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Research on the development of teacher ethics of physical education teacher-training students in the context of informatization

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Abstract

This paper studies the current situation of teacher ethics of physical education teacher-training students, aiming to explore a new path of modern teacher ethics cultivation. This paper firstly evaluates the comprehensive quality of physical education teacher-training students, and constructs a teacher ethics evaluation system in terms of cultivation content, cultivation pathways, knowledge acquisition, and ability acquisition. Then we use hierarchical analysis to determine the weights of indicators, establish the hierarchical structure of the system, and calculate the weight coefficients of each indicator by constructing a judgment matrix. Finally, the level of teacher moral development, output of teacher moral development, dimensional correlation and factors influencing teacher moral development of physical education teacher trainees were analyzed. The mean value of teacher ethics development implementation was 3.9, the development result was 3.99, and the overall water mean was 3.95. The p-values of the regression analysis of the factors influencing teacher ethics development were all less than 0.001, indicating that each influencing factor had a significant effect on teacher ethics development. The research in this paper is significant for the teacher ethics development of physical education teacher trainees.

Keywords: regression analysis, hierarchical analysis; teacher moral development, physical education teacher training

Introduction

Education has always been a concern in China, and the quality of teachers determines the quality of education, while the moral quality of teachers is an important factor affecting the quality of teachers (Crawford & Shutler, 1999; Ingvarson & Rowe, 2008). Nowadays, young teachers in colleges and universities are influenced by various trends of thinking, and there are problems such as political stance is not firm, teaching attitude is not serious, and daily behavior is not dignified, and such young teachers are very few in number, but they have a greater influence (Ezeugwu & Omeje, 2011).

For this reason, colleges and universities should strengthen and pay attention to the construction of teacher morality of young teachers from the height of political speaking, and in this sense, it is exceptionally important and urgent to strengthen the research on the construction of teacher morality of young teachers in colleges and universities in the new era (Darling-Hammond, 2000).

According to the literature (Rowe, 2003), teacher ethics mainly includes: teaching awareness,

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teaching skills, teaching care and team spirit, the ability to be innovative, the ability to liven up the classroom atmosphere and teach vividly, even if the initiative to communicate with students and pay attention to their personality development, the ability to integrate into a team, the ability to cooperate with colleagues, etc.

The literature (Maloney, 2013) emphasizes the need to include teaching ethics in the theoretical and practical training of future teachers and that teaching ethics should be a tool for every teacher's professional ethical practice.

The literature (C. L., 2019) considers that the connotation of teacher ethics is composed of three levels: the social mission and moral responsibility that teachers have; teacher ethics should reflect the rights of students and considers that students' rights have an important place in teacher ethics; and teacher ethics should have the high moral character and knowledge necessary for teachers.

The literature (Tirri, 2010) argued that schools or education commissions should prepare regulations to qualify teacher ethics and evaluate teacher behavior; individual teachers' ideological behavior should be restricted to the permissible limits of the regulation.

The literature (Caetano & Silva, 2009) conducted an empirical study on teacher ethics education for undergraduate teacher trainees in higher education institutions, investigating the current situation in terms of the content, methods, approaches, and effects of teacher ethics education, analyzing and proposing relevant countermeasures at the social, school, and individual levels.

The literature (Zhili & Jingjing, 2020) studied the problem of teacher ethics education for teacher-training students from the perspective of curriculum setting, and proposed the idea of moral education curriculum setting for teacher-training students.

The literature (Gong S F, 2015) studied the content, philosophy, methods, and effects of teacher ethics education from the ontology of teacher ethics education.

The literature (Wang Q F, 2018) has studied the content, philosophy, methods, and effects of teacher ethics education. The literature (Q., 2020) defined the concept of teacher ethics from the controversy between normative and subjectivity, bottom line and noble nature of teacher ethics, and proposed innovative initiatives to make full use of other curriculum teaching for teacher ethics education from the issue of teacher ethics and the ontology of teacher ethics education.

The literature (J. L., 2018) researched the educational philosophy, curriculum, and teaching materials in the current professional ethics education for teacher-training students.

The literature (Zhonghua L V, 2016) proposed that teacher ethics education is achieved through legislation and indirect education.

Firstly, the rights and duties of teachers are explicitly stated in the law and students are required to understand and master them. Secondly teacher ethics education is integrated into the content

and teaching practices of various subjects. The literature (Kobayashi, 1993) suggested that the specific practices of teacher ethics education in Japan include: firstly, in the process of teacher recruitment, the assessment of teacher ethics is emphasized, not only to assess whether the teacher has certain professional skills, but also to see whether the teacher has contributed to the social welfare and truly loves education; secondly, the professional ethics education of teacher training students is emphasized, and the professional ethics education is infiltrated in the teaching of the subjects in which teachers are trained.

