International Journal of Biology and Life Sciences
ISSN: 2957-9511 | Vol. 16, No. 3, 2026

From Emotional Resonance to Value Consensus: The Formation Mechanism and Optimization Strategies of Emotional Connection in the Supervisor-Graduate Student Community

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Abstract: The supervisor-graduate student community serves as the core carrier for achieving mutual advancement of teaching and learning in postgraduate education, and the quality of its emotional connection directly bears on postgraduates' academic growth and mental health. Addressing deep-seated dilemmas prevalent in current supervisor-graduate relationships, including power structure imbalance, lack of interaction rituals and the breakdown of psychological contracts, this study draws on multidimensional perspectives of positive psychology, social exchange theory, interaction ritual chain theory and community theory. It systematically interprets the three-dimensional operational logic and internal mechanisms of emotional connection within the supervisor-graduate student community, namely the "micro-level foundation-building, meso-level bridge-building, macro-level soul-forging" framework, and puts forward optimization strategies: At the micro-level, the center of attention is adaptation of psychological needs and building up emotional capital. By strengthening empathic reactions and increasing the level of intrinsic motivation, the relation of the two subjects in supervision and learning processes is reconstructed; At the meso-level, the center of attention is the process of exchange and ritual energy transformation. By restructuring interaction rituals and supervisory power, an environment for symbiotic connections is created; At the macro-level, based on the unity of community identity and systemic resilience, a resilient ecosystem for development of the community is built up through shared vision.

Keywords: Supervisor-graduate Student Community; Emotional Connection; Positive Psychology; Interaction Ritual Chain; Resilience Governance.

1. Introduction

In graduate education, the supervisor-graduate student relationship—as the most fundamental and central social relationship—not only shapes the academic growth and mental health of high-level innovative talents but also influences their future career development potential. Against the backdrop of the ongoing "Double First-Class" initiative, intensifying competition in scientific research, and growing emphasis on performance metrics, traditional supervisor-graduate student relationships face substantial risks of alienation. Lately, more accounts have surfaced about graduate students struggling with mental health. There have also been serious cases tied to clashes between supervisors and students. These stories show that the usual rules for governing research groups do not work well. They also suggest that universities should move beyond old models. The field needs to re-examine how supervisors and postgraduate students interact and identify ways to support healthier ties. Many people in academia now say the relationship should shift toward a shared community between supervisors and graduate students. Even so, studies on this idea still fall short. One issue is that many papers focus on instrumental thinking. They frame the topic in terms of how knowledge is produced. They talk about an academic community and emphasize outside systems, metrics, and reviews [1]. These works may describe what the ideal setup looks like, but they often do not dig into emotional connections [2].Another problem is that emotion has not been handled in a solid way. Emotional connection is often treated like one separate factor. Researchers do not seem to use a clear set of steps for analyzing it. On top of that, many studies look at only one side. They focus on training and on what students need for their growth. They do not pay enough attention to what supervisors face in their work, including their own stress. Because of this, the sense of distance in supervisor-student ties is not fully addressed.

To return to the root of educating people, the focus is to rebuild the emotional connection between tutors and students. A good learning community can not bind everyone together only by imparting knowledge. It is more should be a common growth of the collective, can achieve moral guidance, emotional communication, and consistent pursuit of value. Teachers and students cooperate with each other to establish an equal and interactive relationship and realize the unity of the three communities of academic, value and education. Emotional connection is slowly established in the process of daily getting along and doing academic work together. It is also the foundation and core of the healthy operation of the learning community. In the past, many studies have looked at the relationship between guidance and learning from a fixed perspective. This study jumps out of this idea and adopts a multi-level theoretical perspective to analyze how the emotional connection between the guidance and learning is formed and how to optimize it. It is hoped that it can alleviate various problems in the relationship between guidance and learning, provide theoretical and practical reference for building a high-quality guidance community, and promote the development of high-quality connotation of postgraduate education.

