

Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi

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Abstract:-The objectives of this research were: 1) to study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi; 2) to study the current situation of moral leadership of universities postgraduate lecturers in Guangxi; 3) to propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi; and 4) to evaluate the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. The sample were 376 postgraduate lecturers. Research instruments include: 1) structured interview, 2) questionnaire, 3) content analysis, and 4) evaluation form. Data analysis by using content analysis, percentage, mean and standard deviation.

The results were found that: 1) The structural dimension of moral leadership of universities postgraduate lecturers includes four aspects: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership; 2) The overall level of moral leadership of universities postgraduate lecturers in Guangxi is relatively high, but it also reflects many problems, and the level of development among various dimensions is not balanced. The implementation level of Inspiration of moral cultivation of universities postgraduate lecturers in Guangxi is the highest, the implementation level of Permeability of humanistic care by universities postgraduate lecturers in Guangxi is the lowest; 3) The strategies for improving the moral leadership of universities postgraduate lecturers divided into four dimensions, which including 12 aspects, contain 35 measures. There are 9 measures for enhancing the Inspiration of moral cultivation, 8 measures for enhancing the Academic and professional demonstration, 9 measures for enhancing the Permeability of humanistic care, and 9 measures for enhancing the Practice service leadership; and 4) The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in four aspects were at highest level.

Keywords: Moral Leadership; Universities Postgraduate Lecturers; Strategies; Guangxi

1. Introduction

The problem of postgraduate lecturer's professional ethics anomie is prominent, calling for attention to the moral dimension of postgraduate lecturer's leadership. With the expansion of the scale of postgraduate training and the growing number of postgraduate lecturers, the construction of lecturers is facing new situations, new challenges and new tasks. As the first person responsible for postgraduate training, the postgraduate lecturer has a noble mission. However, in the period of rapid economic and social development, the existence of multiple values, and the intensification of social conflicts, the special group of postgraduate lecturers is in the midst of multiple moral relationships and

ethical values, and the problem of professional ethics of lecturers has increasingly become a major issue of social concern. In particular, some lecturers have not invested enough energy in the guidance, the guidance methods are not scientific, the quality is not strictly controlled, and even the problem of teachers' ethics and style is out of order, which has caused a bad impact. A number of suicides of doctoral and postgraduate students have brought the topic of "relationship between teachers and students in universities" to the public view, and the situation of postgraduate lecturers squeezing students and even molesting students has also frequently appeared in the newspapers. Therefore, over the years, China's Ministry of education and other relevant departments have

repeatedly focused on the issue of postgraduate lecturers' ethics, emphasized that "the first standard for evaluating the quality of teachers should be the ethics of teachers", strengthened the post management of lecturers, and fully implemented the responsibility of educating people. In particular, in the face of the current problems of teacher's moral misconduct and teacher's moral violations in the postgraduate lecturer group, the Ministry of Education has repeatedly issued documents requiring multiple measures to strengthen the construction of the postgraduate lecturer team

To sum up, postgraduate lecturers are the key force in China's graduate training, and shoulder the mission and responsibility of cultivating high-level innovative talents. The construction of a high-level postgraduate lecturers team drives the education policy to focus on the moral leadership of postgraduate lecturers; The problem of postgraduate lecturer's professional ethics anomie is prominent, calling for attention to the moral dimension of postgraduate lecturer's leadership; At present, the research on moral leadership of postgraduate lecturers has many theoretical aspects, and is looking forward to breaking through the practical research; To improve the quality of universities graduate education reform in Guangxi , it is urgent to improve the moral leadership level of postgraduate lecturers. In view of the above factors, researchers are very interested in the moral leadership of postgraduate lecturers, and also feel that the research is very meaningful.

2. Research Questions

1. What are the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi?
2. What is the current situation of moral leadership of universities postgraduate lecturers in Guangxi?
3. How to Propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi?
4. Are the strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi feasibility?

3. Literature Review

3.1 Research on universities postgraduate teaching management mode in Guangxi

Liu Lizhi (2001) mentioned, The teaching management of graduate students is systematic. The systematic teaching management shows that the graduate stage offers systematic professional and interdisciplinary courses, carries out strict teaching and assessment, and the teaching process management is completed under the special organization and management of the graduate school.

Li Zheng (2005) mentioned, Postgraduate teaching management is the organization and coordination function that runs through the entire postgraduate teaching life cycle, and is the basis for realizing the postgraduate teaching objectives. With the continuous innovation of teaching mode, teaching management mode also needs to be constantly innovated. Only in this way can graduate teaching achieve its goal smoothly and cultivate excellent talents in batches.

