



The Causes and Solutions of the Alienation of China's Tutoring System

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Abstract. In the process of getting along with graduate students in many aspects such as study and life, there are deviations and problems in the teaching responsibility and personal relationship between the alienation instructor and graduate students. Due to the influence of the environment, the individual and matching problems of teachers and students, there are many alienation problems in China's guiding relationship. This paper analyzes the reasons for the alienation of guiding relationship from three aspects: policy environment, personal characteristics and matching relationship, and provides solutions to the problem of alienation of guiding relationship.

Keywords: Tutoring relationship, Academic capitalism, Teacher-student matching

1 Introduction

As the core of the relationship between teachers and students in postgraduate education, the relationship between guidance and learning runs through the whole process of postgraduate education. With the expansion of the scale of graduate students, Chinese academic circles have begun to pay attention to the study of the relationship between guidance and learning in recent years, and scholars have reached a consensus on the definition of the relationship between guidance and learning. Liu Ning et al., Peng Mingxiang et al. believed that the so-called guiding relationship refers to the multi-dimensional and multi-nature relationship system formed by tutors

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and graduate students through direct communication activities such as curriculum learning, academic research, ideological education, behavior guidance, learning and life in the process of postgraduate training. In general, the existing studies have summarized this multidimensional relationship as the unity of "teaching" and "educating people". However, under the background of education in the new era, the phenomenon of alienation and alienation of postgraduate guidance relationships is becoming more and more obvious, which has a great negative impact on China's academic ecological environment, and the alienation of guidance relationships has become an urgent problem to be solved.

2 The Connotation of Relationship Alienation

In the process of getting along with graduate students in various aspects such as study and life, there are deviations and problems in the teaching responsibility and personal relationship between the alienation instructor and graduate students. Many researchers have classified the alienation forms of mentoring relationship. Based on the official teaching relationship between tutors and postgraduates, some researchers classify the alienation of the guiding relationship into three forms: employment type, free-range and coping type [2]. On this basis, Ru Zongzhi and Liu Xiaomin introduced two dimensions: the management style of tutors and the style of teacher-student relationship, and divided the alienation of mentoring relationship into four types: family nanny, loose free-range, enterprise employment and parental arrangement [3]. However, the above scholars believe that the alienation of the guiding relationship is dominated by the tutor, and less research is conducted on the form of student-led alienation. In order to explore the types of alienation of the relationship between guidance and learning more comprehensively and find solutions to the problem of guidance, Liang Shehong and others further analyzed the alienation of the relationship between guidance and learning, and divided the problems of the relationship between guidance and learning into three categories from the perspectives of tutors and students: The first category, the alienation of mentoring relationship dominated by mentors, is divided into three types: exploitative, laissez-faire and authoritarian. The values, personality characteristics and practical pressure of mentors are the main reasons for such problems. The second category is the alienation of the student-led guidance relationship, which is divided into three types: escape type, coping type and confrontation type. It is mainly influenced by the academic interest, research ability

and personality characteristics of graduate students. The third category, the compound cause type, is divided into two types: professional confusion type and misbehavior type. This alienation form is composed of both tutors and postgraduates.[4] This classification method is analyzed from three dimensions, complements the student-led and various compound causes of guidance problems, and forms a more perfect classification system of guidance alienation.

3 The Root of Dissimilation of Guiding Relation

In the past, scholars have analyzed the reasons for the alienation of mentoring relationship numerous times, and some scholars have summarized the reasons for the alienation of teacher-student relationship into three aspects: institutional policy, tutor factor, and student factor [5]. However, the existing research ignores the influence of the overall environment and the teacher-student matching on the alienation of the mentoring relationship. In fact, according to Bandura's triadic reciprocal determinism [6], the development of students in the academic environment is greatly influenced by the social environment and the interaction between teachers and students. Therefore, it is necessary to incorporate the environment into the influencing factors of the mentoring relationship. This paper discusses the root causes of the alienation of the relationship between guidance and learning by combining the environmental factors, the internal reasons of both sides and the matching problems. The concrete theoretical framework is shown in Fig.1.

