

PEOPLE4S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Ain Temouchent - Belhadj Bouchaib



Faculty of Letters, Foreign Languages and Social Sciences
Department of Letters and English Languages

**Teacher-Student Relationship Quality as a Predictor of Academic
Achievement : Case of M2 Students at the University of Ain Temouchent**

*A Dissertation Submitted in partial fulfilment of the Requirements for a Master's Degree in
Didactics and APPLIED Language*

Submitted by :

Ms.Bentalha Ahlem
Ms.Benariba Saadia

Supervised by :

Dr.Amaria Fehaima

Board of Examiners

President	Dr.Attaouia IKHLEF	MCB	University of Ain Temouchent
Supervisor	Dr . Amaria FEHAIMA	MCA	University of Ain Temouchent
Examiner	Dr.Kheira HADI	MCA	University of Ain Temouchent

Academic Year:2025/2026

Dedications

In the name of Allah, most gracious, most merciful all the praise is due to Allah alone,

The sustainer of the entire world. Firstly and foremost, I thank Allah who gave me the

Strength to finish this modest work.

To my beloved family,

My parents, whose unwavering support and encouragement have been my guiding

light, especially To my mother, whose love, care, and unwavering support have nurtured me throughout my life. Your selflessness, kindness, and strength inspire me every day. Also I

dedicate this work to the soul of my mother .I

dedicate this work to you, with gratitude and love.

To my esteemed supervisor, [Dr , Fehaima], whose expertise, guidance, and mentorship

have been invaluable to this research.

Acknowledgments

This work would be imperfect without acknowledging the support that we received from many who believed in us and in what this work is really worth, and for whom thanks can never be enough to express our deep appreciation. We would like to sincerely thank our supervisor Dr. Amaria.FHEIMA for her guidance and support through This study, and especially for his confidence on us. We would also like to thank Dr. Messoudi for encouraging us to carry on with this topic and helping us to send the Questionnaire to the teachers. We are greatly appreciated to the jury members Dr Attaouia IKHLEF and Dr. Kheira HADI for accepting to evaluate us and for their insightful Comments.

Abstract

The present research work focuses on the study of teacher–student relationship quality as a predictor of academic achievement at Belhadj Bouchaib University of Ain Temouchent in Algeria. This study aims to shed light on the importance of establishing positive and supportive relationships between teachers and students in enhancing the learning process in general, and academic performance in particular. The aim is to investigate the impact of teacher–student relationships on Master 2 students who strive to achieve better academic results. In this regard, a qualitative approach was employed in order to validate our research hypothesis which claimed that if a positive and supportive relationship is maintained in the classroom, students’ academic achievement will be improved. For data collection we sent two questionnaires to gathered statistical data from both students and teachers : the first questionnaire was administered to a sample of M2 students, and the second one was distributed to teachers of the English Language Department. The findings of this study will contribute to the understanding of the role of teacher–student relationships in academic success and offer practical recommendations for teachers who seek to enhance students’ performance. The main findings revealed the significance of maintaining positive teacher–student relationships and their positive impact on students’ academic achievement; however, there are some obstacles that must be taken into consideration, such as limited communication and large class sizes

List of Abbreviations

- **BRE:** Bidirectional Relationship in Education
- **EFL:** English Learning Theory
- **GPA:** Grade Point Average
- **GR:** Graduation Rates
- **K-W-L:** Know, Want to Know, Learned
- **M2:** Master Two Students
- **RRE:** Reciprocal Relationship in Education
- **SDT:** Self-Determination Theory
- **SIS:** Standardized Test Scores
- **SIT:** Social Identity Theory
- **SLT:** Social Learning Theory
- **SQ3R:** Survey, Question, Read, Recite, Review
- **TSR:** Teacher–Student Relationship
- **TSRQ:** Teacher–Student Relationship Quality
- **VARK:** Visual, Auditory, Reading/Writing, Kinesthetic

List of Figures

figure2.1: Representing different students levels (Harmer, 2001.	25
Figure 3.1: Distribution of Students According to Specialization	40
Figure 3.2 : Students' Self-Rated English Language Proficiency	41
Figure 3.3 : Students' Perceptions of the Impact of Teacher Type on Course Understanding	42
Figure 3.4: Frequency of Teachers' Encouragement for Class Participation	42
Figure 3.5: Nature of Teacher–Student Relationships	43
Figure 3.6 : Students' Comfort in Approaching Teachers for Help	43
Figure 3.7: Students' Evaluation of Communication with Teachers	44
figure 3.8: Students' Evaluation of Teacher Feedback	44
Figure 3.9: Students' Self-Assessment of Academic Performance	45
Figure 3.10: Perceived Impact of Teacher–Student Relationships on Academic Performance	46
Figure 3.11 :Effect of Positive Teacher–Student Relationships on Academic Motivation	47
Figure 3.12: Types of Courses in Which Students Achieve Better Results	47
Figure 3.13: Distribution of Teachers According to Department	50
Figure 3.14: Teachers' Evaluation of M2 Students' Academic Performance	51
Figure 3.15: Methods Used to Assess Students' Academic Progress	52
Figure 3.16: Teachers' Perceptions of the Role of Teacher–Student Relationships in Academic Success	52
Figure 3.17: Teachers' Views on the Impact of Teacher–Student Relationships on Student Motivation	53
Figure 3.18: Frequency of Providing Emotional and Academic Support to Students	54
Figure 3.19: Teachers' Estimation of Students Achieving Academic Goals	54

Table of contents

Dedications	I
Acknowledgments	II
Abstract	III
List of Abbreviations	I
List of Figures	I
Chapter One	Erreur ! Signet non défini.
1.1. Introduction	1
1.2. Aim of the study	1
1.3. Statement of the problem	2
1.4. Research Question and hypothesis	2
1.5. Definition of Key Concepts	3
1.6. Structure of the work	5
1.7. Conclusion	5
2. Chapter Two	7
2.1. Introduction	8
2.2. Overview of the Relationship Between Teaching and Learning	8
2.3. Some Theories of Language Learning	8

2.3.1. Key Studies and Experiments	12
2.4. What is Teaching?	14
2.4.1. Definition of Teaching	14
2.5. What is Learning?	15
2.5.1. The Definitions of Learning	16
2.6. The Relationship Between Teaching and Learning	17
2.7. Definition of Teacher	18
2.7.1. Types of Teacher	18
2.7.2. What are the Roles of a Teacher?	20
2.8. Definition of Learner	21
2.8.1. Types of Learners	22
2.8.2. Types of Learner Differences	24
2.9. Learning Styles Model	25
2.9.1. Characteristics of Learning Styles	27
2.9.2. Types of Learning Strategies	27
2.10. Teacher -student relationship	32
2.10.1. Positive relationships	33
2.10.2. Negative relationships	33
2.11. Conclusion	34
3. Chapter Three	35
3.1. Introduction	36
3.2. Data Collection Part	36
3.2.1. Research Design	36
3.2.2. Quantitative Method	37

3.2.3. Qualitative Method	37
3.2.4. Research Instrumentation	38
3.2.5. Sample Population	38
3.2.6. The Learner's Profile	38
3.2.7. The Teacher's Profile	39
3.3. Data Analysis Part	39
3.3.1. Analysis of Students' Questionnaire	40
3.3.2. Analysis of Teachers' Questionnaire	49
3.4. Discussion of the main results	55
3.4.1. Discussion of students' Questionnaire	55
3.4.2. Discussion of teachers' Questionnaire	56
3.5. Conclusion	57
4. Chapter Four	58
4.1. Introduction	59
4.2. Summary of the study	59
4.3. Pedagogical implications	60
4.4. Recommendations and Suggestions	61
4.5. Limitations	62
4.6. Future Research perspectives	63
4.7. Conclusion	64

Introductory

Chapter

1.1. Introduction

The quality of the teacher-student relationship has been consistently identified as a critical factor influencing students' academic experiences and outcomes . A positive and supportive relationship between teachers and students has been linked to improved academic achievement, motivation, and overall well-being. In the context of higher education, the teacher-student relationship can play a pivotal role in shaping students' academic trajectories, particularly in disciplines where student engagement and motivation are crucial for success . The University of Ain Temouchent, located in the northwest of Algeria, is one such institution where students' academic performance has been a subject of interest . Specifically, M2 students, who are in their second year of master's studies, face unique challenges .Despite the recognized importance of teacher-student relationships, there is a dearth of research examining this factor in the Algerian higher education context, particularly among M2 students. This study aims to address this gap by investigating the quality of teacher-student relationships as a predictor of academic achievement among M2 students at the University of Ain Temouchent in Algeria.

1.2. Aim of the study

This study At university of Ain temouchent investigates the impact of teacher student relationship Quality as a predictor on academic achievement among M2 students. The research aims to examine the teacher student relationship and it's impact on student's academic achievement and identify effective techniques for constructing positive relationships. This study helps us understand the factors and the curriculum that influence the student's success and the learning process .among m2 students in university of Ain temouchent.The research target is to improve the student's environment of learning by fostering for learners a positive relationship

between them and their teachers ;doing this step helps improving the student learning process and academic achievement in higher education settings.

1.3. Statement of the problem

Poor teacher-student relationships can lead to disengagement and lower grades. This study investigates the quality of the teacher-student relationship as a predictor of academic achievement for M2 students at the University of Ain Temouchent, aiming to address the psychological and instructional gaps affecting student performance .Use the University of Ain Temouchent Portal to explore local faculty directories and institutional resources .Statement of the Problem Higher education in Algeria places a strong emphasis on continuous assessment and independent research. For Master 2 students at the University of Ain Temouchent, this transition is highly rigorous. Despite possessing the baseline cognitive abilities, many M2 students experience fluctuations in academic achievement, reduced classroom engagement, and heightened academic stress .This study posits that an overlooked but critical variable in this academic performance is the quality of the teacher-student relationship. Specifically, the problem focuses on whether the dimensions of the teacher-student dynamic—namely, emotional support, academic guidance, respect, and open communication—act as significant predictors of a student’s final academic outcomes .

1.4. Research Question and hypothesis

Researchers frequently start the research process by developing questions and Hypothesis. Questions and hypothesis are important components of any study because they Guide the research process and make sure that the research is focused, relevant, and Meaningful. In research, questions can help direct the development of a research design and Guarantee that the

data gathered is pertinent and significant. The following are the research Questions that prompted this investigation:

- How does the Quality of teacher student relationships affect Master two student's academic achievement at university of Ain temouchent ?
- How do M2 students perceive the impact of teacher student relationships in their academic achievement ?
- What aspects of teacher student relationship are most strongly associated with academic achievement among M2 students of belhadj bouchaib the university of Ain temouchent?

In our attempt to answer the above question's , we have advance the following :

Main Hypothesis

- There is a significant positive relationship between teacher-student relationship quality and academic achievement among M2 students at the University of Ain Temouchent.
- There is a significant negative relationship between teacher-student relationship quality and academic achievement among M2 students at the University of Ain Temouchent.
- The quality of teacher-student relationships predicts academic achievement above and beyond other factors such as student motivation and prior academic performance.

1.5. Definition of Key Concepts

Reciprocal and bidirectional relationships in education refer to dynamic, two-way interactions where educational agents (teachers, students, peers) and environmental factors mutually influence, shape, and support one another, rather than operating through one-way, top-down instruction. These concepts are rooted in social constructivism and developmental systems theory, emphasizing that learning is a social process involving dialogue, negotiation, and shared responsibility.

A. *Reciprocal Relationship in Education(RRE)* : RRE involves a mutual exchange of support, respect, and services, often described as a “give-and-take” where both parties provide value to one another. This means teachers and students both contribute to the learning process. It often involves a shift from teacher-centred to student-centred learning, where responsibilities are shared. For Example (Reciprocal Teaching): An instructional model where students and teachers take turns leading dialogue using four strategies: predicting, questioning, clarifying, and summarizing.

B. *Bidirectional Relationship in Education(BRE)*: A bidirectional relationship is a form of interaction where two variables or individuals simultaneously influence each other over time. BRE challenges traditional, linear views of education, recognizing that a teachers behavior affects a student, and a student’s reaction subsequently shapes the teacher’s future actions. The interaction creates a feedback loop (e.g., teacher style affects student engagement, and student engagement affects teacher style). For Example (Peer/Engagement): Positive peer relationships predict higher learning engagement, while increased engagement brings positive recognition from peers, strengthening the relationship. The second Example (Teacher/Student): A supportive teacher-student relationship increases student engagement, which in turn motivates the teacher to provide more support.

Academic indicators in education are specific, measurable, and standardized statistics that represent key aspects of student performance, school effectiveness, and educational outcomes. They serve as “vital signs” or metrics used to monitor, evaluate, and compare student achievements, progress, and school systems against set benchmarks.

- *Educational Indicators*: Statistics that describe essential aspects of schooling, allowing for the e including their impact on outcomes.

Some educational indicators :

- A. Standardized Test Scores(STS): Standardized tests, such as state assessments or national exams, measure student proficiency against state/federal standards.
- B. Grade Point Average (GPA): A cumulative measure of student academic performance across subjects.
- C. Graduation Rates(GR): The percentage of students graduating within a specific timeframe, indicating the system's effectiveness.
- D. Subject-Specific Performance: Grades and scores in core subjects (Mathematics, Science, Language Arts) to identify strengths and weaknesses.

1.6. Structure of the work

The research paper is split into four chapters. The first is a general introduction. The Second is theoretical, focusing on identifying interesting concepts related to learning and the teacher-student relationship . The third tackles the practical concerns and it is based on a case study. For data Gathering, two questionnaires have been used as research methods. Additionally, It highlights The discussion of the findings. The fourth chapter is considered as the concluding chapter of This study as it discusses study's limitations and suggests recommendations and new research Perspectives.

