

THE IMPACT OF LECTURER-STUDENT RAPPORT ON STUDENT LEARNING

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Interpersonal rapport between the lecturer and the student plays a vital role in the teaching-learning process. This study investigated the effect of lecturer-student rapport on student learning. It examined how lecturer-student rapport and immediacy affect students' attitudes towards the instructor, the course, student motivation, and perceived learning. Data were collected from a convenient sample of 159 medical undergraduates. Participants completed self-report measures on lecturer-student rapport, immediacy, students' attitudes toward the instructor and the course, student motivation and their perceptions of learning. Results revealed that lecturer-student rapport significantly predicted students' attitude toward the course and the instructor, their motivation, and their perceptions of learning for the entire sample. Similarly, lecturer-student rapport significantly predicted students' attitudes toward their course and the instructor, student motivation and their perceptions of learning for groups 1 and 2. Lecturer-student rapport significantly predicted positive attitudes toward their instructor, student motivation and their perceptions of learning except students' attitudes toward the course in group 3. These results suggest that lecturer-student rapport is a significant factor in effective learning.

Keywords: lecturer-student rapport, immediacy, student motivation, student learning

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