

Analysis on Measures to Improve Teachers' Moral Conduct in Institutions of High Learning

Jing Yang

School of Physical Education
Wuhan Business University
Wuhan Hubei, China
E-mail: 7182611@qq.com

Abstract—Teachers in institutions of high learning, as a special group of engaging in both teaching and research, have their own particularity in moral quality of research. By analyzing the present situation of teachers' moral education and its urgency, this paper discusses measures to improve teachers' moral conduct in research and puts forward ways to strengthen moral conduct in research in Chinese institutions of high learning through forming moral self-discipline, formulating moral guidelines in research, enhancing the publicity of research morality and learning from the successful experience of foreign academic management, thus effectively improving teachers' moral quality in scientific research in institutions of high learning.

Keywords—*teachers in institutions of high learning, research morality, norm*

I. INTRODUCTION

Teachers in institutions of high learning shoulder the heavy responsibility of "propagating the doctrine, imparting professional knowledge, and resolving doubts", and their own knowledge and personal quality have an important impact on students. This requires teachers in institutions of high learning not only to have rich knowledge, but also to abide by professional and moral conduct, set an example for students. The professional and moral conducts of teachers are not only reflected in teaching practice, but also in scientific research. Scientific research in institutions of high learning is an important driving force and core competitiveness of universities and discipline development. Relevant national institutions and institutions of high learning have formulated many preferential policies to encourage teachers to actively carry out scientific research. With the rapid development of social economy, utilitarianism has gradually penetrated many aspects of social life, and the field of scientific research has not been spared. Many scientific researchers including those in universities have shown utilitarianism and impetuosity. The phenomenon of moral misconduct in research has been reported frequently. Therefore, it is urgent to promote their moral quality in research.

II. THE PRESENT SITUATION OF TEACHERS' MORAL EDUCATION IN RESEARCH IN INSTITUTIONS OF HIGH LEARNING

The improvement of research morality for teachers in institutions of high learning is a long-term task, which not only

requires the society and colleges to formulate relevant regulations to constrain the moral conduct of teachers in research, but also requires teachers to internalize them into their own qualities. Only with long-term persistence in this process can we achieve significant results.

A. *The moral education of teachers in research is still in its initial stage.*

In recent years, the Ministry of Education has repeatedly stressed the importance of prevention of academic misconduct, making colleges and universities and researchers begin to have an understanding on moral conduct in scientific research, but institutions of high learning still have not included the moral conduct of scientific research education into the formal work schedule, even if teachers occasionally violate the rules, they are only slightly criticized. The reason for this is that most domestic colleges and universities adopt various favorable policies to encourage teachers to do research and pay too much attention to the quantification of teachers' research achievements, that is, they only focus on the quantity rather than the quality, thus reflecting too much utilitarian in research achievements. Under such a premise, moral conduct in scientific research will, undoubtedly, be weakened.

In addition, China has not yet established a relevant research moral system. It was not until the Ministry of Education issued the *Measures for the Prevention and Treatment of Academic Misconduct in Institutions of Higher Learning* in 2016 and formally implemented it on September 1st of the same year that authoritative rules, regulations and guidance measures for research moral education were officially issued. Therefore, the overall moral education of scientific research in domestic institutions of high learning is still in its initial stage.

B. *Moral education of scientific research in institutions of high learning is often confused with ideological and moral education*

Teachers in institutions of high learning are both researchers and educators. The decline of ideological and moral level of some teachers in institutions of high learning will lead to the decline of the overall moral situation in our country, which will have a bad impact on the social atmosphere. Most people think that it should improve the morality in scientific research through enhancing the ideological and moral level of college teachers. Therefore, the moral education of

research in most institutions of high learning in China relies on ideological and moral education. It is believed that it can do well the moral education in research through conducting ideological and moral education. The moral education on teachers is mainly based on theoretical "indoctrination" without corresponding rules and regulations, thus teachers "just listen to them without relevant thinking".

