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Professional Trust and its Impact on Learner's Academic Achievement.

The Case of First Year Students of English at the University of Mostaganem

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Dedication

I would like to dedicate this work to my family and friends.

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I would like to thank my supervisor, Dr. BOUDJELAL for his endless efforts and great guidance during the making of this work.

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Abstract

The present research is an attempt to explore the role trust has in improving academic achievement. It examines the way in which trust can be built and strengthened. Throughout this study, the issue in hand is examined and analysed to know the meaning and importance it has when building positive, successful relationships and its role in improving educational success. The role teachers have in establishing real trustful relationships between them and their students is also treated. This work has been divided into three chapters, they all aim at exploring the importance trust has in forming positive relationships and rising academic results. It has been found that a teacher's qualifications and benevolence should be trusted in order to develop a comprehensive, supportive relationship. It has also been demonstrated that trust helps in building positive, meaningful relationships and productive supporting environments. A teacher should do his best to match the qualifications of a leader who is a guide to his team members, he should be admired, appreciated and cared for. This work shows that trust can be built through a show of respect, approachability and care. The findings make it clear that the feeling of benevolence and care, both emotional and educational is needed when inspiring learners to do more and try harder; this feeling can be reached when there is a presence of trust. Teachers should do their best to reach the level of respectful closeness with their students in order to motivate them. Improving skills of communication and understanding is greatly helpful to reach better results. After conducting an observation of teachers' behaviours during classes it has been found that most teachers need to improve their relationships with their students. Even if some are well-built, it is not enough to inspire students to look up to them. On the basis of these results, some recommendations have been directed in order to help teachers orient the relationship they build with their students into a better direction.

Key words: trust, teacher leader, teacher-student relationship, successful teams, academic achievement.

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General Introduction

There are many factors that are important when attempting to improve learning and teaching. Reaching high quality education is essential to increase the number of interested successful students. Trust is a part of every relationship that is regarded as a successful accomplished one, its presence in education is not different. It is regarded as a means of building rapport with students which enables them to feel cared for and looked after. Having these feelings gives a drive to accomplish more. Students who sense that they are cared for strive to have the sensation of accomplishment, so they put in more efforts and try to do more. A teacher's proud look or kind words can present to be of great motivation on their own.

This work is an attempt to find out the role trust has in educational settings, it focuses on knowing the importance trust has, how it is built and how it is maintained. It also aims at clarifying the teacher's role in his students' academic prosperity, how it is unclear and misunderstood to most. The teacher has many positive roles that are of great relevance to the positive growth of education for upcoming generations. Trust is one of the factors that pave the way for better, more organised relationships that are maintained because of clear communication and approachability.

The questions raised in this work were regarding the aspects that a student should trust his teacher in. The aspects suggested in the hypothesis were that a student should trust his teachers' qualifications, as in the knowledge he presents, the activities, examples, and any other sort of information he offers. And he should trust his ability to be supportive of him, if needed. Trusting the teacher to be comprehensive of any social or psychological setbacks and barriers is essential when establishing a reliable relationship. Trusting him to be of assistance with personal matters whilst being respectful of privacy is also a suggested aspect of what a student should expect from and trust his teacher in. A second question for this paper is regarding the ways in which trust can help in academic achievement. A suggested hypothesis is that building and maintaining trust can be of assistance to the construction of meaningful relationships and in the creation of supporting environments that inspire and motivate students to be more present and attentive during lessons. Another raised question is how it can be built. Suggested hypothesis is it can be done through a show of respect, approachability and care.

The paper in hand defines trust on various aspects, it identifies it as a main element in building positive relationships, be it personal or professional. It sets a clear distinction between trusting someone and having confidence in their capacities. It sets steps and ways to

building trust with students, it also identifies the teacher as a leader, one who is qualified to guide his students in their path or in their academic journey towards a successful ending and positive results. It shows the negative effects of distrust and how a relationship can be severely damaged just by having doubts or uncertainties towards someone.

The first chapter primarily deals with some key concepts that are of importance to the theme of the work. It includes definitions of trust from different points of view and from various aspects, ways to build trust, and ways to maintain it personally and professionally. The first chapter also includes the effects of distrust on communication and relationships. The same chapter then moves on to identifying leadership pedagogically and identifying the teacher as a leader in his classroom and in the school. Reaching effective results through team work and pedagogical leadership has also been dealt with throughout the first chapter. There was a use of various resources, some of which did not have the name of the author, so the title of the used work was used instead. Some definitions did not have a source cited because in the APA style, when a piece of information is either common knowledge, or is available in many sources, there is no requirement to involve one particular source.

The second chapter, is a more practical version of the work. The researcher attended some classes and conducted an observation where he observed all behaviours that are of relevance to the work in hand. The behaviours were of assistance to know the way teachers acted during classes, and the kind of relationships they had with their students. The observation was then followed with interviews with teachers and with students. The aim of the teacher interview was knowing the reasons behind some observed behaviours and asking for further elaborations on the matter in hand. knowing how willing teachers are to improve their relationships with their students and their readiness to do more for them, in order to get more out of them was a second reason for the interview. The interview conducted with students aimed at knowing what kind of expectations students had for their teachers, asking them questions of the sort of relationship they had and of the kind of relationship they wanted enlightened the work in hand. The data analysed from the observation was done using both quantitative and qualitative methods. The data analysed from the interview was done through a qualitative method. Both of the data collection approaches were of great assistance to the work by providing an insight to the matters that are actually happening in the field. It also provided some guidelines and some insightful advices to the way a teacher-students relationship should be and the way in should be built and established. Which is what the third

chapter mainly deals with, a set of recommendations and suggestions concluded after the end of the work.

The paper in hand is an attempt to find ways that could help teachers motivate their students. And to help students achieve better academically and become better individuals. It also aims at indicating teachers' degree of impact on their students' success and lives. A teacher's attitude can present to be of great influence on students and on their academic achievement. Knowing the kind of relationship, a teacher should have with his students and the many aspects it has was a reason for the choosing of this work. Another reason behind conducting this work was finding ways to develop trust and knowing its importance in reaching high academic proficiency and productive classroom.

1   Introduction

It is believed that issues of trust are dealt with on a daily basis, it is essential for human relations. The presence of trust in a relationship leads to an intellectual and emotional agreement, which would make all involved parties committed and would in turn lead to good results and positive feedback.

A person aiming at a relationship based on trust should show and behave with authenticity, transparency and credibility. This would allow others to approach him, to believe in his honesty and to have assurance in his competency. Achieving success is by giving true value to relationships, and that is done through trust. A person seeking success should have a propensity to trust, a tendency to take risks, an innate willingness to be vulnerable and take chances. Trust is not an instruction, it is a feeling, when present there is a combination of loyalty, talent and interest that appear. Leaders establish the way the team functions, trusting one another facilitates interactions and communication. If students where seen as members of a team, then the teacher would be their leader. He should be ready to take on all the responsibilities that accompany that role. Students spend more time in the school than anywhere else, it is where they acquire knowledge, make friends, learn social interactions, and many other things that make up for personality traits and characteristics.

Students interact with their teachers on a daily basis, they notice their behaviour, pick up their habits, believe their promises and much more. This makes the teacher very influential in his students' lives, in a positive or negative way. Trust leads to positive impact and constructive results.

2   Various Aspects of Trust

Trust is an emotional and logical act. Emotionally, it is having the ability to reveal one's weaknesses and sensitivities to people whilst having the certain believe and faith that they will not use that for harm. Logically, is when a person calculates the expected outcomes of a certain relationship depending on the performance of the person he intends to invest trust in. There are four dimensions of trust. The first one is predictability, it is where one assesses situations based on one's own experiences and the behaviour of their surroundings, which would enable people to estimate how matters will take place in the

future, and prepare for all possible outcomes. The second one is value exchange, it goes beyond the exchange of materials or goods, it is intangible. People value things differently, so no one is sure of what they will obtain out of a certain relationship. Unlike in business where when a deal is made, everyone knows what to expect. The third one is delayed reciprocity, things might be given in the present moment, but the return is paid back in the future in an unknown way. High levels of uncertainty and worrying about not receiving any results or feedback should be reduced through trust. The last one is exposed vulnerability, revealing weaknesses and fears, in ways people can take advantage of-for their best interest, or retribution-but expecting them not to. (Straker, 2016)

There are three types of people, those who have blind faith, trust everyone and end up disappointed. Those who are paranoid and can never properly interact with others. And those who have reasonable trust, and require evidence before trusting someone. People differ in their ability to trust others, depending on their culture and behaviour. But humans need to cooperate, and in order to do that, it is best to trust one another (Straker, 2016).

Trust is when someone is not certain of the outcome of an event or of a relationship, and yet they are comfortable in being vulnerable to the other part. It is having the capacity to depend on someone even if there is a high presence of risk and uncertainty, in a video on (Definition of Trust and People's Capacity to Trust), it is stated that: "*When things are predicable, we do not think of trust,*" (Hurley, 2011) Obvious daily matters and routines do not cause worry to most, doing small things that everyone is used to usually does not produce any sort of distress.

There is an interest in trust across many fields, including sociology, psychology, political sciences, business, economy, philosophy, education, history and many more. This great attention that is shared among a great number of specialists in various domains is because of its importance and high value.

2.1 Trust and Sociology

The presence of trust allows social members to take complex actions of collaboration and cooperation. It renders human relations possible. Trust is having the belief that others do not have any plans to commit any harm, nor do they have intentions to conduct any immoral actions that would cause any misfortune. It is relying on the fact that people -the ones to be trusted- will do their best to insure one's best interest, that they will share one's concerns, attractions, and be beneficial in all ways they can. When someone trusts

another person or group, he relies on the actions they will take on in the future. Even if uncertain of the outcomes, and might end up hurt and disappointed if the trustee does not behave as desired; the trustor still develops positive expectations.

Trust is a social construct; it is needed in society for the occurrence of events, and for avoiding inaction. It is also necessary for the consideration of new possibilities that would be beneficial and with positive outcomes. Trust between citizens or people belonging to the same social group contributes highly to economic growth, market efficiency, stability, social integration, peace, and harmony. After granting someone trust, all disbelief, incredulity, doubt, and unwillingness to take any sort of action diminishes and ceases.

Trust emerges after a behavioural analysis of actions and decisions taken by social members; this analysis facilitates interaction and clarifies relationships. It is a main element in rendering daily life more positive, obtaining a satisfactory life, joy, well-being, and educational accomplishment. Having trust enables people to interact on a deeper level; it renders communicating and working together more efficient. It also allows people to take more out of situations and to believe in each other's integrity and benevolence. It progresses society and helps reach unity. Having principles and values discourages any will to betray others. Social norms and cultural rules give validity to punishment and a right to turn away and abandon the relationship after betrayal (Straker, 2016).

2.1.1 Differences Between Trust and Confidence

There is a distinction between trust and confidence. Trust necessitates involvement in a situation that carries out more risks and negative outcomes than advantages. An individual might choose not to take any risks, but that would result in losing the advantages that would have resulted from taking that chance, whereas confidence is having the assurance that all positive expectations will not be foiled. An individual oversees or neglects the possibility of disappointment because it is more likely that things will work out, and there is a very small chance of failure. The alternative is living in an everlasting condition of uncertainty.

Trusting someone is believing in their honesty, fairness and benevolence. It is taking a chance in the favour of the other(s), even if it holds possible disappointment and might result in extreme regret. It comes from within a person, it is believing in the other without asking for proof or evidence, and accepting them without questionings, doubts or

negative expectations. However, having confidence in an individual is believing in their competences, potentials and skills, to carry out a task. It is most likely judged based on past performances. It is relying on someone to do something and having the assurance that this person will be able to complete his mission. This person was designated to do the task because there is a belief that he has the proper needed skills and the right spirit to follow through the given task, mainly because they carried out this kind of task before (Trust and Confidence , 2015).

Trust is essential in maintaining positive relationships. Confidence is extremely necessary in professional environments; both are very encouraging, motivating, and end up with positive outcomes.

A failure might be more easily forgiven if believed to be a lack of competence rather than a lack of honesty (Trust and Confidence , 2015).

2.1.2 Replacing Control with Trust

All humans feel a need for control; it renders life predictable and gives a sense of safety. Control enables people to make decisions that correspond to their personal needs and ambitions. Giving control to someone else makes people feel vulnerable, weak and uncertain because the person taking control of matters might use it for his own agenda.

Giving control is usually seen as an exchange, control in return for care, Straker, gives the example of parent-child relationship, the parent controls the child's life but cares for him deeply, and the child trusts his parent to always be there for him. If there is a feeling of loss of care from the other end of the relationship, there is a break of trust and a repossession of control (Straker, 2016).

Trust makes individuals give up control, it fixes dependency and is seen as an alternative to control. An over use of control results in a loss of trust and an immediate repositioning of control, betrayal it damages the sense of trust and powers the sense of control.

Relationships with trust provide care and good communication; it is where all involved parties wish the best for each other. Relationships with controlling partners who aim at expending their superiority on the other result in distrust. Trust is caring for each other and looking for one another's best interest. A controlling partner is mostly aggressive and possessive; this kind of relationship causes disappointment, frustration and

distrust. In order to provide a trusting relationship, all partners have to stop forcing each other to do things and to adopt their points of view; instead they must be honest, respectful, caring, and supportive (Leech, 2010).

A way to avoid control and gain trust is to involve others, by stepping back and allowing them to take some decisions, and participate in choosing what they want. This gives the other involved parties a sense of control and equality, it produces trust.

2.2 Trust and Psychology

Trust is attributed to relationships between individuals and social members. It starts with the family and grows to reach society members. Developing trust is one of the first, most essential psychological steps in having future stable relationship. It is linked to feelings of security and optimism. It usually occurs during the first two years of life, and if it does not happen properly, or if the individual is surrounded by cases of dishonest incapable people, and fails to develop trust at a young age; there is a high risk of orientation towards insecurity, uncertainty, doubt, and could even lead to attachment disorders. Willingness and tendency to trust is seen as a quality or personal trait, it enhances personal and professional relationships; makes for happier, more relaxed individuals and fosters good associations and affairs.