Dong Lu (2006) mentioned, Graduate teaching management is a series of activities implemented by the graduate education management department to achieve the goal of graduate training, organize lecturers and relevant personnel, use teaching resources, and ensure the smooth completion of the graduate training process. Its main function is to maintain normal and good training order, and reasonably allocate teaching resources. Therefore, teaching management is closely related to the quality of graduate training.

3.2 Theoretical research on moral leadership

Shi, Y(2004) mentioned, Moral leadership can be described as leaders' behavior should show high personal virtues, self-discipline and selflessness, the ability to coordinate the overall situation, and the interests of the group at the expense of the individual.

Burns (1978) mentioned, Transformational leaders should pay attention to the moral aspects of their mission and organizational purpose, and pay attention to the needs, values and ethics of their subordinates and employees; At the same time, in order to achieve the organizational goals, we must

develop the values and moral motivation of our subordinates.

Saggiovanni (2002) mentioned, The value issue is the fundamental issue of school leaders, and moral authority is the core authority of school leaders; Emotion, value and belief are important rules of human motivation; Educational leaders should be good at finding "leaders' substitutes", and promote organizational members to become believers in values and service providers of values.

Enderle (1987) mentioned, Ethical leadership is defined as a way of thinking, with the purpose of clearly describing the moral issues in managers' decision-making and standardizing the moral principles referenced in the decision-making process. It includes the connotation of individual level leadership and organizational level leadership.

Kanungo et al. (1998) mentioned, Moral leadership is to promote the formation of a good ethical atmosphere within the organization, and make itself and its subordinates become moral people.

Bass, B. M., & Steidlmeier, P. (1999) mentioned, The personality and leadership behavior of individual leaders contain ethical and moral characteristics.

Aronson. (2001) mentioned, If a leader's behavior is always consistent with moral standards. The leader's behavior is moral, and moral behavior is judged by moral purposes and means.

Brown et al. (2005) mentioned, To become an effective ethical leader, a leader must first be a role model with ethical awareness and ethical behavior, integrity, reliability and charm.

Fan Liqun (2006) mentioned, There are three bases for the establishment of leadership morality: first, the moral characteristics of leaders; Second, the moral legitimacy of the vision stated by the leaders and the values contained in the organizational activities participated by the organization members; Third, the moral legitimacy of the decision-making process and behavior of leaders and employees in pursuit of the organization's collective goals.

Sun Liping (2009) mentioned, The process by which leaders influence and motivate their subordinates

to achieve the established organizational goals with noble moral character and integrity.

Fe hrR, YamKC, et (2015) mentioned, Support the health and happiness of subordinates, treat subordinates fairly, be loyal to the collective, maintain physical health, maintain order and direction, and cultivate their autonomy and spiritual purity.

3.3 Research on moral leadership of postgraduate lecturers

The moral leadership of postgraduate lecturers is a new concept generated after the introduction of moral leadership into graduate education management. It is the moral leadership with postgraduate lecturers as the main body. At present, there are relatively few studies on the moral leadership of postgraduate lecturers, and the main research results.

3.4 Related research

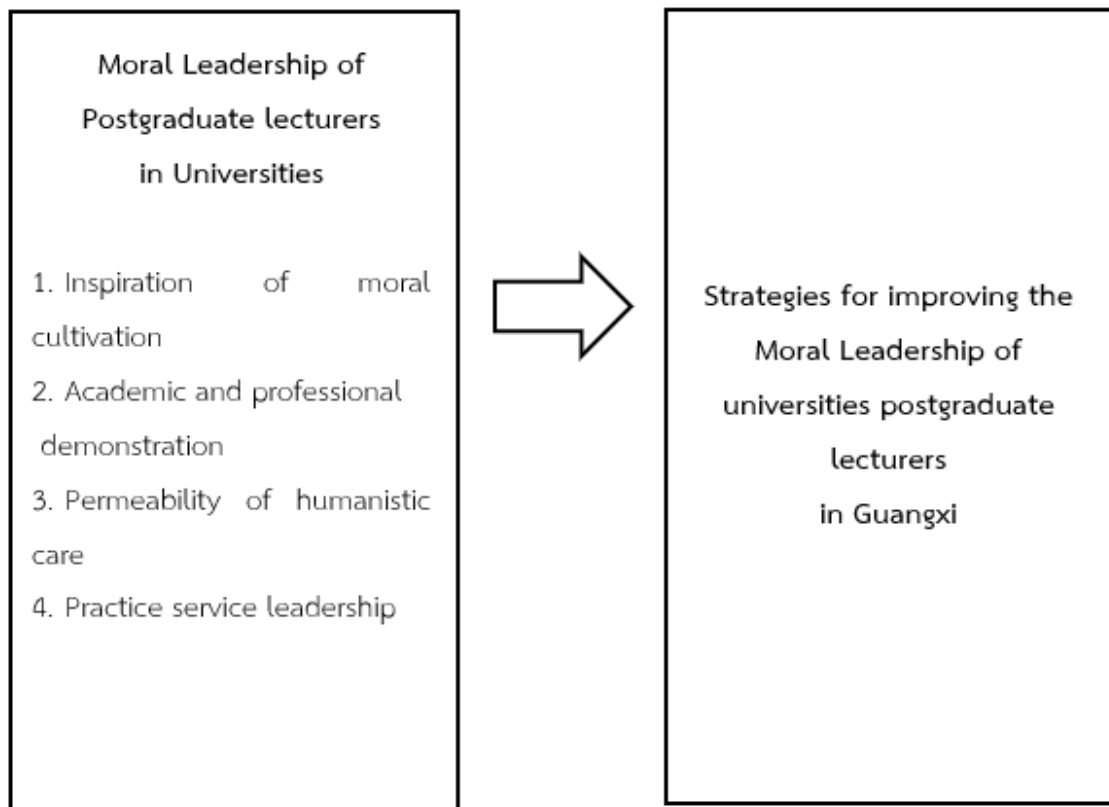
Huang Huai (2020), on the basis of summarizing the relevant research results of the management of the tutor group at home and abroad, took the lecturer group of masters of arts and academic studies of Guangxi University, Guangxi Normal University, Nanning Normal University and Guangxi University for Nationalities as the research object, investigated the current situation of the effectiveness and group behavior of the lecturer group of masters of arts and academic studies.

