People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia

Faculty of Letters and Languages
Department of English

Dissertation submitted to University of Ghardaia for obtaining the Master's degree in Didactics

THE TEACHER-STUDENT RELATIONSHIP TO OPTOMIZE LEARNING: THE CASE OF FIRST-YEAR ENGLISH STUDENTS AT THE UNIVERSITY OF GHARDAIA

Sumbitted by:

Hanane MEDAKENE   *Ghania OULED LARBI*

Board of examiners

- ***Dr. Malika KOUTI***   *President*
- ***Dr. Souliman ABDEL HAKEM***   *Examiner*
- ***Dr. Smail HADJ MAHAMMAD***   *Supervisor*

Academic year: 2022/2023

DEDICATION

To the spirit of my dear father, who has long awaited this moment, I miss your presence and my joy is incomplete without you, but your pure spirit always accompanies me. I wished to see happiness in your eyes. May God have mercy on you, my dearest soul, and to my beloved mother, who has been my greatest supporter in reaching this stage, I hope to always be a source of pride for you and my father.

To my brothers and sisters, and their children, without exception, To Abdul Basit, my eldest brother, and to Nusayr, my younger brother, I hope we meet soon.

To Dr. Mohammed Mouloud Ghezail, the professor at the Faculty of Economics, University of Ghardaia, it is thanks to Allah and then thanks to you that I am here today. I will not forget this kindness you have shown me.

To my supervisor, Dr. Smail Hadj Mahammad, who has been diligent and guided us step by step, thank you.

To my friend, who is like a sister to me, Nour, To those whom my heart loves and who love me back D.J.K.H, To those who have departed from this life but whose influence has not left us, and I would like to mention my dear uncle, who was like a loving father, and my grandmother whose prayers always accompany me, To my cousins and my relatives' daughters, To my computer, which has been with me step by step in accomplishing this work, To all the teachers at the English Language Department at the University of Ghardaia, may Allah bless you all without exception.

I also dedicate this work to myself, because I persevered to reach this stage, and I hope to achieve more. I believe I deserve all the beautiful things.

Hanane Medakene

DEDICATION

I would like to dedicate the my success to the spirit of the woman whom I love more than myself, and who sacrificed for me and my happiness, my beloved mother, may Allah have mercy on her. In addition, I would like to dedicate it to the eternal spirit of my father, who remains vivid in my heart, may Allah have mercy on him too. Furthermore, I would like to dedicate it to my dear sister Mazori, who has been my pillar of support through all the hardships we faced. I also dedicate it to my husband, my life partner, who has been with me every step of the way, encouraging and supporting me. To my precious daughter, Mayassine, who is the star that shining brightly. She is the light of my life, bestowed upon me by God despite the risks we encountered. I dedicate it to my husband's family, with whom I have spent the most beautiful days of my life. I also extend my dedication to my dear friend Hanane Madakene, my friend Faffa and Youcef Amini. Thank you all for your encouragement. I would also like to express my gratitude to all the teachers who contributed with their efforts to bring me to this place from the bottom of my heart, especially great thanks for Dr. Malika Kouti for her unforgettable support in my hardest day and encouragements. I would also like to extend my heartfelt thanks to our supervisor Dr. Smail Hadj Mahamad for his invaluable guidance and efforts in preparing this research. Thank you all.

Ghania OULED LARBI

ACKNOWLEDGMENTS

Abstract

This study explores the teacher-student relationship's central role and its impact on enhancing student achievements. It focuses in particular on the first-year English students at the University of Ghardaia during the academic year 2022-2023 as a case study. Data collected through teacher and student questionnaires reveals the importance of methods and strategies in building a positive relationship. The results demonstrate that this relationship fosters a supportive learning environment and facilitates the teaching process. Both teachers and students recognize this relationship's significance, noting its influence on self-confidence, mutual respect, and discipline. Building a positive relationship requires time and effort and it is subject to change over time.

Key words: the teacher-student relationship/ student achievements/ positive relationship/ supportive learning environment/ teaching process/ first-year English students/ University of Ghardaia.

List of Abbreviations

TSR: Teacher-Student Relationship

TSRs: Teacher-Student Relationships

EFL: English as a Foreign Language

LMD: License – Master - Doctorate

List of tables:

List of Figures:

List of Pie-Charts

Table of Content

Part One: Theoretical Part

Chapter One: Teacher-Student Relationship

Chapter Two: The Critical Role of the Teacher-Student Relationship in Achieving Academic Goals

Part Two: Practical Part

Chapter Three: Data Analysis and Discussing Findings

General Introduction

1-Background

The teacher-student relationship goes beyond the mere exchange of information and delivering lessons; it is a process of personal development and positive impact on the student. The teacher plays a unique role in guiding and motivating students to reach their maximum academic and personal potential. When teachers are able to build trusting connections with students and understand their individual needs, it enhances their desire to learn and achieve excellence.

When it comes to improving education, the student-teacher relationship plays a crucial role. Creating a safe and supportive learning environment is essential. When students have a strong and open relationship with their teachers, they feel comfortable and confident in the learning environment. Teachers can be supportive and understanding of students' needs and challenges, helping them navigate the difficulties they encounter in the educational process. Additionally, teachers play a significant role in guiding and encouraging students towards academic and personal goals and assisting them in developing their skills and abilities.

Moreover, teachers can provide practical and interactive learning opportunities that enhance students' understanding and application of concepts in real-life situations. They can offer appropriate academic support, such as providing additional explanations and individual assistance, to help students comprehend the subjects. They can also offer individual guidance to identify students' strengths and weaknesses and assist them in making tangible improvements in their academic performance.

2-Statement of Purpose

This subject is often overlooked and not given the necessary attention it deserves in the belief that perhaps the relationship between the teacher and the student has no role in the results of academic achievement. The aim of this research is:

- To highlight the role of this relationship and clarify its positives and negatives.

- To show its importance and how it can affect academic achievement or academic deterioration in the event that the relationship between the student and the teacher is bad.

- To identify effective strategies for establishing positive connections between teachers and students. Furthermore, the study seeks to uncover the factors that may hinder the creation of an optimal teaching atmosphere and explore recommendations for educators to enhance the teaching-learning process.

- To find radical solutions to eliminate the obstacles that lead to the deterioration of this relationship.

3-Statement of Problem

The problem at hand revolves around understanding the relationship between the teacher and the student and its role in improving education. From this problem, a set of questions arises, including:

- Does the teacher-student relationship impact the level of learning?

- How may a positive TSRs help to develop students' learning skills?

- How can a positive teacher-student relationship be built?

4-Hypothesis

Based on the current research questions, the main hypothesis can be as follows:

- The TSR relationship may affect the level of learning positively or negatively.

- A teacher's positive relationship with the student can help develop their learning skills by providing support and individual guidance, encouraging exploration, and applying knowledge.

- A positive relationship between teacher and student can be built through good communication, mutual trust and respect, positive interaction, and emotional and academic support.

5-Significance of the study

This research contributes to providing a comprehensive and in-depth understanding of the teacher-student relationship, with a focus on its multiple and complex aspects. The research analyzes the factors that influence the relationship, such as communication, trust, personal compatibility, emotional support, and motivation. It also examines the impact of these factors on students' learning experience, academic, psychological, and social development.

Through the findings of this research, readers can gain a profound insight into the development of the teacher-student relationship over time and in different contexts. They can also extract key factors that teachers should consider when building a good and productive relationship with students.

This research contributes to expanding the understanding of teachers and education stakeholders regarding the importance of the teacher-student relationship and ways to improve it to achieve better educational outcomes and the personal and social growth of students.

6-Motivations

There are several motivations that drive us to choose this topic. These reasons can be categorized as personal and objective.

On a personal level:

1. Our genuine curiosity and deep interest encourage us to explore this relationship in depth, drawing from our personal experiences as students and understanding the importance of its impact on our own academic progress and personal growth. Additionally.
2. Our aspiration to become successful teachers in the future serves as another motivation for conducting research in this field, as a deeper understanding of the teacher-student relationship equips us to have a greater influence and positivity in the lives of our future students.

From an objective standpoint:

1. Our desire to enhance the overall quality of education.
2. We also hope that this research will provide added value to the educational community and researchers in this field, contributing to the improvement of the teacher-student relationship.
3. By directing our efforts towards this research, we aim to enhance our understanding of the dynamics and influencing factors of this vital relationship and improve it to achieve better educational outcomes for students and enhance their learning experience.

As we should note, the supervisor played a role in our selection of this exceptional topic, as they suggested several titles, including the one we ultimately selected.

7-Structure of Dissertation

This study consists of a general introduction, two parts, a general conclusion, and supporting appendices.

The first part (the theoretical part) consists of two chapters:

The first chapter is titled "The Teacher-Student Relationship" and includes an introductory section, the theoretical part discusses the relationship between the teacher and the student, and a conclusion.

The second chapter is titled" The Critical Role of the Teacher-Student Relationship in Achieving Academic Goals". It includes an introduction. The theoretical part highlights the importance of the close link between teacher and student as a key factor in motivating students and enhancing their interaction with the learning process, and a conclusion follows.

Both chapters include a comprehensive review of the literature and theories related to the teacher-student relationship and its importance in the context of education.

The second part (practical part) consists of one chapter, titled "Data Analysis and Discussing Findings," which includes an introduction, the practical part of the study, and a conclusion. The practical part focuses on data collection and analysis. The collected data is analyzed using appropriate statistical methods and objectively interpreted. The results related to the questionnaire responses from students and teachers are discussed, and the proposed hypotheses are concluded. A final recommendation for both teachers and students and a summary are included as well.

Finally, supporting appendices are added to provide additional details or relevant sub-results related to the studied topic.

8-Limitations

During our study, we encountered several challenges, including dealing with a large number of references, which consumed a significant amount of time reading before deciding which texts to cite.

We distributed the questionnaire to seven teachers in the English Language Department at the University of Ghardaia, but we encountered challenges in receiving responses easily. Despite our repeated efforts, we managed to collect only five questionnaires out of the intended seven.

Chapter One

Teacher-Student Relationship

1.1. Introduction

The teacher-student relationship (TSR) plays a pivotal and great role in shaping the learning experience and fostering academic achievement. It encompasses elements of trust, communication, and support. A positive TSR provides a learning atmosphere in which students are respected, motivated, and encouraged to reach their best potential.

This chapter is intended to provide a theoretical account of the student-teacher relationship by highlighting its multifaceted roles and examining its profound impact on educational improvement through the examination of the various extents of this relationship, such as emotional connection, pedagogic support, and guidance.

1.2. Definition of Teacher-Student Relationships

Teacher-Student Relationship (TSR) is the connection that links the student to the teacher and contributes directly or indirectly to their academic achievement. It is divided into two types: a scholarly relationship, which involves the transfer of information from the teacher to the student during their academic career, and a sensory relationship, which refers to the mutual feelings between the student and their teacher. These feelings can be positive, such as respect, cooperation, and affection, or negative, such as lack of appreciation, racism, and neglect.

1.3. The nature of Teacher-Student Relationship

The relationship between the student and the teacher is not always a fixed one; as it varies depending on situations, circumstances, and individuals.

1.3.1. Positive Relationship

True friendship between teachers and students takes time to develop and is based on goodness, honesty, and the best interests of the students. A teacher friend lays the groundwork for trust as a student develops from a dependent to an independent learner and seeker of truth. (Balli, 2009).

According to Wood (2018), the positive teacher-student interpersonal relationship develops through frequent interactions with teachers during collaborative projects, focusing on relationship enhancement, modeling enthusiasm for and confidence in students' ideas, providing academic and emotional support that results in regular opportunities to succeed, and providing informative feedback in a positive manner, including what was done well and what may be done next to achieve further competitiveness.

1.3.2. Negative Relationship

It is truly unfortunate that the student-teacher relationship is one of the factors contributing to students' academic failure, sometimes even leading to early school dropout. If fortunate, the student may at least transition towards a professional career, but if not, they may ultimately end up on a path of deterioration and regression.

1.4. Teacher-Student Compatibility and Enhancing Positive Relationship

When a teacher and a student conform, a healthy and productive learning environment is achieved, and the chances of success and the student's academic and personal development increase.

1.4.1. Good Teacher Standards from Student Perspective

Based on student surveys, teachers receive negative feedback when they display anger, grumpiness, or irritability, refrain from smiling, continuously nag, employ sarcasm, fail to assist with schoolwork, provide unclear explanations for lessons and assignments, demonstrate poor planning of task sequences, show favoritism and target others, maintain an attitude of superiority, appear snobbish or overbearing, lack knowledge of students beyond the classroom, exhibit futility, impatience, and frustration, and express these feelings through statements like "Aren't you ever going to learn this?" and "No, wrong again!". (Downing, 1997).

"In order to be a good teacher, one needs to be or become a certain kind of person: a person of good character who also exemplifies commitment to the value of

what they teach. The character and integrity of the teacher is more fundamental than personality or personal style in class, and it is no less important than mastery of subject content and techniques of instruction… Good teaching is underpinned by an ethos and language that enables a public discussion of character within the school community so that good character permeates all subject teaching and learning." (Peterson and Arthur, 2020, p. 30).

Starko (2013) rightly notes that if content knowledge is required for creativity, teachers should be able to teach each discipline in such a way that students can work in the same way as those who are creative in that area. They may, at times, approach language arts as a creative writer would, science as a creative scientist would, and social studies as a creative investigator in those domains. They must not only learn the content of the disciplines, but also how the disciplines function. Content teaching must include strategies for identifying problems, gathering information, focusing on key ideas, and communicating discoveries in the domain's forms and language.

A teacher friend creates a learning atmosphere in which all students can learn and develop as individuals. At the same time, a teacher friend enjoys students, respecting and listening to them. When students look for the right term to label this type of teacher, the dictionary falls short of a unique and specific designation, so students use the only word they can think of, a word that comes closest to characterizing what they want to say about a valued teacher-friend. The big things a teacher does can make a big difference in the sum of interactions, and sometimes it's the accumulation of little things that pulse continuously with a clear message of friendship.

Teachers who use positive language with written expectations set a better tone than those who use negative language. For example, stating a rule with positive language such as "Raise your hand to be recognized" rather than negative words such as "Don't talk without permission" reflects a tone of respect. Likewise, unfolding written and verbal procedures gradually over the first weeks of school affords students the time to practice and internalize them. (Balli, 2009).

1.4.2. Good Student Standards from Student Perspective

Although many teachers try to treat all students in the same way, indirectly, they tend to favor certain ones. The reason behind this is attributed to the qualities possessed by these students, which the teacher prefers. Teachers tend to appreciate diligent students who perform their duties with discipline and who are eager to study not only for the sake of studying but also for self-education and gaining more knowledge.

The teacher prefers students who diligently and regularly do their homework and appreciates students who actively engage in exchanging questions and answers with the teacher during the lesson, displaying confidence and assurance without feeling shy or anxious.

This type of student makes the teacher feel accomplished and that they are performing their tasks to the fullest. They also enhance the enthusiasm in the classroom and motivate other students to participate.

1.4.3. Things Teachers Must Know

Many teachers overlook the fact that students notice everything during their studies, even the smallest details. A particular behavior by a teacher can be enough to change students' perceptions of them. This can happen when a teacher shows bias or favors one student over others, even if the favored student is academically successful. Students do not appreciate it when someone is treated differently from others. They aspire to equality and fair treatment.

Students often feel reluctant to have surprise tests conducted by their teachers, as it can cause anxiety and unease during the lesson. When a lesson ends without a surprise test, students feel happy and relieved.

The ability of students to understand the teacher's mindset begins with the first class they have together. On the other hand, it can be challenging for the teacher to comprehend the mindsets of all students from the very first day, especially with a large number of students. Therefore, the first day is immensely important for the teacher to understand the nature of the teaching process and the classroom dynamics.

Consequently, the teacher should adopt a serious stance on this day, not allowing any room for disruptive behavior that may harm themselves or their peers.

1.4.4. Things Students Must Know

The more a student shows interest in their studies and completes their assignments, the higher their standing in the eyes of the teacher.

In the learning process, the teacher does not prefer the shy student, even if they are intelligent, but rather leans towards the student who shares information with them and their peers for the benefit of everyone.

Teachers are not exempt from making mistakes, and regardless of a student's experience with their teacher, it is important to respect them in all circumstances.

1.4.5. Traits of Good and Poor Teacher

Downing (1997) discussed the traits that characterize good teachers. According to him, becoming a proficient teacher entails continuous growth and development beyond mediocrity. Effective teachers embrace learning opportunities and strive for improvement. They display adaptability, empathy towards students, personalized instruction, a willingness to explore new approaches, adept questioning techniques, strong subject knowledge, skillful assessment practices, supportive learning resources, versatile communication styles, a belief in students' capabilities, genuine care for their growth, and the ability to provide constructive feedback.

Brothers (1950) was another scholar who discussed the traits that characterize good teachers. According to him, good teachers were those who had won promotion in larger schools, had superior experience and training, and were re-employed. Good teachers were characterized by the following traits: enthusiasm, forcefulness, patience, self-control, and self-possession. They were known for being pleasant, appreciative, sympathetic, and sincere in their interactions. Their teaching style involved a conversational manner of speaking infused with a sense of humor. Moreover, they consistently exhibited greater courtesy towards others. In contrast, poor teachers displayed traits of nervousness and sarcasm. They lacked a solid understanding of the

subject matter and employed subpar techniques and procedures. Their classroom management and control skills were noticeably deficient.

Several personality factors rather than classroom behaviors contribute to these traits. Psychologists Teresa Amabile and Beth Hennessey (1988) and E. Paul Torrance (1963, 1967) offer valuable guidelines on how teachers can facilitate the development of students' creativity. These guidelines include allowing students to choose their preferred task approach, using rewards to enhance positive project experiences rather than making them the sole focus, promoting play and fantasy within appropriate contexts, maintaining a balanced emotional distance while offering warmth and support to foster student independence and initiative, assisting students in constructive self-evaluation of their work while avoiding excessive evaluation, recognizing and accepting uniqueness, and helping students resist conformity pressures. By integrating these factors, we can envision an exemplary creative teacher in action.

1.5. Strategies for Building Strong Teacher-Student Relationship

Achieving a strong and good relationship between teacher and student is key to fostering a positive and productive learning environment. This kind of relationship can be enhanced by adopting important strategies.

1.5.1. How to Build a Positive teacher-student relationship

García-Moya (2020) maintained that student-teacher relationships would be improved if the teachers showed sincere concern for the students' emotional well-being. Currently, teachers often seem to disregard or neglect the emotional well-being of students, placing greater emphasis on academic performance and achieving targets. It would be beneficial if teachers showed concern for students' emotional well-being and encouraged them to reach their full potential. Additionally, a kinder approach from teachers, without shouting or unnecessary strictness, would create a more pleasant learning environment. Having empathy and understanding towards students' personal lives and acknowledging their priorities and stressors would contribute to better relationships. It's important for students to realize that teachers are also humans and not perfect. Teachers, who are friendly and approachable, with a welcoming

smile, can make students feel more comfortable seeking help and foster a relaxed atmosphere. Teachers who are happy with their job can create an environment where students can excel academically while also being content. Mutual respect and giving students a voice in the classroom are vital aspects of an improved student-teacher relationship. Moreover, teachers should not only educate students academically but also engage with them on a personal level, striving to bring out the best in them both professionally and personally.

1.5.2. The Role of Teacher in Building Relationship with Students

For growth-producing relationships with students, educators need to know students' names and pronounce them correctly, be mindful of the attitude conveyed through verbal and nonverbal cues to create a welcoming atmosphere, understand students' interests and provide relevant learning opportunities, establish positive connections with families through home visits, phone calls, or e-mail, and deliver high-quality instruction that is meaningful to students. (Frey, Fisher, & Smith, 2019).

1.5.3. Improving Relationships with Students through Addressing Misbehavior

Wiseman and Hunt (2013) provided insights into the best practices for classroom motivation and management. They pointed out that if a teacher is faced with a student who has special needs and exhibits unacceptable behavior in a regular classroom, it is crucial to develop a plan or specific strategy to support the student's adjustment to the classroom environment. Ignoring the student's special needs and teaching as if they were like any other student in the class will inevitably lead to problems and a violation of the student's rights. Neglecting the issue may result in the continuation and potential worsening of the student's unacceptable behavior. By failing to address the problem, the teacher would be going against federal law and ethical practice. Teachers must not leave issues unresolved but instead make adaptations in their instructional programs to accommodate the unique characteristics of exceptional students.

Similarly, Diffil and Sassman (2006) noted that in some situations, and early childhood classrooms, there are often pupils who misbehave for negative reasons. These pupils frequently misbehave, make poor choices, or seek attention. However, pointing out their behavior in front of others usually makes things worse. One approach to handling such situations is to physically move closer to the child before addressing them. By calmly walking towards them, bending over, and speaking softly in their ear, their disruptive behavior is less likely to continue. If redirection is needed multiple times, instead of immediately discussing the issue, you can simply signal to the child to move to a quieter spot with a gentle hand gesture. This gives them a chance to calm down and think about their actions. By addressing the misbehaving child privately, it allows you to correct their behavior without other children observing. When the rest of the class is engaged in an activity, you can have a conversation with the child about their behavior.

When a teacher wants to address a problem behavior, it is better to focus on the difference between the problem itself and what the teacher aims to achieve. A teacher can implement interventions in just one setting, like at home or at school. However, for the intervention to be most effective, it's usually important to involve both parents and teachers in the process. Involving parents and teachers promotes better collaboration between home and school, and it becomes a regular part of addressing problems. Even if the problem behavior is only happening in one setting, involving parents and teachers can still be helpful. For example, if the problem is related to school (like a child not turning in homework even though it's done at home), the intervention might involve a system where the child receives rewards at home for completing and turning in homework at school. This requires communication between parents and teachers to make sure the child receives the appropriate rewards. (*Peacock, & Collett, 2011*).

1.5.4. Developing Teacher-Student-Relationship After Class

Mierzwik (2004) brought attention to the fact that good teachers connect with their students outside of instructional time. When a teacher sees a student in the hall,

even if he or she is engaged in a conversation with a colleague, it is important to smile and wave to acknowledge them. Before and after class, as well as during breaks, the teacher can make himself or herself available to students for short conversations. Waving to students in the cafeteria or as they make their way onto the school bus are also important ways to create relationships with students, which will make them feel comfortable with the teacher. By being friendly with students outside of the classroom, teachers become approachable, which can have a positive impact on their willingness to engage with and learn from them. Students want to be successful in all they do, and by making small changes in how teachers use the time at school, they can establish positive rapport with students, which will help them build confidence in their abilities and ultimately lead to more success in class.

1.5.5. The Role of Social Media in Building Teacher-Student-Relationships

The teacher's communication with the student is no longer limited to the classroom or educational institution. Thanks to social media platforms such as Facebook, Whats App, Zoom, and others, communication has become easier and more accessible than in previous decades. This development has contributed to enhancing the relationship between teachers and students, and fostering mutual respect and appreciation. It can even extend to the exchange of opinions and comments on posts, which helps each party understand the other's mindset and way of thinking. This helps to eliminate many barriers that might have been difficult to overcome through traditional classroom communication alone.