People are born ready to trust others and to build relationships, they have an early sense of trust, if broken, can lead to mistrust, depending on whether or not they have had consistent reliable relationships. If not, the person who was betrayed would isolate himself from everyone; he would pull back from the world. This could lead to paranoia, where this person would believe that everyone and everything is dangerous, and that they have to protect themselves, and might even lead them to attacking others by ignoring or lessening them. This could result in the person losing trust in himself, in their feelings and in their intuition because they do not believe in their own judgement any more. For some, rebuilding trust could require a therapist (Strawn, 2010).

In order to develop trust, the trustor should be sensible, logical and intuitive when making his decision, even if trusting someone can be difficult, believing everyone is trust worthy and good-until proven otherwise-helps create a great positive outlook on one's own life, society and the world. Reflecting beliefs or positive attitudes about a certain manner encourages others to follow the same attitude (The Earthling, 2016).

Trusting someone is relying on them to do something for the right reasons and with the right attitude. It is not expecting betrayal or disappointment at all. Even if they have the potential to harm you, you believe they will never take that chance.

It is easier to reason with, or convince a trusting person to do something. An individual who is drawn to others and is willing to invest trust in people is more open to accepting their behaviour, and is more flexible and ready to take on relationships and to participate in social interactions.

2.3   Philosophical Views on Trust

Kellogg school of management suggests three views as common description of trust shared among philosophers. The first view is, trust is partially reliance on someone to do a task with a right attitude and for the right reason. If there is a break in this trust, there is a sense of betrayal not just disappointment. A second group believes that trust is being optimistic and having positive expectations towards someone or them doing something. An opposing view, believes that trust is more than optimism or positive expectations, it is hoping they will do what is needed of them because they get the sensation that they are trusted to do it. The third view is, trust is believing in the certain, unavoidable occurrence of something. It is having expectations that it will happen, there is no doubt or risk, but this does not mean that the expectations are positive and favourable, just that they are certain and constant. The outcome is not definitely pleasing or convenient; it is not about what is wished for, rather what is expected based on behavioural analysis.

2.4   Showing Trust Worthiness

Trust takes months, even years to be built. For some it looks as if when they say or promise something, everyone seems to believe and count on them; and even defend and find excuses for them if someone doubts or distrusts them. For others, it is the opposite, people question their motives, they believe they have an alternative agenda, they even suspect every move they make. No matter what they do, they do not seem trust worth.

People agree to a large extent on what a trust worthy face looks like, this agreement depends on their culture. The first impression on someone determines whether they are to be trusted or not, that is because people tend to judge trust and trust worthiness. Even if it is wrong and inaccurate, people continue to make this judgement. Individuals favour to attribute trust to social members belonging to the same affiliation as them. Facial resemblance and familiarity inspire likelihood and trustworthiness which has a great

influence on trust, which in turn has a great role in building relationships. There is no real relationship between individuals look and how trustworthy they actually are. There is a theory that supports this idea and refutes generalisation of trust based on one's looks, it is called, Emotion over Generalisation Hypothesis. This theory argues that if a face shows positive relations, or conveys positive, optimistic feelings it signals trust. Angry emotions transmit danger, and people would avoid this person. If it is a neutral face people will overgeneralise, and could end up wrong (Wigboldus, 2013)

Human beings vary in their capacity to trust, and that does not depend on people who will be trusted or the level of their trustworthiness, but on the trustors, themselves because of many factors. Variation of human behaviour, is one of the main reasons, some people are more probable to trust than others, which does not only depend on their cultures and upbringing, but on their personal characteristics and willingness to open up to others (Hurley, 2011).

3 Various Ways to Build Trust

Trust is extremely important when building positive relationships. It is an essential element in engaging social members, without it an individual cannot be a successful role model, team member, teacher or any other sort of leader.

In order to build trust, an individual should possess some qualities, and behave in a certain manner. First, he should do as he says; follow through with his promises, communicate constantly and make the right decisions. Second, he must focus on setting clear values and principles and he should live by them. Third, demonstrating care for people and their interests, being honest and showing integrity makes all involved partners or team members feel his genuine intentions. Then, showing a level of vulnerability, not depicting himself as perfect and sharing his mistakes renders him seem more relatable, authentic and trust worthy. Another point is that to be trusted one should deserve it. A person who deserves to be trusted is a person who has the knowledge needed for his field. He also has the ability or capacity to perform the specific things he claims. It is believing that this person has the necessary skills to do his job appropriately. This person should also have great benevolence and readiness to be kind and supportive. He should have integrity and values that are approved on by social norms. Integrity is essential, when someone says something; they must do it because honesty is very important (Gordon, n.d.).

When building trust and relationships, a person should show interest in others, be a good listener, respect their views and opinions. When building trust as a leader, he should demonstrate competence, show that he knows what he is doing and why he is doing it. He should show benevolence, care, ask personal questions about his team members without invading their privacy, listen and understand. He should be honest and call things as they are. He should be reliable, responsible of his promises; his instructions should be clear. Communication is very important to understand and to be understood. A good leader is one who has great expectations for his team, he behaves positively and tells them what to expect from him, he creates human connections, because people do better when they care. The value of the knowledge a person possesses does not matter if people do not trust him, they will not listen, and if they do they will question everything. Not trusting one's self could also be a reason why people lose trust in a person and consider him to be untrustworthy.

A person who looks acts and is trustworthy is easily trusted and finds it easier to convince people of anything. Being honest and keeping promises is a crucial matter, if someone does not tell the truth and is caught lying, they cannot be trusted. Predictability and consistency are also essential since they reflect reliability. Being friendly, approachable, harmless and confident inspires power and kindness. The best way to be trusted is by trusting others.

4 Building Trust on a Professional Level

Trust is of great importance in life, it is fundamental to have when building positive relationships. It is based on communication and transparency. Establishments that encourage trust mostly end up with high morals from staff members, who are more productive and efficient. Showing trust to employees or team members is usually returned in the same way, where the team members build loyalty to the organisation, administrators and direct leader. These employees exhibit a higher willingness to trust other co-workers, managers and all involved parties than others. A team's effectiveness can be significantly increased through an initiative of faith and an exhibition of trust from the leader's part. The way a team presents its self and carries out its daily engagements and obligations is closely related to the level of trust it has for its leader. The amount of trust the leaders demonstrate for their team members is reciprocated. High levels of trust facilitate

communication, which results in people understanding the reason behind what others are doing; it also decreases levels of questioning and second guessing.

Trust gives a feeling of reassurance and security in a particular environment and around certain individuals who give the impression of being reliable, honest and competent. Trust helps build positive relations and facilitates daily interactions. It also renders people approachable, and mainly encourages team work. This increases productivity and good results. Trust is essential to have in all relationships, personal and professional; it gets people working together and gives a sense of safety and care. It also inspires all involved parties to elevate their level of performance. Trust facilitates communication, which in turn clarifies any misunderstandings, potential problems and concerns. This would clear out all frustration, and disappointment (Hoff, 2016).

It is crucial to have trust in the work place or in any professional setting. A leader, role model or teacher has to be open-minded and honest with a clear set of goals, instructions and plans. Clear communication helps significantly in increasing team effectiveness and individual performance among team members. A team leader who shows a high level of abilities and skills is perceived to be efficient. He should conduct himself appropriately in order to exhibit an honest character, someone who would keep their word and put the team first. When team members consider their leader to be competent, they believe he has the necessary skills to carry out his duties and fulfil his role under any circumstances. An organised team leader who is confident, has high respect for time, plans and schedules, is usually more trusted than a careless leader with indifference to professional time investment (Ferguson, 2016).

A leader has some criteria to meet; he should be able to carry out his job with all the responsibilities that follow, know what he is doing and is willing to learn if he does not. He should also be sincere and with integrity, he should admit mistakes and acknowledge short comings. A leader should also be able to listen to and consult his team members; it is a way to show care and a belief in ability and skills. Another criterion is reliability; a leader should be dependable, that means keep his promises, honour his commitments and engagements. He should have benevolence, demonstrate care and share some values in order to make a connection and have the same views with team members. For leaders to earn their team members' trust, they need to satisfy them by the quality of their work, their

time management, and decision making. Positive pleasing results with a regard to team members' best interest inspires trust (Hoff, 2016).

Trust is essential to have in both personal and professional relationships, to have integrity, care and effectiveness from all involved parties. Personal and professional trust differ in the way that trust should be shown and in the way in which it should be reciprocated, mainly because professionally there should be a presence of trust with a respect of privacy, but they both have the same purpose. In both settings, all parties should be committed, express a desire to continue ahead, and respect all the values set for the relationship. In a personal relationship, it is by being faithful and clear on all levels. On a professional level, it is by establishing ground rules and clear morals and behaviours that should be well addressed and shared among team members. This gives a since of comfort and reliance. Additionally, both settings require all participants to be in an environment of security and safety where all involved parties do not feel constantly watched and controlled. On a personal level, that means giving the other some space while on a professional level, it is giving team members some freedom to make decisions on their own or at least a sensation to be participating in the decision-making process by allowing them to offer their views and opinions, and giving them options instead of orders. Moreover, a show of kindness also provokes a high level of trust. On a personal level, it is by loving unconditionally while on a professional level it is by caring, not having alternative motives, giving a feeling of reassurance, of significance and of importance.

In a work place, trust is as equally cardinal as in personal life (Hoff, 2016). Prioritising team members and their needs, helping them with their lacks, spending time with them, focusing all energy on what is important to them and the overall good of the team is of high importance when building trust. It inspires care and attention. Keeping the same routine, patterns, and paste implies predictability and stability which inspire reliability. Reliance happens by keeping promises and explaining why there was a break of word. Telling the truth creates a sense of relatability and approachability which facilitates communication and day to day interactions. Explaining and clarifying the reason behind failure and disappointment clears out disagreements, misunderstandings, and disapproval. A leader, who believes in the abilities of the team members by showing faith in their capacities and trusting them to get their jobs done without constant supervision; and giving them the benefit of the doubt by providing a chance for them to explain things before jumping into conclusions, is trusted. That trust would be channelled and

reciprocated. A leader who avoids expressions of anger and frustration after misunderstandings leads to clearing out conflicts and accepting other's views even when there is a presence of disagreement.

In a business setting, there should be a high level of trust with a respect of privacy. Being patient, trying to understand others better, being trustworthy and dependable help achieve that.

Leaders in all fields should build trust in order to reach all purposes and aims. When team members trust each other and their leader, they communicate better, do not question each other and get the job done faster and better.

5   Consequences of Distrust Within a Team

Distrust is having the certain predictability that someone's behaviour and intentions are purposefully harmful and damaging to one's own best interest. This leads to individuals seeking ways to protect themselves and hide their vulnerabilities. Not trusting the leader or authoritative figure results in a lack of commitment, interest and motivation. It also leads to an emotional and intellectual detachment to what they represent; the loss of these bounds influences the outcome of the relationship (Lewicki & Tomlison, 2003)

There are many reasons why a person could lose trust in the people around him. The absence of social affiliation, not having a connection with an individual on any level means they are not relatable, that could lead to disassociation and distrust. A repetitive break of promises could spring up distrust; the degree and magnitude of the offense and violation plus the perception on wither the offender purposefully committed the offense can also influence the reaction. If it is believed to be intentional the most likely behaviour to happen is constant doubt and questioning of every move.

Trust is seen as a feeling of safety, and a reliance on a certain individual. It is innate to have the capacity to trust people, but the degree and willingness of it, is shaped and influenced by upbringing, environment, culture, and relationships. When trusting someone there is a certain expectation that they will mirror that behaviour, if there is a break in that invested trust or proof of untrustworthiness that trust could be revoked and replaced with doubt and uncertainty. Trust is not always lost because of major betrayals or significant breaches. Sometimes it is because of small daily occurrences and disappointments, as Conley explains "*A broken promise here, a missed deadline there, and a pattern of*

unreliable, unethical, incompetent, or uncaring behaviour become the trend" (2014, p.01) distrust does not suddenly appear, it develops over a period of time, if recognised it can be addressed and repaired. One critic believes that distrust grows over four stages, the first stage is doubt, and it is where there is an uncertainty about someone's behaviour and trustworthiness but without any proof. The second stage is where the doubt grows into suspicion; at this point, there is a belief of dishonesty but still without any proof, just a pattern of unpleasing behaviour. The third stage is anxiety; it is having a constant feeling of discomfort and uneasiness when dealing with the individual in question, this stage could be accompanied with physical symptoms such as rapid heartbeat, anger, nervousness and many others. The fourth and final stage is fear; anxiety turns into fear, a fear of showing vulnerability. At this point, there is a certainty of the untrustworthiness of that person; this sensation of fear leads to self-protection. At the last stage of distrust, there is a reservation of feelings and hiding of vulnerability, all for self-preservation (Conley, 2014).

Trust is the basis of any relationship if broken there would be a loss of communication and a disconnection of emotions and thoughts. Conley also points out the work of Dr.Townsend, who describes some intense common effects of distrust. He starts with withdrawal, it means becoming reserved and keeping all matters private in fear of taking risks. Dr.Townsend also suggests what he calls movement to task, it is taking many tasks and hobbies to be busy doing things instead of connecting with others. Another effect of distrust can be not allowing others to be of any help and not relying on anyone. An individual who distrusts others might be present to assist them, listen to them and help them with what they need, but would not depend on anyone nor allow them to help with anything, it is what he calls unbalanced giver relationships. A last effect suggested by the same doctor is developing bad habits, having trust leads to feelings of loneliness and paranoia, it results in emotional suppression and emptiness which calls for a need to compensate, and it can be through over-eating, drinking, aggressive behaviour, unwillingness to do any work or effort, or any other disruptive and addictive behaviour.