LvShushu (2020) used questionnaire and interview methods to investigate the current situation of university doctoral lecturer teams in Guangxi, and found that learning-oriented environmental factors are the most relevant to the formation of interdisciplinary doctorallecturer teams, followed by incentive factors and cross-talent factors.

Wang Lei (2020), through an investigation of the cultivation of professional master's degree in Guangxi universities, found that there are many problems in the professional master's degreelecturer team, such as the imbalance in the proportion of the structure of the lecturer team.

4. Research Conceptual Framework

Figure 1 Research Framework



5. Objectives Of The Research

1. To study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi.
2. To study the current situation of moral leadership of universities postgraduate lecturers in Guangxi.
3. To propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.
4. To evaluate the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

The population of this study includes 7360 postgraduate lecturers from seven representative universities in Guangxi with master's degree programs in 2022.

6.1.2 Sample

The sample of questionnaire group

According to Krejcie and Morgan sampling table, the sample group of this research was 376 postgraduate lecturers from seven representative universities in Guangxi with master's degrees in 2022. By using systematic random sampling and sample random sampling was also used by drawing from universities in Guangxi with master's degrees.

Research Instruments

Semi-structured interview

The instrument to collect the data for objective 1, to study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi. The content of the interview outline covers 7 questions, which are closely related, interconnected, and interdependent. On the basis of literature review and document analysis, semi-structured interviews were conducted on the four aspects of Inspiration of moral cultivation, Academic and professional demonstration,

Permeability of humanistic care and Practice service leadership of the initially defined moral leadership of postgraduate lecturers and the initially determined structural dimensions of moral leadership of postgraduate lecturers.

Constructing an Interview outline processes:

The construction process of Interview outline was as follows:

Step 1: Review the previous literature and documents, describe, compare and analyze the relevant literature and documents, and initially determine the preset structural dimensions of the moral leadership of the postgraduate lecturers.

Step 2: The interview outline was prepared around the theme, covering the understanding and views of moral leadership, moral leadership of postgraduate lecturers, and structural dimensions of moral leadership of postgraduate lecturers. Then sending the Interview outline to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the interview outline was examined by three experts. The index of objective congruence (IOC) was 1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: Using the interview method, a semi-structured interview was conducted with 28 participants from the interview group, including postgraduate lecturers, and leaders in charge of graduate education management from 7 representative universities in Guangxi with master's degree programs in 2022.

Questionnaire

The instrument to collect the data for objective 2, to study the current situation of moral leadership of universities postgraduate lecturers in Guangxi. The questionnaire designed based on moral leadership of universities postgraduate lecturers

7. Research Results

Table 1 The average value and standard deviation of the current situation of moral leadership of universities postgraduate lecturers in four aspects (n=376)

	moral leadership of universities postgraduate lecturers in Guangxi	\bar{X}	S.D.	level	rank
1	Inspiration of moral cultivation	4.230	0.802	high	1
2	Academic and professional demonstration	3.973	0.741	high	3
3	Permeability of humanistic care	3.927	0.781	high	4
4	Practice service leadership	3.993	0.722	high	2
	Total	4.031	0.559	high	

According to **table1**, found that the current situation of moral leadership of universities postgraduate lecturers in four aspects was at high level (\bar{X} = 4.031). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was

Inspiration of moral cultivation (\bar{X} = 4.230), followed by Practice service leadership (\bar{X} = 3.993), and Permeability of humanistic care was the lowest level (\bar{X} = 3.927).

