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## ACADEMIC INTERPERSONAL RELATIONS DURING THE PANDEMIC REMOTE EDUCATION IN THE OPINION OF ACADEMIC TEACHERS\*

**Introduction:** During the pandemic, all academic life shifted to the Internet. The education process and the related space for student–lecturer relations changed in March 2020 and then evolved during the pandemic.

**Research Aim:** The article presents the results of triple questionnaire studies carried out after each semester of remote education at a pedagogical university among 178 academic teachers, concerning relations with students during distance learning and teaching.

**Method:** The online diagnostic survey method was used. The analysis of data obtained from open-ended questions was qualitative.

**Results:** The main categories revealed in the respondents' statements were individualization, contact, communication, trust as well as didactics and exams. The respondents indicated relationships as an advantage of remote education, the lack of relationships as its disadvantage, described the relationships in the context of difficulties in implementing remote education, and raised the topic of relationships in the examination process. There is a significant change in the perception of these categories over time.

**Conclusions:** A significant increase in the importance of relationships over time during the implementation of distance learning can be seen. In the era of the domination of remote education, it is impossible to stick to the traditional approach to building relationships based on the authority of the teacher's knowledge and readiness to uncritically receive content from students.

**Keywords:** interpersonal relations, remote education, academic lecturers, higher education, COVID-19 pandemic.

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## INTRODUCTION

Interpersonal relations are a key element of social life. Znaniecki noticed that people influence others, but also interact with them (Znaniecki, 2011). In building relationships, the method of communication plays an important role (including elements of verbal and non-verbal communication, and also the quality of it), as well as elements such as appearance, competences, a sense of closeness or perceiving benefits related to others (Nęcki, 2000; Adler et al., 2021). The popularization of remote education, related to the limitations of contacts and social mobility, resulting from the SARS-CoV-2 pandemic, developed new didactic patterns, but also caused changes in building and maintaining interpersonal relationships. Distance education forces the dominance of verbal communication and creates an environment in which the dynamics of contacts change, anonymity increases and interactions between participants of the learning process are limited (Romaniuk and Łukasiewicz-Wieleba, 2020). Lecturers complain about an acute lack of direct contact with students (Romaniuk and Łukasiewicz-Wieleba, 2021b). On the other hand, remote communication via the Internet has developed dynamically during the pandemic (Böttger et al., 2020), which may indicate the need to fill the gap that has arisen in direct interpersonal contacts. Adaptation to a different communication environment required appropriate preparation and training, which not only increased the effectiveness of education but also allowed to adapt the possessed and develop new communication competences that will be effective online (Sudhir et al., 2020).

Social interactions have a positive impact on the effectiveness of learning, although the need to maintain social distance weakens this effect, as people attach more importance to studying and working as well as maintaining health and life than to socializing online (Baber, 2022). In the case of distance education, the contact of the student with the lecturer cannot be limited only to the transfer of knowledge but should meet the needs of contact with another person as much as possible (Yao et al., 2020). The relationship effect comes from the lecturer, not the course content and quality. Teachers' qualities such as commitment, sensitivity, enthusiasm, and friendly communication are desirable, as it is the lecturer's responsibility to build high-level relationships (Glazier, 2016). Positive relations between the teacher and the student play an important role in the teaching process and constitute the basis for building mutual respect and trust for each other, which requires time and work, and the effects depend on the teacher's experience (Hussain et al., 2013).

