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Master In Didactics And Foreign Languages

The Impact of Teacher-Student Relationship on Students'

Achievements

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Dedication

I dedicate my master dissertation work to my mother, my two friends Rafik Bendelal and Lotfi Bekkich for believing in me and standing by my side and supporting me till the end.

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Praise ALLAH lord of the world who has detoured upon me in completing this work with peace and blessing upon our prophet MOHAMED.

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Abstract

This research explores relationships in English Foreign Language (EFL) classrooms, specifically interactions between teachers and students. Initially, the research examined an overview of teacher-student relationships and factors that contribute to these interactions. This overview included both teacher and student perceptions and personal characteristics and then examined the effects of teacher-student relationships on educational outcomes. The overview of the research literature concluded with how to develop positive relationships. Teacher methods, expectations, and student motives, participation, and both of their behaviors all play a role in constructing relationships in the classroom environment. The objective of the research was to determine if improving relationships between teachers and students would increase students' performance. To achieve this objective a process involved collecting data from 48 participants was set to focus on understanding the infrastructure of teacher-student relationship and how each one of them value this relationship. Teacher and student are the pillars for a successful relationship, both of them contribute and gain from it equally. Teachers contribute with their wisdom and knowledge, in return they get feedbacks which allow them to enhance their methods and strategies. On the other hand, students contribute by their participation, engaging in classroom activities, and interaction with teachers to gain teachers' support and attention which allow them to obtain their goals.

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General Introduction

Every individual has the desire to receive a quality education in his life. For some students it is an easy task because they have what is necessary to succeed. They have the necessary engagement and motives that drive them to walk the right path towards better achievement outcomes. For others, however, the lack of these key features makes it difficult to walk the same path of their classmates. It therefore the teachers duty to support their students along the journey to their own education.

(Boynton, M. & Boynton, C. 2005) stated that the improvement of students' learning and achievement derives from students awareness of the support that is given to them by the teacher. Building students' awareness of the teacher's support is the first step in teaching. The purpose of this research is to explore relationships between teachers and their students in EFL classrooms. How could students be motivated for learning by these relationships? Can teachers enhance students learning strategies through their relationships? Would that help them setting new teaching methods that would improve the learning experience?

This research aims to improve the teacher-student interaction and both the teaching and learning experience by understanding what roles the teacher and the student play in this relationship.

Chapter One: Literature review

1.1. Introduction

This chapter presents the background knowledge about teachers' behavior and its relation with student's motivation and their academic outcomes. Teacher's behaviors have 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 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 Chamers, 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 of failure of students in the classroom.

1.2. Overview of Teacher-Student Relationships

Before going into detail about the relationship between teacher and student , it seems necessary to provide a definition of relationship.

1.2.1. Relationships: The way in which two or more people are connected through their interactions; relationships can be defined as either positive or negative.

1.2.1.1. Positive Relationships: These relationships include teachers who think about their practice and search for ways to improve it. These teachers give students power and choice in the classroom. These teachers make their students feel a sense of belonging.

1.2.1.2. Negative Relationships: These relationships include teachers who do not foster a welcoming environment. They hold all the power and students do not feel a sense of belonging or control.

1.3. Teachers Behaviors

Teacher behavior is one of the main determinants in forming the student's motivation and learning. Self-determination Theory (SDT) is a sociocultural motivational theory that, through extensive empirical classroom-based testing, has revealed its potential to be applied by teachers within their own classrooms as a basis for enhanced evidence based practice in education Deci EL, Ryan RM. (1985). According to self-determination theory of motivation (SDT), there are three universal, innate psychological needs: autonomy (ownership, responsibilities, and self-actualization), belongingness (close relationships, interpersonal regard, and support), and competence (feeling capable to bring out desired outcomes and effectively cope with challenge). This theory has been widely applied to the study of motivation and well-being, and fulfilment of these basic needs for students contributes to intrinsic motivation and academic motivation and achievement (Spilt et al., 2011). Teachers can fulfil these needs by building and maintaining relationships with their students. Students need to experience an emotional involvement from their teachers—to know their teachers care and can provide structure and support.

