or the new form of teaching which integrate positive psychology strategies? And why?

Table 3.28.

Students' Choice of the New form of Teaching or the Traditional Form.

Choice	Number (N)	Percentage (%)
New form	98	85.96%
Traditional way	16	14.03%
Total	114	100%

According to table 3.28, a large number of students (85.96%), prefer the new form of teaching and learning which adopts and applies positive psychology's strategies and methodology. They claim that it is beneficial as it will enrich the learning process with new strategies, approaches, and methodology that undoubtedly will boost and improve the classroom atmosphere. Not to forget that the relationship between teacher and student will be based upon solid that will serve both of them. For instance, they state

“The new form of teaching is more likely to bring more positive outcomes to both learner and teacher.”

“I prefer the new form, positive psychology strategies are better because they create a more suitable environment for studying.”

“In my opinion, the new form of teaching and learning is the best way in order to get more satisfactory results and improve the learning and teaching process.”

“The new one, our learning process has always been ineffective. Integrating positive psychology would improve our learning and our attitude.”

“The new form. That focuses more on the psychological side of the student because it is a fundamental aspect that can push one towards success or the opposite.”

As quoted above, this means that integrating positive psychology inside the classroom and in the course of study would have satisfactory results. Conversely, only 16 students (14.03%) prefer the traditional form of teaching and learning. Their answers revolve around these points, they state:

- They are introverted, and this new form of learning will make them uncomfortable.
- The traditional form of learning and teaching is suitable.

This implies that they are comfortable with the classical form of learning. For it does not set them out of their comfort zone as it mainly considers the teacher as the sage on the stage and the dominant of the class.

Question 28: please, if you have any further comments or suggestions, mention them below?

Table 3.29.

Further Comments and Suggestions

Responses	Number (N)	Percentage (%)
No comment and/or suggestion.	80	70.01%
Interesting topic, good luck.	28	24.56%
Provide different comments/suggestions	6	5.26%
Total	114	100%

Table 3.29 demonstrates More than half of the total sample (70.01 %), or 80 students, did not respond to this question, while the remaining portion responded. Among those who responded, 28 students (24.56 %) said it was an interesting topic and wished the researcher luck in his work. Only a few students (5.26%) added some comments and suggestions about their expectations for

the implementation of positive psychology in the classroom and its impact on the educational environment. The following are the answers to the questions:

“As far as I am, concerned, Positive psychology is such an interesting field. Because most classical teaching approaches neglect the mental side of the learners since mental issues have a major influence on the student’s ability to acquire knowledge. Thus, it would be of a great benefit if it is implemented in our learning journey.”

“In my opinion, this new form of teaching and learning focuses more on the psychological side of the student because it is a fundamental aspect that can push one towards success or the opposite.”

“I hope this new form will be considered in our honourable department. Because integrating positive psychology strategies will positively influence the learners and teachers, plus a positive environment means better learning and better process of information.”

“Positive psychology should be implemented in the classroom and developed to fulfil the needs of both teachers and students. Not only that it will give students more confidence and to be more active learners, it will help teachers become more effective; but also in the long term it will help in improving the educational system.”

“The traditional form of teaching feeds my ego in the sense that it challenges me to be more productive so that I appear smart and top-ranking student. However, it shuts me down when I don’t fulfil all that I sought. Conversely, positive psychology seeks not only to fix what is wrong, but rather it gives an insight of how to set a pleasant atmosphere as well as it maximizes well-being and the willingness of students to study and seek better learning outcomes.”

Ultimately, it appears that these informants (24.56%) and (5.26%) recognize the relevance of Positive Psychology in enhancing the EFL learning process in general, and boosting students' personal and social competencies, in particular, based on the aforementioned remarks and

suggestions. More significantly, students are aware of the disadvantages of traditional learning and teaching methods. As a result, students demonstrate an understanding of the value of positive psychology methods in the educational setting.

3.1.4.2. Summary of Results and Findings from Students' Questionnaire

The first section is dedicated to providing general information on the students' sample. The majority of informants had studied for eleven (11) years, according to the findings. It indicates that they have achieved academic success (see table 3.1). The findings also reveal that students' English levels range from advanced to intermediate (see table 3.2). The majority of students claim that they choose to learn English (see table 3.3).

The second section focuses on students' attitudes in the classroom; the findings show that the majority of students believe that attitude refers to an individual's behaviour toward a person, an object, or a situation. This demonstrates that students believe their attitudes may be determined by their actions (see table 3.4). In comparison to other components, the cognitive component is emphasized by the vast majority of students as the one that has the greatest impact on attitude. This means that people construct their perspectives by judging and evaluating each produced stimulus or item they come across with their minds (see table 3.5). Nearly half of the students think that attitude components are beneficial in understanding why people act, feel, and judge an entity on a broad scale (table 3.6). The majority of students assume that their reactions are influenced by the teacher's attitude (see table 3.7). In the same vein, they claim that positive and neutral attitudes are the ones that produce pleasant reactions, implying that these two attitudes will benefit individuals in good ways (see table 3.8). Furthermore, more than half of the students indicated that attitudes are kept in two separate memories, a One-dimensional perspective, and a Two-dimensional perspective (see table 3.9). Many students believe that elements such as family, society, experiences, educational and religious institutions, and so on, impact students' attitudes

toward the learning process (see table 3.10). Furthermore, the great majority of students admit that past events have a direct impact on an individual's attitude. Half of the students believe that past experiences have a direct impact on an individual's attitude. (For more information, see Table 3.11). Importantly, this suggests that the majority of students believe that prior experiences are the most important element influencing their attitudes. A considerable number of students believe that external stimuli caused by the surrounding environment may trigger major changes in their attitudes. This suggests that their attitudes are quickly influenced by circumstances, people, and objects in their environment (see table 3.12).

Section three aims to dive into students' backgrounds to infer the knowledge they carry of psychology. Despite having been exposed to psychology, a significant number of students provided convenient answers for the definition (see table 3.13). In addition, nearly half of the students assumed that psychological needs, are all that an individual seeks to balance and fulfil himself (see table 3.14). In terms of the constructivist classroom, a remarkable number of students assume that one of the primary goals of education is to teach students how to construct meaning and knowledge (see Table 3.15). Surprisingly, over half a number of students assume that positive psychology is very important (see table 3.16). Moreover, a large number of students assume that the integration of positive psychology in societal institutions would have a high impact on them, as well as on the learning process (see table 3.17). According to students, positive education maximizes multiple aspects, mainly students' academic achievement (see table 3.18). To a moderate degree, many students agree that teachers' attitudes will influence students' worldview, and thus will alter it (see table 3.19). A leader according to a significant number of students inspires, motivates, and influences others (see table 3.20). Remarkably, half of the students' samples agree that the presence or absence of positive emotions has a significant impact on the learning process as well as on teachers and learners (see table 3.21).

