



**FACULTY OF EDUCATION  
JANZOUR**

**Teacher-Student Rapport and It's Effects  
on the Learning Process From Libyan EFL  
Learners' Perception**

**A Graduation Project Submitted to the Faculty of Education,  
Janzour in partial the Fulfilment of the requirements  
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**Prepared by**

Alaa Salem Masmous  
Rahma Abd Almajed Alshibli  
Sondos Jomaa Alazzabi  
Zainab Abdullah Barka

**Supervised by**

Mrs. Hana Alkali

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## **DEDICATION**

We hereby dedicate this graduating project

To our great family, specially our mothers, and fathers for their unlimited support and unconditional love.

To our brothers, sisters, friends for their support and encouragement.

To our supervisor who guided us during this research.

To all our teachers who taught us even a single word.

To our college which we always thank Allah for being ones of its students and joining its most valuable experiences.

To everyone who respects and loves us.

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We profoundly transmit our gratefulness to every one who helps us by this advice.

## **ABSTRACT**

The study aimed to find out the teacher-student rapport and its effects on English learning process from the Libyan EFL learners' perceptions at Faculty of Education, Janzour. The participants of this study were 30 students at advanced semesters. Mixed-method approach was used to collect the data; closed-ended and open-ended questionnaire. The collected data was analysed by using statistical method which is "percentage". The results of the study showed that the rapport between the students and their teacher is good. The research also showed that the teachers let their students to express their thoughts freely, they share the students, and encourage them to make class discussion, and they give the students time to explore and understand the new ideas. Furthermore, the good relationship between the teachers and the students affects the students' learning process positively.

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# CHAPTER ONE

## Introduction

### 1.1. Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, methodology of the study, and it concludes with the limitations of the study.

### 1.2. Background

English is one of the languages that most people would like to learn and speak well because it is a universal language. English has recently assumed a significant position in a number of industries, including education, science, economics, and technology. Students now have to be proficient in English as one of their subjects. However, learning English is not simple, so pupils need strong inspiration to keep at it. Different people, including parents, friends, teachers, and environments, might provide good inspiration. In this case, teachers play a significant role to create a good relationship with the students. Varga (2017) cited in Syhabuddin et al., (2020) stated that the success of the teaching-learning process in the classroom depends on the teachers and students building strong relationships. This will encourage cooperation and motivation among the students and improve their academic performance. Opportunities for pupils to achieve their learning objectives are increased through positive connections in the classroom. A student who frequently attributes a good rapport between his or her teachers in the classroom will learn the topic more quickly and behave nicely. Students who get along well with their teachers experience encouragement and support in their academic endeavors. When students and teachers get along well, they put in more effort in class, persevere, take guidance and criticism, cope with stress better, and pay more attention to the teachers (Yunus, et al., 2011). Teachers have a responsibility to cater to their students in every way, not only in the Academic way. Hamre and Pianta (2001) stated that in order to give students in an EFL class opportunities to strengthen their interpersonal communication skills, rapport might be a valuable motivational tactic. In



order to encourage their students to communicate in English, EFL teachers can benefit from their students' trust and interactions with them.

### **1.3. Statement of Problem**

In order to create a welcoming environment in the EFL classroom, rapport is important. Both teaching and learning a foreign language can benefit from this beneficial relationship. The interaction between the teacher and student is essential for effective teaching and learning (Timothy & Charity, 2004). As a result, it is fairly typical to not discover a welcoming and supportive atmosphere in English sessions. According to the researchers' personal experiences as Libyan students, the absence of a positive student-teacher relationship inhibits EFL Libyan students from participating in class, which reduces their chances of improving their speaking and listening skills in the target language. For instance, English language learners might not want to participate fully if they feel their teacher is making fun of them, ignoring them, or correcting them in an inappropriate way. On the other side, poor communication may be brought on by a strained relationship between students and teachers or a persistent problem that stops them from getting along. Problems in the teacher-student connection arise when a teacher ignores a particular student's educational needs (McKeachie, 2011). Despite of the issue's importance, there are not enough studies conducted on this area. Thus, this study will be conducted to shed light on the student-teacher rapport within the Libyan context and its impact on the learning/teaching process from the students' perceptions.

### **1.4. The objectives of the Study**

There will be two objectives of the current study

1. To find out the teacher-student rapport in English learning process from the Libyan EFL learners' perceptions at Faculty of Education, Janzour.
2. To investigate the effects of teacher-student rapport in English learning process at Faculty of Education, Janzour.

## **1.5. The research Questions**

The current study will be conducted in order to answer the following questions;

1. How the Libyan EFL learners' perceptions about teacher-student rapport is in English learning process at Faculty of Education, Janzour?
2. What are the effects of teacher-student rapport in English learning process at Faculty of Education, Janzour?

