

AN INVESTIGATION INTO THE FACTORS INFLUENCING RAPPORT ESTABLISHMENT ON GRADE 8 STUDENTS

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Abstract

The purpose of this study was to investigate the factors influencing rapport establishment between Grade 8 students and their teachers. Sample 1443 Grade 8 students from ten selected high schools participated in this study. Teacher-Student Rapport Inventory (QTI) was used. Based on the literature review, Teacher-Student Rapport Inventory was categorized and rapport establishment was considered to be influenced by the eight categories: (1) Disclosure, honesty and respect, (2) Recognizing the person/individual, (3) Interacting socially, (4) Caring and bonding, (5) Supporting and bonding, (6) Sharing, mirroring, mimicking, matching, (7) Availability, accessibility, and responsiveness, and (8) Communicating effectively. According to the exploratory factor analysis results, rapport establishment was influenced by the five factors or components: (1) Availability and care, (2) Social engagement, (3) Ability to reduce tension, (4) Understanding, and (5) Being friendly. There may be more benefits in conducting a longitudinal study using both qualitative and quantitative research methods.

Key Word: Rapport, Social Engagement, Understanding

Introduction

Everything is rapidly changing in the world especially in the educational system of Myanmar. Events are happening in a faster rate than before. No wonder, it is becoming extremely difficult for students to catch up the developing educational courses. At this time, many students are facing the problems in their school subjects and personal cases that are not able to be solved by themselves. This may arise a complete vacuum between students and changing educational system. In order to fill up this vacuum, teachers and students need to interact in a harmonious relationship. This concept, rapport means sympathetic relationship with the students by the teacher. Rapport exists only between people whenever a connection feels pleasant, engaged and smooth (Dave, Indu., 1983). Building rapport with students can be a

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remarkably effective way to improve classroom management. But there is some confusion over what rapport is and how one goes about building it. Rapport is nothing more than a connection a teacher makes with his students based on their positive feelings for him. When students like him and trust him, and when he in turn likes and believes in them, he will form a bond that makes classroom management a lot easier and student academic achievement improved. Students are more likely to engage in healthy behaviors and succeed academically when they feel the teacher's warmth, understanding and genuineness. Whitaker (2004) suggests that teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reform, educational movements and programs implemented to improve education, no other element can be as profound as the human element. He urges, "It's the people, not the programs".

Purpose of the Study

The main purpose of the study was to investigate the factors influencing rapport establishment between Grade 8 students and their teachers.

Definition of Key Terms

Rapport: Rapport means a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well (Oxford Advanced Learner's Dictionary, 2017).

Review of Related Literature

If teaching is interactive, then it makes good sense to develop a positive quality in those relationships. But, what benefits might rapport yield that might not otherwise occur? The simplest answer is that rapport can yield trust between students and instructor. In the absence of basic trust, the instructor may not seem approachable (Brookfield, 1990). If we value deep learning, rapport and trust may help students engage in class more fully. At its core, good rapport can be viewed as an issue of job satisfaction: "Most college teachers enjoy classes more when they have good personal relationships with their students, and the satisfaction (in turn) has a beneficial effect on the quality of their instruction" (Brookfield, 1990).

Self-System theory emphasizes the importance of students' motivation and by doing so, explains the importance of teacher-student relationships. Students come to the classroom with three basic psychological needs — **competence**, **autonomy** and **relatedness** — all of which can be met in a classroom through students' interactions with teachers and with the learning environment (Deci & Ryan, 2002). Disorganization, unclear explanations, and/or a lack of clear and prompt feedback can damage students' respect for their teachers and, by extension, teachers' rapport with them (Brookfield, 1990).

To establish rapport, first of all, a teacher needs to care the students. Some principals in mainly minority schools have said that they have serious problems with too many kids dropping out, acting disrespectfully, and slipping through the system without learning. Researchers found evidence that schools with caring teachers were exactly what disadvantaged or at-risk students needed to help break downward spirals of failure (Comer, 1989; Hobbs et al., 1984; Meier, 1991; Schorr & Schorr, 1988; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989) (as cited in Miller, R. M., 2008). Educators broke the downward cycle by caring about each individual student.