According to literature (Lei J Y, 2018), "some teachers in colleges and universities only focus on knowledge transfer and have a weak sense of nurturing people; some teachers only focus on personal interests and lack professionalism; some teachers lack good quality cultivation and misbehave in speech and behavior".

According to literature (Shi G P, 2018), "cultivating teacher ethics among teacher-training students is conducive to guiding teacher-training students to identify with and practice socialist core values; it is conducive to enabling teacher-training students to form a correct world view, outlook on life and values; it is conducive to enhancing the professional image of teacher-training students and teachers at all levels and in all types of schools".

In this paper, the evaluation system of teacher ethics was firstly constructed by using hierarchical analysis method, comparing the importance of the evaluation indexes one by one, constructing a judgment matrix, and solving the maximum eigenvalue of the judgment matrix A and the corresponding eigenvector to determine the weight coefficient of the index system.

Then the evaluation method was used to analyze the level of teacher ethics cultivation of teacher-training students in School A.

The recognition of the cultivation results and the cultivation output of teacher ethics of physical education teacher-training students were explored, and the correlation analysis was conducted for each dimension of the evaluation index.

Then the influencing factors of teacher ethics cultivation were explored from the perspective of inputs, and regression analysis was conducted on each influencing factor.

Finally, we propose countermeasures for teacher ethics cultivation of physical education teacher-training students and construct a cultivation path for teacher ethics cultivation.

Teacher ethics evaluation model

Construction of teacher moral evaluation index system

After understanding the current comprehensive quality assessment of teachers' ethics in several sports teacher training colleges and universities, the elements of each index of the comprehensive quality evaluation system of teachers' ethics were established as shown in Table 1.

Table 1: Table of indicators of the comprehensive quality evaluation system of teacher ethics

First-level indicators	Secondary Indicators	Three levels of indicators
Teacher ethics training objectives	Process Objectives	Implementation
	Outcome Objectives	Teacher Competence Career guidance
Teacher moral training implementation	Cultivation results	Content comprehensive
		Content professional
		Content applicable
	Cultivation Pathway	Teacher teaching style
		Teacher ethics
		Teacher ethics theme courses
		Education Practice Course
		Teacher ethics theme activities
	Cultivation Environment	Extracurricular Activity Participation
		Teacher ethics atmosphere on campus
Hardware Support Library support		
Nurturing Evaluation	Reasonable evaluation criteria	
	Various evaluation methods	
	Fair evaluation results	
Teacher moral development results	Knowledge Acquisition	Basic knowledge
		Professional knowledge
		Professionalism
	Ability Acquisition	Practical skills
		Social skills
Emotional acquisition	Ideal beliefs Loyalty	

Weight configuration method

In order to improve the scientific and accurate values of the weights, this paper mainly adopts the hierarchical analysis method, which has higher reliability and can reduce the uncertainties to a large extent, to calculate the weights of the indicators in the system, and combine the configurations of several experts to determine the final weights of the indicators by taking the average value. The weight of each index of the comprehensive quality evaluation system of college students is determined by hierarchical analysis method, and the operation steps are as follows.

(1) Establishing the hierarchical structure of the system

This is the first and the most important step of hierarchical analysis method. The problem is divided into different levels according to the correlation and affiliation between the elements,

forming an H-shaped hierarchical model. The top, middle and bottom levels represent the overall goal of the problem, the factors and specific criteria to be considered for decision making, and the options and measures for decision making, respectively. For the two adjacent layers in the structure, the higher level is called the goal layer and the lower level is called the factor layer.

(2) Creation of a scale method table

To enable quantitative display of the importance of each element for comparison, a scale method table of 1-9 was introduced, as shown in Table 2.