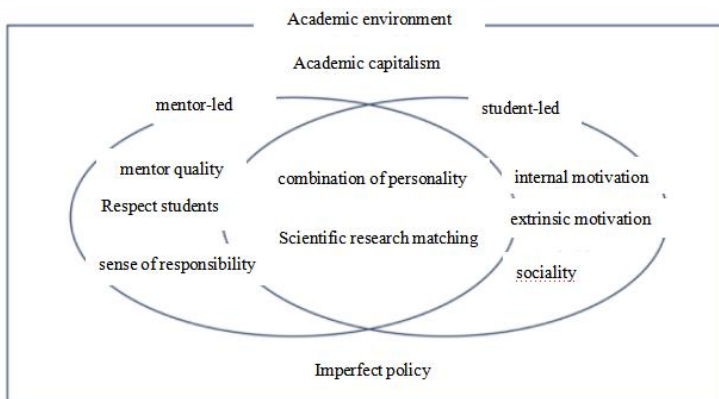


Fig. 1. The root of dissimilation of guiding relation

3.1 Bad academic environment and lack of policy

Capitalized academic environment. In 1997, Slaughter and Leslie defined academic capitalism as "market-related and market-specific behavior as far as universities and teaching and research personnel are concerned." [7] Academic capitalism is the embodiment of globalization, marketization and resource dependence diversification infiltrating into university scientific research. Under the background of economic globalization, in order to give full play to the competitiveness of colleges and universities in the international market, China advocates the establishment of market competition mechanism in colleges and universities. Based on the demand for resources, colleges and universities have to modify their nature and form a market-oriented scientific research model. Scientific research has been labeled as "interest" and separated from pure academic interest, and gradually formed a commercial model. In this environment, graduate students and their tutors, as the main body of university scientific research, must be affected accordingly, and the relationship between teachers and students has also been alienated to varying degrees. The reasons for the alienation of the guiding relationship caused by academic capitalism are mainly reflected in the following four aspects:

First of all, there is a shift in the way the government allocates funds to universities. University funding has changed from the previous state funding to a partially self-funded university operation model. The resources available to tutors are highly correlated with their scientific research results, and graduate students are the 'labor force' for them to achieve scientific research results, which leads to the emergence of exploitative mentoring relationship. If the graduate student's scientific research ability is weak and cannot effectively help the tutor to obtain resources, the tutor is extremely likely to take a laissez-faire attitude towards the graduate student and form a laissez-faire guidance relationship. Second, academic capitalism makes professors lose autonomy and become information workers. Zygmunt Baumann, a famous British philosopher, used the concepts of "legislator" and "interpreter" to reveal that under the conditions of post-modern society, under the influence of diverse and complex social lifestyles and values, the utilitarian and secular characteristics of university teachers are highlighted. They have gradually lost the absolute authority of knowledge and need to be more "interpreters" of government policy implementation and social rule of law concepts. The supervisor loses the absolute dominance in scientific research, and the graduate students trained naturally

cannot totally follow their own heart to complete the research. In addition, under the influence of academic capitalism, universities emphasize application rather than research, and the publicity and influence of university teachers have been considerably weakened. They have gradually shifted from focusing on public events to interest-related research [10]. The teaching research is driven by interest, which has a certain influence on the body and mind of postgraduates. Finally, in the process of teachers' participation in the whole academic entrepreneurial activities, the academic logic that traditionally plays a leading role is replaced by the market logic of entrepreneurial activities, and the value culture also shifts to interest orientation and competition first. The problem of interest distribution among teachers has also consumed some of the resources in the university, resulting in additional reduction of funds. The pursuit of fame and fortune among tutors has also reduced their attention to postgraduate teaching.

The policy system is not perfect. There is also room for improvement in the policy system of Chinese universities. First, Chinese universities attach importance to scientific research and neglect teaching. In China, teachers commonly undertake a variety of duties. They not only complete the teaching of graduate students, but also undertake supervision, scientific research, and even administrative positions. As Chinese universities attach particular importance to scientific research achievements, they tend to formulate various performance-maximizing policies to mobilize teachers' motivation for scientific research [11], which shortens the time for tutors to train students. Second, China lacks laws and regulations to define the relationship between tutors and graduate students. From the perspective of China's current policies, the legal relationship between tutors and graduate students is relatively vague, and training institutions do not have a comprehensive regulation on the duties of tutors to guide graduate students and a complete assessment and evaluation system [12]. This results in uneven quality of tutor guidance for graduate students. The lack of supervision of society and training units, the vague sense of rights and responsibilities of tutors, and the unclear boundaries of rights and obligations from a legal perspective usually lead to the most common laissez-faire relationship.

