

The Influence of Teacher-Student Relationship on Students' Learning

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Abstract: As the importance of education is realized by more and more people, people begin to pay attention to the factors that have an important influence on students' studies. As a factor directly related to students' individual and learning outcomes, the teacher-student relationship has been noticed and studied by people. A positive teacher-student relationship can help students in their professional learning in many ways. This paper takes the teacher-student relationship as the starting point, and synthesizes the relevant literature and research on teacher-student relationship and students' learning outcomes. Research has found that a positive teacher-student relationship can regulate students' mental emotions, improve students' participation in class, cultivate students' learning ability, and promote students' academic achievement and goals. In the end, it is suggested that teachers can be considered as listeners in mental health, leaders in academic learning and supporters in creative thinking in the relationship between teachers and students, to establish and promote positive teacher-student relationships and improve students' learning outcomes.

Keywords: Teacher-student relationship, engagement, learning outcomes, learning process

1. Introduction

The importance of education has received more attention in China. With the increasing number and proportion of students in China, how to improve students' learning outcomes and help them study better has become an important social topic. Hagenauer argues that positive teacher-student relationships (TSR) are considered essential to the well-being of teachers and students as well as to high-quality teaching processes and outcomes and that establishing a positive teacher-student relationship must be considered an important educational goal [1]. In an atmosphere of positive teacher-student relationships, students develop steadily and continuously in their mental and physical abilities and health. These developments not only allow students to adapt and learn professional knowledge, but are also an indispensable part of the student's growth process. It is also mentioned in Hagenauer's research that positivity is the core foundation of the motivational learning atmosphere [1]. But how to face the impact of a positive teacher-student relationship on students, how to establish a positive teacher-student relationship with students? The study of these issues is very significant for the academic impact of teacher-student relationships on students. This paper analyzes and understands the relationship between teachers and students from the perspectives of emotional dimension, support dimension, interpersonal dimension and professional dimension [2,3]. This paper describes in detail the role of positive teacher-student relationships in mediating students' emotions,

improving classroom participation, cultivating learning abilities, and promoting academic outcomes and programs.

2. The Conceptualization of Teacher-Student Relationships

There are many theories about the definition and concept of TSR. This paper relies on the framework provided by Hagenauer and Volet to propose an emotional dimension and a supportive dimension, and in 2016, the two dimensions of "interpersonal" and "professional" are supplemented in their theories [2,3]. This framework of personification holds that teachers and students play different but closely linked roles at different levels and in different contexts. At the same time, this relationship is not eternal, but presents a dynamic, procedural and interactive nature [1]. This means that relationships may change over time through complex interactions that are positive or negative or difficult to characterize. Students will be attracted by teachers' teaching methods and other aspects, thus generating an interest in learning the subject. This preliminarily shows that a positive relationship between teachers and students has been established. However, this does not mean that the teacher-student relationship will remain the same and maintain positive effects after other interactions. However, a good teacher-student relationship is not fixed, it will be affected by many aspects such as learning results. If the teacher does not play an active role in regulating the subject, the student may lose their trust in the teacher and their interest in the subject. He may become reluctant to communicate with the teacher, which means the teacher-student relationship may have become negative. In addition, it is important to note that these influential interactions may not be directly between teachers and students, but may also come from other people such as parents and peers. by the teacher in class and actively answered the questions raised by the teacher.

Students have multiple social identities. They are not only teacher's students, but also their parents' children, peers and playmates of the class. This means that they also interact with people other than teachers in their daily lives. These interactions may also have some impact on the teacher-student relationship [4]. For example, if a student's parents show negative comments about one of his teachers, such as questioning, hating, etc., the student is likely to lose trust in the teacher and not communicate with him. In terms of getting along with classmates, the relationship between classmates on campus is not all positive spiritual companionship, but also bullying and contradictions. If the teacher does not deal with these negative things reasonably, there is a great possibility that the teacher-student relationship will become negative.

At the same time, it must be realized that TSR is multidimensional, which not only reflects interpersonal relationships, but also includes professional teaching [1]. This means that the teacher is not just an educational machine that imparts knowledge, he can have more influence on the students and play more roles in the teacher-student relationship.

3. The Influence of Teacher-Student Relationships

3.1. Intermediation in Student's Emotion

In daily life, students interact with people for various things. These interactions may have a certain mental impact on the students. For example, for children and students, anxiety is a relatively common mental disorder. It is generally defined as a negative emotional state characterized by physical symptoms of physical stress and worries about the future [5]. These anxieties may come from parental teachings and expectations in the family, or they may come from competition and comparison with peers. Studies have shown that for children. Parents' strict discipline is likely to bring negative anxiety to children [6]. These anxieties will not only become an obstacle to students' lives and growth, but also have a bad effect on their studies.

Taking the way of dealing with anxiety as an example, the teacher-student relationship can play a role in regulating and mediating factors to intervene in the treatment of these problems [5]. In Liu's investigation, the structural equation model was adopted to explore the influence of parental discipline on children's anxiety, as well as the regulating and mediating role of teacher-student relationship on children's anxiety.