Trust is essential in all relationships; not having it could have severe consequences. What starts as a speck of doubt can result in disruptive behaviour. Distrust should be well addressed and remedied by small actions of reliability in order to build trust. A successful, well-operating professional environment is built on trust; the result of this foundation can be seen in the outcomes, and feedback of the team members and leader. It can also be seen

in their hard work and commitment. There are three elements that could damage a team; they are distrust, indifference and lack of integrity. Distrust cannot be easily spotted it lies beneath vague truths and unsupported subjective views; it is disruptive and needs to be addressed in order to build a successful team and have positive results. The second element is indifference which is easier to identify than distrust, it is seen in the way an individual carries out his duties and in the way, he holds conversations. A person with indifference to the job, team members and leaders cannot be trusted to provide a clear opinion or a definitive statement of where he stands on matters not because of ignorance but because of carelessness. Success when having an indifferent leader is unpredictable, his indifference diminishes opportunities, he would not be able to spot talented team members and will be unable to help them grow. Indifference influences skills and provides deficiencies that could affect the uprising and success of the team. The third destructive element is lack of integrity, if there is a sense of absence of integrity felt behind discussions and actions there could be an imminent threat of damaging the relationship and well-being of the team. Even if a vast majority of people tend to give the benefit of the doubt to someone they question has a hidden agenda, no one can ignore a lack of integrity if spotted. Lack of integrity is seen when there is a constant break of promises and change of views and loyalty. A person without integrity tends to be the one who is trying to make the most important person happy, so in an attempt of self-preservation others cannot trust this person.

Distrust, indifference and lack of integrity are elements that destroy any relationship. When perceived in a leader it could lead to self-protection and retrieval from the relationship, this would diminish potentials and would lead to a loss of capacities, energy and efforts (Lliopis, 2011).

Trust is a reciprocated feeling, the lack of it is too, this leads to having a vicious circle of people not trusting each other. This lack of trust could lead to resistance, lack of cooperation and in extreme cases to hostile behaviour and paranoia. Moreover, distrust results in the questioning of the honesty of an individual. Consequences of this are represented by an unwillingness to share information or cooperate with one another; working in groups could present to be impossible. According to (Lewicki & Tomlison),

Distrust can also cause conflicts to escalate to the point intractability, as positions harden and the   parties become increasingly reluctant to yield concessions. The negative emotions that emerge with distrust, fear, suspicion and anger cause the trustor to vilify and demonise the other party, and can even produce paranoid cognitions. (2003, p.02).

Distrust makes communication very hard, rendering it very challenging for all involved parties to explain their actions. The disagreements and conflicts within teams grow to be worse and unsolved; some problems might be ignored and could lead to deeper issues.

Distrust is a feeling and state of mind that has a negative effect on individual performance. The distrusted person would be constantly watched and questioned. Not trusting a leader, cooperation, school teacher or manager could lead to conflicts caused by lack of communication, it could lead to not caring about results and outcomes because there is no placed loyalty or commitment. In addition, a person, team member or student who does not trust his leader is often too scared to show competence, even if he desires to do so, there is too much time, energy and effort spent building walls to protect himself; which in turn leads to wasting time and resources, feeling pressured, getting behind schedule, and avoiding accountability. Moreover, a distrustful team member questions everything, and checks everything resulting in doing extra work or retrieval and doing none of the work.

Distrust leads to a collapse of communication, followed by an environment without conversations or engagements. Mistakes and short comings would not be explained and would be interpreted wrongfully which leads to doubt and unproductivity (Lliopis, 2011)

6   Reaching for High Level Team Efficiency

Building trust strengthens teams, in the words of (Yeoman)"Trust is the first, and most crucial foundational piece for building strong teams" (2015) trust is key to success in all professional settings. Team members who trust their leader try to do better and work harder to accomplish more; they also give their views on all matters.

A leader to be trusted is one who is open to receiving feedback and is ready to learn and in order to grow. He shows care and empathy so that his partners and groups would not have a constant feeling of worry and stress. Building trust reinsures people and enables them to connect on a deeper level without having the need to protect themselves

from any political setting or hidden agenda, according to (Yeoman)"*At its simplest, trust is a catalyst for your organisation to be more: more nimble, more efficient, more effective. It is the oxygen for a successful team one simply cannot exist without it*" (2015, p02), Trust is a vital element when building an appropriately effective team.

There are two types of trust that should be present in a team, common and vulnerability-based trust. Common trust is having the belief that other team members will not break any laws or guide lines that could lead in the harm of the team's best interest. Vulnerability-based trust is deeper than common trust; it is having the feeling of safety when taking risks. It is being able to ask for assistance, acknowledge mistakes, hold others responsible for their short comings without the fear of embarrassment, or negative and violent response. This type of trust is the foundation of any successful team.

A team needs to improve and progress, in order to be able to function and do many things, such as, exchange information, achieve higher, have clear rights and duties, good cooperation, clear communication and to be able to show great capacities and talents. Trusting the team leader and the team members, would enable each member to be more effective and able to reach his full potentials and achieve all his goals. It is up to the team leader to create and maintain this trust by having the skills and characters of a leader.

A leader can establish trust by first, showing self-confidence, if he does not trust himself, how can he expect others to trust him. He should know his strengths and work on his weaknesses in order to achieve his goals. Second by clarifying his values and principles to his team and leading the example by living by these values. Third, a leader should have great control over his emotions. The way he responds to situations he might encounter should be calm and appropriate. A leader should show faith in people; in order to get trust, one should give trust. Team members are very likely to deal with their leader the way he deals with them. Being clear and making sure all messages are being perceived properly is essential in having good communication, listening and understanding are essential. a leader's verbal and non-verbal messages should match, his words cannot be different from his facial expressions and body gestures.

Trust is essential when building a high performing team or group. Being honest and helping people develop and evolve without judging, punishing or criticising gets people to be more engaged and open. A leader aiming at developing trust should also be a great role model, by showing appropriate behaviour and positive expectations. He should also be

respectful, encouraging and capable of maintaining his engagements and promises. He should build a reputation of credibility and openness.

Effective communication is the basic road to trust, it gives a sense of emotional connection, which in turn provides a sensation of openness and relatability. Keeping agreements, being reliable and honest, knowing the team members' needs, getting their opinions and ideas, understanding what drives and motivates them, showing care and benevolence, not imposing opinions, having good quality communication, all contributes in building positive productive relationships.

Building, creating and maintaining trust is essential to having great collaborations, positive human relationships and high level success.

A leader should show self-restraint and composure when angry, uncertain or frustrated. He should show humility and have clear defined objectives that serve the group as a whole, not his own personal agenda.

7   The Teacher as a Team Leader

There is a difference between a leader and an authoritative figure, a leader reminds his team of the reasons behind where they are and why they do it. Authority tells them what to do, when to do it and wat to achieve. Leaders inspire and motivate their teams to get better results and better opportunities, they make human connections and build relationships. Doing what s promised and following through inspires reliability. Sharing the same believes with the team inspires trust. Leaders inspire action and encourage their team members to act more effectively, they know what they do, how to do it and the reason behind every step they make. They have clear value and beliefs, and they trust the quality of their work and decision making. Working with people that have the same beliefs and principles leads to the same kind of devotion and care. Team members are more prompt to believe in the leader's capacity and benevolence when they know the reasons behind his actions (Sinek, 2010).

Teacher leaders have many roles to fulfil in order to assist and backup their students high level success. Cindy Harrison and Joellen killion, offer ten roles for a teacher to be qualified as a leader and to contribute in the school success. The first one is a resource provider, the teacher should share materials, readings, or any professional resource that could come of assistance to a colleague, staff member or student. The second one is

instruction specialist, a teacher leader should help his students find the best strategy for learning and improving their educational level, and his fellow teachers the best way for teaching. The third role is curriculum specialist, being fully aware of how different parts of lessons and courses link and how should different components set in the curriculum in order to develop charts, assessments, and procedures that would help in the growth of the classroom and of the school. The fourth role as suggested by the same scholars is classroom supporter, a teacher leader should be able to implement new ideas, try new lessons and be an idle for other teachers and a guide to his students. The fifth and sixth suggested roles for the teacher leader are learning facilitator and mentor, with these roles teachers are more able to develop students' education and to sponsor other teachers' professional growth. Being a mentor takes a lot of time and energy, part of it is showing novice teachers how to handle the curriculum, procedures and students. The seventh role presented is school leader, which means being involved with the faculty, sharing views, cognitive content and having the same end purpose. A school leader shares the responsibility for the improvement and the success of the school. The eighth role is a data coach, which is being able to use data to the maximum, and capitalising on it to lead classroom instructions and lessons. This also enables teachers to guide other colleagues on how to make the best out of all the data they have access to. The ninth role that is suggested is catalyst for change, the teacher leader is hardly satisfied with the work, he is always looking for room to improve and find better approaches when delivering a lesson. The last role suggested for a teacher leader is that he should be a learner, he should seek continuous improvement, better ways to explain lessons, and more productive ways to help students improve and succeed, it is said that: "*Teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers*" (Harrison & Killion, Teachers as Leaders, 2007, p.74) teacher leaders find better ways on how to improve talents and interest by capitalising on their own knowledge, experience and talent.

A teacher leader is one who is able to increase learning opportunities for his students and colleagues, he takes part in broadening the school's experience, enhancing results and elevating the success rate. Teacher leaders are those who are aware of how influential the school experience is on students' lives, they know this experience can be influenced by interactions with different teachers, administrators and all faculty members. Based on that

they make sure to transmit useful constructive ways for all teachers to benefit from, in order to contribute to the high objective which is the success of students.

In most practices and professional settings, there is room for promotions and taking on more responsibilities, as the practitioner learns and acquires new experience he gets the chance to do more. Unlike in teaching, where a novice teacher has the same responsibilities and duties to fill as an experience teacher. This lack of room to take on more responsibilities and duties gives a sense of unfulfillment. Teachers who are leaders though their own initiative or through formal professional settings do not feel frustration because of lack of improvement and challenges. The improvement of the school as a whole cannot be left in the hands of administrators alone, the teachers different experiences provide a wide range of knowledge and assistance.

Teacher leaders have some clear and obvious qualities and traits, they work formally and informally. In both cases, they exhibit a vast range of skills, their purpose is to improve teaching and learning. Teacher leaders have a great capacity to work in teams with diverse types of people, they have to be convincing in order to persuade others of ones' views and of what they believe in. they should have a clear vision of what is best to do for the sake of maximising feedback from students and colleagues. They should also be open-minded and possess high tolerance. Other qualities are optimism, confidence, clarity, hopefulness, and objectivity. (Danielson, 2007).

A teacher demonstrates leadership in the classroom; he is a role model, he behaves in the way he wants his students to behave. He is transparent and does not claim to know everything. Leaders share previous experiences of failure so that others could learn from their mistakes, and so that they would seem more relatable. Teacher leaders try their best to provide a full school experience for their students, they teach new skills, and provide a comfortable atmosphere for their students. They share what they undergo when dealing with students, when using new materials or presenting new content with fellow teachers in order to help the prosperity of the school. Teacher leaders should always try to establish, gain and maintain trust because it is an indispensable part of leadership, it gives a sense of safety and facilitates collaboration. It is essential for the continuation of the team and the building of successful relationships. Teacher leaders should not only get their students to trust them, but should also be able to trust their students and believe in their honesty and

good intentions. Having faith in someone gives them self-confidence and enables them to reciprocate that good faith with trust. (Rubin, 2015)

A teacher leader is an idle in his classroom and for his students, he also is a mentor for novice teachers, an aide for administrators, and a main pillar for the school. (Danielson, 2007).

8   Pedagogical Leadership

There has been a growing regard and attention given to leadership in both the learning and teaching areas over the past few years. Understanding the learning and teaching processes enables teachers to identify their students' needs that would make it easier to guide them through a successful learning experience.

The teacher takes on the role of an educator, facilitator, leader and many more. His role exceeds presenting a lesson for students to memorise and learn or grading tests. He is a main supporter for his colleagues and students, he helps them grow and evolve. Pedagogical leadership enables teachers to reflect on their teaching procedures and to re-evaluate the teaching process in order to involve and get students interested and motivated. (Coughlin & Baired, 2013)

Teachers have great influence on their students, they impact the way they behave, the way they interpret things and the way they learn, it is said that: "*Teachers act as leaders in the classroom (pedagogical leadership) as they are the ones who are in direct contact with children and their learning*" (Male & Palaiologout, 2013, p. 02) this indicates that teachers make a great part of students' lives and are highly influential in it. Pedagogical leaders do not only have an influence in their classrooms or on the learning environment, their roles extend to reach other factors. Unlike other professions where the work only involves the actual practice and domain of interest, teaching revolves around more than the teacher, student and content. It involves dealing with young humans in the process of developing and picking up habits and behaviours. It also involves dealing with parents, family, social members and the local community. Teachers should act as leaders since their influence reaches all their surroundings. Participants in the teacher-student relationship are more than just the teacher and student. (Male & Palaiologout, 2013).

A school teacher is an educator, he might not be the leader of the school but he is the leader of the classroom. He should possess certain characteristics that qualify him to act

on such an important role. A teacher leader should be self-aware. An educator should know himself very well, his strengths, weaknesses, abilities; he should have high self-confidence and should not question himself or his decisions in order to guide his students to the right path. He should also be a great communicator, in order to lead a group of people, it is most essential to communicate with them and speak to them. Finding ways to be understood by a large variety of people with different personalities, capacities and a different range of understanding can present to be challenging but not impossible. Using different ways to communicate facilitates matters, moving from group chats to one on one communication can be helpful. Educational leaders should also be resourceful, they should be open-minded, welcome new ideas and get new opportunities for their students. Using the available resources to suite the students' best interest, getting past challenging situations with creative solutions creates great leaders. A teacher should lead by example. leading by giving rules and guide lines to follow is not enough, it even creates rebellion. A teacher's behaviour is constantly watched and replicated by his students. Saying one thing then doing another could lead to losing credibility. Teachers should behave as they wish their students to behave, because they mirror every behaviour more than they follow every instruction. A last characteristic is having faith in students' capacities and in the school as a whole. Believing students have what it takes to get passed challenges is of extreme importance for them to have confidence. If the leader does not have this belief in his students and think they are not opt for the fulfilment of what is required of them then he would unconsciously create low morals. Low expectations lead to insufficient efforts and disappointing feedback.

Having good leaders in the school system embodies success. There are many characteristics of a good leader, all sponsor guidance for students, and the upbringing of future world leaders. Teachers should seek to be great leaders in the classroom, that motivates their students and facilitate the process of finding a role model for them. (Five Traits of a Good Educational Leader, 2012).