1.6. Some Obstacles Hindering the Building of a Teacher-Student Relationship

There are a number of obstacles that can hinder teachers from building a good relationship with their students. These include:

1.6.1. Number of Learners in the Class

Having a larger number of students in a class does not certainly imply that teaching will be more challenging. However, it does lead to some factors, such as the need to learn more names, understand different personalities, develop relevant

resources, and manage the workload effectively. These factors should be taken into account when planning lessons and providing learning opportunities for students. In some cases, classes may have a significant gender imbalance, with a higher percentage of one gender and fewer students of the other. In such situations, it is important to be sensitive to the potential disadvantages faced by the minority group and to address any assertive behavior that may arise in an effort to safeguard their interests. (Hayes, 2003).

1.6.2. Lack of Teaching Hours

Due to the limited teaching hours, the number of interactions and communication between students and teachers decreases. This impacts the depth of the relationship between them, regardless of its nature, whether positive or negative. For instance, if someone, who graduated years ago, was asked about their elementary school teacher's name, they would respond immediately. However, if graduates were inquired about their middle and high school teachers, they might remember some of them while forgetting others or struggling to recall others.

Similarly, if they were asked about their university professors, they are likely to remember fewer names, and the same applies to the teachers. Generally, elementary school teachers tend to remember most of their students, even those with lower academic performance, while middle or high school teachers may remember some of them. As for university professors, they often recall a few, mostly outstanding students or those they supervised upon graduation. Consequently, the more meeting hours increase, the stronger the relationship between the parties grows.

1.7. Conclusion

This chapter focuses on the character of the teacher and the student, the importance of the relationship between them, how to build it, the challenges that may confront the process of building this relationship, and possible solutions to these challenges.

A teacher must be knowledgeable, empathetic, relaxed, supportive, and patient, while a student's willingness to learn, respect, curiosity, respect, and responsibility

must stand. The relationship can be built through open communication, genuine interest, unique education, and wise handling of potential challenges such as a lack of meetings and difficulty communicating. These challenges can be overcome through positive interaction, and the promotion of communication and understanding.

In the end, the teacher and student must work together to build a relationship of cooperation, respect, and good communication.

Chapter Two

The Critical Role of Teacher-Student Relationship in Achieving Academic Goal

Chapter Two
The Critical Role of Teacher-Student Relationship in Achieving Academic Goals

2.1. Introduction

The first chapter was a prelude to this chapter, which highlights the importance of the teacher's relationship with the student and its impact on the student's educational attainment. Although the research topic is essentially about the student's relationship with the teacher and its impact on the improvement of education, we have also spoken about the negative impact that may result from the lack of a healthy relationship between the teacher and the student so that our research can be comprehensive in all aspects of this relationship.

2.2. The Impact of the Teacher-Student Relationship: A Dual-Edged Sword

The teacher-student relationship is one of the most influential connections that can either shape an individual into a successful person or lead them towards failure. It is a double-edged weapon that both parties should wield carefully, utilizing it in a manner that benefits the student to the fullest extent.

2.2.1. Positive Teacher-Student Relationship and its Impact on Students' Academic Achievement

According to Wood (2018), the more quickly a positive and supportive teacher-student relationship may be established and has the impact of enhancing the students' sense of competence, happiness and well-being, the more likely it is that the individual will adjust to their schooling in the long-term.

In the same vein, Rabo (2022) argues that both teachers and students play a role in influencing the interaction between teachers and students. The significance of nurturing teacher-student relationships encompasses heightened student interest in learning, enhanced academic achievement, and increased motivation among students. Additionally, it is crucial for teachers to collaborate with children in mitigating negative emotions such as anger, despair, dissatisfaction, boredom, and fear, while consistently

fostering positive sentiments such as confidence, enjoyment, appreciation, and a sense of safety. If teachers experience dissatisfaction, frustration, lack of inspiration, and demotivation, the educational system of the nation is destined to fail, as educational objectives cannot be accomplished without them.

Consistently, Barkley, (2020, p.81) pointed out that "When students want to learn, they are more inclined to do what is necessary in order to learn. They pay attention in class, they take notes during a lecture, they study when they get home, and they monitor their own progress and ask questions when they don't understand. Many teachers find that if a student is highly motivated, most of the typical teaching and learning challenges disappear".

Teacher personality and behavior have a powerful impact on whether students feel motivated in a course. Building upon studies by industrial and organizational psychologists, educational researchers have found that even students who are not intrinsically motivated by their studies will put forth reasonable effort if they like and admire their teacher, just as they may become apathetic or resistant if they view their teacher negatively. Provitera McGlynn (2001) summarizes research by Perlman and McCann, who asked seven hundred undergraduates to write complaints about teacher behavior in courses they had taken. Among the top ten complaints were "being unhelpful and unapproachable" and "intellectual arrogance-talking down to or showing lack of respect for students") observes, "Although they may use different language, students overwhelmingly report that classroom atmosphere is a critical variable in what motivates them to come to class and do well". This does not mean that teacher has to be false to his/her basic personality ("authenticity" appears in other lists of ideal teacher characteristics), but it does suggest that students will be more likely to engage in class if the teacher cultivate and display attributes of well-liked and respected teacher, such as energy, enthusiasm, passion, approachability, fairness, and optimism. (Barkley, & Major, 2020).

2.2.2. Negative Teacher-Student Relationship and its Impact on Student' Unrest

It is truly unfortunate that the student-teacher relationship is one of the factors contributing to students' academic failure, sometimes even leading to early school dropout. If fortunate, the student may at least transition towards a professional career, but if not, they may ultimately end up on a path of dropout and regression.

The relationship between a teacher and a student is built on mutual understanding and respect. However, there are times when this relationship can deteriorate. The disruptive behavior of a troublesome student, which provokes the teacher and their peers, can be a significant factor in this deterioration. Additionally, the teacher's own behavior can contribute to the problem, as they may vent their frustration on a student with lower academic abilities, even for minor incidents or when the student makes a mistake in answering a question. All of these factors can lead to a breakdown in the student-teacher relationship, negatively impacting the student's learning experience and personal development.

2.3. Classroom Management

The key to raising student achievement is the teacher's ability to effectively manage student behavior. (Wright, Horn, & Sanders, 1997; Wang, Haertel, & Walberg, 1993).

Effective management in the classroom is discussed as a co-operative enterprise linked to classroom and school processes and the development of good relationships. It is considered from four aspects:

Management in the classroom begins with four simple rules: get them in; get them out; get on with it; get on with them. Laslett and Smith (2002) give more detailed advice on analyzing classroom organization and reducing sources of friction as follows:

Chapter Two
The Critical Role of Teacher-Student Relationship in Achieving Academic Goals

"Get them in": Establishing a smooth routine for students to enter the classroom, including clear expectations and procedures, ensures a positive start to the class.

"Get them out": Having clear procedures for dismissing students and leaving the classroom in an orderly manner minimizes confusion and maintains a calm environment during transitions.

"Get on with it": Engaging students in meaningful learning activities promptly through effective lesson structure, clear objectives, and engaging content helps maintain their focus and optimize learning opportunities.

"Get on with them": Building positive relationships between teachers and students by developing rapport, trust, and mutual respect fosters a supportive and inclusive classroom environment, promoting student engagement and cooperation.

• Mediation with individuals refers to knowledge of how to provide the counseling and guidance which some pupils require, understanding their problems and avoiding damaging confrontations in the classroom.

• Modification of behavior involves applying learning theory to shaping and changing behavior in ways which are practical and realistic within the routine of the normal classroom.

• Monitoring school discipline considers how schools evaluate the effectiveness of policies on discipline and how senior teachers can help colleagues cope with stress and other problems.

Perceptions of relatedness are enhanced by teachers' supportive dialogue that is meaningful to the student such as allowing students to take leadership roles within the classroom, involving them in decision making, affording a motivational climate that emphasizes the competence of students, and encouraging them to develop their perceived competence as the basis for becoming more self-efficacious when approaching new learning activities. Moreover, positive, autonomy-encouraging

phrases, such as "You could" and "You might", as opposed to "You should" and "You must", when used by teachers will be regarded as more autonomy supportive, and therefore more motivating and predictive of engagement, than controlling. (Wood, 2018).

Frey, Fisher and Smith (2019) are of the opinion that teachers should do more than just make positive affirmations and tell students to think positively. Creating an environment that reduces (or at least does not add to) students' stress levels is equally important. They insist on the fact that the physical environment should be neat and clutter-free, with careful attention given to the number of visual distractions in the room. Although it is valuable to post language charts, student work, and the like in the classroom, teachers should keep in mind that over the course of the school year, these things accumulate. So, they shouldn't forget to take down items as new ones are put up.

2.3.1. Appropriate use of Reward and Punishment

It was noted by Shah (2009) that good behaviors are reinforced by reward, and bad behaviors are expected to be removed by punishment. But the latter does not work in many cases. Punishment may not be given unless it is absolutely necessary. Punishment may generate a reaction that may lead to physical assaults. It may develop in the student a negative attitude towards the teacher. Soft reprimands along with praise for the qualities that a mischief-maker student possesses may be helpful. Sometimes, teachers give early rewards so that some students may exhibit better behaviors in classrooms. Before taking recourse to penalty measures, good teachers try to find time to contact the parents or guardians of concerned students and make them help in developing desirable behavior in them. Thus, rewards and punishments need to be used judiciously, and punishment should be given only when no other avenue is available".

Wiseman and Hunt (2013) highlighted that expulsion often takes place as a result of extreme circumstances such as violence, drug-related behavior, and general antisocial behavior, which negatively impact the learning and safety of other students, which society strongly condemns. Little tolerance is shown for such behaviors when they are school-related.

2.4. Conclusion

the teacher-student relationship can have a significant impact on academic success or failure. If the teacher can build a strong and stimulating relationship with the student, the student is likely to feel supported and encouraged, which may increase the student's motivation and effective participation in the study. Thus, the student's academic performance is likely to improve.

On the other hand, if there is a lack of relationship between teacher and student, the student may suffer from a lack of support and attention, which can lead to a decline in motivation and poor participation in lessons. Thus, a student's educational attainment may be affected and they may face learning difficulties.

Chapter Three

Data Analysis and Discussing Findings

3.1. Introduction:

In this chapter, research is carried out to check the teacher-student relationship of the first-year English students at the University of Ghardaia. We conducted a questionnaire for a sample of first-year English language students at the University of Ghardaia, along with some of their teachers. The questionnaire includes a set of questions and statements that will give us an idea about the extent of the teacher-student relationship and its impact on students' academic achievement.

3.2. ELT Situation at the University of Ghardaia:

The University of Ghardaia joined the ranks of national universities in Algeria by Executive Decree No. 12/248, dated June 4, 2012, 14 Rajab 1433 AH. The department of foreign languages consists of three sections: Arabic, English, and French. Students typically study for three years for a bachelor's degree, two years for a master's program, and three years or more for a doctorate. The syllabus for the first year consists of nine modules, as evident in the following table:

Table N°1 : *The First-Year English Modules at the University of Ghardaia*

Culture
Phonetics
Oral Expression
Study Skills
Literature
Writing
Grammar
French

3.3. Sample Population

First-year LMD students and EFL teachers are selected to gather comprehensive information about the teacher-student relationship in the English department at the University of Ghardaia.

3.3.1. Teachers' Profile

This sample consists of five teachers who teach the first-year LMD students at the University of Ghardaia.

3.3.2. Students' Profile

The number of first-year English students at the University of Ghardaia is probably 500. However, only seventy students were asked to take part in this questionnaire (60 females and 10 males). The majority of them are less than 20 years old.

3.4. Research Tools

A pair of questionnaires were used in this research, one for students and the other for teachers.

3.4.1. Students' Questionnaire

The students' questionnaire consists of two rubrics. The first rubric devoted to the background information of the students consists of two (2) closed-ended questions related to the gender and age of the student. The second rubric consists of 36 statements. The students were given four options to choose from: agree, disagree, strongly agree, and strongly disagree.

3.4.2. Teachers' Questionnaire

The teachers' questionnaire also consists of two rubrics: the first is devoted to the background information of the teachers and consists of four (4) closed-ended questions related to their gender and age and the duration in which they worked as

teachers in general and as teachers at the University of Ghardaia. The second rubric contains 5 closed-ended questions and 16 statements, and teachers are required to pick the most appropriate answer. Two questions at the end are open-ended.

3.5. Data Analysis

After the data was collected from both questionnaires, the researcher analyzed them according to the participants' responses. The data will be analyzed quantitatively through the students' and teachers' questionnaires.

3.5.1. Analysis of Students' Questionnaire

Q1: Specify your gender

Figure N°1: Student's Gender

	Frequency	Percentage
Male	10	14,29
Female	60	85,71
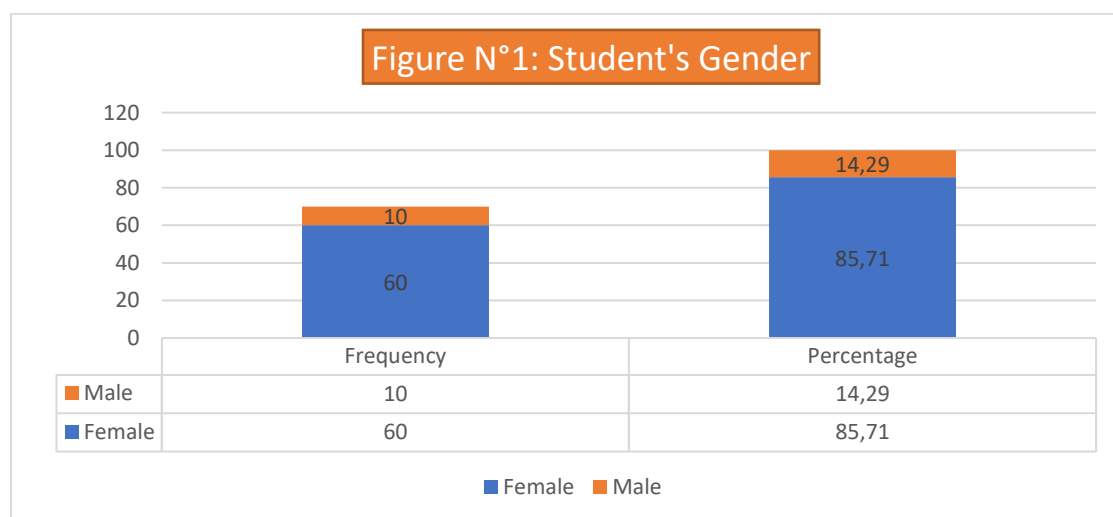
The aggregated data from the questionnaire conducted on English students regarding their relationship with their teachers indicates that the vast majority of participants were female. Out of a total of 70 participants, 60 were female, representing (85.71%) of the sample. In contrast, the number of male participants was lower, with only 10 respondents accounting for (14.29%) of the total sample. This distribution suggests a significant gender disparity within the sample, indicating that female students were more represented in this questionnaire or that there may be a larger number of female students studying English in this context. It is important to consider this gender distribution when analyzing the survey results to ensure a comprehensive understanding of the students' experiences and perceptions regarding their teachers.

Q2: Specify your age

Figure N°2: Student's Age

	Frequency	Percentage
More than 30	0	0
26-30	0	0
20-25	16	22,86
Less than 20	54	77,14
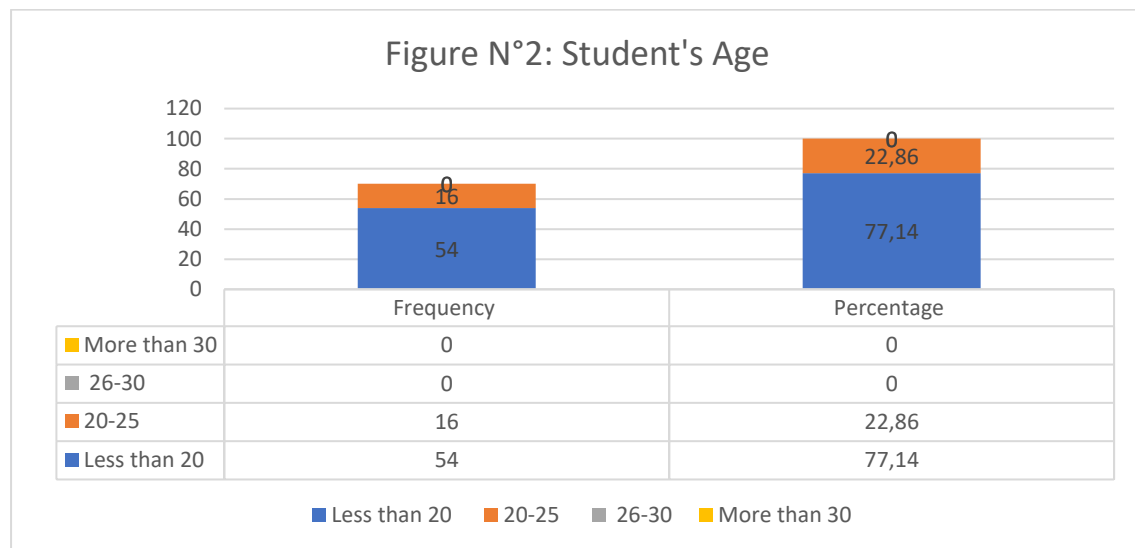
Analysis of the questionnaire shows that (77.14%) of students are under the age of 20, while (22.86%) of students fall between the ages of 20 and 25. This indicates a majority of students in the younger age group. This age distribution may explain its influence on the questionnaire results and students' attitudes towards their relationship with teachers and its impact on their academic achievement. There may be specific needs to support students in this age group and enhance their interaction and motivation to achieve academic success

Statement 1: My teacher provide support for all students.

Pie-Chart N°1: Teacher's Role in Providing Support for All Students
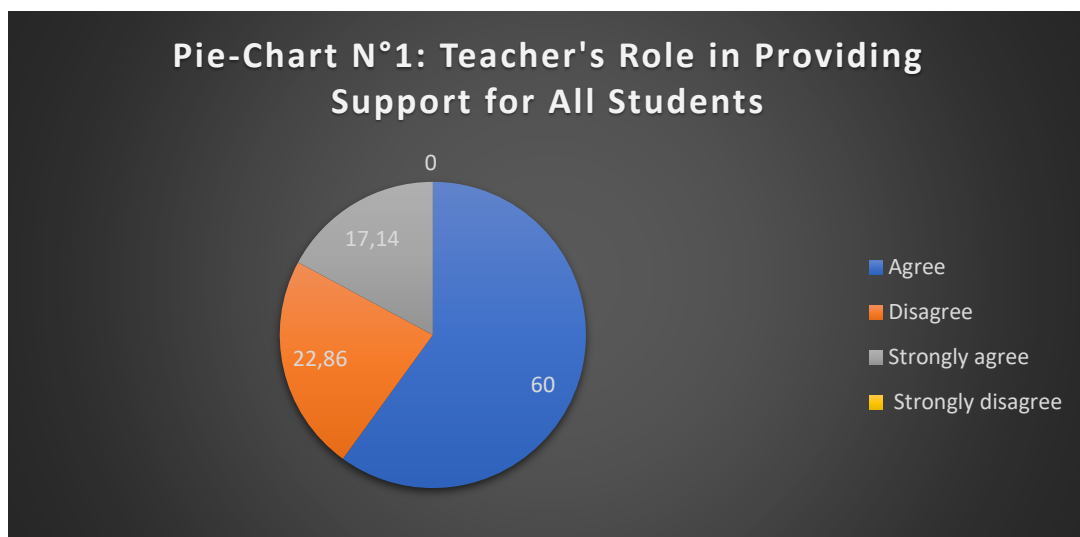
A survey was conducted among 70 students to assess their teachers' level of encouragement. The results revealed that (60%) of the students agreed that their teachers encourage them, while (22.86%) disagreed. Additionally, (17.14%) of the students expressed strong agreement and eagerness for their teachers' encouragement. Overall, the majority of students appreciated and supported their teachers, indicating effective encouragement from the teachers.

Statement 2: My teacher has a positive attitude on a daily basis.

Table N°2: *The Daily Positive Attitude of My Teacher*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	54	6	8	2
Percentage	77,14%	8,57%	11,43%	2,86%

According to the survey results, (77.14%) of students agreed that their teacher have a positive attitude on a daily basis. Only (8.57%) of students disagreed with this statement, while (11.43%) strongly agreed and (2.86%) strongly disagreed. The total number of respondents was 70. These findings indicate that a significant majority of students perceive their teachers to have a positive attitude on a daily basis, suggesting a positive impact on both students and fellow teachers.

Statement 3: My teacher presents the information in a way that is easy to understand

Figure N°3: The Teacher Effective Presentation of Information

	Agree	Disagree	Strongly Agree	Strongly Disagree
Percentage	60	17,14	18,57	2,8
Frequency Percentage	42	12	13	3
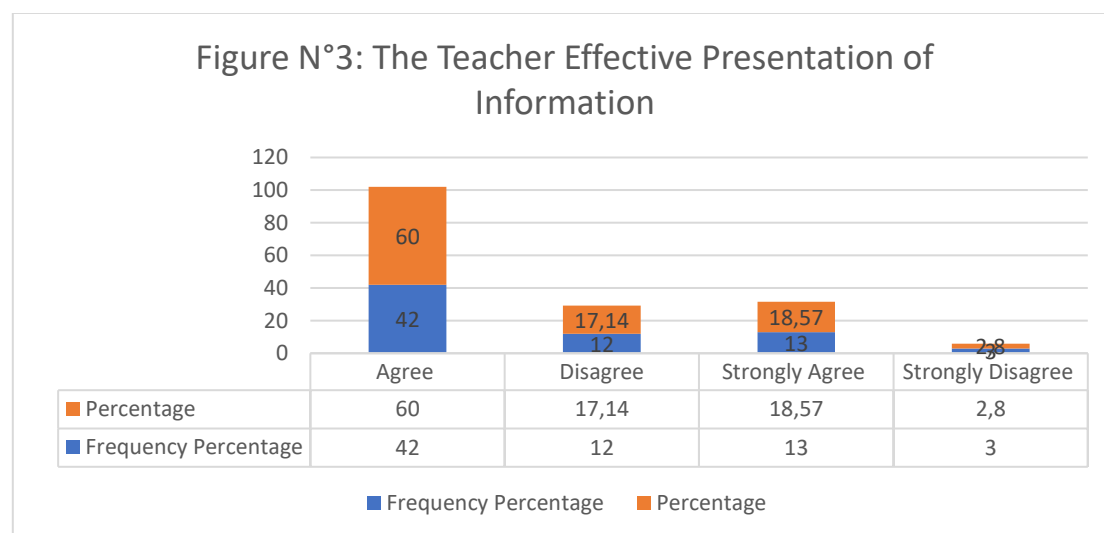
The survey results demonstrate that 60% of students agree that their teacher presents information in a manner that is easy to understand. Conversely, 17.14% of them disagree, while 18.57% strongly agree and 4.29% strongly disagree. These findings indicate that a majority of students perceive their teacher's presentation of information to be clear and comprehensible, with a significant number strongly supporting this view.

Statement 4: My teacher cares about my academic and social well-being

Table N°3: *Teacher's Concern for Student's Academic and Social Well-being*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	23	33	06	08
Percentage	32,86%	47,14%	08,57%	11,43%

Regarding the concern for students' academic and social well-being, the survey results show that (32.86%) of students agree that their teachers care about their well-being. On the other hand, a significant proportion of (47.14%) of students disagreed with this statement. Additionally, (8.57%) strongly agreed, while (11.43%) strongly disagreed. These findings suggest that there is a mixed perception among students regarding whether their teachers demonstrate care for their academic and social well-being.

Statement 5: My teacher is sensitive to all students.

