

The Impact of Teachers' Behavior on Educational Effectiveness in Online Learning Mode

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Abstract. Online education has become a convenient platform for educators and learners to participate in the educational process. However, this accommodation comes with its own set of challenges, including reduced interaction between educators and students, potential adverse effects on student mental health, and concerns related to student self-discipline. Unlike traditional classroom teaching, online teaching monitors students' situations in real-time and provides timely help when encountering obstacles. Observations that ongoing interactions between students and educators in online environments are often associated with reduced student engagement in changes in interactive educational environments. Educators play a critical role in guiding and supporting students, and these challenges highlight the importance of educator behavior in effectively addressing these issues. This suggests that many students engage in online learning when they may appear disinterested or less effective, and this study provides pertinent suggestions to effectively address these challenges. While online education offers flexible and convenient learning methods, educators must face up to the associated complexities to ensure a fruitful and enriching educational experience for students.

Keywords: Online learning; Interaction; Mental Health; Self-efficacy.

1. Introduction

Online learning mode has created a relatively convenient way for students to learn, however, it is accompanied by the phenomenon that the interaction between students and teachers has become relatively distant. Many students may show a lack of interest or inefficiency in the online learning process. Compared with traditional face-to-face teaching, it is more difficult for teachers to pay attention to the real-time status of students in online teaching, and it is more difficult to communicate with them promptly to solve problems. Teachers play a key role in guiding and supporting students in an online learning environment. Consequently, substantial efforts have been dedicated to crafting fresh teaching approaches that amplify students' motivation, and dedication, and optimize their knowledge acquisition [1]. They should set clear learning goals for students, help students deeply understand the course content, and solve their problems promptly. Providing timely feedback and support is essential for students to overcome learning barriers and improve learning outcomes. This study presents three problems that can arise from online learning, the importance of the problems, and the solutions.

2. Problems with Online Teaching and Learning

2.1. Absence of Face-to-Face and Social Interaction

Online courses typically lack the essential component of face-to-face communication. Face-to-face interaction plays a vital role in students' social and emotional development. In a traditional classroom, students establish robust connections with both peers and instructors, facilitating the exchange of ideas, collaborative problem-solving, and the development of teamwork skills. In contrast, online classrooms often constrain such interaction, leading to feelings of isolation and a deficiency in social support, which, in turn, hinders students' ability to seek clarification, engage with their peers, and communicate effectively with instructors. Additionally, online courses frequently fall short of

fostering social interaction, potentially diminishing trust within teacher-student relationships and undermining students' social competencies and cooperative skills.

2.2. Negative Impact on Students' Mental Health

Online learning settings with limited interactivity can potentially harm students' mental well-being. In such scenarios, students may grapple with a spectrum of adverse emotions, encompassing mental health concerns such as loneliness, anxiety, and depression. Simultaneously, a considerable number of students might find themselves in unfamiliar territory, feeling ill at ease with the online learning paradigm, which can translate into heightened unease and difficulties in successfully acclimating to this novel mode of education. The transition from a conventional face-to-face classroom environment to a virtual learning milieu can, for many, instigate a range of discomforts and adaptation challenges. These emotional and adjustment hurdles carry the potential to exert an unfavorable impact on the mental health of students.

2.3. Challenges in Cultivating Self-Discipline

Online learning necessitates that students possess a heightened degree of self-regulation and self-management. For instance, when studying from home, students often contend with an array of distractions stemming from their home environment, which can pose challenges in maintaining focus. Even in familiar and comfortable settings, students may grapple with the allure of diversions such as social media and the persistent pings of cell phone notifications, potentially eroding their motivation to engage in learning. Furthermore, within an online teaching framework, the real-time monitoring of students' learning processes proves arduous for instructors. Consequently, students are required to rely more heavily on self-control to navigate their educational journeys. Nevertheless, this shift towards self-regulation may result in decreased learning efficacy for certain individuals.