9   Reaching Teacher Effectiveness

A teacher's most important responsibility is what his students learn, the content he presents should be clarified and facilitated, furthermore, the skills he exhibits should be of high level. There are frequently theorist trying to enhance teachers' way of delivering lessons and dealing with students, in an effort to increase leaning possibilities and

opportunities. There are many factors that influence students daily, and come in the way of them acquiring knowledge. The teacher does not have control on many of these factors, such as students' background knowledge, time devoted for learning and practicing the lesson, students' mood and willingness to learn (Mishra & Puri). Many factors influence the outgoing of the course such as the content of the lesson and of the curriculum are very important but focusing on the teacher is far more important. His role in the classroom is indisputable, his work consists of doing a practical approach to what has been only theoretically set, he determines the effectiveness of the approach, of the setting and the degree of understanding among a vast number of very different students (Barr, 1939).

The experiences lived in school are remembered by most students for a long time, whether in the school yard with friends and administrators, or in the classroom with teachers. These experiences shape a student's life and the way he turns up. Teachers have the ability to render this experience or sequence of events that all children, adolescents and young adults go through for the largest time of their lives pleasant and interesting. A teacher who is passionate, loves the subject he teaches and cares for his students profoundly inspires them to like the material and motivates them to challenge themselves and take on more. This kind of teacher finds what inspires his students, discovers their hidden talents and encourages them to pursue a career in what interests them the most. He is always remembered as a great teacher, who did not order, over control and force his opinion. He led them to where they should be (Tucker & Stronge, 2005) .

Effective teachers possess certain qualifications that enable them to improve students' future and to enrich their minds. Teachers who support their students and build human relationships with them do not only ameliorate students' perspective on matters, it actually increases their learning opportunities, gets them to like school more and try to achieve higher. According to (Tucker & Stronge) qualities seen in an effective teacher are: "*Verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies successfully, and enthusiasm for the subject characterise more successful teachers*" (2005, p. 02). Furthermore, qualified teachers who are certified in the field and have undergone a certain training should be caring, fair and respectful. They should be self-confident and have great expectations in their students. Managing time and organising the classroom in order to devote all energy to the explaining of lessons and building of relationships and the reinforcement of social bounds is very important. This enhances students understanding, abilities and results. It also

demonstrates effectiveness and high level of professionalism. A teacher's effectiveness and high quality time, influence how students learn, how much they acquire and stays with them for years.

Most requirements and qualities of a good effective teacher are similar to the descriptions of a qualified trusted leader. Which is what a teacher should be seen as. His roles as an educator, guide and role model are all assembled and summarised in his role as a leader. A teacher influences his students endlessly, he impacts their learning, behaviour, and lives. His presence and attitude in the classroom and in the school, serve as a pillar for young learners.

10 Conclusion

A big part of a leader's role is to build trust with others and to be committed to them and the job with all its responsibilities. A good leader is hopeful and has positive expectations in his team members.

Teachers all around the world are the number one example of great leaders, they facilitate lessons for their students and the encourage and support them. They share believes with others, inspire their students and create new opportunities which makes it easier to follow them, applying to them is not a matter of obligation, it is a choice.

A teacher is seen as a role model to many of his students, he should have the appropriate behaviour and conduct that make him trustworthy. He should have genuine care and show positive feedback for his students. Leaders in all fields should build trust in order to reach all purposes and aims. When team members trust each other and their leader, they communicate better, do not question each other and get the job done faster and better. People like knowing the reason behind an action, in order to trust that there are no hidden plans or agendas.

Leaders should have clear objectives and expectations of their teams. In order to get the best out of students, a leader should not send mixed messages; his words, body language, and tone should all match. Self-confidence, showing a high level of ability, integrity and benevolence are main elements when establishing trust and building strong teams and adequate students.

1. Introduction

This chapter is a practical view of the theoretical aspect. It is a significant step to the entire work. The use of different methodological tasks helps reach valid data.

The process of collecting and analysing data sheds light on the research question which investigates the importance trust has in a teacher-student relationship. This chapter includes the analysis of the suggested hypothesis, and is devoted to the interpretations to all possible answers and behaviours seen of the field in practice.

In this work, there was a use of behavioural observation inside the classroom, followed by an interview to students and teachers. The interviews' aim was to clarify any unexplainable behaviour.

2. The Research Design

The process of collecting data was done in an organised plan that aimed at gathering high quality data that would help answer the research question and validate findings. The collected data was analysed in both quantitative and qualitative approaches. The quantitative approach was essentially centred around the gathering of digitalised findings, numeral results help obtain statistics. The qualitative approach focuses on the quality of the data, its importance, effect and relevance to the work in hand.

3. The Population

The population that was focused on in this work was First Year LMD students of English and their teachers at the department of English in Mostaganem. These students are still in their young age and are seen as the youngest group of adults, being at university for the first time and moving from high school where they were not responsible for any aspect of their lives or their education. There ages are between 18 to 21. This particular group of students can present to be the most challenging one to teach, giving the fact that they are still young and yet in charge of their learning. Teachers need to be fully aware of these difficulties and should be willing to do more effort and take on more responsibilities. This is done in order to appropriately deal with them and help them succeed and prosper.

The practical methods presented to know more about teacher-student relationship was a behavioural observation and interviews to both teachers and students. The observation

process faced no difficulties giving the fact that neither teachers nor students knew they were being observed. There were some challenges faced when conducting the interviews, teachers said they were not comfortable being recorded, and that they preferred to remain anonymous. Some teachers' answers did not match the way they were behaving when first observed. Most teachers were willing to answer all questions, they showed a high level of proficiency and collaboration. Students did not give attention to the matter and did not take the making of the research seriously, they answered the questions lightly and were not interested in the questions.

4. The Description of the Data Collection

In the aim of collecting reliable authentic results, there was a use of observation, which was attended by the researcher and done anonymously, teachers and students did not know they were being observed, this was done in the hopes of gathering valid data that would not be influenced by the presence of an unknown factor. Natural behaviour was the reason behind not telling the teachers that their behaviour will be observed.

The second methodological tool used to gather objective data was an interview to teachers and one to their students. The purpose this interview was knowing the reason behind some behaviours observed in the classroom. knowing the level of personal involvement that teachers are willing to reach to help their students evolve academically was another reason behind conducting this interview. The students' interview aimed at knowing how students felt about their teachers and the way the relationship was carried out. Students were asked some questions just to know the reason behind their high attendance in a class over their continuous absence in another. They were also asked about the reason behind their willingness to ask questions and to be involved with one teacher over another.

Observation and interview are direct, explicit means of gathering data from a certain sample. They lead to useful, objective and clear data that would be analysed and turned into valid, authentic results and findings.

4.1. Observation

Observation is a method of collecting data, it is observing a set of behaviours and recording the results. It is guided by the research question and purpose of the work. When conducting an observation there is often a use of a table of observation or an observation

list that helps the researcher record behaviours of relevance to his work. The analysis of the observation is done in both quantitative and qualitative methods. A key advantage of the observation is that it provides accurate data, where the participants, not knowing they are being observed act in a natural authentic manner. A disadvantage of this process is having ethical barriers since there is no consent from the participants to be observed. But it is redeemed through the anonymity of the chosen sample.

The observation done for this work was repeated in the course of three weeks, where the researcher observed the way teachers behaved and its influence on their students. The content of the lessons and atmosphere where the observation took place were the same, but with different groups of students and teachers. It is impossible to observe every behaviour that happens and every attitude it results in, there for there must be a check list of behaviours to be observed in order to reach the purpose of the work.

There was a list of behaviours decided for this work that would meet the purpose and answer all questions regarding this work. The observation took place in the faculty of foreign languages, department of English. The chosen sample was First Year LMD students, there were four groups observed and four teachers for each group. In an aim to know how students reacted to their teachers and to know teachers' way of interpreting daily occurrences with their students. The main purpose was to find out if there was enough importance given to developing trust and the effect it has on improving learning and building relationships. The behaviours to be observed were based on the criteria needed to build trust, in order to know whether the teachers behaved in a manner that would enable them to build human relationships and bounds. The list of behaviours moved from a set of behaviours that are expected from teachers on a daily basis to less frequent behaviours done by only teacher leaders in order to know the level of openness and high proficiency teachers have. It also comprised of some behaviour that should be seen in students, like if open and interested in the class.

4.2. Interview

Interviews are seen as great means of data collection, it is done face to face where the researcher can meet participants and deal with them directly so that he can see their facial expressions, bodily gestures, have a chance to have follow up questions.

Cohen et al. (2000) state that:

> Interviews enable participants –be they interviewers or interviewees- to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses, the interview is not simply concerned with collecting data about life: it is part of life itself. (p. 267 Cited in Bagui, 2012, p.89)

Interviews are very useful and have many advantages, the interviewer has direct access to the interviewee's experience and knowledge. The interview focuses more on the quality of the data collected than on the quantity of it like in the case of questionnaires. Mainly because interviews are time consuming. The researcher or the interviewer has to have clear exact questions in order to get the best, most accurate answers and information from the interviewee.

4.2.1 . The Teachers' Interview

The interview was made into two parts, it was designed in the form of yes/no questions followed by open questions to either elaborate on the yes/no questions and answers or that could provide additional information. Some behaviours that were recorded during the observation were not clear or understood, so there were some questions regarding them in order to know the reason behind them. Eight teachers from the English department were interviewed and asked seven questions. Some were uncomfortable being recorded, they preferred to remain anonymous and apologised when the interviewer suggested recording the discussion.

The researchers' objective behind recording the interview was to know the kind of relationship teachers aspired to build with their students. As was knowing the value and position given to trust and its role as a pedagogical element that would support successful learning in educational institutions. Even if the word trust was not mentioned in order not to mislead them. The interviews were conducted inside classrooms after teachers finished explaining lessons with their students.

4.2.2 . The Students' Interview

First Year LMD students of English were chosen because of their young age and new start in university. The aims behind conducting this interview were knowing the students' perception of their relationship with their teachers, knowing their views on how it should be, and what the expectations they have in their teachers. Six students were asked four questions each. Some questions were yes/no questions, others were open ended questions.

They were made in order to enable students to express their views and to mention the way they felt about their relationship with their teachers. Knowing the aspects, they liked and knowing the ones they wanted to improve would be of significance to the work in hand.

Knowing the motives behind academic success and what drove students to aspire to reach for more was a main purpose of this interview. Even if students replied to the questions vaguely, and did not know what they wanted or what to expect. Some of them were disappointed and distrustful of their teachers but did not know how to fix it. Others appreciated and liked their teachers and their behaviours but did not know the reason behind there admiration.

5. The Data Analysis

Analysing the data that was gathered is seen to be a turning point at this stage of the work. It is the change from the theoretical part that was comprised of concepts and definitions to matters that are more practical and in the field. That is, affairs that can be analysed and examined. This analysis indicates the authenticity and reliability of the research in hand.

5.1. Analysis the Observation

The analysis of this observation will be in a qualitative and quantitative method. Quantitative in order to know the statistics and reoccurrences of the behaviours and qualitative in order to know the importance, relevance and effect of the behaviours.
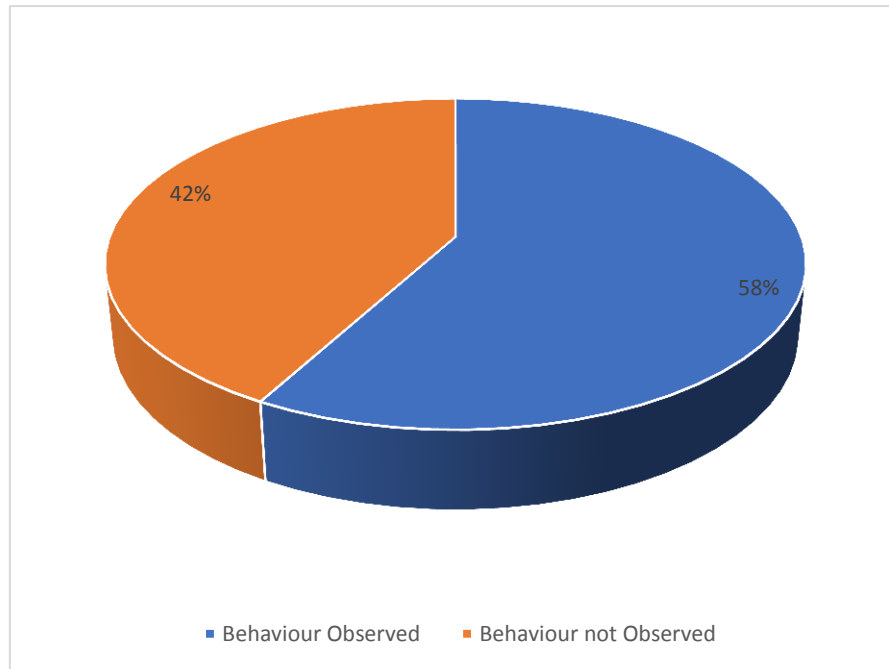
Figure 01: Meeting Expectations