3.2 Individual elements of tutors and graduate students

In terms of tutors:. The reasons for the alienation of the mentoring relationship under the influence of the mentor are divided into three aspects: the quality of the mentor, respect for students, and sense of responsibility. Specifically, first of all, the academic quality of the tutor 's quality is the tutor' s scientific research level, which refers to the ability to 'teach', and the non-academic quality is the cultivation of graduate students' thoughts and behaviors, which refers to the ability to 'educate people'. The low academic quality of tutors will lead to insufficient guidance for graduate students in the academic field. The low non-academic quality will lead to the teacher 's inability to act as a moral and life model for graduate students, making students lack guidance in academic and life, so that the relationship between guidance and learning is alienated. Second, respect for students includes equal treatment and ability respect. On the one hand, the tutor emphasizes personal authority too much, does not put graduate students in an equal position, and forms an exploitative guiding relationship. On the other hand, the tutor underestimates the academic interest of graduate students. The topics arranged for graduate students are usually mandatory, forming an authoritarian guiding relationship. Finally, the low sense of responsibility is also an essential reason for the alienation of the relationship between guidance and learning. The low sense of responsibility tutors pay attention to personal interests, ignore the cultivation of graduate students, distance between teachers and students, and form a laissez-faire relationship between guidance and learning.

For graduate students:. The reasons that affect the alienation of the guiding relationship of graduate students can be divided into two factors: the motivation of graduate students and sociality. First of all, the lack of postgraduate learning motivation is divided into two aspects: the lack of internal motivation and the lack of external motivation [13]. The lack of external motivation is reflected in the lack of external incentives such as paper publication, salary expectation and supervisor's praise, which will lead to a strong sense of anxiety and powerlessness in the scientific research task, and therefore avoid communicating with the supervisor. The lack of internal motivation is manifested as the lack of interest in scientific research, the lack of internal drive will lead to the lack of self-achievement, thus forming a coping type of guiding relationship. Second, the lack of society of postgraduates will lead to their inability to get along harmoniously with their tutors. On the one hand, postgraduates

cannot actively communicate with teachers when they have academic problems, resulting in a strong sense of self-blame and powerlessness, thus forming an evading mentoring relationship. Similarly, if a graduate student has a strong sense of self, is incompatible with the personality of the tutor or is dissatisfied with the assigned tasks, it will lead to a confrontational mentoring relationship. [4]

3.3 The mismatch between tutors and graduate students

If the guidance is correctly matched, both teachers and students can generally experience a harmonious relationship between guidance and learning. Students have higher satisfaction with learning, and tutors have stronger willingness to educate people. If the guidance is not perfectly matched, it is usually accompanied by different degrees of tension in the guidance relationship. [14]. The matching problem between teachers and students is mainly reflected in the following two aspects. First of all, the mismatch between the personality of the tutor and the student has caused the alienation of the teacher-student relationship. The teacher's ethics, personality, interpersonal skills and scientific research ability of graduate tutors not only directly affect the academic training quality of graduate students, but also have a bearing on the development of graduate students' personality [15]. If the ideological, psychological and value mismatch between teachers and students leads to apathetic relationship between teachers and students and lack of communication, it will cause conflicts between teachers and students and reduce the self-efficacy of graduate students. Second, the mismatch between teachers and students is also reflected in scientific research. The problem of the ownership of scientific research results, the lack of initiative in the process of scientific research, and the inconsistency of the direction of scientific research between teachers and students will lay hidden dangers to the alienation of teacher-student relationships. From the ownership of scientific research results, scientific research results consume a lot of time and effort of graduate students, but the scientific research results of graduate students are also the stage results of scientific research done by tutors, resulting in the contradiction of the first author. If teachers and students do not agree on the ownership of scientific research results, it will also lead to the alienation of the guiding relationship. From the perspective of the initiative of the scientific research process, people are more inclined to engage in free and independent labor and exclude compulsory activities.[16] If the supervisor imposes too much compulsion on the guidance of the

graduate student, which inhibits the academic interest of the graduate student, it will cause the graduate student to conflict with the scientific research task. From the perspective of the matching degree of research direction, if graduate students are not optimistic about their professional prospects, busy with learning other majors, and are not interested in the research direction of their tutors, they will take a deceptive and coping attitude towards their tutors, resulting in the alienation of the relationship between guidance and learning.

4 Measures to Improve the Relationship Between Guidance and Learning

In summary, mentoring relationships in graduate education are influenced by the academic environment, the personal factors of graduate students and mentors, the interaction between faculty and students, etc., resulting in various forms of mentoring problems such as exploitation, avoidance and professional confusion. The alienation of the guiding relationship not only affects the quality of graduate education, but also hinders the full implementation of the quality education of graduate students, which brings a significant impact on the long-term development of China's higher education. It is urgent to improve the relationship between teachers and students, which should be improved from the policy environment, the quality of teachers and students, and the matching of teachers and students.

