

THE PERFORMANCE ASSESSMENT SYSTEM OF TEACHER ETHICS BASED ON THE TEN GUIDELINES FOR PROFESSIONAL BEHAVIOR OF HIGHER VOCATIONAL COLLEGE TEACHERS

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ABSTRACT

The ten principles of teachers' professional behavior in the new era are the basic norms of teachers' professional behavior. Teachers' ethics is the first standard to evaluate the quality of teachers, and the effectiveness of moral education is the fundamental standard to test the school work. Higher vocational colleges teachers shoulder the training diversified talents, technical skills, promote the important responsibility of employment entrepreneurship, in the new period have part of the teacher ideal faith education, education consciousness and ability, professionalism, the spirit, a model spirit of learning and practice is not enough, even a serious violation of ethics, damage the teachers' overall image. By analyzing the concept and connotation of performance assessment, this paper constructs the index system of performance assessment of teacher ethics in higher vocational colleges, and clarifies the reference significance of teachers' ethics performance assessment for solving the current problems in the field of teacher ethics evaluation in China. Building an evaluation system that helps teachers' professional ethics, personal professional development of teachers, and student training, it has good guiding significance for standardizing the evaluation of teachers' morality and the quality of student training.

Keywords: Teacher Professional Behavior, Guidelines, Teacher Ethics, Performance Assessment

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INTRODUCTION

Teachers' ethics is the first standard to evaluate the quality of teachers, and the effectiveness of moral education is the fundamental standard to test the work of schools. Teachers in higher vocational colleges should adhere to the principle of moral education, take morality and technology as the goal, combine education and training, and promote comprehensive education (General Office of the Ministry of Education of the People's Republic of China, 2022). Adhere to the "based on local, service enterprises, quality, colleges linkage" educational philosophy and "moral education first, practical, ability, quality for this" education, committed to cultivate to adapt to the production, construction, management and service line of high-quality technical skills personnel, vocational education personnel training and enterprise demand, practice and production, learning and employment "zero distance docking", improve the adaptation of talent training and enterprise demand, for the all-round construction of a modern socialist country to provide strong talent and skills support (General Office of the Ministry of Education of the People's Republic of China, 2018).

In the new era, some teachers lack the education of ideals and beliefs, lack of ideological and political consciousness and ability in the curriculum, insufficient learning and practice of professional spirit, craftsman spirit and model worker spirit, and even serious violation of teacher ethics, which damages the overall image of teachers (Yan, Y., 2021; Zhou, Q., 2019; Li, S. W., 2020). Zhou, Q. (2019) proposed four dimensions: "normalization" of ideal and belief education for university teachers, "processization" of model promotion education, "systematization" of teacher ethics evaluation mechanism, and "refinement" of teacher ethics reward and punishment mechanism, to construct a "four modernizations integrated" teacher ethics long-term mechanism. Zhang, S. (2021) proposed that the content of the teacher ethics evaluation system in local universities should include ideological and political discipline, education and teaching, academic ethics, unity and cooperation, and integrity in teaching. Chen, M. N. (2021) Proposed that four paths for building a teacher's ethics evaluation mechanism, including 1) Strictly control the assessment from the source. 2) Based on the "Three Improvements", improve the teacher ethics assessment system. 3) Combine assessment and training to promote the completion of assessment objectives. 4) Do a good job in top-level design and improve the teacher ethics evaluation and incentive system. Zhou, H. M. (2020) Proposed that Teacher ethics assessment is not a means of regulating teachers, its purpose is to motivate and constrain teachers to regulate their professional behavior, thereby maintaining and enhancing the overall image of the teaching staff in universities.

To improve the evaluation of teachers' ethics, the evaluation of teachers' ethics is an important issue in the new era. In this paper to clarify the related concepts of teacher performance assessment, focus on the connotation of teacher's ethics performance assessment, evaluation elements and key characteristics, explore "process evaluation, result evaluation, value-added evaluation, and comprehensive evaluation" systematic evaluation (General Office of the CPC Central Committee, 2020), promote teachers' ethics and personalized development, enhance the level of talent training. Through theoretical construction, questionnaire research, problem analysis, and problem-solving research methods and ideas, Building an evaluation system that helps teachers' professional ethics, personal professional development of teachers, and student training, it has good guiding significance for standardizing the evaluation of teachers' morality and the quality of student training.

LITERATURE REVIEWS

A conceptual review of the performance assessment.

