People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research
University Center "Salhi Ahmed" Naama
Department of Foreign Languages
English Section

The Teacher-Student Relationship and its Effect on Student Achievement

Case of study 3rd year at Imam Malek Secondary School in Ain Sefra.

Dissertation Submitted to the Department of Foreign Languages
as a Partial Fulfillment of of the "Master" Degree in Linguistics

PRESENTED BY : **SUPERVISED BY:**

Ms. Nadjwa Farah SEDDI K **Ms.NadjiaBOUSSEBHA**

Board of Examiners:

Ms.Karima BENDIMIA	**President**	**Naama University**
Ms.Nadjia BOUSSEBHA	**Supervisor**	**Naama University**
Ms. Annissa MBATA	**Internal Examiner**	**Naama University**

Academic year:2017-2018

ACKOWLEDGEMENTS

I thank Allah for giving me the strength and patience to fulfill this work.

I would like to express my deepest and infinite gratitude to my teacher and my supervisor: Miss Nadjia, BOUSSEBHA. whom I respect deeply and who has directed me to complete my research with her competence, patience and of course with her generosity. I thank her for her encouragement, advice, and especially for her understanding.

A Big thanks to the examiners of this fruit.

I wish to address my sincere and special thanks and love to the head of the department and my teacher Ms. MBATA.Anissa who has always treated us as her sisters or friends before from being our teacher.

I owe my thanks also to all the teachers and students who have accepted to fill in the questionnaire.

Thanks a lot for everyone who helped me directly or indirectly.

Dedication

I would like to dedicate my work:

To the apple of my eyes my parents; my caring mother and my father Mohamed who hold all my love and gratitude. Thank you for your unconditional and never-ending love, for your support that you have always given me .Your warmth and encouragement gave me the courage I needed to keep going when time were really hard .

To my deer brothers Amine and Sofiane for their help and love.

And to all my friends. To whom I wish success in their lives.

Abstract

This research explores relationships in secondary school, especially interactions between teachers and students. Initially the research examined an overview of teacher-student relationships and factors that contribute to these interactions, it included both teacher and student roles and functions then examined the effect of teacher- student behavior and how it affects educational outcomes on one hand, and how it affect the student achievement on the other hand .The overview of this research concluded with how the equivalent or the positive teacher-student relationship can be performed then developed for the purpose of the correct successful learning teaching process .The tools that are used in this research are confined in two questionnaires ; one is directed to teachers then the second is for students of the third year secondary school in order to improve that a relationship between teachers and students revealed a perfect achievement .As conclusion the results obtained from this work and from the questionnaires that are directed to both teachers and students of Imam Malek secondary school emphasize the research hypothesis that refers to the importance and the significance of the teacher-students relationship on student achievement ,However; and without doubt the door is opened for more researches to treat this wide concept from other views and angles.

Table of contents

Acknowledgements I

Dedication II

Abstract III

Table of Content… ..... IV.

List of Pie-charts. VI

List of Tables..... VII

General Introduction 01

Chapter one: Literature Review.

1.Introduction… 06

1.1The Nature of Teacher-Student Relationship… 06

1.2The Importance of Teacher-Student 08

1.3Effects of Teacher-Student Relationship… 09

1.4Positive Teacher-Student Relationship 10

1.5Negative Teacher-Students… 11

1.6Teacher Types 11

1.6.1 Leader 11

1.6.2 Boss 12

1.7 The Role of Teacher… 12

1.7.1Controller… 12

1.7.2 Organiser 12

1.7.3Assessor… 13

1.7.4Promter… 13

1.7.5Participant… 13

1.7.6Resource… 13

1.8The Role of Learner 14

1.9Performing a positive Teacher-Student Relationship… 15

1.9.1Caring 15

1.9.2Understanding.....16

1. 9.3 Knowing Students as Individuals…..... 16

2. ..... Conclusion 17

Chapter two: Data Collection and Data Analysis and Interpretation

2 Introduction 20

2.1Definition of the Questionnaire…..... 20

2.2The Teachers' Questionnaire… 20

2. 3The Students' Questionnaire… 21

2.4Administration of the Questionnaire…..... 21

2.4.1The Teachers' Questionnaire… 21

2.4.2The Students' Questionnaire… 21

2.5Questionnaires Analysis…..... 21

2.5.1Teachers' Questionnaire Analysis… .....…..21

2.5.2Students' Questionnaire Aanalysis..... 26

2.6Interpretation 34

2.7Recommandation and suggestion…..... 34

2. 8Conclusion…..... 35

2. General Conclusion…..... 38

Bibliography

Appendices

List of Pie-Charts

Pie-Chart 2.2: Teacher Degree 22

Pie-Chart 2.5: Teachers Awareness… 23

Pie-Char t2.8 Teachers 'Care…..24

Pie-Chart2.12: The Teacher-Student Relationship Importance 26

Pie-Chart2.14: Students' Gender..... 27

Pie-Chart2.15: Favorite Subject…..28

Pie-Chart2.16: Favorite Teacher and Subject 28

Pie-Chart2.17: Teachers' Interest in Students' Problems… 29

Pie-Chart2.19: Students' Achievement…..30

Pie-Chart2. 22: Respect Feeling… 31

Pie-Chart2.23: Students' Grades… 32

Pie-Chart2.25: The Effect of Teacher-Relationship.....33

List of Tables

Table 2.1: Teacher Gender 21

Table 2.3: Years of Teaching… 22

Table 2.4: The joy of being teacher 23

Table 2.6: knowing students as Individuals… 23

Table 2.7: Observation of Students' Absence…..... 24

Table 2.9: The Type of Teacher… 24

Table 2.10: The Offered Kind of Relationship… 25

Table 2.11: The Effect of The Existence of Teacher-Student Friendship… 26

Table 2.13: The Teacher- Student Relationship Effect… 27

Table 2.14: Students' Gender 27

Table 2.18: Teachers' Encouragement to work harder…..... 29

Table 2.19: Students' Achievement…..... 30

Table 2.20: Teachers' punishment…..... 30

Table 2.21: Worthiness Feeling…..... 31

Table2. 22: Respect Feeling… 31

Table 2.24: The use of humour sense… 33

Table 2.25: The Effect of Teacher-Relationship 33

Table 2.26: Type of Teachers…..... 33

Table2.27: The Creation of Caring Environment…..... 34

General Introduction

General Introduction

Teaching English as foreign language by its nature is an interactive and difficult process at the same time either for learners and teachers ,for learners because they face problems in receiving the language ,otherwise teachers may have difficulties in the way they find a simple clear method by which they teach the language and pass the information .In this concept building supportive teacher – student relation plays a significant role in the process of language learning ;in fact the considerable interest on the importance and effects of this rapport between indicator and learner became an important factor for the researchers of educational field because it creates the opportunities for the schooling community to develop knowledge and to create a well educator and communicator individual in the society.

When students come to new environments ; many of them will face a difficulties in communicating with their teacher in proper correct way especially in some sensitive periods such as teenage ,this poor communication between them and their teacher can affect their results and achievement .In order to shed some light on the importance of investigating the influence of teacher-student relationship in improving the student's level the dissertation is divided into two chapters ;the first one represents a review of teaching and the roles of both teacher and learner also it is devoted to the teacher-student relationship and how it can be performed .Finally the second chapter concerns the analysis of data collection by means of the teachers' and students 'questionnaires. The aim of this dissertation is to make a comfortable learning process in order to produce excellent results.