2. The Alienated Manifestations and Root Causes of Emotional Connection

On the one hand, on the basis of the steady development of graduate studies and performance assessment system, the supervisor-graduate student connection has been, on the contrary, experiencing a trend of degeneration from an emotional community to an interest community, even further to a pressure-oriented community. On the other hand, some excellent examples like “Five-Star Supervisor-Graduate Student Team” of Zhejiang University have proved that academic cooperation and non-academic relationships can help to build a strong and lasting emotional tie [2]. However, the vulnerability and estrangement of emotional relationship in the supervisor-graduate student community have become a common phenomenon in a high pressure research environment. The reasons for this problem urgently need to be studied.

2.1. Imbalance in Power Structure

As soon as the traditional Chinese educational system which honors teachers and values education is deprived of the intrinsic appeal of morality and is absorbed into the modern bureaucratic system of academia, it is highly likely that it would be corrupted to become an irrational form of power which is institutionally based on the uneven distribution of power. The consequences of such an approach are not only negative from the perspective of the logic of knowledge creation, but also create obstacles that prevent emotional exchange between supervisors and graduate students.

First, disciplinary power dominated by instrumental rationality directly triggers a fundamental rupture in the supervisor-graduate student relationship. Due to the pressure exerted by performance evaluations, the nature of academic research has increasingly become an ' academic production line ': supervisor is seen as a manager who distributes resources and exercises dominant power in academic evaluation, while postgraduates have become ' academic workers ' whose survival depends on research output. In addition, some supervisors use their administrative power to treat graduate students only as a tool for producing scientific research results, which leads to the phenomenon of " assigning tasks first and providing guidance later. " [5]. They manage graduate students in four dimensions : space, body, time and identity through disciplinary mechanisms such as resource allocation and activity control. [6]. As a result, the supervisor–postgraduate student relationship is fundamentally reduced to a one-sided dynamic of “control and obedience.”

Second, strategic compliance from the perspective of survival rationality will lead to another illusion of supervisor-graduate student engagement. In situations where supervisors possess power at its core, graduate students will maintain supervisors' power through the illusion of impression management but internally resist. The mental and physical disunity leads to cognitive dissonance. Stimulated by such a defense mechanism, graduate students will employ an “assent without argument” strategy in their academic dialogue to prevent conflicts, leading to institutional silence [7] in the academic realm. This pretense and silence will constantly create interactions that are only for show. A thick layer of psychological cover makes genuine emotional and spiritual connection impossible.

2.2. Lack of Interaction Rituals

This problem originates from the lack of communication between supervisors and graduate students [8]. In this case, communication turns into a false form of interaction. An effective interaction ritual should include four elements: physical presence, boundaries of outsiders, attention and emotions which are shared among participants [9]. In this situation, all these four essential components have been damaged at the same time, thus impeding the transmission of emotional energy and the establishment of the emotional connection that could facilitate the healthy development of the supervisor-graduate student community.

First of all, physical co-presence contributes to the creation of the feeling of presence during emotional transmission. Under the influence of digitalization and increase of graduate enrollment numbers, traditional face-to-face supervision has been replaced with fragmented online interaction via such platforms as WeChat. In this way, online interaction hides the real social context of the interaction between a supervisor and graduate student [10]. Additionally, nonverbal elements of communication such as body language have not been taken into account as well as emotional resonance based on the mirror neuron system. As a result, the deep emotional contagion between supervisors and graduate students cannot be developed; interactions are limited to the mere information exchange, and deep emotional connection does not happen.

Second, the lack of a clear shared focus has caused supervisory interactions to devolve into mere formalities. Under a one-to-many supervision model, a supervisor’s energy is distributed across multiple students, and core interactive formats such as group meetings have gradually evolved into one-way progress updates and the assignment of research tasks, lacking in-depth exploration of academic issues and collective intellectual exchange. When group meeting content is disconnected from a graduate student’s individual research field, supervisors and graduate students cannot form a substantive intellectual focus [11]. Graduate students’ participation is thereby reduced to formal compliance in response to pressure from supervisors, turning academic interaction into a compulsory ritual devoid of intrinsic motivation. Such interactions, lacking both academic resonance and emotional investment, fail to stimulate positive emotional energy on either side and tend to induce boredom and alienation among graduate students, stripping the supervisor-graduate student relationship of the practical foundation required to build emotional connection.

