

The Human Aspect of Teaching: A Case Study on Teacher-Student Rapport

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Abstract

Building strong relationships with students and creating a happy learning environment are indications of teacher-student rapport, which has an impact on students' psychological, behavioural, and academic outcomes. Therefore, this study aims to determine how students perceive their relationships with their teachers as developing concepts. A case study approach was used in this study, which is a kind of design for qualitative research or an object of study as well as a result of the inquiry. The 138 students who were voluntarily chosen from the 9th to 12th grades of an Anatolian high school in Kocaeli, Turkey, were the subjects of the data collection. The authors concurrently conducted a content analysis to reveal the fundamental meaning and structure of these opinions while collecting data from a convenience sample. According to research findings, teachers adopt a variety of rapport-building tactics that can either be favourably or poorly received by students. Effective rapport-building tactics include caring, which has the subthemes of appreciation and connectedness; patience and attention; love and esteem; and teaching, which only has the subtheme of being precious and successful. Poor rapport-building tactics include poor interpersonal interactions, which include the subthemes of indifference and discrimination, communication errors, threatening behaviour, and using derogatory language, and teaching, which has the subtheme of unsuccessful classroom management.

Introduction

The changing world conditions affect education, as well as every other field of life, and change educational concepts and approaches. This new

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perspective has had the effect of changing the tendency away from prioritizing human beings toward the end of the 20th century, when the industrial sector needed to focus more on improving the efficiency of the technical approach. This changing perspective in education affects teacher-student relationships, and there is an immediate desire to accept the notion that classrooms should be more than just academic settings and should involve humanistic values to learn about life (Yunus, Osman, & Ishak, 2011).

Relationships are diverse, complicated systems that involve feedback processes and interactions between two distinct individuals. An inherent asymmetry in adult-child relationships places more responsibility on the adult for the relationship's overall quality and how it affects the child's development (Pianta, 1999). In the classroom atmosphere, it is the teacher who has responsibility for the atmosphere, which affects relationships and student outcomes (Pianta, 2006). So, teacher-student rapport is defined as building effective relationships and a positive classroom environment that affects students' psychological, behavioural, and academic outcomes.

Rapport

The word "rapport" was first used in its psychological meaning in 1894 as an intense, harmonious accord between therapist and patient. The word meaning reference, relation, or a relationship can be traced back to *rapporter*, from French etymology, meaning "bring back or refer to," from *re* "again" and *apporter* "to bring" (Online Etymology Dictionary, 2022). Merriam-Webster (2022) defines it as a friendly, harmonious relationship: "a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy." According to these descriptions, rapport can be characterized as a social and psychological phenomenon that is defined as the ability of a person to relate to others in a way that creates a sense of trust and understanding (Acharya, 2017).

Although, in a general sense, rapport is defined as a social and psychological phenomenon, its exact meaning and principles change depending on the context of scholarly discussions. For example, in marketing literature, it has been described as a specific aspect of customer-employee relationships based on mutual trust (Gremler & Gwinner, 2000), while in psychology literature, it has been described as verbal behaviour that affects both the perception of rapport between individuals as well as the evaluation of the rapport behaviours of negotiators (Bronstein, Nelson, Livnat, & Ben-Ari, 2012). Rapport is a term used to describe the chemistry and strong bond between individuals in daily life, and it plays an important role in our social lives

(Bronstein, Nelson, Livnat, & Ben-Ari, 2012; Cerekovic, Aran, & Gatica-Perez, 2017).

In education literature, rapport is defined as a smooth and harmonious interaction (Bernieri, 1988), a shared common viewpoint (Lafrance, 1979; Lafrance & Broadbent, 1976), a classroom climate that values students' feelings and ideas besides encouraging teacher-student interaction (Perkins, Schenk, Stephan, Vrungos & Wynants, 1995), a positive teacher-student relationship that includes an open communication and a feeling of closeness as well as emotional and academic support that exists between students and teachers (Pianta, 1999), something about long-term relationships that represent harmony, caring, coordination, and openness (Granitz, Koernig & Harich, 2009), the reflection of the interpersonal relationship between teachers and their students that described by communication, empathy, trust and harmony (Adams, 2018; Webb & Barrett, 2014a) and constructive interaction characterized by affinity and harmony.

