

On the effective way to form a good teacher-student relationship

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ABSTRACT: *In the process of education and teaching, the teacher-student relationship is the key factor affecting the teaching effect and students' growth. A good teacher-student relationship can create a positive learning atmosphere, stimulate students' interest in learning, and promote students' all-round development. However, there are still some problems in the current teacher-student relationship, such as poor communication and lack of understanding. Therefore, it is of great practical significance to study the effective way to form a good teacher-student relationship. From the perspectives of teachers, students, schools, society, and families, this paper deeply discusses the effective ways to form a good teacher-student relationship and build a harmonious and harmonious teacher-student relationship.*

KEY WORD: *teacher-student relationship; education and teaching; Pathways*

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I. Introduction and Literature Review

With the ongoing advancement of society, the significance of cultivating positive teacher-student relationships has garnered increasing academic attention. Recent years have witnessed a growing body of literature exploring this subject, for example [1-8]. Wanders et al in [1], the authors investigate the role of parental factors in adolescents' social participation by examining teacher-student social relationships among Dutch secondary school students. Their data reveals that students from low-income families exhibit varying levels of social participation, which correlate with differences in their parents' educational attainment and employment status. The primary conclusion drawn is that students with parents who have higher educational backgrounds derive greater benefits from positive teacher-student relationships. Additionally, the study explores the extent to which such positive relationships mitigate disparities in social participation stemming from differences in parental socioeconomic backgrounds. Mosley et al in [3], the authors explore the development of the dyadic relationship between teachers and students across five themes, discussing its implications for practice and future research. They posit that when teachers establish high-quality relationships with all students, students engage more actively in the classroom. Thornberg et al in [5], the authors employed an explanatory sequential mixed methods design, which integrated quantitative and qualitative stages. Initially, they collected and analyzed survey data through a short-term longitudinal design to examine emotional and behavioral participation. Subsequently, focus group interviews were conducted, and grounded theory methodology was applied to construct a qualitative understanding of the teacher-student relationship. The qualitative findings revealed students' perspectives on their considerations, specifically highlighting that the vertical relationship between teacher-student quality and student participation operates in a unidirectional manner.

From the mentioned above, it is easy to see that the teacher-student relationship has become an important topic today. A case from many years ago in China shows that teachers may appropriately implement disciplinary measures during primary school; whereas in college, even mild criticism from educators could potentially jeopardize their employment. Consequently, the quality of teacher-student relationships directly impacts students' academic development and personal growth. Nurturing a positive teacher-student dynamic typically requires collaborative efforts from students, parents, and educators. A high-quality relationship of this kind can provide emotional support to students, ignite their curiosity, and enhance their enthusiasm for learning, thereby fostering greater engagement in academic pursuits. Conversely, strained teacher-student interactions may lead to students developing an aversion to learning, which could have broader societal repercussions if left unaddressed.

However, in today's complex and dynamic educational landscape, the cultivation of teacher-student relationships confronts multifaceted challenges. On one hand, the rapid advancement of information technology has proliferated knowledge acquisition channels for students, thereby eroding the traditional authority of educators and diminishing the historical knowledge gap between teachers and learners. This paradigm shift necessitates

redefining the pedagogical roles within contemporary educational frameworks. On the other hand, heightened societal competition and escalating academic pressures have led some educators to overemphasize measurable teaching outcomes while neglecting students' emotional well-being and individualized developmental needs. Concurrently, excessive academic demands often trigger anxiety and resistance among students, exacerbating communication barriers and fostering an emotional disconnect between teachers and learners.