## **1.6. Significance of the Study**

Because it provides information on the interaction between teachers and students, the study is important. This study may also teach us how to create relationships and interactions between teachers and students that allow students to interact happily and freely in the classroom, potentially improving their academic achievement in the activities. This study will make some suggestions for educators, teachers, and decision-makers to help them understand the significance of this issue. Finally, the results of this study may help teachers design supportive learning settings that encourage students to gain confidence, which could lead to better learning outcomes.

## **1.7. Methodology of the Study**

This study adopted the mixed-method approach to collect the data. The participants of this study were 30 students at Faculty of Education, Janzour. Two kinds of questionnaire were used; open-ended and closed-ended questionnaires.

## **1.8. Limitations of the Study**

There are three limitations; this study is entitled "Teacher-student rapport and it's effects on the learning process from Libyan EFL Learners' perception". The study is limited to find out specific objectives which they are; the teacher-student rapport in English learning process from the Libyan EFL learners' perceptions at Faculty of Education, Janzour, and the effects of teacher-student rapport in English learning process at Faculty of Education, Janzour. Moreover, this study is only conducted 30 students at Faculty of Education, Janzour. The data of this study is gained only from the closed-ended and open-ended questionnaire.

## **1.9. Organization of the Study**

- Introduction: it presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, methodology of the study, and it concludes with the limitations of the study.
- Literature Review: it presents the theoretical review of teaching and learning process: teachers' role, teacher-student rapport including building rapport, strategies to establish rapport, types of rapport, good and bad rapport, and effects of teacher-student rapport on the learning process. And it concludes some previous studies.
- Methodology: it presents the methodology of the study including participants of the study, the instruments, procedures, and it concludes the data analysis.
- Results and Discussion: it presents the data analysis and the results of the research and its detail discussion. The Results explain the process of data analysis that produced research findings. On the other hand, discussion discusses about the process of all steps during the research.
- Conclusion: it presents the conclusion of the study and whole findings of the results of the questionnaire, and it concludes some recommendations for teachers, students, and further researchers.

# **CHAPTER TWO**

## **Literature Review**

### **2.1. Introduction**

This chapter presents the theoretical review of teacher-student rapport including building rapport, strategies to establish rapport, types of rapport, good and bad rapport, and effects of teacher-student rapport on the learning process. And it concludes some previous studies.

### **2.2. Rapport**

Rapport is the relationship between the teacher and their students in the classroom. According to oxford dictionary, rapport is defined as “an especially harmonious or sympathetic connection. And many researchers defined “rapport” for example, Brown (2008) defined rapport as the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative.

Brookfield (2006) defined rapport as the affective glue that binds education relationships together. Buskist and Saville (2001) offered the idea that rapport emerges as the result of many little things done on a regular basis. Rapport is a habit and not an act. On the other hand, Yadav (2012) stated that in the college setting, many factors that are necessary for mutually satisfying, full social connections are either absent or only weakly present, making student-teacher rapport unique. For instance, the teacher is in charge of overseeing the classroom, assigning grades, and serving as the last authority for advice and criticism. It can be difficult to strike the right balance between obligations and relationships.

Rapport has not always been a central element in English language teaching. It has been considered a simple element related to classroom management for years. For instance, Underwood (1987) mentioned that a successful English teacher must be able

to foster a welcoming, collaborative learning environment. For EFL students to feel comfortable and participate more in class, this setting serves as a helpful framework.

Rapport can also be seen as the positive relationship of mutual trust and respect between the teacher and the students (Dornyei & Murphey, 2003). When a teacher and student have a friendly, positive relationship, it inspires confidence and encourages informal usage of the target language. The teacher makes an effort to establish a positive rapport with the students in order to create an engaging and fun learning environment that will benefit the kids' learning. Hamre, and Pianta, (2001) stated that building positive relationships between teachers and students can provide the motivation, initiative, and engagement which are essential for academic success. Gorman (1988) stated that rapport is particularly important in contributing to learning as were self-disclose, encouraging student talk, and asking questions about student 'viewpoints or feelings. Additionally, Marzano (2003) emphasised that developing teacher students' rapport have many benefit such as can lead to increased learning and it can minimize the student problem in the class. Also, he adds that teachers who develop good relationships with their students will have fewer discipline problems.

### **2.3. Types of Rapport**

Building rapport is creating a relationship with other person. Rapport is based on commonality, harmony and human connections. Kincaid and Pecorino (2004) identified the following as types of teacher-student rapport in higher institution.