3. Significance of Educator Conduct

3.1. Interaction

Interaction is one of the key elements of education, which not only helps to transfer knowledge but also allows teachers to facilitate interaction and participation among students through online discussions, real-time conferencing, and other interactive tools. In research exploring interaction, there has been substantial attention given to the concept of 'presence,' which involves the sensation of being actively engaged in a specific environment and having a sense of affiliation with a group. When a student attends a conventional classroom in person, it is presupposed that they also develop a feeling of being integrated into the class or the larger community of students enrolled in that course [2]. "Presence" refers to a student's sense of being in a specific place, such as a classroom, and feeling a sense of belonging to a group of students within that educational environment. In the traditional face-to-face classroom, the physical presence of a student is often associated with their active participation and engagement in the learning process. The classroom is not just about occupying a seat but also about feeling connected to the learning community. When students attend face-to-face classes, it is assumed that they have a sense of belonging to the class or group, and this sense of belonging can positively influence their engagement, participation, and overall learning experience. The absence of a sense of belonging can hinder learners' capacity to focus on their educational objectives, including studying and achieving success in higher education.

Fostering a positive and engaging classroom atmosphere stands as one of the most effective strategies for educators to facilitate children's learning and prevent the emergence of behavioral issues. How teachers respond to children's appropriate and problematic behaviors can profoundly shape the classroom environment. Nurturing constructive communication between teachers and children represents a vital approach to cultivating a favorable classroom ambiance [3]. Teachers play a crucial role in facilitating such interactions. Positive feedback can significantly improve students' academic performance. Positive feedback from teachers can create a relatively pleasant environment for

students to take the initiative in answering questions and learning. Second, effective encouragement and positive feedback given by teachers during the teaching and learning process can help to increase students' self-confidence and motivation to learn, thus promoting their willingness and ability to speak English. When teachers encourage and recognize students' efforts and achievements, students feel valued and supported and are therefore more motivated to learn. This boosts their self-confidence and makes them believe that they can overcome academic challenges. Second, positive feedback helps to promote a positive teacher-student relationship. When teachers convey trust and respect for their students, students are more willing to work with them and to ask for help. This relationship of mutual trust helps create an open learning environment where students feel free to ask questions and share ideas. This helps to create a more creative and positive learning atmosphere and makes it easier for students to engage in learning. Positive feedback increases students' self-esteem and self-confidence. When teachers emphasize students' strengths and achievements, students feel valued in their learning. This positive self-perception helps shape healthy self-esteem and gives students confidence in themselves. This is important for mental health and emotional development and can help students cope better with setbacks and difficulties, thus removing the distance associated with online teaching. In addition, positive feedback can be a motivating factor for students. When students know that their efforts and achievements will be recognized and rewarded, they are more motivated to reach higher goals. This can motivate them to actively participate in learning activities and improve their learning effectiveness. Positive feedback also develops students' self-motivation skills, enabling them to set their own goals and work towards achieving them.

3.2. Mental Health

A compromised mental health state is correlated with reduced productivity, an excessive workload, and a perception of insufficient support. This circumstance has the potential to lead to an uptick in academic underperformance, study delays, and ultimately, higher dropout rates [4]. In simpler terms, emotional distress can lead to a decline in students' grade point averages, which in turn intensifies symptoms of anxiety and depression. As a result, students find themselves trapped in a distressing cycle as the pressures in both their academic and personal lives become more pronounced [5]. Inadequate mental well-being can result in diminished productivity, overwhelming workloads, and a sense of self-doubt regarding one's capabilities. This may manifest as academic underachievement, study delays, and even a surge in dropout rates. Subsequently, this can contribute to a decline in academic performance and an escalation in symptoms of anxiety and depression. Given the intricate interplay between mental health difficulties and academic hurdles, students may find themselves ensnared in a relentless cycle. Emotional distress can adversely impact academic achievement, and reduced grades can exacerbate anxiety and depression, further impeding students' ability to break free from this cycle. There are several key reasons why teachers' actions are pivotal in addressing students' psychological issues. Firstly, educators often possess the ability to identify early indicators that a student might be experiencing psychological challenges, such as a decline in their enthusiasm for learning and increased social withdrawal. Secondly, teachers assume a critical role in alleviating psychological problems among students. Their provision of support, empathy, and positive conduct contributes to the establishment of a nurturing learning environment, which furnishes students with the essential psychological backing necessary for effectively coping with the diverse challenges posed by academic pursuits and life in general.

