

Paths to Build Harmonious Teacher-Student Relationships in Colleges and Universities in the Internet Era

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Abstract: Compared to the relationship between teachers and students in primary and secondary schools, the interactions between teachers and students in colleges and universities are more scattered, less frequent, and lack scientific theoretical support. Therefore, relative researches in this area has always been insufficient. This article starts from the perspective of college students and explores how to build harmonious teacher-student relationships in the context of the internet era through questionnaires and interviews. Both questionnaires and interviews demonstrate the importance of the affective dimension. In the future, teacher-student relationships in colleges and universities will no longer be limited to teaching practice but will involve more emotional communication and interaction through various online platforms.

Keywords: Teacher-student relationship, Internet era, emotions, support.

1. Introduction

In early 2020, college teachers and students who were influenced by the influence of coronavirus began the network teaching mode. According to the Ministry of Education, the national online teaching included a total of 1454 universities; more than 95 0000 teachers and 1.18 billion students attended the online courses, with the normalization of COVID-19 in December 2022, universities gradually restore offline teaching, but after nearly three years of online teaching, many teaching resources, the application of efficient apps have become the indispensable teaching means, such as Dingding, Tencent conference and MOOC platform. Such use has formed additional effective power in teaching.

In the process of continuous cross-integration of online and offline teaching methods, as a factor that cannot be ignored in teaching, the relationship between teachers and students has obviously not received its due attention. In fact, Teacher-student relationship (TSR) is a component of the category of interpersonal relationship, which can have a positive or negative psychological impact on teachers and students, thus affecting both the internal motivation and the external behavior. For example, a good teacher-student relationship helps teachers to achieve an inner sense of accomplishment [1] as well as a higher professional and personal motivation [2], and helps students' behavioral and emotional participation in learning process[3]. But as early as 2014, Hagenauer and Volet [4] pointed out that the relationship between teachers and students in kindergartens and primary and secondary schools has been widely discussed, and relevant theories and studies are rich. However, in the context of higher education, interactors are no longer adults and children or teens, but adults and adults. The teaching environment of universities is relatively scattered and less frequent, and comprehensive theories haven't been formed, so there are few studies to explore the relationship between teachers and students in universities and colleges. At present, the construction of harmonious teacher-student relationship in universities in China is mainly restricted by the following

factors: the independent thought of subject and guest, the traditional concept of teaching, the value standard of social transformation and the basis of trust between teachers and students. There are still many obstacles to building a harmonious teacher-student relationship [5].

Traditional relationship between teachers and students in colleges and universities is mainly realized through teaching, with the deepening integration of the modern information technology and course teaching, the scene of TSR experienced offline physical entity environment, completely online virtual space and then online and offline combination against the backdrop of COVID-19 normalized situation. The transformation of teaching environment completely changed the teachers' "teaching" and students' "learning" behaviors, and also their traditional relationship. Just as Huang Lihe [6] summarized, after the COVID-19, teaching activities present various mixed teaching form; teachers and students will not be limited by time, space and region. They are set in immersive situations to build new interactive relationship. The harmonious relationship between teachers and students will relieve students' tension and anxiety, which is conducive to the establishment of a comfortable learning environment, and is of great help to the classroom interaction, so as to comprehensively improve the teaching quality [7-9]. It can be seen that in such an Internet era and the background of the epidemic normalization, what characteristics of the teacher-student relationship in universities and colleges is an urgent issue to be discussed, which is helpful to find an effective path to build a harmonious teacher-student relationship.