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). For instance, teaching behaviors, 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).

1.4. Classroom Environment

Every classroom is a social psychodynamic context, influential upon children's adjustment to learning and to their longer-term perceptions about the value of and competence within learning activities (Connell and Wellborn, 1991; Hughes and Chen, 2011; Hughes et al., 2008). Good teacher-student relationships can positively impact student behaviors in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning (Maulana et al., 2013). On the other hand, if the foundation for a good relationship is lacking, it will negatively impact student behaviors. Students will resist rules and procedures, and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them (Boynton, M. & Boynton, C. 2005). To restate (SDT), students need to experience an emotional involvement from their teachers. Furthermore, students who have positive relationships with teachers are less likely to avoid school (Rimm-Kaufman & Sandilos, 2012). Experiencing a sense of belonging greatly contributes to developing positive relationships and positive behaviors.

Numerous studies have reported a positive correlation between teachers' perceptions of their students' engagement at the classroom level, and the manifested affective and cognitive outcomes of their students (for example, den Brok et al., 2005; Maulana et al., 2011; Wubbels

et al., 2006). There is a significant link between teachers' perceptions of their students' engagement and the potential influence of this upon the teachers' interpersonal behaviors towards the students (Van Uden et al. (2013). Therefore, this could be used as an informed basis for the implementation of classroom based interventions that predict the enhancement and improvement of students' motivation for and engagement within learning activities (Parsons and Taylor, 2011; Reeve, 2012).

1.5. Students Engagement

To occupy a student's attention and interest in academic tasks; not demonstrating off-task behaviors; participating in learning activities through independently working on class assignments, contributing to class discussions or working on learning tasks with peers; a student's willingness and desire to participate in the learning process.

Parsons and Taylor (2011) state that there are three substantive reasons for researching and understanding engagement: defining different types of engagement and their observable indicators; "...to help disengaged and disadvantaged students achieve and participate (or to reduce drop outs); to assist in classroom management (reduce classroom disruptions and discipline issues); and, finally, to engage students in learning about learning (to help them to become skilled life-long learners as opposed to well-behaved, attentive students). Engagement has been posited as a significant predictor and indicator of students' motivation and well-being within formal learning environments (Baumeister and Vohs, 2007; Fredricks et al., 2004; Ryan and Deci, 2009). Therefore, students' engagement with learning in general is regarded as essential for the longterm commitment of students to their learning goals and prosocial approaches to academic success (Fredricks et al., 2004; Lawson and Lawson, 2013; Reeve, 2002, 2012).

1.6. Students Motivation

Many early motivation theories explained motivated behavior in terms of drives, instincts, and internal traits, such as the basic need to succeed and to avoid failure (Weiner 1990). Atkinson (1995) and others proposed a theory in which motivation to achieve was seen as the result of an emotional conflict between striving for success and avoiding failure. In essence, it was this difference in emotional states (i.e. pride when succeeding vs. shame when failing) that was thought to explain differences in individuals' states of motivated behavior. According to Pintrich and Schunk (2002, p. 5): "Motivation is the process whereby goal-directed activity is instigated and sustained". This definition is made up of the variables that are typically used as operational indices in motivation research: (1) Task choice (i.e. selection of a task under free choice conditions), (2) Effort (i.e. high effort, particularly on difficult material), (3) Persistence (i.e. working for a longer time, particularly when one encounters obstacles), and (4) Achievement (i.e. increasing the above elements is expected to raise task achievement). Interest in activities has been considered to be one of the central components of motivation and motivated behavior (Dewey, 1913; Deci & Ryan, 1985; Schiefele, 1991). One way to develop interest in activities is to find meaning and value in those activities (Hidi & Renninger, 2006; Renninger & Hidi, 2002). Achievement goals and initial interest can predispose individuals to find value in educational activities (Hidi & Harackiewicz, 2000; Pintrich, 2003; Wigfield & Eccles, 2002).

