

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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Impact of Teachers' Behaviours on Pupils Achievement
A Case of Middle School Pupils of Mekkideche Abdelkader of
Mostaganem

Dissertation Submitted in Partial Fulfilment for the Requirement of Master Degree in
Didactics and Applied Linguistics

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Academic Year:2021-2022

Dedication

To my beloved parents,

To my sisters,

To all my family,

And to my friends

Acknowledgments

I'd like to express my deepest gratitude to my supervisor **Dr. Benstaali Leila** for her constant support, patience, guidance, knowledge and time throughout this work

I extend my profound thanks to the board of examiners for devoting the time and energy to read and assess this work

I must also recognize the invaluable assistance and support of Mekkideche Abdelkader Middle School teachers

Finally, I would like to thank the students for kindly agreeing to take part in my work

Abstract

Teaching often refers to the profession and to the academic knowledge and skills being taught, however, teaching involves more than basic education, for it is a more intimate process and relationship between two parties, teachers and students. In this study, we aim to understand and model the effects of various psychological factors on the relationship between teachers and their students. In mainly a descriptive research, we surveyed teachers' psychological state, mentality, character and personality, investigating their behaviours and their influence on the students. Using a qualitative approach, we have collected data from two tools: classroom observations and interviews. In addition, this research mainly aims at revealing how huge is the impact of the teachers on pupils and that teachers' role involves more than just teaching about academic subjects, they teach about life, about morals and about values and beliefs. Therefore, it is very important that they are in the right mental and emotional state with the right attitude to educate and guide generations of students.

KEYWORDS: teaching-learning process, psychological influence, student perceptions, behaviours, impact

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General Introduction

Psychology is the science of mind and behaviour. Psychologists study thoughts, brain function, behaviours, emotions, personality development, and take into account all the different aspects of being a person. Your unique personality makes you who you are and influences everything from your relationships to the way you live. Therefore it impacts teaching as well. Since keeping kids in the classroom and forcing them to memorise theories is not all school is for, rather, giving them a variety of experiences is also the role of school.

The classroom is not only the environment where the teaching-learning process occurs, it is also an environment where students form perception of themselves and of the world by going through various experiences, exploring a new world, and interacting with their teachers. According to Açıkgöz (2003, in kecici, 2013), the teacher is as important as the parents when it comes to influencing, raising and guiding teenagers since he/she is one of the persons involved in a significant amount of time of the students' lives. Whilst, undertaking such functions as being a role model for the students, besides, his/her main task of "facilitating learning.". Thus, it is established that a positive and healthy teacher-student relationship results in a good and satisfying students' academic achievement. Although having a good teacher does in fact increase and improve the self-confidence, self-esteem and learning skills and achievement of students, having the opposite, a poor teacher will most likely have the reverse effect, such as unsatisfactory academic results and low self-confidence of students (Çınkır, 2004, in kecici, 2013).

The aim of this study is to investigate the influence a teacher's personality and psychology can have on the students and to reveal the significant lifelong impact teachers have that not only involves the teaching of particular academic skills, but many other elements.

In an attempt to observe the student-teacher relationship and achieve the study objectives, the following questions were raised:

- What kind of relationship is a teacher-student relationship?
- Do teachers consider their students' mental health in the teaching process?
- Do teachers' possible misconduct affect students' learning experience?

To answer these questions, three hypotheses have been suggested:

- A teacher-student relationship is an academic intimate relationship with a lot of influence on the students.
- Not all teachers consider their students' mental health which impacts their relationship negatively.
- Teachers' misconduct does influence students' learning experience. It is possible for a teacher to affect a student negatively. A poor teacher can cause a student or class of students to experience significant setbacks.

The purpose of this research is to examine the influential factors of both learners and educators from the psychological aspect, in the success of the teacher-student relationship. In an exploratory case study this research uses a selection of instruments; a students interview, a teachers interview and classroom observations.

This work is divided into three main chapters. The first chapter displays a theoretical background and discusses prior views in relation to teachers psychology and how it may affect students mental health. As the second chapter reveals the methodology used in this

research, the participants chosen, data collection tools description and data analysis. The third chapter however, discusses the findings and provides recommendations.

Chapter One

Teacher-student Relationship

1.1. Introduction

Emotions, cognition and actions are the main components that make behaviour. Psychologists examine the connection between brain function and behaviours, in addition to investigating various psychological factors which are functional factors that contribute to the development of personality, the maintenance of mental health and well-being. Such as motivation, frustration, attitudes and moral values etc. This chapter is dedicated to an overview of the relationship between the previously mentioned factors and teachers' behaviours along with how it can impact pupils and the teaching-learning process.

1.2. Teaching and learning process

The teaching-learning process is considered as the calculated actions taken in an attempt to facilitate learning for students, whereby a faculty conveys information to students in a formal setting, employing a variety of methods that are pedagogically and morally acceptable and that respects the learners' cognitive ability and freedom of choice. It is a performance that requires four main elements: instructors, a specific content to be taught, a healthy environment whither it happens and crucially, the learners. The teaching and learning process is a complex activity where a teacher examines the student's understanding needs, develops specific learning objectives, forms memorising strategies, enforces a plan of work, and determines the outcomes of the instructions.

1.2.1. Teaching: an educational and interactive process

Amidon defines teaching as the influential procedure, mainly consisting of classroom interactions which take place between teacher and pupils and happens during particular definable activities (Amidon, 1967, in Rajagopalan, 2019). Teaching is the educational planned process of sharing data, knowledge, information and skills with students which are commonly prearranged as well as providing motivation and stimulus to the psychological and intellectual growth of students. It is an art, a science and a profession. It is the giving of instructions that help learners gain knowledge and skills to acquire information. Although it is more than giving instruction and facilitating learning. Teaching is described as the intimate bond and relationship between a mature personality and a less mature one for the purpose of influencing and educating the latter (Morrison, 1934, in Rajagopalan, 2019). Teaching naturally requires the mental and emotional stability of both tutors and pupils as it is based on the cooperation of both parties, given that teaching is not the forceful imposition of information in the learners' minds, rather, successful teaching only happens with mutual support, understanding and cooperation with students. Accordingly, pupils' motivation and will to learn are major factors that are required in the hope that learners learn faster and more effectively.

Aggarwal argues "Teaching is a relationship which is established among three focal points in education: the teacher, the student and the subject matter. Teaching is the process by which the teacher brings the student and the subject matter together." (Aggarwal, 2014, p. 28). According to Gage, Teachers have a special type of influence that aims to modify the behaviours of pupils (Gage, 1963, in Rajagopalan, 2019). Behaviour modification refers to the techniques, methods and skills used by the teacher to try and encourage or

discourage a particular type of behaviour or reaction of the students with the goal of shaping their behaviour to the better by developing their capacity, intelligence, freedom of choice and understanding abilities.

1.2.2. Learning: a means of gaining knowledge

Learning means the ability to gain and store information for later use, it is a capacity used by humans, animals and even plants and machines. In the pedagogical context, learning is the educational process of obtaining new information, knowledge, skills, understanding, values, behaviours and attitudes from a faculty through studying, practising and experiencing something. As Mayer (1982) stated:

“Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the focus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change is the learner’s experience in the environment.”

(Mayer 1982, p.1040)

Students carry what they are taught at a young age throughout the rest of their lives. “Learning happens with and through other people, as a matter of participating in a community, not just by acquiring knowledge.” (Conner, 2010, p.07). Conner elaborates: “We define learning as the transformative process of taking in information that when internalised and mixed with what we have experienced changes what we know and builds

on what we do. It is based on input, process and reflection. It is what changes us.” (Conner, 2010, p.19). Implying that the knowledge and skills conveyed to students will always be available in their memory for use to help solve future problems. “In a world of rapid change, we each need to garner as much useful information as possible, sort through it in a way that meets our unique circumstances, calibrate it with what we already know, and re-circulate it with others who share our goals.” (Conner, 2010, p.11).

1.3. Influential factors on the teaching-learning process

The term “factor” refers to anything that contributes to a certain outcome or has any relation to a phenomenon, act or concept. The process of learning-teaching is a delicate process that is sensitive and responsive to all kinds of factors, be it direct or indirect factors. The process is especially influenced by various personal and psychological factors. A profound study of those factors and their importance should be able to assist teachers to a better understanding and control of the students, leading to a healthier and a more positive relationship.

