

Research on Harmonious Teacher-Student Relationship from The Perspective of Teachers' Ethics Construction: Taking The Relationship Between Tutors and Graduate Students as The Research Object

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Abstract

The teacher-student relationship is the most basic social relationship in education and teaching activities. As a basic condition of education and an important teaching variable, it has an important impact on the smooth progress of education and teaching activities and the quality of teaching effect. In reality, the relationship between tutors and postgraduates has the problems of utilitarianism, cold desertification and contradiction. The factors leading to the alienation of teacher-student relationship are not only related to the absence of graduate education system and management, but also related to the development of social environment, the decline of traditional teacher Taoism and the influence of modern teacher-student concept. Teacher ethics construction is an important perspective to understand and construct harmonious teacher-student relationship.

Keywords

Teachers' ethics construction, Teacher-student relationship, traditional concept of teacher ethics.

1. On the Relationship between Tutors and Graduate Students in the Perspective of Harmonious Teacher-Student Relationship from the Perspective of Current Teacher Ethics Construction

1.1. Utilitarianization of teacher-student relationship

Firstly, there is a certain utilitarian phenomenon among graduate students when choosing mentors. Some graduate students mainly consider the reputation and administrative position of their mentors when choosing mentors. Some graduate students believe that choosing a supervisor with strong administrative and scientific research abilities, or a supervisor with influential administrative status, will help them avoid worrying about their work. With the increasing employment pressure, the concept of choosing a mentor with power has become an indisputable fact in the minds of graduate students. Nowadays, the teacher-student relationship between supervisors and graduate students is no longer as simple as before.[1] Compared to the past, supervisors have more power, such as the ability to directly decide whether a graduate student's thesis can be passed and whether they can successfully obtain a degree.

The prevalence of referring to mentors as "bosses" among graduate students in universities reflects the utilitarian nature of teacher-student relationships. The supervisor has undertaken a large number of projects, and graduate students are arranged by the supervisor to participate in research projects, mainly engaged in data collection, data organization, paper writing, and

even academic fraud. Most of the time and energy of graduate students are occupied by such projects, making it difficult to concentrate on research and carry out innovative research. However, such projects do not greatly help cultivate graduate students' scientific research abilities. The "employment style" teacher-student relationship has become a common phenomenon in graduate education. Compared to liberal arts students, science and engineering supervisors prefer their master's degree students to pursue doctoral studies. They believe that these students are familiar with their own projects and can continue to work on unfinished projects.[2]

1.2. Emotional indifference between teachers and students

The weakening of teacher-student emotions is currently the most prominent manifestation of worrying teacher-student relationships. The weakening of teacher-student emotions refers to the lack of emotional interaction between teachers and students, resulting in a decrease in their level of identification and a lack of emphasis on communication between them. There are two main manifestations: the first is the lack of emotional communication between teachers and students; The second manifestation is a lack of interaction time and low frequency between teachers and students.

In the early stages of graduate development in China, there was a lot of time and frequency of communication between teachers and students, and the relationship between supervisors and graduate students was harmonious. In recent years, with the large-scale expansion of graduate education in China, the imbalance in the teacher-student ratio has become increasingly prominent, which has led to a decrease in communication between teachers and students. In addition, the weakening of bad academic atmosphere and professionalism has led graduate students to doubt the knowledge and moral authority of their mentors, which has reduced their trust and identification with their mentors; At the same time, the expansion of graduate enrollment in universities comes at the cost of reducing admission scores and reducing the quality of student sources. The supervisor believes that the current foundation of graduate students is not good, and doubts their comprehensive quality and reduces their sense of identification with graduate students.

2. Analysis of the Relationship between Tutors and Graduate Students from the Perspective of Teacher Moral Construction

As a special educational and social relationship, the relationship between mentors and graduate students is the result of various factors such as the absence of academic degrees and graduate education systems and management in universities, the impact of market economy on teacher-student relationships, and the composite effect of traditional and modern educational concepts. It is a concentrated reflection of various contradictions accumulated over time within and outside the higher education system.