1.7. Conclusion

This chapter highlights the importance of teacher–student relationships in improving students' motivation, learning, and academic achievement, especially in higher education. It highlighted the research gap in the Algerian postgraduate context. It also explains that teaching is not only about giving knowledge but also guiding, motivating, and supporting students, while learning is a continuous process of gaining knowledge and changing behavior through

experience. The chapter outlined the study's aims, Questions ,and Hypothesis defining TSR as a reciprocal, bidirectional process where teachers and students mutually influenced each other. Finally, the chapter shows the need to study this topic in the Algerian context, particularly among M2 students at the University of Ain Temouchent

Chapter Two : Relationship Between Teaching And Learning

2. Chapter Two

Relationship between teaching and learning

Chapter Two : Relation Between Teaching and Learning

2.1. Introduction

The relationship between students and teachers is a crucial aspect of the educational process, influencing not only academic achievement but also social and emotional development. A positive teacher-student relationship is characterized by warmth, support, and mutual respect, while a negative relationship can lead to disengagement and poor academic performance. This chapter reviews the literature on teacher-student relationships, exploring the theoretical frameworks, empirical findings, and contextual factors that shape this dynamic. Specifically, it examines the nature of teacher-student relationships, their impact on academic achievement, and the factors that influence their quality, providing a foundation for the investigation of teacher-student relationship quality as a predictor of academic achievement among M2 students at the University of Ain Temouchent.

2.2. Overview of the Relationship Between Teaching and Learning

The field of education has a myriad of interventions designed to improve student learning outcomes. Research indicates that among these, the quality of teacher-student relationships is one of the most important influences on learning achievement (Hattie, 2010). For example, several studies show a positive link between close teacher-student relationships and literacy, such as learning alphabet letter names, grammar, writing quality, and reading performance (Webb, 2008). Overall, the quality of teacher-student relationships is associated with students' motivation to learn (Roorda, Koomen, Split, & Ort, 2011). Good teacher-student relationships are linked to higher levels of student participation, as well as reducing disruptive behavior, absences, and dropout rate (Cornelius-White, 2007).

2.3. Some Theories of Language Learning

Chapter Two : Relation Between Teaching and Learning

A. *Self-Determination Theory (SDT)* : is a macro-theory of human motivation, personality development, and well-being. Developed by psychologists Edward L. Deci and Richard M. Ryan, SDT posits that humans are inherently driven to grow, integrate experiences, and master challenges, provided their three universal, innate psychological needs are met. The Three Basic Psychological Needs .SDT argues that for individuals to thrive, three foundational, non-substitutable psychological needs must be satisfied within their social environment:

- **Autonomy:** The need to feel in control of the course of one's life. It involves acting out of one's own volition and ensuring one's actions align with personal values rather than being coerced or controlled by external pressures.
- **Competence:** The need to effectively master one's environment and feel capable of achieving desired outcomes. People are naturally motivated to seek challenges that allow them to build and demonstrate their skills.
- **Relatedness:** The universal need to feel connected, understood, and cared for. It involves feeling a sense of belonging and value within one's social, family, or professional groups.

In (1980s until Present)The theory continued to evolve well past infancy, incorporating qualitative differences and expanding into romantic relationships .Mary Main and Judith Solomon (1980s)core contribution: In 1986 while analyzing data from the Strange Situation, Main and Solomon identified a fourth, complex category:

Disorganized/Disoriented Attachment: This style is characterized by contradictory, fearful, or disoriented behaviors in the presence of the caregiver, often stemming from trauma or abuse. Cindy Hazan and Phillip Shaver In 1987, Hazan and Shaver expanded attachment theory beyond the parent-child dyad, proposing that adult romantic relationships represent the integration of the

Chapter Two : **Relation Between Teaching and Learning**

same attachment behavioural system. They translated infant styles into adult equivalents: Secure, Anxious- Preoccupied, Dismissive-Avoidant, and Fearful-Avoidant.

B. *Social Identity Theory (SIT)* : is a foundational framework in social psychology developed by Henri Tajfel and John Turner in the late 1970s. It explains how individuals derive their self-concept and self-esteem from the social groups they belong to, which leads to in-group favoritism and out-group discrimination. Core Concepts of SIT The theory relies on three distinct cognitive and emotional stages ,that are .Social Categorization ;We naturally classify people into groups (e.g., nationality, sports team, profession) to understand our social environment. Than, Social Identification; We adopt the identity of the group we belong to and conform to its norms and behaviours. And ,Social Comparison: We compare our in-groups with out-groups. We strive for “positive distinctiveness”—making our group look better than others to boost our self-esteem. Time lines Henri Tajfel (1970s); A pioneering European social psychologist who coined the foundational ideas of the theory. Tajfel famously demonstrated that the mere act of classifying strangers into arbitrary groups was enough to trigger discrimination (known as the “Minimal Group Paradigm”). While John C. Turner (1970s–1980s); Tajfel’s PhD student and long-term collaborator. Turner worked alongside Tajfel to formalize SIT into a comprehensive theory in 1979. Turner later developed Self-Categorization Theory (SCT) in the 1980s, which elaborates on the cognitive mechanisms behind group formation.

C. *Attachment theory*: is a psychological and evolutionary framework explaining how human beings form emotional bonds with others. Developed originally by British psychiatrist John Bowlby, it asserts that early infant-caregiver interactions shape an individual’s emotional regulation, self-worth, and capacity for healthy relationship patterns throughout their life. Attachment theory was born from a desire to understand the devastating effects of early

Chapter Two : Relation Between Teaching and Learning

1986) Canadian-American psychologist Albert Bandura significantly expanded and modernized social learning by heavily incorporating cognitive processes. 1961 (Bobo Doll Experiment): Bandura conducted a ground breaking experiment with Richard Walters in which children observed adults acting aggressively toward an inflatable doll. The children imitated the aggressive behavior without any direct reinforcement, proving that learning occurs observationally. IN 1963 Bandura and Walters expanded on this work in *Social Learning and Personality Development*, cementing the importance of imitation in social learning. in addition in 1977: Bandura published his seminal book, *Social Learning Theory*, formally outlining how human behavior is a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura revised the framework into Social Cognitive Theory (SCT) in (1986). Formally introduced in *Social Foundations of Thought and Action; A Social Cognitive Theory*, this iteration placed greater emphasis on how internal cognitive abilities (like self-efficacy and self-regulation) govern how people choose to act based on what they observe. Key Components of Bandura's SLT According to the 1977 framework, observational learning consists of four primary sub processes which are .Attention; The observer must notice the behavior in the environment. Than Retention; The observer must remember or mentally represent the observed behavior. In addition to Reproduction: The observer must possess the physical and mental capabilities to perform the behavior and Motivation: The observer must have a reason (e.g., vicarious reinforcement) to imitate the behaviour .

2.3.1. Key Studies and Experiments

The Bobo Doll Experiment (1961, 1963): Bandura et al. Found that children who witnessed an adult acting aggressively toward a Bobo doll were significantly more likely to imitate that behavior, especially if the adult was not punished. while Bandura in 1964

Chapter Two : Relation Between Teaching and Learning

demonstrated that children adopt the strict or lenient standards of self discipline observed in model under the the title of the study(Modeling self discipline.)

Elimination of Phobias (1967): Bandura, Grusec & in 1967 Menlove showed that modeling can be used to treat fears (e.g., fear of dogs) by observing others interacting positively with the feared object(the study of Elimination of phobias)Social motivational theory focusing on identity building explain how individuals are driven to construct, maintain, and enhance their sense of self through social interactionand group membership. The foundational framework is Social Identity Theory, which posits that part of an individual's self-concept is derived from perceived membership in social groups.

Social Identity Theory (SIT) by the Scholars: Henri Tajfel & John Turner (1970s-1980s) includes the concept that Individuals are motivated to achieve positive distinctiveness for their “in-group” compared to “out-groups” to boost self-esteem.and Identity Building Stages (Turner, 1975)that has three concepts which are ;Social Categorization which focuses on Placing self/others into groups (e.g., “us” vs. “them”),Social Identification that focuses on Adopting the identity, norms, and attitudes of the chosen group and Social Comparison that relies on Comparing in-group to out-group to enhance self- worth.

The attachment theory : Attachment Theory in Education is the application of psychological principles developed by John Bowlby and Mary Ainsworth to the classroom setting, focusing on how a student's early emotional bonds with caregivers impact their trust, social-emotional regulation, and academic behavior. In school, attachment theory frames the teacher- student relationship as a vital source of security that can influence a child's capacity for exploration, focus, and resilience,on other words, In an educational context, attachment theory focuses on the quality of the bond between the child and the teacher/school community, treating

Chapter Two : Relation Between Teaching and Learning

the educator as a “secondary attachment figure”. Secure attachment leads to higher engagement and resilience, while insecure attachment (anxious, avoidant, or disorganized) often manifests as behavioral disruption, social withdrawal, or inability to trust adults, hindering learning.

John Bowlby in (1969/1979/1988): Developed the foundational theory, proposing that humans have an innate drive to form attachments to survive. He later established the “secure base” concept—the idea that a secure bond provides a safe haven for exploration. In addition to, *Mary Ainsworth in (1969/1978)* Developed the “Strange Situation” procedure to classify attachment styles (secure, anxious-avoidant, anxious-ambivalent). In 1999 until 2005 *Alan Sroufe* Conducted longitudinal studies linking early secure attachment to better peer relations and social competence in school.

2.4. What is Teaching?

Teaching is the process of sharing knowledge, skills, or information with others to help them learn and understand new things. The process of teaching involves a teacher who guides students or learners through lessons, activities, and discussions. The role of a teacher is not just defined by giving facts or information, it is also about inspiring and motivating students to learn, help them understand complex concepts and encourage them to think critically. When a teacher teaches, it becomes their responsibility to create an environment for students where they feel safe to ask questions and explore new ideas.

2.4.1. Definition of Teaching

The process of teaching is regarded as a complex nature because a lot is being given to define the term. Thus, it is better to go back to its etymological roots which are originated from the old English as Smith pointed out (as cited in Uljens, 1997, p. 9) as: It [teaching] comes from the Old English *taecan* [...]. The term “teach” is also related to “token”—a

Chapter Two : Relation Between Teaching and Learning

sign or symbol. “Token” comes from the Old Teutonic word *taiknom*, a cognitive with *taikjan*, Old English *taecan*, meaning to teach. To teach, according to this derivation, means to show someone something through signs or symbols; to use signs or symbols to evoke responses about events, persons, observations, findings, and so forth. In this derivation, “teach” is associated with the medium in which teaching is carried on.

- "*Edmund Amidon* (1967)" He defined teaching as classroom talk that helps learners. This definition highlights not one-way lecturing but rather the two-way interactive and communicative nature of teaching.
- "*B.O. Smith* (1963)" Smith saw teaching as a system of actions intended to induce learning. This puts teaching in a deliberate, planned, and structured way to achieve specific objectives.
- "*Gage* (1978)" Gage explained teaching as an interpersonal influence having as its aim the alteration of the behavior potential of learners. This emphasizes the psychological and social dimensions of teaching, through which teachers motivate learners to change their forms of thought and behavior.

2.5. What is Learning?

Learning is the process of gaining knowledge or skill by means of studying. Brown (2007, p. 18) defines that concept as: “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” Oddly, the educational psychologist suggests a succinct description by saying that learning is “a change in individual caused by experience.” (Slavinas cited in *ibid*, p. 18). While Wong and Wong go further (2012, p. 6) and propose the following definition: “learning is acquiring basic knowledge and skills. Learning can also include acquiring behaviors, values, and understandings”. In a specific way, language learning can be accomplished by means

Chapter Two : Relation Between Teaching and Learning

of two different processes. It is identified by Krashen as "conscious language development particularly in formal school-like settings." (as cited in Stern, 1983, p. 20). Or subconsciously, in which the language learner is colossally exposed to that language and using it in daily communication. At the end, Language learning needs a hard work to achieve adequate results, it is not an easy task to be performed by oneself.. Learning is experience that brings about a relatively permanent change in behavior.

2.5.1. The Definitions of Learning

- “A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth.” From The Conditions of Learning by Robert Gagne
- “Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. This definition has three components : 1) the duration of the change is long-term rather than short-term ; 2) the locus of the change is the content and structure of knowledge in memory or the behavior of the learner ; 3) the cause of the change is the learner’s experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention.”
- From Learning in Encyclopedia of Educational Research, Richard E. Mayer “We define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It’s based on input, process, and reflection. It is what changes us.”
- From The New Social Learning by Tony Bingham and Marcia Conner
“It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already

Chapter Two : Relation Between Teaching and Learning

known about something, (2) the extension and clarification of meaning of one's experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function."

2.6. The Relationship Between Teaching and Learning

The teacher-student relationship (TSR) is the foundational cornerstone of education. Defined as the on going emotional and instructional dynamic between educator and learner, it profoundly dictates students' academic achievement, emotional well-being, and long-term psychological development. The Relational Classroom. Historically rooted in the pedagogical principles of Socrates and Plato, and formalized by modern psychology, the teacher-student relationship operates as a dynamic two-way street. Educational research categorizes this relationship along two primary, distinguishable dimensions: Closeness (positive support and intimacy) and Conflict (negativity, friction, and dependency). Because cognitive learning is an inherently social process, how a student perceives their teacher significantly colors their entire academic experience.