Lastly, the lack of shared experiences in emotions serves to reinforce the loss of emotional energy and alienation in the supervisor-graduate student dyad. Within the context of supervisory encounters, where the power dynamics are quite rigid and there is a lack of shared focus, it becomes increasingly difficult for the supervisors and the graduate students to develop an emotional connection; the process of creation of emotional energy is seriously hindered, and the energy continues to dissipate. Emotional energy is an affective state that persists over time and can be described along a continuum, from apathy to active participation. The level of emotional energy influences the nature and enthusiasm of the interaction of supervisors and graduate students. If the discrepancy of emotional energy between the supervisors and graduate students is significant, the interaction tends to degenerate into the one-sided dominant interaction pattern characterized by intense attention, but without emotional connections. The absence of emotional

responsiveness will almost certainly lead graduate students to engage in avoidant or confronting behavior, thus locking supervisory interactions in a vicious cycle of alienated relationship [12].

2.3. Psychological Contract Breach

As academic capitalism and the logic of performance become deeply embedded within graduate education, instrumental rationality has gradually supplanted value rationality and communicative rationality, and come to shape interactions between supervisors and graduate students. Its continuous expansion renders the supervisor-graduate student relationship more utilitarian and procedural. Meanwhile, the lifeworld upon which communicative rationality rests undergoes systemic colonization [13]. Under the combined pressures of performance evaluation and administrative governance, discursive ethics become distorted, which triggers a breach of the psychological contract underpinning the supervisor-graduate student relationship. What was once a bond rooted in shared academic aspirations and moral consensus eventually degenerates into an efficiency-focused, instrumental relationship.

The psychological contract refers to the implicit, unwritten expectations formed between supervisors and graduate students through long-term social interactions; it covers mutual behavioral, value-based and relational expectations built upon trust [14]. The stability of such a contract directly shapes the quality of the supervisor-graduate student relationship. Within an ideal supervisor-graduate student community, the psychological contract centers on shared responsibility for mutual growth through teaching and learning. Nevertheless, squeezed by dual pressures: performance assessments facing supervisors and graduate students' employment anxiety, its core connotation has been deeply eroded by utilitarian calculations. Implicit emotional expectations thereby turn into explicit negotiations guided by self-interest.

Breaches of the psychological contract manifest as substantial expectation mismatches: supervisors expect graduate students to demonstrate robust research capabilities to push projects forward and generate outputs, whereas graduate students expect supervisors to offer sufficient academic guidance, fair resource allocation, and multifaceted support for career development [5]. In a positive interactive context, such expectation gaps can usually be narrowed through effective communication and mutual adaptation. Yet under "up-or-out" evaluation systems and a tough graduate job market, this supply-demand imbalance grows increasingly hard to reconcile, which eventually leads to ruptures in the supervisor-graduate student relationship.

While some supervisors view graduate students as a means to an end who are cheap sources of research help, graduate students, burdened with job worries, perceive supervisors just as middlemen who give access to certain resources. The moment transactionalism takes hold of their dealings, structural problems are perceived as breaches of the psychological contract that are subjectively motivated. The trust base that had been established based on moral agreement loses its relevance. The relationship between the supervisor and the graduate student is reduced to an unstable link held together by mutual self-interest.

3. The Generative Logic and Operational Mechanism of Emotional Connection

The emotional connection in the supervisor-graduate student community is a multi-dimensional system involving individual psychological experience, interactive structure and ecological systems. Based on the methodology of "micro-level building foundation, meso-level building bridges and macro-level community building", the current paper deconstructs the construction mechanism of such an emotional connection. The micro-level analysis is conducted by the means of positive psychology which combines self-determination theory, positive emotional extension and construction theory in order to clarify the logic of construction of emotional connection. The meso-level analysis involves the construction of transformation mechanism of emotional energy through the combined use of social exchange theory and interaction ritual chain theory. Finally, the macro-level analysis is conducted based on community theory and resilience governance perspectives. The three dimensions complement each other to address the issues concerning the formation, development and maintenance of emotional connections. Together they constitute a full cycle of development of the process of emotional connections, starting from individual emotional trigger and interactive energy transformation to common value construction as shown in Figure 1.

