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**The Impact Of teachers Behaviors On
Students Academic Achievements And
Motivation**

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Dedication

To my parents, and to the educators who can demonstrate the love and caring to their students.

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Abstract

The aim of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also the methods and strategies teachers uses, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

Keywords: attitudes, behavior, teachers_ student relationship, academic achievement, classroom.

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General Introduction

Educators are bombarded with proposition for reform. They are asked to use new curricula, new teaching strategies, and new appraises .they are conducted to prepare students for the new state standardized test or to document. They aim programs that consequently improve students' performance (grades) and behavior in order to make students more successful. Government policies on education ask teachers to accomplish measurable goals and objectives and to hold teachers accountable for student's performances.

From our experience of more than three years teaching French at primary school in Mostaganem we noticed changes in the performance and motivation and its relation with teachers' behaviors and attitudes. It is with objectives of knowing and confirming the idea that teachers behaviors are influencing the students' performance and motivation.

The purpose of this research is to explore and understand the relationship between teacher's behavior and students' performance and motivation. To assess the effect of behavior on learning process of the student. To knows about student- teacher interaction problem because of teacher behavior in the class. To observe the effect of teacher behavior on student motivation for learning.

The research questions are raised as follows:

- 1) Is there a relationship between teachers behavior and student academic success?
- 2) Are teachers aware of the influence of their behavior on their students?

The following hypothesis from the basis of the investigation:

- 1) There will be relationship between the teacher behavior and student academic achievement.

2) Most of teachers have no awareness that their behaviors could affect their students' academic success.

Academic success lies on variety of elements these elements can have both positive and negative impact on a child's competence to stay motivated and succeed in school. One of these factors is the relationship between the student and the teacher. It has a virtual importance to affect to student motivation and classroom learning experience. The student may have more difficulty building a positive student- teacher relationship and may struggle academically if the teacher shows negative behavior.

This can direct to school failure if a teacher is able to show negative behavior in dealing with his /her student ,this can help motivate the student not only to stay in school ,but also to succeed .Supporter of attachment theory (Howes, 1999) further asserts that students who have positive relationship with their teachers will have safe base in classroom.

One of the important factors in building a strong relationship between the teacher and his/her students is to behave positively and properly.

Countless studies demonstrates that the teachers have great effect on children not only in school life but also all over their lives (Philips,MacCartney& Scarr,1987 ;Vandell &Corrasanti,1990 ;and Bredecamp & Coppel ,1997 ;Wylly and Thompson ,2003).

The child discovers and understands new challenges in the company of the caregivers , a child asks for and uses help from the primary caregiver , a child checks in sentiments just visually with the primary caregiver (Howes & Pitchie ,2002).

If child builds a warm, supportive, secure relationship with adult, in this case his/her teacher, the child should be able to use that relationship as emotional support when facing challenges or problems (Howes & Pitchie, 2002).

1.1.Introduction

This chapter presents the background knowledge about teachers' behavior and its relation with student's motivation. As well as students-teachers relationship and students' academic outcomes. Teacher's behaviors have also been found to be an important variable in students engagement in the learning process. Positive teachers behaviors found to be an important aspects of effective teaching that non-academic in nature include assertiveness, willingness to take risks, independence, self-confidence, creative, warm and loving. Numerous researchers have shown that there is relationship between personality types and teachers behaviors in classroom and students learning outcomes. Some research has emphasized that the personality characteristics of the teacher is the most significant variable in the classroom success. For example, Jackson and Pauly (1999, as cited in Charters, Henson, & Sienty, 2001) found that individual teacher personality traits affect how teachers communicate to their students. They found that teachers with certain personality traits were more capable of shifting to accommodate each of their students' various needs and that this ability may be the most important factor in determining the success or failure of students in the classroom.

1.2. Defining Behavior

In general, "behavior is defined as all of the physical and mental acts that humans perform" (Charles, 1992, p. 6). Behavior can be extended to any organism that thinks or moves but we are taking in consideration people and in particular, the behavior that characterizes teachers and students in classrooms. Certain thinkers protest to the inclusion of mental acts as behaviors. These individuals generally reveal that it is impossible to see a person's thoughts. To their point of view, it is better to limit our concern to only those events that can be seen directly.

It is true that only physical actions can be directly observed, despite the fact, it is clear that thinking can influence an individual's apparent physical behavior. Considering some interference directly target thinking, we will comprehend mental acts as behaviors. When we consider mental actions, it will be important to abide in mind that we are most often speculating about thought processes. Whenever, we must focus on the observable and minimize the amount of assumptions that required explaining the behavior.

1.3 The Behavioral Explanation

The explanation of behaviors suggests that all behavior is learned and that behaviors are learned as functions of events within the environment. When maladaptive behaviors are observed, they should be considered to be the results of inappropriate learning. Similarly, accommodative behaviors are the outcomes of learning appropriate responses to various incites in the environment. Behavioral practitioner's support or change behavior by arranging previous events and consequences. A great deal of effort went into making precise definitions of the behavior in question and collecting objective reliable findings regarding frequency, duration, setting, antecedent events, and the consequences surrounding the behavior.

Some other feature of the behavioral approach is the definition of consequences by their influence on the behavior. In general, there are three classes of consequence for any behavior: reward, punishment, or extinction. Consequences that empower behaviors (increase in frequency, duration, or probability) are considered to be prizes or reinforces. Consequences that decline behaviors (decrease in frequency, duration, or probability) are seen to be punishments. In general terms, these principles intend that people do what they do mostly to (a) get something they want or (b) to scape something that they find unpleasant.

When a behavior does not succeed to bring an active response from the environment, it is usually weakened. A weakening of behavior fitting to lack of contingent response is

called extinction. The advice to ignore problem behavior so it will go away is based on extinction. Executing the behavior because it has resulted in a proper outcome in the past. The name for this phenomenon is “extinction burst.” Few psychologists warn that neglecting the behavior sometimes makes it worse. There is another form of reinforcement that people often use upon each other. It is a mean to increase behavior frequency, duration, or probability and is accordingly a form of reinforcement. nevertheless, this form of reinforcement encourages behaviors to happen by removing or decreasing a pre-existing unpleasant condition or stimulus. We all experience this without really paying attention to it. the feeling of hunger, When we eat ,(and for some people, other feelings like boredom, anxiety, or tension) abates.

