

Conceptualizing the Academic Management and Lecturer-Student Relationship for University Students' Achievement Motivation in China

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ABSTRACT

China has attached great importance to education. In 2019, since the higher education gross enrolment rate achieved 51.6%, Chinese higher education entered the stage of popularization, which makes China face new problems and challenges. In the stage of popularization, there are some adjustments in academic management and lecturer-student relationship, which have influences on the students' achievement motivation. In order to further clarify the connotation and relationship of academic management, lecturer-student relationship and achievement motivation, and then take better measures to stimulate students' achievement motivation, this paper introduces the basic situation and systematically reviews the relevant literature, then designs the research methodology. The paper has a more profound and clean understanding of the three concepts (academic management, lecturer-student relationship, achievement motivation), and then puts forward the conceptual framework of the research, which can make some contributions to the improvement of the quality of university personnel training.

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Contribution/Originality: The main contribution of this paper is to find out that there are few researches on the relationship between academic management, lecturer-student relationship and students' achievement motivation in the existing literature, and establish the existing researches on the above three aspects, which makes a certain contribution to the follow-up research.

1. Introduction

Socrates believes that the task of education is to cultivate virtue, explore knowledge and improve health. The history of the development of human society has also fully demonstrated the importance of education for society and individuals. Education is an

important part of promoting human well-being and realizing life happiness. Since ancient times, China has attached great importance to education. China is a country that attaches great importance to education, and has always insisted on education first and respected the concept that education is the country's major plan and the party's major plan. Education is the foundation of the socialist modernization drive and plays a decisive role in improving the overall quality of the people, promoting their all-round development, as well as enhancing the vitality of innovation and creativity of the Chinese nation, and realizing the great rejuvenation of the Chinese nation. The state guarantees the development of education as a priority ([Ministry of Education of the People's Republic of China, 2021](#)).

In 2019, Chinese higher education entered the stage of popularization, ushering in a new development opportunity and facing new challenges at the same time, since the higher education gross enrollment rate attained 51.6% ([Ministry of Education of the People's Republic of China, 2020](#)). Chinese higher education faces new opportunities and challenges of popularization and digital transformation ([Ministry of Education of the People's Republic of China, 2020](#)). Table 1 shows the gross enrollment rate of China's higher education in recent 4 years. As can be seen from Table 1, the gross enrollment rate of Chinese colleges and universities reached 51.60% in 2019, entering the stage of universal development. The gross enrollment rate of Chinese universities in 2020, 2021 and 2022 is 54.40%, 57.80% and 59.60% respectively, showing a trend of increasing year by year.

Table 1: The gross enrolment rate of China's higher education
(2019-2022)

NO.	Year	Gross enrollment rate
1	2019	51.60%
2	2020	54.40%
3	2021	57.80%
4	2022	59.60%

Source: [Ministry of Education of the People's Republic of China \(2020\)](#), [Ministry of Education of the People's Republic of China \(2021\)](#), [Ministry of Education of the People's Republic of China \(2022\)](#)

The new situation in Chinese education has higher requirements for current higher education. For university students, academic management, lecturer-student relationship and achievement motivation and so on have emerged a new situation, but also very important. The university should improve the work and education mechanism of "learning support, talent planning, psychological counseling, poverty assistance and education" to promote students' learning and development ([Hua et al., 2019](#)). With the attractive improvement of the information and communication technology (ICT), a large number of universities in western countries and some universities in Saudi Arabia utilize Learning Management Systems (LMS) ([Aldiab et al., 2019](#)).

After entering the popularization stage, China's higher education is facing new problems and challenges. Although some problems are not new today, they will become more prominent in the popularization stage. In the stage of popularization, there are some adjustments in academic management and lecturer-student relationship, which have influences on the students' achievement motivation. The standardization of academic

