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## *Exploring the Effectiveness of Teacher Education Programmes to Enhance Teacher-Students Relationship: The Case of Secondary School Teachers at Ain Beida – Oum El Bouaghi*

### **استكشاف مدى فعالية البرامج التكوينية للأساتذة في تحسين علاقتهم بالتلاميذ: دراسة حالة أساتذة ثانويات عين البيضاء – أم البواقي**

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#### **Abstract**

The variation in the teacher-student relationship quality can be expected from classroom behaviour. It is also reflected in the students' academic success, motivation and beliefs about the teacher and the subject matter being taught as well as in the teachers' professional satisfaction and well-being. The paper aims at exploring the effectiveness of teacher education programmes in preparing EFL teachers to deal effectively with in-class challenging situations and misbehaving students. In pursuance of this aim, a mixed methodology was used. First, a document-based description of "the Educational Guide for Secondary Education teachers" was made. Then, a questionnaire was distributed to twenty educators teaching at different secondary schools at Ain Beida – Oum El Bouaghi. Findings revealed that the Educational Guide for Secondary School Teachers is the only educational document that tackled the social and psychological sides of classroom interaction. Results also demonstrated that no matter how efficient are the teacher education programmes, they cannot equip novice educators with all they need for an effective lifetime teaching. Further, the participants hold different opinions about the importance and the benefits of the training programmes and they made interesting suggestions to improve it. This calls for the importance and the need for continuing professional development.

#### **ملخص**

تصورات التلاميذ حول الأستاذ والمادة المدروسة و درجة تقبلهم لهما، مبنية أساسا على طبيعة العلاقة القائمة بين الأستاذ و تلاميذه. الأمر الذي ينعكس إيجابا أو سلبا على نجاح التلاميذ دراسيا و على الأستاذ وظيفيا لأهمية العامل النفسي في العملية التربوية التعليمية. يهدف هذا المقال إلى دراسة مدى فعالية برامج التكوين في إعداد أساتذة اللغة الإنجليزية كلفة أجنبية لبناء علاقة فعّالة و ايجابية بين الأستاذ و تلاميذه للتعامل بفعالية مع المواقف الصعبة في القسم و سوء سلوك التلاميذ. و سعيا لتحقيق هذا الهدف البحثي، تم استخدام منهجية متنوعة تشمل أساليب نوعية وكمية. أولاً، تم تحليل "الدليل التعليمي لأساتذة التعليم الثانوي" بناء على وصف المستند. بعد ذلك، تم توزيع استبيان على عشرين أستاذا في ثانويات مختلفة بعين البيضاء ولاية أم البواقي. كشفت النتائج أن الدليل التربوي لأساتذة الثانويات هو الوثيقة التعليمية الوحيدة التي تناولت الجوانب الاجتماعية والنفسية للتفاعل في القسم، كما أظهرت النتائج أنه بغض النظر عن مدى كفاءة برامج تكوين الأساتذة، من الصعب تزويد الأساتذة المبتدئين بكل ما يحتاجونه لتدريس فعّال طوال مشوارهم المهني. علاوة على ذلك، فإن المشاركون يحملون آراء مختلفة حول أهمية وفوائد البرامج التدريبية وقدموا اقتراحات مثيرة للاهتمام من أجل تحسينها. وهذا يشيد بأهمية وضرورة التطوير للمناهج و الأساليب و التكوين المستمر للأساتذة.

#### **الكلمات المفتاحية:**

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## 1. Introduction

The effects of teacher-student relationship quality, with a focus on young children, have received considerable attention in the literature. A thorough review of a sizable literature suggests that the quality of the teacher-student relationship is associated with the pupils' social, emotional, and school-related functioning [1,2,3], as well as the teachers' mental well-being [4] and professional satisfaction [5]. Inappropriately, the emphasis educators put on the pupils' cognitive capacities and academic success with disregard of their social and affective development will eventually lead to undesirable results [6]. Although teachers undertake many training programmes and are equipped with five educational documents (the Teacher's Book, the Curriculum, the Accompanying Document for the English Curriculum, the Educational Guide for Secondary Education Teachers and the General Curriculum Reference), many of them cannot control some disruptive behaviours and challenging classroom context and they are still suffering from conflictual relationship with their pupils especially adolescents. We suppose that the primary reason for this is that: (i) teacher education programmes focus on the content being taught and pedagogical instructions, and (ii) they put little attention on psychological factors or even ignore social and emotional skills inside the classroom.

The prime aim of the study is to explore the effectiveness of Teachers Education Programmes in preparing EFL teachers to deal effectively with challenging situations and misbehaving students as an important step to build positive and supportive teacher-student relationships.

