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**The Outcome of Positive Teacher-Student Relationship on Student's
Academic Achievement
The Case of Third Year Students at Bel-Hawchet Miloud's
Secondary School in Daghousa**

A thesis

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M.A in TEFL

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DECLARATION

We; Ms, Bahadi Intissar and Ms, Merdaci Manel in Chadli Bendjedid's University declare that this thesis "The outcome of Positive Teacher-Student Relationship" and the work presented in it are our own and has been generated by us as the result of our own original research.

We confirm that: This work was done wholly or mainly while in candidature for a research degree at this University, any part of this thesis hasn't previously been submitted for a degree or any other qualification at this University or any other institution, it has been clearly stated; Where we have consulted the published work of others, it is always clearly attributed; where we have quoted from the work of others, the sources are always given. With the exception of such quotations, this thesis is entirely our own work. We've acknowledged all main sources of help; where the thesis is based on work done by us jointly with others, we have clearly mentioned what was done by others and what we have contributed ourselves. Either none of this work has been published before submission.

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DEDICATION

I dedicate my work to my family and many friends.

A special feeling of gratitude to the candles who burnt themselves to lighten my life to the dearest gifts that Allah endowed me: my loving parents Bahadi Djahid and Baroun Dalila, whose words of encouragement and push for tenacity ring in my ears. To my brothers Naoufel, Hatem, Hazem, Djamel and my sisters from other mommies (my dearest friends) who never left my side Rania, Loubna, Sabrin, Imen, Chaima and Sara, my cousin Imen without forgetting my lovely partner Manel.

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To everyone who knows Intissar



Bahadi Intissar

DEDICATION

Special thanks to my dear mother Djebaili Fatma for supporting and motivating me a lot to complete this work

I warmly dedicate this work to:

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To my dear brother Rami

To my husband Abd El-Kader Amrani

To my best friend and my partner in this work Intissar.

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"Hand in hand we come as a single unit

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LIST OF ACRONYMS

AATH	Association for Applied and Therapeutic Humor
ADHD	Attention Deficit Hyperactivity Disorder
APA	American Psychological Association
BAC	Baccalaureate
BEM	<i>Brevet D'étude Moyennes</i>
IEIL	Institute for Emotionally Intelligent Learning
GPA	Grade Point Average
SEL	Social, Emotional Learning
SES	Socio Economic Status
UCLA	University of California at Los Angeles
ZPD	Zone of Proximal Development

ABSTRACT

Schools contain different categories of students with different mentalities, needs and backgrounds that's why teachers need to put into consideration that these students are supposed to be treated as individuals; each category is supposed to be dealt with in a particular appropriate way. Teachers need to provide appropriate learning opportunities, motivation and appropriate learning platform for students through establishing positive teachers-students relationships; relationships based on care, respect and fairness so they would become successful in both academic and life lessons. Hence, it is indispensable for all of teachers to be aware of the need of developing healthy relationships with their students as preparations before they start acting out with them. Previously made researches has shown that better contact, care and more closeness between teachers and students would give strong motives to learners and create lovely encouraging learning atmosphere which would enhance learners' academic achievement. Anyhow, only few studies have been conducted about positive teacher-student relationship in Algeria, well basically most of Algerian teachers do not give that much importance to the psychological side of a student. Thus, this study investigates the way Algerian teachers treat their students and the planning they use while dealing with learners; regarding teacher-student relationship, factor affecting student's motivation and academic performance in secondary school and the outcome of positive teacher-student relationship or more particularly its impact on learners' academic achievement. The results and discussions will be presented and elaborated on this paper.

الملخص

هذه الدراسة تسلط الضوء على تحديد تأثير العلاقة الايجابية بين الأستاذ و التلميذ على مستوى التلميذ خاصة فيما يخص تلاميذ الثانوية حيث تحتوي على برنامج متكامل لمساعدة الأساتذة على تحسين علاقاتهم بالتلاميذ للمساهمة في رفع مستواهم الدراسي وبالتالي الانتقال من مرحلة لأخرى بسهولة. أنسب طريقة للتحقق من هذه الفرضية هي توجيه استبيان يحتوي على أسئلة معتبرة لمعرفة ما ان كان أساتذة الجزائر يعتمدون على مخطط معين في التعامل مع التلاميذ، وما تأثير العلاقة الجيدة بين الأستاذ التلميذ: الى التلاميذ السنة الثالثة ثانوي أي تلاميذ البكلوريا في "ثانوية بلهوشات ميلود" و مراقبة أساتذتهم لتقييم طريقة معاملتهم للتلاميذ من وجهة نظرنا الخاصة. تهدف هذه الدراسة الى توعية الأساتذة الى مدى أهمية تحسين علاقاتهم مع التلاميذ، وتقترح هذه الدراسة فكرة الاعتماد على تطوير العلاقة التي تجمع الأساتذة مع التلاميذ لخلق جو محفز لهم و مساعدهم على تحصيل نتائج أفضل.

General Introduction

General Introduction

In the never-ending discussion around school improvement and reform, the role of relationships rarely gets a mention though relationships are the key to student success and growth. It has been argued that the teacher-learner relationship is a critical element for effective teaching to happen. Relationships between students and teachers can determine students' success or failure they don't only matter for grades and understanding but also for engagement, providing meaning and context, reducing risk-taking behavior, connectedness belongingness, and attendance. They matter not only for minority students but for all students, not only for schools but for communities. Relationships matter and the sooner we appreciate it the better off our children, schools and communities will be. Researchers indicate that there is a connection between student achievement and positive relationships. Marzano (2011) notes that "Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction" (p.82). Often, good instructors use creative strategies to reach students because when you use cooperative groups for discussion, provide assistance, and give genuine feedback, you increase students' engagement with the instruction.

A strong relationship develops as you interact with students through a sense of mutual respect and cooperation to promote their intellectual development, motivation, and social skills so they would reach a higher level. How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work. A teacher who is able to develop a positive relationship with his students can influence the dynamics of any class and enhance his/her students' educational level.

Statement of the Problem

Students spend approximately 5 to 7 hours a day with their teachers for almost 10 months interacting academically with each other for creating supportive learning

environment. Their interaction creates a kind of relationship between them demonstrating caring connections that helps to create a supportive learning environment conducive to learners' achievement .A few students in a classroom will grasp and learn quickly while others need to be repeatedly taught using different techniques to be able to understand but at the same time there will be those who have some problems to grasp information specially with those who fool around and consider school as entertainment. There are classrooms which are characterized by teacher-student conflictual connections that effect negatively on learner's attitudes towards the school and their achievement (Birch and Ladd cited in Kremer, 2001, p1).Teaching then becomes difficult, especially if there is no proper communication so there will be some problems that teacher will face during the teaching/learning process basically because many teachers do not care about maintaining close relationships with learners.

Aim of the Study

Given that a relationship between a student and a teacher can determine student's success or failure, it is necessary to examine how this relationship is developed and how it reflects on learners' psychology, academic performance and social skills. The aim of this study is to figure out whether Algerian teachers use specific strategies to foster their relationships with learners or not and help teachers and students to improve their relationships; discussing the impact of positive teacher student relationship on learners' academic achievement to make teachers more aware to the importance of maintaining close relationships with learners to promote their achievements.

Research Questions and Hypothesis

Questions

Studies show that the teacher plays a crucial role in establishing positive relations with students and affecting their achievement, and that the learners care about their teachers' personal and social connections more than their intellectual and classroom management

aptitudes (Maddux, Lachman and cunnings, 1985 cited in: Stronge, 2007, p34). On this basis, the following questions would be addressed:

Question One

Do Algerian teachers at secondary schools care about maintaining close relationships with learners?

Question Two

Do they follow a specific planning to foster their relationships with learners?

Question Three

Does positive teacher-student relationship promote student's achievement?

Hypotheses

To theorize the problems raised in this study, the following hypotheses have been elaborated from the above questions:

Hypothesis One

Most of Algerian secondary school teachers care about developing a strong bond with their learners through a caring supportive teacher-student relationship.

Hypothesis two

Basically each one of them uses specific strategies while treating students.

Hypothesis three

A better contact, care and more closeness between teachers and students creates higher motivation and enhances students' academic achievement.

Methodology and Research Tools

The hypotheses enunciated above require the recourse to several means of data collection; this research will use both quantitative and qualitative research with questionnaire and classroom observation that will serve as instruments in gathering the data. In order to figure out ways to foster the relationships between students and teachers a questionnaire has

been addressed to learners for collecting data. Learners provided us with their opinions about the kind of relationships formed by their teachers and whether it affects their academic achievements or not. In addition, we carried out an observation for teachers to verify whether they use helpful planning to strengthen their relationship with their students or not and whether it seems effective or not. This will determine the impact of positive teacher student relationship on the academic achievements of students.

Population of the Study

The population of our study is third year pupils and teachers at "Bel-Hawchet Miloud's secondary school". We administered a questionnaire to one hundred pupils from three different branches to find out the effect of their relationships with their teachers. We observed three teachers to examine their relationships with their learners.

Structure of the Study

To tackle the formal problematics an exploratory study was undertaken with third-year students in secondary school of education. This present study embodies three main chapters; both of the first and second chapters are designated for the literature review while the last one includes our case study.

The first chapter discusses some of the literature pertaining to the main areas that provide the core of this research study, namely it covers the positive teacher- learner relationship. It deals with the attachment theory which demonstrates teacher student relationship, it highlights its primary components and asserts a planning which help to establish strong bond with students.

The second chapter is devoted to the analysis of the impact of positive teacher-student relationship in secondary school. It deals with the outcome of positive teacher-student relationship on learners' achievements, defining learner's academic achievement, factors influencing it and the impact of teacher-student relationship on them.

The third chapter is about the research methodology; it includes the research design, instruments, and the descriptions of both questionnaire and observation

The fourth chapter seeks to analyze and discuss the collected data based on the theoretical account hold in the previous chapters from both learners' questionnaire and classroom observations.

Limitation of the study

Although this research was carefully prepared and it reached its aim, we still aware of its limitations and shortcomings:

First of all, the observation was conducted for a week; a single week is not enough for the researcher to observe all of the teachers' performances in classes. It would've been better if it was done in a longer time, well basically we couldn't take too much of their time because the program was too charged.

Second, though the population of the questionnaire wasn't small (100 students), it doesn't represent the majority of the Algerian secondary school students of third level.

In addition, although the dissertation lacks some objectives; it is unavoidable that in this study, there are certain degrees of subjectivity that can be found.

Chapter One

Positive Teacher-Student Relationship

Introduction

Building a strong relationship between the teacher and his/her students is very important for effective teaching and learning to take place. Learning is enhanced when teachers demonstrate a variety of behaviors associated with kindness: interpersonal warmth, care, respect, empathy, support, safety, and intellectual encouragement...etc. Research suggests that these behaviors increase a learner's creativity, criticality, autonomy, and satisfaction, and result in better student's attendance and grades. Moreover, students of varied ages, experiences, and backgrounds who perceive their teachers to be supportive to their needs and interests are more engaged, more motivated, more self-directed, and more socially connected to school than their peers.

This chapter discusses some of the literature pertaining to the main areas that provide the core of this research study; it will tackle the positive teacher- student relationship. First, we will present the attachment theory which provides an insight to explain the relationship between the teacher and students. After that, we will define the positive teacher-student relationship. Then we will examine the initial component of the teacher-learner relationship. Finally, we will submit a specific planning that can be used by teachers to strengthen their relationships with their students.

Attachment Theory

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). Attachment theory in psychology originates with the seminal work of John Bowlby (1958). It is a concept in developmental psychology that concerns the importance of attachment for an individual to form an emotional and physical "attachment " to another person, it gives a sense of stability and security that are necessary to take risks, branch out , grow and develop as a personality .Bowlby defined attachment as a lasting psychological connectedness between human beings. Attachment

theory helps to understand the implications of early experience in relation to later life outcomes, including learning.

The theory emphasizes the importance of students making secure attachments with their teachers. It suggests that, if these attachments fail to be made, this can have a lasting impact on the learner, with the effects often re-emerging during adolescence. Within education, students who may tend to underachieve, are often punished for poor behavior or even excluded from school. For them it can appear that nothing the school does seems to work; often the punishments which they receive further reinforce their feelings of negativity and low self-worth. Attachment awareness in schools is aimed at helping schools to recognize the issues involved, to support pupils with attachment difficulties, and thereby to improve attainment, behavior and overall wellbeing of pupils through developing strong relationships with their teachers.

Adult attachment theory offers new ways to examine professional teaching relationships, classroom management and collegial harmony: equally important information for school leaders and teacher mentors. Attachment theory addresses a significant gap in the current literature on the positive teacher-student relationship

The Positive Teacher Student Relationship

Pianta (2004) describes positive teacher-student relationship as an open communication as well as emotional and academic support that exists between students and teachers. It is a form of relationship that is characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. It could be developed by encouraging a learning environment where the student feels free to ask whatever he/she wants to and the teacher responds in a manner which is understandable by the student. The qualities for a positive relationship can vary to set

a learning experience approachable and inviting the students to learn. A teacher and a student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Therefore, significant effect of change in teacher-student relationship on achievement deserves more attention considering the dynamic quality and nature of these relationships. Teacher's emotional support and academic guidance are very important to enhance students' academic achievements 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 students' relationships with their teacher (O'Connor & McCartney, 2007).

Therefore it wouldn't be wrong to say that the building block of a strong teacher student relationship is effective communication of both verbal and non-verbal behavior. The level of respect that exists between the two also has a vital role to play in developing a positive teacher student relationship. A major obstacle to the strengthening of their relationship is the different categories of students in a class; some of the students are hard workers and come to the class to learn but there are others who are aggressive in nature and find it difficult to concentrate on what is going on in the class.

The Initial Component of Teacher-Student Relationship

There are three different components of teacher student relationship:

Features of Individuals and their Representation of the Relationship

They are concerned with how individuals (teacher and students) understand their relationship and how they involved in this relationship. At the most basic level, relationships incorporate features of individuals. They include biological facts such as gender, biological

processes such as temperament, genetics, and responsiveness to stressors, developed features such as personality, self-esteem, or social skills as well as the perceptions each individual holds of their relational partner. Teachers and students' characteristics are also salient features that contribute to the development of relationships. Teachers, who hold characteristics such as friendliness, congeniality, good personality, good communicator, self-efficacy and generalized high expectations tend to interact with their learners in ways that enhances this relationship and these teachers have the ability to affect their students. Such an impression is outstanding in the process of forming a collaborative supportive relationship.

In fact, students' features also play an important role in students' achievements. As such, students will form positive impressions about the improvement of the teacher student relationship. Some of them are apparent to teachers, such as, gender (girls tend to form closer relationships with their teachers), and academic competencies. However, others are more behavioral and psychological in nature (Pianta and Hamre, 2002, pp49, 50)

Information Exchanged Processes: Feedback Loops between Student and Teacher

A feedback loop is a process that aims to move learning forward through feedback. Ideally, this feedback loop would happen frequently, in all subject areas. As with any system, the components of the student teacher relationship interact in reciprocal exchanges, or loops, in which feedback is provided across components, allowing information to be calibrated and integrated in the feedback loops. Furthermore, the qualities of information or how it is exchanged (tone of voice, posture and proximity, timing of behavior, or contingency or reciprocity of behavior) may be even more important than what is actually said or done. Students who display positive engagement with teachers demonstrate warmth and closeness in their interactions and conversations and, therefore, are better able to learn and develop in positive ways (Kontos & Wilcox-Herzog, 1997; Pianta, 1999). This positive and supportive teacher-child connection has been linked to several adaptive outcomes, including higher

achievement and social competence in preschool and elementary school (Burchinal, Peisner-Feinberg, Pianta, & Howes, 2002), better social-emotional skills, and fewer problem behaviors (O'Connor, Dearing, & Collins, 2011).

External Factors

Teachers and students do not interact in isolation; they are a part of a larger school community that may support or constrain the development of positive relationships and the structure or organization of a school community greatly affect the way students and teachers feel about the time they spend at school. In fact smooth relationships between students and teachers would help to develop healthy classroom interaction and schools would benefit from emphasizing the importance of building and maintaining supportive, caring relationships between teachers and students. These relationships may be further enhanced or constrained by external factors such as the climate of schools and classrooms. In fact, a positive school and classroom climate are important components of successful and effective teacher- student relationship because if students do not feel safe at school, do not feel welcomed at school, are not treated with respect, and are not given opportunities to learn, mature and grow, they will not meet their academic potential or learn positive social lessons. So, if the school climate is not positive, the relationship between the teacher and their student will not as well.

Planning to Strengthen Teacher-Student Relationship

Improving teachers-students relationships have a long-lasting impact on learners' achievements, for this reason we offer you as teachers a eleven elements' planning to help you strengthen your relationships with your students:

Knowing Students as Learners

Knowing students means more than merely acquiring social or administrative information; students' names and ages, something about their friendship circles, a bit about their family backgrounds, a few statistics from their academic record. To maximize learning,

we need to dig deeper than this superficial acquaintance. While performing the role of the teacher it is necessary for teachers to know their students individually, and to care for them as persons. This would allow them to understand not only their learning styles and needs but also their personalities, interests, likes and dislikes and even personal situations that can have an impact on their participation and engagement in the learning process. Scrivener, (2012) insisted that teachers need to treat each student as individual saying "Don't view the class only as a class. As quickly as you can, learn names and start to see and believe in each person as an individual with potential. Let them see that this is how you view them". (p.41)

Most teachers did not pursue student information in either a systematic or particularly rigorous way. In some cases, teachers did shaped personal connections with students, often when the personality of the student and teacher were compatible or when they shared a common interest. In other cases, teachers ended the school year knowing little more about their students than they had at the year's start.

The Benefits of Knowing Students as Learners

Coming to know students was an optional and often arbitrary business. Educators understand that the business of coming to know students as learners is simply too important to leave to chance and that the peril of not undertaking this inquiry is not reaching a learner at all. Knowing students as learners would be very beneficial for them it would:

Create a Psychologically Safe Environment for Every Learner

In the process of coming to know students, a caring and interested teacher can develop rapport and trust not just between teacher and student but among students. This trust and acceptance creates a psychologically safe atmosphere in the classroom, which provides the security students need to experience the intellectual discomfort of new ideas and adjust their pre-existing mental models to accommodate new, deep learning. A sense of belonging and being valued maximizes the chances that students will take such risks.

Recall Matt is a socially isolated American student attending an international school in Brazil. He had lots of learning issues, tell he auditioned for the middle school play, he stepped into character and blew away the director and the rest no one guessed that he had such acting talent! He is a completely different child on stage!" As word of Matt's success got around, his teachers began to get a new and expanded vision of his potential, and their expectations for him rose. His peers stopped calling him names, and he began participating more in class discussions. He and his teachers worked out a plan for improvement, with new goals and strategies. And with a new community of cast-mate friends, Matt stopped eating his lunch alone. In short, as Matt's teacher and classmates discovered and recognized his strengths his talents, his isolation decreased, and his sense of belonging increased. Such a psychologically safe environment is critical for meaningful learning.

Determine Each Student's Readiness for Learning

If teachers are to meet the learning needs of a global classroom, they will need to personalize learning, to think of readiness in both group and individual terms. The Russian cognitive psychologist Lev Vygotsky coined the expression "the zone of proximal development ZPD" The phrase is often used as a synonym for a child's intellectual readiness for a given task or for the understanding of an abstract concept. The ZPD is a way of looking is specific kind of readiness: the opposition between what the student can accomplish independently and what the he/she can achieve with skillful adult intervention. If readiness levels in a class differ, so must the levels of challenge provided (Jensen, 1998; Sousa, 2001; Tomlinson, 2003; Vygotsky, 1978, 1986; Wolfe, 2001). Teachers often think of learning readiness as dependent on the knowledge, understanding, and skills that an individual brings to a new learning situation. However, educators also need to appreciate that readiness is profoundly influenced by an individual's prior learning success or failure, self-esteem, sense of efficacy, cultural norms, social status within the class or group, life experience, dispositions

and attitudes, and habits of mind. Readiness is affected by so many factors; it is not a static condition. Ultimately, student knowledge will let teachers influence readiness, foster and anticipate it, and truly help students be ready for learning.

Identify Multiple Access Points to the Curriculum to Increase Engagement and Success

Access points are the connections that make the content and concepts relevant to learners, whether through similar experience, or an interest, or tapping into their way of thinking. As teachers get to know each of their students better, effective access points become more apparent. Access points are often areas of student strength that are proved to be a powerful invitation to learn.

Develop and Demonstrate Greater Emotional Intelligence in the Classroom

The effort to come to know students is often accompanied by increased teacher emotional intelligence. As teachers learn about their students as individuals, they should enjoy greater flexibility of thought, greater empathy, greater patience, and more accurate attribution of responsibility—that critical balance between student responsibility and teacher responsibility, which so often teachers get wrong because they don't know or haven't taken into account all the influences on a student's learning. When teachers become more emotionally intelligent, they benefit as much as their students do. Teachers should develop their emotional intelligence, so they would be able to suspend negative judgments. Emotional intelligence is particularly valuable in the global classroom, where students' experiences, expectations, and norms may be very different from the teacher's.

Effective Communication

Communication, which is used in everyday life from greeting a stranger to touching a lover, is an ongoing process of sending and receiving messages that enables human to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. It requires a

medium in which the communicated information is understood by both sender and receiver. There are two types of communication, verbal and non-verbal. To be successful in communication it requires for the teacher to be both competent and experienced, not only in verbal communication but also in non-verbal one as well.

According to the Concise Oxford Dictionary the word communication means 'the act of imparting, especially news', or 'the science and practice of transmitting information'. These definitions clearly show the link between 'teaching' and 'communication': teachers are constantly imparting new knowledge, or transmitting information.

Hubley has shown us that communication is a complex process. At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what he/she wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, teachers have to try to minimize these barriers to communication by making sure that the room is quiet and well lit; by speaking slowly and clearly; by only using words which the students should be able to understand and getting regular feedback from the receivers. Teachers will do a better job if they communicate well with their students maintaining a close connection with them.