Table 2 The average value and standard deviation of the current situation of moral leadership of universities postgraduate lecturers in Inspiration of moral cultivation (n=376)

Inspiration of moral cultivation	\bar{X}	S.D.	level	rank
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1	You have excellent political qualities, can adhere to the correct political direction, and adhere to the unity of loving the party, patriotism, and the people	4.277	0.960	high	1
2	You have noble professional ethics and style, pay attention to being a role model, adhere to correct ideological guidance and behavior demonstration	4.207	0.993	high	4
3	You are friendly and approachable, humble and cautious, with a noble sense of mission and a high sense of responsibility	4.218	0.988	high	3
4	You are dedicated, dedicated, and passionate about your work and students	4.184	0.988	high	5
5	You can achieve fairness and justice, maintain integrity in daily education and teaching work, abide by rules and discipline, and be honest and self-disciplined	4.263	0.954	high	2
Total		4.230	0.802	high	

According to table 2, found that the current situation of moral leadership of universities postgraduate lecturers in Inspiration of moral cultivation was at high level ($\bar{X} = 4.230$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was "You have excellent political qualities, can adhere to the correct political direction, and adhere to the unity of loving the party, patriotism, and the people" ($\bar{X} = 4.277$), followed by "You can achieve fairness and justice, maintain integrity in daily education and teaching work, abide by rules and discipline, and be honest and self-disciplined" ($\bar{X} = 4.263$), and "You are dedicated, dedicated, and passionate about your work and students" was the lowest level ($\bar{X} = 4.184$).

8. Conclusion And Discussion

8.1 Conclusion

The research in the strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers In Guangxi. The researcher summarizes the conclusion into 4 parts, details as follows:

Part 1: The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi.

Part 2: The current situation of moral leadership of universities postgraduate lecturers in Guangxi.

Part 3: The strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

Part 4: The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

Part 1: The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi.

The structural dimension of moral leadership of universities postgraduate lecturers includes four aspects: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership:

The Inspiration of moral cultivation refers to the ability of postgraduate lecturers to subtly infect students with noble moral sentiment and personality charm.

The Academic and professional demonstration refers to the ability of postgraduate lecturers to take the lead in maintaining academic dignity and scientific research integrity, and to influence students' ability with rigorous academic attitude and advanced educational concepts.

The penetration of humanistic care refers to The penetration of humanistic care refers to the ability of postgraduate lecturers and students to form harmonious teacher-student relationship and build a good learning community, and to care about students in all aspects and in the whole process.

The Practice service leadership refers to Practical service leadership refers to the ability of postgraduate lecturers to set an example to promote the inheritance and development of knowledge and culture to serve the society, and to support and guide students to actively participate in various social practices and voluntary service activities.

Part 2: The current situation of moral leadership of universities postgraduate lecturers in Guangxi.

The current situation of moral leadership of universities postgraduate lecturers in Guangxi can be summarized in three aspects:

First, the moral leadership level of the whole team of universities postgraduate lecturers in Guangxi is high, but the implementation level of each dimension is unbalanced.

Secondly, the implementation level of Inspiration of moral cultivation of universities postgraduate lecturers in Guangxi is the highest.

Thirdly, the implementation level of Permeability of humanistic care by universities postgraduate lecturers in Guangxi is the lowest.

Part 3: The strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

The strategies for improving the moral leadership of universities postgraduate lecturers divided into four dimensions, which Including 12 aspects, contain 35 measures. There are 9 measures for enhancing the Inspiration of moral cultivation , 8 measures for enhancing the Academic and professional demonstration, 9 measures for enhancing the Permeability of humanistic care, and 9 measures for enhancing the Practice service leadership.

Part 4: The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in four aspects were at highest level with the values between 4.50 and 5.00($\bar{X}=4.679$) , which means the strategies for improving the moral leadership of universities postgraduate lecturers are adaptability and feasibility.

The evaluation of the feasibility of strategies forenhancing the Inspiration of moral cultivation was at highest level($\bar{X}=4.857$).

The evaluation of the feasibility of strategies forenhancing the Academic and professional demonstration was at highest level($\bar{X}=4.714$).

The evaluation of the feasibility of strategies forenhancing the Permeability of humanistic care was at highest level($\bar{X}=4.643$).

The evaluation of the feasibility of strategies forenhancing the Practice service leadership was at highest level($\bar{X}=4.714$).

8.2 Discussion

The research in the strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. The researcher summarizes the discussion into 4 parts, details as follows:

Part 1: The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi.

Part 2: The current situation of moral leadership of universities postgraduate lecturers in Guangxi.

Part 3: The strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

Part 4: The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

Part 1: The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi

The structural dimensions of moral leadership of postgraduate lecturers are: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. This is related to the previous theories of scholars, China's policy requirements for the construction of postgraduate lecturer teams, and interview results.