3.3. Self-efficacy

Albert Bandura, an American psychologist, initially introduced the concept of "self-efficacy". According to Bandura, self-efficacy refers to an individual's assessment of their capability to effectively perform a specific achievement-related action. It represents an individual's subjective evaluation and belief in their capacity while organizing and executing actions aimed at achieving a particular goal [6]. Self-efficacy encompasses a person's self-assurance and perception of competence regarding their ability to engage in a specific behavior [6]. For example, in the study conducted by McGhee, a significant, moderate, and favorable correlation was identified between online

technological self-efficacy and the academic performance of 45 community college students [6]. Furthermore, Artino's research indicated that students possessing higher self-efficacy for computer-based learning were more prone to derive satisfaction from their learning experiences compared to their counterparts with lower self-efficacy levels [6]. Teacher support and encouragement play a pivotal role in fostering students' self-efficacy. When educators convey trust and confidence in their students through positive expressions, students are inclined to believe in their ability to succeed. This constructive interaction can be established through acts of encouragement, commendation, and the use of affirmative language that imparts a sense of comprehension and backing to students.

4. Relevant Suggestion

4.1. Use of Teaching Tools

Educators and instructional developers need to focus on how they design content and choose suitable delivery technologies when it comes to fully online education. Employing a range of media or technological resources can enhance the potential for interaction between learners and the content. Incorporating interactive videos within the content can prove advantageous, as it enhances the chances of student engagement and contentment [7]. First of all, teachers can draw students' attention as well as curiosity through online classroom interactions. Teachers should focus on students' motivation to learn, attract students' attention by manipulating the PowerPoint or by showing positive feedback such as large movements, increase students' self-confidence and thus increase students' motivation to learn as well as their concentration in the classroom. For example, teachers can insert relevant images, diagrams, photos, and schematics into teaching tools like PowerPoint. Images and diagrams are not only effective visual tools, which can help students better understand abstract concepts to make learning more visual and vivid. Teachers can capture students' attention and bring them into the classroom by circling images. Moreover, teachers can set up interactive sessions in PowerPoint to encourage students to ask questions or share ideas. This can be done through polls, online quiz tools, or discussion boards. Teachers stimulate student curiosity by asking questions, challenging tasks, and engaging examples. Meanwhile, in short, teachers can make teaching more interactive, attractive, and effective by skillfully manipulating PowerPoint to guide students' learning. The correct use of PowerPoint can help students better understand and remember course content while stimulating their interest in learning and making the learning experience more lively and interesting.

4.2. Emotional Support and Positive Guidance

Self-determination theory suggests that the fulfillment of fundamental psychological needs can occur with the assistance of important individuals, such as educators [8]. A caring and supportive teacher can play a key role in a student's boredom with school. If the teacher merely blames and criticizes the student's performance, the student may become more depressed and his or her dislike of school may deepen. The situation may be different if the teacher uses positive feedback, such as encouraging the student's efforts and emphasizing his potential. In an instructional setting, feedback generally refers to the response given by teachers to students regarding the completion of a learning task, to enhance and advance students' learning [9]. Through positive feedback, the teacher can boost the student's self-esteem and self-confidence. When a student feels that his efforts are recognized, he may be more motivated to overcome academic challenges. A teacher can build a trusting relationship with a student, encourage him to share difficulties and provide support and guidance. This support can motivate the student to learn and help him gradually shake off his boredom and re-engage in his studies. Teachers should pay timely attention to the mental health of incoming students and take appropriate action, such as working with the school's mental health team, which can help students receive support and treatment before their problems worsen. Teachers can be role models for students by modeling positive mental health practices through their behavior. They can emphasize the importance of self-care, stress management, and emotional expression to encourage students to adopt positive mental health behaviors in their own lives.