A. The Anatomy of a Positive Relationship

When a teacher-student bond is characterized by mutual respect, trust, and empathy, it becomes a powerful vehicle for both academic and personal growth. It has key characteristics. First, Emotional Security: Grounded in Attachment Theory (Pianta, 1992), a positive relationship creates a "secure base". Students feel safe taking academic risks and are unafraid of making mistakes. Then, Social Support: The bond satisfies the basic psychological needs of autonomy, relatedness, and competence, as outlined in Self-Determination Theory (Ryan & Deci, 2000). Next, Cognitive Engagement which means Students who like and respect their teachers exhibit significantly higher academic motivation, focus, and participation. Roorda et al., 2011;

Chapter Two : Relation Between Teaching and Learning

Quin, 2017 demonstrate that a close, conflict-free relationship directly correlates with higher grades, better attendance, and long-term retention . Prosocial Behavior ,that means Research has established that students who enjoy positive relationships with their teachers display up to (56%) less defiant behaviour and up to (38%) less aggressive behavior toward authority figures (University of Cambridge, 2016) concerning Protective Factor; For students with Special Educational (SEN) or those from vulnerable socioeconomic backgrounds, supportive teachers buffer against academic disengagement and reduce the likelihood of early school leaving.

B. The Dynamics of a Negative Relationship

A negative teacher-student relationship—often marked by high conflict, coercion, or sheer emotional detachment—can severely stunt a student’s development .It has some characteristics starting by Emotional Distress; A strained relationship provokes anxiety and insecurity, draining the cognitive energy a student needs to focus on learning. Next ,Defiance and Withdrawal means; Toxic dynamics can manifest as oppositional defiance, behavioral problems, or complete apathy toward the subject .Than ,Self-Fulfilling Prophecy; If a teacher harbors negative expectations, it can inadvertently lead to “depressed self-concept” in the student, causing them to lower their own academic effort.

2.7. Definition of Teacher

A teacher is a professional dedicated to supporting the learning and development of students across all age groups. Their job goes beyond delivering lessons ; they guide, assess, and facilitate students to reach their full potential. From managing classrooms to planning curricula, teachers carry a range of responsibilities that extend far beyond teaching alone.

2.7.1. Types of Teacher

The teaching profession is not one-size-fits-all. There are numerous types of teachers, each with unique roles, responsibilities, specializations, and targeted student age groups. Elementary school teachers typically cover multiple subjects and focus on establishing foundational knowledge and skills. At the other end of the spectrum, university professors are often highly specialized in a particular field and guide advanced student learning. By understanding these differences, you can effectively assess where your skills and interests are best suited, and prepare for your career journey. Within the field of education, there exists a multitude of different teaching roles. Below is a list of different types of teachers you might encounter in your career search or consider as potential career paths :

- *Elementary school teacher* : Elementary school teachers have the crucial job of introducing young students, in grades 1 through 8, to foundational subjects, such as reading, writing, math, and science. They nurture students' basic educational skills while also fuelling their curiosity and love for learning. If you enjoy the building blocks of knowledge and sparking young imaginations, this could be a fulfilling role for you.
- *High school teacher* : High school teachers offer more subject-specific education, teaching students in grades 9 through 12. They dive deeper into the subjects, exposing students to more complex materials in areas such as algebra, art, music, English, French, biology, or history. A career as a high school teacher can be ideal if you have a passion for a particular subject and wish to inspire that same passion in teens.
- *Special education teacher* : Special education teachers work with students who have a variety of learning, mental, emotional, and physical disabilities. They adapt general education lessons and teach various subjects at a pace and level that aligns with each student's

Chapter Two : Relation Between Teaching and Learning

needs. If you have a heart for supporting those in need and the patience to tailor educational experiences to unique learning styles, this role could suit you well.

- *College and university professors* :College and university professors are highly specialized educators who teach at postsecondary institutions. They offer in-depth instruction in their field of expertise, conduct research, publish findings in professional journals, and may also supervise student studies or internships. Pursuing a career as a professor allows you to explore your field to its fullest extent and contribute to its growth by educating future professionals.

2.7.2. What are the Roles of a Teacher?

There are several Roles of a Teacher. If you are planning to pursue a career as a Teacher, then familiarise yourself with the following roles of a Teacher :

A. Mentor : As a mentor, a Teacher plays a pivotal role in guiding students throughout their educational journey and personal development. This involves offering advice, support, and encouragement, helping students navigate academic challenges, and fostering their growth and self-esteem. Teachers as mentors also serve as role models, influencing students' attitudes, values, and behaviours and often inspiring them to pursue their interests and goals.

B. Collaborator : Teachers collaborate with various stakeholders in the education ecosystem. This includes working with other Teachers to share best practices, participating in professional learning communities, and engaging with parents and guardians to support student learning. Collaboration extends to working with school administrators and community members, ensuring a cohesive approach to education that benefits the students.

C. Creative Thinker : Creativity is a vital aspect of teaching. Teachers must develop innovative and engaging lesson plans, think of creative ways to present information and incorporate diverse teaching methods to cater to different learning styles. Being a creative

Chapter Two : Relation Between Teaching and Learning

thinker also involves adapting to various classroom dynamics and finding novel solutions to educational challenges.

D. Adviser : As advisors, Teachers guide academic matters such as course selection, career paths, and higher education opportunities. They help students understand their strengths and areas for improvement, advise on extracurricular activities, and support them in making informed decisions about their future.

E. Facilitator : As a facilitator, Teachers create a learning environment that encourages students to participate and engage. They guide discussions, foster group work, and create opportunities for students to explore in-depth topics. Teachers facilitate learning by providing resources, structuring activities, and enabling students to participate in their education actively.

F. Assigner of Tasks : Teachers are responsible for designing and assigning tasks that align with learning objectives. These tasks, including homework, projects, and assessments, reinforce learning, develop skills, and evaluate student understanding. The role involves ensuring tasks are meaningful, achievable, and appropriately challenging.

G. Position as a Club Benefactor : Teachers often take on roles beyond the classroom, such as sponsoring or overseeing student clubs and organisations. In this capacity, they support students in pursuing their interests, provide guidance for club activities, and help organise events. This role allows Teachers to engage with students in different settings and contribute to their holistic development.

2.8. Definition of Learner

Chapter Two : Relation Between Teaching and Learning

A learner is an individual engaged in the process of acquiring knowledge, skills, or competencies through various educational methods. This term encompasses students of all ages and backgrounds, highlighting the lifelong learning aspect of education.

2.8.1. Types of Learners

Types of learners are classifications of how individuals process, organize, and retain information. The most prominent frameworks include the VARK model, Kolb's Experiential Learning Styles, and Gardner's Multiple Intelligences. Understanding these styles helps tailor instructional methods to maximize educational outcomes.

1. The VARK Model This is one of the most widely used educational models today. It categorizes learners by their preferred sensory modalities for taking in information

- *Visual* : Visual learners prefer to take in information using charts, maps, graphs, diagrams, and more. Using images to explain concepts and ideas is the best way to reach a visual learner. However, this type of learning style does not include photographs or videos. Instead, visual learners learn best when information is presented using patterns, shapes, and other visual aids in the place of written or spoken words. One way teachers can differentiate their instruction for visual learners is by using graphic organizers to teach a lesson. A flow chart might be used to explain a scientific process, for example.

- *Auditory* : This learning style describes students who learn best when information is heard or spoken. They benefit from lectures, group discussion, and other strategies that involve talking things through. "Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking," VARK Learn Limited explains. To help auditory learners learn, teachers can post audio recordings of lessons on the class website, or incorporate group activities that require students to explain concepts to their classmates.

Chapter Two : Relation Between Teaching and Learning

- *Reading/Writing Preference:* Students who have a reading/writing preference prefer information to be presented using words. They love to read and perform well on written assignments such as stories or book reports. “This preference emphasizes text-based input and output – reading and writing in all of its forms,” VARK Learn Limited notes. A great way to help these students learn is by having them describe diagrams or charts using written statements. Then, they can study their notes later to better retain the information.

- *Kinesthetic :* Kinesthetic learners learn best when they can use tactile experiences and carry out a physical activity to practice applying new information. “People who prefer this mode are connected to reality, ‘either through concrete personal experiences, examples, practice or simulation,’” VARK Learn Limited explains. Give these students a working example of an idea or process, or task them with recreating experiments to illustrate concepts.

2. Kolb’s Experiential Learning Theory (ELT) Kolb’s model emphasizes that learning is a four-stage cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. This yields four types of learners:

- *Diverges:* Prefer to watch rather than do, gathering information through concrete experience and observing. They are imaginative and excel in brainstorming.

- *Assimilators:* Prefer a logical, concise approach. They learn through abstract conceptualization and reflective observation. They value ideas and theories over practical application.

- *Converges:* Solve problems and find practical uses for ideas and theories. They learn through abstract conceptualization and active experimentation. Accommodators: Are hands-on and rely on intuition rather than logic. They learn through concrete experience and

Chapter Two : Relation Between Teaching and Learning

active experimentation. They rely heavily on others for information and excel in carrying out plans.

2.8.2. Types of Learner Differences

A. *Cognitive Differences* : Visual learners absorb information better through charts, images, or diagrams. Auditory learners thrive through listening and discussions. Kinaesthetic learners prefer hands-on, movement-based tasks.

B. *Cultural and Linguistic Backgrounds* : Learners from multilingual households may process information differently depending on language context. Cultural norms can shape attitudes toward authority, collaboration, and problem-solving.

C. *Motivation and Personality Traits* : Some learners are naturally competitive, while others thrive in cooperative environments. Introverts may prefer independent tasks, while extroverts often excel in group discussions.

D. *Access to Technology and Resources* : In the digital age, access to technology itself creates a difference. Learners with advanced digital tools often progress faster than those without.

- **Language Levels**

Harmer (2001) distinguished three main levels of language learners : Beginner, intermediate and advanced. These levels are divided into subcategories as it is clarified in the following diagram :

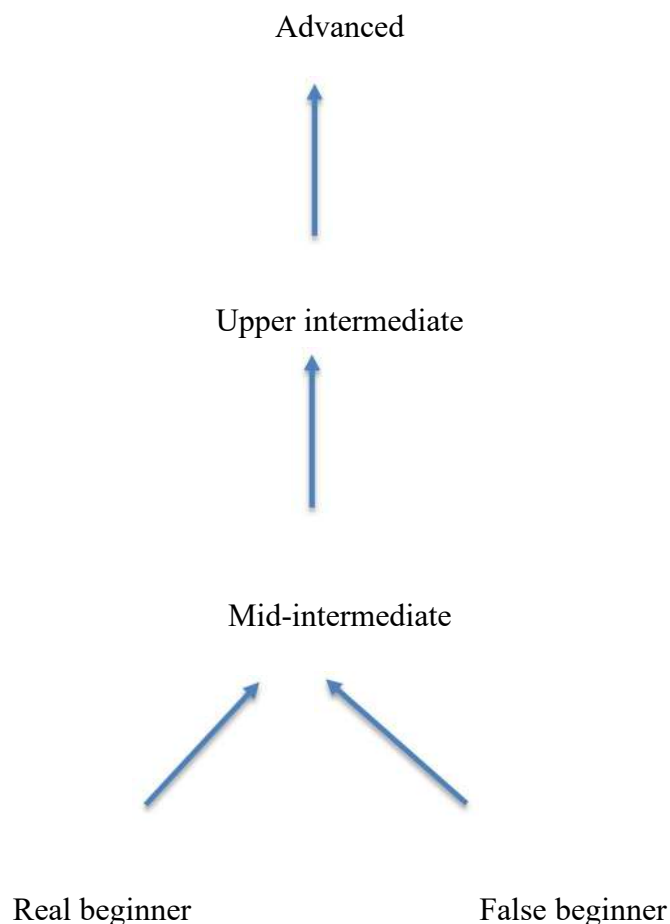


figure2.1: Representing different students levels (Harmer, 2001).

The teacher should be aware of these different language levels. As a result, he will avoid using a high language style and complex words regarding to the low learners.

2.9. Learning Styles Model

VARK model(Neil Fleming 1992).

The VARK model, developed by Neil Fleming in 1992, categorizes learning preferences into four sensory modalities: Visual (charts/graphs), Aural (lectures/discussions), Read/write (lists/text), and Kinaesthetic (hands-on experience). It promotes self- awareness of how individuals best take in and process information, encouraging tailored study strategies. Key Components of VARK. Visual (V): Learners prefer maps, diagrams, charts, graphs, flowcharts,

Chapter Two : Relation Between Teaching and Learning

and patterns .For example :use mind-maps to organize literature review themes ,convert research findings into bar charts/pie charts. Aural (A): Learners prefer discussions, stories, guest speakers, chat, and listening to explanations. For example ;record supervisor feedback and listen to it while walking ,listen to podcasts like “Thesis whisperer”. Read/write (R): Learners prefer lists, notes, textbooks, and reading/writing in text formats. learner takes detailed Cornell notes from every article read ,to make it clear . Kinaesthetic (K): Learners prefer demonstrations, simulations, videos of real things, case studies, and practice. Doing role plays viva defense with classmates, as a real example.

Experiential Learning

In 1984, Social Psychologist and adult educator David Kolb published the Experiential Learning Theory, which states that “learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41). Grasping experience refers to taking in information that occurs in ‘Concrete Experience’ and ‘Abstract Conceptualization’ stages. Transforming experience refers to how

individuals interpret and act on that information in ‘Reflective Observation’ and ‘Active Experimentation’ stages. Kolb’s EL model posits that learning is a 4-stage process, and in 2014 Kolb added information about the various roles that educators assume within the four stages.

- Kolb’s 4-Stage Process
- ❖ *Concrete Experience (CE :)* The educator is a facilitator. Immediate or concrete experiences occur, and they are the basis for observations and reflections.

Chapter Two : Relation Between Teaching and Learning

❖ *Reflective Observation (RO)* :The educator is the subject matter expert, leading the reflection by making relevant texts and lectures available, creating space and a framework for systematic analysis through reflective practice.

❖ *Abstract Conceptualization (AC)* :Reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. The teacher is the standard-setter and evaluator, helping learners master the application of knowledge and skill in order to meet performance requirements.

❖ *Active Experimentation (AE)* :These implications can be actively tested and guide learners in creating new experiences during AE. Here, the educator is a coach helping learners apply knowledge to achieve their goals in their learning context.