Rapport means relation; especially: relation marked by harmony, conformity, accord, or affinity. All counseling theorists agree that an effective relationship or rapport is an absolute essential aspect of the counseling process (Cottone, 1992; Hutchins & Cole, 1986; Kottler & Brown, 1992; Nelson Jones, 1990; Nugent, 1990; Young, 1992; Brammer, 1988, cited in Muro, J.J., Kottman, T., 1995).

Student-teacher rapport may be related to students' attitudes in various content areas. For grade 12 students, “regardless of their ethnicity, adolescents seek out teachers who care about and support them, and view them as being good students” (Sanders and Jordan, 2000, p. 68) (cited in Brent, 2005). So not only can developing a personal bond with students benefit the teacher, but students feel a desire to work with that specific teacher; they want to learn with that teacher.

Benson, Cohen, and Buskist (2005) found that, in classes where teachers established rapport, students were more likely to attend class, pay attention, and enjoy the subject matter. Frisby and Martin (2010) found that

instructor rapport emerged as a significant predictor of cognitive and affective learning. Granitz, Koernig, and Harich (2009) linked rapport with enhanced learning, attention, motivation, attendance, and involvement for students. They identified more rewarding teaching for faculty and higher evaluations. Not surprisingly, given these outcomes, the authors concluded that “one of the key traits of master teacher is the ability to foster student rapport”.

Also, rapport is defined as an overall feeling between two people encompassing a mutual, trusting, and prosocial bond (Catt, Miller, & Schallenkamp, 2007). Although students report that rapport is an essential characteristic of a teacher, relatively little is known about this key facet of teaching (Frisby & Martin, 2010).

The rapport between instructor and student can be a significant factor in the overall learning and success of individual students. Rapport is one term that is truly relationship-centered in capturing what is experienced in an interpersonal relationship (Jorgenson, 1992) and Coupland (2003) argues that building rapport can have positive effects on the classroom environment. It can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive learning environment, and increase learning (Frisby & Martin, 2010).

Wasley states that students who interact frequently with an instructor earn higher grades, are more satisfied, and are more likely to return to school in subsequent years (Wasley, 2006). In spite of its importance, compared to other classroom variables, little is known about rapport and it remains a “relatively new variable to be considered in the educational setting” (Frisby & Martin, 2010, p.160). In addition, instructors may tend to focus more on information transmission than on establishing rapport (Benson et al., 2005).

While teaching journals and manuals have a surfeit of guidance on facilitating discussion, integrating technology, and obtaining student feedback, one area of emphasis that is surprisingly lacking is the development of rapport between teacher and student. This is because rapport is tricky to fully understand. Perhaps that is why the voluminous literature on college and university teaching essentially ignores it. Rapport has been avoided in favour of other, more important variables which can be more readily conceptualized and manipulated. Nonetheless, it is worth considering the role of rapport if for

no other reason than its contributions to effective teaching (Buskist & Saville, 2001).

The study results of Brandi Frisby and Matthew Martin indicated that perceived rapport with instructors is positively related to classroom connectedness, participation, and overall student learning. Frisby and Martin found the instructor rapport enhanced almost all facets within the classroom (Frisby & Martin, 2010). The results support their hypothesis that perceived classroom rapport is positively correlated with an improved learning environment. These results bolster the argument that students enter a classroom with a need for instructors to like them and that instructor-student rapport is an ever-vital aspect of student success (Frisby & Martin, 2010).

Rapport is a dyadic phenomenon (Altman, 1990), experienced only in interaction between individuals, and not a personality trait (Tickle-Degnen & Rosenthal, 1990). It is therefore a mutual phenomenon characterized by mutual attentiveness (Tickle-Dengen & Rosenthal, 1990) mutual respect (Kyriacou, 2009), mutual openness (Granitz et al., 2009), mutual attention (Hall et al., 2009), and mutual understanding (Carey et al., 1986). The mutual attention, however, must be positive or harmonious in nature.

Tickle-Dengen and Rosenthal (1990) argue that rapport would not be present when the attentiveness is negative. Therefore, rapport involves harmonious understanding (Kyriacou, 2009), harmonious interactions (Bernieri, 1998), harmonious relations (Gremier & Gwinner, 2000; Spencer-Oatey, 2000).