The first behaviour that was observed was of the teacher's ability to behave in a manner that meets student's expectations. This behaviour was observed through noticing if the teacher provided clear instructions, cleared out any confusion, kept promises, answered all questions, corrected mistakes and was acceptant of questions and any sort of challenges without showing frustration. More than half the teachers (58%) did meet students' expectations, even if there were some who did not commit to the conditions set for them. The rest (42%) had lacks that rendered their students inattentive and uninterested.
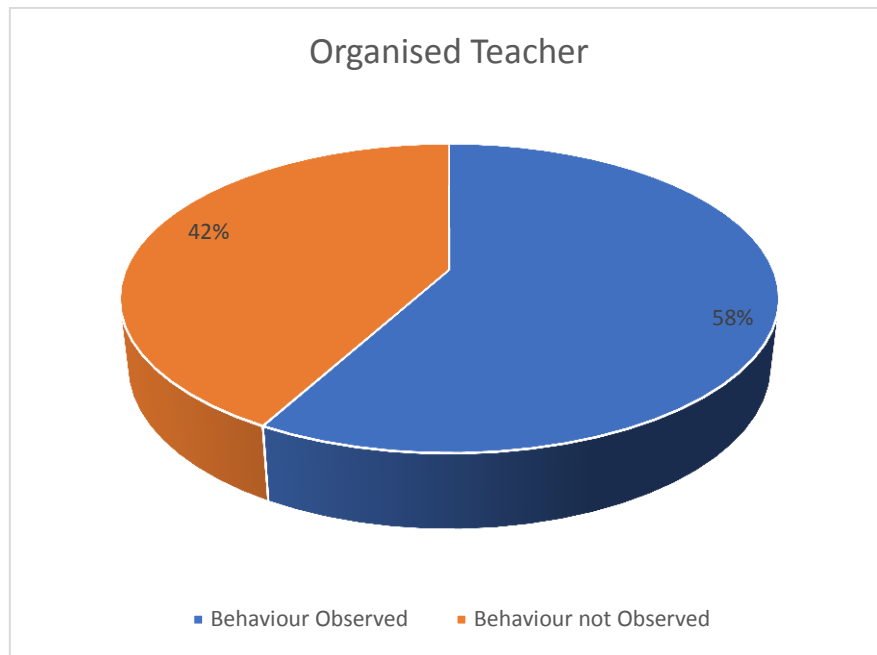
Figure 02: Organisation

The second behaviour was teachers' level of organisation; great leaders are depicted to be very organised and are seen as those who show high levels of management and preparation. This behaviour was observed through the teacher's behaviour towards his students and himself. Teachers who seem confident, demonstrate high abilities, plan their lessons ahead and teach according to learning styles are seen as very organised and competent. (58%) of the observed teachers presented to be organised while (42%) were less organised, they even seemed confused and unsure at certain times during the presenting of the lesson.
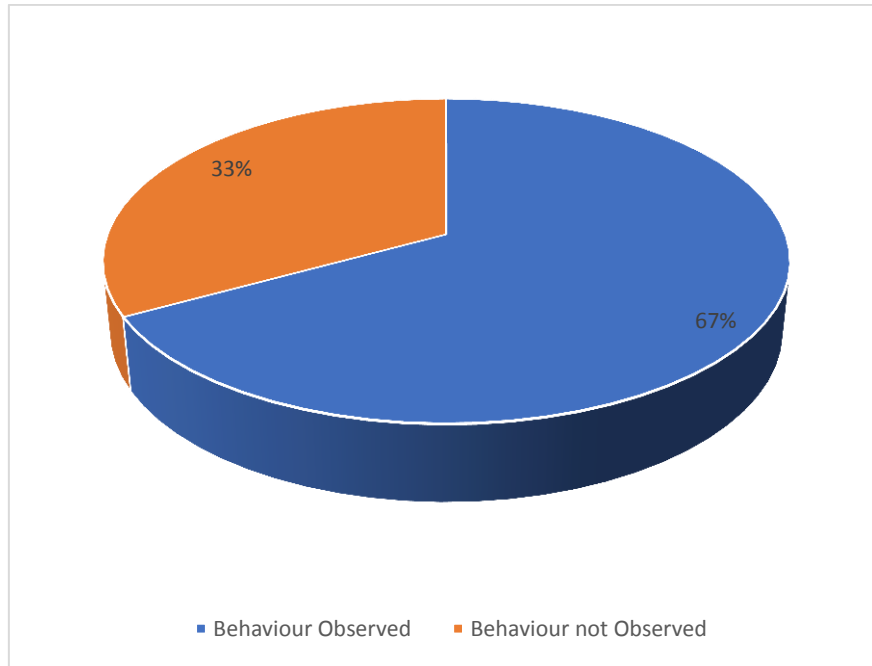
Figure 03: Flexibility

Teachers' flexibility was observed, knowing the degree of openness teachers have is needed for this work. This behaviour was observed through noticing teachers' willingness to share old stories and mistakes, his readiness to stay after class in over and students' sensation when they want to ask a question or go to the teacher in person for personalised learning. (67%) of teachers proved to be very flexible while (33%) showed reservations and set high limits and barriers.
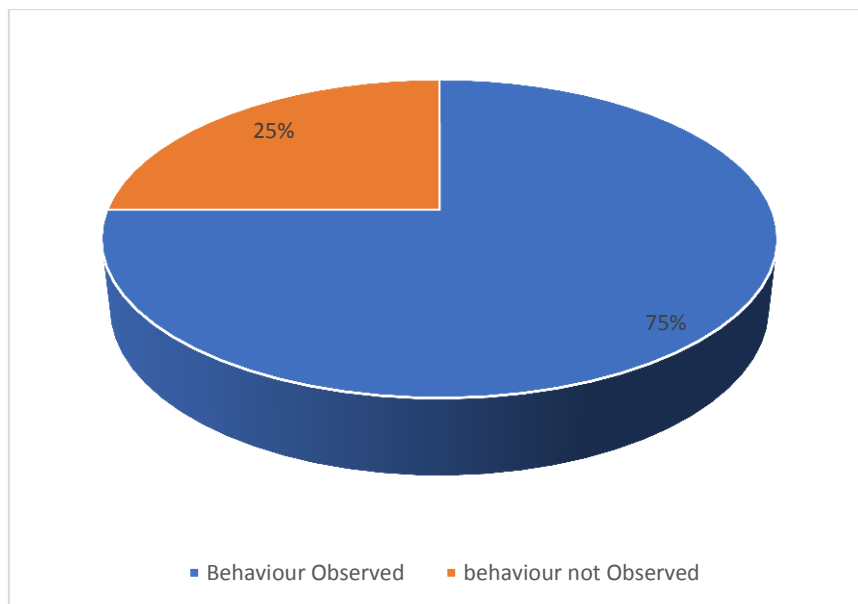
Figure 04: Professionalism and accountability

This behaviour is very important to the work, mainly because great leaders are seen as reliable, accountable and professional. A teacher needs to be the same. Knowing if the observed teachers were professional and accountable required noticing some behaviours such as present on time, has calm reactions, provides constructive feedback, and praises students for good achievements. The majority of teachers (75%) acted in a very professional, accountable manner. While (25%) were mostly late to their classes, were not calm and did not provide any feedback.
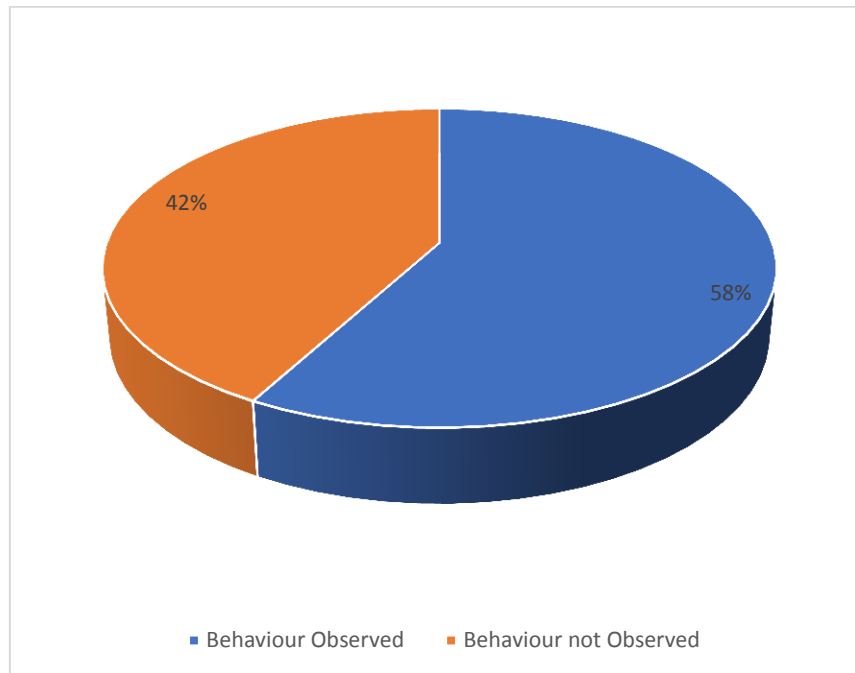
Figure 05: Believes in the Benevolence and capacities of others

Believing in students' capacity and benevolence gives them motive and drives them to do more and to reach higher. This behaviour was observed through noticing if the teacher shows positive expectations, reflects positive attitudes and is positive. (58%) of the observed teachers believed in the capacity and benevolence of their students. While (42%) were very pessimistic and did not show high faith in their students' competences, good intentions or in their kindness.
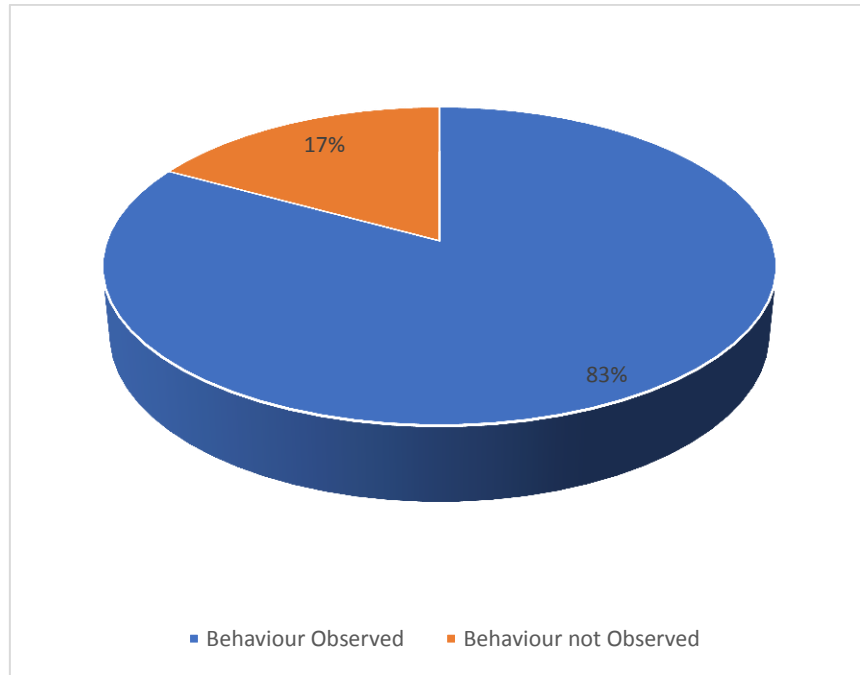
Figure 06: Caring

People care for those who care for them. That is why observing this behaviour was very important. Students need to be able to trust their teachers. A teacher who shows care among other qualities could be seen as trust worthy. Observing this behaviour was done through observing the way in which the teacher treats his students. Greetings, smiles, providing personalised learning, giving them full attention, involving them, showing kindness, being supportive, not embarrassing them and making sure they feel secure are all behaviours that show care. The majority of teachers (83%) showed care to their students constantly. While the rest (17%) failed to show the same kind of assistance, support, care and kindness that inspire students to reach for more.
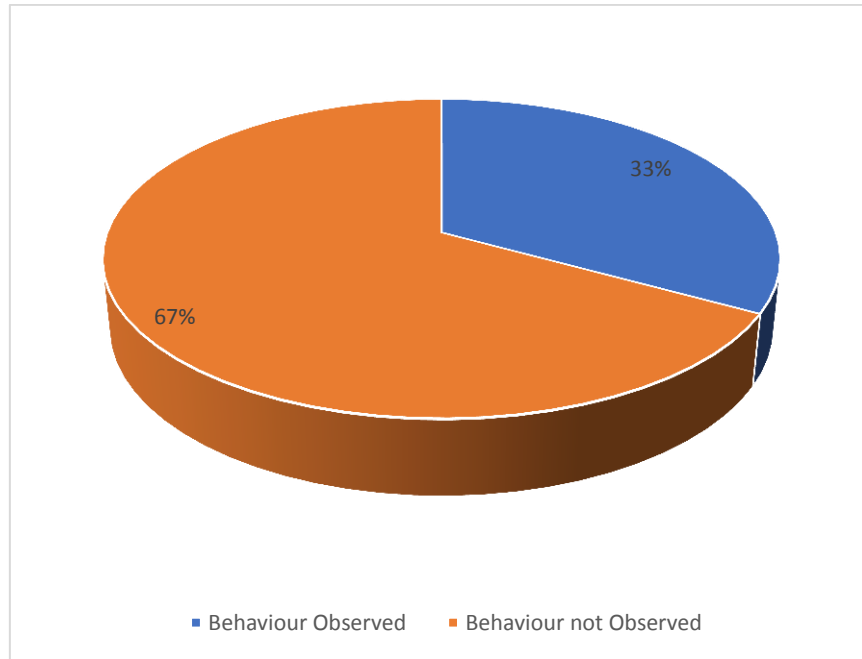
Figure 07: Students' feedback

The seventh behaviour observed was the presence of feedback from students. Students' participation in the classroom shows that they are comfortable with their teachers. Observing this was done through noticing if the classroom was well managed, if students behaviour was easily monitored and predicted. If students felt relaxed and if the contributed to the lesson. Less than half the students (33%) were involved and had active, positive feedback in the classroom. The rest of them (67%) were uninterested in the class, they were not participating and were even making noise and disturbing the class.
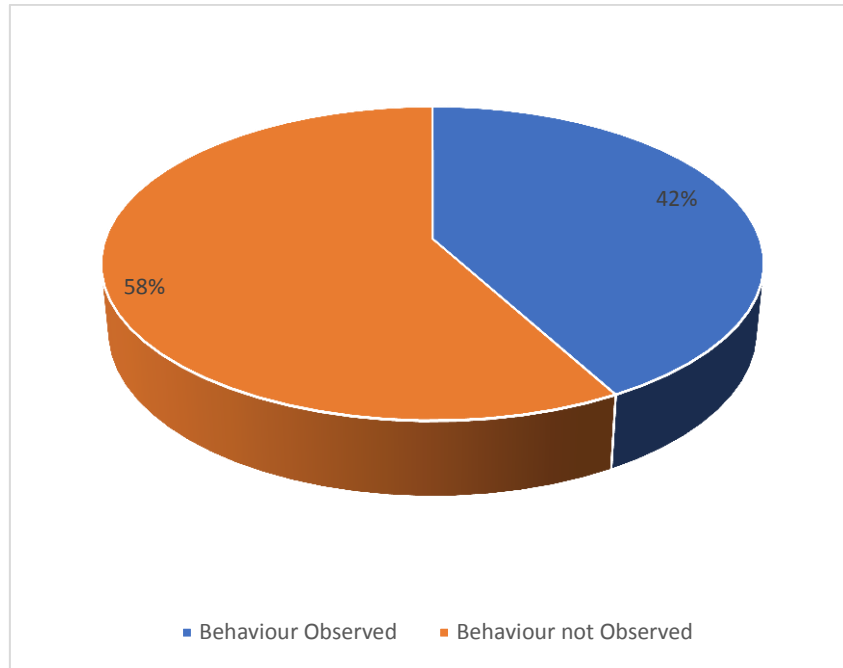
Figure 08: Motivational

