

Investigation and Countermeasures on The Current Situation of Teacher-Student Relationship in Higher Vocational Colleges in The New Era

Guomiao Sun^{1, *}, Jose Ma Gopez¹

¹Graduate School, Angeles University Foundation, Angeles City, Philippines

*Corresponding author email: sun.guomiao@auf.edu.ph

Abstract: With the increasing demand for high-skilled talents in society, the quality of education and the teacher-student relationship in higher vocational colleges have attracted widespread attention. This study aims to explore the current status of teacher-student relationships in higher vocational colleges, analyze the main problems existing, and propose effective improvement strategies. Through questionnaire surveys and interviews conducted in multiple higher vocational colleges, this paper provides a detailed analysis of specific manifestations in aspects such as teacher-student interaction patterns, communication efficiency, emotional connections, and mutual recognition. The research findings indicate that although some colleges have made progress in technological applications and teaching method innovation, there are common problems such as the disconnect between teaching content and industry demands, insufficient support for teacher professional development, and failure to fully meet students' personalized needs. Based on these findings, this study proposes strategies including optimizing education management systems, innovating teaching methods and curriculum design, strengthening faculty development, and promoting school-enterprise cooperation, aiming to enhance education quality and student satisfaction. This research provides empirical evidence for improving teacher-student relationships in higher vocational colleges and offers guidance for the future development direction of higher vocational education.

Keywords: Higher vocational colleges; education quality; school-enterprise cooperation; teaching innovation.

1. Introduction

Higher vocational education plays an indispensable role in China's social and economic development. With the rapid growth of society's demand for high-quality technical talents, the status and functions of higher vocational colleges have become increasingly significant. These institutions have high hopes of cultivating practical and skilled talents. The quality and effect of their education are directly related to the sustained progress and prosperity of the country and society. In this context, the teacher-student relationship is the most basic and direct interpersonal relationship in the education and teaching process. Its health directly affects the quality of teaching and the overall development of students.

By in-depth analysis of the current situation and existing problems of student-student relationships, this study aims to provide scientific basis and practical solutions for building a more harmonious teacher-student relationship, creating a positive educational atmosphere. Such research can not only provide higher vocational colleges with strategies and measures to improve teacher-student relationships, but also provide theoretical support and practical guidance for the healthy development of higher vocational education in my country, thereby responding to the educational challenges and opportunities brought about by the new era.

2. Current Situation and Problem Analysis

2.1. The Current Status of Teacher-Student Relationship in Higher Vocational Colleges

In this study, an exhaustive investigation of the interaction patterns and communication efficiency between teachers and

students in higher vocational colleges was conducted to identify and analyze the strengths and problems in current practices. By distributing questionnaires and conducting semi-structured interviews in different higher vocational colleges, we collected extensive data that provided us with in-depth insights into the actual situation of teacher-student interaction and room for improvement.

Among the multiple dimensions of exploring the teacher-student relationship in higher vocational colleges, emotional connection and mutual recognition are key factors in evaluating the quality of educational experience. Through this study, we analyzed the current status of these two aspects in detail and revealed their profound impact on educational outcomes. Data collection was mainly completed through questionnaires and interviews, with the aim of gaining an in-depth understanding of the strength of emotional connections between teachers and students and the degree of mutual recognition from the perspectives of both teachers and students.

In higher vocational colleges, the influence of management system and cultural construction on the relationship between teachers and students is crucial. These factors not only shape the basic framework of the educational environment, but also directly affect the quality of teacher-student interaction and the overall educational effect of the school. Research shows that the perfection of the management system and the enthusiasm of the campus culture are key factors in promoting a good relationship between teachers and students.

2.2. Problems and their causes

Unequal distribution of educational resources is a common problem faced by higher vocational colleges. This phenomenon is reflected in different colleges and even

different majors, which seriously affects the teaching quality and students' learning experience. In the context of uneven resource distribution, some majors or courses cannot obtain sufficient teaching facilities support, such as modern laboratories, advanced technical equipment or sufficient learning materials, which directly limits the diversity of teaching methods and the depth of practical teaching. In addition, due to funding constraints, these colleges or majors may not be able to hire a sufficient number of senior teachers or industry experts, resulting in insufficient teaching staff and unable to meet students' learning needs.

