

The Relationship Between Teachers' Emotion and Students' Academic Achievement

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Abstract

Primarily, it has been noted that there is a close link between emotions and achievement. Notably, joy, hope and pride tend positive correlate with the student's academic self-efficacy. Also, academic effort and overall achievement will primarily rely on the emotion of the tutors or professors. The aspect will also play a critical role in online learning. Moreover, online teaching has a high degree of freedom. Most notably, the students tend to have the ability to plan their learning process. However, the tutors should ensure that the learners remain motivated, to achieve the set goals of the learning activity. The emotions of teachers should be in such a way that they motivate the learners to remain engaged in the course work. The outcome of the learning process will be positive, when the students are positively motivated. The report will focus on the study of the relationship between the emotion of teachers and the students' academic achievement.

Keywords

China; Learning; Students; Teachers.

1. Introduction

At the beginning of 2020, affected by the new crown epidemic, due to the need of epidemic prevention and control, colleges and universities in China postponed the opening of school. Then the Ministry of Education issued a document, and issued a "suspension of school" call. According to statistics, during the new crown epidemic, all ordinary undergraduate colleges and universities in the country have implemented online teaching, 1.08 million teachers have opened 1.1 million courses, a total of 17.19 million times, and 22.59 million college students have participated in online learning, a total of 3.5 billion people (Peters et al., 2020). Students are affected by the epidemic of home isolation, which can cause various emotional problems and affect the effect of online learning. Parents may face economic crisis, which may bring anxiety and oppression to online learners. The decrease of communication between learners and teachers and students may lead to lonely and boring learning experience, which can easily lead to learners' concentration or negative learning attitude. Social public opinion on the epidemic further conveys negative emotions to online learners, resulting in new emotional burden. Therefore, the emphasis of online education is not only the change of teaching plan and teaching content, but also the emotional and psychological state of students.

Online teaching has a high degree of freedom, students can learn the time and space and form of self-arrangement. In addition, online teaching resources are also more abundant. In addition to online learning platforms such as MOOC, learning, rain classes and Tencent classes, teachers

also use software such as WeChat, Tencent meetings, QQ and so on that can carry out live courses. Primarily, this software can provide more detailed learning materials, review and review materials for students in need, and strengthen students' understanding and memory of learning difficulties.

But at the same time, due to the space and communication limitations of online learning, teachers and students in class and extracurricular communication time reduced, students with poor self-control ability cannot adapt to autonomous learning, resulting in a decline in classroom efficiency, learning results are not good (Ning & Betsy, 2020). Because of the imbalance of network resources caused by educational resources and economic ability, online education cannot be carried out normally. In addition, teachers and students are not proficient in the use of software, the mechanism of software itself is not mature, and the requirements of online courses on class environment and hardware foundation are high, which also causes some problems.

2. Status of Students' Academic Achievement in Online Teaching (Ref.)50-100 words

Relevant studies have proved that online teaching can become an effective learning tool under reasonable teaching design. Strengthening the two-way management of online learning process and learning feedback can promote students' participation in online learning. Significantly improve the learning effect of students, and can effectively cultivate the quality of independent learning students (Cathy & Farah, 2020). (An Empirical Study of College English Online Teaching Based on Data Analysis of Students Learning Using Mobile Terminals during the Epidemic) But unreasonable online teaching arrangements such as "punch-in ", advanced classes, unreasonable equipment use requirements and other behaviors increase the burden on students, resulting in students learning anxiety, and even the occurrence of attempted suicide due to equipment problems, undoubtedly has a great harm to the physical and mental health of students and families.

3. Research Method

We conducted a questionnaire survey according to the APP of Wenjuanxing. A total of 51 questionnaires were collected and 51 were valid. We conducted an investigation on online teaching during the epidemic period among junior high school students, senior high school students and college students. A total of 14 questions were set to understand the real situation from different angles and different aspects. In our opinion, there are three key factors affecting the academic achievement of online teaching, namely, the time that students can concentrate on online teaching, the attitude of teachers towards students during online teaching, and the degree of attention teachers' pay to students during online teaching.

