



The Influence of Student–Teacher Rapport on Master’s Degree Classroom Dynamics

Mostafa Hamkar

Oruzgan University, Department of English, Faculty of Education, Oruzgan, AF

Received: April 05, 2025

Revised: July 05, 2025

Accepted: July 23, 2025

Published: July 31, 2025

Keywords

- Academic development
- Classroom engagement
- Master’s education
- Qualitative research
- Student–teacher rapport
- Teacher–student interaction

Abstract: This study investigates the influence of student–teacher rapport on master’s classrooms, emphasizing its role in fostering engagement, participation, and academic development. The research problem addresses the limited scholarly attention given to student–teacher rapport in postgraduate education, despite its recognized importance at other academic levels. Employing a qualitative research design, semi-structured interviews were conducted with three professors from Kabul Education University and eight master’s students from Kabul Education University and Kabul University. Thematic analysis was used to interpret participants’ experiences and perceptions of rapport. The findings suggest that strong student–teacher relationships may contribute to a more interactive and psychologically supportive learning environment, potentially enhancing students’ motivation and reducing academic stress. Furthermore, the study identifies several strategies for developing and sustaining rapport, including personalized feedback, active listening, and encouraging student participation. Although the small sample size ($N = 11$) limits the generalizability of the findings, this is consistent with phenomenological research, which emphasizes depth of understanding over breadth. Additionally, as data were collected only from face-to-face classrooms, hybrid and online interactions were not examined. Nevertheless, the results provide valuable insights into the significance of student–teacher rapport in graduate education and offer practical guidance for creating inclusive and engaging learning environments.

To Cite this Article: Hamkar, M. (2025). The Influence of Student–Teacher Rapport on Master’s Degree Classroom Dynamics. *Journal of Social Sciences & Humanities* 2(4), 170-182.

<https://doi.org/10.62810/jssh.v2i4.122>



Copyright © 2024 Author(s). This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

INTRODUCTION

The role of student-teacher rapport in educational settings has been widely acknowledged as a critical factor influencing academic performance, engagement, and overall student well-being. In higher education, particularly at the master’s level, students participate in critical discussions, research activities, and collaborative learning, making positive interactions with

✉ Corresponding author E-mail: mhamkar422@gmail.com

instructors especially important. Strong rapport not only facilitates learning but also supports students' emotional well-being and classroom engagement (Zhou, 2022).

Theoretical frameworks provide insight into the significance of student-teacher interactions. Vygotsky's (1978) sociocultural learning theory emphasizes that cognitive development occurs through social interaction, highlighting the centrality of teacher-student relationships. Similarly, Astin (1999) noted that student involvement in academic activities is strongly influenced by positive interactions with instructors, leading to higher motivation and engagement. These theories suggest that effective rapport can serve as both an academic and emotional support mechanism, particularly in advanced educational contexts.

Empirical studies have demonstrated that students who perceive instructors as approachable and empathetic are more likely to engage in discussions, seek guidance, and perform better academically (Wilson et al., 2010; Weaver & Qi, 2005). Additionally, teaching style, institutional structure, and cultural context influence the effectiveness of rapport. Educators employing participatory and student-centered approaches generally build stronger connections with students, whereas rigid, lecture-based environments may limit meaningful interaction (Estepp & Roberts, 2013). The rise of hybrid and online learning further complicates rapport-building, but instructors who incorporate interactive elements, personalized feedback, and real-time discussions can maintain student engagement effectively (Bardorfer, 2024).

Despite extensive research on student-teacher interactions at primary, secondary, and undergraduate levels, the impact of rapport in master's degree programs remains underexplored. Postgraduate learning environments demand independent thought, rigorous research, and critical analysis, making it essential to understand how rapport influences academic success, engagement, and professional development.