The shortage of teachers is a major challenge faced by many higher vocational colleges, which directly affects the teaching quality and students' learning experience. In the current educational environment, with the increase in the number of students and the diversification of educational needs, the demand for teachers in higher vocational colleges is growing. However, the number and quality of teachers have not grown in tandem, especially in some professional and technical fields, where qualified and experienced teachers are particularly scarce. This shortage of teachers is mainly reflected in the insufficient number of teachers and the imbalance of teachers' professional ability and teaching experience.

Low student engagement is a common problem in higher vocational colleges, which not only affects students' learning outcomes, but also the implementation of teaching activities. There are many manifestations of low student engagement, including lack of active response in class, passive performance in extracurricular activities, and lack of interest in learning content. The causes of this situation are complex, involving teaching content, teaching methods, student support systems, and campus culture.

Campus culture and atmosphere play a vital role in higher vocational colleges. They not only affect students' learning experience and social interaction, but are also directly related to students' mental health and overall satisfaction. A positive, open and supportive campus culture can greatly enhance students' engagement and sense of belonging, while a negative or closed campus environment may cause students to feel alienated and stressed, thus affecting their learning motivation and achievement.

3. Countermeasures and Suggestions

3.1. Teaching Reform and Teacher Training

In terms of improving the teaching quality and teacher-student relationship in higher vocational colleges, innovating teaching methods and curriculum design is a key task. This can not only improve students' learning outcomes, but also stimulate students' enthusiasm for learning, while helping teachers interact with students more effectively during the teaching process. For higher vocational colleges, this means that they need to continuously adjust and optimize teaching content and methods according to industry development and technological progress to meet students' career development needs and adapt to the challenges of contemporary education.

In higher vocational colleges, the construction and professional development of the teaching staff are key factors in improving the teaching quality and students' learning experience. As the center of the educational process, teachers' professional ability, teaching skills and professional satisfaction directly affect students' learning outcomes and the overall quality of education. Therefore, higher vocational

colleges need to strengthen the construction of the teaching staff and support the professional development of teachers through systematic strategies and measures to meet the challenges of education and the needs of social changes.

3.2. Student Development and Support

Meeting the individual needs of students in higher vocational colleges is a key factor in improving the quality of education and student satisfaction. Every student has different learning needs, interests and career goals, so the education system needs to be flexible and adaptable to these diverse needs. This will not only help improve students' learning motivation, but also promote their all-round development.

In higher vocational education, it is crucial to support students' mental health and career planning. While pursuing academic achievement, students also face multiple challenges from academic pressure, uncertainty about future careers, and personal problems. In order to effectively support students in coping with these challenges, higher vocational colleges must take comprehensive and systematic measures to ensure that students can learn and grow in a healthy environment while preparing for their future careers.

3.3. Management and system construction

In higher vocational colleges, optimizing the education management system is the key to improving the quality and efficiency of education. An effective management system can not only provide clear guidance and support for teachers and students, but also ensure the rational allocation and use of educational resources, thereby promoting educational equity and academic achievement. To this end, higher vocational colleges need to conduct a comprehensive assessment and reform of the existing management system to ensure that it can meet the needs and challenges of modern education.

Creating a positive campus culture and environment is crucial to the long-term development of higher vocational colleges. This culture can not only enhance students' sense of belonging, improve their learning motivation and academic achievement, but also motivate teachers to engage in teaching and research, and create more educational innovations. Therefore, higher vocational colleges must take practical and effective measures to systematically build and maintain a campus environment that supports academic pursuits and personal growth.

3.4. Enhance technical and innovative capabilities

In today's education, integrating advanced technology into teaching has become an important way to improve the quality of education and students' learning experience. Vocational colleges have unique opportunities and challenges in this regard, because the application of technology can directly affect students' practical skills and future career development. By adopting advanced technologies such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI), vocational colleges can create a more interactive and immersive learning environment that can simulate complex scenarios in the real world and provide a learning experience that cannot be achieved in traditional classrooms.

Implementing innovative teaching methods in higher vocational colleges is an important measure to adapt to the needs of educational development. With the changes in the requirements for students' abilities in the field of education, the traditional teaching model can no longer fully meet the

current educational goals. Therefore, it is particularly important to introduce teaching methods such as project-based learning, collaborative learning and problem-solving learning. These methods can inspire students' active learning spirit, enhance their practical ability and innovative thinking, and provide a solid foundation for their future careers.

