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The Impact of Teacher- Student Relationship on the EFL Learners' Motivation and Achievements: Case of First Year EFL Students at Naama University Centre

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DIDICATION

Deepest thankfulness is gifted to my dearest parents for their precious love, affection and support.

Enormous thanks are offered to my dearest brothers:

Abdu and Bachir

To my lovely sister and the gem of my life:

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To the best friends that I ever had:

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This work is dedicated to all My family

Hope You are proud of me.

ASSIA

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Abstract

Though Teacher-student relationship has a significant impact on students' learning and academic achievement, it is still not acknowledged that this impact is present at any level, mainly in higher education. The aim of this study therefore is to give information about the impacts of student-teacher relationship (TSR) on their motivation and achievements. In other words, the researcher wants to determine whether the relations between student and teacher affect positively the learning process or not. To achieve this end, two research instruments was used: a questionnaire for first year English student and observation in first year English class at Ahmed Salhi university Centre. The data collected was analyzed both qualitatively and quantitatively. The obtained results of this work revealed that the student-teacher relationships have enormous effects on EFL learners‟ motivation and achievements. In a way these relations make student more harmonious and engaged in/ with the school environment and classroom atmosphere what positively affects the way students deals with their study. Furthermore, results indicated that positive teacher-student relationships are more beneficial to learning and academic achievement. The results of this work put into question teachers' awareness of the importance of teacher-student relationship, and their competence in initiating and developing a healthy relationship. It also suggests the development of this skill in teacher education development.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language**.**

TSR: Teacher Student Relationship.

STR: Student Teacher Relationship

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General Introduction

General Introduction

The present study inspires its area of concern from the following quote: **"Teachers are instrumental in influencing student's quality of behavioural and emotional engagement in school".** Skinner and Belmont (1997), cited in Huan et al. (2012)Put it simply, the main objective in teacher's practice is developing a positive environment and relaxing atmosphere inside the classroom by being aware to his learners' emotional and academic needs. Therefore, the basis to this is the combination between the teacher, the learner, the learning environment, and the relationships sustained in the classroom. Forming strong and supportive relationships with teacher may allow students to feel safe and secure, more competent, and may promote positive connections with peers.

Intending to examine the above complex variables of teacher-students relationship, this research work aims at looking into the following problematic:

How to improve learning and foster students 'motivation through teacher-student relationships? And To what extent teacher-student relationship influence students 'motivation and achievement?

Taking this into account, the researchers attempt to answer the following questions:

1) What is the kind of teacher-student relationship existing in the first year EFL classroom in Naama university centre?
2) What is the impact of teacher-student relationship on students' learning and in fostering their motivation?
3) How to cultivate a positive encouraging relationship in EFL classroom?

To answer these questions, the following hypotheses are presented:

1) Teacher-students relationship in first year EFL classrooms lacks emotional and social dimensions. characterized by teacher dominance, lack of closeness, lack of communication and frustration on both sides
2) Teacher-students relationship may influence student's achievements in a deeply manner that it can obstruct or stimulate them socially and academically. Moreover, Supportive and positive relationships between teachers and students may ultimately promote a sense of environment belonging, and encourage students to participate cooperatively in classroom activities.
3) Showing care and offering security may create an atmosphere of motivation, and encouragement that may keep students attached to their classrooms

Conducting this research paper led to the following organization of the work. A first chapter reserved to the literature relating to the topic including the importance of teacher student relationship; the chapter then goes through some of the most significant factors interfering in teacher-student relationship, in addition to, the significance of emotions in teaching and learning process, student teacher relationships and motivation, teacher effectiveness and sensitivity. Finally, the chapter indicates the impact of teacher-student relationship on students' learning. The second chapter is a description of the methodology used in this work including the research design and instruments used for data collection. Afterwards data analysis and discussion of the findings is preceded as well before providing some suggestions to improve teacher student relationship.

CHAPTER ONE

LITERATURE REVIEW

1.1 Introduction.

1.2The Concept of Student Teacher Relationships Defined.

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1.1. Introduction

In the present chapter, Literature review will be about the relationship between teachers and student's motivation and achievements. We will mention some titles that may provide a great background concerning the present study. First it is worth shedding light on the significance of emotions in teaching, then we will identify the concept of teacher-student relationship and we will indicate student's motivation.

1.2. The Concept of Student Teacher Relationship Defined

Emotion is complex psychological phenomenon; it is also intense feeling that are directed at someone or something. Teacher- Student Relationship is one the most important basic of students‟ success and teachers‟ development. It is considered as the ability of both teacher and student to communicate. Student-teacher relationship is an "academic" interaction between student and teacher; it can be also described by Newbery and Davis (2008: 58) as: **"The emotional bond student and teacher share with each other".** Where the quality of the relation is determined by how strong the bond is relations between teachers and students are the key that increase academic and emotional developments of students, this may affects positively the atmosphere inside schools. Pianta and Hamre content that teacher-student relationship: **"Provides a unique entry point for educators working to improve the social and learning environments of schools and classrooms"**

Sociologists and pedagogies have agreed that the basic function of education is to create a grateful relationship between students and teachers in order to enable them to learn in an appropriate environment. Teacher student relationship is not only an embodiment of personal relationship, but also a characteristic of teaching management. Teaching is a process of transferring a set of information components with vivid emotions rather than transferring dry instructions; according to Hargreaves (1994):

> **Good teaching is charged with positive emotions. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right technique. Good teachers are not just well-oiled machines they are emotional, passionate beings who connect with their student and feel their work and classes with pleasure, creativity, challenge and joy. (P.835)**

1.3. The Significance of Emotions in Teaching and Learning Process

Hargreaves (1998) states that teaching is an emotional activity, that is to say teaching without emotions is incomplete equation. In same line Baida et Al (2007) investigate the relationship between emotions and cognition in teaching. About 33 teachers and 2000 students involved in that study, the study examines the role of emotions and its effects on the teaching and learning process. Results of the study reveals the importance of create a balance between the affection and the cognition for a successful education. It is common that teaching is a process of transferring a set of information components with vivid emotions rather than transferring dry instructions; according to Hargreaves (1994 :835).

Certainly, good teaching is what leads to build relationships in order to support student and motivate him to perform effectively. John Dewey (1933) focuses on the need to embrace the students' feelings. He believes that the right education is what translate guidance, ideas and knowledge in an emotional form (p.188). A recent wave has recognized and praised the importance of the emotional intelligence and a focus on all aspects of education, cognition and emotions.

Hargreaves (2000,) emphasizes the importance of close relationships between teachers and students in a way he sounded the alarm, pointing out that education without these relationships will prone the teacher to an emotional misunderstanding. In same line Lashey (2005) says that a teacher who is struggling to communicate with students, and create a safe environment for them is more satisfied about his job and what he is doing because he believes that this openness

will benefit the students academically. The teacher willingness to blend the professional and emotional sides and try to blur boundaries between them, is one of important components that appear the teacher identify and show his principals that push him to believe in building relationships humanly and accept unplanned teachable moments. Personal and academic development are strongly linked, complementing each other and upgrade student achievements.