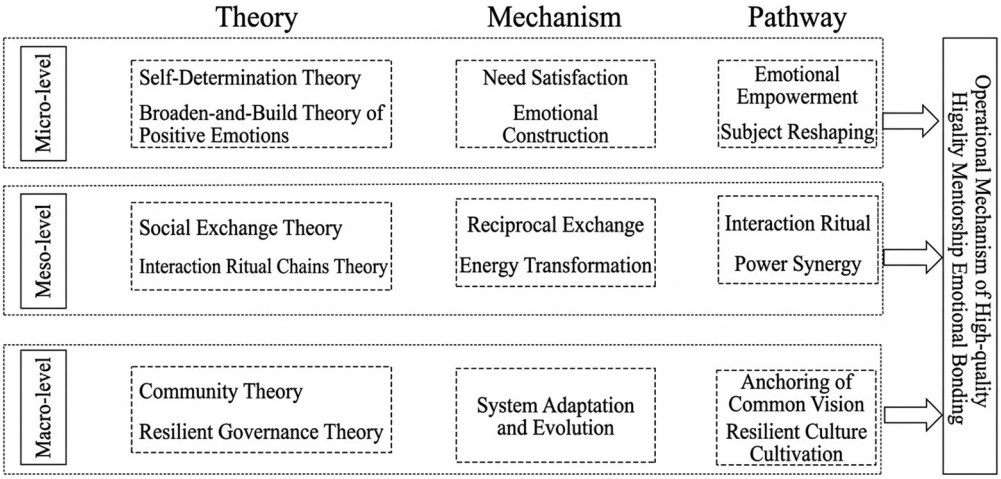


Fig 1. Operating Mechanism of Emotional Connection in the Supervisor-Graduate Student Community

3.1. Micro-Level Foundation Building: Psychological Needs Alignment and Accumulation of Emotional Resources

From the perspective of the micro-level interaction between supervisor and graduate student, the construction of emotional connection does not only result from the accumulation of positive experience but is a complicated process involving individual psychological needs, cognition and resource development. In this context, self-determination theory and broaden-and-build theory of positive emotion together provide a strong theoretical basis for the transition from the extrinsic institutional contractual relationship between supervisor and graduate student to the intrinsic psychological one.

The crucial precondition for building emotional connection in the relationship between supervisor and graduate student is the accurate meeting of fundamental psychological needs of the two sides. As stated in self-determination theory, the satisfaction of the three basic psychological needs of autonomy, competence, and relatedness can promote the generation of intrinsic motivation and positive psychological status effectively [15]. If supervisors use autonomy-promoting approach in graduate education and meet the need of autonomy of graduate students, it can make them internalize the external academic research tasks into personal goal [16]. Facing the challenging academic research task, the satisfaction of the need of competence makes it possible to arouse and maintain intrinsic motivation, and it has to combine with the feeling of autonomy for long-time maintenance. It is only until the graduate students get the psychological acceptance and emotional support of their tutors can they build a solid psychological foundation for academic interaction. The comprehensive satisfaction of the three psychological needs will not only evoke positive emotions, but also change the relationship between the tutor and the graduate student from passive conforming to consistency, laying the psychological foundation for micro-emotional connection.

The feelings awakened by the satisfaction of needs become the mediator that links cognitive development with the construction of emotional resources. Positive emotions can expand one's repertoire of thought and action, building lasting personal resources according to the Broaden-and-Build Theory of Positive Emotions [17]. In the context of research, positive emotions can effectively interrupt students' cognitive stiffness, thus helping them develop cognitive flexibility and inclination towards academic explorations. However, negative emotions will reduce the scope of thought, fixing strategies, thus inhibiting academic exploration and emotional communications of students [18]. In addition to that, positive emotions have a key role to play in the processes of emotional regulation and psychological resilience, which are a quick relief from physiological excitement and psychological exhaustion caused by negative emotions. More importantly, if you often feel positive emotions, short-term emotional feelings can gradually become long-term available resources. For graduate students, positive emotions can help them accumulate their own resources such as learning ability and psychological pressure resistance. At the level of teacher-student interaction, the interaction based on trust will gradually form a stable support relationship and become an important help for graduate students to do academic research in the future. From the perspective of the whole team, positive emotions can enhance the sense of belonging of tutors and students, strengthen collective consciousness, and make the learning community no longer simply come together, but really rely on emotional cohesion.