Pie-Chart N°2: Teacher's Sensitivity Towards All Students
9; 13%
3; 4%
24; 34%
34; 49%
Agree
Disagree
Strongly agree
Strongly disagree
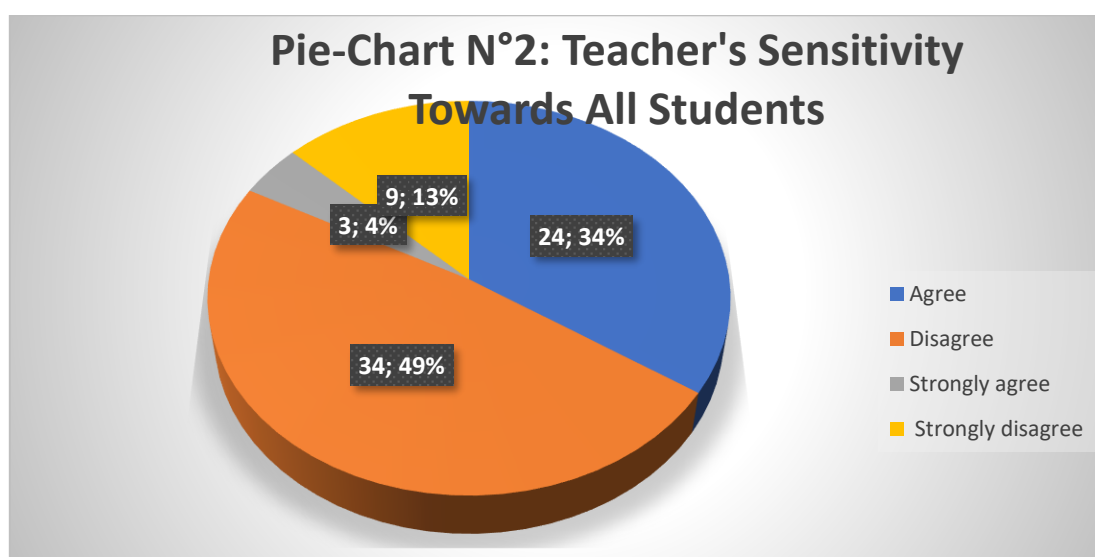
The survey results indicate that (34.29%) of students agree that their teachers are sensitive to all students. However, a substantial portion of (48.57%) of students disagreed with this statement. Furthermore, only (4.29%) strongly agreed, while (12.86%) strongly disagreed. These findings suggest that there is a significant difference in perceptions among students regarding whether their teachers demonstrate sensitivity to all students.

Statement 6: My teacher views me as an important part of the classroom

<div align="center">

Table N°4: *Teacher's Recognition of Student's Importance in the Classroom*

</div>

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	23	34	04	09
Percentage	32.86%	48.57%	5.71%	12.86%

In terms of how teachers perceive their students' importance in the classroom, the survey results reveal that (32.86%) of students agree that their teachers view them as an important part of the classroom. Conversely, a significant majority of (48.57%) of students disagreed with this statement. Additionally, (5.71%) strongly agreed, while (12.86%) strongly disagreed. These findings suggest a varied perspective among students regarding whether they feel valued and significant in the classroom.

Statement 7: My teacher motivates me to give my best effort.

Pie-Chart N°3: Teacher's Motivation for Student's Maximum Effort
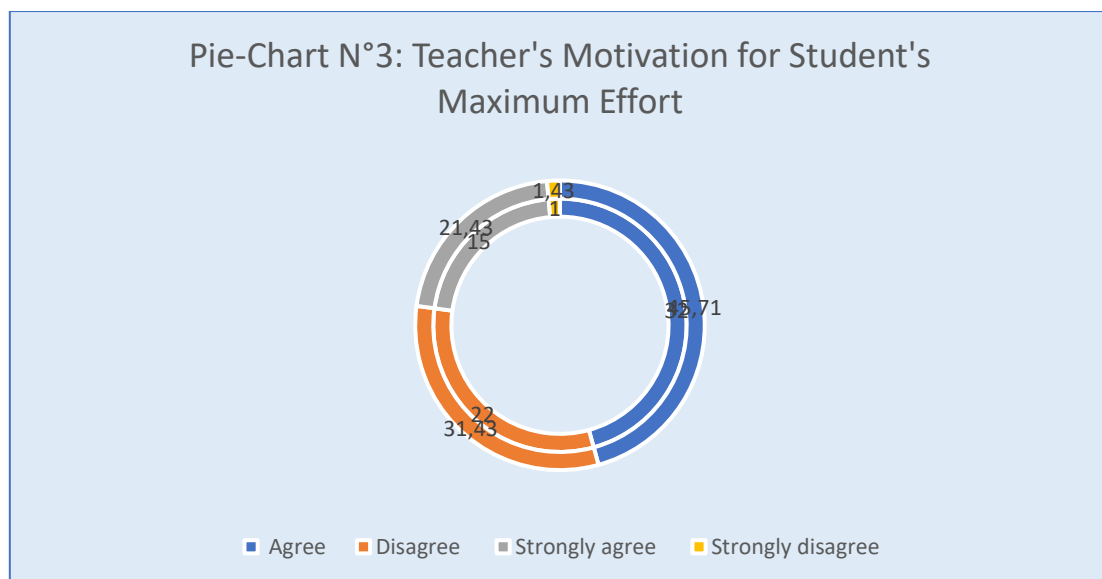
The survey results indicate that (45.71%) of students agree that their teachers motivate them to give their best effort. Conversely, (31.43%) of students disagreed with this statement. Additionally, (21.43%) strongly agreed, while (1.43%) strongly disagreed. These findings suggest that a significant portion of respondents feel motivated by their teachers to put forth their best effort.

Statement 8: I admire my teacher.

Figure N°4: Student's Admiration for Teacher

	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	31	21	8	10
Percentage	44,29	30	11,43	14,29
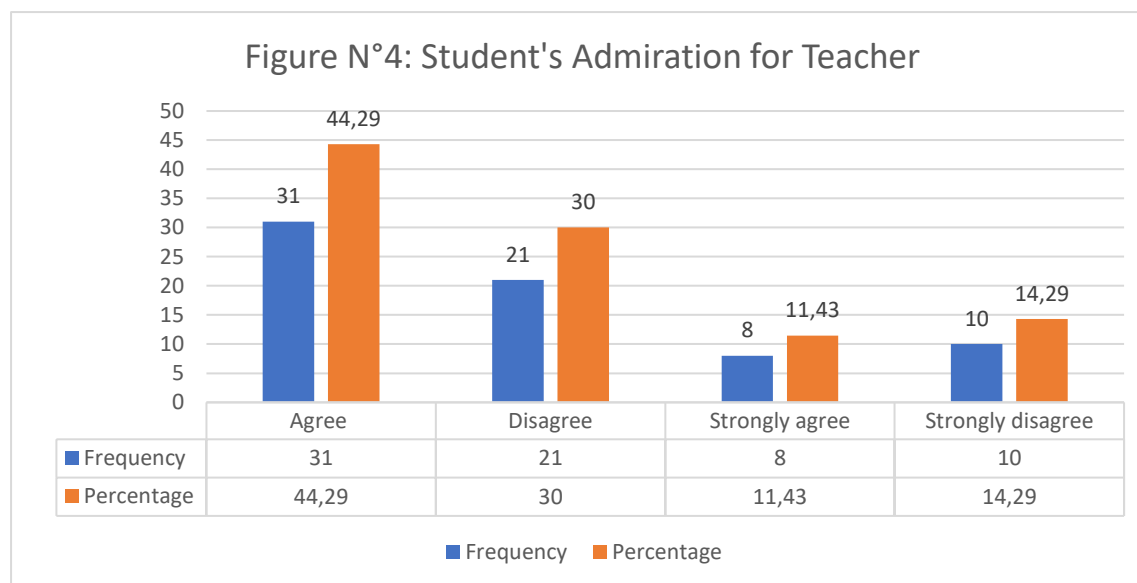
The survey results indicate that (44.29%) of students agree that they admire their teachers. Conversely, (30%) of respondents disagreed with this statement. Additionally, (11.43%) strongly agreed, while (14.29%) strongly disagreed. These findings suggest a mixed perception among respondents regarding their admiration for their teacher.

Statement 9: My teacher uses various cultural activities in the lessons, like case studies, live examples etc.

Table N°5: *Utilization of Cultural Activities in Lessons: Case Studies, Live Examples, and More*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	42	14	10	04
Percentage	60%	20%	14.29%	5.71%

The survey shows that a majority of students (60%) agree with their teachers' use of various cultural activities, such as case studies, and live examples during lessons. Conversely, (20%) of students disagree. Strong agreement is expressed by (14.29%) of students, while (5.71%) strongly disagree. Overall, these findings highlight the significant number of students who appreciate their teachers' incorporation of diverse cultural activities to enhance their learning experience.

Statement 10: My teacher guides students in a positive direction for their personal growth

Table N°6: *Positive Guidance for Personal Growth: The Role of the Teacher*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	36	22	11	01
Percentage	51.43%	31.43%	15.71%	1.43%

According to the survey, (51.43%) of students agree that their teachers offer positive guidance for their personal growth. In contrast, (31.43%) of students disagreed. Moreover, (15.71%) strongly agreed, while only (1.43%) strongly disagreed. These findings indicate that a significant majority of students perceive their teachers as positive influences, guiding their personal growth in a constructive manner.

Statement 11: My teacher encourages student feedback

Pie-Chart N°4: Encouraging Student Feedback: The Teacher's Approach

- Agree 43; 62%
- Disagree 14; 20%
- Strongly agree 8; 11%
- Strongly disagree 5; 7%
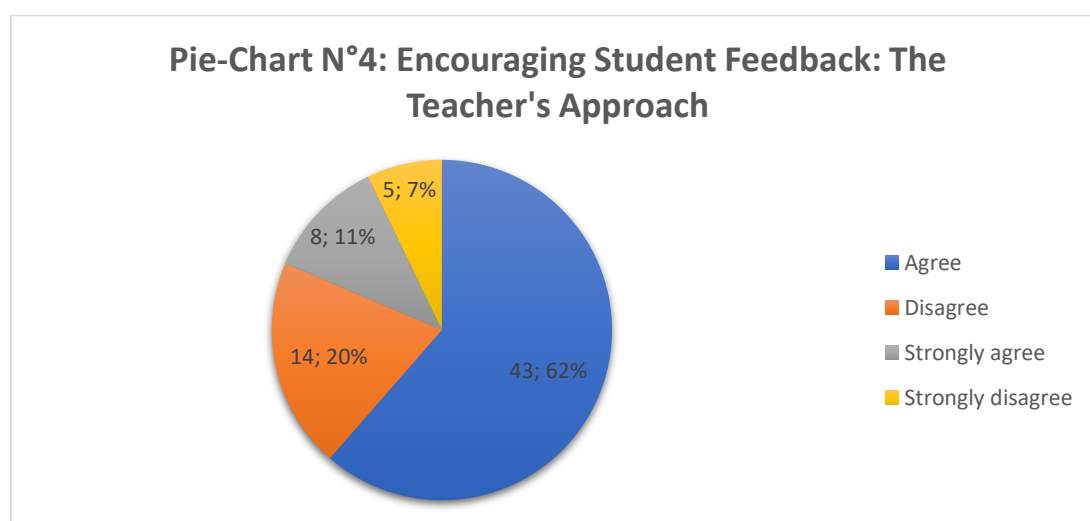
The survey results indicate that a significant majority of students, comprising (61.43%), agree that their teachers encourage student feedback. Conversely, (20%) of students disagreed with this statement. Furthermore, (11.43%) strongly agreed, while (7.14%) strongly disagreed. These findings suggest that students perceive their teachers as supportive of and open to receiving feedback from them.

Statement 12: My teacher acknowledges student effort through recognition and praise

Figure N°5: Acknowledging Student Effort: The Teacher's Recognition and Praise

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	51,43	30	12,86	5,71
Frequency	36	21	9	4
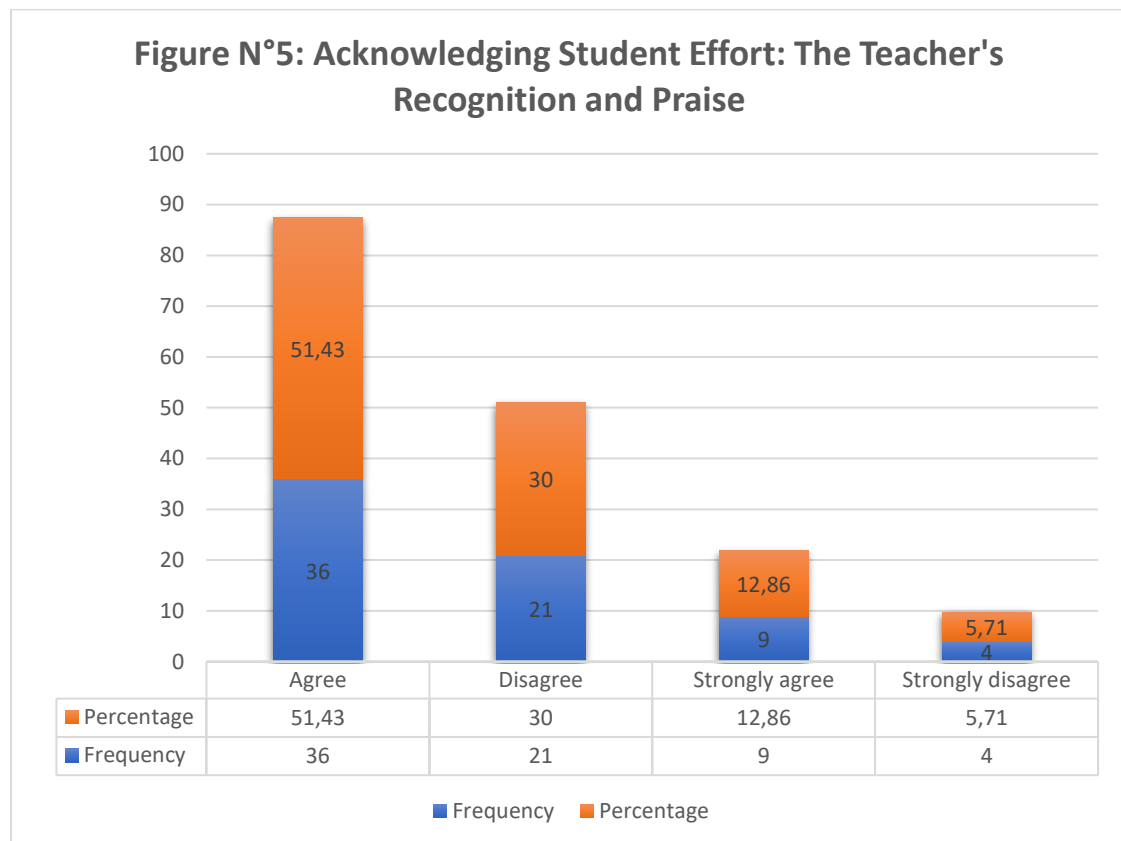
The survey results indicate that (51.43%) of students agree that their teachers acknowledge student effort through recognition and praise. On the other hand, (30%) of students disagreed with this statement. Additionally, (12.86%) strongly agreed, while (5.71%) strongly disagreed. These findings suggest that a majority of students perceive their teachers as recognizing and praising students' efforts as a means of acknowledging their hard work.

Statement 13: My teacher calls upon students in the decision-making process

Table N°7: *Involving Students in the Decision-Making Process: The Teacher's Approach*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	44	21	04	01
Percentage	62.86%	30%	5.71%	1.43%

The survey results indicate that a significant majority of students, comprising (62.86%), agree that their teachers call upon students in the decision-making process. Conversely, (30%) of students disagreed with this statement. Furthermore, (5.71%) strongly agreed, while only (1.43%) strongly disagreed. These findings suggest that students perceive their teachers to involve students in decision-making, allowing them to have a voice and contribute to the process.

Statement 14: My teacher uses examples of student background experiences, beliefs, and knowledge
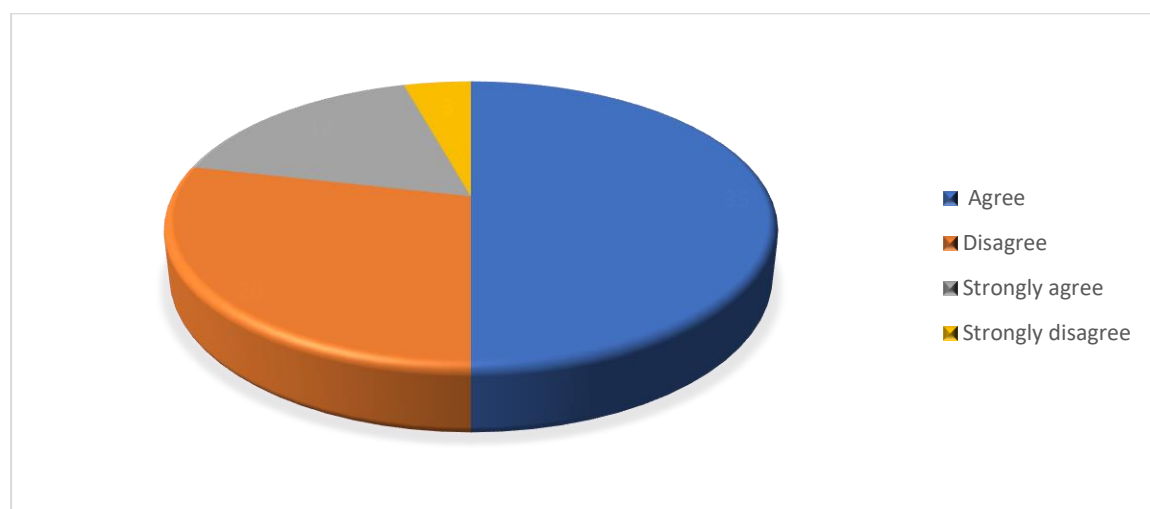
Pie-Chart N°5: Utilizing Student Background Experiences, Beliefs, and Knowledge: The Teacher's Use of Examples

The survey results indicate that (50%) of students agree that their teachers use examples of student background experiences, beliefs, and knowledge. Conversely, (28.57%) of students disagreed with this statement. Additionally, (17.14%) strongly agreed, while (4.29%) strongly disagreed. These findings suggest that a significant

portion of students perceive their teachers to incorporate students' background experiences, beliefs, and knowledge by providing relevant examples during instruction.

Statement 15: My teacher provides high and clear expectations for academic performance

Table N°8: *Setting High and Clear Expectations for Academic Performance: The Teacher's Approach*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	36	23	10	01
Percentage	51.43%	32.86%	14.29%	1.43%

The survey results indicate that (51.43%) of students agree that their teachers provide high and clear expectations for academic performance. Conversely, (32.86%) of students disagreed with this statement. Furthermore, (14.29%) strongly agreed, while only (1.43%) strongly disagreed. These findings suggest that a majority of students perceive their teachers to set rigorous and transparent expectations regarding academic performance.

Statement 16: My teacher lets students take risks in classroom learning activities

Figure N°6: Promoting Risk-Taking in Classroom Learning Activities: The Teacher's Approach

	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	20	27	8	15
Percentage	18,57	38,57	11,43	21,43
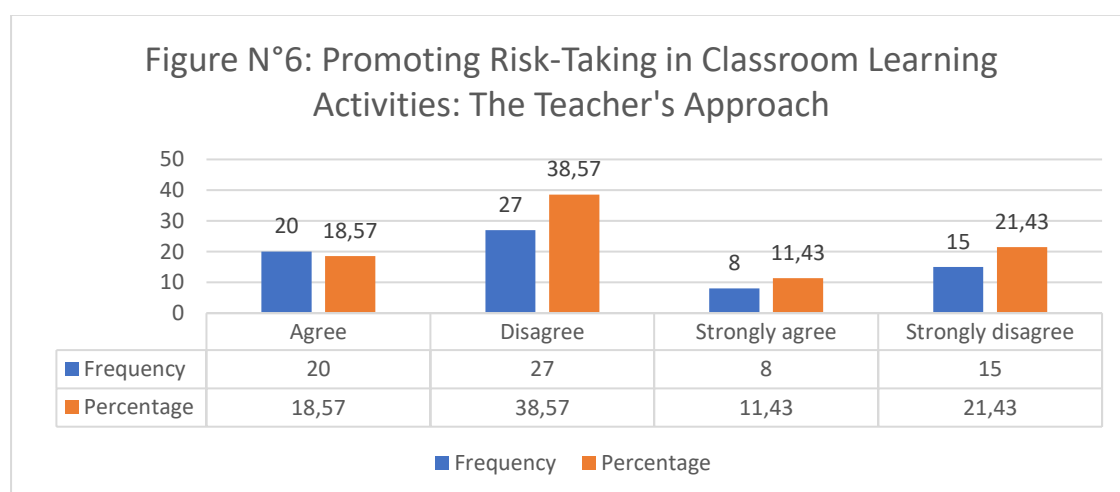
The survey results indicate that (28.57%) of students agree that their teachers let students take risks in classroom learning activities. On the other hand, a larger

proportion of (38.57%) of teachers disagreed with this statement. Additionally, (11.43%) strongly agreed, while (21.43%) strongly disagreed. These findings suggest that there is a mixed perception among students regarding whether their teachers encourage students to take risks in classroom learning activities.

Statement 17: My teacher takes the time to assist individual students that need help

Figure N°7: Individualized Student Assistance: The Teacher's Dedication to Helping Students in Need

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	35,71	42,86	7,14	14,29
Frequency	25	30	5	10
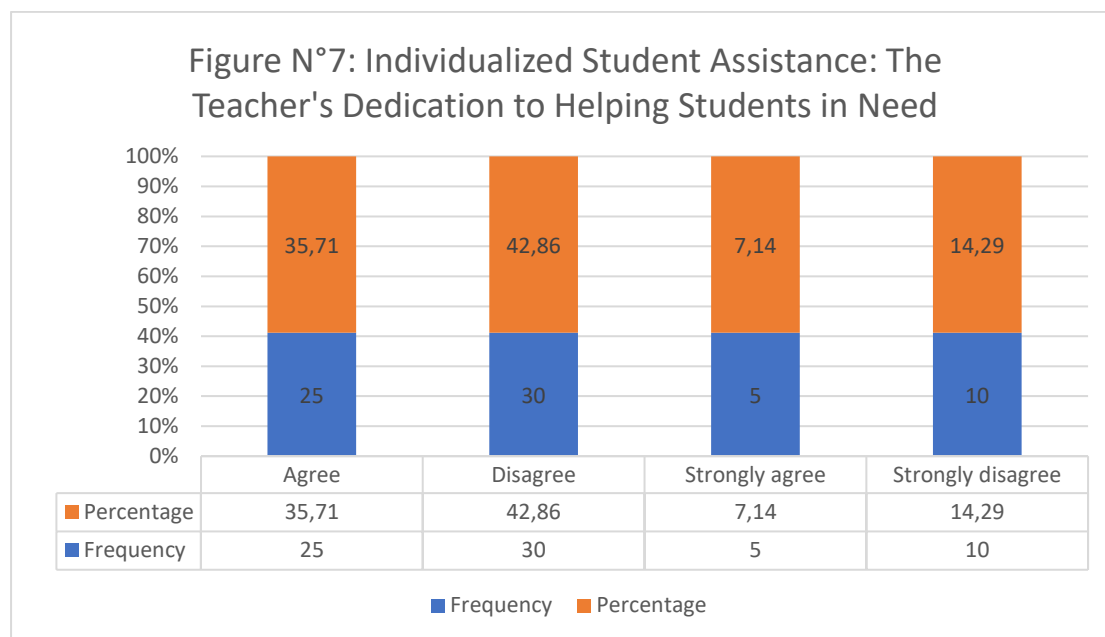
The survey results indicate that (35.71%) of students agree that their teachers take the time to assist individual students who need help. Conversely, a larger proportion (42.86%) of students disagreed with this statement. Furthermore, (7.14%) strongly agreed, while (14.29%) strongly disagreed. These findings suggest a varied perception among students regarding whether their teachers dedicate time to providing individual assistance to students in need.