Teacher-Student Rapport

Education is a concept that forms a part of the social system and is generally considered a communication process (Pehlivan, 2005). So, teacher-student harmony in schools should be handled within the scope of communication. In this context, teachers must establish a close relationship with their students. This means that there are a few factors that the teacher has to work on to build rapport and develop a strong, healthy relationship with their students, but there isn't agreement on what these few factors should be. Examples of the antecedents of rapport tactics are identified as "mutual attention and involvement, optimism, and coordination" in a model developed by Nadler in 2004. Although they are referred to as "connectivity with students, availability to students, and communication with students in a paradigm" created by Leito in 2006 and these differences reflect the changing nature of relationships between teachers and students (Leitão & Waugh, 2007).

In 2008, Downey studied educational programs for students from kindergarten through grade 12 and teachers who worked with at-risk students and found that building strong interpersonal relationships, communicating, setting and maintaining realistic academic expectations, and promoting self-esteem by focusing on the student's strengths are all characteristics of good teacher-student rapport. In more detail, he states that mutual respect, trust, caring, and cohesiveness are the traits of healthy interpersonal relationships.

In 2009, Granitz, Koering, and Harich examined what university professors considered to be the factors that lead to the good rapport between faculty and students and identified the antecedents of the rapport approach as personality factors, while in 2017, Cerekovic, Aran, and Gatica-Perez determined it as a result of the perception of the interaction between two people as a result of communication in human psychology. Elena and Rojas (2022) describe it in 5 main categories: (1) respect, (2) approachability, (3) open communication, (4) caring, and (5) a positive attitude, each of which is seen as a key aspect likely to impact a teacher's ability to build rapport.

Building rapport is based on different strategies that don't have a common consensus in the literature. "Verbal rapport-building tactics" and "non-verbal rapport-building tactics" constitute two of the most commonly used categories. Considering verbal rapport-building tactics, teachers' communication expectations are curious. Asking students how they are feeling while working on a task or assignment helps students develop a "can-do" mindset that emphasizes effort and success. This kind of teacher also has high, realistic academic expectations for them and focuses on their strengths to increase their positive self-esteem (Downey, 2008; Sherif, 2020).

Non-verbal strategies are also critical factors that have a significant impact on rapport-building tactics, such as body language, eye contact, gestures, and the quality of the voice (Barabar & Caganaga, 2015). The findings of Nadler's (2004) research results demonstrate mutual attention and involvement as shown by the spontaneous formation of a circle or semi-circle in a group, forward lean, uncrossed arms, and eye contact; having mutual positivity as shown by forward lean, eye contact, smiling, and gestures; and being "in sync" with the other person; as shown by the smooth turn-taking in conversation, where the listener acknowledges understanding, agreement, or attention with forward lean, head nods, and brief verbal responses increase rapport. Gremler and Gwinner's (2008) study on rapport-building tactics also supports non-verbal rapport-building tactical behaviours. These behaviours are common grounding behaviours, connecting behaviours, courteous behaviour, information-sharing behaviour, and uncommonly attentive behaviour.

Lowman (1994) divided the qualities of effective college professors into two categories: intellectual excitement, which is described as the degree to which students find their teachers' teaching styles interesting and friendly, and interpersonal rapport, which is described as being extremely warm and open, highly student-centred behaviours, and characterized by predictable behaviours. He claims that the intellectual excitement dimension has a larger

effect on ratings than the interpersonal rapport dimension, but research results don't support this claim. Teachers who demonstrated high levels of proximity (e.g., interpersonal closeness) were more likely to treat their students fairly, participate in collaborative tasks, and notice more consistency between what students learned in class and what they did at home (Fisher, Waldrip, & Brok, 2005). Namely, proximity has a greater effect on rapport than intellectual excitement (Perkins, Schenk, Stephan, Vrungos, & Wynants, 1995).

No matter how rapport tactics are classified, they are essentially based on value-based communication that affects students' perceptions of the teacher and their cognitive outcomes (Furrer & Skinner, 2003; Wubbels & Brekelmans, 2005), besides students' psychology and communication with the environment (Aslanargun, 2012). Considering that values are an important part of the development of the individual and attitudes, the importance of communication in teacher-student rapport is understood more clearly (Yazıcı, 2006).