In this paper, it is particularly urgent and important to explore an effective way to form a good teacher-student relationship. This not only helps to improve the quality of education and achieve educational goals, but also lays a solid foundation for students to thrive in an atmosphere of love and respect. In order to establish friendship between teachers and students, teachers must have rich spiritual wealth, and for this reason, Li Wei pointed out that to establish a good teacher-student relationship, teachers should use strength, thinking, wisdom, belief and sentiment to inspire students' thoughts and emotions, in a Chinese journal *New Campus* (ISSN: 1672-7711). Pu Qiong believes that a good teacher-student relationship is not only a necessary means for teachers to successfully complete their teaching tasks, but also a concrete embodiment of the educational value of teacher-student relationship in education and teaching activities, in a Chinese journal *Reading and Writing* (ISSN: 1672-1578). Dong Sanfeng and Yin Ruodan believe that a good teacher-student relationship can enhance students' creativity and group cohesion, thereby improving the quality of teaching and educating people, in a Chinese journal *Modern Economic Information* (ISSN: 1001-828X).

To provide useful references for educational practice, I will analyze the specific strategies for forming a good teacher-student relationship from the five dimensions of teachers, students, schools, society and families, based on the actual situation in a certain place in Guizhou Province, China.

II. Teacher's perspective

A teacher's mastery of disciplinary expertise and pedagogical acumen constitutes the cornerstone for earning students' respect and trust. To maintain this professional credibility, educators must engage in continuous learning, revisiting and updating their pedagogical philosophies while refining instructional strategies. While traditional educational practices have relied predominantly on textbooks and blackboards as primary teaching tools, the digital age necessitates the integration of multimodal pedagogies. By incorporating multimedia resources such as dynamic PowerPoint presentations, interactive digital whiteboards, and instructional videos, educators can effectively enhance cognitive engagement. These technological advancements not only concentrate students' attentional resources but also facilitate deeper conceptual understanding through multimodal representation of curricular content.

Caring serves as the cornerstone of fostering strong teacher-student relationships. To cultivate such connections, educators must attentively engage with students' academic progress, daily lives, and emotional well-being, proactively identifying challenges and offering timely support. When students face difficulties, teachers should adopt an empathetic stance: listening patiently to their concerns, validating their feelings, and providing encouragement to help them regain confidence. For instance, students struggling academically may benefit from personalized attention. Teachers can privately discuss their specific challenges, dedicate extra time to clarify concepts or assist with assignments, and affirm their efforts—actions that convey genuine care and reinforce their sense of worth. Conversely, high-achieving students require balanced guidance: while acknowledging their accomplishments, teachers should gently remind them to remain humble, encouraging collaboration with peers and openness to feedback to sustain growth. Differentiated care is equally vital for students with diverse personalities. Introverted learners often thrive with consistent encouragement; even simple gestures, such as praising their participation in class discussions regardless of answer accuracy, can boost their self-assurance and willingness to engage. For extroverted students, a blend of warmth and structure works best: recognizing their enthusiasm while setting clear expectations to channel their energy constructively, ensuring guidance remains both supportive and purposeful. In essence, intentional care transforms classrooms into safe, inclusive spaces where students feel seen, valued, and motivated to learn—ultimately strengthening the teacher-student bond and laying the groundwork for holistic development. Respect for student individuality: Each student is a unique individual with different personalities, interests, and learning abilities. Teachers should respect students' individual differences and pay attention to teaching students according to their aptitude. In the classroom, students are encouraged to express different opinions and develop innovative thinking and critical thinking. Teachers should affirm and guide students' unique ideas and practices, rather than blindly criticizing and denying them.

Effective communication serves as a vital bridge for teachers and students to deepen mutual understanding and foster stronger connections. To achieve this, educators should proactively engage with students to gain insights into their needs, perspectives, and challenges. Opportunities for interaction can be expanded through in-class questioning to encourage participation, post-class conversations to address individual concerns, and the organization of collaborative class activities that promote peer and teacher-student bonding. Equally important, teachers must cultivate active listening skills, valuing students' opinions and suggestions as valuable feedback. This input should then inform timely adjustments to teaching strategies, classroom management

approaches, and overall educational practices, ensuring that the learning environment remains responsive, inclusive, and supportive of student growth.