Different scholars have their own views on the definition and connotation of performance assessment. American scholar Stiggins (Stiggins, R., 1987) is a representative scholar in the field of early performance assessment. He said: "performance assessment is a series of attempts

to measure learners' ability to use previously acquired knowledge to solve new problems or complete specific tasks. In performance assessment, real life or simulated evaluation exercises are often used to trigger the initial reaction, and these reactions can be directly observed and judged by high-level evaluators according to certain standards. "Marzano (Marzano, R., 2000) and others define performance assessment as:" 1) related to various task situations, where students gain opportunities, express their understanding, and creatively use their knowledge, skills and thinking methods in various situations; 2) often producing tangible results or visible achievements; 3) encouraging self-assessment and self-improvement; 4) sometimes including cooperation; 5) determining proficiency by established criteria; 6) public scoring criteria. "Borich (Borich, G., 2004) and Tombari (Tombari, M., 2004) compared performance assessment with traditional paper-and-pencil tests and found that performance assessment can be either a class activity or a test. The American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education, Jointly published "Education and Psychological Measurement (Fifth Edition)" in 1999, reads: "Performance assessment is a measure of individual product and behavioral performance in a specific context, The ability of the evaluator to actually apply a specific knowledge or skill is examined by simulating real-life environments or conditions." In short, Performance assessment has the following characteristics: complex tasks with constructing reactions, paying equal attention to detection process results, direct detection performance, close to the real situation, and professional judgment (Zhou, W. Y., 2021).

Overview of the ten guidelines for university teachers' professional behavior

New era of university teachers 'professional behavior ten guidelines is the Ministry of Education of the People's Republic of China in 2018. ethics strengthen evaluation standards, develop teachers 'professional behavior standards, clear new era of teachers' professional standards, in view of the main problems, the basic delimit the bottom line, guide the teachers to become an ideal faith, moral sentiment, solid knowledge, love good teacher, is the teacher warning reminder and sympathetic love, is to deepen ethics strengthen construction, make political quality, professional ability, education level of high-quality teachers. The specific content is as follows: 1) firm political direction. 2) Consciously be patriotic and law-abiding. 3) Spread an excellent culture. 4) Concentrate on teaching and educating people. 5) Care for the students, 6) adhere to the elegant words and deeds are correct. 7) abide by academic norms, 8) uphold fairness and integrity. 9) Maintain integrity and self-discipline. 10) Actively contribute to the society (Ministry of Education, People's Republic of China, 2018).

The characteristics and connotation value of the performance assessment system based on the ten principles of college teachers' professional behavior

The main characteristics of the teacher ethics performance assessment system are: taking ideological and political education as the main line, comprehensively implementing the task of cultivating morality and talents, based on the real work process, emphasizing the effectiveness of education, emphasizing teacher-student interaction, highlighting educational and teaching achievements, emphasizing reflection in teacher practice, focusing on promoting student learning, promoting teacher professional development, and tapping the potential of teacher education.

The main connotation and value of the performance assessment system of teacher ethics are as follows: 1) The performance assessment system of teacher ethics is the process of cultivating teacher ethics beliefs, and there is inherent consistency between teacher ethics beliefs and moral education (Yuan, Z. G. & Shen, W., 2019). On the one hand, cultivating moral character requires teachers to establish themselves with morality and set an example to others. Teachers not only need to become moral models, but also bear the heavy responsibility of cultivating students' morality (Feng, J. J., 2019). Therefore, teacher ethics and beliefs are essential qualities for teachers to implement moral education and cultivate people. On the other hand, cultivating

morality and cultivating talents is also aimed at cultivating talents with both moral and talent qualities through educational activities, with moral education as the core, problem-oriented approach, reform driven approach, and the construction of the "Three Comprehensive Education" system and mechanism as the leading force, as well as ideological and political work as an important focus (YU, Z. Y. & Wang, K. S., 2021). Pointing to the cultivation of moral character among teachers, it emphasizes the need to achieve the cultivation of moral character among students. The prerequisite is to continuously improve oneself in moral education and other aspects, and form a good situation where everyone becomes successful and makes the most of their talents. Therefore, the belief in teacher ethics is the inherent meaning of the connotation of cultivating teachers' virtue and character. 2) The performance-based assessment system of teacher ethics is the implementation path of cultivating morality and talent. As an essential characteristic of the teaching profession, cultivating morality and talent runs through the entire process of teacher professional practice, and is reflected in the practice and growth of both teachers and students. Teacher performance assessment returns to the intrinsic attribute of teachers, and measures teachers' moral and ethical performance and effectiveness by evaluating their professional actions in real situations. The effectiveness of teacher moral education is the "golden standard" for evaluating whether teachers have achieved success in complex educational contexts. Regardless of the school culture, classroom environment, and student background they face, regardless of the comprehensive application of knowledge and skills they use to carry out their work, how teachers educate people, and the quality and effectiveness of their education are the ultimate direction for evaluating their work effectiveness (Zhou, W. Y., 2014).