The present study addresses the following questions:

1. What are the attitudes of Secondary school EFL teachers in Ain Beida towards the Algerian Teacher Education Programmes?
2. Are Secondary school EFL teachers in Ain Beida aware of the importance of Teacher-Student Relationship and its effect on dealing with classroom misbehaviour?
3. What are the tools Secondary school EFL teachers in Ain Beida make use of for their Continuous

## Professional Development?

The nature of this research made it necessary to conduct a mixed-method design, where data were collected via qualitative and quantitative methods. In pursuance of the research aim, a document-based analysis of 'the Educational Guide for Secondary Education teachers' was conducted. Then, a questionnaire was constructed and distributed at five secondary schools (Ababsa Abdelhamid, Asma Bint Abi Bakr, Boukeffa Lakhdar, Braknia Ali and Zinai Elhadj Belgacem) at Ain Beida – Oum El Bouaghi, Algeria. The sample of the study consists of 20 teachers (3 males and 17 females) from the five mentioned secondary schools. Only 16 teachers agreed to answer the questionnaire and gave it back with full answers of all the questions. Their age ranges between 23 and 44 years old and their years of experience range between 1 and 22 years.

## 2. Review of Literature

Teachers and students do not interact in isolation; "they are parts of a larger school community that may support or constrain the development of positive relationships" [7]. At the most basic level, teacher-student relationship incorporates demographic, psychological, and developmental features of individuals [7]. These features include facts such as age and gender; processes such as temperament and responsiveness to stressors; developed features such as personality, self-esteem, and social skills; as well as the perceptions each individual holds about their relational partner and the relationship itself [8].

Student characteristics (e.g. academic skills, motivation and socio-emotional features), as well as students' active efforts (e.g. task-focused behaviour, seeking social support and impression management) have consequences on students' academic outcomes and adjustment (e.g. learning outcomes, disruptive behaviour and positive and negative emotions) [4]. The latter are known as 'evocative effect' because they generate certain affective and behavioural responses among teachers and they influence the teacher expectations, perceptions and goals concerning a particular student [9]. Emotions and affective responses felt among teachers concerning a particular student, and their expectations and perceptions

about the student's performance and behaviour have consequences not only on how teachers construct knowledge and beliefs about that student but also on how teachers construct relationships with the student [5]. Emotions and affective responses among teachers, as well as teacher expectations, perceptions and goals concerning a particular student can then be described as teacher-related mediators between child characteristics and efforts and teacher-related outcomes [4]. It is meant by teacher-related outcomes either an increased efforts to help a students or disciplinary actions to stop a misbehaviour. So, adolescents' intentional efforts to make a certain impression on their teachers in a classroom setting are known as 'adolescents' agency' [10], and their impact on the teacher-student relationship is a complex process regulated by various mediators such as the student's characteristics and the way the teacher instructs.

The quality of teacher-student relationships depends also - at least in part - on the students' classroom behaviour [11,12,13]. Externalizing problems and internalizing problems reflect difficulties with self-regulation and organization and thus are related to adolescents' abilities to negotiate social relationships [1]. When confronted with challenging social situations, adolescents displaying externalizing behaviour (e.g. aggression, opposition, inattention, temper outbursts, hyperactivity) tend to respond in a hostile manner, driven by emotions such as frustration and anger, whereas children with internalizing behaviour (e.g. anxious-fearful behaviour, depressive-like behaviour, crying, clinginess) tend to withdraw and avoid confrontations [14].

Many researchers [11,12,15] found that both dimensions of student behaviour problems are associated with poor teacher-student relationship quality. More specifically, externalizing behaviour had the strongest association with relational conflict, less closeness, and more child dependency; whereas internalizing behaviour is proven to jeopardize the formation of close relationships with teachers [10]. Yet, externalizing behaviours have been studied more frequently and are perceived by the teacher to be more disruptive since adolescents exhibiting this type of behaviour tend to break rules, upset classroom order,

and require teachers to make more efforts to control students and take disciplinary action, thereby also jeopardizing the quality of teacher-child relationships [12,2]. However, when teachers are good behaviour managers, breaking rules and disturbing classroom order can be prevented and hence the quality of the teacher-child relationship may not be threatened for those adolescents.

Students' impressions on a teacher's psychological or behavioural characteristics are important in the formation of the relationship that develops throughout the academic year [7]. These impressions are formed right from the moment the teacher enters the classroom. That is why many teacher-related factors such as teachers experience and education, information exchange processes (feedback), classroom management strategies, teachers involvement, teachers' beliefs and perceptions about students and about their own roles, teachers' self-efficacy beliefs, teachers expectations for student achievement, and teachers' mental health might contribute to the development of teacher-student relationship [8,7]. In addition, [3] believed that lack of opportunities for teacher professional development, and availability of time for maintaining a supportive teacher-student relationship can inhibit positive teacher-student relationship.

That is why effective training programmes are needed to equip teachers with the needed knowledge and skills to build positive relationships with their students and raise their awareness about the numerous factors that have either direct or indirect influence on the quality of such relationships.

To understand teachers development from a global perspective, [16] introduced a model of teacher professional change over time. According to her model, student-teachers enter university with background knowledge, experiences, skills, and attitudes to start learning for the job. When they pass the contest to start teaching they undertake series of lectures to learn about the job. Then, when they start teaching, they need a continuing professional development -learning on the job- [16].