Although teacher-student rapport has been referred to in different terms, such as a sense of relatedness, connectedness, and belonging (Furrer & Skinner, 2003), the strategies that students prefer are the same. For example, most prominently, students desire teachers that are willing to deal with them individually and show they care about them as individuals (Steinberg and McCray, 2012), which could be called teachers using nonverbal or interpersonal rapport tactics. Also, students generally desire teachers who display respect and love (Kumral, 2009) and place great value on students (Chetty, Friedman, & Rockoff, 2011), who are called teachers using nonverbal rapport tactics.

Because teacher-student rapport is increasingly being viewed as a necessary component of a positive classroom experience (Webb & Barrett, 2014b) and because students who have a positive relationship with teachers internalize the academic values and expectations appreciated by their teachers (Lee, 2012), goal structure, also known as intellectual excitement by Lowman (1994), is another teacher-student rapport strategy that influences students' perceptions. Therefore, we may conclude that more students will probably feel valued and respected if teachers recognize effort and improvement rather than only the greatest performers. Additionally, teachers who emphasize and recognize effort and improvement could be perceived as being more caring by the students.

Besides students' emotions and perceptions, the emotional climate of the classroom-or more specifically, an effective learning atmosphere supported

by teachers' emotional support and academic guidance plays a significant effect on students' academic achievement (Downey, 2008; Hamre & Pianta, 2005; Gablinske, 2014; Kashy-Rosenbaum, Kaplan & Israel-Cohen, 2018; Ruzek, Hafen, Allen, Gregory, Mikami & Pianta, 2016; Suldo, Friedrich, White, Farmer, Minch, Minch, and Michalowski, 2022; Yunus, Osman, & Ishak, 2011; Zhou, 2021). Teachers who build strong personal interactions with their students, especially those who are at risk for academic failure, affect their academic outcomes to a large extent (Decker, Dona & Christenson, 2007; Downey, 2008; Skaalvik & Skaalvik, 2013). In other words, students are more motivated to learn and participate actively in their learning, and the learning is probably more effective when there is positive interaction in the classroom (Acharya, 2017; Esteeep & Roberts, 2015; Hawk, Cowley, Hill & Sutherland, 2002; Nathan, 2018). Therefore, this study aims to determine how students perceive their relationships with their teachers.

Method

Research Model

As a research method, case studies seem appropriate for investigating phenomena when (1) a large variety of factors and relationships are included, (2) no basic laws exist to determine which factors and relationships are important, and (3) the factors and relationships can be directly observed (Fidel, 1984). Many different interactions and intangible factors that are difficult to discern at first affect the phenomenon of teacher-student rapport. Therefore, in this study, a case study approach is adopted.

Study Group

Data were collected from the 138 high school students in an Anatolian high school from 9th grade to 12th grade in Kocaeli, Turkey. A convenience sample is used in data collection. This kind of sample relies on easy-to-find subjects—those that are nearby or easily reachable. This method is a great way to rapidly and affordably get some preliminary data on some study statements in certain situations. For instance, if a researcher wanted to look at how college students feel about drinking and intoxication, he or she might easily employ a convenience sample of students (Berg, 2001). Students were thus chosen willingly after first being informed about the study. The demographic characteristics of the students who were interviewed for the research are given in Table 1.

Table 1. Demographic characteristics of students participating in research

		f	%
Gender	Female	86	62
	Male	52	38
Grade	9 th grade	32	23
	10 th grade	37	27
	11 th grade	36	26
	12 th grade	32	23

Examination of Table 1 shows that 62% of the students participating in the research were female, generally from 10th grade (27%) and 11th grade (26%) while others were from 9th and 12th grade.

Data Collection Tools

In qualitative descriptive research, data gathering is often focused on identifying the who, what, and where of events or experiences, as well as their basic form and shape (Sandelowski, 2000) and a series of semi-structured interviews are used in case studies, which is one of the most important sources of information (Yin, 2018). The interview form was created by two researchers in the field of education management. The interviews in this study, which lasted about an hour, were done with open-ended questions to learn the respondents' subjective conceptualizations of the problem. The interview form seeks answers to these questions:

1. In your opinion, do you think your teachers give you value? Please give examples.
2. What behaviours of your teachers make you feel that you have built rapport with them?
3. What behaviours of your teachers make you feel that you haven't built rapport with them?