#### **2.3.1. Paternalistic**

Some educators feel that it is their duty to look out for the welfare of individuals who seek their help. They view themselves in relation to their children the way a parent would. This typically means meeting someone's basic necessities without granting them independent decision-making power. The professional educator acting in the position of the parent will make decisions on behalf of the kid (student), decide what information will be offered, and only provide as much information as the parent deems necessary for the student.

### **2.3.2. The Therapist**

There are some similarities between the relationship between a teacher and student and the one between a doctor and patient. In their interaction with individuals they are treating, doctors have a duty to treat their patients' pathologies and, whenever feasible, maintain their health. There is the therapeutic connection, where the doctor has a duty to make the person well again and keep them well.

### **2.3.3. Priestly**

In this type the role of teacher is extended the role of the educator beyond that of an expert in education or a professional field of study to that of a supposed expert in morality and of life in general.

### **2.3.4. Employee**

Some teachers view themselves as contracted employees rather than as paternalistic caregivers, and the employer who has contracted with them to provide certain services is the one who needs help. This is an alternative to the paternalistic approach. Beyond what an employer owes an employee, neither person owes the other any obligations.

### **2.3.5. Collegial**

In these situations, the teacher would be regarded as the student's peer and an equal. Since neither party has authority over the other, the collegial approach to the fundamental relationship aims to be non-authoritarian. Both the caregiver and the learner are on an equal footing. They connect and bond with a shared concern for the help seeker's mental and professional health.

### **2.3.6. Contractual**

Another type of student-teacher relationship would be viewed as a party to a contract and as such, a contract for the provision of services with the client receiving education. There is a contract if both parties accept the conditions. Only the obligations set forth in the contract are required of the educator, and the recipient of the service is required to pay the amount specified in the contract.

## 2.4. Strategies to Establish Rapport

EFL instructors should pay close attention to what their students are saying in class. If teachers don't pay attention to their students' contributions, it can be highly depressing and frustrating for the students, which can result in a lack of enthusiasm that will impede their ability to learn the target language. Harmer (2007) mentioned that respect is a crucial component of developing a relationship. Students need to always feel valued by their teachers, and respect is the foundation of this value. As a result, EFL teachers must exercise caution when giving feedback to their students in order to prevent discouragement or offense. EFL instructors must also refrain from criticizing or making their students look foolish in front of the entire class.

There are several strategies that can be implemented in the language classroom for establishing rapport. Dornyei (2001, cited in Girón Chávez, et al., 2017, p. 29) proposed the following actions:

1. Welcome students
2. Keep their names in mind
3. Take note of any intriguing aspects of their look.
4. Discover something distinctive about each pupil
5. Inquire about their personal lives outside of school.
6. Express an interest in their pastimes
7. Celebrate birthdays
8. Be active in class.
9. Include unique instances and subjects.
10. Send absent students notes and their homework.

Buskist & Saville (2001, cited in Girón Chávez, et al., 2017, p. 29) added some strategies to Dornyei's suggestions:

1. Display your sense of humor
2. Be accessible before, after, and after class
3. Energize group conversation
4. Share your individual knowledge and encounters with the class.

5. Remember to show your students appreciation and to recognize their unique qualities. Spend some time appreciating those gifts.
6. Engage in conversation with your students and express interest in them as people.
7. Give your students the benefit of the doubt and assume the best until proven otherwise.
8. Show your interest and allow your students to be motivated by your enthusiasm for the subject.
9. Increase dialogue and decrease lecturing to promote active learning.
10. Without glaring, flaring, or gazing, make eye contact with each student.
11. Be kind, and make sure to state unequivocally that it is the work's substandard quality, not the student, that you find undesirable if a student performs poorly.
12. When all else fails, smile a lot so that pupils will believe you value both your job and them.

## **2.5. Good Rapport and Bad Rapport**

The relationship between the teacher and the student can have a big impact on how well each student does academically. Jorgenson (1992) stated rapport is one word that accurately captures what is felt in an interpersonal interaction. Based on Coupland's (2003) argument, a friendly atmosphere in the classroom can be beneficial. It can reduce stress, boost engagement, structure and promote social interaction, create a supportive learning environment, and improve learning.

Good rapport improves numerous classroom areas; specifically motivation, feedback, student learning, communication, and, not to be ignored, instructor well-being. Wasley (2006) stated that the degree to which each student succeeds academically can be significantly influenced by their relationship with their teacher. According to Jorgenson (1992), rapport is one word that perfectly expresses how people feel when interacting with one another. The argument made by Coupland (2003) contends that a welcoming environment in the classroom has advantages. It can improve learning, foster a safe learning environment, lower stress, increase participation, structure and encourage social connection.



