

THE TEACHER'S CONCEPT OF AUTHORITY AND ITS CORRELATION TO STUDENT'S ANXIETY

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***Abstract_** This study aimed to investigate the teacher's concept of authority and know how his degree of authoritarianism relates to the student's anxiety. The object sample of the study consisted of 40 students and 40 teachers. The descriptive analytic methodology via survey was used in collecting and processing data. To achieve the objective of the study, the researcher used interviews. She also set 5 questionnaires to suit the purpose of the study. Three questionnaires were administered to teachers : 1. questionnaire on the degree of authoritarianism, 2. questionnaire on culture in psychology, 3. questionnaire on professional culture; The other two, administered to students, were: 1. questionnaire on teachers' authoritarian treatment, 2. questionnaire on the level of students' anxiety. To study the correlation between the degree of authoritarianism and that of anxiety, the researcher relied on Pearson's correlation coefficient. The study concluded that there is a strong, statistically significant, correlation between a teacher's poor culture in psychology and his degree of authoritarianism, which reached 0,75. The coefficient of the correlation between a teacher's poor culture in psychology and the level of students' anxiety reached 0,79. The findings also emphasized a strong correlation between a teacher's poor professional culture and students' high degree of anxiety reaching 0,78.*

Some of the most important recommendations that the study came up with were: Reinforcing human connections between student and teacher, creating dialogue between parents and students on the one hand and teachers on the other, referring to school psychologists to help students face anxiety disorders and stop anxiety from worsening, as well as directing teachers towards reducing the use of authoritarian ways of treating students.

Keywords: authority, authoritarianism, teacher, student, anxiety.