

study of caring behaviors in the classroom of higher education teachers

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Abstract: This study uses interview method, observation method and questionnaire method to study the caring behavior of teachers in colleges and universities. The study randomly distributes questionnaires, interviews students of different majors and interviews and observes teachers of a college in Jilin Province to conduct the study and draw conclusions. The study found that some teachers' caring behavior in the classroom is insufficient and lack of attention to students' wishes and students' acceptance, and analyzed the main reasons from the three aspects of teachers, students and the environment. Finally, three strategies are proposed to deal with the above situation: (1). improve teachers' understanding of caring and strengthen the relationship between teachers and students; (2). innovate the form of education and teaching to improve the attractiveness of the classroom; (3). establish a fair educational evaluation mechanism to promote the fairness of caring.

Keywords: caring behavior in the classroom; teacher care; higher education teachers.

1. Introduction

The phenomenon of teacher-student alienation and student confusion is common in today's colleges and universities. At this stage, students in colleges and universities are in a critical period of identity change, facing a series of pressures and problems that require teachers' care and guidance. In the study of caring education, some scholars propose to pay attention to the development of individual body and mind and physical and emotional state [1]. The initiative of student caring needs teacher-student interaction as a guarantee [2]. The initiative of students' caring needs teacher-student interaction as a guarantee. At the same time, teacher caring behavior can indirectly promote learning engagement and positively predict learning adaptation and reduce the level of academic burnout etc [3-5]. It can also predict adolescent problem behavior as well as influence student caring behavior [6,7]. Some scholars have also studied teacher caring in classrooms of different school ages and specific classroom formats. Through sorting out, we can find that scholars' studies on teachers' caring behaviors include studies from kindergarten to university, and also include the effects of teachers' caring behaviors on students' behaviors, learning psychology and learning behaviors, but there are fewer studies on teachers' caring behaviors in classrooms. In response to this vacancy, it provides some space and possibility for this research on teachers' classroom caring behavior in colleges and universities. On this basis, this paper adopts interview method, observation method and questionnaire survey method to investigate and research on the main status quo and the main reasons for the caring behavior of college teachers and put forward relevant strategies.

2. Analysis of the questionnaire on classroom caring behaviors of university teachers

This study used a questionnaire developed by Ming Lee in 2023 [8]. This questionnaire has good reliability and validity, with an Alpha coefficient of 0.923 and a KMO value of 0.926.

The reliability and validity of this questionnaire was good, with an Alpha coefficient of 0.923 and a KMO value of 0.926. 150 copies of the questionnaire were distributed, and one invalid questionnaire was excluded, resulting in 149 valid questionnaires.

2.1. Reliability and validity tests.

In terms of reliability, the Alpha coefficient of this questionnaire is 0.903, with the due diligence dimension having an Alpha value of 0.727, the inclusiveness dimension reaching an Alpha value of 0.804, and the supportive dimension having an Alpha value of 0.821, all of which show a high level of reliability.

In terms of validity, the KMO value of this questionnaire reached 0.856, and the validity of the questionnaire was good.

2.2. Overall characteristics of classroom caring behaviors of teachers in higher education.

The overall classroom caring behavior of HE teachers was good (table below). Higher education teachers performed well on all three dimensions. Inclusiveness scored the highest, followed by consciousness and supportiveness respectively, but the overall difference was not significant, and students were able to feel cared for by teachers in all three dimensions

Table 1 Basic information on various dimensions

	umbr ella	average value	(statistics) standard deviation	minimum value	maximum values
consciousness dimension	149	3. 879	0. 525	2. 5	5
Inclusiveness dimension	149	3. 986	0. 587	2	5
Supportive dimensions	149	3. 877	0. 567	2. 11	5

2.2.1. Consciousness dimension analysis.

Teachers statistically scored high on academic role modeling, strict scheduling and guiding students to think from multiple perspectives, with mean scores above 4.0. This shows that teachers focus on inspirational teaching and have good academic qualities. However, the teachers' performance in the areas of feedback on assignments after class, attention to students' difficulties, and management of inattentive

students is a little less satisfactory.

2.2.2. Inclusive dimension analysis.

Teachers statistically demonstrated a high degree of inclusiveness in classroom management and treatment of students overall. More than three-quarters of the questions had mean scores of 4.0 or higher. However, there is some room for improvement in some teachers' coping strategies and attention in the face of inactive classroom atmosphere (3.92), poor student status (3.56), and giving more attention and inclusiveness to students with inferior grades (3.54).

2.2.3. Supportive dimension analysis.

Statistically, teachers showed high levels of classroom responsiveness and emotional support. For example, teachers' mean scores for patiently answering students' questions and responding positively, as well as encouraging students and being kind to them, were all above 4.0. However, the lack of personalized attention, such as the ability to call all students by name (2.83), suggests that the individual connection between teachers and students needs to be strengthened. Meanwhile, students' motivation to answer questions was relatively low (3.21), requiring teachers to use more strategies to motivate students.

