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HOW TEACHER-STUDENT RAPPOROT IMPACTS STUDENT ACADEMICS AND ACHIEVEMENT

A MASTER'S THESIS  
SUBMITTED TO THE FACULTY  
OF BETHEL UNIVERSITY

BY  
ASHLEY MELLGREN

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BETHEL UNIVERSITY

HOW TEACHER-STUDENT RAPPOROT IMPACTS STUDENT ACADEMICS AND ACHIEVEMENT

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May 2020

APPROVED

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## Acknowledgments

There have been students who have been failed and left behind in their education, this goes out to them. I would like to thank my family and my wife for all the support, love, and encouragement they have given throughout this process.

## Abstract

In the last 50 years of education, student behaviors have become an increasingly important topic. Behaviors are an outward expression of how students feel about themselves, their classroom, or their teachers. Teachers have power in how they can impact students and it all starts with a relationship and rapport. If teachers want students to care about what we are teaching, they must show an interest in them as people first. It is a cycle that promotes stronger interpersonal connections which leads to deeper academic engagement. Teacher-student relationships affect students academically but also as a whole person. Research suggests that when teachers use positive verbal and non-verbal immediacy, pay attention to mental health, have a balance between a warm environment and high expectations, and communicate with students outside of academics students are more motivated; which impacts their academics.

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## CHAPTER I: INTRODUCTION

When people feel connected to something or someone, they care about them on a deeper level. Teachers and students must have a relationship or a rapport so students can be most successful. Students are motivated and impacted by many things that are all personal to them and out of the control of anyone else. One thing teachers and professors have control of are how they treat their students. When people present a warm and welcoming energy, others are typically drawn to them. Students are the same way; they are drawn to a teacher or professor who is warm, welcoming, using humor, cares, inspires, and listens. Behaviors are a trendy topic in the last decade, as behaviors have changed and become more intense. The importance of rapport with students needs to become a priority.

### History of Classroom Behavior

The education of students has changed since different acts and laws have changed. Most of the United States has shifted its belief from exclusion and suspension to inclusion and building relationships with students. Before 1975, students with disabilities were not included with the general education population of students, then the Individuals with Disabilities Education Act (IDEA) came into law in 1975. IDEA also included Free Appropriate Public Education (FAPE), in 1977, the U.S. supreme court ruled in its *Ingramam v. Wright* decision that schools' use of corporal punishment is constitutional, leaving states to decide whether to allow it or not. This led to six out of fifty states to ban corporal punishment by 1977. As states decided to ban corporal punishment, they needed some way of dealing with behaviors, which was the rise of



seclusion, holds, and suspensions, or expulsions. By 1993, half of the United States of America banned corporal punishment in schools, but by 2017, 15 states allow it, with seven other states not prohibiting it (Clark, 2017). In the 1980s, the zero-tolerance policies became popular with the rise of trying to reduce drugs and guns in schools. Not until the 1990's did it make a difference, and it was a positive difference for those students who were not white. There were no differentiating offenses, and the increase of school resource officers (SRO) became the new norm. The rise of dress codes made school staff more racially discriminated in situations and increased suspensions (Curtis, 2014). The zero-tolerance policies increased the use of profiling and law enforcement. The term "school to prison pipeline" was created from the increase of SRO's being in schools between 1997 and 2007 (Mora & Christinakis, 2013). This was not a positive time to be in school as they forced kids out who did not fit the look they wanted. President Bush created the No Child Left Behind Act (NCLB) in 2002, which encouraged teachers to teach students to do well on tests instead of teaching to standards and comprehension. NCLB made teachers' mindsets shift from teaching to teaching testing for funding. Many teachers lost sight of their students, their interests, and their personalities. The next movement in the schools was a multi-tier system of support (MTSS). Schools picked up this concept of intervention to support both behavioral and academic challenges. The pillars of MTSS framework are Positive Behavior Interventions and Supports (PBIS) and Response of intervention (RTI).

The education of students with disabilities has evolved. Not until 1975 did the law require students with disabilities to be educated inclusively with general education peers (Burns, Appleton, & Stehouwer, 2005). In 1997, the Individuals with Disabilities Education Act required schools to provide students with disabilities access to the general education curriculum and justify any special education services provided outside the general education classroom (Magiera & Zigmond, 2005). In 2004, the law was reauthorized as the Individuals with Disabilities Education Improvement Act, which relies on Response To Intervention (RTI) allowing all students to be supported with instruction that matches their needs. When MTSS interventions became popular in schools, the school environment started to rely on teacher-student rapport. When teachers are connected to their students and families, the school environment becomes more family-like. There are too many stories about dress code violations, on student haircuts and students getting kicked out of class and suspended. The priority of schools is not to say what one can wear and how their hair cut should look; it is to allow all students a free and appropriate education. There is a place and a time for everything, but schools are also a safe place where kids can come and express themselves a little bit. A new haircut is an opportunity to build some teacher-student rapport. The way people make students feel leaves a long-lasting impression on them more than any content that is taught. Teachers must leave a positive impression on their students and families. Teachers are always looking to motivate their students, but to know a student's motivation, one must get to know them as a person first.

### **Research Question**

Education has come a long way in inclusion and access for all. However, as students' needs change, teachers adapt their teaching strategies, but their relationships do not change. Teacher-student relationships can impact students in a major way, either negatively or positively depending on the relationship. Teachers have an important role in students' academic achievement. Researching the importance of teacher-student rapport and exploring how it impacts student academic achievement can help both students and teachers. How do teacher-student rapport impact student academics and achievement?

## CHAPTER II: LITERATURE REVIEW

### Literature Search Procedures

Chapter two analyzes the published literature by searching through Education Journals, ERIC, Exploria Educators, ProQuest, GALE OneFile, and EBSCO MegaFILE for publications from 1988-2019. This list was narrowed by only reviewing published empirical studies from peer-reviewed journals that focused on teacher-student rapport and research on how teacher-student rapport affects student achievement and motivation found in journals that addressed the guiding questions. The keywords that were used in these searches included “teacher-student rapport,” “k12 teacher-student rapport,” “teacher rapport and academics,” “teacher-student relationships,” and “school rapport.” The structure of this chapter is to review the literature on teacher-student rapport in two sections in this order: the importance of teacher-student rapport; and how rapport impacts students' academics.