The goal of section four is to see if incorporating positive psychology into a course of study has an impact on the learning process and students or not. Accordingly, a large number of students agree to a high degree that positive psychology would have an influence (see table 3.22). The goal of (Table 3.23) is to show to what extent a teacher's pedagogy impacts the learning process as well as students' attitudes. As a result, near half of students assume to a high extent teachers' methodology is a highly influential factor in the learning process. A considerable number of students assume that the lack of teaching strategies is a barrier to the educational process (see table 3.24). Few students out of the whole sample provided convenient answers to in what manner positive psychology will impact attitudes, this means that students faced difficulty to foresee it (see table 3.25). The vast majority expect that when implementing positive psychology's approaches, and methodology, the learning process will prosper and flourish (see table 3.26). A large number of students claim that the classroom setting influences them positively (see table 3.27). This implies that the classroom atmosphere makes students feel comfortable. Nearly all students agree and prefer the new form that incorporates positive psychology in the course of study (see table 3.28). This implies that students dislike the classical form of learning and teaching and prefer the new form that implements the positive psychology PERMA model of learning and teaching because of the advantages it provides.

3.2. Classroom Observation

3.2.1. Sample choice

The present study's target group is Master One LMD students enrolled in the academic year 2021/2022 in the Department of Letters and English Language, University of 8 mai 1945, Guelma. The reason for picking this sample above any other level in the department is because, in comparison to other levels, Master One teachers employ advanced teaching strategies and approaches. Typically, five teachers were chosen at random and utilized as a sample for this

observation. In addition, this observation was done with five teachers in different classes with five out of six Master one student groups.

3.2.2. Description of the Observation

Classroom observation was also used as the main tool for teachers in this research. Master One teachers were observed throughout their lectures on this premise, to determine their attitudes. In this sense, this observation is made to determine if teachers are managers or leaders on one hand. On the other hand, to see if there is a constructive atmosphere in the classroom and whether the teacher is a source of comfort for the students. This observation is based on a checklist, which includes positive emotions, positive relationships, engagement, meaning, and achievement.

During the second semester, a classroom observation was conducted. Five teachers who teach different modules were chosen at random to be observed to discover the variations in their teaching styles. After obtaining permission from teachers to view their lectures through various classrooms, each teacher was observed for two hours, 60-minute periods. The experiment lasted five days, from May 15th to May 19th, 2022. The timing, sessions, and dates of the observation are described in the table below.

Table 3.30.

Observations Details

Skills	Level	Teachers	Date
Leader		1	15/05/2022
Manager		2	15/05/2022
Positive emotions		3	16/05/2022
Positive relationships	Master One teachers at the Department of English, University of 8 mai 1945, Guelma	4	18/05/2022
Engagement		5	19/05/2022
Meaning			
Achievement			

This study employed structured observation, which means that all aspects are to be observed and taken into account to meet the aforementioned goals that were arranged beforehand. An observation checklist is used to categorize these items (see Appendix B). This observation consists of two sections. The first comprises an introduction that provides general information such as the observer's and teacher's names, the teacher that is observed, as well as the time and date. The key parameters that teachers may be using before, during, and after the lecture are covered in the second part. The checklist was the same for all five teachers to avoid any inconsistencies that may occur.

3.2.3. Analysis of The Results and Findings

This observation follows a checklist and is intended to provide insight into the educational process. Furthermore, because teachers are at the heart of the educational process, this observation aims to identify the traits that teachers exhibit in the classroom. In addition, to

determine if a teacher is a leader or a manager, as well as what type of learning environment he creates for students.

3.2.4. General information

Of course, the most significant duty in a classroom environment is what a teacher performs with the learners. The teacher's responsibility and aim are more than simply transmitting knowledge and assessing the abilities of their learners; it also includes how they make the learning experience a joyful and positive experience. In this respect, this observation aims to investigate teachers' attitudes in a classroom.

3.1. Leadership Vs Management

In simple terms, *leadership* is the act of encouraging individuals to work toward common goals. Whilst, *management* is controlling and monitoring individuals to work toward a goal. In analogy to the learning process, Teacher leadership is “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (York-Barr & Duke, 2004, p. 288). Accordingly, it is noted that two out of five of the observed teachers have demonstrated excellent leadership principles. They portrayed excellent levels of communication, playing both the role of a proficient speaker and an actively focused listener. Additionally, these teachers have also shown a great level of creativity when it comes to thinking outside the box and inspiring, motivating, and encouraging their learners, which served to manifest their role as a guide. Their foci extend to include various approaches to transmitting information to learners, despite their unique and different cognitive processes when it comes to learning something new. The *inclusion* of as many students as possible and creating a sense of *collectivity* was an apparent feature in their process of imparting knowledge (see Atamanik, 2013). In contrast, three out of the five teachers utilized the

“management” approach, i.e., taking the initiative and delegating the students to follow their lead. In detail, they exhibited a sense of a controlling instructor, where students’ initiatives are sometimes disregarded and their presence and behaviour in the classroom, seemed to strike a sentiment of commanding fear. An authoritative approach always takes the forefront, in which driving the students’ towards the best results is the intended goal. The latter observations have shown some influence on students who might have introverted personalities, prior teacher-student trauma, and self-expressive difficulties (see Guerrouah & Laribi, 2020).

3.2.1. The PERMA Model

According to the observations, four out of five teachers created a general sense of comfort for the students, in which the latter managed to feel at ease and eliminate any sense of alienness. The student-teacher relationship has played a vital part in the degree of the students’ abilities to engage, participate and express themselves. Allowing the students to have a voice, enabled them to feel present and heard by their peers and the teacher as well. This has also brought ashore the students' interest in creating interpersonal relationships and leaving their comfort zones to experience a sense of communion, which in return aided their personal development in terms of confidence, self-esteem, and self-expression. Notably, students have demonstrated through the prior mentioned factors an active process of seeking meaning inside and outside the classroom, through the relationships they have built, their personal and collective goals, and the shared bond of collectivity they have formed (Waldinger, Vaillant, & Orav, 2007). Although this notion of meaning is abstract, the observations have shown that students of the aforementioned teachers are more inclined to persevere academically and build tangible and meaningful ambitions and relationships. Consequently, in the classroom setting, teachers and students enable themselves and each other to induce a lot of positive qualities, emotions, and temperament and dissuade the occurrence of maleficence and negativity (Seligman & Csikszentmihalyi, 2014). Teachers, for the

most part, instinctively realize that these emotions are beneficial in the classroom context and purposefully utilize them with learners. This approach is appropriate in some settings, as learners' fear of failure might cause them to evade speaking or participating with the said target language (Fredrickson & Joiner, 2002). These teachers have also presented the antithesis of failure, which is the creation of plausible and teachable abilities that can enable learners to attain more while enjoying the experience, in addition to assisting students in developing clearer, more achievable, and interesting aspirations and goals.