2.9.1. Characteristics of Learning Styles

A. Visual Learners: Prefer images, diagrams, and videos ,Use visual aids to remember information ,Benefit from graphic organizers and mind maps

B. Auditory Learners: Prefer sound, music, and oral instructions , Use auditory aids like lectures, discussions, and podcasts , Benefit from hearing information repeated

C. Kinesthetic Learners: Prefer hands-on experiences and physical activities , Use movement and touch to learn , Benefit from practical exercises and simulations.

- **Learning Strategies:**

Learning strategies refer to the techniques and approaches used by individuals to Process and retain information. Effective learning strategies can enhance academic achievement, improve retention, and promote lifelong learning.

2.9.2. Types of Learning Strategies

- *Planning strategy*: “a personal learning style or positive learning strategies.” This refers to the learner’s ability to take responsibility for their own learning by setting realistic goals, choosing appropriate techniques, and organizing study time. It involves self-awareness of one’s strengths, weaknesses, and preferred ways of learning. Good learners don’t just follow the teacher they decide what to learn, when, and how, and they maintain a positive, proactive attitude toward the learning process. For example: A 2nd year LMD student, knows she gets sleepy after lunch. She plans her English study for 8–10 AM when she’s most alert. She decides her style is “visual” so she downloads the VARK questionnaire, confirms it, and starts turning grammar rules into flowcharts. She sets a goal: “Learn 5 phrasal verbs with ‘get’ this week” and schedules 15 min/day for it.

- *Active Strategy*: “an active approach to the learning task.” Good learners actively engage with the language rather than waiting passively for instruction. They seek out opportunities for exposure and use, take initiative in class, ask questions, and look for extra resources. They treat language learning as something they do, not something that happens to them .As an example; Student finishes the textbook dialogue quickly. Instead of chatting with friends, he asks the teacher: “Miss, can I role-play this with you to practice pronunciation?” After class, he goes to the language club, joins the English WhatsApp group, and watches Netflix with English subtitles to catch slang. He doesn’t wait for homework.

- *Empathic strategy*: “a tolerant and outgoing approach to the target language and empathy with its speakers.” This is the social-affective dimension. Good learners are tolerant of differences between their L1 culture and the L2 culture. They are not afraid of making mistakes or appearing foolish. They show openness, curiosity, and willingness to interact with native speakers, and they try to understand the attitudes, humor, and values expressed through the L2;

Chapter Two : **Relation Between Teaching and Learning**

to clarify that ,During a listening exercise, one learner hears an Australian speaker say ' G'day' and "no worries". She laughs because it sounds funny. Instead of saying "Their English is wrong", she asks the teacher: "Is this normal in Australia?" She then watches YouTube videos by Australian teachers to understand the accent. When she meets an Erasmus student from the UK, she asks about their daily life instead of only practicing English.

- *Formal strategy*: "technical know-how about how to tackle a language. "Good learners understand that language is a system with rules. They consciously study grammar, pronunciation, and vocabulary patterns. They can analyse language, compare L1 and L2 structures, use dictionaries and grammar books effectively, and apply linguistic knowledge to solve problems. This is the "studied" aspect of learning. For example; A learner keeps confusing present perfect vs past simple. He goes to the library, gets English Grammar in Use_ by Murphy, and reads Unit 7 + 8. He makes a table: "Past simple = finished time: yesterday, last year" vs "Present perfect = no time or with just, already". Before the test, he does 30 online exercises on perfect English grammar.com and checks answers to understand why he was wrong.

- *Experimental strategy*: "a methodical but flexible approach, developing the new language into an ordered system and constantly revising it." Good learners treat the L2 like a hypothesis they are testing. They organize what they learn into categories, rules, or systems, but they remain flexible. When new evidence contradicts their system, they revise it. They experiment with new words/structures, check if they work, and adjust their mental grammar accordingly. To make it clear ; A student tries to learn vocabulary by writing 50 words in a notebook alphabetically. After 2 weeks she forgets most. She tests method 2: grouping words by topic "Travel: airport, ticket, luggage". That works better but she still mixes up "borrow" vs

Chapter Two : **Relation Between Teaching and Learning**

“lend”. So she revises again: now she draws small cartoons for confusing pairs and sticks them on her wall. Every month she reorganizes her system based on what she still forgets.

- *Semantic strategy*: “constant searching for meaning.” Good learners focus primarily on understanding and conveying messages, not just on form. When they meet unknown words, they use context, background knowledge, and guessing to get the overall meaning. They prioritize communication of ideas over perfect grammar, especially in the early stages. A learner reads a short story and sees: “He was feeling blue”. He doesn’t know “blue.” He notices the character just failed an exam and is sitting alone. He guesses “blue= sad” from context. Later he hears a song: “I’m so blue without you” and confirms his guess. In class, when the teacher says “It’s raining cats and dogs”, he doesn’t panic about cats he looks outside, sees heavy rain, and infers the meaning. As an example.

- *Practice strategy*: “willingness to practice.” Good learners understand that language skill requires repetition and use. They deliberately seek opportunities to rehearse — repeating words, doing drills, reading aloud, writing daily, or speaking to themselves. They accept that practice may be boring or embarrassing but do it anyway because it builds automaticity. For example ;A student is shy but wants to improve speaking. She stands in front of her mirror for 5 min every evening and describes her day in English: “Today I went to university. The bus was late. I was angry.” She also uses the app “Hello Talk” to send voice messages to a Turkish student learning English. She makes mistakes but sends 1 message daily.

- *Communication strategy*: “willingness to use the language in real communication.” Good learners are willing to enter real-life situations where they must use the L2 to get things done, even with limited proficiency. They use paraphrase, gestures, circumlocution, or ask for help to keep communication going. They value getting their message

across more than being 100% correct. To make it clear ;In the university cafeteria, Khaled meets a Nigerian exchange student. He forgets the word for “spoon” when offering help. Instead of switching to Arabic, he says: “You use it for soup... small... you eat with it”. The student says “spoon?” and Khaled learns the word. During oral expression, when he doesn’t know “pollution”, he says: “the problem when air is dirty from cars.”

- *Monitoring strategy*: “self-monitoring and critical sensitivity to language use.”

Good learners constantly observe their own language output and compare it to what they hear/read from proficient users. They notice errors, correct themselves, and evaluate whether their language is appropriate for the situation. This involves both accuracy-checking and sociolinguistic awareness. To make it comprehensible ;After speaking in class, a learner realizes she said “He don’t like” twice. At home she writes in her error notebook: “Error: he don’t → Correction: he doesn’t. Rule: 3rd person singular+ s”. Next class, before speaking, she reminds herself “he doesn’t”. While writing an email to a teacher, she reads it twice and changes “I want to ask you” to “I would like to ask you” because it sounds more polite.

- *Internalization strategy* : “developing a second language as a separate reference system and learning to think in it.” At advanced stages, good learners stop translating from L1 and start processing the L2 directly. They develop the ability to think, plan, and dream in the L2. The L2 becomes an independent system in their mind, not just a code for their L1. This allows for more fluent, spontaneous use. as an example; After 6 months of watching English YouTube daily, a student starts counting in English automatically: “one, two, three” instead of wahed, zouj”. When she’s hungry, she thinks “I’m hungry” before “rani jay3a”. When writing a shopping list, she writes “milk, bread, eggs” without translating from Arabic. She can now do simple math in her head in English.

- *Effective Learning Strategies for Academic Achievement are*

1. *SQ3R Method*: The 3 R's in the SQ3R method are Read, Recite, and Review. The Read step encourages readers to closely look for keywords and phrases. In the Recite step, readers think of whatever information they can think of from what they read. In the Review step, a reader considers all of the information learned and emphasizes the main key points.

2. *K-W-L Chart*: KWL is an acronym that stands for the three parts of the KWL chart. The K stands for What I Know. The W stands for What I Want to Know and the L stands for What I Learned. The KWL chart can be used throughout the lesson plan since it is designed to support a lesson from start to finish. The lesson plan can begin with the KWL chart because the students recall what they already know. The plan can end with the KWL as well because it reviews the lesson and recalls key points.

3. *Concept Mapping*: concept maps are tools for [students in] organizing and representing knowledge , they include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between 2 concepts .

2.10. Teacher -student relationship

The teacher-student relationship refers to a bond of understanding, interdependence, trust and the communication between the teachers and their students. Now, this relationship often extends beyond academics and often builds an emotional support that a student can find in his/her teacher, a form of mentorship that brings in the sense of belongingness for them to make them motivated and teach them life skills. Teachers act as educators, facilitators, guides, mentors and even role models to their students, and in a classroom set-up, students rely on their mentors for knowledge, confidence and seek for skills that help them grow, personally.

Chapter Two : Relation Between Teaching and Learning

It's easy to understand the relationship but it holds a significant importance in students life and it equally impacts the learning environment. Raj, S. (2025, September 14). Building positive teacher- student relationships

2.10.1. Positive relationships

As the teacher, have the opportunity to make a difference in your students' lives. You spend most of your time with your young learners and become a prominent role model. This author knows how much her teachers influenced her life, and I can still recall my favourite teachers to this day ! Teacher-student relationships are at the heart of teaching and link to Part two of the Teachers' Standards – building relationships rooted in mutual respect and, at all times, observing proper boundaries appropriate to a teacher's professional position. They are an element of Ofsted's quality of education, found in the Education Inspection Framework.

For teachers, a positive teacher-student relationship is supportive yet not entirely dependent. When a teacher cares for all their pupils, they believe in the ability of every child in their class. The teacher-student relationship that develops allows for you, as the teacher, to understand your young learners, identifying the rate at which they learn and setting high expectations.

For students, a teacher is someone who listens to them and takes an interest in their likes and dislikes. They build a relationship of mutual respect and value the individuality of all students. A teacher-student relationship should ensure learning is done in a fun, creative way. The teacher also helps with schoolwork and manages the classroom successfully

2.10.2. Negative relationships

Chapter Two : Relation Between Teaching and Learning

Identification of a negative relationship is usually determined by the reaction and action of both student and teacher. A lack of support, romancing outside the classroom, getting too many punishments, lower grades, negative remarks, and disrespectful behaviour towards each other indicate a negative relationship.

2.11. Conclusion

Chapter Two emphasizes the close connection between teaching, learning, and teacher-student relationships. Teaching involves guiding, motivating, and adapting to students' needs, while learning is an active process shaped by experience and reflection. Positive teacher-student relationships enhance motivation, academic achievement, and emotional well-being, whereas negative relationships can hinder learning. Overall, these elements are interconnected and essential for effective education and student development.

3. Chapter Three

Data Collection,

Analysis and

Interpretation

Chapter Three : Data Collection Analysis And Interpretation

3.1. Introduction

The previous chapter was devoted to the theoretical framework of the present study. This chapter, however, represents the practical part of the research. It aims to present, analyze, and interpret the data collected from both students and teachers. It also provides a detailed description of the research methodology adopted in this study. This chapter begins by presenting the sample population, which consists of Master 2 students at Belhadj Bouchaib University of Ain Temouchent. Then, it describes the data collection instruments, namely two questionnaires administered to both students and teachers. The collected data will be analyzed in order to test the research hypotheses and answer the research questions.

3.2. Data Collection Part

Data collection is one of the most essential stages in any research study because it enables researchers to obtain the information needed to answer research questions and gain meaningful insights into the research topic. It is a systematic process of gathering data through various methods and techniques depending on the nature and objectives of the study (Taherdoost, 2021, pp. 10–11).

In this section explains how the data were collected and describes the methods used in the investigation. It also provides information about the sample population, the sampling procedure, and the research instruments employed in this study.

3.2.1. Research Design

Research design refers to the overall plan that guides the researcher in answering research questions and testing hypotheses. It includes the methods and procedures used for collecting and analyzing data. A well-designed research plan ensures the validity and reliability of the findings and contributes to producing meaningful and accurate results.

The present study adopts a descriptive correlational research design. It aims to investigate the relationship between teacher–student relationship quality and academic achievement among M2 students at Belhadj Bouchaib University of Ain Temouchent. This design is appropriate as it allows the researcher to describe the phenomenon and examine the association between variables without manipulating them. Researchers generally rely on different methods to collect and analyze data. These methods must be consistent with the nature of the research objectives and questions. In this study, the quantitative method is adopted as the main approach.

3.2.2. Quantitative Method

According to John W. Creswell (2003/2014), quantitative research is an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed using statistical procedures in order to determine whether the predictive generalizations of the theory hold true. In this section, the quantitative method is used to measure students' perceptions of teacher–student relationship quality and its impact on their academic achievement. The collected data are analyzed using statistical techniques such as correlation and regression analysis in order to identify relationships between variables and test the research hypothesis.

3.2.3. Qualitative Method

Researchers generally rely on different methods to collect and analyze data depending on the nature of the research objectives and questions. In this study, the qualitative method is adopted as a complementary approach in order to gain a deeper understanding of the quality of teacher–student relationships and their influence on students' academic achievement. In this study, qualitative data are collected through open-ended questions included in the questionnaires administered to both students and teachers. These responses allow participants to express their

Chapter Three: Data Collection , Analysis And Interpretation

views regarding teacher–student interaction, classroom environment, and academic performance. The qualitative data are then analyzed thematically in order to identify recurring patterns and meanings related to the research topic.

3.2.4. Research Instrumentation

Research instruments are tools used by researchers to collect data relevant to their study. A research instrument is any tool, device, or technique used to collect, measure, and analyze data related to a research question or hypothesis. Common instruments include questionnaires, interviews, observation checklists, and standardized scales. The main research instrument in this research is the questionnaire. A questionnaire is a research instrument consisting of a set of questions designed for gathering information from individuals, either in paper format or online. Questionnaires typically employ two types of questions: closed-ended questions, which provide predetermined answer choices, and open-ended questions, which allow participants to express their thoughts in their own words. Two questionnaires were used in this research: one was sent to Master (M2) students, and the other was administered to teachers. These questionnaires were designed to collect data on teacher–student relationship quality, students' academic performance, and participants' perceptions of the impact of these relationships.