### The Importance of Student-Teacher Rapport

Humans are motivated when they have a connection to something. There are many ways to build a rapport with students to influence their fondness of school, motivation, behavior, and self-esteem. When students feel supported by their teachers, it creates an atmosphere where students can feel safe and motivated. Ambrosetti, Cho, and Slate (2009) stated that allowing students to voice their opinion creates a positive school culture. When they asked 257 students the question “What are the characteristics of the *best* grade 7-12 teachers, as perceived by preservice teachers in a secondary education program?” the students described their teachers with the

following words; funny, compassionate, caring/supports, inspiring, energetic, personable, listens to students, fun, role model, open-minded, and fair. After asking seven demographic questions, Ambrosetti et al. (2009) used 10 Likert-Scaled descriptive statements of effectiveness (1= strongly disagree to 5=strongly agree) as well as two open-ended questions using the Strauss Corbin's qualitative method. They found that the best teachers used themes of rapport that made learning fun but also pushed students to work harder and go farther in their education. Their top three theme findings were teacher strategies, caring/concern, and rapport. These themes are what all students want to be around when they are learning something new and being challenged in new ways. They reported that even though teachers use different styles of teaching, when teachers care and have a rapport with their students it balances any nonpreferred teaching strategies.

Similarly, Ryan (2014) wanted to understand how professor-student rapport affects student outcomes. Ryan questioned 130 undergraduates ranging from 18 to 28 years of age using the Professor-Student Rapport Scale Brief (PSRS-B). It could predict student outcomes by finding student motivation, perceptions of learning, self-reported grades, and students' attitude towards instructors and different courses. He used the PSRS-B scale with 34 items with 1-5 rating ranging from strongly disagree to strongly agree. Students took this questionnaire during one class period and earned extra credit if they completed it. The three biggest findings using the PSRS-B were the variability in attitude towards instructor (affective learning), variability in cognitive learning, and variability in learner empowerment. Students are motivated by those who challenge

them appropriately, encourage inquiry, and allow them some choice and power in their learning. Kids do and say what their parents do and say. Adults have to be positive role models for all kids, including students. Teachers must have control over how they interact with students.

Students of all ages are watching and mirroring what teachers and adults are doing. Jiang-yuan and Wei (2012), studied the effect of nonverbal mirroring on teacher-student rapport in one-on-one interactions. Twenty native Chinese-speaking college sophomores (16 males and four females) in their college English course at a large public university in Beijing, China volunteered to participate. The 33-year old female teacher had never met the students before, but had videotaped them in another class to learn their behaviors. Each student had one to one interactions with the confederate teacher during a four-day period. The student discussed a topic with the teacher in a small office with two chairs facing each other; the teacher observed the student and performed the same behaviors immediately. The student then received a self-rating survey to look at students' perception of the rapport in six different variables: attention, positivity, coordination, expectation, anxiety relief, and self-confidence. They found the most important part of teacher-student rapport is that nonverbal behaviors from both the teacher and the student were adopted in one-on-one interactions. Nonverbal immediacy examples are eye contact, smiling, sitting back, touching things, nodding, arm movement, leaning forward, and copying what the student does. All four days the students reported anxiety-relief as the most important variable in feeling rapport. Jiang-yuan and Wei (2012), found that head and smile mirroring were more related with

coordination and positivity, and eye mirroring was more linked with attention and expectation. Human body language and body gestures are a form of communication. Gestures can open a relationship with our students.

### **Psychological Wellbeing**

Dolapciglu (2019) evaluated the importance of student-teacher relationships and how they can influence students' academic success as well as their social and psychological behaviors and wellbeing. She investigated the insight of 338 students in elementary schools. She collected data on the students' informational support, emotional support, and closeness with their teachers, based on their grade level and demographics characteristics. Dolapciglu (2019) suggested "The main factor in preventing these behavior problems is the warm and supportive relationship established with the child, which promotes the child's self-perception..." (p. 9). In this study, they used the My Teacher and I-Child (MTI-C) scale, which has two parts. Part one questioned in "yes" or "no" form and part two asked students to give a level of support that was given using I statements. First graders did not indicate they needed help with their alphabet, but needed help on getting dressed. Fourth graders asked for help with their alphabet, but not getting dressed. The first graders felt like they could share their feelings, but the fourth graders struggled. When testing closeness of student and teacher, fourth graders left less angry with their teacher overall compared to first graders who were angry more often. Lastly, they tested how student seniority status affects their closeness, finding with teachers of 15 years of seniority offer more emotional support than those with lower levels of seniority. The limitations of this study

are that the research relies on the perspectives of the students. A first-grade student gets help for information, but it does not impact them as much as the support they get emotionally during this stage of their life. This seems faulty to most, but five and six-year-old students are in more need of emotional support than informational support. It is important to remember that elementary students are shaping their school attitudes and learning the process of the educational system. This can have a lasting impact on all students, but more importantly our elementary school-aged students.

### **Perspectives Through Race**

Mester, Spruill, Giani, Morote, and Inserra (2014) researched the perspective of teacher-student relationships and personal safety differences between Caucasian and African-American suburban middle school students in New York. Twenty-eight Caucasian students and 15 African-American students were surveyed with a 32-item questionnaire with a 5-point scale and the Teacher-Student Relationships (TSR). Personal safety means that one is free from harm or risk of danger in and around school. Student-teacher relationships mean the connection, association, or involvement between teacher and their students. They found through the TSR that 50 percent of the African-American and zero percent of Caucasian the students felt that “teachers help students to be friendly and kind to each other.” Another large gap they found with the TSR was zero percent of African-American students and 72 percent of Caucasian students felt “teachers are fair to students.” This is a very large difference in perspectives. Another important finding was that 38.5 percent of African-American student disagreed with the following statement from the TSR; “teachers in this school



are on the side of their students” and only four percent of Caucasians disagreed with this statement. Looking at perspectives through student race gives insight to teachers and school administration to better the relationships to those students who are not feeling supported.