The present research explores the relationship between teacher and student in the classroom. It aims to determine if building a positive relationship between them impacts students' academic engagement and achievement, and if it helps to increase the learning process

Many in the field of education recognize the importance of the relationship that teachers develop with their students that result in positive academic outcomes from this the actual study addressed the following problematic:

- On what extent the kind of teacher-student relationship help to improve the learning process? And how this rapport affects the learners' grades and achievement?

The atmosphere in which learning teaching process occurs plays a vital role for the successful achievement of both teacher and student. So the main hypothesis that this research proposes to confirm what was mentioned previously is if teacher gives the opportunities to its positive relationship and rapport with his /her students and if they try together to build a powerful relationship inside and outside the classroom settings; the success and the willingness of student to work positively and achieve better and the well performance of teaching and learning process is more expected to be realized.

The significance of the study is to Show the importance of classroom interaction for both teachers and students .In addition to indicate the helpfulness of teacher-student relationship in improving students level of learning and the role of the teachers in motivating the learners to interact and to use the language in their lives.

The research method which is employed to conduct the investigation and answer the questions mentioned above in the problematic is descriptive method.

In order to investigate our hypotheses and to obtain that information and fit the objectives of our study, one main tool is used is the questionnaire.

The study will take place at secondary school level, with the third year foreign language students. I will deal with two samples chosen from the whole population:

Teachers of English (10 teachers) and, third year students (36 students) .Since it is difficult to work on the whole population I have chosen a random sample to be given the questionnaire.

The dissertation is divided into two chapters .The first chapter constitutes the literature review of the main concept teacher-student relationship and its importance and how it can be established and performed, and chapter two concerns the analysis of the collected data by means of the teacher's and student's questionnaires.

Chapter One : Literature Review

Chapter one: Literature Review.

1. Introduction… 06

1.1The Nature of Teacher-Student Relationship… 06

1.2The Importance of Teacher-Student.....08

1.3Effects of Teacher-Student Relationship… 09

1.4Positive Teacher-Student Relationship….....10

1.5Negative Teacher-Students… 11

1.6Teacher Types 11

1.6.11Leader.....11

1.6.2Boss.....11

1.7The Role of Teacher… 12

1.7.1Controller… 12

1.7.2Organiser.....12

1.7.3Assessor….....13

1.7.4Promter….....13

1.7.5Participant….....13

1.7.6Resource….....13

1.8The Role of Learner.....12

1.9Performing a positive Teacher-Student Relationship….....15

1.9.1Caring.....15

1.9.2Understanding 16

1. 9.3 Knowing Students as Individuals… 16

2. Conclusion.....17

1. Introduction

Since teaching and learning is a sacred process that takes place between two essential elements(teacher and student),the search of how to build a close relationship between them is very necessary through the ages .For this service this chapter will begin with brief review about teacher-student relationship . Following these pages different concepts will be defined in order to have a specific clarification about the importance of this relationship and also about its effect on schooling and on student's achievement at different levels.

1.1The Nature of Teacher-Student Relationship

Since the beginning of public education; the teacher-student relationship is one of aspects of educational environment that has existed, but has been overlook as one of the essential elements in student enjoyment and achievement in school. Thus the teacher-student relationship can be described as emotional bond students and teachers share with each other where the quality of the relationship is be determined by how strong the bond is. This rapport is such as a fluidity that streams from the teacher to the student and back, in ways that go beyond matters of fact into matters of personal connection.

In this respect **Kathy Paterson (2005:19)** has expressed:

‹‹Rapport is that wonderful bond that allows teacher and student to work and learn well together. The powerful teacher creates his relationship early in the year and works to maintain it. When a good rapport has been established; students and teachers enjoy one another and class and student feel more motivated to do well.›› learning success relies on both teacher and learner not on materials, so establishing a good rapport between them is very important. While the teacher- student relationship is that kind of relations which influences learning directly and in directly many studies had expressed that it is a major factor in the effective learning that occurs in the classroom.

In this concern, **M.T, Claridge and T.Lewis (2005)** indicate:

‹‹The relationship you have with your learner is fundamental to the success of teaching. Good relationship will increase the learning your client gets, as well as making it much more enjoyable for you as a teacher. Designing the alliance you have with your learner is part of making this successful.››

According to **oxford et al (1998 : 164)** the learning environment implies a set of power relationship, which are almost always asymmetrical ,between two parts, the teacher and the learner .That is to say, in the context of education, there is a strong link between positive interpersonal relationships between teacher and students, as an important ingredient in the recipe for student success. **Pianta(1999: 2**)finds that emotionally warm relationships between teachers and students provide students with a sense of security within the academic settings .It is believed that this sense of wellness promotes exploration and comfort, as well as social ,emotional and academic competence among students. Similarly, **Birch and Ladd (1997:80)** find also that students who had closer relationships with teacher were adjusted academically than students with conflicted teacher-student relationships **Ryan and Grolnick(1987:75)** adds that students who perceived their teachers as personally positive and supportive were more likely to feel a greater sense of competence and to be more intrinsically motivated.

Much of studies, suggest that a close, positive, relationship between teacher and student is vital key for teaching effectiveness. They emphasize the teacher's affective characteristics. Social and emotional behaviors, more than pedagogical practice. These affective characteristics are difficult to quantify, however, characteristics such as caring enthusiastic, empathetic positive relationships with learners contribute to a teachers' feeling of happiness, which positively affect the classroom climate, and therefore affect students **(Noddings 2005,).**Moreover, the teachers' psychological influence on students has been linked to student achievement in various effectiveness studies. **Stronge(2007:22.)**

Garmson (1998:30) confirms that expert teachers possess a number of important attributes including a deep knowledge of that subject, a varied repertoire of teaching skills and an understanding of students and they learn.

Shulman (1987: 30)stresses that in addition subject matter knowledge effective teaches need to possess pedagogical content knowledge ,know how best to organize and present particular subject matter in a way that optimizes students learning .He explains the most effective teachers…and they create a positive classroom climate in which students feel valued ,trusted and supported …,effective teaching therefore combines knowledge of pedagogy and knowledge of subject matter toghather with human relationship skills, judgment, humor and intuition .

1.2 The Importance of Teacher-students Relationship

In all things the teacher should strive to be, what to the apprehension of the children they ought to become of his manner, his love of truth and right above all things ; by his obedience to the rules of action which he presents ;by appeals to dictates of conscience, principle and revelation ;by patient ,constant, forbearance ; by desire in all things to improve and bless ;by illustration of virtue, in stories in pictures, in description, by remarks on infant character ,motives, habits the teacher will endeavor to reach their minds, impress study on their conscience, and lead them to its practice. The reflection of his character will open the deeper foundations of their nature, and prepare them for the knowledge of themselves.

The previous generation of research on teacher-student relationships encompasses numerous studies measuring the effects of student's relationship quality on student out comes. As consequence the teacher-student relationship is one of the most powerful elements within the learning environment.

‹‹The major factor affecting student's development school engagement and academic motivation, teacher-student relationship from the basis of the social context in which learning takes place.›› (Haughes and Chen, 2011; Roorda et al, 2001).

The volume of this effectiveness research is illustrated in meta-analysis by **Haughes** and **Chen, 2011:**

‹‹Teacher-student interactions are not only influenced by a number of aspects including Gender; but in turn also influence a student's academic outcomes and behavior. Supportive and positive relationships between students and teachers

ultimately promote a « sense of school belonging » and encourage students to participate cooperatively in classroom activities.››

1.3Effects of Teacher-student relationships

Good teacher-student relationship can positively impact student behaviors in the classroom .The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning**(Maulana et al.2003)**.On the other hand, if the foundation for a good relationship is lacking ; it will negatively impact student behaviors then student will resist rules and procedures, and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them(**Boynton and Boynton,2005).**

Students need to experience an emotional involvement from their teachers. Furthermore; students who have positive relationships with teachers are less likely to avoid school **(Rimm.Kaufman and sandilos,2012)**.experiencing a sense of belonging greatly contributes to developing positive relationships and positive behaviors.