On the other side, poor communication may be brought on by a strained relationship between students and teachers or a persistent problem that stops them from getting along. Lack of awareness on the part of the teacher results in poor connections with the students. Some students need personalised instruction because they don't all respond to lessons the same way. Problems in the teacher-student connection arise when a teacher ignores a particular student's educational needs (McKeachie, 2011).

## **2.6. Effects of Teacher-Student Rapport on the Learning Process**

In a classroom setting, the relationship between the teacher and the students is crucial to the effectiveness of the students' learning. Effective teaching and learning primarily depend on the interactions and relationships between the teacher and the student. For students who exhibit good behavior and have learning issues, a positive teacher-student relationship may be even more beneficial during class discussion lessons (Knoell, 2012,). On the same note, Aina, et al (2015) found that The majority of students learn best when they are given the freedom to express themselves in a classroom setting. Learning is more effective in environments with positive interpersonal interactions and connections where students feel more valued, recognized, respected, and adored. Furthermore, Knoell (2012) argued that students who have positive, supportive relationships with their teachers are more engaged, work more in class, persevere through problems, and handle learning challenges in classroom activities better.

Liberante (2012) stated teachers do play a crucial role in identifying and helping students to achieve their learning success goals. Much attention has been paid to the impact of teacher-student rapport on student learning. He added that important interactions between teachers and students have been identified as a necessary component for learners to succeed in their academic learning. Relationships between students and teachers are complicated, which has a negative impact on students' academic performance.

Orji (2014) argued that good quality teaching and learning is connected with positive student academic learning feelings and behavior in the classroom-learning environment. In the same vein, Knoell (2012) said that good teachers are known to be emotional, enthusiastic, and control individuals who relate well to their learners and create a positive learning environment in the classroom with creativity, challenges, and

happiness for student academic learning success rather than being machines that are well greased or lubricated. Moreover, Orji (2014) argued that the intimate emotional ties that exist between educators and students benefit student learning. For instance, even when the classroom is far from the students' homes, they must acknowledge the advantages of this learning environment as being similar to their own. The teachers' dedication to students' academic growth has greatly aided in motivating students to meet their academic learning targets/goals and pass secondary school level criteria.

Nugent (2009) stated that when teachers take the initiative to develop strong relationships with their students, they inspire them to learn more efficiently, which has a favorable impact on student learning. Teachers must firmly believe that building relationships with students is important for motivating them to pursue academic learning. Liberante (2012) stated that teachers must ensure that students' needs are met on all levels—academically, emotionally, and socially—and must create a positive learning environment in the classroom that fosters strong interpersonal bonds and encourages students to put all of their efforts—both positive and negative—into achieving their academic learning objectives.

Hyun (2014) stated that in the event of providing good surrounding and strengthening the relationships with the learners, significant and positive teacher-learner relationships has been proven to have play an important role on the students learning success both academically and interpersonally. The relationships established between the teachers and learners must be warm and friendly in order to create an effective transformation of learning between them and subsequently learners' elevated academic learning performances.

Shidler (2008) stated that relationship between a teacher and student It was discovered that by using coaching teaching methods, learner academic performance can be higher in the classroom of the instructors who interacted more frequently with various coaching teaching methods in the classroom settings. Additionally, the use of staff resources is favorably correlated with student learning, which is indicated by teachers' coaching teaching methodologies. On the other hand, Liberante (2012) argued that there are greater chances that students will behave and participate effectively in the learning tasks, which will have a positive impact on the students' academic learning performance, if teachers work to build positive relationships with the learners and adapt

classwork to allow students to raise their own learning meaning. The idea that teacher-student relationships actually have a positive impact on students' academic learning performance in the classroom is reinforced by the fact that good-behaving and diligent students frequently cite good teachers as one of the most positive aspects of the school environment lived life experiences.

## **2.7. Previous Studies**

### **2.7.1. Sánchez et al, (2013)**

This research report sought to disseminate the findings of a qualitative research study conducted by a student teacher under the guidance of two experienced teacher-researchers. The study's main focus was on how a group of university students perceived the influence of teacher-student interactions on learning English as a foreign language. Semi-structured interviews and a concurrent analysis of the data using elements of grounded theory made up the data generation procedure that was used. The findings of this study showed that when teachers show empathy, interest in students' development, and respect, university students' attitudes, sense of well-being, and eagerness to learn improve.