### **Communication**

Personalities are key to understanding students and their motivations. Frymier and Houser (2000) studied students’ perceptions about immediacy, teacher communication skills, and differences in perceptions between male and female students. The study included 511 students enrolled in one of two introductory communication courses at a medium-size Midwest university. They measured the communication skills through ten surveys/scale. They also wanted to link communication to twelve variables: confirmation, relational motive, functional motive, excuse-making motive, participatory motive, sycophancy motive, student participation, challenging behavior, cognitive learning, affective learning, state motivation, and student satisfaction. They found that teacher-student relationships are unique, but are very similar to interpersonal relationships and found that communication was the biggest and most useful. Humans communicate in many different ways. They found that “The achievement of those goals depends on the teacher and student’s ability to negotiate with one another and resolve conflict” (p. 208). They found that affective learning positively effected student communication by 28 percent. They also found that teachers who taught with confirmation also effected students’ perception of communication by 27 percent. Verbal and nonverbal communication is key to

relationships of any kind. Frymier and Houser (2000) found that all of the communication skills along with verbal and non-verbal immediacy, except for comforting, were shown to be more important than unimportant. The results of the five highest scored communication skills that were more important were referential, ego support, conflict management, regulative, and conversational skill, meaning that these are the skills that are most important to students when working with their teachers.

### **Behavior**

Sutherland et al. (2018) wanted to know how interventions were delivered and how they affected student behavior. Their focus group included students at risk for Emotional and Behavior Disability (EBD) attending early childhood programs. They created a tier 2 intervention called BEST in CLASS. This intervention is aimed at reducing chronic behavior problems and improving interactions and relationships between teachers and children. BEST in CLASS's intention was to teach teachers how to use effective rules in the classroom, pre-corrections, opportunity to respond, behavior-specific praise, corrective feedback, instructive feedback, and linking and mastery. Teachers used the BEST in CLASS manuals and the Student-Teacher Relationship Scale (STRS). They found that teacher-child relationships are typically characterized by "closeness." Students and teachers with established trusted relationships may be more likely to put forth more effort in classroom situations, linked to motivation. This research suggested children who exhibit aggressive and disruptive behaviors are more likely to develop negative relationships with their teachers, resulting in a harmful experience at school. They found that the students who received the BEST in CLASS

intervention were students who had lower levels of total problems and had less externalized behaviors and more internalizing. They found that the teacher-child interactions and relationships with their teachers increase when their teachers used BEST in CLASS. When teachers gave praise and corrective feedback, it allowed students to see and understand what teachers wanted from them. These are ways for teachers to increase and strengthen the relationships with their students who have disruptive behaviors and those students who are at risk for being diagnosed with EBD. When behavior and disruption are high, learning is affected. It is important that teachers build relationships with their students at a young age so they can be built up by the educational system.

### **Student Behavior and Teacher Burnout**

Student behaviors can be exhausting physically and emotionally. Aloe, Shisler, Norris, Nickerson, and Rinker (2014) provided a quantitative review of the relationship between student misbehavior and teacher burnout. The three measurements of burnout are emotional exhaustion, personal accomplishment, and depersonalization. They conducted a multivariate meta-analysis allowing researchers to model the dependence between effect sizes that arise with multiple subscales of instruments. They collected 19 studies with 21 independent samples to review, subsidizing a total of 63 effect sizes. Misbehaviors increased emotional exhaustion in teachers by almost 50 percent. Misbehaviors also significantly increased teachers' depersonalization by almost 40 percent. They also found misbehaviors did not impact personal accomplishment,

meaning that when students misbehave, teachers maintained the same feelings of personal accomplishment.

Aloe et al. (2014) found that student misbehaviors and teacher burnout are strongly correlated. When teachers do not have the emotional resources to give themselves psychologically, it decreases student-teacher rapport and hinders them from being an effective teacher. Schools in the United States are having trouble filling teacher and other school-related jobs, partly because of the increase in students' misbehavior. They found that the largest correlation between misbehavior and teacher burnout was between misbehavior and depersonalization by 90.5 percent. The next correlation they found was misbehavior and emotional exhaustion by 95 percent. These two correlations showed a negative relationship with teacher and student. They found that there was a significantly lower correlation between misbehaviors and older teachers. They compared the three outcomes to female teachers and found that there was a correlation with female teachers between misbehaviors and depersonalization. The researchers suggested that prevention and intervention efforts for both classroom management and stress management should be prioritized for young teachers, especially female teachers who teach at the secondary levels. Students' behavior will increase when students do not feel connected with the teacher, which can increase teacher burn out. If teachers put their time and effort into teacher-student rapport, they will save time and energy when behaviors do arise. When teachers who are burned out stay in the profession, student-teacher rapport is harder to build, which can decrease student motivation and negatively impact the entire school experience.

## **Mental Health**

Since 2003 student mental health has been an important topic as children's depression, anxiety, and behavioral disorders have grown (CDC, 2020). With the rise of teen suicides, bullying, and school shootings, many ask themselves how they can improve these problems. A relationship can be one simple step away from saving a life or multiple lives down the road. Joyce (2019) researched the connection between teacher-student relationships and depressive symptoms in adolescents. The sample size of this study was 13,120 youth. These students answered questions using a five-point scale to measure closeness and completed the Epidemiologic Studies Depression Scale (CES-D) to measure depressive symptoms. They found that when high school students felt like they had a connection in school, including a teacher relationship, students had fewer depressive symptoms. The following is what Joyce found in what makes a student feel connected to a teacher: active involvement, open communication, responsiveness, clear rules, positive feedback, and warmth. Those are the areas that allow students to feel connected to their teachers, which decreased their depressive symptoms. Teachers' relationships should be cultivated and cared for because it has so much power. Teacher-student relationships can improve the mental health development of youth. Increasing student closeness and school connection can also decrease other vulnerable problems that youth have like, risky-behavior and other mental health problems.

A relationship can improve students' mental health for those who suffer from an anxiety disorder called Selective Mutism (SM). In Northwest Italy, Longobardi, Badenes, Gastaldi, and Prino (2019) studied the effects of student-teacher relationships and how

it impacts behavior, work, social, and relational skills. They wanted to know if there was a difference in student-teacher relationships between students with SM and without SM. They analyzed 75 children between the ages of four and ten, 48% of whom were male. They also analyzed 15 teachers with the mean age of 50.57 and 35% of them were female. The teachers who spend at least 18 hours per week with the student with SM, completed five questionnaires, one with a clinical diagnosis of SM and four typical development. The students completed an anonymous questionnaire during class. Students older than 7 years old, filled out the questionnaire paper/pencil with the help of the researcher if needed. It was administered orally by the researcher for younger students. They measured warmth, autonomy, support, and conflict. They also used the peer nomination questionnaire to find interpersonal relationship representations that were answered with nominations. The answers given were categorized into five peer groups, popular, neglected, rejected, controversial, and average. They also used the Strength and Difficulties Questionnaire (SDQ) to look at behavioral screening, with 25 items with a three-point scale. Lastly, they used the Student-Teacher Relationship Scale (STRS) to assess the attachment theory with 28 items with a five-point scale. They found that the students with SM perceived their teachers as a stressor, giving them more anxiety, but not as unfriendly. All children reported they felt included and were well liked by their peers. Students with SM reported feeling supported and felt their teacher had respect for their interests. Teachers reported they could get to know the students without SM in a closer way, perhaps because of the lack of eye contact, or smiles which is part of establishing a relationship. Teachers can connect with students in many

different ways. When working with students with SM, teachers may have to get more creative to feel connected. The researchers suggested many variables play a role in a relationship, including through appropriate questioning, going beyond the nonverbal signs, using more pictures, and using examples of your life. These are all ways to improve relationships with students who may have disabilities such as Autism Spectrum in which there is a lack of social cues such as eye contact or smiling.