3.1. Teacher related factors

Teachers are highly involved in the students’ learning process, performance and achievement, as Westwood, 2008 stated:

“Teacher effectiveness is not concerned with any particular teaching method. Rather, it is concerned in a more general sense with the way in which teachers operate in their classrooms, the decisions they

make, the actions they take, their interactions with students, their presentation skills, and the way they manage the group.”

(Westwood, 2008, P. 56).

It is the teacher’s responsibility to impart information, knowledge and skills, instruct, enlighten, discipline and coach the students. Teachers also have an important duty to impart strong morals and values in addition to academic skills and knowledge. The act of providing various experiences for students to learn, grow and develop is a long and difficult road and Thus, teachers may struggle to pass through it successfully and effectively, considering it necessitates specific personality traits, for example: patience, tolerance and understanding ect. Added to, a good connection with students which can be difficult to accomplish at times, due to a number of influential factors such as:

1.3.1.1. Teacher’s personality traits and behaviour

Allport defines personality as " The dynamic organisation within the individual of those psychophysical systems that determine his characteristics, behavior and thought." (Allport, 1961, p. 28). The personality traits and behaviour of teachers are among the factors that determine and foster the behaviour of the students in the classroom. A teacher as a leader, manager and helper is viewed as a role model by his pupils. Thus, his actions, behaviours, attitudes and personality traits are greatly remarkable in the eyes of the students and more likely to be imitated. Moreover, the behaviours and personality traits as well as actions of the teacher have a lot to do with behaviour modification of the students. Since humans are naturally emotional, they are usually highly influenced by the environment they are exposed to. That being the case, it seems that the emotions and

modifications students experience in the classroom are completely relevant to the teacher-student relationship (Garcia et al., 2011, in Eryilmaz 2014).

Montalvo et al. studied and determined the difference of influence liked and disliked teachers have on student motivation, participation and academic success. Accordingly, The personality of the teacher cannot be separated from the teaching. Furthermore, it has been demonstrated that the success of the students varies considerably on whether or not they like their teacher, which depends greatly on his personality and behaviour (Montalvo et al., 2007, in Eryilmaz, 2014).

The teacher's personality and mentality can influence the learners either positively or negatively. For instance, If the teacher is passionate, patient, understanding, supportive, observant and caring, he will most likely be able to connect with students, motivate them and influence them positively overall. However, an impatient, excessively strict and/or a verbally aggressive teacher would not have students' attention or motivation and interaction which leads to unsuccessfulness. Thus, this negative attitude of the teacher will affect the students' learning negatively as the positive attitude does the opposite. A good teacher requires good communication skills, disciplinary skills, and more importantly a good understanding of the students, in the purpose of motivating them, getting them to interact and to lessen their misbehaviour, which is important in the teaching-learning process in the hope that it makes teaching more effective. Therefore, teachers who are not good at maintaining discipline and managing the classroom have non satisfactory results most of the time.

1.3.1.2. Teacher's mental health

Teachers' behaviour, actions and classroom management in the classroom are greatly affected and influenced by their emotional and mental state. Therefore, how fit a teacher feels in his personal and professional life is crucial to how he behaves. A teacher lacking adjustment or feeling unstable in his/her personal and professional life may cause failure in the outcomes and achievement of his/her objectives. On top of that, it could cause a great deal of negativity in the learning environment and students' personal lives. Subsequently, it was established that learners must be protected from exposure to teachers with poor mental health (Mangal, 2019).

Roffey argues "Caring teachers can provide a motivational trigger for both engagement with learning and prosocial behaviour." (Roffey, 2012, P. 152). According to Roffey;

"The educational philosopher Nel Noddings (1988), who has written extensively on the moral imperative for an ethic of care in education, sums this up. It is obvious that children will work harder and do things, even odd things like adding fractions for people they love and trust."

(Roffey, 2012, P. 152).

1.3.1.3. Teachers' mental health awareness towards students

Mental health in this context refers to the social, emotional and psychological well-being and comfort of the student. For it determines how they handle stress, make choices and their ability to work productively. It is especially crucial to middle school students due to

the growth, development and changes they go through during adolescence. That is why schools' duty should cover mental health and emotional wellbeing in addition to academic learning (Repie, 2005, in Daniszewski, 2013). As indicated by Roffey "Schools play a significant part not only in the formal and informal education of young people but also in their wellbeing and hence the wellbeing of families and communities of the future." (Roffey, 2012, p. 145). Wellbeing involves both psychological and physical health (Noble et al. 2008 in Roffey 2012).

Mental health has an unquestionably powerful impact on academic performance, achievement and drop-out rates (Koller & Bertel, 2006, in Daniszewski, 2013). Which is why it is essential for educators to take into account the mental health and comfort of the learner.

1.3.2. Learner related factors

In addition to the academic knowledge that students gain from their teachers, Learning is also a process of acquiring new perceptions, behaviours, skills, values, attitudes and beliefs. It is a long term experience that is capable of changing a person. This learning experience depends on several factors, most importantly it depends on the teacher in question. However, it still depends heavily on the learner's characteristics and way of learning.

1.3.2.1. Learner's physical and mental health

The learner's physical and mental health are crucial when it comes to learning. As much as physical health is necessary, particularly at the time of learning. The mental state and

health of the learner is also a potent factor in deciding the outcome of the learning. A strained, emotionally and mentally troubled learner cannot be expected to easily acquire knowledge or show satisfactory results in the learning process (Mangal, 2019).

1.3.2.2. Learner's potential, ambition and motivation

The learner's innate abilities for learning, basic potential as in general intelligence, knowledge and understanding skills related to a particular learning area, as well as interests, aptitudes and attitudes are all important elements in order to achieve satisfactory results.

The first necessary element in any learner's journey is readiness and will power. Readiness is a great deciding factor, in order for a learner to go on in that journey, learn and face any obstacles that face him/her, they have to be ready for whatever they are going to deal with and if they have a will to learn and a desire to achieve a good outcomes then it will be easier to gain the information and skills they need. If the learner has little to no aspiration, desire or motivation for learning, he/she can not be expected to learn nor to have achievements in that regard. It appears that students must preserve the level of their ambition and motivation to a reasonable level, neither too high that it would end up causing frustration in case of failure nor too low that they would not try hard enough to achieve results they are capable of. Therefore, one's level of aspiration is a critical factor (Mangal, 2019).

The learner's philosophy, beliefs and way of looking at things as well as his views, specifically towards learning, his/her goals in life, what they want to learn and what for,

has a lot to do with their achievement and results. It affects the entire learning process, thus, affecting the outcomes. The learner needs ambition and persistence to continue his learning experience despite the struggles he/she may face (Mangal, 2019).

1.4. The role of the teacher

The importance of teachers is not to be underestimated, not only because they have a significant impact on student attainment and achievement but they are also people to look up to, imitate and follow the steps of. Almost everyone, especially young students, have a teacher who they glorify, admire and see as an example of how to behave and conduct themselves. Naturally, students observe their teachers, respect and admire them which makes them want to be more like them. Therefore, “The role played by teachers becomes a very important component and in fact it can be said that they are in a way our nation builders” (Kaur, 2019, p.41). Students view their teachers as mentors, second parents, supporters and role models, for which gives educators the golden opportunity to influence the learners positively and teach them moral values and ethics. Teachers therefore, have many duties and roles to play in the classroom such as: instructing, mentoring, supporting, guiding and influencing students’ personalities, views, opinions and lives.

1.4.1. The teacher as an: Instructor

A teacher is mainly considered as the person responsible for designing, controlling and managing the learner’s learning process (Poom-Valickis et al, 2012, in Makovec 2018). Teachers as instructors have a responsibility for providing appropriate and accurate knowledge, information and skills to their students, they also have a responsibility to create

and maintain a positive environment in which students can be civil, productive and have enough stimulation. Teachers' main task in the teaching process is to facilitate learning and impart academic knowledge, therefore, they have several responsibilities and aims they must achieve such as providing students with feedback on their work, providing a trusted and secure process of examinations and assessment and creating a secure and positive environment for the learners to manage their own learning process. As Westwood (2008) argues:

“Children are encouraged to learn at their own rate and in their own way rather than being forced along by the pace of the curriculum. Early childhood practices respect and address individual differences among children, their readiness for different types of learning, their cultural backgrounds, their personalities and their learning preferences. In other words, teaching methods and curriculum content should be age appropriate, socially and culturally appropriate and individually appropriate.”