Over the past months, the effectiveness of virtual classrooms has been studied and attempts were made to adapt them to the needs of students (Taufiq et al., 2020). Obstacles to socio-emotional learning and cultural education were tackled, emphasizing their importance, and trying to compensate for the shortcomings resulting from the lack of direct contact (Katzman and Stanton, 2020). The growing

number of vaccinated people and the return to stationary classes at the university, on the one hand, and the willingness to use the experience gained and the emergence of a “new normality”, on the other hand, resulted in the evolution of the classes into a hybrid form, which allows some students to participate in stationary and some in remote lessons (Triyason et al., 2020). At each educational stage, there was a problem of building interpersonal relationships, both peer and student–teacher (Romaniuk et al., 2020; Pyżalski, 2021; Wiśniewska and Łukasiewicz-Wieleba, 2021). As a consequence of the dominance of remote education, a significant decrease in the quality of relationships and satisfaction with interpersonal relationships is noticeable, and the need to build and establish them indirectly does not contribute to their high quality (Myszka-Strychalska, 2021). Restlessness, isolation, insecurity, stress, and anxiety affect relationships, which have a negative impact on the quality of the educational process, and in the emerging new type of society, new principles of social stratification, structure and relationships are noticeable, causing new inequalities (Donskikh, 2021). Strained student–institution relationships and a sense of isolation of students and teachers are reported but sustained or even better relationships are also noticeable (Vaterlaus et al., 2021), which may indicate a social change in this area and the different qualitative impact of the pandemic on this sphere.

Reflections on the multiplicity of conditions related to building relationships in the process of remote education have become a reason for undertaking research on the experiences of academic teachers related to building relationships in the course of remote education.

## RESEARCH AIM

The analyzes presented in this article are based on three studies of academic teachers employed by the Maria Grzegorzewska University. The diagnostic survey method and the survey technique were used. Three questionnaires were constructed, including closed and open-ended questions.

Relationships turned out to be an important aspect of remote work, often described by lecturers. For the purposes of this study, all answers to open-ended questions were analyzed in terms of relations. The open-ended questions included: requests to list the advantages, disadvantages, and difficulties of remote education (first and second study), advantages and disadvantages of online examinations and student opinions communicated to teachers (second study) and problems that accompany remote examinations (third study). Moreover, in each questionnaire, respondents were free to comment on online education – these statements were also considered in the preparation.

## METHOD AND SAMPLE CHARACTERISTICS

The analysis was qualitative. First, codes that described various dimensions of relationships during remote education were looked for. Then, on the basis of the separated codes, the main categories were developed, which were revealed in the respondents' answers. These are individualization, contact, communication, trust, didactics (and exams). The results of the analysis are presented in accordance with the adopted categorization.

The survey research was directed to all academic teachers employed by the Maria Grzegorzewska University. Participation in the survey was voluntary and anonymous. All respondents agreed to participate in the study. The research did not require an ethics committee opinion.

The first study was carried out at the turn of June and July 2020, after the first months of crisis remote education. In the first study, 65 academic teachers took part, aged 26 to 81 (including 51 women, 41 lecturers with PhD, 14 with master's degree, 10 professors).

The second study took place in February 2021, after the first semester of system-based remote education. In the second study, 77 academic teachers took part, aged 27 to 66 (including 67 women, 49 lecturers with PhD, 18 with master's degree; 10 professors).

The third study took place during summer exams (June–July) of 2021 and was aimed at studying the examination process. In the third study, 36 academic teachers took part, aged 31 to 90 (including 30 women, 27 lecturers with PhD, 6 with master's degree, 3 professors).

## RESULTS

### **Relationships as an advantage of remote education**

The respondents who spoke about the advantages of remote education indicated that one of the advantages is certain dimensions of the relationship. These are statements that relate only to students.

In the first survey, the respondents (14 people) indicated four categories of building relationships in online classes. These include individualization, contact, communication, and didactics.

In the second study, the respondents (25 people) also referred to the analogous categories of relationships as advantages of remote education but described them in a much richer way. These categories include individualization, contact, communication, didactics, relationships. The list of categories and the codes describing them is presented in Table 1.

Table 1.