Statement 18: My teacher motivates students through inspiring teaching

Table N°9: *Motivating Students through Inspiring Teaching: The Impact of the Teacher*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	36	16	14	04
Percentage	51.43%	22.86%	20%	5.71%

The survey results indicate that (51.43%) of students agree that their teachers motivate them through inspiring teaching. Conversely, (22.86%) of students disagreed with this statement. Additionally, (20%) strongly agreed, while (5.71%) strongly disagreed. These findings suggest that the majority of students perceive their teachers to be effective in motivating them through inspiring teaching methods.

Statement 19: My teacher consistently engages students in meaningful classroom activities that are connected to real-world experiences

Figure N°8: Engaging Students in Meaningful Classroom Activities Connected to Real-World Experiences: The Teacher's Consistent Approach

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	47,14	30	11,43	11,43
Frequency	33	21	8	8
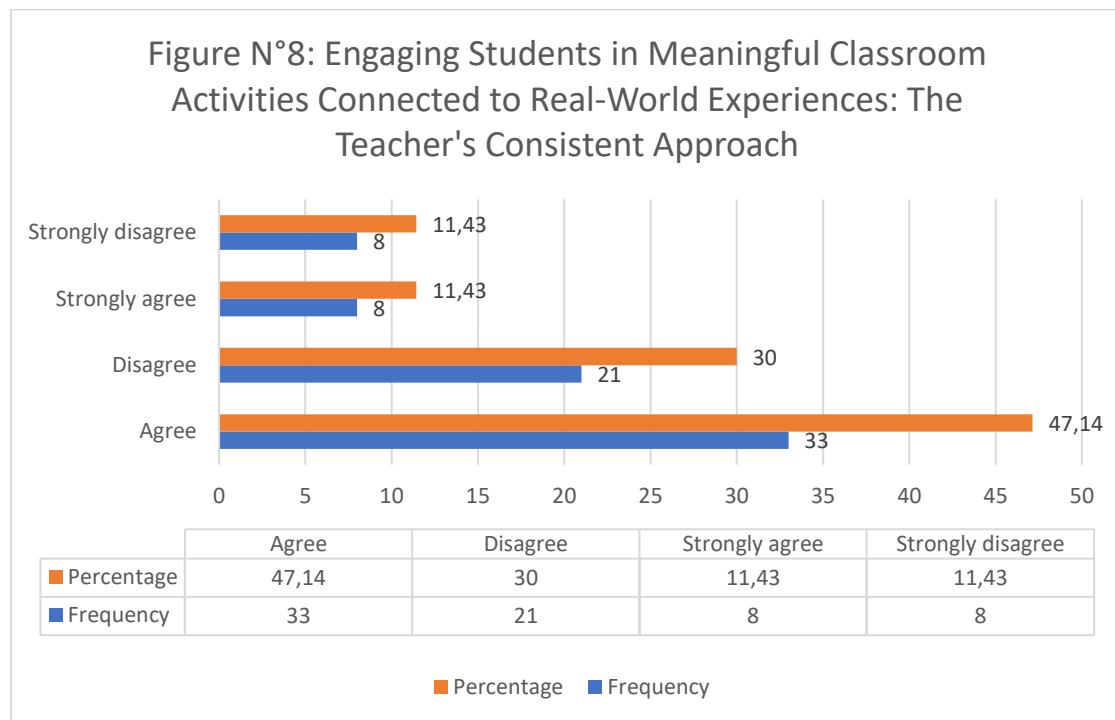
The survey results show that students have mixed opinions about whether their teachers consistently incorporate meaningful classroom activities related to real-world experiences. While (47.14%) agree with this statement, (30%) disagree. The remaining students are divided, with (11.43%) strongly agreeing and (11.43%) strongly disagreeing. The results reflect diverse students' opinions on how effectively their teachers incorporate real-world related classroom activities.

Statement 20: My teacher makes teaching attractive by showing how theory is implemented in the real world

Table N°10: *Making Teaching Attractive by Connecting Theory to Real-World Implementation: The Teacher's Approach*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	34	23	06	07
Percentage	48.57%	32.86%	8.57%	10%

(48.57%) of students agree that their teachers demonstrate the practical application of theory in the real world, as revealed by the survey results. On the other hand, (32.86%) of students disagreed with this statement. Furthermore, (8.57%) strongly agreed, while (10%) strongly disagreed. The survey results reveal a diverse range of opinions among students regarding the extent to which their teachers effectively demonstrate the practical implementation of theory in real-world situations, resulting in mixed perceptions among the students.

Statement 21: I have a positive view of my teacher

Figure N°9: Positive Perception of Teacher: Student's Perspective

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	75,71	11,43	8,57	4,29
Frequency	53	8	6	3
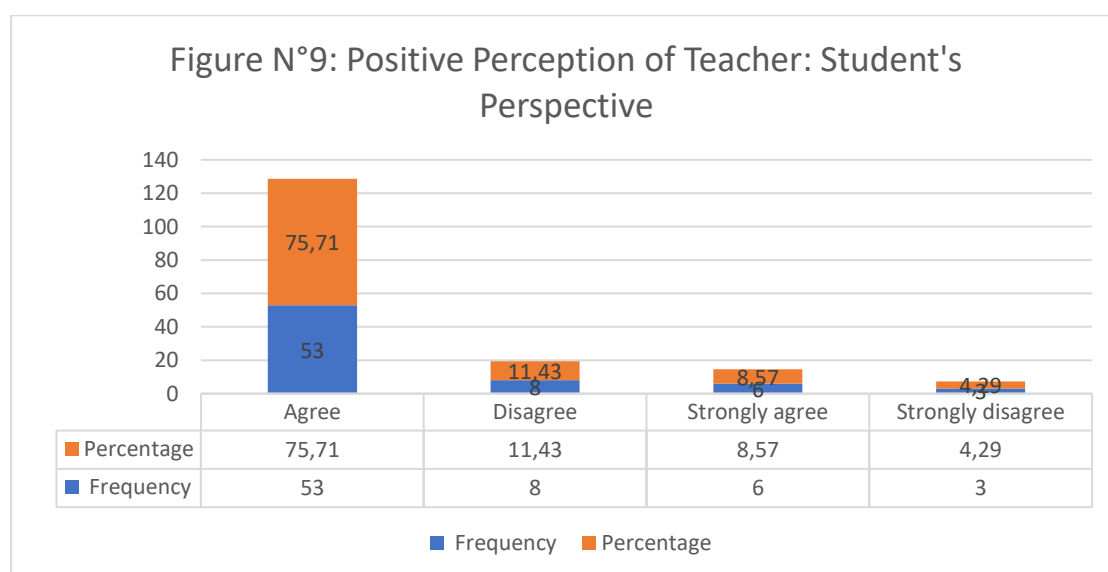
The survey results indicate that (75.71%) of respondents agree that they have a positive view of their teachers. Conversely, (11.43% of respondents disagreed with this statement. Furthermore, (8.57%) strongly agreed, while (4.29%) strongly disagreed. These findings suggest that the majority of respondents have a positive perception of their teachers.

Statement 22: My teacher focuses on stopping unwanted behavior for the majority of the class period

Table N°11: *Addressing Unwanted Behavior: The Teacher's Focus during the Majority of Class Period*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	41	17	10	02
Percentage	58.57%	24.29%	14.29%	2.86%

The survey results indicate that a majority of students (58.57%) agree that their teachers primarily focus on addressing unwanted behavior throughout the majority of the class period. In contrast, (24.29%) of students disagreed with this statement. Furthermore, (14.29%) strongly agreed, while only (2.86%) strongly disagreed. A majority of students perceive their teachers as giving priority to addressing and managing unwanted behavior during the class period.

Statement 23: My teacher is accepting to all students' cultures

Figure N°10: Cultural Acceptance: The Teacher's Attitude Towards Student' Cultures

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	64,29	11,43	22,86	1,43
Frequency	45	8	16	1
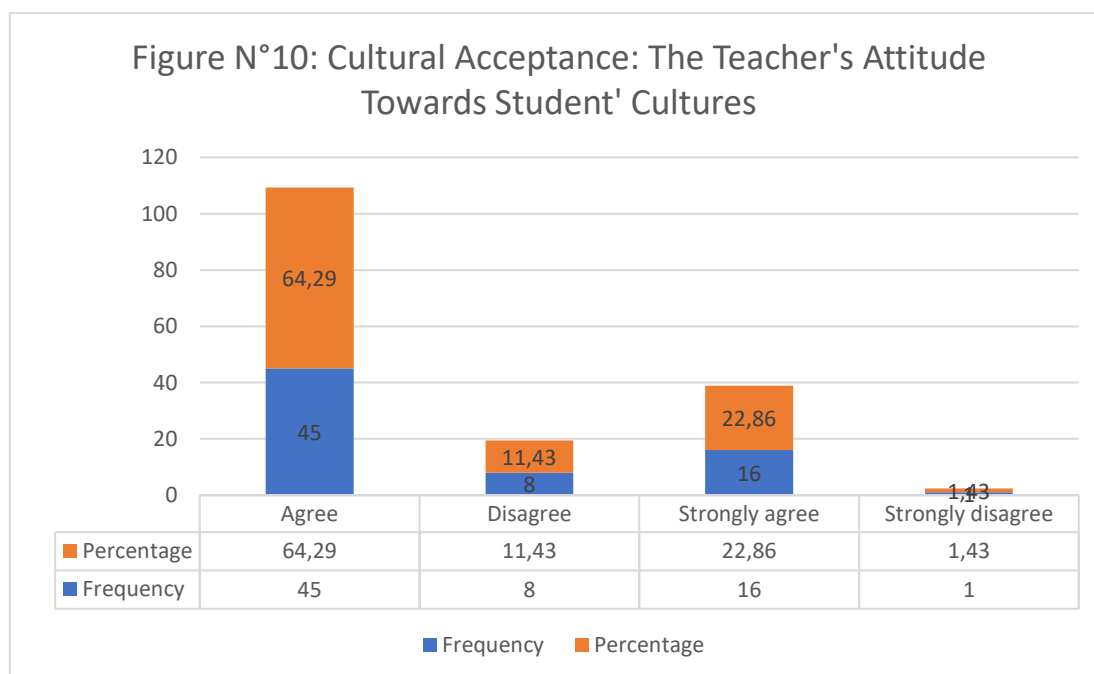
The survey results indicate that (64.29%) of students agree that their teachers are accepting of all students' cultures. Conversely, (11.43%) of students disagreed with this statement. Furthermore, (22.86%) strongly agreed, while only (1.43%) strongly

disagreed. The results show that most students believe their teachers accept and include the cultures of all students.

Statement 24: I am able to take risks in the classroom without feeling embarrassed

Pie-Chart N°6: Creating a Safe Environment for Risk-Taking: Students' Comfort in the Classroom

■ Agree   ■ Disagree   ■ Strongly agree   ■ Strongly disagree
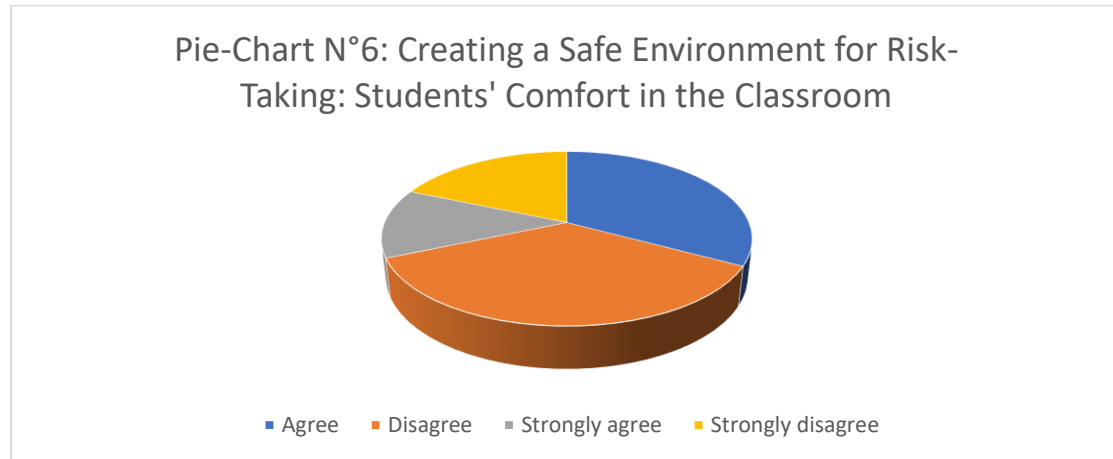
The survey results show that students have mixed opinions on whether they feel comfortable taking risks in the classroom without feeling embarrassed. Some students (32.86%) agree, while others (35.71%) disagree. A smaller percentage strongly agree (12.86%) or strongly disagree (18.57%). Students have different views on feeling at ease enough to take risks in the classroom without feeling embarrassed.

Statement 25: I enjoy coming to my teacher's classroom

Pie-Chart N°7: Student Enjoyment in the Teacher's Classroom: A Positive Classroom Environment

18,57
13

4,29
3

48,57
34

20
28,57

■ Agree
■ Disagree
■ Strongly agree
■ Strongly disagree
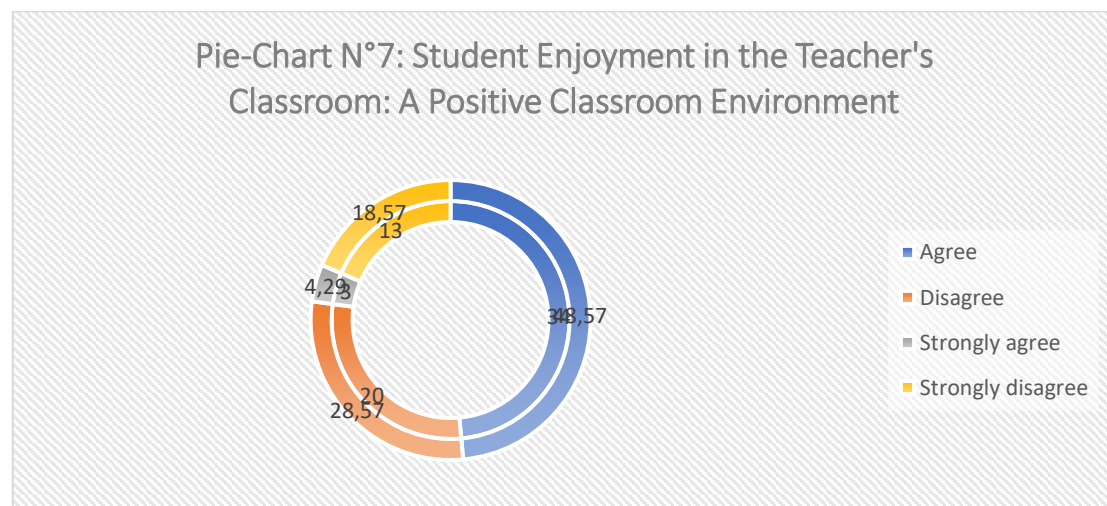
The survey results indicate that (48.57%) of students agree that they enjoy coming to their teachers' classroom. Conversely, (28.57%) of students disagreed with this statement. Furthermore, (4.29%) strongly agreed, while (18.57%) strongly

disagreed. Students hold differing views on their level of enjoyment when it comes to attending their teachers' classroom.

Statement 26: I view my teacher as a good person and I feel that my teacher is a coach, mentor, or partner

Table N°12: *Perception of the Teacher as a Good Person and Role as a Coach, Mentor, or Partner"*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	43	22	09	05
Percentage	48.57%	31.43%	12.86%	7.14%

The survey results indicate that (48.57%) of respondents agree that they view their teachers as good people and feel that their teachers are coaches, mentors, or partners. Conversely, (31.43%) of respondents disagreed with this statement. Additionally, (12.86%) strongly agreed, while (7.14%) strongly disagreed. These findings suggest that there is a mixed perception among students regarding their view of their teachers as good people and their perception of their teachers' roles as coaches, mentors, or partners.

Statement 27: I am able to ask for assistance without fear of rejection or embarrassment

Figure N°11: Creating a Supportive Environment for Seeking Assistance: Students' Comfort in Asking for Help

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	44,29	38,57	11,43	5,71
Frequency	31	27	8	4
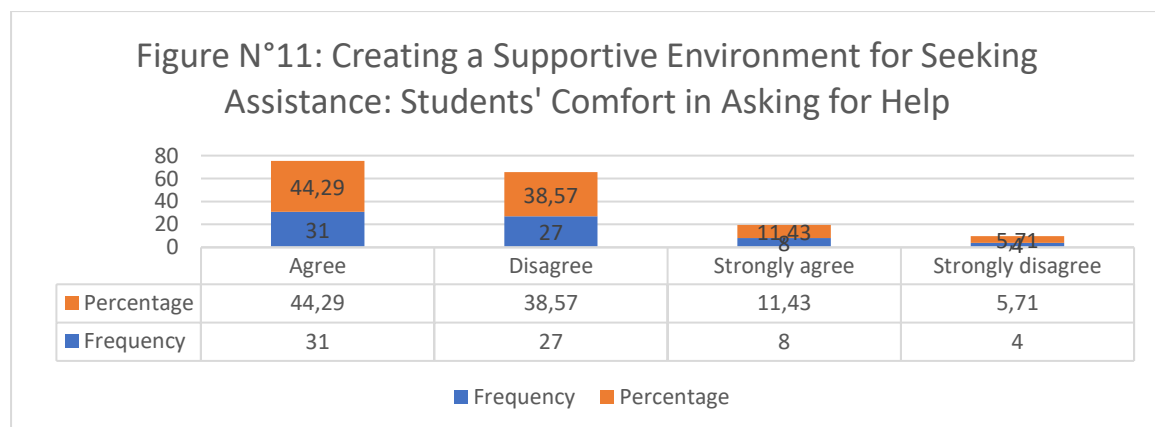
The survey results indicate that (44.29%) of students agree that they are able to ask for assistance without fear of rejection or embarrassment. Conversely, (38.57%)

of students disagreed with this statement. Furthermore, (11.43%) strongly agreed, while (5.71%) strongly disagreed. Students have varying levels of comfort when it comes to asking for help without fear of being rejected or embarrassed.

Statement 28: My teacher's expectations are high, clear, and fair for all students

Figure N°12: High, Clear, and Fair Expectations: Teacher's Standards for all Students

	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	37	22	9	2
Percetage	52,86	31,43	12,85	2,86
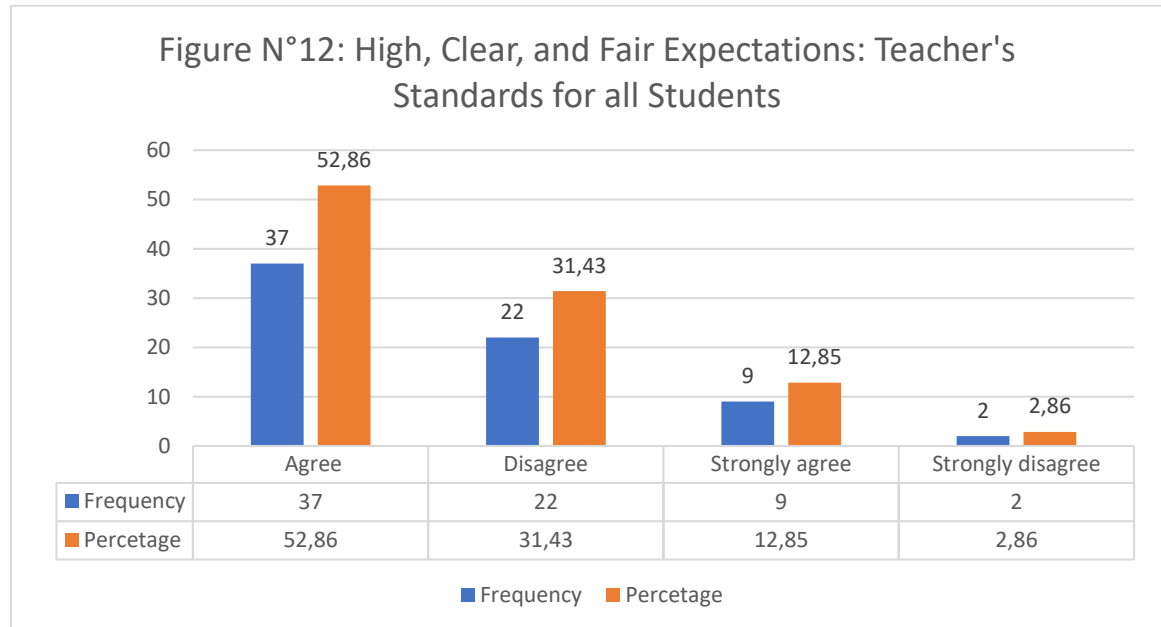
The survey results indicate that (52.86%) of respondents agree that their teachers' expectations are high, clear, and fair for all students. Conversely, (31.43%) of respondents disagreed with this statement. Additionally, (12.86%) strongly agreed, while (2.86%) strongly disagreed. These findings suggest that there is a majority perception among respondents that their teachers' expectations are high, clear, and fair for all students.

Statement 29: My teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom

Figure N°13: Promoting Unity, Order, Satisfaction, and Reduced Conflict: Teacher's Strategies in the Classroom

	Agree	Disaree	Strongly agree	Strongly disagree
Percentage	52,86	32,86	10	4,28
Frequency	37	23	7	3

■ Percentage ■ Frequency
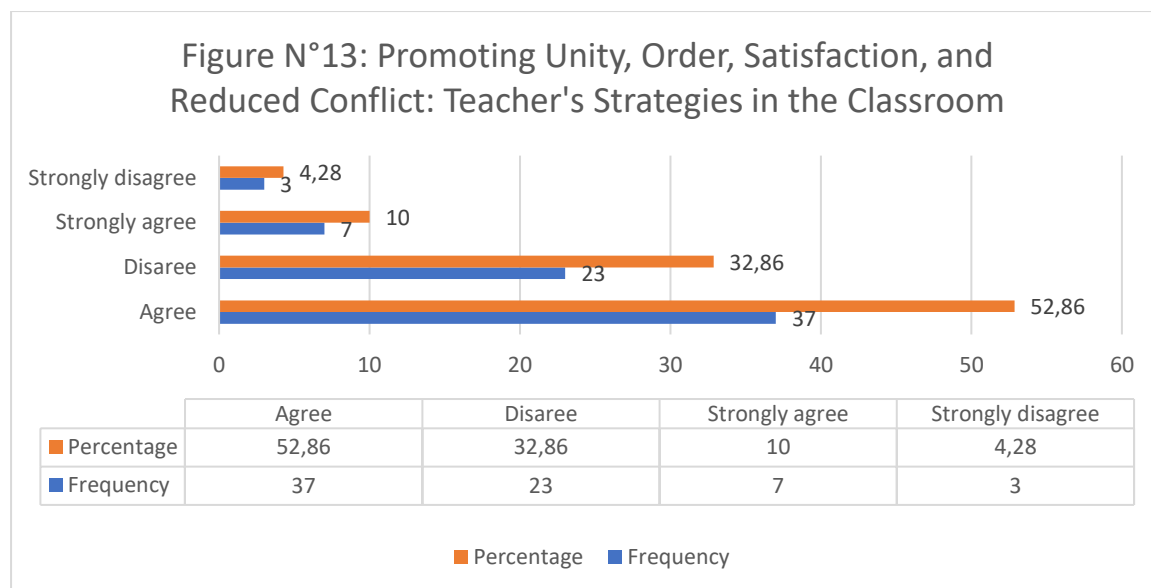
The survey results indicate that (52.86%) of students agree that their teachers use various strategies to promote unity, order, satisfaction, and less conflict in the classroom. Conversely, (32.86%) of students disagreed with this statement. Furthermore, (10%) strongly agreed, while (4.29%) strongly disagreed. These findings suggest that there is a majority perception among students that their teachers employ strategies to foster a positive classroom environment.

