

# Research on the Whole Process Evaluation of Teachers' Ethics and Style Based on Developmental Evaluation Theory

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**Abstract:** *The ethics and style of university teachers belong to the category of moral ethics in terms of connotation, and it has general characteristics of psychological concealment and dynamic evolution. This generalized characteristic determines that when evaluating the ethics and style of university teachers, a summary evaluation mechanism is difficult to achieve the expected effect, and to some extent, it also leads to the phenomenon of form being greater than content in the practice of university teacher ethics and style construction, and the fact that the evaluation of teacher ethics and style is marginalized. Through questionnaire surveys and interviews with students and teachers from local universities in Jinan, and statistical analysis of survey data, it was found that the existing mechanism for evaluating teacher ethics and conduct lacks motivation, warning, professional ethics training, and the construction of evaluation systems is not sound. In response to these prominent issues in the construction of teacher ethics and conduct, this article proposes a concept of a comprehensive, warning based, long-term supervision and evaluation mechanism based on developmental evaluation theory, which includes teacher selection, pre job training, daily teaching, and on-the-job supervision.*

**Keywords:** *Local universities; Construction of professional ethics and conduct; Developmental evaluation theory; Whole process evaluation*

## 1. Introduction

Higher education institutions should adhere to the concept of "putting morality first and possessing both morality and talent", and provide comprehensive and all-round training in various fields such as moral education and knowledge transmission for college students. University teachers are concrete practitioners of higher education, and good professional ethics and conduct are essential basic qualities for teachers to carry out educational practice. At the 2022 National Education Work Conference, it was pointed out that "we must adhere to the first standard of teacher ethics and conduct, comprehensively consolidate the foundation of teacher development, and effectively protect the rights and interests of teachers."<sup>[1]</sup> In fact, as early as 2011, the Ministry of Education issued the "Code of Professional Ethics for College Teachers". In 2014, the "Opinions on Establishing and Improving a Long term Mechanism for College Teacher Ethics Construction" were issued. In 2018, the "Ten Guidelines for Professional Behavior of College Teachers in the New Era" and the "Guiding Opinions on Dealing with Misconduct of College Teachers" were also issued. In 2019, the Ministry of Education and seven other ministries jointly issued the "Notice on Strengthening and Improving the Construction of Teacher Ethics and Professional Conduct in the New Era"<sup>[2]</sup>. In response to the issue of teacher ethics and conduct, various universities have also issued relevant policy documents and formulated corresponding measures and evaluation systems, and have adopted a zero tolerance attitude towards behaviors that violate teacher ethics and conduct. However, from the reality, there are still individual teachers in certain universities whose words and actions deviate from their professional ethics, leading to frequent incidents of crisis in the ethics and conduct of university teachers on the internet. The ethics and style of university teachers belong to the category of moral ethics in terms of connotation, and it has the general characteristics of psychological concealment and dynamic evolution. This generalized characteristic determines that when evaluating the ethics and style of university teachers, a summary evaluation mechanism is difficult to achieve the expected effect, and to some extent, it also leads to the phenomenon of form being greater than content in the practice of university teacher ethics and style construction, and the fact that the evaluation of teacher ethics and style is marginalized. To some extent, this is also an

external reason why it is difficult to completely solve this repeatedly banned crisis of professional ethics and conduct. For the construction of teacher ethics and conduct in universities, more in-depth and detailed thinking is needed from the internal management departments and educational theory circles.

This article focuses on students, full-time teachers, and relevant functional departments from multiple local universities in Jinan with different levels and professional characteristics. Through investigation and interviews, the current situation and problems of teacher ethics and professional conduct construction in local universities are revealed from multiple perspectives. The shortcomings and gaps in teacher ethics and professional conduct construction in universities are revealed, in order to find ideas and countermeasures for improving the evaluation system of teacher ethics and professional conduct.