First, the determination of these four structural dimensions is related to Sargiovanni's Moral leadership (Thomas J. Sargiovanni, translated by Feng Daming, 2002). Sargiovanni's

Moral leadership thought mainly emphasizes four aspects: 1) shaping a common vision: using Moral authority and professional authority to promote the development of a virtuous school; 2) Building followers: cultivating teachers with strong self-management skills to serve the common vision of the school; 3) Seeking a leadership substitute: guiding the leader to understand the four aspects of community norms, professional ideals, overflowing work status, and team spirit, in order to achieve a state of self management leadership; 4) Strengthening service awareness: the practical goal of Ethical leadership is to make principals and teachers become stewards of schools and service providers of value goals. These viewpoints are closely related to the job attributes of postgraduate lecturers as a special group of university teachers. The Mentorship postgraduate education management model emphasizes "team learning" and "Cooperative learning", the spirit is completely consistent with the theme of the learning community. As the leader of the team, the postgraduate lecturer guides the team construction with Moral authority and professional authority, can give students guidance in ideology, spirit, life, study, work, etc., can stimulate students to think deeply about learning norms, professional ideals, working status and team cooperation, and will achieve "inaction" self-management, self-education The state of self actualization. This is also consistent with the goal of "leadership is for no leadership" in Saggiiovanni's Ethical leadership thought, which also shows that Saggiiovanni's Moral leadership theory can be applied as the theoretical basis of moral leadership of postgraduate lecturers.

Secondly, the determination of these four structural dimensions refers to relevant scholars in China, such as Zhao Wenjuan (2017), who divided the moral leadership of university postgraduate lecturer into four dimensions (professional teaching and research ability exemplary quality humanistic care ability critical reflection spirit), and Wang Qinrong (2021), who divided the moral leadership of university postgraduate lecturers into two dimensions (virtue/empowerment), The structural framework of moral leadership of postgraduate lecturer in this study is preliminarily constructed in combination with the current two

documents issued by the Ministry of Education of China, namely, Opinions on Fully Implementing the Responsibility of Postgraduate Lecturer for Building Virtues and Cultivating Talents (2018) and the Code of Conduct for Guiding Postgraduate Lecturer (2020), which address the requirements of professional ethics of postgraduate lecturers. In this structural dimension framework, the content of this study, combined with the previous requirements of the Ministry of Education of China for the construction of postgraduate lecturer teams in universities, as well as the direction of graduate education development, focuses on caring for students, proposing "Permeability of humanistic care" and "Practice service leadership" from the practical level.

Thirdly, the determination of the structural dimensions of these four aspects ultimately stems from the understanding of universities Interview results of 50 interviewees. In the interviews at this stage, the researchers conducted in-depth interviews through 7 questions related to moral leadership, moral leadership of postgraduate lecturers, and structural dimensions of moral leadership of postgraduate lecturers. The interview results show that the definition of moral leadership of postgraduate lecturers and the setting of structural dimensions of moral leadership of postgraduate lecturers in this study have been highly recognized by nearly 90% of the interviewees, and no interviewees put forward "disagree" or "very disagree" views, as well as opinions or suggestions for modification, This shows that the definition of moral leadership of graduate tutors and the setting of structural dimensions of moral leadership of postgraduate lecturers in this study are highly scientific and reasonable. Therefore, this study finally concludes that the structural dimensions of moral leadership of postgraduate lecturer are: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. This provides a strong theoretical reference for the questionnaire development of Goal 2 in the next step.

Part 2: The current situation of moral leadership of universities postgraduate lecturers in Guangxi.

The current situation of the moral leadership of universities postgraduate lecturers in Guangxi is that the overall team of university postgraduate lecturers in Guangxi has a good level of moral leadership, but the implementation level of Inspiration of moral cultivation of universities postgraduate lecturers in Guangxi is the highest; the implementation level of Permeability of humanistic care by universities postgraduate lecturers in Guangxi is the lowest. The main factors associated with it are:

Firstly, the level of moral leadership of universities postgraduate lecturers in Guangxi is high, but the level of implementation is uneven among all dimensions. On the one hand, it is because China attaches great importance to the construction of the postgraduate lecturer team and has formulated many favorable policies, such as the introduction of the "Ten Guidelines for the Professional Conduct of University Teachers in the New Era" and the "Guiding Opinions on Strengthening the Reform of the Construction of University Teacher Teams in the New Era", Further to the "Opinions on Strengthening and Improving the Construction of Teacher Ethics and Conduct in the New Era", "Opinions on Fully Implementing the Responsibility of Cultivating Virtue and Cultivating Talents for Postgraduate Lecturers", "Notice of the General Office of the Ministry of Education on Further Standardizing and Strengthening the Management of Graduate Education", "Opinions on Accelerating the Reform and Development of Graduate Education in the New Era", and "Several Opinions on Further Strictly Standardizing the Quality Management of Degree and Graduate Education" The issuance of opinions such as "Several Opinions on Strengthening the Post Management of Doctoral Lecturers" and "Guidelines for Guiding Conduct of Postgraduate Lecturers" has gradually increased the requirements for postgraduate lecturers; On the other hand, the Department of Education of the Guangxi attaches great importance to postgraduate education, and focuses on strengthening the training of universities postgraduate lecturers in Guangxi by holding regular training classes for universities postgraduate lecturers in Guangxi every year. In particular, in recent years, the Implementation

Plan for the Reform and Development of Graduate Education in Guangxi (2021-2025) has been formulated, We have clearly proposed the implementation of the "Postgraduate Lecturers in Guangxi Guidance Ability Improvement Plan" and are committed to establishing and improving a comprehensive training system for autonomous region lecturers that integrates multiple aspects. To some extent, this is conducive to strengthening and improving the level of moral leadership of postgraduate lecturers. However, there is an imbalance in the development of various dimensions, which may be, as some interviewers and investigators said, many favorable policies have not been really implemented, and because the lecturer's gender, age, position, professional title or grade and major and other related factors may have different perceptions of the moral leadership level of postgraduate lecturers.

Secondly, in the order of the implementation level of moral leadership in the four dimensions, the lecturers agree that the implementation level of Inspiration of moral cultivation of universities postgraduate lecturers in Guangxi is the highest. It is because universities in Guangxi generally have a good attitude towards the education of professional ethics and conduct for postgraduate lecturers, as well as their own self-cultivation. The concept of being a role model is deeply rooted in people's hearts. This is related to the strengthening of teacher ethics and professional conduct education among universities in China and Guangxi, as well as the strict punishment of misconduct in teacher ethics. According to China's Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era, it is emphasized that the construction of teachers should put the improvement of the ideological and political quality of teachers and the construction of teachers' ethics in the first place, pay attention to the cultivation of Core Socialist Values in the whole process of teaching and educating people, highlight the cultivation of teachers' ethics of all staff, all directions and the whole process, and promote teachers to have both ability and integrity, Having the original mission of "educating people for the Party and the country", becoming a "great teacher" and "good teacher" who can teach

and educate people. At the same time, according to China's "Opinions on Fully Implementing the Responsibility of Cultivating Virtue and Cultivating Talents for Postgraduate Lecturers", it is also required that postgraduate lecturers follow the professional ethics standards of teachers as models; Being a role model and dedicated to one's job; Adhere to academic norms and adhere to academic ethics; Scientific talent selection and standardized enrollment; Have a sense of responsibility and mission, and fulfill their duties diligently; Having a compassionate heart, requiring moral education and cultural standards for teachers. And it is emphasized that postgraduate lecturers who violate professional ethics and engage in misconduct will be subject to a one vote veto, and will be dealt with accordingly in accordance with the law and regulations. For mentors who fail to fulfill their duties effectively, the training unit may take measures such as appointment, recruitment restriction, suspension of recruitment, and cancellation of postgraduate lecturers qualifications depending on the situation. So, universities postgraduate lecturers attach great importance to their own moral cultivation and dare not easily violate the moral bottom line.

Thirdly, the implementation level of moral leadership in the four dimensions, lecturers all agree that the implementation level of Permeability of humanistic care by universities postgraduate lecturers in Guangxi is the lowest. On the one hand, as suggested by interviewees and survey respondents, the expansion of graduate education in China has resulted in some lecturers having too many students in a team and unable to take into account their energy; On the other hand, some universities have not truly implemented favorable policies to provide better development platforms and benefits for postgraduate lecturers, as well as sufficient student training funds, resulting in a decrease in the enthusiasm of postgraduate lecturers; In addition, it is also due to the current lack of initiative among some students in learning, lack of enthusiasm for team building, limited communication time with lecturers, and lack of effective mechanisms to build communication and interaction bridges, resulting in a relatively unfamiliar relationship between lecturers and students. Of course, there are also

some part-time administrative teachers who are busy with affairs and have no intention of taking care of students. Therefore, lecturers have relatively little understanding and interaction in guiding and caring for students, and team culture and emotions are not strong enough.