III. IT IS URGENT TO STRENGTHEN MORAL EDUCATION FOR RESEARCHERS IN INSTITUTIONS OF HIGH LEARNING

It should "improve the level of scientific research, orient toward national key demand to promote high-level scientific research ability and enhance the ability to solve major problems and of original innovation." In the face of the national innovation-driven development strategy, institutions of high learning plays a connecting role in the scientific research work, while teachers' scientific research in institutions of high learning is connected with the national scientific research task and radiates downwardly to the majority of college students (including undergraduate and graduate students). Therefore, to strengthen the scientific research moral education of college teachers is not only conducive to improving the level of scientific research in institutions of high learning, but also to the cultivation of college students' outlook on values and science and moral outlook.

Meanwhile, scientific research is also an important function of institutions of higher learning, which are the main front of knowledge innovation. The key to knowledge innovation lies in the development of scientific research. In the field of scientific research in institutions of higher, academic misconduct and corruption often occur. A few college teachers have the following misconduct: ①forging experimental data; ②writing papers for others, buying and selling papers; ③providing false information in project declaration, achievement and reward program; ④plagiarism, copying the results of others; ⑤ excessive signature in papers and the results; ⑥ lying about patents. Through further investigation, it is found that low-level articles have been published for many times, low-level subjects have been applied in multiple ways, and shoddy results and excessive signatures have been made, which are common phenomena of academic misconduct in institutions of higher learning. Thus, it will not only waste time, energy and resources, but also damage the moral quality of teachers in scientific research, which will not only have negative impact on teachers, but also have a huge negative effect on the general atmosphere of academic research. Scientific research quality is an important aspect in teachers' professional and moral quality. Therefore, it is urgent to strengthen the education of teachers in the moral quality of research.

IV. ANALYSIS OF COUNTERMEASURES TO IMPROVE TEACHERS' MORAL CONDUCT IN SCIENTIFIC RESEARCH IN INSTITUTIONS OF HIGH LEARNING

The moral education in scientific research is the transformation of people's world outlook and methodology. So it is meant to be a long educational process. Therefore, it is necessary for the society and institutions of high learning to persevere in exploring and analyzing the countermeasures to

improve moral education in scientific research from the aspects of self-discipline, heteronomy and learning from excellent experience.

A. *Developing moral self-discipline*

Morality in research is the core part of the values for the researchers in institutions of high learning. It is necessary to stimulate the internal binding force of teachers of institutions of high learning to form their moral self-discipline. Scientific research self-discipline will guide college teachers' conduct in scientific research and integrate scientific research morality into every link of daily scientific research activities.

The first thing to make teachers adhere to moral self-discipline of scientific research is to stimulate their love and interest in scientific research. Interest is the best catalyst, which can stimulate teachers' enthusiasm on scientific research so as to keep improving and completing scientific research meticulously. By signing the *Commitment Letter of Scientific Research Morality* with teachers, teachers can have a good moral constraint at the beginning of their teaching career, thus promoting their healthy growth.

B. *Formulating moral conduct for scientific research and severely punishing "academic misconduct"*

The improvement of teachers' research morality not only relies on the self-discipline of teachers, but also on the system and regulations of moral conduct of research. Only when there are laws to be abided by can a "heteronomy" environment be formed to restrain teachers' moral behavior in scientific research.

The system and regulation of moral conduct in research should be regulated at the national level. In addition to following the laws and regulations formulated by the state, institutions of high learning can also formulate corresponding laws and regulations according to the characteristics and priorities of their own schools to restrain teachers in school. At present, China's relevant laws and regulations are as follows: *Notice on Seriously Deal with Academic Misconduct in Institutions of High Learning* issued in 2009 and *Measures on Prevention and Treatment of Academic Misconduct in Institutions of Higher Learning* issued in 2016 by Ministry of Education. Regulations that institutions of high learning themselves published are as follows: *Regulation on Academic Disciplines for Teachers in Beijing University* issued by Beijing University and *Moral Conduct on Research for Teachers in Tsinghua University* formulated by Tsinghua University. The formulation of these rules and regulations has strictly regulated the moral behavior of researchers in institutions of high learning, pointed out the direction for the promotion and popularization of moral conduct of research and played a crucial role in improving teachers' moral conduct in research. By learning these rules and regulations, the core values of "integrity, objectivity, responsibility and law-abiding" will be subtly integrated into teachers' minds and scientific research behaviors.