3.2. Meso-Level Bridging: Exchange Reciprocity and Transformation of Ritual Energy

At the meso level, the key point here is to look at how the individual's psychological energy gets transformed into productive and stable structures of relations between a supervisor and a graduate student through the process of their continued interaction with each other. For this purpose, we have to use social exchange theory in order to form initial norms of reciprocity, and the interaction ritual chain theory is needed in order to understand the processes through which emotional energy is generated and transformed.

Social exchange theory holds that interpersonal relationships basically involve exchanges of both physical and non-physical resources [19]. In the supervisor-graduate student community, the relationship between supervisors and graduate students involves social activities where both sides spend money and effort for expected rewards. The sustainability of this kind of relationships will depend on the way that the rewards received are viewed to be reasonable. For supervisors, investments include guidance in academics, institutional resources and efforts made, whereas for graduate students, investments include intellectual effort and others. Rewards received by both sides include tangible resources from outside, and non-tangible resources from inside [20]. Under the principles of social exchange, the next step of interaction and resource exchanges could go well only if the social rewards received satisfy people’s psychological expectation [21]. Whenever students find the guidance from supervisors meeting or exceeding their expectations, they form positive evaluation of this kind of relationship and make efforts to strengthen this kind of relationship.

According to the theory of interaction ritual chains, positive interaction rituals lead to important results including group solidarity and emotional energy [22], while stable emotional energy, in its turn, gives birth to an ongoing process of group identification and collective action. Quality of interaction rituals between the supervisor and the graduate student directly influences the level of emotional involvement. Interaction rituals take place in the context of the existing organizational structure of the supervisor-graduate student relations and create a reciprocal process where “structure is supportive of rituals, and rituals maximize the structure.” A healthy and reciprocal relationship between the supervisor and the graduate student is a necessary basis for good interaction rituals which will not transform the interaction process into a purely formal and compulsory one [23]. Positive interaction rituals lead to the accumulation of emotional energy, enhance the feeling of involvement and contribute to the transformation of the supervisor-graduate student community from a formal organization into a community.

3.3. Macro-Level Soul Forging: Community Identity and Systemic Resilience

At the macro level, ensuring the sustainability of emotional connection and managing uncertainties requires systemic

protective mechanisms. Community theory and resilience governance offer a dual perspective in this regard: The former creates value anchors for emotional connection by promoting value identification and a sense of belonging, while the latter establishes evolutionary protective mechanisms through structural adaptation and dynamic optimization. Together, these approaches bring about the "forging of the soul" and the "strengthening of the foundation" of emotional connection.

Tönnies distinguished between two types of human communities: "community" and "society." A community is bound by kinship, emotions, or shared ethical principles and emphasizes emotional connection and consistency of values; society, on the other hand, is based on rational calculation and the exchange of interests and gives priority to instrumental rationality and formal contracts [24]. The ideal mentoring relationship cannot be turned into an employment or administrative relationship. It should return to the community itself and integrate thought, emotion and value [25]. Having a common goal and value pursuit, abstract academic concepts can become a real emotional experience. Slowly precipitated fellowship and culture, so that everyone has a sense of belonging.

The long-term development of emotional connection within the supervisor-graduate student community also depends on the adaptability of the governance framework and the promotion of systemic resilience. Resilience governance features adaptability, integration and innovation. It provides a new perspective to understand how the supervisor-graduate student community can withstand external shocks and maintain long-term stable emotional connctions [26].

The logic underlying the construction of this resilience can be analyzed along two dimensions: evolutionary logic and operational mechanisms. With regard to evolutionary logic, resilience governance involves a shift from technical resilience to ecological resilience. In terms of operational mechanisms, resilience governance emphasizes the synergistic complementarity between formal and informal institutions. Rules and regulations from formal institutions can keep the system stable and give clear norms. Informal institutions can adjust to the setting and stay flexible. When both work together, the informal side can help where the formal side falls short [27]. At the same time, formal institutions set a norm that helps informal institutions grow. In this wider institutional space, where formal and informal parts mix and can change with time, the supervisor and graduate student relationship can stay adaptable.