3.2.2. Summary of the results

The act of leading individuals to cooperate toward shared objectives is known as teacher leadership. Individuals are controlled and monitored by management to attain a goal. Two of the five instructors that were watched displayed great leadership skills. They've also demonstrated a high level of innovation in terms of stepping outside the box and motivating, engaging and encouraging their students. Moreover, Four out of five teachers created a general sense of comfort for the students. Students have demonstrated an active process of seeking meaning inside and outside the classroom. Teachers have also presented the antithesis of failure, which is the creation of plausible and teachable abilities that can enable learners to attain more while enjoying the experience.

Conclusion

This practical chapter is based on the analysis of students' questionnaires and teachers' observations. Along with the theoretical parts, these data-gathering tools helped in answering the study questions and confirming the hypothesis. According to the results of the students' questionnaire and the observations of the teachers, both demonstrate a high agreement on the positive effect of positive psychology in the learning process, particularly in the EFL classroom. According to the results of the students' questionnaire, Students have a positive attitude and

strong agreement about the significance of positive psychology in the learning process in general, and in improving their interpersonal and intrapersonal competencies in particular. Because of some learning obstacles and challenges that students face and encounter during their learning experience, almost all students believe that incorporating positive psychology into the learning process would be beneficial in easing their educational journey, as it would allow them to enjoy the learning process, form positive and strong bonds with their teachers, engage inside the classroom, infer meaning, and achieve their learning objectives. Hence, teachers' observation reveals teachers' personalities through their teaching approaches, methodology, strategies, and techniques, which reveal whether or not they are leaders or managers, as well as their impact on the learner and the learning experience. Furthermore, demonstrating strong, flexible, and appropriate teaching skills that match students' needs prevents negativity and enhances the learning experience.

3.3. Pedagogical Implications

The outcomes of the study show that the students under investigation have a positive attitude toward positive psychology and the new form of learning that incorporates positive psychology approaches. As a result, what was hypothesized at the start of the investigation has been confirmed. As a result, significant pedagogical implications for the university, teachers, and students are offered. The latter is meant to bolster the practical aspect of the findings as well as raise personal understanding of the subject under investigation.

In truth, three important issues do not receive the proper attention, or at least not as much attention as they should at the Department of English, University of 8 mai 1945, Guelma. First, the teacher is the centre of education; this means that if a teacher is under stress and is unable to maintain his or her well-being and positive attitude, he or she will disrupt the classroom atmosphere, resulting in a slew of negative consequences that will have a significant impact on

students' mental health. As a result, students' attitudes, viewpoints, and interests in the educational experience will be harmed. Aside from pedagogy, *heutagogy* methods should also be considered in the application of innovative methodologies. If used in the educational process, the latter would be more beneficial to the learning process. Heutagogy, in this sense, is self-directed learning that emphasizes the necessity for flexibility in learning, meaning that they should focus on growing the learner's competence. Similarly, rather than only anchoring discipline-based skills, teachers should focus on increasing the learner's competence. They should also abandon whatever control they believe they have because that would harm the classroom atmosphere as well as the students. Finally, Emotional Intelligence as a course of study would be of great benefit to both teachers and students. A course of study would enable students and teachers to establish relationships upon which they will thrive and foster not only the learning process but also their personal and social lives.

3.3.2. Teachers

They have the power to either lead students to enjoy their educational journey or dislike it. students' learning needs and styles may differ; in this case, teachers must understand the learners' needs in order to develop a lesson plan that meets the learning objectives of all learners rather than just a few. Furthermore, a significant aspect for teachers to consider is to identify learning barriers and adjust and change their way of teaching. Rather than issuing warnings, it is preferable for the teachers to understand and be open to listening to the problems and reacting appropriately. Positive comments can sometimes function as a relief, also they will boost students' confidence and self-esteem. Finally, teachers must use active learning where they adopt the learner-centred approach, as to increase student engagement, and encourage student diversity via the learning process.

3.3.3. Students

The majority of students are heavily dependent on teachers. Despite that, Master one is an advanced level and the LMD system is student-centred, students are expected to acquire self-independence and self-control by developing their techniques for dealing with any obstacles that may arise. Moreover, students need to figure out how to set and sustain a positive classroom atmosphere even if it is disrupted. Also, as to how to establish strong relationships with teachers, and seek to accomplish their academic objectives. Finally, incorporating positive psychology approaches would undoubtedly serve students in all manners

3.4. Limitations of the Study

Even though the study is finally complete, it was not without its challenges. Since Ramadan did not end until the first week of May, this study could not be completed sooner. Students were seldom present after El Aid, making it difficult to conduct the questionnaire in a short time as well as the classroom observation. In fact, numerous primary sources were unavailable due to their cost, and just a handful was available for free. There may, however, have been some biases. This indicates that it is questionable if they replied honestly or sought to provide responses that were relevant to the present issue. Furthermore, a small number of students provided insufficient and inconsistent answers. It is believed that the participants responded at random or did not take the survey seriously. Furthermore, since the epidemic, Geulma University followed the system of waves that was not helpful; the wave study only one week of face-to-face learning and then take a week off, preventing the findings from being solidified and further classroom observations from being made. All of these limitations have hampered and narrowed the study development and data collecting to some extent.

General Conclusion

The purpose of this study is to investigate teachers' and students' attitudes on the role of positive psychology in boosting students' personal and social competencies, as well as improving the learning process. In essence, the research is divided into two sections. The first phase has two theoretical chapters that cover the literature vis-a-vis Attitudes and Positive Psychology, respectively, while the second phase contains the practical side. The first chapter is theoretically dedicated to presenting a broad overview of attitudes. It covers the history and definition of attitude, as well as the components of attitude, its types, its structure, the influencing factors, and theories of attitude change. Psychology is the subject of the second chapter. It is divided into two sections. The first section covers the concept of psychology, its origins, history, and major schools of thought; the second section covers well-being, positive education, leadership, interpersonal and intrapersonal competencies, the PERMA model, and finally, well-being awareness and the impact of PERMA on achievement. The quantitative descriptive method is used to attain the above-mentioned objective using two separate tools: classroom observation and a questionnaire. At the Department of English, 8 mai 1945 University, the questionnaire is administered to 114 Master One LMD students. The third chapter contains all of these tools' analyses and interpretations. Moreover, students demonstrate positive attitudes regarding the role of positive psychology in developing their personal and social competencies, as well as the learning process. According to the data gathered from classroom observation and the students' questionnaire, they agree that implementing positive psychology into the learning process helps to a large extent. As a result, the research hypothesis stated at the outset of this dissertation is confirmed.