*Relations and their dimensions as an advantage of remote education. Summary of research after the first and second semester of crisis remote education*

Category	Category description – after the first semester	Category description – after the second semester
Individualization	<ul style="list-style-type: none"> <li>- time for the student, at times appropriate for both parties</li> </ul>	<ul style="list-style-type: none"> <li>- individual work with the student</li> </ul>
Contact	<ul style="list-style-type: none"> <li>- fast, easy, efficient</li> </ul>	<ul style="list-style-type: none"> <li>- contact with the student: better, easy, fast, frequent, multi-channel, immediate, direct, both ways, individual, with a student abroad, intensive contact with the group</li> <li>- the possibility of a conversation between the teacher and the student</li> <li>- teacher availability for the student</li> <li>- “human aspect” of contacts (“contrary to appearances, »human aspect« of contacts – the meeting of student and lecturer <i>de facto</i> takes part at home, gives an overview of the student’s situation and possible problems”)</li> <li>- easy individual contact</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- fast, less formal</li> </ul>	<ul style="list-style-type: none"> <li>- fast, with the use of new forms of expression</li> <li>- personal intimate conversations with the student (“possibility of personal and sometimes even intimate conversations with students. I have the impression that when they are at home, they open up more easily, they want to tell me more about themselves than they would like to at the university. This is an advantage, but can be overwhelming at times”)</li> </ul>
Didactics	<ul style="list-style-type: none"> <li>- the possibility of calling a “reluctant” student to the seminar</li> <li>- implementation of relaxation techniques in class</li> </ul>	<ul style="list-style-type: none"> <li>- during classes: greater involvement, greater activity</li> <li>- ability to work remotely in a group</li> <li>- more equal access to expression (“in a way, more equal access to expression; in the lecture hall, a person with a louder voice spoke more often, despite my awareness of it and an attempt to control it”)</li> </ul>
Relationships		<ul style="list-style-type: none"> <li>- problem solving on a regular basis</li> <li>- going beyond the student’s comfort zone</li> </ul>

Source: Authors’ own study.

The surveyed teachers stated that relationships are an advantage of online education. New technologies enable better, faster, and easier contact with both individual students, which enables individual work with them, and with the whole group. Such efficient contact changes the quality of communication, which becomes faster,

less formal and using new forms of expression (e.g. emoticons). These elements are reflected in the didactic process. Teachers acquire new methodological skills, which turns into relationships built with students in class – including the ability to solve problems as they arise. This is conducive to increasing the involvement of learners, activating students, and showing them ways to take care of their mental well-being.

### **Lack of relations as a disadvantage of remote education**

The analysis of the lecturers' statements regarding the disadvantages of remote education made it possible to conclude that for some people the lack of relationships, their anonymity or their lower quality is a significant drawback of this mode of classes.

In the study after the first semester, the respondents (46 people), describing the disadvantages of remote education, referred to two types of relationships – between lecturers and students and between individual students. The lecturers indicated that there was no possibility of meetings in the corridors, group integration, competition, and interaction. They described relationships through the following categories: contact, communication, and teaching.

In the second study, after nearly a year of remote education, the responses of the respondents (67 people) showed a change in describing relationships as a disadvantage of online education. There has been a transition from a sense of lack (contact, relationship, communication) to a sense of excess (abuse, excessive availability). The respondents pointed to the abuse of communication (e.g. students writing on Saturday evening and expecting immediate response), students' expectations regarding the teacher's readiness to contact them, 24/7 availability for students and trying to reach teachers by calling MS Teams outside working hours. Also in this study, the respondents described the teacher–student and student–student relationships. The categories that emerged in relation to building relationships are contact, communication, didactics, relationships, and trust. The list of categories and their codes is presented in Table 2.

The use of remote education solutions affects the way of contact between educational entities. Many respondents point out the deficit of personal contact, its lower quality, and the uncertainty with whom teachers actually contact when they cannot see people on the other side of the link. Communication is described as poor, difficult, dominated by a lack of honesty and information exchange or reflection. At the same time, over the months, this communication has polarized – apart from the gaps that still existed, it has become excessive and abused in certain contexts. The respondents notice an increase in student communication during tests and examinations for cheating – this disturbs teachers' confidence in students. Limited, anonymous, difficult relationships are reflected in the didactic process. Classes are described as overactive on the part of the lecturers and not active enough on the part of the students.