Increasing a target behavior by removing a noxious condition contingent from the target person is called “negative reinforcement.” In other words, negative reinforcement augments the frequency of the behavior that results in either escaping or avoiding an unpleasant situation.

It appears that giving in to negative reinforcement behaviors only stops the behavior for a short time. In the long run, operating with negative reinforcement only elicits more of this unpleasant manner of interaction.

The behavioral method is sometimes censured as cold, mechanistic, and extremely focused on extrinsic rewards and punishments. although, most of us are pleased to be paid for our efforts and attempt to avoid sanctions and ridicule in our work. Others see behavioral approaches as manipulative.

1.3.1 The Ecological Explanation

The ecological example puts the emphasis on the individual as a member of multiple social systems. For children, these systems often involve classroom, peer group, and family. Most of people have more than these three systems but most school-aged children have

at least these three systems in common. Defenders of this theory propose that an individual's performance is at least partially shaped by the nature and type of interactions the individual has with the environment and people in the environment. Ecological practitioners (sometimes called ecobehaviorists) often use many of the same tools as the behavioral practitioners which were described in the previous sections; however, they tend to look for and increase the naturally occurring contingencies that support positive behavior while minimizing those contingencies in the environment that support undesirable behavior (Scott, Liaupsin, & Nelson, 1999). One recent example of this approach appeared in a study by Wallace, Reschly Anderson, Bartholomay, and Hupp (2002).

1.3.2 Biophysical Explanations

Biophysical explanations suggest that behavior is the result of genetic or biochemical processes in the body. Medical intervention is often involved with behaviors that are explained in this manner. Educators need to be aware of biophysical explanations because they will see a number of children whose behavior is related to a genetic or chemical condition. For example, schizophrenia, selective mutism, depression, and hyperactivity can all be related to the individual's biology. Some forms of behavior problems respond better to medical treatment than to other forms of interventions (Brigham & Cole, 1998; Forness & Kavale, 2001).

1.3.3 Psychodynamic Explanations

There are many shapes of psychodynamic or psychoanalytic theories. Most of them indicate that undesirable behavior is the result of some hypothesized form of inner turmoil or tension among the dynamic parts of one's personality. Acceptable behavior according to psychodynamic practitioners will be impossible until these tensions are resolved through psychotherapy. Psychodynamic interpretations have the benefit of being coordinated with many popular conceptions of human behavior.

1.4 Interpersonal perspective on teaching

Educators who are interested in the classroom at its micro level. They examine it completely from an interpersonal perspective on teaching which concerns creating and maintaining a positive, warm classroom atmosphere conducive to learning (Williams & Burden, 1997). This perspective puts the emphasis on the relationship between students and teachers. Teachers have both direct and indirect impact on students.

As a result they contribute to the learning environment of these students. For instance, teaching behaviours, teaching styles and student apprehension of the learning environments have been studied and found to be associated to student learning (Bennet, 1976; Brophy & Good, 1986; Fraser et al., 1991). According to Moos (1979) the relationship between students and teachers is an crucial dimension of class climate. He characterize three dimensions of classroom atmosphere.

These are, relationships within the classroom, personal development and goal orientation, and maintenance and changes within the system. From an interpersonal perspective, it is the first factor which interests us. This dimension illustrates the nature of personal relationships within the classroom, particularly the support a teacher gives to his students. Intervention and affiliation are categorized under this dimension as well. Established on these three dimensions, Maslowski (2003) draws class climate as 'the collective perceptions of students with respect to the mutual relationships within the classroom, the organisation of the lessons and the learning tasks of the students'. It is important to mention that the relationship between students and teachers go hand in hand with classroom climate.

The behaviour of the teacher both influences and is influenced by the students in many events in the classroom, like the creation and maintenance of a good classroom climate, the behaviours that control the quality of relationships and feelings. The connection between teacher behaviour and student behaviour (Wubbels & Levy, 1993) suggests that teachers can

benefit directly from identifying how their interpersonal behaviour influences student behaviour. The complicated nature of classroom environment denotes that multiple perceptions are important to get a comprehensive image of the education process. Since concepts are the result of an interaction between the person and his environment, they reveal how someone experiences a classroom situation. Most teachers see the classroom environment more positively than their students (Brekelmans, 1989).

1.5 The Teacher's Wellbeing

Researcher defines wellbeing as 'a positive emotional state that is the product of a harmony between the amount of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand'(Engels,Aelterman, Van Petegem&Schepens2004).

An analysis of this definition conducts to different components. Firstly, it deals with 'a positive emotional state'. This signifies incorporating a positive connotation. The vision after this definition is one of dynamic intervention and positive change and coincides with a direction in positive psychology.

Secondly, the 'harmony' between context and person points to endeavouring to a Person-Environment apt model (Kristof, 1996). Teachers should be capable of attuning their own needs and expectations to specific context factors and requires of the school.

Accordingly we must keep in mind that it is an influential precondition for teachers to feel good in schools. They have to 'fit' into the school system. Teacher's personal characteristics which permit for the development of authentic human relationships with his students and the ability of creating a democratic and agreeable classroom are important quality for effective teaching. Entwistle (1987) asserts that 'there are emotional and moral, as well as cognitive sources of pleasure in schooling' (p 21). So the affective area is very crucial in successful interactions between teachers and students.

1.6 The Teacher's Behaviour In Making Difference In Classroom

For a long of time, we concentrated almost exclusively on the teaching and teachers. More recently, we've been giving more importance to learning, and that's a good thing. However, we shouldn't be thinking about one without the other—they're both the same amount of importance.