management, the harmony of lecturer-student relationship and the sustainability of achievement motivation all have some problems to be solved urgently. At present, there are two kinds of bad classroom teaching management in colleges and universities, including "explicit truancy" which cannot be checked and "hidden truancy" which exist in large numbers (Chen et al., 2020). The smartphone addiction is not only associated with academic performance for adolescents but also with the sleep quality of university students (Liu Jinglan, 2019). The management of students' academic behavior and academic objectives in universities must be continuously improved, at the same time, students must also have clear requirements and clear directions for their academic behavior and academic goals. The problems of lecturer-student relationship contains estrangement of psychological relationship, mechanical stereotyping of educational relations, utilitarian vulgarization of ethical relations (Wang, 2019). As it is well-known, the relationship between teachers and students is of great significance, but it is undeniable that in the field of higher education, this relationship still needs to increase its research. It is still a relatively insufficient field and an area that needs attention (Karpouza & Emvalotis, 2019). The utilitarian tendency and aimless tendency of students' achievement motivation are obvious and exist simultaneously. Some scholars have shown that the achievement motivation of Chinese university students is at the middle level, showing the characteristics of diversification, difference, volatility and utility (Wang & Yi, 2021).

2. Literature Review

2.1. Academic Management

Academic management mainly means the process of regulating and standardizing limited academic resources (human, financial, material, etc.) and academic behaviors in order to achieve academic goals efficiently by organizing and coordinating the activities of the "academic community" in a specific space and time range and according to the special laws of academic development. Through a historical review of the academic performance of students in higher education and an analysis of real-life problems, colleges and universities need to establish a system that promotes students' academic development, academic management and academic support (Ding & Cheng, 2019). Academic management for universities and colleges students mainly focuses on the requirements of academic level closely related to students' studies, which are embodied in academic behavior management and academic objective management carried out by the universities and colleges for students.

Academic ethics education in colleges and universities is the key content of college students' education, and colleges and universities should pay attention to academic ethics education and academic ideal education, as well as constantly optimizing the optimization path of academic ethics construction (Ji, 2023). The academic management of colleges and universities can reflect the academic philosophy of colleges and universities, especially the pursuit of academic freedom and the praise of students' integrity. The student-oriented academic management in colleges and universities focuses on training students to form a correct view and opinion on world, life and values, stimulate students to form the achievement motivation to pursue success, train students to obtain scientific skills and knowledge, and then reflect the characteristics of education, also known as management education. Proper classroom management and organization can support students learning and help them reach high academic standards (Nisar et al., 2019). According to the research plan, this research mainly refers to academic behavior

management and academic objective management.

Behavior management usually identifies and manages the personal behavior of students through carefully designed behavior plans, and then understands the students' ideas based on students' behavior. From a practice, teachers who lack specific behavior management methods and technical training often report to the high levels of pressure from the management of students' behavior management work (Stevenson et al., 2020). In response to the call for inclusion, teachers ought to master many strategies so as to managing students' challenging behavior (Sobeck & Reister, 2020). The management and analysis of student behavior has entered a new stage. From the current actual situation, the student behavior data collected by the electronic learning system can be used to improve the system, thereby enhancing the management effect of student behavior (Almazova et al., 2019).

The classification of goals or academic objectives and the influencing factors of academic objectives are topics worthy of attention. The goal management(objective management) comprises several individual operations, for example, objective selection, objective change and formulation, goal monitoring and achievement, objective delegation (Kondrakunta et al., 2021). Objective management applies widely. From the analysis of existing literature, scholars believe that academic goals are closely related to teaching goals. According to Zhang and Shen (2019), the learning quality of students is an important evaluation index of the teaching quality of colleges and universities. The goals of these projects can include two aspects. On the one hand, it is necessary to promote personal development, and on the other hand, to improve academic performance as a whole (MacCann et al., 2020).

In order to strengthen the academic management, student learning support system is important. To construct a student learning support system of "five centers" in colleges and universities, including "consultation center", "help center", "development center", "mutual aid center" and "data center", and establish the organizational entity of learning support center, virtual space of learning support center and physical space of learning support house (Hua et al., 2019). In the new information technology environment, academic objective management and academic behavior management must actively adapt to the new situation, adopt new technologies to exert new effectiveness.

The current research on academic management is more about its importance and relationship with university administration, and how to integrate into classroom teaching management. The construction of university academic management is the core of university management and the essential factor of establishing modern university system (Li Jian et al., 2019). According to Zhang and Shen (2019), the increase of the progress of students' learning process determines the quality of learning. Therefore, students' learning process should be effectively combined with the management of teaching objectives to form a strict quality system, and constantly emphasize the improvement of teaching quality and the continuity of teaching. A successful flipped classroom proposal in higher education is convenient to improve knowledge, skills and engagement, which benefits academic management (Murillo-Zamorano et al., 2019).

