HOW BUILDING RAPPORT HELPS STUDENTS STUDY BETTER

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At every beginning of the school year it is inevitable that students become aloof with one another much more with the new teacher that will handle their classes. This might not be true in the case that some students are former classmates. But in a general observation, students who come at the first day of school feel nervous and anxious of who will be their teachers and how will they survive the school year.

This feeling may linger for a longer time if the teacher sets himself/herself too distant to the students. The students could also become a factor for such prolonged negative feeling if the teacher could not break the ice of unacquaintance of the class.

Does this situation affect the students’ mode of learning? In a way yes it does! If a student often feels that he/she does not belong to a certain group – for this instance pertaining to the class section where the student is enrolled, the interest of the student becomes lesser and lesser. This is due to the fact that students don’t feel happy let alone feel comfortable being inside the classroom. This feeling now influences the student to envy other groups that share mutual connection and close camaraderie and friendships. This will then result to the student become more aloof since he/she thinks she is not suited for the group and much better off with others. In the end the study habits of the student is compromised. The student may turn to absenteeism and cutting classes just to go with the group that accepts him/her. This one of the many but prevailing reasons why students don’t regularly attend classes. That is why students must satisfy their craving for the sense of belongingness not just inside the classroom but also in the school as a whole.
Since the cause and the effect of sense of belongingness and the lack of it is already made clear, what can the teacher do? The teacher must then become the agent of learning in all aspects. Even if the main purpose of the teacher is to endow knowledge and skills to the students through the teaching – learning process but this will not be effective if other aspects of the development of the learner is missing.

The teacher must be extra sensitive to the specific individual needs of the students. In this case, establishing rapport with and among students is necessary to ensure that the student is learning holistically. Boyd 2018 suggested a few strategies in establishing rapport with students.

Teachers must find time to see students on a more personal note. This need not be too long even just a few minutes standing in the corridor to greet students moving to the next room is enough. Sometimes, giving extra effort in watching their games gives a great impact to students’ behavior and sense of confidence.

Becoming an organization or club adviser is also a good way of showing interest towards students’ potentials. Pay attention to non-verbal gestures. A student once very active might suddenly become quite and uninterested. A simple tap on the shoulder or greetings like “how are you doing? Seem quite lately eh . . .” but be mindful about students privacy. If the student does not feel like talking then leave it be. Soon enough if the student gets enough courage to talk and seek advice then that’s the time for the teacher to make efforts.

Lastly, always see the goodness in all. A student will always have mischiefs one way or another but this must not result to branding. A student that made a mistake once needs guidance and understanding not humiliation and stereotyping. If the teacher is able to tap into the good side of the student then it will be easy to sustain the goodness in him/her and slowly helping the learner control the negative attitude.
In the end if the student feels he/she belongs and the teacher together with the whole class is bonded with one another then learning will become exciting, more meaningful and very much interesting.

References:

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