The nature of teacher and student interactions shape the quality of the relationships teacher tend to have more negative interactions with students who are peer rejected or less academically and behaviorally competent. Unfortunately, this interaction not only impacts the relationship that the teacher has with the student but it also affects the way the student's peers view him ;this negative interaction can influence other classroom relationships**(Jerome and Pianta,2008**).In order to correct this teachers needs to be more cognizant of their interactions and the influence they have on students .Teachers should be aware that positive relationships predict school adjustment and may serve as a defensive factor for children at high risk of poor school and development outcomes**(Lander.2009**). Taking time to build positive relationships with students can have profound effect on their child's school experience- both within and outside of the classroom.

1.4 Positive teacher-student relationship

Create positive relationships in classroom is very necessary for the building of the equivalent learning atmosphere, whether among students or between students and teachers. But in fact building a positive one between teachers and students is not really easy because it needs both teacher's felexicibility and professionalism and learner's respect of course, and since every student wants to be understood,appreciate, and also reorganize his /her unique skills, interests ,personalities and needs performing, a good teacher-student relationship is considered as a strong foundation for learning and teaching process if both teacher and learner try to demonstrate it. According to **Thompson (1998) ‹‹ the most powerful weapon available to secondary teachers who want to foster a favorable learning climate is positive relationship with our students››.** Also and in the same respect **Canter(1997)**makes the statement that we all can recall classes in which we did not try very hard because we didn't like our teachers.

However; Kohn **(1996:85)** goes step further, saying **‹‹children are more likely to be respectful when important adults in their lives respect them. They are not likely to care about others if they know they are cared about. ››**

And in the view of **Zehn and Kottler (1993): ‹‹ student will never trust us or open themselves up to hear what we have to say unless they sense that we value and respect them››.**

More emphasis on what was said; positive teacher-student relationship reduces the psychological and physical distance between instructors and students where the first can transmit the information easily since they feel comfortable and respected .While the students will feel secure and state of being afraid will be vanished away .consequently, the students will not be ashamed of asking questions, looking for more clarifications, giving their opinions then connecting with their classmates.

1.5 Negative Teacher-Student Relationship

There are numerous reasons why students may lose interest in school, and engagement and relationships are the factors. Considering that students spend about twenty-five percent of their waking hours in a classroom, it is essential that students are engaged or they will not be willing to learn. This creates a problem for both the teacher and student complaining about an assignment, a class or even a teacher. If students have a negative relationship their teachers. They will be less engaged and less motivated throughout each of their classes.

Moreover; a teacher and student are two principal elements in school who influence each other directly and indirectly and unlike a positive relationship a negative relationship between them can be one of the most obstacles that can impede the schooling process generally and teaching learning process in specific. Therefore; **‹‹ students who perceive there is not supportive towards them, have less interest in learning and are less engaged in classroom.›› (Rimm-Kaufman and sandilos2012.)**

Also when teacher feels that he is welcomed and wanted in the classroom, he will definitively give more and more to his student and he will surely share every educational thing with them. Thus the role the teacher plays in classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement. Student who perceive that their teacher are more supportive have better achievement outcomes on standardized math tests and English grades. **(Gehlback al, 2012).**

1.6Types of teacher

The most known types of teachers are as following:

1.6.1 Leader Teacher

He is a teacher who committed to improving professional learning opportunities for self and others **(Wrigh,2005**).And it is willing to ‘‘go public ‘by modeling ,sharing

and influencing others**(Lieber man and Millier,2005)**as a part of his /her day to day work on behalf of children**(Silva et al,2000).**

According to **Yukl (2006:10)''The most commonly used measure of leader effectiveness is the extent to which the leaders' organizational unit performs it's ask successfully and attains its goal''**

1.6.2 Boss Teacher

It represents the kind of authoritarian type of teachers who create fear spirit and over respect, they are specified by some characteristics such as giving orders and punish the students when they do not complete their works, they are strict and intolerant with mistakes. They are ineffective with today's learners.

1.7 The Role of the Teacher

The teacher has several roles in the classroom .According to **J.Harmer (2003)** she/he can be a controller; an organizer; an assessor; a prompter; a participant and resource.

1.7.1 Controller

It is useful during the accurate reproduction stage of the lesson and in frontal activities at the practice stage and especially at the production stage of the lesson, this control should be relaxed to some degree .Teachers as controller are in charge of the class ans of the activities going in groups .This control is not the most effective role for the teacher to adopt.

1.7.2 Organiser

It involves giving the students information, defining the work forms in the classroom and organizing teaching materials .Organizing students to do various activities is one of the most important roles that teachers have.

1.7.3 Assessor

A major part of teacher's job is to assess the student's work, to see how well they are performing and how well they have performed .The different types of error correction must be distinguish at the accurate reproduction stage, where the teacher is totally in control, He /She must be correcting each student error or mistake .Where students are involved in immediate creatively gentile correction should be used lest the teachers should make students inhibited.

1.7.4 Prompter

This role has to perform with discretion because if the teacher is too aggressive, he /she will take over the jobs from the students and will make the students lazy and passive. Moreover; in this role the teacher needs to encourage students to participate in a role play activity or needs to make suggestions about how student may proceed in an activity.

1.7.5 Participant

Teachers should not be afraid to participate in certain tasks as a partener but she/he from monitoring the students and performing other important roles.

1.7.6 Resource

Teachers are supposed to organize and coordinate the process of learning, while student have an access to the internet and other important sources of teacher can add only some pieces of information to the ones gained from other sources. Teachers used to be the only resource of information but this role cannot be performed these days as it was done several decades ago **(Harmer 2003:56 .63)**.

Here is set of some major roles of teachers in teaching learning process:

Teacher as Tutor: among the many roles supporting the learning process, the tutoring role is one widely recognized, this role is not just the subject matter expert who facilitates learning activities, solves problems and, undated the contents, but it involves also many other roles like:

- **Facilitator: Johnson(1995)** describes the facilitator role as follow:

  ‹‹As facilitators, teaches provide rich learning environment, experience and activities, create opportunities for students to work, collaboratively, to solve problems and authentic tasks and share knowledge and responsibility.››

And for more explanation the facilitator role indicated a shift of from transmission approaches with teacher as a knowledge authority to construct approaches with the teacher as learning facilitators.**(Corbel 2007:11,14)**

- **Modeller:** implies someone who stimulates the learner by creating materials and situations for active learning.
- **Teacher as collaborator:** there are many based activities in which project-based learning is the pedagogical strategy and in such activities, teacher tends to participate as peers.
- **Teacher as developer:** the teacher develops learning materials mainly in electronic format, or provides input to professional developers.