Most current pre-service programmes are simple transmission or addition of new declarative

knowledge about teaching. Tardif [17] supported this view believing that pre-service training is “still dominated by a world view in which academic disciplines are the focus of the curriculum” (p. 3). He added that most student-teachers have little opportunity to actually practise key teaching skills to improve their technical performance before they enter the classroom. They therefore struggle to be ready in various domains in their profession. So, in order to “ensure better preparation of tomorrow’s teachers, it is important that their training include both theoretical and practical knowledge” ([17], p. 5).

According to [18] in-service education which is subsequent to initial training, is a continuous process for the development of individual staff members as well as institutions. It can have many forms such as: Regular courses, conferences, workshops, seminars, staff meetings, visits and demonstrations and professional reading [19,20]. It involves the identification and discussion of their present and expected requirements for supporting their academic work and plans, and the implementation of programmes designed to foster their job satisfaction and career prospects [18]. In other words, in-service education is the various forms of relevant courses and training activities that prolong initial education for serving teachers in order to enrich and upgrade their professional knowledge, develop their abilities, retrain their skills and competences in the teaching profession, update their technical or professional qualifications and change or turn their attitudes and behaviour in a new direction.

In the Algerian context, [21] believe that training pre-service teachers for professional expertise is a neglected area. They conducted a research addressing an important question: ‘Do Algerian universities ensure an adequate pre-service training for prospective teachers?’ Based on their finding, a significant number of teachers did not receive any training - as part of teacher qualification - during their studies at university. This view was supported by [22] who believes that:

Universities do not usually provide students with, and involve them in, any teaching training and professional development programs. This is mainly due to the fact

that we do not even have such educational programs in order to talk about training at all. (p.5)

Although some students undertake a short period training during the last year at University (either B.A. Licence degree or Master degree); the training is optional and it is not rich [21]. This training which lasts only for one to three months has the aim of introducing students to the classroom environment and raising their awareness about different aspects of teaching like lesson planning. Yet, 41.67% of the participants in Kadri and Benmouhoub’s study admitted that the training they had was not beneficial because they were just observing the classes instead of teaching and receiving feedback on their teaching performance [21].

Unlike universities, the Algerian Teachers’ Training Schools (ENS) provide student-teachers with sort of ‘real-life training’ during the graduation year either in middle or high schools where student-teachers’ performance is followed and guided by mentors [22]. These schools “contribute a good deal in forming competent student-teachers who will find themselves ready for the profession, to some or a great extent” ([22], p. 6).

In the Algerian educational context, having a BA Licence in English may help apprentices enter the profession of teaching by passing first a written competition then taking an interview [23]. Boudersa [22] stated that the candidates who pass the teaching entrance contest receive training programmes each year on a regular basis during winter and spring holidays. She [22] added that “the total amount of time spent is approximately 30 days or so. At the end of the training, trainees receive a certificate attesting that they have been studying certain subjects” (p. 9).

Some teacher professional training and development programmes are also organized by some independent agencies such as the British Council in Algeria to provide teachers with practical and up-to-date methods, strategies and techniques that might help them in their teaching practices [22].

Algerian secondary school teachers are also equipped with 5 academic documents: the Teacher’s Book, the Curriculum, the Accompanying Document for the English Curriculum, the Educational Guide for

Secondary Education Teachers and the General Curriculum Reference.

It is mentioned in the general introduction of the teacher’s book [24] that the textbook is not the syllabus itself and “this is the reason why teachers and inspectors are well advised to refer to the curriculum and to all the accompanying documents” (p. 3).

The *Accompanying Document for the English Curriculum* addresses all the educational staff and in particular high school English teachers. This document must be read in parallel with the curriculum itself because it is developed in order to explain the contents and the orientations of the programme.

The *General Curriculum Reference* is a methodological document designed to guide and frame the process of preparing new curricula in accordance with the reform principles set by the decisions of the Ministers’ council of 30<sup>th</sup> April 2002 and the recommendations of the National Committee for Reforming the Educational System [25]. This document is addressed to the educational staff members that are directly concerned with the implementation and the management of the curriculum, including: the Ministry of Education, the Directorates of Education in each district, the inspectors, the heads of the educational institutions (schools) and the teachers [25].

The document also urged the reexamination of the school’s tasks/missions. After the task of ‘educating and learning’, the task of ‘socialization’ comes to develop the principle of ‘living together’. The later promotes attitudes and behaviours and stimulates integration in the local, regional, and national communities. The curriculum helps to achieve this task by ensuring the concerns of promoting communication, respect for others, recognition of their rights and the way to live together, in addition to raising the awareness about the need for preserving the environment in its human, biological, physical and technological fields [25]. Therefore, there is another important task for schools which is ‘qualifying new graduates and teachers’ to adapt to transformations by providing them with the necessary background knowledge and skills (eg. creativity, decision-making, community spirit and self-confidence) for successful

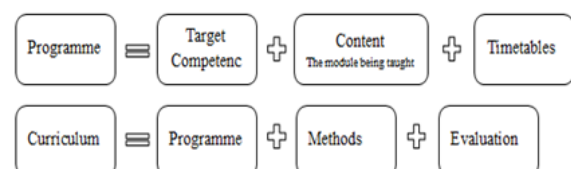
integration in their profession [25].

