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**The Psychological Effects of Teachers' Behaviours on Learners' Performance**  
**Case Study of Third Year Literature and Philosophy Secondary School pupils**

*Extended Essay submitted to the Department of English as a  
partial fulfilment of the requirements for the degree of Master in  
English Language Teaching (ELT)*

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## **Dedications**

I dedicate this work to my lovely and wonderful family, especially my parents who always support me and never let me down. I thank them for their prayers, their sacrifices and most of all their unconditional love.

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## **Abstract**

Secondary school is the most important phase in education because the teacher interacts with teenagers, i.e., almost with complete minds which are able to acquire all kinds of knowledge academically and socially. However, the success of the teaching process in this period is related to the effects of teachers' behaviours on pupils. This research work is a case study which takes place in El-Hadj Bouziane Abd-el-Kader secondary school; it is trying to explain through the use of both teachers and students' questionnaires to investigate the status of the effect of teachers' behaviours on learners' performance in secondary school. The aim of this research work is to clear up how students are affected psychology and learners' achievement by their teachers' behaviours which appear clearly in their performance. Obviously, teachers care about their learners' results; but nowadays most of them care only about learners with advanced levels and ignore the important role they have in the educational environment. The results obtained show that students of secondary schools are positively and negatively affected by their teachers' behaviours, however; the effects could be adverse when the teacher neglects his role as he is an important factor in his learners' progress.

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### General Introduction

Learners' progress is one of the most important conditions and one of the bases that education cares about. It is the importance which classifies the school as one of the best educational schools or the worst. This condition is related to the reflection of teachers' behaviours on their pupils' performance; it can either have positive effects or negative ones. Obviously, these effects are connected to the psychology of learners which is reflected, by its turn, on their performance. This reflection appears clearly in learners' results because of their marks.

Secondary schools' pupils face psychological obstacles to grasp knowledge and understand their teachers, as teenagers need a psychologist to guide them and make things clear to them. However, it is one of teacher's roles to be a psychologist of his/her class and think practically to take suitable strategies in different situations. The teacher, as an observer, is aware of his learners' results; most of teachers link these results to their learners' efforts only.

This research is undertaken with the purpose of being aware of the psychological effects of teachers' acts towards their learners which play an important role in the success or failure of the learning process. The effect of teachers' behaviours and their mood are the principle of educational environment's situation and pupils' results. Teachers must pay attention to their behaviours and the reflection of these behaviours on their learners for a successful teaching- learning process.

The purpose of this study is to answer the following questions:

- 1- What is the reaction of pupils on their teachers' behaviours inside the classroom?
- 2- What are the effects of teachers' mood on their learners' performance?

The research hypotheses that are to be tested are as follows:

- 1- Teachers may act unconsciously and they behave either positively or negatively, that makes learners react according to what harmonizes with their



## General Introduction

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teachers' behaviours which affect their educational level and make them fail or succeed.

- 2- Teachers' mood may affect learners' performance in different ways which affects the learning process, and sometimes the changeable mood causes psychological problems to learners.

This research work consists of two main chapters. The first one is literature review; at the beginning it focuses on both positive and negative effects of teacher's behaviours on learners. After that, it deals with learners' behaviour and sheds light on the psychology of learners inside the classroom which is followed by the effect of learners' behaviour on their performance. It also consists of the misbehaviour inside the classroom starting with reasons of misbehaviour in the setting, moving to the results that are stemming from these reasons. In addition to that, it deals with teacher's roles and his different qualities; then the classroom management which includes the classroom arrangement, organization and establishing rules. At last, this chapter deals with the classroom discipline.

The second chapter describes the aim and the process of this study including the case study of literature and philosophy third year pupils from El-Hadj Bouziane Abd-el-Kader secondary school in Ouelhaça- Ain Temouchent as it is explored in this research work. Besides that, it includes research tool and data analysis which are followed by recommendations and suggestions. It also tackles classroom domination and strategies used with teenager pupils. Finally, it deals with learners' psychological effects as a result of their teachers' behaviours.

# **Chapter One :**

# **Leterature Review**

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## 1.1 Introduction

The learning environment is considered as the only setting when the learner might be creative in his studying which is a positive reaction in the classroom. Learner's ability of learning depends on teacher's actions inside the classroom; it is the reflection of teacher's behaviour. This latter may specify the possibilities of learners to learn and participate in the class, also their possibilities to study in safe environment.

This chapter is concerned with the importance of teachers' behaviour and the psychological effect of this behaviour on learner's performance in secondary schools. It includes analysis of the problem which affects learner's psychology before his educational level. Starting with teachers' behaviour that contains reasons and results of their behaviours, to explain the result, it includes the negative and positive effects of teachers' behaviour on learners. To this point, it deals with learners' behaviour including the learner's psychology inside the classroom which is considered as a result of teacher's behaviour. Besides that, the effects of learners' behaviours on their performance which means learners are affected also by their own behaviour besides teachers' one.

Then, it clarifies the misbehaviour in the classroom which is, in most cases, considered as learners' way to express themselves or as a response to teachers' negative behaviour or their miss-control of class. It explains both reasons and results of learners' misbehaviour inside the classroom. After that, it deals with teachers' roles in the classroom when each role explains how teacher can be an important factor of his learners' success. Moreover, it also describes the qualities of the teacher as if it explains the kind of the teacher that pupil can interact with.

This chapter defines the different classroom management skills that are one of learners' development tool since these different skills, in one hand or another, improve learners' level because they make the teacher able to control and manage his classroom. Finally, classroom discipline which is considered as one of the good teacher's abilities that enable him to understand his students better is tackled.

## 1.2 Teachers' Behaviours

Teaching's systems and methods are changed through time. Even teachers change through time. In past, teachers cared more about teaching and educating students, unlike now most of teachers care only about the salary without giving any importance to the way of teaching, this causes a lack in learning process as they may improve it only through their behaviour. If teachers behave negatively a negative effect may occur but if they behave positively a positive effect may occur which probably affects the learner's performance. **“The positive and negative behaviours exhibited by teachers determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement”** (Stronge, 2007, p.115)

### 1.2.1 The Negative Effects

Some teachers do not pay attention to their behaviours inside the classroom and how they affect their pupils, especially negative effects on learners' performance. Most of these negative behaviours are considered as punishment such as hitting, insulting learners and shouting at them, for example; to tell a pupil he is stupid or useless; these two words are enough to destroy him internally. As learners' reaction to this negative vocal and physical behaviours, he will be shy to participate even if he knows the correct answer since he already has in his mind the idea that he is useless and he is always wrong. More particularly, the learner loses his self-confidence and sees himself as the weak link of the class.

In fact, this kind of behaviour can limit pupil's activity in the module which makes his learning capacity declines. Besides that, the student's intelligence will be limited and his ability to study and learn will diminish. The learner himself will be controlled by tension and anxiety. He will be mistaken and lose his concentration. According to Deborah G Smith (2003) the teacher considers his aggressive behaviour -even vocal or physical behaviour- a procedure to manage his class no significance for the lateral effects of his behaviour towards his students, **“there is evidence that student-teacher interaction and punitive practices in schools may**

**contribute to increased levels of aggressive behaviour”** (Ingersoll & Leboeuf, 1997; Mayer, 1995; Wehby, Synmons, & Shous, 1995).