Verbal Communication

Verbal communication means anything that a teacher or student speaks aloud. Verbal communications between a teacher and student can influence the classroom environment, quality of the instructional program, and student management in the classroom. One specific skill that the teacher can work on to improve his/her relationship with his/her students is the appropriate use of verbal communication or choice of words. The language that you use in the classroom can have an impact on your student's sense of identity, connectedness, and belonging, as well as on academic achievement (Johnston, 2004; Slade, 2011).

The use of language provides information about the teacher and how she/he views the student and it makes a difference in how students see themselves. Choice of words helps students understand how they work and play, influences the teacher's relationship with them, and affects the quality of classroom instruction. Teacher's choice of words should encourage the student to extend, dig deeper and make connections. Denton (2007) offers the following principles to guide teachers in using positive language: (a) be direct; (b) convey faith in students' abilities and intentions; (c) focus on actions, not abstractions; (d) keep it brief; and (e) know when to be silent. Moreover, it is critical that the teacher let students know that he/she promotes a sense of community and a safe learning environment. However the teacher needs to take time to develop and build positive relationships with his/her students. The used words can determine how students see themselves: as problem-solvers, risk takers, and lifelong learners!

Maintaining Classroom Discipline with an Effective Verbal Communication

Strategy

While developing a positive teacher student relationship the teacher must maintain classroom discipline to make sure that his/her relationship with the students develops appropriately and respectfully. These verbal communication strategies can maintain classroom control and a good level of discipline in the classroom.

- Varying the tone of the voice. Talking in a monotone voice is boring and students may not focus on what the teacher is saying or the lesson and may even put them to sleep. (Keep in mind the auditory learners in the class).
- Learning to use "the teacher voice" (not screaming). The teacher needs to raise his/her voice 1-2 octaves higher (stern and firm) to make a point and then lower his/her voice back to normal and continue talking.

- If students go off on a tangent, the teacher brings them back on the topic being discussed or the task at hand.
- The teacher shouldn't respond to students who call out. The teacher needs to let them know they must raise their hand and wait for permission to speak. He/she shouldn't let this become a control issue which can get out of hand.
- When the teacher is speaking to the class and he doesn't want the flow of the lesson or discussion to be interrupted by having to answer a question, he must inform the students to keep their hands down until he/she finishes speaking.
- The teacher shouldn't repeat every response that students give. Eventually they won't listen to other students because they know the teacher will repeat it.
- After asking a question, the teacher needs to pause to let the students think and then say the student's name. If he/she mentions the student's name first, only he/she will listen.
- The teacher shouldn't accept "yes" or "no" answers. He/she should push students to use critical thinking and to give more appropriate and clear answers.

Non-verbal Behavior

Communication does not only take place by means of words; non-verbal communication (or body language) is equally important. Nonverbal communication is one of the tools which might seem to be ordinary but can be of great importance for teaching instruction and classroom management. It is the transmission of messages by a medium other than speech or writing. Since nonverbal behavior includes every communicative human act other than speech (spoken or written), it naturally covers a wide variety and range of phenomena: 'everything from facial expression and gesture .The nonverbal behavior is taken generally to include facial and eye expressions or contact, hand and arm gestures, postures, positions, use of space between individuals and objects, and various movements of the body, legs and feet ...etc. This kind of communication is usually subconscious – teachers use it

without thinking about it; that is why it is difficult to lie in body language. You may have heard sayings such as "actions speak louder than words" or "what you see is what you get" or "it's not what he said, it's was HOW he said it". All of these phrases remind us of the importance of nonverbal communication. Nonverbal Communication is particularly important with respect to teaching. Studies suggest that as much as 75% of a teacher's classroom management direction (intentional or otherwise) is nonverbal (Balzer 1969). Many students like to make judgments about a teacher's competence or character that are obtained by observing the teacher's nonverbal behavior.

If teachers really attend to the body language of their students they will know when they are bored or confused. From the body language of their teachers students pick up whether they are confident and enthusiastic. Teachers will do a better job if they communicate well with their students.

Non-verbal Categories

The implications of nonverbal behavior are important to classroom teachers. Students can infer from nonverbal language that a teacher is warm and caring, empathetic, and enthusiastic. By modeling certain nonverbal behaviors, teachers can demonstrate the code of conduct they expect in their classrooms. Finally, nonverbal language can indicate the teacher's expectations for students. The types of Non Verbal Communication are known as KOPPACT

- K-Kinesics
- O-cculesics
- P-Proxemics
- P-Paralanguage
- A-Artifacts
- C-Chronemics
- T-Artifacts

Kinesics

Ray Birdwhistell is considered the founder of this area of study which is related to messages conveyed by the movement of any part of the body or the body as a whole that's why it is known as Body Language Body movements include gestures, posture, head and hand movements or whole body movements. He maintained that kinetic (a Greek word that

means movement) communication conveys 65 to 70 percent of the information in a conversational interaction and it includes three vital elements:

- **Smiling:** It is seen as the most influential aspect of immediacy. As the teacher smiles with pupils, he/she becomes closer to them. Basically the teacher should smile until they smile; as they say each student's name, they would take a moment to look up and smile at the student. They would then continue making eye contact and smiling until the student smiles back at you. And that's it. . Anderson and Anderson (1982 cited in: Cohen et al,2004, p186) stressed the role of smiling in building rapport with learners. According to them smiling is the shortest way to show warmth to pupils.

Probably most of people heard the saying, "Smile and the whole world smiles with you." Well, this saying is actually grounded in fact. When a teacher smiles, his smile sends off a triggering effect that elicits smiles in those students around him or her. Even in non-optimum situations, a smile can easily brighten up everybody's mood. A smile can work wonders in a classroom full of anxious children, it allows the teacher to make an instant positive and personal connection with each student. It communicates a thousand wonderful things in just a couple of seconds so the teacher must use his beautiful smile daily. Showing his students in smiles and watch them blossom!

- **Head nods:** They are an important means of showing immediacy. Nodding the head by the teacher is an indication that she is listening to and understanding what pupils say (Cohen et.al, 2004, p186). Nodding is also significant since it designates permission to speak and agreement. It is very useful with hesitant speakers as a way to encourage them (Pachler, 2002, p229).

- **Bodily relaxation:** It also conveys immediacy. Being more relaxed and calm, the teacher fosters close and positive relationships with pupils. On the contrary, being anxious

and stressed, she gives a negative attitude to her students who see her as cold and inaccessible (Cohen et al, Ibid).

Oculesics

The study of eye movement, eye behavior, eye related nonverbal communication, including eye contact, blinks, widening the eyes, raising the eyebrows and public dilation. Eye contact known as oculusics ([ocalics] use of eyes) is an important part of communication. It is a technical term of eye contact that can signal a variety of different emotions. Eye contact with another person can command involvement (O'Hair et all., 1997). If teachers desire that their students be involved in the learning process attention to oculusics is important as the eye influence the quality of communication four major factors influence or determine how much eye contact will exist in a communication transaction (Argule & Dean, 1956). First is the role of communicator; the person receiving the message usually demonstrates more eye contact than the other one. The second is the nature of the topic to be communicated; eye contact increases and decreases according to the topic. Gender is the third factor; basically women tend to engage in more eye contact than men. The fourth factor is relationship; if the people communicating are individuals who have a positive relationship, greater eye contact will be established .In the role of classroom leader, the teacher can improve communication channels by establishing good eye contact with students. When students are speaking, eye contact from the teacher should be evident. This tells them that the teacher is interested in what they are saying so no eye contacts disinterest.

Eye messages can serve the teacher in many ways; perhaps the two most important are promoting positive relationships in the classroom and in communicating some form of teacher dissatisfaction to students to students in order to influence behavior change. Looking at students promotes their attentiveness, involvement and positive regard for teacher (Smith,

1995). Not looking at them can promote the opposite. Strong eye contact tends to heighten the credibility of the speaker (Wood, 2008).

Proxemics

The term "proxemics" (use of space) was coined by researcher Edward Hall during the 1950's and 1960's and it has to do with the study of our use of space and how various differences in that use can make us feel more relaxed or anxious. There are some major aspects of proxemics such as eye-contact, facial expression, smells, body warmth, gender, number of people involved, subject matter, and goals of the communication, for which we continuously and automatically adjust our use of space. It involves two aspects of space:

- Physical territory, such as why desks face the front of a classroom rather than towards a center aisle.
- Personal territory, which we carry with us, the "bubble" of space that you keep between yourself and the person ahead of you in a line.

One aspect of proxemics has to do with how close we stand to others. The distance may vary based on cultural norms and the type of relationship existing between the parties. Edward T Hall (1966) specified four distance zones which are commonly observed by North Americans. This system provides useful insight into the constructive use of space for various student-teacher interactions:

- Intimate distance (0" to 18") this zone extends from actual touching to eighteen inches. It is normally reserved for those with whom one is intimate. At this distance the physical presence of another is overwhelming. Teachers who violate student's intimate space are likely to be perceived as intruders.
- Personal distance (18" to 4') this zone extends from eighteen inches to four feet. This is the distance of interaction of good friends. This would also seem to be most appropriate

distance for teacher and student to discuss personal affairs such as grades, conduct, private problems...etc.

- Social distance (4' to 12') this zone exists from four to twelve feet. It seems to be an appropriate distance for casual friends and acquaintances to interact.
- Public distance (12' to 25') Extending outward from twelve feet a speaker becomes formal. Classes of teachers who maintain this distance between themselves and their students are generally formal, and some students may feel that the teacher is cold and distant.

Haptics

It means literally the ability "to grasp something" (Greek: haptós "palpable", haptikós "suitable for touch"). To learn about the power of touch, we turn to haptics, which refers to the study of communication by touch. Haptics was coined by the German Psychologist Max Dessoir in 1892, it refers to the ways in which people communicate and interact via the sense of touch. Think of how touch has the power to comfort someone in moment of sorrow when words alone cannot by conveying physical intimacy. It is a basic element of human communication that begins at birth that becomes a complicated topic when it comes to classroom interaction in terms of meaning as positive, playful, control or in terms of meaning as negative; striking, pushing and pulling in the context of physical abuse.

Since teachers are considered superiors in the classroom, they often initiate touching behaviors. Touching is a common method of communicating among early childhood and elementary school teachers and their students and far less so between teachers and students in the middle and high grades. Many educators point to warmth shown by a hand on the shoulder but also recognize how this may be misinterpreted by some students. Research suggests that there are gender differences in touching behavior. Compared to men women are more likely to engage, show caring and warmth (Anderson, 1999) whereas men are more likely than women to use touch to assert control (Jhally & Katz, 2001). The potential of misinterpretation

in touch can make its use awkward. It is important for the teacher to accept that interpretation of touch are varied and are influenced by cultural backgrounds so basically teachers are advised to not be afraid of touch but also to be alert of the various interpretation that touching may invoke. A non-touching student may label a touching teacher as being overly forward or aggressive. Other students may perceive a non-touching teacher as unfriendly or cold-natured. Touching in classroom should emerge as a natural part of classroom situation and be used only by teachers who feel comfortable in using it (Smith, 1995).

Vocalics or Paralanguage

Vocalics is how teachers express themselves through voice (It is not what you say but how you say it!). The voice has different vocal properties. These properties are: rate or speed at which the person speaks, pitch, inflection and variety in the voice, volume, being loud or soft, voice tone, rate of speech, pauses, disfluencies, and non-language sounds and articulation and pronunciation, or how correctly and clearly the instructor speaks. Non-verbal behavior in classroom plays an important role in developing teacher student relationship.

The following steps show the teachers' use of voice for effective lesson delivery:

- The teacher should modulate his voice according to what he says.
- The teacher should Speaks fluently.
- The teacher should put into consideration that he delivers word meaning through tone.
- The teacher should Speaks rapidly when he/she is exited to show his/her Enthusiasm to students.
- The teacher should put in mind that vocal qualities contributes to pupils' understanding they would understand what he/she says according to voice tone and volume rather than the word itself.

Chronemics

It is the study of the role of time in communication. Chronemics was respected by the teachers in accordance to suggestion by Payne (2001) that the way teachers perceive time, structure it and react to it helps set the stage for classroom communication. Chronemics or the implementation of time management, in classrooms plays a part in both the understanding of the students, and classroom control.

Baysen & Baysen conducted a study in 2010 into 'Wait time' (a critical component of chronemics) which is described as the time left by the teacher after directing a question at a student, or the whole class. It is a period of time that varies across cultures, and varies widely in schools from teacher to teacher. The key here is to not jump the gun. Although it may seem like there is an awkward silence that the teacher want to fill when he/she asks a question, this 'wait time' allows the students to think deeply about the question. The study found that increased wait time leads to "positive effects on student and teacher discourse and higher science achievement in general" (Baysen & Baysen, 2010, p. 5172), while also promoting higher level cognitive processes.

In terms of classroom management, it is far better to over plan for a lesson than under plan. If time management during the period is not performed well, it can result in behavioral issues in the classroom. Not leaving enough time for the students to complete a task can leave them irritated and disrupted, while if a task is too easy to complete, and they have time left over, they may become distracted without further activities to occupy them.

Artifacts

Artifacts (physical appearance) are forms of decorative things that are chosen to represent self-concept. They can include clothes to cars, watches, purses, and even eyeglasses...etc. What the teacher choose to surround himself/ herself with; communicates

something about his/her sense of self. They may project gender, role or position, class or status, personality...etc.

Appearance artifacts can be one of the most powerful types of nonverbal communication. Appearance and artifacts refer to the dress, grooming, and jewelry a teacher wears; it help engage students in classroom activities make them curious, confused and excited. It has a magical quality to be used as a fantastic teaching tool. The teachers' physical presence can play a large part in their management of classroom environment, and it's not just appearance either the way he/she moves and stand and the degree to which they are physically demonstrative can have a clear effect on the management of the class, the kind of dress the teachers' use and the way in which they groom themselves shows their status and attitude, the teachers' physical appearance conveys a real deal of information about them. Most importantly the way they are aware of what is going on, often marks the difference between successful teaching and less satisfactory lessons in which the successful teacher is the one who can simply develop respectful relationships with learners.

All teachers, like all people have their physical characteristics and habits, and they will take these into the classroom with them. But there are a number of issues to consider which are not just matters of personality or style and which have direct bearing on the students' perception of them, teachers clothes should always be clean and not colorized with marker pen, he or she needs to look smart and tidy in an appropriate way so students would show respect for the values and conventions and give importance to them. Also teachers must always wear the specified teaching uniform for them (white blouse in Algeria) because if the teacher is not committed to rules students also won't.

At-Risk Students

Whether we are teachers, counselors, or administrators, we want all of our students to experience academic success within our classroom and overall achievement in school. But the

reality is that not all students will reach their academic potential and will be seen as at-risk students. An at-risk student is one that is considered to be in danger of not graduating, being promoted, or meeting other education-related goals. Adelman and Taylor's enabling component model was developed after 30 years of research and observation in their lab school at UCLA and in the Los Angeles public schools. Through their work, Adelman and Taylor saw that pulling at-risk students out of class to be counseled, punished or suspended for aggressive behaviors or bullying interfered with their peer relationships and academic progress.

The psychologists discovered that keeping these children in stimulating, supportive classrooms helped them to stop acting out, learn and share their own unique gifts with other students. The framework also emphasizes the need to build students' sense of competence, self-determination and connections with others, rather than punishing them for "bad" behavior, says Taylor. "It's a new way of thinking about how to deal with at-risk kids so they really feel like school is the place for them, rather than a place to avoid," she says.

Strategies to Deal with at Risk-Students

Maurice J. Elias a Professor of Psychology comes up with four basic strategies to deal with at risk-students:

Caring, Sustained Relationships

One of the shortcomings of our educational structure is that relationships with teachers, especially in secondary school, may be caring, but they are not easy to sustain. Yet at-risk youth need relationships that are both caring and stable. They need to build a sense of trust and have the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school. Only after creating a strong relational base will an adult have the platform to be a source of enduring and cherished advice to a student. Students won't

confer trust to an adult based on his or her role as a counselor, psychologist, or social worker. We have to earn it by building a relationship.

Reachable Goals

Students often have unrealistic career and personal goals based on what they learn from the mass culture. From the base of a caring relationship, we can help students form realistic and reachable career, personal, and educational goals. This does not imply that the goals are not challenging. The most motivating goals are those that are within our reach if we exercise some effort. Only someone who knows a student well and cares deeply about his or her well-being will be able to help that student form reachable goals.

Realistic, Hopeful Pathways

Students do not attain reachable goals on their own. Like any of us, students are more likely to move ahead when they know that there is a path to get there. Imagine how useless MapQuest or similar services would be if they allowed you to enter the starting point and the destination but did not give you a road map to travel from one to the other. So it is with students. They need adult help to create realistic pathways, ideally with guard rails. They also need someone to reassure them that the knowledge that goes off the path doesn't destroy the dream.

We must recognize the difficulty of trying a new path and both prepare students for obstacles and support them when they run into problems. This can be highly challenging, as some of the students' improper actions will violate school rules or perhaps even legal boundaries. We must handle such cases individually and with discerning judgment.

Engaging School and Community Settings

With all the talk about the importance of engagement, it's possible to lose sight of exactly what leads students to have a feeling of being engaged. The feeling of being engaged in a setting or group happens when students have opportunities to receive positive recognition

and to make positive contributions, can spend time in environments in which teamwork is encouraged, and get help learning new skills that they find valuable and helpful in their lives. Engaging settings in the school and the community allow students to experience a sense of belonging and pride. Particularly for students who are in disadvantaged circumstances, spending time in engaging settings both in school and after school is important and it provides more chances for students to build positive relationships with caring adults and, potentially, supportive peers. Teachers need to help students learn the rules of the game for success in school by communicating clearly with them about the potential consequences of their actions and the behaviors that they need to change, and how to change them to make them more engaged in school and community.

Approachability

Most students like to know that their teacher is approachable. They want to be comfortable coming to you with a question, and they want to feel that you have some interest in them as individuals. And, of course, knowing your students as individuals will help you as a teacher since you'll have a better sense of their needs and interests – and can shape your classes accordingly. As a teacher you need to:

- Learn your students' names: Even in large courses, it is possible to know many, if not all, of your students by name. Simply making the effort to do so, even if you get it wrong at first, shows students you think they are important.
- Come to class early: The time right before class can be an excellent one to talk with students. Some students will come early, and they may have questions about the material. Talking with individuals about what they did over the weekend, or the latest campus news, can be just as useful in building a sense of approachability.

- Stay after class: If possible, linger after the class is over – shuffle papers, erase the board. This is another excellent opportunity for students to come up to you and raise questions about assignments, readings, or ideas discussed that day.
- Have a sense of humor: be quirky and have fun with your students. When appropriate, humor in the classroom will go a long way in motivating and engaging your students in the curriculum.
- Be yourself: Students recognize when you are authentic and this allows them to feel more comfortable in your presence and become motivated to learn.

Teacher Sharing his/her Own Stories

The power of storytelling is very effective and it can put students in the palm of their teacher's hand. Telling a story about childhood is a good place to start. It places the teacher in an environment they're unfamiliar picturing him in, but one in which they can closely identify with. The teacher becomes, then, not so different than them—making connections easier.

Stories about adventures or comedic hard luck seems to be most effective .But really anything with a twist, fun or a surprise works .Acting out the story is also especially effective. There is no doubt that students will love it and love their teacher because of it. If the teacher becomes a good storyteller, it will completely change his teaching and will dramatically affect the influence he has with his students developing his own relationship with them.

Humor

"But why do I have to go? School is not fun!" That quote is from a first-grade child, asking his mom why he has to go every single day to this place that he was told was going to be a lot of fun, but has not lived up to the hype. That's why teachers are always on the lookout for fun ways to engage and inspire students. On the other hand, teachers are not selected or trained to be comedians or entertainers. However, a positive climate for learning, and

enjoyment, is correlated with retention of information and putting knowledge to work in everyday situations.

Ed Dunkelblau, former president of the Association for Applied and Therapeutic Humor, Director of the Institute for Emotionally Intelligent Learning and consultant (IEIL) to schools for both character and social, emotional learning (SEL) approaches spoke about how to bring humor into classrooms. He said, "In the present environment of high stakes testing, budgetary challenges, increased demands on educators and competition for student's attention, everyone in the school benefits when humor is part of the pedagogy. Humor builds a learning relationship through the joyful confluence of head and heart." He points to a growing literature on how humor reduces stress and tension in the classroom, improves retention of information, and promotes creative understanding. Humor brings a sense of pleasure and appreciation and creates a common, positive emotional experience that the students share with each other and the teacher.

In the classroom, besides getting everyone's attention, humor goes a long way toward fostering a healthy learning environment. For one thing, it's an ice breaker. To be effective in the classroom, humor must be constructive. Teacher should be careful using jokes that Takes place within the context of the material being presented, and in a manner that supports the lesson being taught. Maurice J. Elias, professor of psychology presents some useful guidelines for including humor in the pedagogical toolbox:

- Teacher laughing at himself; when he does something silly or wrong, mentioning it and laughing at it.
- Adding humorous items to tests, exams and homework or class assignments. It always gets smiles, and helps to break exam tension.
- Looking for humor quotes and posting them then encouraging students to do the same.
- Avoiding hurtful humor.

- Losing fear of embarrassment. It's okay if the teacher makes a fool of himself in the interest of drawing shy students out of their shells.
- Using funny life stories or sharing funny life experiences.

As they say at the AATH, "Those who laugh, last. Those who don't, pay a price." But really, it's the students who pay the price, and they should not have to. Teachers should add more enjoyment to school; a smile and a little levity can go a long way developing their relationship with their students and enhancing. It's time for educators to take humor more seriously.

Motivation

One of the basic roles of a teacher is being a motivator; the teacher can play a vital role in providing an encouraging learning atmosphere both intrinsic and extrinsic for learners and such teachers are usually loved and appreciated by their students, teacher who succeed in motivating their students simply develop strong relationships with them in view of schools or colleges we see that students like specific teachers because those teachers who always use interesting presentations and sometimes maintain pleasant personalities. A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn (Wentzel, 1998) . Without motivation students won't be able to reach high levels in their education even if they are provided with the best lessons, books, and materials in the world. If the motivation is powerful and strong, the rest of process will be easy and comfortable. Students may be attracted by different things; if they find anything attractive and useful, they pay a proper attention but if they feel anything useless they get tired and bored. Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well (Bandura, 1997; Fan & Willams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). So a proper motivation

moves them to grasp the lesson carefully and seriously and improves their achievement. So we can understand the role of motivation in educating in our schools.

Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement (Hughes, Cavell, & Jackson, 1999). Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998).

Methods to Motivate Students

Being a motivator is one of the important things that a teacher must possess. It takes teachers a lot of time and a lot of effort to be able to have a classroom full of students that are motivated to learn, working hard, and pushing themselves to excel. Even the best intentioned and educated teachers may sometimes lack the skills to keep their students on track, so whether you're a new teacher or an experienced one, you should try to use these methods to motivate your students and to encourage them to show their true potential:

Give Students a Sense of Control and Responsibility

As a teacher being a guide for students is essential in the learning process to keep students on task and motivate them to learn but sometimes he/she needs to allow them to be responsible for their education and take control in specific tasks. This strategy would be very helpful to make them more engaged in lessons; it is actually one of the best ways to keep them engaged. In order to build a small responsible school community and give students a sense of motivation the teacher can assign students in classroom jobs, allow students to take turns in leading activities or helping out to make them feel valued, push them to work hard to meet their expectations and goals.

Define the Objectives

Even when you offer students responsibility they would find it very hard to do their work appropriately if you do not clearly define the objectives. As a successful teacher you

must to let students know what they are expected to or learn generally in the of the year and specifically before each lesson so they wouldn't get confused, attain their goals and would be able to prepare themselves very well in order to stay motivated to work for instance at the beginning of the year, lay out clear objectives, rules, lessons planning and expectations for them so that they to work towards.

Change the Scenery

According to classroom format the specified places for teachers and students are a desk and a chair for the teacher and tables and chairs for students. Well sitting in a that desk and looking at students all day long actually makes school boring and so stuck in routine, teachers and students start look like dulls acting out the same scenery every day. To avoid or get rid of such a problem in learning in general, as a teacher try to give your students a chance to get out of the classroom and do or work on something deferent for instance take field trips, bring in speakers, clowns, prepare some charities with students to move the spirit of enthusiasm and humanity in them or even just move from classroom to the library to do some research. Train your students' brains and mentalities on reading, novelty and good works because doing new exciting things with them instead of staying in classroom can be just what some of them need to stay encouraged to learn.

Offer Varied Experiences and Try to Attract Learners' Attention

Some students may find it hard to deal with new life situations or react to new lessons, so teacher sharing similar life experiences may be very useful for them. In order to keep all students motivated, you can scramble up lessons, add enjoyable things and focus on things they mostly like to it so it would fit different categories of students. Using such a strategy will help to attract learners' attention and keep them engaged in the lesson.

Use Positive Competition and Offer Rewards

Competition and rewards can excellent sources of motivation. The teacher needs do his/her best to foster a friendly spirit of competition between students in classroom; through group games related to the classroom materials, group projects or asking interesting questions and telling students that the one with the write answer will be rewarded with either extra marks or simple gifts such as candy or chocolate to boost the bravery of competition, to present their abilities and width their knowledge. Even something as simple as a sticker on a paper or a piece of chocolate can make students work harder and really aim to achieve better academically. While presenting rewards teachers should put into consideration students' ages, levels and personalities to make sure to prepare suitable rewards for them.

Allow Students to Work Together

Most of students like group work; they find it fun to try to prepare something or solve problems, and work on projects and experiments together. The classroom interaction would make them enthusiastic about learning they can also motivate each other to develop their abilities, reach goals and achieve highly. While grouping teachers need to make sur that groups are balanced and fair so that some students aren't doing more work than others.

Compliment Students

There is no other form of motivation that works quite as well as complimenting. Even as adults we love to flattered, well same thing for students they simply like to feel important and useful. Teachers can give students a bounty of motivation by complementing them for a job well done, giving right or clever answers and sharing exemplary work using expressions such as : good job, well done, very good...etc.

Encourage Self-Reflection

Students need help in order to figure out what they need to do to succeed and one of the best ways to motivate your students is to help them figure out their own strengths and

weaknesses through taking a hard look at themselves, determining, and criticizing their own lives and achievements than having the same thing from their teachers, this would make them feel in charge of creating their own objectives and goals.

Be Excited and Provide Opportunities for Success

As a teacher you cannot motivate your students unless you were excited about teaching, you can't make them love education unless you actually love your own work so one of the best ways to get your students motivated is to share your enthusiasm with them. If a teacher is excited about teaching, students will be much more excited about learning. It's that simple so the teacher should do his/her best to show his/her students to boost them to achieve highly.

Students, even the best ones, can become frustrated and demotivated when they feel like they're struggling or not getting the recognition that other students are. Make sure that all students get a chance to play to their strengths and feel included and valued. It can make a world of difference in their motivation.

Manage Student Anxiety

School can be stressful so students may suffer from frequent intense and uncontrolled anxiety that interferes with their education; some of them find the prospect of having low marks or answering wrongly in some cases so anxiety-inducing that it becomes a self-fulfilling problem. Teachers can try to find out ways to motivate and support such learners no matter what the final result is and make sure that they don't feel so frustrated or controlled by negative expectations in order to let them know that suffering or struggling with some things in their education won't cause the end of it so they wouldn't give up easily.

Make Goals High but Attainable

Students like feel that they are challenged so they would work to achieve high expectations so long as they believe those goals to be attainable, so as a teacher you are

supposed to push your students to do their best. If you're not pushing your students to do more than the bare minimum, most of them won't seek to push themselves on their own they simply need their teachers' support in order to excel.

Give Feedback and Offer Chances to Improve

Some students struggle with class work and they sometimes feel frustrated and get down on themselves, suffering from anxiety. Well in such situations teachers would simply help students to learn and improve their abilities exactly where they went wrong so they wouldn't face same problems in next times.

Track Progress

Teachers are supposed to track learners' progress as a way to motivate students, giving them chance to get to know their levels, assess their abilities and allowing them to see visually just how much they are learning and improving through time because they would find it very hard to see just how far they've come by their own, especially when it comes to subjects that are difficult for them.

Make Things Fun

One of the main roles of a teacher is to remove any fear and inhibitions that students may have toward a subject by making things fun, it is his/her job to create interest in the minds of the students towards a specific subject or about learning in general. By making the school a fun place it doesn't mean that all class works need to be funny including games or spending good times, but schools contain different categories of students and some them see school as a place where they can have fun will this kind of students won't be neither motivated nor pay attention to lessons and do their work unless they found joyful things in school. Well telling funny jokes and adding fun activities can help students to become more engaged and make the classroom a much friendlier and happier place.

Help Students Find Intrinsic Motivation

Being able to motivate your students would be great to help them reach their academic goals, but eventually they need to be able to originate their own motivation. As a teacher you can help your students to make their own goals and find their own personal reasons for studying, such as going to college, studying in well-known schools or just loving to learn, simply widening their dreams is one of the most powerful gifts a teacher would offer his students.

Teachers at all learning stages should be aware of the importance of motivating students; they must understand the need of motivation and inspiration in classroom teaching to make the teaching-learning process more effective so with the proper use of the previously mentioned methods teachers would be able to develop a proper, interesting and energetic learning environment for students.

(How to motivate your students: what every teacher should know but doesn't, 2012)

High Expectations

Motivation is closely linked to student's perceptions of teacher expectations. Studies of middle and high school students have shown that students shape their own educational expectations from their perceptions of their teachers' expectations (Muller, Katz, & Dance, 1999). Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically than their peers who perceive low expectations from their teachers (Muller et al., 1999). Due to the influence of expectations on motivation, expectations can be an important factor in developing a positive teacher-student relationship and in improving student's academic achievement.

Student's Need and Interests

Taking into consideration students' needs and interests is another strategy to improve classroom climate and build better teacher-student relationships. Care about your students and their academic performance. Learn and use their names, talk to them before and after class, answer questions thoroughly, and invite students who appear to be having problems with the course to discuss those problems and potential solutions. Consider student complaints, take remedial action when the complaints are valid, and carefully explain your position when the complaints are not valid. Knowing students as individuals and finding out their interests, initiate conversations with them about sports, TV, or school activities, or compliment them on their clothing and taking into account each student's background, family situation, culture, weekends, goals, aspirations, their opinions about local, national, and world events ...etc. All these things would change learners' view for their teachers; they wouldn't see them as other adults, but people that are genuinely interested in them. This would also help a great deal of teachers to know more about their student's personal interests. According to Marzano et al, (2003, p53) learners like when their teachers seek to know them as individuals. They feel that when the teacher talks to them informally from time to time, or greets them by name outside the school. They appreciate the teacher who meets them at the door when they enter the classroom and greets each one of them. Besides, they favor the teacher who is aware of the prominent events of their lives such as participating in sports or drama. Knowing learners' needs and interests is a key element in building a healthy relationship between teachers and learners.

Fairness

Promoting fairness and equality in education is essential for both teachers and students. The aim is to create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not different in a

negative way. It is important for teachers to promote fairness and equality for all students in the classroom. For Johnston (2006, p23), fairness is strongly related to the relationships that teachers uphold with their students. According to Cohen et al (2004, p279), "Fairness is readily understood by pupils and causes resentment if not observed". That is to say, students will resent any teacher who would seem to behave unfairly in the classroom. Students always expect an instructor to treat everyone in the class equally. Differences in liking may foster differences in interactions, such as allowing certain students to dominate discussions. Even subtle differences in how students are treated may lead to perceptions of partiality where none exist. To avoid giving the impression of partiality, teachers must carefully monitor their behaviors and interactions with all students. For better relations between teachers and students, fairness could be fostered through:

Equal Opportunities for Participation

Equality is about all students getting a fair and equal education. It is where all students pose and share ideas where are explicitly welcomed to participate through promoting acceptable behaviors like "Everyone's ideas are important," and "All ideas must be treated respectfully." Most importantly, students will see if the teacher reinforces these norms so it is essential for teacher to make students feel comfortable with enforcing all such norms of equality. To ensure that all students are getting equal chances to participate it's better to use the cooperative learning strategy "Think-Pair-Share"; this approach gives all students the opportunity to have equal participating chances (even if they don't want to). This strategy involves having students write their ideas down about a specific topic, pair up with a partner or a neighbor in class and discuss and compare their thoughts, then share their thoughts with the whole class; this would help particularly shy people. As such, those students who do not get an occasion to converse in a whole class fact, would encourage and invite all students to

get access to the floor and have something to express setting turn out to be more motivated to speak in smaller settings (Ibid, p205).

Equal Reward and Punishment

Reward and punishment are effective elements of associative learning in instrumental and classical conditioning. Teachers and parents jointly share the responsibility of building the character traits of children to make them good human beings. However, teacher's role is predominant in developing the right type of behavior, conduct, attributes and personality traits. Teachers who do not demonstrate favoritism in classroom; are the ones who treat a variety of students with equity in classroom by promoting both "equal praise" and "punishment".

Equal Reward

Rewards can be distributed in three ways :

- Equally according to merit.
- Equally according to unique ability.
- Equally according to efforts.

Equal Punishment

Moral or legal punishments usually involve three elements:

- Avoiding favoritism between students.
- Punishment must be given or done for something.
- It must be imposed according to laws or rules violated by student.

Equity in Assessment and Grades

Assessment and grades must reflect the students' performances. They should be impartial and consistent, according to Dillon and Maguire (2007, p161) "The student expects a teacher to be fair and consistent". They should be also based on students' competence in the academic content of the course. A fair grade then, is the grade that a student merits and

deserves. Of course, access to meritorious academic achievement must be as equal as possible to build a strong relationship between the teacher and his/her students. The teacher who does not demonstrate favoritism is the one who treats a variety of students with equity in the classroom by promoting equal and fair assessment and grades. In fact, for better teacher-student relationship, teachers have to ensure that awarded grades are fair.

Respect

Teaching really depends on respect; teachers need to respect their students and vice versa because the absence of respect between teachers and students consequences as disrespectful teachers-students relationships which makes it is very hard for the teachings to hold naturally. With a mutual respect between a productive classroom can be formed; teachers feel good about the lessons they teach and students become engaged in learning. Students become motivated to learn and teachers become motivated to teach when equitable classrooms are established through respect. When a teacher listens to his/her students carefully and create an environment that values their feedback, students would feel respected and encouraged to learn. Respect in the classroom promotes the creation of an equitable learning environment because in this space all voices matter, well there must be a mutual respect between students and teachers; students need to respect their teachers and vice versa:

Respect for the Teacher

Students must respect their teachers because they play a vital role in their lives. After their parents it's the teacher who shapes their lives by educating them and inculcating good morals in them. "Students have to earn respect in order to get it", they must follow their teachers carefully, attentively, and be more responsible for their attitudes and education. Students must appreciate and respect their teachers no matter what taking into consideration the role of age and.

Respect for the Student

The teacher must be a model of respect in order to build strong and respectful relationships with his/her learners. Respect involves treating students politely. Students expect an instructor to listen to them, carefully, give appropriate feedback and replies to their ideas politely especially when they challenge the instructor's points of view. Teachers, on the other hand need to do their best to give their students a quality education and respect them as individuals because respecting students is essential for boosting teacher-student relationship and therefore enhancing their educational levels.

Conclusion

From what is discussed in this chapter, about attachment theory and the initial component of teacher-student relationship it's obvious that the attachment theory provides a great understanding to teacher-student relationship. The previously given planning provides great instructions for teachers to help them establish strong bonds with learners such as verbal and non-verbal communication, motivation, humor, high expectations, safe learning environment and mutual respect. 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).

Chapter Two

Factors Effecting Learners' Achievement and the Outcome of Positive Teacher-Student Relationship

Introduction

Enhancing learners' achievements through establishing positive teachers-students relationships is one of the biggest challenges that baccalaureate students' teachers face. The positive teacher-student relationship is the basis for learning considering it as a vital element in increasing students' engagement, desire to learn, and getting higher grades in order to improve their academic achievement and prepare them very well for new life experiences (college). Therefore it is necessary for teachers to develop strong bonds with learners, it is their responsibility to investigate factors influencing learners' academic achievement and using a practical projection to enhance their achievements. However healthy teachers-student relationships and high academic achievement are strongly related to each other. The learners' well to achieve high scores is improved by building healthy relationships on a strong learning platform creating a sense of care and belonging.

This chapter is devoted to the analysis of the impact of positive teacher-student relationship in Algerian secondary school. The analysis is based on previous researches made on secondary school teachers and students. It deals with the outcome of positive teacher-student relationship on learners' achievement. First, we will give a brief definition of student's academic achievement. After that, we will specify factors influencing academic achievement starting from the teacher considering him/her as the most influential factor on learners' achievement; by giving qualities of effective teacher and the impact of Teacher effectiveness on secondary school students' achievement mainly for BAC students. Then, we will discuss the impact of positive teacher-student relationship on promoting academic success, supporting high academic self-esteem, improving academic outcomes for low-income students, motivation, engagement, avoiding behavior problems, developing self-worth and improving student's mental health, developing student's self-efficacy, attendance and developing social outcome. At the end we will shed light on the effect of positive teacher student relationship on

teachers themselves since it assists educators with professional growth; which will eventually become helpful for students themselves.

The Definition of Student's Academic Achievement

The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood, preparing students for adulthood starts from their high achievements. The academic achievement is the academic performance in which students or teachers achieved their short or long-term educational goals; it is commonly measured through examinations or continuous assessments. There are individual factors related to students, teachers or school that would influence learners' achievements and well to study, such as test anxiety, environment, motivation, and emotions, socioeconomic status and lots of other factors, these factors can successfully predict students' academic performances and achievements. To enhance learners' achievement it is indispensable to develop a positive teacher student relationship and only an effective teacher would promote such a relationship.

Qualities of Effective Teachers

We know intuitively that these highly effective teachers can have an enriching effect on the daily lives of students and their lifelong educational and career aspirations. We now know empirically that these effective teachers also have a direct influence in enhancing students' learning. Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. Studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement. For example, we know that verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers. According to our analyses we provide you

with the following key qualities of effective teacher to help students achieve better academically specially in transition stages (such as BAC):

- Have formal teacher preparation training and try to teach even after school to widen your insights and get more expertise on treating deferent categories of learners
- Hold certifications of some kind (standard, alternative, or provisional) that are certified within your fields.
- You should have been taught for at least five years of didactics so you would be able to handle secondary school students
- You should be caring, fair, and respectful.
- Hold high expectations for yourself and therefore for your students, motivating them that they can easily and successfully pass their BAC.
- Dedicate extra time to instructional preparation and reflection for preparing lessons, quiz, tests and exams so it would be sweetable for all categories of students.
- Maximize instructional time for exams and tests via effective classroom management and organization.
- Enhance instructions by varying instructional strategies, activities, and assignments.
- Present content to students in a meaningful way that fosters understanding and gives them previously made baccalaureate examinations and ask them to solve them so they would get familiar with the idea of having BAC examination.
- Monitor students' learning by utilizing pre and post-assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of students.

Not only does a reasonable consensus exist on what effective teachers do to enhance students' learning, but also meta-analyses by researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies. When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of high points in student achievement. Such an increase would mean that the score of an average student at the 50th percentile might rise to the 79th or even the 95th percentile with the effective use of selected instructional strategies. While teaching undeniably will remain an art, there is also a science to it that we are only beginning to aggressively apply to practice. As observed by Mike Schmoker, author of *Results: "The Key to Continuous School Improvement"* when we begin to more systematically close the gap between what we know and what we do, we will be on the way to enrich one of the most exciting epochs in the history of education." With state standards and federal legislation, such as no student left behind, more explicitly defining accountability, the time has arrived for a systematic application of our research-based knowledge.

What do student-teacher relationships developed by an effective teachers looks like in secondary school classroom?

- Teachers show their pleasure and enjoyment of students.
- Teachers interact in a responsive and respectful manner.
- Teachers offer students help in achieving academic and social objectives (e.g., answering questions in timely manner, offering support that matches the students' needs).
- Teachers help students reflect on their thinking and learning skills.
- Teachers know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.

- Teachers seldom show irritability or aggravation toward students.

The dos and don'ts

Here are the Dos and Don'ts extracted by findings of other researchers that the teacher should recognize to assume healthy relationships with learners:

✓ *Do*

- Make an effort to get to know each student in your classroom. Always call them by their names and strive to understand what they need to succeed in school (Croninger & Lee, 2001).
- Make an effort to spend time individually with each student, especially those who are difficult or shy. This will help you create a more positive relationship with them
- Be aware of the explicit and implicit messages you are giving to your students (Pianta, et al., 2001; Rimm-Kaufman et al., 2002). Be careful to show your students that you want them to do well in school through both actions and words.
- Create a positive climate in your classroom by focusing not only on improving your relationships with your students, but also on enhancing the relationships among your students (Charney, 2002; Donahue, Perry & Weinstein, 2003).

☒ *Don 't*

- Don't assume that being kind and respectful to students is enough to bolster their achievements. Ideal classrooms have more than a single goal: in ideal classrooms, teachers hold their students to appropriately high standards of academic performance and offer students opportunities for emotional connections to their teachers, their fellow students and the school (e.g., Gregory & Weinstein, 2004; McCombs, 2001).
- Don't give up too quickly on your efforts to develop positive relationships with difficult students. These students will benefit from a good teacher-student relationship

as much or more than their easier-to-get-along-with peers (Baker, 2006; Birch & Ladd, 1998).

- Don't assume that respectful and sensitive interactions are only important to elementary school students. Secondary school students benefit from such relationships as well. Don't assume that relationships are inconsequential, some research suggests that third year students who have a lot of conflict with their teachers show increases in stress hormones when they interact with these teachers (Lisonbee, Mize, Payne, & Granger, 2008).

Impact of Teacher's Effectiveness on Student Achievement

The work of Bill Sanders, formerly at the University of Tennessee's Value-Added Research and Assessment Center, has been pivotal in reasserting the importance of the individual teacher on student learning. One aspect of his research has been the additive or cumulative effect of teachers' effectiveness on students' achievements. When we focused on what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement results.

According to other statistics of previous researches we discovered that students, beginning in 3rd grade with high qualities teachers, were placed with the score on average at 13-14-15/20 points and even 16/17/20 points on English, French, Arabic-Literature and even in scientific modules such as mathematics in BAC final examination. While students with comparable achievement histories starting in 3rd grade having low-performing teachers in a row, their average score on the same modules was at the 12-13/20 points lowing even to 4-5-6/20 and 7/20 points in some cases difference for learners who presumably had comparable abilities and skills. Elaborating on this body of such researches we observed that the most important factor affecting student learning is the teacher. In addition, this shows a wide variation in effectiveness among teachers, teacher's effectiveness clearly reveals that

developing a good connection with learners is the best thing that can be done to improve education by improving the effectiveness of teachers. A healthy teacher-student relationship appears to be effective with students of all achievement levels, mostly with transition stages such as BEM and BAC in which students need a caring, stable supportive learning atmosphere. This indicates that there's no wonder that teachers make a difference. Highly effective teachers are able to produce much greater gains in student achievement by developing their relationships with them better than their less effective counterparts.

Research has demonstrated the effects of teachers on students' achievements. It shows that there are large additional components in the longitudinal effects of teachers and that those teachers who reform healthy relationships with learners actually result in positive effects much larger than expected, and that the least has a long-term influence on students' present academic achievement that is fully designated for their academic future. Previously made research about teachers' effectiveness has shown that teachers' effectiveness has a great impact on learners' achievement rather than other related factors such as students' level of maturation.