Statement 30: My teacher connects emotionally with the students

Table N°13: *Emotional Connection with Students: The Teacher's Relationship-Building Approach*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	27	32	03	08
Percentage	38.57%	45.71%	4.29%	11.43%

The survey results indicate that (38.57%) of students agree that their teachers connect emotionally with them. Conversely, (45.71%) of students disagreed with this statement. Additionally, (4.29%) strongly agreed, while (11.43%) strongly disagreed. The survey findings suggest that students have varying opinions about the emotional connection they perceive with their teachers.

Statement 31: My teacher expects me to succeed

Figure N°14: Expectations for Student Success: The Teacher's Belief in Student Potential

	Agree	Disagree	Strongly agree	Strongly disagree
Percentage	62,86	10	24,29	2,85
Frequency	44	7	17	2

■ Frequency ■ Percentage
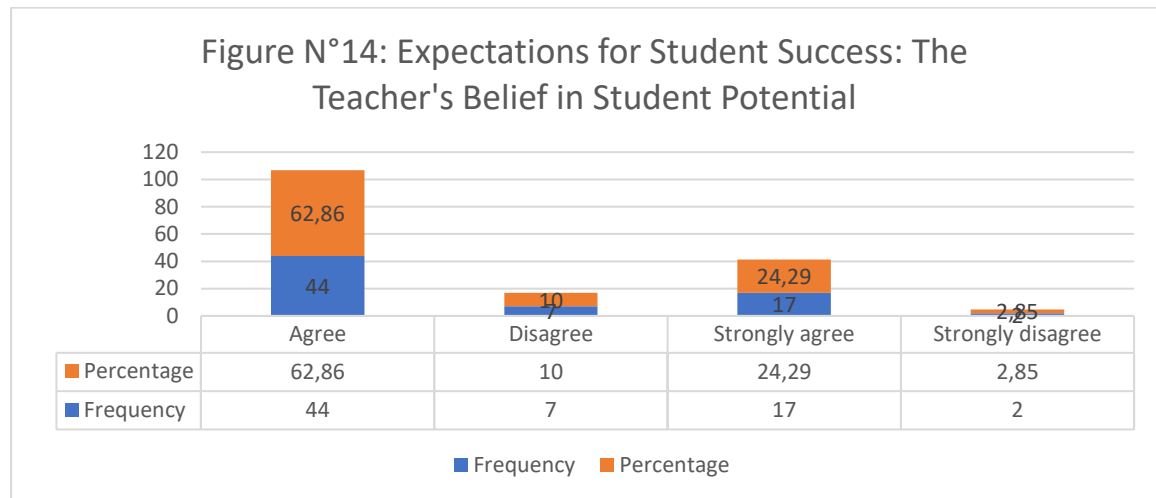
The survey results indicate that most respondents (62.86%) believe that their teachers expect them to succeed. A smaller percentage (10%) disagreed, while a significant portion (24.29%) strongly agreed. Most students perceive that their teachers have high expectations for their success.

Statement 32: My teacher is patient with students when directing them to learn appropriate behaviors

Pie-Chart N°8: Patience in Guiding Students Towards Appropriate Behaviors: Teacher's Approach

■ Agree
■ Disagree
■ Strongly agree
■ Strongly disagree
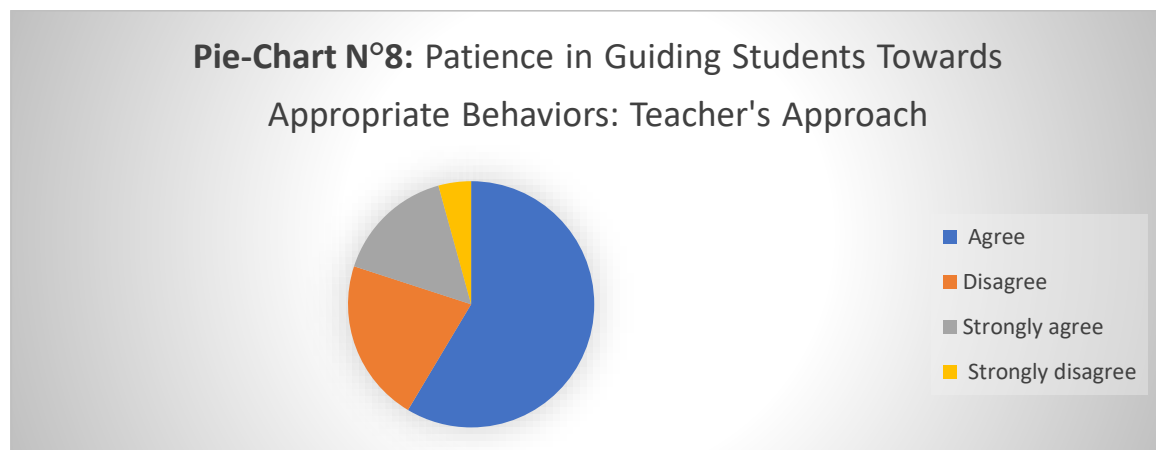
The survey results indicate that (58.57%) of students agree that their teachers are patient with them when directing them to learn appropriate behaviors. Conversely, (21.43%) of students disagreed with this statement. Additionally, (15.71%) strongly agreed, while (4.29%) strongly disagreed. The findings suggest that a majority of

students perceive their teachers as patients when guiding them to learn appropriate behaviors.

Statement 33: My teacher has a good attitude

Table N°14: *Positive Attitude of the Teacher: Impact on Classroom Environment*

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	44	09	17	00
Percentage	62.86%	12.85%	24.29%	00%

According to the study results, (62.86%) of students consider their teachers to have a positive attitude. On the other hand, (12.86%) of students disagreed with it. Furthermore, (24.29%) agreed strongly. These data show that students have a deep trust that their teachers have a pleasant attitude.

Statement 34: My teacher makes positive comments about the student's abilities to learn

Figure N°15: Positive Comments on Student's Learning Abilities: Teacher's Encouragement

	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	44	16	8	2
Percentage	62,86	22,86	11,43	2,86
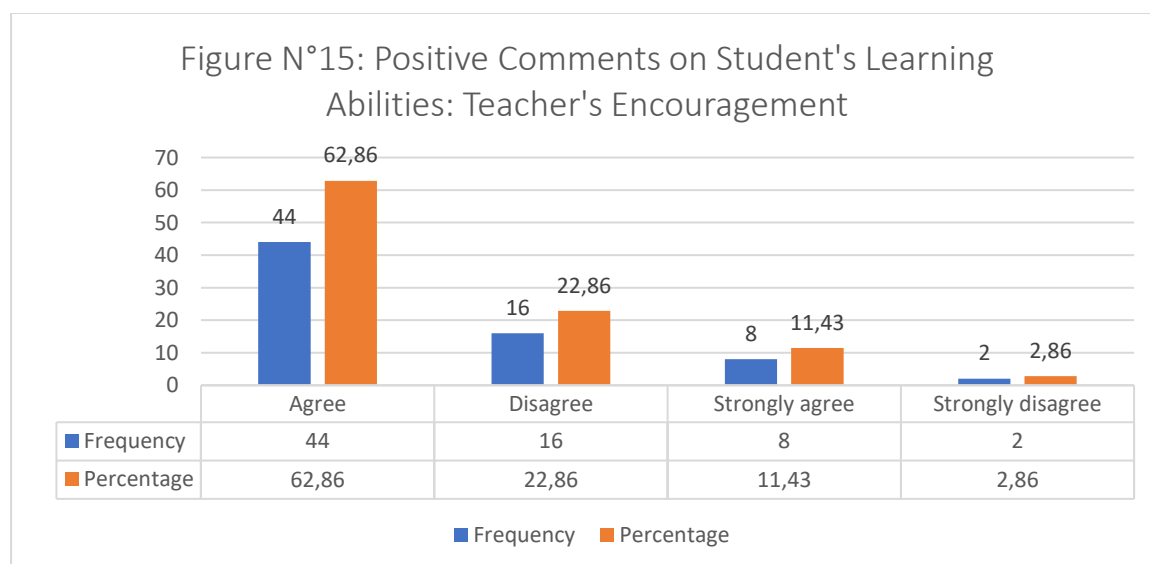
According to the study results, (62.86%) of students agree that their teachers praise their learning ability. On the other hand, (22.86%) of students disagreed with this statement. In addition, (11.43%) agreed strongly, whereas (2.86%) strongly disagreed. These findings indicate that the vast majority of students believe their teachers provide positive feedback on their learning abilities.

Statement 35: My teacher's classroom is structured with routines and procedures

Table N°15: *Structured Classroom Environment: Routines and Procedures*
Implemented by the Teacher

Options	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	33	29	05	03
Percentage	47.14%	41.43%	7.14%	4.29%

According to the survey results, (47.14%) of students feel that their teachers' classroom is structured with routines and procedures. (41.43%) of students, on the other hand, disagreed with this claim. Furthermore, (7.14%) agreed strongly, whereas (4.29%) strongly disagreed. The findings reveal that students had mixed feelings about the level of structure in their teachers' classroom, with a somewhat higher number disagreeing.

Statement 36: My teacher conducts him/herself professionally
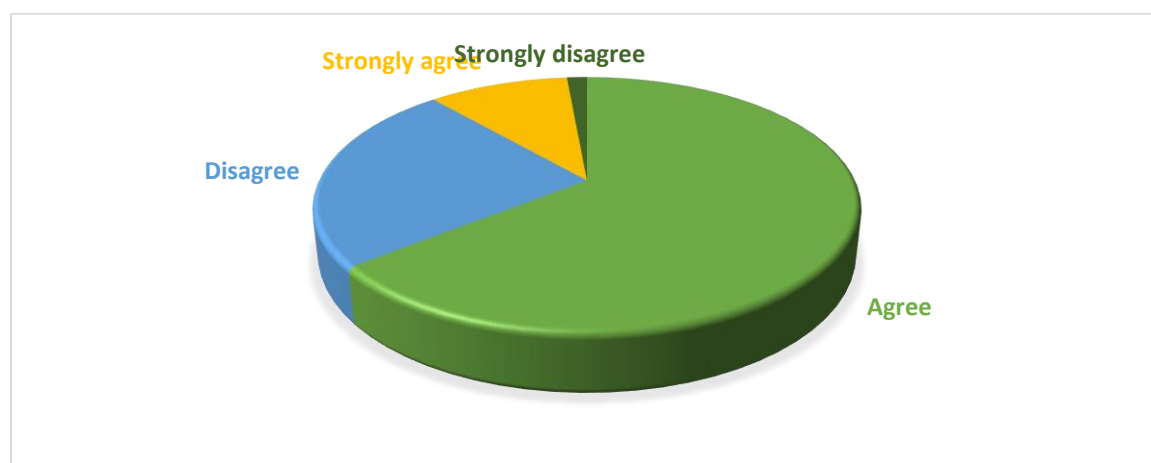
Pie-Chart N°9: Professional Conduct of the Teacher: Impact on Classroom
Dynamics

According to the results of surveys, (64.29%) of students agree that their teachers conduct themselves professionally. On the other hand, (24.29%) of students disagreed with this statement. Furthermore, (10%) agreed strongly, whereas (1.43%) strongly

disagreed. These data indicate that students have a strong view that their teachers maintain a professional manner.

3.5.2. Analysis of Teachers' Questionnaire

Question 1: What is your gender?

Figure N°16: Teacher's Gender

	Frequency	Percentage
■ Female	1	20
■ Male	4	80
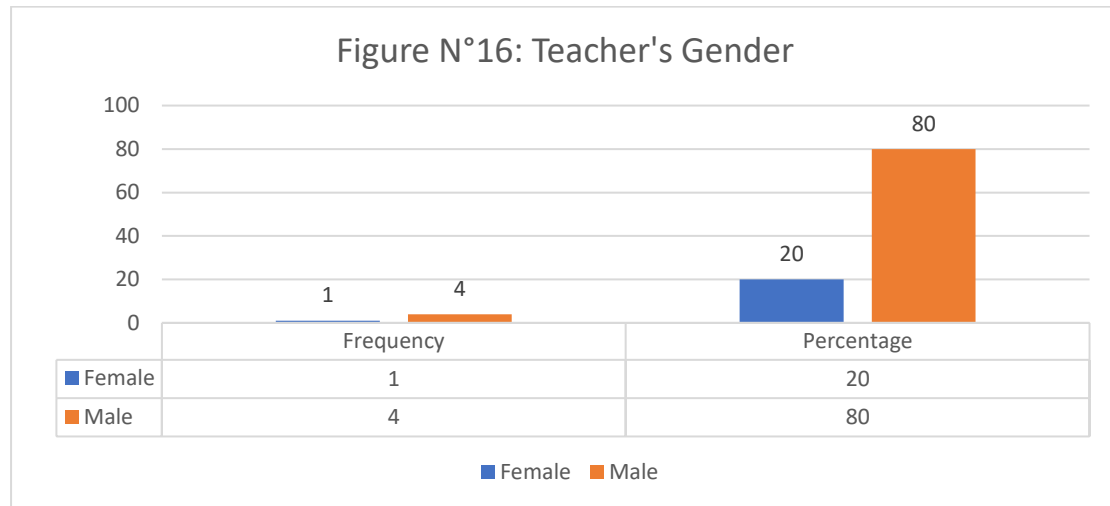
The survey results indicate that (20%) of the participants identified as female, while (80%) identified as male. This distribution suggests a majority of male participants in the survey compared to female participants.

Question 2: How old are you?

Figure N°17: Teacher's Age

	Frequency	Percentage
■ Under 25	0	0
■ 25-29	0	0
■ 30-39	3	60
■ 40-49	2	40
■ 50-59	0	0
■ 60	0	0
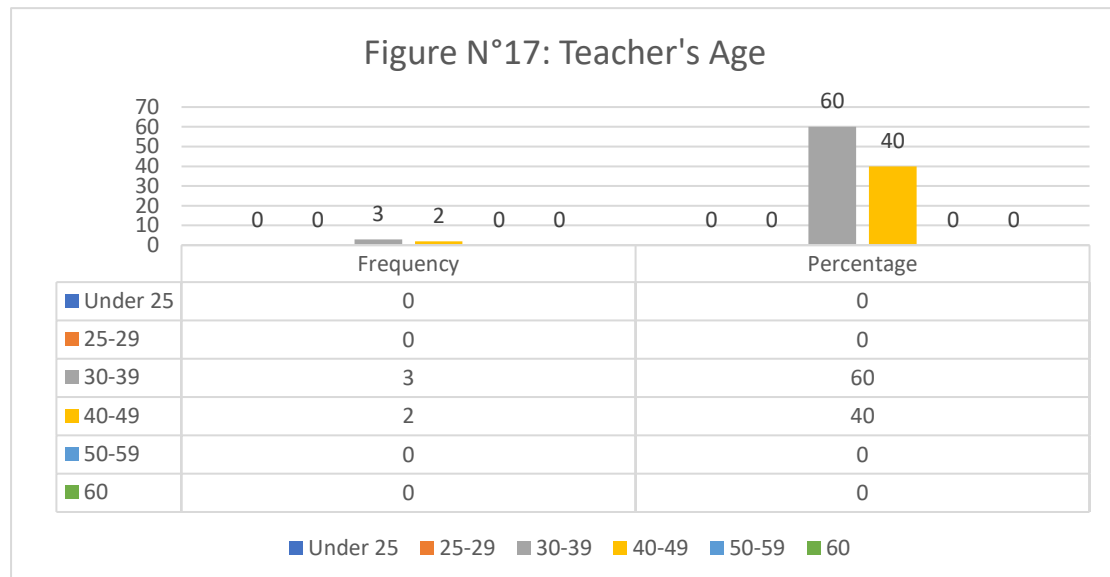
The figure above illustrates that (60%) of the participants teachers fall within the age range of 30-39, while (40%) fall within the age range of 40-49. There were no participants under the age of 25, between the ages of 25-29, or over the age of 50. It is important to note that these results are specific to the survey respondents and may not

represent the overall age distribution among teachers at the University of Ghardaia in general.

Question 3: How long have you been working as a teacher?

Figure N°18: Years of Teaching Experience
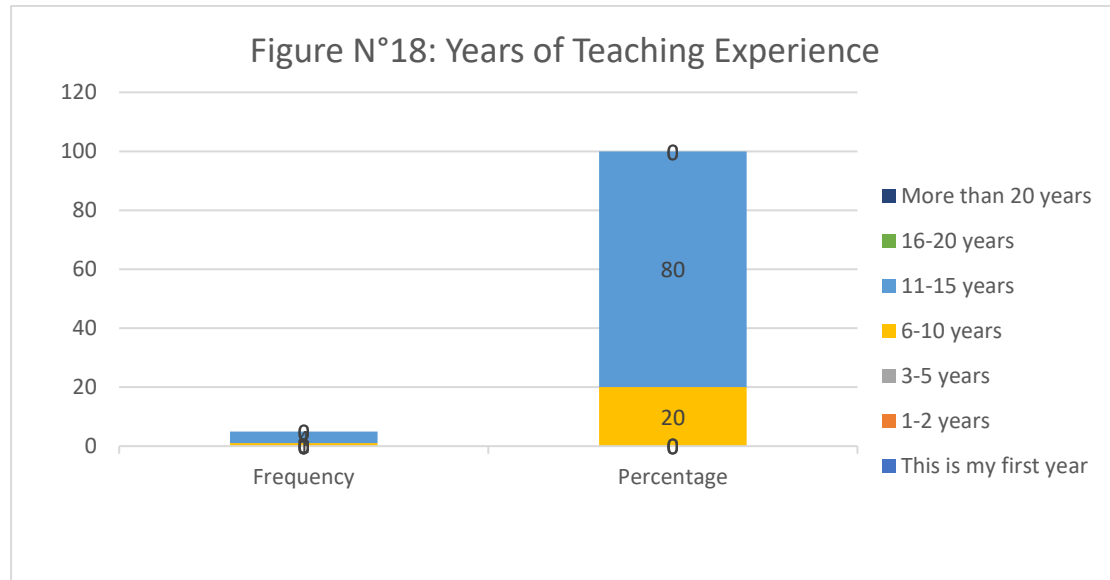
Based on the data collected, it becomes apparent that (20%) of the participants have been working as teachers for 6-10 years, while (80%) have been working as teachers for 11-15 years. There were no participants in their first year, 1-2 years, 3-5 years, or with more than 20 years of experience. It also means that this could help us get the necessary information and answers concerning our topic.

Question 4: How long have you been working as a teacher at this university?

Figure N°19: Years of Teaching Experience at the University of Ghardaia
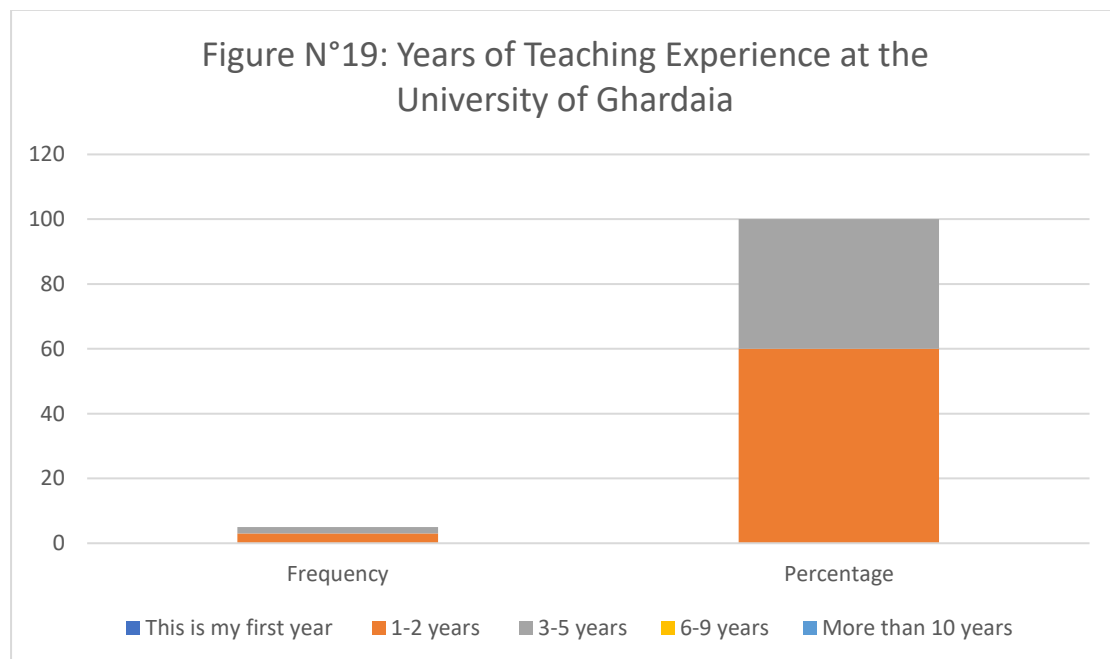
It can be inferred from the collected data that (60%) of the participants have been working as teachers at the university for 1-2 years, while (40%) have been working for 3-5 years. There were no participants in their first year, 6-9 years, or with more than 10 years of experience at the university. The limited teaching experience of the participants in this survey at Ghardaia University can be attributed to the fact that the English language specialization was recently established at the university. It is natural for the university to receive new teachers from time to time. However, we should not conclude from this that they lack teaching experience, as they were previously working as teachers in other schools or universities before joining Ghardaia University.

Question 5: Do you think that you are making great efforts but on the other hand, you are not satisfied with the results of the students?