1.4 Student Teacher Relationships and Motivation

It is known that Student-Teacher relationships have an impact on the performance of student good teaching depends on good communication and positive interaction between students and their teachers. There this relation between students and teachers is considered as a key factor to student motivation, in a way, when student have a positive and supportive relationship with his teachers, he will feel more motivated, encouraged to work effectively and being active instead of being passive Those relationships enable the teacher to motivate his student, and that is considered as one of most important goals pursued by the teaching profession (Nugent ,2009). Teacher student relationship (TSR) effects positively the quality of student's motivation and in general the quality of teaching. Davis (2003): explains the following:

> **operation as sociology agrees teachers can influence student's social and intellectual experiences via their abilities to instill values in children such as the motivation to learn, providing classroom contexts that stimulate student's motivation and learning by addressing student's need to belong and by serving a regulatory function for the development of emotional, behavioral and academic skills**. (P. 103).

1.5. Factors Affecting Teacher Student Relationship

Teachers are required to set a positive teacher-student relationship in order to achieve a suitable learning environment and ensure high motivation and

engagement needed for students to be successful in both academic and real life. Thus, to reach this end a set of teacher's characteristics and behaviors should exist appropriately along with students' behaviors that come as a reaction.

1.5.1. Teacher Effectiveness

Teacher effectiveness focuses on the complexities that the students face while learning and helps them improve their learning outcomes. The term "teacher effectiveness" is broadly used to identify attributes of what constitutes a good teacher (Marzano, et al., 2001).

Teaching effectiveness is not simple because student achievement is influenced by many features excepting the teacher's control; e.g., student's aptitude, motivational level and previous experience. However, student learning is the definitive condition of teaching effectiveness. Teacher effectiveness help teachers knowing their students' learning styles and needs in addition to their personalities, likes, dislikes, and personal situations that might influence performance in school (Stronge, 2002).

It is also defined by those teachers who accomplish the objectives they set for themselves or have set for them by others. Teachers with the necessary knowledge and skills used appropriately help to achieve the students' educational goals. Various presumptions are implied in this definition of Teacher Effectiveness. The major presumption is that to achieve 8 teacher effectiveness teachers need to be aware of achieving educational goals. These goals lead the teachers to build relationships which guide their behaviors and interactions in the classroom. Educational effectiveness count on teacher effectiveness, in order to improve the quality of education that students receive, then, the teacher have to take into account what is happening in the classroom. Words such as ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsible, and respectful have been used to represent good teachers (Cruickshank and Haefele, 2001).

The teachers need to be aware of any learning difficulties the student is having such as, problem, fear, or confusion. Once the teacher becomes aware, s/he will have more forbearance, thus, the student would feel safe and less confused.

According to Jones (1987). **"If the students like you, they will go along with almost anything" (p. 191).** Effective teachers create and develop positive relationships with their students in order to achieve a positive learning environment. Stronge and Hindman (2006) add that effective teacher cultivate a positive classroom environment for their students by working with students to guarantee that routines, procedures, and expectations are clear. Marzano (2003) warns that ineffective teachers might actually block the learning of their students. Therefore, a sensitive teacher is also considered as an effective teacher.

1.5.2. Teacher Sensitivity

The psychological behavior of the teacher in the classroom is considered as the most important aspect that affect the relationship between teachers and students, and it is perhaps the essential foundation for the learning process. Students behave differently. Thus, sensitive teachers are aware of students' emotional abilities and needs. With no doubt students would view the teacher as a source of support. Sensitive teachers respond to their students and address their questions, interests and needs in an effective way. Teaching sensitively includes an awareness of individual students' academic and social emotional needs which allows teachers to expect students' difficulties and supply proper and efficient learning chances and fields of support for all students in the classroom. With a sensitive teacher, students comprehend and consider their teachers as exporter of support, instruction, and reassurance. Teaching sensitively aids students feel relaxed by involving their thoughts, taking risks, and challenging themselves educationally and informally. It also allows students to work at ease on their own and in groups because they know they can be close to the teacher and s/he will be helpful. It is to be understood that teaching encompasses a compound system of inter-personal relationships. It is up to the teacher to realize how the students feel, what they prefer.etc. He must realize as well what their concerns, anxieties and activities are. He must understand that each word he uses and each of the action he shows in the classroom have an effect on his students' psyche. A teacher should understand that each behavior produced by him/her cannot be acceptable by the students, the behavior should be reasonable.

The activities of a teacher can be quite inappropriate to the students thus; he needs to be very careful and sensitive about his/her oral and non-oral behaviors. Being a good teacher is being sensitive to one's own weaknesses and to others' as well. A teacher, who is unable to be compassionate, relaxed and socially aware, he cannot be an effective teacher. Thus, for a teacher to be able to supply the goods in an effective way, sensitivity training is very important. Moral sensitivity in learning includes awareness of moral problems in the learning setting and competences to reflect on them with understanding and role-taking abilities.

1.5.3. Student Motivation

Student motivation has to do with students' desire to participate in the learning process. Glasser (1993) states that most of the students start learning in an enthusiastic way but after a few years this excitement would disappear. Students react positively and are motivated by teachers who like and respect them. Lin Tuan (2003) defines motivation as the term used to describe the instruments that motivate and direct behavior. However, there have been different studies on educational motivation, it is not yet clear how learning behaviors do become activated and directed.

Accordingly, students who are motivated to learn will naturally appreciate improved academic success (Marzano, 2003; Shalaway, 1989). Learning is an energetic procedure in which students must be engaged as genuine members (Danielson, 2002). Stronge and Danielson (2002) assert that teachers, by making both classroom and students engaged in stimulating educational chances and experiencing success, the learning would be increased and the misbehavior would vanish. Berelson and Steiner (1964) states that motivation refers to these terms "wishes," "desires," "needs," and "drives." According to Weiner (1990), Motivation has been an ancient but significant field in educational psychology. Motivation studies have removed its concern from behaviorism to learners' self and cognition Motivation is interrelated to an individual's central strength to achieve a learning task. 12 Students motivation is considered also as a critical component that is essential for quality education. The technique or procedure of teaching must be creative, encouraging, interesting, useful,

and offer instruments that can be practical to the student's real life. The environment of learning needs to be available, safe, positive, adapted as much as possible. That is, students should perfectly have many bases of motivation in their learning experience in each class (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010). Student motivation has to do with students' aspiration to participate in the learning process. Yet, it also concerns the goals or aims that motivate their involvement or non-involvement in academic activities. In fact, motivation is one of the main issues in learning; it is often incompetently addressed in typical foundational (educational psychology) courses. Motivation has been termed as the intensity of behavior, the direction of behavior, and the duration of behavior. Brophy (1988) suggests the motivation to learn as "a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them" (p. 205-206).

Motivating students involves making students interested in and excited about learning and aware of the importance of learning itself (Stronge, 2002).