This study aims to investigate how student-teacher rapport affects classroom engagement, participation, and overall academic performance in master's programs. It seeks to identify strategies that educators can employ to foster effective interpersonal relationships and supportive learning environments. By focusing specifically on postgraduate students, the study addresses a critical gap in the literature, particularly in the context of hybrid and online education, which has become increasingly prevalent.

Understanding the role of rapport at the master's level is crucial for improving teaching practices and enhancing student experiences. Positive student-instructor relationships have been linked to increased motivation, reduced anxiety, and higher academic achievement (Wilson et al., 2010). By examining how rapport operates under rigorous academic conditions and across diverse learning formats, this research provides insights for educators, curriculum designers, and institutional leaders seeking to optimize teaching effectiveness and promote student well-being.

In addition, the findings will contribute to future research by establishing a foundation for exploring student-teacher relationships in varied postgraduate contexts, including

different disciplines and cultural settings. Overall, this study highlights the importance of fostering strong interpersonal dynamics in advanced education, offering practical guidance for enhancing engagement, retention, and academic success.

This study aims to:

- To investigate the influence of student–teacher rapport on the master’s degree classroom environment.
- To identify the key characteristics and indicators of student–teacher rapport in master’s degree programs.
- To examine how student–teacher rapport influences student engagement, participation, and academic performance.
- To explore strategies for building and sustaining effective student–teacher relationships in graduate-level education.

In addressing these objectives, the study seeks to understand how rapport functions in postgraduate education and its broader implications for teaching practices, higher education policies, and student well-being. The current study primarily seeks to answer the following research questions.

- What are the positive impacts of student-teacher rapport on students in master’s degree programs?
- What are the effects of lack student-teacher rapport on student engagement, participation, and academic outcomes?

Existing literature highlights the importance of student-teacher rapport in promoting classroom participation (Weaver & Qi, 2005), enhancing self-efficacy (Estepp & Roberts, 2013), and supporting student well-being (Mellgren, 2020). Despite these findings, relatively few studies have examined how rapport affects the advanced learning processes required in master’s degree programs, where students engage in critical thinking, independent research, and knowledge production. Similarly, while teacher immediacy behaviors have been linked to rapport building (Frisby & Martin, 2010), their impact on postgraduate students remains underexplored.

The concept of student-teacher rapport is grounded in sociocultural learning theory, which posits that cognitive development occurs through social interaction (Vygotsky, 1978). Supportive student-teacher relationships can therefore facilitate deeper engagement and learning. Building on this foundation, Astin’s (1999) theory of student involvement suggested that frequent and positive interactions with instructors enhance motivation and persistence. Constructivist perspectives further emphasize that active participation in collaborative learning environments fosters critical thinking and deeper understanding (Marentič Požarnik & Plut Pregelj, 2009).

More recent studies provide empirical support for these theoretical perspectives. Bardorfer (2024) defined rapport as a combination of mutual attention, positivity, and

coordination, creating a supportive learning atmosphere in which students feel acknowledged and encouraged to participate. Wilson et al. (2010) similarly found that students who perceive instructors as approachable and responsive to their questions show higher participation and better learning outcomes, such as increased engagement in class discussions and willingness to take intellectual risks. Quantitative research further substantiates these links: Bardorfer (2024) reported that rapport significantly predicts student engagement even after controlling for academic performance and teacher enthusiasm, while Estep and Roberts (2013) found that rapport explained substantial variance in students' academic expectations and values, highlighting that the quality of interpersonal interaction in classrooms has measurable effects on both motivation and achievement.

The role of teacher immediacy behaviors has also been investigated extensively. Frisby and Martin (2010) concluded that verbal and nonverbal immediacy fosters a warm and supportive classroom climate, which enhances student engagement. Hou (2024) extended this work to ICT-based learning environments, noting that digital tools facilitate knowledge dissemination but may reduce face-to-face interaction, potentially weakening emotional connections. Earlier work, such as Jaasma (1997), highlighted that students' perceptions of instructor approachability influence participation, with gender differences playing a moderating role.