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

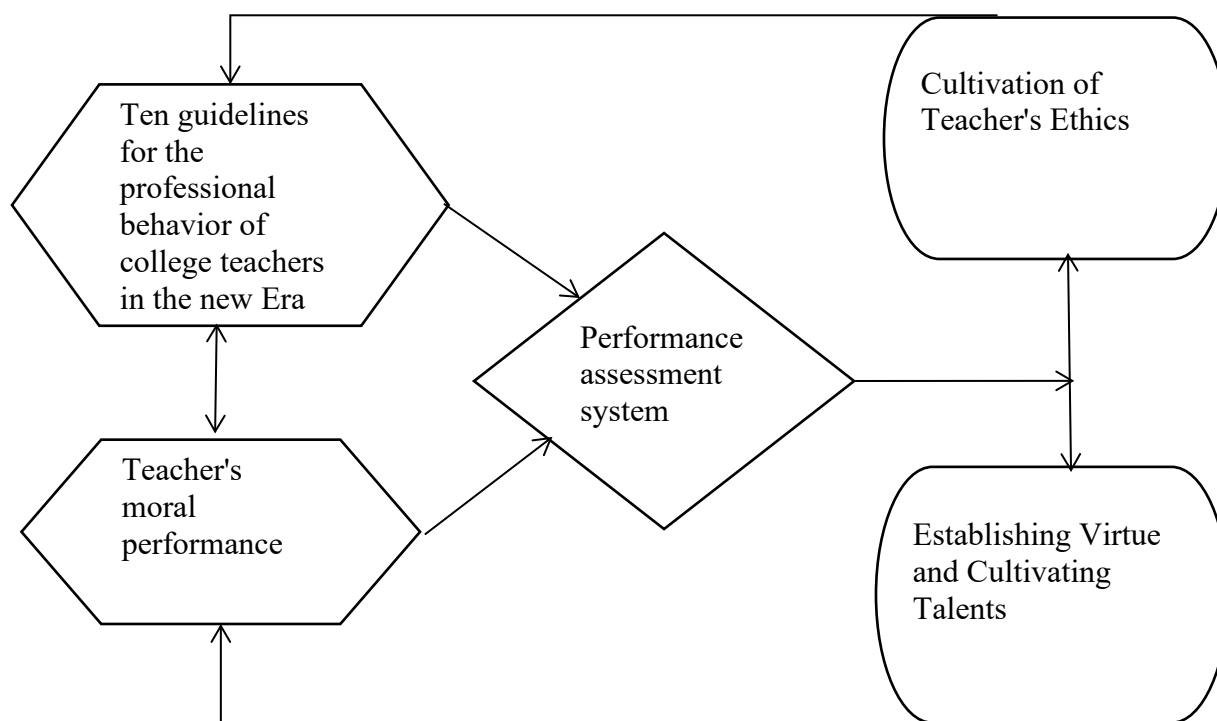


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

In order to verify the effective impact of teacher moral Performance assessment system based on the ten guidelines of the professional behavior of colleges and universities on the implementation of teachers' ethics and the effectiveness of talent training, and the effective impact of talent training. The study was then designed to adopt a quantitative research approach. The population in this study consisted of 449 full-time higher vocational school students (covering the different grade and subject). A questionnaire has four parts. For the first part of the questionnaires, it includes the demography such gender, age, grade, subject and Political identity. Then, the second parts are on a Likert scale with 1-5 rating-scales from 1 meaning "very bad" to 5 meaning "very good" to study the application effect of Performance assessment in the evaluation of teacher ethics. The last part is study the Existing problems in the evaluation of teacher ethics.