3.2.5. Sample Population

This research takes place at the Department of English at Belhadj Bouchaib University of Ain Temouchent with Master 2 students (Foreign Languages). The whole number is 48 and all of them were chosen as a representative sampling. As for teachers, we have selected about 10 teachers in the English language teaching.

3.2.6. The Learner's Profile

The learners participating in this study were Master II students from the English Department at the University of Ain Temouchent. They were enrolled in the specialties of Didactics and Applied Linguistics , Literature and Civilization. The participants displayed varying levels of academic competency and language proficiency, ranging from average to high achievement. This diversity enabled the study to explore the relationship between teacher–student relationship quality and academic achievement among Master II students.

3.2.7. The Teacher’s Profile

The teachers participating in this study were from the English Department at the University of Ain Temouchent. Most held advanced academic qualifications, including Doctoral degrees. They represented different specialties within English Studies, such as Applied Linguistics, Didactics, Literature, and Civilization. The participants also demonstrated varying levels of teaching competency and professional experience, enabling them to provide valuable insights into the impact of teacher–student relationship quality on the academic achievement of Master II students.

3.3. Data Analysis Part

This section focuses on the main study, which involves the analysis of both students’ and teachers’ questionnaires. It aims to present, interpret, and discuss the data collected in relation to the research questions and hypotheses. The results are organized and analyzed following the presentation of the research implementation, including the procedures used to administer the questionnaires and collect the data. This section also highlights the key findings derived from both instruments, allowing for a clear comparison of students’ and teachers’ perspectives regarding teacher–student relationship quality and its impact on academic achievement.

3.3.1. Analysis of Students' Questionnaire

The students' questionnaire was designed to collect data about learners' academic background, perceptions, and experiences regarding teacher–student relationships and academic achievement. It is divided into three main sections. The first part collect common information about students' major and their self-assessed level in English. The second part focuses on interaction and communication, including students' perceptions of teacher influence, participation, reactions , and relationship with teachers. The third section explores the impact of teacher–student relationships on academic performance, motivation, stress, and learning outcomes. It also includes open-ended questions allowing students to express their opinions about effective teacher–student relationships at the Master's level.

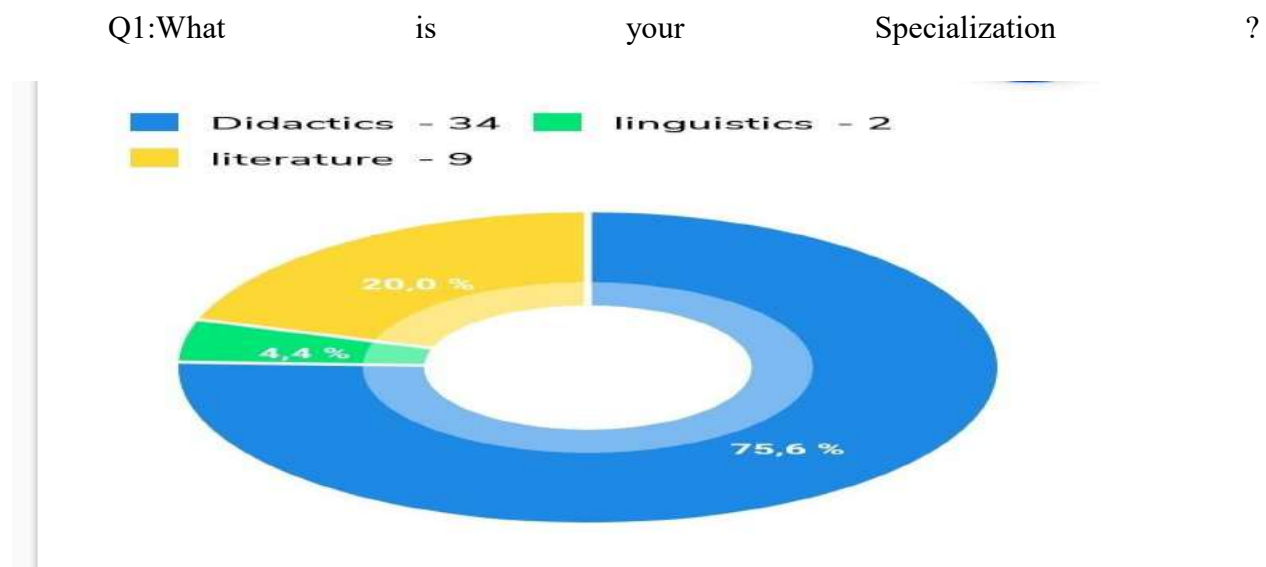


Figure 3.1: Distribution of Students According to Specialization

The diagram has shown that most respondents have belonged to the Didactics field, representing 75.6% of the sample (34 participants). Literature has accounted for 20% (9 participants). Overall, the results have indicated a clear dominance of Didactics students, which

has influenced the study's findings since the sample has not been evenly distributed across specializations.

Q2 :How would you rate your level in English ?

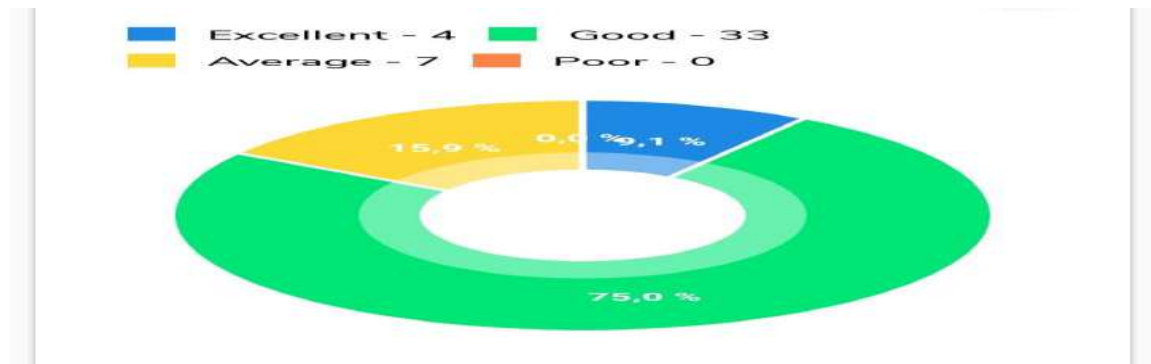


Figure 3.2 : Students' Self-Rated English Language Proficiency

The results have indicated that the majority of the Master's students have rated their English language proficiency as good, representing **75%** of the sample. In contrast, 15.9% of the students have reported having an average level of English proficiency, while 8.1% have indicated that their level was excellent.

Q3: do you think that the type of teacher affects your understanding course ?

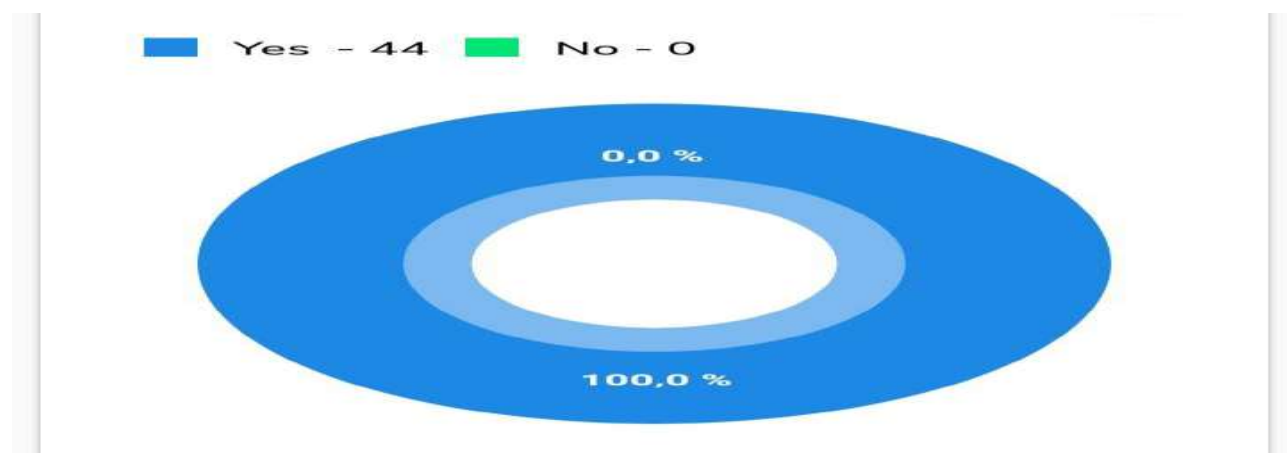


Figure 3.3 : Students' Perceptions of the Impact of Teacher Type on Course Understanding

100%of the students answered by yes, And 0 % Answered by NO , which means all students agree that the type of teacher affect their understanding of course.

Q4:how often do your teachers encourage you to participate in class ?

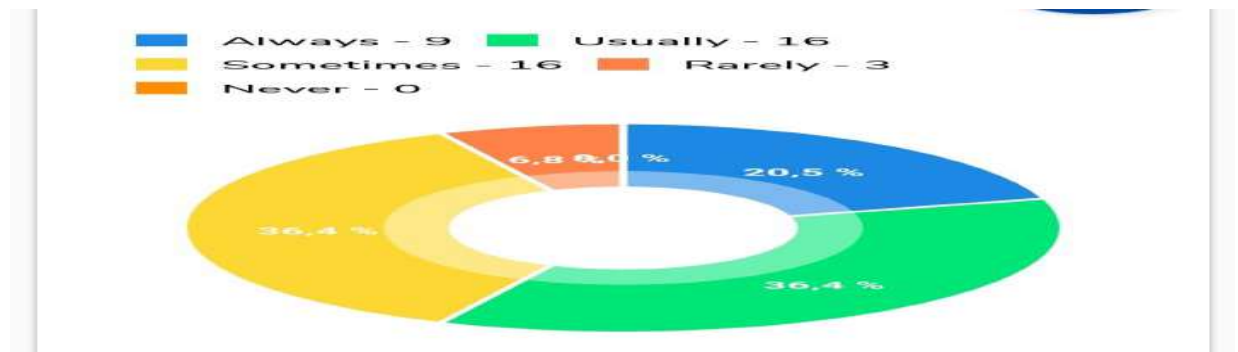


Figure 3.4: Frequency of Teachers' Encouragement for Class Participation

36.4% of participants have answered by usually their teachers have encouraged them to participate in class, in addition the same percentage, which is 16 students, have responded by sometimes their teachers have encouraged them to participate in class, while 20.5% of the students have answered that their teachers have always encouraged them to participate in class.

Q5:how would you describe your relationship with your teachers ?

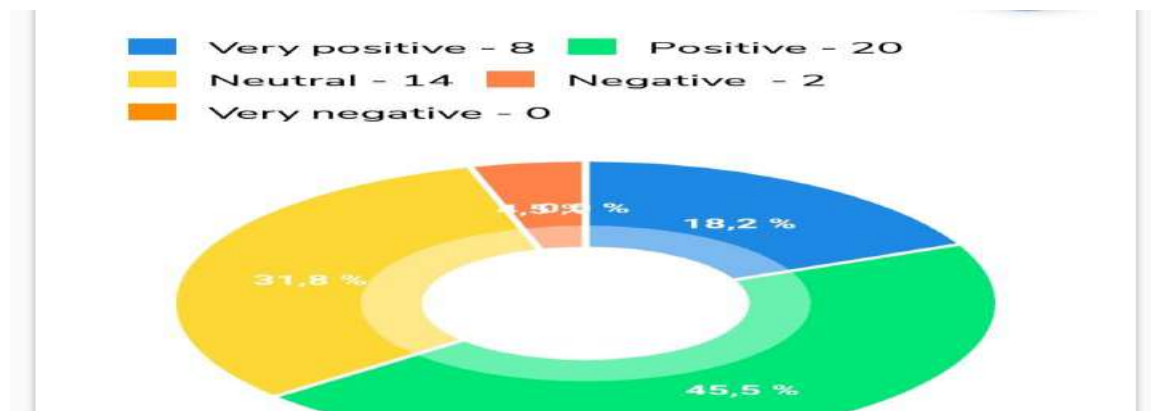


Figure 3.5: Nature of Teacher-Student Relationships

45.5% of participants have said that their relationships have been positive. Another 31.8% of them have declared that their relationship has been neutral, while 18.2% of the Master's students have had a very positive relationship with their teachers. In addition, 10 students have answered by neutral.

Q6 : Do you feel comfortable approaching your teachers for help ?

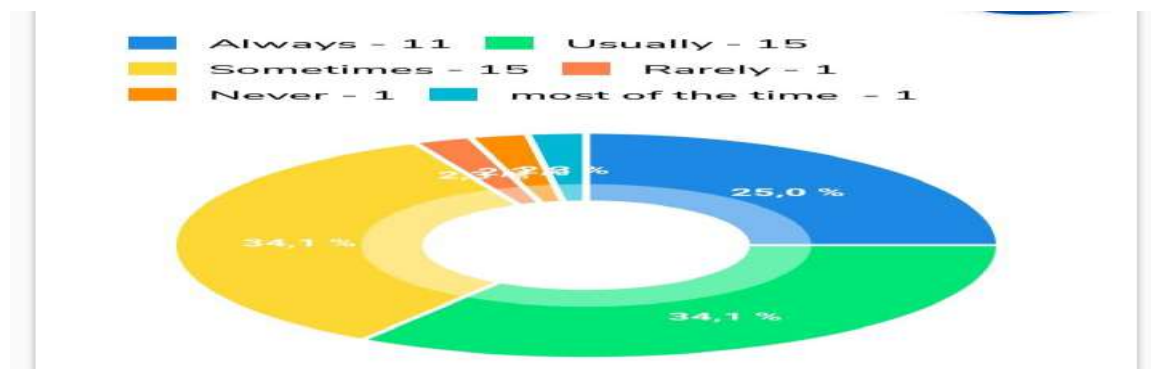


Figure 3.6 : Students' Comfort in Approaching Teachers for Help

34.1% of the students who have participated have usually felt comfortable approaching their teachers for help, while another 15 students have also sometimes felt comfortable approaching their teachers. In addition, 25% of the students have always felt comfortable approaching their teachers for help.