4. Optimization Strategies and Practical Measures for Emotional Connection

From the theory just mentioned, it is not enough to patch together random steps. If we want a real bond between a supervisor and a graduate student, the work has to fit together. At the micro level, we should focus on emotional support. At the meso level, we should build day to day back and forth that feels natural for both sides. At the macro level, we need to keep things in balance so the whole system does not tip. When these components interact, the nature of the relationship changes. The task is to move from the lack of emotional support to a strong and stable partnership. And this will contribute to the effective development of graduate training.

4.1. Empowering Emotional Expression, Reshaping Interactive Dynamics

The establishment of emotional connection in the relationship between a supervisor and graduate student involves systematic development of social-emotional skills in a supervisor and graduate student. Social-emotional skills provide a person with the opportunity to balance personal needs and demands of society [28]. Today, the lack of social-emotional skills has become a potential source of conflict in the relationship between a supervisor and a graduate student. To optimize emotional connection it is important to focus on both parts, strengthen emotional autonomy, and to create conditions for transformation of roles and subjective autonomy.

4.1.1. Enhancing Empathic Responsiveness, Accumulating Positive Emotional Resources

Supervisors need to move away from acting like a strict academic authority. They should work more like an empathetic guide. The main aim is to raise empathic accuracy. That means they should be able to read what students are thinking and feeling. [29]

First, supervisors should notice what students need in the moment. They should work on skills for anticipating feelings. [30] This also includes paying attention to small signs in how students speak or act. They can help students feel safe enough to share honest views. One way is to talk about their own research work when it fits. This kind of self-disclosure can make the conversation more open. Second, supervisors should use response methods that stay constructive. When students describe good experiences, supervisors should respond with useful feedback. [31] This can start a cycle that keeps getting stronger. Students share something positive, the supervisor confirms it, and emotions can grow deeper. Over time, this helps build trust and attachment that last.

4.1.2. Stimulating Intrinsic Motivation, Promoting Active Relationship Building

Postgraduates should not only passively bear the pressure in the relationship, but also actively participate in building the emotional connection between teachers and students. Upward communication can be regarded as a positive way to gain a sense of competence and autonomy. On the basis of respecting the authority of the tutor, the inner emotions and thoughts are transformed into constructive words. Relying on active communication, the interaction into two-way collaboration. Let the relationship be built on the basis of joint construction.

4.2. Optimizing the Interactional Field, Establishing Platforms for Reciprocal Symbiosis

In view of the outstanding problems existing in the current guiding relationship. Optimization of the interaction environment is the starting point. It helps the supervisor-student relationship develop toward balance and mutual benefit. An interaction platform with care and academic value should be built. These steps strengthen the middle-level base of emotional ties.

4.2.1. Restructuring Interaction Rituals, Activating Circuits of Emotional Energy

Group meetings between supervisors and graduate students often feel off. Communication can run in only one direction. Students may speak only in set ways. The meetings also miss

the feelings that make people care. These issues often come from how interaction rituals are set up in the first place.

Start with the formal rituals. Move away from checklists and one-way accountability. Build a real two-way exchange. Pay close attention to what students say. Invite emotion, not just facts. When this shift happens, group time stops being only progress updates. It becomes a deeper conversation. The talk can follow a shared idea of academic work. Next, adjust the informal side. Do not treat casual contact as simple attendance. Use both body and emotion in a planned way. Supervisors can set up cultural or leisure events that match each field. This can reduce distance in daily life. Students who usually get left out can join the real talk. People may feel safer and more at ease in a relaxed setting. Last, create simple group symbols. The mentoring group should make small things that mean something to them. These can help keep the emotional connection alive over time. Photos and shared stories can work well. Daily notes and other light records also count. Small moments can become clear signs for the group. That sense of belonging matters. It helps the group stay close when stress rises.

4.2.2. Coordinating Supervisory Power, Refining Concrete Feedback Mechanisms

Working well between supervisors and graduate students means changing how power works in day to day life. It helps to move away from a strict one way setup inside formal rules. What you want is a more even back and forth. That idea is like trading support and giving each other useful input.