## **2. The problems in the construction of teacher ethics and conduct in universities**

Based on the survey interviews and statistical analysis, a thorough analysis is conducted on the problems and reasons found in the evaluation system of teacher ethics and professional conduct during the survey, in order to provide a basis and ideas for improving the construction of teacher ethics and professional conduct in universities.

Firstly, the existing evaluation of teacher ethics and conduct lacks motivation. Through investigation, it was found that in the practice of evaluating the professional ethics and conduct of teachers in universities stationed in Jinan, the evaluation purpose is relatively single, mainly focusing on discovering problems that violate the professional ethics of teachers, and insufficient attention is paid to the spillover effects of the evaluation system<sup>[3]</sup>. Moreover, there is an implicit "reverse elimination mechanism" in the existing evaluation of university teachers, which emphasizes technology over morality. Teachers with good conduct, dedication, and diligent teaching but mediocre academic abilities are not given enough attention, while those who do not care about student training and college construction but have rich academic achievements and outstanding scientific research abilities have an advantage in professional title promotion and evaluation. This extreme pursuit of academic achievements and research capabilities in educational evaluation mechanisms has led to university teachers becoming increasingly short-sighted and utilitarian, invisibly reducing their spiritual self-demands and moral constraints as teachers. Moreover, when evaluating academic and moral aspects together, it often tends to focus on "research ability" as the main evaluation criterion, emphasizing the so-called "academic ethics"<sup>[4]</sup>, while using "teacher conduct", which reflects teacher ethics and style, as an adjustment tool to balance the overall score of teachers, has formed the fact that the evaluation of teacher ethics and style is marginalized.

Secondly, the evaluation of professional ethics and conduct lacks warning significance. At present, most managers of universities in Jinan often regard teacher evaluation as a management tool, and the use of evaluation conclusions is too simplistic, belonging to reward and punishment evaluation. It only focuses on the annual final evaluation of the performance of teachers in the past year, with rewards and punishments as the ultimate goal. Neglecting the timely and accurate feedback promotion function of evaluation, it has become an evaluation for differentiation rather than for promotion.

Thirdly, the implementation of teacher professional ethics training is insufficient. Through investigation and research, it was found that although some universities in Jinan have established departments specifically for teacher professional ethics education and training, such as the Teacher Work Department. However, from the perspective of practical operation, there are not many who can truly regularly implement teacher professional ethics training. Many of them are superficial and superficial. Although it seems that the construction of teacher ethics and conduct has been put into daily work, it has not been substantially implemented, and there is a lack of effective long-term management mechanisms<sup>[5]</sup>.

Fourthly, the construction of the evaluation system for teacher ethics and conduct in universities is not sound. In fact, almost all universities in Jinan have not established independent and complete standards and systems for evaluating teacher ethics and conduct. Moreover, from the perspective of the practical operation of the evaluation system for higher education, compared to basic education in primary and secondary schools, there are more specialized departments in higher education, and there are significant differences in various arts, sciences, and engineering majors, with a variety of teacher types. Therefore, the existing internal evaluation system of universities belongs to a comprehensive evaluation that combines teaching level, research ability, social service, and teacher conduct<sup>[6]</sup>. In

addition, there is a clear quantitative indicator system in terms of year-end assessment, performance evaluation, and professional title evaluation. However, most schools lack a scientific and complete quantitative indicator system in terms of teacher ethics and conduct, and there are no specialized departments and personnel responsible for assessment.

### **3. Conception of a Whole Process Evaluation Mechanism Based on Developmental Evaluation Theory**

#### ***3.1 Developmental Teacher Evaluation Theory***

There are currently two basic viewpoints in the theory of higher education evaluation: first, advocating a reward and punishment oriented teacher evaluation based on efficiency assessment; Another type is developmental teacher evaluation guided by promoting teacher development. The latter evaluation emphasizes the focus on the progress and improvement of teachers in education and teaching<sup>[7]</sup>. The developmental teacher evaluation mechanism not only promotes the individual development of teachers, but also promotes the development of schools and students<sup>[8]</sup>.