Highlighting teaching and teacher qualities that students consistently say can make a difference in how they learn. There's no lack of lists identifying teacher qualities. Researchers have been generating them since the 1930s. This means we can profitably look at any list so long as we don't presume it's the only or best description of those teacher characteristics.

Here's a group of qualities that was arranged with attentiveness paid to three standards: 1) the behavior or characteristic increases learning outcomes; 2) the behavior or characteristic is "historically prominent" in the communication education literature; and 3) the list includes a wide variety of teacher qualities.

What's on the list below is put randomly. Students were called to arrange these characteristics. The whole list that merits review, self-appraisal, and recommitment. The questions for teachers involve the extent to which their teaching reveals these qualities and via what instructional behaviors, policies, and practices they are being communicated.

- **Assertive** – the teacher has a strong personality, is independent, competitive, and forceful
- **Responsive** – the teacher has compassion, is helpful, sincere, friendly, and sensitive to student needs
- **Clear** – the teacher presents content in ways that students can understand, answers questions, has clear course objectives.

- **Relevant** – the teacher uses examples, explanations, and exercises that make the course content relevant to students' careers and personal goals
- **Competent** – the teacher is a content expert, intelligent, and knows how to teach
- **Trustworthy** – the teacher is honest, genuine, and abides by ethical standards
- **Caring** – the teacher cares about students, understands them, and has their best interests at heart
- **Immediate** – the teacher's nonverbal behaviors are expressive; the teacher smiles, nods, uses gestures, makes eye contact, and doesn't speak in a monotone
- **Humorous** – the teacher uses humor frequently
- **Discloses** – the teacher reveals an appropriate amount of personal information when it's relevant to the topic

We all distinguish teachers who are exceptionally effective and they sometimes encounter off their excellence with comments about being lucky or just doing what comes naturally. However most teachers who are excellent at what they do have worked hard to get that way and continue to improve and elevate their teaching. They think of their professional development seriously and believe they can always do the best.

Furthermore, none of the qualities on this list is something bestowed upon persons at birth. All of them entail learned behaviors that can be manifested and communicated in different ways, and no teacher can do them all evenly well. No, good teaching is not a birthright; it rises of sets of characteristics that can be developed and continuously improved by everyone who teaches.

How we teach creates a huge difference in the learning experiences students have in our courses, in higher education, and, at last, in their lives above. And for that reason, we should be simultaneously committed to improving learning and to developing our teaching.

1.7 Teachers Behaviors and Students Motivation

Teacher behavior is one of the main determinants in forming the student's motivation and learning. Self-determination Theory (SDT) Deci EL, Ryan RM. (1985); is one of the most largely used theoretical frameworks to study motivation. Centrally, SDT is the differentiation between autonomous and controlling forms of motivation. SDT focuses on the area to which different types of motivation (intrinsic, identified, interjected, extrinsic and motivated) are autonomous or self-determined and illustrates how social elements like behavior of significant others and social environment influence motivation through the satisfaction of psychological need for autonomy, competence and relatedness.

To be self-determined means to behave with a sense of volition and choice [Roth G, Assor A, Kanat-Maymon Y, Kaplan H. (2007) To be disciplined means to behave with feeling of pressure [Deci EL, Ryan RM. (2000) . SDT asserts that the context in which the activity is presented can make a distinction to a person's level of motivation. If the activity is presented in such a way to encourage a sense of choice, emphasize the important reasons for doing so, it is more likely to be mostly motivating and people are more likely to continue in doing the activities. Such an environment can be engendered by others like teachers and is known as autonomy supportive. An autonomy-supportive environment can be boosted through the adoption of specific behaviors by teachers that enhance intrinsic motivation in students.

In contrast, the environment is controlling when teachers do not allow meaningful rationale, use pressuring language, and pressure individuals accept their points of view, Deci EL, Eghrari H, Patric BC, Leone D. (1994).

Teacher behavior in respect of interpersonal communication may be seen as student's autonomy supportive or controlling. many researchers . Reeve J. (2002) & Sarrazin PG, Tessier DP, Pelletier LG, Trouilloud DO, Chanal JP. (2006) ;using the SDT, have examined

the behaviors of autonomy-supportive and controlling teachers for the purpose of differentiating more clearly what is meant by these two types of behaviors.

Reeve and Jang, have described an autonomy-supportive teacher as responsive (e.g. spend time listening, acknowledge the student's feelings and perspective), supportive (e.g. praise the quality of performance), explicative (e.g. provide a rationale for tasks and limits); and who provides choice and opportunities for initiative taking and independent work, and offers student discussion time.

In contrast, Assor et al. Assor A, Kaplan H, Kanat-Maymom Y, Roth G. (2005); have marked that controlling teacher in essence takes charge (e.g. hold the instructional materials, use directives/commands), directs students toward a right answer (e.g. give solutions), motivates through pressure (e.g. threats, criticisms and deadlines), and doesn't let students to work at their own pace. Lately, Sierens with his colleagues Soenens B, Sierens E, Vansteenkiste M, Dochy F, Goosens L. (2012) ;inquiring the antecedents of teaching styles has characterized three sources: pressure from above, from within, and from below.

Pressure from above mention to pressure from principals, parents and colleagues, whereas pressure from within and pressure from below mention to stressful conditions in the functioning of teachers themselves and of their students, respectively. One influential feature of pressure from within is teachers' own motivational orientation.

SDT Ryan RM, Deci EL. (2002) , self-determined motivation (i.e., intrinsic motivation) arises from the perceived fulfilment of three psychological needs: autonomy, competence, and relatedness. The results presented by Carson and Chase (2009) proved that PE teachers' self-determined motivation related positively and strongly with the perceived fulfilment of autonomy, competence, and relatedness. That's bases on when psychological need for autonomy, competence and relatedness are satisfied, the teacher will be more motivated to teach.