REFERENCES

- Ajzen, I., & Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Prentice-Hall.
- Albarracin, D., Johnson, B. T., Zanna, M. P., & Kumkale, G. T. (2005). *The handbook of attitudes*. Lawrence Erlbaum Associates.
- Albrecht, S. L., Chadwick, B. A., & Jacobson, C. K. (1980). *Social psychology*. Prentice-Hall.
- Allport, G. W. (1954). Attitudes in the history of social psychology. In G. Lindzey (Ed.), *Handbook of social psychology*. Reading, Mass., Addison-Wesley Pub. Co.
- Armstrong, T. (1999). *7 Kinds Of Smart: Identifying And Developing Your Multiple Intelligences*. Plume.
- Atamanik, C. (2013). The Introverted Leader: Examining the Role of Personality and Environment. *Center for Leadership Current Research, 2*.
https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1001&context=lead_research
- Bajorek, Z., Gulliford, J., & Taskila, T. (2014). Healthy teachers, higher marks? Establishing a link between teacher health & wellbeing, and student outcomes. In *theworkfoundation.com*. The Work Foundation.
https://f.hubspotusercontent10.net/hubfs/7792519/healthy_teachers_higher_marks_report.pdf
- Bates, M., & Boren, D. M. (2019). *Assessing Wellbeing in Schools*. EdTech Books.
https://edtechbooks.org/pdfs/print/wellbeing/_wellbeing.pdf
- Bem, D. J. (1972). *Self-Perception Theory* (Vol. 6). Academic Press Inc.
<https://www2.psych.ubc.ca/~schaller/Psyc590Readings/Bem1972.pdf>

- Blankaart, S. (1715). *The physical dictionary. : Wherein the terms of anatomy, the names and causes of diseases, cryosurgical instruments, and their use, are accurately described. ... By Stephen Blancard ...* Printed By R.B. For Sam. Crouch, And John & Benj. Sprint.
- Bogardus, E. S. (1925). Social distance and its origin. *Journal of Applied Sociology*, 9, 216–227.
- Browder, D. M., Schoen, S. F., & Lentz, F. E. (1986). Learning To Learn Through Observation. *The Journal of Special Education*, 20(4), 447–461.
<https://doi.org/10.1177/002246698602000406>
- Brown, H. D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Prentice Hall Regents.
- Burns, A. B., Brown, J. S., Sachs-Ericsson, N., Ashby Plant, E., Thomas Curtis, J., Fredrickson, B. L., & Joiner, T. E. (2008). Upward spirals of positive emotion and coping: Replication, extension, and initial exploration of neurochemical substrates. *Personality and Individual Differences*, 44(2), 360–370. <https://doi.org/10.1016/j.paid.2007.08.015>
- Castle, P., & Buckler, S. (2009). *How to be a successful teacher: strategies for your personal and professional development*. Sage.
- Colman, A. M. (1994). Companion encyclopedia of psychology. In A. M. Colman (Ed.), *Companion Encyclopedia of Psychology* (pp. 3–18). Routledge.
- Conteh, M. M. (2002). Connecting the dots: Limited English proficiency, second language learning theories, and information literacy instruction. *The Journal of Academic Librarianship*, 28(4), 191–196. [https://doi.org/10.1016/s0099-1333\(02\)00282-3](https://doi.org/10.1016/s0099-1333(02)00282-3)
- Csikszentmihalyi, M. (1990). *Flow: the Psychology of Optimal Experience*. Harper and Row.
- Cullen, B., & Backwell, B. (2017). LANGUAGE TEACHING IN A GLOBAL AGE; Positive Psychology: From the Classroom to the World. In *JALT Publications* (pp. 198–206). Japan

Association for Language Teaching Journal.

<https://jalt-publications.org/sites/default/files/pdf-article/jalt2017-pcp-027.pdf>

Das, J. P. (1998). *The working mind : an introduction to psychology*. Sage.

Diener, E., Nickerson, C., Lucas, R., & Sandvik, E. (2002). Dispositional affect and job outcomes. *Social Indicators Research*, 59, 229–259.

DörnyeiZ. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Driscoll, M. P. (2014). *Psychology of learning for instruction*. Pearson.

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Wadsworth Cengage Learning.

Ebbinghaus, H. (1973). *Abriss Der Psychologie*. (M. Meyer, Trans.). Arno Press,. (Original work published 1908)

Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Sage Publications.

Eysenck, M. W. (2004). *Psychology : an international perspective*. Psychology Press.

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Addison-Wesley Pub. Co.

Fleck, C. (2015). Attitude: History of Concept. In: James D. Wright (Eds), *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., pp. 175-177). Oxford: Elsevier.

Fleming, D. (1967). Attitude: The history of a concept. In *Perspectives in American History* (pp. 287–365). Harvard University Press.

Frankl, V. E. (1984). *Man's search for meaning*. Pocket.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.

<https://doi.org/10.1037/0003-066x.56.3.218>

- Fredrickson, B. L., & Joiner, T. (2002). Positive Emotions Trigger Upward Spirals Toward Emotional Well-Being. *Psychological Science, 13*(2), 172–175.
<https://doi.org/10.1111/1467-9280.00431>
- Furze, T. A., & Bennett, B. (2011). *Using the Principles of Classical Conditioning to Learn Event Sequences*. ResearchGate.
https://www.researchgate.net/publication/228966872_Using_the_Principles_of_Classical_Conditioning_to_Learn_Event_Sequences?fbclid=IwAR2wyY8qwp1xPZ-sgAPBeglV0XKifJtU5CIQnaZ5zZTMpK7_urZFelpFh5c
- Gable, S., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology, 9*(2), 103–110. <https://doi.org/10.1037/1089-2680.9.2.103>
- Gardner, H. (1999). *Intelligence reframed : multiple intelligences for the 21st century*. Basicbooks ; Plymouth.
- George, A. (2018). *Psychology: Origin, Nature, Definitions, Branches*. Alexgkavukattu.com.
<http://www.alexgkavukattu.com/files/media/notes/1507258004EDU%20102-%20MODULE%201.pdf>
- Glasman, L. R., & Albarracín, D. (2005). Forming attitudes that predict future behavior: a meta-analysis of the attitude-behavior relation. *Psychological Bulletin, 132*(5), 778–822.
<https://doi.org/10.1037/0033-2909.132.5.778>
- Gräbel, B. F. (2017). *The relationship between wellbeing and academic achievement : a systematic review* [MA Thesis]. <https://essay.utwente.nl/73514/>
- Greenwald, A. G. (1968). On defining attitude and attitude theory. In A. G. Greenwald, T. C. Brock, & T. M. Ostrom (Eds.), *Psychological foundations of attitudes* (pp. 407–427). Academic Press.