Motivation in a way or another helps creating a positive relationship between teacher and student because whenever the student is motivated s/he is more engaged in learning, so that the teacher would try to help student participate in the learning process. As was stated previously, students who are more socially related have been found to be more educationally motivated and engaged (Connell and Wellborn, 1991; Eccles, et al., 1998). Stronge (2002) also asserts that:

> **Teachers can effectively motivate most students by encouraging them to be responsible for their own learning, maintaining an organized classroom environment, setting high standards, assigning appropriate challenges, and providing reinforcement and encouragement during tasks (p. 18).**

Teachers' attempt to motivate students will create a positive feeling among students and thus improve teacher-student relationship.

1.6. Improving Good Relationships with Students

It is also crucial to recognize relationships that do not work well in the classroom, that can be shown through coming late, becoming unsupportive, unfriendly and demotivated to learn. These relationships are not hard only for students and affect negatively their learning outcomes, but also considered as the main reason behind the teacher's stress. Improving a good relationship with students requires some techniques and aspects that provide a well-organized classroom and prevent the student's misbehavior as well.

1.6.1. Student Engagement

Student engagement has been defined as participation in academically effective practices. Student's engagement is clearly achieved by many factors that the teacher handles in order to make the students more involved and investigate positive results. Appleton, et al, (2008) claims that, the concept of student engagement appears to address teachers who report that many students seem to be disinterested and uninvolved. The theory on engagement is important to encourage school success and the basic social skills required in the world of work (Appleton, et al, 2008; Finn, 1989).

Pianta (1999) asserts that teachers who care about their students and share them personal emotions and information make the students more engaged and achieve higher academic investigation. Stronge (2002) contends that the time students expend engaged in the instruction subscribes prominently to classroom success. According to Graden, et al. (1982), researchers found a strong relationship between the time students are vigorously engaged in learning and their achievement. Student engagement has been briefly defined across research literature while Fredricks et al, (2004) suggest a model which encompasses the three factors of behavior, emotion, and cognition. They have been defined as follows:

- **Behavioral engagement:** is signified in student's oral and non-oral activities.
- **Emotional engagement:** is related to students having a sense of belonging within school and connected to their peers and teachers.

- **Cognitive engagement:** can be defined as students having a personal responsibility towards their learning.

Each of the factors has an impact on the understanding of student engagement. Some studies suggest that a student's perception of his relationship with his teacher indirectly influences academic outcomes. For example, students who reported positive relations with their teachers were probably to be more engaged academically (Lynch and Cicchetti, 1992).

As stated by Skinner, *et* al., *(*1990), student's engagement holds students': **"initiation of action, effort, and persistence on schoolwork, as well as ambient emotional states during learning activities" (p. 24)**.

Studies investigating the role of teachers in students' academic achievement was derived mainly from the self-determination theory (Deci and Ryan, 2002), which stresses the need for relatedness as one of the fundamental psychological necessities. According to this theory, teachers' involvement is central for the satisfying the need for relatedness. This refers to the quality of interpersonal relations with students and is established through teachers having time for students, expressing positive feelings towards them, being flexible to their needs, etc. Teacher's involvement looks as the strongest predictor of students' academic motivation, among all of the other apparently important dimensions of teachers' behavior. Maehr and Midgley (1992) identified some strategies for improving student engagement and motivation:

- emphasize goal setting and self-regulation.
- offer choices in instructional settings.
- reward students for attaining "personal-best" goals.
- foster teamwork through group-learning and problem-solving experiences.
- replace social comparisons of achievement with self-assessment and evaluation techniques,teach time-management skills.
- offer self-paced instruction when possible.

Garcia-Reid, et al., (2005) suggests that creating a culture of accomplishment in their classroom, ameliorating interactive and relevant lessons and actions, and being encouraging and supportive to students are all techniques in which teachers can boost student engagement in the classroom. Student disengagement is often a result of lacking a positive relationship.

1.7. Teacher Student Relationship

Obviously, there is relationship between teacher and student this entire relation containe positive and negative that can affect this connection.

1.7.1. Positive Teacher-Student Relationship

Students who have positive relationships with their teachers feel motivated to learn and supported. Students are more engaged when they have a supportive relationship with the teacher, they tend to work harder in classroom, persevere, accept direction and criticism, cope better with stress and pay attention more to the teachers (Little & Kobak, 2003). Moreover, according to Hughes et. al. (2006), a teacher's typical level of support and concern can also be treated as one of the facets of classroom climate. The classroom atmosphere or environment has a strong impact upon students. Therefore, significant effect of change in teacher-student relationship on achievement deserves more attention – considering the dynamic quality and nature of these relationships. Teacher emotional support and academic guidance is very important to enhance student's academic achievement (Pianta, La Paro, Payne, Cox & Bradley, 2002) and also to protect students who were already exhibiting externalizing behaviors (Silver et. al., 2005). Hence, interventions focused on improving student's academic achievement should focus on student's relationship with their teacher (O'Connor & McCartney, 2007). Positive teacher-student relationship improves classroom management as well as the atmosphere in the classroom making it conducive, comfortable and safe for self-learning and self-discovery. Besides, positive relationship means the students like the teacher – more than anything, it will make them stay in their seats (hence, reduce the truancy level in schools).

1.7.2 Teacher Student Negative Relationships

Unlike the positive relation, the negative one between teachers and students may be found in classroom. In this sense, Harmer (2009) suggested that: most teachers in many different learning cultures have moments when their students fail to cooperate in some way, thus disturbing the learning which should be taking place, sometimes getting significantly out of control. Such moments of disruption can be unsettling not just for teachers but also for students. (126). Furthermore, the teacher-student relationships maybe affect by chaotic interactions, in which students experience teachers as inconsistent, undependable, and especially in grating, or rule-following. Teaching can be chaotic if students do not comprehend or do not know how to accomplish their learning tasks, in addition to the feedback, if it focuses only on what is wrong rather than how to improve it. Skinner (2014 108) mentions that: " **If teachers are unavailable, students soon learn not to count on them. Cumulatively, chaotic experiences can make students feel they do not know how to succeed in school and are helpless and incompetent".**

On the other hand, rejecting interactions with students appear to make them feel that they are not welcome or valued in class. Teachers sometimes fail to remember students' names or learn about their backgrounds. Teachers can express disinterest by not having time for students, or not listening to them. Dislike can also be communicated by an irritated or impatient tone of voice, comments, or criticism aimed at a student's personality or abilities.

1.8. The Importance of Teacher-Student Relationship

Positive teacher-student relationship is important in teaching classroom. Based on their responds, teacher-student relationships contribute to students' increased level of motivation to learn as well as enhanced their academic achievement.

Teachers play an important role in the trajectory of students throughout the formal schooling experience (Baker, Grant, & Morlock, 2008). Although most research regarding teacher-student relationships investigate the elementary

years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker et al., 2008; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; McCormick, Cappella, O'Connor, & McClowry, in press). Aligned with attachment theory (Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstron, & Essex, 2005).

Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O'Connor et al., 2011; Silver et al., 2005).

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2001). This includes, relationships with peers, and developing self-esteem and self-concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001). Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

There is substantial research on the importance of teacher-student relationships in the early elementary years (Pianta, 1992; Hamre & Pianta 2001). However, little is known about the effects of teacher-student relationships on high school students. Studies show that early teacher-student relationships affect

early academic and social outcomes as well as future academic outcomes (Pianta 1992; Hamre & Pianta 2001), but few researchers have looked at the effects of teacher-student relationships in later years of schooling. Researchers who have investigated teacher-student relationships for older students have found that positive teacher-student relationships are associated with positive academic and social outcomes for high school students (Alexander, Entwisle, & Horset, 1997; Cataldi & KewallRamani, 2009).