Building positive student-teacher relationships can be done through various teaching strategies. White (1999) utilized a form of reflective journaling for students to develop their own educational philosophy. Not only did this immediately open the lines of communication between teacher and student, White reports that it helped the instructor emphasize the value and meaning of learning (White, 1999). Diero's (1997) study described six strategies that a teacher could use to build positive, nurturing relationships. These strategies were observed in the teachings of several teachers who were known for being able to build positive rapport with their students. Of the strategies, emphasis was placed on keeping high expectations for students. Also beside high expectations was a description of using appropriate self-

disclosure, networking with family and friends, building a sense of community in the classroom, and using rituals and traditions (Diero, 1997). Yet another study by Baker (1999) found that students who reported high satisfaction from school tended to receive more negative feedback from a teacher when being given assistance. This is indicative again of using a form of higher expectation for the students you know are capable of reaching it. These strategies can have a positive impact on a teacher's classroom environment, and can help them avoid the effects of student feeling negative rapport.

Diero (1997) states "People like people who think highly of them. Students like teachers who think highly of them". This simple point effectively summarizes why an environment of positive rapport is beneficial to the classroom. Teachers in Kentucky and Russia believed students were more motivated when relationships were free of hostility and when the student believed the teacher liked them and the student liked the teacher. Just showing the students that they are liked and appreciated can change their attitudes about a class. Student-teacher rapport may be related to students' attitudes in various content areas.

In a more recent study, Sanders and Jordan (2000) found positive teacher-student rapport may have improved student school behavior, increased classroom preparation, and reduced student engagement in maladaptive behaviors. Similarly, Ryan and Patrick (2001) noticed that "students' perceptions of teacher support, and the teacher as promoting interaction and mutual respect were related to positive changes in their motivation and engagement". Alongside this, their data also showed that "teacher support, promoting interaction, and promoting mutual respect were related positively to social efficacy with teachers and peers, academic efficacy, and self-regulated learning, and related negatively to disruptive behavior". Thus the effects building positive rapport with students can give many advantages to the teacher when dealing with student behavior, motivation, academic efficacy, and multiple (if not infinite) other variables.

The study done by Soe Yu Hlaing (2011) found that teachers assumed parental involvement, mutual understanding between teachers and students, perseverance and self-practice of students, educational system and teachers'

proficiency and quality were important factors that could impact on the academic achievement of students. Most teachers replied they self-evaluated on their advices that they gave to their students whether right or wrong. It was obvious that majority of teachers wanted to give better suggestions and they showed their good deed on students. Student survey questionnaire showed students pay respect, appreciate, believe and love the teachers of good proficiency. Students answered that they wanted to change their mistakes when they were encouraged than they were blamed (Soe Yu Hlaing, 2011).

Case-study results showed student A loved the teacher of peaceful-minded and skillful in teaching subjects. He thought that the teacher should have well-experienced, proficiency and ability to understand students' mind to be appreciated by the students. Student B likes the teacher who well-understands students' problems, who listens to the students' opinions, who speaks lovely and who deals with students with empathetic mind. She felt upset when she was taught by a teacher of scolding without any important reason. She disliked biased teacher (Soe Yu Hlaing, 2011).

Method

Design of this study is cross sectional in nature and descriptive survey method.

Participants of the Study

There are altogether fourteen States and Regions in Myanmar. Therefore, one state and one region from upper Myanmar and one state and two regions from lower Myanmar which is 30% of Myanmar were chosen as a sample population. There are two types of government schools for which Grade 8 students are able to attend: Basic Education High School and Basic Education High School (branch). From each city, one Basic Education High School and one Basic Education High School (branch) will be selected. Participants of this study were Grade 8 students from selected regions in the academic year of 2016-2017. In this study, 266(18.43%) participants were from Shan State, 300(20.79%) participants were from Mandalay Region, 300(20.79%) participants were from Mon State, 300(20.79%) participants were from Bago Region and 277(19.2%) participants were from Yangon Region. Female comprised 52.11% and the rest were males.