Teachers have at least one student in their classroom who has trauma in their life and has experienced hardship in some shape or form. The distress students may live with shapes who they are, how they react to situations, attach to people or things, their self-esteem, and how they socialize. Teachers can spend up to seven to eight hours with students a day. During this time teachers can be a positive interaction that some students may not get anywhere else. Teachers can nourish students as a whole child not only as a student academically. Craig (2008) stated that positive relationships with teachers help children develop the “emotional stick-to-itiveness” which is at the heart of resiliency (p. 88). Teaching students how to be resilient can be the first step in helping them recover. Davies and Berger (2019) researched teachers’ experiences with students and exposure to domestic violence. They gave 11 teachers from seven primary schools and four secondary schools online questionnaires to fill out about their experience and the training needed regarding student trauma and domestic violence, then interviewed them. A data analysis was then done in a thematic analysis approach. They found four main themes from the teacher: the impacts of domestic violence exposure, resources for teachers, limitations to supporting students, and future needs for teachers. The

scope of this paper includes the impact on the students and teachers while excluding the community and homelife contexts. The impact domestic violence exposure had on the students included anxiety, withdrawal, self-soothing behaviors, agitation and aggressive outbursts, difficulty concentrating and learning, generally lower academic achievement and engagement, difficulties developing healthy peer relationships, lack of trust, low self-esteem, inability to problem-solve, and fear of failure. The impact it had on teachers included managing classroom behaviors and self-regulation in students, modifying curriculum or teaching, liaising with families, well-being teams or external agencies, and supplying food and clothing.

### **Early Intervention**

Teacher-student interactions impact students positively. Schools and teachers need to nurture student relationships in the very beginning. Poulou (2017) studied how Social and Emotional Learning (SEL) play a role in preschool teachers and their students. This study investigated preschool teachers from 92 public schools in Greece. These teachers completed four self-rating scales for 238 students. Using the Young Children's Appraisal of Teacher Support, they interviewed 170 students. They found that when teachers and school staff give a first good impression with students during preschool and nurture and form their social and emotional learning it sets positive ambiance to the student learning, well being, and overall attitude towards school. Poulou (2017) researched teacher perceptions on warmth, conflict, and autonomy. They found the teacher warmth was not the most significant contributor, but instead, comfort and commitment were the two highest contributors to teacher-student relationships and



SEL in five to six-year olds. Teachers who implemented comfort in SEL were rated higher in teacher-student relationships. However, it was unexpected that students felt warmth when teachers did not commit to improving SEL skills. This means that students who felt warmth still enjoyed their teachers even though they did not commit to improving students' SEL skills. Teachers reported that SEL did not contribute to their relationships with their students. They also found that teachers had a hard time establishing good relationships with students who were unable to perceive, understand, and manage emotions. They found that improving teacher's sensitivity and emotional involvement with a student is a key factor when working with young students in preschool. Helping students learn how to perceive, understand, and manage emotions will allow them to not only establish relationships with teachers, but other adults and peers as they grow and develop.

### **Social Status**

Bullying has changed as the world of technology has changed. With social media being readily accessible to students of any age, bullying, peer pressure, and cyber-bullying have a new look. With the increase of bullying, students may turn towards teachers as trusted adults for help. Teachers can become mentors and role models in how to handle bullying situations. There is an abundance of research on how teacher-student relationships affect student development. Longobarbi, Lotti, Jungert, and Settanni (2017) studied how student-teacher relationships on bullying-related behaviors differ with social statuses. They looked at 435 Italian middle school students from 18 different classrooms, 48.7 percent of the students were female. They used three

different self-reporting five-point scales with 25 items and a questionnaire. Lastly, they used the peer nomination technique, to gather data on the representation of the interpersonal relationships. Researchers categorized students into three social statuses: popular, neglected, and average students. They found that the students who had higher conflicts with teachers also associated with a lower social status, as higher levels of closeness did not always reveal a student's standing amongst their peers. They found that rejected students were more prone to take part in active bullying and pro-bullying behaviors compared to the other social status. Students who are generally more aggressive are disliked by their peers and are rejected (having a low likability score). They found the association between student teacher relationships are linked to academic achievement, but also prosocial behaviors and lower levels of peer victimization. With a negative student teacher relationship one saw both active bullying and pro-bullying behaviors. They found the rejected students (who are more disliked by peers) seem to identify themselves in active behavior situations by enjoying conflicts with teachers and starting bully behavior. These rejected students wanted to gain social status, as they felt they have less to lose than other students. The students who were liked by their peers and had a relationship with their teachers felt more secure and did not want to risk being disliked. To stop bullying, teachers must get students who are disliked and rejected to be liked and accepted by their peers. Teacher-student relationships are influential and will decrease bullying behaviors in significant ways, especially in the lower grades. Schools that implement anti-bullying programs need to consider the importance of teacher-student relationships. Building a trusting

environment for students who are rejected and neglected can be a lifesaver down the road.

### **Emotional Motivation**

Understanding student motivation is a hard and complicated topic in the world of education. Most students want to please their teachers and be liked by their peers. The experience in the classroom is what gives students the likeness or dislikeness in their school experience. Ruzek et al. (2016) studied the link between teacher emotional support and student motivation. They analyzed 960 students in 68 middle school classrooms and four high school classrooms. Teachers were randomly split into two groups: coaching intervention and a control group. The coached intervention group participated in eight sessions of structured meetings to improve their interactions with students aligned with the CLASS-S. This group of teachers were also asked to submit 40-minute videos every two to three weeks and participated in three student surveys, one in the fall, one in mid-year, and one at the end of the year. They coded the behaviors and gave them dimension scores. They looked at the needs of satisfaction, autonomy, relatedness, and competence and the link to motivation and engagement. They reported emotional support as the following: genuine concern for and care about their students, respect for their students, desire to understand students' feelings and points of view, and dependability.

