

# A Survey and Study on the Evaluation System of Professional Ethics and Conduct of College Teachers from a Student Perspective: A Case Study of a Local University in Sichuan Province

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**Abstract:** This article takes a local university in Sichuan Province as the research unit, with college students as the research objects, and guided by the “Ten Guidelines for Professional Behavior of College Teachers in the New Era”, establishes a teacher ethics and professional conduct survey questionnaire based on the perspective of students. According to the results of the survey questionnaire, it can be seen that the evaluation index system for teacher ethics and professional conduct established in this article includes 10 primary indicators and 20 secondary indicators. Based on the perspective of students, evaluation is very important and accounts for more than 93%, all of which are positively correlated. This verifies that the evaluation system for teacher ethics and professional conduct established in this article is reliable and can serve as an important supplement to the evaluation of teacher ethics and professional conduct in universities.

## 1. Introduction

Universities shoulder the important historical mission of facing the new era and new journey of higher education, and are the vanguard and leading geese in fully implementing the fundamental task of cultivating morality and talents, and deepening the implementation of the strategy of revitalizing the country through science and education, strengthening the country through talent, and driving development through innovation (Zhang & Xu, 2021; Li, 2021)<sup>[1,2]</sup>. Grassroots party branches of university faculty and workers should adhere to the teaching work as the center, adhere to the mission of cultivating talents, inspire teachers and party members to pursue the educational spirit of great virtue and love for masters, and have a self-disciplined and self-strengthening ideological and action state. In teaching, scientific research, subject competition guidance, and social practice services, they should think first, charge first, take responsibility first, and take action first, establish excellent teacher ethics and conduct, and cultivate the spirit of high-level teachers. According to Su and Tu (2020) and Zhang (2019)<sup>[3,4]</sup>, the professional ethics and style of university teachers are the first criterion for evaluating the quality of the teaching staff and an important factor that directly affects the quality of talent cultivation in universities. In response to the current situation of teacher ethics and conduct in universities, combined with the latest requirements of the country's reform of teacher team construction, conducting a survey and research on teacher ethics and conduct evaluation from the perspective of students is an important supplement and key link for universities to improve their teacher ethics and conduct evaluation system.

This article takes a local university in Sichuan Province as the research unit, and takes its students as the research objects. Based on the “Ten Guidelines for Professional Behavior of College Teachers in the New Era” (Wang et al., 2023; Liu, 2022)<sup>[5,6]</sup>, combined with the characteristics of college teacher work and the mission of grassroots party organizations, this article explores the main factors that affect teacher ethics and style from the perspective of students, and establishes an indicator system for evaluating teacher ethics and style from the perspective of students.

## 2. Establishment of a survey questionnaire on professional ethics and conduct

The survey questionnaire consists of three parts and a total of 30 questions. The first part of the questionnaire is demographic information, which includes 5 questions and involves personal information such as student grade, gender, and age. The second part of the questionnaire is about students' understanding of professional ethics and conduct, consisting of 5 questions, aiming to understand the students' understanding of the professional ethics and conduct of university teachers. The third part of the questionnaire is students' evaluation of teacher ethics and conduct, consisting of 20 questions. The evaluation of teacher ethics and conduct is conducted from ten dimensions, each dimension containing 2 questions, namely, firm political direction, conscious patriotism and law-abiding, spreading excellent culture, dedicating oneself to teaching and educating, caring for and caring for students, adhering to integrity in words and actions, adhering to academic norms, upholding fairness and integrity, upholding integrity and self-discipline, and actively contributing to society. The core content of the survey questionnaire (Part 3 of the questionnaire) is guided by the "Ten Guidelines for Professional Behavior of College Teachers in the New Era", with the content of the ten guidelines as the primary indicator, combined with the actual situation of school education and teaching, teacher ethics and style, guided by self-discipline and self-improvement, great virtue and love, and the shaping of a healthy and beautiful campus culture brand. For each primary indicator, two secondary indicators are established, and the secondary indicators are quantitatively evaluated using a five point Likert scale.

## 3. Research results on teacher ethics and conduct

The survey questionnaire was distributed and collected online, using the WJX app to distribute questionnaires to students in various departments, grades, and majors of the school. A total of 484 valid questionnaires were collected.