Strengthening research and development capabilities is a key strategy for higher vocational colleges to improve teaching quality and campus competitiveness. In today's rapidly developing technology, school research activities can not only promote the advancement of science and technology, but also provide students with opportunities for practice and innovation, greatly enhancing their ability to solve complex problems and adapt to the future workplace.

3.5. Strengthening school-enterprise cooperation and social connections

Establishing a solid school-enterprise partnership is crucial for higher vocational colleges, as this cooperation is directly related to the practicality of teaching content and students' employment prospects. Through close cooperation with enterprises, schools can ensure that course design is synchronized with industry needs, providing students with practical work experience while allowing enterprises to cultivate and discover suitable talents early.

In today's education and social environment, the expansion of social connections and resources by higher vocational colleges has become a key strategy to improve the quality of education and expand social influence. By establishing extensive social connections, schools can not only obtain additional funds and educational resources, but also enhance their status and influence in society and industry. To this end, higher vocational colleges need to take proactive strategies and establish close cooperation with government departments, industry associations, community organizations and other educational institutions.

4. Literature References

4.1. Domestic research status

In domestic academic circles, research on teacher-student relationships in higher vocational colleges has made a series of progress, especially in understanding its influencing factors and optimization strategies. Through in-depth investigation and research, many scholars have discussed the current situation of teacher-student relations, identified existing problems, and put forward corresponding countermeasures and suggestions, aiming to promote the quality improvement of higher vocational education.

In recent years, with the deepening of educational reform, the teacher-student relationship, as an important factor in the quality and effectiveness of education, has attracted more and more attention from educational researchers. For example, in his 2023 study, Jiang Hong found through a survey of several higher vocational colleges that a good teacher-student relationship can significantly improve students' academic performance and their satisfaction with school life. He emphasized that effective communication and interaction between teachers and students are key factors in promoting students' positive learning attitude. In addition, Li Xiuhua and others pointed out in a 2021 study that strengthening teachers' professional ethics education, improving teachers' professional capabilities, and improving teaching methods and methods are the keys to optimizing the relationship

between teachers and students in higher vocational colleges.

From the perspective of theoretical framework, domestic scholars usually use comprehensive analysis methods to study teacher-student relationships. Many studies focus on analyzing student relationships from the perspectives of social psychology and educational management, trying to reveal the various factors that influence this relationship. For example, teachers' teaching style, students' learning motivation, school culture and policies, etc. are all considered to be important factors affecting the teacher-student relationship. In addition, the widespread application of information technology in education is also considered to be an important aspect affecting teacher-student interaction. In her 2019 research, Meng Yajuan discussed the current situation of teacher-student relationships in higher vocational colleges in the "Internet +" era, pointing out that the intervention of technology has changed the traditional teacher-student interaction model and provided new possibilities for the optimization of teacher-student relationships.

In terms of countermeasures and suggestions, domestic research usually focuses on practical operations and policy recommendations, with the aim of solving practical problems and promoting the improvement of educational practices. For example, for teachers, research suggests improving teachers' teaching abilities and moral standards. For students, more support and attention are recommended, especially in the areas of personalized learning and mental health. At the same time, many studies have also emphasized the importance of institutional innovation, such as optimizing the educational evaluation system and management model, to promote the healthy development of teacher-student relationships.

In summary, although domestic research on teacher-student relationships in higher vocational colleges has achieved certain results, there are still some limitations, such as insufficient depth and breadth of research, and the closeness of the integration of theory and practice that needs to be improved. Therefore, future research needs to pay more attention to the deep-seated factors of the teacher-student relationship, adopt more diversified research methods, and combine it with the actual situation of higher vocational education in China to further explore and implement effective improvement strategies. This can not only provide a new theoretical perspective for the academic field, but also provide more practical suggestions for educational practice.

4.2. International Research Status

On an international scale, research on teacher-student relationships in higher vocational education also shows diversity and depth, especially in terms of understanding of educational models, cultural differences and their impact on teacher-student relationships. Explorations by global education researchers in this area have provided valuable insights and diverse perspectives for understanding and improving teacher-student relationships.