2. Research Methods and Survey Subjects

Hagenauer and Volet [4] proposed two dimensions to explore the relationship between teachers and students in universities and colleges: affective dimension and support dimension. The former refers to the "emotional dimension", which describe the connections established between students and teachers, forming the foundation of safe and emotional positive experience relationships, such as the teacher's love

for the students. But the care of college teachers is different from other stages of learning, which has boundaries, College students already belong to adults with independent ability. They have their own private space and not so close to teachers as before. They are also responsible for any action or decision they make. Therefore, their sense of safety may not come from the teachers, The teachers also need to treat them as equal individuals, and respect and trust them more. The latter refers to the "support dimension", which describe the compulsory support that students need to make a success through the TSR. For example, teachers set clear expectations, or respond to emails in time. A balance is necessary between teachers and students, which can't be too intimate, but it must be supportive. This paper will focus on these two dimensions, based on the teacher behavior and student behavior questionnaire of the harmonious relationship between teachers and students, and the four universal dimensions of Putaru & Rusu [11] system: the knowledge of the subjects taught and the way of their activities in the classroom; the interpersonal quality of the teachers, the management ability and guidance and other personal aspects, such as enthusiasm and flexibility, to form a questionnaire to explore the relationship between teachers and students in the network era. This questionnaire includes 40 questions, 15 questions about emotional dimension, 15 questions about support dimension, and 10 questions involving the accessibility of teachers, this dimension sometimes belongs to emotional dimension, such as students think the teacher can trust, sometimes belongs to the support dimension, such as teachers will appear [4] when asking for help. This paper makes it as an independent dimension in order to make the issue less confused.

3. Investigation, Analysis and Results

The questionnaire was designed around three dimensions: accessibility, emotion and support. In this questionnaire survey, a total of 260 questionnaires were distributed, and 249 valid questionnaires were collected. The survey objects are mainly college students, from the perspective of students which teachers' behaviors influence the construction of harmonious teacher-student relationship.

At the accessible-dimensional level, it mainly focuses on the three parameters to set questions: teachers' interpersonal relationship quality, teachers' authenticity and self-disclosure, and teachers' enthusiasm. Judging from the data received from the students, Teachers' authenticity and self-disclosure are the most important, such as "be willing to share their own life stories with their students," The proportion of students who think it is very important was 88.36% (including 29.72% (slightly agree), 26.51% (agree) and 32.13% (strongly agreed)). The proportion of the students who think "letting the students feel safe" important is as high as 92.37% (including 28.11% (slightly agree), 29.32% (agree) and 34.94% (strongly agreed)). In addition, the students believe that the interpersonal relationship quality of teachers also affects the construction of a harmonious teacher-student relationship, involving the following specific behaviors: whether the teachers know the names of all the students, whether they will greet students on campus, whether inclusive languages are often used, whether the empathy ability is outstanding. But the recognition rates of the above behaviors are below 70%. It can be seen that students pay more attention to whether the teacher is true. For example, their willingness to share their stories with students makes the students feel more secure, easier to walk into the students' hearts, and more conducive to the construction of a good teacher-student relationship. In other words, the teacher's sincerity is particularly important. Again, the enthusiasm of the teacher also cannot be ignored. Some teachers' behaviors, such as actively communicating with the students after class, interacting with the students more often, being familiar with the student generation's interests. The approval rate of communicating after class arrives as high as 89.96%, even far higher than the class interaction approval rate. Another thing is that the approval rate of whether the teacher is familiar with the Internet hot words of the student generation reached 80.66% (including 42.11% (slightly agree), 19.28% (agree) and 19.28% (strongly agreed)), from which we can see that the students are looking forward to the teachers' understanding except for classroom teaching, and also hope that the teachers can feel their enthusiasm and curiosity to the world, be willing to understand their world, and then resonate with them.