### 3.1. Demographic information results

According to the survey results, there are 211 male students, accounting for 43.60%; 273 female classmates, accounting for 56.40%. 261 students currently or have served as student cadres, accounting for 53.93%, and 20 students are party members, accounting for 4.13%.

### 3.2. The results of students' understanding of teacher ethics and style

The results of a survey questionnaire of 484 samples indicate that the vast majority of students have a deep understanding of teacher ethics and conduct. They believe that teacher ethics and conduct have a significant impact on teaching and education, student beliefs and beliefs, student learning, the quality of talent cultivation in schools, and the social evaluation or reputation of schools, with an important proportion of over 94%. The specific results are shown in Table 1.

Table 1 Statistical Table of Students' Understanding of Teacher Ethics and Style.

Questionnaire	Strongly agree(%)	Agree(%)	Neither agree nor disagree(%)	Disagree(%)	Strongly disagree(%)
<b>Questionnaire 1:</b> Do you think that a teacher's professional ethics and style are important for teaching and educating students?	77.48	16.74	2.69	0.83	2.27
<b>Questionnaire 2:</b> Do you think that a teacher's professional ethics and style have an important impact on students' ideological beliefs?	72.93	21.49	3.51	0.21	1.86
<b>Questionnaire 3:</b> Do you think the teacher's	72.73	22.11	3.10	0.41	1.65

professional ethics and style have an important impact on students' learning?					
<b>Questionnaire 4:</b> Do you think the professional ethics and style of teachers have an important impact on the quality of talent cultivation in schools?	73.97	20.87	3.31	0.62	1.24
<b>Questionnaire 5:</b> Do you think the teacher's professional ethics and style have a significant impact on the social evaluation or reputation of the school?	73.97	21.07	3.10	0.41	1.45

### 3.3. Student evaluations of teacher ethics and conduct

The results of a survey questionnaire of 484 samples indicate that students have a support rate of over 93% for 10 primary indicators (ten dimensions) and 20 secondary indicators for evaluating teacher ethics and conduct, all of which show a positive correlation. Specifically, dimension one: firm political direction (primary indicator) with a support rate of 94.21%, dimension two: conscious patriotism and law-abiding (primary indicator) with a support rate of 94.73%, dimension three: spreading excellent culture (primary indicator) with a support rate of 94.01%, dimension four: dedicated teaching and education (primary indicator) with a support rate of 94.42%, dimension five: caring for and caring for students (primary indicator) with a support rate of 94.01%, dimension six: adhere to integrity in words and actions (primary indicator) with a support rate of 94.21%, dimension seven: adhere to academic norms (primary indicator) with a support rate of 94.63%, dimension eight: adhere to fairness and integrity (primary indicator) with a support rate of 94.73%, dimension nine: adhere to integrity and self-discipline (primary indicator) with a support rate of 94.42%, and dimension ten: actively contribute to society (primary indicator) with a support rate of 94.73%.

## 4. Evaluation index system for teacher ethics and conduct

### 4.1. Establishment of an evaluation index system for teacher ethics and conduct

Based on the results of the survey questionnaire, establish a teacher ethics and conduct evaluation index system from the perspective of students. As shown in Table 2.

Table 2 Evaluation Index System for Teacher Ethics and Professional Conduct.

Primary indicators	Secondary indicators	Notes
<b>1. Firm political direction</b>	1.1 Teachers possess lofty ideals and beliefs, and strictly implement the fundamental task of cultivating moral character.	
	1.2 Teacher party members should play a leading and exemplary role, preach the Party's line, principles, and policies, guide teaching with Party building, and promote high-quality development of teaching work.	
<b>2. Consciously patriotic and law-abiding</b>	2.1 Teachers have good professional norms, adhere to teaching as the center, and fulfill their responsibilities as teachers.	
	2.2 Teachers consciously safeguard national interests, abide by laws and regulations, and have a good social image.	
<b>3. Spread excellent culture</b>	3.1 Teachers possess the correct "three perspectives", possess positive energy, spread positive energy, and influence and infect the surrounding people.	
	3.2 Teacher party members are brave enough to take on responsibilities, dare to work hard and start businesses, actively carry out curriculum ideological and political reform	