Table 2.

*Relations and their dimensions as a disadvantage of remote education. Summary of research after the first and second semester of crisis remote education*

Category	Category description – after the first semester	Category description – after the second semester
Contact	<ul style="list-style-type: none"> <li>- worse; limited, hasty, superficial, bad</li> <li>- lack of: physical presence, the ability to observe the face of the other person, interaction, contact: personal, direct, real, personal</li> <li>- reluctance to show faces and turn on cameras</li> <li>- uncertainty whether there is someone on the other side, whether someone is listening</li> </ul>	<ul style="list-style-type: none"> <li>- difficult, limited</li> <li>- lack of: contact with the student, with the whole group, direct, interpersonal, visual, face to face, private, personal, good, physical, mental</li> <li>- difficulty in coordinating contact with students</li> <li>- hiding behind a photo, icon, students cannot be seen</li> <li>- reduced quality of contact with the group</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- lack of: direct communication, exchange of thoughts, hot comments, honesty, non-verbal messages, exchange of messages between classes</li> <li>- impoverishment of: comments, information</li> <li>- it is difficult to have a discussion</li> </ul>	<ul style="list-style-type: none"> <li>- communication: overused, excessively accessible, ready, anonymous, accessible (for students), greater between students during exams and tests, without cameras turned on</li> <li>- hindrance or lack of: dialogue, exchange of ideas in the field of science, reading non-verbal messages, multi-channel communication, joint conversations</li> </ul>
Didactics	<ul style="list-style-type: none"> <li>- difficulties: in conducting discussions, in reading reactions, noticing problems, reacting to difficulties</li> <li>- lack of: response to requests, response from students, cooperation, integration, face-to-face contact, live confrontation</li> <li>- low commitment, low motivation, low activity</li> <li>- late response from all sides</li> <li>- less efficiency of meetings</li> </ul>	<ul style="list-style-type: none"> <li>- difficult, pretended, little involved, little/less active (on the part of students), overactive (on the part of the teachers), directed to the screen, with a delayed reaction, time-consuming</li> <li>- lack of: the possibility of assessing what the students understood, the ability to see faces, reactions, the ability to control the group process, the ability to conduct discussions, visibility of students, activity, lively discussion, answers to the teacher's inquiries during the classes, the ability to verify the presence, reaction from the student to evoke, engage, control involvement, the ability to observe behavior, the ability to react quickly to various situations, feedback, group processes, the ability to see students, interact, the ability to evaluate what has been understood</li> <li>- students: they pretend to be present, are not very involved, do not turn on the cameras, do not want to show themselves, disappear, do not want to discuss, do not cooperate</li> <li>- time-consuming attempts to establish contact during classes</li> <li>- wasting time involving people in discussions</li> </ul>



Relation- ships		<ul style="list-style-type: none"> <li>- anonymous, inferior in quality, limited, alienated, difficult</li> <li>- lack of: face-to-face meetings, opportunities to observe reactions, live social interactions, contact with living people, opportunities to get to know individual students, a living person on the other side, team interaction, relationships, opportunities to establish relationships</li> </ul>
Trust		<ul style="list-style-type: none"> <li>- recording exercises and lectures without the consent of the lecturer</li> <li>- cheating</li> </ul>

Source: Authors' own study.

### Relationships as a difficulty in implementing remote education

In the first study on relationships as a difficulty in remote education, 13 people responded. In the second study, after nearly a year of remote education, 46 people expressed their opinion about the relationship in the context of difficulties that are important in the learning process. The description of relationships in both studies focused on the following categories: contact, communication, relationships, didactics, and trust. The list of categories and their codes is presented in Table 3.