1.9. Students' Attitudes towards Teachers 'Behavior

According to Derk (1974), it is shared knowledge that a good teacher can change a student's life. Teacher-student relationships are essential for the achievement of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. Ellis (1994) claims that learner's attitudes have been acknowledged as one set of variables of major importance. The attitudes are shaped by the social aspects mentioned, which, in turn, effect learner outcome. Students are in a position to make more exact verdicts about teacher performance more than the ones outside who visits the classroom once or twice a year (Savage & McCord, 1986; Shepherd, 1989). Le Roux (1994) defines attitude to be a positive or negative emotional relationship with or tendency towards an object, establishment or person. Chambers and Pettman (1986) have shown that both feelings and information are important features in the realization of attitudes, and that these are critical elements of understanding. Attitudes are closely related to views. Lord (1997) made a distinction as he claimed: **"However, is that a person can state his opinion in word but may not be able to express his attitude by his action" (p. 222).**

Teachers make a difference. Certain teachers educe much more student learning than others, and their success is attached to convenient differences in teaching behavior (Good, et al., 1 975; and Rakow, et al., 1978). teachers pretend more negative behaviors than female teachers. If the teacher seems as a person that is interested in students personally, student becomes more engaged and motivated toward learning (Phelan, et al., 1992).

Teacher expectations can affect a student's attitudes and actions and lead to success or failure (Tomlinson and Eidson, 2003; Shalaway, 1989). It is important for students to realize whether the Teacher-Student Relationship is healthy or not. A conducted research showed that the learning objective of students was negatively affected by teachers who did neither care about their students nor their studies (Phelan et al., 1992). Brophy and Good (1970) assert that many teachers treat students differently through perceptions and expectations. Students catch hold of these perceptions and this can affect student self-image, motivation toward learning, behavior, and relationships with the teachers and other students and adults.

1.10. The Effect of Teacher Behavior on Students' Academic Achievement

Takes intentional and persistent effort from the teacher's part to build an optimal teaching/learning situation that is most favorable for students' learning, for this reason it is necessary to promote specific teaching behaviors the present study put emphasis on the two below stated ones.

1.10.1. Establishing an Emotional Link

Students' view that teachers who show caring are effective teachers. Caring relationships boost students' motivation and help them better learn. In this respect Labaree (2000) speaking about teachers claimed that: **"They also need to establish an emotional link to motivate the student to participate** actively in the learning process" (p.229). According to Irme (1982), **"Caring means that the other person matters, that the other person makes a difference not only to the person directly affected, but also to others who care" (p. 14).**

Caring as an important construct of other relationships types (e.g., friendship) is also crucial in teacher-student relationship. Research reveals that most of students who are committed to learning and remain involved during lectures were actually influenced by caring teachers who are ready to set an interpersonal relationship with their students (Garza, et al., 2010). Noddings (2005) claimed that "caring teachers listen and respond differentially to their students" (p. 19). He believed that the act of caring was complete once students acknowledged teacher's caring behaviors. Once

more, Garza (2009) claims that caring for students should be relative to each student's individual needs, in other words teachers should be sufficiently aware of their student's needs and personalities in order to adapt their behaviors according to each student requirements. Furthermore McCroskey (1992) noted that students display higher motivation when their teachers show concern and caring about them.

Thus, research aiming at building a caring classroom community and creating strong and consistent teacher student interpersonal relationships was closely related and 17 relevant with student perceptions about what makes a « good teacher » establishing a separating line between functional and dysfunctional classroom (Garrett, et al., 2009; Osterman and Freese, 2000; Wentzel, 1997). In Schlosser study of successful middle school (1992) students stated the following behaviors as qualities of a "good teacher" namely: teachers who noticed if a student was in trouble; discussed topics of interest to students such as gangs, drug addiction, and also valued, teachers who told students that they could come back after class if they needed to talk more. Student added that such behaviors made them feel self-worth and important and they enjoyed learning.

1.10.2. Cultivating a Sense of Belonging

The sense of belonging is without a doubt a vital human need, the state of mind have when feel that belong is indeed not the same as when feel rejected, excluded or as a stranger for that it is crucial for students to have this feeling in a learning environment if to expect an effective learning and a positive performance in an academic setting. In the same vein, Baumeister and Leary (1995) in their article about the importance of sense of belonging in well being proposed the 'belongingness hypotheses. They suggested that: **"Human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (p. 497).**

They added that absence of sense of belonging may lead to some negative feelings such as social isolation, loneliness and alienation. Furthermore, Baumeister and Leary (1995) argue that belongingness goes beyond the need for only having a

social contact since it requires a positive and pleasant social contact within the desired relationships with people concerned with these relationships. In other words, the need of belongingness is achieved through an interpersonal bond characterized by **"stability, affective concern, and continuation into the foreseeable future" (p. 500).** This was applied in educational context by scholars namely Goodenow (1993), who described the sense of belonging as follows: Students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual. (p. 25) As a matter of fact, relevant research has always revealed that students who experience a sense of belonging within their educational environment are of a higher degree of motivation and engagement in their schools and classroom activities and are more dedicated to school and learning (Osterman, 2000).Additionally, existing research show that students who have a sense of belongingness within their educational context report a high level of enjoyment, interest, enthusiasm, happiness and are more confident in engaging their learning activities, while students who have no sense of belonging and feel isolated and lonely generally report more anxiety, boredom, frustration and even sadness during the academic ongoing, as a consequence, their academic performance is directly affected (Furrer and Skinner, 2003).

1.11 Conclusion

From what has said before, one come to the conclusion that A Teacher-student Relationship is extremely important in which one should look at developing and creating a positive learning area. Many researches in the literature about the interest of positive and supportive teacher-student relationships. Therefore, these researches investigate teachers' understanding of their influence on Students' learning and behavior through their relationships.

CHAPTER TWO

DATA ANALYSIS AND INTERPRETATION

Chapter Two

DATA ANALYSIS AND INTERPRETATION

2.1 Introduction.

2.2 Population and Sampling.

2.2.1 Learners Profile.

2.3 The Research Instrument.

2.3.1. Questionnaire.

2.3.2. Classroom Observation.

2.4 Data Analyses and Interpretations.

2.4.2 The Results of learners' Questionnaire.

2.4.1the Results of Classroom Observation.

2.5 Discussion of the Main Results.

2.6 Suggestions and Recommendations.

2.7 Conclusion.

2.1. Introduction

The second chapter deal with the practical part of research work. First it gives a description of the research methodology adopted aiming at presenting the research design, sample population and learner's profile. Then, it identifies the research questions and hypotheses, the research instrument used for data collection are questionnaire and classroom observation. after that the chapter provides the analyses of both learner's profile and classroom observation along with interpretation and the desiccation of the main result also tried to explore same suggestion for further research.