As a psychological effect, the pupil will be aggressive because of what he experiences in different classrooms with different teachers through his study, for example; VanAcker, Grant, and Henry (1996) found that **“highly aggressive children experienced ‘different classrooms’ than other children”** (2003, 438). It means the repeated aggressive behaviours each time - even if teachers has been changed- harms the learner in different ways which appears clearly in his personality even if the environment has been changed (in school or home). He will be careless about his study, because he forfeits the most important condition that motivates and pushes him to study and learn that is a helpful teacher. **“Teacher’s behaviour is an important target for preventive intervention because many aspects of the classroom environment have been linked empirically with student aggression. Among these are teacher instructional and behaviour management techniques”** (Gunter, Denny, Jack, Shores, & Nelson, 1993).

### 1.2.2 The Positive Effects

The pupil always looks to his teacher as the best example or model to follow, especially if he has a good relationship with him inside the classroom. As he is affected negatively because of teacher’s negative behaviour; he is also affected positively because of the positive one. What usually is observed in schools is the teacher keeps his emotions’ bag with him inside the classroom, he shows his anger, careless, and even he smokes in front of his class and it is obvious how these acts affect them. In addition, the positive acts effect is like magic on learners’ psychological side, such as calling the pupil with his name, praising him while giving a good answer, looking at him with interest while answering, helping him while doing an assignment in classroom...etc. Furthermore, the teacher who knows his pupils’ interests will not face difficulties to rise their awareness about the lesson because he provides them with examples that include their concerns which motivate them about the lesson.

Most teachers expect a total respect from their pupils but they do not do the same, the teacher should be positive in his behaviours. He has to choose his words, avoids insulting and hitting, explains to his pupil what he wants from him and shows him his mistakes then chooses an appropriate way to punish him, of course, choosing right words with steadfast accent. The positive behaviour shows the teacher's respect to his learner whom will respect him back and participate without fear nor tension or anxiety. The pupil does his activity with a full confidence that his teacher will accept his answer even if it will be wrong he will correct him as he will evolve his educational level, i.e., pupils interact easily and confidently with his teacher.

Teachers themselves inspire their learners to their goals or dream besides their performance and developed level in class; pupils may start planning for their future, thus, they will be motivated to study better. Whenever they meet their teacher anywhere out of school they respect him because of the positive image they hold on him. According to Rogers **“whenever a group of students meets with their teachers some aspects of behaviour management and discipline should not change”** (2002, 5).

Pupils usually relax and feel safe with the teacher who listen to them and treat the whole class equally. Who helps his learners to overstep the educational problems such as lack of concentration and tension during lesson or in an exam. The teacher should respect the individual differences between his pupils because they notice their differences but the teacher should treat them equally, he should not be good with some and neglect the others because, simply; he will destroy his class.

### **1.3 Learners' Behaviour**

Learners' behaviour is considered as a result of teachers' behaviour or the surrounding environment. But mostly, this has psychological effect more than the physical one. It can be produced as abnormal quiet, misbehaviour, or simply he becomes careless about what happens inside the classroom unlike his classmates who are usually aware about every single detail. Besides that, the learner himself is

considered as a factor that affects his performance as the same other factors do, i.e., self-confidence and culture because the learner is responsible about his own culture or what is known as self-education and doing researches to develop his level.

### 1.3.1 Psychology inside the Classroom

For a long time, the most important point teachers' focus on in the teaching-learning process was to give knowledge or information rather than the learner himself. Teachers care more about the module as if the aim of teaching is only to keep or preserve the information not to understand and grasp it first. The teenager does not learn only for school because of the world's openness, he wants to satisfy his curiosity about knowledge. At this stage, the teacher must do his job with proficiency to fulfil his students' curiosity besides the meaning of knowledge which he instructs to his students.

During the adolescence phase, the teenager becomes sensitive to some aspects in the course such as parents' lost or violence against women. The teacher has to be able to control his module because he is the one who can help the learner to build his personality and it is very clear how much he influences and affects his pupils. The teacher himself as a guide, he has to help his pupil to build his self-confident and to prove his existence. To do so, first of all; the teacher has to be liberated from his authority of knowledge and to give the priority to the learning process rather than the teaching one. Because the teacher is considered as a support to his students **“students who perceive their teachers as supportive also tend to report better psychological adjustment”** (Suldo, Shaffer & Riley, 2008).

The most fragile side of any learner in the secondary school is to be the joke of the class. But he can go beyond his fear when he realizes what he acquires and is able to face different challenges, surely, he will find what distinguishes him from others. At this case, teacher's emotional social behaviour is very welcomed because it is the only solution that helps student to rebuild his personality and his self-confidence **“teacher's socio-emotional behaviour may be expressed at any time, during instruction or not, and is marked by warmth and responsiveness in**



**interactions between students and teachers, and encourages students' feelings of belonging and acceptance in the classroom''** (Connor et al, 2009; Pianta et al, 2008). The teacher should be clever with his learner in order to avoid negative positions that come up because of stress and pressure. In some cases, everything becomes expected from pupils, but in particular situations it comes from learners who really face psychological problems.

### **1.3.2 The Effects of Learners' Behaviours on their Performance**

At the age of fifteen or sixteen the learner starts building his own personality and proves his existence through different behaviours, negative and positive ones. They may see themselves old enough to study whenever they like, they disregard their homework and their lessons' revision. Other learners do not participate in activities and they think it is childish behaviour and soon they face the problem of educational level evaluation. They find themselves in the same spot, however; their classmates are advanced in their level because they think improving their skills means they grow up.

Popularity in school or class means two things; even the popular learner is a good pupil he does his work and study hard to succeed. Or he is lazy, does not care about his lessons, he is demotivated to study, all what he does is saying jokes about his teacher and annoying his classmates and he tries to attract his teacher's attention but negatively. Most of the time, this kind of pupils are intelligent but they neglect their intelligence, some teachers recognize and find a way to guide these learners when they reform themselves and it becomes lucid in their performance. They come ready to the class, participate and answer their teacher's different questions during the session. These active learners or as they are known the social ones, are part of social development. According to Kelvein Seirfert (2009, 50):

Social development refers to the long-term changes in relationships and interactions involving self, peers, and family. It includes both positive changes, such as how friendships develop, and negative changes, such as aggression or bullying. The social developments that are most obviously

relevant to classroom life fall into three main areas: (1) changes in self-concept and in relationships among students and teachers, (2) changes in basic needs or personal motives, and (3) changes in sense of rights and responsibilities.

Unlike the active learner, there is the quiet one. This kind of learner is very calm, he does not participate in the different activities, shy and usually he is afraid of his teachers and thinks he will be insulted. But he always performs good on the exam paper. When teacher asks him to answer a question during the class he becomes stressed and shy; in most of the time he forgets the answer. What is noticed about this kind is he gradually becomes able to think logically, it is related to the cognitive process **“cognition refers to thinking and memory process, and cognitive development refers to long- term changes in these process”** (Seifert, 2009, p. 46).

#### **1.4 Misbehaviour in the Classroom**

Controlling the class is the most important skill in teaching as it is acquired through time. It means to keep order and discipline in the classroom. However, in some cases teachers lose control over class which generates misbehaviour in the classroom.

Attempts to define misbehaviour are problematic and subjective as what one person sees as significant misbehaviour others might consider as ‘trying it on’. It has been defined as ‘behaviour which seriously interferes with the teaching process and/or seriously upsets the normal running of the school’ (Lawrence et al, 1984). The emphasis on serious interference invites staff to begin to define what is serious in their school.

(Lee, 2007; p.33)

### 1.4.1 Reasons of Misbehaviour in the Classroom

What is prevailing is that pupils usually misbehave in the classroom and they are considered the reason which makes this problem, however; they also have their reason, especially in a certain age (15-17) when they are active and full of energy. On the other hand, the teacher himself is considered as a reason of misbehaviour in the classroom **“teachers’ low morale is expected to negatively influence teacher-pupil relationships due to teachers’ decreased involvement and satisfaction in teaching”** (Byrne, 1998; Krener-Heyon & Kurtz, 1985, Schwab, Jackson, & Schuler, 1986; Starnaman & Miller, 1992; Zak, 1981).