In the descriptions of relations, referring to the difficulties occurring during the implementation of remote education, a feeling of lack of the relations themselves, but also of closeness, control, personal presence within the walls of the university dominated. Difficulties are also the inability to perform various activities, the anonymity of contacts, unnatural and limited communication and distortion of the trust placed in students. In the didactic process during distance education, it is difficult to activate students, to have a dialogue, to respond adequately to their needs, and to monitor their progress.

### Relationships in the examination process

Categories related to relationships and their importance for the examination process were analyzed on the basis of the statements of the respondents in the second and third study (after the second and third semester of remote education).

The second study revealed such categories relating to the relationships built in the examination process as trust, communication, contact, relationships. In this study, the analysis of the statements revealed the ambiguity of the relations that concern the students themselves. Because although their relations are visibly high during the exams, which is expressed in their cooperation (they work together, write exams together) and group problem-solving, these relations are also built in the process of knowledge verification. Thus, students' actions are unethical and disturb trust and relations with the lecturer.



Table 3.  
*Relationships and their dimensions as a difficulty in remote education*

Category	Category description – after the first semester	Category description – after the second semester
Relationships	<ul style="list-style-type: none"> <li>- lack of: closeness, students' conviction about co-creating relationships</li> </ul>	<ul style="list-style-type: none"> <li>- lack of: control over classes and students, opportunities to build relationships, presence, personal contact (which makes it difficult to establish relationships), personal getting to know each other</li> <li>- poor conditions for building relations between students and between the teacher and students</li> <li>- "disappearance" of students from classes</li> </ul>
Trust	<ul style="list-style-type: none"> <li>- the ability to record lecturers and take photos of them</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- lie that the connection has broken; they drink alcohol during classes; they deceive that they are present; they log in but not present/focused; they use a poor Internet connection as an excuse; they record the lecturer without his consent; they are unreliable; abuse the trust of lecturers; cheat on exams; pretend presence</li> </ul> <p>Lecturer:</p> <ul style="list-style-type: none"> <li>- does not know: who is actually present; who is on the other side; who is recording him or her; what students do during the classes; hence their inactivity</li> <li>- does not believe: in the honesty of students; in what they do or declare that they are doing</li> <li>- imagines what the students actually do</li> <li>- is unable to verify the actual presence of students</li> </ul>
Contact	<ul style="list-style-type: none"> <li>- lack of: knowing what is happening on the other side</li> </ul>	<ul style="list-style-type: none"> <li>- worse, difficult interpersonal, difficult with a group, limited</li> <li>- no: contact, direct, visual, face to face, the ability to see the whole group, the ability to see the reaction of shy students, with a live (not virtual) student, the ability to see the student(s), cameras turned on even in individual contact</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- difficulty: in giving feedback</li> <li>- no: information exchange, opinion exchange</li> <li>- narrow, labile, "talking to the wall", anonymous (icons with initials instead of people)</li> <li>- reluctance of students to ask questions in electronic form</li> <li>- talking to a group of silent icons on the desktop (countering this is time consuming, exhausting, ineffective)</li> </ul>	<ul style="list-style-type: none"> <li>- delayed, with low interaction, unnatural (talking to the computer), with limited capacity, reluctant</li> </ul>

Didactics	<ul style="list-style-type: none"> <li>- none: direct interaction</li> <li>- difficulty: in conducting exercises in the field of interpersonal competences, explaining seemingly easy issues, unblocking students to be active</li> <li>- ease: in maintaining discipline, but at the cost of entering dialogue, arguing and respecting someone else's opinion</li> </ul>	<ul style="list-style-type: none"> <li>- students: do not turn on cameras, invisible, pretending to be present, inactive, not engaging in discussions, withdrawing, logging in and leaving the computer</li> <li>- during classes: worse contact, you cannot activate students (including shy, lazy, quiet), you cannot observe students, observe the level of their understanding, monitor the group's involvement, mood and needs of students, it is difficult to conduct discussions and panels, activate everyone, discipline to interaction</li> <li>- lack of: cameras turned on, commitment, the possibility of effective work in groups/pairs, certainty whether students are focused</li> </ul>
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Source: Authors' own study.