2.1. Lack of Degree and Graduate Education System and Management

Scientific research quality is one of the important evaluation criteria for master's students, because students are the main body of scientific research activities, and all scientific research activities must be achieved by students. With the enrollment of universities in recent years, the ultimate result is that the admission threshold for majors has to be lowered. A considerable number of graduate students lack innovative education and innovation awareness, and have a strong dependence, leading to the trend of "undergraduate" graduate education, and students' research abilities have not been improved. The postgraduate entrance examination also does not establish a review model for graduate students' scientific research abilities, and a considerable number of graduate students are very unfamiliar with the steps and methods of scientific research, which brings certain difficulties to the guidance of supervisors.

2.2. Imperfect mentor system

2.2.1. Lack of strict selection system

Most graduate degree authorization units have established a graduate supervisor selection system, but the supervisor selection system mainly assesses the academic level and performance of applicants for supervisor qualifications, mainly measured through corresponding tables and quantitative indicators. Anything that cannot be included in quantitative evaluation and assessment indicators, such as academic ethics, academic norms, and guidance for graduate students, is intentionally or unintentionally ignored. [3]

2.2.2. Lack of a comprehensive evaluation system

Once selected as mentors, university teachers often implement a lifelong mentorship system. When they become mentors, but lack an effective performance evaluation system to regulate their guidance behavior, there are no special regulations in terms of teacher ethics, guidance abilities, etc. To a large extent, teacher ethics require more self-discipline from mentors. So, there will be some mentors who oppress graduate students in scientific research and use them to commit fraud, plagiarism, bribery, fraud, and other violations of law and discipline. These negative factors may lead to the collapse of the sacred image of mentors in the minds of students.

2.2.3. Lack of a complete supervision and elimination system

Due to the lack of proper supervision and incentive mechanisms for graduate supervisors in China's graduate education system, this poses a great obstacle to ensuring and improving the quality of graduate education. Universities do not have clear regulations on the guidance responsibilities of mentors and lack transparency. The implementation of university management is not operational, and the mentor system is difficult to operate during the implementation process, making it difficult to assess and evaluate the mentor's guidance ability and level towards graduate students. This provides a certain opportunity for mentors to evade their guidance responsibilities. The imperfect elimination mechanism has led to a weakening of mentors' sense of responsibility and low guidance enthusiasm, as well as a decline in the academic spirit of some mentors. This has led to some mentors disregarding their guidance ability and energy and continuously increasing the number of students they guide.

2.3. Imperfect communication mechanism between teachers and students

Mentors and graduate students are the two most basic and active elements in the process of graduate education. The interaction between these two basic elements constitutes the basic process of graduate education. Professor Xiao Bin from the School of Government Affairs at Sun Yatsen University believes in an interview with the media that harmonious teacher-student relationships are still the mainstream in current university campuses. However, in the end, the improvement of teacher-student relationship requires interaction between both parties.

2.3.1. Imperfect system of mutual selection between teachers and students

During the semester of graduate students, the supervisor is the person who has the most contact and closest connection with them. If both teachers and students find that they cannot match and cannot change each other after initial understanding, conflicts between teachers and students cannot be avoided. At present, most universities in China implement a fixed mentor system. Once the supervisor is dissatisfied with the student or the student has complaints against the supervisor, it is difficult for both parties to have the freedom of choice and may have to wait until the student graduates.

2.3.2. Imperfect guidance methods

In recent years, with the continuous emergence of high-tech, various disciplines have been continuously integrated and differentiated. The vast majority of disciplines have broken through their original boundaries and developed in a wider range of scientific fields. This

requires the cultivation of graduate students who are not only limited to precision or specialization, but also have active academic thinking and can effectively communicate and cooperate with their respective disciplines, promoting the intersection and infiltration of their respective disciplines. But in today's era of knowledge explosion, some mentors have limited knowledge and abilities, and their education and guidance methods are outdated, making it difficult to comprehensively educate and nurture graduate students, and cannot meet the needs of high-level specialized talents in modern society for knowledge and abilities.