1-Teachers’ lack of proficiency: whenever learners discover their teacher does not prepare his lectures well or he does not know his module. They lose trust in him and start searching knowledge in other way. Then, the teacher faces a real problem because the class becomes like a circus when pupils do not pay attention to the lecture and do other things till the class is over.

2- Teachers’ disability to deliver information to his students in appropriate way: when pupils do not understand the lecture or their teacher’s method, the session becomes as free time for them, they may do anything but study. They do whatever only to fulfil the leisure and finish the lecture and go out.

3- Low or unclear voice of the teacher: if pupils face difficulties to understand and hear their teacher, they will wonder what they are studying and, of course, they will be bored and sleepy.

4- Teacher’s maltreatment to his learners: the aggressive and authoritative teacher makes his learners hate him and demotivated to study during his lecture. As a result, he will face troubles, particularly, if they have bad marks, it usually happens in secondary schools.

5- Teacher’s monopolized the lesson: Some teachers do not give any chance to their pupils to take part in the lesson. Then, ask questions and answer themselves which gives a chance to learners to make troubles.

6- Following one style in teaching: it becomes easy to pupils to expect the next session. They will be demotivated because each time they expect a new style or method from the teacher, but it does not happen; they will be taught in the usual way. It becomes regular and the module becomes a part of their boring routine.

7- Making learners do what is out of their capacity: in this case neither the teacher nor pupils will be satisfied about the result. However, he knows their capacity as they do.

8- Nervous teacher: this kind of teachers is considered as a victim to his learners, because they will find different easy ways to make him lose his temper and he will become their entertainment.

#### 1.4.2 Results of Misbehaviour in the Classroom

Learners consider their teacher as a model, when they recognize his misbehaviour they, surely, will be affected negatively. They lose their motivation and concentration in learning **“students whose teachers were perceived as misbehaving reported a higher level of negative affect toward course material (Wanzer & McCroskey, 1998) and had fewer learning opportunities”** (West, 1994). In addition, this negative effect appears in learners’ educational level because of the lack in their performance as a result of their incomplete knowledge about the module **“highly discriminating teachers negatively influence the educational development of low achieving pupils”** (Brattesani et al, 1984).

Furthermore, as there is educational negative effects, there is also psychological negative effects. Usually, pupils come to the class with high hopes about the lesson, they are disappointed because the lesson or the style of teacher’s presentation is boring and does not meet their expectations. They just try to pass time so they misbehave, they become noisy, anxious, demotivated and their level retreats. They fail in developing themselves as learners and lose confidence in their teachers which is worse than being demotivated, because whatever their teacher does they will not trust him anymore. It is known as emotional maltreatment in

school which is defined by Hyman and Snooks (1999) “**any disciplinary or motivational practice that psychologically hurts children**” (p.17).

### 1.5 Teacher’s Roles in the Classroom

The teacher, as a part of teaching- learning process, must have the knowledge and skills to teach a class. He inspires his pupils which makes them always keep waiting the next session to learn new things and meet their teacher who always inspires them with new thoughts. In order to present his job and session in best way, the teacher plays many different roles.

1-Teacher as a source of knowledge: he should always provide his learners with the right information. He is their source to whom they come back to check their answers and make sure their information is correct. They trust him and prepare their lessons in order to negotiate with him the different aspects of the lesson.

2- Teacher as an expert: he should be able to cope with different situations he faces with his class during the session. He makes decisions depending on different aspects, such as educational materials and methods, the ability and needs of his students besides the planned objectives.

3- Teacher as a manager: As there is an administration in the school which supervises teachers, the teacher himself is considered as the administration of his class. He has to control his class; supervise activities during the course and his student participation, organize time and lessons, prepare for exams and monitor grades.

4- Teacher as a guide: he must be a good observer for his class and intervenes immediately if the emotional state of learners impedes the learning process. He has to guide them to solve the problem and know its causes.

5- Teacher as a motivator: learners’ motivation is considered as one of teacher’s roles, because his acts and decision inside the classroom affect his pupils in one way or another. He can motivate or demotivate them.

6- Teacher as a leader: he must lead his pupils to achieve the objective. The successful leader uses his learners' power to motivate them, develop their potential, achieve their goals and enhance their self-confidence.

7- Teacher as a model: Usually, learners consider the good teacher as an example or model to follow, especially if he uses suitable expressions of request and words of good educational models. They imitate his steps, his treatment to others. Simply, these teenagers find good morals and ethics can be acquired.

8- Teacher as an actor: the good teacher is the one who keeps his emotions bag outside the classroom; he does not bring his personal issues to the class. Even if he is nervous and burning inside, he never shows that to his pupils, he smiles and presents the lesson. The teacher is the one who affects his learners' performance.

### 1.6 Teacher's Qualities

Teachers as persons have different personalities which make each one of them unique in his job, because everyone teaches according to his own way “**the teacher personality is one of the first sets of characteristics to look for in an effective teacher**” (Stronge, 2007; p.116). The teacher has many qualities that are convenient to his way of teaching which are as follows:

1-The teacher is responsible and organized: he pays more attention to his class; he has his classroom and is responsible on his learners' success or failure. He always prepares his lessons and himself to the course. He comes in time and be in the classroom before his pupils, he does his work seriously and provides learners with the knowledge they need.

2- The teacher is adaptable: The teacher should always have plan B. If his pupils does not understand the lesson, he is able to make changes to the lesson but he keeps the idea in the same context. He delivers them the information with clear explanation; they understand the point and become able to illustrate examples with themselves.

3- The teacher is joyful: sever teachers are considered as an obstacle to some learners in the classroom, they make pupilss afraid to participate, unable to think correctly. The learner feels that he is not in a safe and comfortable environment to study and learn. On the other hand, they enjoy learning if their teacher enjoys teaching, he should have a sense of humour to keep pressure away from his learners. As they will have susceptibility to learn if their teacher is a normal person like them; he laughs, enjoys, and does his best like them **“teacher is structured, yet flexible and spontaneous”** (Stronge, 2007; p. 116).

4- The teacher is sympathetic: the best teacher is the one who understands his learners’ situations, he understands their feelings, listens to them, answers their questions and he respects them as they do. It becomes easy for him to interact with them and attract their attention.

5- The teacher is realistic: each teacher knows his pupils’ capacities and what they are not able to do. He is aware of their level. **“He uses personal experience to provide real-world examples in teaching”** (Stronge, 2007; p.116) the teacher uses examples which are related to his real experience.

6- The teacher is equitable: The teacher is fair with all his learners; he advocates them by names; not call some by their names and insult others. Even pupils do not have one level, the teacher is obliged to treat them equally and fairly. He has to give each pupil his correct grade and the mark his work deserves.

### **1.7 Classroom Management Skills**

Classroom management or classroom control is considered as a challenge to the teacher. It is one of teacher’s responsibilities to create an environment that consolidates and facilitates learning **“classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates academic learning”** (Evenson & Weinstein, 2006). The teacher deals with different personalities in one environment and, probably, each pupil has

his own culture. The biggest challenge which faces the teacher is to find the appropriate way to treat and teach them in order to avoid problems.