Discussion-based teaching methods further strengthen rapport by promoting interactive and student-centered learning, where students are encouraged to voice opinions, ask questions, and critically engage with content. Astin (1999) emphasized that interactive classrooms increase motivation by fostering a strong sense of belonging and responsibility, while Wilson et al. (2010) confirmed that discussion-based methods improve participation and retention, particularly when instructors provide timely feedback and acknowledge students' meaningful contributions. Recent findings by Deng et al. (2024) indicated that small-group discussion settings yield significantly higher engagement compared to traditional lectures, with students demonstrating greater collaboration, idea-sharing, and problem-solving skills, further supporting the role of active pedagogical strategies in developing rapport and creating a dynamic, supportive learning environment.

Beyond academic performance, rapport contributes to psychological well-being. Mellgren (2020) found that strong rapport reduces anxiety, fosters resilience, and enhances overall academic outcomes. These findings align with Batson's (1991) theory of prosocial motivation, which emphasizes that supportive interactions and helping behaviors can foster confidence and trust among individuals. Bardorfer (2024) further reinforced that rapport creates a psychologically safe environment, reducing stress and increasing motivation among students.

Overall, the literature underscores the centrality of student-teacher rapport in fostering engagement, participation, and academic success in master's programs. Research demonstrates the evolution from foundational sociocultural and involvement theories to

contemporary discussions on immediacy, ICT-mediated interactions, and discussion-based pedagogies. Effective rapport-building strategies—such as verbal and nonverbal immediacy, interactive teaching methods, and personalized interactions—significantly enhance student motivation and create supportive learning environments.

Future research should continue exploring how rapport can be sustained in hybrid and online classrooms, ensuring that engagement and psychological safety are maintained despite the challenges of digital learning.

RESEARCH METHOD

This study employed a qualitative phenomenological design to explore the lived experiences of students and professors regarding the influence of student–teacher rapport in Master’s degree classrooms. This design is significant because phenomenology captures individuals’ perceptions and experiences in depth, providing insights into how rapport shapes engagement, participation, and learning—complex interpersonal dynamics that quantitative methods might overlook (Creswell, 2018).

Participants and Sampling

A purposive sampling strategy was used to select participants who had direct and relevant experience with student–teacher rapport in Master’s classrooms. The study included eleven participants (N = 11): three senior professors from Kabul Education University and eight Master’s students from Kabul Education University and Kabul University.

To enhance contextual understanding and transferability, participants represented diverse fields of study, including Mathematics, Pashto, TESOL (Teaching English to the speakers of other Languages), Computer Science, and Islamic Studies. The sample consisted male participants, with professors having between eight to twenty years of teaching experience and students being in their first or second year of Master’s studies.

Although the sample size was small, it was justified by the phenomenological design, which prioritizes depth of insight over breadth (Creswell & Poth, 2018). Data saturation was reached when no new themes emerged during analysis, indicating that the sample size was sufficient for qualitative inquiry.

Data Collection

Data were gathered through semi-structured interviews, which allowed for in-depth exploration of participants’ experiences while maintaining consistency across interviews (DeJonckheere & Vaughn, 2019). The interview guide included open-ended questions focusing on rapport, engagement, communication, and classroom atmosphere.

Two pilot interviews were conducted to refine question clarity and sequencing. Each interview lasted approximately twenty to thirty minutes and was conducted in a quiet, private setting to ensure participant comfort. All interviews were audio-recorded with participants’ consent and later transcribed verbatim for analysis. To ensure data security, all audio files and

transcripts were stored in password-protected and encrypted digital folders, accessible only to the researcher.