1.8 The Role of learners

Learners are basically required to interact with each other and not only with the teacher .They learn the language in a cooperative manner, **Larson-Freeman (1986:131)** states:

‹‹ Students are , above all, communicators .They are actively engaged in negotiating meaning in trying to make them understood even when their knowledge of the target language is incomplete, they learn to communicate by communicating .Since the teacher role is less dominant than a teacher centered method, student are seen as more responsible managers of their own learning .››

Students are responsible for managing their learning process (time and place to learn number of courses undertaken, rest time, frequency of revision and practice…)

Student's independence can go further through setting the learning objectives and the course content. Students in such environment are expected to learn how to collaborate with other students and perform group works with the help of the

teacher who has to create encouraging and motivating class environment **(Huot and al :2006)**

‹‹ If the roles of the teacher are moderator, tutor …etc ,learners need to become self-reliant, active searchers for relevant information ;the role of self-reliant student is the corollary to a less directed role of the teacher. This raises the level of student's responsibility in learning and confidence in their abilities .The role of students appear to depend on the pedagogical approach used in classroom and on the roles played by the teacher, and finally, the classroom peers›› (Pallo and pratt :2007)

Students tend to adopt a more active, motivated, and deep and self-regulated learning role. Collaborative rather than individual learning tends to occur .Teacher tend to move from traditional role toward one of a « learning facilitator ».Never the less, these changes tend to be restricted to learning situations which employ applications, as interactive educational programs and use them as information resource.

1.9 Performing Positive Teacher-Student Relationship

According to numerous studies the emotional learning contributes to overall cognitive development children off all ages, these studies recognize that understanding and managing emotions is the key to building healthy relationships and achieving academic, career and life goal. As students master their own emotions and understand the perspectives of others ;they will also be able to control, develop, connect and motivate themselves more effectively .Unlike a number of negative factors such as hyperactivity, depression ,anger and aggression…etc ;empathy, knowing and understanding students as individuals and showing them caring and listening carefully to their interests and being as friends with them to shorten distance, are all characteristics that can create and perform a good teacher-student relationship.

1.9.1 Caring:

Caring is defined as **‹‹an act of bringing out the best in students through affirmation and encouragement.›› (Stronge,2007:22)** .Obviously, the characteristics of caring go well beyond knowing the students ,including qualities such as

patience, trust, honestly ,and courage .Specific teacher attributes that show caring include attentiveness, gentleness, understanding knowledge of students as individuals, motoring warmth and encouragement. Student who perceive their teachers as caring tend to engage more with the content, take intellectual risks, and persist in the face of failure.

According to Anderman and Lynely (2009:38,39) most of learners need to be understood by their teacher .Students perceive teachers are perceived as caring when they attempt to understand and connect with their students as individuals .A teacher, who develops individual relationships with his/her students ,tends to monitor the emotional climate of classroom ,particularly, with regard to the learners negative experiences and emotions such as foreign language anxiety, and endorses. More humanistic orientations towards classroom management is perceived as a caring teacher.

1.9.2 Understanding

Stronge (2007) argues:

‹‹Students highly value understanding of their concerns and questions .Interviews with students consistently reveal that students want teachers who listen to their arguments and assist them in working out their problems. They want teachers who hold them in mutual respect and who are willing to talk about their own personal lives and experiences. Though appropriate self disclosure, teachers become human in the eyes of students. Being available to students and showing a deep understanding of students legitimizes the teacher as a person when he/she demonstrates genuine concern and empathy toward student.››

1.9.3 Knowing students

Stronge (2007:24) postulates that **‹‹knowing students both formally and informally has a pervasive positive impact on learner's personality and learning and learners do their best for teachers who use every opportunity in the academic setting, without intellectual boundaries, to keep the lines of communication open for all student individually, not only understand each student's learning style and needs but also understanding the student's personality, likes and dislikes, and personal situations**

that may affect their behaviors and performance. Effective teachers care for students first as people, and second as students.››

As **Glasser** states, **‹‹ The better students know the teacher, and the more they like what they know, the harder they will work for him/her.›› (1992: 47)**

2. Conclusion

As it is presented in the previous pages, the basic concepts that have a direct link with the teacher-student relationship are defined in form of literature review. These definitions are illustrated from different perspectives of many researcher. So, unlike the next chapter which takes a practical destination to improve the effects of teacher-student relationship on student achievement the present chapter shed light on the issue of this study from the theoretical side.

Chapter Two : Data Collection & Data Analysis and Interpretations

Chapter two: data ollection and data Analysis and Interpretation

2.Introduction 20

2.1Definition of the Questionnaire… 20

2.2The Teachers' Questionnaire…..... 20

2. 3The Students' Questionnaire… 21

2.4 Administration of the Questionnaire…..... 21

2.4.1The Teachers' Questionnaire… 21

2.4.2The Students' Questionnaire… 21

2.5Questionnaires Analysis…..... 21

2.5.1Teachers' Questionnaire Analysis…….....……21

2.5.2Students' Questionnaire Aanalysis. 26

2.6Interpretation 34

2.7Recommandation and suggestion… 34

2. 8Conclusion… 35

2. Introduction

Classroom interaction is very important and the relationship between the teacher and student inside and outside the classroom plays an essential role in teaching learning process; because when both are comfortable with each other, success is much more.

In this chapter , and before the beginning of any step the study has been conducted during the academic year 2017/2018 under the permission that was gained from the principals of Imam Malek Secondary School ,where i have chosen to work on 3rd year foreign languages students .The data are collected by administering the unique instrument (Questionnaire)in order to find out the opinions of teachers and students about classroom climate and also about the teacher-student relationship and its helpfulness in improving students' level and achievement. And to guarantee a positive participation all the informants were informed that their answers would be confidential and were not required to write or to give their views at any stage of study.

2.1Definition of Questionnaire

A questionnaire is data collection instrument consistent of series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire was invented by Sir Francis Galton.

2.2The Teachers' Questionnaire

The teachers' questionnaire was composed of 13 questions, aims at finding out teacher's attitudes and methods they use in improving the right atmosphere to attract the student attention and make them interested to learn and to achieve better. The teachers are asked to answer by Yes/No most questions and give clarification and justification for some answers, and then they are asked also to pick out the right answer from the options given for one or two questions. The 13 questions are varied into multiple sections one is for teachers' general background information and the other one includes the questions about some factors that pave the way for better learning then the last investigates the significance of teacher-student relationship.

2.3The students' Questionnaire

Also and on the other side the students' questionnaire composed of 14 questions aims at finding out learners views about classroom climate and habitudes to continue their learning and studies and which kind of relationship offered from their teachers. They are asked to answer by Yes/No most questions and to choose the right answer for one question.

2.4Administration of The Questionnaire

2.4.1The Teachers 'Questionnaire

The teachers questionnaire was administered to10 teachers who were selected spontaneously; this number is a mixture between old and new teachers to collect different perceptions about teacher-student relationship.

2.4.2 The students' Questionnaire

The students' questionnaire was administered to third year foreign languages secondary students as a population, but since it is difficult to cover more than one class simply, I choose to work on sample of 36 students represented on one class.

As **Polit et.al (2001)** stated: **"Sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects are selected from the delaminated target population in a way that the individuals in the sample represent as nearly as possible.**

2.5 Questionnaires Analysis

Part one: Teachers' Questionnaire Analysis

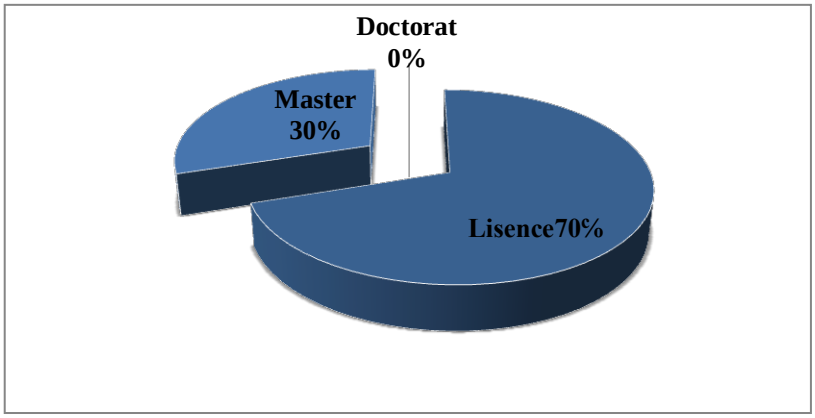
Item1: Specify your gender?