2.2. Population and Sampling

Sampling is referred to as being the group of participant or information whom the research actually examines in this the empirical investigation and population and population is that group pd people whom the study is about the informant is 1st year EFL students and teachers in foreign language department at Naama University Centre.

2.2.1. Learners Profile

The questionnaire was done with thirty students at Salhi Ahmed University the informant is studying the first year English.

2.3 The Research Instrument

Two research instruments are used in the present work. First classroom observation is selected as primary research tool to observe not only the way teacher

deliver the lesson but how the student interacts with the way the teacher presents them the topic. Second a questionnaire distributed to learners of first year English.

2.3.1 Classroom Observation

Classroom observation is a very important and helpful method for many research studies as it provides an opportunity to study a situation in natural context KAWULICH 212 defined it as "a way gathering data by watching behavior event or noting physical characteristic in the natural setting".

It is also defined by Marshall and Rossman (1989) as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". Hence, Observation, as a process of gathering research information, comprises the attitudes and the behaviors observed by the researcher and the data collected are consistently to be recorded or as results to the work. Observations are structured by the research questions.

A classroom observation was crucial to investigate the subject of the work, i.e., teacher-student relationship. The researcher has done five observations in four different modules: linguistics, written expression, grammar and literature. The aim was to ensure having real information revealing what really happens in the classroom between teachers and students and the relationships they have and the Impact of Student-Teacher Relationship on the EFL learners' Motivation and achievements.

2.3.2. Questionnaire

To give answer to the research questions a second research tool was used in this investigation thus the learner questionnaire addressed to EFL students at Salhi Ahmed University.

The aim behind the questions is explained as followed:

- **Part one:** Student profile.
- **Part two:** Feeling of student with teacher and teaching.

- **Part three:** relationship between teacher and student and its effect on learning and motivation.

2.4. Data Analysis and Interpretation

This part provides a description the data obtained though the classroom observation and questionnaire. Then a description of the result will be provided.

2.4.1 The Result of The Classroom Observation

The data gathered though classroom observation will be analyzed and discussed respectively. The classroom observation was mean to obtain a complete and careful evaluation of the Impact of Student-Teacher Relationship on the EFL learners' Motivation and achievements. At the first-year university level.

The following sub-section highlights the main result obtained from the collected information through classroom observation sessions in the first year English class. Concerning the Impact of Student-Teacher Relationship on the EFL learners' Motivation and achievements have been analyses as follows:

The first classroom observation took place with the first-year LMD students during the session of Linguistics. This classroom observation focused on the teacher-student talk including the classroom communication and interaction, the student-student talk to know the nature of the peer relationship in classroom, and the classroom management and engagement. From the observations, the researcher viewes that teachers provided an envirenoment full of respect occupied with the sense of humor to refresh the students and avoid their stress, then starting warming up and

storm their brains to get all of them involved in the lesson through coomperative works that make students motivated enough to share their ideas and exchange knowledge in addition to peer correction of mistakes. The teachers provided a well-managed classroom based on the rights and obligations that confiremed to be an effective key which prohibit students to go beyond the limits and prevent their misbehaviour. A further matter, teachers succeded in promoting a positive psychology in classroom, which is shown through a total listening and full attention, that made the students' engagement easier for teachers.

The observer noticed that a great majority of students during the four sessions in Written Expression, Grammar, and literature were following teachers' instructions. From this, one can conclude that the teacher was the main authority in these classrooms. Additionally, "provocative behavior" of students rarely occurred during the classroom observation.

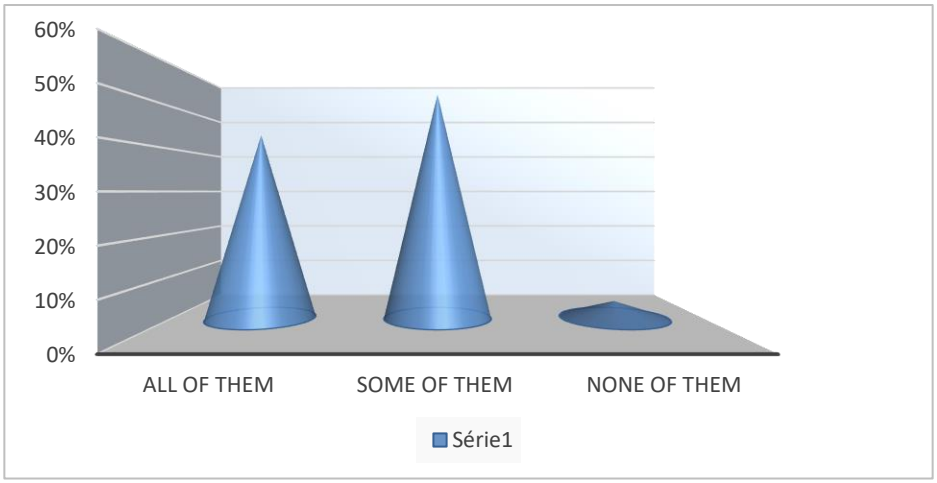
During the sessions observed, the observers noticed also that almost half of students observed were autonomous, in what came to tasks given by teachers, or even topics discussed. They tended to form their own understanding of the matter discussed. Whereas, a minority of students over dependent on the teacher for learning.

2.10. The Results of The Learner's Questionnaire

This questionnaire was directed to first year EFL students Naama University Centre. The questionnaire was given out at the end of each of the sessions observed and participants were selected randomly (Appendix 2.). The data gathered from the questionnaire were then, handled and analyzed both quantitatively and qualitatively as follows:

- **Question 1:** do your teacher support classroom communication and interaction

students answer that 55% of teachers support classroom communication and interaction. 40% of them said that all teachers encouraging classroom communication and interaction. the rest of them claimed that 5% of teachers there is none teachers support classroom communication and interaction.



- **Figure1.1** Classroom Communication and Interaction

- **Item 2:** I feel that my teacher enjoys teaching us

This question was asked to assess teachers‟ enjoyment of their job. As shown in figure 2.1 the majority of answers were in the option sometimes by a frequency of 70%. And the 20% answer sometimes and rarely embodied a percentage 10% .

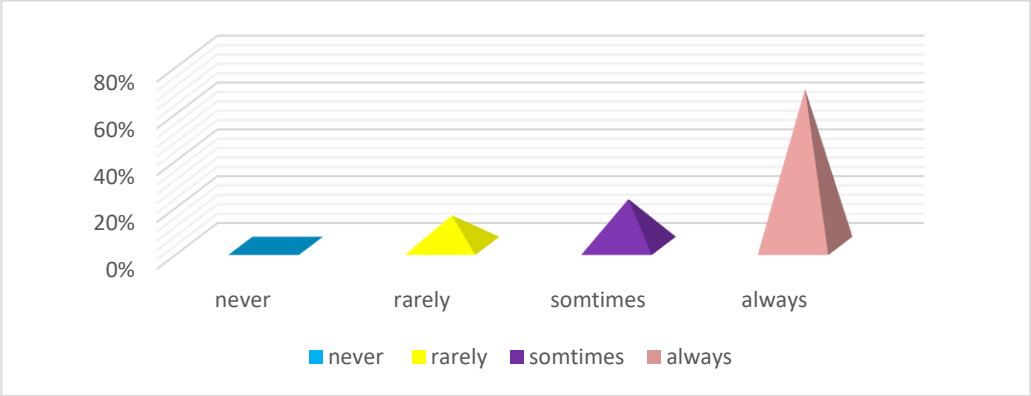


Figure2.2 Teacher Enjoyment while Teaching

- **Item 3:** I feel comfortable during the lecture.