Data Analysis

The interview data were analyzed using Braun and Clarke's (2006) six-step framework for thematic analysis, which provides a systematic and transparent process for identifying patterns within qualitative data. The steps included:

- Familiarization – Repeated reading of transcripts to gain an overall understanding of the data.
- Generating Initial Codes – Systematic coding of significant features across the entire data set.
- Searching for Themes – Collating codes into potential themes that captured meaningful patterns.
- Reviewing Themes – Refining and merging themes to ensure coherence and consistency with the coded extracts.
- Defining and Naming Themes – Developing clear definitions for each theme based on their relevance to the research questions.
- Producing the Report – Selecting representative quotations and linking findings to existing literature.

This iterative and reflective process led to the emergence of five overarching themes, which are presented and discussed in the findings chapter.

Ethical Considerations

Ethical standards were rigorously maintained throughout the research process. The study received ethical approval from the Research Ethics Committee of Kabul Education University and Kabul University. Before participation, all individuals were provided with a written informed consent form outlining the study's purpose, procedures, voluntary nature, potential risks, and confidentiality measures. Participants were informed that they could withdraw at any point without any consequences. To ensure anonymity, all identifying details were removed from transcripts, and pseudonyms were used in reporting. Interview data were stored securely on encrypted and password protected devices, and all files will be permanently deleted upon completion of the study.

FINDINGS

This section presents the major themes that emerged from interviews with both students and professors concerning student–teacher rapport in Master's degree classrooms. The findings reflect participants' shared experiences and perceptions, showing how rapport shapes classroom interaction, participation, and emotional comfort. Five central themes were identified: (1) nature and characteristics of rapport, (2) rapport as a catalyst for engagement

and learning, (3) influence on peer interaction and group collaboration, (4) emotional security and reduced anxiety, and (5) practices that foster and sustain rapport.

Theme 1: Nature and Characteristics of Rapport in Master’s Classrooms

Participants consistently described rapport as a relationship grounded in mutual respect, open communication, and attentiveness. Teachers who listened actively and acknowledged students’ perspectives were perceived as creating an inclusive and supportive classroom climate.

“When the teacher listens to my ideas and respects my opinions, I feel more comfortable contributing to class discussions,”

explained Participant 3, a first-year TESOL student. Similarly, Participant 1, a professor of Education, stated,

“Valuing students’ input encourages more meaningful engagement,”

highlighting that rapport in graduate settings extends beyond friendliness and forms the foundation for constructive dialogue and collaborative knowledge-building.

Theme 2: Rapport as a Catalyst for Engagement and Learning

Both students and professors reported that positive rapport enhanced engagement and motivation. Participants observed that classes characterized by mutual understanding were more interactive and participatory.

“When I build rapport with my students, the class becomes more interactive, and students are more willing to share their thoughts and ideas,”

stated Participant 2, a senior lecturer in English Language Teaching.

“I feel more encouraged to participate when the teacher understands and values my opinions,”

added Participant 4, a Master’s student in TESOL. These accounts indicate that rapport directly contributes to deeper involvement in learning processes and promotes an environment where academic exchange is encouraged and sustained. Students’ willingness to take intellectual risks appeared strongly linked to the sense of trust built through rapport.

Theme 3: Influence on Peer Interaction and Group Collaboration

Teacher–student rapport also indirectly strengthened peer relationships. Students shared that when they felt respected and supported by their instructors, they were more confident to engage in group discussions and collaborative activities.

“When I have a good relationship with the teacher, I feel more comfortable engaging with my classmates and participating in group activities,”

said Participant 5, a student from the Computer Science department.

"I notice that students collaborate better when they trust me and feel that I respect their ideas,"

explained Participant 1, a professor of Education. This suggests that rapport extends beyond the dyadic teacher–student relationship and influences overall classroom dynamics by fostering cooperation, empathy, and mutual respect among learners.

Theme 4: Contribution to Emotional Security and Reduced Anxiety

Participants emphasized the emotional dimension of rapport, particularly its role in reducing anxiety and promoting a sense of safety in the learning environment.