Validity and Reliability of Data Collection Tools

Qualitative researchers believe that rich descriptions of the social world are valuable (Denzin & Lincoln, 2005). So, in this study, to ensure the reliability and trustworthiness of data collection, we described how written data was obtained from students and used quotes. Moreover, in the course of the conversation, interviewers promised the students full anonymity and confidentiality by not sharing their accounts with anyone else. Besides,

Besides, in order to ensure the consistency of the interview form, the questions were asked within a framework determined as a result of the literature review.

Data Collection Techniques

In this case study, semi-structured interviews were used to define students' perceptions of teacher-student rapport. To improve the interview form, researchers analyzed the research on rapport. Then a manuscript of the interview form was prepared. Thus, in the formation of the interview form questions, attention was paid to keeping the questions clear and understandable, thus protecting the objectivity of the researchers. Comprehensive descriptions were used in the research to ensure transferability and verifiability, and themes and sub-themes were supported by participant opinions. The consistency of the findings with each other reflects the consistency of the research.

Data Analysis

To make clear the fundamental structure and significance of these ideas, the authors simultaneously conducted an analysis. The content was analyzed in four stages. First, based on the research questions, the theoretical foundations of the study, and the interview form's questions, a framework for the data analysis that was organized around the themes was developed. Then the data is processed according to the thematic framework. The interview forms were numbered, the researchers simultaneously assessed the data, and codes and themes were established. Findings were identified and interpreted through these themes. Data consistent with the conceptual framework were defined as findings, and direct quotations were used in the definition of these findings. Indirect quotations, as provided in the students' opinions, were coded as S1, S2 (Student 1, Student 2). Also, some information about pupils and their teachers was hidden, and the adjective "some" is used instead of them in the analyzing process.

Limitations

The results of this research are limited to the province of Kocaeli, where the research was conducted.

Findings

Teachers' levels of rapport strategy usage and the rapport tactics they employ are discussed in the study's findings section. The rapport-building tactics employed by the teachers (whether effective or poor) and their degree

of success has been examined under the categories of effective and poor strategies. Students' perceptions about the level of rapport tactics used by teachers are summarized in Table 2.

Table 2. Students' perceptions about the level of rapport tactics used by teachers

Theme	f	%
It depends on the teacher.	64	46
They don't display any rapport tactics.	38	28
They display effective rapport tactics.	36	26

As shown in Table 2, according to the perceptions obtained, there is no common perception of the rapport-building tactics used by teachers. While 46% of the students claim that teachers' rapport-building tactics differ depending on the individual, 28% of the students claim that their teachers don't have any rapport-building tactics, and 26% of the students claim that their teachers have effective rapport-building tactics. Some of the opinions expressed by 46% of the students regarding teachers' rapport-building tactics differ depending on the individual and are as follows:

Some of them value us greatly. While most of them treat us with kindness and aid us in any circumstance, a few of them don't treat us with the respect we expect from teachers and are rude to us. I feel awkward at school because of this situation. (S. 34)

Some of our teachers are sincere and grateful to us. For instance, I was depressed because of a difficulty with a friend, but one of my teachers called and we talked about it. She made me feel valued. (S. 37)

Each teacher has a different level of regard for us. We cannot expect all men to be the same because they are not all the same. (S. 110)

Some of the students' perceptions who claim that their teachers don't have any rapport-building tactics (28%) are as follows:

Our academic performance in their lessons is the only thing that our teachers are thinking about. They want us to succeed in every one of our more than 14 lessons. When resisting exams for failing students, frequently ask more difficult questions. (S. 49)

Certainly, I don't believe that our teachers value us. Because those who are dear to or valued by a person are not reprimanded or shouted at. It appears that some of our teachers' lives are defined by shouting at the students. (S. 56)

In general, teachers don't regard us. It takes more than effective lesson delivery to provide value to someone. If we become ill, none of the teachers will take care of us. If they valued us, they would be interested. (S 102)

The number of students who claim that their teachers have effective rapport-building tactics (26%) is close to the number of students who have negative perceptions about it. The following are a few of the participants' views on this subject:

I believe my teachers respect me. Because they care about all of my issues, they are understanding, dependable, and patient with me. For instance, even when they are not available, they are interested in my concerns and questions. (S. 5)

Because of how my teachers treat me, I believe that I am a valuable person. They are making an effort because they are attempting to teach us something. It's an indication of their worth, in my opinion. (S. 63)

In every subject, all of our teachers are genuinely interested in us. They must value us, or else they wouldn't be interested in us, in my opinion. (S. 86)

The opinions gathered indicate that there are differences between students' perceptions of teachers' rapport-building tactics depending on whether they are favourable or negative. For instance, some of the students reported that while some of the verbal rapport-building tactics, such as emphasizing success and effort, were perceived by some of the students as poor rapport-building tactics, others reported that non-verbal rapport-building tactics, such as comprehension, exhibiting respect, and being "in sync" with students, as well as verbal techniques, such as a "can-do" mindset or emphasis on success, were perceived by teachers as effective. The present situation demonstrates the need for further research into which behaviours students perceive favourably and which ones they perceive unfavourably. The themes of caring and teaching come to the forefront when students' assessments of effective rapport-building tactics and behaviours are examined. Students' perceptions about the effective rapport-building tactics used by teachers are summarized in Table 3.

Table 3. Effective rapport-building tactics used by teachers

Theme	Sub-themes	f	%
Caring	Appreciation and connectedness	19	13,7
	Patience and attention	15	10,8
	Love and esteem	7	5
Teaching	Being precious and successful	27	19,5

As Table 3 shows, the themes of caring and teaching are a group of effective teacher-student rapport-building tactics. Being precious and successful are subthemes under the teaching theme, whereas appreciation and connectedness, patience and attention, and love and esteem are subthemes under the caring category. The following quotations are used by students to explain their opinions when 29.5% of them believe that caring is a good teacher-student connection strategy:

I really appreciate it when some of my teachers call my parents to inquire about me, gather information, speak to each student individually, use louder voices in class, remember and use my name, and ask me if I understand the subject or not. (S. 46)

Our teachers have the patience of prophets. Even after all of that, they continue to carefully instruct and guide us through the lessons because they care about us. (S. 72)

Some of my teachers think I am special because they make an effort to deal with all of my issues. For instance, if I am absent from class, they may phone to inquire as to whether or not there is a problem: “Why aren’t you at school?” However, it differs for each of them. Some of my teachers don’t seem to care about us. They act as if they didn’t hear me when I say “Good morning,” “Good afternoon,” or “How are you doing?” for example. (S. 76)

Every time she sees us, our class teacher inquires about our well-being and discusses our classes and subjects. This demonstrates how valuable she finds us. (S. 87)

The main factors that make the caring theme one of the determinants of rapport-building tactics for teachers include respect for students in any subject, connectedness as a means of effective communication, being patient in the face of difficulties or unfavourable circumstances that affect teaching, attention to realizing and dealing with all issues, and love and esteem for them. The other determinants of rapport-building tactics for teachers are being precious and successful. Students express the role of their teachers in their success in the following words:

No teacher has ever treated me negatively during the past 12 years. They’ve always demonstrated to me their appreciation and concern for me. I believe that everything is mutual. Teachers always appreciate students’ participation in class. (S. 18)

I believe that teachers generally regard others unfavourably. Because they make every effort to ensure the success of each student. (S. 102)

I believed that teachers were always concerned about us. Otherwise, they wouldn't have put any effort into fixing assessments or spent any time preparing worksheets. They would just teach us and expect us to succeed if they weren't interested in us. (S. 104)

The comments gained suggest that the teaching theme, one of the variables influencing teachers' rapport-building tactics, is made up of both concrete activities such as fixing worksheets and assessments and abstract actions such as believing in, caring about, and displaying value to students. Remarkably, all of the examples of acts the students provided for the caring and teaching theme focused mostly on value. So it is possible to say that rapport-building tactics have an association with value. Poor teacher-student rapport tactics used by teachers also support the idea that rapport-building tactics have an association with value. Table 4 provides the themes and sub-themes associated with student opinions that support this perspective.