For university teachers, not only do they need to complete basic teaching activities, but they also need to conduct relevant academic research, which determines that they are engaged in arduous and complex mental labor. This often causes university teachers to bear high mental pressure, and their professional ethics performance has hidden characteristics that are not easy to examine. This indicates that the evaluation of the professional ethics and conduct of university teachers cannot be achieved through a single annual summary based reward and punishment evaluation. It requires a process-based, routine, and long-term developmental evaluation mechanism.

Practice and theoretical research have shown that traditional reward and punishment evaluation mechanisms cannot achieve scientific and reasonable evaluation in the construction of teacher ethics and conduct in universities. With the progress of teacher evaluation theory, "improvement and development" will become a new trend in the evaluation of university teachers. For the evaluation of university teacher ethics and professional conduct, it is necessary to effectively play the developmental function of evaluation, achieve the transformation from external pressure to internal motivation, from administrative intervention to self-diagnosis, and ultimately achieve the effect of teacher ethics and professional conduct evaluation of self-inspection, self-evaluation, and self-correction<sup>[9]</sup>. Throughout the entire process of career development for university teachers, the career stages that need to be evaluated include teacher recruitment, title appointment, job appointment, and mentor qualifications. How to incorporate the evaluation of professional ethics and conduct in various stages is a fundamental task and an important approach to solving the crisis of professional ethics and conduct.

#### ***3.2 Construction of a comprehensive evaluation mechanism for teacher ethics and conduct throughout the entire process***

Based on the developmental teacher evaluation theory, this article proposes a comprehensive, early warning, and long-term supervision and evaluation mechanism for teacher selection, pre job training, daily education and teaching, on-the-job supervision, and dynamic monitoring, in response to the problems in the construction of teacher ethics and conduct in universities stationed in Jinan.

##### ***3.2.1 Pay attention to teacher ethics and conduct testing in teacher recruitment***

In the process of selecting teachers, more emphasis is placed on assessing the academic level and research ability of applicants, with the quantity and quality of their research achievements as the selection criteria for introducing talents and providing job benefits. In the recruitment announcement, various universities have put forward specific requirements for the physical health of applicants, but only general basic requirements for ideological and moral aspects are proposed, without a complete, effective, and specialized evaluation mechanism for ideological and moral behavior of candidates. This recruitment mechanism guided by scientific research capabilities has invisibly led to the infiltration of so-called "talents" who are knowledgeable, physically strong, but have poor ideological and moral character into the teaching staff of universities. Therefore, in the recruitment process of teacher selection and recruitment, it is necessary to propose the requirement of conducting "ideological and moral examinations", which also puts forward high requirements for universities to research and construct an evaluation index system, specific measures, and methods for implementing "ideological and moral examinations".

### ***3.2.2 Emphasize professional ethics and self-discipline in pre job training***

From the existing pre job training process, there is a serious problem of prioritizing skills over ethics. In fact, many universities lack the necessary on campus pre job training for hired teachers, and mostly use the training and assessment of university teacher qualifications arranged by higher education authorities. This type of training focuses more on the technical professional qualifications of teachers, and lacks guidance on ideological and moral aspects. Even though some universities have specially arranged pre job and on campus training for teachers, in actual pre job training activities, more routine education and teaching guidance are provided to newly hired teachers, and specialized training and guidance on teacher ethics and conduct are also severely lacking. Therefore, in terms of pre job training for university teachers, it is necessary to improve and truly implement specialized training and evaluation mechanisms for teacher ethics and conduct.

