

Empirical evidence from a survey of the moral construction of university teachers in China

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Abstract. This study was conducted to explore the current situation and enhancement strategies of university teachers' moral construction in China. Based on the cognitive and behavioral status of university teachers' morality, we set up and distributed a survey questionnaire on university teachers' morality. The survey results found that the construction of teachers' morality in China has been fruitful, but the current level of university teachers' morality still needs to be improved. On this basis, we put forward some practical strategies to promote the construction of teachers' morality by strengthening the top-level design, improving the reward and punishment supervision system, inheriting and carrying forward the fine tradition of respecting teachers and attaching importance to education, and enhancing teachers' subjective consciousness.

In the overall plan of building a strong educational country in the new era, university teachers not only assume the disciplinary functions of teaching specialized knowledge and improving teaching quality, but are also essentially given the social responsibility of providing moral leadership for the overall development of society.” Teacher morality is the professional morality of teachers, which is the moral code, the code of conduct and the deeper moral concept, sentiment and quality that teachers and people engaged in education must abide by.”^[1] Investigating and studying the current situation of university teachers' moral construction, analyzing and solving the multiple problems faced by university teachers' moral construction, and actively exploring the promotion strategies of university teachers' morality in the new era are of great practical significance for realizing the modernization of education, upgrading the quality of university education, and promoting the growth and development of university teachers.

1 Description of the investigation

Investigation is a practical method and direct means to deeply understand the current work of teachers' moral construction. General Secretary Xi Jinping pointed out that “Investigation and research are the basic skills to do a good job. We must learn to investigate and research, and improve our working skills in investigation and research.”^[2] A

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total of 535 copies of the "New Era University Teacher morality Questionnaire" were issued, 529 were recovered, and 529 were valid.

By organizing and analyzing the survey data, the basic situation of university teachers, who are mainly front-line teachers, is obtained as follows: there are more female teachers than male teachers, which is in line with the status quo of gender distribution of the teaching force; more than 80% of the university teachers are members of the Communist Party of China (CPC) in terms of their political profiles, and the teachers as a whole have a firm political stance; the percentage of senior teachers is the highest, and that of teachers without titles is the lowest, and the results of the data are more analyzable; teachers who have worked for Teachers with 10-20 years of work are the most and those with 5-10 years of work are the least, and the survey respondents have a deeper understanding and thinking of the issues.

2 Analysis of the current situation of university teachers' moral construction in China

"The first criterion for evaluating the quality of the teaching force should be the morals and ethos of the teachers."^[3] This survey shows that: China's university teachers have strong self-consciousness and high self-evaluation of their own teacher moral construction, but there are certain dilemmas in the current teacher moral construction. Therefore, teachers are actively exploring the feasible path to improve teacher morality.

2.1 University teachers are purely motivated by their profession and most of them love education

Professional motivation is the true embodiment of professional ideal and the logical premise of teacher morality. The results of the survey show that 56.33% of the teachers chose "love of education" in the survey of "why choose to be a teacher", indicating that high educational sentiments and the concept of educating people are the main factors for teachers to choose the teaching profession; The fact that some of the teachers joined the teaching profession because they "like the working environment of the school" indicates that the academic atmosphere and workplace environment of the university are more desirable; in addition, the "stable salary" and "sufficient vacation time" are also attractive.

2.2 University teachers generally consider good moral character as the primary measure of a good teacher

The primary standard of "good teacher" reflects the highest value pursuit of teachers. The data show that in the choice of "what you think are the most important qualities of a good teacher", 45.56% of the teachers chose "moral quality" out of the four choices based on political quality, moral quality, professional quality of the subject and scientific research quality. This choice made by nearly half of the university teachers is in line with the basic requirements for teacher morality in the excellent traditional Chinese culture, and also meets the basic requirements for a good teacher in the new era. Another 36.29% of teachers chose "political quality". In addition, 16.07% and 1.7% chose "quality of specialized subjects" and "quality of scientific research", respectively.