Gender	Male	Female	Total
Number	05	05	10
Percentage(%)	50	50	100

Table 2.1: Teacher's Gender.

From the table above I found that 50% (5 elements) of teachers are females and the percentage 50% (5elements) represent males, this reveals that both males and females are interesting by teaching English.

Item 2: Which degree do you hold?



Pie- Chart 2.2: Teachers' Degree

At the first sight anyone can notice the absence of doctorate degree 0% as he/she can observe the powerful presence of the7 license holders represented on 70%. While the remaining 30% includes the masters confined to only 3elements.

Item 3: How many years have you spent in teaching?

Options	Less than 5 years	Between 5 and 15	More	Total
Numbers	2	6	2	10
Percentage%	20	60	20	100

Table 2.3: Years of Teaching

When the majority of indicators experience in teaching ranges between 5 to15 years, i.e. about 60% including 6 teachers; the rest of the result was divided equally 40% between the educators who teach for less or more than 5years.Which seems that and to some extent the sufficient experience of my respondents that could help me to get the equate information about the topic of my research.

Item 4: Did you enjoy your work as a teacher?

Options	Yes	No	Total
Number	10	00	10
Percentage(%)	100	00	100

Table 2.4: The joy of being teacher.

The complete pie-chart (100%) above demonstrates the teachers love to their profession, the love which makes them and certainly does their best for the educational learning service.

Item 5: Are you emotionally aware and sensitive to students' needs?

Options	Yes	No	Total
Number	10	00	10
Percentage(%)	100	00	100

Pie-Chart 2.5: Teachers' awareness

All the teachers 100% answered by yes, their positive reaction to this question made me conclude that they are absolutely aware and conscious about their students needs ;this means that they are perfectly responsible at least for this important point .

Item 6: Do you know your students as individuals?

Options	Yes	No	Total
Number	10	00	10
Percentage(%)	100	00	100

Table 2.6: knowing students as Individuals.

In the same size of the previous question percentage ,all the informants 100%(10) confirm that when a teacher knows his /her student individually and also

when he/she calls him/her with his/her proper name ,he will makes her/him such as if he/she is at home with her/his family . e.i ; it becomes not shameful to communicate easily and to develop his/her skills quickly.

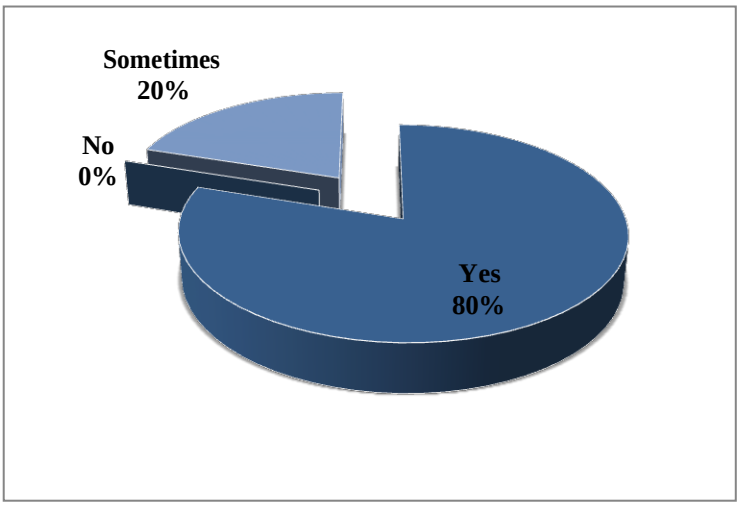
Item 7: Do you take care about your student's absence?

Options	Yes	No	Total
Number	10	00	10
Percentage(%)	100	00	100

Table 2.7: Observation of Students' Absence.

As it simply shown, no one of teachers neglected his/her students' absence, ; all of them 100% made students' no presence remark. This diagram explains the teacher's interest about the whole section atmosphere then about the presenters. **Item 8:** Do you care about students' personal and academic future?

.



Pie-Chart 2.8: Teachers' Care about Students' Personal and Academic Future.

As the pie- chart indicates, 80% of teachers (8) said that they always care about their students' future while and in the same line of thinking the rest of them 20% (2) mentioned that they care about their students but not in continuous way

which means in general that they are really and highly responsible and interested on their noble job from the educational side such as from the human side.

Item 9: Are you Authoritarian or smooth teacher?

Options	Smooth	Authoritarian	Total
Number	9	1	10
Percentage(%)	90	10	100

Table 2.9: The Type of Teacher (smooth/authoritarian).

As in daily life most people prefer the flexibility and the smoothness in anyone character than authoritarian .In the same context of this idea 90%(1) of learners prefer the smooth coach more the other kind ,maybe because they see that it approximates the traditional distance between the teacher and his/her student.

Item 10: What kind of relationship do you offer to your students?

Options	Bad	Neutral	Perfect	Total
Number	00	2	8	10
Percentage(%)	00	20	80	100

Table 2.10: The Offered Kind of Relationship.

The answers very between 80% (8) of students indicating they have a perfect relationship with their teacher and 20% (2) that think that the relationship they hold with their teachers are neutral. By this they explained implicitly that their good relationship with their teachers helps them to improve their motivation, to interact with their teachers encourage them to communicate and to ask for any help or support whatever and whenever they need.

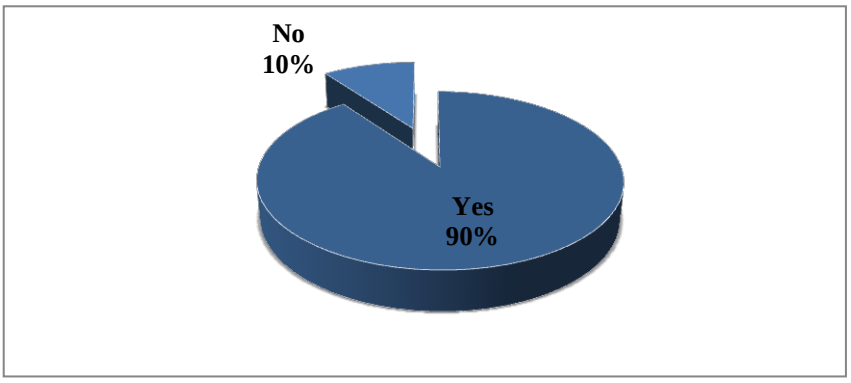
Item 11: It is better for you to treat your students as friends?

Options	Yes	No	Total
Number	9	1	10
Percentage(%)	90	10	100

Table 2.11: The Effect of the Existence of Teacher-Student Friendship.

For the one teacher 10% who do not believe in the existence of friendship between teacher and student maybe and according to his clarification sometimes the teacher must be strict with their student so, for him he must make boundaries of over respect, unlike that believe 90% of teachers (9) insist in the effectiveness of students accompanying in the modern education.

Item 12: Do you think that the teacher-student relationship plays a vital role on students' success?



Pie-Chart 2.12: The Teacher-Student Relationship Importance for Students' Success.

Talking about the teacher-student relationship importance and vitality, 90% (9) belongs to the respect of its helpfulness to do more hands on relaizing not only the success but the sparkling success and excellence. While just one teacher 10% do not think so.

Item 13: Do you think that your relationship with the students affects their behaviors inside and outside school?