Figure N°20: Balancing Efforts and Student Results: Striving for Improvement

	Frequency	Percentage
■ Never	0	0
■ Seldom	2	40
■ Quite often	3	60
■ Very often	0	0

■ Never ■ Seldom ■ Quite often ■ Very often
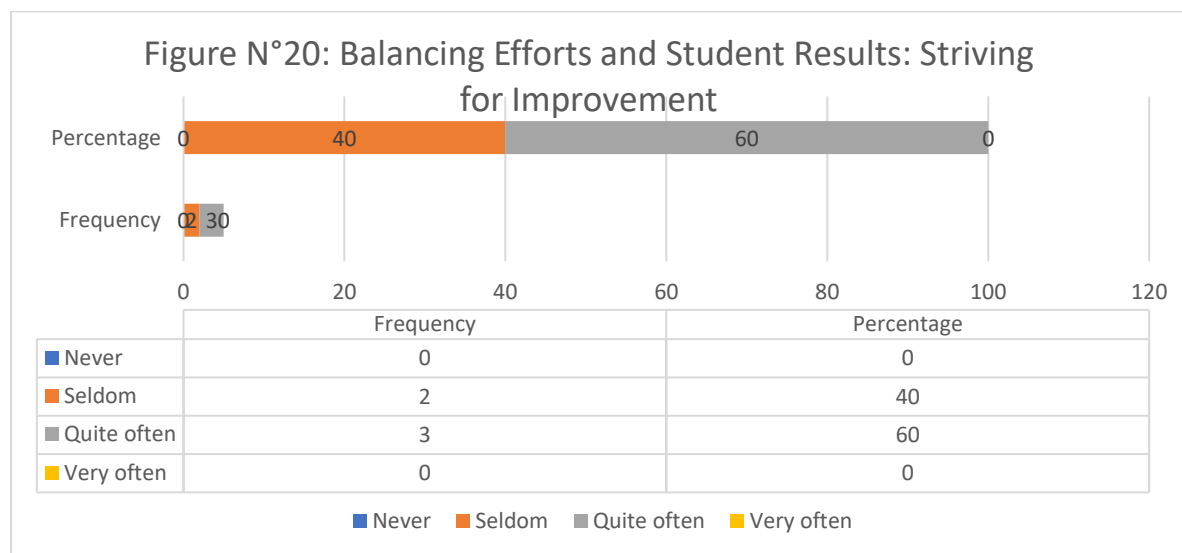
The collected data supports the notion that (40%) of the participants feel that they are seldom satisfied with the results of their students, while (60%) feel that they quite often experience this. There were no participants who never or very often felt this way. This suggests that a majority of the respondents frequently face a sense of dissatisfaction despite their efforts to make a positive impact on their students' results. It highlights the complexity and challenges of the teaching profession, where teachers may invest significant effort but may not always see the desired outcomes in student performance.

Question 6: Have you ever stopped giving a lesson and leaving the classroom because of a problem that occurred between you and one of the students?

Figure N°21: Managing Classroom Challenges: Addressing Student-Teacher Conflict
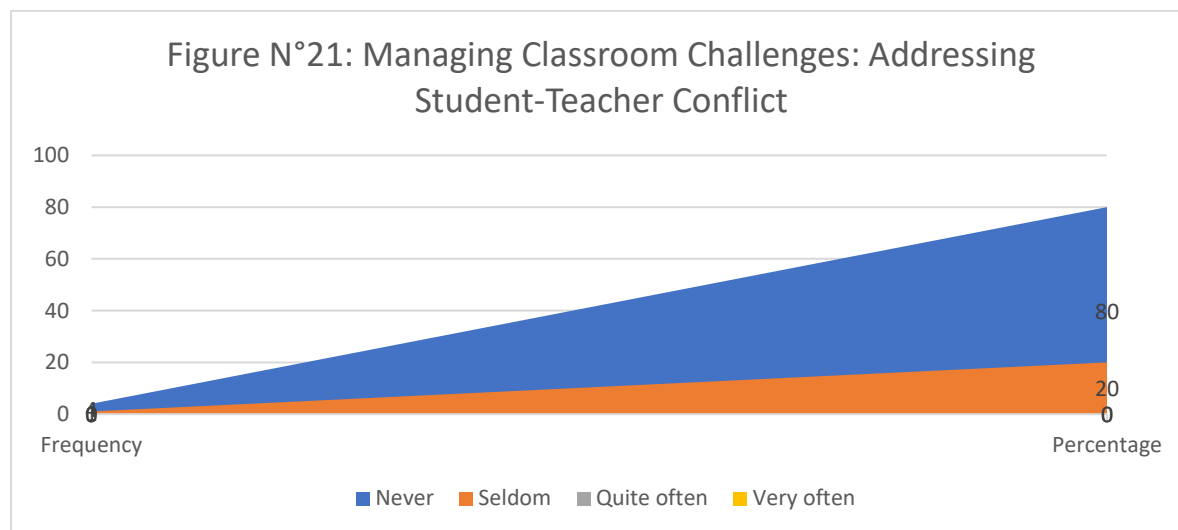
The evidence at hand suggests that (80%) of the participants have never stopped giving lessons or leaving the classroom due to a problem that occurred between them and one of the students. Meanwhile, (20%) of the participants reported rarely experiencing this situation. There were no participants who reported leaving the classroom quite often or very often for such reasons. This suggests that the majority of the respondents have successfully managed to handle and resolve any problems that arise with students during lessons without resorting to leaving the classroom.

Statement 1: Effective/good teachers demonstrate the correct way to solve a problem.

Table N°16: *Modeling Problem-Solving: The Key to Effective Teaching*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	1	4	0	0
Percentage	20%	80%	0%	0%

The findings strongly indicate that (80%) of the participants strongly agree and (20%) agree that effective or good teachers demonstrate the correct way to solve a problem. There were no participants who disagreed or strongly disagreed with this statement. This suggests that a significant majority of the respondents believe that demonstrating the correct way to solve a problem is an important characteristic of effective or good teachers. It implies that teachers play a crucial role in providing

clear examples and guidance to help students understand and learn how to solve problems correctly.

Statement 2: It is better when the teacher – not the student – decides what activities are to be done.

Figure N°22: Teacher-Directed Learning: Maximizing Instructional Activities

	Frequency	Percentage
■ Strongly disagree	0	0
■ Disagree	2	40
■ Strongly agree	2	40
■ Agree	1	20

■ Agree ■ Strongly agree ■ Disagree ■ Strongly disagree
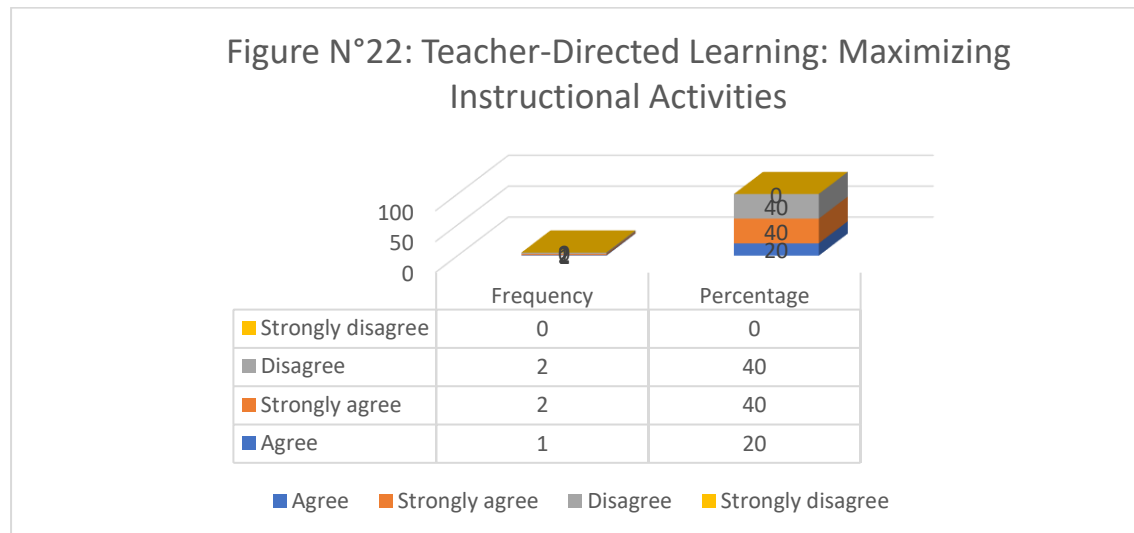
It is evident from the findings that (40%) of the participants agree and (20%) strongly agree that it is better when the teacher, rather than the student, decides what activities are to be done. On the other hand, (40%) of the participants disagree with this statement. There were no participants who strongly disagreed with it. This suggests a divided perspective among the respondents, with a significant portion believing that it is preferable for the teacher to determine the activities, while others hold the opposite view. The results highlight the different approaches and philosophies regarding student autonomy and the role of the teacher in instructional decision-making.

Statement 3: My role as a teacher is to facilitate students' own inquiry.

Figure N°23: Nurturing Student Inquiry: The Teacher's Facilitative Role

	Frequency	Percentage
■ Agree	2	40
■ Strongly agree	3	60
■ Disagree	0	0
■ Strongly disagree	0	0

■ Agree ■ Strongly agree ■ Disagree ■ Strongly disagree
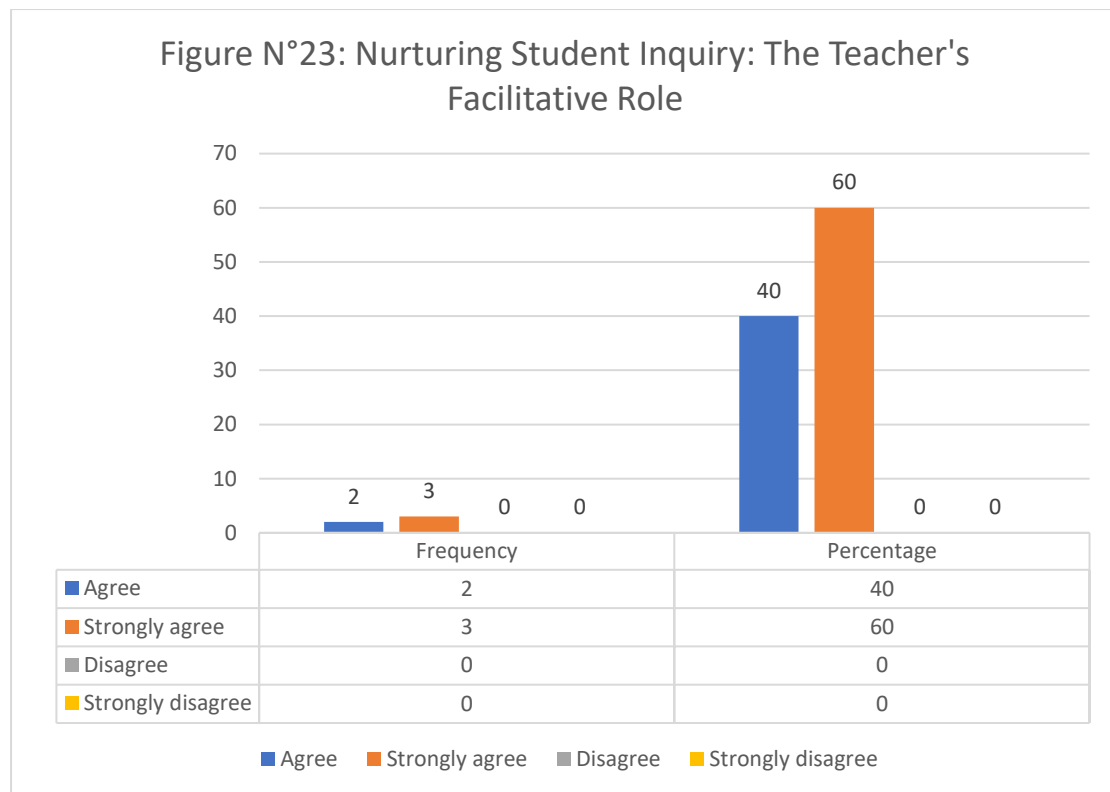
The results clearly demonstrate that (60%) of the participants strongly agree and (40%) agree that their role as a teacher is to facilitate students' own inquiry. There were no participants who disagreed or strongly disagreed with this statement. This suggests that a majority of the respondents believe in the importance of guiding and supporting students in their own inquiry and learning processes. It indicates a recognition of the teacher's role as a facilitator who empowers students to explore, question, and discover knowledge on their own, fostering independent thinking and critical inquiry skills.

Statement 4: Teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly.

Table N°17: *Nurturing Critical Thinking: Balancing Teacher Knowledge and Student Exploration*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	0	0	4	1
Percentage	0%	0%	80%	20%

The data implies that (80%) of the respondents disagreed with the statement that teachers should not let students develop potentially incorrect answers when they can directly explain the answers. This suggests that the majority of the participants believe in allowing students to develop their own answers, even if there is a possibility of them being incorrect, rather than relying solely on direct explanations from the teacher. This finding highlights a recognition of the value of independent thinking and learning through exploration for students.

Statement 5: Students learn best by finding solutions to problems on their own.

Figure N°24: Fostering Independent Problem-Solving: Empowering Student Learning

	Frequency	Percentage
■ Agree	1	20
■ Strongly agree	4	80
■ Disagree	0	0
■ Strongly disagree	0	0
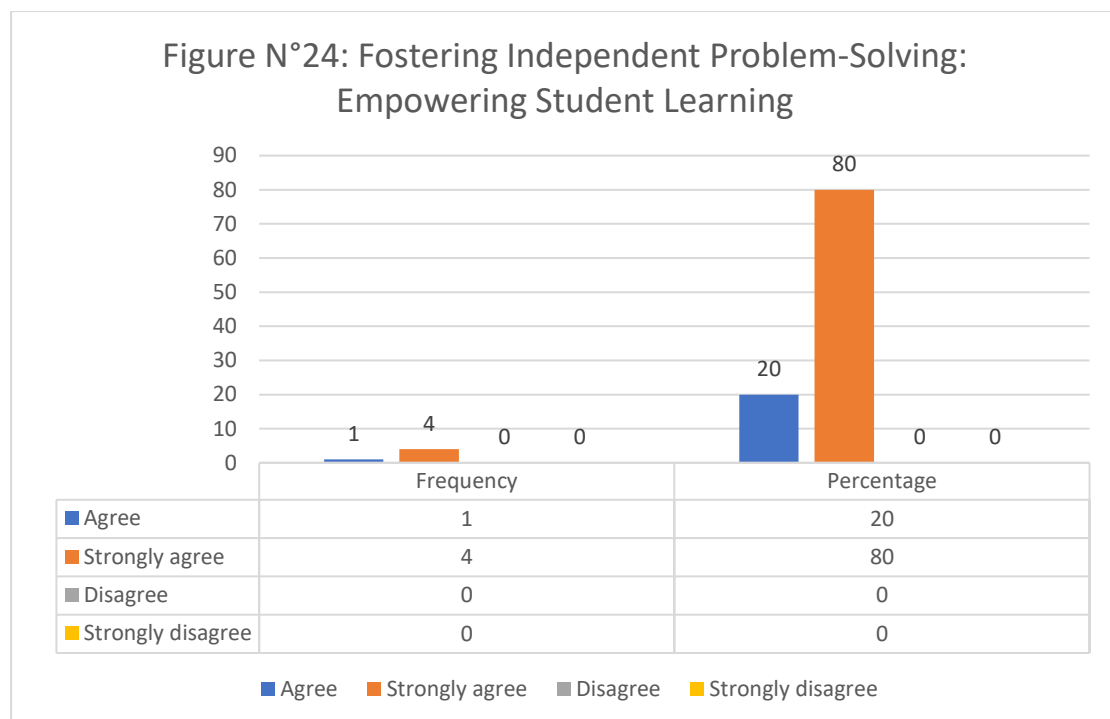
The survey results show that (80%) of the participants strongly agree and (20%) agree that students learn best by finding solutions to problems on their own. This indicates a strong consensus among the respondents that independent problem-solving is an effective approach to learning. It suggests that allowing students to explore and discover solutions independently can foster critical thinking skills, self-reliance, and a deeper understanding of the subject matter.

Statement 6: Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.

Figure N°25: Promoting Student-Led Problem-Solving: Empowering Practical Solution Finding

	Frequency	Percentage
■ Strongly disagree	0	0
■ Disagree	1	20
■ Strongly agree	2	40
■ Agree	2	40

■ Agree   ■ Strongly agree   ■ Disagree   ■ Strongly disagree
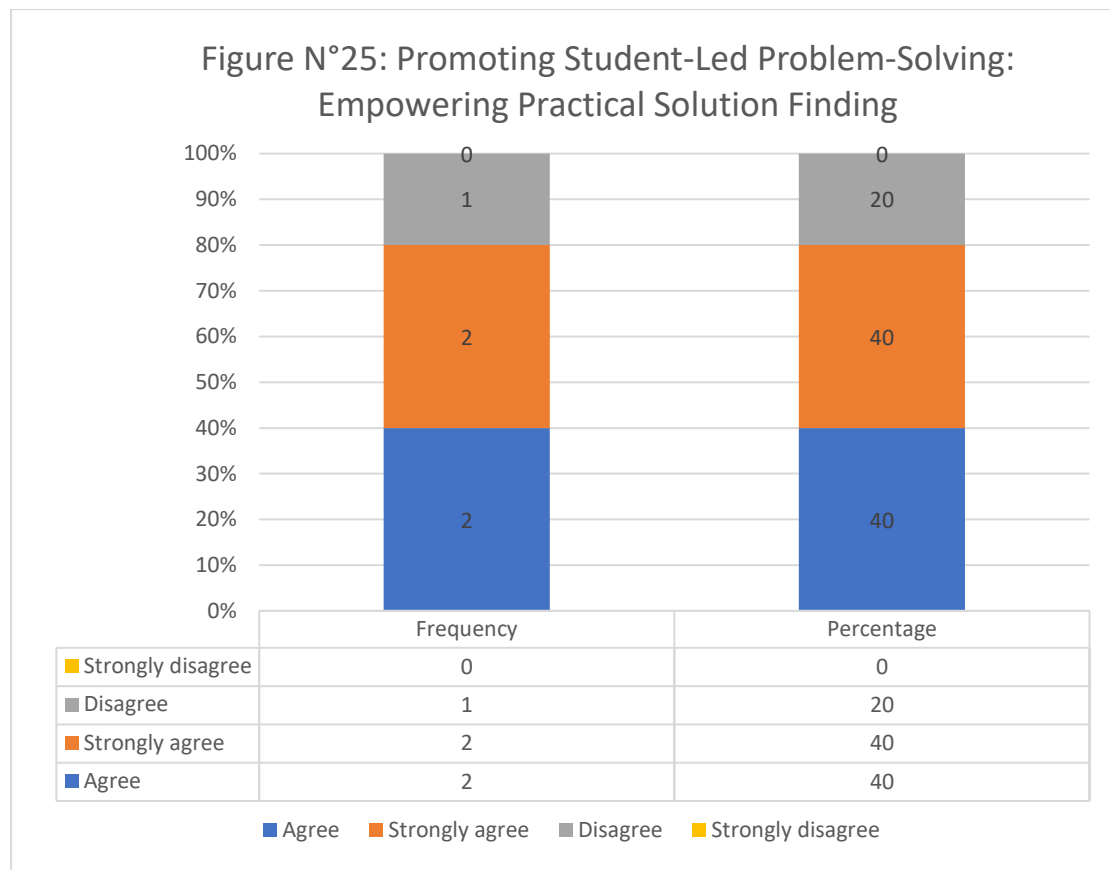
The survey results reveal that (40%) of the participants agree and (40%) strongly agree that students should be allowed to think of solutions to practical problems themselves before the teacher demonstrates the solutions. Additionally, (20%) of the respondents disagree with this idea. These findings suggest that a significant majority of participants support the notion of promoting student autonomy in problem-solving by allowing them to engage in independent thinking and solution generation. This approach can foster critical thinking skills, creativity, and a deeper understanding of practical applications.

Statement 7: A quiet classroom is generally needed for effective learning.

Figure N°26: Creating a Calm Learning Environment: The Importance of a Quiet Classroom

	Frequency	Percentage
🟨 Strongly disagree	0	0
⬜ Disagree	3	60
🟧 Strongly agree	2	40
🟦 Agree	0	0

🟨 Strongly disagree   ⬜ Disagree   🟧 Strongly agree   🟦 Agree
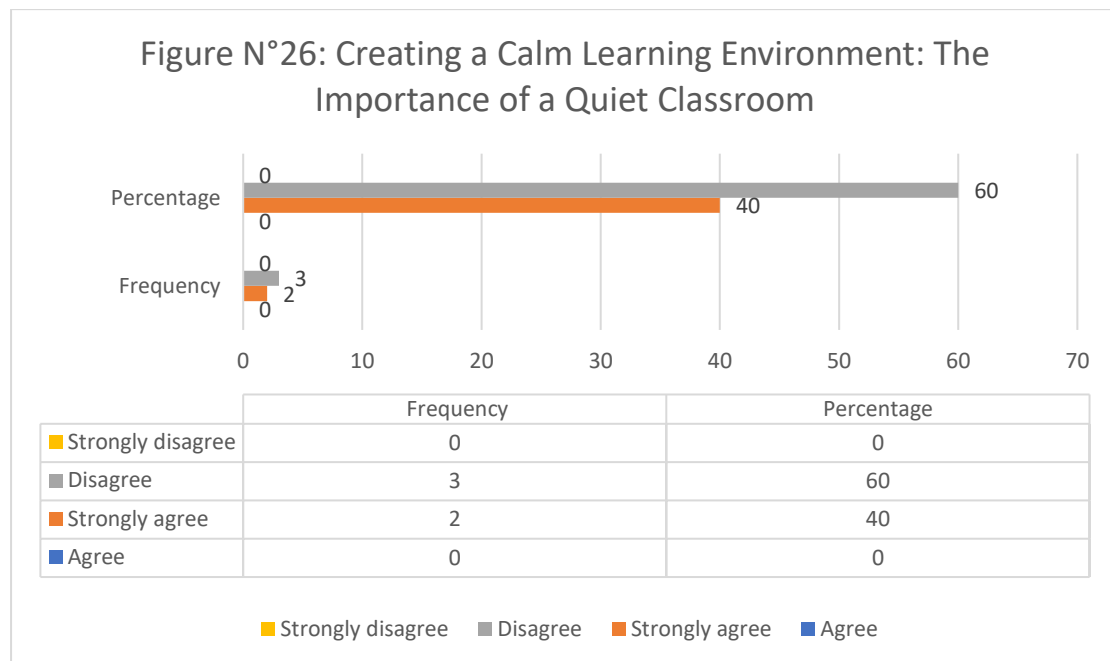
The data indicates that (40%) of the participants strongly agree and (60%) disagree with the idea that a quiet classroom is generally needed for effective learning. This suggests a split opinion among the respondents regarding the importance of a quiet learning environment. While a portion strongly believes in the significance of a quiet classroom, a majority disagrees, implying that other factors may contribute to effective learning beyond the absence of noise. It highlights the recognition that different learning styles and preferences may exist among students, with some thriving in quiet environments while others may benefit from a more dynamic and interactive setting.

Statement 8: I usually know how to get through to students.

Figure N°27: Connecting with Students: Strategies for Effective Communication and Engagement
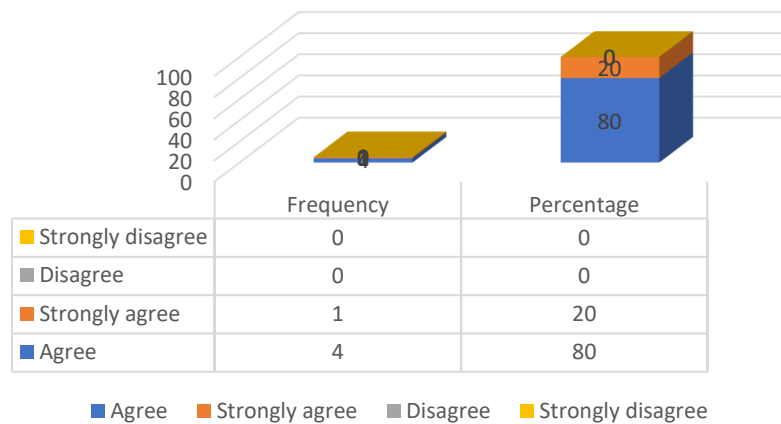
	Frequency	Percentage
Strongly disagree	0	0
Disagree	0	0
Strongly agree	1	20
Agree	4	80

■ Agree   ■ Strongly agree   ■ Disagree   ■ Strongly disagree

The survey results indicate that (80%) of the participants agree and (20%) strongly agree that they usually know how to get through to students. This suggests a high level of confidence among the respondents in their ability to effectively communicate and connect with students. It implies that the participants feel competent in understanding the needs and learning styles of their students and possess strategies or approaches that resonate well with them. This finding highlights the importance of teacher-student rapport and one's belief in one's ability to establish meaningful connections for effective teaching and learning experiences.