In the last study, after three semesters of remote education, the questions were focused on the examination process itself. The following categories appeared in this study: trust, communication, and collaboration. The list of categories and their codes is presented in Table 4.

The online examination process is organizationally difficult for teachers due to limitations in contact with students, even with oral examinations. Communication is also problematic, disturbed, and conflicting, although with efficiently functioning links it can be fast. The relationship between the teacher and students is disturbed, which is the result of the teachers' distrust of neither truthfulness nor high ethical standards of young people. This lack of trust is confirmed by proven fraud attempts and cooperation between students during exams. These observations lead lecturers to prefer stationary exams in direct contact with the student, even if they consider the remote mode of classes to be more advantageous than the stationary one.

## DISCUSSION

In the era of the domination of remote education, it is impossible to stick to the traditional approach to building relationships based on the authority of the teacher's knowledge and readiness to uncritically receive content from students. Physical isolation is a natural element of remote education, so it becomes even more necessary to act to build relationships and commitment (Chickering and Gamson, 1987), as these are factors that increase the motivation and effectiveness of learning (Glazier, 2016). Building a relationship between the teacher and students is time-consuming and dynamic. Teachers who understand their students' needs well use adequate teaching methods and

communicate better. Positive relationships between teachers and students promote mutual trust, build respect, and create a more favorable learning environment (Hussain et al., 2013).

Table 4.

*Relations and their dimensions as an element of the examination process during remote education. Summary of research after the second and third semester of crisis remote education*

Category	Category description – after the second semester	Category description – after the third semester
Trust	<ul style="list-style-type: none"> <li>- students cheat, use notes and ready-made materials, use unfair practices, are dishonest, unfair</li> <li>- possibility of committing a fraud – new methods of cheating</li> </ul>	<ul style="list-style-type: none"> <li>- fraud and deception (lying about sending a done assignment)</li> <li>- cheating</li> <li>- avoidance and evasion</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- individual contact</li> <li>- quick feedback and results when testing knowledge</li> <li>- reviewing written work and immediate feedback for the student with a comment</li> <li>- students communicate with each other</li> </ul>	<ul style="list-style-type: none"> <li>- extended in time</li> <li>- conflictogenic</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>- students manipulate the lecturer by referring to technical problems</li> <li>- insufficient personal relationship</li> <li>- uncertainty whether the student is solving the test on his own</li> </ul>	
Contact	<ul style="list-style-type: none"> <li>- the inability to observe the student's independent work, the possibility of controlling the independence of work, direct contact – high-quality oral examination</li> </ul>	
Cooperation (of students)		<ul style="list-style-type: none"> <li>- communication</li> <li>- sending mutually solved tasks to each other</li> <li>- group work</li> <li>- using various communication channels</li> <li>- the prevalence of phenomena related to unfair behavior at exams</li> </ul>

Source: Authors' own study.

The analyses undertaken show that academics see the importance of relationships and, when writing about their experiences related to distance learning, take them into account in many contexts. They apply to both the teacher–student and

student–student relationships. They ignore the relations of teachers with other entities of the academic community. The description of various dimensions of the relationship is dominated by disadvantages and difficulties, and their consequences translate into the quality of teaching, which is defined as pretended, with a delayed reaction, anonymous, not very active on the part of students and overactive on the part of teachers.

Remote education is associated with dynamics and quick reaction. This is an effect called “e-immediacy” (Al Ghamdi et al., 2016). Also, the statements of the surveyed teachers show the readiness to use the benefits of e-communication and the possibility of quick contact with students and being able to respond to their inquiries just as quickly. However, this has its consequences. While in the first months, lecturers felt insufficient or lack of contacts with students, already after the second semester of remote education, many people signaled a feeling of excess, weariness by overusing contacts by students, expectations of immediate reaction and response, regardless of the teacher’s time and other duties. At the same time, however, in some of the teachers’ statements, there are expressions that prove directivity, a desire to feel control over the actions of students (e.g. control of involvement, discipline of students to interaction).