(Westwood, 2008, P. 40)

1.4.2. The teacher as a: Mentor

A mentor is an experienced and trusted advisor that acts as an external parent which is also an important role of a good teacher that should not be underestimated. Teachers spend a great deal of time with their students and naturally end up playing the part of a second parent by guiding, listening, advising, helping and caring for the students mental health, physical health and personal life and/or problems. The teacher must respect the personality of the child, and the teacher-student relationship should be based on love. (Strugar, 1999, in Murati 2015).

Schoolteachers ought to guide and set the learners on the right path, inspire them and give them ambition so they can learn, improve and become better individuals every day. Pupils in their middle school years, are in the critical period of their lives in which they are constantly developing, shaping personalities and building their character. Hence, pupils in this period are easily influenced.

1.4.3. The teacher as a: Role model

The role of the teacher in the classroom goes beyond teaching and facilitating learning, it is settled that teachers have the capacity to impact, affect, inspire and help shape the personalities of their young learners, and it is consequently, up to every teacher as an individual role model to make that influence a positive or a negative one.

Teachers supersede parents in middle school, they guide and construct the character and personality of the student. They impact the formative years of the pupils. A good teacher coaxes and assists his students to make the best use of their abilities and guides them into becoming better human beings. The children look up to their teachers so it is very easy to mould them into transferring their attention to things which are constructive. Thus, the teacher as a role model ought to have professional competence as well as a good moral background for the purpose of imparting these morals and values to students. (Strugar, 1999 in Murati, 2015).

1.4.4. The teacher as a: Moral values influential

Educators as role models have a responsibility to impart strong morals and values to their learners by demonstrating ethical behaviour in the classroom, constantly talking about it and raising awareness about the importance of ethics and moral values, for the purpose of decreasing moral decadence. Beijaard et al. 2000 stated that:

“Teaching cannot be reduced to mere technical or instrumental measures that are reflected in the learning achievements of pupils, the didactic aspect of teaching must necessarily be linked to the pedagogic, which also includes ethical and moral characteristics”

(Beijaard et al., 2000, in Makovec 2018, p. 35).

When pupils' teaching-learning process is mentioned, academic subjects come to mind first. Most people tend to think that school teachers' sole responsibility is imparting knowledge in the classroom and explaining academic rules and information. Educators, however, have an even more important and valuable responsibility to fulfil, such as: imparting ethical knowledge and influencing pupils' morals and values to the better. For the purpose of creating the future generation to be ethical people.

Imparting ethical knowledge and influencing students' morals is especially crucial in middle school, since it is the critical period of development in which most people start building character by forming their own opinions and views, shaping their personalities and way of thinking. It is in this period specifically that teachers must help students develop the desired characteristics, shed light on ethical values and teach young people

how to conduct themselves, how to be honest, respectful, ambitious and how to treat people with kindness ect. “The essential thing is not knowledge, but character,” said Joseph Le Conte.

1.5. Teachers’ misconduct and its impact on pupils

Misconduct in education occurs in numerous shapes and scopes of severity and seriousness, it varies from disregarding students’ needs, interests, wants and mental health to critical and direct harm to them, such as: physical or verbal abuse.

A person’s psychology, physiology and personality are major factors that influence the way humans behave, their attitudes, decisions and actions. Due to the stresses of life, hard work and exhaustion, teachers can not be professional, patient and tolerant all the time, subsequently leading to misconduct or what can be called “undesirable behaviours”. Teachers' misconduct however, can affect students' achievement and/or mental health and psychological state, for instance, motivation and/or self-esteem. It might demotivate students and push them to take a step back. Therefore, teaching is not about the mastery of the subject only, but about understanding students, connecting with them and caring about them.

Undesirable behaviours refer to those actions and attitudes which are inappropriate for the situation or context in question. In this context, all of the behaviours that hinder and/or disturb educational activities in the classroom and at school are considered as undesirable, negative and inappropriate behaviours (Sağlam, 2007, in Kecici, 2013). However, when such behaviours at schools are mentioned, students’ misbehaviours come to mind first.

However, teachers may also develop some undesirable behaviours, and these behaviours can negatively affect the learners' behaviours, mental health and cause setbacks in the learning process (Bonfield, 2003 in Kecici, 2013). Such behaviours by teachers as role models and mentors might destroy and decrease learners' self-esteem and learning abilities and skills (Çingir, 2004, Kecici, 2013). Many teachers may not be aware of their actions and misconduct towards particular students in the classroom but their students become aware of them. Here are few examples:

1.5.1. Verbal aggression

Verbal aggression is considered as a destructive form of communication and interaction. It is the act of assault or offence against one's self-concept, character and competence. Aggression is antagonistic, it is disrespectful to the other person, and does not consider the potential consequences of the act. Aggressive individuals tend to use force to dominate, control, or damage another's self-concept (Anderson & Martin, 1995 in Ali cherif, 2020).

Verbal aggression is a serious issue in the educational context that is grave enough to destroy the students' self-confidence and motivation depending on both: the extent of its severity and the student's level of tolerance.

Verbal aggression comes in many forms and ranges, for example; yelling, teasing, threats and humiliation ect. Humiliation, for instance, can have long-term damage on pupils' self-worth and mental health. At times, verbal aggression harms the student's performance and achievement more exceedingly than physical injury does. Therefore, teachers' verbal abuse is indubitably harmful and responsible for demotivating learners,

undermining their work, performance and accomplishment. Such manners inevitably sabotage the teacher-student relationship.

Seeing that verbal aggression is not inherited but rather a learned behaviour, pupils are likely to impart that behaviour from observing aggressive teachers and imitating them as their role models. The outcomes of verbal aggression in the classroom are usually isolation, anxiety and mental health problems which affects academic performance greatly.

1.5.2. Negative behaviours

Undesirable or negative behaviour refers to any sort of behaviour that troubles another person so much that it becomes a problem. Although it is determined by the receiving person's vulnerability and responsiveness; knowing that not everyone is disturbed by a specific type of behaviour, undesirable behaviour, remains upsetting regardless of the response.

According to Angela, negative conduct could be seen through many forms of behaviour (Angela, 2019), here is a list of few example:

1. Unethical behaviour: refers to unprofessional behaviours and immorality in treating students, which could stick with them throughout their educational journey and beyond. Examples: lack of integrity, lack of moral values; exhibiting inequality, sexism/racism etc.

2. Violent and mean behaviour: refers to verbal aggression and/or disrespecting students which is damaging to pupils' confidence and performance.
3. Overly emotional behaviour: such as anger issues or pregnancy mood swings which could cause the teacher to yell, scream, call students names and act rashly. Such misconduct is likely to be unintended, however, seeing that middle school pupils are not mature enough to understand that, they are expected to be greatly affected by the misbehaviour of their mentors and role models.
4. Disrespectful behaviour towards teens and belittling students: involves embarrassing students for lack of understanding, humiliating students and calling them names, singling out a student for poor performance and undermining a students' feelings and opinions ect. The humiliation of students is a clear case of abuse of power. And it occurs in more situations than one would think.
5. Discrimination and favoritism: affects pupils emotionally as well as academically. In view of middle school kids naturally craving inclusion, acceptance and attention, favoring students and discriminating against others could be damaging emotionally and more likely to demotivate them, kill their ambition and make them insecure regarding both their self-concept in genral and their confidence in academic performance.

Such undesirable behaviours and negative manners, subsequently have negative consequences as a result, including losing the students' respect for their teachers. Disrespecting students ends up with a negative teacher-student relationship and a hostile

environment. It also critically affects pupils' motivation and confidence. Both of which play the role of determining factors regarding academic achievement.

1.5.3. Strict and intolerant behaviour

Intolerance refers to rejecting others' behaviours and opinions that differ from one's own. Intolerant teachers tend to have a deep knowledge and awareness of the educational rules and procedures, they respect and follow the rules and expect their students to do the same. With little to no flexibility, lack of openness and no sense of tolerance, they grow impatient and get angry at times when pupils make mistakes or exhibit any sort of misbehaviour, especially repeatedly.