2.3 University teachers have strong occupational happiness

Teachers' professional happiness is not only a subjective feeling but also an important

factor affecting the cultivation of teachers' morality. With regard to the question "How happy are you in your teaching job?" 95% of the teachers answered positively, with 53.5% being "very happy" and 42.16% "occasionally happy", it shows that university teachers have strong career happiness.

2.4 Teaching behaviors of university faculty are influenced to varying degrees by personal emotions

The performance of teacher morality is not only based on the positive pull of happiness and sense of value, but also affected by uncertain factors such as personal emotions. In response to the question "Do your personal emotional problems affect your teaching?" Among the choices, the proportion of teachers who chose "no", "rarely", "sometimes" and "often" was 3.78%, 39.51%, 28.73% and 3.78%, respectively, indicating that teachers' personal emotions inevitably affect teaching behaviors.

2.5 University teacher recognizes the morality of the whole teaching staff

The research shows that university teachers hold an optimistic attitude towards the evaluation of teacher morality of the whole teaching team. In the evaluation of "teacher morality of the whole teacher team", "good" accounted for 62.76%, "basically qualified" accounted for 21.17%, "excellent" accounted for 14.93%, and very few teachers chose "unqualified". It can be seen that the vast majority of teachers think that the overall quality of teachers is good, which shows that the construction of teachers' morality is deeply rooted in people's hearts

2.6 University teachers present multidimensional perceptions about the most significant factors affecting teacher morality development

The survey shows that the university teachers' identification of the factors affecting the current teacher moral construction shows diversity and complexity. On the question of "What do you think are the most important factors affecting the construction of teachers' morality?" In the order of "social atmosphere" 35.35%, "personal quality" 27.79%, "the degree of importance attached by the university" 18.9%, "assessment system" 16.26%.

2.7 The current problems of teacher moral construction are complex and diverse

Teachers' moral construction is not a collection of many static indicators, but a dynamic task of constant development and change, which will present specific contradictions and various problems in different stages of development. In the question "What do you think are the main problems in teachers' moral construction?" In this multiple-choice question, 86.39% of teachers believe that there is "obvious utilitarian tendency", 77.32% of teachers choose "weak education consciousness", 60.49% of teachers think that teachers "lack firm political belief", 59.74% of teachers choose "emphasis on scientific research over teaching". It can be seen that the current teachers' moral problems are complex and varied, and most of the teachers have a relatively accurate insight into these problems, it will help us to explore appropriate solutions.

2.8 University teachers actively explore effective mechanisms for building teacher morality

The establishment of a long-term mechanism to improve the moral construction of university teachers is an effective way to improve the overall level of teacher morality and an important guarantee, so it is necessary to correctly recognize the strengths and weaknesses of the existing mechanism. In answer to the question "What do you think is effective in the existing working mechanism of teacher moral construction?" In this multiple-choice question, 77.13%, 71.64%, 64.08%, 57.66% and 48.77% of respondents chose "accountability mechanism for immorality behavior", "strict inspection of teachers' morality when hiring teachers", "assessment and evaluation mechanism", "typical behavior exposure mechanism" and "training mechanism", respectively. This shows that the above mechanisms have a certain effect on the moral construction of teachers, especially the "accountability mechanism for immorality behavior", which is the most important mechanism to ensure that the bottom line of university teachers' morality will not be breached, and once a teacher's morality is lower than the bottom line of the teacher's morality, he/she will be held accountable.

3 Strategies for improving the morality construction of university teachers in China

The construction of university teachers' morality in the new era is a complex systematic project, only with the coordinated and concerted efforts of many parties, can we "form a good situation in which outstanding talents compete to teach, teachers give full play to their talents, and good teachers continue to emerge" [4].