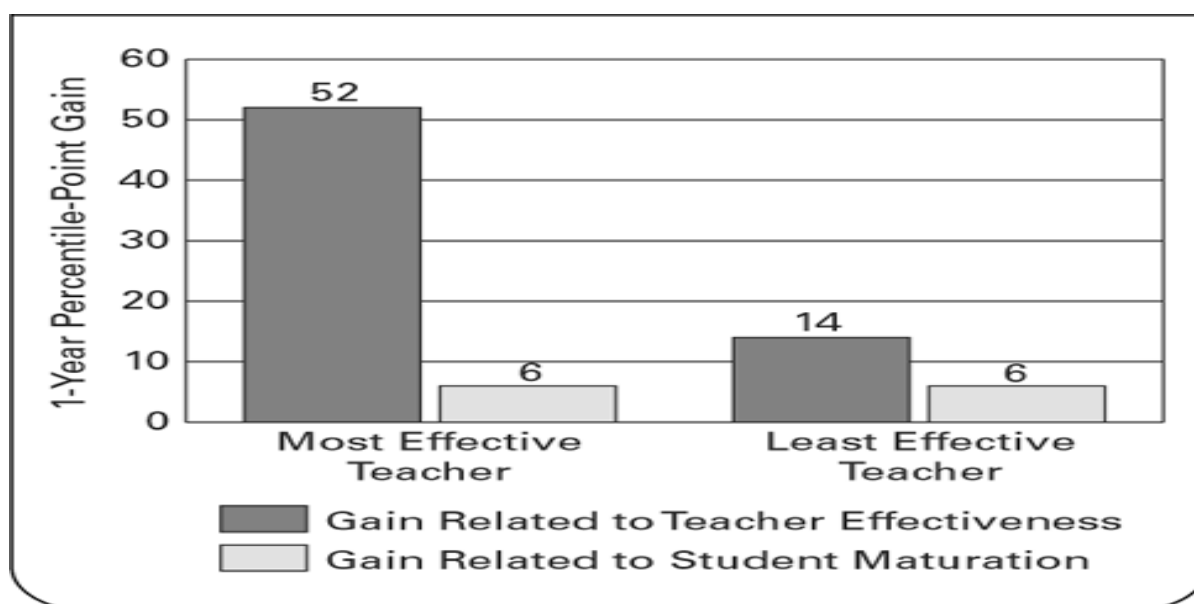


Figure 2.1: *Impact of Teacher Effectiveness on Student Achievement*

Factors That Influence Learning

Considering the teacher as the main factor influencing students' achievement, in order for him or her to help learners achieve higher academically by developing a positive teacher-student relationship he or she should put in consideration that there are two other kinds of factors. From our anatomy of Algerian secondary school students we deduced to deferent types of factors influencing learning that would help teachers while treating learners: factors associated with learner and factors related to learning process:

Factors Associated with the Learner

The learner is the focal point in any learning process. Without a learner there wouldn't be a learning process, there are several factors associated with learners that would manipulate learning such as motivation, readiness and will power, ability to learn, level of aspiration and achievement, attention, general health conditions and maturation. These factors are often measured through examinations and standardized tests such as BAC and BEM examinations. These learners associated factors are the extent to which a student's individual capabilities can influence their academic or learning performance.

Individual Differences

Individual differences in academic performance have been linked to differences in intelligence and personality. Intelligence creativity, aptitude and such other abilities are necessary for learning. Intelligence enables the learner to learn better and understand things and relationships between them. It includes both general and specific intelligence related to specific areas of learning.

Students with higher mental ability and higher conscientiousness tend to achieve highly in academic settings. Students' semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term

describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. School preparedness help students adjust to academic expectancies. Exercise specifically increases executive brain functions such as attention, span and working memory. Well the individual differences between learners mainly include:

Maturation and Level of Aspiration

Learning depends upon maturation and level of aspiration to achieve. If the aspiration level is high, the learner will work hard and achieve more. However, the aspiration level should be in accordance with the ability of the learner. Otherwise, it may affect negatively leading to feelings of inferiority. At times the learner may not realize his ability and keep low level of aspiration resulting in low achievement, which is also a tendency to be rectified. Maturation and learning go hand in hand. We learn things only according to maturity of our body, well same thing for learners; if a student cannot learn or grasp something even after vigorous training, it's just because it requires maturity.

Socioeconomic Status

Socioeconomic status (SES) is defined by the American Psychological Association (APA) as the “social standing or class of an individual or group,” which is “often measured as a combination of education, income and occupation.” The students' family status would include learners' access to opportunities, absence of stressors and influence of parents. These statuses can have a significant impact on a learner's capacity to achieve in a formal school setting.

Access to Opportunities

Families of a higher SES have the income and the time to supplement their child's schooling with educational camps and retreats; private lessons in art, music or performance; test preparation; and targeted tutoring. All of these extracurricular tools can lead to higher test

scores and better grades. On the other hand, students of a lower SES are not only largely without access to these additive programs, they're also at a disadvantage at school. According to the APA, schools that serve mostly low-income students are often understaffed, experiencing high teacher turn over and unable to hire the same caliber of educator as their more well-funded counterparts.

Absence of Stressors

In a study of the role of socioeconomic status on adolescent stress in *The Journal of Adolescent Health*, researchers found that students with “professionally educated” parents experience lower levels of stress and higher levels of optimism. Higher stress levels can manifest in students as behavioral problems that impede classroom progress. Lower SES students whether they are under pressure to work and attend school at the same time to help out at home or are otherwise emotionally taxed by their family status in which they can have difficulty with memorization, performing under pressure or otherwise being the best they can be in the classroom.

Influence of Parents

In an article for *American Educator*, cognitive scientist Daniel T. Willingham explained how the “human capital” and “social capital” they have access to can put students in a position to excel. Human capital refers to the resources learners have in their parents or guardians. For example, parents with higher SES are more likely to have the education and opportunity to read to their children every day or spend weekends doing science experiments in the garage. Social capital refers to the family's network, such as connections who can offer meaningful part-time jobs, enriching activities, homework help, and other advantages.

Attention

Learner must learn to concentrate his attention on learning. Attentiveness helps to grasp learning material. Distraction of attention affects learning. Considering attention as a

cognitive brain mechanism that enables learners to process relevant input thoughts, or actions while ignoring irrelevant or distracting ones, it is a major component of learning. It has been suggested that attention aids the learning process because attending to lessons has a huge impact on students' immediate response (Kruschke, 2000). According to Schweizer (2010) there is more than one kind of attention, such as sustained attention, which needs a lot of mental effort that is continuously applied, controlled attention, which refers to "controlled information processing", divided attention, which refers to "the ability to divide the attentional resources according to the demands of different processing tasks", and spatial attention, which refers to "the ability to locate a target appearing in an unexpected location in contrast to an expected location" (p.250-251).

Will the kind of attention that is predominant on the student can simply impact his or her achievement so it may affect their learning either negatively or positively, selective attention is said to be the most significant aspect in learning because it helps students to focus only on what is important. However, students may be faced with many distractions that prevent them from concentrating learning effectively, such as the setting of the classroom, the school environment, noises from both inside and outside the classroom, the teacher's voice and method of teaching, also some medical reasons for inattention such as ADHD (Attention deficit hyperactivity disorder), physical weaknesses that lead to inattention, and shallow breathing and oxygen deprivation.

Motivation

It is the most important factor influencing the learner. If the learner has no motivation to learn, any amount of force will be futile. More the motivation better will be the learning. In addition to motivation, the learner should have a definite goal. It will direct the individual appropriately and help him to achieve the goal. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic

ones. Furthermore, students who are motivated tend to perform better academically than peers with lower motivation. Motivational theorists suggest that students’ readiness and perception of motivation is essential factor that help students to perform well. If the learner is ready to learn, he/she will develop motivation to learn. Along with readiness a strong willpower is also essential to overcome hurdles and problems. Readiness will help to develop a positive attitude in learner.

General Health Conditions of the Learner

The general health includes the physical and mental health of the learner. The learner should have good physical health. Organic defects like blindness, myopia, hypermetropia, deafness, paralysis, mutism, severe handicappedness and lots of other defects will affect learning. Problem in sense organs will lead to improper perception. Chronic illnesses may lead to fatigue and lack of interest.

In addition to physical health, the mental health of the learner is also important. Adjust mental problems, minor mental problems like worry, anxiety, stress, and inferiority complexes will affect learning. Therefore healthy learners have the ability to achieve higher than unhealthy ones.

Figure 2: Framework of the selected factors with a direct impact upon students’ academic Achievement

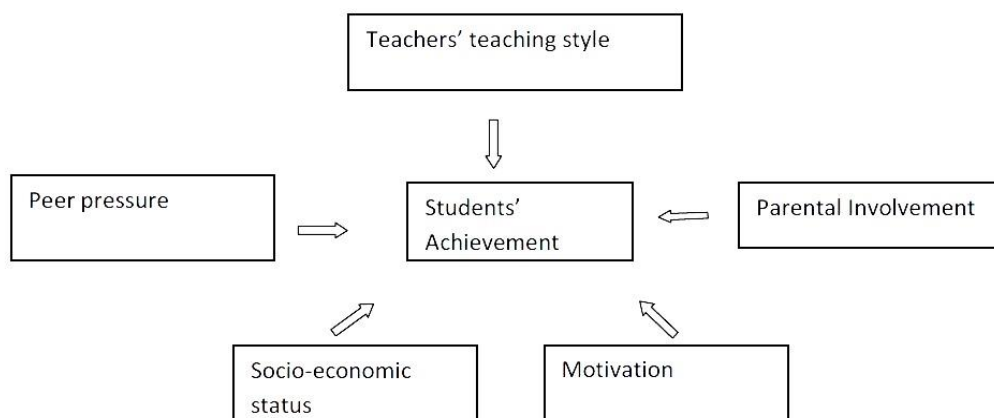


Figure 2.2: Framework of the selected factors with a direct impact upon students' academic achievement

Factors Related to Learning Process

When we talk about factors effecting learning we must take into considerations methods of learning, activities and learning materials that can largely predict learners' achievement.

Methods of learning

Effective learning depends upon the methods of study also. There are certain methods which save the energy and time of the learner. These are called 'economic methods of learning'. Smaller and shorter lessons may be learnt at a stretch-called whole method. If the material is too lengthy, it must be divided into parts, so that it will be easy for learning. After reading in parts the learnt material should be connected or associated with each other. Learning continuously without a gap leads to interference in memory which is called inhibition. Hence, it is always advisable to keep small interval between each reading. Just repetition of lessons becomes rote learning in which chances of forgetting are more. In recitation the learner will check the weak points which may be forgotten and put more emphasis on those points. This process will help to overcome missing of points from the memory.

Extracurricular Activities

Research suggests that there is a positive link between academic performance and participation in extracurricular activities. It is suggested that the peer relationships and support that develop in extracurricular activities often effect how individuals perform in school (Eccles & Templeton, 2002). It is important to create a better understanding how academic achievement can be seen. There are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities such as: positive social relationships and behaviors, and mental health, influences, individual characteristics, and program resources and content...etc.

Learning material

The nature of learning material is also important. The meaningful material can be learnt better and more quickly than meaningless material. Because understanding of lessons create interest in the learner. In addition to meaning, the simple material can be learnt better than the complex material.

The Outcome of Positive Teacher Student Relationship

Teacher-student relationship can be beneficial for both teachers and students it promotes their desire to teach/learn they start to trust each other, become more engaged in learning behave better in class and achieve at higher levels academically.

The Impact of Positive Teacher-Student Relationship on a Student's Academic Achievement

Positive and healthy relationships between teachers and students can be extremely beneficial at all levels of an educational establishment especially when it comes to levels such as BAC as in our case, within the classroom and across the school environment as a whole. Educators and students can experience these benefits with the use a specific projection that include communicating positive expectations, approachability, humor, demonstrating caring, motivation, respect, fairness and developing classroom pride...etc. As positive student-teacher relationships continue to develop, BAC student's achievements will get higher, their educational level will get improved through time and they will be prepared very well for college. Here are the nine main benefits of positive student teacher relationship:

Promoting Academic Success

The presence of positive student-teacher relationships alone does not translate to academic success, but students that establish a strong bond with their teacher do perform better than students whose relationships with teachers involve some sort of conflict. Teachers can help improve academic success in students by clearly expressing positive expectations for

each student, presenting students with equal opportunities to participate in class discussions, and expressing to students that they are confident in their ability to succeed.

Supporting High Academic Self-Esteem

Teacher-student relationships have an impact on the academic self-esteem of students. High-poverty students often have low academic self-esteem and low confidence in their academic and vocational futures. Thus, positive relationships with teachers are important in supporting higher levels of self-esteem, higher academic self-efficacy, and more confidence in both future academic achievement (college) and future employment outcomes. Self-confidence and future aspirations have a significant impact on students' interest in school, their academic self-efficacy and in turn, their academic achievement. In addition to academic achievement, positive teacher-student relationships provide important social outcomes for students.

Improving Academic Outcomes for Low-Income Students

A positive teacher-student relationship in high school students aims at improving academic outcomes for low-income students. A study aimed to increase positive relationships between low-income secondary school students and their teachers, showed that students who participated in the intervention significantly improved their GPA over the course of five months. Such research shows that positive teacher-student relationships can improve academic skills in students in secondary school and this would be very efficient for transition stages such as BAC as in our case, to help low-income develop their academic skills so they would pass their baccalaureate successfully.

Developing Social Outcome

Although there is more research regarding the academic effects of positive teacher-student relationships for older students, there are notable social outcomes as well. Teachers are an important source of social capital for students which are defined as caring teacher-

student relationships where students feel that they are both cared for and expected to succeed. Social capital from positive teacher-student relationships can manifest itself in many different ways.

For secondary school students, positive teacher-student relationships can reduce rates of dropping out by nearly half, help explore options for college, and provide support for further academic or vocational aspirations. Common reasons for dropping out include low levels of family support, low academic achievement, poor relationships with peers and adults, and low interest in academics, well a positive teacher-student relationships can impact students social and academic outcomes, and thus reduce drop-out rates. Low-income students often have neither the support they need to complete high school nor access to the information they need to pursue education beyond high school (Dika & Singh, 2002). It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because research shows they can benefit from the guidance and support of their teachers. Furthermore, teacher-student relationships can impact peer relationships in schools.

Avoiding Behavior Problems

Positive student-teacher relationships help to establish a learning environment in which educators and students display mutual respect for one another, rather than exchanges that involve conflict. Teachers should be sure to maintain a calm demeanor when communicating with a student, avoiding frustration in order to be able to help students promote their academic success.

Here are some examples of correcting secondary school students' behavior:

- Speaking with students privately about their behavior in order to avoid embarrassment.
- Acknowledging students' feelings in order to understand the cause of their behavior.

- Reviewing school policy or classroom guidelines so that students are aware of the rules they have violated.
- Following up discussion with immediate consequences for students that misbehave.
- Checking on students after they have been disciplined for their actions.

This highlights the importance of student-teacher relationships in which student behavior is corrected in a manner that encourages them to reflect on how they have misbehaved and what steps they can take in the future to change it for enhancing their educational level to promote their success in BAC so their future blossom.

Developing Self-Worth and Improving Student's Mental Health

Healthy student-teacher relationships are often most beneficial for those suffering from learning difficulties, and students with low economic status to develop their academic achievement. It develops a sense of self-worth, it may sometimes be necessary to seek out opportunities to give them praise with gratitude, develop a sense of self-worth, it may sometimes be necessary to seek out opportunities to give them praise with acknowledgments, baccalaureate students need to feel worthy so would pass it easily. Students with low self-esteem, often those considered at-risk, will react positively to positive reinforcement from their teacher, providing students with a sense of pride and ability to achieve highly.

Developing Student's Self-Efficacy

Self-efficacy as the belief in one's capabilities to carry out, organize and perform a task successfully is very important for BAC students. Very few studies have examined the role of self-efficacy in predicting emotional and social engagement in developing secondary school student's achievement. However, the positive teacher student relationship promotes the student's perception of his or her capacity to learn or perform a task in a given domain. In the third grade of secondary school, students have well-developed sense of self-efficacy that is subject-specific and stems from their home, school, and peer experiences. Students with high

self-efficacy tend to participate eagerly, persist in the face of challenge, and expend greater effort to reach a goal, whereas students with low self-efficacy tend to dwell on past mistakes and lessen their efforts in the face of difficult tasks (Bandura, 1977). High academic self-efficacy is important for BAC students; it contributes to academic achievement, academic effort, social competence, and positive relationships with peers and with their teachers.

Attendance

The rate of absence of baccalaureate students is very high, they rarely attend school because they are sure that even if the teacher records the absences it wouldn't be harmful for them because the final BAC examination is the most important step. Well teachers can view the role of having a positive relationship with learners as a strategy that would decrease absences and increase learners' attendance to school. Students' attendance would be very beneficial for them, students who are in class hear discussion and elaboration of important concepts, including the teacher's perspective on the material, and teachers often offer more current information than that found in the textbooks. In addition to learning from the teacher's explanations of class material, students who are in class hear questions and comments from others, and share their own. In a broader sense, attending class increases students' personal interaction with a variety of faculty members, raising the likelihood of finding mentors and role models who can help guide their academic, career, and personal development which will consequently promote them to pass the final examination (BAC).

Motivation and Engagement

Considering the teacher as a motivator he/she plays a vital role in the motivation and engagement of their students so a positive teacher student relationship plays a big role in motivating secondary school students in order to help them in increasing their academic achievement. A significant portion of student engagement and achievement has been explained by teacher- and classroom-level variables. Motivation and engagement play a large

role in students' interest and enjoyment of school (Martin, 2006). Understandably, both also play huge roles in academic achievement. Consequently, those students who are motivated by and engaged in learning tend to perform considerably higher academically and are better behaved than unmotivated and un-engaged peers.

Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998). A positive teacher student relationship is closely linked to student's perceptions of teacher expectations. Studies of secondary school students have shown that students shape their own educational expectations from their perceptions of their teachers' expectations. Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically they started to become more interested about their academic future and the new coming step in their lives such as college, than their peers who perceive low expectations from their teachers they rarely pass their BAC because they feel discouraged and frustrated. Due to the influence of expectations on motivation, expectations which are fostered by positive teacher-student relationship can be an important factor on enhancing students' academic achievement.

Positive Student-Teacher Relationships Assist Educators with Professional Growth

As teachers work strategically to develop positive relationships with learners, they improve their interpersonal and professional skills as well. Considering teaching as a profession that requires the ability to clearly communicate information even during stress-inducing scenario, it seems important for teachers to find ways to successfully manage stress, in order to express concepts and avoid frustration. For some educators, improving their interpersonal communication skills helps to reduce stress and develop positive student-teacher relationships. As teachers develop themselves learners would benefit as will because professional teacher is an effective teacher that would simply establish a positive relationship

with learners for the sake of promoting their academic success so they would succeed in the final examination.

Conclusion

According to this chapter we conclude that the effective teacher is the most important factor influencing learners' achievement and that only an effective teacher would assume positive relationships with his learners. Moreover, individual differences and factors both related to learning process or associated with learners can influence learners' academic achievements in both of the sides either negatively or positively. Thus, a healthy teacher-student relationship has a pure integral importance; it influences positively on their achievements by promoting their academic success and supporting high academic self-esteem, improving academic outcomes for low-income students. Also it gives them a high motive to study so they start to attend more and become more interested in school, students become more engaged in the learning process, it creates a strong teaching learning platform that helps avoid behavior problems, develops learners self-worth, improves their mental health and develops their self-efficacy .Teachers who support students in the learning environment can positively impact their social and academic outcomes, that are important for the long-term trajectory of school and eventually employment. On the other hand a healthy teacher-student relationship assists educators with professional growth.

Chapter Three

Research Methodology

Introduction

Research is a systematic inquiry that investigates hypotheses, suggests new interpretations of data or texts, and poses new questions for future research to explore. This research consists of doing the necessary work to find the answer and communicating the knowledge that we have acquired to a larger audience. It attempts to answer intellectual and practical questions through application of systematic methods. The types of research methodologies vary and are often classified into five categories: qualitative, quantitative, experimental, regression analyses and meta- analyses researches. Well our study deals with both quantitative and qualitative research that require quantifiable data involving numerical and statistical explanations using research tools like questionnaire and observation. We seek to explain the causes of change primarily through objective measurement and quantitative analysis and understanding what is happening as viewed by the participants. We selected two deferent instruments: questionnaire and classroom observation to reach the aim of our study and prove the hypotheses.

This chapter includes the research design and instruments. It also includes two different part; each part discusses one of the used instruments including the aim, population, definition and the description of each.

Research Design

This research will use both quantitative and qualitative research with questionnaire and classroom observation that will serve as instruments in gathering the data. This will determine the impact of positive teacher student relationship on the academic performance and achievements of the students. Quantitative research is about addressing questions and looking for answer for those questions; asking people for their opinions in a structured way so that we can produce hard facts and statistics to guide us. To get a more reliable statistical

results, collecting concrete data through an observation is important, through a limited number making sure that they are a representative sample for the study.

The objective of using both of quantitative and qualitative researches is that integrating quantitative and qualitative research methods lends depth and clarity to develop and employ theories or hypotheses to pertain the previously discussed problem. Using both methods ensure a greater understanding of the population collecting better information for the study, they can be extremely effective in combination with one another. You can use qualitative research to identify the factors that affect the areas under investigation, and then use that information to devise quantitative research that assesses how these factors would affect user preferences. Arguments supporting both methods and their importance were given to prove that it is imperative to conduct as much research as possible to create a systematic and effective study. A mixed method research is "a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories or language into a single study". In order to have diverse opinions and views, qualitative findings need to be supplemented with quantitative results. Therefore, these research methodologies are considered to be complementary to each other rather than incompatible to each other.

The process of measurement is central to quantitative research because it provides the fundamental connection between empirical analyses, observation and mathematical expression of quantitative relationships. Quantitative data is any data that is in numerical form such as statistics, percentages...etc. The researcher analyzes the data with the help of statistics. We are hoping that the numbers will yield an unbiased result that can be generalized to some larger population. Qualitative research, on the other hand, asks broad questions and collects word data from participants. We are looking for themes that describe the information in themes and patterns exclusive to that set of participants. Qualitative research studies would

provide us with details about teachers' behavior, emotion, and personality characteristics that quantitative studies cannot match, it is considered to be suitable when the researcher or the investigator either investigates new field of study or intends to ascertain and theorize prominent issues. There are many qualitative methods which are developed to have a depth and extensive understanding of the issues by means of their textual interpretation.