Q7 : How would you rate the communication with your teachers ?



Figure 3.7: Students' Evaluation of Communication with Teachers

50% of the participants have had a good average of communication with their teachers. In addition, 13.6% of the students have had an excellent average of communication with their teachers, while 13 students have declared that they have had a fair average of communication with their teachers.

Q8: how would you rate the feedback you receive from your teachers ?

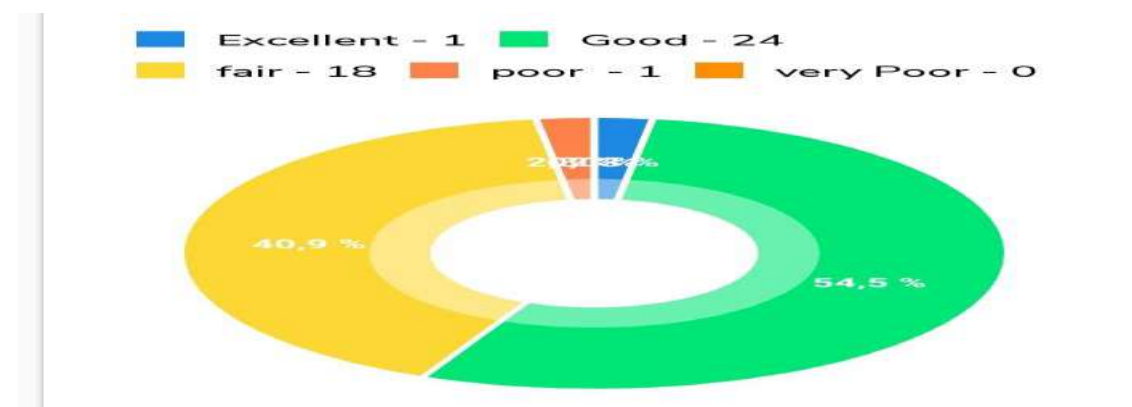


figure 3.8: Students' Evaluation of Teacher Feedback

54.5% of the participants have answered that they have received good feedback from their teachers, while 35.9% of the students have said that the feedback they have received has been fair.

Q9: how would you rate you rate your academic performance?

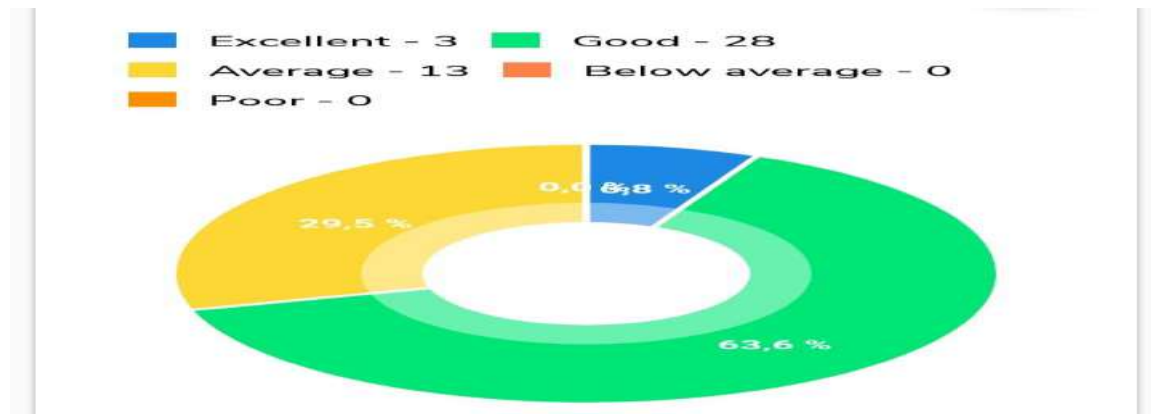


Figure 3.9: Students' Self-Assessment of Academic Performance

Most students have considered their academic performance to be “Good,” suggesting a generally positive self-perception of their academic abilities. A significant proportion of students (31%) have rated their performance as “Average,” which may indicate a lack of confidence or difficulties in achieving higher academic outcomes. Only 7.1% of the participants have chosen “Excellent,” which may reflect high academic expectations among students. Furthermore, no participant has rated his or her performance as “Below Average,” indicating the absence of negative self-assessments within the sample.

Q10: Do positive teacher–student relationships help you perform better academically?

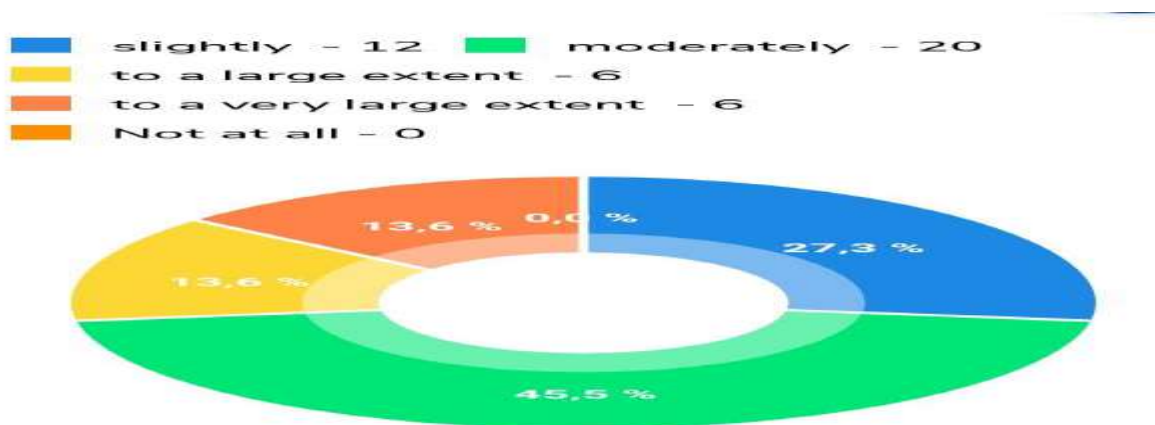


Figure 3.10: Perceived Impact of Teacher–Student Relationships on Academic Performance

Nearly half of the respondents (47.6%) have believed that positive teacher–student relationships help in improving academic performance. This has suggested that students recognize the importance of relationships, but they do not see them as the only factor affecting success. Strong agreement has remained limited, as only 28.6% have felt that the impact is large or very large. This has indicated that fewer students see teacher–student relationships as a highly powerful influence. A significant portion (28.6%) have selected “Slightly,” meaning that some students have thought that academic success depends more on other factors (e.g., motivation, learning methods, and examinations).

Q11: To what extent do you agree with the following statement: "A positive teacher–student relationship increases my motivation to succeed academically."

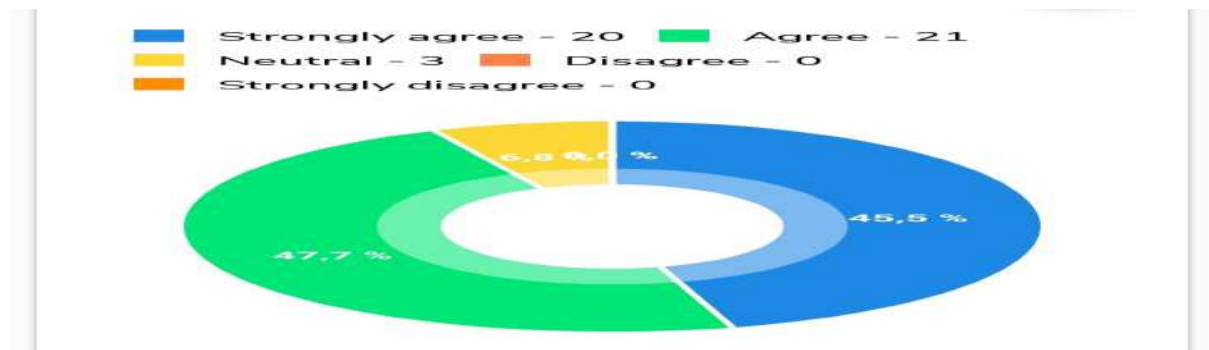


Figure 3.11 :Effect of Positive Teacher–Student Relationships on Academic Motivation

A large majority of students (97.6%) have agreed or strongly agreed that a positive relationship with their teacher enhances their academic motivation. This has indicated that emotional and interpersonal factors play a crucial role in learning. The absence of any “Disagree” responses has suggested that teacher–student rapport is universally valued. Only 7.1% of students have remained neutral, which has possibly reflected a lack of awareness of the relationship’s impact.

Q12 : In which type of courses do you usually achieve better results?

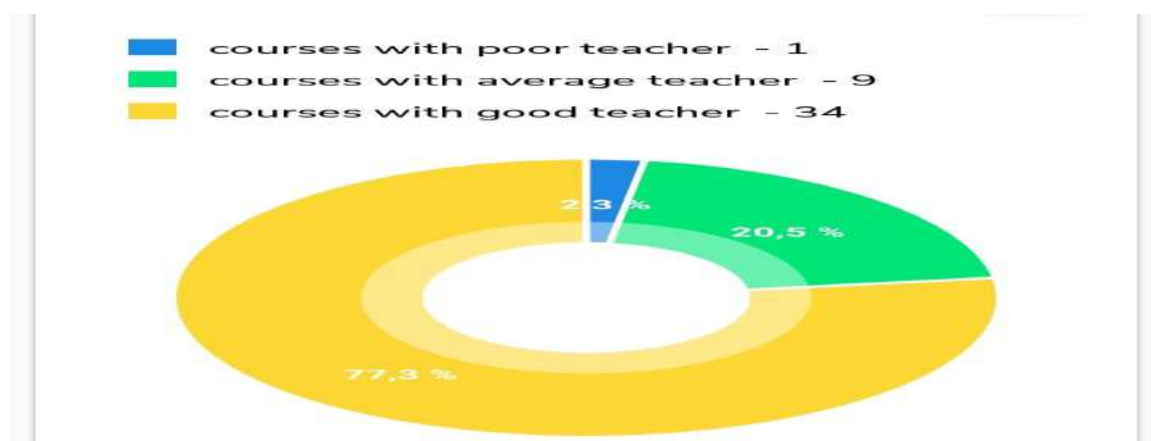


Figure 3.12: Types of Courses in Which Students Achieve Better Results

Chapter Three: Data Collection , Analysis And Interpretation

A very strong trend has emerged: 77.3% have reported achieving better results in courses with good teaching quality. Furthermore, 20.5% have selected courses with average teaching quality. Only 2.3% have indicated better performance in courses with poor teaching quality.

Q13 :Do teacher–student relationships influence your level of stress or anxiety during presentations? How?

Some students have answered “Yes.” Many of them have explained that teachers need to create a comfortable and supportive atmosphere, which has helped reduce anxiety. Some students have answered “No.” This has meant that the teacher–student relationship significantly has impacted their anxiety, especially during presentations. A positive and supportive teacher has reduced fear and has increased confidence. The others have believed that their anxiety is independent of the teacher and has been influenced by personal factors such as personality, self-confidence, or speaking skills.

Q14: Have you ever experienced a negative teacher–student relationship? If yes, how did it affect your motivation or performance?

The responses have shown a mixed pattern. Many students have answered “No” (e.g., “No, not really,” “I have never had such an experience”). This has suggested that most participants have perceived their relationships with teachers as positive or neutral. However, a smaller group have reported negative experiences, and their responses have indicated clear psychological and academic effects. For example, one student has stated, “It made me doubt myself...”. This has reflected reduced self-confidence, which has been strongly linked to lower participation, increased anxiety, and decreased academic performance.

Chapter Three: Data Collection , Analysis And Interpretation

Q15 : What characteristics make a teacher–student relationship effective at the Master’s level?

Characteristics of an Effective Teacher–Student Relationship (Master’s Level)

From the responses are :

Mutual Respect : means that you treat others and yourself in thoughtful and respectful way . it is the understanding that even we all don't share the same beliefs and values but that we are all deserving of respect .

Active Learning: Is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information . This reflects a preference for student-centered learning. Emotional & Practical Support and one response highlights the importance of combining emotional understanding with practical application.

3.3.2. Analysis of Teachers’ Questionnaire

The teachers’ questionnaire was designed to collect data from university instructors regarding their experience, teaching practices, and perceptions of M2 students’ academic performance. It includes questions about teachers’ department, years of experience, and evaluation of students’ academic achievement. It also investigates the strategies used to build positive relationships with students and the methods used to assess their academic progress. Furthermore, the questionnaire explores teachers’ opinions on the importance of teacher–student relationships in academic success, the level of support they provide to students, and their views on improving these relationships at the university level.

Q1:what is your speciality?