### **2.7.2. Omodan and Tsotetsi (2018)**

In an effort to give a long-term solution to the persistent issues influencing student performance in Nigeria, this study studied the behaviors engaged in student-teacher relationships in relation to their correlational influence on academic performance of secondary school students. In order to gather pertinent information from the respondents, two self-created instruments, the "Student-Teacher Relationship Questionnaire (STRQ) and Students Academic Performance Questionnaire (SAPQ)," were employed. To assess the dependability of the instruments, face and content validity were completed, and the test-retest reliability approach was used. The study found a significant correlation between student-teacher relationships and secondary school students' academic performance. It also found a significant correlation between students' academic performance and classroom engagement and motivation.

### **2.7.3. Baafi (2020)**

By using a sample of 220 students and 160 teachers, this study tried to close this gap by determining how teachers perceive their relationships with students and how that view

affects the learning outcomes of their students. The study found that teachers who had few conflicts with their pupils' behavior had better learning outcomes. The study also discovered that students' levels of behavioral and academic engagement increased when they had teachers who were professionally close to them and who had made their dependencies on them. This study advises teachers to foster a good teacher-student relationship since it will enhance the learning environment in the classroom and at school and boost students' academic performance.

#### **2.7.4. Sun and Shi (2022)**

The goal of the current study was to examine how Chinese English as a Foreign Language (EFL) students' emotional learning was influenced by teacher support and student-teacher chemistry. To do this, 497 Chinese EFL students were given three valid inventories of the variables. Correlational analyses revealed positive relationships between student affective learning, instructor support, and student-teacher chemistry. Using structural equation modeling, the predictive value of teacher support and teacher-student rapport was evaluated (SEM). It was discovered that teacher support and student-teacher chemistry significantly influenced the affective learning of Chinese EFL students. Future directions and the instructional consequences are also considered.

This chapter presented the theoretical review of teaching and learning process: teachers' role, teacher-student rapport including building rapport, strategies to establish rapport, types of rapport, good and bad rapport, and effects of teacher-student rapport on the learning process. In the following chapter, the study's design and methods to collect the data will be discussed.

# CHAPTER THREE

## Methodology

### 3.1. Introduction

This chapter presents the methodology of the study including participants of the study, the instruments, procedures, and it concludes the data analysis.

### 3.2. Participants

Creswell (2008) stated that the research participants refer to the subjects who are believed to have a potential to give the researcher reach information related to research questions. The participants of this study were chosen randomly; they were (30) students at advanced semesters of Faculty of Education, Janzour because they know how to express their opinion, and they have more knowledge and experience (*as can be seen in the following table 3.1*).

**Table 3.1. The Semesters of the Participants.**

Semester	Number	Percentage
Sixth	4	13%
Seventh	5	17%
Eighth	11	37%
More than Eighth	10	33%
<b>Total</b>	30	100%

Table (3.1) shows the semesters are the participants at. As can be seen, 37% of the participants were at eighth semester, 17% of them were at seventh semester and 13% of them were at sixth semester. However, the rest of the participants were at more than eighth semester.

### 3.3. Instruments

In conducting this study, the mixed-method was applied in which two types of data collection were used to answer the research questions. According to Fraenkel, et al., “mixed-methods research allows us to explore relationships between variables in depth.

In this situation, qualitative methods used to identify the important variables in an area of interest. These variables may then be quantified in a questionnaire that is administered to large numbers of individuals” (2012, p. 557). The most suitable tool for achieving the purpose of the study which is the “questionnaire”. The questionnaire of this study was adopted and developed from the study of Liu (2013), and Sherif (2020). The questionnaire contains 20 close-ended questions divided into two sections ; each section had 10 statements. The first ten statements were about the rapport between teacher and the students whereas the last ten statements were about the effects of teacher-student rapport in learning process. There were four Likert-scale; “strongly agree, agree, disagree, and strongly disagree”. Moreover, it contained 3 open-ended questions (*see Appendices*). The qualitative data gained from the three open-ended questions from the questionnaire according to the research questions was evaluated, and distributed it to the selected participants.

### **3.4. Procedures**

The current study's objectives are to investigate students' perceptions about the rapport between teacher and student in the classroom. After reviewing the questionnaire by the supervisor, it was distributed to the sample "who are undergraduate students at Faculty of Education, Janzour". The time taken to distribute the questionnaire to the sample was three days from June 8 to June 11, 2022. The questions were carefully explained to the students. There were some students who asked to take the questionnaire home with them and there were those who filled it out immediately, but they all filled out the questionnaire and returned them to us.

### **3.5. Data Analysis**

The completed questionnaires were checked for completeness and consistency before processing the responses. The information was tabulated and analysed manually by using quantitative and qualitative analysis methods; percentages and narrative analysis. The closed-ended questionnaire was analyzed quantitatively using percentage whereas the open-ended questions were analyzed qualitatively using narrative analysis by examining the data looking for repeated themes, grouped those together, and then chose appropriate headings for the categorized data.