The questionnaire was sent to student at different grades and majors in higher vocational colleges via a web link, A total of 449 valid questionnaires were recovered, Among them, 261 are first-year college students, 58.13% of the total population; 136 sophomore students, 30.29% of the total population, With 52 third-year college students, 11.58% of the total population; Of the 268 boys, 59.69% of the total population. Of the 181 girls, 40.31% of the total population; Of the 272 students majoring in natural science, 60.58% of the total population, 177 students majoring in humanities and Social sciences, Accounting for 39.42%; There are 4 students with political status as party members, accounting for 0.89%, 245 members of the Communist Youth League, accounting for 54.57%, and 200 masses, accounting for 44.54%.

RESEARCH RESULTS

1) Based on the ten principles of teacher ethics for the professional behavior of college teachers, the evaluation index is comprehensive, systematic, and systematic and clear, which has strong guidance for teachers' personal ethics and career development, students' evaluation is highly operable, and students' overall response is good. After the statistical analysis of the survey data (see table 1), it can be concluded that: The overall evaluation of the assessment system based on the ten principles of professional behavior of college teachers is good. Better satisfaction accounted for 94.21%.

Q: Are you satisfied with the professional ethics of the teachers in our school?

Table 1 Statistical Table of Satisfaction with Performance assessment of Teacher Ethics

option	subtotal	scale
to feel quite pleased	247	55.01%
More satisfied	176	39.2%
average	25	5.57%
Not very satisfied	0	0%
Very dissatisfied	1	0.22%
This question is valid for filling in the number of people	449	

2) The top three students in the assessment of total satisfaction were "firm political direction, consciously patriotic and law-abiding, and spreading excellent culture", accounting for 61.92%, 59.91% and 50.33% respectively. (see table 2)

Q: What do you think the teachers in our school do better?

Table 2 Statistical Table of Satisfaction with Performance assessment Indicators of Teacher Ethics

option	subtotal	scale
Firm political direction	278	61.92%
Consciously patriotic law-abiding	269	59.91%
Spread excellent culture	226	50.33%
Teaching with great concentration	160	35.63%
Care for students	138	30.73%
Adhere to words and deeds	79	17.59%
Abide by academic norms	54	12.03%
Be fair and honest	38	8.46%
Adhere to honesty and self-discipline	27	6.01%
Actively contribute to society	21	4.68%
This question is valid for filling in the number of people	449	

3) In the assessment system of teachers' ethics in higher vocational schools, the low ranking of student satisfaction is "1) Care for students, accounting for 29.4%; 2) Spread excellent culture and 27.39; 3) Firm political direction, accounting for 24.28%." (see table 3)

Q: What do you think teachers in our school are badly well? (table 3)

Table 3 Statistical Table of Satisfaction with Performance assessment Indicators of Teacher Ethics

option	subtotal	scale
Firm political direction	109	24.28%
Consciously patriotic law-abiding	92	20.49%
Spread excellent culture	123	27.39%
Teaching with great concentration	85	18.93%
Care for students	132	29.4%
Adhere to words and deeds	94	20.94%
Abide by academic norms	53	11.8%
Be fair and honest	74	16.48%
Adhere to honesty and self-discipline	45	10.02%
Actively contribute to society	79	17.59%
This question is valid for filling in the number of people	449	

4) Teachers of higher vocational colleges have a better overall performance in guiding and educating students to be patriotic, law-abiding, spreading excellent culture, and focusing on teaching and educating people (good evaluation or above accounted for more than 90%), But also shows that "carry forward and practice the professional spirit, spirit" (good evaluation for only 60.36%), "course content and professional standards, teaching process and production process effective docking (evaluation good only 59.91%)", "classroom teaching mode reform and improve student participation (evaluation good for only 59.02%)", "classroom knowledge (very good evaluation only 58.35%)", "language expression ability (good evaluation accounted for only 58.8%)" have further promotion and improvement space. (see table 4)

Table 4 Statistical Table of Problems in Performance assessment of Teacher Ethics

option	Very good (%)	Good (%)	Average (%)	Bad (%)	Very bad (%)
In the process of education and teaching, we should carry forward and practice the professional spirit, the craftsman spirit and the spirit of model workers.	60.36	32.29	6.68	0.67	0.00
Pay attention to the effective docking of course content and professional standards, teaching process and production process.	59.91	32.52	7.13	0.45	0.00
Classroom teaching attaches great importance to students' participation, actively popularizing and promoting project teaching, case teaching, situational teaching, and work process-oriented teaching, and widely applying both online and offline mixed teaching.	59.02	32.96	7.35	0.67	0.00
The classroom knowledge content and information volume are very sufficient.	58.35	32.52	8.69	0.45	0.00
Language expression is educational, enlightening and artistic	58.8	32.29	7.57	0.89	0.45

5) In the performance assessment of teachers' ethics in higher vocational colleges, the top three main reasons for students' low evaluation of teachers' ethics are "1) Young, less qualified and inexperienced, accounting for 34.97%; 2) Lack of innovation ability and individualized teaching ability, accounting for 24.05%; 3) Perpetory teaching, responsibility is not enough, accounting for 20.71%" (see table 5)

Q: What do you think are the reasons for the bad performance of teachers in our school?