The eighth behaviour that was observed was if the teacher motivated students. It was observed throughout noticing if the teacher clarified the reason behind teaching each lesson, and what his students needed it for. It was also done through noticing if the teacher used life related examples to bring them closer to the lesson. These behaviours inspire students to be more interested and involved. (58%) of the observed teachers did not do these acts of motivation while (42%) did not. These actions lead students to have a better intake of the lesson and to be more willing to receive knowledge.
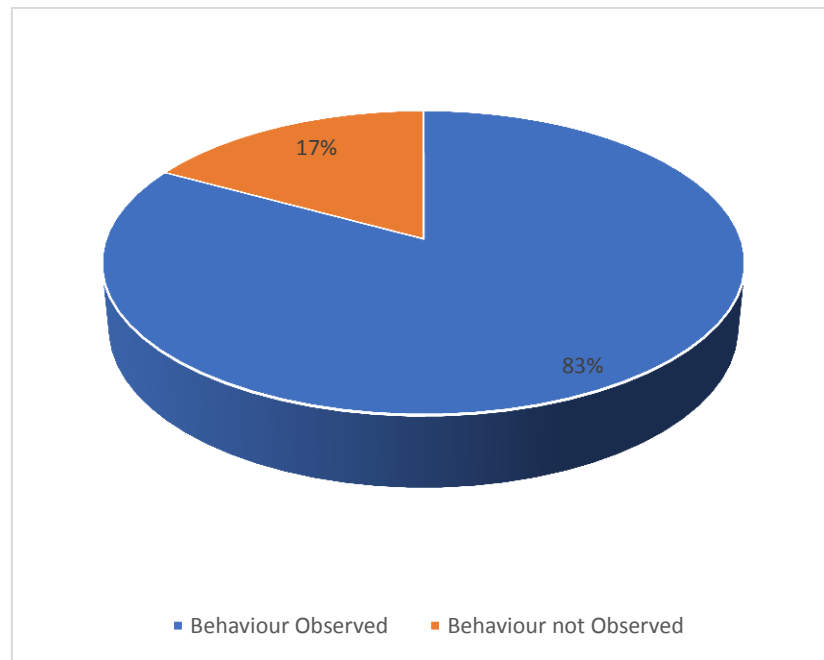
Figure 09: Respectful

The ninth behaviour is presented to be very important. It is being respectful to others. This behaviour was observed through noticing if the teachers did not offend their students, if they showed an interest in their future, if they allowed students to be part of the decision making. If they listen to them, and respected their different views and opinions. The vast majority of teachers (83%) proved to be very respectful and open minded. While (17%) did not. The ones who did not, were not offensive or harmful but they did disagree with their students about certain points and did not respect others' views.
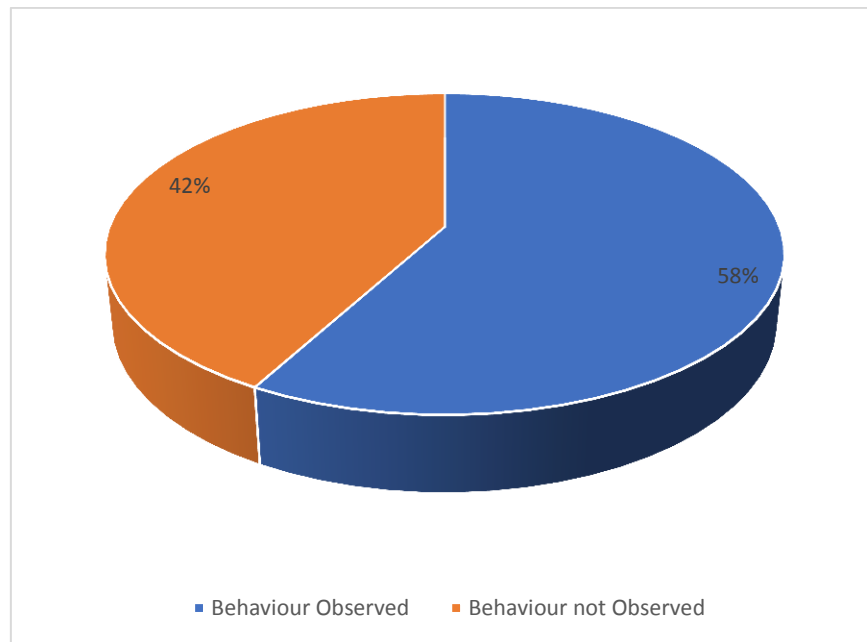
Figure 10: Going the Extra Mile

The tenth and last behaviour that was observed was if the teacher went the extra mile with his students and if he adheres to the principles that are accepted in society. This behaviour was observed through noticing if the teacher made reasonable, logical decisions; if he had clear values and rules, if he had a justification for any delays or broken promises and if he was fair. These actions help establish trust which motivates students. (58%) of teachers did behave in such a manner, (42%) did not, they were late or absent frequently without giving any explanation to it which made students feel like they were wasting their time. These teachers made illogical decisions which made students question their judgement and distrust them.

5.2. Analysis of the Interviews

The method followed in the analysis of the interviews was qualitative. It aimed at knowing the way teachers saw things, it helped enlighten the work in hand. Some of the teachers' exact answers were included. The answers provided were of great help in guiding the work.

5.2.1 . The Teachers' Interview

1- The First Question:

This question was made of two parts, the teachers were asked if they knew their students level in class. The second part of the question was, how they knew it. For the

first part, all teachers answered with yes, they said they knew their students' levels and dealt with them based on it. For the second part, three teachers said they managed to know their level because of experience and because they were used to having LMD 1 students, telling their level became a relevantly easy task for them. One teacher said he knew because he conducted a placement test which facilitated the task for him, it enabled him to establish a plan for them, to classify them and to help them in the best ways. The other four teachers said it was because they have been dealing with them for a while now. Explaining lessons, solving exercises and correcting tests rendered it easy for him to know their strengths and lacks.

2- The Second Question:

The second question that was asked was regarding the frequency of using students first names. To which teachers answered not so frequently. Few teachers explained that is good to use students first names and to call each of them with his first name, it would be very helpful when aspiring them to be more involved. They said that due to the fact that most teachers have a lot of responsibilities and a large number of students, it is hard to remember all their names.

3- The Third Question:

This question was about classroom rules, the teachers were asked if their students knew the behaviour that was expected out of them. They were also asked if they reminded their students of the way they are meant to be behaving inside the classroom. All interviewed teachers answered with yes, the classroom rules are very clear. They are set at the beginning of the year during the first meeting with the students. One interviewee said: "*They do know the rules, and they are reminded of them when they misbehave. It is never a good idea to threaten students or to challenge them, but they do need to know that there are repercussions*". Another interviewed teacher said on the same matter: "*Instead of giving students rules and guide lines, it is better to consider giving them choices so that they feel can feel in control of their own behaviour*".

4- The Fourth Question:

Teachers were asked if they ask their students for any background knowledge they might have on any new lesson. To which six teachers answered yes, they added that it was very important to ask students what they know on any important matter, it makes them

feel involved and it captures their interest. Two of the asked teachers answered, not always. The interviewer expanded the question to why are their times you do not ask students for their background knowledge. One of the teachers answered with: "*There are some things that I know they do not have background knowledge on, they never studied it before*". The second teacher said: "*Asking them depends on the lesson, students' cooperation and mood, and classroom atmosphere. Sometimes it is better to move on with the lesson in hand*".

5- The Fifth Question:

The question asked was if teachers reinsured their students about future tests, exams, future opportunities and possible career choices. All teachers answered with yes, they said that comforting students is essential, they are stressed and worried about most matters. They need to be reminded to relax, to be confident and most importantly they need to know they should trust themselves. They added that students relied on their teachers to guide them, and to help them when they need comfort and guidance.

6- The Sixth Question:

Teachers were asked about the way they get their students interests and about how they kept them motivated and engaged. Teachers answered this question by saying that it is done through; giving them objectives to reach, clarifying the reason behind the learning for some lessons, telling them why they are learning certain things, varying teaching techniques, keeping the mood relaxed and many more things that just happen at the moment. A teacher added: "*If teaching a grammar lesson for example, using examples that are close to real life, and are regarding ethics and self-respect can help motivate them and implement values and morals*". Other teachers said it is impossible to keep all students interested during the entire session, and that they have a very short concentration spam.

7- The Seventh Question:

The last question asked was about the ways teachers helped their students grow academically, teachers' answers were mostly similar. They said helping students prosper was a part of the teacher's job description. They answer all questions, clarify any misunderstanding, show them how to improve and build up their strengths. While helping them with their lacks through telling them what they need to improve and how they should

do it. They also pointed out that a teacher's main role is to guide his students to a better, more knowledgeable future full of positive opportunities.

5.2.2 . The Students' Interview

1- The First Question:

Students were asked if they missed any classes, to which they replied with yes. Then they were asked the reason behind their absences. Three of them said that they had some classes that were too boring and uninteresting, they added that they could find a better more productive way to spend their time. Two of the students said they missed only one class and it is because the teacher was always absent and they did not want to waste their time and wait for someone who might or might not show up. The last student said he did not want to stay for nothing.

2- The Second Question:

Students were asked if they had a favourite class, they answered with yes. Then they were asked why was it their favourite class. Two students answered it was because of the content that they found interesting. The other four said it was because "the teacher is very laid-back", they added that the teacher they were talking about was relaxed, confident and they wanted to listen to him all day.

3- The Third Question:

Students were asked if they participated in the classroom during the lessons. One student directly answered with a no, he said that participating in class was very challenging to him and that he would give the answer he had if the teacher was near him because he would rather speak to the teacher alone. But the teacher did not generally address him personally. Another student said he did participate frequently. The other four students said that their participation depends on the class and the teacher. They said if they felt comfortable and had the correct answer they would participate

4- The Fourth Question:

Students were asked to share their thoughts on what a good teacher is. Their answers were a good teacher is one who knows what he is doing, he should be sure of the subject and of the material used for it. He should be on time for the class and not be late all the time. He should also not reschedule classes last minute for no apparent reason. One of the

students said he expected his teacher to do his best in making sure all lessons are well explained and understood, he is expected to assist and support when needed and also is expected to be fair and honest with clear judgement and positive views.

6. Discussions and Interpretations

The interview's results revealed that most teachers are well aware of their roles in their students' lives, even if taken lightly by some. Teachers did try their best to be clear and caring. They seemed confident and knowledgeable most the time, as recorded during the observation. Some teachers did not strive to go the extra necessary mile that would help build their relationship with their students. They did not make sure to put efforts into building trust with their students. While others did their best to sponsor their students' academic future.

Teachers who did the minimum of efforts and only aimed at finishing the lesson where faced with a resistance from the minds and hearts of their students. These teachers taught students lessons in a very mechanical manner, they dealt with students as if they were empty minds to fill, instead of learners to inspire or young adults to help develop and prosper. Teachers who were not organised and confident were questioned, the material presented was second guessed and revisited. Students were not motivated or interested during these classes, which suggests that teachers' behaviour and leadership capacities are of high importance and relevance to students' academic future and daily lives.

Some teachers met all the qualifications needed to be a great trustworthy leader, they were optimistic towards there students' future and abilities. They were respectful of them, their time, and of the energy they invested in their learning process. They encouraged them to reach for higher and aspire for more. They were credible, open-minded and they communicated effectively. These teachers created the right road for trust building, rendered their students intellectually and emotionally bound to them. Their honesty and benevolence made them reliable and credible in the eyes of their students. These teachers had positive feedback from their students, who showed a high remarkable willingness to try harder and were more interested and engaged than others who had careless teachers, or ones who showed less initiation and belief in abilities. Students did not mention the word trust in their interviews at all, not even when asked of the expectations they had in a teacher, but they did mention all the criteria of a trustworthy leader. Subconsciously,

students knew what they wanted but because people do not generally think of the term trust it did not occur to them that that is a word to use about a teacher.

Furthermore, teachers' interviews showed a clear willingness and disposition from teachers to do more for their students, but because of lack of time and busy schedules, they wanted to move on with lessons and finish the semester in time. Most teachers were aware of this need to build human relationships with their students as it was seen during the observation. They tried to be approachable, they shared old stories and mistakes for that exact purpose. The behaviours observed showed that despite not thinking of the word trust or the feelings, attachments and commitment that resulted from it, it was very clear that teachers who had the most feedback from their students, and had the most active classes were trustworthy and reliable. They behaved in a manner that exceeded expectations, they asked about their students with genuine care, they believed in their competences and trusted them to do their best in the classroom. That trust was unconsciously reciprocated and acted up on, students showed their teachers the same level of devotion, they aspired to do more and to improve their academic outcome. They were invested in the subject and had intentions and aims to make their teachers proud. The interview for these teachers showed the high level of openness and dedication they put into their work. They were very professional and adequate. Students who were asked about their favourite subject during their interviews chose these teachers and were happy and excited to attend their classes.

Teachers deal with their students continuously throughout a certain substantial period of time. They are there for more than just a brief explanation of a lesson or a new term. They represent a guide that would enable his students to see their future clearly because they enlightened it for them. Teachers should act and be leaders who are highly trusted and believed in. Their qualifications should be instantly viewed through the knowledge they present and activities they introduce. A student should trust his teacher's academic abilities, he should also trust his capability to be comprehensive and supportive, this would provide a basis for academic prosperity and high level aspirations.