Considering middle school pupils' age, it is inevitable to make mistakes, misbehave and show some poor manners. It is the educator's job to teach them how to behave, nevertheless, the appropriate way to handle pupils' misbehaviour firmly requires tolerance, patience and understanding. Meanwhile, intolerance is considered as an overwhelming discouragement to pupils' performance and achievement. The following are a number of examples portraying types of intolerance that are considered wrong and demotivating for students:

1. Intolerating shy students, underestimating students' anxiety and singling them out for poor performance.
2. Intolerating passable and common mistakes such as laughing in the classroom.

3. Pressuring students to do well and finish school work in a limited amount of time only increases stress and anxiety which has the opposite outcome of doing well.
4. Assigning students with too many tasks and homework leaves no space for pupils to have fun and enjoy their teenage years which creates for many of them a dislike of school in general.
5. Constantly deducting points for average mistakes in the classroom kills the students' spirit and motivation.

Strict and intolerant teachers are usually firm and harsh on students, they dislike any faults or carelessness on the part of their young pupils and they exhibit their dislike through yelling, insulting students or deducting points. Thus, learners are always on their toes, cautious and careful around those particular teachers. Despite the teachers' good intentions, pupils fail to understand the necessity of their strictness and fail to appreciate them due to their tender age.

1.6. Conclusion

Throughout this chapter, the main concepts of the teaching-learning process have been defined, along with discussing several teacher and learner related factors influencing the process of it. Moreover, the researcher indicated the importance of teachers as role models and moral values guides, in addition to being academic instructors. Eventually, putting emphasis on the probability of educators' misconduct and its types and impacts on

pupils. The next chapter, however, deals with the practical part by investigating teachers and students' relationships and interactions through interviews and classroom observations.

Chapter Two

*Investigating
Teacher-student Interactions*

2.1. Introduction

The first chapter's target was to present a theoretical background about teacher-student relationships and connection while highlighting the powerful impact teachers can have on students. However, the present chapter tackles the practical part of this research. It provides the description of the methodology used in conducting the research, including the sample population and research instruments: interviews and classroom observations. The researcher further describes the procedures of collecting data in detail and concludes with data analyses.

2.2. Research Methodology

Kothari defines research by stating "Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation." (Kothari, 2004, p. 01). Research methodology, however, refers to the description of the specific steps and procedures used to conduct a certain research, such as: the techniques used to identify and analyse information regarding the topic investigated, which helps the readers critically evaluate the research's reliability and validity. Accordingly, Kothari (2004) stated:

"Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them."

(Kothari, 2004, p. 08).

Leedy et al. described the research methodology as “The holistic steps a researcher employs in embarking on a research work” (Leedy et al. 2011, in Apuke, 2017, p. 41).

2.3. Research approach

The present research opted for a qualitative data method approach which is non-numerical in nature. Kothari, 2004, claims that:

“Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher’s insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis.”

(Kothari, 2004, p. 05)

This type of data mainly involves methods of one to one interviews and observations. According to Punch: “It is a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from these data that help us to understand social life through the study of targeted populations or places” (Punch, 2013, in Mohajan, 2018, p. 2).

The aim of using qualitative data is to better describe the situation and feelings of the participants using words and sentences rather than numbers and graphs which normally fails to convey a full detailed description of the situation.

2.4. Participants

The present study takes place at the middle school of Mekkideche Abdelkader where a sample of 10 students and a sample of 10 teachers is selected. The sample was chosen intentionally because at that level students are forming personalities and developing under the observation and mentoring of their teachers. At that level in school, the teacher-student relationship is a delicate one and very crucial.

2.5. Research instruments

For the purpose of getting insightful information, interviews and classroom observations are chosen as tools of investigation in this research.

2.5.1. Interviews

In order to fulfil this research's objectives and get detailed data about the subject, well structured interviews were conducted with the teachers and students of the chosen population. According to Fox (2002, p.01) "The interview is an important data gathering technique involving verbal communication between the researcher and the subject". Kothari further explains:

“The method of collecting information through personal interviews is usually carried out in a structured way. As such we call the interviews structured interviews. Such interviews involve the use of a set of predetermined questions and of highly standardised techniques of recording. Thus, in

Research Methodology, the interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed.”

(Kothari, 2004, p.p. 97, 98).

As claimed by Kothari (2004), despite the diversity of interview techniques, the main advantages of face to face interviews can be cited generally. The merits of the interview method are as follows:

- Obtaining information in greater depth.
- The ability to overcome any resistance by the interviewees depending on the interviewer's skills.
- The ability and opportunity to restructure questions is always possible.
- The ability to obtain personal information easily.
- Non-response generally remains very low.
- The interviewer may catch the respondent off-guard and thus, witness spontaneous reactions.
- The interviewer can notice and collect information about the respondent’s personal characteristics and environment which can be of great value in interpreting the findings.

2.5.1.1. Teachers’ interview description

The first method to collect data in this research was an interview with middle school teachers. The designed interview was done in Mekkideche Abdelkader middle school grounds with a number of ten teachers, in charge of different modules and a variety of levels.

The interview contains nine questions. It was done for the sake of taking into account the teachers' point of view. The majority of the teachers interviewed were females whose teaching experience varies from seven to twenty-seven years.

This section presents the questions and aims behind it

1. Do you find teaching amusing or tiring? And what makes it tiring or rather difficult?

The first question aims to explore the struggles of teachers in maintaining a good and healthy environment in the teaching-learning process.

2. Do you feel that it is necessary to be strict with pupils? Could you elaborate on that?

The question was an attempt to discover the type of relationship teachers have with their pupils, whether it is relaxed and friendly or rather firm and rigid. And whether it helps more to be strict or to be friendly.

3. How often do you think students ought to be assigned with homework?

The question tries to research whether or not educators consider the pupils' standpoint and frame of mind.

4. Do you struggle with your pupils' behaviour regarding their age? And how do you deal with it?

This question was important to investigate teachers' awareness and consideration to pupils' vulnerable age and stage of life.

5. How do you usually face the misbehaviours of your students in the classroom?

The question aims to explore the tactics and ways of the instructors in disciplining their pupils and managing the classroom in a way that serves both the teacher and learner.

6. How do you deal with students that struggle with lack of motivation and interest?

The reason behind this question is to examine the teachers' effort regarding helping pupils and paying attention to them.

7. Do you usually intervene when you notice fights, bullying, behavioural problems or changes happening with the students?

This question is crucial in determining the connection between pupils and their teachers. Besides highlighting the role of the teacher and its importance in the student's life.

8. Do you tend to favour pupils who work hard and get good grades or those with good behaviour?

The question strives to inquire into favouritism.

9. Would you like to offer some advice to novice teachers on how to deal with students and how they should treat them?

The last question seeks recommendation, suggestions and advice.

2.5.1.2. Students' interview description

In addition to the teachers' interview, another interview with students was opted as a tool to test the research hypotheses. The interview consisted of ten open-ended questions. The

questions to be asked lead the participants to talk about how they feel and describe their point of view freely.

This section presents the students' interview questions and aims behind them.

1. Is there a teacher you favour or feel most comfortable with? And why do you feel so?

The question seeks to know what students like about teachers and how they would like to be treated in order to develop a good and positive relationship with their mentors.

2. Is there a teacher you fear or feel uncomfortable with? And why do you think that is?

The question's aim is to figure out what students dislike about teachers' treatment and ways of teaching. Which can affect the learning process negatively.

3. Tell me about a teacher whose lectures you enjoy?

The question attempts to present tactics and ways that capture the students' attention and interest in learning.

4. Could you tell me about a good memory that you treasure with a certain teacher?

The question is important in discovering what is important to students and what sticks with them which can help teachers connect with them more easily.

5. What about a bad memory you dislike with a teacher?

This question focuses on students' dislikes and what can influence them negatively.

6. Have you ever felt wronged by a teacher? And how has it affected you?

This question allows the student to talk freely about their feelings, dislikes, rights and mostly complaints.