Table 5 Analysis and Statistical Table of Performance assessment of Teacher Ethics

option	subtotal	scale
Young, less qualified and inexperienced	157	34.97%
Professional ability is poor, the academic level is not high, the knowledge is not solid enough	74	16.48%
Poor personal moral cultivation, no benevolence	77	17.15%
Perpetory teaching, responsibility is not enough	93	20.71%
The consciousness of education is weak, and the professional dedication spirit is insufficient	74	16.48%
Lack of innovation ability and individualized teaching ability	108	24.05%
Care for students is not enough, the consciousness is not strong	83	18.49%
Theory and practice ability is not strong, the skill level is not high	63	14.03%
Teacher's ethics education, publicity, reward and punishment incentive mechanism is not clear	77	17.15%
The campus culture atmosphere of respecting teachers and valuing education is not strong	92	20.49%
Teachers' sense of responsibility, sense of mission and sense of honor are insufficient	47	10.47%
This question is valid for filling in the number of people	449	

DISCUSSION & CONCLUSION

Based on the ten principles of professional behavior of university teachers, the evaluation of teachers' ethics phenotype constructs a more operable and practical application value evaluation system, which fits the actual teaching and education process and provides a theoretical basis for teachers' ethics cultivation and evaluation. Constructed an ideological and political education as the main line, Fully implement the task of cultivating morality and educating people, Based on the real working process, Focus on the effectiveness of education, Focus on teacher-student interaction, Highlight the actual achievements of education and teaching, Emphasizing the reflection in teachers' practice, Focus on promoting students' learning and promoting teachers' professional development, To excavate the performance assessment system of teacher ethics of teachers' educational potential, Implement ideological and political education through the whole process of teacher teaching and education, Establish the curriculum ideological and political evaluation system and incentive mechanism, Observe teachers' "teaching" and student evaluation in real educational activities, To study how they communicate with their students through performance evaluations, How to communicate with the other teachers, Observe whether they are doing the fundamental task of cultivating people, Whether the goal, Whether there is an in-depth cultivation of students' patriotic spirit, model workers spirit, spirit of labor, craftsman spirit (Zhou, W. Y., 2020). To conscientiously perform the responsibility of education and teaching as the basic requirements of evaluating teachers, guide teachers to do a good job in every class, care for every student. The performance assessment of teacher's ethics is a future-oriented evaluation method. Through process evaluation, it helps teachers practice the ten principles, understand their own advantages and disadvantages, clarify the direction of improvement in the future, guide teachers from competition guard to cooperative education, and build a joint force in teaching and educating people. The infinite potential of teachers' education is stimulated in this evaluation method pointing to development.

The performance assessment of teachers' ethics, through the construction of teachers' moral education quality, makes clear "what is a good teacher like" and "why it is possible to achieve education through teaching" (Jiang, Z. Z. & He, N., 2020), and finds the focus for teachers' professional practice. So that teachers can take the evaluation standard as a reference, focus on the professional practice activities of moral education. For teachers, based on their own duties, love and dedication, dedicated to education, is the attitude that teachers should hold in practice, but also the conditions and guarantee for the smooth development of educational activities. In the dedication of hardship, hard work, overcome difficulties, perseverance, actively cultivate the sense of professional dedication, improve the level of professional dedication, can effectively reduce the job burnout, and improve the quality of teachers' education in teaching activities.

Through the practice of the evaluation system, can analyze the current higher vocational college teachers' ethics faith and ethics performance there are teachers' professional spirit, craftsman spirit practice, teaching methods is not flexible, not rich classroom knowledge, student participation is not high, teachers' social service ability is not strong, language expression and care for students, hope in the later study to strengthen the training of these aspects and assessment motivation, to further improve the level of college teaching and the quality of talent training.

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