Trust is of high importance when dealing with a teacher-student relationship, it needs to be built and preserved, in the academic level, social and psychological ones, trust helps build strong bounds and a safer school environment. It renders students more willing and acceptant of the information and advice offered from their respected, highly trusted

teachers. Trust is built when all ends of the relationship are respectful of each other's believes, views and behaviours. Teachers being relatable creates a bound of similarity that shows that this person is close to one's own behaviour. This induces positivity and readiness to learn more and reach for more. Teachers who care for their students are highly regarded. These teachers who show a genuine interest in their students' lives are a key model of how a teacher leader should behave. Students who feel safe to participate and to take part in the lesson, find it easier to find motive to attend and revise. Building personal yet private relationships with students can prove to be of high importance and use when reaching for a bound that aims at humanising the teacher-student relationship.

Teachers in a traditional setting are seen as task givers, or as those who impose hard and continuous work for reasons that are unclear or uncomprehended. In a more open, acceptant setting, the teacher should be seen as a facilitator who gathers data for his lesson that clarifies all confusion a student might face during the class. Teachers are essential when learning, guiding, implementing values and norms, caring for their students and trying to help them follow the best path that could be set for them.

7. Conclusion

This chapter has mainly shed light on the importance that trust has when building successful relationships with students. It showed that the most active, interested, involved students were trusted and believed in by their teachers, they were treated with care and respect. The practical part was conducted in an original atmosphere where both teachers and students could behave according to their natural usual state. This chapter was used to prove or refute the suggested hypotheses for this work. The obtained results would help in providing a list of recommendations to teachers in order to reach high effective academic learning among young students, mostly those who lost interest and inspiration to follow through a lesson. Especially where they feel unwelcomed, unappreciated and unsupported. Teachers' behaviours in the classroom was observed in order to make a distinction between positive, beneficial behaviours that would prove to be of use when supporting young learners and other behaviours that are best avoided and changed or improved to become more useful to the improvement of learning conditions. These behaviours were built upon and compared to characteristics of a great leader. All behaviours that are positive and that resulted in students being more open and willing to participate and take part of the lesson were found to be the exact same positive criteria a leader possesses.

Other behaviours from some teachers led to the disappointment of students who expected more. These students needed a push to be more involved, and a teacher who believed in their capacities and benevolence could easily motivate them to become much more engaged and interested in all lessons and in education.

The quantitative and qualitative analysis confirmed that trusting educators is an essential matter when motivating students. It is the way to build productive relationships that are of high relevance to having positive support, and a sensation of security and safety that enables the students to participate and get engaged. The analysis of the practical part of this work also showed that students should trust their teachers' qualifications, and emotional presence and assistance. Teachers can establish this kind of trust through a show of confidence, professionalism, high respect, approachability and genuine care.

1. Introduction

In this chapter, there will be the presence of some suggestions to help teachers build trust, and implement it to have positive relationships with their students. Some behaviours that were observed during the practical analysis need to be improved. Simple daily behaviours that teachers can say, small gestures, are very influential on students' behaviours and lives. Insuring the presence of trust as strong, dominant feeling would help guide and support the academic journey of future generations who are in need of guidance and a sense of safety. The work done in this chapter would clarify some aspects of becoming a teacher leader, it is having the possibility to overcome any possible, unexpected behaviour or feedback. Simple acts of kindness, of professionalism and of care can change a student's negative prejudgements regarding the educational system and his views on teachers' roles and the process of his learning.

2. Recommendations to Improve Academic Achievement

A student should have the feeling of safety, confidence and excitement when he meets his teachers or inters his classroom. These positive emotions would help him get motivated and interested in what the teacher has to say. A student should know that it is perfectly normal to make a mistake or to get something wrong. Teachers should make it clear that students will be taught and trained, not punished and humiliated. A student having doubts about his teachers' positive attitudes can isolate himself by not dealing with the teachers, or with well performing students and by not trying to understand the lesson. He might get frustrated after trying to be involved then faced with disappointing nonconstructive feedback and unprofessional actions. The student could also be angry at the situation in which he finds himself, especially if dealing with a teacher who is not only disoriented, but is disrespectful and distrusted as well. These are just few negative feeling that could result from having instances of doubt and uncertainty regarding a teacher's behaviour or reaction to a matter that is usually seen to be normal and predictable. Having such destructive feelings could lead to a complete termination of the school year or even academic journey. In order to avoid such negative consequences, there are certain lacks teachers can improve that would render there students more attentive and interested.

2.1. Building Trust with Students

The acquisition of knowledge happens after trusting those who give knowledge. It is a fundamental element in having successful relationships. It should be built then maintained because it helps the teacher become more influential over his students, which facilitates the transition of knowledge. Teachers can build trust through:

➢ Extensive listening, students need to be heard, they have expectations and requirements that if met can facilitate the teaching and learning processes.

➢ Giving feedback without having any sort of judgement or disappointment in the students, trying is all that counts, a student who at least gave his work a chance should be praised for it and then corrected on it kindly and respectfully.

➢ Matching the spoken and nonspoken language matters. It is highly important and recommended in order to build trust with students that the body language, facial expressions, eye contact, tone used and the choice of word should all match the behaviour in class, if not the teacher risks the chance of losing reliability and dependability.

➢ Having good, clear and constant communication renders people engaged, they share any creative ideas they have; they receive positive, constructive feedback and get motivated.

➢ Acting as a role model. A teacher's behaviour is constantly being watched, he should behave the way he wants his students to act. He should not have to give lectures on behaviour, he should apply it on himself and the others will follow his lead.

➢ Having faith in others, trusting one's colleagues and students shows them that it is very possible to trust others. They will reciprocate that feeling of trust and it will turn into a positive well-built relationship.

➢ Open communication, when everyone is welcome to ask all their questions and to share all their views respectfully and without any judgement and prejudice from anyone, they feel at ease.

➢ Approachability, it means the students should feel comfortable reaching out for all of their teachers whenever they wish to establish a sort of communication, regarding any school business or personal distress.

➢ Keeping promises is a vital matter to the case in hand, a teacher who is uncredited cannot be listened to. Following through, doing as was said, and justifying breaks of promises if ever broken. It gives a sense of integrity and commitment to one's own values.

➢ Never placing blame on others, if a teacher was working with only a small selected group of students. It would make for uncomfortable situations unpleasing atmosphere and discouragement of trust. He should get the situation rectified and not tell students it is because of their lack of collaboration or understanding.

➢ Being relatable, having similarities with students gets them to develop unconscious links that result in forming a sense of affiliation that inspires likelihood and trustworthiness.

➢ Having self-control, when in a challenging situation and faced with the possibility to scream at students or show frustration. A teacher should be able to self-retain and show composure, whilst being firm and assertive. It indicates a calm reliable character.

➢ Having self-confidence, trusting one's self is of vital importance, a student can see if the teacher is unsure of the content he is presenting or of himself and competences that would lead him to question if he should be trusting him as a source of knowledge.

2.2. Becoming a Pedagogical Leader

Everything that is done daily is passed through a filter to see if it can be relied on and trusted or not, when it is a strong, safe relationship trust is there but not thought of. There is just an assumption of integrity, if there is a brake in that trust, everything is doubted and seen as suspicious behaviour. What is said, done, promised can no longer be relied or counted on. Becoming a pedagogical leader means having some criteria which comprises of:

Chapter Three: Recommendations and Further Suggestions

➢ Reliability, being countable qualifies a teacher as a leader who is eligible and competent to fill his role and to assist students in their academic journey. As a reliable teacher, there is a sort of association that is created. Students would feel at ease in the classroom and out of it.

➢ Approachability, a teacher who is approachable and seems to be somewhat familiar with the circumstances a student would be going through is seen as a relatable person. He shares old mistakes and helps students overcome theirs.

➢ A leader presents himself as strong and independent but also shows vulnerability, it makes him approachable, especially when dealing with students who are not so confident or capable of initiating open conversations with authoritative figures who are unapproachable.

➢ A leader embodies emotions. His facial impressions, tone of voice, physical gestures, should all convey the same message that would match every word that is uttered.

➢ Should be trusting and trustworthy, a teacher should trust his students for them to trust him back. He should not only act trustworthy but be trustworthy. his behaviours are essential to the building of a positive relationship.

➢ Acceptant, encouraging and supportive. A pedagogical leader has great influence on his students, he is meant to accept short coming and failures, but make sure they are rectified. He should encourage his students to follow through with anything they want, and he should support their educational journey.

➢ Cooperation, being cooperative is a main way to reach high goals. Giving active help to reach the same purpose ends in having mutual benefits that would serve the educational process positively and would help all involved parties grow and render the instructive environment successful.

➢ Continued discussions, or open communication where all views are welcomed and appreciated. The result of this respectfully built environment is working together and having mutual goals that work in the best interest of all learners who are expected to exceed limitations and overcome setbacks.

➢ Honesty is a key element. Keeping things real with students, giving them constructive criticism and resourceful ways to overcome any challenges or lacks they have is important when setting them in the right track.

➢ Being a good speaker. A way to reach deep level conversations and more results from students is to communicate clearly, and with appropriate words and sentences.

➢ Doing more for students by inspiring them to dream higher and reach for more. That would help them inspire for a brighter future and to unravel their ambitions and aspirations.

➢ A big part of a leader's role is to build trust with others and to be committed to them and to the job that is meant to be performed with all its responsibilities and commitments.

2.3. Turning the Classroom into a Safe Environment

➢ Having a supportive communicative climate is critical for establishing trust. In order to have a position of influence on his students, a teacher should encourage them to try everything they can that is beneficial to their future. He should inspire and motivate them to be more involved.

➢ Hiding truths and telling lies are ways to break trust which ruins relationships and sets solid barriers for progress and setting goals, so it should never be done in a safe atmosphere.

➢ Being present to honour all prior engagements is essential. Breaking agreements, changing plans without a warning at the last moment in a controlling manner is considered as breaking the foundation of collaboration. It shows that there is no possible way to work with this person.

➢ Providing clear guidance to show what are the expectations the leader has for his team members, the objectives that are set for them and the aims that are required of them to accomplish. The goals set for them should be guided by a time frame, teachers should make specific tasks and schedules for their students to follow.

> ➢ When there is something wrong happening, a teacher should take the time to identify and solve it. All the people involved would feel that their energy, efforts, time and interests should and would be invested in this classroom because they are well cared for.

> ➢ Maintaining a high level of trust with the administration, attending meetings, being relevant with the students and properly active with them suggests commitments in the field.

2.4. Showing Confidence

It can be very hard to tell if someone is trustworthy or not based on the first encounter or impression. But there are ways to be able to determine if someone is in fact trustworthy or not. Showing self-confidence presents someone to be trustworthy. Some behaviours that portray someone to be trust worthy can be seen or presented in the way they act and the way in which they carry themselves. Some behaviours are:

> ➢ Making eye contact, this is a sign of confidence, of authority and of care, it means the teacher is interested in what is said.

> ➢ Answering questions clearly. Answering questions with honesty, openness and consistency indicates someone who is sure of their knowledge and competences. It also indicates a sense of care and interest to the students.

> ➢ Walking tall with sure steps, students look up to their teachers, if they ever were to doubt themselves, students would do the same to them, which would lead to a loss of confidence in each other.

> ➢ Having group collaboration and open communication with students and colleagues demonstrates high confidence and a willingness to take part of all matters that regard enhancing the educational level of all materials that are taught and learned.

> ➢ Being organised when explaining lessons, implies an early preparation and a mastery of the topic in hand. Having clear instructions clarifies a teacher's high competences and desire to simplify acquired knowledge for his students and even colleagues.

> ➢ When a teacher has a high level of confidence, and is proven to be competent, everyone would believe in their high abilities and performance. And in the validity of the information he provides throughout the course of the teaching process.

2.5. Motivating Students

A teacher aiming to get his students' interest should teach them according to how they want to learn. Learning styles and preferences differ from one group of students to another. Even from one learner to another. Meeting up with students needs and requirements is a way to inspire them to be more involved. Missing on a point or failing to understand a lesson because it was read instead of written, or casually mentioned instead of directly explained can cause students to despair and be less active in the lesson and in the course. Students can miss out on a learning opportunity if they believe they will not understand it anyway. The teacher being unable to attend to all needs students had and the requirements that could be necessary for the development of students and their requests and demands that should be met.

Students tend to hesitate when they have a question or an uncertainty in mind, it is the teacher's job to ensure a safe learning environment where students feel at ease. The classroom is where students spend most their time and where they learn the most, having it be a place where they feel protected from any threat that would endanger their willingness to ask and question things that are uncertain to them, is the way to make sure they participate and get engaged. Answering all asked questions openly without any judgement and without making the student feel like he is asking an insignificant question is essential when teaching. Teachers who have this positive behaviour are met with students willing to learn more and to feed their curiosity with the kind of knowledge that is requested for their academic pathway.

Teachers can motivate students through the use of relatable matters, the ones that are closer to getting the point across to the kind of learners present in that particular moment. Correcting mistakes, should also be done respectfully. Students want to learn from their mistakes, but do not want those mistakes to be pointing at them. Correcting a test or an exam can cause frustration to those who are targeted when correcting, with their papers pulled out and their names associated with a mistake made on a test.

Having students contribute to the making of the lesson is also another way to get them motivated and interested. Searching for information and narrowing it down to fit their needs and those of their classmates is an extra drive for students to do their best in order to facilitate learning for themselves and for other. This kind of task gives them a sense of responsibility that is needed for their intellectual growth. Presenting a lesson or solving an exercise puts them in the teacher's spot for few moments, where they can realise that their teacher's job is beyond their interpretation.

Motivating students to show more interest and to be more involved is a matter of using the school material, students assigned tasks, examples given during the lesson, and inspirational speeches for the sake of the lesson and of the course. Motivating ones' students and getting them to be a full part of the lesson is an achievement on its own. Teachers who manage to do so are usually the ones who show most the care and interest their students deserve.

2.6. Going the Extra Mile

A teacher's basic duties are clear to most people, he explains lessons to his students in the best way he can so that they can excel academically. Then he makes sure the lessons are well understood and the conveyed message was clearly received. He also keeps the classroom organised and well disciplined. He checks the students practical understanding of the previously explained lessons. He motivates, guides and directs them.