2.2. Lecturer-student Relationship

This study is a comprehensive study on the relationship between lecturers and students, mainly studying the relationship between lecturers and undergraduate students at the

university level, involving four types of teacher-student relationship, namely, democratic, authoritarian, inclusive and dependent relationship.

According to [He \(2021\)](#), there are more content on the concept and connotation of teacher-student relationships, and the core points are basically the same, and the relationship between lecturers and students is formed in the education process, which is the most core and basic relationship among all kinds of relationships in colleges and universities. It has the bilateral relationship of lecturers and students, which affects teachers and affects students ([He, 2021](#)). Judging from the current situation, the role of the lecturer is changing, that is, the evolution from traditional teaching to supporting and promoting students' learning. Some research shows that the mutual cooperation and mutual trust between teachers and students often produce better results, bringing facilities to teaching and learning ([Lewicka & Bollampally, 2022](#)).

The type of lecturer-student relationship has a profound impact on student development ([Wang, 2019](#)). "Harmony", "life-oriented", "equal dialogue", "democracy and equality", "partners", "teachers and students with a shared future", as well as "utilitarianism", "differentiation" and "game" constitute the theme labels of student-teacher relationship research ([Ma & Bie, 2021](#)). "Equality" is the core feature of the ideal teacher-student relationship in the eyes of students and the core interpretation of the ideal teacher-student relationship in the eyes of tutors ([Ma & Bie, 2021](#)). The role types of teaching model of college teachers are academic guide, rigorous teacher, social service worker and emotional educator, which respectively correspond to the core role characteristics of "realistic innovation", "teaching and educating", "great love" and "good teacher and helpful friend". There is an interaction between the role type of teaching model and its teaching competence and moral competence ([He, 2021](#)).

It is necessary to actively study and explore the problem of the gap between the ideal and the reality of the lecturer-student relationship in colleges and universities. The problem of teacher-student relationship is not an isolated one, which is closely linked with other problems in education reform ([Tian et al., 2019](#)). Although from the traditional perspective, teachers have superiority and grade advantages in getting along with students, the characteristics of teachers and students are characterized by mutual benefit. In order to build meaningful connections and meaningful relationships, teachers must try to overcome obstacles, maintain a sense of boundaries, and actively experience and communicate ([Karpouza & Emvalotis, 2019](#)).

The lecturer-student relationship (teacher-student relationship is a multi-nature, multi-level, and multi-characteristic relationship system, which mainly achieves specific educational goals through bilateral activities of teaching and learning. The lecturer-student relationship needs enough attention which involves identity, position, status and attitude of lecturers and students ([Shao & Jiang, 2022](#)). A good and harmonious relationship between teachers and students is the perfect embodiment of the value of teachers and students in education and teaching activities, and it is also a necessary means and necessary conditions for the successful completion of education and teaching tasks. Teachers and students can be divided into multiple aspects, which involve educational content, psychological content, and ethical content ([James et al., 2020](#)).

The relationship between lecturers and students is a classic research category of pedagogy and educational management. The existing research involves the significance of teacher-student relationship, the connotation and extension of lecturer-student

relationship, the influencing factors of lecturer-student relationship, the dislocation of teacher-student relationship and the construction of harmonious teacher-student relationship, and the construction of lecturer-student relationship in different disciplines. The quantity and quality of research literature are guaranteed. The controversy exists in lecturer-student relationship. There is a controversy that whether the personal relationship of teacher -student relationship should be accepted. This controversy represents a moral dilemma. Generally speaking, if individuals maintain honesty, then this relationship means more understanding for students, and for teachers and students, there may be less alienation, which is conducive to the development and activities of the relationship between the two parties (James et al., 2020; Yang, 2019). Teachers and students are usually described as formalized interpersonal relationships between authoritative characters and subordinates interacting in specific situations and time. The experience of students and lecturers is more complicated, and ultimately produce several relationship modes at the same time (Fitria & Koentjoro, 2020). The nature of the construction of teacher-student relationship in universities and colleges in the new age is the result of the combined effect of field, habitus and communicative capital. Its structure is a fixed and stable dynamic structure formed by the media of interactive field, cognitive habitus and communicative capital (Liu Yuanyuan, & Xu Wanzhi, 2019).