Part 3: The strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

The strategies to improve the moral leadership of university postgraduate lecturers are divided into four dimensions, including 12 aspects and 35 measures. There are 9 measures for enhancing the Inspiration of moral cultivation, 8 measures for enhancing the Academic and professional demonstration, 9 measures for enhancing the Permeability of humanistic care, and 9 measures for enhancing the Practice service leadership. The proposal of these measures mainly stems from the results obtained from the previous stage of self evaluation by lecturers and evaluation by students. The problems reflected in these results point out the direction for improving the level of moral leadership of postgraduate lecturers. Based on the research results of the survey questionnaire and the open-ended opinions and suggestions of the questionnaire, the strategy proposal adheres to the principle of problem orientation, and starts from the expectations and demands of the two main roles of lecturers and students. The improvement direction is based on the shortcomings reflected in the four dimensions of Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. Put forward targeted strategies to improve the moral leadership of postgraduate lecturers from two aspects: improving internal construction and strengthening external support.

Firstly, strategies for enhancing the Inspiration of moral cultivation of postgraduate lecturers. The research results show that both the self-evaluation of lecturers and the evaluation of students have a high average perception level of the Inspiration of moral cultivation of postgraduate lecturers, which is fully recognized. This result not only acknowledges the moral level of current universities postgraduate lecturers in

Guangxi, but also means that the moral expectations of the lecturers themselves and students towards the lecturers they are teaching will always be high. Therefore, postgraduate lecturers should not slack off in improving their moral cultivation, but instead demand higher standards from themselves, always maintaining their moral awareness and behavior at a high level, and striving to become a highly respected lecturer who guides students and shapes their character and conduct. At the same time, with the expansion of the scale of graduate education and the increasing strength of the postgraduate lecturer team, the construction of the lecturer team is facing new situations, challenges, and tasks. The issue of ethical misconduct among postgraduate lecturers remains prominent. Therefore, according to China's requirements for the construction of professional ethics for teachers and the requirements for universities postgraduate lecturers, as well as drawing on the existing good practices of various universities in Guangxi, we should emphasize top-level design and strengthen institutional construction; Highlight system planning and strengthen training efforts; Highlighting demonstration and guidance, and emphasizing publicity and education, we will continue to consolidate and strengthen the moral cultivation and charisma of universities postgraduate lecturers

Secondly, strategies for enhancing the Academic and professional demonstration of postgraduate lecturers. These strategies are proposed because, on the one hand, many of the frequent incidents of moral misconduct among postgraduate lecturers in China in were cases of academic misconduct and teaching accidents involving postgraduate lecturers. The construction of scientific research integrity and academic norms is an indispensable part of strengthening the construction of the postgraduate lecturer team, and is the foundation for the survival of postgraduate lecturers. It plays an important role in improving the quality of graduate education. At the same time, guiding postgraduate students to adhere to academic ethics is an important task of postgraduate lecturers, whose core is to cultivate postgraduate students' academic attitude, scientific spirit, research integrity, and academic

ethics, and consciously resist academic misconduct. The requirement of 'upright and upright person' is that as a postgraduate academic 'leader', a postgraduate lecturer must first adhere to academic ethics, and at the same time guide and help postgraduate students form a healthy and scientific academic ethics. Therefore, the academic and professional demonstration ability of a lecturer not only requires the improvement of one's own academic and professional abilities, but also requires the lecturer's guidance and demonstration ability for students' academic and professional expertise. On the other hand, in this survey and research, many interviewees and investigators also expressed the need to strengthen the academic ethics of university postgraduate lecturers and emphasize research integrity. I hope to strengthen the implementation of favorable policies for lecturers, provide funding, systems, platforms, and intellectual support, and provide graduate supervisors with a fair, fair, reasonable, and transparent academic evaluation mechanism. Some of these policies have been implemented to a certain extent in Guangxi University, Guangxi Normal University, Guangxi University for Nationalities and other universities.

Thirdly, strategies for enhancing the Permeability of humanistic care of postgraduate lecturers. These strategies are proposed because, on the one hand, according to the survey results, the penetration level of humanistic care among universities postgraduate lecturers in Guangxi is indeed the lowest. On the other hand, the open-ended suggestions in the survey questionnaire reflect that "the expansion of graduate enrollment has led to an excessive number of postgraduate lecturers leading students, making it difficult to take care of them in terms of energy", and "administrative postgraduate lecturers have limited energy, so it is necessary to improve the management of students by part-time lecturers", The subsidies for lecturers, especially master's lecturers, are too small. The annual subsidy of 100 yuan/month * 10 months for every master's supervisor who guides one student is a big difference compared to the subsidy of 1000 yuan/month for guiding doctoral students, making it difficult to have the motivation to fully devote oneself. At the same time, the current graduate