Table 1. Accessible dimension

Teachers' behaviors	Students' attitudes					
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. Do not know the names of all the students.	29.32%	20.08%	19.68%	19.28%	7.63%	4.02%
2. No greeting when the teachers meet their students on campus.	24.5%	16.87%	25.3%	22.49%	4.82%	6.02%
3. Smile and communicate with the students after class; approachable.	2.41%	2.01%	5.62%	17.27%	28.51%	44.18%
4. The frequency of interaction with the students in the class is limited.	10.44%	23.69%	10.44%	32.93%	12.05%	10.44%
5. Be familiar with the Internet hot words of our student generation.	2.41%	2.01%	14.86%	42.1%	19.28%	19.28%
6. Timely feedback to students online or offline.	2.01%	0.8%	6.43%	28.51%	29.72%	32.93%
7. Not often using inclusive language.	22.09%	29.72%	18.07%	24.5%	3.21%	2.41%
8. Be willing to share their own life stories with their students.	2.41%	2.41%	6.83%	29.72%	26.51%	32.13%
9. Let the students feel safe.	1.61%	1.2%	4.82%	28.11%	29.32%	34.94%
10. Empathy is not outstanding.	18.47%	35.34%	18.88%	19.28%	5.22%	2.81%

At the emotional dimension level, 15 teacher-related behaviors were selected for investigation. Students think it is critical for teachers to care for and respect students' behaviors. For instance, the approval rate reaches 83.11% among the students who think it is very important for the teachers to regard each student as an independent individual, including (28.9% (slightly agree), 28.11% (agree) and 26.1% (strongly agreed)). The approval rate concerning the teachers' listening to the students has arrived 93.58% (27.31% (slightly agree), 27.31% (agree) and 38.96% (strongly agreed)); and the agreement rate of letting the students have a say in the class reaches 91.96%; treating every student in a positive way, not arbitrarily judging them 92.78%; be considerate and patient to the students 93.57%; teacher-student relationships like friends and parents 91.97%; paying attention to the students' emotional changes 91.96%. Next, in terms of the teacher's personality aspect, the students have a very high expectation

that the teachers are friendly and have a certain sense of humor (94.37%), and they also hope that teachers will be honest with them, and be worthy of trust (94.38%). The rest teachers' behaviors, such as worrying about whether students understand classroom instructions, caring about the students' attendance or not and timely praising or not, the students' approval rate is not as high as the previous data. It can be inferred that in the construction of the relationship between teachers and students, students care more about whether teachers treat them as an equal individual, who already have the independent personality, and do not rely on the teachers like primary and middle school students. So on the one hand, they hope that teachers can be both their supervisors and friends, love them; on the other hand, they also don't want to let teachers treat them as primary and middle school students, always pay attention to their attendance, or often ask them whether to understand the teaching content, etc.

Table 2. Emotional dimension

Teachers' behaviors	Students' attitudes					
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. There is no concern about whether the students understand the class instructions.	18.07%	19.68%	29.32%	22.09%	6.43%	4.42%
2. Treat the students as independent individuals.	3.21%	2.81%	10.84%	28.9%	28.11%	26.1%
3. If the students want to express themselves, they will listen.	1.61%	4.42%	0.4%	27.31%	27.31%	38.96%
4. Let the students have a say in the class.	1.61%	1.61%	4.82%	26.1%	29.72%	36.14%
5. Do not pay much attention to each student's attendance situation.	26.91%	21.69%	28.51%	16.87%	2.01%	4.02%
6. If the students don't agree with their ideas, they will talk to them.	4.02%	16.47%	3.21%	34.54%	21.69%	20.08%
7. The teachers have no interest in learning about the students' study and life after class.	16.06%	13.65%	30.12%	26.51%	6.83%	6.83%
8. Look at each student in a positive way, and do not judge any one student at will.	2.01%	2.01%	3.21%	24.5%	28.92%	39.36%
9. Be considerate and patient to the students.	1.61%	4.82%	0%	25.7%	30.12%	37.75%
10. Sometimes as close as friends, sometimes like parents to admonish.	2.41%	0.8%	4.82%	28.92%	25.7%	37.35%
11. When students try or do well, they will not give praise in time.	20.08%	16.06%	22.89%	18.88%	11.65%	10.44%
12. Students' requirements for the classroom will not change the original teaching strategy.	18.88%	31.33%	20.48%	18.07%	6.02%	5.22%
13. Pay attention to the students' emotional changes.	1.61%	1.61%	4.82%	33.73%	27.71%	30.52%
14. Be friendly and have a certain sense of humor.	1.61%	0.4%	3.61%	30.52%	30.92%	32.93%
15. Be honest with the students and be worthy of their trust.	1.2%	4.42%	0%	28.92%	29.32%	36.14%