"When students feel that I care about them, they are more likely to approach me with their concerns, which helps them feel more at ease in the classroom,"

shared Participant 1, a professor with over fifteen years of teaching experience. Likewise, Participant 4, a student from the Islamic Studies department, expressed,

"Approachable and empathetic teachers make me feel psychologically secure and confident to participate."

This theme highlights emotional comfort as a crucial factor in maintaining a productive and psychologically safe learning atmosphere.

Theme 5: Practices that Foster and Sustain Rapport

Participants identified several practices that helped establish and maintain rapport, including approachability, timely feedback, encouragement, and responsiveness to students' academic or personal concerns.

"Being available to students for questions or guidance is essential to building strong rapport. When I establish rapport with my students, the class becomes more interactive, and students are more willing to share their ideas."

Stated Participant 2, a TESOL professor. Similarly, Participant 6, a Pashto student, mentioned,

"Consistent encouragement from the teacher motivates me to keep improving."

These accounts show that rapport develops through intentional and consistent professional behaviors that communicate respect, care, and genuine concern for students' progress.

DISCUSSION

This study explored how student–teacher rapport shapes the learning experiences of Master's degree students. The findings demonstrate that rapport is not merely a social connection; rather, it functions as a pedagogical mechanism influencing engagement, collaboration, and emotional well-being. Participants consistently described rapport as fostering an inclusive and supportive classroom climate, encouraging active participation, critical thinking, and co-construction of knowledge with peers.

Five interconnected themes emerged from the data: the nature and characteristics of rapport, its role as a catalyst for engagement and learning, its influence on peer interaction and collaboration, its contribution to emotional security, and practices that foster and sustain rapport. These themes collectively illustrate that rapport operates as both a cognitive and relational scaffold. For instance, Participant 3, a TESOL student, explained, *“When the teacher listens to my ideas and respects my opinions, I feel more comfortable contributing to class discussions.”* Similarly, Participant 2, a professor, noted, *“When I build rapport with my students, the class becomes more interactive, and students are more willing to share their thoughts and ideas.”* These accounts indicate that teachers who demonstrate respect, active listening, and openness create environments where students feel confident to express ideas, take intellectual risks, and collaborate meaningfully with peers.

In line with Vygotsky’s (1978) sociocultural learning theory, rapport provides the social context necessary for higher-order cognitive engagement, facilitating collaborative knowledge construction. Likewise, Astin’s (1999) involvement theory, which emphasizes the link between meaningful interactions and student engagement, is supported. However, this study extends these frameworks by highlighting that at the Master’s level, engagement includes critical debate, reflection, and co-construction of knowledge, reflecting the unique cognitive and relational demands of postgraduate education.

The emotional dimension of rapport was also prominent. Participants reported that positive teacher–student relationships reduced anxiety and promoted a sense of safety, allowing full participation. For example, Participant 4, a student in Islamic Studies, shared, *“Approachable teachers make me feel secure and confident to participate in class.”* This aligns with Mellgren (2020), who emphasized that emotional support fosters resilience and motivation in high-stakes learning environments.

Intentional teaching practices were identified as critical for fostering and sustaining rapport. Approachability, timely feedback, encouragement, and responsiveness to students’ academic and personal concerns were emphasized. Participant 6, a Pashto student, noted, *“Consistent encouragement from the teacher motivates me to keep improving.”* These observations resonate with Frisby and Martin (2010), who highlighted the role of teacher immediacy behaviors in creating supportive learning climates. In this study, such behaviors facilitated both engagement and collaborative learning, showing that rapport develops through deliberate professional conduct rather than occurring passively.

While the study offers valuable insights into rapport dynamics in Master’s classrooms, it is subject to certain limitations. The small sample size (N=11) restricts generalizability, but this is acceptable within phenomenological research, where the goal is depth rather than breadth (Vasileiou et al., 2018). Additionally, data were collected only from face-to-face classrooms, leaving hybrid or online learning interactions unexplored. Future research should include diverse disciplines such as STEM and humanities, explore longitudinal effects, and investigate rapport strategies in digital or blended learning contexts.