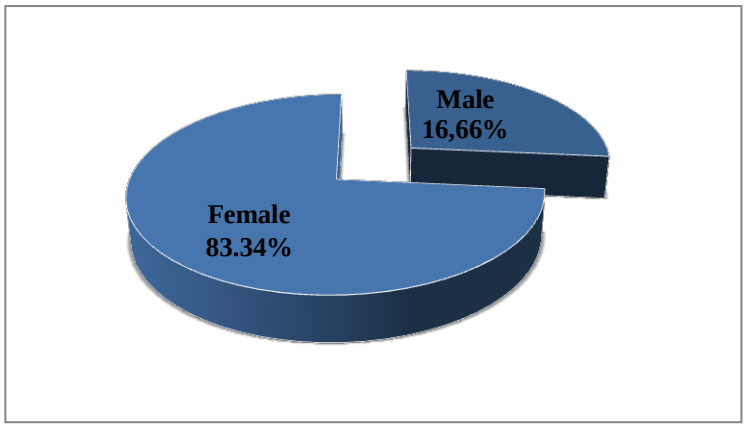
Options	Yes	No	Total
Number	10	00	10
Percentage(%)	100	00	100

Table 2.13: The Teacher- Student Relationship Effect.

From this point of view 100% (10) of the participants are agree with; because and after coming back to their justifications the school is the basic known foundation of any individual personality and behavior, and Since the teacher is the main stronger link in educational chain; its influence on students' attitudes and habits inside and outside the school is the probable hypothesis.

Part two: Students' Questionnaire Analysis

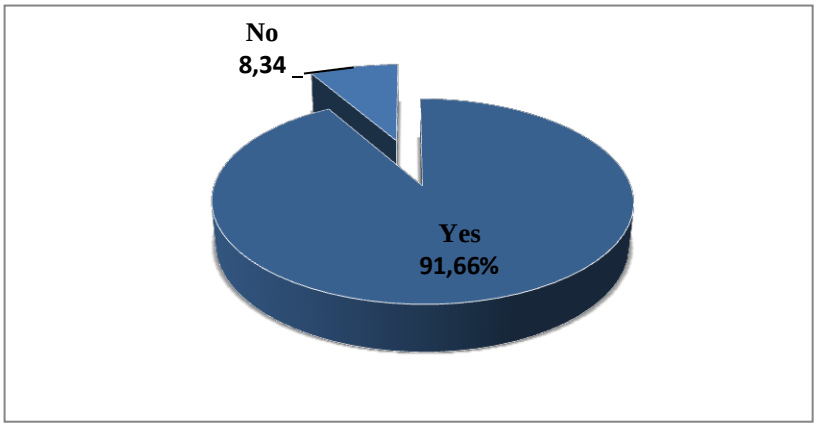
Item 1: Students' Gender?



Pie-Chart 2.14: Students' Gender.

This pie-chart shows and in clear manner the over representation of females, from 36(100), 30 are females and 6 are males. These results reflect girls' interest to study languages as independent specialty in secondary school, as it reflects the opposite for boys, may be because the latter are less communicators than girls.

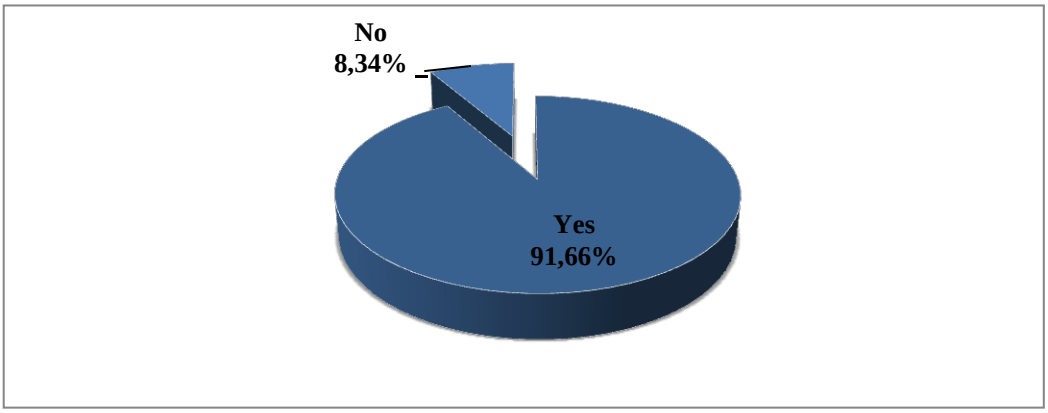
Item 2: Do you have a favorite subject?



Pie-Chart 2.15: Favorite subject.

According to the result obtained, it is observed that the most students have a favorite subject from the total number of students36, 33prefer one subject more than the others, 9 who do not; perhaps they do not find the psychological comfort with its teacher.

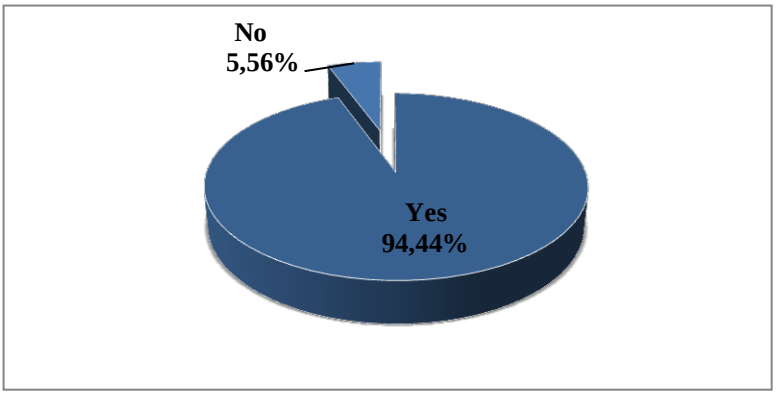
Item 3: Does your favorite teacher teach your favorite subject?



Pie-Chart 2.16: Favorite Subject and Teacher.

In this question and such the previous one, the most students 33 receive their favorite subject from their favorite teacher; however a few number of them 3does not; i.e., maybe because this teacher had succeeded in reconciling between the provision of psychological comfort in the classroom and between passing the lessons in smooth proper implicit method, especially for this final sections (BAC).

Item 4: Does your teacher display an interest in you; did he ask you about your (problems in classroom, in learning English or your personal problems,)?



Pie-Chart 2.17: Teachers' Interest in Students' Problems.

This pie-chart is about the existence of teachers' interest in students' problems .Most of teachers are interested in student's personal and obstacles ,this point is confirmed from 34 students while 2others negate that their teachers take this into consideration. This reflects a positive impression on the overall treatment and attention that the teachers give to his/ her student.

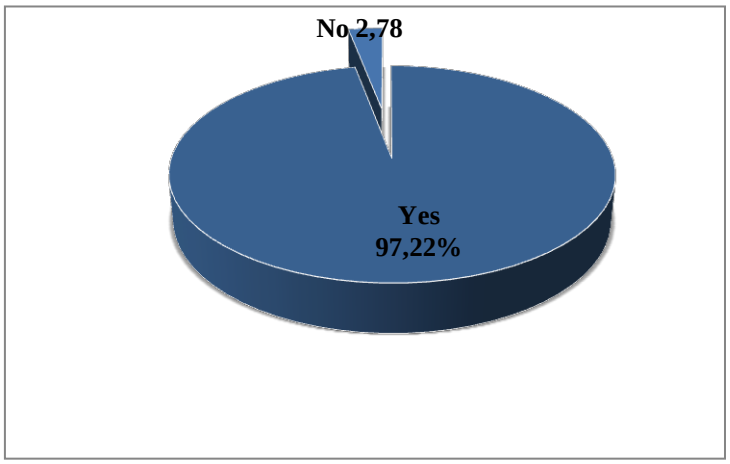
Item 5: Does he encourage you to work harder?

Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.18: Teachers' Encouragement to work harder.

The outcome from this enquiry demonstrates that all students 36 are asked for working harder, this means that all teachers share the success culture with their students. So it is concluded that the indicators and by motivating their learners, do not only urge them to dream about success and profit but also push them to work harder and seriously for it .Because the spirit of pride is not just for student but it will come back and with great extent to his/her teacher.

Item 6: Has it been your experience that when a teacher displays in you a personal interest, you achieve higher?



Pie-Chart 2.19: Students' Achievement.

Regarding the students' experience about the higher achievement .The majority of them recorded satisfactory results in their academic careers for many reasons including the indicators' personal interest in them.

Item 7: Did your teacher punish you when you make mistake? eg ;it is ok to raise your hand and answer even if you thought you were wrong ?

Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.20: Teachers' punishment.

The answer to this question is that all students 36 are aware of their freedom in expressing their opinion or in answering the questions without any reservation or fear of reprimand even if they were wrong. Which means that their teachers realize that the error and attempt both are important steps toward the right path?

Item 8: Do you feel that any teacher has ever made you feel worthy?

Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.21: Worthiness Feeling.

All the respondents 36 feel worthy in the classroom ,this clarify that they have no spasm with their teachers, which maintains sharing the intention of worth is very helpful for the perfect learning-teaching.

Item 9: Do you feel that any teacher made you feel respect?

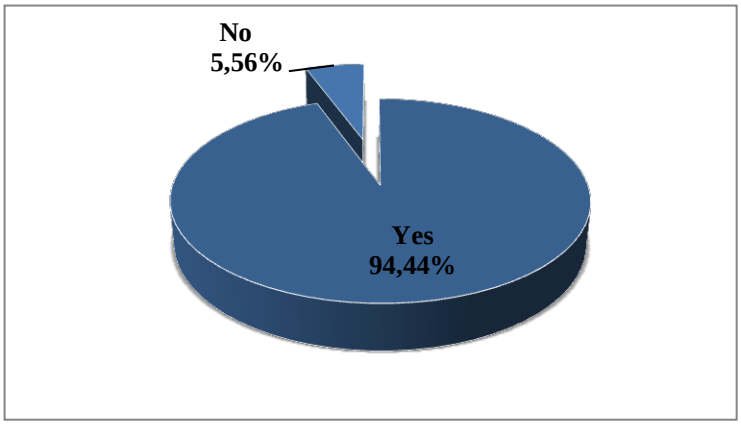
Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.22: Respect Feeling.

In the same context of last question, and concerning the teacher respect for student .The full percentage 36 in the figure above indicates that the teachers performs their educational task before any pedagogical role or function ,This confirms that the teacher is the source off all virtuous principals and values that are learned/acquired indirectly by the student.

Item 10: For the teacher who made you feel worthy and respected did you get a higher grades?

.



Pie-Chart 2.23: Students' Grades.

As it is observed in the table 34 of students who feel respected and worthy, get higher grades than the 2others who do not get. Which means that when learners feel valued, they will automatically do their best to achieve better?

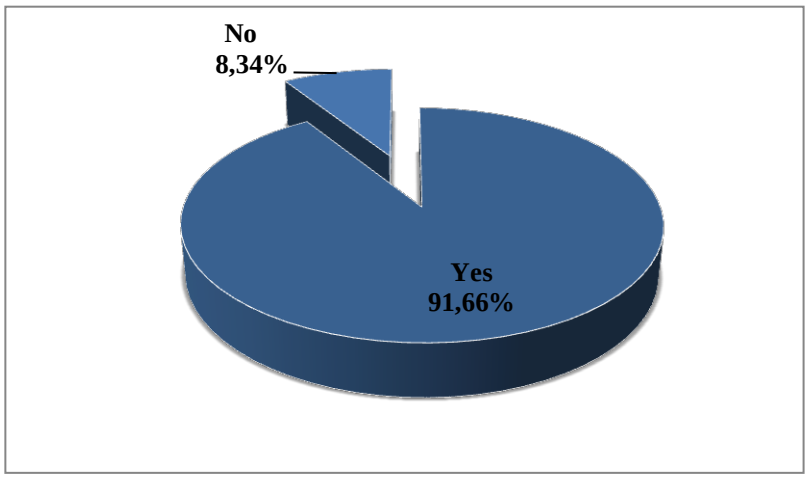
Item 11: Did you feel that the teacher needs a sense of humour at the classroom?

Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.24: The use of humour sense.

All the students answers were agree with the necessity of using humour in the classroom. This dominant answer explains the avoidance of the traditional way that was highly far from any softness and flexibility. And since the use of humour is considered as basic element now's day, because it is a means of attracting student attention; making them relaxed and comfortable and the way of tending learners to remember easily the information.

Item 12: Did you think that the relationship between you and a teacher has an impact on your success and achievement?



Pie-Chart 2.25: The Effect of Teacher-Student Relationship.

As it is illustrated, 33 Sees that the relationship with teachers influence the students achievement. In addition only 3students do not appreciate the role of such relationship in their level. That emphasizes the impotence and the great significance of building this kind of teacher-student meaningful rapport.

Item 13: which kinds of teachers do you like most?

Options	Boss	Leader	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.26: Type of Teachers.

From the diagram, all informants prefer the leader teacher more than any other type. Their views has a direct link with the teachers deal, because when they treat learners as adults with good association motivate them to learn and to obliges them to avoid discipline problems and focus more on learning process under the term of respect

Item 14: Did you feel that the teacher needs to create an environment of caring?

Options	Yes	No	Total
Number	36	00	36
Percentage(%)	100	00	100

Table 2.27: The Creation of Caring Environment.

Going further on the confirmation of the idea of creating the right climate for learning. 36 students and in their answers indicated in the table insist on the need of caring environment.

2.6 Interpretation

After analyzing the student's and teacher's questionnaires, it is confirmed that learners and indicators are two main elements that effect each other since the quality of the teacher treatment and his provision of the equivalent teaching learning atmosphere plays a vital role. Therefore; the teacher-student relationship has highly its significance in improving the student's achievement. In the present study and from the data collected it is observed that the most students are convinced by the comfortable rapport with their teachers since they are appropriately treated and understood from their teachers, the point that explains clearly and in the same line of thinking the impact of the actual concept of the research on the student's outcome. Before concluding this chapter the results obtained from the unique instrument the questionnaire the teacher's love to their work and their consciousness about their real responsibility in building a good confident individual and excellent learner at the same time is greatly observed.

2.7 Suggestions and Recommendation

From the reasons that hurdle the teaching learning process and effect the student achievement is the bad atmosphere and the unsupported rapport that can be between the indicator and his students therefore; in nowadays and in the modern education avoiding the hard teachers' strictness in treating the students and try to build a kind of friendship and smoothness become one the essential things that can facilitate the teaching learning process so:

- Sharing the positive relationships between teachers and students inside and outside the classroom and stay away of the traditional distance between indicator and students is one of the important elements that can help directly or indirectly in student's achievement.
- Disclose the relationship between teacher and students to some extent Makes the student relax psychologically, and behave civilized.
- Create a kind of class and school culture where students are comfortable and relaxed to talk and to express their interests, and sometimes their lives outside the school.