Ruzek et al. (2016) found that the autonomy and peer experience played a significant part in the teacher's emotional support and students' changing engagement and mastery motivation. They found that students were more behaviorally motivated

and engaged in the emotionally supportive classroom because of the autonomy and positive peer relationships in the classroom experience. The correlation between the students' mastery motivation and behavioral engagement to an emotionally supportive classroom was key to find. The importance of peer relationships should not be forgotten. Peer influence is often thought of in a negative light; however, this research showed that peer influences can also relate to positive social goals, interests, and motivations. Peers help each other out and are there through their failures and their victories. Peers can lead by example and be emotional support for one another. Peer relations are powerful and teachers create a safe place for positive peer relationships to foster.

### **How Teacher-Student Rapport Impacts Student Achievement**

Estep and Roberts (2015) found that the quality of a professor-student rapport can predict student motivation and engagement. In this study, 306 undergraduates from eight self-selected College of Agricultural and Life Science courses completed three instruments to collect data: the immediacy behavior scale, the professor/student rapport scale, and the motivated strategies for learning questionnaire (MSLQ). The instruments were administered during three separate class sessions in the same order as above. Nonverbal immediacy consists of behaviors, such as smiling at students, gestures while talking and looking at the class while talking. The researchers assumed that these behaviors might be easier for instructors to implement than verbal immediacy behaviors, such as calling students by name, praising students' work, sharing personal stories and using humor while teaching. The participants in this study agreed

they had a good rapport with their professors because those professors since they utilized nonverbal and verbal immediacy behaviors. They found that the correlation between immediacy/rapport and motivation were important variables for a positive student outcome. The students reported their professors used nonverbal immediacy more often than verbal immediacy. The students who reported having a satisfying grade also reported having a good rapport with their teachers. They found that 38.9 percent of students reported immediacy/rapport strongly affected their motivation. They also found that 15.4 percent shared a correlation between independent influence and student engagement. The students reported that they had high levels of values for their course. It is unclear if it was because this was an upper-level course or if the students had an inherent interest in the subject. Estep and Roberts (2015) found that culture plays a large role in verbal and nonverbal immediacy and in how the students perceived those behaviors, which is an interesting concept when it comes to human behaviors and human motives.

### **Communication in the Classroom**

Communication affects student behaviors which influences their academic outcomes. Goodboy and Myers (2008) reported five student motives for communicating with their instructors: relational, functional, participatory, excuse making and sycophancy. Communication is associated with class participation, challenging behaviors, and learning outcomes. Goodboy and Myers (2008) hypothesize that students who perceive an instructor as confirming are motivated to communicate with their instructor at a higher rate, participate in class at a higher rate; use challenge

behaviors at a lower rate, and have a greater level of cognitive learning, state motivation, and satisfaction.

Goodboy and Myers (2008) conducted a study with two groups of students, over a four-weeks period of time. one group consisted of 108 students (50% men) enrolled in three sections of a sophomore-level communication course and the second group was comprised of 403 students from an introductory communication course. The researchers manipulated the teacher confirmation while the teaching material remained the same. The confirmation was categorized into three sections: not confirming (just contained the lecture material), somewhat confirming (contained the same lecture material, but included one dimension of teacher confirmation), and confirming (contained the same lecture material, but included responding to questions, demonstrating interest and a positive teacher style). After four weeks of the course, the students were given the five-point Teacher Confirmation Scale. Goodboy and Myers (2008) found that students from the confirming category provided more positive feedback towards their professors. In other words, students who perceived their instructor to be confirming participated more and had higher levels of cognitive learning, affective learning, and satisfaction. They found that students who communicated with their instructors about the functional motive more than any other, remained at the same level of participation. There was no significant difference in challenging behaviors, and students did report of a greater level of cognitive learning, affective learning, and satisfaction.

The hypothesis did not necessarily match the result, but the two mediating variables were caring and understanding (Goodboy & Myers, 2008). This research did confirm that communicating one's care for students creates positive communication in the classroom. It also confirmed that communication can influence student motives, participation and learning outcomes. Goodboy and Myers (2008) confirmed their hypothesis; instructor confirmation leads to student communication motives, participation, and challenging behaviors. Student motives are dependent on teachers' communication and the perception they receive. They found caring is a strong correlation to positive student participation, cooperation, and understanding. Students who perceived feelings of caring also exhibited a reduced number of challenging behaviors.

### **Gender**

There are various theories that propose that men and women think and communicate differently. Leraas, Kippen, and Larson (2018) researched course participation related to sex and gender, the gender of the instructor, the classroom connectedness (between students and rapport with professors), and if connectedness and rapport moderate the relationships between gender and participation. They used the Bem Sex Role Inventory-Short Form (BSRI-S) and the Connected Classroom Climate Inventory (CCCI) with 243 undergraduate students. Students completed a self-report during class while being observed. They found males and more masculine students participated in class more than females and more feminine students. However, females, and more feminine students, communicated with each other outside of the classroom

more frequently than males or more masculine students. The students who were strong participants during class felt a connectedness and rapport with their professors. This can be a disadvantage to the more feminine students. Teachers must be aware of this, creating a classroom environment that encourages participation and engagement from all students, pushing those who are more feminine to engage.

A warm classroom atmosphere helps students feel safe and supports relationship-building and academic growth. Spilts, Hughes, Wu, and Kwok (2012) researched classroom warmth, chronic conflict, race, and the influence on academic success. They researched 657 academically at-risk students from 35 different schools. The sample population of students had chronic conflict strongly associated with underachievement, early behavioral academic, and social risks. The researchers used the Teacher-Student Relationship Quality (TSRQ) survey, Woodcock-Johnson III Test of Achievement, the strengths and difficulties questionnaire, IQ testing, and their socioeconomic status (SES) to assess how warmth affects academic performance.