Specifically, perceptions of autonomy, competences, and relatedness were most closely adjusted with intrinsic motivations to know, to accomplish, and experience stimulation. Also teachers may perceive their students as high or low on matter of motivation, and a perception of low-quality motivation in students may represent another source of pressure for teachers. Precedent research using SDT theory has demonstrated that when teachers see that students were autonomously motivated they were more autonomy supportive and less controlling, Pelletier LG, Vallerand RJ. (1996) & Skinner EA, Belmont MJ. (1993); and that the influence of students' motivation on teachers' interpersonal behaviors was actually mediated by teachers' motivation Pelletier LG, Séguin-Lévesque C, Legault L. (2002) , Taylor IM, Ntoumanis N. (2007).

Taken together, these results support an supposition that, when teachers collaborate with students, they often rely on their perceptions on the students' motivation as models to their interpersonal behaviors.

1.8 Teacher Behaviors and Student-Teacher Relationships

The role of adults as a “safe base” for children's positive and active reconnaissance of and engagement in their environment is a important premise of attachment theory (Bretherton & Munholland, 1999; Verschueren & Koomen, 2012). A close and caring relationship with the teachers presumably serves as external source of stress regulation, allowing children to lead their energies toward engagement with tasks, peers, and teachers in the classroom. However, few studies have examined the role of teachers on children's stress regulation (for exception see Little & Kobak, 2003). Ahnert and colleagues (2012) give clear and convincing evidence that the provision of a supportive teacher relationship serves this purpose. Given the well-established effects of stress on learning (Blair, 2010), these findings provide strong evidence for the academic benefit of the provision of an emotionally positive learning environment.

Sabol and Pianta (2012) give a good review of research on the link between attachment security with mothers and children's early relationships with teachers. Although the quality of the mother-child attachment relationship and early teacher-student relationships is fairly consistent, these authors indicate that the accord between mother-child and teacher-child relationship security reduces as students advance to higher grades. Furthermore, the quality of the teacher-student relationship relies not only on what the child gets to the relationship, in terms of mental representations of relationships with caregivers and interpersonal competencies, but also on what the teacher brings to the relationship and the teacher-student daily contacts.

1.9 The Teacher's Behavior and Students' Academic Outcomes

The modest associations between the teacher behaviors and student engagement submit that other factors must be impacting engagement as well. Based on clinical experience, and previous studies (e.g. Arnold, McWilliams & Arnold, 1996) which suggest that teacher behavior has a important role in many classroom activities, it was decided to comprise a measure of teacher discipline in the present study. There is evidence that parents and teachers who are careless in their enforcement of discipline have children (Arnold, O'Leary, Wolff, & Acker, 1993) and students (Arnold, et al, 1996) who misbehave significantly more often.

Teacher and parent strength in enforcing discipline seems to have the inverse effect. It seemed possible that teacher firmness/laxness could be connected to student academic engagement as well. A teacher who is firm with his or her students regarding discipline may have a less disruptive classroom in general, allowing increased student academic engagement to occur. Measures of teacher firmness/laxness were obtained through observation of videotapes by coders as part of many studies.

1.10 Conclusion

The present chapter has presented an over view of behavior and its explications.it becomes clear; the concerns of the chapter, that teachers behaviors have an important impact on the students learning and academic achievement. The objective of the letter is to reveal how and to what extent can teachers behaviors affects students and their success in school , starting with motivation to academic outcome.

2.1 Introduction

Chapter two includes a summary of the study, including a discussion of conclusions, limitations, and recommendations based on findings of the study. The purpose of this study was to examine relationship between teacher's behaviors and students' academic performance and success. Research on teacher effectiveness has focused on relating teacher behaviors to student's achievement. Research is moving from a focus on controlling student's behaviors to an investigation of teacher actions to create, implement, and maintain classroom environment that support learning.

While teachers play various roles in typical classrooms, one of the most important is that of teacher's behaviors. A direct has been established between teacher's behaviors and positive student outcomes. Effective teaching and learning cannot place in negative context of learning-teaching.

2.2 Research Design

Quantitative methods are the most used approaches of studying attitudes and behaviors by using measurement scales. The scales differ depending on the components of behaviors and attitudes that they are measured and the theory on which their constructor is based on. They consist of a set of statements or words referring to the subject of attitudes and behaviors according to the responses of the individual, he/she determines his/her behaviors at point of a graded scale, composing of positive to negative feelings toward the attitudes and behaviors object of question (Antonak, R.F, & Livneh, H., 1988).

As this study using the quantitative method, the examination design is chosen as the most for measuring the behaviors of large population. Assembling large-scale data in order to

make generalization , generating statically handle data and gathering context free data are the basic purposes of survey according to Cohen , L. et al (2007) , using mainly questionnaires or

interviews . Opening surveys asks respondents to express their behaviors by responding to a list of questions about the referent. a structured (closed) opinion survey asks the respondents to select one among a small set of responses , or all of those that they agree with , on those that they endorse (Antonak , R.F.&Liveneh , H .,2000).

2.3 Research Site , Population And Sampling

This study was conducted in Algeria, wilaya de Mostagenem , by investigating elementary school teachers behavior in the district of Ain tedles.A number of at list 50 participants were required for this study chosen randomly from the population. De vaus (200)) expresses that a central aim of research is to be able to generalize ,that is , to say something reliable about a larger population on the basis of data in a particular study . What is more a sample is obtained by collecting information about only some members of population while a representation sample is one in which the profile of the sample is the same as that of the population and accurately imitates the population. It is designed to represent (e.g. gender)(De Vaus,A.D,2002). According to Gal et al (2007) all members of real or hypothetical set of people, events, or objects to which researcher wants to generalize the results of the research are parts of the target population in a quantitative research. In the current study the population is elementary teachers and university students selected randomly.These participants were asked to answer a questionnaire which could be completed in paper. The survey was given out to 50 students at the University who were selected from different classes. Students were chosen from different classes and also from different cultural backgrounds in order to reach valid and authentic results. The sample of students includes both genders: male and female, to have an equitable distribution of gender among the participants. Age and class subject were completelydisregarded.