7. How do most teachers usually treat you? And does it matter to you?

This question tries to explore the student-teacher relationship from the pupils' standpoint.

8. How would you like to be treated?

The question tries to shed light on the student's wants and opinions regarding teachers' treatments to them.

9. Do you usually miss your teachers on vacations?

The question's aim is to examine how students view their mentors.

10. If you had a personal problem, is there a teacher you would reach out to?

This question as well, tries to explore how pupils view their teachers and their teachers' roles in their lives.

2.5.2. Classroom observation

Kothari argued that:

“In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated

research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the information is sought by way of the investigator's own direct observation without asking from the respondent.”

(C. R. Kothari, 2004, P. 96).

Observation is a systematic data collection approach. In which a researcher uses all of their senses to examine people in natural settings, in this context: a classroom observation.

Classroom observation is another tool chosen in this research for collecting data. It aims to obtain insightful and in-depth qualitative data from observing the participants: teachers/students, their relationship, interactions and environment overall. Thus, a structured observation was conducted at the middle school of Mekkideche Abdelkader for better understanding and insight regarding the impact of teachers on pupils and the teaching-learning process.

2.5.2.1. Classroom observation description

The observation took the form of a grid to gather the data that is necessary for the research. The aim is getting real and direct data about some aspects of classroom environments in which the classroom interaction takes place.

The classroom observation took place at the middle school of Mekkideche Abdelkader in the first week of January. It was depending on a checklist and the personal observation directly during each session without interfering with the teaching and the learning activities.

The sessions are one hour long to explore the environment of the learning process and relationship between the teachers and pupils in addition to educators' treatment towards pupils. Also, teachers' ways and ability to deal with students misbehaviour in a healthy way, considering the difficulties that might happen in the teaching process. The observation is presented in the form of a grid including a set of ten items designed for observing the learners' comfort and interest inside the classroom.

The first six items focus on the teacher's tactics, ways and efforts, while the rest of four items focus on the outcome, how it affected pupils and the learning environment. The set of items are as follows

1. Teachers approach disciplining students: their ways of controlling pupils and capturing their attention and interest.
2. Teachers level of attention to each and every student: their ability to pay attention to all students and notice individual differences.
3. Values/morals teaching: whether or not teachers embody their role of role model and moral values guides.
4. Favouring students
5. Aggressiveness: involves verbal aggression, humiliation, threats, yelling etc.
6. Teachers intolerance (to noise, mistakes or such)
7. Students' participation
8. Students' motivation: this was important to determine the success of teachers' methods.

9. Are the students intimidated: observing the environment and students' level of comfort.
10. Student-teacher interactions: general observation of the relationship.

2.6. Data collection procedure

The interviews with both teachers and pupils were carried out inside classrooms of the middle school Mekkideche Abdelkader with ten participants each. The classroom observations as well, were conducted in the same middle school classrooms. The researcher executed five classroom observations overall. The language of the interviews was Arabic. However, the researcher will use the English version of the questions and answers in the analyses. Data was collected to be analysed qualitatively.

2.7. Data analysis

2.7.1. Teachers' interview analysis

This section presents the questions and analysis of the teachers' interview responses

1. Do you find teaching amusing or tiring?

The majority of participants (9) indicated that even though teaching can be tiring and requires a lot of effort; physical and mental, it is still amusing and enjoyable if you love teaching and guiding students: "I love my module, it can be tiring at times but when you have a goal in mind and a responsibility you want to fulfil, it gets quite

amusing and exciting.” One of the participants, however, pointed out that disciplining students is what is most difficult especially after the pandemic (COVID-19) due to time limitation.

2. Do you feel that it is necessary to be strict with pupils?

Eight of the informants agreed that strictness is better not used with middle school pupils, especially, first years' students. Most of them implied that teachers should be tolerant and subjective in dealing with their young students. “This generation of students is not about strictness, rather, it is about understanding and caring. If anything, strictness can very much affect the achievement and motivation of students negatively”. One of the informants mentioned that it would be better to consider the student's personality, character and individual differences when it comes to being strict, for pupils can have different reactions and responses to strictness. A different informant pointed out the necessity of being firm and demonstrating a strong personality to intimidate students in the pandemic period, implying the pandemic had its effects on the teaching-learning process.

3. How often do you think students ought to be assigned with homework?

Five of the participants indicated that they assign their pupils with home-work on a daily basis. One teacher mentioned that home-work is necessary but not too much of it. Another teacher said that she encourages her students to do homework and activities by giving them points as rewards, regardless, they are free to choose whether to do it or not. Three other informants reported that they never give their

pupils homework for the sake of giving them space and to let them enjoy activities in the classroom instead of getting them to be tired and bored from doing a lot of homework.

4. Do you struggle with your pupils' behaviour regarding their age? And how do you deal with it?

Two teachers acknowledged that Gen Z are a bit difficult to deal with and admitted to trying to control them through deducting points or getting their parents involved. Five other teachers agreed that it depends on the students' individual differences and that despite it being difficult, it is still adaptable if one can be flexible. One teacher reported that "Teachers should care about their pupils and consider their individual differences when it comes to discipline, however it can be difficult to be attentive to each and every students' problems, lacks, likes and dislikes, especially when it comes to family issues or personal problems that teachers should be aware of for the sake of avoiding any inconveniences. Thus, I think it is almost necessary for the school to hire a psychologist". A different teacher mentioned that "Adolescence is a delicate phase, therefore, a teacher ought to be familiar with how to treat pupils and how to gain their attention and respect for a successful and positive relationship", only one teacher reported that they find dealing with pupils at their young age very easy, amusing and not difficult at all.

5. How do you usually face the misbehaviours of your students in the classroom?

Three teachers highlighted the necessity of disciplining students and dealing with their misbehaviours depending on their individual differences and that in order to control the misbehaviour of pupils a teacher ought to know the student's personality, differences, likes and dislikes and then deal with the situation accordingly. Five of the interviewees agreed that when a student misbehaves repeatedly, it is better to study their case and situation, rather than treating them harshly a teacher ought to consider the student's reasons and issues. Thus, it is preferable to investigate their situation mentally and socially besides their family situation. Seeing that some pupils are raised on violence and home pressure, it is best not to add on more stress but try and help alternatively. As another teacher pointed out "Aggressiveness only creates more aggressiveness" she also reported that affection, communication and caring are her ways in dealing with students; "We are here to influence thoughts and behaviour of the coming generation. Thus, I have one rule: other than lying and bullying anything else is tolerated and forgivable if they admit it and apologise" she says. Two different teachers said that good treatment is key to good behaviour, however, when necessary they are forced to deduct points, punish them or reach out to parents.

6. How do you deal with students that struggle with lack of motivation and interest?

Two informants reported that they deal with unmotivated students by encouraging them and trying to push them forward while making it easier to learn and by giving them solutions to any sort of struggle and also, by taking any opportunity presented to capture their attention. Eight of the informants however, said to try and communicate

with the struggling student first, such as asking them about any issues they are having or struggling with and to investigate their situation and reach out to their parents for more information to figure out the reasons behind the lack of motivation in order to help fix it.

7. Do you usually intervene when you notice fights, bullying, behavioural problems or changes happening with the students?

The answers of the participants were identical. All ten teachers reported that they interfere strictly with bullying, especially in the classroom because “It is my responsibility” they said. And that when it comes to fights, it was reported that they must find out the reason behind it and fix the issue’s origins to be fair. One of them highlighted taking the chance to educate them about rights and wrongs saying “I try to advise my students and provide ethical knowledge when possible. It is my job and responsibility to raise good and righteous people for our nation’s future”.

8. Do you tend to favour pupils who get good grades or those with good behaviour?

Six teachers indicated that they love all of their students equally, three others mentioned that they prefer pupils with good grades and one teacher said to love both of them especially those with good behaviour.

9. Would you like to offer some advice to novice teachers on how to deal with students and how they should treat them?

Here are a few quotations of the interviewee teachers' advices and recommendations:

“First contact is crucial. A novice teacher should know how to demonstrate affection, understanding, firmness and seriousness all at the same time.”