### 3. Results

#### 3.1 The Educational Guide for Secondary Education Teachers

This document provides clear practical, educational and professional guidance for secondary school teachers to help them control the professional foundations and upgrade their educational performance in order to achieve a good quality of education. It is directed to secondary school teachers to be a developmental and methodological reference for them. The purpose of this document is to work on the “continuity of training” based on a summary of the official guidelines and educational experiences as well as the rules that the inspectors insist upon when visiting teachers in their classrooms or in seminars [26]. This educational guide contains many educational requirements and guidance directed to secondary school teachers, both in terms of ethics and dealing with pupils, as well as the external appearance and elegance. It also insists on respect, affection, justice, providing a good example/model for the pupils, avoiding violence and corporal punishment in all its forms. The guide insists also on working on establishing good relations with pupils, parents and the educational and administrative team because of its good effect in accomplishing the work and adapt to the circumstances.

The document provides its readers with the difference between ‘programme’ and ‘curriculum’. The definitions of both are summarised in figure 2 below. The curriculum is a written educational document that includes the total knowledge and experiences used by students. It consists of 4 elements: goals, knowledge, learning activities, evaluation [26].



**Figure 1**  
‘Programme’ Vs. ‘Curriculum’ [26]

This educational guide provides secondary school teachers with the “Ten Competencies” derived from

the general references of the educational system. Based on these competences, the teacher performs his/her educational tasks [26]. Key points summarized from these competencies are provided below.

- The “Ten Competencies” urge secondary school teachers -as state employees- to be responsible; to respect the ethics required by the profession; to maintain balance and emotional stability, and also to take care of their overall appearance.
- It calls for the pursuit of a good general culture and the continuous development of its knowledge in the framework of self-development mutual-development and in-service training.
- It encourages self-learning and self-development.
- It emphasizes the importance of providing a motivational physical and psychological classroom environment.
- It calls for helping pupils develop the necessary skills for undertaking discussion and making dialogue, and making sure they practice the learned skills in a controlled environment.
- It encourages the diversification of the students’ working methods and stimulates their motivation to learn. The diagnosis of their strengths and weaknesses must be early since the beginning of the academic year.
- It raises the teachers’ awareness about the need for mastering ICT and using it in their teaching.
- It encourages team-work and cooperation with the academic and administrative staff as well as inspectors and parents.
- It emphasizes the importance of working ethically and respectfully with the head of the school, colleagues and pupils.
- It calls for integrating civic education: to educate students on the values of citizenship, the principles of justice, tolerance, respect and solidarity.

This guide includes 7 parts: the pedagogical foundations, classroom management, the use of pedagogic media, the organization and support of the instructions, pedagogical evaluation, pedagogic management, and self-development. The part of

classroom management includes 12 chapters. Each chapter provides practical tips about the first meeting/contact with pupils, addressing the students of the classroom, organizing and charting the pupils’ seating, managing discussion, organization of group-work, classroom discipline, correcting/dealing with classroom misbehaviour, in addition to how to start the lecture, how to conduct the lecture, how to introduce a new concept, how to end the lecture.

In the 8th chapter, which is entitled ‘Conducting the Lecture’, the guide encourages teachers to use the “Multi-Sensory Strategy” that increases the perception of new knowledge and thus increases the effectiveness of education. It also emphasizes the positive effect of eye contact and the importance of sound and tone of speech: “Speak slowly with firmness, clarity and an audible voice”. According to this guide, teachers should:

- Simplify the lesson and diversify the teaching methods to avoid monotony and boredom among students
  - Keep the pupils busy and take into consideration their individual differences
  - Encourage students to provide individual, organized and purposeful answers
  - Ignore some of the students’ insignificant silliness. Control your anger and do not give things more than what deserves to avoid ‘chaos and disorder’
  - Call the pupils by their names and why not using “son/daughter” to preserve the formal relationship between teacher and pupils
  - Avoid insulting or cursing students for any reason
- The aim of the 9<sup>th</sup> chapter of the guide is to help teachers establish a close relationship with their pupils by applying the following tips:
- Introduce yourself briefly
  - Announce your method of work and explain the most important rights and duties of the teacher and pupils
  - Provide your pupils with the educational programme and the necessary guidance for the module you are teaching
  - Learn, gradually, the names of your pupils