The question was related to the students comfortable during the lectures. More than half students claimed that they are always comfort with a frequency of 70%. and the 20%. answer sometimes and rarely embodied a percentage 10%.

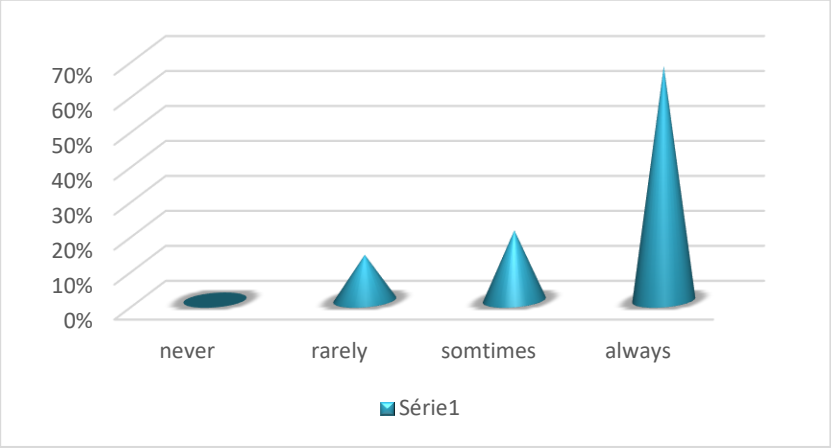


Figure 2.3: Students 'Comfort Inside the Classroom

- **Item 4:** I feel that I have a close relationship with my teacher.

As bar graph shows, the students answer was spread and dispread between (Never, sometimes, and rarely) with a percentage of 23% in the option never 30%in the option

sometimes and 33. % in the option rarely. However, always embodied a percentage of 6.9% since the results were slightly close. It indicates that it was difficult for student to answer the question.

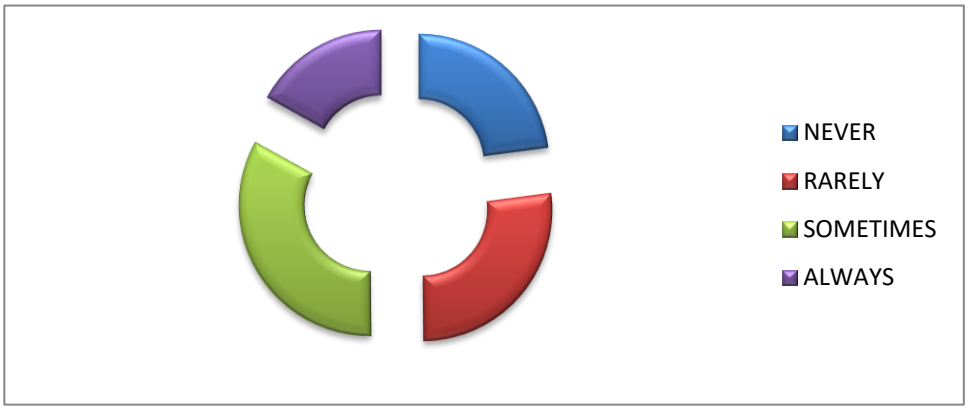


Figure 2.4 Teachers Closeness to Students

- **Item 5:** I feel motivated when teacher care about me.

Never	Rarely	sometimes	Always
0%	7%	23%	70%

Table 2.1: The impact of teachers Encouragements and care on Students' Motivation

This question was coined to test student's motivation according to the teachers care as digraph illustrated a very high percentage of 70% in the option always. The results confirmed that students are always motivated when they have a teacher who care. In the option never 0%. While 7% in the option rarely. And23% of answers sometimes.

- **Question 6:** I feel demotivated when my teacher is careless and cold.

This question was asked to evaluate student's demotivation when the teachers are careless. Though the digraph represented 68% of the students‟ answer choose the option always

And 20%. Answer sometimes, 12% in the option rarely. This indicated that students are less motivated when their teachers are careless.

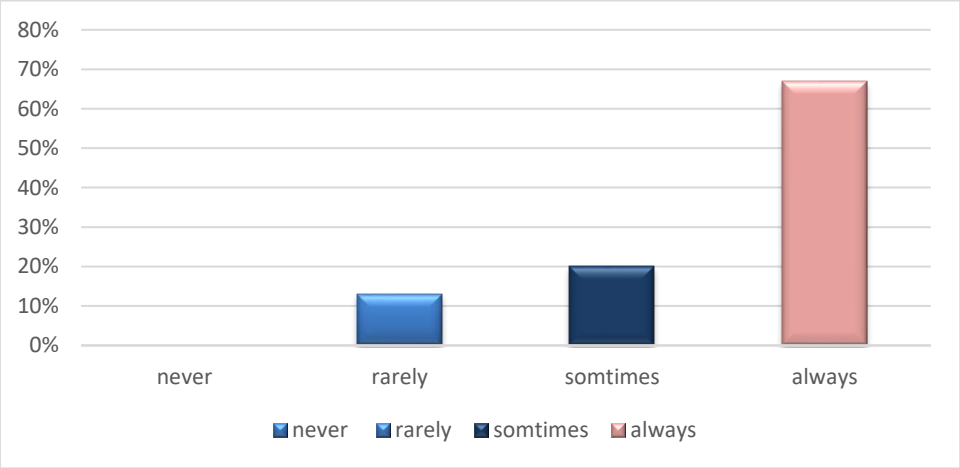


Figure 2. 5: Teacher Careless and the Students Demotivation

- **Question 7:** I feel confident when my teacher asks me politely.

This question was asked to evaluate student's demotivation when the teachers are careless. Though the digraph represented 68% of the students‟ answer choose the option always. And 20% answer sometimes, 12% in the option rarely. This indicated that students are confident when my teacher asks her politely.