“Treat your pupils like you treat your own kids, with kindness and love”

“Be strict at first, demonstrate firmness and do not act too friendly”

“Adolescence is dangerous, therefore you must be responsible, up to the task and well-prepared for the struggles you might face and emotional exhaustion”

“Avoid aggression, we, as teachers and mentors, should consider students' situation, adolescence, social pressure and family issues. We better help lessen the stresses of our pupils' lives and not worsen it.”

“I highly recommend educating young students about the negativity and toxicity of racism, bullying, sexism and violence etc.”

“Love your students, treat them nicely, always be there for them and be a second parent to them. Also, always keep learning.”

2.7.2. Students' interview analysis

This section presents the questions and analysis of the students' interview responses

1. Is there a teacher you favour and feel most comfortable with? Why do you feel so?

The majority of pupils described their favourite teachers as merciful, tolerant, lenient, kind and friendly etc. One student pointed out that she likes the personality and behaviours of her teacher, another one mentioned that she likes her teacher because she treats her very well. And three other boys said that they liked their two favourite teachers because of their tolerance and friendliness: “There are few teachers I am most comfortable with; they are friendly, easygoing and not firm at all”.

2. Is there a teacher you fear or feel uncomfortable with? And why do you think that is?

The two excellent students reported that they do not fear or dislike any teacher: “I love all my teachers but I fear bad treatment and strictness sometimes”. The rest of the participants however, reported that they do in fact have several inconvenient experiences and teachers that they fear or feel uncomfortable with (during the teaching-learning process). Seven pupils complained about their teachers’ strictness and intolerance and reported that they hate being told to never laugh, talk or wear a hat in the classroom ect. They further highlighted that they feel it is unfair to get dismissed for something minor such as forgetting a copybook or being briefly distracted. One of the students elaborated that she feels uneasy with certain teachers because “They yell too much and threaten us too, I do not like it”. Another one mentioned that he dislikes being assigned with too many activities and being humiliated in case he did not know the solution.

3. Tell me about a teacher whose lecture you enjoy.

Most of the informants' responses were identical, since they all mentioned the same two teachers. They also pointed out that they enjoy the lectures of those specific teachers due to their fun personalities, friendliness and positive environment. Another student highlighted "I enjoy Arabic and French classes the most since the teachers are so friendly and treat us like their own kids".

4. Could you tell me about a certain memory that you treasure with a teacher?

Whilst a minority (3) denied having any good memories, most pupils mentioned and talked about their favourite moments with teachers. For instance, four students agreed that they enjoyed organising a birthday party for their school teacher the most, and that they were very happy to see her appreciate it. One interviewee mentioned that she was very nervous and scared on her first day of school but one of her teachers comforted and supported her, and that she still remembers and treasures that memory.

5. What about a bad memory you dislike with a teacher?

The majority of bad memories indicated by the interviewees involved being dismissed for no apparent reason, being reported for trivial mistakes and being slightly hit. One student also mentioned a male teacher in which she felt was biased towards girls and reported that he made her feel uncomfortable on several occasions. Only a small number of respondents indicated that they had no bad memories (3).

6. Have you ever felt wronged by a teacher? and how has it affected you?

The participants on the whole demonstrated that they felt wronged and treated unfairly many times. Here are few comments and complaints that they reported:

“There is this teacher who uses humour to make fun of us, he might be joking but it makes me feel uncomfortable and frustrated”

“They would sometimes accuse you of things you did not commit, simply because you have a bad reputation”

“She hit me just because i was not wearing my school apron”

“She is unfair, she would deduct points for the entire class if there is any noise and she would at times make the tests really difficult for us only because she is angry at another class. Besides, earlier she told me not to let my hair down but would not say anything to other girls who were doing the same thing because she favours them, that was unfair it made me frustrated”.

“One time all of us boys were dismissed whilst they let the girls in”

7. How do most teachers usually treat you? And does it matter to you?

Some interviewees argued that they get treated unfairly and strictly, according to them it is very annoying and frustrating. Some felt that they only get treated fairly in

painting class and sports time and always get treated poorly in other classes. The two excellent students reported that they get treated very well and they also reported that teachers favour them in which both students actually disliked. "I do not like being the teachers' favourite student because it messes up my friendships, i feel so isolated from my friends and when they do talk to me it is always to get my homework or notes so i hate being the best student sometimes". Most participants, including excellent students, suggested that they like being treated the same as everyone and to just be treated fairly.

8. How would you like to be treated?

Some interviewees suggested that discrimination and humulation are greatly disliked and not appreciated. Others felt like teachers should not stress them out or pressure them about exams and such because it only has negative outcomes. Overall most students reported that they would like for their teachers to be friendly and good at teaching and to treat them fairly.

9. Do you miss your teachers on vacations?

Whilst a minority reported that they do not miss their teachers on vacations at all, the rest indicated that they do miss few teachers in which they have a good relationship with.

10. If you had a personal problem, is there a teacher you would reach out to for help?

Only two interviewees answered with a yes and reported that they would reach out to particular teachers for they are positive that can help them and would listen to them. The remaining eight participants however, said that they would never share personal problems because they are either not comfortable enough to do so or because they think it would not be kept confidential. Some felt that teachers would be indifferent to their problems.

2.7.3. Classroom observation analysis

This part is about the analysis of the classroom observations, it takes a form of the grid to gather the data that is necessary for the research. The observations of the classroom were made by observing the students' and teachers' behavior, interaction, and involvement.

Section 01: Teachers' Tactics and Attitudes

The table below shows teachers' tactics and attitudes

	Session 1	Session 2	Session 3	Session 4	Session 5
Type of discipline	Friendly/ Fun activities	Friendly, communic- ation	Strict / pressuring / intolerant / deducting points frequently	Friendly / serious	Friendly

Level of attention	Attentive to every student	To a certain extent	Low level of attention to pupils/ does not consider individual differences	Sometimes	Attentive
Morals teaching	Frequently	Rarely	Not at all	Rarely	Sometimes
Favouring students	Not at all	Rarely	Favouring the best student	Rarely	Rarely
Verbal aggression	Not at all	Not at all	Yelling / threats/ humiliating/ Verbal abuse: “kelb” “nafsa” Constant criticism	Not at all	Not at all
Intolerance	Serious but not strict/ very tolerant	Serious but not strict	Very strict and intolerant	Tolerant and friendly	Tolerant / kind

Table 01: Teachers’ Tactics and Attitudes

Section 02: Students’ Motivation and Involvement

The table below shows the impact of teachers’ tactics and attitudes on the students’ motivation and involvement.

	Session 1	Session 2	Session 3	Session 4	Session 5
Participation	Participating	Participating	Rarely	Participating	Participating
Motivation	Motivated	Partly	Not motivated	Motivated / attentive	Motivated
Intimidation	Not at all	Not at all	Intimidated Scared gloomy stressed	Not at all	Not at all
Interaction	Communicating and interacting	Friendly and lively environment	Rarely/ stressful environment	Lively environment	Interacting / comfortable

Table 02: Students' Motivation and Involvement.

2.8. conclusion

The chapter at hand was devoted to the practical part of the research describing the methodology of research as well as explaining the data collection procedure. The samples in addition to the research tools were described and data analysis were provided. Therefore, the next chapter will deal with discussion of the findings and recommendations.

Chapter Three

*Discussion of the Findings and
Recommendations*

3.1. Introduction

To have a thorough knowledge of the research topic and its purpose, an overview about teacher-student relationship was provided in the first chapter followed by the presentation and description of the data collection tools, and data analyses in the succeeding chapter. The present chapter however, is concerned with the discussion of the gathered data through this investigation in an attempt to answer the previously stated research questions. Finally, some suggestions and recommendations will be laid out by the end of this chapter.

3.2. Discussion of the findings

3.2.1. Results of teachers' interview

The results obtained from the interview showed that:

- Teaching is only amusing and effective when you love your job, love mentoring your pupils and are passionate about what you do. Teaching is in fact a tiring job. It requires a great amount of energy; talking and standing for hours, providing instruction, care and attention. Which can only be enjoyable if one likes spending time with teens, caring and raising them as one of the teachers stated: "I love my module, it can be tiring at times but when you have a goal in mind and a responsibility you want to fulfil it gets quite amusing and exciting."
- When it comes to dealing with middle school students, tolerance works better than strictness. The results of the interview showed that pupils, especially gen z students work better and are motivated more by care and attention rather than firmness, strictness and aggressiveness. Pupils at this tender age tend to be sensitive and crave

attention and validation from the adults in their lives especially parents and teachers. As one of the teachers indicated “ “This generation of students is not about strictness, rather it is about understanding and caring. If anything, strictness can very much affect the achievement and motivation of students negatively”.