Table 2: Table of scaling methods

Scale values	What it stands for
1	Two factors that are equally important compared to each other
3	Two factors that are slightly more important than each other
5	The former is more important than the latter
7	The former is significantly more important than the latter
9	The former is more important than the latter in absolute terms
2, 4, 6, 8	When comparing two factors, the degree of importance lies between two adjacent values
1, 1/2, 1/3...1/9	The latter is more important than the inverse of the former when compared to the latter

(3) Construction of judgment matrix

According to the scale method table, the indicators are compared in importance one by one, and the judgment matrix is constructed, as shown in equation (1).

$$A = \begin{pmatrix} a_{11} & a_{12} & \dots & a_{1n} \\ a_{21} & a_{22} & \dots & a_{2n} \\ \dots & \dots & \dots & \dots \\ a_{n1} & a_{n2} & \dots & a_{nm} \end{pmatrix} \quad (1)$$

Because each indicator has the same degree of importance when compared with itself, the values on the diagonal are all 1; and the values at symmetrical positions on both sides of the diagonal are the reciprocal of each other. Therefore, the above judgment matrix satisfies equations (2) and (3).

$$a_{ii} = 1 \quad (2)$$

$$a_{ij} = \frac{1}{a_{ji}} (i, j = 1, 2, 3 \dots n) \quad (3)$$

(4) Calculate the weight coefficients

This step is critical and requires the maximum eigenvalue of the judgment matrix A and the corresponding eigenvector to be solved. The common methods are sum-product method, square root method and power method. Here, the sum-product method with high accuracy and simple calculation is used for calculation, and the specific steps are as follows:

The judgment matrix A is column normalized, normalized to one, i.e., let the sum of each column be 1:

$$b_{ij} = \frac{a_{ij}}{\sum_{i=1}^n a_{ij}} \quad B = [b_{ij}] \quad (4)$$

Sum the matrix A separately by row:

$$v_i = \sum_{j=1}^n b_{ij} \quad V = [v_i] \quad (5)$$

Compute the eigenvectors of matrix A :

$$\omega_i = \frac{v_i}{\sum_{i=1}^n v_i} \quad W = [\omega_i] \quad (6)$$

Find the maximum characteristic root of matrix A :

$$\lambda_{\max} = \sum_{i=1}^n \frac{(AW)_i}{n\omega_i} \quad (7)$$

(5) Consistency test

This is the last step of the hierarchical analysis method, in order to ensure that the conclusions obtained are reasonable, i.e., to check whether the weight coefficients obtained are available and to determine whether the matrix needs to be adjusted. If equation (8), equation (9) and equation (10) are satisfied for the judgment matrix A , then the judgment matrix is completely consistent.

$$a_{ii} = 1 \quad (8)$$

$$a_{ij} = \frac{1}{a_{ji}} \quad (9)$$

$$a_{ij} = \frac{a_{ik}}{a_{jk}} \quad (10)$$

However, because the matrix is built based on the comparison of indicators two by two, using the 1-9 scale method as the result, this may cause the judgment matrix to deviate from consistency. Moreover, the increase in the matrix order makes it more difficult to achieve complete consistency of the judgment matrix. This requires further testing with the consistency ratio C.R, i.e., equation (11).

$$C.R = \frac{C.I}{R.I} \quad (11)$$

where R.I is the average random consistency index value, which can be taken by query in Table 3; C.I denotes the consistency index and satisfies equation (12).

$$C.I = \frac{\lambda_{\max} - n}{n - 1} \quad (12)$$

Table 3 shows the table of values, when $C.R < 0.10$, it can be considered that the consistency of the results obtained from the judgment matrix is satisfactory and the calculated weight coefficients are scientific and usable, otherwise, adjustments need to be made until $C.R < 0.10$.

Table 3: Table of values

Number of steps	1	2	3	4	5	6	7	8	9
R.I	0.00	0.00	0.58	0.90	1.12	1.24	1.32	1.41	1.45

Results and Analysis

Analysis of the overall teacher ethics development level of physical education teacher trainees

This paper uses the constructed teacher ethics training evaluation system to evaluate the level of teacher ethics training of teacher training students in A Sports College. After the survey, we learned that the mean value of teacher ethics training objectives in School A was 4, the mean value of teacher ethics training implementation was 3.9, the training result was 3.99, and the overall water mean was 3.95. The current teacher ethics cultivation of physical education teacher-training students is between average and relatively conforming, indicating that the current status of teacher ethics cultivation of physical education teacher-training students is good, but it still needs further improvement and there is room for progress.

Teacher ethics training needs to be designed based on social needs, competence-based and student-oriented, focusing on setting talent training goals for students and providing a learning

environment that meets the characteristics of teacher-training students. Based on this basic requirement of teacher ethics training setting, these principles should be followed in many aspects of teacher ethics training content selection, training pathways, and training evaluation to give full play to students' subjectivity, refer to society's teacher ethics requirements for teacher trainees, provide guidance for teacher trainees' employment, and improve students' teacher ethics level. Figure 1 shows the descriptive statistics of the level of teacher ethics training for teacher-training students in physical education.