At the support dimension level, similarly, 15 behaviors related to teachers were selected for research. It mainly involves teachers' professional literacy (knowledge and classroom management ability). For example, the teachers can use advanced Internet means to organize rich classroom activities, the approval rate is 91.98%; the classroom atmosphere is fair and positive, the agreement rate is 95.1%; they can help the students to solve problems (93.58%); they can provide effective help and support (94.78%). Next, in terms of value guidance, the students believe that the teachers

should help them establish noble moral values and correct values (94.37%), respect for the students (94.37%), ask students to be responsible for their own actions (87.54%), encourage them to participate in the activities (92.37%). The above teacher-related behaviors are thought as essential to effectively build a harmonious teacher-student relationship. And concerning the personality of the teachers, such as having absolute authority and leadership, not allowing the students to make jokes, the student approval rate is around 70%. It is thus clear that students believe that teachers'

professionalism and their role in value guidance are the more critical factor in the support dimension.

Table 3. Support dimension

Teachers' behaviors	Students' attitudes					
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. If the students leave messages on apps or Wechat, the teachers can not guarantee a reply.	16.87%	16.47%	27.31%	28.51%	4.82%	6.02%
2. The professional knowledge reserve is relatively old, and the online teaching resource database cannot be updated in time.	19.68%	15.26%	33.73%	20.48%	5.62%	5.22%
3. Use advanced Internet means, organize rich classroom activities.	1.61%	6.02%	0.4%	31.33%	28.92%	31.73%
4. Help students to establish noble moral values and correct values.	1.61%	0%	4.02%	23.69%	32.53%	38.15%
5. Have ability to create fair rules, and positive classroom atmosphere.	1.61%	0%	3.21%	26.51%	28.92%	39.67%
6. Respect your students and give them the freedom to make decisions.	1.61%	4.02%	0%	25.3%	30.52%	38.55%
7. Have absolute authority and leadership.	5.22%	6.02%	16.47%	30.52%	20.08%	21.69%
8. Students are not allowed to joke around.	20.08%	21.29%	29.72%	20.88%	4.02%	4.02%
9. Be strict with students and make students responsible for their own behaviors.	2.01%	7.63%	2.81%	38.55%	25.7%	23.29%
10. Be willing to help students solve problems.	2.01%	0%	4.42%	26.91%	31.73%	34.94%
11. In order to ensure the teaching progress, give the students limited opportunities to express their views.	8.43%	11.65%	23.29%	27.71%	14.06%	14.86%
12. Encourage the students to participate in the activities.	2.01%	4.82%	0.8%	29.72%	30.92%	31.73%
13. Not coach the students before the test.	23.69%	18.88%	32.13%	19.68%	2.41%	3.21%
14. Give serious answers to the questions raised by the students.	2.01%	0%	4.82%	23.29%	31.73%	38.15%
15. When the students want to do better, give them effective help and support.	2.01%	2.41%	0.8%	24.9%	28.51%	41.37%

The relationship between teachers and students in colleges and universities is mainly established in the process of interaction between teachers and students, so in order to further understand how the students of internet era view the construction of a harmonious relationship between teachers and students. 20 college students were invited to attend an interview to talk about one satisfactory interaction experience between teachers and students during the internet era and their ideal harmonious relationship between teachers and students. These 20 students volunteered to participate, and ensured that their answers in the interview express their real thoughts.