- Guerrouah, S., & Laribi, F. (2020). *Teachers' Scaffolding of Introverted Students: The Case of First Year Teachers of Workshops of English at Mouloud Mammeri University of Tizi-Ouzou* [Master Dissertation].
- Haddock, G. & Maio, Gregory. (2008). Attitudes: Content, structure, and function. Introduction to social psychology: A European perspective. 112-113.
- Henriques, G. R. (2004). Psychology defined. *Journal of Clinical Psychology*, 60(12), 1207–1221. <https://doi.org/10.1002/jclp.20061>
- Hsu, C.-C., & Huang, W.-Y. (2018). An interpretation of students' learning attitude and behavior toward physical education. *International Journal of Physical Education, Sports and Health*, 5(5), 87–94.
- IGNOU. (2017a). *Unit 1: Introduction, Definition and Concept of Psychology*. EGyanKosh; The <https://egyankosh.ac.in/bitstream/123456789/23243/1/Unit-1.pdf>
- IGNOU. (2017b). *UNIT 4: Humanistic and Self Theory (Maslow and Rogers)*. EGyanKosh; The <https://egyankosh.ac.in/bitstream/123456789/20821/1/Unit-4.pdf>
- Insko, C. A. (1975). *Theories of attitude change*. Prentice-Hall, [Ca.
- Johnson, A. (2014a). BASICS OF CONSTRUCTIVISM. *Academia.edu*.
https://www.academia.edu/24847782/BASICS_OF_CONSTRUCTIVISM
- Johnson, A. (2014b). LEARNING, EDUCATING, AND TEACHING. *Academia.edu*.
https://www.academia.edu/9815883/LEARNING_EDUCATING_AND_TEACHING
- Johnson, A. (2014c). SOCIAL LEARNING THEORY. *Academia.edu*.
https://www.academia.edu/8504361/SOCIAL_LEARNING_THEORY
- Johnson, A. (2019). *BEHAVIORISM: CLASSICAL CONDITIONING, PAVLOV AND WATSON*.
Academia.edu.

https://www.academia.edu/8468278/BEHAVIORISM_CLASSICAL_CONDITIONING_PAVLOV_AND_WATSON

Jonas. (2021, August 28). *4 Main Types of Attitudes in Psychology - jonas Muthoni*. Jonas Muthoni -

<https://jonasmuthoni.com/blog/types-of-attitudes-in-psychology/?fbclid=IwAR3rfzgLNWJrQMtVidVsvmm5txA3QAYsugpinPHLNgcYvXXgDCbuaQEEDss>

Käferböck, S. J. (2019). The Positive EFL Classroom: A conceptual analysis of Positive

Education (PE) and its compatibility with Austrian EFL education. *CELT Matters*, 3, 25–37.

https://anglistik.univie.ac.at/fileadmin/user_upload/i_anglistik/Department/CELT/CELT_Matters/Kaeferboeck_4__2019__04.pdf

Katz, D. (1960). Psychology: A Study of a Science. *The American Journal of Psychology*, 73(3), 488. <https://doi.org/10.2307/1420195>

Kiesler, C. A., Collins, B. E., & Miller, N. (1969). *Attitude change*. John Wiley and Sons, Inc.

Krashen, S. D. (1988). *Principles and practice in second language acquisition*. Phoenix Elt.

Landesman, C. (2018, August 26). *Understanding The Power Of Attitude: Is Yours Worth*

Catching? Strategez for Success | Learn to Thrive NOT Just Survive!; Strategez.

https://www.strategez.com/2018/08/26/understanding-the-power-of-attitude-is-yours-worth-catching/?fbclid=IwAR2UirZveWoWD0DukFt_L4MlmAD1oV_57pPY9QW--jk8HkjBTeeWuL67xOY

Larsen, D., & Long, M. H. (1991). *An introduction to second language acquisition research*.

Routledge.

Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*.

Engelwood Cliffs, N.J.: Prentice-Hall.

- Lopez, S. J., & Snyder, C. R. (Eds.). (2002). *Oxford handbook of positive psychology*. Oxford University Press.
- Maio, G. R., & Haddock, G. (2014). *Psychology of attitudes* (Vol. 1). Sage.
- Maio, G. R., & Olson, J. M. (2014). *Why we evaluate : functions of attitudes*. Routledge.
- Mangal, S. K. (2007). *Essentials of educational psychology*. New Delhi Prentice-Hall Of India.
- Maslach, C., & Leiter, M. P. (1999). Teacher burnout: A research agenda. In A. M. Huberman & R. Vandenberghe (Eds.), *Understanding and preventing teacher burnout : a sourcebook of international research and practice* (pp. 295–314). Cambridge University Press.
- Mercer, S., & MacIntyre, P. D. (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, 4(2), 153–172.
<https://doi.org/10.14746/ssllt.2014.4.2.2>
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping Language Teachers to Thrive: Using Positive Psychology to Promote Teachers' Professional Well-Being. In D. Gałajda & D. Gabryś-Barker (Eds.), *Positive Psychology Perspectives on Foreign Language Learning and Teaching* (pp. 213–229). Switzerland: Springer.
- Myers, D. G. (1987). Yin and Yang in psychological research and Christian belief. *Perspectives on Science and Christian Faith*, 39, 128–139.
<https://davidmyers.org/uploads/Yin.Yang.Psych.Belief.pdf>
- Oishi, S., Diener, E., & Lucas, R. E. (2007). The Optimum Level of Well-Being: Can People Be Too Happy? *Perspectives on Psychological Science*, 2(4), 346–360.
<https://doi.org/10.1111/j.1745-6916.2007.00048.x>
- Olufemi, T. D. (2012). Theories of Attitudes. In *Psychology of attitudes* (pp. 61–78). Nova Science Publishers.

Olusegun, B. S. (2015). Constructivism learning theory: A paradigm for teaching and learning.

IOSR Journal of Research & Method in Education, 5(6), 66–70.

<https://doi.org/10.9790/7388-05616670>

Oskamp, S., & Schultz, P. W. (2014). *Attitudes and opinions*. Psychology Press.