Instruments

Based on the literature, there are eight factors that influence rapport establishment. These are (1) Disclosure, honesty and respect, (2) Recognizing the person/ individual, (3) Interacting socially, (4) Caring and bonding, (5) Supporting and bonding, (6) Sharing, mirroring, mimicking, matching, (7) Availability, accessibility, and responsiveness, and (8) Communicating effectively. In the following table, the indicators of rapport as articulated in the literature are synthesized and categorized.

<i>Disclosure, honesty and respect</i>	<i>Supporting and monitoring</i>
-Being open, honest and transparent	-Showing care for and monitoring students' progress
-Showing students one's human side	-Tailoring learning to students' needs
-Admitting faults and mistakes	-Providing guidance, feedback, support, help
-Talking freely	-Giving praise for good work
-Engaging in self-disclosure	-Giving help patiently and constructively
-Thanking, apologizing	-Dealing with lack of progress in a concerned manner
-Sharing personal information	-Showing patience with students.
-Creating trust through fulfillment of contracts and promises	-Exerting and expecting effort from students
-Not psychologically threatening students by talking down to them	-Listening and paying attention
-Showing consistent and predictable behaviours	-Showing interest in student success
	-Helping and encouraging them to succeed
	-Creating a positive, friendly, cooperative environment

<i>Recognizing the person/individual</i>	<i>Sharing, mirroring, mimicking, matching</i>
<ul style="list-style-type: none"> -Understanding the student as a person -Recognizing differences -Avoiding favouritism -Reporting on or requesting personal information, ideas, opinions and emotions -Engaging in personal discussions -Keeping track of students' photos and information related to their preferences and extra-curricular activities -Making personal contacts 	<ul style="list-style-type: none"> -Being “on the same wave length” -Adopting each other’s perspective -Writing a response in same style -Matching body language, gestures, voice tempo and volume -Smiling and head nodding -Sharing values, attitudes, social style, beliefs
<i>Interacting socially</i>	<i>Availability, accessibility, and responsiveness</i>
<ul style="list-style-type: none"> - Engaging in social conversation - Engaging in non-course related, off-task chat - Getting to know students socially - Using humour 	<ul style="list-style-type: none"> - Being available to answer questions, - Being accessible - Being responsive - Providing constant and immediate feedback
<i>Caring and bonding</i>	<i>Communicating effectively</i>
<ul style="list-style-type: none"> - Being caring - Bonding - Showing concern - Showing empathy and understanding of students’ needs 	<ul style="list-style-type: none"> - Ensuring that communication is comfortable, easy/smooth - Using technologies such as instant messaging with which students are comfortable

Based on the literature, there were 48 items in the Teacher-Student Rapport Inventory (QTI). There were four possible responses to each question (4-point Likert scale) to indicate agreement ranging from responses of “Never” (1), “Almost Never” (2), “Almost Always” (3), and “Always” (4).

Data Collection Procedure

Data were gathered from 15 November 2016 to 15 December 2016. In each school of the first day, Teacher-Student Rapport Inventory was given to the grade 8 students and explained about the questions by the researcher. Then, students were asked to circle the number which is the most appropriate answer they feel in the Likert scale. According to the above procedures, the collection of the required data was conducted in each selected school by survey procedure.

Findings

In this study, factors influencing rapport establishment on Grade 8 students were investigated among the selected schools from Shan State, Mandalay Region, Mon State, Bago Region and Yangon Region. With the aim to answer the research question, facts influencing rapport establishment were firstly collected based on the literature. Then these facts were analyzed by using exploratory factor analysis.

At first, the critical value for which the *Mahalanobis Distance* must be greater than must be known to delete if a variable is a multivariate outlier. So, the *Mahalanobis Distance* was also computed (see Table 1).

Table 1: Extreme Values

Extreme Values		
	Case Number	Value
Highest	1	419
	2	1057
	3	738
	4	1330
	5	569
Mahalanobis Distance	1	1166
	2	1165
	3	1164
	4	1163
	5	1162
		176.05236
		174.57600
		174.08184
		171.93253
		171.05027
		3.69460
		3.69460
		3.69460
		3.69460
		3.69460 ^a

a. Only a partial list of cases with the value 3.69460 are shown in the table of lower extremes.