## CONCLUSIONS

Good practices in higher education include many elements of building a relationship between a lecturer and a student. These include, among others: contact between students and lecturers, reciprocity and cooperation between students, quick feedback, adequate time allocated to the task, good communication (Chickering and Gamson, 1987). These elements occur in terms of relationship-building mentioned by teachers as advantages of remote education. Although the surveyed teachers also extend them to include good conditions for individual work, intimacy (better understanding of students and their home conditions), intensity.

An element of the education process is the verification of the learning outcomes. The analysis of building relationships in the examination process, described by lecturers, reveals the lack of clarity in the cooperation of students. It has an unethical dimension as it allows students to cheat and deceive lecturers to pass an exam or raise a grade in a subject. Although the statements of the lecturers testify to the richness in the relations between students, it can be assumed that this lowers their level of stress related to the exam (Romaniuk and Łukasiewicz-Wieleba, 2021a), they negatively affect the relationship with teachers. The consequence of this is a lack of trust and a sense of danger related to the belief that the technical efficiency of students exceeds that of teachers. Hence, learners use their skills to cheat.

The conducted analyzes, referring to three semesters of remote education, showed that teachers experienced during this period both positive dimensions of relationships built with students, as well as negative ones, which influenced the didactic process and verification of the learning outcomes. A significant increase in the importance of relationships over time during the implementation of distance learning is visible. Initially, the pandemic was treated as a temporary situation, so the brief limitation in meeting the needs of interpersonal contact was not so painfully felt by the lecturers. This statement encourages to undertake analogous analyzes allowing for a range of experiences and opinions of students.

### STUDY LIMITATIONS

The results obtained on the basis of the conducted research may only refer to universities with a similar profile. It is possible that they cannot be generalized to other universities. No tools allowing the use of advanced statistical methods of data analysis were used. These results refer only to the category of interpersonal relations based on mediated forms of communication.

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## AKADEMICKIE RELACJE INTERPERSONALNE W TRAKCIE PANDEMICZNEJ EDUKACJI ZDALNEJ W OPINIACH NAUCZYCIELI AKADEMICKICH

**Wprowadzenie:** W trakcie pandemii całe życie akademickie przeniosło się do Internetu. Proces edukacji oraz związana z nim przestrzeń relacji studentów z wykładowcami zmieniły się w marcu 2020 roku, a potem ewoluowały w trakcie pandemii.

**Cel badań:** Artykuł przedstawia wyniki trzykrotnych badań kwestionariuszowych, przeprowadzonych po każdym semestrze edukacji zdalnej na uczelni pedagogicznej, wśród 178 nauczycieli akademickich, dotyczących relacji ze studentami w trakcie nauczania zdalnego.

**Metoda badań:** Zastosowano metodę sondażu diagnostycznego online. Analiza danych uzyskanych z pytań otwartych miała charakter jakościowy.

**Wyniki:** Główne kategorie, które ujawniły się w wypowiedziach respondentów, to indywidualizacja, kontakt, komunikacja, zaufanie oraz dydaktyka i egzaminy. Respondenci wskazywali relacje jako zaletę edukacji zdalnej, brak relacji jako jej wadę, opisywali relacje w kontekście trudności w realizacji edukacji zdalnej, a także podnieśli temat relacji w procesie egzaminowania. Wskazana jest zmiana postrzegania wymienionych kategorii w czasie.

**Wnioski:** Widać znaczny wzrost ważności relacji na przestrzeni czasu, w trakcie realizacji zdalnego nauczania. W dobie dominacji edukacji zdalnej nie jest możliwe pozostanie przy tradycyjnym nastawieniu do budowania relacji opartych na autorytecie wiedzy nauczyciela i gotowości do bezkrytycznego odbioru treści ze strony studentów.

**Słowa kluczowe:** relacje interpersonalne, edukacja zdalna, studenci, wykładowcy akademicy.