  Initiating responsibility-class jobs, such being a good listeners.
- Developing the offered relationships by teachers depends on teacher's responsibility and consciousness.
- As the teachers understanding, care and awareness plays a vital role in effecting the students level also the main concept of the research including the positive teacher-students relationships help in building a good confident communicator individual and excellent learners .

2.8 Conclusion

This chapter or this practical part of the whole research is considered as a real investigation in the key stake holders in the learning process that are directly experiencing the educational system everyday in details. So, and as deduction both elements teachers and students approve that the teacher-student rapport is a ground that should be reinforced before going ahead in building the learning teaching process. The converged results of the unique instrument directed to participants indicate that building and maintaining positive relationships between teachers and Students will certainly improve the student engagement and motivation such as i twill give teacher a great desire to develop his teaching capacities.

Although the actual study highlighted the concept of teacher-student relationship from a particular angle ,but and without a doubt and without deliberately it ignored some points which keeps the window opened to other deep research for more information since the topic is very large and wide.

General Conclusion

General Conclusion

The research aims at finding the ways that facilitate the learning teaching process at the same time the way that could easily guide teachers and students to realize certain objectives. It examined the impact of teacher-student relationship on students' academic achievement. The results of this study indicate that building and maintaining positive relationships between teachers and students improve the student's engagement and motivation during their studies.

The importance of this study lies on the clarification of the significance of teacher-student relationship in improving the students' level, outcomes, and achievement simply because it has its psychological influence on student. Moreover; the study is based on delving into the hypothesis starting by literature review of the first chapter in which the most relevant and important ideas that have a link with the research concept largely and with teacher and student in particular.

From the practical part the analysis of teachers and students questionnaires showed that learners are really interested to learn and achieve better with the help of their teachers through the teacher-student relationship and even if there are some problems that learners still have, the result obtained confirms that each detail can be controlled and corrected completely under the teacher's responsibility, awareness and care.

For more emphasis the current dissertation shed light on the importance of teacher-student rapport and its effective role in enhancing student's academic performance. Accordingly, this work is such drop of water in sea since it gives some information about the subject but the door stays open for other researchers to make further investigations in order to improve the learning teaching process in different level.

Bibliography

Bibliography

- Alderman and Lynely (2009:38,39)Measuring students'well-being
- Brich and Ladd. Children's interpersonal behaviors and the teacher-child relationship. Development psychology.
- Corbel 2007:11,14.Teacher's roles in the global hyper media enviromnement.Inj.Cummun&C.Davison(Eds),International Handbook of English Language.
- Glasser1992.The Quality School Teacher
- Gehlback al, 2012, H; Brink Worth,M;Harris,A,Changes In Student Relations.British Journal Of Educational Psychology.
- Garmson(1998:30).Becoming Expert Teachers.Journal
- J.Harmer (2003:56, 63.)How to teach English London.
- Hughes,R . Teaching and Researching
- Kathy Paterson. (2005:19).Teaching.Dilemmas:Ten powerful situations to almost by classroom challenge.Pembroke publishers
- Larson-Freeman (1986).An Introduction to Second Language Acquisition
- Lander.2009.Repairing Discordant Student-Teacher Relationships:Acase study using emotion-focused therapy.Children and School,31(4),229-238.Retrived from https://goucher.Idm.Oclcc.org/Login?url-https://seach.

- Maulana et al, 2003.Changes in Teachers' Involvement versus rejection and link with academic motivation during the first year of secondary education: a multilevel growth curve analysis.journal al of youth and adolescence.

- M.T,Clarige & T Lewis 2005.Coaching for Effective Learning :a Practical Guide for Teachers in Health.

- Noddings,N(2005)the challenge to care in schools,2nd edn.New York:Teachers College Press .

- Oxford et al (1998,P,as cited in Nickitina & Furuoka,2009

- Pinata(2007:2). Enhancing relationship between children and teachers .

- Rimm Kaufman&Sandilos, L, 2012.Improving Students' Relationships with Teachers to Provide Essential Support for Learning.

- Ryan & Grolnick(1987:75).American psychology Assosiation,Inc.0022.3514/87.

- Stronge, 2007 Qualities of Effective Teachers.ASC Publications.

- Shulman(1987:30).Knowledge and Teaching:foundation of the new reform.

- Silva et al, 2000 Language contact and Changes.

- Thompson1998.Highly Qualified for Successful Teaching Characteristics. Every Teacher should process. Essays in Education Outline Journal.

- WikipediaTheFreeEncyclopedia,September2012,htt://en.Wikipedia.org/Que

Appendices

Appendix 01 : Teacher's Questionnaire:

For the purpose of investigating the effect of teacher-student relationship on student's achievement, this questionnaire is designed. So, dear teachers would you please answer this following questionnaire by putting a tick on the appropriate answer or giving justification or clarification where it is necessary.

1. Specify your Gender:

Male ☐ Female ☐

2. Which degree do you hold?

License ☐ Master /Magister ☐ Doctorate ☐

3. How many years have you spent in teaching?

Less than 5 years ☐ between 5 and 15 years ☐ more ☐

4. Did you enjoy your work as a teacher?

Yes ☐ No ☐

5. Are you emotionally aware and sensitive to the needs of students?

Yes ☐ No ☐

6. Do you know your students as individuals?

Yes ☐ No ☐

7. Do you take care about your student's absence?

Yes ☐ No ☐

8. Do you care about student's personal and academic future?

Yes ☐ No ☐ Sometimes ☐

9. Are you authoritarian or smooth teacher?

Authoritarian ☐ Smooth ☐

10. What kind of relationship do you offer to your students?

Bad ☐ Neutral ☐ Perfect ☐

11. It is better for you to treat your student as a friend?

Yes ☐ No

.Justify your answer

…….

……..

12. Do you think that the teacher-student relationship plays a vital role on the student's success?

Yes ☐ No ☐

.Justify your answer……

…….

…….

13. Do you think that your relationship with the students affects their behavior inside and outside school?

Yes ☐ No ☐

Appendix 02: Student's Questionnaire

We are preparing a research on the effects of teacher-student relationship on student achievement. So, we would be grateful if you could answer these questions to help us in our research. Your answer is very important for the validity of the actual research.

Please, tick the appropriate box(X) to indicate your choice, and specify your answer when needed.

1. Are you:

Male ☐ Female ☐

2. Do you have a favorite subject?

Yes ☐ No ☐

3. Does your favorite teacher teach your favorite subject?

Yes ☐ No ☐

4. Does your favorite teacher display interests in you; did he ask you about your problems (in learning, in classroom, and your personal problem)?

Yes ☐ No ☐

5. Does he encourage you to work harder?

Yes ☐ No ☐

6. Has it been your experience that when a teacher displays a personal interest in you achieve higher?

Yes ☐ No ☐

7. Did your teacher punish you when you make mistake? e.g.: it is okay to raise your hand and answer a question even if you thought you were wrong?

Yes ☐ No ☐

8. Do you feel that any teacher has ever made you feel worthy?

Yes ☐ No ☐

9. Dou you feel that any teachers made you feel respected?

Yes ☐ No ☐

10. For the teacher who made you feel worthy and respected, did you get higher grades?

Yes ☐ No ☐

11. Did you feel that the teacher needs a sense of humor at the classroom?

Yes ☐ No ☐

12. Did you think that the relationship between you and a teacher has an impact on your success or achievement?

Yes ☐ No ☐

13. Which kind of teachers do you like most?

Leader teacher ☐ Boss teacher ☐

14. Did you feel that the teacher needs to create an environment of caring?

Yes ☐ No ☐