Spilts et al. (2012) also found that low academic performance was linked with chronic conflict with male students. They found that in classrooms with low warmth, it associated with lower academic growth for males but not females. Girls were more supportive and less conflictive with the teacher than boys in this environment. The researchers found that boys are more dependent on relational support, making them vulnerable when society pushes them to be independent and powerful. It was also confirmed that girls are more socialized to seek affiliation from teachers, which is why they are more affected by the warmth of a teacher than boys. This study highlights the



importance for teachers to find a compromise and a balance to reach both males and females during class.

Teachers much build a relationship with their students in order to know what they need. Spilts et al. (2012) also found that when the level of warmth was low, the African American boys and girls were more likely to be in conflict groups, which is a very vulnerable population in U.S. schools today. A warm environment influences students' emotional security and self-esteem, affecting their confidence in academics. Teachers need to understand that they hold the power and control of student academic achievement merely by creating a warm environment and positive relationships with students. Districts who are trying to close the achievement gap need to understand that teacher-student relationships can play a major role in student success.

Teachers get to know their students at different rates. It takes time to build a relationship, just like a friendship. Student-teacher rapport can change though out the year, the sooner teachers build the relationship, the sooner and greater the growth curve. Lammers, Gillaspay, and Hancock (2017) used the Student-Instructor Relationship Scale (SIRS-9) and end of the semester grades to determine if final grades were linked to student-teacher rapport. One hundred one students enrolled in a general psychology course and received participation credit for participating in the study. They found that there is a stable increase in final grades as the mean rapport score goes up. On average, the more a student felt they had a rapport with their teacher, the higher their final course grade was. When teachers have a high rapport with their students, they have higher expectations by pushing them harder.

Teachers have subconscious ideas and notions of their students the minute they walk in the doors and their expectations are found on that first impression. Lammers et al. (2017) found that the stronger a teacher's rapport with their students, the higher the expectations, and the greater the academic outcome. They found that when teachers encourage, smile, create eye contact and have a more positive body language with students, they believe their students are higher-level learners. If teachers do not have high expectations, they are setting their students up for failure (Tkatchov & Pollnow, 2008). Teachers must be conscious of their nonverbal gestures, eye contact, smiles, and encouragement. Telling students they can do it, allowing them to stop and think, giving them wise and useful feedback, and differentiating for them can help the student succeed.

### **Rapport**

Human connection gives life to our souls and makes life more enjoyable. Wilson, Ryan, and Pugh (2010) created a scale to measure professor-student rapport to predict student outcomes. This scale included professor friendliness, flexibility, and nonverbal behaviors. In this study, 51 undergraduates created 34 questions on a five-point scale to measure professor-student rapport. The participants were 195 different undergraduate students that completed the rating scale based on the experience with their professor. Wilson et al. (2010) found that immediacy factors strongly correlate with teacher-student rapport. Students' attitudes about their professors' qualities is a large factor when it comes to rapport. Professors who made eye contact, or smiled, made students feel warmer towards their professor which increased their participation in class

resulting in better success academically. With rapport, students can let their walls down, become more comfortable and have an open mind in a safe place. Creating a safe place allows minds to not become defensive and negative. They report that teachers have the responsibility to create an environment that is comfortable, warm, and harmonious. They found that teachers who are friendly, flexible, have high expectations, and a positive nonverbal immediacy is what attracts students, allowing students to trust and work hard.

### **Culture**

Culture makes up social behaviors and norms that are found in human societies. Frisby, Slone, and Bengu (2017) studied school rapport in the U.S. culture compared to Turkish Culture. They observed 143 U.S. undergraduate students, and 185 Turkish undergraduates. They measured rapport, state motivation, participation and perceptions of learning. They found teachers who reported to have greater student participation also reported to have a higher rapport with the student. American students were found to have much more rapport with their professors than Turkish students because American students participate more. American students were more motivated and their perception of learning is more positive. Culturally, America has a lower power-distance than the culture in Turkey, allowing American students to be more comfortable with their professors. In the U.S. educators are not seen as someone with high power allowing professors to be more approachable and warm. This research is important because for the cultures where the power distance is higher, teachers are going to have to work harder in building rapport with their students.

## **Classroom Anxiety**

Anxiety disorders are an unhealthy, sometimes crippling disease that can affect many children. Kurdi and Archambault (2018) researched how student-teacher relationships affect anxiety and how that influences academic achievement. They sampled French-speaking students for three years. The study included 350 students from third and fourth grade classrooms. The teachers and students were given the same questionnaire in the fall and the spring. They found that Elementary-school-aged female students are drawn closer to warm, adult with pleasing behaviors. These female students less conflict than their male counterparts, which can result in feeling disregarded and increased anxiety. Kurdi and Archambault (2018) found that girls are more influenced by their relationships with their teachers and adults, which impacts their academic success. Student anxiety and student teacher relationships are greatly linked; teachers can help positively impact both boys' and girls' performance academically. They found that there was a significant interaction between academic achievement and conflict. They found a three way link between conflict, sex, and academic achievement. They found that when they linked sex, academic achievement and warmth, anxiety decreased by 3.7 percent.

Gorham (1988) researched how teachers' nonverbal behaviors, such as smiling, vocal expressions, movement around the room and with a relaxed body position, relate to cognitive and affective learning. A questionnaire was used to measure immediacy. Forty-seven upper-undergraduate students enrolled in an advanced communication course. Students came up with a 34 (20 verbal and 14 nonverbal) item questionnaire,

and 387 other undergraduates filled out. They found that when teachers have some degree of immediacy with their students, the power status goes down and the pleasure goes up. When students felt more relaxed and less stressed, students increased their cognitive learning. They found that both the total of verbal and nonverbal immediacy scores significantly increased affective learning and the perceptions of cognitive learning. Gorham (1988) found that there was not much correlation between perceived teacher talk time and learning. Researchers found that verbal immediacy decreased significantly when the class was small. With good high-inference quality, immediacy can be observed and understood, and later linked to student learning. Teachers' nonverbal gestures have more influence on students than thought of. Gorham (1988) reports that the use of humor in the classroom is just as important of praising student work, actions or comments and humor can also make students more engaged in conversations with their teacher.

### **It is a Cycle**

Student-teacher relationships increase when cooperative learning is increased, activities are implemented, all types of intelligences are utilized, and teachers help students find motivation. Komarchuk, Swenson, and Warkocki (2000) researched how secondary students achieve academic success with different motivational strategies. They accessed teachers' grade books for assignments, and teachers recorded observations and commented in journals form throughout the research. Students were surveyed twice about attitudes concerning motivation, one survey before the intervention and one after the intervention. Data was collected from three different

high schools. The target population was all students attending three high schools, in the south suburb of Chicago totaling 5,617 students. Researchers observed behaviors from the students at every school through behavior referrals. Komarchuk et al. (2000) found in the schools where there were more classes with variety in choice (elective classes) almost half the students claimed to say they were more motivated. The school that had the most vocational classes, but the highest population in the low-income category had the highest percentage of completion of assignments and participation in class and the lowest population of disruptive behaviors.