- Too much homework is unnecessary and can be frustrating. It was indicated that it is better to do school activities in the classroom rather than assigning pupils with homework due to the fact that young students might feel frustrated, bored and disturbed by studying school hours and at home and feel like they have no space to enjoy their time and teenage without being concerned and worried about doing school work all the time.
- Getting to know the students and being flexible to their individual differences is key to dealing with misbehaviours. Teachers should also consider pupils’ mental, social and family situations. Humans are inherently different, they like and despise different things. Humans also lead different lives, some of them lead happy lives and others are somewhat troubled. Which applies to young students. Some pupils struggle with financial stability, others might struggle with divorced parents or domestic abuse which can lead to undesirable and/or violent behaviours. It is the role of the teacher to help the student feel better and do well at school rather than yelling/punishing the young student and adding up to the stresses he/she are dealing with. However it was implied that it is a difficult matter: “Teachers should care about their pupils and consider their individual differences when it comes to discipline, however, it can be difficult to be attentive to each and every students’ problems, lacks, likes and dislikes, especially, when it comes to family issues or personal problems that teachers should

be aware of for the sake of avoiding any inconveniences. Thus, I think it is almost necessary for the school to hire a psychologist”.

- When misbehaviour occurs repeatedly, it is better to study the student’s case and situation, rather than treating him/her harshly. A teacher ought to consider the student’s reasons and issues. Investigating the students’ emotional, social and mental stability, plus family situations should be prioritised. Dealing with misbehaviour with strictness and yelling does not have good consequences as teachers pointed out: “Aggressiveness only creates more aggressiveness”.
- Bullying must be dealt with. strictly. Bullying is a serious matter that is capable of destroying the students’ motivation and will to come to school. It is the teacher’s responsibility to notice when students are being bullied and interfere strictly. It is preferable to provide advice and moral values to the bullies when possible as one teacher mentioned: “I try to advise my students and provide ethical knowledge when possible. It is my job and responsibility to raise good and righteous people for our nation’s future”.
- Moral values education is a must. It is as important as academic education, and it is the teacher's responsibility to build a generation and society of peaceful, kind and cooperative people.
- Teachers ought to avoid aggression, love their students and show them how to love.

3.2.2. Results of students' interview

The results obtained from the interview showed that:

- Pupils tend to love and have a more positive relationship with tolerant and friendly teachers. Whilst they dislike strict teachers and feel frustrated in most of their classes. Students favour and connect more with merciful and easy going teachers since interacting with them is easier and fun. “There are few teachers I am most comfortable with; they are friendly, easygoing and not firm at all”.
- Pupils have several experiences in which they felt wronged by teachers and it has affected them negatively in addition to demotivating them. At times students might feel that they are being treated unfairly or badly, and at their sensitive age, it can easily affect them negatively by lowering their self esteem and/or academic motivation. “There is this teacher who uses humour to make fun of us, he might be joking but it makes me feel uncomfortable and frustrated”.
- Students care and are sensitive to how adults treat them. Most pupils want to be treated fairly, not favoured nor badly. When students face inconveniences, they are forced to cope with it and not say anything back which can be frustrating and/or lead to feeling unimportant and trivial. These negative occurrences and feelings are capable of destroying the young students' self-confidence and academic motivation, considering their tender age.

- The majority of students do not trust their teachers enough to share their personal problems with. One of the teacher's roles is to be a mentor and a second parent, thus, it is very important that students feel comfortable enough to entrust their teachers with problems and issues they are dealing with and seek advice from them. If the teacher is strict, firm and/or yells most of the time, students would fear his/her reaction and worry that they are going to be yelled at or misunderstood, students could also fear that a teacher might expose a particular information to their friends or parents. Such factors stand in the way between teacher-student relationships. It is quite essential for teachers to be social, understanding and friendly in nature so that students feel comfortable to seek any help without hesitation. The basic role for any teacher is to create a very interesting classroom for students.

3.2.3. Results of classroom observation

The major results that are obtained from the classroom observation were helpful to prove the hypothesis, which were already raised. The results showed that pupils tend to be more comfortable and motivated, participate and interact in positive environments in which teachers are friendly, kind, tolerant and attentive to them. Whilst, in negative environments in which a teacher is unnecessarily strict, yells and threatens them ect; students are more likely to be uncomfortable, unmotivated and very intimidated.

Intimidation appears to have discouraged pupils from participating in class and limiting their involvement. Subsequently leading to unsatisfactory and negative results. It was noticed that students were very timid and gloomy during the third session, therefore, the researcher

decided to observe the same classroom with a different teacher. The results were indeed very different.

The researcher eventually observed the same class twice under the supervision of two different teachers (session three and session four). In session three the teacher was clearly strict and intolerant, we noticed that she would often say insensitive terms to her pupils and would casually deduct points at any minor inconveniences. We also noticed that the teacher pays special attention to the best student and does not treat others the same. In the third session, students dealt with yelling, humiliation and verbal abuse. Students were faced with constant criticism and threats. Which we think explains the lack of participation and interaction during that specific session. Not to mention the very obvious intimidation, complete lack of motivation and stressful environment. Pupils looked especially gloomy and scared during this teacher's class. However, in session four, when we observed the class under the supervision of a different educator, who was friendly, tolerant and used absolutely no verbal aggression, the environment had a remarkable change. Pupils seemed to actually be really motivated and attentive to their teacher, there was no intimidation whatsoever. The young learners participated and interacted easily, creating a lively and friendly environment.

The classroom observation tables were indeed helpful to prove the hypothesis raised previously which suggest that the teacher-student relationship is an intimate relationship that can impact the pupils strongly. It was also proven that negative conduct and undesirable behaviours on the part of educators do in fact cause significant setbacks for pupils, such as demotivating students and creating a negative and stressful environment.

3.3. Recommendations and suggestions

In light of the findings, we think it is important to raise awareness on the subject and suggest solutions and suggestions for the given issue. Based on our findings We highly suggest the following four primary recommendations that we think can help better the situation.

3.3.1. Testing trainee teachers' stability and moral values

Education officials must consider and investigate teachers' physical, mental, emotional and psychological wellness and fitness prior to hiring them and entrusting them with guiding, impacting and inspiring an entire generation of students. Negative conduct by adults serving as educators and role models is not always addressed or paid enough attention to by school administrators and inspectors. It is such a damaging issue that should not be underestimated. All teachers have the key to provide a good environment for the students. It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. According to Makovec (2018):

“A study conducted by S. Arnon and N. Reichel (2007), who also pointed out the inseparability of professional and personality traits, place in the centre of an ideal teacher two basic categories: 1. The teacher's personality whose personal qualities make him into an empathic and attentive teacher, a teacher in the role of a leader, a teacher with a positive attitude towards the profession, who possesses a wide ranging, general knowledge in their chosen field and subject matter. 2. A teacher who has obtained professional, academic knowledge of the subject taught, such as:

didactic knowledge, educational methodology, with a focus on an individual pupil, or, in other words, a teacher with a vast general knowledge that is also very well-versed in many other areas”

(Makovec, 2018, p. 36).

3.3.2. Teaching moral values alongside academic concepts

Sharing knowledge, communication skills, getting students to interact etc., are required skills in order to be able to give effective instruction. The proficiency of a teacher in this regard is responsible for the results of the teaching-learning process. However, teachers also need to show respect, caring, become role models, make a pleasant environment, treat students right, instruct them but not be totalitarian, and guide them through the road of success. A teacher should be a role model for students and especially a moral guide. Moral education is essential in order to develop the next generation to be moral citizens and kind people, it is crucial for building a cooperative community that is based on kindness and healthy relationships. Moral education has been taught wholeheartedly along the years for values impartations (Diffenbaugh, 1992, in Narinasamy, 2015).