First, to solve the problem of alienation of the relationship between guidance and learning needs to fundamentally alter the bad academic environment. The trend of economic globalization will gradually increase the impact of marketization on colleges and universities. The lack of relevant policies also provides conditions for the alienation of the relationship between guidance and learning. The key to solving the problem lies in how to grasp the balance between instrumental rationality and humanistic spirit in colleges and universities. On the one hand, it is necessary to avoid universities being driven by academic capitalism, which transforms students from the role of knowledge learners into academic workers. On the other hand, it is necessary to solve the biased policies of colleges and universities that emphasize scientific research and ignore teaching. Colleges and universities should strive to alter the academic ecology of the supremacy of assessment, and try to alter the materialized code of the "piece-capital" type of paper production and evaluation [17]. The experience accumulated in the United States on this issue is worthy of reference.

They have carried out a comprehensive reform of the teacher 's reward mechanism. By changing the evaluation system, providing a more flexible evaluation mechanism, expanding the academic scope, etc., teachers in American universities have gradually found a balance between scientific research and teaching work, and can allocate additional time to teaching work rather than all investment in scientific research. It uses multiple evaluation methods to promote learning by evaluation, so that teachers are willing to study and explore, so as to further focus on innovation [18].

Second, to solve the problem of dissimulation of the guiding relationship, it is necessary to improve the quality of teachers, promote their respect for students and enhance their sense of responsibility. First, the quality of teachers can be improved by establishing a system for selecting mentors. In the process of teacher employment, we should improve the evaluation system and alter the selection mechanism of only academic articles and light quality. [19] Second, colleges and universities should guide teachers to establish ideal academic pursuits and promote respect for students and academics. The correct direction of the way forward can help teachers not be confused by interests, so as to strengthen their academic ideals and care for students. Finally, through the accountability review of the tutor, the tutor 's sense of responsibility to the students is improved. Numerous developed countries also faced the same dilemma of mentoring relationship as China in the last century. Countries such as the United Kingdom and Australia have held mentors accountable and vetted in order to improve graduation rates. [20] In this way, mentors become co-responsible for students' graduation, and during the selection of topics, they screen students for problems that can be completed during graduate school, rather than allowing students to explore difficult problems. [21]

Third, to solve the problem of the alienation of the guiding relationship, it is necessary to improve students' learning motivation and cultivate their sociality. First of all, colleges and universities should pay attention to the cultivation of graduate students' learning motivation. On the one hand, colleges and universities can improve students' internal motivation by cultivating their originality. Originality is the ability to work alone. In the process of working alone, students will generate internal driving force, realize self-achievement, and thus improve internal motivation. According to Hockey, tutors should avoid "excessive involvement" in students' scientific research and papers [22], because tutors' excessive help will affect their originality. On the other hand, colleges and universities can improve students' external motivation by setting up appropriate reward mechanisms [23]. For example, using bonuses, honors

or other resources as an external factor to mobilize students' enthusiasm for learning, enhance their motivation for success, and encourage students to explore their own potential. Second, colleges and universities should pay attention to the cultivation of postgraduates' society. By providing psychological counseling to postgraduates, strengthening the management role of counselors, emphasizing the organizational role of postgraduates' party branches, classes and associations, etc., they should exercise and improve postgraduates' various social abilities of self-management, self-education, self-service and interpersonal communication, and improve postgraduates' sociality [24].

Finally, to solve the problem of alienation of mentoring relationship, it is necessary to consider the matching problem between the two sides of mentoring. Only by establishing an equal and democratic teacher-student relationship can teachers and students mobilize students' enthusiasm and initiative [25]. Some graduate students feel pressure in study and scientific research and have estrangement to their tutors, but in fact, through effective communication and communication, various pressures will be eliminated invisible, and every communication between graduate students and tutors is a process of "guiding" and "learning", so as to achieve a harmonious and stable guiding relationship.

5 Conclusions

In a word, the alienation of the relationship between guidance and learning is the result of the interaction of environment, individual and both sides. To improve the alienation of the relationship between guidance and learning, we should start with the various factors that affect the relationship between guidance and learning, cooperate with each other, change the academic environment, improve the mechanism of colleges and universities, and standardize communication behavior. Only in this way can we more effectively promote the high-quality development of graduate education, vigorously improve the quality of graduate education, and promote the construction of a modern education and science and technology power.

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