After the content analysis, the students' interviews about their own communication with the teachers mainly focus on two major aspects: emotion and teaching practice. For the emotional aspect, the words repeatedly mentioned by the students include "patience", "the teacher's affirmation and encouragement", "respect and understanding" and "care". For example, Student Luo said, "I posted inquiries in the discussion area of the online learning platform. To my great surprise, the teacher answered me very quickly, and patiently answered my question "; Joe also mentioned, " The teacher is a teacher in class, but he is our friend after class..... " etc. Similar expressions include "teachers usually laugh with everyone" "be friends," "amiable and easy of approach", "A teacher and a friend, Parents and elders ", "Listen patiently,"

"have a fine sense of humour", "Care about learning", "answer patiently", "Mutual respect and understanding," "Teachers always use kind and caring language," "Encourage us to speak actively," and so on. In terms of teaching practice, the interviewees mentioned the teachers' "innovative teaching methods", "rigorous academic attitude", "fair, objective and positive classroom atmosphere", especially the use of online platforms repeatedly mentioned. For instance, Guo believes that the use of "technical tools" by teachers in the Internet era gives the students more opportunities to express their own views; "Internet resources and tools, such as online testing and discussion forums" improve teaching efficiency and make the teachers and students closer. Student He also mentioned the new mode of rich teacher-student interactions of "social media and online platforms". In the Internet era, offline teaching has also been ridiculed by some students. For example, the teaching process has "no novel and interesting online link settings"; teachers "pay more attention to explaining the course content" and have insufficient interaction with the students, etc. It can be seen that students are very adapted to the new teacher-student interaction mode in the Internet era, and think that communication is more convenient and flexible. Introverted students also dare to express their views on the online platform, which is conducive to each student and teachers to establish a good

relationship. The teaching process under the background of the Internet era is not only a process of imparting knowledge, but also a process of making students feel the teachers' care for them silently.

In the students' interview, they point out the most important elements of the harmonious relationship between teachers and students include equality, respect, trust and effective communication. And the construction of the relationship between teachers and students cannot be built without interactions. As Zhang said, "a satisfactory interaction experience lets her realize the importance of establishing a good relationship with the teacher, which not only helps to improve their learning effect, but also let herself benefit in academic and career development."

4. Conclusion

After the analysis of the above questionnaire and interview, it can be seen from the perspective of the students that the teacher-student relationship they expect is not only the "master" of preaching and solving doubts, but also has certain requirements in the accessible and emotional dimensions. Although the teachers' teaching methods, teaching activities and classroom atmosphere in teaching practice are still an important factor in building a harmonious teacher-student relationship, from the feedback of students, they pay more attention to the emotional value provided by the teachers.

In the context of the Internet era, the students can acquire all kinds of knowledge through the Internet, and the teachers can also make teaching more attractive through rich online resources. The relationship between teachers and students is no longer a simple relationship between teaching and learning, but more a relationship of equality, respect and common growth. How to build such a teacher-student relationship? Firstly, the teachers should realize the emotional demands of the students, which have defined the focus of teacher-student relationship construction; secondly, be good at using the network platform to establish effective communication mechanism. Network age purely broke the traditional face-to-face communication between teachers and students. Emails, social media, online learning platform are good ways of communication, and such interaction will enhance the understanding and trust between teachers and students, and help each student grow. Just like a little introverted student Tang said, "The Internet can help me better express myself, especially something I am afraid of talking about face to face, and can enhance the fetters of teachers and students". Last but most important, to build a harmonious relationship between teachers and students in practice, each student has its own characteristics and advantages, the teachers should respect their personality and encourage them to play their strengths during online and offline interactions. The students should also cooperate with the teachers and make good use of high quality education resources on the network to improve teaching quality and develop the students' independent learning ability. In a word, the harmonious relationship

between teachers and students in the Internet era should be a relationship of mutual respect, equal communication and common progress. In addition to building the teaching process in the traditional sense, it is more critical to build a harmonious relationship in the potential emotional sense.

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