1.7. Motivation And Achievement

Do students who are motivated behave differently in terms of their learning in the classroom and perform better than students who are less or not motivated? Understanding if and how motivational beliefs (e.g. self-efficacy judgments or task-value beliefs) are related to academic achievement measures (e.g. course grades or achievement-related behaviors) has

significant implications for education. That is, if it is true that motivation is positively (and causally) related to achievement, it would suggest that when students are motivated they would perform better in school than students that are less motivated to study.

As Nicholls (1979) asserted, motivation and achievement are inherently connected. An understanding of the motivational dynamics at work in achievement settings will therefore allow us to better understand how to promote learning. Motivation is defined here as a motive (e.g., wish, intention, drive) to engage in a specific activity (Austin & Vancouver, 1996; Schiefele, 1999; Weiner, 1985). Achievement is defined as the level of academic skills demonstrated through both oral and written contributions. One of the implicit assumptions of motivation research is that there is a direct relationship between motivation and achievement (Pintrich & De Groot, 1990; Pintrich, Smith, Garcia, & McKeachie, 1993; Wolters & Pintrich, 1998; Zimmerman, 2008). This hypothesis makes theoretical sense, since more motivated students are expected to perform better in class than less motivated students. Being motivated to learn should correspond with the use of positive learning strategies, which should result in deeper processing of information and eventually better academic performance. It needs however to be mentioned that, despite the logic behind this thinking, the assumption that these causal relationships exist have possibly far outrun the available evidence.

1.8. Conclusion

The present chapter has presented an over view of teacher's behavior and it's 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 research is to reveal how and to what extent can teachers behaviors affects students and their achievement outcomes.

Chapter Two: Methodology

2.1. Introduction

The purpose of this research is to investigate and examine the relationship between the teachers and their students and how it can effect student's academic performance and success. This chapter will present the methodology that the researcher used to collect the data in order to investigate the research problem and to answer the question that have been mentioned before.

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. 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).

2.3. Data Collection

2.3.1. Research location :

This study was conducted in Algeria, state of Mostaganem, Ibn baddis university and state of Chlef, Hassiba Ben Bouali university, by distributing a questionnaire on four different specialities of second year English master students and their teachers – two teachers from

each speciality –, two specialities from state of Mostaganem and two specialties from state of Chlef.

2.3.2. Participants :

The participants that I worked with to check the validity of my hypothesis were second year master Didactics & Foreign Languages students and two of their teachers from state of Mostaganem, second year master Didactics & Applied Languages students and two of their teachers from state of Mostaganem, second year master Language & Communication students and two of their teachers from state of Chlef, and second year master Linguistics students and two of their teachers from state of Chlef. A central aim of research is to be able to generalize according to De vaus (2002). That is the reason behind doing this research in two states and from four different specialities is to make the reseach data collection as general as possible. The students questionnaire was given out to 40 students and 8 teachers, 10 student and 2 teachers from second year master Didactics & Foreign Languages in mostaganem, 10 student and 2 teachers from second year master Didactics & Applied Languages in mostaganem, 10 student and 2 teachers from second year master Language & Communication in Chlef, and 10 student and 2 teachers from second year master Linguistics in Chlef who were selected from different cultural backgrounds in order to reach Reliable results. The teachers questionnaire was distributed after collecting and analyzing students answers.

2.4. Instruments

In order to collect the required data for this research I prepared two questionnaires(see Appendix A, B). The questionnaires were collected from the students and their university

teachers and analyzed by the researcher. The students questionnaire contains 5 questions and the teachers questionnaire contains 9 questions. Both of students questionnaire and teachers questionnaire area combination of quantitative and qualitative questions that are aimed to gather students' points of view and opinions on their relationships with their teachers show that relationship can affect students learning and their interest in the learning process, and to question some teachers methods of teaching.

The questionnaires are a valid instruments 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.