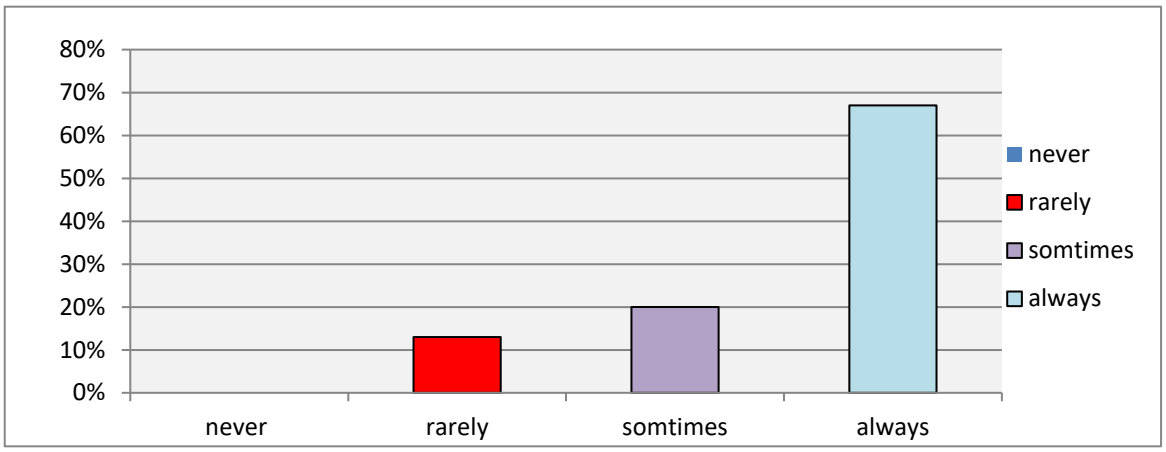


Figure 6: Teachers' Politeness and Students Confidence

- **Item 8:** my teacher treats me with respect

The question was attempted to assess teacher's respect. According to digraph 62.7% of the students claimed that the teachers are always respectful. And 20%. answer sometimes, 18% in the option rarely.

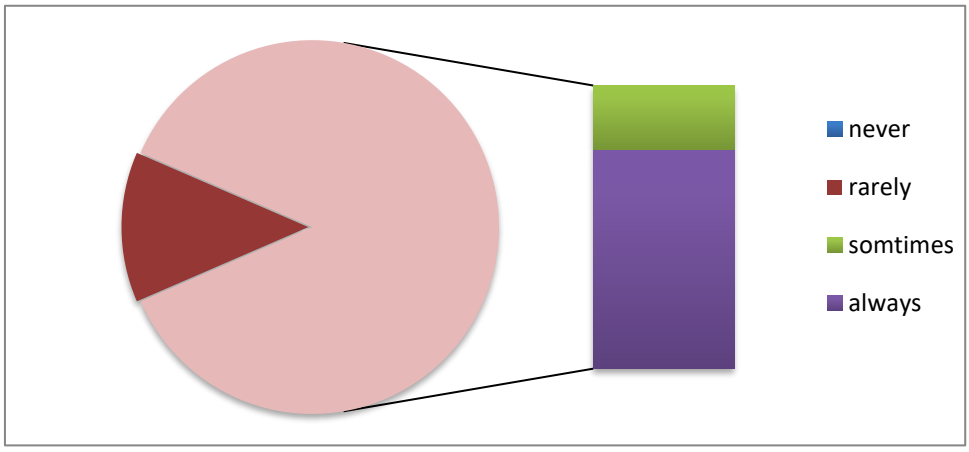


Figure 2.7: Teacher's Respect

- **Item 9:** my teacher holds a supportive relationship

The question was concerned to assess whether teachers hold a superlative relationship with the students though 60% of the response were in the option sometimes 20% of the students and 20%. Answer sometimes, 0% in the option rarely.

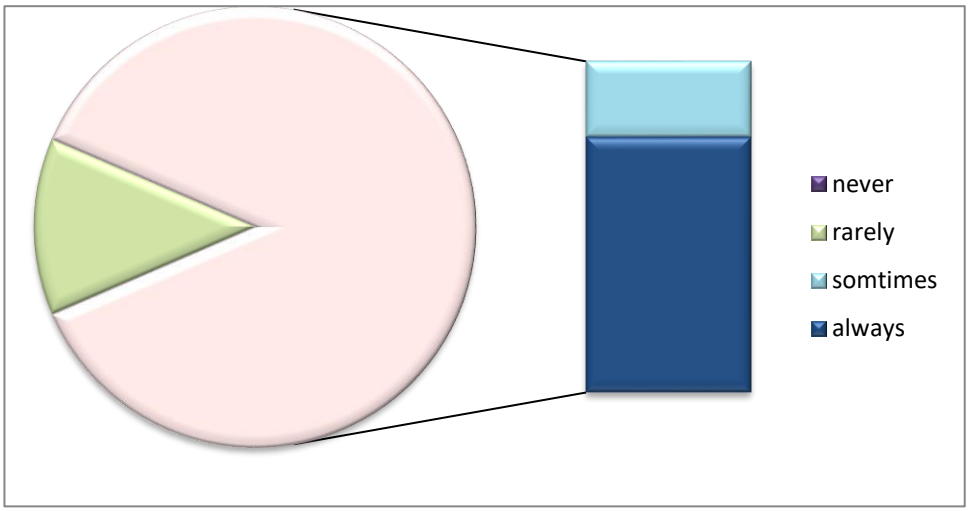


Figure: 2. 8 Teachers' Support to his Students

- **Question 10:** How is your relationship with your teachers?

Very good	Good	Sufficient
10%	80%	10%

Table: 2.2 Students relationship with teacher

It was found in the first question that 10% of the students have a very good relationship with their teachers, and 80% have a good relationship, while 10% of the students have a sufficient relationship with their teachers.

- **Question 11:** Which kind of teacher do you prefer?

It was found in the first question that 70% of the students prefer tender student and 30% prefer strict student.

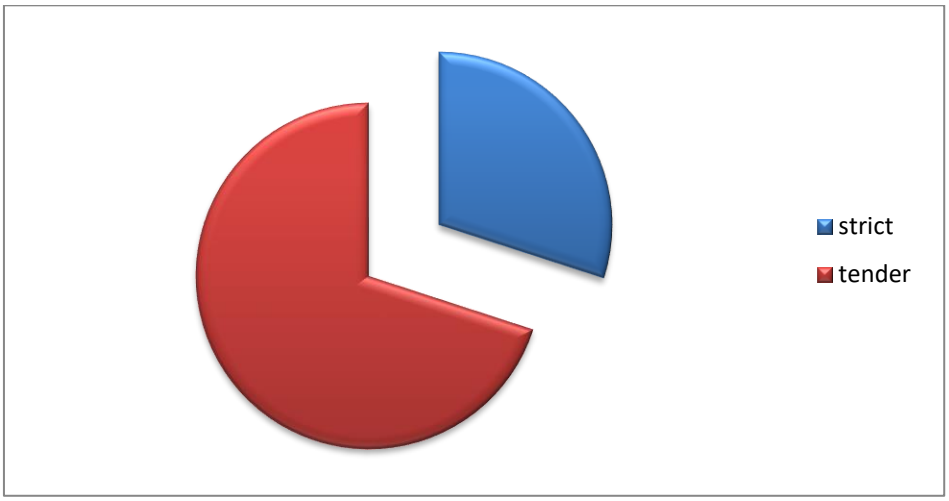


Figure: 2.9 kinds of teacher according to students' points of view

- **Question12:** Do you think that your relationship with your teacher effect your learning?

In this question all student answer yes and justify this answer with different opinions:

- When the teacher cares about me he pushes me to do mor an
- I feel motivated when teacher car about me
- Always I search to be taken care of my teacher

- **Question 13:** Do you feel motivated by having a teacher who care about you?

In this question all student answer yes and justify this answer with different opinions:

Yes	No	To some extent
70%	7%	23%

Table2.3: Teacher cares about his students

It was found in the first question that 70 % of the students Answer Yes. And 23 % answer some extent and the rest of answer No, so this indicated that relationship of students with his teachers affect her learning.