C. *Strengthening publicity of moral conduct in scientific research*

The departments of research management in institutions of high learning should organize special lectures and forums

related to moral conduct in scientific research on a regular basis, and organize college teachers, especially the middle-aged and young teachers who are the backbone of scientific research, to carry out thematic activities to discuss moral conduct in scientific research. Only by integrating the moral conduct of scientific research into teachers' work, life and study can they truly face up to the moral problems of scientific research, regulate their own scientific research behavior, and truly achieve self-discipline and heteronomy. Through a variety of effective ways and forms, such as newspapers, radio, television, network and academic groups, it should publicize academic morality and fine style, combine moral education on research with teachers' morality organically and form such sound atmosphere as "is proud of abiding by the academic moral conducts and ashamed of breaking academic moral conducts" so as to improve teachers' consciousness on moral conduct in scientific research.

D. Learning from the successful experience of other countries in academic governance

1) The United States of America. The United States is a technological power. Li Zuchao stated in the *Comparison and Reference of Moral Education on Scientific Research in Chinese and American Universities* that "in the United States, scientific research moral education is a big educational operation mechanism in which institutions of high learning, families and society jointly establish the unity of self-discipline and supervision, guidance and restraint are combined with, and the morality and system complement with each other." The successful experience of the United States is to firstly create the environment and atmosphere of moral education on research and gradually construct the system of scientific research in institutions of high learning.

2) Japan. Japan is a powerful country in technology. It has a strict and complete system of moral conduct on research, from Ministry of Culture and Science in charge of education to universities. The Ministry of Education of Japan-- Ministry of Culture and Science, mainly reviews the plagiarism, tampering, misappropriation and abuse of research funds in papers, and has issued *Countermeasures on Academic Misconduct*. *Countermeasures* have clear provisions on research behavior in the scientific research institutions, groups and individuals. Scientific research institutions at all levels shall set up a reporting window for academic corruption. The accused personnel will be suffered from strict investigation. Once verified, punishment is severe.

3) Sweden. Sweden's high-tech industries, such as telecommunications, electronics, environmental protection, energy, biological, pharmaceutical, chemical, metallurgy, etc. are in the leading place in the world. This is thanks to Sweden's

policy of "national strength should be based on science and education". Sweden has more than 70,000 scientific research institutions, and the population of researchers accounts for 16% of the country's total labor force. The Swedish government has set up an academic supervision institution to deal with academic fraud so as to regulate scientific and technological personnel to abide by moral conduct.

It can be seen from the above-mentioned national system of scientific research management that perfect scientific moral and law system must proceed from the national level and radiates to every colleges and universities, scientific research institutions and organizations and individual life. Additionally, everyone must learn moral conduct of research. And the atmosphere of scientific moral conduct should be built in the social environment, thus transforming from "heteronomy" to "self-discipline".

V. CONCLUSION

The popularization and improvement of moral conduct on research in institutions of high learning is an arduous systematic project, which requires the society, groups and individual jointly effort. It should strengthen teachers' scientific research and moral education, cultivate teachers' moral self-discipline consciousness and perfect the supervision mechanism to prevent new teachers' misconduct in research and make the law system more sound to promote teachers to be responsible for their research behavior in order that there are laws to go by and healthy and orderly development of scientific research is promoted, thus making the moral conduct in research in our institutions of high learning become mature, and effectively improving teachers' moral conduct in research.

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