Statement 9: All in all, I am satisfied with my job.

Table N°18: *Job Satisfaction: Reflecting on Fulfillment in Teaching*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	3	2	0	0
Percentage	60%	40%	0%	0%

The data conveys that (60%) of the participants agree and (40%) strongly agree that they are satisfied with their job. This suggests a generally positive sentiment among the respondents regarding their work. The majority expressing agreement or strong agreement implies that they find fulfillment and contentment in their profession. This finding highlights the importance of job satisfaction in fostering a positive work environment and ultimately benefiting both teachers and students.

Statement 10: I feel that I am making a significant educational difference in the lives of my students.

Figure N°28: Empowering Educational Impact:
Recognizing the Significance of Teacher Influence

	Frequency	Percentage
■ Strongly disagree	0	0
■ Disagree	0	0
■ Strongly agree	2	40
■ Agree	3	60

■ Agree ■ Strongly agree ■ Disagree ■ Strongly disagree
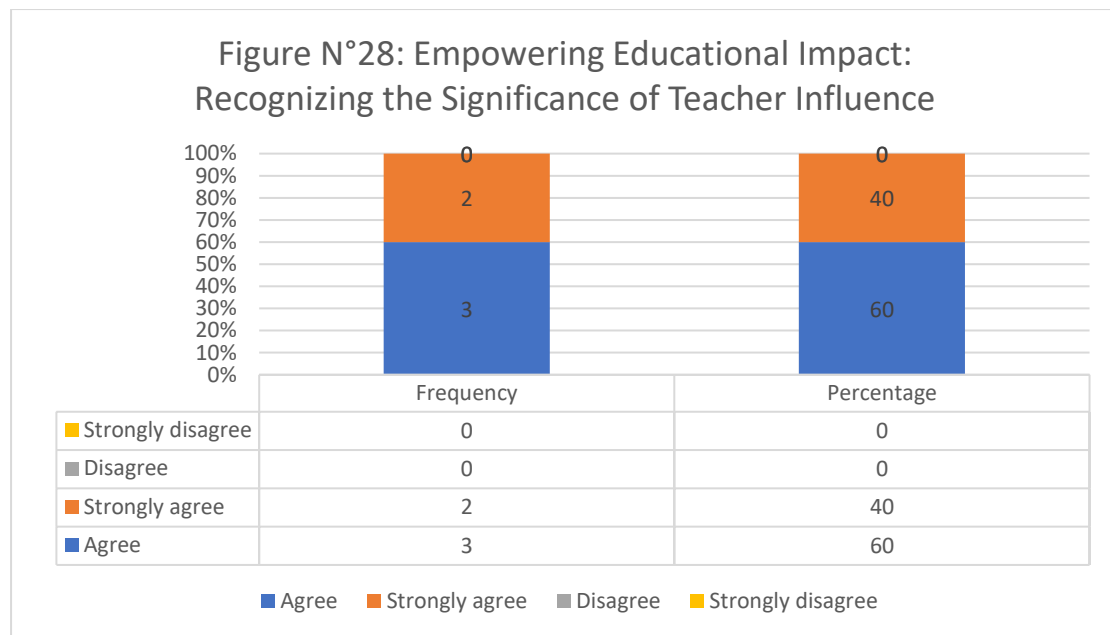
As illustrated above, (60%) of the participants agree and (40%) strongly agree that they feel they are making a significant educational difference in the lives of their students. This suggests a high level of confidence and a strong sense of impact among the respondents. It reflects a belief in the meaningful contribution they make towards their students' educational journeys and overall development. This finding emphasizes the importance of teachers' sense of purpose and their perception of the positive influence they have on their students' lives.

Statement 11: If I try really hard, I can make progress with even the most difficult and unmotivated students.

Table N°19: *Unlocking Potential: The Power of Effort and Persistence in Reaching Challenging and Unmotivated Students*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	3	2	0	0
Percentage	60%	40%	0%	0%

We remark that (60%) of the participants agree and (40%) strongly agree that if they try really hard, they can make progress with even the most difficult and unmotivated students. This demonstrates a high level of determination and belief in the impact of their efforts. The respondents express confidence in their ability to positively influence challenging students, emphasizing the importance of perseverance and dedication in overcoming obstacles to student progress. This finding

highlights the commitment and belief in the potential for growth and development in all students, regardless of their initial motivation or difficulties.

Statement 12: I am successful with the students in my class.

Figure N°29: Achieving Success: Nurturing Student Growth and Achievement in the Classroom

	Frequency	Percentage
■ Agree	3	60
■ Strongly agree	2	40
■ Disagree	0	0
■ Strongly agree2	0	0
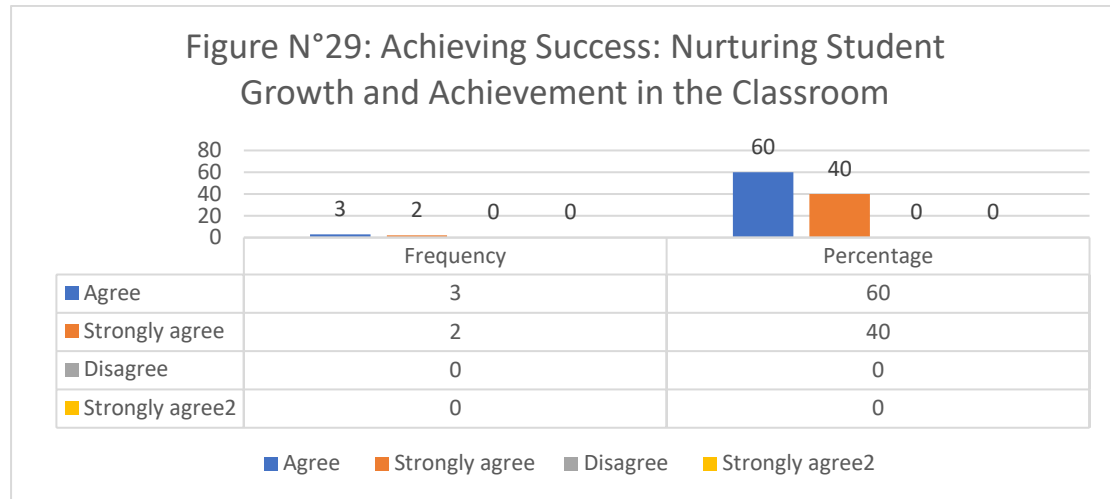
The survey results indicate that (60%) of the participants agree and (40%) strongly agree that they are successful with the students in their class. This suggests a high level of confidence and self-perception of effectiveness among the respondents. It reflects their belief in their ability to achieve positive outcomes and facilitate meaningful learning experiences for their students. This finding highlights the importance of teachers' perceptions of their own success in fostering a positive and productive learning environment.

Statement 13: Students take care to create a pleasant learning atmosphere.

Table N°20: *Fostering a Positive Learning Environment: Students' Contribution to a Pleasant Classroom Atmosphere*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	4	0	1	0
Percentage	80%	0%	20%	0%

The table indicates that (80%) of the participants agree that students take care to create a pleasant learning atmosphere, while (20%) disagree. This suggests that a majority of the respondents believe that students play a role in fostering a positive and enjoyable learning environment. It implies that students are conscious of their behavior and actions, making an effort to contribute to a pleasant atmosphere. This

finding highlights the importance of student engagement and responsibility in creating a conducive learning environment where everyone can thrive.

Statement 14: I lose quite a lot of time because of students interrupting the lesson.

Figure N°30: Minimizing Classroom Interruptions: Strategies for Time Management and Enhancing Instructional Flow

	Frequency	Percentage
■ Agree	0	0
■ Strongly agree	0	0
■ Disagree	5	100
■ Strongly disagree	0	0
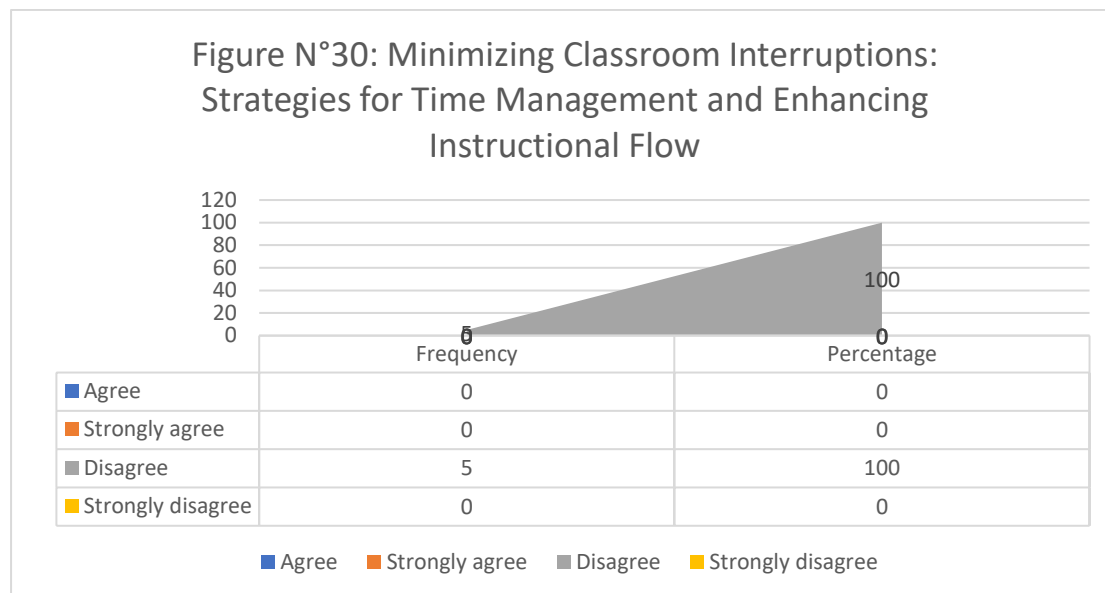
As can be seen from the graph, (100%) of the participants disagree with the statement that they lose quite a lot of time because of students interrupting the lesson. This suggests that none of the respondents feel that student interruptions significantly impact their time management during lessons. It implies that the participants either have effective strategies in place to manage disruptions or do not experience frequent interruptions that hinder the flow of their lessons. This finding highlights a positive classroom environment where disruptions are minimized, allowing for focused and efficient teaching.

Statement 15: My students and I usually get on well with each other.

Table N°21: *Building Positive Teacher-Student Relationships: Fostering a Supportive Classroom Connection"*

Options	Agree	Strongly agree	Disagree	Strongly disagree
Frequency	4	1	0	0
Percentage	80%	20%	0%	0%

As illustrated by the table above, (80%) of the participants agree and (20%) strongly agree that they usually get along well with their students. This suggests a positive and harmonious relationship between the participants and their students. It

reflects a sense of rapport, mutual respect, and positive interactions in the classroom. This finding highlights the importance of positive teacher-student relationships in creating a supportive and conducive learning environment.

Statement 16: I am interested in what my students have to say

Figure N°31: Valuing Student Voice: Cultivating Active Listening and Student Engagement

	Frequency	Percentage
■ Strongly disagree	0	0
■ Disagree	0	0
■ Strongly agree	1	20
■ Agree	4	80

■ Agree   ■ Strongly agree   ■ Disagree   ■ Strongly disagree
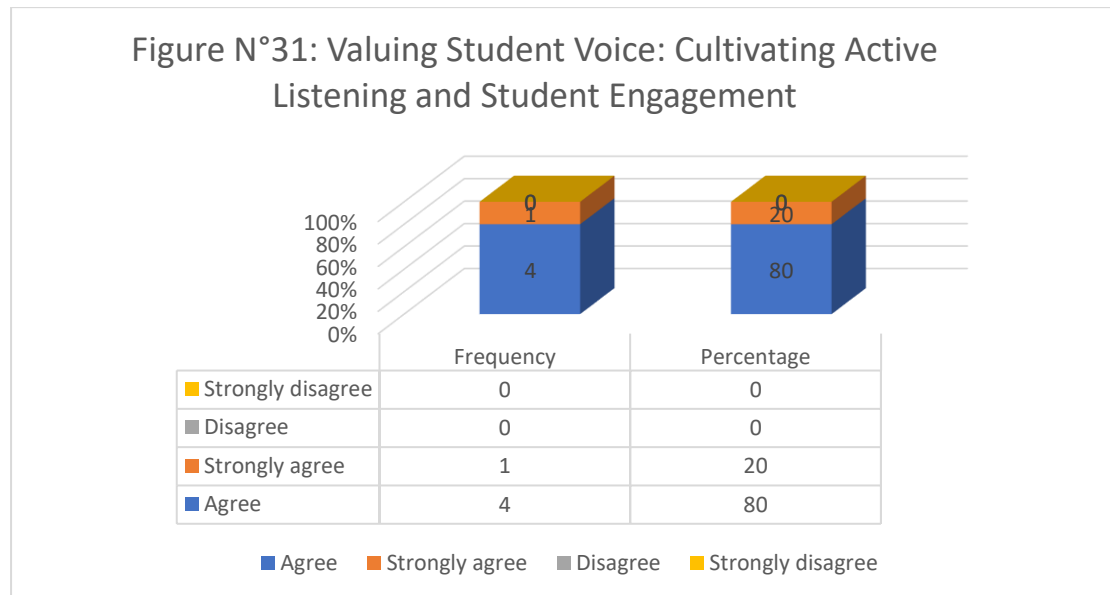
We remark that (80%) of the participants agree and (20%) strongly agree that they are interested in what their students have to say. This suggests a high level of attentiveness and value placed on student input and perspectives. It reflects a genuine interest in understanding and engaging with the thoughts, ideas, and experiences of their students. This finding highlights the importance of active listening and creating a supportive environment where student voices are valued and encouraged.

Question 7: Do you communicate with your students through social media?

Table N°22: *Connecting Beyond the Classroom: Exploring Social Media for Student Engagement*

Options	Yes	No	Rarely
Frequency	0	4	1%
Percentage	0%	80%	20%

The survey results indicate that (80%) of the participants do not communicate with their students through social media, while (20%) rarely do. This suggests that the majority of the respondents prefer not to use social media as a means of communication with their students. It implies that they rely on other channels or

methods for interacting with their students, such as in-person conversations, email, or dedicated communication platforms. This finding reflects a variety of preferences and approaches to maintaining teacher-student communication outside of the classroom.

Question 8: If the answer is yes, do you sometimes touch on topics outside the scope of education?

Table N°23: *None of the teachers answered "yes" to question number 7.*

Options	Yes	No	Only with some close students
Frequency	/	/	/
Percentage	/	/	/

Question 9: Have you ever felt that you wronged one of your students?

Figure N°32: Reflecting on Student-Teacher Relationships: Instances of Feeling Remorseful

	Frequency	Percentage
Yes	0	0
No	2	40
Sometimes	0	0
Rarely	3	60
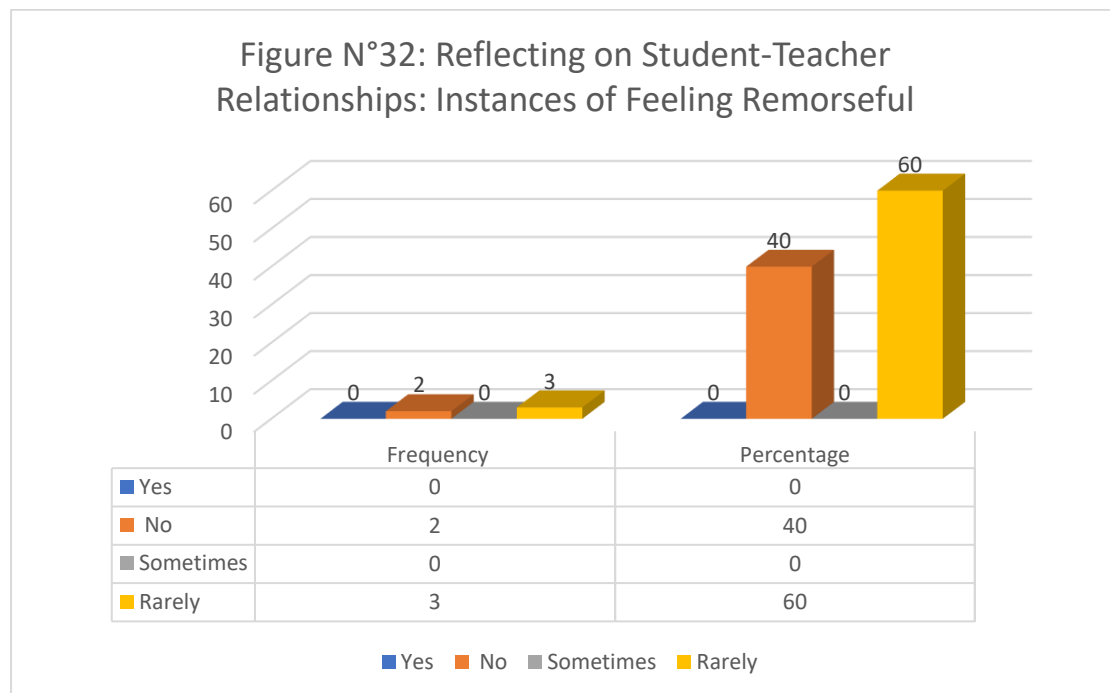
The graph above indicates that (40%) of the participants have never felt that they wronged one of their students, while (60%) rarely feel this way. This suggests that a majority of the respondents have occasional instances where they question if they have wronged a student, although it is not a common occurrence. It implies that these participants are reflective and mindful of their interactions with students and strive to maintain positive relationships. This finding highlights the importance of self-

reflection and the recognition that mistakes can happen in the teacher-student dynamic, leading to a desire to rectify any perceived wrongs.

Question 10: Describe your relationship with your students in a sentence

The responses provided by the five teachers regarding their relationships with their students highlight a common theme of friendliness and mutual respect.

Teacher 1 describes their relationship with their students simply as "friendly," indicating a positive and amicable connection between them.

Teacher 2 states, "I am friendly with them," emphasizing their own approachability and positive attitude towards their students.

Teacher 3 also states "friendly relationship," reiterating the importance of establishing a friendly rapport with students.

Teacher 4 describes their relationship as being based on "mutual respect," highlighting the value they place on fostering a respectful environment where both teacher and students have a high regard for each other.

Teacher 5 expands on this idea by mentioning "mutual respect and a good relationship," indicating that not only is there mutual respect present but also a positive and harmonious overall relationship with their students.

Question 11: What advice would you give to students to improve their relationship with the teacher?

The advice provided by the five teachers aims to help students improve their relationship with their teachers.

Teacher 1 advises students to "respect their teachers," emphasizing the importance of showing respect towards teachers as a fundamental aspect of fostering a positive relationship.

Teacher 2 suggests that students should "focus on what they learn from their teacher and not on the marks they gain," highlighting the significance of valuing the learning process rather than solely focusing on grades. This advice encourages students to have a genuine interest in the subject matter and to prioritize gaining knowledge and understanding.

Teacher 3 states that students can improve their relationship with the teacher by "respecting their teachers and doing their homework." This advice emphasizes the importance of respecting authority figures and fulfilling academic responsibilities, such as completing assigned tasks.

Teacher 4 advises students to "respect their teachers and also their colleagues and do their homework." In addition to emphasizing respect for teachers, this advice extends to promoting respect among peers and emphasizes the importance of completing homework assignments.

Teacher 5's advice is to "respect teachers and create an appropriate study environment." This suggestion underscores the significance of showing respect to teachers while also recognizing the importance of creating a conducive study environment that supports effective learning.

Collectively, the advice provided by the teachers highlights the importance of respect, both towards teachers and peers, as well as the need for students to engage actively in their learning process through completing homework assignments and fostering an appropriate study environment. These recommendations suggest that a positive student-teacher relationship can be nurtured through mutual respect, commitment to learning, and creating a conducive academic atmosphere.

3.6. Discussion of the Main Results

This questionnaire served as the initial data collection and analysis tool in our work into the relationship of first-year English students at the University of Ghardaia with their teachers.

We conducted this questionnaire with 70 first-year students in the English Language Department of the University of Ghardia, 60 females and 10 males, in addition to five of their teachers, 4 males and 1 female.

3.6.1. Discussion of Students' Questionnaire

Based on the data, we can conclude that the number of female students outnumbers the number of male students. This indicates that females tend to have a greater inclination towards studying foreign languages compared to males.

The majority of students are under the age of twenty, which means they are in a sensitive age where emotions often outweigh rationality. Consequently, they are easily influenced by their relationships with their teachers.

Based on the results, it can be inferred that there is a positive relationship between students and teachers, as (60%) of the students confirmed that their teachers encourage them. It can be concluded that the presence of encouragement from teachers can have a positive impact on the relationship between students and teachers, promoting dialogue and communication and increasing student motivation to participate and learn. Therefore, these results can be considered a positive indication of the importance of the teacher's role in enhancing a positive relationship and encouraging students in their career.

(47.14%) of the students disagree that their teacher cares about their well-being, (48.57%) of the students disagree that the teacher is sensitive to all students, and (48.57%) of the teachers disagree that they consider students an important part of the class. This indicates shortcomings in the relationship between students and teachers, suggesting a need for improved communication and trust-building between them. Teachers should prioritize the well-being of students and demonstrate sensitivity towards their diverse needs. Additionally, teachers need to make students feel valued and integral to the class, encouraging active interaction and participation in the learning process. To improve this relationship, training and support for teachers can be enhanced in areas such as student care, developing cultural and social sensitivity, fostering effective communication, and creating an inclusive and supportive classroom environment for all students.

(45.71%) of the students agree that their teacher motivates them to give their best effort, (51.43%) of the students agree that the teacher recognizes students' efforts through appreciation and praise, (51.43%) of the students agree that the teacher sets high and clear expectations for academic performance, and (51.43%) of the students agree that the teacher motivates students through inspirational teaching.

These results indicate that the teacher plays an important role in motivating and encouraging students to reach their full potential. When the teacher is able to provide clear expectations and offer reinforcement and appreciation for students' efforts, it can lead to increased desire and perseverance among students to achieve academic success. Additionally, the ability to teach in an inspiring manner can motivate students and make the learning process enjoyable and engaging for them.

(44.29%) of the students like their teacher, and (75.71%) of the students have a positive opinion about their teacher. Furthermore, (48.57%) of the students enjoy attending their teacher's class. Additionally, (48.57%) of the students view the teacher as a kind person and feel that they interact with them as a coach, mentor, or partner. On the other hand, (31.43%) of the students did not agree with this statement, and (62.86%) of the students perceive the teacher to have a positive attitude.

These results indicate that many students respect and hold their teacher in high regard, viewing them positively. This may have a positive impact on students'

learning and their responsiveness to the teacher's guidance. Furthermore, seeing the teacher as a coach, mentor, or partner suggests an interactive and supportive relationship between the teacher and students, which can enhance effective communication and learning.