We've chosen the combination of two methods because it goes very well with our dissertation and due to its noteworthy importance, it is:

- Quantitative approach:
 - ✓ More reliable, objective, controlled, systematic and valid
 - ✓ Can use statistics to generalize findings
 - ✓ Often reduces and restructures a complex problem to a limited number of variables
 - ✓ Looks at relationships between variables and can establish cause and effect in highly controlled circumstances
 - ✓ Tests theories or hypotheses
 - ✓ Assumes that the sample is representative of the population
 - ✓ Objectivity of the researcher is recognized in a less systematic way
 - ✓ Less detailed than qualitative data
- Qualitative approach:
 - ✓ Provides depth and detail : looks deeper than analyzing ranks and counts by recording attitudes, feelings and behaviors
 - ✓ Creates openness: encouraging people to expand on their responses can open up new topic areas not initially considered
 - ✓ Simulates people's individual experiences: a detailed picture can be built up about why people act in certain ways and their feelings about these actions

- ✓ Attempts to avoid pre-judgements: if used alongside quantitative data collection, it can explain why a particular response was given

Qualitative and quantitative researches produce information only on the particular case studied, and any more general conclusions are only hypotheses, it is used to verify which of such hypotheses are true. They are generally made including:

- The generation of models, theories and hypotheses
- The development of instruments and methods for measurement
- Collection of empirical data
- Analysis & discussions of data

Research instruments

The teacher student relationship in relation to the academic performance of education student in Algerian secondary schools will be determined through a questionnaire and a classroom observation. The questionnaire will be answered by students respondent regarding their academic performance during the last semester (S.Y.2016-2017) while the observation will be carried out with their teachers.

The First Part: Learners' Questionnaire

Aim of the Questionnaire

The questionnaire aims at investigating whether Algerian teachers of secondary schools establish supportive relationships with learners, then, the impact that these relationships have on students' achievements. For this reason, the questionnaire was designed for learners since they represent the most reliable source for checking whether teachers build positive relationships with their learners, and they are the most influenced people by this relationship.

Research Population

In order to enrich the aim of our investigation, the questionnaire was administered to one hundred third year students (18 males/82females) of Bel-Hawchet Miloud's secondary school, in Daghousa of El-Bessbess (Taref).

The reason behind our choice of third year students is that transition stages such as BEM and BAC are the most important stages of learning in Algerian educational system but we've precisely chosen baccalaureate students considering the BAC diploma as a transit visa towards university. Secondary or high school is when students begin to think about their academic futures, since they are welling at changing the atmosphere from secondary school to college, taking into account that the last one is the most efficient step in learning; students will have new lives, new learning atmosphere, acting like grownups and being treated as ones...etc. So basically they would be very stressful about whether they'll reach it or not. Therefore they are mostly needed for a supportive learning environment that would help them overcome stress and prop them to pass their BAC examination successfully.

Definition of the Questionnaire

A questionnaire is a data collection instrument which consistent of a set of systematically structured questions used by a researcher for the purpose of gathering needed information from respondents. Questionnaires have been termed differently, including surveys, schedules, indexes/indicators, profiles, studies, opinionnaires, tests, checklists, scales, inventories, and forms. They are any written instruments that present respondents with a series of questions or statements to which they are asked to react either by writing out their answers or selecting from among existing answers (Brown 6).

As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement (Oppenheim 100). It is the main data collection method in

surveys and yield to quantitative data. Also, due to provision for open endedness, the instrument may be used to generate qualitative and exploratory data (Dornyei 101)

Measurement specification will depend on several factors. The nature of the population to be surveyed is the major concern. The kind of survey may be factual or analytical. If factual, then complications are less. If analytical, the survey may be hugely value laden as to reduce accuracy. However, it is possible to objectify the subjectivity by designing more complex research questions. The kind of respondents would also play a big role in determining how the survey will be conducted. For instance, there may be slight differences on how to conduct a survey with chief executives of flourishing multinational corporations, as opposed to the aged in a remote set up. Survey into phenomena that is subject to seasonal fluctuation would also vary with one that does not fluctuate.

Value laden surveys need complex questions so as to reduce biasness. Such deal with subjects like social representation, opinion, attitudes, stereotypes, awareness, brand images, precepts and values. Due to their multifaceted nature, they warrant questions that are equally multifaceted. Responses from such subjects are often influenced by the environment, and hence tentative. Findings are difficult to validate since they reflect the state of the mind at a given time in a specific environment.

Question type

There are two main types of questions: Open-ended and close-ended questions:

Open-Ended questions

Open format questions or open-ended questions give your audience an opportunity to express their opinions in a free-flowing manner. These questions don't have predetermined set of responses and the respondent is free to answer whatever he/she feels right. By including open format questions in your questionnaire, you can get true, insightful and even unexpected suggestions. Qualitative questions fall under this category.

An ideal questionnaire would include an open-ended question at the end of the questionnaire that seeks feedback and/or suggestions for improvements from respondents.

Close-Ended Questions

Multiple choice questions, where respondents are restricted to choose among any of the given multiple choice answers are known as closed format or closed-ended questions. There is no fixed limit as to how many multiple choices should be given; the number can be even or odd.

One of the main advantages of including closed format questions in your questionnaire design is the ease at performing preliminary analysis. These questions are ideal for calculating statistical data and percentages, as the answers set is known. Closed ended questions can also be asked to different groups at different intervals to efficiently track their opinion about a product/service/company over time.

We've chosen the questionnaire due to its strengths:

- Questionnaires are highly versatile. They can be used by a variety of people, in different environments, at different times, targeting a variety of topics for analysis;
- Questionnaires are easy to construct and convenience to work with. May provide for anonymity to respondents, should need arise;
- They are cheap to undertake, both in terms of time and material resources;
- Data collected is easy to process as the questionnaire is straight forward;
- Its investigations are limited owing to the short time a questionnaire is attended to (30 minutes to 1 hour)

Description of the Questionnaire

The questionnaire is carried out over the last semester of the academic year 2016/2017 for a single day (03/04/2017), it was taken only for a one semester because we were dealing with third year students, BAC students' time is precious so we left it for the last semester after

the program is almost finished so we wouldn't cause them; any problems within their education like wasting their courses or delaying their program.

It consists of eighteen questions which are ordered logically. All of the questions are close ended questions in which the participants are kindly asked to pick up one of the given options (yes/no, always/sometimes/never...etc.) we intentionally didn't use open ended questions so we wouldn't waste too much of their time. The questionnaire is divided into two sections which can be described as follows:

Section one

This section includes thirteen questions that aim at investigating the teachers' use of a specific projection to create a supportive positive teacher-student relationship. Learners were kindly asked to give efficient information about teacher's use of effective verbal communication, non-verbal communication, smile, sense of humor, teacher sharing their life experiences and funny souvenirs. Also some questions were designed to get ideas about the way teachers treat students according to teacher's strictness, emotions, care, encouragement, support, appreciation, high expectation, reaction, patience, respect and fairness.

Section two

This section comprises five questions that aim at examining the impact of positive teacher student relationship on learners' achievements. The proposed questions will give a clear vision about learners' point of view about the effectiveness of their healthy relationship with teachers on their attendance, social outcome, attitude, self-esteem, self-worth, and mentality shifting to their motivation to learn and their academic achievement.

Second Part: Classroom Observation

Aim of the Observation

Since we cannot take a very specified statement about teachers only from their learners point of view because some of them may judge their teachers wrongly, we decided to

make a classroom observation for teachers as well. The observation aims at examining the way Algerian secondary school teachers deals with student and whether they anticipate specific ways to foster their relationship with learners or not. For this reason we addressed this classroom observation to assess teachers and their relationship with their learners from our own view comparing it to the previous information given by learners in the questionnaire.

Research Population

The classroom observation had been carried out during the third trimester of the academic year (2016-2017). We made an observation of three different teachers with deferent teaching styles and work experiences, at Bel-Hawchet Miloud's secondary school of Daghoussa, El-Taref. The first two teachers where female English teachers: M^{me}, Hssainia-Hannen and M^{me}, Brahmi-Hakima; M^{me}, Hssainia is 32 years old while M^{me}, Brahmi is 47 years old whereas the last one was a male mathematics teacher: Sir, Ismail and he is 50 years old. Our population was chosen carefully according to the components of our dissertation taking into account that we've assessed these teachers learning strategies very well before, considering them as our former secondary school teachers.

Definition of Observation

Observation is a type of qualitative research method that includes observation research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research. Observation, as a method of collecting research data, involves observing behavior and systematically recording the results of those observations.

- Observations are guided by the research questions; therefore the observations are conscious and planned. They differ from casual everyday observations of behavior which are often casual, selective, and inaccurate.
- Observations are systematically recorded, often using an observation check list

- Data are analyzed using both quantitative and qualitative data analysis methods

Description of the Observation

The classroom observation contains three different observations submitted with three diversified teachers; each observation was carried out over the last semester of the academic year 2016/2017. It was taken only for a one semester and we didn't take too much of their time because we were dealing with teachers of third year students, we left it for the last semester after the program is almost finished so we wouldn't cause them any problems like wasting courses or retarding the program since it was very charged in the previous two semesters, also we didn't want to cause neither embarrassment nor disturbance for their students. The observation encompasses eleven items which are designed to examine the way teachers deal with student, assessing teachers and their relationship with their learners, whether they anticipate specific ways to foster a supportive relationship with learners or not.

Conclusion

We used both of quantitative and qualitative research methods; selecting two deferent instruments: questionnaire and classroom observation to lend depth and clarity to develop and employ theories or hypotheses to pertain the previously discussed problem, to reach the aim of our study and prove the hypotheses. Using both methods ensured a greater understanding of the population collecting better information about teacher-student relationship; they can be extremely effective in combination with one another. We seek to explore the way Algerian teachers treat their students and figure out the results behind positive teacher student relationship primarily through objective measurement and quantitative analysis and understanding what is happening as viewed by the participants.

Chapter Four

Data Analysis & Interpretation

Introduction

We selected two deferent instruments: questionnaire and classroom observation to reach the aim of our study and prove the hypotheses so this chapter is designated to the results and discussions of both of the tools.

This chapter is divided into two part which supply the analyses of our case study; the first part contains results and discussions of the questionnaire in two sections while the second one covers the results and discussions of the observation.

Results and Discussions

The First Part: Learners' Questionnaire

Section one: The Positive Teacher-Student Relationship

1. My teacher is a good communicator and I have a positive view about him/her

Table 01:

Teacher's Use of Effective Communication

Learner's answer	Number	%
Yes	99	99
No	1	1
Total	100	100

This question is concerned with teacher's effective non-verbal communication the aim of this question is to figure out if teachers communicate effectively with their students or not and to measure the degree of their skillful communication. In case if the teacher is good communicator he/she can simply establish a good relationship with students.

In the table above the results show that 99% of respondents agreed that their teachers are good communicators and that they have positive views about them this means that these teachers are using skillful communication; hey use words properly, The language that they are using in classrooms have an impact on how students view them as educators. In the other

hand only 1% of the population asserts that his teachers don't communicate effectively and he has a negative view about them which indicates that some of teachers are not very skillful in communication which may determine learners with negatives opinion about them.

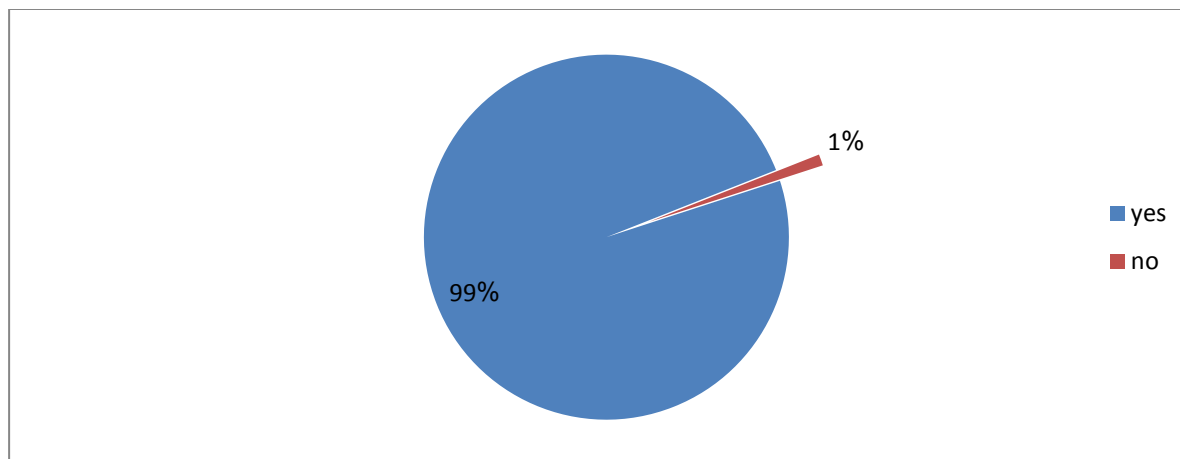


Figure 3.1: *Teacher's Use of Effective Communication*

2. My teacher is strict but at the same time emotional and kind:

Table 02:

Teacher's Strictness and Emotions

Learner's answer	Number	%
Yes	88	88
No	12	12
Total	100	100

This question is concerned with teacher's strictness emotions and kindness. The aim of this question is to figure out if strict teachers are emotional and kind with their students or not. if the teacher is strict and emotional at the same time he/she would establish a formal and at the same time close and sweet relationship with students, when they get to know that their teacher's strictness is for their own sake and behind teacher's strictness there's a very kind and sweet person they would feel comfortable and secure while dealing with him/her.

The answers to this question indicate that 88% of students see their teachers as strict and emotional at the same time, this means that the majority of teachers are rigorous while dealing with their students to avoid discipline problems but at the same time they act in sweet, kind and emotional way in specific conditions to make their students feel indisposed developing a positive supportive relationship with learners built on strictness and positive sensation. While 12% of students agreed that their teachers are neither strict nor emotional! Well this denotes that a minority of irresponsible teachers are not strict while dealing with their students, or else their strictness lurks their sentiments.

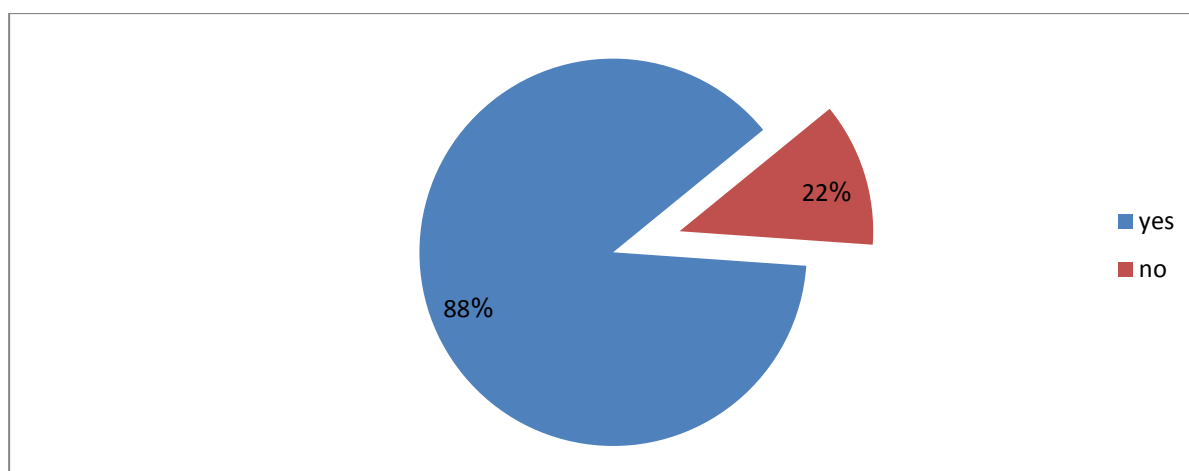


Figure 3.2: *Teacher's Strictness and Emotions*

3. My teacher shares his own life experiences and funny souvenirs with us:

Table 03:

The Teacher Sharing His Own Life Experiences and Funny Souvenirs

Learner's answer	Number	%
Always	84	84
Sometimes	14	14
Never	2	2
Total	100	100

This question is concerned of what teachers like to share with their students. It was proposed to find out whether teachers like sharing their own life experiences and funny things they face in real life with their students or not. If they always share their life experiences with students this reveals that these teachers always get out of the core of the subject or in other words this kind of teachers are storytellers they simply waste courses by talking about themselves. If they sometimes tell their students about some of their life experiences and funny events to delight, entertain and help them overcome some hard times in life or reduce stress like in our case BAC students would need such a strategy; when teachers tell them about their own BAC examination's experience they get familiar with it and become less stressful about it. If teachers do never talk about themselves this means that these teachers are too formal while dealing with learners but this doesn't mean that they cannot establish positive relationship with learners it would just be a formal teacher-student relationship.

According to the table overhead 84% of learners agreed that their teachers always talk about their life experiences and humorous memories, which means that the majority of teachers are story tellers and time wasters. In the other hand 14% of them agreed that their teachers sometimes share their own experiences and funny souvenirs with them well; this indicates that these teachers tend to delight, entertain and help their students to overcome hard times in life or reduce stress. Only 2% of the participants agreed that their teachers do never share their own life experiences or funny souvenirs with them so the minorities of teachers commit formal relationships with their students so they do not attend at sharing their own life with them.

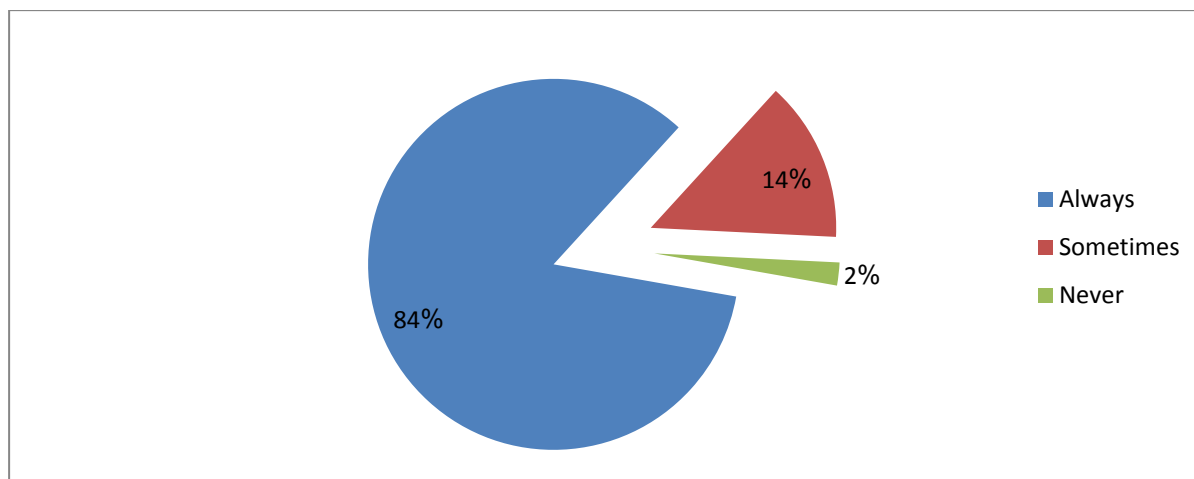


Figure 3.3: *The Teacher Sharing His Own Life Experiences and Funny Souvenirs*

4. My teacher is cheerful and he/she has a great sense of humor:

Table 04:

Teacher's Smile and Sense of Humor

Learner's answer	Number	%
Always	30	30
Sometimes	60	60
Never	10	10
Total	100	100

This question is about teacher's use of smile and sense of humor. The aim of it is to measure the range of teacher's cheerfulness and whether the teacher is a funny person or not. If the teacher is smiley and he/she always attends at telling jokes he/she would be considered as a silly time waster. In case if the teacher is cheerful and he/she sometimes like to joke with learners for like 5min or less; to make sure they won't feel bored than simply get back to the lesson this gives a kind of motive to learners and they start to enjoy the course, when the teacher smiles to learners they feel comfortable less stressful and they get to feel that their teacher is a nice easy going person. If the teacher never smiles, never tells jokes or try to entertain learners, they would fell bored, their relationship with this kind of teachers seems to

be negative specially when it comes to smiling here the teacher needs to smile at least for ones in a while because as it is known a smile delivers messages more and better than words can do.

In the above table 30 % of the population agreed that their teachers are always smiley and they all the time tend to tell jokes which means that only a little percentage of teachers are sort of silly time wasters. In the other hand 60 % of the population admitted that their teachers are smiley and they sometimes use their sense of humor which means that the majority of teachers seem to be cheerful, cool and easy going so basically learners would enjoy their courses and tend to attend more to school. While only 10 % of them agreed that teachers neither smile nor tell jokes or try to add a little bit of humor to classroom so in this case we deduce that the minority of teachers do not tend at using this strategy so in most of the cases their learners would feel bored and would consider them as boring grouchy educators!

In general we should put in consideration that teachers as normal people have their own life issues and problems so teachers are excused in some cases, they can't simply smile in specific situations also they may be lacking the sense of humor they just don't know how to tell jokes though they truly care about entertaining their students and develop a close relationship with them.