2.4 Instruments

The surveys (see Appendix A, B) were collected from a group of teachers and university students and analyzed by the researcher. These surveys were given to fifty students and twenty teachers. The purpose was to gather teachers' and students' perceptions on supportive relationships and how that relationship can affect students learning and their interest in the learning process. Questions included the following: How can teachers' perception about their students' needs and importance inside the classroom affect learning process? Why is it important to have a teacher who cares about their students and tries to establish a good relationship with them inside the classroom? Answers have been analyzed by question and survey group. Since the surveys collect some quantitative data and qualitative data, the answers allow graphic percentages, calculation and a narrative data set to be compiled.

The surveys are a valid instrument because they are both based on open-ended questions which allow the respondents to provide answers in their own words and provide qualitative data important to the study. They tell the researcher what the participant actually thinks about the topic. A minimum amount of quantitative data was collected through the response choices which were assigned a number as follows: never – 0, rarely – 1, sometimes – 2, often – 3, and always – 4, or never – 0, very little – 1, somewhat – 2, strong – 3, and very strong – 4. However, the foundation of the surveys is to collect qualitative data collection as quantitative data were not enough to make the work a mixed-method.

2.5 Limitation of the study

This study was conducted in limited area the district of Ain Tedless ,Wilaya de Mostaganem and took as a sample also some university students . And therefore, the sample cannot be sufficient to be generalized. Moreover, I personally handed the questionnaires and was able to give instructions and clarifications where needed.

2.6 Conclusion

This study was for the aim of investigating the role of teachers' behaviors in enhancing or reducing the students' academic success. According to previous research teacher has an uncountable impact on students' performance during school life. They are the peers that interact with students in daily basis and not only teach them, And eventually teachers behavior effect the students achievement and progress in school.

This study comes to a closure with limitations that may occur in kind of research, taking into account the circumstances the study was conducted under and the nature of the study, aiming to give directions to those interested to undertake similar studies in the same field.

3.1 Introduction

This chapter introduces the statistics that show that teacher's behaviors are crucial for the success of both teachers and students. As part of classroom management, teacher-students relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Derk, 1974).

Behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery, (2009) stated that "Behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment."

The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli (UNESCO1986); anything that an organism does that involves action and response to stimulation (UNESCO, 1986).

3.2 Data Analysis

According to Creswell (2012), analyzing qualitative data “requires understanding how to make sense of text and images so that you can form answers to your research questions” (p.236). The instruments used in this study were questionnaires for students and teachers. The data gathered from the instruments have been analyzed in a logical, coherent, and statistically way. Graphic and table representations will be displayed below with explanation of the data gathered.

Questionnaire data analysis included the analysis of both closed-ended and open-ended questions. The closed-ended questions were analyzed with the help of the free online survey software & questionnaire (SurveyMonkey).

3.3 Instrument 1- Student surveys

The students were asked, during different class times, to answer this survey and then deliver it to the researcher. The purpose of this question survey was to gauge their opinion about how a supportive relationship between teachers and students in the classroom can improve the learning process. These concepts were explained to give them some contexts.

To infer about the relationship that exists between students and teachers, the following question was asked:

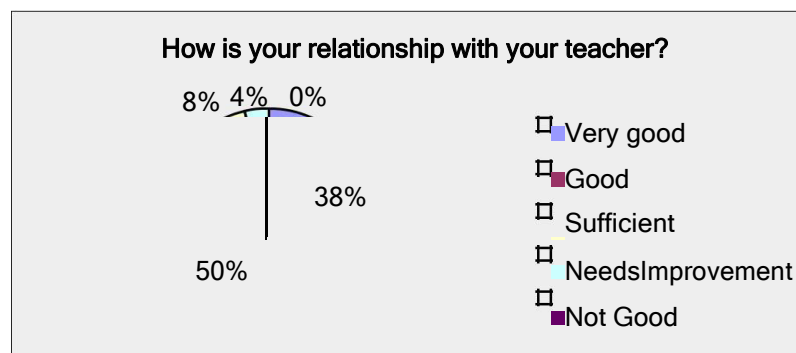


Figure 1: Relationships that exists between students and teachers

The answers vary between 50% of students surveyed indicating they have a good relationship with their teachers and 38% that think that the relationships they hold with their teachers are very good. The surveyed students explained that the relationship they hold with their teachers help them to improve their motivation, help them to interact with their teachers, and encourage them to ask teachers for help and support whenever they need. Four students said that “by having a good relationship with their teachers, students tend to be more interested in the learning process and also they behave well.” Another one said: “students who are interested for their learning and performance have to approach their teachers and have a good relationship with them.” Contrarily, one student pointed that the relationship he holds with their teachers need improvement. He said: “I do not have a good relationship with my teachers, and I do not feel free to ask them for help because it is not part of my culture, teachers are the only one who has voice inside the classroom.”

To find out if their teachers hold a supportive relationship with them the following questions were asked:

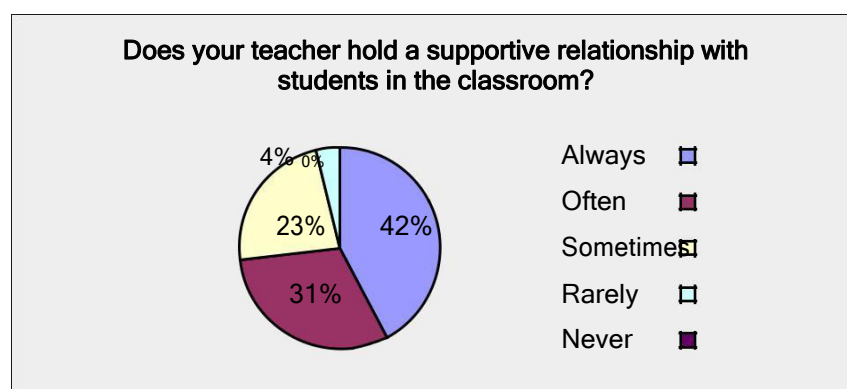


Figure 2: The kind of relationship teachers hold with students in the classroom

According to the students surveyed 42% said that their teachers always hold a supportive relationship with the students. One student demonstrates what being supportive is: “teachers always care about us and they try to figure out if everything is understood, they provide interesting materials to the class.” Also, another student said: “the teachers try to create a

safe environment where students feel free to interact, and ask questions. Teachers must try to establish good conversation with all students not just related to the teaching content but also related to aspects outside the classroom which shows that she cares about students' welfare." These aspects motivate students and make them feel more connected with the teachers and engaged in class.