In practice, the first step is to loosen the heavy control supervisors often hold. This shows up a lot in areas like the natural sciences, where students may feel more dependent. Supervisors can aim for guided independence. That means students get more room to make choices. They should have more say in key parts. This can lower clashes and reduce stress that comes from unfair power gaps. It can also help students take more ownership of their work. Next, focus on better feedback. Feedback should not be vague or hard to interpret. Supervisors can improve this by pointing out what the student is doing well. They should also say what to adjust next. If feedback talks about steps and the process, students can track progress more easily. Students also have a role here. They should update their supervisor on what has improved since the last round of guidance. Even simple examples can show growth. When both sides share clear roles and keep talking back and forth, the working relationship is less like a top down chain. It turns into a more balanced collaboration.Over time, it can feel more like a shared partnership, with a stronger emotional connection and benefits for both sides.

4.3. Consolidating Value Consensus, Building a Resilient Developmental Ecosystem

Long-term trust between supervisors and graduate students does not form automatically. We need a clear way to build this relationship. It is rooted in shared values, supported by a resilient culture, and backed by basic institutional protections. Insights from community theory and resilience governance inform this framework. With this framework, supervisors and graduate students can keep strengthening their bond and maintain a good dynamic balance, even when their research work and priorities change.

4.3.1. Anchoring Shared Vision, Constructing a Core of Value Consensus

A major root of conflicts between supervisors and graduate students emanates from the disparity and breakdown in the psychological contract. Considering the fact that both the interests and expectations of the supervisor and graduate students differ, which are further compounded by a disparity in their status levels, the psychological contract is naturally vulnerable. According to the community perspective, the best way to have an ideal relation between the supervisor and a graduate student is through having a community of shared vision, common values and responsibility. The solution to the alienation of the psychological contract is through having a mechanism for the establishment of a “shared vision.” This message should turn the hidden disagreement into something both sides can understand. That should help them line up on a shared target and align their values. It works best right at the start of a student’s time in academia. At that point, the supervisor and the graduate student should talk openly and decide on key points. They can also set terms in a written form [34]. They should agree ahead of time on basic issues. This includes academic aims, the research work to be done, and how the results will be used. Doing this helps both people reach a mutual understanding. Once they have a shared plan, they do not need to see each other as rivals. Instead, they can act as teammates trying to find the truth together.

4.3.2. Cultivating Resilient Culture, Refining Systemic Defense Mechanisms

The supervisor-graduate student community will encounter a lot of pressure, and it is necessary to build a resilient culture step by step. So that the community can withstand the pressure and adjust and recover on its own. Building a resilient culture is inseparable from the joint support of rational authority and institutional emotion.

Supervisors can not rely on identity to suppress students, to put down this unreasonable authority. Instead, they rely on their own professional ability and personal character to establish rational authority. Supervisors can guide students in an inspiring and encouraging way and take the lead in demonstrating resilience in the face of setbacks. Let the team build growth thinking, the difficulties as an opportunity to improve their own, rather than dangerous. At the same time, it is necessary to make the written system and daily habits cooperate with each other to build a rigid and flexible security system. The training plan or management stipulates such formal rules to ensure that all work specifications are carried out. The unwritten conventions such as the tradition of the division leave the team with flexibility and more human touch. When encountering pressure, the tutor should take the initiative to care for students ' emotions, resolve emotional barriers, and repair trust problems.

5. Summary

The optimal development of the supervisor–postgraduate student community is an important condition for improving the quality of postgraduate education, where emotional connection plays a crucial role in integrating this informal collective into a unified whole. The optimal community of supervisors and postgraduate students should stop being based on the principles of unilateral transfer of knowledge and instrumental rationality and turn back to the symbiosis of emotional communication and shared values. Relationships between supervisors and postgraduate students in the future

should be based on ecological principles. Only when supervisors and postgraduate students see each other sincerely, succeed together with symmetrical reciprocity and overcome difficulties with systemic resilience, can there be a perfect example of a community of supervisors and postgraduate students –a community that includes emotional connection, academic progress and mutual development, and therefore provides the development of highly qualified specialists with inexhaustible vitality.

Acknowledgments

Funding Statement: This research was funded by Hubei Provincial Teaching Reform Research Project for Undergraduate Universities (Grant No. 2025687), and the Philosophy and Social Science Research Project of Hubei Provincial Department of Education (Grant No. 22G067).

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