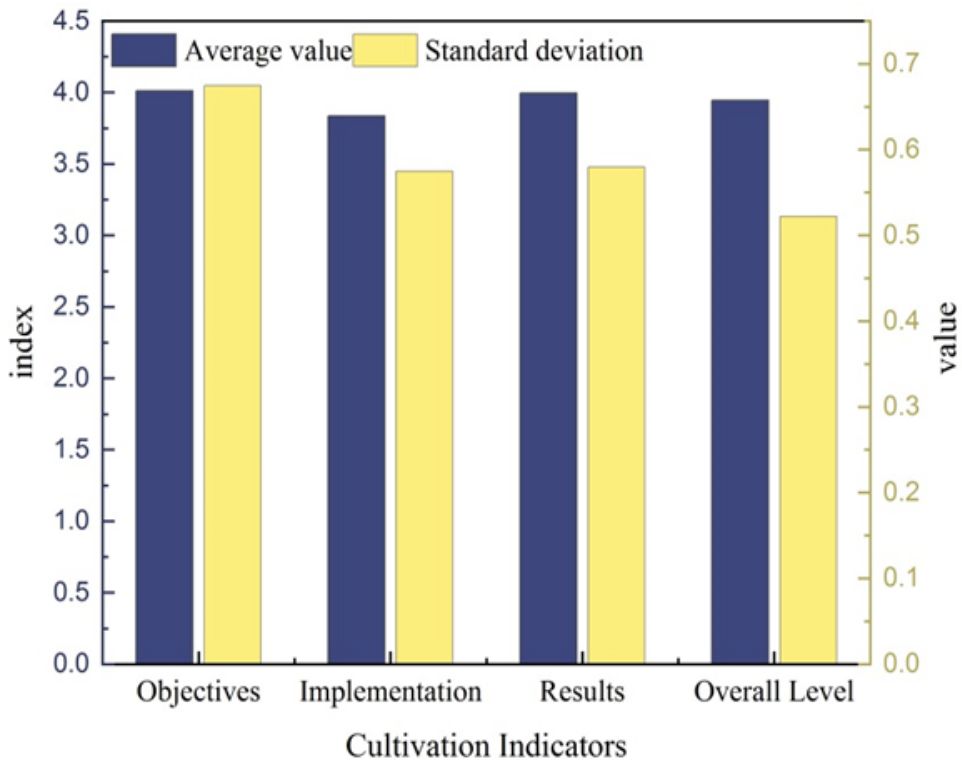


Figure 1: Descriptive statistics of teacher training level of physical education teacher trainees

Analysis of recognition of cultivation results

In terms of the recognition of teacher ethics training, the recognition of basic knowledge, professional knowledge and professionalism is basically around 80%. The recognition of teacher ethics practical skills development and social skills development is around 75%.

The recognition of teacher moral emotional training is between 50% and 80%. The recognition of this dimension is relatively higher than the other two dimensions.

The practical and social skills gained by teacher-training students are better, but the worst recognition is the recognition of the profession of physical education teacher and the teacher-

training students' loyalty to the physical education profession, which indicates that in the future teacher education of physical education teacher-training should focus on the cultivation of teacher-training students' educational sentiment.

Figure 2 shows the recognition of the results of teacher ethics training for physical education teacher-training students.