2.5. Conclusion

This study aims at investigating the role of teachers' behaviors in enhancing or reducing the students' academic success. According to previous research teacher has a significant 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 any 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.

Chapter Three: Data Analyses and Findings

3.1. Introduction

The current research is designed to investigate the teachers impact on their students achievements and success. This chapter will introduce the statistics that show that teacher's behaviors are crucial for the success of both teachers and students. As part of classroom management, teacher-student 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).

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". The instruments used in this study were questionnaires for students and teachers. The data gathered from the instruments have been analyzed in a logical and a coherent way.

3.3. Questionnaire Findings

3.3.1. Students Questionnaire :

Questions and Answers :

- **Question 01** :Do you find learning English enjoyable in the classroom ? why?

This question was asked to see what students think about the learning experience in EFL classrooms.

Table 01: Students learning experience.

Answers	Students out of 40
No	2
Yes	11
Sometimes	27

- **Answers :**
- No (02) : out of 40 students 02 of them answered with no. One of them said that he/she find it difficult to learn, and another said it was not what he wanted to study in the university.
- Yes (11) : out of 40 students 11 of them find the learning experience pleasant and add that they always wanted to be an English Teacher.
- Sometimes (27) : out of 40 students 27 of them find the learning experience not always pleasant and concluded with saying that is due to enjoying some modules and finding others boring.

- **Question 02:** Do you interact with your teachers ? Explain .

This question was asked to see the level of interaction between students and teachers from the point of view of the students.

Table 02: Students interaction with teachers.

Answers	Students out of 40
Never	0
Always	8
Sometimes	32

- **Answers :**
- Never (00) : out of 40 students none of them said that he/she never interact with his/her teachers, which is normal, any student will have to interact with his/her teachers even for a small degree.
- Always (08) : out of 40 students 08 answered with always and said “ I always ask all of my teachers questions about the lesson ”. These are students who are likely driven by the desire to learn.
- Sometimes (32) : out of 40 students 32 said that they interact with their teachers when it is necessary, for example: when they do not understand something or when the teachers assign a task.
- **Question 03:** Does your relationship with the teachers effect your performance in the classroom ? Explain .

This question was asked to understand how students are effected in the classroom by their relationship with their teachers.

Table 03: Students and teachers relationship effect on students' performance.

Answers	Students out of 40
No	10
Yes	30

- **Answers :**
- No (03)/(07) : out of 40 students 03 said that they do not like participating the classroom, which could be explained by the lack of ambition to learn. Other 07 answered with no and said that they rely on their knowledge rather than the help of their teachers and they always try doing their best in the classroom even when they do not have a good relationship with their teachers.
- Yes (22)/(08) : out of 40 students 22 said that they find themselves participating more in the classroom with the teacher that they like. Other 08 answered with a firm yes and explained that they heavily rely on their teachers guidance and help and do not perform well in the classroom with teachers that they do not have a good relation with.
- **Question 04:** Does your level of interaction with your teachers vary depending on teacher preference ? How so ?

This question was asked to verify if students interact more with teachers that they have a good relationship with or not.

- Note : we should put in mind that it is impossible for students to interact with all of their teachers equally.

Table 04: Students level of interaction with teachers.

Answers	Students out of 40
No	13
Yes	27

- **Answers:**
- No (01)/(12) : out of 40 students 01 of them stated that he/she does not like interaction with teachers. This is a minority that might exist in some classrooms. 12 others said that it makes no difference having a bad relationship with their teachers and they always try interacting with all of them.
- Yes (27) : out of 40 students 27 of them said that they find themselves interacting with the teachers that they like and are easy to speak with.
- **Question 05:** State which teacher you interact with the most and which you interact with the least according to you and your classmates. Mention three attributes for each one of them and state your mark in their Modules.

This question is asked to see how the level of interaction between students and teachers affects students marks. The first half of the question is for the participants of each speciality to answer it together.

- **Answers** : After analysing students answers and comparing it with their marks the researcher was able to divide the students according to their level of interaction onto the following groups :

Table 05: Students and teachers interaction effect on students marks.