A well-planned lesson may fail because of several circumstances which may face the teacher such as bad time management. As it can take less time than expected and the teacher finds himself improvising, the teacher faces many challenges **“because he cannot predict everything that will happen in a class”** (Seifert, 2009; p. 139). It is easy to interact with active pupils, whereas the quiet and calm ones are considered as challenge to the teacher, he must behave smartly with shy learners, because he may behave in a way that is considered normal to him but the learner misunderstands him and becomes more introversion and secluded.

### 1.7.1 Classroom Arrangement

Generally, classrooms are put in similar order. But teachers have the right to change this arrangement according to what suits their needs and their learners' psychology. The usual order gives monotony and pupils become lazy and careless about the lesson. In this case, the teacher should be clever and arrange the classroom in the arrangement that serves his lesson **“the best arrangement depends on what your students need and on the kind of teaching that you prefer and feel able to provide”** (Boynner, 2003; Nations & Boyelt, 2002).

### 1.7.2 Well Organized

The teacher should be intelligent to use the space of the class such as wall space; display motivates pupils and it renews the place, the room would not be boring any more, in contrast, it becomes interesting, of course, if the teacher uses wall space carefully. Because too many display makes the classroom looks swarming **“too many display can make a room seem ‘busy’ or distracting as well as physically smaller”** (Seifert, 2009; p. 140).



### 1.7.3 Establishing Rules

Rules make individual learners responsible on their behaviour. They would be aware that if they misbehave, they would be punished. The teacher should inform his pupils about rules and punishment, he encourages them to be responsible and respect each other. He can set a list of rules **“rules focus strongly on personal responsibility, however, there is a stronger case for involving students in making them than in making classroom procedures”** (Brookfield, 2006; Kohen, 2006).

### 1.8 Classroom Discipline

**“Secondary education teachers appear to frequently hit and punish, only sometimes recognize appropriate behaviour and have discussions with pupils, and hardly ever involve pupils in decision-making”** ( Lewis, 2009, p.16), different categories of misbehaviour in secondary school includes both aggressive behaviour and troubled behaviour which pupils make to disturb the teacher. Sometimes they succeed to achieve their goal, because it becomes clear enough in teacher’s aggressive reaction and he becomes his students’ amusement. The teacher should find effective ways to obliterate these behaviours **“without effective behaviour management a positive and productive classroom environment is impossible to achieve”** (Lewis, 2009; p. 110).

Pupils look to the teacher inside the classroom as if he is the enemy, whereas outside they see him a normal person, in this condition the teacher should obtain his learners’ trust. Before punishing the pupil, the teacher ought to explain and show him his mistake then punishes his pupil in an appropriate way. The teacher should avoid insulting, hitting and any negative act towards the learner, he should not disrespect him anyway. He should explain rules to the mistaken student and be sure he is aware of his mistake and rules of school **“students need adults to make it clear what we expect of them”** (Charles, 1999).

Teachers should improve their learners' behaviour, hold discussions with them to understand their reasons or what pushes them to behave in such way. According to Canter and Jones (1992) **“teachers have the right to impose order on students”**, it means they should correct their students in an appropriate way, not correct a misbehaviour with other one, and they should keep respect in order to make the student confesses his mistake and correct him in effective procedure.

### 1.9 Conclusion

The teacher is considered as the important factor of his learners' success. They are affected psychologically and, most, emotionally which appears clearly in their performance. Teachers' behaviours affect the learning process; sometimes the learner becomes unable to grasp the information because the teacher shouts all the time. Other times, learners misbehave inside the classroom because the teacher mis-controls the class or he is careless about his pupils.

Usually, teachers and learners face the same problem in secondary school, since teachers complain because of their pupils' misbehaviour and learners complain because of their teachers' mis-control of the class and their misbehaviour. Generally, both of them misunderstand each other and they focus only on mistakes of each one. In such condition, teachers should play their roles and use their skills and, of course, to figure out the misbehaviour problem starting with themselves then their students.

# **Chpter Two :**

# **Data Analysis and**

# **Recomondations**

**Chapter two: Data Analysis and Recommendations**

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## **2.1 Introduction**

This chapter describes the process of the research, its methodology and the data that are found. Also, it includes pupils' psychological influences which appear during the different sessions inside the classroom. It also sheds lights upon teachers' behaviours inside the classroom and a part of their experience in the domain. Its data show the great importance of the psychological effects on learners which are considered as the result of teachers' behaviour recalling its position in the teaching-learning process.

Besides the data analysis, this chapter deals with recommendations and suggestions to provide solutions that helps both teachers and learners. The teacher suffers to achieve his goals. Also pupils have their part of suffering in order to develop and increase their educational level which puts both of them under pressure. This latter causes psychological effects which appear clearly in learners' performance and affects their level.

## **2.2 The Aim of the Research**

The research is designed in order to find out the effect of teachers' behaviours on the psychology and the performance of learners inside the classroom. It describes the learners' different feelings during the class and the difference that is caused by teachers' behaviours on learners' psychology which is reflected on their performance. Even positive behaviours of teachers affect learners' performance negatively, not only the negative behaviours.

## **2.3 Process of the Research**

This research takes place in El Hadj Bouziane Abd-el- Kader secondary school in Ouelhaça- Ain Temouchent, it deals with a psychological problem that

face learners during their study especially teenagers. Questionnaires are used as tools to collect data and to figure out the problem after the discussion of results.

### **2.3.1 Sample**

The participants of this research are pupils and teachers from El Hadj Bouziane Abd-el- Kader secondary school in Ouelhaça- Ain Temouchent. Forty- five pupils and seven teachers are asked to complete questionnaires. This secondary school contains more than six hundred pupils but the case study of the research includes the level of third year literature and philosophy.

### **2.3.2 Research Tool**

Students' questionnaire aims at knowing the respondents feeling during their interaction with their teachers. They also aim at knowing how learners are affected by their teachers' behaviours. The questionnaire consists of three rubrics; the first one contains personal information, the second one is about the psychological effects and contains four questions, the last rubric is about learners' performance effect and consists of three questions. On the other hand, the questionnaire that is prepared for teachers consists of two rubrics; the first one is about personal information whereas the second rubric is about teachers' behaviours inside the classroom, it contains five questions.

## **2.4 Results**

After the data analysis, different results explain the effect of teachers' behaviours on learners performance and psychology. According to the tool of research, these results are divided into two parts; students' questionnaire and teachers' questionnaire.

### **2.4.1 Students' Questionnaire**

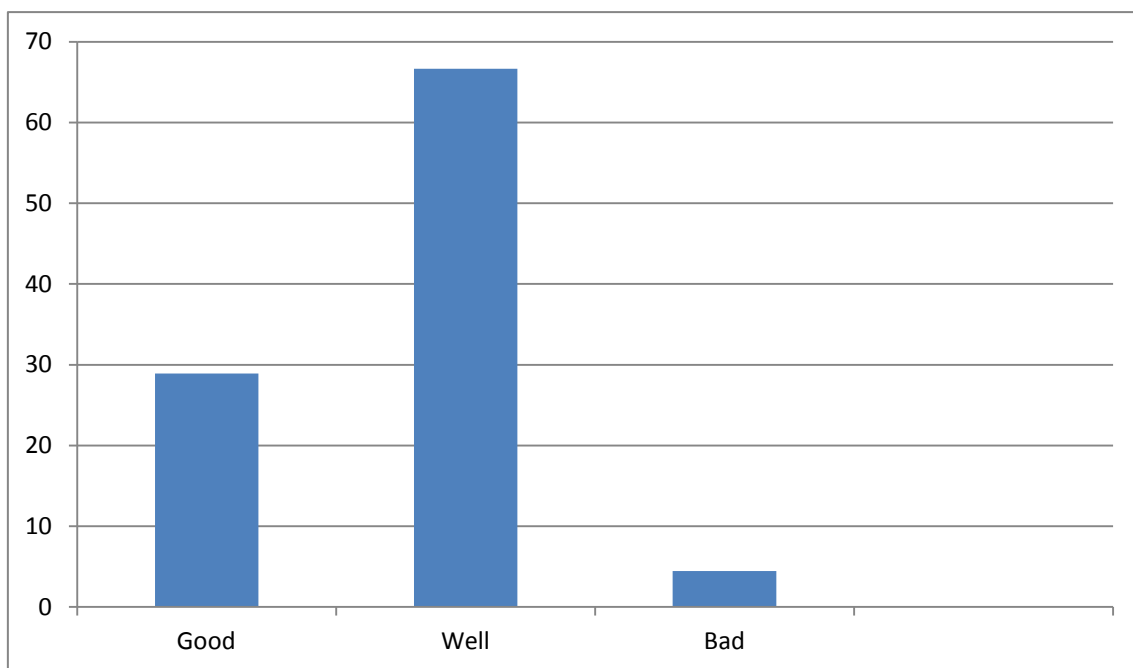
The informants are forty-five (45) literature and philosophy third year pupils from El-Hadj Bouziane Abd-el-Kader secondary school. The first rubric is about personal