Table 4. Poor teacher-student rapport tactics used by teacher

<i>Theme</i>	<i>Sub-themes</i>	<i>f</i>	<i>%</i>
Poor interpersonal interactions	Being indifference	57	41,3
	Discrimination	28	20,2
Communication errors	Lack of communication	5	3,6
	Threatening	10	7,2
	Using derogatory words	17	12,3
Poor teaching	Ineffective classroom management	21	15,2

As shown in Table 4, there are 3 sub-themes that can be applied to poor teacher-student rapport tactics used by teachers: (1) poor interpersonal interactions; (2) communication errors; and (3) teaching. According to students' perceptions, poor interpersonal interactions (61.5%) are the most important strategy for building rapport. The opinions expressed by the students regarding poor interpersonal interactions are as follows:

The fact that some teachers only view us as students irritate me. Although they want respect from us, they don't always treat us with it. They only regard us as students, showing no concern for us. (S.23)

It disturbs me that teachers treat us with such indifference. They just care about our lessons. They ought to also get us ready for life after school. (S. 73)

They should initially be aware of the fact that we are all different people. They ought to be aware that every student differs in their aptitudes, characteristics,

and levels of achievement. They shouldn't think about us in terms of stereotyped restrictions. Not studying sufficiently for an assignment can't be considered the reason for a student's failure. They make judgments about students without being aware of their psychological well-being. (S. 96)

Examining the opinions of the students indicates that one of the fundamental components of the issue of poor interpersonal interactions is the teachers' indifferent attitudes. The things that lead to poor interpersonal interactions, which students report are uncomfortable, are the fact that teachers lack interaction with their students outside of the classroom, neglect to deal with issues unrelated to academic performance, and have no concern about students as individuals. Students also believe that discrimination contributes to poor interpersonal interactions. The following are some of the participants' opinions on the subject:

Some of our teachers discriminate against their students. This is not at all something I like. It is unfair that students who interact with their teachers get higher grades for in-class performance assessments than those who study. (S. 1)

Teachers should be fair and treat all students equally, without making any exceptions. In this school, there is a significant difference. They even consider the errors made by particular individuals. Students they dislike don't get any rights from them. Some teachers don't even consider them in the same category as people. Students are not loved in any way. (S. 44)

The ones who are well-mannered and diligent are always appreciated. They don't care about or like lazy students. They treat students unfairly. Some teachers give excellent grades to students they love while giving poor marks to others (S. 120).

From the students' thoughts, it can be concluded that a positive interaction between a teacher and a student can sometimes be interpreted as discrimination. Teachers' efforts to communicate with every student and their desire to make them feel valued affect students' perceptions of rapport-building tactics. Additionally, it fosters meaningful interactions between teachers and students. This is because poor communication is a major factor in the development of unfavourable relationship-building techniques. The following are a few of the students' opinions on communication errors:

Some teachers consider themselves to be very strong and extremely intelligent people. They believe they are experts in all things. They are unaware of the student's circumstances. All of the issues are attributed to the students. They believe that in-class performance and examination results will allow them to do anything. (S. 75)

Some teachers act brutally at times, and they appear to be too strict to be disciplined. In my view, a teacher needs to be able to maintain a healthy distance from his or her students while being able to establish good communication when it is required. I find it annoying when teachers speak loudly all the time and wait for us to stop talking. (S. 81)

Before getting to know us, they judged us based on our class. Then they receive a response according to the historical setting of the class. Even teachers who are unfamiliar with us and do not attend our lessons are erecting a barrier against us. (S. 109)

The perspectives gained show that teachers' stereotypical behaviours toward their students lead to poor communication, which is a sort of communication error, and negatively impacts rapport-building tactics. The relationship between students and teachers is also harshly affected by teachers' excessive authoritarian behaviours. At times, this highly authoritative attitude might make the words declared sound threatening and prevent communication. The following are a few of the participants' opinions on the following:

Instead of talking to us, they are forcing us to do things we don't want to do by threatening them with a failing grade. (S. 34)

Because we are younger than them, most of our teachers try to scold us and charge us. It is referred to as disrespect when you disagree. They do not allow us the chance to defend ourselves against injustice, even though they advise us to do so. (S. 83)

Because they are unable to give authority in the lesson, some teachers are persistently threatening to write a disciplinary petition. (S. 128).