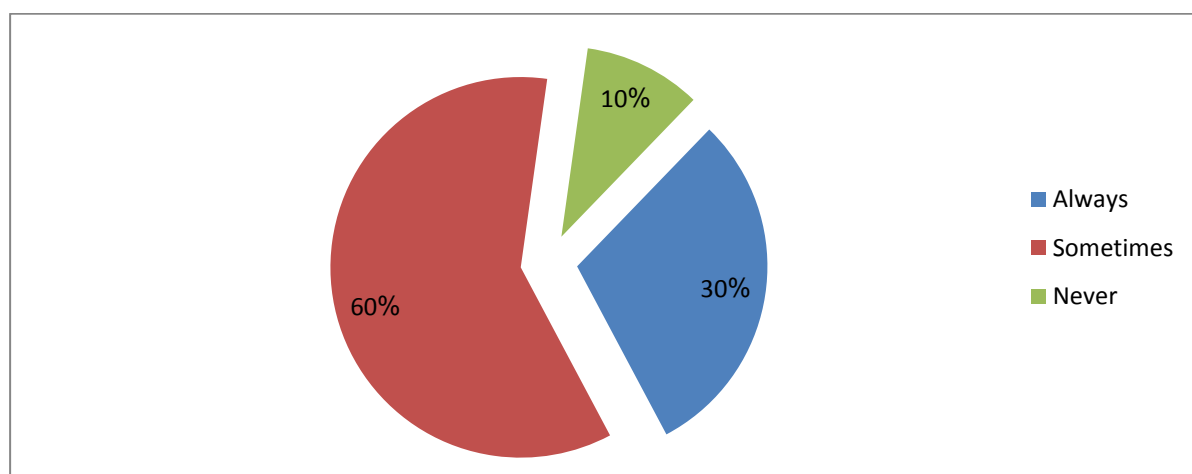


Figure 3.4: *Teacher's Smile and Sense of Humor*

5. My teacher uses eye contact and head nods to show satisfaction:

Table 05:

Teacher's Use of Eye Contact and Head Nods (Oculesics, Kinesics)

Learner's answer	Number	%
Always	30	30
Sometimes	58	58
Never	12	12
Total	100	100

The aim behind introducing this question is to discuss teacher's use of oculesics and kinesics while dealing with students. The use of eye contact can be either positive or negative some kind of looks make the student feel comfortable like when the he or she gets stressed and miss up while answering a question there is a specific kind of look from the teacher that makes the students feel comfortable just like if he/she's saying "it's okay carry on" while other kinds of looks like when teacher close his/her eyes or open them largely like if he/she's choked may seem to be demotivating so the student start to feel very small and more stressful specially when it comes to participating or presenting a specific task, also the use of head nods gives the student a clear idea about teacher's reaction. The over use and miss use of these strategies may make the learners feel that teachers are arrogant and their relationship with their teachers seem to be built on the percept of misunderstanding, so the aim here is to check if teachers use these kinds of strategies with learners or not.

The above table shows that 30% of teachers always use eye contact and head nods to show satisfaction or dissatisfaction, this percentage shows that some teachers over use the eye contact and head nods so students may feel stressful while participating or answering a question because they'll over concentrate on teacher's reaction, basically teachers who over use these strategies miss use them, confuse their students and in contrast they'll probably

establish a negative relationships with them. The majority of students which is estimated by 58% agreed that their teachers sometimes use these strategies; which reveals that most of teachers use these strategies occasionally, only when needed so in this case learners would seem to be less stressful while dealing with this kind of teachers. The rest of learners which means 12% of them stated that their teachers do never use neither eye contact nor head nods; this denotes that the lowest percentage of teachers do not depend on this strategies while dealing with learners well mainly this wouldn't mar teachers-students relationships.

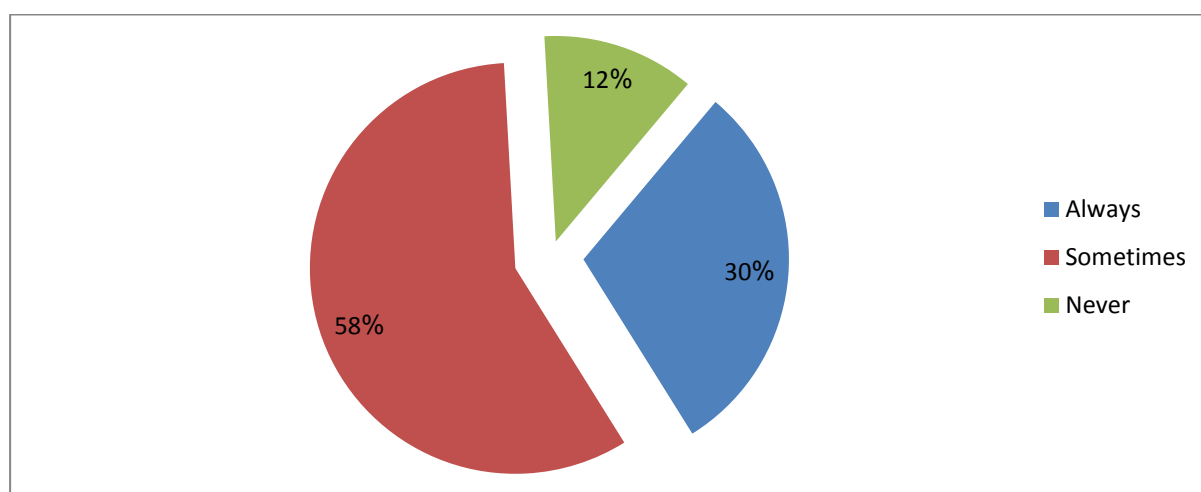


Figure 3.5: *Teacher's Use of Eye Contact and Head Nods*

6. My teacher uses the sense of touch to show warmth:

Table 06:

Teacher's Use of Sense of Touch (Haptics)

Learner's answer	Number	%
Sometimes	56	56
Always	40	40
Never	4	4
Total	100	100

This question is about teacher's use of haptics while dealing with learners. The aim of this question is to figure out if teachers use the sense of touch to show warmth to students or

not. If teachers sometimes use this strategy students would feel warmth; when the student feels stressful or faces a harsh situation a teacher puts his/her hand on the learner's shoulder just like if he/she is nonverbally saying "it's okay, don't worry"; this would be very comforting. In case if teachers always use the sense of touch with students: teachers would be probably understood wrongly specially if it was a male; developing a negative relationship with learners a relationship belt on misunderstanding. Also, if the teacher never uses this kind of strategy this wouldn't luck anything and at the same they would have a sound relationship with their learners.

The table at the top reveals that 56% of pupils approved that their teachers sometimes use the sense of touch to show warmth, which indicates that the majority of teachers tend at creating a restful atmosphere so their learners would feel comfortable dealing while them. At the same time 40% of pupils agreed that their own educators always use touching behavior while transacting with them so basically these teachers would be probably misunderstood. Whereas the rest of the pupils estimated by 4% agreed that their teachers do never use this strategy while dealing with them.

In general the use of haptics would be understood wrongly in most of the situations especially if it was intended by a mal that's why women tend to use it more than men but to avoid any miss understanding the sense of touch should limited for both of genders.

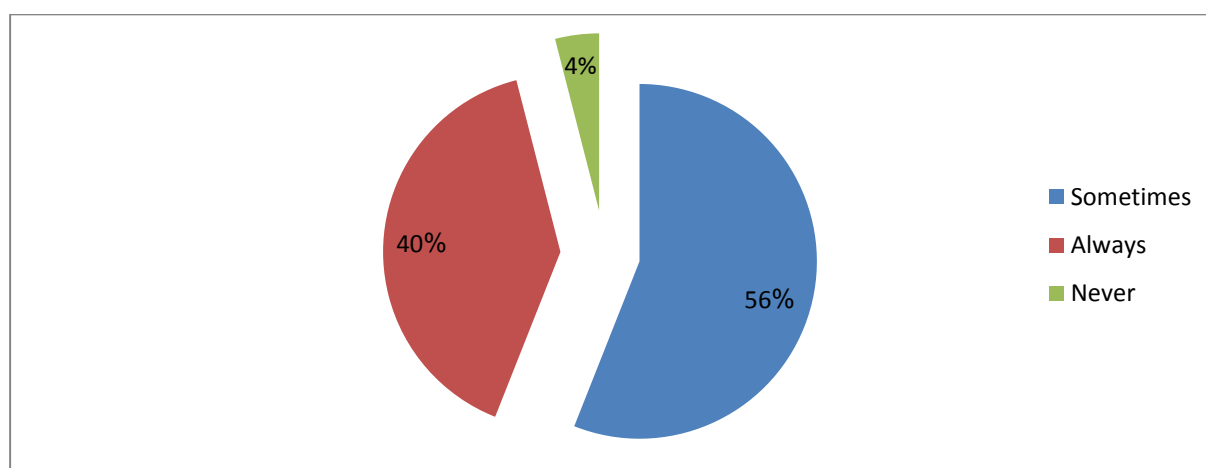


Figure 3.6: *Teacher's Use of Sense of Touch*

7. My teacher cares about me and motivates me to learn:

Table 07:

Teacher's Groom and Motivation

Learner's answer	Number	%
Only a little bit	22	22
A lot	68	68
Not really	10	10
Total	100	100

The purpose behind this question is to check if weather teachers care about their students and motivate them to learn. In case if teachers use different and efficient ways to motivate their students, they would ensure better relationships with them.

The gathered statistics designate that 79% of learners affirm that their teachers care about them and motivate them to learn a lot. For this reason, students would enjoy a supportive learning climate which would pave the way for good teachers-students relationships. On the other hand, 22% of students claim that they receive just a little bit of motivations from their teachers. In addition, only 10% of the populations corroborate that their teachers don't really care about them or motivate them. Henceforth, students belonging to such a portion are more likely to perceive their relationship with their teachers as negative.

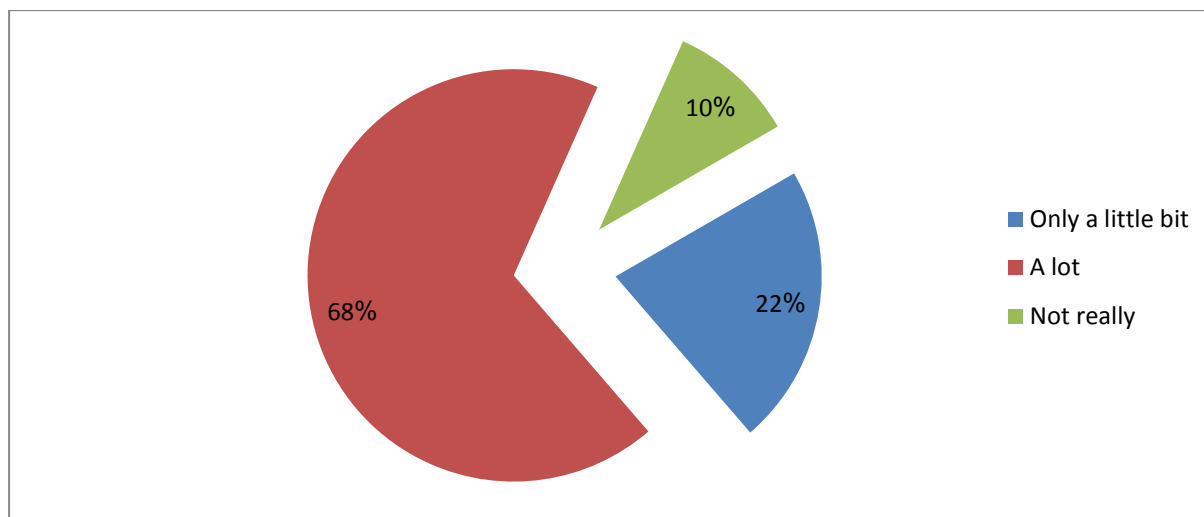


Figure 3.7: *Teacher's Groom and Motivation*

8. My teacher supports me, appreciates my efforts and he//she has big expectations to me:

Table 08:

Teacher's Support, Appreciation and High Expectation

Learner's answer	Number	%
To a large extent	62	62
To a limited extent	32	32
Not at all	6	6
Total	100	100

The aim behind this question is to figure out to what extent teacher's support, appreciate and provide their students with high expectations to perform better at school. Such high expectations would promote a climate that is supportive and stimulating for learners developing strong and good teacher-student relationship.

The table below denotes that the majority of students (62%) agreed that their teachers largely support them, appreciate their efforts and that they have big expectations for them; this

implies that these teachers believe in their students’ abilities and always expect them to do better, so students are more likely to enjoy positive relationships with their teachers. On the other hand 32% of the population affirm that their teacher support them just for a limited extent. Whereas, the rest of the populations (6%) claimed that their teachers neither support them nor expect them to do better, well the lack of support would widen the gap between teachers and their learners.

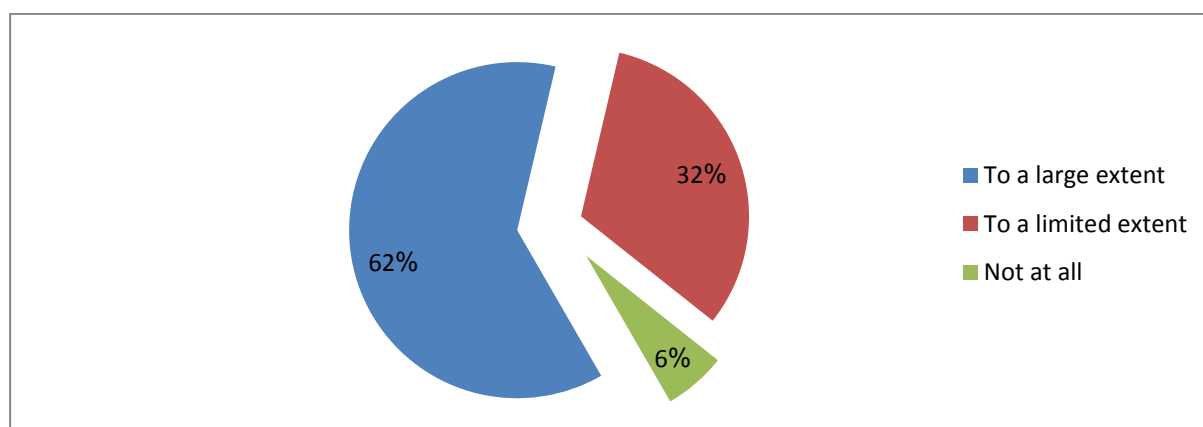


Figure 3.8: *Teacher's Support, Appreciation and High Expectation*

9. My teacher’s attitude toward my low achievement and miss behavior is:

Table 09:

Teacher's Reaction to Student's Low Achievement and Misbehavior

Learner's answer	Number	%
Aggressive	28	28
Acceptable	72	72
Total	100	100

This question aims at investigating teachers’ reactions toward students' low achievements and misbehaviors checking whether they react in an aggressive or acceptable ways.

The results show that the majority of learners (72%) state that their teachers have positive reactions towards their misbehaviors and low achievements. In fact, this kind of

teachers would forgive and always advise learners if they do something wrong to help decrease and overcome learners bad behavior, enhance their academic achievements and develop healthy relationships with them. Whereas, the minority of learners (28%) claims that their teachers react aggressively toward their negative attitudes, basically this kind of teachers easily lose their minds. Consequently, such reaction would affect negatively on students achievements; it would develop negative teacher-student relationship built on misunderstanding, increase students' misbehavior, they may even neglect or hate their teachers and start to miss their classes.

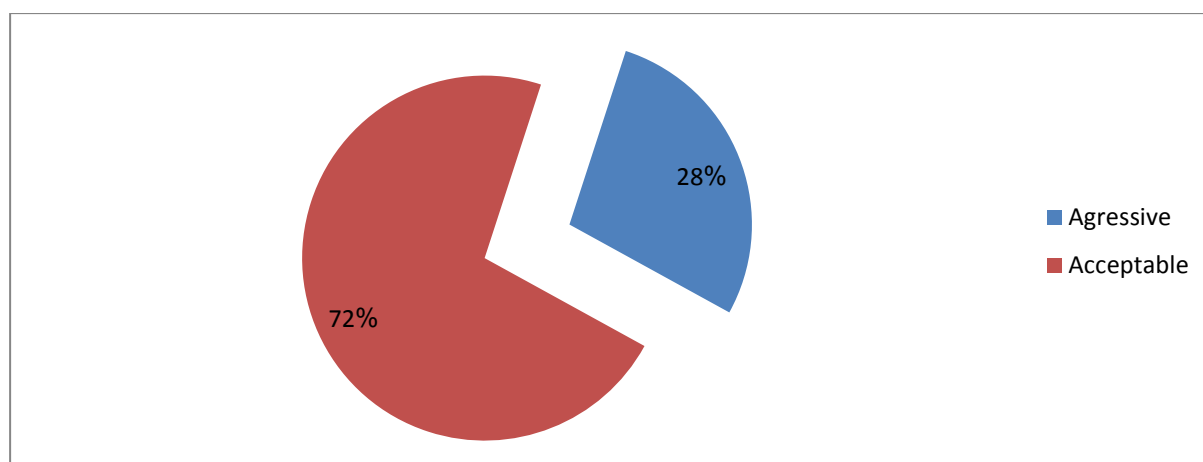


Figure 3.9: *Teacher's Reaction to Student's Low Achievement and Misbehavior*

10. My teacher cares about my personal life and embraces my interests in the lessons to attract my attention to it:

Table 10:

The Teacher Caring about Student's Personal Life and Interests

Learner's answer	Number	%
Yes	54	54
No	46	46
Total	100	100

The aim behind this question is to identify whether teachers care about the students’ personal lives and try to identify their needs, in order to incorporate them in their lessons or not. If the teacher shows interest in learners needs this would ensure better relationship with their students they would feel more appreciated, become more motivated to study and bring out better efforts.

The collected data shows that 54% of the population declared that their teachers care about their private lives and incorporate their interests in the lessons. In other words, these teachers try to make adaptations that appeal to their students’ needs. In fact, teachers who are aware of the significance of students’ interests are likely to put up an empathetic rapport with their learners. However 46% of the populations claimed that their teachers are not concerned about their personal lives and interests. This can create a gap between the teachers and their students developing carless and meaningless relationships between them.

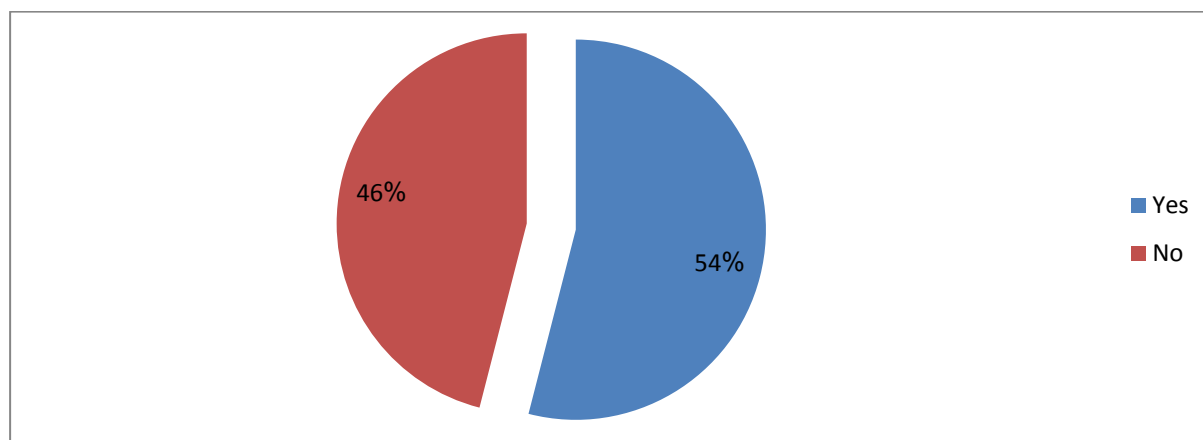


Figure 3.10: *The Teacher Caring about Student's Personal Life and Interests*

11. My teacher encourages me to participate and interact with my classmates:

Table 11:

Teacher's Encouragement

Learner's answer	Number	%
Sometimes	24	24

Always	72	72
Not at all	4	4
Total	100	100

This question aims at investigating teachers' support for their students' in order to know whether Algerian teachers push their students to participate and interact with their classmates or not. The use of encouragement would enhance teacher–student relationship and it would also help learners to develop their skills through breaking the ice between them to help them overcome shyness of speaking.

The answers to this question indicate that 72% of the population asserts that their teachers always encourage them to learn, participate in the class and interact with their classmates. In addition, 24% of the population proclaims that they occasionally receive encouragement and support from their teachers. For this reason, students would not enjoy supportive learning climates. Therefore, only 4% of participants assure that their teachers never provided them with encouraging statements, this would affect negatively on their relationships between each other.

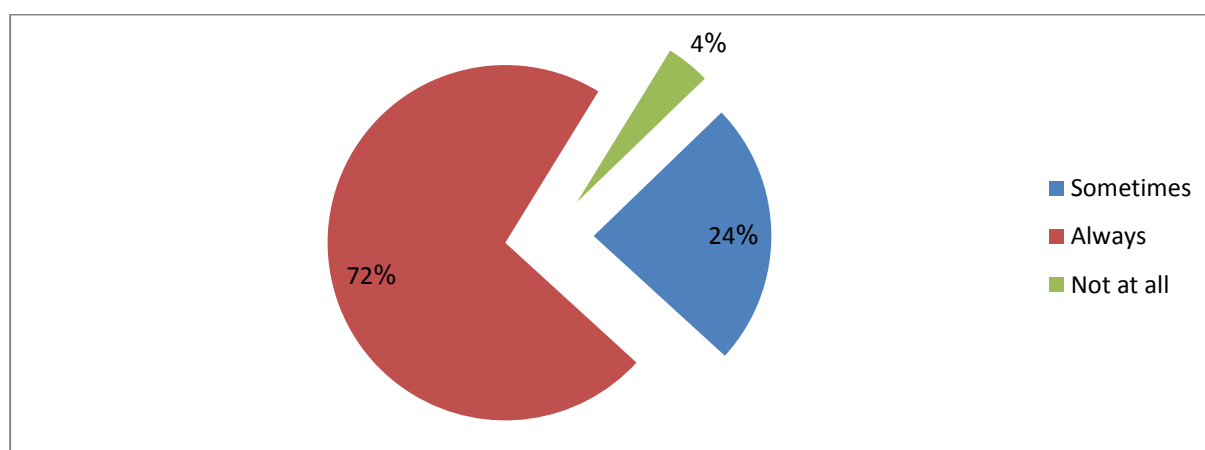


Figure 3.11: *Teacher's Encouragement*

12. Teacher is patient, respectful and fair with all students:

Table 12:

Teacher's Respect and Fairness

Learner's answer	Number	%
Yes	84	84
No	16	16
Total	100	100

The purpose of this question is to determine whether teachers are patient, respective and fair with all students or not. Being patient with students, respecting them giving importance for their contributions, treating them equally without demonstrating any kind of favoritism would create a supportive teaching/learning atmosphere for them.

The statistics above point out that the majority (84%) of students contend that their teachers are patient, respective and fair with all of them, this reveals that most of teachers are patient, respect their students points of view and answers and they treat them all equally. In contrast, we found that 16% of students aver that their teachers are not patient at all and that they neither respect nor treat them fairly (i.e. there is a kind of favoritism between students) well this later would create a kind of hate between classmates and also students would consider their teachers as unjust.