2.3.3. Inadequate teacher-student dialogue mode

The disharmony between supervisors and graduate students is closely related to the lack of proper communication and exchange between the two. Generally speaking, the time and frequency of communication between supervisors and graduate students are determined by the supervisors themselves, and graduate training units in universities do not directly intervene in this matter. It is precisely because of this situation that many mentors do not meet with graduate students for a long time, and communication between teachers and students is insufficient.

3. The Impact of Social Changes and Market Economy on the Relationship between Teachers and Students

Since China's reform and opening up, it has shifted from a planned economy to a market economy, from an agricultural society to an industrial society, from a closed society to an open society, and from an ethical society to a legal society. The development of science and technology, as well as the changes in economic, political, and cultural systems, have not only caused significant adjustments and restructuring of various interest relationships, but also brought about changes and conflicts in various values, especially some individualistic and self-interest values closely related to the market economy, such as "equivalent exchange" and "supremacy of interests", which inject tremendous vitality into economic development, It has also brought great impact to people's ideological concepts. As a component of the social system, higher education institutions cannot escape the influence of this concept.

3.1. The decline of university spirit

The industrialization, marketization, and administrative education management system of university education have exacerbated the decline and loss of university spirit. The industrialization and marketization of university education have led to an increasing proliferation of utilitarian thinking from top to bottom on university campuses. This utilitarian thinking is also directly reflected in the education management mechanism and reward and punishment system of universities. If educators who are involved in it do not follow various short-sighted practical rules, they are at risk of losing their jobs. In various project applications, achievement awards, and professional title evaluations, for the immediate interests of individuals and even everyone, some groups who should be the intellectual elites and social conscience in society can also resort to fraud by any means. Universities no longer have the sanctity and nobility of ivory towers. They are more like governments, with too many institutions, too many officials, too many meetings, and too many documents. Their management and operation mechanisms are completely administrative, and they are like training centers. As long as they have money, they can run any class, offer any course, follow the trend, sacrifice their resources, and their educational behavior is completely utilitarian. Universities are rapidly expanding, and society has placed too many demands on them, with academic politicization and government interference; The huge bureaucratic structure of universities, decreasing government funding, media distortion of universities, excessive pursuit of academic achievements and article quantity, corruption in academic ethics, and

endless problems in universities. The professional titles and benefits of mentors are closely linked to scientific research. The "administrative nature of universities" makes mentors lack strong voice in the process of academic governance, and can only comply with "standardized" management. This has led to some mentors either working hard under hard indicators or actively marginalizing and opening up off campus space, which has also led to a continuous decline in teacher-student relationships. [4]

3.2. The decline of teacher ethics and academic style

Social change has brought about the development of a market economy. Due to uneven economic development, coupled with imperfect competition mechanisms and distribution systems, the ideological, moral, and values of mentors have also undergone changes. Some mentors have experienced varying degrees of confusion and confusion in their moral cultivation due to a lack of correct moral standards and guidance from values. Some mentors have even experienced a decline in their moral cultivation level. Some teachers cannot bring students the spirit of pursuing science, dedicating themselves to science, being rigorous in their studies, and the methods of researching problems, as well as the excellent teaching style of putting knowledge and truth first, which cannot stimulate students' interest in learning; Some mentors no longer believe that 'teaching and educating people' is their bounden duty, and their professional ethics are gradually weakening. For example, some mentors do not care about students, ignore their learning and physical and mental development, and have indifferent emotions; Some mentors are not serious enough in their teaching work and are not rigorous in their students' scientific research; Some mentors have a serious ideology of fame and fortune, and are enthusiastic about fishing for fame, boasting and showing off, and advocating vulgarity all day long. These issues not only seriously affect the quality of graduate education, but also cause emotional dissatisfaction and psychological exclusion among students.[5]

4. The Decline of Traditional Teacher Ethics and The Influence of Modern Educational Concepts

The traditional educational philosophy holds that teachers are the leaders and organizers of teaching activities, with absolute authority and discourse power. The emergence of the concept of democratic education emphasizes the development of students' nature and potential, enabling them to achieve comprehensive development.