As can be understood from the perspective of students, teachers sometimes use threats such as failing grades or disciplinary petitions as a tool for gaining authority in the classroom. Moreover, they can sometimes use derogatory words that cause negative perceptions and communication errors among students. Some of the opinions of students about this subject are:

I experience shame occasionally. I informed a teacher who formerly took my class that I received 100 from the class he taught. The question "Oh, how come?" came out as though human beings were incapable of growing. He offended me in front of my friends, meaning that I wouldn't be able to do it. (S. 7)

Some of the teachers were always making fun of me and using negative words. Even when the lesson offers an example, I am definitely included in that example. If it were a good example, I wouldn't be offended, but he uses the ones I don't like

against me. For instance, I performed poorly in a game. He always says something about me when the conversation turns to football. (S. 80)

Some teachers are unable to utilize their authority in the classroom. Additionally, they tend to shout during lessons and, at times, use unkind words toward us. (S. 99)

Students' perceptions show that poor communication results from a lack of communication, including the use of derogatory words. This poor communication was defined as a result of teachers' poor teacher-student rapport tactics. In addition to these subjects, the final components of poor teacher-student relationship strategies are poor teaching and ineffective classroom management. The following are some of the participants' opinions on the subject:

They claim that the students don't pay attention to them and that they all give the same in-class performance grade at the end of the year. (S. 2)

Our teachers sometimes get out of the way and stop a lesson if there is no suitable atmosphere for learning. In my opinion, they should take over the class and carry on the lesson. (S. 8)

Some teachers exhibit harsh behaviour toward their students and behave excessively dictatorially to enforce discipline. According to me, a teacher should be able to maintain a healthy distance from his or her students when it is essential and should be able to do so when it is right. I find it annoying when teachers speak loudly all the time and wait for us to stop talking. (S. 81)

Discussion, Conclusion, and Suggestions

Students' perceptions of teacher-student rapport have a direct impact on their interest, motivation, and performance in the contemporary educational environment. Teachers and students go beyond the traditional roles of telling and listening (Jennings and Greenberg, 2008). As a result, interactions between students and teachers are important aspects of school life (Pomeroy, 1999). The findings of this study suggest that teachers' abilities to employ rapport-building tactics differ depending on their individual traits. Students believe that teachers who are optimistic, competent communicators, patient, use language effectively, and focus on the student's strengths are far more successful in developing rapport than other teachers.

In other words, students want to feel confident and in charge of their surroundings with the help of their teachers (Houser & Frymier, 2009). Students appreciate teachers who see them as different individuals rather than objects in the classroom, have a sense of humor, listen to their opinions

if they're experiencing a problem, and communicate with them about it. Teachers should exhibit the understanding, sincerity, justice, equality, authority, concern, and respect quality that society expects from schools (Kumral, 2009; Bulut, 2013). The other factor is teachers' ability to engage students in learning. Teachers who employ effective classroom management techniques and who create a positive learning environment in which students are valued and successful

Poor communication and communication mistakes are the causes of the negative factors that affect student-teacher relationships. Students might encounter serious obstacles in lessons as a result of teachers' negative behaviors and expressions, such as shouting and misunderstanding (Kumral, 2009; Pomeroy, 1999). This finding agrees with earlier studies conducted in Turkish literature (Bangir, 1997; İpek, 1999; Ergin & Geçer, 1999; Durmuş & Demirtaş, 2009). Therefore, we can infer that different cultural structures produce similar study findings. Ineffective classroom management is another factor that harms relationships between teachers and students. The pupils' impressions of the rapport between the teacher and pupils are impacted by this.

As a result, teachers who utilize verbal rapport-building strategies such as clear communication, a "can-do" attitude that emphasizes students' effort and success, having high expectations for their students' academic performance, and emphasizing their strengths to improve their students' positive self-esteem (Downey, 2008; Sherif, 2020) in addition to using non-verbal rapport-building strategies such as body language, eye contact, gestures, and the tone of voice (Barabar & Caganaga, 2015) are considered effective teachers. Taking into account the research findings as well, we can recommend that the positivist paradigm, whose effects can be seen in Turkey's educational system, be replaced with a value management approach. The organizational culture that develops as a result of the value management approach will benefit students, parents, teachers, and school principals.

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