Patterson, K., & Winston, B. E. (2006). An Integrative Definition of Leadership. *International Journal of Leadership Studies*, 1(2), 6–66.

https://www.regent.edu/wp-content/uploads/2020/12/winston_patterson.pdf

Petty, R. E., & Cacioppo, J. T. (1981). *Attitudes and persuasion: Classic and contemporary approaches*. Oxford: Westviewpress.

Rath, T., & Harter, J. K. (2010). *Wellbeing : the five essential elements*. Gallup Press.

Rokeach, M. (1969). *Beliefs, attitudes and values : a theory of organization and change* (Vol. 14).

Jossey-Bass. <https://doi.org/10.1093/sw/14.4.115>

Sambaiah, M. (2016). Intrapersonal skills as core of the personality: Some home truths. *Journal of English Language and Literature*, 3(1), 225–230.

<https://joell.in/wp-content/uploads/2016/03/Intra-Personal.pdf>

Schuman, H., & Johnson, M. P. (1976). Attitudes and Behavior. *Annual Review of Sociology*, 2(1), 161–207. <https://doi.org/10.1146/annurev.so.02.080176.001113>

Seligman, M., Adler, A., Escamilla, H., Duckworth, A., Kamentz, D., Weissberg, R., Robinson, J., White, M., Zhao, Y., Larson, E., Maher, J., Hong, Y., Cooperrider, D., Leventhal, S., & Ben-Shahar, T. (2018). *Global Happiness Policy Report: Positive Education* (pp. 52–74).

Global Happiness Council.

<https://ppc.sas.upenn.edu/sites/default/files/posedseligmanadler.pdf>

- Seligman, M. E. (2002). Positive Psychology, Positive Prevention, and Positive Therapy,. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 3–12). Oxford University Press.
- Seligman, M. E. (2011). *Flourish : a new understanding of happiness and well-being - and how to achieve them*. Nicholas Brealey Publishing.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2016). Flow and the foundations of positive psychology. In *Flow and the foundations of positive psychology* (pp. 279–298). Springer.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293–311. <https://doi.org/10.1080/03054980902934563>
- Shams, M. (2008). *Students' attitudes, motivation and anxiety towards English language learning*. ResearchGate.
https://www.researchgate.net/publication/241833618_Students'_attitudes_motivation_and_anxiety_towards_English_language_learning
- Shek, D. T. L., & Leung, J. T. Y. (2016). Developing social competence in a subject on leadership and intrapersonal development. *International Journal on Disability and Human Development*, 15(2), 1–9. <https://doi.org/10.1515/ijdhhd-2016-0706>
- Shek, D. T. L., & Lin, L. (2015). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development*, 14(3), 255–263.
<https://doi.org/10.1515/ijdhhd-2015-0406>
- Sherif, G., & Hovland, E. B. (Eds.). (2002). *Theories of change of attitude in human relationship*. McGraw Hill.
- Sherif, M., & Hovland, C. I. (1963). Social Judgment. *The Canadian Journal of Economics and Political Science*, 29(3), 425. <https://doi.org/10.2307/139247>

- Shrigley, R. L. (1983). The attitude concept and science teaching. *Science Education*, 67(4), 425–442. <https://doi.org/10.1002/sce.3730670402>
- Shrigley, R. L., Koballa, T. R., & Simson, R. D. (1988). Defining attitude for science educators. *Journal of Research in Science Teaching*, 25(8), 659–678. <https://doi.org/doi:10.1002/tea.3660250805>
- Smith, S. W., Atkin, C. K., Martell, D., Allen, R., & Hembroff, L. (2006). A Social Judgment Theory Approach to Conducting Formative Research in a Social Norms Campaign. *Communication Theory*, 16(1), 141–152. <https://doi.org/10.1111/j.1468-2885.2006.00009.x>
- Spolsky, B. (1989). *Conditions for second language learning : introduction to a general theory*. Oxford University Press.
- Tafazoli, Dara & Gómez Parra, M. Elena & Huertas Abril, Cristina. (2018). A cross-cultural study on the attitudes of English language students towards Computer-Assisted Language Learning. 18.
- Taylor, G. R., & MacKenney, L. (2008). *Improving Human Learning in the Classroom : Theories and Teaching Practices*. A Division of Rowman & Littlefield Publishers, Inc. <https://smartlib.umri.ac.id/assets/uploads/files/03084-improving-human-learning.pdf>
- The Importance of Maslow's Pyramid of Needs - The School Of Life*. (2021). The School of Life. <https://www.theschooloflife.com/article/the-importance-of-maslows-pyramid-of-needs/>
- Thomas, W. I., & Znaniecki, F. (1974). *The Polish peasant in Europe and America*. Octagon Books.
- Thurstone, L. L. (1928). Attitudes Can Be Measured. *American Journal of Sociology*, 33(4), 529–554. <https://doi.org/10.1086/214483>

Tsuda, N. (2008). The Theory of Multiple Intelligences and Its Application in EFL Classrooms.

Language and Culture : The Journal of the Institute for Language and Culture, 12, 31–43.

<https://doi.org/http://doi.org/10.14990/00000463>

Upadhyia, B., & Singh, Y. K. (2009). *Educational psychology*. Aph Publishing Corporatio.

Wade, C., & Tavis, C. (1997). *Psychology*. Harpercollins College, U.S.

Waldinger, R. J., Vaillant, G. E., & Orav, E. J. (2007). Childhood Sibling Relationships as a

Predictor of Major Depression in Adulthood: A 30-Year Prospective Study. *American Journal of Psychiatry*, 164(6), 949–954. <https://doi.org/10.1176/ajp.2007.164.6.949>

Waters, L. (2011). A Review of School-Based Positive Psychology Interventions. *The Australian*

Educational and Developmental Psychologist, 28(02), 75–90.

<https://doi.org/10.1375/aedp.28.2.75>

Weideman, A. (2002). *Designing language teaching : on becoming a reflective professional*.

Business Enterprises At University Of Pretoria.

White, M. A., & Waters, L. E. (2014). A case study of “The Good School:” Examples of the use

of Peterson’s strengths-based approach with students. *The Journal of Positive Psychology*,

10(1), 69–76. <https://doi.org/10.1080/17439760.2014.920408>

Wilkins, D. A. (1987). *Second-language learning and teaching*. Arnold, Edward.

Wrightsman, S. L. (1985). *Social Psychology* (3rd ed.). Brooks/Cole Publishing Company.

www.iedunote.com. (2017, September 20). *Factors Influencing Attitude*. IEduNote.

<https://www.iedunote.com/factors-influencing-attitude>

Yashasvi, G. (2019, May 21). *4 Different Types of Attitudes of People As Per Psychology*. Styles

at Life. <https://stylesatlife.com/articles/types-of-attitudes/>

Zhou, M., & Brown, D. (Eds.). (2015). *Educational Learning Theories: 2nd Edition*. GALILEO Open Learning Materials.