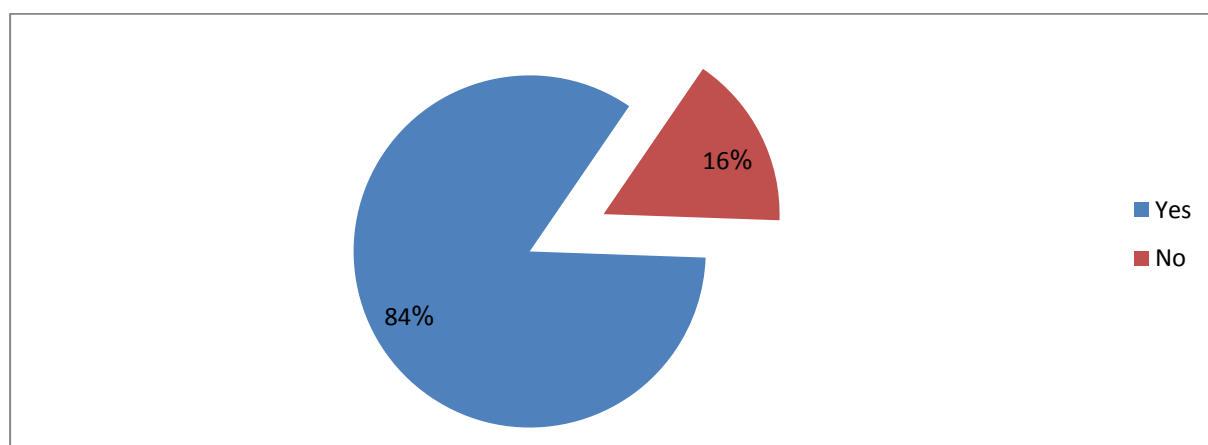


Figure 3.12: *Teacher's Respect and Fairness*

13. My teacher is a clean, smart, gentle and tidy person:

Table 13:

Teacher's Look

Learner's answer	Number	%
To a large extent	80	80
To a limited extent	18	18
Not at all	2	2
Total	100	100

The aim behind this question is to check if Algerian teachers look like clean, smart, gentle and tidy people or not. Sometimes teachers just wear what they wear because it's comfortable or just what they happen to own. But the implications for what teachers wear may impact their students' view for them. If a teacher is clean, good looking, and always wear the apron, this would earn him/her a kind of prestige and respect by all students, and thus would create a suitable atmosphere to learn.

The table above denotes that the majority (80%) of learners agreed that their teachers seem to be clean, smart, gentle and good looking to a large extent; they always wear the white blouses. However, 18% of students confirm that their teachers are clean, gentle and good looking just for a limited extent. Whereas, the rest of students (2%) assert that their teacher are not clean and tidy and they look so not gentle, well such teachers seem to not care about the way they look like; their clothes are so neither clean nor appropriate. In fact, this would reduce the value, respect and the prestige of teachers, and thus develop relationships where students actually underestimate their teachers.

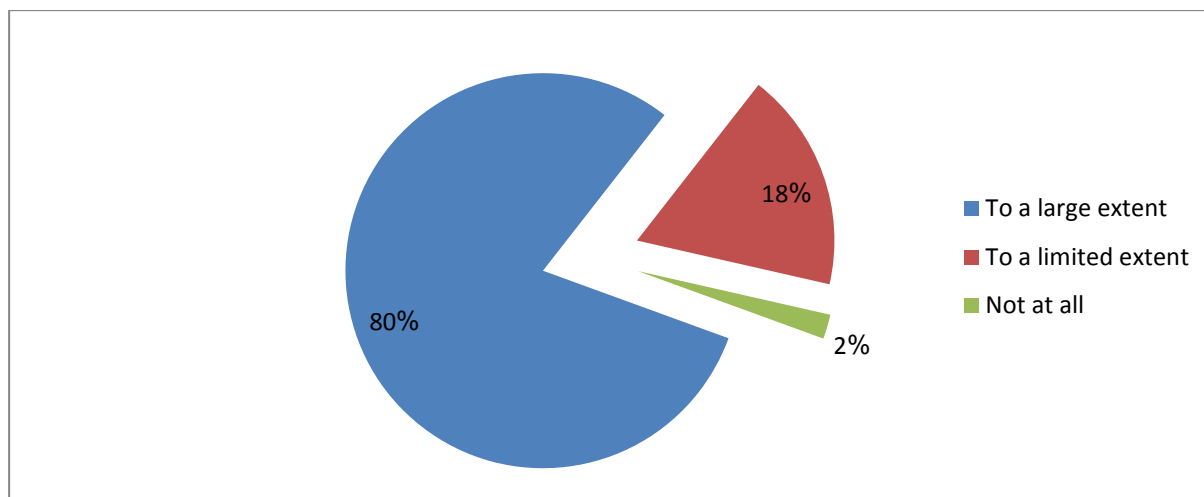


Figure 3.13: *Teacher's Look*

Section Two: The Outcome of Positive Teacher-Student Relationship on Student's Achievement

14. When i have positive relationship with my teacher i enjoy coming to my teacher’s classroom:

Table 14:

Students Enjoy Coming to School

Learner's answer	Number	%
Yes	99	99
No	1	1
Total	100	100

The aim of this question is to determine whether a positive teacher-student relationship have an impact on the learners’ attendance in the classroom or not.

According to the collected information, the majority (99%) of the population agreed that they enjoy learning and coming to the classroom when they have a good relationship with their teacher which means that positive teacher student relationship actually makes students lore interested and excited about coming to school. However, the statistics also showed that only 1% of students (it’s a single boy) confirmed that he doesn't enjoy coming to the class

even when he has positive relationships with his teachers well he's a special case; that kind of students who detest studying no matter what!

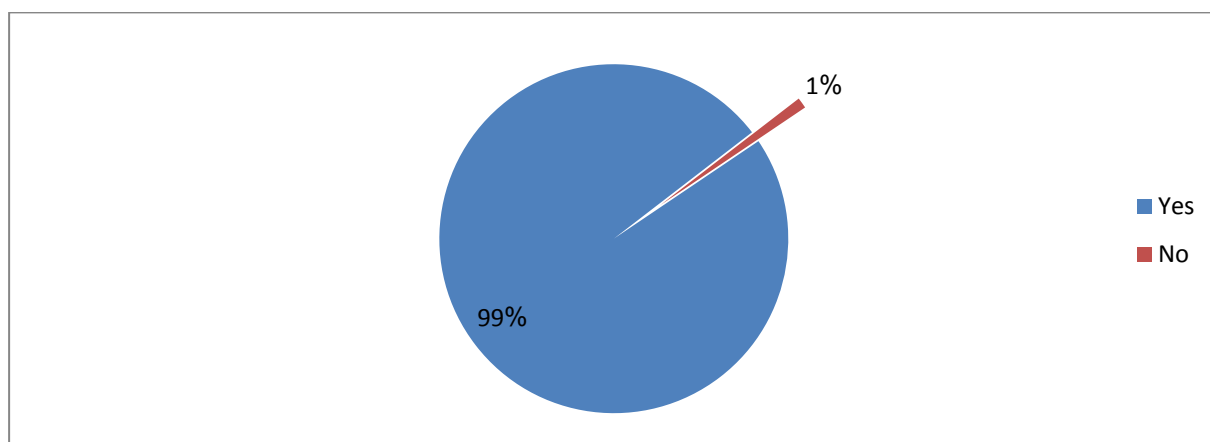


Figure 3.14: *Students Enjoy Coming to School*

15. My relationship with my teacher reflects on my academic achievement and social outcome:

Table 15:

Learners' Academic Achievement and Social Outcome

Learner's answer	Number	%
To a large extent	40	40
To a limited extent	52	52
Not at all	8	8
Total	100	100

This question aims at investigating at what extent relationships between teachers and their students reflect on students' academic achievement and social outcome.

The data collected showed that 40% of students admit that their relationships with their teachers mirrored on their academic achievement and social outcome (i.e. when they enjoy supportive teacher-students relationships, they would perform better academically and this would also improve their relations within each other inside and outside the classroom). In

addition to 52 % of respondents affirm that their relationships with their teachers reflect on their academic achievements and social outcome only to a limited extent. Whereas, few number (8%) of the population claim that their relationships with their teachers do not reflect neither on their academic achievement nor on their social outcome.

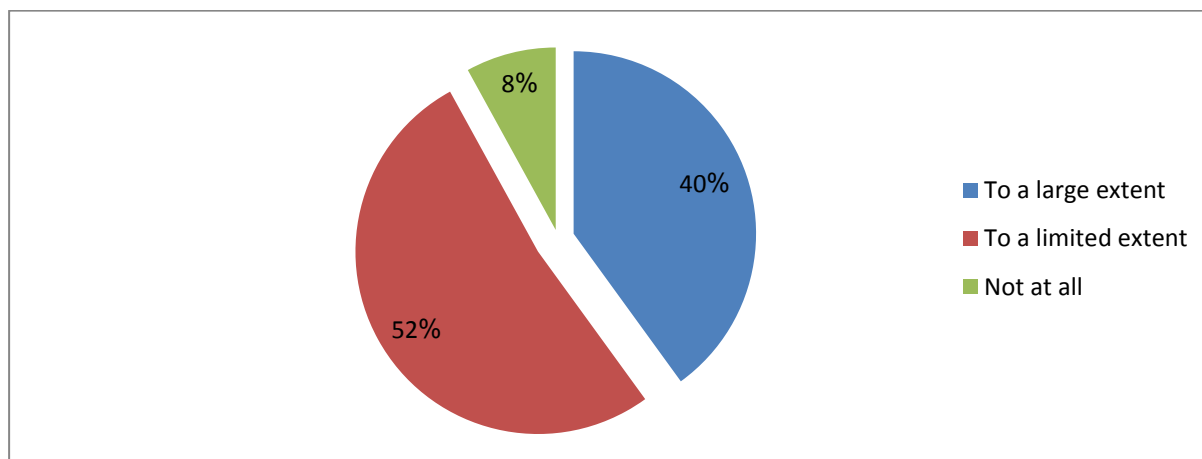


Figure 3.15: *Learners' Academic Achievement and Social Outcome*

16. My relationship with my teacher makes me more responsible for my attitude and affects my relationship with my class mates:

Table 16:

Student's Attitude and Relationship within Each-Other

Learner's answer	Number	%
Yes	86	86
No	14	14
Total	100	100

This question is interested in the effectiveness of positive teacher-student relationship on at-risk students and bad behavior students. The objective of this question is to figure out if that kind of relationship makes students more responsible for their attitude and improves it and whether it affects their relationships with their class mates or not.

The statistics of the overhead table shows that the majority of learners estimated by 86% of them agreed that their relationship with their teachers effects their attitude it makes them more responsible for it and affects their relationship within each other which indicates that a positive teacher student relationship improves learners attitude and it has a positive influence on their connection with each other while a negative teacher student relationship would spoil students' behavior and create problems between them. In the other hand the minority of learners which means 14% approved that their relationships with their teachers have nothing to do neither with their attitude nor with their connectedness with each other.

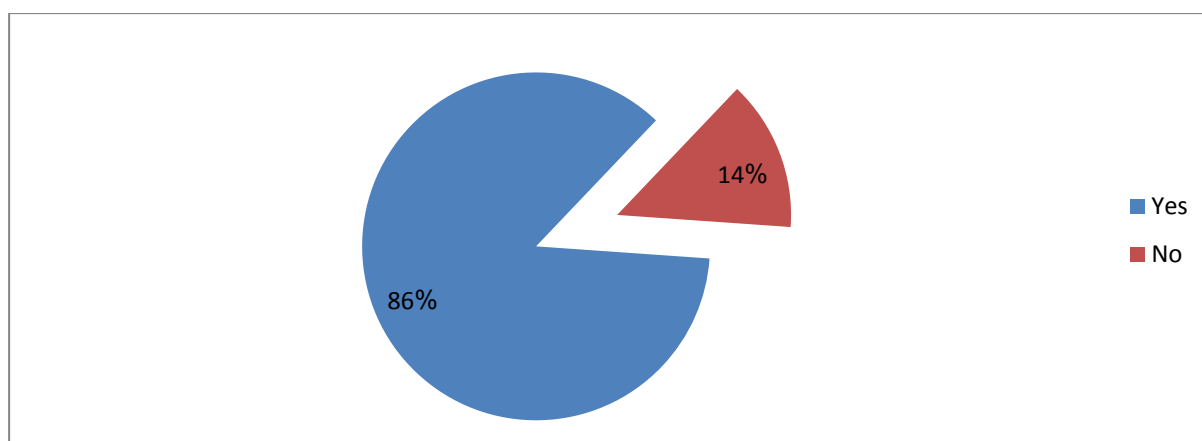


Figure 3.16: *Student's Attitude and Relationship within Each-Other*

17. My positive relationship with my teacher develops my self-esteem, self-Worth and improves my mentality.

Table 17:

Student's Self-Esteem, Self-Worth and Mentality

Learner's answer	Number	%
Yes	98	98
No	2	2
Total	100	100

The previously mentioned question is consisted of the outcome of positive teacher student relationship on students' self-esteem, self-worth and mentality. The aim of this question is to reveal if a positive teacher-student relationship has a positive impact on learners' self-esteem, self-worth and weather it upgrades their ways of thinking or not.

The table at the top shows that the vast majority of the participants which is considered as 98% of students uttered that having positive relationships with teachers develops their self-esteem, self-Worth and improves their mentalities which indicates that a supportive relationship would make students more respectful for their selves, makes them feel worthy in life and positively effects their way of thinking. While the rest of the participants which is estimated by only 2% of them denied the importance of positive teacher-student relationship on developing self-esteem, self-Worth and improving mentality. Claiming that it has nothing to do with how they think.

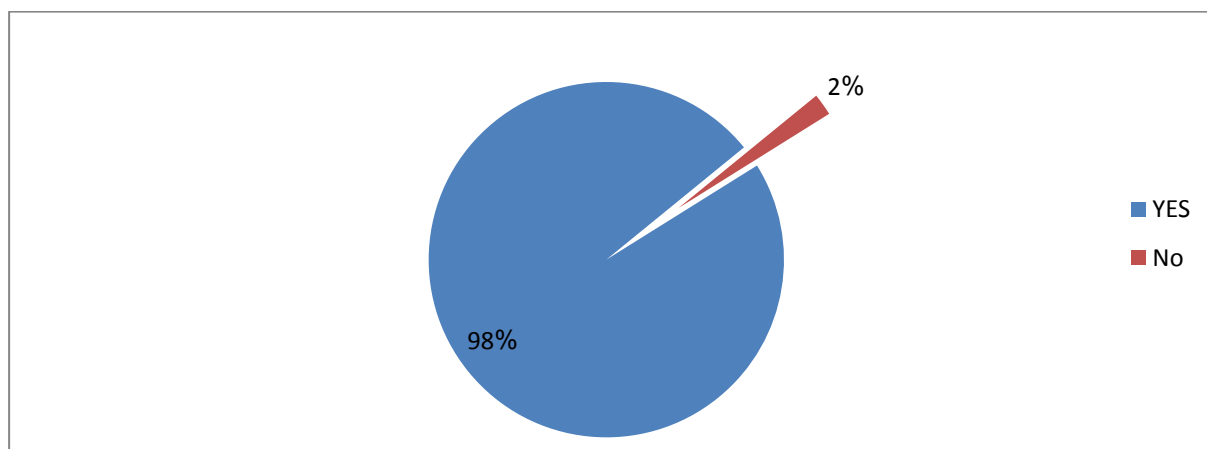


Figure 3.17: *Student's Self-Esteem, Self-Worth and Mentality*

18. When I have a good relationship with my teacher my academic achievement becomes higher and I get highly motivated to study:

Table 18:

Student's High Academic Achievement and Motivation to Study

Learner's answer	Number	%
------------------	--------	---

Indeed	66	66
A little extent	33	33
Not really	1	1
Total	100	100

The above mentioned question is basically a vital inquiry of our dissertation; the goal behind addressing it is to figure out the impact of positive teacher-student relationship on raising students' morals and promoting academic success. The largest percentage will determine the course of our research.

The above statistics shows that 66% of the population agreed that their positive teacher-student relationship reflects positively on their academic achievement and give them a high motive to study. This reveals that a healthy teacher student relationship has a great impact on learners' achievement, it seems to be a driving force for students to learn and achieve highly. While 33% of students claimed that healthy relationships with their teachers improves their achievements and make them motivated to study but only to a limited extent. Well this percentage doesn't deny the impact of healthy teacher-student relationship on learners achievement but it shows that this kind of relationship is important but not to a far dimension. On the other hand the rest of the population estimated only by 1% of the population (it's a he), denied the impact of such a relationship on his achievement.

This student seems to be so not interested about education; even when he has positive relationships with his teachers he wouldn't earn high grades because the problem is within his way of thinking and it has nothing to do with his teachers.

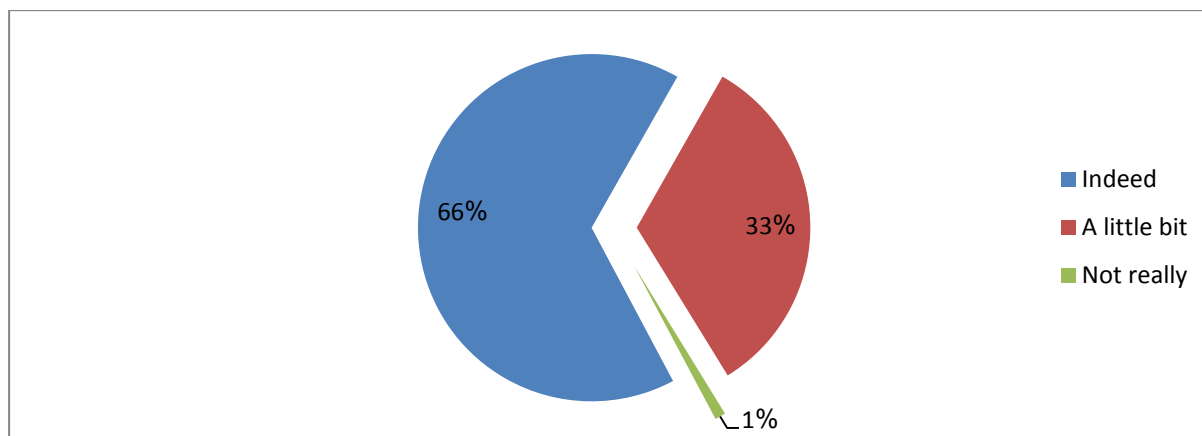


Figure 3.18: *Student's High Academic Achievement and Motivation to Study*

Second Part: Classroom Observation

First Case: (M^{me} Hssainia-H)

Effective Communication (Verbal Communication)

The communication between the student and the teacher serves as a connection between the two, it requires a medium in which the communicated information is enhanced through sending and receiving skills which will be understood by both sender and receiver. Concerning sending skills, M^{me} Hssainia uses a positive language, expresses what she wants to say slowly and clearly, her voice tone is loud and clear. She is direct, keeps the lessons' explanation brief and only uses words that students are able to understand getting regular feedback from them. Before asking a question, she makes sure that everyone is listening, after that she asks a question, pauses to let the students think and then say the student's name to make sure they will all listen. When it comes to receiving skills, she listens carefully to her students' responses and answers, knows when to be silent, gives importance to their own viewpoints and shows interest to them, conveys faith in students' abilities and intentions, and focuses on their actions rather than abstractions. Her response to students who call out is that she doesn't get very annoyed but she lets them know they must raise their hand and wait for permission to speak. When students' answers are limited only to "yes" or "no"; she pushes them to give more appropriate and clear answers. But when it comes to low voice students

she nicely tells them to raise their voices so their answer would be understood clearly and ask them to repeat or make more explanation in case if she didn't understand what they trying to say. Since the classroom was calm; students (receivers) understand what she is trying to communicate and they didn't get bored of the lesson which made the communication more effective.

Non-Verbal Communication

The nonverbal behavior is taken generally to include facial and eye expressions or contact, hand and arm gestures, postures, positions, use of space between individuals and objects, and various movements of the body, legs and feet ...etc. This teacher smiles with pupils (cheerful), she uses head nodes to show satisfaction or dissatisfaction and to give permission (kinesics) and she seems relaxed and calm. This teacher utilizes eye contact (oculesics), raising the eyebrows; when she's choked she opens her eye or mouth largely just like if she saying "whaaaat". Concerning the use of space (proxemics); she always moves around in the classroom while explaining a lesson, uses personal distance to discuss personal affairs such as grades, conduct and problems she's very close to them. She sometimes uses the sense of touch (haptics) to show warmth to students, her voice is loud. Concerning time; she invests time very good to complete a task, at the given time, gives students minutes to rest, or to think about answers for questions. The teacher's always wears a white blouse (Algerian school teacher's uniform), and the class artifact are very organized. The use of nonverbal communication by this teacher is regular and her students often grasp what she's trying to deliver. According to teacher's use of non-verbal communication it seems that teacher's non-verbal behavior takes an essential role in facilitating communication and therefore to develop a positive relationships with students.

Smile and Sense of Humor

Teacher's smile and sense of humor gives students a kind of motive to learn; they start to enjoy the course, when the teacher smiles to learners they feel comfortable less stressful and they get to feel that their teacher is a nice easy going person. This teacher is very cheerful and she sometimes like to joke with learners; like commenting on someone's answer or act with a funny way but without hearting anyone's feelings (Avoiding hurtful humor) to make sur they won't feel bored or to reduce stress than simply get back to the lesson. She seeks to build a learning relationship through a joyful confluence of head and heart.

Motivation

This teacher often motivates her students to learn and do better regardless to their level of proficiency. She always pushes them to accomplish their tasks by providing positive statements such as “try again” or “you can do better” and she motivates them to participate by saying “if you answer this question you will get extra marks in the exam”. Since motivation is very important in developing love for teachers, the daily use of it would develop the positive teacher-student relationship.