# CHAPTER FOUR

## Results & Discussion

### 4.1. Introduction

This chapter presents the results gained from data analysis of the questionnaire and its detail discussion.

### 4.2. Results

In doing the current study, the participants were given the questionnaire consisted of close-ended questions; 10 statements about the rapport between teacher and the students, 10 statements about the effects of teacher-student rapport in learning process with four Likert-Scale, and open-ended questions; 3 questions. The statistical analysis method which is “percentage” was used to analyze the data which collected from the participants through the closed-ended questionnaire whereas open-ended questions were analyzed by narrative analysis.

#### 4.2.1. Results of Closed-ended Questionnaire

**Table 4.1. The Rapport Between Teacher and the Students**

N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
1	The rapport between my teacher and I is very good.	10%	67%	10%	14%
2	My teacher lets me to express my thoughts and feeling freely.	37%	33%	27%	3%
3	My teacher shares me the personal stories that are relevant to the lesson.	43%	40%	17%	0%
4	My teacher encourages me and the students to make class discussion.	23%	47%	23%	7%
5	My teacher gives me time to explore and understand new ideas in the class.	20%	50%	23%	7%
6	My teacher makes the classroom more enjoyable because he/she understands what I prefer.	13%	27%	47%	13%
7	My teacher takes care of my hobbies inside and outside the classroom.	10%	13%	37%	40%
8	My teacher treats me fairly in the classroom.	27%	43%	20%	10%
9	My teacher does not differentiate between students with high grades and students with low grades in the class.	37%	40%	10%	13%
10	My teacher is very firm with the rules in the classroom.	17%	33%	43%	7%

The table (4.1) illustrates the data collected from the participants about the rapport between teacher and the students. As can be seen in the first statement “ The rapport between my teacher and I is very good”, the majority of the participants 67% strongly agreed that rapport between them and their teacher is good, and 14% of the participants strongly disagreed. In the second statement “My teacher lets me to express my thoughts and feeling freely”, the responses were very close; 37% of the participants strongly agreed with that and followed by 33% of them agreed too. In the third statement “My teacher shares me the personal stories that are relevant to the lesson”, the highest percentage 43% of the participants strongly agreed that the their teachers share them the personal stories that are relevant to the lesson and followed by 40% of then agreed too. In the fourth statement “My teacher encourages me and the students to make class discussion”, the majority of the participants 70% showed the positive attitude towards this point in which the responses were between strongly agree and agree, but 23% of the participants disagreed with that. In the fifth statement “My teacher gives me time to explore and understand new ideas in the class.”, half of the participants 50% strongly agreed that their teachers give them time to explore and understand the new ideas whereas 23% of them disagreed with that.

Moreover, nearly half of the participants 47% disagreed that their teachers make the classroom more enjoyable because they understands what they prefer whereas 27% of the participants agreed with that. In the seventh statement “My teacher takes care of my hobbies inside and outside the classroom”, 77% of the participants showed negative attitude towards this point in which the responses were between disagree and strongly disagree. In the eighth statement “My teacher treats me fairly in the classroom”, nearly half of the participants 43% strongly agreed that their teachers treat them fairly and followed by 27% of them agreed too. In the ninth statement “ My teacher does not differentiate between students with high grades and students with low grades in the class”, 77% of the participants showed positive attitude towards this point in which the responses were between strongly agree and agree. In the last statement of the first part of the questionnaire “My teacher is very firm with the rules in the classroom”, nearly half of the participants 43% disagreed that their teachers are firm with the rules.



**Table 4.2. The Effects of Teacher-Student Rapport in Learning Process**

N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
11	The rapport with my teacher affects my emotional and behavioural engagement in the class.	60%	27%	3%	10%
12	The rapport with my teacher encourages me to be more confident.	43%	50%	7%	0%
13	Learning occurs best in the environment that contains positive rapport with my teacher.	30%	57%	13%	0%
14	Good rapport between my teacher and I makes me more interested in learning English.	20%	57%	23%	0%
15	By good student-teacher relationships, I have good behaviour in the classroom.	67%	17%	13%	3%
16	Good rapport with my teacher creates relaxing and thriving atmosphere.	53%	40%	7%	0%
17	I perform well when I feel that my teacher is passionate about what he is teaching.	27%	63%	3%	7%
18	My teacher is helpful. If I have a problem in learning, she/he helps me to overcome it.	47%	30%	20%	3%
19	If the rapport between teacher and me is good, the teacher can know the difficulties I face.	47%	33%	20%	0%
20	When there is a good rapport between my teacher and me, it is difficult for my teacher to maintain authority.	50%	40%	3%	7%