After our analysis and discussion, why the above three aspects will affect the academic achievement of online teaching, and how to reduce the negative impact of these three aspects. First of all, the first aspect is the length of time students can concentrate on online teaching. In the questionnaire survey, 17.65% of the students chose to concentrate for 10-20 minutes, 41.18% chose to concentrate for about 30 minutes, and 41.18% chose to concentrate for more than 30 minutes. According to the survey results, more than half of the students are unable to concentrate for more than half an hour. However, according to the average class hour in China's middle schools and universities, each class hour is about 40-45 minutes long. Therefore, according to the survey, most of the students cannot concentrate for a whole class in online teaching. This explains why the effect of online teaching is not as good as that of offline teaching. The longtime of knowledge input by teachers is far beyond the acceptable range of students, but most teachers do not take this factor into consideration when preparing lessons and

designing classroom links. After all, it is an undocumented plan to carry out large-scale nationwide online courses under the epidemic situation, and teachers will not give much consideration to the different psychological and emotional changes brought to students by such different methods. In view of the impact of this aspect on the online teaching achievement, it is suggested that teachers make more reasonable arrangements, do not carry out long-term high-intensity and high-difficulty classroom teaching, and properly conduct relaxed and low-difficulty content in the middle of the class. In addition, teachers should not force students to absorb knowledge in class because of factors such as teaching pressure and teaching progress. In essence, this behavior is a manifestation of teachers' transferring their pressure and emotions to students.

The second aspect: teachers' attitude towards students in online teaching and the third aspect: teachers' attention to students in online teaching. These two aspects can be summarized as what kind of emotion teachers treat students. In the survey research, we set some questions about these two aspects. Two questions are simply set about the attitude of teachers towards students. They are: the attitude of teachers towards us in online teaching is always very gentle; Teachers get impatient when they ask questions about online teaching and I don't. According to statistics, there are more than 1/3 of the students chose the teacher's attitude is not always very gentle, is not asked questions, the teacher will be impatient yet as opined by Loeb (2020), teachers need to offer conducive environments for students to thoughtfully engage in all matters within the e-classroom setting. It can be seen from this that due to the longtime of boring online teaching, or the lack of direct face-to-face communication with students, and the decrease of communication between teachers and colleagues, emotional instability is inevitable, and bad emotions will be passed on to students. This will cause invisible psychological pressure and psychological trauma to students, thus affecting their learning achievements. It is suggested that teachers should do more outdoor activities after class to adjust their mood, relieve pressure and avoid long hours of work.

Notably, as for the third aspect, in the survey, 45% of students think that online teaching pays less attention to me than offline teaching. In offline teaching, teachers have contact with students in many aspects, such as eye contact or physical communication, which are not available in online teaching. Therefore, when teaching online, teachers can only focus on the barrage screens of a small number of students, and even if the video is opened, they cannot perfectly take care of all students at the same time. It is suggested that teachers increase the number of questions, timely pay attention to the students' learning results, and timely communicate with the students who are not keeping up with the pace.

4. Conclusion

Succinctly, it should be noted that online teaching can become an effective learning tool under reasonable teaching design. Most notably, studies have indicated that there is a close relationship between teachers' emotion and students' academic achievement. The aspect is notable in both online and the usual physical class learning. Precisely, the Strengthening the two-way management of online learning process and learning feedback can promote students' participation in online learning. The learning process tend to act in a two process. The emotions of teachers should be in such a way that they motivate the learners to remain engaged in the course work. The outcome of the learning process will be positive. Precisely, the goals set for the learning activity will be positive. However, the training activities of the teachers should focus on impart such skills. Emotional intelligence plays a critical role in ensuring that teacher exhibit positive emotions, especially when dealing with students.

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