In addition, creating a positive classroom climate characterized by respect for diversity and inclusion can go a long way toward reducing students' social anxiety and making them feel comfortable and confident. Compassionate and empathetic educators not only alleviate emotional distress among students but also aid in fostering their self-esteem and self-confidence. Furthermore, the provision of regular feedback and guidance assists students in gaining a better understanding of their academic performance, thereby diminishing academic stress and anxiety. Finally, providing information and guidance about mental health resources can give students early access to professional support and effectively reduce the potential for psychological problems.

In addition to the aforementioned points, teachers can also impart problem-solving and stress-coping skills to their students, aiding in, teachers can also impart problem-solving and stress-coping skills to their students, aiding in the development of their self-management and self-regulation abilities. This equips students with greater resilience in the face of setbacks.

4.3. A Sense of Self-efficacy

Self-efficacy serves as the foundation for the exploration of learning self-efficacy by scholars. Learning self-efficacy involves learners making subjective judgments about their ability to complete learning tasks. The sense of knowledge acquisition in students refers to their positive, subjective perception of gaining real knowledge and fulfilling their educational needs. When students are actively engaged in the learning process, comprehending and absorbing course material, they develop a sense of confidence and satisfaction. The reform of course content should aim to seamlessly blend ideological education with professional course knowledge. Students' sense of knowledge acquisition arises not only from their grasp of professional course content but also from the ideological guidance provided by their teachers. Through course learning, students can acquire knowledge at various levels, with knowledge acquisition at the highest level reflecting the strong connection between students and the content taught in the classroom [10]. This should be done by asking questions that spark thought and discussion. These questions should attract teachers' attention, stimulate students' interest, and encourage them to think deeply. Open-ended questions usually start with "why", "how", "what do you think", etc. to trigger students' discussion and thinking.

When students respond, teachers should encourage students' verbal responses to let students know that everyone's voice is valuable. At the same time, teachers should provide timely, positive, and responsive feedback when students share their opinions and experiences. Words of encouragement, further questions, or constructive comments on their points. By affirming students' answers, students' enthusiasm can be stimulated, which helps build students' self-confidence and motivation. By adopting this series of strategies, teachers can build a highly interactive and participatory online learning environment, stimulate students' interest in learning, improve their self-awareness, and encourage them to more actively share their opinions and experiences.

5. Conclusions

In summary, online learning faces multiple challenges, but teachers can take proactive steps to overcome these challenges and create a positive and engaging online learning environment. First of all, teachers should flexibly use teaching tools such as PowerPoint in online teaching to improve students' participation and enthusiasm. Through visual AIDS, interactive features, and engaging content, teachers can hold students' attention and make learning more interactive and fun. This not only helps students better understand and remember the course content but also enhances their motivation and concentration. Second, teachers' emotional support and positive guidance are critical to students' health and academic success. Teachers should improve students' self-esteem and confidence by encouraging, recognizing their efforts, and emphasizing their potential. Build trust and open lines of communication that allow students to share difficulties and seek guidance, ultimately inspiring them to learn and overcome challenges. In addition, teachers should pay close attention to students' mental health and work with the mental health team when necessary. By modeling positive

mental health habits and promoting self-care, stress management, and emotional expression, teachers can help students adopt healthy behaviors in their lives. At the same time, creating a positive classroom climate that values diversity and inclusion can reduce students' social anxiety and enhance their comfort and confidence. Regular feedback and guidance on academic performance can help reduce study stress and anxiety. Finally, teachers can develop students' self-discipline by imparting problem-solving and coping with stress skills, improving students' self-management and self-regulation, as well as enhancing resilience in the face of setbacks. Encouraging thoughtful and open-ended questions can stimulate discussion and critical thinking among students, resulting in a more interactive and participatory online learning experience.

Taken together, incorporating these strategies into online teaching practices can effectively address a variety of challenges, improve students' self-efficacy, and contribute to a more effective and supportive online learning environment.

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