However, it is important to consider that there are some students who do not hold these positive opinions about the teacher. Teachers should strive to communicate with all students and provide an inclusive classroom environment that meets the needs and expectations of all students, working to build trust and inspire students who may feel uncomfortable or marginalized.

On the positive side, (62.86%) of students agree that their teacher encourages student participation in the decision-making process, indicating that the teacher promotes student involvement and engagement in shaping their educational experience. This can enhance students' ability to contribute and participate in their learning. However, there are areas that need improvement. (38.57%) of students did not agree that the teacher allows students to experience risk-taking in classroom activities, which may hinder creativity, problem-solving skills, and exploration of new ideas. Students should be allowed to take risks to foster a dynamic and innovative learning environment.

Furthermore, (42.86%) of students did not agree that the teacher spends enough time helping individual students who need assistance. It is essential for teachers to provide support and guidance to students who require additional help, ensuring that no student is left behind academically.

(64.29%) of students agree that their teacher accepts the cultures of all students, indicating a positive environment that respects and values diversity. This promotes inclusivity and creates a sense of belonging among students.

Additionally, (52.86%) of students agree that the teacher's expectations have a high, clear, and fair standard for all students. Having high, clear, and fair expectations can motivate students to strive for excellence and achieve their full potential.

These results highlight the need to improve teachers' sensitivity to students' needs, encourage risk-taking, provide individual support, and create an inclusive and respectful classroom environment. Moreover, maintaining high, clear, and fair expectations can positively impact students' performance and engagement.

(60%) of students agree that their teacher presents information in an easily understandable manner. This indicates that the teacher communicates and delivers content in a way that students can easily comprehend.

(60%) of students agree with their teacher's use of diverse cultural activities, such as experiments, case studies, and real-life examples during lessons. This indicates that the teacher integrates varied and engaging teaching strategies that align with different learning styles and students' backgrounds.

Similarly, (50%) of students agree that their teacher uses examples from students' backgrounds, experiences, beliefs, and knowledge. This approach can help students empathize with the content and make it more relevant to their lives.

Furthermore, (48.57%) of students agree that their teacher demonstrates the practical application of theory in the real world. This indicates that the teacher connects theoretical concepts to practical scenarios, enhancing students' understanding and application of knowledge.

Regarding classroom organization, (47.14%) of students feel that their teacher's classroom is systematically organized and follows specific procedures. This means that the teacher establishes an organized learning environment.

Despite the praise from students regarding the methods of information delivery and integration of cultural activities, there is a need for further connecting learning to real-life experiences and ensuring meaningful and relevant classroom activities. Additionally, maintaining an organized classroom environment with clear procedures can contribute to an effective learning environment.

(77.14%) of students agreed that their teacher demonstrates positive attitudes on a daily basis. This indicates that the teacher displays a positive and encouraging approach in their daily interactions with students.

For (58.57%) of students, they agree that their teacher primarily focuses on addressing undesirable behavior during most of the class period. This suggests that the teacher prioritizes addressing undesirable behavior and effectively managing the classroom.

Regarding the willingness to take risks in the classroom, there is a varied perspective. (32.86%) of students feel comfortable taking risks in the classroom without feeling embarrassed, while the rest (35.71%) hold different opinions. This may indicate that some students do not feel entirely comfortable expressing themselves without concerns of embarrassment.

(44.29%) of students agree that they can seek help without fear of rejection or embarrassment. On the other hand, (38.57%) of students have differing opinions on this matter. This indicates room for enhancing an environment that encourages students to ask questions and seek clarification without fear.

(64.29%) of students agree that their teacher acts professionally. This reflects that the teacher demonstrates professional conduct in their interactions with students and classroom management. It can be inferred that the teacher is perceived positively and professionally by students, but there are areas that can be improved, such as fostering comfort in self-expression and encouraging active student participation in the classroom.

(51.43%) of students agree that their teacher provides positive guidance for their personal growth. This indicates that the teacher assists students in personal development and offers necessary guidance.

(61.43%) of students agree that their teacher encourages them to provide their feedback and opinions as students. This reflects the teacher's willingness to hear students' opinions and respond to them.

(62.86%) of students believe that their teacher expects them to achieve success. This fosters students' confidence in their abilities and motivates them to strive for academic success.

(58.57%) of students agree that their teacher is tolerant of them while guiding them towards learning appropriate behaviors. This means the teacher demonstrates patience in guiding students and supports them in learning appropriate behaviors.

(62.86%) of students agree that their teacher acknowledges their academic abilities. This reflects the teacher's appreciation for students' efforts in learning and enhances their confidence in their academic abilities.

However, (45.71%) of students have differing opinions regarding the teacher's emotional connection with students. Some students may feel a lack of desired emotional connection with the teacher.

In general, it can be concluded that the teacher provides guidance and encouragement for students' personal growth, expects them to succeed, and demonstrates patience and acknowledgement of their academic abilities. However, there are some challenges in establishing an emotional connection with students that the teacher may need to work on.

3.6.2. Discussion of Teachers' Questionnaire

(20%) of the participants identified as female, while (80%) identified as male. From this result, we can infer that there is a significant gender imbalance among the participants, with a higher percentage of males compared to females. The types of responses to this questionnaire may vary if the percentage of female teachers is higher than that of male teachers. This is because females may be more emotionally inclined than males, and the teacher-student relationship may differ based on gender. However, it's important to note that this ratio doesn't necessarily imply that the number of male teachers exceeds the number of female teachers in the English Language Department at the University of Ghardaia. The selection of participants in the questionnaire was random.

(20%) of the participants have been working as teachers for 6-10 years, while (80%) have been working as teachers for 11-15 years. From the mentioned result, it can also be inferred that there is relative stability in teaching, as a large number of participants (80%) indicate that they have been working as teachers for a period ranging from 11 to 15 years. This may be indicative of teachers' satisfaction with their

profession and their desire to continue in it for a long time. It may also be attributed to the experience and additional skills that teachers acquire over time, contributing to improving the quality of education and having a positive impact on students.

(60%) of the participants have been working as teachers at the university for 1-2 years, while (40%) have been working for 3-5 years. This ratio indicates that there are a number of new teachers working at this university, and this can affect their relationship with the students. Typically, students try to build good relationships with new teachers as they seek to gain more knowledge and benefit from positive connections with their teachers.

(80%) of the participants have never stopped giving a lesson or leaving the classroom due to a problem that occurred between them and one of the students. This indicates that despite their young age, as most of them are under twenty, the students possess a sufficient level of awareness and good manners. It also suggests that the relationship between the students and their teacher is positive and built on respect.

(80%) of the participants strongly agree and (20%) agree that effective or good teachers demonstrate the correct way to solve a problem; (80%) of the participants strongly agree and (20%) agree that students learn best by finding solutions to problems on their own; (40%) of the participants agree and (40%) strongly agree that students should be allowed to think of solutions to practical problems themselves before the teacher demonstrates the solutions. Additionally, (20%) of the respondents disagree with this idea. There are some contradictions in these results, but they highlight the importance of the teacher's role in guiding students and enhancing their problem-solving abilities. At the same time, they emphasize the significance of encouraging student independence and developing critical thinking skills in the learning process.

(40%) of the participants agree, and (20%) strongly agree, that it is better when the teacher, rather than the student, decides what activities are to be done. This can be attributed to several reasons, such as the teacher following a specific program mandated by the university administration. Additionally, the teacher serves as the leader in the classroom, and such decisions should not be made by the students as they may not be in their best interest due to their limited awareness and experience compared to the teacher.

An overwhelming majority (80%) of the respondents disagreed with the notion that teachers should prevent students from developing potentially incorrect answers when they can directly explain the correct answers. This indicates a recognition of the value allowing students to explore and learn from their mistakes.

(60%) disagree with the idea that a quiet classroom is generally needed for effective learning. The teachers may want to emphasize that a competent teacher can overcome any challenges to provide a high-quality education. However, in any case, a calm classroom is considered the most positive and influential in achieving good results.

(80%) of the participants agree that students take care to create a pleasant learning atmosphere, and this, as mentioned earlier, is attributed to the students' awareness and respect for their teachers.

(40%) of the participants have never felt that they wronged one of their students, while (60%) rarely feel this way. The relationship between the teacher and the student is greatly negatively affected when the student feels unfairly treated by the teacher. Therefore, the teacher must be highly conscious and interact with students fairly, avoiding situations that may make them feel that they have been treated unjustly by the teacher.

(60%) of the participants agree, and (40%) strongly agree, that they are satisfied with their job. When teachers are satisfied with their work, they are more likely to be motivated, engaged, and dedicated to their students' success. Their satisfaction can contribute to a positive teaching environment and promote better learning outcomes for students.

(60%) of the participants strongly agree, and (40%) agree, that their role as a teacher is to facilitate students' own inquiry. This sense of responsibility that teachers bear significantly contributes to shaping an educated student. However, this is not the only role of the teacher. They have multiple roles that greatly contribute to shaping a successful student and providing a positive learning environment.

(80%) of the participants do not use social media to communicate with students, but specific reasons for this are not mentioned. There could be several factors influencing teachers' decisions not to use social media for student communication. It

could be due to limited available time, concerns about privacy and personal boundaries, or a preference to focus on academic work within the classroom. Some teachers may also prefer traditional communication methods such as in-person meetings or email to interact with students. It ultimately depends on the teachers' preferences and the communication methods they find suitable and effective for engaging with students and achieving learning goals.

3.7. Recommendations

By following these recommendations, you can build a strong and positive relationship:

3.7.1. Recommendations for Students

1. Stay actively engaged with your teacher and participate in lessons and discussions.
2. Be prepared for classes and attend regularly and punctually.
3. Ask questions and seek clarification on things you need help with.
4. Show interest and respect towards your teacher, as well as abide by classroom rules and school regulations.
5. Respect all your classmates in the class.
6. Occasionally express gratitude to your teacher for their efforts.
7. Greet your teacher with a smile if you happen to encounter them outside the classroom or school premises.

3.7.2. Recommendations for Teachers

1. Listen attentively to the needs and interests of the students and respect their opinions.
2. Provide individual guidance and support to each student based on their abilities and needs.

3. Maintain an encouraging and comfortable classroom environment for learning.

4. Offer constructive feedback and positive reinforcement for students' efforts.

5. Avoid undermining students' efforts or criticizing them in front of their peers.

6. Be fair and patient in your interactions with students.

3.8. Conclusion

Based on the findings of the survey in this chapter, which was conducted on the relationship between teachers and first-year English students at the University of Ghardaia and its role in improving education, it is evident that there is a good relationship between them, which significantly impacts students' academic achievements. These results serve as a positive indication, yet they remind us of the need to work on enhancing this relationship to maintain positive outcomes.

General Conclusion

As long as this topic caused a lot of ink to flow due to its great importance to the academic achievement of the student and the professional career of the teacher, our research has joined the list of research and studies on the subject of the relationship between teacher and student, and we have sought to understand this relationship and its role in improving education. The study focuses on analyzing aspects of this multiple and complex relationship and the factors affecting them. It also examines the impact of these factors on students' experiences of learning and their academic, psychological, and social development.

Within this framework, the researchers aimed to explore the dynamics of the teacher-student bond and how the quality of student-teacher relationships (STRs) impacted the academic performance of first-year English students at the University of Ghardaia.

The researchers set out to explore the following inquiries:

- Does the teacher-student relationship impact the level of learning?

- How may positive TSRs help to develop students' learning skills?

- How can a positive teacher-student relationship be built?

Drawing from the aforementioned queries, the researchers developed the following hypotheses:

- The TSR relationship may affect the level of learning positively or negatively.

- A teacher's positive relationship with the student can help develop their learning skills by providing support and individual guidance, encouraging exploration, and applying knowledge.

- A positive relationship between teacher and student can be built through good communication, mutual trust and respect, positive interaction, and emotional and academic support.

In accordance with this, the dissertation is structured into two parts. The first part, comprising two chapters, provides an extensive examination of relevant literature and

theories concerning the relationship between teachers and students and its impact on students' academic achievement.

The second part focuses on the practical aspect of the research and sheds light on the classroom context. It involves data collection, analysis, and interpretation using questionnaires. The researchers conducted an exploratory case study involving first-year English students at the University of Ghardaia during the academic year 2022-2023. This study is grounded in investigating the aforementioned hypotheses. We initiated the study by conducting a comprehensive review of the literature and administering questionnaires.

The analysis of the data gathered from students' and teachers' questionnaires confirmed the three hypotheses proposed.

Indeed, the TSR relationship may affect the level of learning positively or negatively.

It is a fact that a positive teacher-student relationship can help students develop their learning skills by providing support and individual guidance, encouraging exploration, and applying knowledge.

It is true that a positive relationship between teacher and student can be built through good communication, mutual trust and respect, positive interaction, and emotional and academic support.

Although the survey showed that the majority of students feel good about their teachers, this relationship will positively affect their educational achievement. When a student feels loved and important to their teacher, they will do more to maintain their teacher's positive opinion of them. Thus, good relationships between students and their teachers play a big role in students' excellence and success.

However, that does not mean that the student-teacher relationship is always positive. A large percentage of first-year students in the English department at the University of Ghardaia, up to 48.57%, admit that their teachers do not show interest in and sensitivity to their needs and feelings. Of the seventy students, 27 believe that their teachers are not good people. These negative feelings students have towards their teachers are not absurd; they have reasons such as the teacher's lack of interest in them or discrimination against some students. These feelings cause them

disappointment and a lack of self-confidence, which may lead to underestimation and a lack of interest in studying. This is a downside to the impact of the relationship on student achievement.

A strong and positive teacher-student relationship is vital for fostering students' learning skills. When teachers build a supportive and nurturing connection with their students, it paves the way for personalized guidance and support, enhancing the learning journey. By providing encouragement, addressing individual needs, and cultivating a positive classroom environment, teachers empower students to explore new ideas, apply their knowledge effectively, and excel academically. The value of this positive relationship lies in its ability to inspire students to unleash their full potential.

In addition, to build such a strong teacher-student relationship, effective communication, trust, and respect are required. Teachers who prioritize open communication, actively listen, and value student opinions create a collaborative and trusting atmosphere. This fosters a positive learning environment where students feel safe to express themselves and engage in meaningful discussions. The interaction between teachers and students extends beyond academics, encompassing emotional support that enhances overall well-being and academic progress. Through encouragement, support, and engagement, teachers contribute to students' holistic growth, ensuring both academic success and personal development.

In conclusion, achieving educational attainment and improving education depend on several factors. One of the most important of these factors is the relationship between the teacher and the student. Positive communication between the teacher and the student contributes to enhancing the student's motivation and active participation in class activities, enhances his love of the learning process, and positively affects his academic achievement. In general, teachers and students should all strive to avoid negative relationships and build positive relationships that help them achieve their goals easily.

Bibliography

Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.

Balli, S. J. (2009*). Making a difference in the classroom: Strategies that connect with students.* Rowman & Littlefield.

Brothers, W. L. (1950). *The relationship of certain factors to effectiveness in student teaching in the secondary schools (Doctoral dissertation,* Indiana University).

Diffily, D., & Sassman, C. (2006*). Positive Teacher Talk for Better Classroom Management, Grades K-2*. Education Review.

Downing, J. P. (1997). *Creative Teaching: Ideas to Boost Student Interest: Ideas to Boost Student Interest.* ABC-CLIO.

Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond.* Ascd.

García-Moya, I. (2020). *The importance of connectedness in student-teacher relationships: Insights from the teacher connectedness project.* Springer Nature.

Hayes, D. (2003). *A student teacher's guide to primary school placement: Learning to survive and prosper.* Routledge.

Laslett, R., & Smith, C. (2002). *Effective classroom management: A teacher's guide. Routledge.*

Mierzwik, D. (2004). *Quick and easy ways to connect with students and their parents, grades K-8: Improving student achievement through parent involvement.* Corwin Press.

Peacock, G. G., & Collett, B. R. (2011). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems.* Guilford Press.

Peterson, A., & Arthur, J. (2020). *Ethics and the good teacher: character in the professional domain*. Routledge.

Rabo, M. U. (2022). *Teacher–Students Relationship as a Tool for Positive Academic Performance in Nigeria.* British Journal of Multidisciplinary and Advanced Studies, 3(1), 42-53.

Shah, S. S. A. (2009). *Impact of teachers behaviour on the academic achievement of university students.* Journal of College Teaching & Learning (TLC), 6(1).

Starko, A. J. (2013). *Creativity in the classroom: Schools of curious delight.* Routledge.

Wiseman, D. G., & Hunt, G. H. (2013). *Best practice in motivation and management in the classroom.* Charles C Thomas Publisher.

Wood, R. (2018). *The Influence of Teacher-Student Relationships and Feedback on Students' Engagement with Learning*. Cambridge Scholars Publishing.

Student Questionnaire for First-year LMD Students at the Department of English at the University of Ghardaia.

-This questionnaire is about teacher-student relationship and how it can optimize learning.

-Please mark the appropriate answer.

Gender: Female ☐   Male ☐

Parametres	Strongly agree	Agree	Disagree	Strongly disagree
My teacher provides support for all students				
My teacher has a positive attitude on a daily basis				
My teacher presents the information in a way that is easy to understand				
My teacher cares about my academic and social well-being				
My teacher is sensitive to all students				
My teacher views me as an important part of the classroom				
My teacher motivates me to give my best effort				
I admire my teacher				
My teacher uses various cultural activities in the lessons, like experimentation, case studies, live examples etc.				
My teacher guides students in a positive direction for their personal growth				
My teacher encourages student feedback				
My teacher acknowledges student effort through recognition and praise				
My teacher calls upon students in the decision-making process				
My teacher uses examples of student background experiences, beliefs, and knowledge				
My teacher provides high and clear expectations for academic performance				
My teacher lets students take risks in classroom learning activities				
My teacher takes the time to assist individual students that need help				
My teacher motivates students through inspiring teaching				

Age: Less than 20 ☐   20-25 ☐   26-30 ☐   More than 30 ☐

Parametres	Strongly agree	Agree	Disagree	Strongly disagree
My teacher consistently engages students in meaningful classroom activities that are connected to real-world experiences				
My teacher makes teaching attractive by showing how theory is implemented in the real world				
I have a positive view of my teacher				
My teacher focuses on stopping unwanted behavior for the majority of the class period				
My teacher is accepting to all student's cultures				
I am able to take risks in the classroom without feeling embarrassed				
I enjoy coming to my teacher's classroom				
I view my teacher as a good person and I feel that my teacher is a coach, mentor, or partner				
I am able to ask for assistance without fear of rejection or embarrassment				
My teacher's expectations are high, clear, and fair for all students				
My teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom				
My teacher connects emotionally with the students				
My teacher expects me to succeed				
My teacher is patient with students when directing them to learn appropriate behaviors				
My teacher has a good attitude				
My teacher makes positive comments about the student's abilities to learn				
My teacher's classroom is structured with routines and procedures				
My teacher conducts him/herself professionally				

This is the end of the questionnaire.
Thank you very much for your cooperation!

Teacher Questionnaire

All information that is collected in this study will be treated confidentially.

About the Questionnaire:

-This questionnaire asks for information about teacher-student relationship and how it can optimize learning.

- This questionnaire should take approximately 10 or 15 minutes to complete.

- When questions refer to 'this university' we mean by 'university': The University of Ghardaia.

-When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: /

What is your gender?

Female ☐

Male ☐

How old are you?

Under 25 ☐   25-29 ☐   30–39 ☐   40-49 ☐   50-59 ☐   60+ ☐

How long have you been working as a teacher?

This is my first year ☐

1-2 years ☐

3-5 years ☐

6-10 years ☐

11-15 years ☐

16-20 years ☐

More than 20 years ☐

How long have you been working as a teacher at this university?

This is my first year ☐

1-2 years ☐

3-5 years ☐

6-9 years ☐

More than 10 years ☐

Indicate your perceptions of the frequency with which these activities took place in this university

1 Do you think that you are making great efforts but on the other hand, you are not satisfied with the results of the students?

Never ☐   Seldom ☐   Quite often ☐   Very often ☐

2 Have you ever stopped giving a lesson and leaving the classroom because of a problem that occurred between you and one of the students?

Never ☐   Seldom ☐   Quite often ☐   Very often ☐

How strongly do you agree or disagree with the following statements

3 Effective/good teachers demonstrate the correct way to solve a problem.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

4 It is better when the teacher – not the student – decides what activities are to be done.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

5 My role as a teacher is to facilitate students' own inquiry.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

6 Teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

7 Students learn best by finding solutions to problems on their own.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

8 Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

9 A quiet classroom is generally needed for effective learning.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

10 I usually know how to get through to students.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

11 All in all, I am satisfied with my job.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

12 I feel that I am making a significant educational difference in the lives of my students.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

13 If I try really hard, I can make progress with even the most difficult and unmotivated students.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

14 I am successful with the students in my class.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

15 Students take care to create a pleasant learning atmosphere.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

16 I lose quite a lot of time because of students interrupting the lesson.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

17 My students and I usually get on well with each other.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

18 I am interested in what my students have to say.

Strongly Disagree ☐   Disagree☐   Agree ☐   Strongly Agree☐

19 Do you communicate with your students through social media?

Yes ☐   No ☐   Rarely ☐

20 If the answer is yes, do you sometimes touch on topics outside the scope of education?

Yes ☐   No ☐   Only with some close students ☐

21 Have you ever felt that you wronged one of your students?

Yes ☐   No ☐   Sometimes ☐   Rarely ☐

22 Describe your relationship with your students in a sentence:

…………………………………………………………………………………

23 What advices would you give to students to improve their relationship with the teacher?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you very much for your cooperation!

ملخص

تستكشف هذه الدراسة الدور المركزي للعلاقة بين المعلم والطالب وتأثيرها على تعزيز إنجازات الطلاب. يركز بشكل خاص على طلاب اللغة الإنجليزية في السنة الأولى في جامعة غرداية خلال العام الدراسي 2022-2023 كدراسة حالة. تكشف البيانات التي تم جمعها من خلال استبيانات المعلمين والطلاب عن أهمية الأساليب والاستراتيجيات في بناء علاقة إيجابية. تظهر النتائج أن هذه العلاقة تعزز بيئة التعلم الداعمة وتيسر عملية التدريس. يدرك كل من المعلمين والطلاب أهمية هذه العلاقة، مشيرين إلى تأثيرها على الثقة بالنفس والاحترام المتبادل والانضباط. يتطلب بناء علاقة إيجابية وقتًا وجهدًا وهو عرضة للتغيير بمرور الوقت.

Résumé

Cette étude explore le rôle central de la relation enseignant-étudiant et son impact sur l'amélioration des performances des élèves. Elle se concentre en particulier sur les étudiants de première année en anglais à l'Université de Ghardaia au cours de l'année universitaire 2022-2023 en tant qu'étude de cas. Les données recueillies à partir des questionnaires des enseignants et des étudiants révèlent l'importance des méthodes et des stratégies dans la construction d'une relation positive. Les résultats démontrent que cette relation favorise un environnement d'apprentissage favorable et facilite le processus d'enseignement. Les enseignants et les étudiants reconnaissent tous deux l'importance de cette relation, notant son influence sur la confiance en soi, le respect mutuel et la discipline. La construction d'une relation positive nécessite du temps et des efforts et est sujette à des changements au fil du temps.