4.1. The traditional concept of teacher ethics has been neglected

Throughout the history of Chinese educational ideology, respecting teachers and valuing education, as well as the dignity of teachers and students, have always been the mainstream concepts of teacher-student relations. This is closely related to the core elements of traditional Chinese culture, such as the patriarchal hierarchical system and authority consciousness, and the hierarchical order ideology of "the ruler is the minister's principle, the father is the son's principle, and the husband is the wife's principle". This hierarchical concept is not only the core concept of feudal politics, but also extends to the teacher-student relationship, reflecting inequality and authoritarianism.

Obviously, under the influence of the backwardness of politics, economy, and institutional culture at that time, as well as the decadent feudal ideology, the teacher-student relationship in education inevitably presented this state. Although the traditional idea of "dignity of the teacher's path" reflects a nation's respect for knowledge since ancient times, this concept emphasizes the central position and authority of teachers. The negative impact of students growing up in this environment is also evident, and these negative effects penetrate into the communication between modern mentors and graduate students, which will inevitably become obstacles to harmonious teacher-student relationships.

One is to ignore students' skepticism and critical spirit, which is not conducive to cultivating students' individuality and creativity. The traditional teacher-student relationship unilaterally emphasizes the absolute discourse power of teachers in teaching activities, does not allow students to have any doubts about teachers and textbooks, does not allow students to express their own opinions, and seriously stifles students' individuality and creativity.

The second is to ignore the interactive activities and influence between teachers and students, which is not conducive to the common growth of teachers and students. The traditional teacher-student relationship subjectively demands absolute obedience from students to teachers, unconditional cooperation with unquestionable indoctrination teaching. On the surface, this seems to maintain the dignity of teachers, but invisibly causes a lack of communication between teachers and students, blocks contact and interaction between teachers and students, and lacks the necessary teaching and learning interaction between teachers and students, which is not conducive to the common growth of teachers and students, and affects and restricts the effectiveness of education.

4.2. The influence of Western educational concepts of equality and democracy

The term 'democracy' is a political concept that in ancient Greek meant the power of the people. The general interpretation of democracy refers to the right of the people to express their opinions, participate in national political life, and manage the country. The core of this concept lies in the special emphasis on the people's right to speak, participate, and make decisions. Democracy, as a concept in the educational process, has its central ideas in areas such as participation, equality, freedom, respect, and diversity. In terms of teacher-student relations, it refers to the right of teachers and students to jointly participate in and make collective decisions.

Today, with equality and democracy deeply ingrained in people's hearts, more and more people are aware of the issue of democracy in education. Without democracy, education cannot meet people's equality in the starting point of education, nor can it truly achieve the teaching requirements of respecting individuality and differences, emphasizing subjectivity and creativity. Therefore, educational democracy includes both equality of educational power and fairness of educational opportunities, as well as equality and friendliness of teacher-student relationships in the teaching process. The democracy of educational participation and management also includes the infiltration of democratic awareness and the cultivation of democratic abilities in educational content. The core of this ideology is to respect the uniqueness and subjectivity of students, liberate their potential abilities, tap into their creativity, and promote their comprehensive development in teaching.

The development of modern educational concepts of equality and democracy will pose challenges to traditional teacher roles and teacher-student relationships. The initiative and comprehensive qualities of mentors in cultivating graduate students have become important contents of implicit courses, directly affecting teaching efficiency and the full play of student subjectivity. Due to the active participation of students in the self-learning process and the emphasis on each student's creativity, it will be difficult to maintain a directive and arbitrary teacher-student relationship. The authority of teachers will no longer be based on the passivity and ignorance of students, but on their ability to promote their full development through the active participation of students. A creative teacher should be able to help students move forward quickly on the path of self-learning and teach them how to deal with a large amount of information. He is more of a guide and consultant than a mechanical tool for transmitting knowledge.

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