Overall, this study demonstrates that student–teacher rapport is a fundamental component of effective Master’s level education. It enhances engagement, fosters collaboration, and contributes to students’ emotional well-being and academic confidence. These findings offer practical guidance for educators seeking to cultivate supportive, participatory learning environments and provide a foundation for further research on rapport across varied higher education contexts.

The analysis of the study’s data revealed several key aspects of student–teacher rapport in Master’s degree programs. First, mutual respect, effective communication, and emotional support emerged as central characteristics of rapport. These elements were consistently emphasized by participants and align with Wilson et al. (2010), who highlighted the importance of respectful and communicative teacher-student relationships.

Second, rapport was found to strongly influence the classroom environment. It contributed to creating a more inclusive and interactive setting, supporting the role of teacher immediacy behaviors in promoting student engagement, as noted by Frisby and Martin (2010). Positive teacher-student interactions were associated with increased willingness to share ideas, engage in discussion, and collaborate with peers.

Third, strong rapport positively affected student participation and engagement. Students with respectful and supportive relationships with their instructors were more likely to engage actively in class, a finding consistent with Estep and Roberts (2013). Additionally, rapport provided notable psychological benefits, including reduced academic stress and increased student confidence, corroborating Mellgren’s (2020) findings on the emotional value of positive teacher-student relationships.

Finally, several strategies for building and maintaining rapport were identified. Personalized feedback, active listening, and consistent encouragement were frequently mentioned by both students and teachers, reflecting Bardorfer’s (2024) recommendations for fostering strong educational relationships.

It is important to note that the study was limited to participants from education-focused universities, and future research should include students and instructors from STEM, humanities, and other disciplines to examine how rapport operates across different academic contexts. Additionally, given the growing presence of digital learning environments, further investigation is needed to understand how rapport-building can be effectively adapted and maintained in online or hybrid classrooms.

CONCLUSION

This study demonstrates that student–teacher rapport constitutes a foundational pedagogical principle in Master’s degree classrooms, rather than being a peripheral interpersonal factor. The relational dynamics identified in this study—mutual respect, effective communication, emotional support, and teacher approachability—collectively create conditions that enhance engagement, participation, collaboration, and the co-construction of knowledge. These

dynamics are critical for higher-order learning, student motivation, and emotional well-being in postgraduate education.

By focusing specifically on Master’s programs an area often overlooked in prior research—this study extends existing literature beyond undergraduate and secondary education contexts. It highlights how deliberate rapport-building shapes classroom interaction, strengthens student confidence, and supports academic resilience, reinforcing the importance of interpersonal dynamics in complex, high-stakes learning environments.

The study is limited by its small sample size and by being confined to participants from education-focused universities within Kabul, which may restrict generalizability. Additionally, only face-to-face classroom interactions were examined, leaving the functioning of rapport in hybrid and online learning environments unexplored. Future research should include diverse disciplines such as STEM and humanities, explore longitudinal effects, and investigate rapport strategies in digital or blended learning contexts.

Theoretical and practical implications are substantial. Theoretically, this study establishes rapport not as a peripheral interpersonal skill, but as a core pedagogical principle for graduate education—foundational for fostering critical thinking, knowledge co-creation, and student autonomy. Practically, postgraduate faculty development must move beyond content mastery and explicitly incorporate training in the deliberate practice of rapport-building, enabling educators to cultivate inclusive, interactive, and psychologically supportive learning environments.

The relational dynamics between students and instructors are central to the success of Master’s education. Recognizing and intentionally fostering these dynamics enhances academic outcomes, promotes deeper learning, strengthens student–teacher relationships, and supports the holistic development of graduate students, providing a forward-looking framework for effective teaching practices in advanced educational settings.