### ***3.2.3 Regular implementation of teacher ethics and conduct training in daily work***

Schools should regularly organize teachers to carry out education and training on professional ethics, while strengthening political theory learning, improving their political awareness, and always maintaining the sense of responsibility and sanctity of university teachers towards the education cause. By regularly conducting criticism and self-criticism activities, we aim to maintain the reverence of university teachers towards the education industry and their sacred sense of mission in engaging in the education profession, and transform the professional ethics of teachers into their intrinsic good character<sup>[10]</sup>. To achieve the spiritual sublimation of university teachers from "heteronomy" to "self-discipline" in their professional ethics<sup>[11]</sup>.

### ***3.2.4 Improving the techniques of evaluating teacher ethics and conduct in on-the-job assessments***

From the perspective of evaluation technology, the indicators of scientific research ability and social service are easy to quantify, while the indicators of teaching education level and teacher ethics and style evaluation are relatively difficult to directly quantify, especially the various indicators that affect teacher ethics and style are mostly descriptive indicators, making it difficult to accurately quantify. In fact, moral evaluation of a person has strong subjectivity, and moral standards are not as easily established as the laws and regulations of a country. Many behaviors have strong ambiguity and a large range of discretion, and are basically on the gray edge, making it difficult to judge them using either black or white standards. Therefore, it is necessary to deeply explore and study how to scientifically and reasonably evaluate teacher ethics and conduct from a technical perspective. Exploring how to apply the relevant theories and methods of grey theory and fuzzy mathematics to deal with the fuzzy and uncertain descriptive characteristics of factors that affect teacher ethics and conduct is a topic worthy of further research and exploration.

### ***3.2.5 Dynamic supervision of teacher ethics and style in the career of teachers***

From a management perspective, the emergence of a crisis in teacher ethics and conduct is by no means an accidental or sudden event. Although the crisis of professional ethics and conduct often occurs in the form of individual emergencies, and the probability of occurrence is also very low among the group of university teachers, there is also a process of occurrence and development from quantitative to qualitative changes in unexpected events. Therefore, from the perspective of implementing "protective" monitoring of university teachers, it is necessary to implement regular and dynamic evaluation and supervision of the status of teacher ethics and professional conduct, so as to timely identify, warn, and correct possible abnormal words and actions of teacher ethics and professional conduct. To the greatest extent possible, nip the abnormal behavior of professional ethics and style in the bud. This dynamic evaluation mechanism can achieve the effect of early detection and treatment of teacher's unethical behavior from a technical perspective, thereby effectively curbing and eliminating the occurrence and exposure of teacher ethics and professional conduct crises. The evaluation of teacher ethics and conduct should not be aimed at discovering crisis events, but at preventing the occurrence of crisis events. Therefore, a dynamic warning type long-term evaluation mechanism should be adopted for the evaluation of teacher ethics and conduct<sup>[12]</sup>.

## **4. Conclusion**

In the new era, university teachers should not only be able to arm students with knowledge, but also provide moral nourishment and spiritual guidance to students in their thinking, and assume the responsibility of inheriting excellent culture and improving social ethics. Only with firm political beliefs, noble moral sentiments, profound knowledge reserves, and superb teaching skills can

university teachers cultivate outstanding talents with solid theoretical foundations, innovative thinking abilities, and ideal personalities.

By constructing a full process supervision and early warning mechanism from teacher selection, pre job training, on-the-job supervision, and dynamic monitoring, the developmental function of evaluation can be effectively exerted, realizing the transformation from external pressure to internal motivation, from administrative intervention to self-diagnosis, and ultimately achieving a teacher's self-examination, self-evaluation, and self-correction mode of teacher ethics and professional conduct evaluation. It is important to note that in the construction of professional ethics and conduct among university teachers, not only external evaluation criteria are needed to achieve "heteronomy" in their words and actions, but also regular education and training on professional ethics for university teachers are needed to maintain a fully activated state of "self-discipline" consciousness. Only by internalizing their professional ethics and externalizing them in their actions can university teachers truly unleash and realize their core values of knowledge innovation, academic exploration, moral education, and leading social development, and complete the fundamental task of cultivating socialist builders and successors.

### Acknowledgements

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