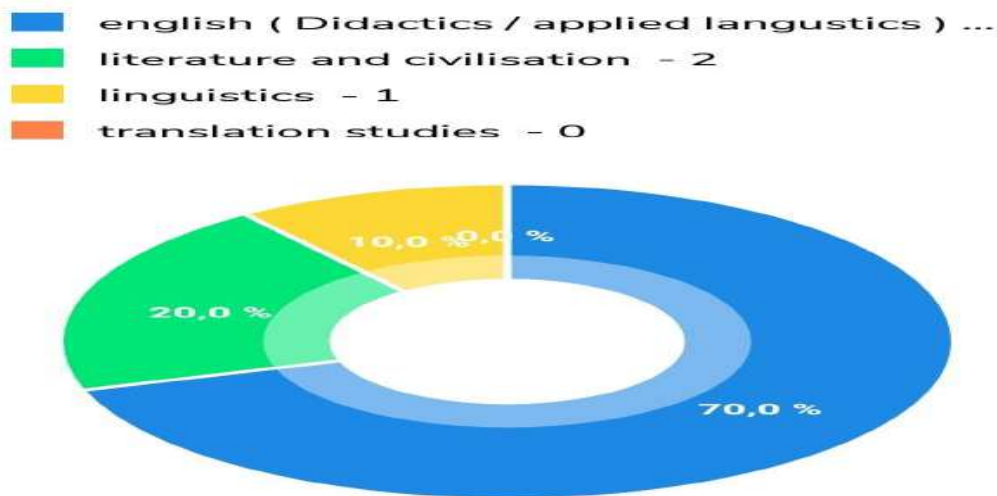


Figure 3.13: Distribution of Teachers According to Department

70% of the participants have been teachers of English in the Department of Didactics and Applied Linguistics, while 20% have been teachers in the field of Literature and Civilization.

Q2 : how many years of teaching experience do you have?

Two teachers have had 17 years of teaching experience. In addition, four teachers have had 10 years or less of experience teaching English. Some teachers have had between 20 and 30 years of teaching experience, while one teacher has had 18 years of teaching experience and another has had 15 years of teaching experience.

Q3:How would you rate the overall academic performance of your M2 students?

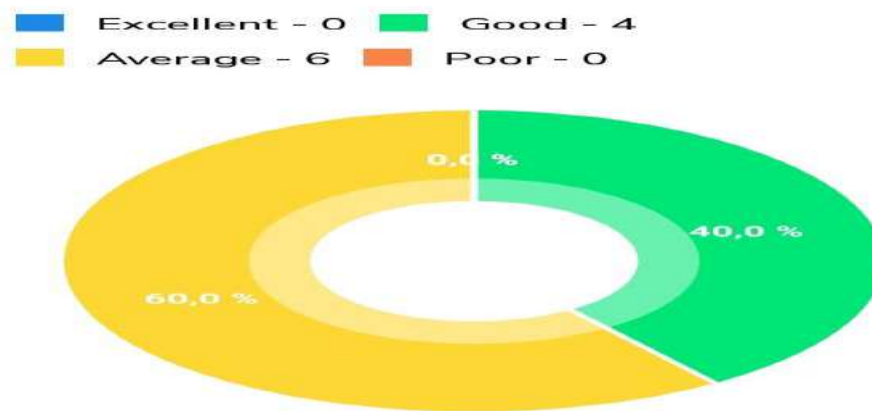


Figure 3.14: Teachers' Evaluation of M2 Students' Academic Performance

40% of the teachers have answered that the overall academic performance of their M2 students has been good, while 60% of the teachers have declared that the academic performance of their students has been average.

Q4: what strategies do you use to build positive relationship with your M2 students?

There have been teachers who have used interactive strategies, motivation, and encouragement, while another type of teachers has employed lecturing and cooperative learning. In addition, some teachers have used a humanistic approach and autonomous learning, while others have relied on building a comfortable learning atmosphere based on respect. Furthermore, some teachers have made students' needs their primary interest and have related topics to real-life situations.

Q5:How do you assess the academic progress of your M2 students?



Figure 3.15: Methods Used to Assess Students' Academic Progress

40% of the participants have assessed the academic progress of their students through quizzes and exams, while another 40% of the teachers have assessed the academic progress of their students through assignments and projects, whereas 20% of them have assessed their students through class participation.

Q6: Do you think a positive teacher student relationship contributes to M2 students academic success?

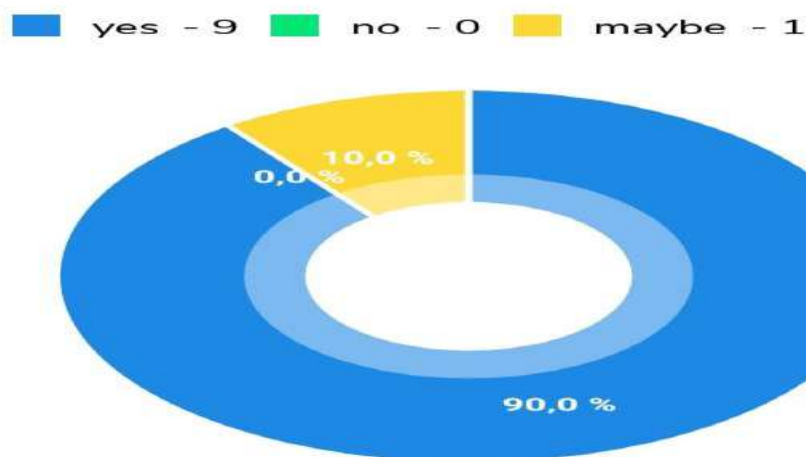


Figure 3.16: Teachers' Perceptions of the Role of Teacher–Student Relationships in Academic Success

90% of the participants have answered “Yes,” 10% have answered “Maybe,” and 0% have answered “No.” This has indicated a strong consensus among teachers that a positive teacher–student relationship has played a crucial role in academic success.

Q7: to what extent do you agree with the following statement :

" a strong teacher – student relationship increases students motivation to learn . "

Strongly agree - 6 Agree - 3
Neutral - 1 Disagree - 0
Strongly disagree - 0

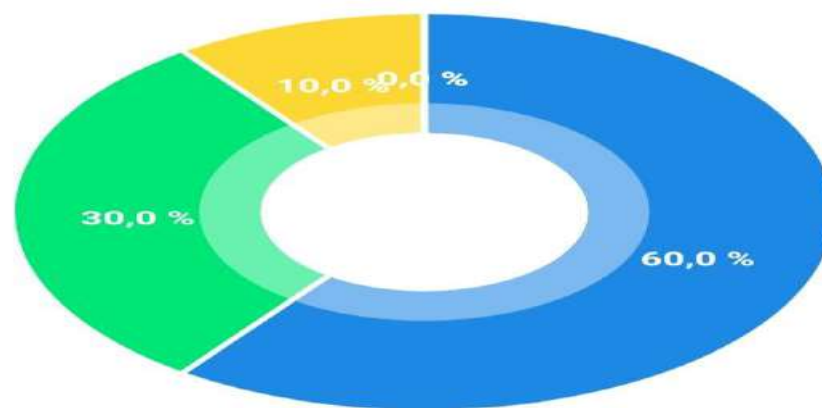


Figure 3.17: Teachers’ Views on the Impact of Teacher–Student Relationships on Student Motivation

60% of the participants have strongly agreed, while 30% have agreed. This has shown an overwhelming consensus (90%) that a strong teacher–student relationship has significantly boosted students’ motivation to learn. The absence of disagreement has further reinforced the importance of interpersonal connection in higher education. Meanwhile, 10% have remained neutral. This has indicated that a small number of teachers have been unsure about the impact or have believed that other factors influence students’ motivation. Furthermore, 0% have disagreed.

Q8:how often do you provide emotional or academic support to you M2 students when needed ?

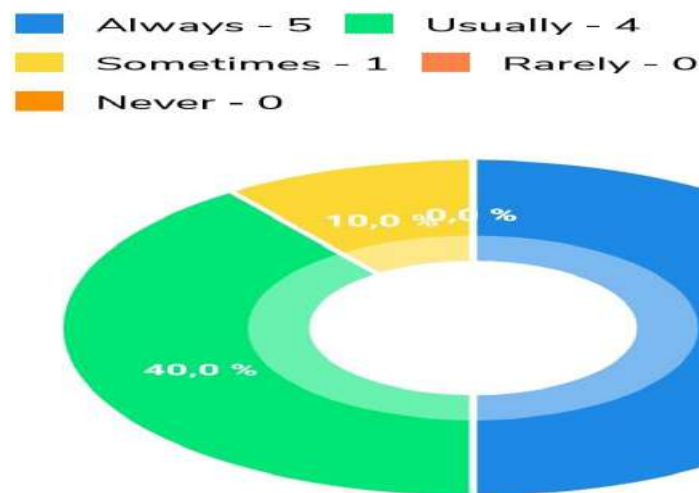


Figure 3.18: Frequency of Providing Emotional and Academic Support to Students

50% of the participants have reported that they always provide support, 40% have stated that they usually provide support, and 10% have indicated that they sometimes provide support, while 0% have selected “Rarely” or “Never.” The results have shown a very strong commitment from teachers to supporting students both psychologically and academically. Furthermore, 90% of the participants have chosen either “Always” or “Usually,” whereas 0% have chosen “Rarely” or “Never.”

Q9: What percentage of M2 students do you think achieve their academic goals ?



Figure 3.19: Teachers’ Estimation of Students Achieving Academic Goals

Chapter Three: Data Collection , Analysis And Interpretation

A significant portion of the respondents have estimated high success rates (70%–80%). Some responses have indicated a moderate level (around 50%), suggesting variability in student performance. Overall, the data has suggested that teachers generally have had a positive perception of students' academic achievement, with most having believed that a majority of students have succeeded.

Q10: In your opinion , how can the teacher –student relationship be improved at the university level ?

The responses show generally positive evaluations : This indicates that teachers perceive the relationship as moderately strong to strong, but not perfect.

A .Communication and Collaboration : “Communication and mutual cooperation” This refers to the exchange of information and working together effectively to establish and maintain relationships .

B . Respect-Based Interaction : is a reciprocal teaching and learning dynamic where educators and students value each other's dignity , opinion , and autonomy

C. General Improvement Efforts : “Improving the teacher–student relationship...” Indicates a general awareness that the relationship can be enhanced through ongoing effort and development.

3.4. Discussion of the main results

3.4.1. Discussion of students' Questionnaire

Considering the responses obtained from the students' questionnaire, the researcher attempted to achieve the research objectives through the interpretation of the collected data. The questionnaire send to Master's students was extremely helpful in exploring the nature of teacher–student relationships and its impact on learning. students feedback indicates that effective teacher–student relationship at the Master's level should be based on mutual respect,

Chapter Three: Data Collection , Analysis And Interpretation

active participation, and emotional and academic support. They expressed a priority for a more cooperative and less hierarchical relationship, where the teacher acts as a mentor rather than an authority figure. These findings support the research hypothesis that a positive teacher–student relationship plays a significant role in fostering students’ motivation, participation, and overall learning experience, as well as contributing to the reducing speaking anxiety as a foreign language classes.

3.4.2. Discussion of teachers' Questionnaire

Most of participants are experienced teachers in the field of didactics and applied linguistics ,with the majority having plus ten years of experience .In addition,40% of the teachers evaluates this master two students as good ,while others consider it average .Teachers employ diverse approaches and strategies; including interactive strategies, student’s motivation humanistic approaches ,and cooperative learning .the participants with percentage of 40% rely on Quizzes and exams ,while 40%of them ask students doing assignments and projects, concerning other rely on class participation to evaluate students’ progress . Majority of teachers agree that positive relationship has a crucial role in academic success and boosts motivation ,they always or usually provide emotional and academic support indicating a supportive educational environment .Than, teachers generally perceive that students as achieving their academic goals. Other addition, the results show that communication , collaboration ,respect and mutual interaction are key areas for enhancing teacher student relationship .The findings present the significance of positive teacher student relationship in fostering motivation, learning process and success. Teachers exhibit a strong commitment to motivating and supporting student’s learning process and most perceived their relationship as Strong ,with opportunities for improvement throughout enhanced communication ,interaction ,and respect.

3.5. Conclusion

Based on the research conducted, this chapter aimed to present the procedures and findings of the questionnaires administered to both M2 students and teachers at the University of Ain Temouchent. The data were collected through two main steps: a students' questionnaire to explore their perceptions of teacher–student relationships and academic performance, and a teachers' questionnaire to examine their views and practices regarding these relationships. The analysis and interpretation of the results revealed findings that are largely consistent with the research hypotheses. The collected data confirm that the quality of the teacher–student relationship is a key factor influencing students' motivation, engagement, and academic achievement. Both students and teachers acknowledged the importance of positive interaction, mutual respect, effective communication, and continuous support in enhancing the learning process.

Furthermore, the results indicate that students tend to perform better in courses characterized by good teaching quality and supportive relationships, while negative or weak relationships may lead to decreased motivation, higher anxiety, and lower academic performance. Teachers also demonstrated a strong awareness of their role in fostering a positive learning environment through encouragement, feedback, and student-centered strategies.

Therefore, it can be concluded that strengthening teacher–student relationships is an effective approach to improving M2 students' academic outcomes and overall learning experience.

4. Chapter Four

Concluding Chapter

4.1. Introduction

This chapter presents the general conclusion of the present study. It provides a synthesis of the main findings in relation to the research questions and hypotheses, highlighting their significance and contribution to the field of education. The chapter also discusses the pedagogical implications derived from the results, particularly concerning the role of teacher–student relationships in enhancing academic achievement. Furthermore, this chapter outlines the main limitations encountered during the research process, which may have influenced the results and their generalizability. In addition, it offers a set of practical recommendations for teachers and students aimed at improving teaching and learning practices. Finally, directions for future research are suggested in order to deepen the understanding of teacher–student relationships and their impact on students’ academic performance.

4.2. Summary of the study

The present work was undertaken to investigate the relationship between teacher and students and whether it is positive or negative , and to test if using movies in the classroom can assist the students to boost their speaking skills. The main problem that the researcher noticed is that Master 2 students are experiencing low and inconsistent academic performance due to declining proficiency, lack of engagement, high dropout rates, and insufficient academic support. Three questions have been asked in this dissertation To investigated the relationship between teacher–student relationship quality and the academic achievement of M2 students at Belhadj Bouchaib University of Ain Temouchent. It examined students' perceptions of the impact of teacher–student relationships on their academic achievement and identified the aspects of these relationships that were most strongly associated with academic success. These questions

are followed up with their predictions which are the hypotheses. That high-quality teacher–student relationships positively affect M2 students' academic achievement. It also assumed that students perceive these relationships as beneficial to their academic performance and that key relational factors, including support, trust, communication, and respect, are positively associated with academic success. Hence, this work is made to test the hypothesis above which are confirmed and proved their validity.