education has heavy responsibilities and limited rights, and the academic style of students is becoming increasingly irregular. The difficulty of guidance is increasing, making it difficult to overcome the professional fatigue of mentors, The issue of "providing more funding to lecturers, reducing academic pressure on lecturers, and having more time to guide and communicate with students in the group" indicates that the low level of humanistic care penetration by lecturers is the result of multiple factors, including the influence of academic atmosphere, improper guidance of assessment and evaluation mechanisms, and the problems of lecturers or students themselves. At the same time, some interviewers and investigators have proposed "more lenient policies, less filling out forms", "strengthening mentor team building, strengthening teacher-student interaction", "strengthening understanding of students' specific actual situations, determining teaching guidance plans based on materials, in order to effectively guide students on the right path", Suggestions include strengthening communication between lecturers and graduate students, establishing a good relationship, understanding the needs and problems of graduate students, providing timely guidance, and enhancing graduate students' learning and research abilities, as well as establishing a regular teacher-student heart-to-heart conversation system. Therefore, based on the current problems in the penetration of humanistic care among universities postgraduate lecturers and the opinions and suggestions of investigation and research, the above strategies are proposed.

Fourthly, strategies for enhancing the Practice service leadership of postgraduate lecturers. The reason for proposing these strategies is that, on the one hand, the survey and research results show that the practical innovation and service awareness of universities postgraduate lecturers in Guangxi are weak, and the practical service leadership of "leading graduate students to contribute to society and guiding them to actively participate in social service activities" is still insufficient. On the other hand, this is related to the current background of deep integration of science and education in China. Practical education

is based on the development of the times, and the Ministry of Education requires that practical education be an important part of improving the quality of ideological and political work in universities. It is particularly important to strive to improve the quality of practical education in graduate education and achieve the improvement of practical education quality. Many colleges and universities in China, including some in Guangxi, such as Guangxi University, Guangxi Normal University, Guilin University of Technology, Guangxi University of Science and Technology, attach great importance to the combination of production, teaching and research, build a new team of collaborative tutors of universities, research institutes, industries and enterprises, jointly promote the construction of graduate courses, textbooks, teachers, bases, etc., and achieve the goal of cultivating graduate students in a collaborative way.

Part 4: The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi.

The feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in four aspects were at highest level.

The evaluation of the feasibility of strategies forenhancing the Inspiration of moral cultivation was at highest level(=4.857).

The evaluation of the feasibility of strategies forenhancingthe Academic and professional demonstration was at highest level(=4.714).

The evaluation of the feasibility of strategies forenhancingthe Permeability of humanistic care was at highest level(=4.643).

The evaluation of the feasibility of strategies forenhancingthe Practice service leadership was at highest level(=4.714).

These evaluation results by using the Likert scale method. The data interpretation for average value based on Rensis Likert (1932). The data interpretation are as follows:

- 4.50 – 5.00 express highest level
- 3.50 – 4.49 express high level
- 2.50 – 3.49 express medium level
- 1.50 – 2.49 express low level
- 1.00 – 1.49 express lowest level

9. Recommendations

Implications

The research results showed that the recommendations about strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi are as follows:

Each university should establish and improve a working mechanism of unified leadership by the Party committee, joint management by the Party and government, clear leadership departments, specific implementation of institutions (departments), and self-restraint by teachers. Promote the formation of a graduate lecturer management system directly managed by secondary colleges and departments, led by the school's main responsible leaders for inspection, led by the graduate school and personnel department, and coordinated by the Party Committee's propaganda department, school trade unions, social science departments, and the Ministry of Science and Technology. Establish a long-term mechanism for the construction of teacher ethics and conduct that integrates education, publicity, assessment, supervision, motivation, and punishment.

The competent department of graduate education should improve the assessment and evaluation mechanism for mentors, establish a quality oriented performance evaluation system for graduate mentors, scientifically formulate training plans for postgraduate lecturers.

The general human resources management department should collaborate with the graduate education management department to strengthen the assessment of the recruitment, appointment, selection, and appointment of postgraduate lecturers, and improve the reward and punishment mechanism for supervisors, highlight teacher ethics and professional ethics education, and create a brand of postgraduate lecturers ethics and culture.

The publicity department should pay attention to exploring and promoting the advanced deeds of excellent lecturers and excellent graduate teams, and create a positive and upward atmosphere of teacher ethics.

Academic research departments should establish a fair, just, reasonable, and transparent academic evaluation mechanism, build academic platforms,

and support the creation of more academic exchange opportunities. Pay attention to the combination of production, education, and research, and promote the connection between horizontal and vertical projects.

The department directly under the lecturer should focus on restructuring the teacher-student relationship, assist the superior department to strengthen the management of postgraduate lecturers, at the same time, strengthen the guidance and training of supervisors for graduate students, develop a regular teacher-student exchange system, and improve the moral leadership of postgraduate lecturers.

Postgraduate Lecturers should understand how to strengthen self-learning, enhance self-moral cultivation, and fulfill their responsibilities seriously. While improving their academic abilities, they should also pay attention to strengthening the cultivation and guidance of graduate students, building a good communication mechanism with them, maintaining a smooth and harmonious teacher-student relationship, and creating a common vision.

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