According to Mahalanobis Distance, there is no outlier that exceeds the critical value. Then scree plot was used to determine the number of significant factors.

Table 2: Communalities

	Initial	Extraction
Openness	1.000	.493
Favouritism	1.000	.440
Humour	1.000	.511
Bonding	1.000	.447
Showing one's human side	1.000	.419
Exerting and expecting effort	1.000	.559
Same wavelength	1.000	.555
Constant and immediate feedback	1.000	.457
Using technologies	1.000	.501
Admitting faults and mistakes	1.000	.546
Understand as a person	1.000	.467
Personal contacts	1.000	.538
Social conversation	1.000	.496

	Initial	Extraction
Caring	1.000	.631
Talking freely	1.000	.494
Tailoring students' needs	1.000	.500
Listening and paying attention	1.000	.467
Body language, gestures, voice, tempo, volume	1.000	.341
Availability to answer questions	1.000	.455
Self-disclosure	1.000	.471
Recognizing differences	1.000	.403
Non-course related, off task chat	1.000	.480
Showing concern	1.000	.550
Care for and monitoring progress	1.000	.601
Patience	1.000	.546
Response in same style	1.000	.379
Creating positive, friendly, cooperative environment	1.000	.483
Being accessibility	1.000	.449
Thanking and apologizing	1.000	.421
Reporting/requesting personal information	1.000	.514
Know student socially	1.000	.487
Guidance, feedback, support, help	1.000	.533
Interest in student success	1.000	.494
Smiling and head nodding	1.000	.510
Being responsive	1.000	.483
Help to succeed	1.000	.586
Sharing personal information	1.000	.511
Keeping track	1.000	.537
Empathy	1.000	.602
Building trust	1.000	.462
Personal discussions	1.000	.530
Praise	1.000	.458
Sharing values, attitudes, social style and beliefs	1.000	.523
Help patiently and constructively	1.000	.590
Comfort communication	1.000	.601

	Initial	Extraction
Not psychologically threatening	1.000	.504
Dealing with lack of progress	1.000	.534
Consistent and predictable behaviours	1.000	.414

Communalities range from 0 to 1 where 0 means that the factors don't explain any of the variance and 1 means that all of the variance is explained by the factors. Variables with small extraction communalities cannot be predicted by the factors and it should be considered eliminating them if too small (<.20). In the current result, there is no communality that is not less than .20. Therefore, no variable have to be removed.

Table 3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.040	37.583	37.583	18.040	37.583	37.583	6.357	13.243	13.243
2	2.392	4.984	42.568	2.392	4.984	42.568	5.481	11.419	24.662
3	1.345	2.802	45.369	1.345	2.802	45.369	5.340	11.125	35.786
4	1.175	2.447	47.816	1.175	2.447	47.816	4.529	9.436	45.222
5	1.020	2.125	49.941	1.020	2.125	49.941	2.265	4.719	49.941
6	.958	1.996	51.937						
7	.943	1.965	53.902						
8	.896	1.866	55.768						

The extraction Sums of Squared Loadings is identical to the Initial Eigenvalues except factors that have eigenvalues less than 1 are not shown. These columns show the eigenvalues and variance prior to rotation. The *Rotation Sums of Squared Loadings* show the eigenvalues and variance after rotation. According to the rotated eigenvalues, there are five components. Then, the scree plot was tested.