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>

(Appendix A)

Students' Questionnaire

Dear Participants,

You are kindly invited to go through this questionnaire, which is a part of a research work undertaken as a part of my Master's degree in Language and Culture Major at the Department of English, University of 08 mai 1945 Guelma. It aims at investigating teachers' and students' Attitudes toward Positive Psychology; more specifically, it seeks to investigate the role of positive psychology in EFL classrooms. Remarkably, the role of positive psychology in enhancing students' personal and social competencies.

I shall be very grateful if you could answer the following questionnaire by either ticking the answer perceived as the most appropriate for you or by providing full statements, justifications, comments, and suggestions whenever necessary. Please, bear in mind that it is highly confidential since no personal information is required and you will go through it anonymously. The data collected will remain confidential and used only for academic purposes. Your answers will be of great help in completing the present research and enhancing the understanding of this research focus. Moreover, your answers are crucial for this research validity.

Thank you for your valuable time and cooperation.

Mohamed Nedjmeddine Boulahia

Second-year Master Student

Faculty of Letters and Languages

Department of Letters and English Language

University of 8 Mai 1945, Guelma

Section One: General Information

1. For how long have you been studying English? (including this year)years

2. Was studying English your first choice?

Yes	
No	

3. How could you describe your level in English?

Beginner	
Intermediate	
Advanced	

Section Two: The Concept of Attitude

4. According to you, an individual's attitude may be defined as

- An attitude is a psychological tendency that is expressed by evaluating or judging a particular object/person/place as favourable or dis-favourable
 - An attitude is a repeated behavioural pattern that is often successful in describing, explaining, and foreseeing individual behaviours towards an object/person/place.
 - An individual's attitude is a body of beliefs or previous experiences he holds about a particular entity or object.
- If others, please define briefly in your own words what is Attitude.

.....

.....

.....

.....

5. In your opinion, order the following components according to their effect on attitude formation and/or evaluation

- The emotional or feeling component: feelings influence attitudes through affective reactions after being exposed to a certain object/ person/ place
- The behavioural component: that is manifested in an individual's behaviour or observable response towards a given object/person/place
- The cognitive components: which refers to the evaluation and assessment of a particular phenomenon that leads the individual to form a certain opinion about an object/ place/ person

6. To what extent do you agree that the previous multi-component model (i.e., the emotional, behavioural, and cognitive components) is effective in understanding individuals' attitude formation?

Strongly Agree	
Agree	
Undecided	
Disagree	
Strongly Disagree	

7. Do you believe that individual reactions are based on their attitude

Yes	
No	

7.1 If yes, which of the following types of attitude do you think has a more favourable reaction (you can tick more than one option)

- A person with a positive attitude may maintain a cheerful attitude and focus on the larger good regardless of the circumstances (Positive attitude)
- A person with negative thinking is subjected to several unpleasant consequences (Negative Attitude)
- A person with this neutral attitude has a proclivity to overlook life's issues by developing a neutral Mindset and non-judgmental mentality (Neutral attitude)
- The sikken (very negative) attitude is more negative, and typically reflects the negativity of the psyche as well as destroys any connection with optimism (Sikken Attitude)

7.2 Whatever your choice(s) is, please justify it!

.....

.....

.....

.....

.....

7.3. If not, please clarify/explain your answer!

.....

.....

.....

.....

.....

8. According to you, the previous components of attitude (Affective, Behavioural, and Cognitive) are stored in

- One single dimension in the memory, meaning that an attitude can hold more positivity and less negativity or, vice versa. (single attitude towards an object)
- Two distinct dimensions in the memory, meaning an attitude can contain any mix of optimism and pessimism (different attitudes towards an object at once).

9. Which among these factors do you think influences a person's attitudes (you can tick more than one option)

Family personal experience cultural factors	
Educational factors	
Emotional factors	
All of the above	

Please, justify your choice

.....

10. Choose the appropriate item that you think is directly involved in individuals' attitude formation (you can choose more than one option)

- Past experiences are mandatory for individuals to form attitudinal reactions
- Negative and positive reinforcement effect maintaining attitudinal reactions
- Individuals learn and pick attitudes by observing others attitudinal reactions

If other, please state them below:

.....

11. Do you think that major changes in an individual's attitude occur as a result of

- External stimulus-responses he/she receives from environmental circumstances
- Constructive feedback received from others (family/friends/....)
- Others' experiences, feelings, behaviours observation
- Self-reflection, self-evaluation, and self-observation of his/her attitudinal reactions
- Acting upon individuals' beliefs, thoughts, and emotions towards a certain phenomenon

- Psychological motives and reasons that an individual is subjected to rather than accidents induced by environmental circumstances

If other, please state them below

.....

.....

Section Three: Positive Psychology

12. Define psychology.

.....

.....

.....

.....

13. Major schools of thought emerged from the discipline of psychology, mainly Humanistic, constructivist, and positive psychology. For the humanistic worldview, according to you what are the essential requirements an individual needs to fulfil

The basic needs (safety, security, and physiological needs)	
Psychological needs (self-esteem, belongingness, and love needs)	
Self-fulfilment needs (achieving one's own potential)	

14. "In opposition to the traditional view of learning as a totally behavioural process, constructivists perceive learning as a process of meaning and knowledge construction"

To what extent do you agree with the aforementioned statement?

To a very large extent	
To a large extent	
To some extent	
To a little extent	
To no extent	

Please, justify your answer!

.....

.....

.....

.....

.....

15. As a recently emerged subfield of psychology, positive psychology aims at not just fixing what is wrong; it also focuses on building what is right. In your opinion, how important positive psychology is?

Very important	
Important	
Moderately Important	

Slightly Important	
Not Important	

16. Positive psychology is the attempt to apply suitable psychological methods and approaches to develop positive psychological traits, rather than just fix the negative ones. If this pedagogy is followed and applied in societal institutions (the university institution in particular), to what degree do you think it will impact you/ individuals? And How?

High	
Moderate	
Low	
None	

16.1 Whatever your choice, please, justify it!

.....

.....

.....

.....

.....

.....

.....

17. Which of the following traits you think that positive education maximizes

students' well-being	
Students' leadership skills	
Students inter and intra-personal competencies	
Students' character development	
Students' academic achievement	
All of the above	

18. To what extent do you believe that when teachers convey pessimism, distrust, and a tragic outlook on life, their students' worldview will be thus influenced and fabricated.