- Try to smile and show some kindness that makes your pupils love you
- Be a model/a good example for them
- “Avoid believing all what is said or written, either good or bad reports, about the pupils”: Teachers should judge their pupils based on personal experience with them.
- Avoid being dictatorial
- Respect your pupils; avoid making fun of them or uttering what hurts them
- Show interest and take care of all pupils and do not ignore anyone
- Demonstrate the dignity and prestige needed for a profession like teaching and educating
- Show your strong personality when dealing with the pupils
- Do not smoke or use the cell phone during the session
- Do not talk about your colleagues in a bad manner
- Listen carefully and show interest when a pupil is talking to you
- Call the students with their names and with a proper pronunciation.
- Convince them of your desire to raise their level.
- Do not judge the student in some way and assume that he will not change.
- Do not show to your students any personal matters related to one of the students or his/her family.
- Do not focus your attention on the excellent students and try to treat all the students in the same way.
- Do not try to become a friend with your students; you are always the subject of authority for them.
- Do not involve students in your personal or social concerns.
- Keep in mind that you are dealing with teenage students.
- Take into account the students’ individual differences in all aspects, and try to know their social status.

It is mentioned in the 10th chapter of the guide that the first few minutes of the session are very important; if they are characterized by chaos and lack of attention, these will negatively influence the whole session. That is why, teachers should:

- Trust themselves and overcome confusion and anxiety
- Walk with confidence and satisfaction
- Attract their pupils’ attention and raise their curiosity and passion before starting the lecture
- Avoid starting the class by criticizing a student or the whole group
- Do not make excuses for what they are going to do
- Do not scream; the quiet voice is more powerful

Chapter 11 advises teachers to learn about the pupils and establish an educational relationship with them because the better the teacher knows his/her pupils, the more s/he can teach them, and the more s/he can control them. Teachers need to keep in mind the following pieces of advice:

- Chapter 12 tackles the introduction of new information or concept which requires attracting the pupils’ attention during the explanation by using an easy language, appropriate sound and appropriate pace while using stories, simulations, and examples which can facilitate achieving this aim.
- Other advice provided in chapter 13 are summarized in the following points:
- The teacher should always pay attention to his/her voice, appearance, habits and behaviours because students notice every detail.
  - Stand where all pupils can see you and avoid moving a lot
  - Make sure that all students listen to you through visual communication with them and eye contact
  - Do not monopolize speech and let students take part in the lecture
  - Do not speak at a single pace
  - Simplify the terms you use, speak in a correct, formal language that is appropriate to the students’ level
  - Encourage individual answers and prevent random interferences
  - Encourage students to ask questions

- Avoid excluding the students' ideas

Chapter 14 focuses on the idea that “the last minutes of the session are as important as the few first ones” and it emphasizes that teachers should remind their pupils about the ethics of leaving the classroom (leaving it clean and turning off lamps ...). In addition to that, teachers should never ask their pupils to remind them to do something next time; that is the teacher's own job and one of his/her responsibilities.

Concerning the seating chart, chapter 15 advises teachers to take into consideration the students' privacy and their special needs, such as their heights and hearing or visual impairment. Also, teachers should organize U-shaped seating whenever possible.

Chapter 16 introduces the idea of making discussion and organized dialogue a habit for the pupils but it should be a purely educational one which provides an opportunity to think and express ideas freely, and provides an opportunity to listen to others without interruption then criticize what they say in mutual respect.

The idea being discussed in chapter 17 is ‘group work’. Working in groups offers the opportunity for introverted and shy students to be engaged with their friends and colleagues in discussions away from the embarrassment they face when discussing with their teacher. It encourages the exchange of knowledge, exploration, observation, discussion and effective criticism which helps students to gain self-confidence and make them feel the importance of belonging to the group. On the other hand, introducing challenges within groups enables the teacher to observe and follow the pupils' efforts to overcome obstacles and encourage them to employ their abilities and talents in justifying their points of view and their ways of solving problems.

Teachers' proficiency and fidelity to their work can be of great help to keep discipline inside the classroom and also to establish a good relationship with teenage pupils. This is the major idea of chapter 18 which provides practical pieces of advice to the secondary school teacher, starting by asking all pupils to respect classroom rules and maintain public property and educational equipment. Yet, we believe that before inviting them to respect the system, pupils must be

involved in the process of constructing the rules and all expectations. The guide advises teacher to:

- Ignore some students' silliness and misbehaviours that do not affect others.
- Solve problems based on individual interaction and avoid collective punishment
- Avoid threatening pupils with administration unless it is very necessary
- Avoid corporal punishment; it is prohibited and is incompatible with educational and pedagogic goals

Chapter 19 deals with correcting misbehaviours. We believe that before giving guidance to correct classroom misbehaviours, teachers should be provided with guidance on how to prevent the misbehaviour first. The tips mentioned in this chapter are summarized in the following points:

- Avoid blaming pupils in hostile, harsh or shameful remarks
- Do not scream, the student might conclude that your aggression is evidence of your poor control of the situation
- Avoid the threat. The exaggerated threat also indicates that you are not in control of the situation
- Do not oblige the student to submit his excuses; this may force him/her to lie and show hypocrisy
- Do not provide sarcastic remarks
- Collective punishment unify students against you
- Do not punish your students by asking them to rewrite a given paragraph or a passage several times. This type of activity does not have any logical relationship with the misbehaviour. It generates in the student the thought that writing is a boring exercise to the extent of using it as a punishment.
- Do not beat, it is prohibited by law as well as scientific research which has shown the harmfulness of corporal punishment and its futility
- Do not send out your pupil only when it is absolutely necessary, because the result of this is to deprive the student of the lesson and time of work and the student may consider that as getting rid of the boring class, and s/he will consider it as a reward, not a



punishment [26]

This educational guide also encourages secondary school teachers, and gives them some tips, to (1) help their students maintain self-confidence (Chapter 32 is devoted to achieve this goal), (2) raise their interest in the topics being tackled, (3) emphasize the subject matter [26]. Chapter 32 is entitled: Helping students to draw a positive self-image in order to instill the pupils' confidence by giving positive status to mistakes, helping students build self-confidence, valuing previous successes, making gains tangible and finally allowing students conduct self-assessment [26]

Chapter 40 deals with the pedagogical evaluation. When assessing the pupils' work, teachers must distinguish between the student's effort, progress and level. Also, teachers should avoid writing simple observations that add nothing to the mark; instead, it must be an objective critical feedback based on the pupils' seriousness, participation and attendance [26].

An interesting point about the parents meeting is mentioned in chapter 43. Teachers are advised to make their meetings with the pupils' parents an interactive, realistic, useful meeting with an honest description of the student's educational and behavioural status [26].

Another interesting part of this education guide is the one entitled 'Self-development'. This part contains two chapters: continuous development and self-assessment. Chapter 44 encourages the continuation of all types of training: "Teaching is a lifelong learning profession". Also, it urges teachers to rely on themselves in their self-formation as the best and most effective way in addition to the use mutual/cooperative training with colleagues to share experiences and attend teaching classes to exchange views.

Chapter 45 tackled 'Self-assessment' for both teachers as well as pupils. Self-assessment helps teachers and pupils to achieve objectivity and raise their awareness of personal responsibility (p. 34). Teachers assess their accomplishments by answering a set of questions about classroom management, their actions during the session, their interests and priorities, in addition to other questions about the content of the lesson, the completion of the session, the balance of activities and the use of media [26].

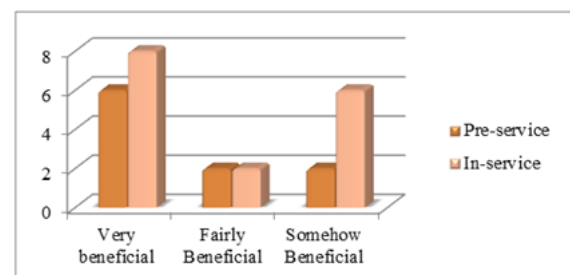
### 3.2 The Questionnaire

The questionnaire incorporates 25 open-ended and close-ended questions (multiple choices questions and five-point Likert scale) encompassing 3 broad areas of interest: Basic demographic information (age, gender, and years of experience), teachers training programmes (pre-service and in-service training), teacher-student relationship and classroom misbehaviour. This survey was distributed at four secondary schools at Ain Beida – Oum El Bouaghi. In total, 20 questionnaires were distributed, of which 16 teachers' responses were collected.

This section is an attempt to answer the first research question. It is concerned with 'Teachers Training Programmes' and it aims at having a general view about teachers' education and the participants' attitudes towards the importance of those programmes.

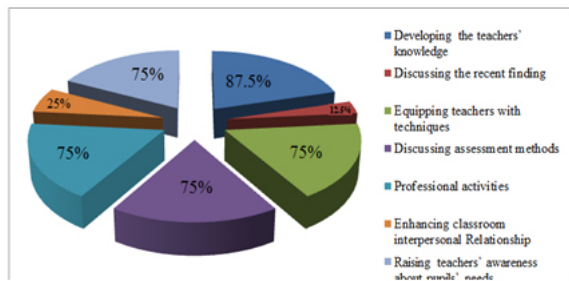
62.5% of the participants received a pre-service training. 25% of them have graduated from the Algerian Teachers' Training School/College (Ecole Nationale Supérieure) and the others have graduated from different Algerian universities and have received training lasted for 140 hours where the trainers were either inspectors or university teachers.

All the participants (16 teachers) stated that they receive an in-service training each semester for one or two days where the trainer is the inspector. In the pre-service training, they received lectures about classroom management, group working, legislation and ICT. The modules being taught during the in-service training are: Book adaptation, making exams, didactics, assessment, teaching the four skills.