The table (4.2) presents the data collected from the participants about the effects of teacher-student rapport in learning process. As can be seen in the eleventh statement, more than half of the participants 60% agreed that the rapport with their teacher affects their emotional and behavioural engagement in the class, and 27% of them strongly agreed. In the twelfth statement, half of the participants 50% strongly agreed that the rapport with their teacher encourages them to be more confident, and 43% of them strongly agreed with that. And more than half of the participants 57% strongly agreed that learning occurs best in the environment that contains positive rapport with their teacher whereas 30% of them agreed with that. In the fourteenth statement, more than half of the participants 57% strongly agreed that good rapport between their teacher and them makes them more interested in the classroom whereas 23% of them disagreed with that. In the fifteenth statement, the majority of the participants 67% agreed that by good

student-teacher relationships, they have good behaviour in the classroom and 17% of them strongly agreed.

Moreover, more than half of the participants 53% agreed that good rapport with their teachers creates relaxing and thriving atmosphere and 40% of them strongly agreed. In the seventeenth statement, the majority of the participants 63% strongly agreed that they perform well when they feel that their teacher is passionate about what he is teaching and 27% of them agreed too. In the eighteenth statement, nearly half of the participants 47% agreed that their teachers are helpful because when they have a problem in learning, their teachers help them to overcome it, and 30% of them strongly agreed. In the nineteenth statement, nearly half of the participants 47% agreed that if the rapport between teacher and them is good, the teacher can know the difficulties they face and 33% of them strongly agreed. Finally, the last statement shows that half of the participants 50% agreed that when there is a good rapport between their teachers and us. It is difficult for their teachers to maintain authority, and 40 of them strongly agreed with that.

#### **4.2.2. Results of Open-ended Questionnaire**

According to the Open-ended Questionnaire, I found that all of the participants have good perceptions towards the rapport with their teachers and they believe that good rapport between their teachers and them affects on their English learning effectively.

For the first open question “Do you have a good rapport (relationship) with your teachers? If yes, why please?”, the majority of the participants said that they have good rapport with their teachers for some reasons;

P1: *“because there is a respect between my teachers and I, and they support me”*

P2: *“because they are flexible in sharing their opinion”*

P3: *“because they always help me when I need a help”*

P4: *“because I am good student in the classroom”*

P5: *“because they give us positive energy to keep going”*

For the second open question “Do you have a bad rapport (relationship) with your teachers? If yes, why please?”, almost of the participants said that they have bad rapport with their teachers for some reasons;

P1: *“because my teachers don’t treat fairly in the class”*

P2: *“because most of the time they don’t help me”*

P3: *“because they don’t give me another chance to correct my mistakes”*

For the third open question “How does the rapport (relationship) between you and your teachers affect your English learning?”, the majority of the participants agreed that the good rapport in the classroom.

P2: *“some teachers make us love the subject and the lesson to love learning”*

P2: *“the good relationships between my teachers and I affect positively on the English Learning”*

P3: *“when the rapport between teacher and I is good, this graphs my attention in the class.”*

### **4.3. Discussion**

The study aimed to find out the teacher-student rapport in English learning process from the Libyan EFL learners’ perceptions at Faculty of Education, Janzour, and investigate the effects of teacher-student rapport in English learning process at Faculty of Education, Janzour. Mixed-method was used to collect the data; closed-ended questionnaire and open-ended questionnaire. From the quantitative and qualitative findings, it was found that the rapport between the students and their teacher is good; they let their students to express their thoughts and feeling freely, they share the students, they encourage them to make class discussion, and they give the students time to explore and understand the new idea which this is similar to the study of Sun and Shi (2022); in which they said in that favorable associations were found between teacher-student rapport, teacher support, and student affective learning. EFL students’ affective learning was shown to be largely influenced by teacher-student rapport and teacher support.

Moreover, the teachers treat the students fairly and they do not differentiate between students with high grades and students with low grades in the class. However, these good relationship between the teachers and the students affects the students' learning process positively. The rapport with their teacher affects their emotional and behavioural engagement in the class, and encourages the students to be more confident, make the students more interested and have good behaviour, this is similar to Sánchez (2013) study; in which he found that university students' sense of well-being, attitudes, and willingness to learn are improved when teachers demonstrate empathy, interest in student development, and respect. In this line, Baafi (2020) mentioned in his study that teachers who are professionally close with their students and have made their students professionally dependent on them experienced an increase in their level of student behavioural and instructional engagement. The good rapport with the teachers creates relaxing and thriving atmosphere.