information which shows that there are eight (08) males and thirty-seven (37) females whose ages range between fifteen (15) and twenty (20) years old.

The second rubric is about the psychological effects, it contains four questions

Item one: How is your interaction with your teacher?

The informants were asked to rate themselves on a scale from 1-3 to indicate how they interact with their teachers.



### Bar- Graph2.1: Student-Teacher Interaction

The bar graph shows that (28.90%) of the informants' interaction with their teachers are good, and (66.66 %) of them are well; however, (4.44 %) among them are bad.

Item two: What do you feel when your teacher criticizes you inside the classroom?

The informants were asked to rate themselves on a scale from 1-4 to indicate how they feel when their teachers criticize them in front of their classmates

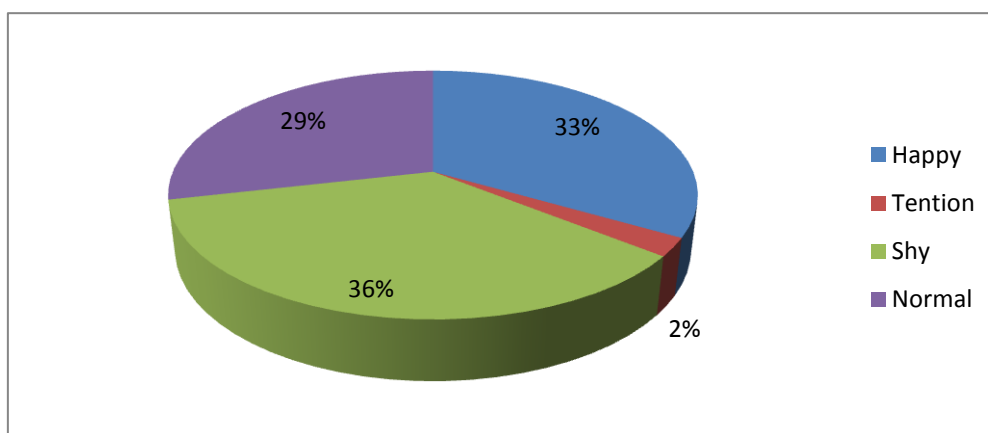
**Table2.1: Students' Feelings when their teachers criticize them**

How they feel	Percentage
Anger	15.56%
Tention	37.78%
Normal	15.56%
I am wrong	24.44%

As a result (15.56%) of the informants are observed to become angry when the teacher criticizes them and (37.78% ) of them recognize to become strained, however; (15.56%) of them say they are not affected. On the other hand, (24.44%) of the informants feel they are wrong; i.e., the teacher has the right to criticize them. But (6.66%) among them become angry and strained.

Item three: What is your reaction when your teacher praises you in front of your classmates?

The informants were asked to rate themselves on a scale from 1-4 to indicate their reactions when their teachers praise them

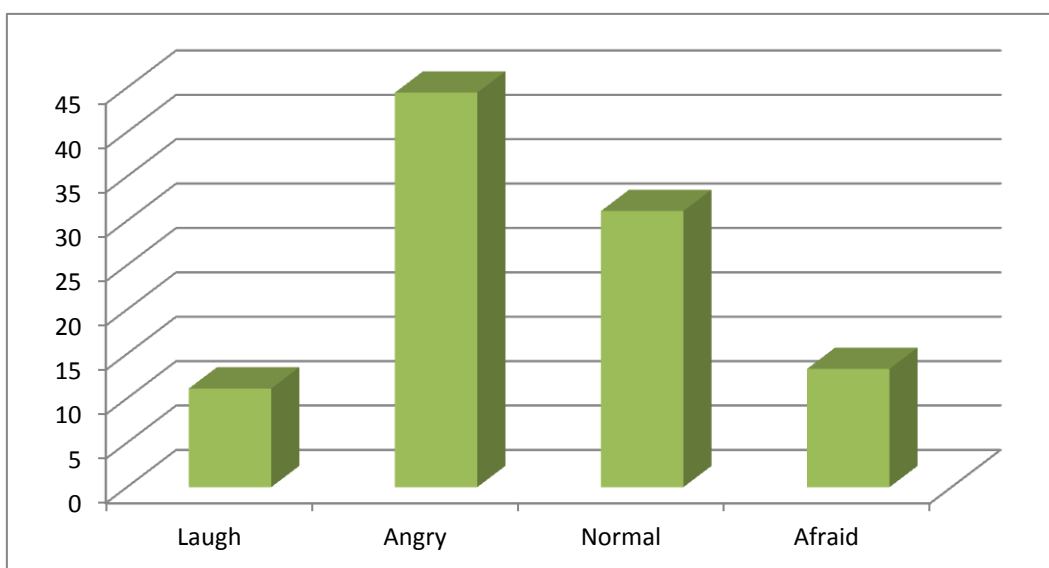
**Pie-Chart2.1: The Effects of Praise on Students**



The pie chart above shows that (31.11%) of the informants are happy and (37.78%) of them are strained, but, (33.34%) of them are shy and (26.67%) among them feel normal. Thus some informants select two choices, (2.22%) of the informants are happy and strained, besides that, (4.44%) of them are happy and shy

Item four: Your reaction if the teacher insults your classmate

The informants were asked to rate themselves on a scale from 1-4 to indicate their reactions when their teachers insult their classmates



### Bar- Graph2.2: The Effects of Teachers' Insults on Students.

As a result, (11.11%) of the informants start laughing when the teacher insults one of their classmates and (44.45%) of the informants state that they become angry, but (31.11%) of them announce that they feel normal without any reaction and (13.33%) among them become afraid.

The third rubric is about learners' performance effects and it consists of three questions

Item five: Which of your teachers' behaviours motivate you to participate in the class?

The informants are motivated to participate when their teachers treat them equally and present new information and explain the lecture, others think that the teacher should be care about his pupils and have a sense of humor in order to motivate his learners and give them chance to participate and discuss the different topics in the class. Teacher's good treatment to his learners makes them comfortable and motivated as a result both teacher and learners respect each other. To this point, the informants become motivated to participate when the teacher pays more attention to them. Besides that, the vital and humble teacher who thanks and praises his pupils and motivates them to do all their best which makes the whole class active and energetic. However, one informant claims that the teacher of philosophy motivates him to revise and do his homework because he is inspired by her words, but other one claims that his teachers' behaviours do not motivate him. Yet, three informants do not answer this question.