4.3. Pedagogical implications

A positive teacher-student relationship (TSR) is a major predictor of academic achievement. For M2 (Master 2) students at the University of Ain Temouchent, cultivating these relationships shifts classrooms from traditional, teacher-centered environments into collaborative, engaging hubs. It improves motivation, lowers anxiety, and directly enhances academic performance.

1. *Transitioning to Mentorship and Constructivism:* At the Master 2 level, students are preparing for the professional world or rigorous academic research. When faculty act as mentors rather than mere information providers, students develop autonomous learning and critical thinking Skills. Edwards et al. (2010) Teaching and learning should be a reciprocal exchange; professors act as guides, fostering an environment where students actively engage with concepts instead of passively taking.

2. *Cultivating Academic Engagement and Self-Efficacy:* Students are more likely to participate in rigorous academic discussions and ask for constructive feedback when they feel respected and Supported. Positive TSR directly bolsters a student's academic self-concept,

meaning that when teachers show they believe in a student's capabilities, the student's motivation and classroom participation Skyrocket. Roorda et al. (2011) and Chen et al. (2021).

3. *Reducing Academic Burnout and Anxiety:* Postgraduate studies carry heavy psychological and academic expectations. An approachable professor acts as a buffer against academic stress. Pham et al. (2022) Pedagogical strategies must Include "emotional scaffolding." Faculty members at the University of Ain Temouchent should foster supportive office hours, provide empathetic communication, and remain accessible, which is vital for keeping students on track and preventing dropout.

4.4. Recommendations and Suggestions

The following recommendations are offered for related research in the field of teaching and learning : The teaching process is a difficult subject to manage, yet, both students and teachers are trying getting it under control. Students should cooperate with their teachers to successfully fulfill classroom tasks. To a greater extent, teachers should be directors during meetings for discussions and seminars because it has a forthright relationship with their students' outcomes. Teachers should have to adopt leader positions, granted that learners like to see a leader taking control of the situation. The correlation between teachers and students should be positive in order to bolster learning by following certain attitudes and actions, so that learners' final achievement can be satisfactory and acceptable. For the sake of their students' future needs, teachers should constantly try to direct, guide, and accept getting in touch with them even outside the class. Effective learning must go hand in hand with meaningful teacher-student relationship. Mutual trust and respect are two crucial factors that should be engraved in teachers' and students' behaviours in the class. Teachers should encourage their students to participate

and to be active. Learners' differences must be taken into consideration, especially the inequality in students' language levels.

4.5. Limitations

The study "Limitations of Teacher-Student Relationship Quality as a Predictor of Academic Achievement : Case of M2 Students at the University of Ain Temouchent" likely highlights the following limitations :

- ❖ Methodological limitations : The study might have relied on self-reported data from students, which can be subjective and biased. Furthermore, the sample size and population (M2 students at University of Ain Temouchent) might not be representative of other contexts.

- ❖ Contextual factors : The quality of teacher-student relationships can be touched by cultural, social, and institutional factors specific to the University of Ain Temouchent or the Algerian context.

- ❖ Omitted variables : The study may not have taken into account other essential factors for predicting academic achievement, such as student motivation, learning strategies, or socio-economic background.

- ❖ Directionality : It's unclear whether positive teacher-student relationships lead to better academic achievement or if high-achieving students tend to have better relationships with teachers.

- ❖ Measurement of "Quality" : Defining and measuring the "quality" of a relationship is subjective, as different trainers and students may have different interpretations of a supportive interaction.

❖ Focus on Affective Factors : such studies may overemphasize emotional or interpersonal factors, overlooking structural factors like class size, technology access, or teaching methods (e.g., didactic vs. Interactive).

❖ Limitations (Self-Reporting Bias) : Studies often rely on questionnaires that reflect students' perceptions, which may not capture the objective reality of the interaction.

❖ Small Sample Sizes : Focusing on specific departments or master's cohorts can limit the ability to generalize the results to the entire university population.

These limitations suggest that while teacher-student relationship quality is an important factor, it should be considered alongside other influences on academic achievement.

4.6. Future Research perspectives

Teacher-student relationships play important role in constructing a positive classroom environment and enhancing student results . Many comprehensive m have indicated strong correlations between positive teacher-student relationships and students', such as , academic achievement, motivation and well-being, as well as between negative teacher-student relationships and behavioral problems or bullying. We conducted several three-level SOMAs and found that TSRs had similar large significant relations with eight clusters of student outcomes : academic achievement, academic emotions, appropriate student behavior, behavior problems, executive functions and self-control, motivation, school belonging and engagement, and well-being. The link with bullying was only marginally significant. Our moderator analyses suggested a larger TSR–outcome link for middle and high school students. Although more recent meta-analyses fulfilled more methodological quality criteria, these differences were not associated with TSR–outcome relations. These results map the field of TSR research ; present their relations,

moderators, and methodological quality in meta-analyses ; and show how TSRs are equally important for a wide range of student outcomes and samples.

4.7. Conclusion

This chapter has summarized the main findings of the study, highlighting that the quality of teacher–student relationships is a key factor influencing academic achievement among Master 2 students at the University of Ain Temouchent.as well as , This chapter is devoted for the research issue from both students and teachers perspectives because they are the main concerned with it. They both approve that the teachers-student relationship is an important element that should be introduced in teaching languages. Both teachers and students apprehend the necessary role of this relationship in teaching and learning process.

Bibliography

References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Lawrence Erlbaum Associates.
- Atkinson, R. C. (1975). Mnemotechnics in second-language learning. *American Psychologist*, 30(8), 821–828.
- Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology*, 1(6), 589–595.
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Bandura, A., & Kupers, C. J. (1964). Transmission of patterns of self-reinforcement through modeling. *Journal of Abnormal and Social Psychology*, 69(1), 1–9.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63(3), 575–582.
- Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. Holt, Rinehart & Winston.
- Benbouzid, B. (2017). Higher education in Algeria: Challenges and perspectives. *Journal of Higher Education in Africa*, 15(1), 1–15.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psycho-Analysis*, 39, 350–373.

Bibliography

- Bowlby, J. (1982). *Attachment and loss: Vol. 1. Attachment*. Basic Books. (Original work published 1969)
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. Basic Books.
- Classplus Growth Blog. (2025). *Relationship between teaching and learning*.
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143.
- Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671–684.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- eLearning Coach, The. (2016). *10 definitions of learning*.
- Emslander, V., Holzberger, D., Ofstad, S. B., Fischbach, A., & Scherer, R. (2025). Teacher–student relationships and student outcomes: A systematic second-order meta-analytic review. *Psychological Bulletin*, 151(3), 365–397.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911.
- Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy*, 11, 137–155.
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children’s school outcomes through eighth grade. *Child Development*, 72(2), 625–638.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.
- Hattie, J. (2009). *Visible learning*. Routledge.

Bibliography

- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52(3), 511–524.
- Hogg, M. A. (2006). Social identity theory. In *Contemporary social psychological theories*.
- Indeed Canada Career Guide. (2025). *What are the different types of teachers?*
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Main, M., & Solomon, J. (1986). Discovery of an insecure-disorganized/disoriented attachment pattern. In T. B. Brazelton & M. W. Yogman (Eds.), *Affective development in infancy* (pp. 95–124). Ablex.
- Mayer, R. E. (1996). Learning strategies for making sense out of expository text: The SOI model for guiding three cognitive processes in knowledge construction. *Educational Psychology Review*, 8(4), 357–381.
- Miller, N. E., & Dollard, J. (1941). *Social learning and imitation*. Yale University Press.
- Novak, J. D. (1995). Concept mapping: A strategy for organizing knowledge. In S. M. Glynn & R. Duit (Eds.), *Learning science in the schools: Research reforming practice* (pp. 229–245). Lawrence Erlbaum Associates.
- Novak, J. D., & Gowin, D. B. (1984). *Learning how to learn*. Cambridge University Press.
- Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39(6), 564–570.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117–175.

Bibliography

- Pianta, R. C. (1992). *Beyond the parent: The role of teachers in children's lives*. Jossey-Bass.
- Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of Educational Research, 87*(2), 345–387.
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493–529.
- Rotter, J. B. (1954). *Social learning and clinical psychology*. Prentice-Hall.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Tajfel, H., Flament, C., Billig, M., & Bundy, R. P. (1971). Social categorization and intergroup behavior. *European Journal of Social Psychology, 1*(2), 149–178.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Nelson-Hall.

Bibliography

- Testbook. (n.d.). *What is teaching? Meaning, types, methods & importance (UGC-NET Paper 1)*. Retrieved January 25, 2026.
- Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Basil Blackwell.
- University of Ain Temouchent. (2020). *Rapport d'activité 2019–2020*.
- Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher-student relationships in class. *International Journal of Educational Research*, 43(1–2), 6–24.
- Thomas Wubbels, & Mieke Brekelmans. (2005). *Two decades of research on teacher-student relationships in class. International Journal of Educational Research*, 43(1–2), 6

Appendices

Appendix 1: students' Questionnaire

Q1 .What is your Specialization ?

- ☐ Didactics
- ☐ Linguistics
- ☐ Literature

Q2. How would you rate your level in English?

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor

Q3. Do you think that the type of teacher affects your understanding of the course?

- ☐ Yes
- ☐ No

Q4. How often do your teachers encourage you to participate in class?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Q5. How would you describe your relationship with your teachers?

- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

Q6. Do you feel comfortable approaching your teachers for help?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never
- ☐ most of the time

Q7. How would you rate the communication with your teachers?

- ☐ Excellent
- ☐ Good
- ☐ fair
- ☐ poor
- ☐ very Poor

Q8. How would you rate the feedback you receive from your teachers?

- Excellent
- Good
- fair
- poor
- very Poor

Q9. How would you rate your academic performance?

- Excellent
- Good
- Average
- Below average
- Poor

Q10. Do positive teacher–student relationships help you perform better

academically?

- slightly
- moderately
- to a large extent
- to a very large extent
- Not at all

Q11. To what extent do you agree with the following statement:

" A positive teacher–student relationship increases my motivation to succeed academically. "

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Q12. In which type of courses do you usually achieve better results?

- courses with poor teacher
- courses with average teacher
- courses with good teacher

Q13. Do teacher–student relationships influence your level of stress or

anxiety during presentations? How?

Q14. Have you ever experienced a negative teacher–student relationship? If yes, how did it affect your motivation or performance?.....

Q15. What characteristics make a teacher–student relationship effective at the Master’s level?

Appendix 2 : Teachers' Questionnaire

Q1:what is your speciality ?

- ☐ English (Didactics / Applied linguistics)
- ☐ Literature and civilization
- ☐ Linguistics
- ☐ translation studies

Q2:how many years of teaching experience do you have?

.....

Q3:How would you rate the overall academic performance of your M2

students?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent

Q4:what strategies do you use to build positive relationship with your M2 students?

.....

Q5:How do you assess the academic progress of your M2 students?

- ☐ Quizzes and exams

- Assignment and projects
- Class participation.

Q6: Do you think a positive teacher student relationship contributes to M2 students academic success?

- Yes
- No
- Maybe

Q7: to what extent do you agree with the following statement :

"a strong teacher – student relationship increases students ' motivation to learn . "

- Strongly agree
- Agree
- Neutral
- disagree

Q8:how often do you provide emotional or academic support to you M2

students when needed ?

- Always
- Usually
- Sometimes

- Rarely
- Never

Q9:What percentage of M2 students do you think achieve their academic goals ?

.....

Q10:In your opinion , how can the teacher –student relationship be improved at the university level ?

.....

Summary

This study examines the impact of teacher-student relationship quality on academic achievement among M2 students at the University of Ain Temouchent. The findings reveal a positive correlation between the quality of teacher-student relationships and academic performance, highlighting the crucial role of teachers' supportive approaches, including emotional and academic guidance, in enhancing student motivation and success. Effective strategies employed by teachers include communication, respect, collaboration, and autonomy support. The study recommends prioritizing teacher- student relationships to improve academic outcomes and student well-being.

Résumé

Cette étude examine l'impact de la qualité de la relation enseignant-élève sur la réussite scolaire chez les étudiants de M2 de l'Université d'Ain Temouchent. Les résultats repellent une corrélation positive entre la qualité des relations enseignant-élève et le rendement scolaire, soulignant le rôle crucial des approches de soutien des enseignants, y compris les orientations émotionnelles et académiques, dans l'amélioration de la motivation et de la réussite des élèves. Les stratégies efficaces employées par les enseignants comprennent la communication, le respect, la collaboration et le soutien à l'autonomie. L'étude recommande de prioriser les relations enseignant-élève pour améliorer les résultats scolaires et le bien-être des étudiants.

المخلص

تبحث هذه الدراسة في تأثير جودة العلاقة بين المعلم والطالب على التحصيل الأكاديمي بين طلاب الثانية ماستر في جامعة عين تموشنت. تكشف النتائج عن وجود علاقة إيجابية بين جودة العلاقات بين المعلم والطالب والأداء الأكاديمي ، مما يسلط الضوء على الدور الحاسم للنهج الداعمة للمعلمين ، بما في ذلك التوجيه العاطفي والأكاديمي ، في تعزيز تحفيز الطلاب ونجاحهم. تشمل الاستراتيجيات الفعالة التي يستخدمها المعلمون التواصل والاحترام والتعاون ودعم الاستقلالية. توصي الدراسة بإعطاء الأولوية للعلاقات بين المعلم والطالب لتحسين النتائج الأكاديمية ورفاهية الطلاب .