Teachers cannot control the home life of their students, but they can show compassion to their students. Komarchuk et al. (2000) observed the group of students who were unwilling to participate were also the group with the highest disruptive behaviors. Implementing more activities that were interesting to those students in the margins would decrease behaviors and increase learning. Researchers found the lack of motivation stemmed from their home and school environment and the boredom that is learned. Students are enlightened by new adventures and discoveries. They found that using multi-intelligence is what pulls students in. Komarchuk et al. (2000) also found that incorporating cooperative learning groups also increases student involvement and learning. Altering student attitudes towards school overall can help their long term success as a student, and high school graduation rates. Understanding students' preferred way of learning helps teachers get to know them and build rapport.

### **Recognizing the Positive**

In 2015, Teacher-Child Interaction Training (TCIT), a training for teachers was developed to help improve student behavior by fostering teacher-student relationships and create a more constructive classroom environment. Fernandes et al. (2015) piloted TCIT in Manhattan at three urban schools, five public schools and six schools without TCIT control conditions. Classrooms were randomly selected, totaling 11 classrooms received TCIT and six classrooms were in the control group. A total of 118 students' parents consented and were randomized into classrooms. TCIT targets positive attention towards students' appropriate behaviors and decreases negative attention to misbehavior. Within TCIT, teachers teach students how to ignore behaviors, identify behaviors to avoid, avoid negative talk, and prevent unnecessary questioning and commands. Teachers also used direct and positive statements, gave specific commands one at a time, and used "if-then" and "try again" statements. Students were observed during a variety of activities, such as circle time, lessons, free play, transitions, and almost always on Fridays.

Fernandes et al. (2015) found that the teachers who used TCIT in their classroom found a significant reduction in disruptive behaviors. With the decreased "negative talk", students' behaviors decreased by 25 percent and teachers promoted learning. Although TCIT consumes a lot of time to train, once the teachers were trained, students are more on-task and have lower disruptive behaviors in the classroom emotionally and behaviorally. Using PRIDE (Praise, Reflect, Imitate, Describe, Enthusiasm), parents and teachers can use the same techniques to deepen the intervention. With TCIT, parents and teachers are encouraged to not question, command or give criticism. TCTI relies on

the teacher's satisfaction of the training, buying into the information and following through with the strategy. They found that TCIT did increase student academics, by improving teacher classroom management and decreased disruptive behaviors.

### **Person-Centered**

Cornelius-White (2007) researched the correlations between person-centered teacher variables and student outcomes. The variables examined included: non-directivity, empathy, warmth, encouragement of higher-order thinking, encouraging learning, adapting to differences, genuineness, learner-centered beliefs. Cornelius-White reviewed 1,000 articles to synthesize 119 studies from 1948-2004 with 1,450 findings and 355,325 students, 14,851 teachers and 2,439 schools. Cornelius-White (2007) decoded nine independent and eight dependent variables, nine cognitive and nine behavioral. He found the link between person-centered teacher variables and achievement outcomes were critical and creative thinking, math, verbal, and grades.

In a classroom with a person-centered teacher, the classroom has more encouragement, more respect for self and others, fewer resistant behaviors, higher achievement outcomes, and greater non-directivity (student regulated activities). Cornelius-White (2007) states that the students who dislike school or students who do not like coming to school are the students who dislike their teacher. When teachers demonstrated they care for the learning of each student as a person, the students felt valued and cared for. They found that when teachers empathized with students, heard their perspective, communicated with them, made them feel safe, and listened to their interests and concerns, students felt valued as a whole person not just a student.



## **Expectations**

Harris, Rosenthal, and Snodgrass (1986) researched the effects of teacher expectations, gender, and behavior on student academic performance and self-concept. They researched teacher warmth (emotional climate) and how it plays a crucial role in student achievement and self-concept in non-anticipated situations. Ten professional teachers and ten peer teachers were videotaped while teaching a short lesson to 80 students. Harris et al. (1986) found that when teachers created an environment with high expectations with a warm socioemotional environment, using positive nonverbal cues, the classroom culture changes and students were also warmer and happier. They found that if students do not respect their teachers their listening decreasing, resulting in not understanding the material. Researchers found the main difference between peer teachers and professional teachers, was that teachers have more peer behaviors. They found that sex differences among teachers and students, only mattered when the student assumes a “good teacher” was a female peer teacher. Harris et al. (1986) found task orientation was the largest impact on student achievement, warmth being the biggest contributor to positive student outcomes. Teacher warmth is only a contributor when a certain level of task orientation already exists. The example given from Harris et al. (1986), when giving a test, warm could actually hinder student achievement. When teachers have too much warmth, students do not respect them and begin to see teachers like a friend rather than a respectable adult.

## **Perception on Students**

Caballero (2010) studied how student perceptions of the teacher-student relationship and the effects on students' academic growth. The participants in this study included seventh and eighth-grade students from Fontana Middle School during the 2008-2009 school year. Students completed a student scale, with 60 items in the instrument. The results showed a strong link between student perceptions of relationships and academic success. Caballero (2010) found that when teachers have a positive interpersonal relationship with students, the learning is deeper and richer because the students gain trust and respect. Researchers found that positive student relationships and culturally-relevance grow by 11.9 percent overall. When comparing student growth in classes and positive relationships with their teacher there was a 1 percent increase of growth compared to poor student relationships, but when they compared student relationships with two teachers student growth grew by four percent. They found that the variety of interactions teachers had with students, families and other adults is an important insight into student success.