III. Students' perspective

Students should acknowledge that teachers serve as both disseminators of knowledge and guides in personal growth. Beyond imparting academic expertise, teachers invest time, energy, and care in nurturing students' intellectual and emotional development. Respecting teachers thus entails valuing not only the fruits of their labor—such as lesson preparations, feedback, and mentorship—but also their inherent personal dignity. This means rejecting baseless prejudices or misconceptions (e.g., viewing teachers merely as "taskmasters" or underestimating their professional dedication) and instead approaching interactions with sincerity and openness. Constructive teacher-student relationships thrive on active, respectful engagement. Students can demonstrate this through tangible actions: listening attentively in class, participating thoughtfully in discussions, completing assignments diligently and on time, and seeking guidance when needed. These behaviors not only enhance learning outcomes but also convey appreciation for teachers' efforts, laying the foundation for trust and mutual respect. Incidents like the recent case of a student using a toy gun to spray water on a teacher's face highlight the need for critical self-reflection. While such actions may be dismissed as "harmless pranks," they can deeply undermine a teacher's dignity, constituting a form of personal insult. It can cause profound emotional harm, eroding the trust and authority necessary for effective teaching.

Historically, educational traditions (e.g., the Confucian ideal of "teachers sitting while students kneel to learn") emphasized reverence for educators as a cornerstone of learning. While modern education has evolved toward more egalitarian dynamics—teachers standing to teach, students sitting to learn—the core principle remains: respect for teachers is not about rigid hierarchy but about recognizing their role as mentors worthy of deference. As the adage goes, "A kneeling teacher cannot educate a standing student"; true learning flourishes when students approach their teachers with a sense of awe—not blind obedience, but a genuine appreciation for their wisdom, experience, and commitment to their growth. In summary, cultivating a correct teacher-student view requires students to honor teachers' roles, engage respectfully, reflect on the consequences of their actions, and uphold the dignity of this vital relationship. By doing so, students not only enrich their own educational journey but also contribute to a culture of mutual respect that benefits the entire learning community. This expression emphasizes clarity, logical flow, and nuanced reasoning, while preserving the original intent of advocating for respect and mindfulness in teacher-student interactions.

Students should strive to overcome psychological barriers like shyness and timidity by proactively engaging with teachers regarding their academic progress, daily life, and inner thoughts. When facing challenges or uncertainties, they should seek timely guidance from teachers instead of hesitating. During these interactions, honesty and transparency are key—students ought to express their genuine perspectives and emotions openly. For introverted students, this process may initially feel daunting, as breaking out of their comfort zone requires courage. However, by mustering the confidence to speak up and embracing the possibility of imperfection, they can gradually dismantle the psychological barriers of shyness and timidity, fostering more meaningful and constructive relationships with educators.

Actively participate in classroom activities: The classroom is the main place for teacher-student interaction, and students should actively participate in class discussions, group cooperation and other activities to demonstrate their learning achievements and abilities. By actively participating in classroom activities, you can not only improve your own learning results, but also enhance the emotional communication with teachers and classmates. We believe that education in the new era requires teachers to change their concepts and roles. A key prerequisite for being a participant, facilitator and collaborator in student learning activities is to create a good and harmonious teacher-student relationship. The harmonious teacher-student relationship is not only the driving force for students' learning, but also the support point for students' spiritual world. When the relationship between teachers and students is harmonious, students will be happy and relaxed, their memory will be enhanced, and they will have richer associative skills. To establish and develop a good teacher-student relationship, teachers need to establish a correct view of students, understand, respect and love students; Be good at controlling your emotions, insist on patient education, and correctly handle the relationship between teachers and students. For example, every semester, we have a PowerPoint presentation, which requires us to work in small groups, which not only improves our mastery of knowledge, but also enhances the ability to cooperate among students.