To a very limited extent	
To a limited extent	
To a high extent	
To a very high extent	

19. According to you, a leader is someone who has the ability to

- Inspire, motivate, and influence others
- Select, equip, train, and influence one or more follower(s) who have diverse mental/cognitive tendencies, abilities, skills, and focuses

- Focus solely on followers’ features to direct his attention toward the organization's mission
- All of the above

20. According to you, tick the following aspects of “the PERMA model”, (PERMA is an acronym that stands for the five elements that account for what makes up the “good life”, notably, the conditions under which people prosper/flourish), you think are required to enhance learning outcomes. (you can tick more than one option)

- Positive emotions in a classroom setting are connected directly with improved cognition, hence, resulting in successful learning
- The standard of one’s relationships is divided into two categories: interpersonal and intrapersonal.
- For teachers, constructing meaning entails that learning practices should link and reinforce the meanings in learners' lives as much as allowed.
- Language teachers must consider the engagement meter when planning activities and assignments since it can dictate and influence the learner's success and growth.
- Achievement and striving for success are significant aspects of positive psychology that influence Students’ development of a variety of required skills and abilities

If others, please specify!

.....

.....

.....

.....

.....

Section Four: Students’ Attitude Towards the role of positive psychology in enhancing students’ personal and social competencies

21. As a course of study, to what degree do you think that positive psychology will impact the learning process?

Very high degree	
A high degree	
Moderate degree	
Low degree	
None	

Please, clarify your choice

.....

.....

.....

.....

.....

24. Learning Process is bounded to and under the influence of different aspects. To what extent do you think that the learning process is affected by teachers' pedagogy?

To a very limited extent	
To a limited extent	
To a high extent	
To a very high extent	

Please, justify your choice

.....

.....

.....

.....

.....

25. In your opinion, the difficulties that you come across and face as a student during and inside the learning process are because of? (choose more than one option)

- Teachers' attitudes
- The lack of teachers' teaching skills.
- The use of inappropriate teaching strategies.
- If other, please specify

.....

.....

.....

.....

.....

26. As previously noted, attitudes are relatively stable depending on certain aspects. In what manner Positive Psychology would have an influence over Attitudes?

Clarify!

.....

.....

.....

.....

.....

.....

27. In comparison to the traditional way of teaching, Do you expect the learning process, when implementing positive psychology strategies, approaches, and techniques in the course of study, would:

- Prosper
- Be the same as the old way of teaching
- Decrease

Whatever your choice is, please clarify/justify it!

.....

.....

.....

.....

.....

28. How does the classroom setting influence your attitude?

- Positively
- Negatively

If other, please clarify

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

29. According to your previous answers, do you prefer the traditional form of teaching or the new form of teaching which integrate positive psychological strategies? And why?

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

30. Please, if you have any further comments or suggestions, mention them below?

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

Thank you for your collaboration!

(Appendix B)**CLASSROOM OBSERVATION CHECKLIST****Teacher:****Date:****Observer:****Time:****Class Observed:****Department:**

Section	Items	Observed
Leadership Management And The PERMA Model	Leader	
	Manager	
	Positive emotions	
	Engagement	
	Relationship	
	Meaning	
	Achievement	

Résumé

La capacité individuelle d'apprentissage est une composante fondamentale pour le futur développement des étudiants. En d'autres termes, les individus dépendent de l'apprentissage de nouvelles informations et de l'acquisition d'aptitudes afin de prospérer dans la société. L'élément le plus important pour une atmosphère harmonieuse dans une salle de classe est, bien entendu, ce que l'enseignant fait avec ses étudiants. Le rôle de l'enseignant ne se limite pas à transmettre des connaissances et à évaluer les compétences de chacun de ses étudiants. La présente recherche vise à identifier l'importance de l'intégration de la psychologie positive et de son utilisation dans une classe EFL. Aussi, pour explorer la conscience des étudiants du rôle majeur de la psychologie positive. Enfin, rechercher comment améliorer les compétences personnelles et sociales des élèves. La présente recherche adopte la méthode descriptive qui comprend des outils quantitatifs et qualitatifs. Un questionnaire structuré et une observation en classe ont été conçus pour recueillir les données nécessaires. Le questionnaire a été adressé aux étudiants de Master 1 (N=120), et l'observation en classe a été adressée aux enseignants du Département d'Anglais, Université du 8 mai 1945, Guelma. Les données recueillies confirment l'hypothèse principale, qui implique que les étudiants EFL ont des attitudes positives envers le rôle de la psychologie positive dans l'amélioration de leurs compétences interpersonnelles et intrapersonnelles. Par conséquent, la recherche préconise l'intégration des approches de la psychologie positive dans le processus d'apprentissage afin de surmonter les obstacles à l'apprentissage des étudiants.

Les Mots Clés: *Attitude, Classe EFL, Psychologie Positive, Compétences Interpersonnelles Intrapersonnelles.*

الملخص

إن قدرة الافراد على التعلم هي عنصر اساسي في تطورهم المستقبلي. ببساطة، يعتمد الافراد على تعلم واكتساب معلومات وقدرات جديدة الإزدهار في المجتمع. إن اهم جزء في الجو العام القسم هو بالطبع ما يفعله الاستاذ مع الطلبة. يمتد دور المعلم إلى ما هو أبعد من مجرد نقل المعرفة وتقييم كفاءة كل من طلابه. يهدف البحث الحالي إلى التعرف على أهمية دمج علم النفس الإيجابي واستخدامه في فصل دراسي للغة الإنجليزية كلغة أجنبية. أيضًا ، لاستكشاف وعي الطلاب بالدور الرئيسي لعلم النفس الإيجابي. أخيرًا ، لبحث كيفية تحسين كفاءات الطلاب الشخصية والاجتماعية. تعتمد الدراسة الحالية على المنهجية الوصفية التي تحتوي على الأدوات النوعية والكمية. بحيث تم تصميم كل من استبيان منظم و مراقبة للقسم لجميع البيانات المطلوبة. وجه الاستبيان بالتحديد نحو طلاب سنة أولى ماستر (120 طالب) ووجهت مراقبة القسم نحو الاساتذة في قسم اللغة الإنجليزية لجامعة 8 ماي 1945, قائلة. تأكد البيانات المجمعّة النظرية الأساسية و التي تتضمن ان طلاب اللغة الإنجليزية لديهم سلوكيات إيجابية تجاه دور علم النفس الإيجابي في تعزيز الكفاءات الشخصية و الداخلية. و عليه يدعو هذا البحث إلى دمج مناهج علم النفس الإيجابي في عملية التعلم للتغلب على حواجز التعلم لدى الطلاب.

الكلمات المفتاحية: قسم اللغة الإنجليزية, علم النفس الإيجابي, الكفاءات الشخصية و الداخلية، السلوك.