Facing students’ misbehaviours is one of the main challenges teachers struggle with in the teaching-learning process. It becomes a crucial problem when the young students fail to distinguish between right and wrong in and out of school and It is for certain an issue of morality. Morality refers to the values and principles that help distinguish the difference between right and wrong. Morality is important and it must be taught in school to produce a generation of people who have balance in intellectual, spiritual, emotional and physical aspects in their life based on the National Philosophy of Education (Gui et al. 2020).

Teachers ought to exhibit exemplary features and traits in the process of teaching to enable students to develop their own personal good traits and kind actions that could bring goodness to the world in the future as they will grow and be able to have empathy of their own and think critically. Moral values are hardly a part of the educational curriculum and are often neglected which causes problems in society and social relations since developing poor ethics could be harmful, teachers however, can help educate young pupils with providing ethical knowledge and exhibiting moral values such as:

- Respect for others: people need to understand the concept of respecting others at a young age. Respect involves understanding diversity and respecting everyone regardless of their religion, race, sex, ideas, and lifestyles.
- Kindness and helpfulness: acts of kindness create feelings of gratitude and positive energy and is the essence of being a good person. Teachers should raise the young students to be kind and caring.
- Compassion and empathy: On top of educating and instructing the learners, teachers must pay attention to each and every student's needs, lacks and necessities and try to help them in the nicest way they can. Students tends to get affected by the teacher's affection as well as love for them. When students are faced with love and care they develop to be compassionate and caring individuals as well.
- Responsibility: teachers ought to model and teach responsibility rather than demonstrating control. Being responsible and held accountable for one's doings is a very essential trait for every community member.

- Cooperation: working together can be a very profitable act and it produces a positive good environment.
- Honesty: it is essential for a child to understand the importance of honesty and acknowledge that trust and respect are based on honesty.

3.3.3. Caring: Avoiding strictness and aggressiveness

Building relationships with students requires a warm teacher that acknowledges and validates each student's value and potential. A teacher that pays attention to every student and notices his individual success. It is preferable to refrain from using strict methods or any form of aggressiveness. Poor teachers are capable of critically affecting students both academically and personally (Angela, 2019).

Undesirable behaviours such as oral harassment, humiliating and embarrassing the student in front of his/her classmates are referred to as "teacher aggression." which hinders the teacher-learning process and develops negative feelings towards learning for the student and decreases his/her motivation (Bekiari et al., 2005, Kecici, 2013).

3.3.4. Considering students' mental health and perception

The atmosphere in a classroom environment highly depends on the emotional stability of the teacher. Pupils in middle school are going through adolescence and struggle with changes and developments that could be stressful. Not to mention parents and social relations can be emotionally damaging at a young age. It is very possible that a student can be dealing with

his/her parents divorce, bullying or domestic abuse which naturally affects his/her academic performance. Teachers ought to take into account students' situations and mental/ emotional state before adding more stress and pressure to the young students' life.

3.4. Conclusion

This chapter discussed the main findings of the study, as it revealed that the teacher-student relationship mainly depends on the teacher' attitude, personality and stability. In addition to answering the main questions and demonstrating that teachers do in fact have a crucial and intimate relationship with their young students which can easily be affected by teachers' carelessness or misconduct. It, then, finished with suggesting recommendations to help build positive and healthy student-teacher relationships.

General Conclusion

The study investigated teachers' interactions and relations with pupils at the middle school of Mekkidech Abdelkader. The study attempted to explore the influence teachers have on young students and whether they recognize and acknowledge the importance of their role in pupils' lives and future generations. It also intended to check whether they take into consideration the students' perceptions in the teaching-learning process and in dealing with misbehaviours.

The findings of study indicated that the teachers as instructors and educators also play the role of mentors, role models and moral influences. It also indicated that middle school pupils are at the age where they form opinions, shape personalities, build their perceptions of themselves, of others and of the world and develop values and beliefs. It is important that they are guided by moral and kind teachers for them to grow up as moral, kind and good citizens. Being mentored by aggressive and/or abusive teachers could lead them to develop low self-esteem and bad manners which could also lead to emotional and mental instability and unsatisfying academic achievement results.

The dissertation consisted of three chapters; the first chapter was a theoretical background about teacher-student relationships. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the tools that are used for collecting information, and data analysis investigating students' interactions with teachers. Finally, the last chapter was about the discussion of the data findings of the classroom observation, teachers' interview and students' interview. In addition, there were suggestions and recommendations for both the teacher and the education officials. The findings show that teachers should bear

in mind the students' perceptions and point of view. Then, the education officials should give more importance to testing trainee teachers' stability and moral values.

In short, this research is not conducted for one middle school institution but for all middle school teachers and officials, in an attempt to develop more positive relationships between educators and their students. All for a more educated, stable and moral future generations.

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APPENDICES

Appendix (01)

- **TEACHERS Interview (English version)**

1. What year did you graduate?
2. For how long have you been teaching?
3. Do you find teaching amusing or tiring? And what makes it tiring or rather difficult?
4. Do you feel that it is necessary to be strict with pupils? Could you elaborate on that?
5. How often do you think students ought to be assigned with homework?
6. Do you struggle with your pupils' behaviour regarding their age? And how do you deal with it?
7. How do you usually face the misbehaviours of your students in the classroom?
8. How do you deal with students that struggle with lack of motivation and interest?
9. Do you usually intervene when you notice fights, bullying, behavioural problems or changes happening with the students?
10. Do you tend to favour pupils who work hard and get good grades or those with good behaviour?
11. Would you like to offer some advice to novice teachers on how to deal with students and how they should treat them?

• Teachers interview (Arabic version)

1. ما السنة التي تخرجت بها؟
2. منذ متى وانت تدرس؟
3. هل تجد التدريس مهنة ممتعة أم متعبة؟ وما الذي يجعلها متعبة أو صعبة نوعًا ما؟
4. هل تشعر أنه من الضروري التشدد مع التلاميذ؟ هل يمكن توضيح ذلك؟
5. كم مرة تعتقد أنه يجب تكليف الطلاب بواجب منزلي؟
6. هل تعاني من سلوك تلاميذك فيما يتعلق بأعمارهم؟ وكيف تتعاملون معهم؟
7. كيف تواجه عادة سوء تصرف طلابك في الفصل؟
8. كيف تتعامل مع الطلاب الذين يعانون من نقص الحافز والاهتمام؟
9. هل تتدخل عادة عندما تلاحظ مشاجرات أو تنمر أو مشاكل سلوكية أو تغييرات تحدث مع الطلاب؟
10. هل تميل إلى تفضيل التلاميذ الذين يعملون بجد ويحصلون على درجات جيدة أو أولئك الذين يتمتعون بسلوك جيد؟
11. هل ترغب في تقديم بعض النصائح للمعلمين المبتدئين حول كيفية التعامل مع الطلاب؟

Appendix (02)

● STUDENTS interview

- هل هناك مدرس تفضله أو تشعر براحة أكبر معه؟ ولماذا تشعر بذلك؟
- هل هناك مدرس تخشاه أو تشعر بعدم الارتياح معه؟ ولماذا تشعر بذلك؟
- أخبرني عن مدرس تستمتع بمحاضراته؟
- هل يمكن أن تخبرني عن ذكرى جيدة تعتر بها مع معلم معين؟
- ماذا عن ذكرى سيئة لا تحبها مع معلم ما؟
- هل شعرت من قبل أن أستاذ من الأساتذة ظلمك؟ وكيف أثر ذلك عليك؟
- كيف يعاملك معظم المعلمين عادة؟ وهل تهتمك المعاملة؟
- كيف تحب أن تعامل من قبل الأساتذة؟
- هل تفتقد عادة معلميك في الإجازات؟
- إذا كانت لديك مشكلة شخصية ، فهل هناك مدرس ستتواصل معه؟

Appendix (03)

- **Classroom observation**

Section 01: Teachers' tactics and attitudes.

	Session 1	Session 2	Session 3	Session 4	Session 5
Type of discipline					
Level of attention					
Morals teaching					
Favouring students					
Verbal aggression					
Intolerance					

Table 01: Teachers' Tactics and Attitudes.

Section 02: Students' motivation and involvement.

	Session 1	Session 2	Session 3	Session 4	Session 5
Participation					
Motivation					
intimidation					

interaction					
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Table 02: Students' Motivation and Involvement.