In Australia, a 2017 study by Smith et al. explored how teacher-student relationships affect the academic achievement of vocational students. They found that a teacher-student relationship based on respect and trust can significantly improve students' learning motivation and academic performance. The establishment of this relationship is particularly important for the development of students' vocational skills. This study highlights the importance of

building positive teacher-student relationships and points out that good teacher attitudes and adaptive teaching strategies play a key role in improving educational effectiveness.

In Europe, especially in the Nordic countries, the education system generally emphasizes student-centeredness and learner autonomy, which puts forward new requirements for the study of teacher-student relationships. Teachers are not only imparters of knowledge, but also guides and supporters of learning. For example, one study investigated teacher-student interactions in higher vocational education in Finland and found that teachers can effectively promote students' self-driven learning by providing personalized support and encouragement, which has a positive impact on students' career development and lifelong learning abilities.

In Asia, especially in countries with a strong Confucian cultural background such as South Korea and Japan, research on teacher-student relationships usually focuses on the authority of teachers and the respect culture of students. Kim and Lee pointed out in their 2018 study that although this traditional teacher-student relationship model plays a role in maintaining discipline and educational order, it has limitations in promoting students' creative thinking and critical analysis skills. They suggested that on the basis of respecting tradition, more open and interactive educational methods should be gradually introduced to adapt to the needs of globalization and the information age.

In African and Latin American countries, research on teacher-student relationships is often intertwined with issues of uneven distribution of educational resources and social inequality. Researchers explore how to build effective teacher-student relationships in resource-limited settings, emphasizing the importance of equity and inclusion in education. For example, a study conducted in South Africa revealed the negative impact that inadequate professional support for teachers has on teacher-student relationships and called on governments and educational institutions to take steps to improve teachers' working conditions and professional development as a way to promote healthier and more supportive teacher-student interaction.

At the same time, with the rapid development of technology, the application of digital teaching tools and platforms has also attracted widespread attention internationally. Fisher et al. pointed out in a 2020 study that in a virtual teaching environment, teacher-student interaction requires the adoption of new strategies and skills to maintain and promote effective learning relationships. They analyzed how online learning platforms can change the traditional teacher-student interaction model by providing more flexible interaction methods and personalized learning experiences, while pointing out the challenges and opportunities this transformation poses to the construction of teacher-student relationships.

These international studies demonstrate a broad and in-depth understanding of the teacher-student relationship in higher vocational colleges, examining its complexity and dynamics from multiple perspectives, including culture, technology, and educational policy. The unique educational environment and socio-cultural background of each country and region have different impacts on the formation and development of teacher-student relationships. These studies not only enrich global educational theory, but also provide important enlightenment for educational practice, especially in How to improve the quality of education and student satisfaction by improving teacher-student relationships.

These international experiences provide valuable reference for the research and practical improvement of teacher-student relationships in higher vocational education in China, and help build a more harmonious and effective educational environment.

5. Conclusion

This study deeply explores the current status of teacher-student relationships in higher vocational colleges. By analyzing the interaction patterns, communication efficiency, emotional connection and mutual recognition between teachers and students, it reveals existing problems and puts forward corresponding countermeasures and suggestions. The study found that although higher vocational colleges have made progress in some aspects, such as the application of technology and the innovation of some teaching methods, they still face challenges in the quality of teacher-student interaction, the connection between teaching content and actual needs, and the satisfaction of students' personalized needs. The existence of these problems may affect the quality of education and students' learning experience, thereby affecting students' academic performance and career development.

This study emphasizes the importance of optimizing the education management system and puts forward suggestions for improving teaching quality through innovative teaching methods and curriculum design. At the same time, the study also points out the necessity of strengthening the construction of the teaching staff, supporting students' mental health and career planning, and strengthening school-enterprise cooperation and social connections. These measures are aimed at creating an environment that is more conducive to learning and teaching, helping students better adapt to future career requirements, and providing teachers with more opportunities for career development.

Through this study, we can see that the development of higher vocational education should not only focus on the imparting of knowledge and skills, but also pay attention to the human factors in the educational process, such as the establishment and maintenance of teacher-student relationships, and how to promote the all-round development of students through educational activities. This requires the joint efforts of educational administrators, teachers and policy makers to continuously explore and implement more effective educational strategies.

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