Dealing With at-Risk Students

Not all students will reach their academic potential so they will be seen as at-risk students; such students are considered to be in danger of not graduating. Well the teacher doesn't pull at-risk students out of class to be counseled, punished or suspended for aggressive behaviors though sometimes she shouts on them; she actually tries to build a sense of trust and have the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school to figure out the courses behind their low achievement, she encourages them, advices them and creates a realistic hopeful pathway for them by preparing them for obstacles and supporting them when they run into problems, she handles such cases individually and with discerning judgment. Keeping these students in a stimulating,

supportive classrooms helped them to stop acting out, learn and share their own unique gifts. This kind of teachers would simply establish both caring and stable relationship with learners.

Appreciation, Support and High Expectation

Teacher's appreciation for learners' efforts, her support and high expectation for them is closely related to motivation. This teacher truly appreciates learners; when a student gives a correct answer she complements him or her by saying "very good". She supports learners and pushes them to do their best even when answers are wrong she says "It's okay, try again". M^{me} Hssainia has big expectation for her students and she clearly shows that to them when she discusses BAC examinations with them she says "when you succeed you will..." instead of saying "in case if you succeed" to make them feel that she trusts their abilities expects them to do great; this way students feel like succeeding is something fundamental and start to think about what's next instead of staying nervous about it.

Caring about Student's Personal Life and Interests

Although this teacher has a close contact with her students and she knows all her students' names, backgrounds, and talks to them outside the classroom, she does not incorporate their interests and preferences in her lessons. But this doesn't mean that she is not interested in her learners and this will not affect their relationship negatively because she has a good relationship with her students.

Respect and Fairness

The teacher respects the student's contributions by proving their correct answers and correcting the wrong ones. She sometimes offers them the opportunity to correct their mistakes by themselves (self-correction). Concerning disrespect students she always reacts in a friendly way, and rarely punishes them or shouts at them. This teacher treats all the students with equity in the classroom by promoting both "equal praise" and "punishment". In fact this kind of teachers aspires to build a close relationship with their students.

Sharing Life Experiences and Funny Souvenirs

Telling a story places the teacher in an environment that students are unfamiliar picturing him/her in it, it completely changes teaching and dramatically affects the influence the teacher has on his/her students developing his/her own relationship with them . In some cases M^{me} Hssainia recounts some of her funny memories to students to reduce stress, entertain them; getting closer to them and making connections easier so they wouldn't feel that she's deferent from them. However she rarely talks about herself and never narrates anything about her personal life she keeps her relationship with learners limited to school environment keeping her personal life out of it.

Reaction to Low Achievement and Misbehavior

Most of the time, this teacher doesn't react aggressively with low achievement or misbehavior and use a friendly way to deal with them and she often encourage them and advise them to stop misbehavior and increase their level. But she rarely reacts harshly with such category and punishes them. Her punishment to them is in the form of blaming, shouting at them. This would suggest that the teacher relationship with those students is really a strong one.

Teacher's Look

This teacher always looks clean, smart, gentile and tidy person. She always wears her apron. In addition, she knows well how to assort between the colors of her clothes and she most of the time wears genuine shoes. This teacher does not eat during the lesson or throw things on the floor. This would give a good impression about her and earn her respect by her students and therefore improve the relationship between this teacher and her students.

Second case: **(Mme, Brahmi-H)**

Effective Communication (verbal communication)

Teacher's communication and choice of words were very effective and communicated information is very enhanced while students may judge her wrongly because of her nervousness. Concerning sending skills, M^{me} Brahimi; uses a positive language, expresses what she wants to say clearly though she speaks quickly, her voice tone is loud, clear and sometimes her voice tone becomes very high (screaming) when she gets nerves. She is direct, always try to make the lessons' explanation more detailed, only uses words that students are able to understand. Before asking a question, she asks everyone to keep calm, makes sure that everyone is listening, after that she asks a question, say the student's name then pauses to let him/her think. As for receiving skills, she listens carefully to her students' responses and answers, knows when to be silent, gives importance to their own viewpoints and shows a big interest and excitement to them, conveys faith in students' abilities and intentions, and focuses on their actions rather than abstractions. Her response to students who call out is that she clearly shows her annoyance rise her voice tone (screaming) to make a point and then lower her voice back to normal and continue talking, she lets them know they must raise their hand and wait for permission to speak. When students' answers are limited only to "yes" or "no"; she pushes them to use critical thinking and give more appropriate detailed and clear answers. But when it comes to low voice students she nicely tells them to raise their voices so their answer would be understood clearly and ask them to repeat or make more explanation in case if she didn't understand what they trying to say, when she's impressed by someone's answer she directly complement him or her and tell the other students to try to be like him/her (considering students as examples for each other). Students (receivers) understand the communicated information, they concentrate very well on the lesson and they didn't get bored of the lesson which made the communication more effective.

Non-Verbal Communication

The nonverbal behavior of this teacher indicates that she uses facial and eye expressions, hand gestures, use of space between, and various movements of the body very often. She sometimes smiles with pupils; uses head nodes to show satisfaction or dissatisfaction and to give permission (kinesics). When she's excited or too impressed to someone's answer she may even claps. This teacher utilizes eye contact (oculesics), blinks, widening the eyes, raising the eyebrows; when she's choked she opens her eye or mouth largely just like if she saying "whaaaat". Concerning the use of space (proxemics); she always moves in the classroom to get closer to students, uses personal distance to discuss personal affairs such as grades, conduct and problems. She sometimes uses the sense of touch (haptics) to show warmth to students specially those who face problems in their lives. Her voice tone my sometimes get very high which makes student fell discomfort. Concerning time; she invests time very good to complete a task, if a task is too easy to complete she invests it in further activities, she leaves some minutes for students to think about answers for questions. The teacher's always wears a white blouse and the class artifacts are very organized (chairs and tables). This teacher seems to use nonverbal communication a lot so her students understand what she's trying to deliver (positive or negative messages) without even expressing it verbally.

Smile and Sense of Humor

Teacher sounds a somehow humorous, when she is in good mood; she tend at making jokes on her students or even on herself averting hurtful humor, sometimes she even makes a fool of herself in the interest of drawing shy students out of their shells, to reduce stress and tension in the classroom, improves retention of information, and promote a creative understanding. The told jokes, Takes place within the context of the material being presented, and in a manner that supports situation or the lesson being taught. Concerning smiling she's a

smiley person but to a limited extent, seems to be a strict person and she doesn't smile a lot to keep her prestige though she has that kind of comforting smile just like if she is saying "it's okay".

Motivation

The teacher usually motivates her students and she always tries to encourage them to learn and participate in the classroom and interact with their classmates. In addition, she sometimes comments the learners answer's by saying "I like your answer" and he always says "I want to see new faces" "don't be shy" to encourage and motive low achievers to participate and involved in the lesson. Motivating students to learn would help in building a healthy teacher-students relationship.

Dealing with at-Risk Students

Concerning dealing with at risk students this teacher rarely pulls, suspends or shouts at at-risk students only in desperate cases; like when she truly loses her nerves but in the normal cases she actually tries to build a sense of trust and have the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school to figure out the courses behind their low achievement. The teacher seeks to encourage and advice students by creating a realistic hopeful pathway for them by preparing them for obstacles and supporting them when they run into problems. She attempts at creating supportive classroom environment for them to aid them to stop acting out, learn and share their own points of view. Such a teacher would establish a caring but a little bit unstable relationship with learners.

Appreciation, Support and High Expectation

Students shape their own educational expectations from their perceptions of their teachers' expectations well this teacher seems to be a great modal for that. The teacher truly appreciates learners; when someone answers cleverly she claps for him or her and complements him or her a lot that much the student would feel like he/she's a big deal, like

he/she have done something of a great benefit. She supports learners and pushes them to do their best and participate even wrongly to help them overcome fear of participating. This teacher has very high expectations for her students, trusts their abilities and shows that clearly to them; she truly thinks they can be successful people with shiny future. Consequently this teacher's has a good relationship with students and they are more motivated to try to meet those expectations and perform better academically.

Caring about Student's Personal Life and Interests

This teacher calls her students by their names and sometimes talks to them outside the classroom and if they have a problem she tries to help them to solve it. However, she rarely involves their needs and interests in the lesson. Showing interest in learners as individuals, is very significant in communicate care and warmth. The teacher succeeds in doing that despite the fact that she does not always adapt the lesson to their needs and interests.

Respect and Fairness

This teacher usually shows respect to students' opinions, ideas and answers. In other words, she listens to them when they talk and she never underestimates the student's contributions. Nevertheless she reacts seriously to disrespectful students either by shouting at, or blaming them, while she tolerates minor misbehavior. This teacher doesn't show favoritism (i.e. she treats all her students with equity by providing equal opportunities to participate and express their ideas and opinions). In fact, this characteristic helps a lot in enhancing the teacher student relationship.

Sharing Life Experiences and Funny Souvenirs

Stories about adventures or comedic hard luck seem to be most effective; the kind of stories that this teacher shares are fun and surprising to students; most of them feel excited about it. When she narrates a story she acts it out the story to make it more effective; consequently students burst in laughing and feel more comfortable and familiar with her.

Some of BAC students have a kind of phobia of repeating the year because they experienced that before; she always tells them about her own BAC experience when she repeated the year but didn't surrender and did her best to succeed and become what she is to get them out of their status.

Reaction to Low Achievement and Misbehavior

Usually, this teacher doesn't react aggressively with low achievement and misbehavior and she tries always to encourage them to do better. She also gives students assignments to direct their attention to learning since they tend to be disruptive. However, she rarely uses a harsh tone or a frown to warn them to stop the misbehavior. This would suggest that the teacher relationship with those students is really a close one.

Teacher's Look

This teacher looks clean, smart, gentile and tidy person. She has her own style which is reflected her deep and strong personality and which is suitable to her. She always wears her apron. She always tries to keep the classroom clean and she never throws things in the floor or eats in the classroom. This would give a good impression about the teacher and earn her respect by her students and therefore improve the relationship between the teacher and her students.

Third case: (Sir, Ismail)

Effective Communication (Verbal Communication)

This teacher uses an effective communication. With reference to sending skills, Sir, Ismail uses a positive language, expresses what he wants to say clearly though she speaks quickly, her voice tone is low but clear. He is direct, quiet and very calm and the lessons' explanation is very detailed; well he's a math teacher so he needs to explain in detail. He always asks the students whether they understood the lesson or not then he starts asking questions about it he makes sure that everyone understood he starts asking questions, pause to

let them think after that he picks up a student, and nicely ask him or her to respond in his/her place or on the board when necessary. As for receiving skills, he listens carefully to students' responses and answers, keeps silent, gives importance to their own viewpoints and shows a big interest and excitement to them, conveys faith in students' abilities and intentions, and focuses a lot on their actions. His students never call out they always raise their hand and wait for permission to speak. When students' answers are not too limited because math needs detailed answers he pushes them to use critical thinking and give more appropriate detailed and clear answers. But when it comes to low voice students he nicely tells them to raise their voices so their answer would be understood clearly and ask them to repeat or make more explanation in case if he didn't understand what they trying to say, he complements students by saying "thank you". Students (receivers) understand the communicated information (the lessons); they concentrate with him, take the lesson seriously and don't get bored of the lesson which made the communication very effective.

Non-Verbal Communication

This teacher rarely smiles seems to be very strict, he uses head nodes to show satisfaction or dissatisfaction and to give permission, he is so relaxed and calm. In the rarest cases he utilizes eye contact; he keeps his eye on learners to make sure they won't lose concentration. Concerning the use of space (proxemics); he always moves around in the classroom while explaining a lesson, uses personal distance to discuss personal affairs such as grades, he's not close to them. He never uses the sense of touch, no warmth is shown to students, and his voice is very low. Concerning time; he invests time terrifically to complete the program at the given time, have no time for students to rest, though he gives them time to think about answers for questions. The teacher's always wears a white blouse and the class artifacts are very organized. Though this teacher rarely uses nonverbal communication but his

relationship with learners sounds valid and they respect him very well; students always comprehend the lesson and they always concentrate with the teacher.

Smile and Sense of Humor

This teacher rarely smiles; he's so strict that much his students would find it very weird if they saw him smiling. Sir Ismail absolutely has no sense of humor, he is only committed to the program; all he cares about is completing the program and making sure that students understood the lessons or mastered the module. Consequently his relationship with his students is not really strong; it seems so formal but at the same time students respect him and find him as a strict infallible teacher. He creates a positive climate for learning with a creative understanding but without enjoyment or any use of humor. Courses with such teachers may make students feel a little bit bored; they start to count minutes waiting for the course to end.

Motivation

This teacher often motivates his students whenever he has the opportunity to do this. He motivates his learners to participate regardless to their level of proficiency by uttering statements like "you learn from your mistakes" or "do not be shy". The teacher who strives to motivate his students to learn is the one who aspires to form a close relationship with them.

Dealing with at-Risk Students

This teacher looks cold blooded; he's so quiet and has a very calm nerves even when he deals with at risk students he never shouts on them; he keeps his voice tone very low and gently ask them to keep silent, concentrate on the lesson and to try understand. Students never get punished or suspended he simply avoids commenting on their lack of concentration and explain with more detailed way so they would get the discussed point. The teacher this way tries to build a respective relationship with at-risk students.

Appreciation, Support and High Expectation

The teacher appreciates ; he thanks students with correct answer and high grades by saying "thank you" and complements them by saying "well done/ continue" so they would feel important. He supports learners and tries to impulse them to do their best and participate even wrongly tell they learn to answer correctly. This teacher has very high expectations for her students, trusts their abilities but he rarely shows that to them. This kind of strategy would push learners to perform better academically but their relationship with the teacher wouldn't be so close.

Caring about Student's Personal Life and Interests

Although this teacher has not a personal interest in her learners and he doesn't use monikers and he doesn't incorporate the student's needs and interests in the lessons, he has a good contact with his students. But he always gives a hand to students who live in bad conditions (destitution, poverty and orphans). This suggests that the teacher contributes partially in fostering a close relationship with his learners.

Respect and Fairness

Though this teacher does not use monikers, he usually shows respect to the students' opinions, ideas, and answers. In other words, he always give them opportunities to talk and express their ideas even if it is wrong, he never humiliates them for committing mistakes. This teacher is fair in her treatment to students. Most of times he complements and gives prizes to good learners fairly, without neglecting low-achievers. Although the teacher encourages and praises good students more than the less good ones, he offers low-achievers the opportunity to express their ideas and opinions because being fair with students and respecting them will boost teacher-students relationship.

Sharing Life Experiences and Funny Souvenirs

This teacher lacks some of the basic strategies of treating learners such as sharing stories; he never narrates neither his personal or impersonal life stories nor funny souvenirs. Since this teacher never talks about himself it means that he's too formal while dealing with learners, he somehow pushes them away keeping everything related only to the lesson but this doesn't mean that he cannot establish a positive relationship with learners; it would just be a formal teacher-student relationship.

Reaction to Low Achievement and Misbehavior

This teacher never reacts aggressively with low achievement or misbehavior because he is very calm, and nothing upset him or troubled his mood. If a student does something wrong he just keep looking at him without saying a word to make him/her feel ashamed this is his treatment with misbehavior. In fact this would makes the students respect more their teacher and would enhance their relationship.

Teacher's Look

This teacher looks clean and smart. He is very neat and tidy person, he always wears a clean apron, and his style earns him a kind of prestige and respect by all his students and makes him as a model of cleanness. If his hands are dirty he never mops them in his apron or in the wall like some teachers do. He always organizes his thing on the desk and he never eats on it. This would give a good impression about the teacher and earn him respect by his students and therefore improve the relationship between this teacher and his students.

Conclusion

According to the analyses of both students' questionnaire and teachers' observation, it was evident that Algerian students were having positive relationships with their teachers which had a great effect on their academic achievement. The results of the first section showed that the majority of teachers are anticipating most of the given strategies to boost their

relationship with learners. The degree in which teachers use effective communication, supporting learners, appreciating their efforts and expecting them to be successful, having an acceptable reaction to students' misbehavior or low achievement, encouraging them and motivating them to learn is high. While teachers use of eye contact, head nods (Oculesics, Kinesics) and the sense of touch (Haptics) are less degreed. Learners' responses depicted some of their desired teachers' qualities such as being fair, respective, emotional, funny, cheerful, caring, humorous, clean, smart, gentle and tidy. Whereas they rejected some of their teachers behaviors such as lack of motivation and appreciation for their efforts, being gloomy and even aggressive in some cases; not by hitting them but by using aggressive, cursing words or throwing there school tools and kicking them out of the class, well the studied population were rarely facing this behavior only with some teachers. So basically the majority of teachers' behaviors are tolerant. The results of the second section displayed that there is a tight relationship between students' high achievement and positive teacher-student relationship. Since the majority of respondents affirmed that supportive relationships with teachers affect them, the finding conformed that a positive teacher-student relationship has a vigorous influence on learners' academic achievements. This proved that students having a supportive relationship enjoy coming to school, they have high academic achievement and social outcome, motivated to study and more responsible for their attitudes. Their relationship with teachers affects their relationship with each other; if it was positive it develops their self-esteem, self-Worth and improves mentality.

General Conclusion

General Conclusion

Although there is extensive research on the positive effects of teacher-student relationships on elementary school students in Algeria, there is little research on secondary school students. Secondary school is when students begin to think about their academic futures (college), which is informed by academic achievement. This level is usually when students dedicate themselves to graduating or decide to drop out. Currently, secondary school dropout rates are high, and improving teacher-student relationships for students at this stage may decrease dropout rates. Similarly, BAC is when students decide if they plan to attend college or stop their education so basically in this specific stage teachers need to foster their relationship with learners to increase their academic achievement helping them to be more thoughtful about the importance of education so they would plan for their future life in college rather than leaving school. Therefore, it is important to develop positive teacher-student relationships during this time.

This dissertation sought to figure out ways to foster teacher-student relationship and help teachers and learners to improve their relationship, discussing the impact of positive teacher student relationship on learners' academic achievement to make teachers more aware to the importance of maintaining a close relationship with learners to promote their achievements.

To accomplish the objective of our study, we divided the dissertation into three chapters: the first chapter which includes the review of literature, the analyses of the outcome of positive teacher student relationship on learners achievement which is taken on the second chapter and our field of investigation that embodies a questionnaire administered to learners and an observation carried out with their teachers.

Empirical evidence does show that teacher-student relationships are very important for secondary school students the support of teachers seems to be a key to helping students do

well academically. The results of the field work indicated that students improve both academically and socially from positive teacher-student relationships; they start to attend more and become more motivated and engaged within the learning process. However, much of this research is dated.

Due to the ever-changing nature of teaching and the ways students think and generations develop; more current studies are needed to look at the effects of teacher-student relationships for this changing population. It is important to learn more about teacher-student relationships for low-income students to decrease high school dropout, and improve students' social-emotional development in order to make them more interested and excited about their academic future (passing BAC and going to college) improve their academic achievement so would. Conducting research on the relationship between secondary school students and teachers may be essential in improving the outcomes of low-income middle and high school students, and can potentially inform future interventions to help older students perform better both academically and socially. This study will help learners in generally and teachers in particularly to improve their awareness to the importance of a healthy teacher-student relationship in promoting students' achievements.

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Appendices

Appendix 1: Learners' Questionnaire

Appendix 2: Classroom Observation

Appendix 1

Learners' Questionnaire

This questionnaire aims at investigating the outcome of the positive teacher-student relationship on student's academic achievement. We kindly request your help in answering the following questions: Please put a cross (×) in front of the right choice.

Section one: The positive teacher-student relationship

1. My teacher is a good communicator and I have a positive view about him/her

Yes

No

2. My teacher is strict but at the same time emotional kind.

Yes

No

3. My teacher shares his own life experiences, funny souvenirs with us.

Always

Sometimes

Never

4. My teacher is cheerful and he/she has a great sense of humor.

Always

Sometimes

Never

5. My teacher uses eye contact and head nods to show satisfaction or dissatisfaction.

Always

Sometimes

Never

6. My teacher uses the sense of touch to show warmth.

Yes

No

7. My teacher cares about me and motivates me to learn.

Only a little bit

A lot

Not really

8. My teacher supports me, appreciates my efforts and he//she has big expectations to me.

To a large extent

To a limited extent

Not at all

9. My teacher's attitude toward my low achievement and miss behavior is:

Aggressive

Acceptable

10. My teacher cares about my personal life and embraces my interests in the lessons to attract my attention to it.

Yes

No

11. My teacher encourages me to participate and interact with my classmates:

Sometimes

Always

Not at all

12. Teacher is patient, respectful and fair with all students.

Yes

No

13. My teacher is a clean, smart, gentle and tidy person:

To a large extent

To a limited extent

Not at all

Section two: The outcome of positive teacher-student relationship on student's achievement

14. When i have positive relationship with my teacher i enjoy coming to my teacher's classroom.

Yes

No

15. My relationship with my teacher reflects on my academic achievement and social outcome.

To a large extent

To a limited extent

Not at all

16. My relationship with my teacher makes me more responsible for my attitude and affects my relationship with my class mates.

Yes

No

17. My positive relationship with my teacher develops my self-esteem, self-Worth and improves my mentality.

Yes

No

18. When I have a good relationship with my teacher my academic achievement becomes higher and I get highly motivated to study.

Indeed

A Little bit

Not really

Thanks for your cooperation

Appendix 2

Classroom Observation

- 1- Does the teacher communicate effectively with students?
- 2- Does the teacher use the non-verbal communication to show warmth, satisfaction, dissatisfaction and other aspects of non-verbal behavior?
- 3- Is the teacher cheerful and does he/she has a good sense of humor?
- 4- Does the teacher use clever ways to motivate students?
- 5- Does the teacher use special and appropriate ways to deal with at-risk students?
- 6- Does the teacher support students, appreciates their efforts and he//she show them that he/she has high expectations to them?
- 7- Does the teacher care about his/her student's personal life and embrace their interests in the lesson to attract their attention to it?
- 8- Does the teacher respect his/her students and treat them all fairly?
- 9- Does the teacher share his own life experiences, funny souvenirs with students?
- 10- Does the teacher react aggressively with his student's low achievement or misbehavior?
- 11- Does the teacher look clean, smart, gentle and tidy person?