The teacher-student relationship can be an independent regulator to strengthen or buffer the effect of parents' strict discipline on children's anxiety [5]. Better teacher-student relationships can sometimes counteract the effects of students' anxiety about strict parental discipline. For example, if the teacher knows that the parents put unnecessary pressure on the students to study and the task includes making the students do more homework, based on a good teacher-student relationship, the teacher can guide the students to communicate and build their confidence in the subject. This may reduce students' fear of excessive and tedious homework and their guilt about not meeting their parents' academic expectations. When students are emotionally stable, they will be more likely to get rid of anxiety. This also shows that a good teacher-student relationship provides and mediates the students' emotions.

3.2. Engagement in Classroom

Mallik's research concluded that positive teacher-student relationship perception can significantly improve college students' classroom behavioral engagement, emotional engagement and cognitive engagement [7]. The negative perception of the teacher-student relationship will hinder students' classroom engagement and academic achievement.

Student engagement in the classroom includes students' participation in learning knowledge, assignments and extracurricular activities, as well as in the learning process and academic responsibilities [7]. More specifically, when students enjoy the class and focus their emotions and energy on the class, they are more likely to focus on the learning activities in the class, including answering the teacher's questions and participating in group discussions. This means that a healthy classroom engagement is sometimes not just about academic focus, but also about emotional engagement and understanding and challenging concepts. Therefore, student participation can be composed of students' behavior, emotions and cognition, and they are interrelated. For example, when students feel that their relationship with the teacher is positive, warm, and supportive, they show up to class on time, express their opinions, enjoy learning activities in class, and participate in group discussions and after-class assignments. The students' input into the classroom is self-conscious, and there is no external force. This may be because they feel emotional value from a positive teacher-student relationship. For example, when the teacher creates a gentle relationship with the students and a harmonious and peaceful classroom environment. In this environment, students will develop a more confident mood. This means that they will consciously think about the problem and speak their opinion, maintaining a high degree of concentration and participation in the class content. On the contrary, if the teacher establishes a chaotic and disorderly teaching environment and teacher-student relationship in which only the teacher unilaterally imparts knowledge and is strict in words and deeds, then the students are likely to lose their interest in the class, and act like a machine to passively record and memorize the knowledge taught by the teacher, losing their subjective will and interest.

3.3. Cultivation of Learning Ability

In public cognition, the positive role of the teacher-student relationship is generally recognized. In China, parents perceive that a positive teacher-student relationship can improve students' learning efficiency and thus improve their academic performance. However, few people realize that the positive teacher-student relationship also plays an important role in the cultivation of students'

abilities. Examples can be found in Appiah's research, which found that student's abilities in math courses such as math perception, self-efficacy, and cooperative learning strategies play a mediating role in positive teacher-student relationships [8]. While improving these basic abilities, students' math scores have also been significantly improved. In the context of a positive teacher-student relationship, students' professional competence is enhanced by positive interactions including timely subject problem-solving and active discussion with the teacher.

And not only in the study of science knowledge such as mathematics, positive teacher-student relationship can also help students develop skills in physical fitness courses such as sports. In Jowett's article, student-teacher relationships have a strong impact on the social-emotional development and health of young children and youth, as well as on academic engagement and progress, including in math and physical education [9]. When students, under the guidance of the teacher, actively participate in the physical exercise program in the curriculum such as playing basketball, high jump and other sports. Their physical fitness may improve even more as a result. These improvements can not only maintain students' physical health and improve their overall physical fitness, but also cultivate their athletic ability and sports performance.

In conclusion, The influence of teacher-student relationship on students' learning ability can not be ignored, not only in the academic disciplines represented by mathematics, but also in the sports and manual disciplines represented by physical education.

3.4. Promotion of Academic Goals and Plan

As mentioned above, a positive teacher-student relationship can promote the development of student's abilities, including mathematics represented by professional knowledge and ability and physical education represented by physical quality. The same example can be found in Liu's study. In his thesis, he studied whether the teacher-student relationship has a protective effect on students from low social classes using questionnaires, and used multi-layer structural equation model to study the relationship between math self-efficacy and math achievement of students from low social classes. Finally, he concluded that there is an indirect relationship between positive teacher-student relationships and academic achievement [5]. This means that a positive teacher-student relationship can have a positive impact on students' academic achievement. In the positive teacher-student relationship, the teacher sometimes plays a role model in the students' psychology, and the students may have a psychological dependence on the teacher. Students may be inclined to see the teacher as a target and supporter of their subject learning and to establish their academic goals.

In Farris's article, there is a contrary example to demonstrate that the teacher-student relationship can have an impact on students' academic goals [10]. His article analyzes the impact of the pandemic, which has led to many students' teaching methods having to be conducted via remote software. This leads to turbulence in teacher-student relationships that are difficult to establish and maintain due to distance and changes in teaching methods. The research shows that the turmoil of teacher-student relationships and students' depressed experiences have caused a negative increase in the promotion of students' academic goals. This means that when the relationship between teachers and students becomes negative, the communication between teachers and students is reduced or even disappeared due to the influence of external factors. The lack of face-to-face communication in online learning mode weakens students' learning motivation and makes it difficult for them to fully control their learning process. The lack of face-to-face guidance also makes it easy to get confused and difficult to make learning plans. This sometimes has a direct impact on students' understanding and learning of professional knowledge. Students are more likely to be distracted and have negative emotions, and in a negative way.