Groups (Students)	Marks according to interaction		
	Least	Most	Difference between marks
Students who do not like interacting (02)	9	10	1
Students who rely on themselves (09)	10	12	2
Students who rely on their hard work and on their teachers if possible (11)	12	15	3
Students who rely heavily on their teachers (18)	9	14	5

Interaction level effect on students performance :

- Students who do not like interacting :

As we can see students who do not like interacting with their teachers lacks knowledge and they perform poorly in the tests.

- Students who rely on themselves :

Even though they rely on themselves when there is a supportive teacher they can perform better.

- Students who rely on their hard work and on their teachers if possible :

These students can achieve high performance with only their hard work but as we can see when they have a good relationships with their teacher that push them to achieve an excellent marks.

- Students who rely heavily on their teachers :

As we can see in the table students who rely on teacher’s guidance and help in their learning can achieve higher marks to when they receive a proper support but unfortunately when a good relationship with a teacher is absent their performance drops significantly.

From these results we can conclude that students and teachers relationship have a significant impact on students performance in the classroom and in the tests.

Table 06: Teachers attributes according to the students answers .

Teachers with the most interaction	Teachers with the least interaction
Easy to approach	Strict
Funny	Hard to communicate with
Tolerant	Hard to approach
Nice	Don’t like being corrected by students

3.3.2. Teachers Questionnaire :

After collecting students answers and analysing the results the researcher wrote a questionnaire for 8 teachers – 2 teachers from each speciality –, 4 that the students selected as their most interacted with teachers and 4 that they selected as their least interacted with teachers. The questionnaire contains 9 quantitative and qualitative questions that aims to understand both of teachers teaching methodology.

Questions and Answers : in this analysis we will refer to teachers who interact the most with their students as A and to teachers who interact the least with their students as B.

- **Question 01:** Do you like teaching English ? explain .
- This question was asked to see what teachers think about the teaching experience in EFL classrooms.
- **Answers :**
- No : none of the teachers said that he/she hate the teaching experience.
- Yes (05) : out of 8 teachers 5 of them said that they like teaching and some of them added that it was their goal to grow up and work as a teacher.
- Sometimes (03) : out of 8 teachers 3 of them do not like teaching all of the time. Some of them said that it is sometimes tiring and stressful to deal with all students everyday.

Table 07: Teachers teaching experience.

Answers	A	B
No		
Yes	4	1
Sometimes		3

- **Question 02** : How often do you interact with your students ? explain .

This question is asked to see how much teachers interact with their students from the point of view of the teacher.

- **Answers :**

- Sometimes (02) : out of 8 teachers 2 of them mentioned that they sometimes interact with their students and added that they let students to ask questions until they finish the lesson.
- Most of the time (04) : out of 8 teachers 4 of them mentioned that they most of the time interact with their students. Some of them said that their modules require interaction and others said that they like to check if the students understand them before they finish the whole lesson and they allow them to ask question whenever they like.
- All the time (02) : out of 8 teachers stated that they interact all the time with they students. One of them said that his/her students like him a lot and ask him questions about everything because he/she is so open with them.

Table 08: Teachers interaction with students.

	A	B
Sometimes		2
Most of the time	2	2
All the time	2	

- **Question 03** : Do you interact with all of your students ? Explain .

This question was asked to see the amount of students the teachers interact with.

- **Answers :**

- Few of them (03) : out of 8 teachers 3 of them interacts with few of their students. They said that not all of the students ask questions or try to communicate with them.
- Most of them (02) : out of 8 teachers 2 of them interacts most of the time with their students and said that they try to communicate with every student in the classroom but some of them refuse to interact.
- All of them (03) : out of 8 teachers 3 of them interact with all of their students. They said that their modules require interaction with students like oral expression sessions and presentations. One of them stated that even when his/her module does not require any communication, he/she try his/her best to interact with all of his/her students even the ones that refuses to interact in the classroom because he/she was a student before and knows that some lessons get boring when it is just the teacher speaking.