## CHAPTER III: DISCUSSION AND SUMMARY

### Summary of Literature

In summarizing the literature from Chapter II, one will find the importance of teacher-student rapport. Educators have the opportunity to positively alter their students' academic objectives and their education journey. The researchers found how teacher-student rapport can influence a student as a whole person. Many researchers found that teacher's immediacy positively influences student outcomes. Studies showed that a teacher's immediacy positively influences students' academic success (Jiang-yuan & Wei, 2012), motivation and engagement (Estep & Roberts, 2015), perception (Frymier & Houser, 2000), participation (Wilson et al., 2010), and effective learning and cognitive learning (Gorham, 1988). Building a rapport with students can also lower anxiety (Kurdi & Archambault, 2018), improve students mental health by reducing depressive behaviors (Joyce, 2019), disabilities such as Selective Mutism (Longobardi et al., 2019) and reduce the impact of bullying behaviors (Longobardo et al., 2018). There are cultural norms in society and the perception of teacher-student rapport differs in different cultures when students had the perception of having a rapport with their teacher they were more motivated (Frisby et al., 2017) and had better self-esteem (Jiang-yuan & Wei, 2012). When teachers have a warm and welcoming environment in their classroom, students have less disruptive behaviors (Oz & Dolapciglu, 2019) and less conflict (Poulou, 2017).

Student-teacher relationships positively impacts academic achievements (Komarchuk et al., 2000). Teachers can predict student outcomes based on the rapport

with their students (Estepp & Roberts, 2015) and can change the students' academic achievements throughout the semester (Lammers et al., 2017). Student success is also influenced by teacher-student relationships when the classroom is warm and enjoyable (Wilson et al., 2010) and can grow through the semester or year (Lammers et al., 2017). Students are more motivated and participation was significantly influenced when teachers had a relationship with their students (Frisby et al., 2017), gender also influences participation depending on the strength of the rapport with students (Leraas et al., 2018). The research showed the expectations teachers have on students can also impact students' academic outcomes (Harris et al., 1986) and student assumption on themselves (Tkatchov & Pollnow, 2008).

Teachers have power in how they influence their students through the way they talk with their students and create a learner-centered environment. When teachers change the way they communicate with their students it can create a more positive classroom that can improve teacher-student rapport and student outcomes (Fernandes et al., 2015), and giving students more control over their learning motivate them (Cornelius-White & Harbaugh, 2010). When teachers have relaxed body language it lower anxiety (Gorham, 1988) and builds rapport (Jiang-yuan & Wei, 2012) positively influence student success and students' academics. Teachers impact student academic success by having the power to influence the social status of students (Spilts et al. 2012) and the peer experience they have in school (Ruzek et al., 2016).

The research also showed that teacher-student rapport can benefit students who are at-risk behaviorally (Sutherland et al., 2018), are who have mental health issues

that can lead to risky-behaviors (Joyce, 2019) and improve their students overall psychological wellbeing (Dolapciglu, 2019). Teacher-student rapport also influences students' academic outcomes depending on the students' gender (Leraas et al., 2018) and race (Mester et al., 2014). When students feel supported academically (Ambrosetti et al., 2009), socially (Dolapciglu, 2019), and psychologically (Davies & Berger, 2019) they enjoy school in a more positive way which influences their academic success.

The way teachers communicate affects student outcomes by understanding different ways of communicating and the point of communication between teachers and students (Frymier & Houser, 2000) and how communication between teachers and students may affect student motivation and participation (Goodboy & Myers, 2008). The way and the amount that students communicate also influences their academic outcomes (Leraas et al., 2018), and the students' motivations when communicating can influence the teacher-student rapport (Goodboy & Myers, 2008).

### **Limitations of the Research**

This research was limited by research that only linked how teacher-student rapport/relationship influenced students' wellbeing and/or students' academics. This research was also driven by wanting to understand what makes some students succeed in school and others fail, and how much teachers have an influence on students' lives. Putting parameters on this study allowed for the research to show how students are impacted inside and outside of school from teacher-student relationships. The limitations to these search parameters were that many studies included secondary students and professors and fewer K-12 populations. Another limitation is that every

scale that is created relies on teacher participation and students' opinion and emotions, which can be very subjective. Researchers creating scales can lead to bias. Researchers are relying on students with underdeveloped decision-making brains.

Another limitation to this research is that the history of behavior is not directly linked to any acts or law, but affected by acts and laws that congress passes. When teachers are told to use specific teaching strategies, they may have to shift their personalities. For example when teachers were pushed to get kids to do better on testing (No Child Left Behind Act) teachers stopped being creative and pushed testing and memorization rather than using multi-intelligence learning. The world of education deeply impacts students' behaviors which influences teacher-student rapport.

### **Implications for Future Research**

There is a great deal of research about the importance of student-teacher rapport and how it impacts student academics, however, there are some gaps. One gap is how teachers and school staff need to build relationships with students with disabilities, the hardest of those students are students with EBD and OHD. Teachers need to research how to better build relationships with students with disabilities. It is also important to know if gender plays a role in students' lives. In the world of K-12, there are not that many male teachers and we do not know the full effect of this on our male or female students. There is not much research on the race of a teacher and how that impacts student-teacher relationships and student academic achievement. It would be interesting to find research on students who are beyond schooling to see how

teacher-student rapport has shaped them as they grow older. I would like to learn the long-term effects of teacher-student rapport.

### **Implications for Professional Application**

This research is crucial to understand that teachers have a huge impact on students academically, emotionally, and socially. Our students come in with a lot of baggage and trauma that we cannot control, but we can control how we treat them and how to get to know them as a student and a person. Teachers need to remember that our students are not fully developed and they are *learning*. Teachers can spend up to seven hours a day with these humans, we have a lot of power in how to shape them. If teachers knew how important it is to get to know their students in ways that no one else can, we can shape them differently than anyone else can. If teachers are warm, confident, use humor, have high expectations, suppress judgment, boost ego, foster emotions, find individual motivations, praise positive behaviors, give choice in learning, and use positive non-verbal immediacy our students will be in a much better spot and our jobs will be much more enjoyable. Despite what laws are passed or what our districts are telling us to do, if teachers have the relationship part of teaching their teaching will go a lot further than those teachers who do not have relationships with their students. Having these skills has to be the heart and soul of teaching because having a rapport with our students has such big and long-lasting impressions. Our students' mental health is so fragile that our teachers and school staff are the core of getting students the help they need. Teachers are resources and when students and

families are transparent teachers can influence them, but it all starts by getting to know the students and families they are working with.

### **Conclusion**

Positive teacher-student rapport plays a major role in student achievement. The most crucial factors that affect student achievement with teacher-student rapport are teacher non-verbal immediacy, sharing concern or interest in students, communication, and having a warm classroom with structure. When a teacher shows their students these things, their students worked harder, were more motivated and had fewer disruptive behaviors in the classroom allowing for more learning and participation.



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