3.1 Strengthen the top-level design of teachers' moral construction

"The leadership of the Communist Party of China (CPC) is the defining feature of Chinese socialism and the greatest strength of this system." [5] The leadership of the Communist Party of China is the biggest advantage of promoting the moral construction of university teachers, top-level design and scientific research should be made based on realistic problems.

In order to consolidate and improve the top-level design of teachers' moral construction, first, it is necessary to make it clear that the secretary of the party committee of the university is the first person responsible for the moral construction of teachers, formulate a working program for the construction of teachers' morality that is in line with the actual situation of each university, and improve the pertinence and timeliness of the construction of teachers' morality in the university. Secondly, all teachers' party branches should actively organize branch activities for teachers' moral training, innovate the forms of activities, and enhance the attractiveness and effectiveness of teachers' moral training. Thirdly, party member teachers should play a pioneering and exemplary role as party members, consciously improve the moral quality of teachers, and motivate other teachers to abide by the bottom line of teachers' morality and endeavor to establish a high level of teachers' morality.

3.2 Improvement of the system of rewards and punishments and supervision of teachers' morality

The education department needs to establish and improve the reward and punishment and

supervision system, take the professional morality of university teachers as the minimum teacher moral requirements, and prohibit teachers from violating professional norms. First, it is necessary to investigate the responsibility of teachers who violate the minimum moral norms, and keep the last line of defense for teacher moral construction. Secondly, it is necessary to strengthen the publicity of teachers with high moral teachers and implement the reward of excellent teachers. In addition, universities should pay close attention to the improvement process of teachers' morality, achieve dynamic evaluation results, and truly supervise the construction of teachers' morality.

3.3 Inheriting and carrying forward the fine tradition of respecting teachers and valuing education

A good social environment is a booster for the cultivation of noble teachers' morality." Theoretical self-awareness and cultural self-confidence are the strength of a nation's progress; advanced values and emancipated thinking are the source of a society's vitality."^[6] We must inherit and carry forward the fine tradition of respecting teachers and valuing education.

To build a good social environment for teachers' moral construction needs the combination of material support and spiritual encouragement. Governments at all levels should attach importance to investment in education, effectively improve the treatment of teachers, and attract outstanding talents to join the cause of education. It is also necessary to give full play to the power of society and encourage public organizations, enterprises and institutions, and non-governmental organizations to provide financial support for teachers. In practice, we should understand and support the work of teachers, praise and extol the fine moral character of teachers, do not allow others to denigrate and stigmatize teachers, and consciously maintain the good image of the teaching community, "so that the majority of teachers feel at ease with teaching, enthusiastic about teaching, comfortable to teach, and quiet to teach" ^[7].

3.4 Enhance teachers' subjective consciousness

The key to the moral construction of university teachers in the new era lies in giving full play to the teachers' own subjective initiative and enhancing their moral self-awareness.

University teachers in the new era should regard the cultivation of teachers' morality as their own internal needs and consciously strengthen their moral cultivation. First, university teachers should take a clear socialist direction as the foothold of their own moral development as teachers, adhere to the mission and responsibility of cultivating talents for the Communist Party of China and the motherland, and be active practitioners and disseminators of socialist core values.

Secondly, university teachers should accumulate profound knowledge as the cornerstone of teachers' moral cultivation, take into account teaching and scientific research, and establish the concept of lifelong learning. Scientific research ability is an important standard for university teachers to distinguish themselves from other teachers. University teachers should strive to transform practical experience into academic achievements, improve their ability of scientific research innovation and theoretical analysis, enhance their academic authority and theoretical persuasion, and better serve teaching practice.

Finally, teachers should take the noble moral conduct as the key to the cultivation of teachers' morality, "What kind of person you want to train students to be, you should first become what kind of person."^[8] Every teacher should strictly demand themselves in actual teaching and life, exercise a strong will, cultivate noble virtues, so as to become a realistic material for educating students and light a bright beacon for students to move forward.

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