**Figure 2**  
The Participants' Opinions about the Importance and Benefits of the Pre-Service and In-Service Training Programmes

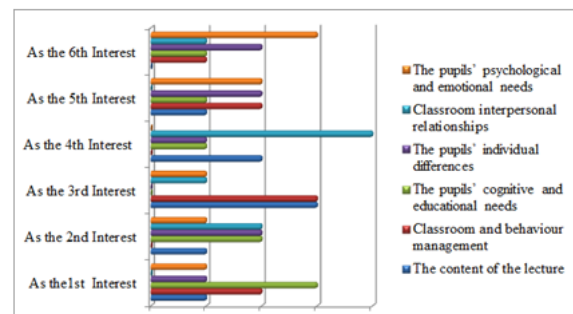
The participants have different opinions about the importance and the benefits of the training programmes (as shown in figure 3). 87.5% of them believe that the teachers training programmes focus more on developing the teachers’ knowledge about the content needed to be taught. The second higher percentage (75%) goes to 4 different choices which are: Equipping teachers with effective and various techniques for classroom and behaviour management, discussing assessment methods and test construction, professional activities such as: “Teacher’s diaries”; course design and lesson planning, raising teachers’ awareness about pupils’ needs and individual differences. Four participants believe that the teachers training works on enhancing classroom interpersonal relationship and only 2 participants selected “Discussing the recent finding of educational research and EFL studies” as one of the teachers training focus. (N.B. We attract the readers’ attention to the fact that this question is a multiple choices question; one participant can select different options. That is why, the total of frequencies is not equal to the sample size.)



**Figure 3**  
The Focus of the Training Programmes

The second section of the questionnaire which aims to answer the second research question, deals with the *Teacher-Student Relationship and Classroom Misbehaviour*. The participants were first asked to arrange six classroom related concerns according to their importance and the amount of attention the teacher gives to each one. Classroom interpersonal relationships were selected as the 4th interest and the pupils’ psychological and emotional needs as the last interest. On the other hand, the pupils’ cognitive and educational needs were selected to be the most important and the first interest of secondary school teachers in their first grade classes. The

participants who have made this choice clarify it by their responsibility to finish the syllabus. One of the participants stated that “*I have a syllabus to teach, so I have to think about the cognitive and educational needs of pupils and individual differences before anything else in order to ensure a successful learning process*” and another one added “*I think that learners’ educational needs are the most important point and the teacher has to present his lecture according to those needs and, at the same time, he has to manage his classroom in the right way to have a good learning atmosphere*”.



**Figure 4**  
Teachers’ Classroom Related Concerns and Interests

After this, the participants were asked if they see any *relationship between the adolescents’ challenging behaviours and their social and emotional development*. All the participants, yet in varying degrees, believe that the adolescents’ challenging behaviours and their social and emotional development are interrelated: 62.5% of the participants (very interrelated), 25% of the participants (fairly interrelated), and 12.5% of the participant (somehow interrelated). In addition, the majority of them (75%) stated that they often take into consideration the relationship between the pupils’ social and emotional development and their challenging behaviours, believing that the pupils’ challenging behaviours are conveying some implicit messages.

According to many participants, pupils, at this age, feel unconstrained. They do whatever they want. They do not want anyone to stop them or oppose them. They do not accept criticism or blame. That is why, strong and positive relationships with family and friends are vital for the adolescents’ healthy social

and emotional development and family problems may result in misbehaviour. The participant added that attracting the teacher's and the classmates' attention is a major reason behind most of the misbehaviours. Here we are citing a teacher's experience with her pupil: "I have a short boy in my class; he doesn't get enough interest from his classmates. So, he always uses jokes and tries to make comments in a rude way just to attract their attention and to tell them: "Yes, I'm here!" I can really understand what is behind all of this... it is his shortness."

The participants mentioned four characteristics of a good teacher-student relationship: "Communicating with each other, mutual respect and trust, exchanging feedback, and understanding each other". Through the following questions, we tried to see if the participants are aware of the various factors that affect their relationship with the pupils and also to know the tips they follow to build a positive classroom relationship.

The participants believed that there are many factors that affect the teacher-student relationship. First, although 50% of the participants believed that "the pupils' misbehaviours" is the first factor that affects the quality of the teacher-student relationship; they do agree that the role of the teacher is very important in directing the relationship either positively or negatively: *"It is up to the teacher first before the pupil."* Many students who are considered as misbehaving with a given teacher are so kind and behave positively and in a respectful way with other teachers. Why this?! One of the participants explained: *"One of the students is the worst nightmare for all his teachers while for me he is my sweetest student in his class, simply because I deal with his behaviour differently...So, as a piece of advice for teachers: **Never judge a pupil based on your colleagues' view**".*

Second, 25% of the participants reported that "teacher's neglect of pupils' emotional and social needs", "lack of preparation" and "the students' lack of interest in the subject" are other factors that have a strong influence of such a relationship. A participant said: *"teachers should pay attention to their students' social and emotional problems and try to gain their confidence so as to attract their attention and teach them effectively"*. Moreover, *"teachers need to*

*be aware that they are facing a new and different generation that thinks and see things differently and they need to change their attitudes according to the circumstances"*.