Teacher leaders do more for their students than an average teacher does. They tend to be more flexible and willing to have closer relationships with their students. They are the main sponsors of their future. Exhibiting kindness and support are essential when building a relationship based on mutual care, respect and mainly trust. Showing interest in students' likes, habits, future proves benevolence. Taking an extra step in the aim of attempting to aid students with their education. Allowing students to express their views freely and respectfully is of importance when building trust with them. Participating in the process of decision making keeps students on edge to know the next thing they will be held responsible for.

A teacher leader is a very competent, confident teacher. He greets students with a smile and makes good eye contact. Students are at their best behaviour when with him, not because of fear but because of respect and because of the reoccurring implementation of values that they will need for ever. Giving attention to each student depending on his

learning style, his preference and level enables him to feel comfortable asking questions or making comments suited for the content of the lesson.

Teacher leaders are the example of good teachers, those who follow through with every decision, make students comfortable and attentive. They have high abilities and present quality content to their students. These teachers are highly organised and they present themselves with adequacy and professionalism.

3. Becoming a Teacher Leader

A team needs to improve and progress, in order to be able to function and do many things, such as, exchange information, achieve higher, have clear rights and duties, good cooperation, clear communication and to be able to show great capacities and talents. Trusting the team leader and the team members, would enable each member to be more effective and able to reach his full potentials and achieve all his goals. It is up to the team leader to create and maintain this trust by having the skills and characters of a leader.

A leader can establish trust by:

➢ Showing self-confidence, if he does not trust himself, how can he expect others to trust him. He must know his strengths and work on his weaknesses in order to achieve his goals.

➢ Clarifying the values and principles he has set for the prosperity and organisation needed for the team and explaining it to the team.

➢ Leading the example through living by the set values and behaving in an appropriate, adequate manner.

➢ A leader should have great control over his emotions. The way he responds to difficult situations he might encounter should be calm and appropriate according to the situation he is in.

➢ A leader should have faith in people, in their benevolence and in their capacity to care profoundly. In order to get trust, one must give trust.

➢ Team members are very likely to deal with their leader the way he deals with them. Being clear and making sure all messages are being perceived properly is essential in having good communication,

➢ Listening and understanding are essential qualities of a promising teacher leader.

➢ A leader's verbal and non-verbal messages should match, his words cannot be different from his facial expressions and body gestures.

➢ Being honest and helping people develop and evolve without judging, punishing or criticising them, gets people to be more engaged and open.

➢ A leader aiming at developing trust should also be a great role model, by showing appropriate behaviour and positive expectations.

➢ He should also be respectful, encouraging and capable of maintaining his engagements and promises.

➢ He should build a reputation of credibility and openness that would serve him as a bridge that would enable him to build a relationship based on mutual trust and clear communication.

➢ A leader should show self-restraint and composure when angry, uncertain or frustrated.

➢ He should show humility and have clear defined objectives that serve the group as a whole, not his own personal agenda.

3.1. Teachers' Different Roles

A teacher is the power that operates the educational system. He should inspire to be the best educator he can possibly be. He has many roles to fill in order to be a direct sponsor of students' academic life and future. A teacher leader has clear roles that he needs to fulfil in order to assume his position as a leader, and be able to guide his students.

➢ A teacher should be a main provider of resources and intel. The resources and knowledge he presents should be of assistance to students in their future aspirations. Even if his students do not know what they need, he should. He should not only provide useful information, but should also instruct his students on how to use it and make the best of it.

➢ A big part of leadership in any field is mentoring. A teacher should present himself as a mentor and a guide to his students. Showing them what to do, how to do it, and telling them why are they doing it can be very motivating and inspiring. A teacher should encourage his students to be the best they possibly can. He should also encourage them to enjoy learning.

➢ Being supportive and reliable is also of high importance. Students need to be supported when they learn a new piece of information or acquire a new set of

skills. Coaching students who are in need of help is one of the most essential rules a teacher has.

➤ Participating in school events, and taking part of any activities renders the teacher more involved and engaged with school matters. Any direction taken by the school should be the same followed by all teachers.

➤ A teacher is a role model to his students, they spend a lot of time with him, so he becomes an idle. It is the teacher's job to become a positive role model and to make sure the behaviours he exhibits are the kind of acts he wants his students to grow up doing.

➤ A good teacher is a good listener, a teacher who listens to his students as they answer questions or express themselves is one who wants his students to be successful, he would be helping them build their self-confidence.

➤ One of teachers' roles is to set an appropriate learning environment. Students reflect a teacher's behaviour, him creating a peaceful, relaxed environment results in students who are at ease and who are more willing to take part of the lesson end up with students who are more cooperative and interested.

➤ A teacher who is adequate and well informed of all the material he teaches should know that there is always room to know more, and to be more informed. A teacher should be a learner. One who is aware of the difficulties and challenges that are faced every day. This awareness helps teachers evolve and become better, stronger teachers and persons, who are more competent and able of accomplishing tasks.

➤ Spotting and solving problems that are caused by mischievous students is a part of teachers' duties. Protecting students inside the classroom and making sure there is no tolerance for and emotional or physical violence creates a sense of safety and security.

➤ A teacher's job consists of helping students acquire the maximum of knowledge possible. They do that through meeting students' needs and teaching according to their learning styles. Students expect their teachers to explain lessons to them in the most facilitated way possible.

➤ Assessing students' strengths and weaknesses, in order to help them improve the former and work on the latter is also a task for teachers.

➢ Teachers' role also extends to making sure students know and understand classroom and school rules. Developing and enforcing these rules to make sure daily lessons and school year continue in an organised manner is essential.

➢ Explaining lessons and executing lesson plans is not the teachers' primary task anymore. Mentoring, counselling, acting as a role model, planner and organiser are duties of equal importance.

3.2. Having Clear Communication

Communication is essential when exchanging data. It allows access between people or groups to insure the proper reception of a conveyed message or piece of information. Having clear communication is indispensable in a teacher-student relationship. It provides the possibility for students to interact with their classmates and teachers. It facilitates presenting feedback and asking questions regarding unclear matters.

➢ Active listening is essential, it shows care and interest in the person talking. It can be shown through rephrasing what has been said, reciprocating the feelings that has been demonstrated during the talk or even relate that event, story or question to one's own experiences.

➢ Taking responsibility for one's own actions removes the process of pointing fingers and holding others accountable for matters out of their hand or reach. This makes it easier for students to express themselves and communicate their thoughts and views.

➢ Consulting students on matters that are of relevance to them is a way to develop communication. Being asked about matters that affect them assists in capturing their interest and makes them feel involved.

➢ Clear communication needs to be applied even in the case of having misbehaving students who are not listening. Having students who present challenging behaviour could result in reactions that are based on previous assumptions that are untrue and inaccurate. Clarifying the response and views gathered from such a behaviour is key to not having it reoccur.

➢ Having clear communication diminishes the number of assumptions and different understandings a person can make of one sentence. A communicated message should be clear and to the point. Having concise messages facilitate people's understanding of it and captures their interest.

➢ Any message, information or instruction that is conveyed or explained should be coherent, correct and should meet the students level of understanding.

➢ Honesty supports good communication, having complete, direct messages is prominent when building positive trustworthy relationships.

➢ Expressing the right ideas without drifting away from the point makes for a clear two-way conversation that makes sense and does not need to be repeated constantly.

➢ Conveyed messages should be simple and short to be understood. They should also be interesting and to the point to be recollected.

➢ Effective communication helps build effective teams who are well understood, motivated and highly competent. It also helps construct responsible, productive students who have integrity and are highly respectful.

➢ Body language, nonverbal communication and spoken words need to match to avoid all stressful, inconsistent conversations.

➢ Good, valid communication renders relationships more balanced and facilitates daily life. It provides a credible, trustworthy reputation.

3.3. Creating a Support System

Having social connections and a strong support system can prove to be beneficial for the creation of a safety net and a constructive environment. Improving social ties should be a necessity when developing trust. A support system consists of teachers, parents, family members, administrators, faculty members and society members. It aims at reinforcing students' academic journey and indorsing their future. Students who come from supportive, trustworthy families are more opened to building relationships and are more willing to trust others. Teachers and parents are the most essential members in a support system, they sustain students' emotional and social state, and motivate them to reach for more and to inspire higher.

Fostering an appropriate atmosphere for students to feel at ease in, is a great way to influence students' decision making positively. Learners who are hesitant regarding what path to follow, are unsure of the importance of building relationships, of surpassing expectations and of taking the lead in school would find it easier to overcome obstacles and to excel in their academic journey.

The school faculty should sponsor positive relationships with students, it would be of assistance to the prosper of academic innovation and creativity. Parents should take a leading part of students' academic journey. They should build relationships that are based on trust with their children, in order to enable them to foster positive relationships, and allow others to be of assistance and guidance to them as they grow.

4. Conclusion

Effective communication is the basic road to trust, it gives a sense of emotional connection, which in turn provides a sensation of openness and relatability. Keeping agreements, being reliable and honest, knowing the team members' needs, getting their opinions and ideas, understanding what drives and motivates them, showing care and benevolence, not imposing opinions, having good quality communication, all contributes in building positive productive relationships. Building, creating and maintaining trust is essential to having great collaborations, positive human relationships and high level success.

General Conclusion

Trust is a very important element to consider when trying to improve academic achievement, and when trying to understand the reasons behind some teachers having high collaborative, motivated classes while others are faced with distrustful students and disappointing results and feedbacks. A teacher's behaviour influences the way his students act, it influences the degree of their motivation and interest in the lesson and in the course. He should believe in their capacities, good intentions and mainly trust them. Showing low faith, being pessimistic and not having their interest in mind leads to a resistance from them because of a sensation they have of unease and uncomfortableness that could lead to a retrieval from class and the teacher. The way a teacher behaves and deals with his students reflects his beliefs, way of thinking and self-regard.

A teacher who chooses to follow a trustful path with his students where he exhibits signs of faith in them, he expresses that he believes in their capacities and in their kindness and good intentions. This results in having that feeling reciprocated. If not, then they would not trust him, his qualifications or kindness. Being in a trustful relationship is needed to help students overcome the barriers they might face along their journey in the educational system. Having thoughts that there are limitations of not being able to reach out for a teacher if needed renders constructing knowledge and building relationships harder. This would lead to students pulling away from this atmosphere that is unsafe and threatening to them. Students would eventually end up more focused on protecting themselves than on developing their academic paths, lives and sponsoring their careers and future decisions. Every student needs to believe in a support system that is set to guide his academic course.

Being trustworthy, caring, respectful and trusting students are qualifications of a good leader who is followed because he is confident, well-organised, and he shows great leadership skills. These are also ways to build trust, having that feeling reciprocated is key to having an active involved classroom, and well-motivated and interested students. These students tend to try harder and aspire for more because they believe they are expected to. They attempt to meet with the high standards that are set for them by their teacher, who believes in their capacities and great intentions. Having good communication, mutual respect, positive attitudes result in students feeling able to share their answers and of points of view with the rest of their classmates or team members. Having a safe, relaxed environment renders the class an active, operational, attentive place.

Trust is a key element in improving academic success, it paves the way to open communication, which enables students to speak their minds and share their views with their teachers and fellow classmates. Having a trustful environment also enables students to feel relaxed and capable of taking part of the lessons. It gets them to like the teacher and the course. Building positive relationships facilitates making connections with others and improving academic achievement among students. Becoming a pedagogical leader is a great way to develop trust, it is becoming a strong dependable teacher, who provides facilitated knowledge, deep care for future opportunities and human relationships.

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Behaviours to observe	The behaviour was observed	The behaviour was not observed	More Details/Comments
-Able to perform in a manner that meets student's expectations.			
-Shows high levels of organization.			
-Flexible.			
-Professional and accountable.			
-Believes in other's benevolence and capacities.			
-Caring.			
-Presence of feedback from students.			
-Motivates students.			
-Respectful of others.			
- Adheres to principles that are acceptable to society.			

Behaviours to observe	The behaviour was observed	The behaviour was not observed	More Details/Comments
-Provides clear instructions. -Clears out any sort of confusion. -Keeps promises. -Answers all questions. -corrects mistakes. -Takes matters personally. -Shows frustration. -Seems confident. -Demonstrates high abilities and elevated skills. -Teaches according to learning styles. -Plans the lesson ahead. -Predicts all possible outcomes. -Knows his students level. -Shares old stories and mistakes. -Stays few moments after class is over. -Students are welcomed to ask questions at the desk. -Present on time. -Follows through the lesson as expected. -Reacts calmly. -Gives constructive feedback -Provides feedback immediately. -Shows positive expectations -Reflects positive attitudes. -Optimistic. -Smiles and makes eye contact. -Greets in a friendly manner. -Gives individual time to students. -Provides personalised learning. -Has one on one communication. -Gives attention to students asking questions or making comments. -Involves students who are not interested. -Exhibits kindness and support.			

-Does not embarrass students. -Students are at ease. -The classroom is well managed. -Easy to monitor students. -Easy to predict students' behaviour. -Students contribute to the lesson. -Clarifies the reason behind teaching each lesson. -Uses life related examples. -Does not offend/underestimate students. -Shows interest in students' future. -Allows students to participate in the decision making -Listen when someone is talking. -Respect views and opinions. -Makes reasonable, logical decisions. -Has clear values and principles. -Sets rules and uses them. -Does not make exceptions for anyone (he is fair). -Explains the reason behind being late/absent. -Clarifies why he had to break a promise.			

Interview Questions for Teachers:

1. Do you know your students level in the classroom?

   How do you know their level?

2. How frequently do you use your students first names?

3. Do your students know and fully understand the classroom rules, and the behaviours expected from them?

4. Do you ask your students to provide any background knowledge they might have on the lesson to be presented?

5. Do you reinsure your students about future tests, exams, future opportunities and possible career choices?

6. How do you keep your students interested, motivated and engaged throughout the lesson?

7. How do you help your students grow academically?

Interview Questions for Students:

1. Do you miss any classes?

   Is there a reason for your absence?

2. Do you have a favourite class?

   why is it your favourite class?

3. Do you participate in the classroom during the lessons?

4. What do you think a good teacher is?