4. Suggestion

4.1. Listener in Mental Health

According to the content mentioned above, the positive teacher-student relationship can regulate and mediate the anxiety of students, which can help students relieve the mental emotions of parents. The same example of the role of positive teacher-student relationships can be illustrated in Fang's article. In this paper, he discusses the various adverse effects of peer injury on students in grades 5-6, and studies the role of teacher-student relationship in it [11]. In his article, he concluded that the closeness or conflict between teachers and students is directly related to the harm of children's peers, and proposed that the harm of children's peers can be reduced by improving the relationship between teachers and students [11].

So making teachers listen to students' mental problems may be one way to improve positive teacher-student relationships and relieve students' psychological stress. This means that if teachers can actively listen to students' psychological and emotional confusion, and appropriately provide some spiritual support and solutions, students can reduce some of the current negative emotions and psychological pressure from peers or parents. When a student is experiencing campus bullying, being bullied by his peers and is afraid to communicate with his parents. This increased the psychological pressure on the student and made him unwilling to communicate with others and even wanted to drop out of the group. The teacher can take the initiative to communicate with the student and guide the student to talk about the bad conflicts he meets with with a gentle tone and stable emotions. The teacher can be a listener and give students a way to vent their grievances and disappointments. When students realize that the teacher is willing to listen to their experiences and work with them to come up with a solution, they are less likely to feel lonely and helpless, and more likely to be protected from the long-term negative effects of subsequent emotions.

4.2. Leader in Academic Learning

In the previous context mentioned in this paper, a positive teacher-student relationship can not only increase students' participation in the classroom but also cultivate their academic ability and set future academic goals. Farris mentions that the relationship between teachers and students has weakened due to the increase in online teaching due to the epidemic [10]. In this context, students become more prone to academic confusion and lose their academic goals. This means trying to think of the teacher as a leader when considering how the teacher's role in the teacher-student relationship is positioned in academic learning.

When a teacher becomes a leader, it first means that the teacher needs to lead students to participate in professional learning. For example, teachers have guided ways of engaging students in academic learning in the classroom, and they are involved in the knowledge being taught. They can use some of their own experiences as cases to explain or guide students to think, rather than being an individuals independent of the classroom discussion atmosphere. Second, when a teacher becomes a good leader, it means that the teacher should not only give his orders and convey his thoughts, but also communicate with the students, help them solve the confusion and explain the meaning of the work. When students find that they can also express their ideas and discuss with team members and teachers on subject knowledge, they may be more active in thinking about the meaning and embodiment of this knowledge.

4.3. Supporter of Creative Thinking

As mentioned in the preceding paragraph, positive teacher-student relationships can improve students' ability and achievement in subjects including math and physical education. A positive teacher-student

relationship can not only help students exercise their physical fitness and numeracy but also cultivate students' creative thinking abilities. In Zhang's study, he used questionnaires to survey and test creative self-efficacy, divergent thinking tests, and remote association tests on 362 elementary school students. The results show that teachers' sense of support is positively correlated with students' creative thinking, and that under a positive teacher-student relationship, students regard teachers as an effective attachment task and promote the development of their creative thinking [12].

How teachers can be the supporters of students' innovative thinking is a question that needs to be considered. First, teachers may be able to accept and listen to students' innovative thinking. For other related questions that students associate with divergent thinking in the learning process, the teacher can answer their doubts with patience and professional knowledge. When students have a deeper screening and discrimination of their ideas and thinking through the teacher's feedback, their innovative thinking may be improved to a certain extent. Second, teachers can personally participate in students' innovation. In primary schools in China, there are some courses about handicrafts. In these classes, students are asked to complete simple handmade items such as paper airplanes and paper boxes. Sometimes students may not follow the template provided by the teacher to mechanically copy, they will use their innovative thinking to make products that are different in appearance and function. If the teacher can participate in the students' unusual creative process, and help them to create. Students' innovative thinking is likely to be enhanced.

5. Conclusion

This study finds that teacher-student relationship has a significant impact on students' learning outcomes and learning processes. A positive teacher-student relationship can not only improve students' classroom participation and act as an intermediary to regulate students' emotions, but also cultivate students' learning skills and help students achieve their learning goals and achievements. In terms of suggestions, this paper puts forward that first of all, teachers can pay attention to being a listener to students' mental health. Teachers can listen to and understand students' psychological demands and relieve their psychological pressure. Secondly, in academic study, teachers can pay attention to becoming leaders of students. Teachers can provide students with a systematic and professional approach to learning, leading students to achieve their academic goals. Finally, teachers can be supporters of students' innovative thinking. Teachers can support students' innovative thinking in learning and participate in students' innovative creation appropriately. These may help teachers and students build positive teacher-student relationships.

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