Finally, the students perform well when they feel that their teacher is passionate about what he is teaching. When there is a good rapport between students and teachers, it is difficult for their teachers to maintain authority, this is similar to the study of Omodan and Tsotetsi (2018) in which they found that by good student-teacher relationships, classroom engagement and motivation were significantly related to students' academic performance.

## **CHAPTER FIVE**

### **Conclusion**

#### **5.1. Introduction**

The last chapter presents the conclusion of the study and whole findings of the results of the questionnaire, and it concludes some recommendations for teachers, students, and further researchers.

#### **5.2. Conclusion**

This study aimed to find out the teacher-student rapport in English learning process from the Libyan EFL learners' perceptions at Faculty of Education, Janzour, and investigate the effects of teacher-student rapport in English learning process at Faculty of Education, Janzour. The participants of the study comprised of 30 students in advanced semesters of the Faculty of Education, Janzour. Mixed-method was used to collect the data; closed-ended questionnaire and open-ended questionnaire. The study findings revealed that the teacher-student rapport influenced the learners' the learning process and academic performance of the students positively. If a student has positive and strong connection with the teacher, the learner will be close to the teacher and feel free to ask questions or ask for help regarding the class work and the teacher will give positive guidance to such student. The benefits of having a supportive and caring teacher influences positively the relationship between teacher and students in the classroom and this is easily proven by the results of the questionnaire. Students believe that they perform better in classes where they feel that the environment is safe and enjoyable, the teacher is there to help and support them and in classes where they are at the center of the learning process. Supportive teacher-student relationships were significantly related to behavioural and emotional student engagement. Effective student- teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When

teachers believes in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined.

### **5.3. Recommendations**

On the basis of the research findings of this study, the following recommendations are suggested:

- 1) Teachers and learners should be encouraged to build strong bonds and develop positive relationships for effective teaching and learning in the classroom. This might improve the learners' academic performances. Teachers should create enabling environments that are conducive to better learning atmosphere. Also, the teachers should have shared desired to see that learners succeed in their learning process.
- 2) Students should always learn to be punctual in their class and follow teachers instruction. Most teachers loosed interest in student, if they discover the student does not keep appointment or follow their instruction and committed to service within the profession.
- 3) Further research can be conducted to find out the teachers' perceptions about teacher-students rapport by using different instruments to collect the data.

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# APPENDICES

## Questionnaire

**Dear student,**

We would really appreciate it if you gave us few minutes of your time for the participation in completing this questionnaire. This questionnaire aims to obtain your perceptions about the rapport between teacher and student in the classroom. Please, put a tick mark (√).

### A. Personal Information

- **Semester:** sixth  seventh  eighth  More than Eighth  .....

### B. The Rapport Between Teacher and the Students

N	Statement	Agree	Strongly Agree	K0	Strongly Disagree
1	The rapport between my teacher and I is very good.				
2	My teacher lets me to express my thoughts and feeling freely.				
3	My teacher shares me the personal stories that are relevant to the lesson.				
4	My teacher encourages me and the students to make class discussion.				
5	My teacher gives me time to explore and understand new ideas in the class.				
6	My teacher makes the classroom more enjoyable because he/she understands what I prefer.				
7	My teacher takes care of my hobbies inside and outside the classroom.				
8	My teacher treats me fairly in the classroom.				
9	My teacher does not differentiate between students with high grades and students with low grades in the class.				
10	My teacher is very firm with the rules in the classroom.				

**C. The Effects of Teacher-Student Rapport in Learning Process**

N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
11	The rapport with my teacher affects my emotional and behavioural engagement in the class.				
12	The rapport with my teacher encourages me to be more confident.				
13	Learning occurs best in the environment that contains positive rapport with my teacher.				
14	Good rapport between my teacher and I makes me more interested in learning English.				
15	By good student-teacher relationships, I have good behaviour in the classroom.				
16	Good rapport with my teacher creates relaxing and thriving atmosphere.				
17	I perform well when I feel that my teacher is passionate about what he is teaching.				
18	My teacher is helpful. If I have a problem in learning, she/he helps me to overcome it.				
19	If the rapport between teacher and me is good, the teacher can know the difficulties I face.				
20	When there is a good rapport between my teacher and me, it is difficult for my teacher to maintain authority.				

**D. Open Questions**

1. Do you have a good rapport (relationship) with your teachers? If yes, why please?

.....  
 .....

2. Do you have a bad rapport (relationship) with your teachers? If yes, why please?

.....  
 .....

3. How does the rapport (relationship) between you and your teachers affect your English learning?

.....  
 .....