2.3. Achievement Motivation

The motivation of student is the concern of educational psychology. Educators regard the cultivation of motivation as the most important problem in educational work. Achievement motive is a higher social motive, which pursues reputation and respect. More specifically, the motivation for achievement is more related to how to complete the work tasks with excellent standards, and directly point to how to seek success. The research shows that the students' academic achievement and academic motivation has a highly significant correlation (Abdelrahman, 2020).

Motivation refers to the special psychological state and willingness caused by specific needs to satisfy various needs. Motivation is the internal motivation or power that directly pushes individuals to carry out activities. Individual activities, whether simple or complex, are regulated and governed by motivation. Achievement motivation is the motivation of individuals to pursue important and valuable work and make it perfect, that is, a kind of motivation to ask themselves to achieve success in activities with high standards. In the world, McClelland first put forward the related concept of achievement motivation, which named achievement need. He indicated that the achievement need involved pursuing higher goals, completing difficult tasks, and competing and outperforming others (Werdhiastutie et al., 2020). Atkinson distinguished between two different orientations of achievement motivation, namely the pursuit of success and the avoidance of failure (Atkinson, 1963).

Achievement motivation is significantly positively correlated with subjective well-being, pursuit of success motivation is prominently positively correlated with subjective happiness, and avoidance of failure motivation is prominently negatively correlated with subjective well-being. There is a significant positive correlation between self-control, self-efficacy and the motivation of pursuing success self-efficacy plays a partial mediating role in the positive prediction of self-control on the motivation to pursue success (Zhang et al., 2021). There are positive and remarkable correlation between the achievement motivation and determinants of quality of higher education(including:

quality of process, interaction, educational atmosphere, object, and infrastructure) (Zamani & Pooratashi, 2019).

According to Dörnyei and Ushioda (2021), the original meaning of "motivation" is "moving", derived from Latin Move, and has obvious direction. The core of motivation theory is how to promote a person to choose and persist. Atkinson's (1963) theory of achievement motivation is a particularly representative model. The integration of the needs of achievement is called the motivation. The theory of achievement motivation is unique and prominent. It emphasizes the background of individuals to motivate and determine success by seeking achievements and success. When they can complete their goals in the best way, these people are more likely to succeed in challenging tasks and find the meaning of life (Angeles, 2019). The meaning of achievement motivation is to do well. A person can do one thing without care about how good it is. On the contrary, even if a person doesn't like an activity, he can also work hard (Locke & Schattke, 2019). According to Wigfield and Cambria (2010), motivation can encourage and guide operations, which has great correlation with many important development results.

2.4. Academic Management and Lecturer-student Relationship

According to Apeh and Dagwa (2020), the lecturer-student relationship and its activities have a great impact on academic management and personnel cultivating. In terms of teacher -student relationships, if students feel that teachers can adhere to the student as the center, and feel that the teacher always takes his maximum interests and development, then the teacher -student relationship will become very helpful. The lecturer-student relationship has a far-reaching impact on students' full realization of their right to receive education, and also affects whether colleges and universities can achieve the goal of cultivating innovative talents (He, 2021).

A great lecturer-student relationship is fundamental to students' all-encompassing and long-term improvement. When the lecturer-student relationship increases, the self-esteem of an undergraduate can also be increased. There are still few researches about whether academic management and teacher-student relationship can be equated, and what position and role teachers and students should play respectively in academic management. Therefore, how to further play the role of teachers in academic management research is still valuable.

2.5. Academic Management and Achievement Motivation

Achievement motivation affects students' learning quality and the effect of academic management. The motivation can affect the learning quality and efficiency. The rewards and requirements of the external environment will change and affect the motivation to a certain extent (Vu et al., 2022). Academic stress and motivation are the essential factors which are concerned with academic performance. The academic management measures taken by universities and teachers are related to students' achievement motivation. The companion environment and learning facilities have a significant and positive indirect impact on students' performance. This effect is mainly achieved by stimulating and affecting learning motivation (Aisy, 2023).