In terms of motivation by having a caring teacher, this question was asked:

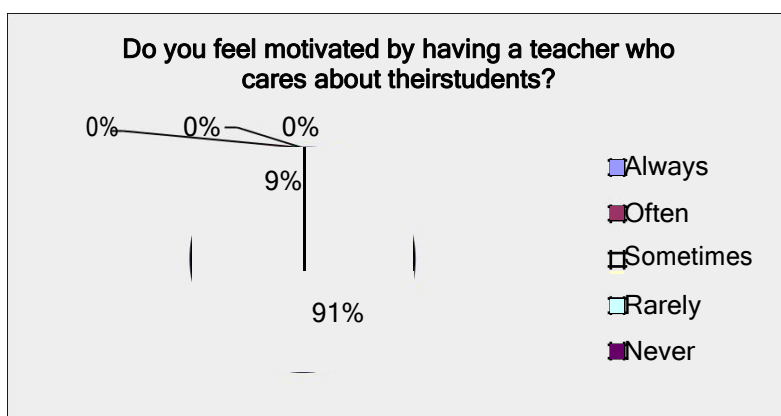


Figure 3: Motivation by having a caring teacher

Of the students surveyed, 91% agreed that they often feel motivated by having a teacher that care about them. It is necessary to care about our students. Most of the respondents believe that “teachers who care about students help students to perform better in class. This make students feel that their teacher believes in them and they are interested in students’ learning and they hold great expectations upon their students.” Caring teachers motivate students and the learning process is enhanced.

As for the importance of the relationship students maintain with teachers, the following question was asked:

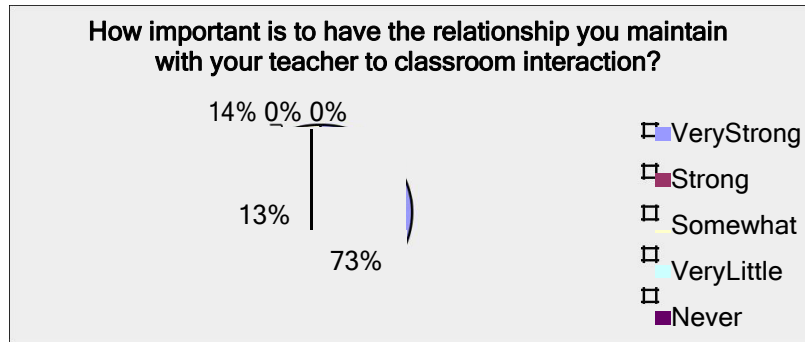


Figure 4: Importance of the relationship students maintain with teachers

Of the students surveyed 73% said that the relationship they maintain with their teachers is very important to classroom interaction. A group of students consider that the relationship they maintain with their teachers makes them feel comfortable. Students commented that it transmits trust to them and makes them feel comfortable to interact not only with the teacher but with the entire class. Additionally, one student considers that “having a strong relationship with teachers is the key to success, when you maintain a strong relationship with your teachers it is easier to communicate and interact.”

3.4 Instrument 2- Teacher Surveys

A question survey was conducted among teachers. These teachers were asked to answer the survey and then deliver it to the researcher. The purpose of this question survey was to gauge the teachers’ opinions about how a supportive relationship between teachers and students in the classroom can improve the learning process, and how their behaviors do affect and improve students’ learning performance.

Regarding the relationship teachers hold with students, the following question was asked:

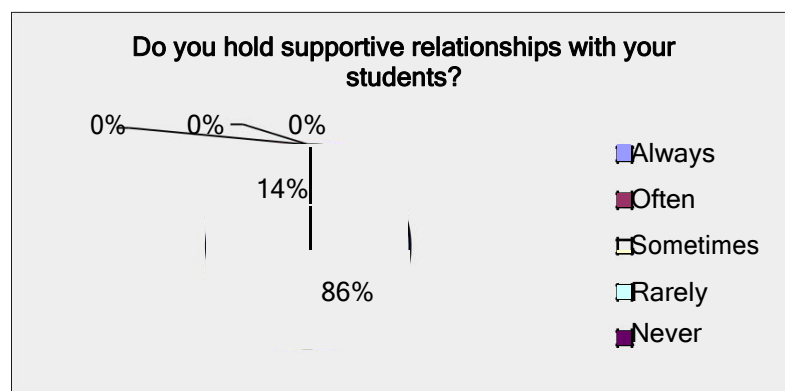


Figure 5: Relationships teachers hold with students

According to 86% of teachers surveyed they always try to hold a supportive relationship with students. One teacher pointed out: “teachers have to support their students and help them find the best way to reach their goals.” Another respondent said: “supporting our students it is a good strategy for helping them to be engaged, and also to create a relationship of trust and confidence.” A supportive relationship is significant to show students that they are important, and also it helps to create a positive learning environment and helps to control misbehavior. A teacher pointed that: it is my role as a teacher to be supportive with my students. It is important for them to grow academically.