Table 09: Teachers level of interaction with students.

	A	B
Few of them		3
Most of them	1	1
All of them	3	

- **Question 04 :** Does your level of interaction with your students vary depending on students' participation in the classroom ? Explain .

This question purpose is to see what type of students that teachers interact with the most.

- **Answers :**
- Yes (03) : out of 8 teachers 3 of them said that they interact mostly with students that always participate because they are more curious and eager to study.
- No (05) : out of 8 teachers 5 of them said no. One of them said it is due to his energetic students and due to his module. Others said that they do not favor some students on their classmates because that would destroy their will to learn and they always try to let the quiet and shy students participate more.

Table 10: Relationship between teacher interaction with students' participation.

	A	B
No	5	1
Yes		3

- **Question 05 :** Do you approach your students first or do you wait for them to approach you ? Explain .

The purpose of this question is to see which teachers are more concerned about their students learning.

- **Answers :**
- I let them approach me (05) : out of 8 teachers 5 of them said that they let their students to approach them first if they have a question or something else. One them said that he/she do not like to pressure his/her students but if there is something that requires speaking than he/she approach them first.

- I approach them first (03) : out of 8 teachers 3 of them approach their students first, they stated that sometimes students forget to ask the teacher for help and some of them might be shy to speak about problems that they might have that is why it is better for them to approach they students and do not wait for the students approach.

Table 11: Teachers’ methods of approaching their students.

	A	B
I approach them first	3	
I let them approach me first	1	4

- **Question 06** : How do you deal with reluctant students ?

This question is asked to see how A and B react to a type of students.

- **Answers :**

- B : most of these teachers said that they try to interact with them a few times but if they refuse to interact they just let them be.
- A : these teachers said that they persistently try to communicate with them and make interact with their classmates and participate at the board to get them out of their isolation because some of them are just shy and lack the courage to do the first move.

- **Question 07** : Do you allow your students to use their smartphones in the classroom ?

The purpose of this question is to see if teachers are open to use new teaching methods.

- **Answers :**

- No (02) : out of 8 teachers 2 of them refuse to let their students to use their Smartphone and said that they just distract the students form following their lessons.
- Yes (06) : out of 8 teachers 6 of the m allow their students to use their Smartphone. Some of them said that they do allow them but only after they finish the lesson, but others said that students sometimes need their Smartphone to share lessons or to experience something by looking to pictures or videos and even communicate with other learners in social network.

Table 12: Teachers opinions on the use of Smartphone in the classroom.

	A	B
No		2
Yes	4	2

- **Question 08 :** Do you speak with your students about your personal life or your students' personal life in your daily conversations ? Explain ?

This question was asked to see how deep is some teachers relationship with their students.

- **Answers :**

- No (03) : out of 8 teachers 3 of them do not speak about personal life with their students and one of them find it unprofessional .

- Yes (05) : out of 8 teachers 5 of them speak about personal life matters with their students and think that it helps them to be close with their students, more approachable and reliable.

Table 13: Teachers and students relationship depth.

	A	B
No		3
Yes	4	1

- **Question 09:** How many memoir supervision requests did you receive from the students?

This question is see with group (A or B) the students find reliable to guide them in their most important part of their education.

Table 14: Teachers memoir supervision requests from students.

Teachers	Teachers groups	
	A	B
First teacher requests	5	3
Second teacher requests	9	4
Third teacher requests	6	2
Fourth teacher requests	12	3
The whole group requests	32	12

As you can see we can conclude that teachers who interact more with their students had more memoir supervision requests and they are obviously the ones who students will rely on more to achieve higher marks in their education.

3.4. Recommendations To improve teacher-student relationship

3.4.1. Recommendations for students:

- Study hard, do not rely only on what your teachers teach you, look for other sources of knowledge.
- Do not be afraid to approach your teacher, ask them for help if you have questions.
- Avoid making noise ,most of teachers do not let you communicate because it sometimes distract you from hearing what the teacher is saying.
- Participate, teachers love to see their students participate so do not be afraid of making mistakes.