Item six: How do you behave if you are neglected by your teacher in the class?

The informants become angry and careless, they ignore the teacher in order to hide their points of weaknesses and do not participate as a result to their teacher behaviour when he neglects them. Others do not do any reaction they behave as normal as usual, whereas some of them do not pay attention to the teacher and try to focus on the lecture only. Actually, some informants claim that they hate both the teacher and the school subject and they misbehave inside the classroom and others declare that they neglect the teacher and take private courses outside the school. Some of them state that they become strained, anxious and do not talk to the teacher because such behaviour from their teachers embarrasses them, thus pupils do not participate in any activity which makes their educational level falls back. Another one thinks it is better to stay quiet, however; two informants do not answer this question.

Item seven: Which of your teachers' behaviours attract your attention in the class?

The data collected, here, show that (13.33%) among the informants do not answer this question, whereas others are attracted to the generous teacher; the one who

treats them equal and provide them with new information and good explanation to the lesson besides to the one who cares about his pupils and check their comprehension. Most of them are attracted to the teacher who has speaking skills and use them while explaining the lecture to help learners to achieve the goal of the lecture. Moreover, the vital and active teacher and the one who has a sense of humor attract his learners' attention easily. Other informants are attracted to the teacher who gives them information, smiles and is quiet. He is able to do his job and dealing with everybody, provides them with examples related to their daily life, as they are attracted to the one who makes mistakes.

### **2.4.2 Teachers' Questionnaire**

The informants who took part in this study are seven (7) teachers from El-Hadj Bouziane Abd-el-Kader secondary school. The first rubric is about personal information and shows that there are two (2) males and five (5) females; their teaching experience is between three (3) and fifteen (15) years.

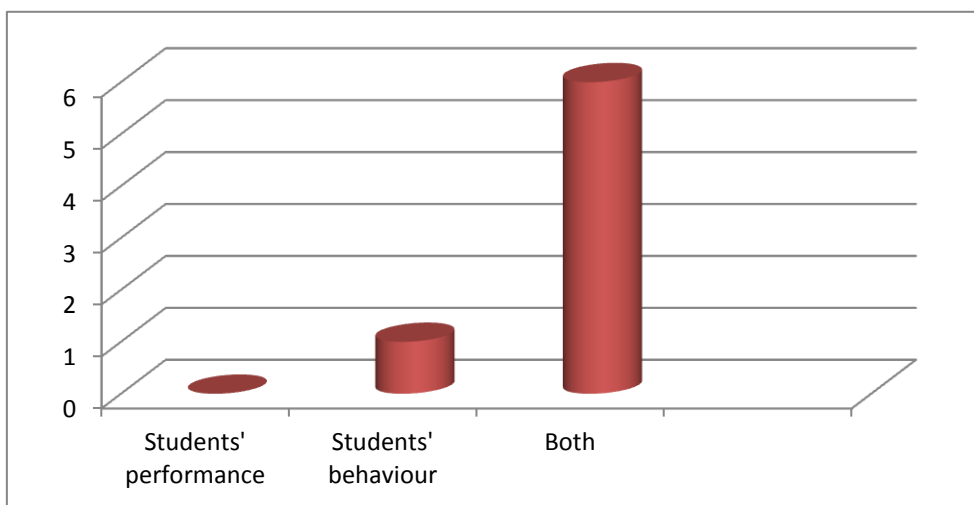
The second rubric is about the teachers' behaviours, it contains five questions

Item one: How do you attract your learners' attention?

Two informants answer that they motivate their pupils by giving them topics and examples that interest them and related to their daily lives and they say that this can easily attract their attention. Another informant adds that using sense of humor and the art of conveying the information, relinquishment of some mistakes can attract the learners' attention. Another informant attracts her pupils' attention by asking them questions about the previous lesson or activity. Two informants agree that it is easy to attract learners' attention through relating the lesson or the activity to their daily lives and relate the previous lesson to the next one in order to facilitate the learning-teaching process. One informant answers that he attracts his learners' attention through the way of explanation by simplifying the elements of the lecture and making it more accessible to learners in term of content and concept.

Item two: Which things do you give more importance to in class?

The informants were asked to rate themselves on a scale from 1-3 to indicate which things take much importance inside the classroom



### Bar- Graph 2.3: Classroom Priorities

The data gathered here show that one informant gives much importance to learners' behaviour inside the classroom; whereas six of the informants give more importance to both students' performance and students' behaviour, but no one among them give any importance to students' performance only.

Item three: How do you make the environment comfortable for your learners?

One informant answers that stopping learners from making noise, ask some questions to prepare the ground for the lesson and provide activities that are appropriate to the learners' level. Another one adds facilitating the learner process creates a comfortable environment for learning. Two informants agree that tranquillity and understanding between teacher and learner make disciplinary and persistent class. In addition, providing learners with lessons and activities which are suitable to their level and motivate them to develop their educational level through reading. Two other informants add that the environment is comfortable for learners when the teacher avoids problems and personal struggles inside the classroom. One informant claims that sitting organization, groups' position, treating students in good way and keeping the noisy pupil occupied with activities in the class make the classroom a comfortable environment for learners.

Item four: What are the factors that affect your learners' performance?

One informant claims that crowded classes affect learners' performance. Another one adds some factors like learners' weaknesses in the language; topic that are not motivating and do not meet learners' needs and expectations. One informant writes that illness and the absence of the important conditions that make the class more comfortable for learners to be aware about their lectures. One informant considers exhaustion, family problems, the mess inside the classroom and the subject or the teacher of the subject are important factors that affect learners' performance. Two informants explain that misunderstanding of lectures and mis-control of class, lack of activities during the lectures and the family relationship affect the learner psychologically and socially. One informant answers that the educational environment and learners' relationship to this environment besides his relationship with his family and any defect in these relations leads to a lack in psychological stability.

Item five: Why do you use punishment?

The informants were asked to rate themselves on a scale from 1-4 to indicate for which reasons they use punishment

**Table 2.2: For which Reason Teachers Use Punishment**

Options	Number	Percentage
A tool to keep order in the classroom	0	0%
A tool to push your learners to perform better	1	14.29%
Both	4	57.14%
Do not use it	2	28.57%

The data show that none of the informants use the punishment as a tool to keep order in the classroom only. Whereas one of them uses it as a tool to push his learners to perform better. But four teachers use it for both, i.e., as a tool to keep order in class only and a tool to push learners to perform better. On the other hand, two teachers do not use punishment at all.

## 2.5 Analysis and Discussion of Results

In this prospective investigation that took place at El-Hadj Bouziane Abd-el-Kader secondary school and which dealt with the effects of teachers' behaviours on learners performance. Questionnaire are done for both pupils and teachers to study teachers' behaviours and the relation of this latter to their mood besides the effect of those behaviours on learners' psychology and performance.

### 2.5.1 The Findings of Students' Questionnaire

Here is the discussion of the result from the questionnaire of pupils to clearing up the psychological effects that appear on the learners' performance. Statistical analysis are conducted on the demographic data and tables, descriptive statistics include percentages for data. The questionnaire consists of three rubrics; the first one includes personal information that contained gender and age. Whereas; the second rubric is composed of learners' psychological effects, it is found that most of learners interact well with their teachers, as it is clear in the bar-graph, which motivate them to well perform and work hard as it is obvious students trust their teachers. But few of them declare that have bad interaction with their teachers which is reflected negatively on their performance. Usually, the kind of the relationship between pupils and their teachers is related or based on the teachers' mood and behaviours as well, i.e., it is teachers' responsibility to build a healthy relationship with their learners **“students have felt what mattered most was the relationship teachers established with their students providing guidance to students who have felt inadequate or threatened”** (Rose: 2000, 115).