Regarding teachers’ awareness of their students’ needs, the following question was asked:

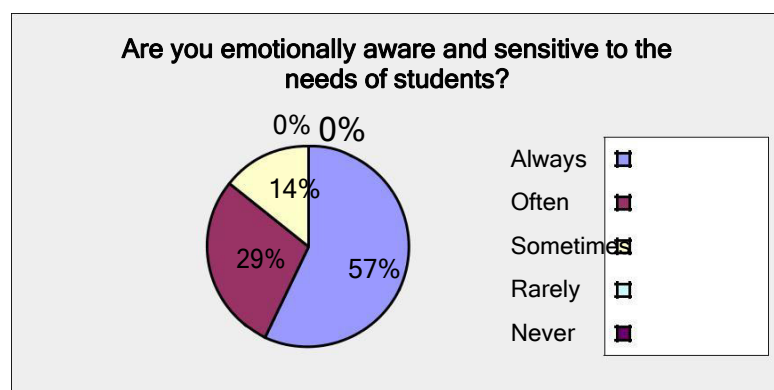


Figure 6: Teacher awareness of their students’ needs

When asked if teachers are emotionally aware of their students’ needs, 57% of the respondents said that they are always emotionally aware and sensitive to the needs of their

students. Teachers feel that they have responsibilities for their students' future and they need to support them in order to help them succeed. One teacher added a comment: "Students are different; they bring diversity to the class." In the same line of thinking, another teacher said: teachers need to keep in mind that students come from different background and they bring different issues to the class, thus teachers must be prepared to emotionally help them, talk to them and give them all the necessary support to succeed. But according to 14% of teacher surveyed, sometimes they are not emotionally aware and sensitive to the students' needs. One teacher opined that "sometimes teachers must be strict to their students so they can realize that they are in an advanced stage of life." Teachers must set up boundaries with their students, but they must keep on mind that as human being sometimes students need a support, encouraging words and acts, that they cannot find at home and be a change in students' life style.

Talking about interaction, the following question was asked:

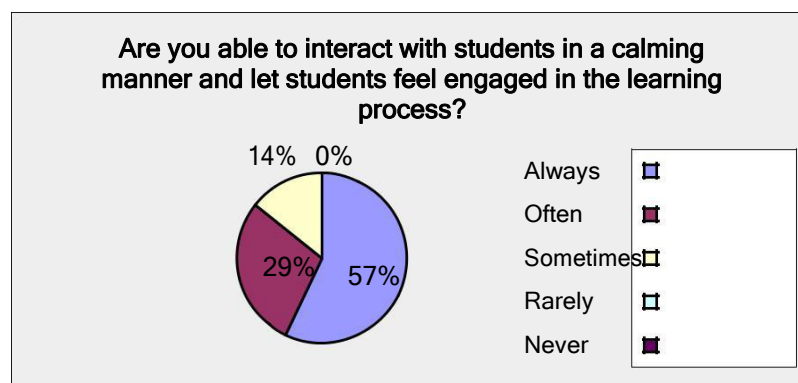


Figure 7: How teachers interact with students

According to 57% of the teachers surveyed, they always interact with their students in a calm manner and make them feel engaged in the learning process. A great part of the teacher surveyed illustrated that it is important to interact with students in a calm manner because teachers are responsible to ensure that every student feels engaged in the learning process. Additionally, one teacher pointed out: teachers should be calm with students to facilitate dialogue and communication in the classroom. However, 14% of teachers reported that

sometimes they communicate in a defensive manner to show students that they are the authority, thus students must know that there are limits that they cannot cross, they must behave well to better favor the interaction and engagement in the learning process. When a teacher shows a students that he or she is calm, they show that they have patient to help them reach their objectives, teacher will make students behave well and respect them creating condition to students pursue their goals. But sometimes teachers must be strict and mark their position inside the classroom, so students can behave well and respect others.in relation to teachers' beliefs in students' ability, the following question wasasked:

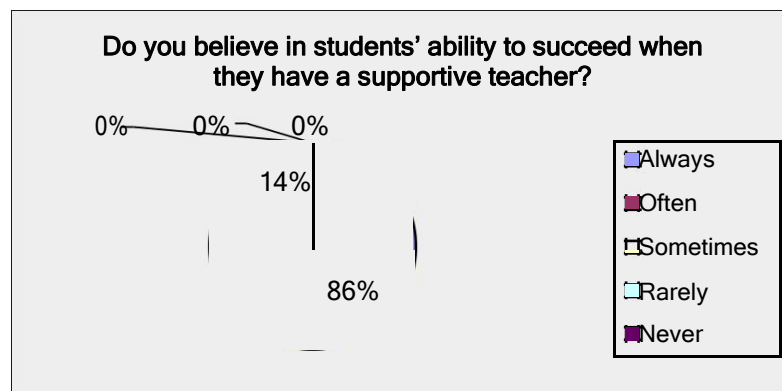


Figure 8: Teachers' beliefs in students' ability to succeed

According to 86% of teachers surveyed, they always believe in students' ability to succeed when they have a supportive teacher. The majority of the teachers surveyed believe that: teachers must show confidence in their students' ability, and support them according to their needs. It is important to show students that they are part of the learning process, and supporting them they can construct their own knowledge and they feel confident to study. One teacher commented that: students must feel that they can trust and count on their teachers, and when they are sure about this they will look for help more frequently.

3.5 Conclusion

The main purpose of this study was to investigate the influence of teachers' behavior on the academic achievement of students. Teaching is the activity of teachers for the aim of education. Teaching is an arrangement and manipulation of a situation in which there are needs or obstructions and where an individual tries to resolve the problem from where he learns (Iqbal, 1996). A teacher plays many roles. Some of the roles are Guide, Counselor, Disciplinarian, Evaluator, learner, Extension worker, Researcher / Innovator, Organizer of activities, Administrator, etc. Teachers of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviors are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself (UNESCO, 1975).

A formal beginning to explore the determinants of academic achievement as made with Binet's attempts (Stanford-Binet Intelligence Scale, 1905) to predict children's academic achievement from their intelligence scores. There is overwhelming evidence establishing intelligence as the most significant predictor of academic achievement (Karnes et al., 1984). Thorndike (1963) pointed out exact correspondence between intelligence and achievement. Some studies have been done to relate cognitive style with academic achievement. Field independent subjects were found to be higher on achievement than field dependent subjects (Holpur and Helen, 1986). Academic achievement was enhanced the most by use of three socializing agents (peers, teachers and parents) to reinforce academic behavior. Reinforcement using all three agents was the most effective way to improve achievement (Gauthier *et al.*, 1984).