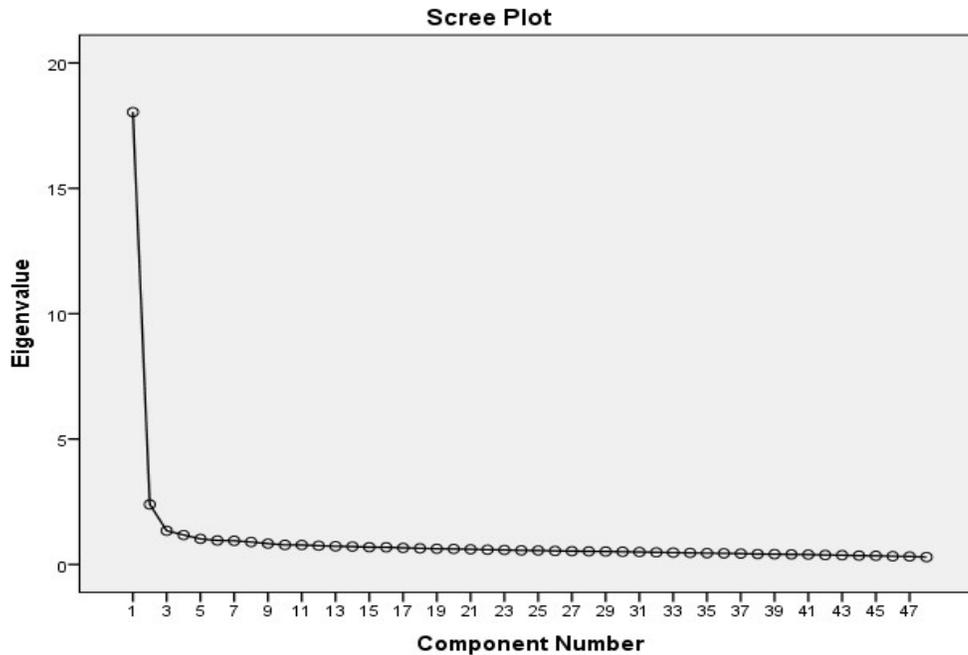


Figure 1: Scree plot indicating that the data have five factors

The scree plot was assessed and indicates that the eigenvalues after five components levels off. Next, it is needed to check if the model is a good fit by looking at the summary of the percentage of the non-redundant residuals at the *Reproduced Correlation matrix*. A model that is a good fit will have less than 50% of the non-redundant residuals with absolute values that are greater than .05 which is true for the current dataset. Residuals are computed between observed and reproduced correlation. There are 141 (12.0%) non-redundant residuals with absolute value greater than 0.05 (the table is not shown here because of its big size).

The factor loadings show that factors are fairly desirable with at least 3 variables per factors that are above .32. The resultant factor loadings are shown clearly in the Table 4.

Table 4 :Factor Loadings

	Component				
	1	2	3	4	5
Exerting and expecting effort	.671				
Help to succeed	.665				
Care for and monitoring progress	.629				
Showing concern	.609				
Caring	.586				
Guidance, feedback, support, help	.576				
Interest in student success	.569				
Recognizing differences	.526				
Dealing with lack of progress	.524				
Tailoring students' needs	.457				
Praise	.445				
Being responsive	.441				
Availability to answer questions	.399				
Consistent and predictable behaviours	.387				
Personal contacts		.654			
Keeping track		.639			
Non-course related, off-task chat		.637			
Social conversation		.614			
Using technologies		.583			
Personal discussions		.573			
Reporting/requesting personal information		.570			
Sharing personal information		.568			
Response in same style		.458			
Body language, gestures, voice, tempo, volume		.330			
Comfort communication			.629		
Not psychologically threatening			.614		
Empathy			.598		
Help patiently and constructively			.584		
Building trust			.496		
Sharing values, attitudes, same style and beliefs			.484		
Patience			.456		
Know student socially			.429		
Creating positive, friendly, cooperative			.398		

	Component				
	1	2	3	4	5
environment					
Thanking and apologizing			.383		
Admitting faults and mistakes				.573	
Openness				.562	
Same wavelength				.522	
Favouritism				.489	
Showing one's human side				.477	
Understand as a person				.467	
Constant and immediate feedback				.461	
Talking freely				.441	
Bonding				.438	
Self-disclosure				.418	
Listening and paying attention				.369	
Humour					.553
Being accessibility					.540
Smiling and head nodding					.524

Naming the Factors

Naming of factors is more of an 'art' as there are no rules for naming factors, except to give names that best represent the variables within the factors. There are five factors according to the EFA result namely availability and care, social engagement, ability to reduce tension, understanding and being friendly.