As it is observed in this research, learners experiment different feelings when their teachers criticize them. These feelings affect learners' psychology which causes serious problems that frustrate the learning process for a while and which generates different learning obstacles inside the classroom. As it is shown in the table 2.1 most of students become strained and others become angry, but some of them believe that they deserve critics when they are wrong, i.e., their teachers' behaviour is correct. Whereas others do not do any reaction as they believe their teachers' act is a normal behaviour, they are not affected by their teachers' mood. In fact, learners are affected also by their teacher's praise. As it is shown in the pie-chart; they become shy but also happy, however; few among them say that they have tension even if they are happy as if they wait a reaction from their teacher. And some pupils feel normal, thus, they deserve to be praised. This behaviour makes students excited about what they learn according to **Rose "it is what we are excited about that educates us"** (2000; 106). This teacher's behaviour is considered as a reflection to his positive temperament which is reflected on his learners' performance; they work hard with a full confidence that they are evaluated.

During this research it is noticed that pupils are also affected when their teacher use harsh words with their classmates. As it is shown in the second bar-graph most of pupils reject this behaviour and become angry because the teacher may exceed his limits and rise personal problems with his students which make the class hate him. Other learners say that they do not have any reaction, by contrast others laugh at the situation of their classmates since they are embarrassed. Few of them recognise to become afraid which causes them a psychological problem. This action lead learners to hate the teacher and do not respect him neither as a teacher nor as a person.

The third rubric is about learners' performance effects, it is evident that different teachers' behaviours motivate and push learners to perform better even through good treatment towards their learners. Providing students with information besides good explanation and taking care of them, also, inspire them to develop their educational level. In this sensitive period, the learner is aware of all what

comes around him. He is in a stage when he is able to understand what is going on and to prove his existence and his merit of respect in the environment he shares with others that consolidates his performance.

The teacher is not always in his mood, as a human being he might be in a good mood or in a bad one. Sometimes he neglects some of his learners inside the classroom without paying attention to the result of his behaviour. Learners become angry and careless also they hate both the teacher and the subject matter which affects their performance negatively and their academic level falls back, besides that, they will not trust their teacher any more as they may leave the school for ever. Other times, it has reverse reaction on the side of the pupils who reply to this negative behaviour of the teacher by working hard and proving their capacity. Thus, their reaction is rather positive towards their teacher's behaviour and force themselves to reach their objectives.

Learners pay attention to their teachers' behaviours both positive and negative ones. Unfortunately, some teachers do not care about their non-academic behaviours though they are considered to be models model to their learners. In addition, every single act of the teacher attracts the learners' attention such as smiling and good way of speaking or vocal and physical mis-behaviour. The positive behaviour makes them comfortable with their teacher, whereas the negative one may creates problems to the teacher since the learner starts thinking that his teacher is arrogant. The teacher must control his mood in order to prove his ability to teach

### **2.5.2 The Findings of Teachers' Questionnaire**

The teachers' questionnaire is divided into two rubrics; the first one is about personal information and the results show that there are two males and five females. The informants are aching experience vary between three and fifteen years. However, the second rubric is concerned with the teachers' behaviours.

It is observed that teachers behave in a certain way to attract their learners' attention. According to the different results, some teachers attract their learners' attention through what is suitable to their learners' age as teenagers, so they act with



a sense of humor. However, other teachers do what they think is suitable to their pupils; they behave academically with their learners but in relation to the reality such as relating the lesson or activities to their students' daily lives. They deal with their learners in the way they think it pushes them to perform better or according to their daily mood because teachers do not always behave in the same way. According to the bar-graph, the data indicate that most of teachers give much importance to their learners' behaviour inside the classroom and ignore their performance, i.e., this renders the learners careless about their academic level and be quiet inside the classroom to please their teacher, as a result their level is not developed. Unlike the teacher who pays attention to his students' performance and their behaviour, he helps them to overcome the different obstacles and provide them a safe learning environment.

It is recognized that teachers behave in different ways to make the environment comfortable to their learners academically and psychologically. They prepare the ground and provide activities that are congruent with their learners' level and stop learners from making noise in order to put them in the right path. Teachers try to facilitate the programme and motivate their learners. Unlike these teachers, there are others who never give an importance to the environment of study; they present the lesson in any way and leave the classroom, they teach according to their mood only. However, other teachers pay more attention to the setting organization and groups' position to make the classroom more comfortable and safe for study.

According to the teachers there are different factors that affect learners' performance. First, academic factors such as crowded classes and learners' weaknesses and psychological factors like exhaustion and family problems. These factors affect both teachers and learners mood, it is obvious that the teacher expects good results from his students, but because of those factors, results will not be as the teacher expected them which make him feel bad, especially if he does all his efforts to provide them with different pieces of information they need. Sometimes these negative results lead to punishment which is used by teachers as a tool to push learners to perform better, whereas some teachers use it both as a tool to keep order in the classroom and to push learners to perform better as it is indicated in the table.

However, other teachers do not use punishment at all, they have their own methods to control the class.

It is safe to say that, teachers' behaviours are related to their mood in a way or another, and it affects the learner positively and negatively and that is reflected on their performance. The teacher should be aware about his learners' needs in the educational environment, i.e., he should not be too lax with his students till he loses the control and not very sever till they think they are prisoners inside the classroom and the end of the session is their own rescuer. The lecture should be beneficial but not heavy till they become strangled. The teacher has to be clever to use his time and his lesson's elements.

## **2.6 Recommendations and Suggestions**

The school is considered as an educational environment when both teachers and students experiment different situations. Pupils as teenagers still discover their personalities and new different behaviours, besides that, they acquire wide knowledge which is related to their real lives. Accordingly, the teacher deals with different minds and characters, he should be aware about the challenges he is going to face and more about his behaviours towards his class. He should be clever to deal with the psychology of the learner, especially teenagers need to be advised and to be guided. When learners find who really understands them; they will do their efforts to be better as much as they can in their studies.

On the other hand, the teacher must keep his relationship with his class in a high level and in its good and correct way. This relationship is an important condition for students' progress and development of their study. The teacher himself is considered as an important factor for a successful educational environment. His behaviours are the main condition that restrains the relationship and the interaction between teachers and students. Teachers' reaction towards his students' acts is the behaviour that should be controlled because his behaviours are the basis for a successful communication between the teacher and his learners. As a result for this successful communication, there will be cooperation between teachers and students which makes the teaching-learning process successful and both

teachers and students achieve their goals. The teacher is the responsible of his learners and their educational environment through his behaviours. He must pay more attention to his acts inside the classroom. He must search for solutions to the different problems inside the classroom; he should be prepared for any sudden situation and controls his behaviours to avoid his students' critics.

### **2.6.1 Classroom Domination**

It is obvious that teachers deal with teenagers when sometimes they lead him to be out of control. The teacher should be wise to use his authority at that moment, as a teacher; he should never insult a student or punish him hardly because it will lead directly to a negative result. The pupil never respects who insult him and will think all teachers are the same. The worst mistake that most teachers do is doing a test whenever they lose control on the class. Indirectly, they exert pressure on their pupils which drives to an educational disaster. He should be intelligent to manage his behaviours.