	and innovation, and actively carry out the cultural brand construction of “self-discipline climbing adults”.	
<b>4. Devote oneself to teaching and educating people</b>	4.1 Teachers possess solid professional knowledge and profound teaching skills to cultivate the "Four Haves" of college students in the new era.	
	4.2 Teachers pay attention to teaching according to their aptitude, emphasize teaching innovation, and are good at using new teaching methods.	
<b>5. Caring for and caring for students</b>	5.1 Teachers possess a compassionate heart, adhere to student-centered principles, work together with kindness, and care for the growth and development of students.	
	5.2 Teachers focus on the growth and development of students, conscientiously carry out teaching work, actively carry out teaching, research, and competition guidance.	
<b>6. Adhere to elegant and correct words and actions</b>	6.1 The strict management of teachers by schools, the establishment of a good teaching style, and the promotion of high-quality development of the school's cause.	
	6.2 Teachers should behave in a civilized and upright manner, show self-respect and love, and maintain normal social boundaries with their students.	
<b>7. Adhere to academic norms</b>	7.1 Teachers strictly adhere to academic norms and scientific research integrity, and lead by example to guide student behavior norms.	
	7.2 Teachers have a high academic level and influence, which can lead the direction of disciplines and assist in talent cultivation.	
<b>8. Adhere to fairness and integrity</b>	8.1 Teachers possess good management skills, adhere to work principles, safeguard student rights, and serve the comprehensive development of students.	
	8.2 Teachers treat students equally, adhere to the principles of fairness and integrity, and strictly implement the school's student management regulations.	
<b>9. Adhere to integrity and self-discipline</b>	9.1 Teachers are strict with themselves, honest and trustworthy, and follow the code of conduct with integrity, consciously practicing the “self-discipline to climb the ladder of adulthood”.	
	9.2 Teachers possess noble moral character, strictly adhere to professional bottom line, and maintain reasonable social boundaries with student parents.	
<b>10. Actively contribute to society</b>	10.1 Teachers have rich social practice experience, serving local economic and social development, and enhancing the school's social reputation.	
	10.2 Teachers pay attention to cultivating students' professional abilities, actively guide subject competitions, and guide students to participate in vertical and horizontal scientific research projects.	

#### 4.2. Suggestions for the Evaluation Index System of Teacher Ethics and Professional Conduct

Based on the survey questionnaire and the evaluation index system of teacher ethics and professional conduct, the following suggestions are made for local ordinary undergraduate universities to form excellent teacher ethics and professional conduct.

Firstly, excellent teacher ethics and conduct are the benchmark for the professional ethics and cultivation of university teachers in the new era, and the cornerstone for promoting the healthy development of various undertakings in universities. It is recommended to attach importance to the evaluation indicators of teacher ethics and conduct based on the perspective of students, and to promote the comprehensive evaluation of teacher ethics and conduct by students.

Secondly, it is suggested to explore a mechanism for integrating party building as the guide and promoting excellent teacher ethics and conduct. Local ordinary undergraduate universities should

shoulder the historical mission of higher education in the new era, fully implement the fundamental task of cultivating morality and talents, and cultivate applied first-class talents.

Thirdly, it is recommended to supplement the evaluation system of teacher ethics and conduct based on the perspective of students, improve other factors that affect teacher ethics and conduct, gradually establish a complete system for evaluating teacher ethics and conduct, and guide a new atmosphere of excellent teacher ethics and conduct.

## **5. Conclusion**

Through this study, it can be concluded that based on the perspective of college students and guided by the “Ten Guidelines for Professional Behavior of College Teachers in the New Era”, the established teacher ethics and professional conduct evaluation system can positively evaluate the teacher ethics and professional conduct of college teachers, and verify the reliability of the teacher ethics and professional conduct evaluation system. The evaluation system of teacher ethics and professional conduct based on the perspective of students is an important support and supplement to the evaluation system of teacher ethics and professional conduct in universities. It has a reference role in promoting the formation of the evaluation system of teacher ethics and professional conduct in universities and is of great significance in promoting the formation of excellent teacher ethics and professional conduct in universities.

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