General Conclusion

Teachers need to reflect on their assumptions and expectations by asking children for *feedback* on the teaching-learning process and on what happens in the classroom in general. Teachers can learn from students. It is important for teachers to know what makes a good teacher in the eyes of his students. Such characteristics of quality teachers almost always have to do with a teacher's ability to relate to students as individuals in a positive way, treating them with *respect*, making lessons interesting and varied, providing encouragement and telling them to believe in themselves and their own abilities. This means that positive teacher-student relations and classroom climate must be important factors influencing how children experience school.

For teachers who care, the student as a person is as important as the student as a learner. Caring teachers know their students in both ways. Such teachers model *understanding* and *fairness*. These are qualities most often mentioned by students in their assessments of good teachers, in addition to qualities displayed in everyday social interactions like listening to and taking into account what students say, having a good sense of humor, encouraging students to learn in different ways, relating learning to earlier experience, encouraging students to take responsibility for their own learning, being knowledgeable about their subject, creating learning environments that actively involve students and stimulate in them an excitement to learn. In that regard, checking that homework is done, that the curriculum is covered, and testing and grading may be minor aspects of real education....

Findings from the surveys show that the majority of teachers and students value a supportive and caring relationship between them that is built based on good behavior and positive interaction and that interaction is essential to the teacher-student relationship. This

sense of caring and supporting from teachers motivates students to become a more interested learner. A caring teacher will help students to overcome struggles. According to Collier (2005) “caring facilitates a sense of connection from which spring countless opportunities for learning” (p.352). Students will feel secure that the environment surrounded by caring teachers will allow them grow and develop their capacities, and give more of themselves to the enhancing of the learning process. Students need to trust that their teachers are going to help them when needed, but are going to do so while maintaining high expectations for their students (Boals et al., 1990). This sense of trust and security in relation to teachers’ good will to assist, and support their students contributes to students’ academic success. An environment that places emphasis on caring between the teacher and students favors students’ academic development, and learning will be more enjoyable.

The benefits of having a supportive and caring teacher influences positively the relationship between teacher and students in the classroom and this is easily proven by the results of the surveys. Students believe that they perform better in classes where they feel that the environment is safe, the teacher is there to help and support them and in classes where they are at the center of the learning process. Communication and interaction are the key to achieve success; moreover they believe that the communicative language teaching offers them the opportunity to interact and build their own learning. Students, additionally, takes advantages of cooperative learning. It allows them to feel engaged in the learning process, and learn from a perspective of teamwork which favors.

students who are most in need. Even though all the constraints a teacher can face while implementing the communicative language teaching, and cooperative learning, both are seen as great tools to increase students’ interaction and communicative competence ability. The most challenging problem a teacher can face is related to the materials, in this case

authentic materials, and students English language proficiency. However, teachers can use CLT to promote students' interaction and engagement. Materials can be adapted to students cultural background, thus students will feel more attempted to try, to communicate with their peers and give their contribution in the learning process and break down their linguistic barriers or fears.

In the first chapter of the dissertation I tried to give an overview of the impact of the actions of the professor on the results of academic students, and what the previous research showed in this. In the second chapter I talked about the methodology used in this research, In t chapter three, I describe the qualitative analysis of the data, including the practical steps involved in the analysis.

This study was for the aim of investigating the role of teachers' behaviors in enhancing or reducing the students' academic success. According to previous research teacher has an uncountable impact on students' performance during school life. They are the peers that interact with students in daily basis and not only teach them, and eventually teachers behavior effect the students achievement and progress in school.

This study comes to a closure with limitations that may occur in kind of research, taking into account the circumstances the study was conducted under and the nature of the study, aiming to give directions to those interested to undertake similar studies in the same field.

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Appendices

Appendix - A

Survey for Students

Thank you for volunteering to respond to this survey. Although you may not personally benefit, this study is important to science/society because educators will be able to develop their pedagogies to better serve students. There are no foreseeable risks, your responses are anonymous, and you may refuse to answer particular questions or withdraw from this survey at any time.

The current survey has the purpose to gauge students' opinions about how can good relationships between teachers and students affect students learning, and how communicative language teaching and cooperative learning improve students' performance in learning a second language. It is an open-ended and anonymous questionnaire.

Sex: Male _____ Female _____ Grade _____

Questionnaire

1. How is your relationship with your teacher? Why?

| | | | | |
|------|------|------------|-------------|------|
| Very | | | Needs | Not |
| Good | Good | Sufficient | Improvement | Good |
| 4 | 3 | 2 | 1 | 0 |

2. Does your teacher hold a supportive relationship with students in the classroom? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

3. Do you feel motivated by having a teacher who cares about their students? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

4. How important is to have the relationship you maintain with your teacher to classroom interaction? Why?

| | | | | | |
|--|----------------|--------|----------|----------------|-------|
| | Very Strong | Strong | Somewhat | Very Little | Never |
| | 4 | 3 | 2 | 1 | 0 |

5. Do you feel your teacher as a cooperating teacher? Why?

| | | | | | |
|--|--------|-------|-----------|--------|-------|
| | Always | Often | Sometimes | Rarely | Never |
| | 4 | 3 | 2 | 1 | 0 |

Appendix - B

Survey for Teachers

The current survey has the purpose to gauge teachers' opinions about how good relationships between teachers and students affect students' learning performance, and how teachers behavior could affect the students' performance in class. It is an open-ended and anonymous questionnaire.

Sex: Male _____ Female _____ Grade you teach _____

Questionnaire

1. Do you hold supportive relationships with your students? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

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

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

3. Are you able to interact with students in a calming manner and let students feel engaged in the learning process? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

4. Do you emotionally coach students to show appropriate emotional and social behaviors? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |

5. Do you believe in students' ability to succeed when they have a supportive teacher? Why?

| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|
| 4 | 3 | 2 | 1 | 0 |