The teacher should be clear with his pupils because he is responsible over his own behaviours and his learners' reactions. He should be aware of his role as a teacher, guide and as a model too. Whenever he faces troubles with his class he must be prepared and aware about the different strategies and most importantly he should not be guided by his anger. He should separate between his personal life and his work; he should leave his emotional bag outside the classroom. He is obliged to care about his learners' psychology and the environment where they live. He should also care about his behaviours and about his class as well. Thus, he should be aware of his pupils' needs since they need to be respected and safe as they need to work, the teacher as a responsible should build a cooperative relationship between his learners in order to make the environment more appropriate for study.

The teacher as a manager of his class, is guided by his own behaviours. He should be dominated and prepare himself according to the different situations he is going to face with his pupils since he deals with different personalities and minds. The big challenge he has is to be in his learners expectations. Pupils may be out of control sometimes; they may become angry and start fights inside the classroom.

In this case, the teacher should be quiet and should not take his learners' speech seriously because the learner tries to prove his existence but if he crosses the limits, then; the teacher should punish him but practically. Therefore, teachers' reaction should affect the class positively.

However, the teacher must choose the right time for punishment and for joking. He should never overcome the limits with his learners and keep the relationship academic because he deals with teenagers. They look to their teachers as models and they observe every single behaviour of their teacher inside the classroom, and if they react negatively the teacher loses his students' respect and his dignity.

### **2.6.2 Strategies Used with Teenager Learners**

Considering the different periods of study, learners in the secondary school are treated differently in comparison with other ones at other levels. Teenagers are more susceptible for the different changes, because they are moving to a new period when they become responsible about their own lives but they still need to be guided by their teachers. They need to be understood and advised but not afraid of them in order to overcome the different obstacles. Teachers need to raise their learners' confidence to accept the different points of view and discussions in different topics with a total respect, and help them to face challenges and surmount on their fear and shyness.

Similarly, teachers need to associate between discipline and flexibility to guide their learners precisely through the right path. They have to push their learners to discover their abilities, trends and their hobbies. They must encourage them to be cooperative rather than individualistic, and provide teenagers with safe environment and that happens by accepting and respecting them. As they must not insult their pupils or treat them negatively they can simply have a discussion about the problem and know the reasons that push them to behave in such a way and then they solve it together.

Give the learner time and right to express themselves is one of the most important strategies that should be followed in the educational environment

especially in social cases. It is obvious that learners rival to improve their levels, thus teachers must put this competition in its right way to avoid struggles between students. Providing them with different pieces of information about the psychological changes they may face even inside or outside school by details.

## **2.7 Conclusion**

This chapter deals with data analysis and different suggestions and recommendations. It also includes charts and different data that discuss the obtained findings. Also, it focuses on the psychological effects of different teachers' behaviours. And fundamentally it sheds some lights on the psychological side of learners during the interaction with their teachers that appear clearly in learners' performance.

Eventually, it clears up how learners are affected psychologically and academically by their teachers' acts. As it is shown in the results learners' reaction is either positive or negative according to their teachers' behaviours.

### General Conclusion

Psychological effects come out clearly in learners' performance especially in secondary schools where learners are affected easily by their teachers' behaviours. They look to their teachers as models, therefore, the teacher himself should be able to manage his behaviours inside the classroom. Obviously, learners' results are related to their psychology which affects their performance and more important their educational level falls down.

This research work is concerned with the effects of teachers' behaviours on their learners' performance in secondary schools because they deal with teenagers who are aware about the different acts around them in the educational environment. Accordingly, it deals with both positive and negative effects and learners' reaction towards their teachers' acts that could be adverse. Teachers relate the results to their pupils' performance without giving much importance to the main causes. Evidently, this clarifies the significance of learners' psychology in the learning process. Similarly, the pupil is affected psychologically before being affected academically; as if he is destroyed slowly.

This research work consists of two chapters; the first one is concerned with the different psychological effects that confront the learner in a sensitive period, especially when he needs a guide but the teacher retreats his role. Academically, the teacher should behave in a certain way with his students inside the classroom. But most of them both novice and experienced ones deal with their learners as children or as adults, they forget or ignore the fact that they are teenagers and they start deeply to develop socially and mentally and their reaction is the result of teachers' behaviours. Considering the psychological effects of learners, their performance is affected by their own behaviours, also, they will not care anymore neither about the lecture nor the teacher, especially if they imitate their teachers or they are disappointed because they expect efforts from them to guide and provide them with inspiration to make their choices in life and follow the safe path in the right way.

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Besides that, the first chapter gives an importance to both reasons and results of misbehaviour inside the classroom which is related to teachers' behaviours. This issue is considered as a lateral effect of the main reason which is teachers' acts who mis-control the class because they neglect their roles and do not give much importance to the qualities of teacher. They neglect the reality of being the important factor of their students' development, success and progress. On the other hand, classroom management skills are mentioned besides the classroom discipline as they are considered as development tools in the educational setting.

The second chapter is about the aim of this research, the research tool and data analyses as it includes some recommendations and suggestions for teachers. The results are obtained from both teachers and students' questionnaires which are gathered from El Hadj Bouziane Abd-el- Kader secondary school in Ouelhaça-Ain Temouchent. These results support the research hypotheses put forward to illustrate the importance of students' psychological effects that are considered as the result of teachers' behaviours. It is found that learners' reaction could be adverse to their teachers' acts, i.e., the positive behavior could make a negative effect as the negative behavior could make a positive effect. However, teachers think that the effects that appear on learners' performance usually escort the different behaviours that emanate from teachers. They behave in the way that fits the educational setting but when they face a problem inside the classroom they lose control and make it personal which causes devastating psychological effects for learners who need both a leader and a teacher. Last but not the least the second chapter is concluded with some suggestions to teachers of secondary schools in order to deal with their pupils.

The educational environment is considered as the most important unit in learners' life. The first condition that makes it successful is the teacher through his different behaviours and their effects especially in secondary school when the learner starts discovering his interests and hobbies. Even if these behaviours are positive or negative the learners' reaction could be opposed which comes out clearly in their performance.

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# Appendices

**Appendix A**

**Students' questionnaire**

Dear students, I am an undergraduate student from the university of Abou Baker Belkayed-Tlemcen. You are kindly requested to fill in this questionnaire and comment where necessary. Your identity and answers will remain confidential. Thank you for your cooperation.

**Rubric01: Personal information**

A-Gender:       male                       Female

B- Name:

C- Age:

**Rubric02: Psychological effects**

1-How is your interaction with your teacher?

Good

Well

Bad

2- How do you feel when your teacher criticises you inside the classroom?

Anger

Tention

Normal

He is right

## Appendix A

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3- What is your reaction when your teacher praises you in front of your classmates?

Happy

Tention

Shy

Normal

4- If the teacher insults your classmate; that makes you:

Laugh

Anger

Normal

Tention

Afraid

### **Rubric03:** Learners' Performance effects

5- What teachers' behaviours motivate you to participate in the class?

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

6- How do you behave if you are neglected by your teacher in the class?

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

## Appendix A

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7- What teachers' behaviours interact your attention in the class?

.....

.....

.....

**Appendix B**

**Teachers' questionnaire**

I am an undergraduate student from the university of Abou Baker Belkayed-Tlemcen. You are kindly requested to fill in this questionnaire and comment where necessary. Your identity and answers will remain confidential. Thank you for your cooperation.

**Rubric01: Personal information**

A-Name:

B- Age:

C- Module:

**Rubric02: Teachers' behaviours**

1-How do you attract your learners' attention?

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

2- Which things do you give much importance in the class?

- Students' performance
- Students' behaviour
- Both

3- How do you make the environment comfortable for your learners?

.....

## Appendix B

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

4- What are the factors that effect learners' performance?

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

5- Do use punishment as:

- A tool to keep order in class
- A tool to push your learners to perform better
- Both
- Do not use it