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Students should learn to view situations from their teachers' perspectives, appreciating the latter's hard work and dedication. When disagreements or conflicts arise with teachers, it is essential to stay calm, practice empathy, and recognize the goodwill behind their actions. By fostering empathy, misunderstandings and conflicts can be mitigated, thereby promoting the harmonious development of teacher-student relationships.

IV. The school perspective

Create a good campus culture atmosphere: Campus culture is the soul of the school and has a subtle impact on the formation of teacher-student relationship. Schools should create a positive, united, fraternal, and respectful campus cultural atmosphere. Through activities such as themed class meetings, campus cultural festivals, and teacher ethics speech contests, we can carry forward the fine tradition of respecting teachers and valuing education, and enhance the sense of belonging and identity of teachers and students.

Strengthen teacher training and management: Schools should regularly organize teachers to participate in professional training and teacher ethics training, and improve teachers' education and teaching level and professional ethics. Establish and improve teacher evaluation mechanisms, include teacher-student relationships in teacher evaluation and evaluation systems, and encourage teachers to actively build good teacher-student relationships.

V. The social perspective

Carry forward the social trend of respecting teachers and valuing education: The society should vigorously carry forward the fine tradition of respecting teachers and valuing education, publicize the advanced deeds and dedication of teachers through various media, and improve the social status and reputation of teachers. The government should increase investment in education, improve the working and living conditions of teachers, and let teachers feel respected and cared for by society.

Create a healthy environment for public opinion on education: Public opinion has an important impact on education. The media should report on educational incidents objectively and fairly, and avoid excessive hype and one-sided reporting. It is necessary to guide society to establish a correct outlook on education and talent, reduce the study pressure of students and the professional pressure of teachers, and create a good public opinion environment for the formation of a good teacher-student relationship.

Provide abundant educational resources: All sectors of society should actively participate in education and provide rich educational resources for schools and students. For example, enterprises can cooperate with schools to carry out internship and training activities to provide students with practical opportunities; Cultural institutions can hold a variety of cultural activities to enrich students' extracurricular life. By providing abundant educational resources, it can promote the all-round development of students and also contribute to the harmonious development of teacher-student relationship.

VI. Family perspective

Establish a correct concept of education: Parents should establish a correct concept of education, realize the importance of family education, and form a synergy with school education. It is necessary to respect teachers' educational methods and suggestions, and actively cooperate with the school's education and teaching work. At the same time, parents should pay attention to cultivating children's moral character and behavioral habits, so that children can learn to respect and care for others.

Strengthen communication and cooperation with teachers: Parents should take the initiative to maintain close contact with teachers to understand their children's learning, life and thinking in school. Attend regular parent-teacher meetings and meet with teachers face-to-face to discuss children's education issues. When a child has a problem, parents and teachers should work together to analyze the cause and formulate a solution to form a joint force of home and school education.

Create a good family atmosphere: Family is the first classroom for children's growth, and a good family atmosphere has an important impact on children's physical and mental health and the development of teacher-student relationship. Parents should create a warm, harmonious and democratic family atmosphere, so that children can feel the warmth and support of the family. In the family, parents should communicate with their children on an equal footing, respect their children's opinions and ideas, and cultivate their children's sense of independence and responsibility.

VII. Conclusions

The formation of a good teacher-student relationship is a systematic project, which requires the joint efforts of teachers, students, schools, society and families. Teachers should continuously improve their own quality, care for students, respect students' individuality, and strengthen communication and exchanges; Students

should establish a correct view of teachers and students, take the initiative to communicate with teachers, actively participate in classroom activities, and learn to empathize; Schools should create a good campus cultural atmosphere, strengthen teacher training and management, and build a platform for teachers and students to communicate; The society should carry forward the social trend of respecting teachers and valuing education, create a healthy environment for educational public opinion, and provide rich educational resources; Families should establish a correct concept of education, strengthen communication and cooperation with teachers, and create a good family atmosphere. Only by working together can we form a good teacher-student relationship and promote the all-round development of students and the sustainable development of education.

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