3. Status and causes of caring behavior in the classroom of university teachers

3.1. Main Status.

3.1.1. Some teachers' caring behaviors are under-represented.

It was found that the scope of action of most teachers was limited to the podium and there was a lack of close contact with students. Teachers' single output is also common. For courses that are more theoretical and difficult, teachers seldom pay attention to students' understanding and mastery of knowledge.

3.1.2. Most teacher care lacks attention to students' wishes.

The survey found that teachers have a high level of concern about academics. This is not in line with students' desire for advice on practical problem solving, such as further education and employment, interpersonal communication, and emotional detoxification. Attention to academics is necessary for both students and teachers, but if teachers do not understand what students really want, it will lead to a lack of connection and empathy between students and teachers.

3.1.3. Most teachers' classroom care is not recognized and accepted by students.

Through student interviews, it was learnt that some students felt pressurized by teachers' care. It is important that the students' personality and personal pursuits and ideas are in agreement with the teachers' care. In addition, teachers are often in a position of superiority in their enquiries to students. However, "Teachers are supposed to be caring individuals who are on an equal footing with their students." [9] The presence of oppression makes it easier for students to ignore teacher care.

3.2. Main causes.

There are three main causes: teacher factors, student factors, and environmental factors.

In terms of teacher factors, teachers' age and years of teaching experience affect their focus and relaxation in the

classroom, teachers' gender affects their empathy and sensitivity to students' status, and teachers' teaching style and personality affects the vibrancy of the classroom atmosphere. In terms of teachers' outlook and commitment to teaching, some teachers focus too much on course content and theoretical output, which does not match with the students' desire to get guidance on practical issues. In addition, too many forms of participation in the classroom lead to students' fatigue and boredom, which in turn leads to a decrease in classroom motivation.

The main aspects of student factors are personality and motivation. The lack of maturity and the corresponding increase in freedom and independence of students at this stage may affect their trust in teachers and increase the likelihood that they will be influenced by external factors such as electronic devices. In addition, some students who are introverted and sensitive do not take their teachers as their confidants.

In terms of environmental factors, the research pressures faced by teachers, their heavy teaching loads and the size of their classrooms are also closely linked to classroom care.

4. Strategies related to caring behavior in the classroom of higher education teachers

4.1. Raise teachers' awareness of caring and strengthen the teacher-student bond.

"Caring is a two-way run between the one who cares and the one who is cared for." [10] Consensus and a caring connection between the two parties is a prerequisite for caring. "Caring cognition is the cornerstone of teachers' caring literacy and influences teachers' judgments and caring behaviors." [11] Theoretically grounded learning is a guarantee of better implementation of caring behaviors by teachers. Teachers need to think differently with students in mind, understand students' real wishes and needs, and give students sufficient behavioral and emotional feedback.

4.2. Innovative forms of education and teaching to improve the attractiveness of the classroom.

In terms of specific classroom forms, teachers should innovate the form of education and teaching and enrich the form of classroom participation. In addition to lectures and student presentations, the corresponding practical courses are also a top priority. Many students will deepen their understanding of knowledge in practice, enhance the enthusiasm of communication and discussion, which provides good conditions for the implementation of teacher care. At the same time, teachers should pay attention to the personalized development of students, the implementation of an open mode of homework and classroom presentations, avoiding "templates", respecting students' ideas and personalities, fully mobilizing students' creative thinking, adding color to the classroom. In addition, the implementation of the "mentor system" can make each student have a corresponding teacher to care and guidance, which to a certain extent can alleviate the problem of inadequate care caused by the size of the classroom.

4.3. Establishment of a fair education evaluation mechanism to promote equity of care.

"Fairness in the concrete operation of classroom educational behavior is the basic guarantee for meeting students' needs for equity and fairness." [12] Teachers should establish a fair educational evaluation mechanism, while encouraging students to actively participate in group activities, fully understand the division of tasks and the quality of work, so that the "invisible" fruits of each student's labor can be respected and rewarded, so as to transform external motivation into internal motivation. In addition, different students have different perceptions of caring, "Teachers should pay attention to students' experiences and feelings, and recognize the differences between students", so as to "adapt to the needs of students" [13]. Teachers should focus on students' experiences and feelings, recognize the differences between students, tailor their teaching to the needs of their students, and make good communication and understanding in the early stage as well as in the daily teaching and learning, both in and out of the classroom, so as to make every student feel, understand and accept the caring.

5. Summary

Through the research on the classroom caring behavior of college teachers, this paper concludes that college teachers have insufficient knowledge and poor implementation of classroom caring behavior, and analyses the main reasons from the three aspects of teachers, students and the environment, and finally puts forward corresponding strategies for the problems. At the same time, this paper also has the limitations of the sample of teachers' interviews, the sample size of the questionnaire is not large enough and other shortcomings. It is hoped that the scope of students and teachers can be enlarged in the process of future research, and more in-depth investigations can be conducted for the arts and sports majors. In conclusion, the study of teachers' caring behavior in the classroom in colleges and universities deserves further research and discussion.

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