Component 1 (*Availability and Care*)

1. Exerting and expecting effort
2. Help to succeed
3. Care for and monitoring progress
4. Showing concern
5. Caring
6. Guidance, feedback, support, help
7. Interest in student success
8. Recognizing differences

9. Dealing with lack of progress
10. Tailoring students' needs
11. Praise
12. Being responsive
13. Availability to answer questions
14. Consistent and predictable behaviours

Component 2 (*Social engagement*)

1. Personal contacts
2. Keeping track
3. Non-course related, off-task chat
4. Social conversation
5. Using technologies
6. Personal discussions
7. Reporting/requesting personal information
8. Sharing personal information
9. Response in same style
10. Body language, gestures, voice, tempo, volume

Component 3 (*Ability to reduce tension*)

1. Comfort communication
2. Not psychologically threatening
3. Empathy
4. Help patiently and constructively
5. Building trust
6. Sharing values, attitudes, same style and beliefs
7. Patience

8. Know student socially
9. Creating positive, friendly, cooperative environment
10. Thanking and apologizing

Component 4 (*Understanding*)

1. Admitting faults and mistakes
2. Openness
3. Same wavelength
4. Favouritism
5. Showing one's human side
6. Understand as a person
7. Constant and immediate feedback
8. Talking freely
9. Bonding
10. Self-disclosure
11. Listening and paying attention

Component 5 (*Being friendly*)

1. Humour
2. Being accessibility
3. Smiling and head nodding

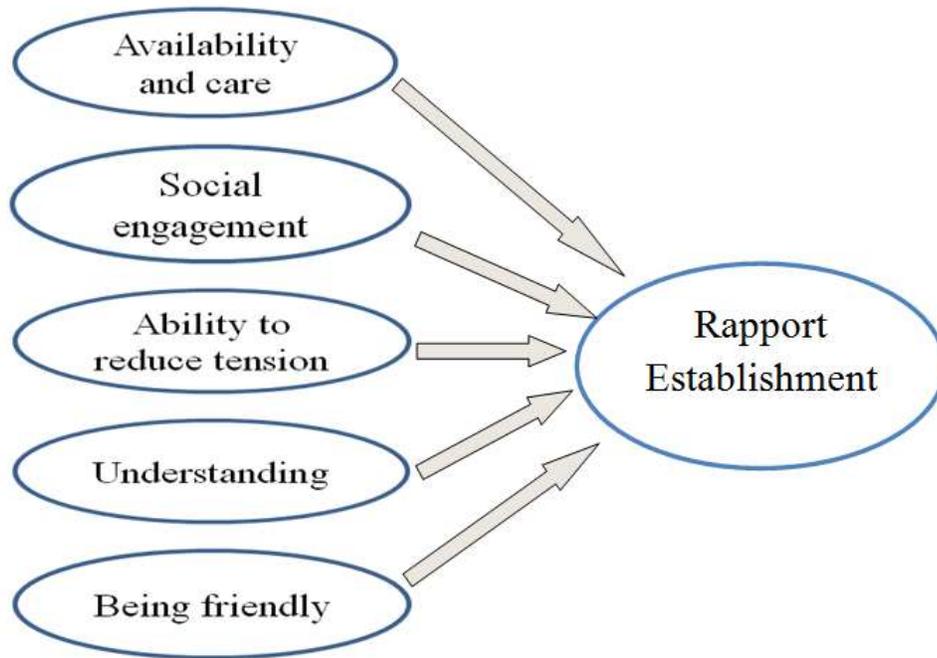


Figure 2: Factors influencing on rapport establishment

In summary, improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Conclusion

In this study it was observed that there are all together five factors that influence rapport establishment. Researchers Murdock and Miller (2003) stated that students' assessments of the quality of their relationships with their teachers are an important predictor of their commitment to schooling. These relationships exist because students internalize the values and standards of their teachers when the relationship is characterized by mutual respect and admiration (Battistich, Solomon, Watson, & Schaps, 1997; Cornell &

Wellborn, 1991). According to Deiro (1996), teachers require principles and practical skills for building close and trusting relationships.

According to Deiro (1996), a teacher-student relationship focuses on nurturing behavior and support to build close and trusting connections. In order to develop close and trusting relationships with students, teachers need to convey caring for students and openness to emotional connections. It is important for teachers to reach out and make connections with students, because this is what connects students to learning and their world (Darling-Hammond, 1998; Lieberman, 1996). Teachers need to reflect on and experiment with how to establish relationships of care and trust with their students and get to know their students better without intruding into their private lives and violating their dignity (Noddings, 1996).

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