AUTHORS CONTRIBUTIONS

The author was solely responsible for the conception and design of the study, data collection, data analysis, interpretation of findings, and manuscript preparation.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to Pohand Noor Mohammad Ahmadzai for his invaluable guidance, mentorship, and support throughout this research. His contributions were truly instrumental in the successful completion of this rigorous study. I am also grateful to the English Department of the Education Faculty at Oruzgan University for providing a supportive academic environment. Finally, I sincerely thank all the participants who voluntarily took part in the interviews and shared their insights, which were essential to this research.

FUNDING INFORMATION

This research received no funding.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflict of Interest

The author declares no conflict of interest.

REFERENCES

- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518–529. Retrieved from. [Link](#)
- Bardorfer, A. (2024). Fostering students' active participation in higher education: The role of teacher–student rapport. *Athens Journal of Education*, 11(3), 227–246. <https://doi.org/10.30958/aje.11-3-4>
- Batson, C. D. (1991). *The altruism question: Toward a social-psychological answer*. Lawrence Erlbaum Associates.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Deng, Z., Du, T., Deng, K., Lin, L., Li, S., & Wang, Z. (2024). Small class discussion–based teaching: Enhancing the research ability and engineering thinking of graduate students in the field of instrumentation. *Higher Education Research*, 9(6), 176–185. <https://doi.org/10.11648/j.her.20240906.15>
- DeJonckheere, M., & Vaughn, L. M. (2019). Semi-structured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), e000057. <https://doi.org/10.1136/fmch-2018-000057>
- Estepp, C. M., & Roberts, T. G. (2013). Exploring the relationship between professor–student rapport and students' expectancy for success and values/goals in college of agriculture classrooms. *Journal of Agricultural Education*, 54(4), 180–194. <https://doi.org/10.5032/jae.2013.04180>
- Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. *The Journal of Higher Education*, 66(1), 82–96. <https://doi.org/10.2307/2943921>

- Frisby, B. N., & Martin, M. M. (2010). Instructor–student and student–student rapport in the classroom. *Communication Education*, 59(2), 146–164. <https://doi.org/10.1080/03634520903564362>
- Hou, G. (2024). Correlation among teacher ICT teaching, teacher immediacy behaviors, teacher–student rapport, and student engagement in smart classroom teaching. *Sustainability*, 16(21), Article 9592. <https://doi.org/10.3390/su16219592>
- Jaasma, M. A. (1997). Classroom communication apprehension: Does being male or female make a difference? *Communication Reports*, 10(2), 219–228. <https://doi.org/10.1080/08934219709367677>
- Marentič Požarnik, B., & Plut Pregelj, L. (2009). *Moč učnega pogovora: Poti do znanja z razumevanjem [The power of learning conversations: Paths to knowledge with understanding]*. DZS Publishing House.
- Mellgren, A. D. (2020). *How teacher–student rapport impacts student academics and achievement* [Master’s thesis, Bethel University]. [Link](#)
- Vasileiou, K., Barnett, J., & Thorpe, S. (2018). Characterising and justifying sample size sufficiency in interview-based qualitative research. *Perspectives on Medical Education*, 7(1), 91–97. <https://doi.org/10.1007/s40037-018-0424-1>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Weaver, R. R., & Qi, J. (2005). Classroom organization and participation: College students' perceptions. *The Journal of Higher Education*, 76(5), 570–601. <https://doi.org/10.1353/jhe.2005.0034>
- Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor–student rapport: Relationship to student attitudes, behavior, and achievement. *Teaching of Psychology*, 37(4), 246–251. <https://doi.org/10.1080/00986283.2010.510976>
- Zhou, Y. (2022). A theoretical review on the role of positive emotional classroom rapport in preventing EFL students’ shame: A control-value theory perspective. *Frontiers in Psychology*, 13, Article 977240. <https://doi.org/10.3389/fpsyg.2022.977240>