- **question 14:** in your opinion, how may teacher's relationship influence the student's classroom engagement?

improving student's relationship with teacher's has important positive and long-lasting implication for both student's academic and social development. However, those students who have close positive and supportive relationships with their teacher's.

2.5 Discussion of The Main Results

This research work was designed to study the issues in building teacher-students relationship and its impacts on the teaching-learning process. This study held both the students‟ questionnaire and classroom observation ‟ which provided a variety of findings. These results facilitate to drawing a clear picture of the way to create a healthy environment inside the classroom. It also enabled the researcher to answer the questions aroused in the beginning of the work and test the validity of hypotheses. The following will set forth the main conclusion obtained from the study in correspondence with the research questions.

1) What kind of teacher-student relationship existing in the first year EFL?

2) What is the impact of teacher-student relationship on students' learning and in fostering their motivation?

- The analyses of the question 2,3,5 and 6 in the Questionnaire, (see Appendix I Confirm) that Teacher-students relationship affect learner and motivation.
- Most Teacher-students relationship in first year EFL classrooms lacks emotional and social dimensions. They characterized by teacher dominance, lack of closeness, lack of communication and frustration on both sides.

Hence, positive relationship is very important to encourage student to participate in classroom. Teacher-students relationship can influence student's achievements in a deeply manner that it can obstruct or stimulate them socially and academically. Moreover, Supportive and positive relationships between teachers and students can ultimately promote a sense of environment belonging, and encourage students to participate cooperatively in classroom activities.

2.6. Suggestion and Recommendation

To developing TSR, teacher can adopt students in classroom atmosphere by giving them a kind of freedom and providing opportunities to participate in making decision and motivating them. Here are some steps to develop TSR:

- ⇨ Positive communication of student's strength and praising them.
- ⇨ Teacher should be faire in giving opportunities.
- ⇨ Teacher should respect his students.
- ⇨ Teacher should be self-available.
- ⇨ Teacher must care about his students.
- ⇨ Teacher should be polite while asking questions in classroom.
- ⇨ A good relationship between teacher and students affects learning process.

2.8. Conclusion

The purpose of the research design in this study was to maximize adequate and appropriate results related to the answers of the research questions. Therefore, the main data collection instruments that the researcher used to collect the information needed was gathered by both classroom observation and students' questionnaire. The researcher's aim was to use the valid methods in order to analyze and ensure that the data was reliable. Based on these results, the researchers provide some recommendations that may not only play a principal role to build a positive relationship between the teacher and students on the EFL learner's motivation and achievements but also help both teachers and students accomplish positive relationships in an educational setting.

General conclusion

General Conclusion

The research spots the light on the impacts of teacher- student relationships on the EFL learners‟ motivation and achievements. In addition to the importance of emotional aspect that is neglected by teaching stuff. This research focused on the teacher role in adopting student both academically and "emotionally" and its effects on teaching and learning process.

To investigate teacher-student relationship in the Algerian University, an exploratory case study was conducted at the level of first year EFL classrooms in Ahmed Salhi University Centre, Naama, attempting to answer the following questions:

1. What kind of teacher-student relationship existing in the first year EFL classroom in Naama university centre?
2. What is the impact of teacher-student relationship on students' learning and in fostering their motivation?
3. How to cultivate a positive encouraging relationship in EFL classroom?

The exploratory case study was undertaken; using classroom observation and a student's questionnaire and the results was analyzed quantitatively and qualitatively.

This interpretation of the main results led to confirmation of the following hypotheses:

- Teacher-students relationship in first year EFL classrooms lacks emotional and social dimensions. characterized by teacher dominance, lack of closeness, lack of communication and frustration on both sides.

- Teacher-students relationship may influence students achievements in a deeply manner that it can obstruct or stimulate them socially and academically. Moreover, Supportive and positive relationships between teachers and students may ultimately promote a sense of environment belonging, and encourage students to participate cooperatively in classroom activities.
- Showing care and offering security may create an atmosphere of motivation, and encouragement that may keep students attached to their classrooms

This research work started with theoretical overview in the first chapter, dealing with the importance of teacher student relationship defining the concept of TSR and its effects on EFL motivation and achievement. And the role of teachers while the second chapter was the practical part of this research, the data were collected and analyzed that provided the answer research questions the chapter then presents some suggestions proposed by the researcher.

The findings of this dissertation are hoped to raise awareness among educators as well as educational policy-makers about the importance of teacher-student relationship and its impact on students' learning. Moreover, the findings of this case study cannot be claimed to be generalized especially with such a small sample. This work serves as a base ground of data for future research undertaking the same topic.

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APPENDICES

Appendix 1

Students' Questionnaire

Dear student, the purpose of this questionnaire is to gather data about The Impact of Student-Teacher Relationship on the EFL learners' Motivation and achievements. Therefore, you are Kindly requested to fill in this questionnaire by putting a cross (x) or giving your comment when it is necessary.

Thank you for your collaboration

Part one

1) Male ☐ Female ☐
2) Your age……
3) Numbers of years studying English……

Part two

1) Do your teachers support classroom communication and interaction?

All of them ☐
Some of them ☐
None of the ☐

2.

	never	Rarely	sometimes	always
I feel that my teacher enjoys teaching us				
I feel comfortable during the lecture				
I feel that I have a close relationship with my teacher				
I feel motivated when my teacher cares about me				
I feel demotivated when my teacher is carless and cold				
I feel confident when my teacher asks me politely.				
My teacher treats me with respect				
My teacher holds a supportive relationship				

Part Three:

1. How is your relationship with your teachers?

Very Good Sufficien

2. Which kind of teacher you prefer?

Strict Tender

3. Do you think that your relationship with your teacher effect your learning?

Yes ☐

To some extent ☐

No ☐

4. Do you feel motivated by having a teacher who cares about you?

Yes ☐

no ☐

If yes explain

……
……
……
……

5. Does a supportive teacher-student relationship increase the student's motivation and the classroom engagement?

Yes ☐ No ☐

Justify your choice

……
……
……
……

6. Do you think that your relationship with your teacher effect your learning?

Yes ☐

To some extent ☐

No ☐

7. Do you feel motivated by having a teacher who cares about you?

Yes ☐

No ☐

If yes explain

……
……
……
……

8. Does a supportive teacher-student relationship increase the student's motivation and the classroom engagement?

Yes ☐ No ☐

Justify your choice

……
……
……
……

9. In your opinion, how may teacher's relationship influence the student's classroom engagement?

……
……
……
……

Thank you very much

Teacher Behavior

Appendix 2

TEACHER BEHAVIOR	YES	NO
1.Friendly and understanding		
2. Show's respect to students		
3.Encourages students to react and speak		
4.Gets angry against small mistakes		
5.Repress students		
6.Smiling		
7.Supports freedom and responsibility		

STUDENT BEHAVIOR	YES	NO
1.Enjoy the lesson		
2.Follow teacher instructions		
3.Seem confused		
4.Distracted		
5.Disruptive		
6.Uninvolved		