In addition to that, the teacher's bad classroom management, stress and impatience, lack of respect may have a negative effect on the teacher-student relationship quality. Finally, one participant stated that holding wrong beliefs about teaching and learning may hinder teachers from achieving a close relationship with their pupils because, unfortunately, some teachers still think that their job is just to transmit information to pupils and not to educate and help them improve their competences.

Finally, to overcome the stated classroom related problems, 87.5% of the participants stated that they do make extra-efforts to enhance classroom interpersonal relationships. The majority of the participants believed that good treatment and showing interest in the pupils are the most important and effective strategies they do to achieve a good relationship with pupils. In addition, 43.75% of the participants mentioned "creating an atmosphere characterized by trust and transparency, communicating with pupils to solve problems, respecting pupils, being gentle, provide correct information, using jokes (humour), smiling to make pupils feel good" as other useful tips to achieve this aim.

As an answer to the third research question, this section deals with Algerian teacher professional development. All the participants, yet in varying degrees, stated that they do extra efforts for their professional development: 37.5% (Almost always), 37.5% (frequently), and 25% (sometimes). 25% of the participants contact some colleagues and EFL educators to exchange ideas with them, whereas 75% of the participants stated that surfing the net, reading books, online articles and watching YouTube videos are very beneficial for them to prepare lessons and find new exercises and teaching materials.

It is noticed that none of them mentioned participating in events organized by independent agencies such as the British Council in Algeria. Concerning their in-service training, the majority of the participants want more practice than theory, here we are citing their

views: “inspectors should focus on practice more than theory” and “...teachers usually know the different teaching approaches and methods but they don’t know how to apply them appropriately”. In addition, some participants asked for concrete samples of effective, well-planned lessons to help them have a clear idea about the use of the CBA. Other participants asked for things like ‘No overloaded teaching programmes’ or ‘meetings with English native speakers’. And only one participant recommended “training teachers much more on the social and affective side rather than giving almost all the focus to the content and the language because one of the greatest challenges for any teacher is how to deal with her students”.

#### 4. Discussion

To date, few studies -if any- have examined the Algerian secondary school EFL teacher education in relation to classroom management and teacher-student relationship. The present research paper worked to partially address this gap in the literature by reporting on the teachers’ attitudes towards their training programmes along with a deep analysis of ‘*The Educational Guide for Secondary Education Teachers*’.

According to the participants, classroom management and interpersonal relationships are rarely tackled in the teachers in-service training programmes, and developing teachers’ knowledge about the content needed to be taught is the prime focus of such programmes. Further, in contrast to the other four documents, the Educational Guide for Secondary School Teachers is the only document that tackled the social and psychological factors that moderate students’ and teachers’ achievements and classroom relationships. Therefore, this guide is a basic and a useful reference for novice as well as experienced teachers who still suffer from educational or behavioural problems at their classrooms. It provides a link to the recent findings of academic research and experiences of teachers and inspectors. In addition, this guide provides tips to prevent almost all the problems teachers may face and also solutions to overcome these problems if witnessed, yet, teachers are still suffering and requesting more practice and training rather than just theoretical lectures. This

contradiction makes us wonder if teachers know the tips mentioned in the guide but find them difficult to be applied in their classrooms or they do not know them at all.

The Algerian Teachers’ Training Schools (ENS) train their students to be EFL educators, but what about the universities? Do they prepare the students to be English language specialists? In addition to that, can we consider EFL teachers as specialists in the education of young pupils and adolescents?

We believe that these two education programmes (preparing students to be specialists in teaching the English language and creating specialists in the education of young pupils and adolescents) need to exist in parallel in the same higher education institution to equip teachers with the needed skills and competences for the ultimate aim of preparing more competent and effective EFL teachers. Such programmes, if wisely structured and implemented, can make of the teacher education a successful experience that enables prospective teachers to create an effective classroom and, simultaneously, meet the varied needs and expectations of their students.

#### 5. Conclusion

The quality of the teacher-student relationship, as stated earlier, has either beneficial or adverse effects on various student-related as well as teacher-related factors. Teachers experience and education might contribute to the development of this sensitive relationship. That is why, effective training programmes are needed to prepare and equip teachers with the necessary skills and competencies to build a positive relationship with their students. In the Algerian context, although some teachers undertake pre-service training and are involved in continuous professional development (whether it is an autonomous professional development where beginning teachers take the responsibility to form themselves as teachers; or it is organized by the ministry of education namely in-service training and the equipped educational documents; or it is organized by some independent agencies such as the British Council in Algeria); questions are always raised about the seriousness, the quality and the efficiency of these programmes. That is why, all Algerian educational institutions should

devote great efforts to introduce quality teachers education programmes by making positive changes on two important strategies: Teacher training and professional development in order to improve the level of the Algerian education by ensuring effective teaching and high-quality learning.

### Conflict of Interest

We have no conflict of interest.

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