2.6. Lecturer-student Relationship and Achievement Motivation

The influence of teacher behavior on achievement motivation in teacher-student

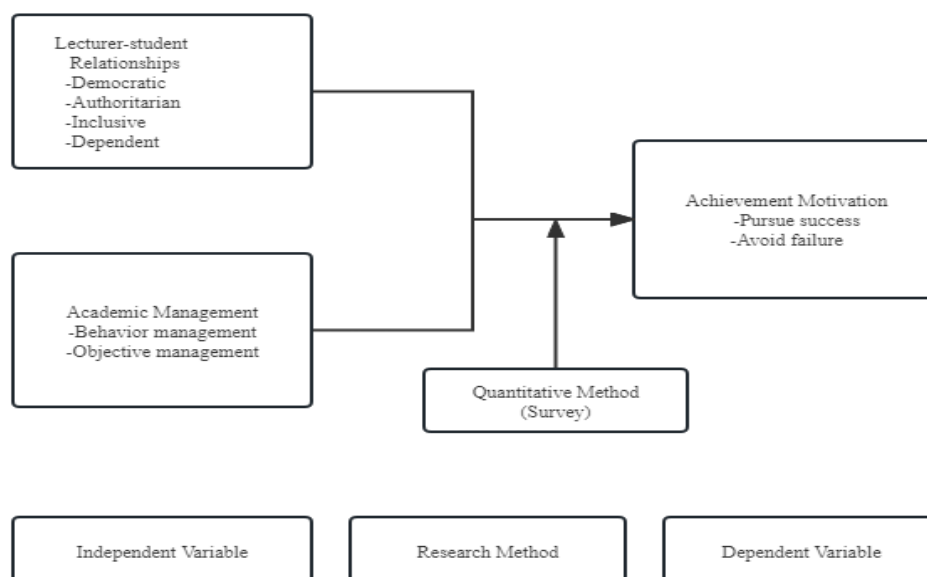
relationship has attracted scholars' attention. Some scholars have studied the relationship between the two by means of qualitative research or quantitative research in combination with specific cases. Studies have shown that the factor of teaching model has important value for independent research on the relationship between teachers and student relationships, and has made great contributions. Based on this research, benign and positive teacher -student relationships have a significant predictive effect on students' academic achievements (He, 2021). The level of achievement motivation is different between the Finnish students and Chinese students. Comparative studies have shown that the influencing factors of Chinese students and Finnish students are different. Among them, Finnish students' achievements are related to perceived the size of the workload, and the motivation of Chinese students' achievements is closely related to the encouragement of teachers. For Chinese students, the encouragement of teachers is very important.

It is necessary to ensure that there is sufficient and appropriate connection between lecturers and students, and then promote the development of their relations to friendly aspects. To achieve this goal, the measure of carrying out a regular or irregularly organized lecture class, seminar and training is helpful (Uleanya, 2020). The research on the interaction between lecturer-student relationship and achievement motivation is very important, but the existing research is limited in both quantity and quality, leaving a large research gap.

3. Proposed Conceptual Framework

Combining the literature combing and the actual work, the research has formed the conceptual framework of this study, as shown in Figure 1. The concept framework shows that this study should adopt a quantitative research method (survey method) to study the relationship between the two independent variables of academic management, lecturer-student relationship and achievement motivation. At the same time, there are some core and key concepts of academic management, lecturer -student relationship, and achievement motivation themselves. The connotation of these concepts has been basically defined.

Figure 1: Conceptual Framework



In this study, there are two independent variables. First, academic management as the variable contains academic behavior management and academic objective management. In addition, the lecturer-student relationship involves democratic, authoritarian, inclusive and dependent etc. The dependent variable namely achievement motivation can divide into two dimensions such as pursuing success and avoiding failure. The effects of the two independent variables on the variables will be verified through the implementation of subsequent research.

4. Conclusion

With the development of higher education and the advancement of information technology in the world, the factors affecting university students' academic performance have increased. Achievement motivation is a key factor which can help students to obtain learning performance.

Based on the previous thinking and literature reading, the researcher adheres to the problem-oriented approach and chooses the influence of academic management and lecturer-student relationship on the achievement motivation of Chinese university students, focusing not only on the importance of current university students' achievement motivation, but also on the significance of academic management and lecturer-student relationship.

The researchers found that this study has theoretical and practical significance, which can provide some ideas and suggestions for the current academic and educational circles to a certain extent, and then make some contributions to the improvement of the quality of university talent training.

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Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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