3.4.2. Recommendations for teachers:

- Let your students give you feedbacks and be more open to using a new methods and strategies of teaching.
- Create an environment in the classroom where students feel safe to participate, interact and enjoy learning.
- Try your best reaching out to all of your students because some of them might be afraid to reach out for you.
- Be a role model for your students.

3.5. Conclusion

The main goal of this research was to investigate the impact of teachers and students relationships on students academic achievements, this chapter concludes that the level of interaction between teachers and students effects heavily on students behavior in the classroom and on their overall performance.

General Conclusion

Building and maintaining positive teacher-student relationships is essential for success in the classroom. These results suggest that students achievements can be improved through an enhancement in the relationships between teachers and students. By making a few small changes in demeanor and routine, teachers can promote a positive and productive learning environment for all students. Because students spend about 25% of their waking hours in a classroom, it is essential that they feel a sense of belonging in order to be engaged, motivated, and successful.

Within education, teachers should emphasis more upon providing learning activities that motivate students to develop higher-order learning strategies such as analyzing, evaluating and applying concepts and ideas. In order to develop students' cumulative perceptions of successful learning experiences, the teacher should provide positive but realistic performance feedback that helps the students to become increasingly aware of their developing competencies and the part that learning strategies have played in enhancing their perceived competence. In addition, teachers need to be aware of the impact that students' developmental maturation has upon their functioning and adjustment within the classroom.

“It is teachers who, in the end, will change the world of the school by understanding it”

Stenhouse (1981)

Limitations of the Research

This study was conducted through social media services with a limited number of participants in a limited time because of the exceptional circumstances that the COVID-19 pandemic caused. And therefore. The sample cannot be sufficient to be generalized.

This study could be improved for a future research by addressing it's weaknesses. For example, future research could refine the study by adding interviews with teachers and students, collecting data from a bigger polulation – participants from other universities in other states –, observing the interaction between teachers and students up close in the classroom, duplicating the study across multiple grade levels and for a longer period than this research did.

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Appendix A

- **Question 01** : Do you find learning English enjoyable in the classroom ? why ?

Yes **No** **Sometimes**

.....
.....

- **Question 02** : Do you interact with your teachers ? How so ?

Never **Sometimes** **Always**

.....
.....

- **Question 03** : Does your relationship with the teachers effect your performance in the classroom ? Explain .

Yes **No**

.....
.....

- **Question 04** : Does your level of interaction with your teachers vary depending on teacher preference ? How so ?

- **Yes** **No**

.....
.....

- **Question 05** : State which teacher you interact with the most and which you interact with the least according to you and your classmates. Mention three attributes for each one of them and state your mark in their Modules.

Teacher with the highest interaction :

Teacher attributes :

-

-

-

Your mark :

Teacher with the lowest interaction :

Teacher attributes :

-

-

-

Your mark :

Appendix B

- **Question 01** : Do you like teaching English ? explain .

Yes No Sometimes

.....
.....

- **Question 02** : How often do you interact with your students ? explain .

Sometimes Most of the time All the time

.....
.....

- **Question 03** : Do you interact with all of your students ? Explain .

Few of them Most of them All of them

.....
.....

- **Question 04** : Does your level of interaction with your students vary depending on students' participation in the classroom ? Explain .

Yes No

.....
.....

- **Question 05** : Do you approach your students first or do you wait for them to approach you ? Explain .

I approach them first I let them approach me first

.....
.....

- **Question 06** : How do you deal with reluctant students ?

.....
.....
.....

- **Question 07** : Do you allow your students to use their smartphones in the classroom ?
why ?

Yes No

.....
.....

- **Question 08** : Do you speak with your students about your personal life or your
students' personal life in your daily conversations ? Explain ?

Yes No

.....
.....

- **Question 09** : How many memoir supervision requests did you receive from the
students?

Memoir supervision requests from students :