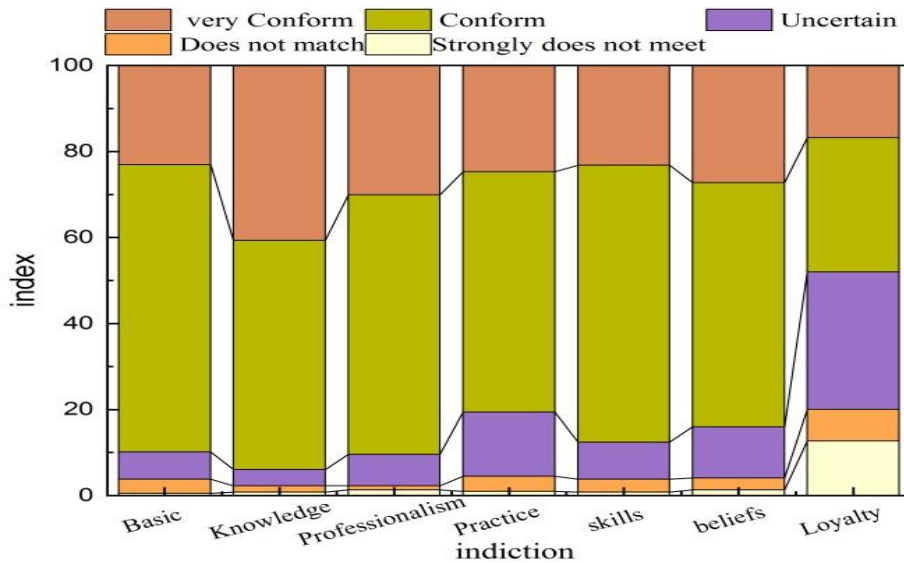


Figure 2: Recognition of the results of teacher training for physical education teacher trainees

Analysis of the output of teacher training

The graduates' practice of teacher ethics can, to a certain extent, reflect the effect of pre-service teacher ethics education and provide a certain reference value for the teacher ethics training of current teacher-training students.

In this paper, in addition to the current physical education teacher-training students, we also focus on the physical education teacher-training graduates who have graduated from schools, and reflect the pre-service teacher ethics training through their practice of teacher ethics after graduation.

The practice of teacher ethics of physical education teachers included four dimensions: teachers' understanding and awareness of their profession, their attitude toward their profession, their behavior toward physical education, and their personal cultivation. The mean rating of understanding and comprehension of the profession was 4.

The mean ratings of behavior and attitude were 3.98 and 3.97, respectively, while the mean rating of personal cultivation was 3.96 and the overall level was 3.99.

The practice of teacher ethics by physical education teachers is at a good level, and the overall level of practice needs to be further improved.

In practicing teacher ethics, physical education teachers are the least satisfied with their personal cultivation and behavior dimensions, and the most satisfied with their professional understanding and knowledge, but there is still some room for improvement in each dimension. Figure 3 shows the output of teacher moral cultivation.

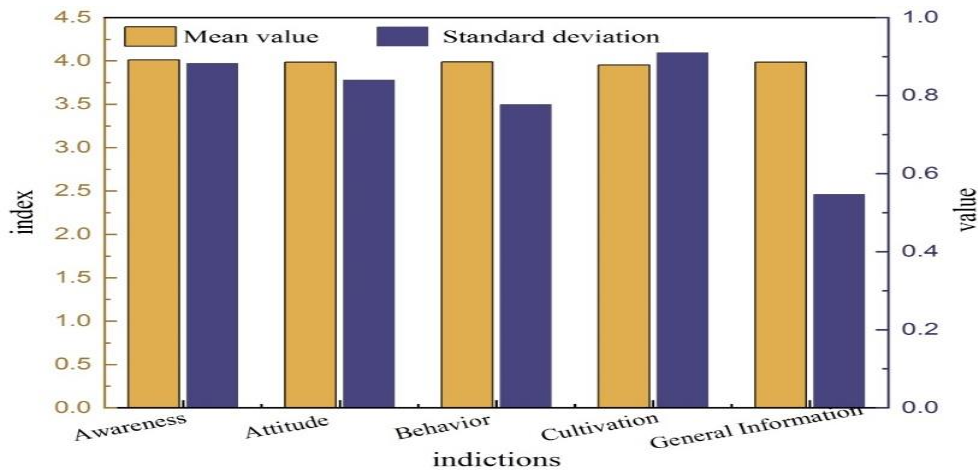


Figure 3: Outputs of teacher moral development

Correlation analysis of teacher moral development

Correlation analysis among dimensions

In this paper, correlation analysis was conducted between the indicator dimensions to analyze the influence of each dimension indicator on the results of teacher ethics development.

The correlation between teacher ethics development goals and teacher ethics development implementation was 0.436. the correlation between teacher ethics development implementation and teacher ethics development outcomes was 0.344. the correlation between teacher ethics development goals and teacher ethics development outcomes was 0.344. the correlation between the dimensions was significant between 0.3 and 0.6, and there was a moderately strong positive correlation between the two. Table 4 shows the correlations between the three dimensions.

Table 4: Correlation between the three dimensions

Teacher Training Objectives	Teacher Training Objectives	Implementation of teacher	moral development esults
	Pearson correlation	Significance	Pearson correlation
	Significance	Significance	Significance

Teacher Training Objectives	1	0.000	0.463**	0.000	0.344*	0.000
Implementation of teacher moral development	0.4454*	0.000	1	0.000	0.634**	0.000
Results	0.345**	0.000	0.321*	0.000	1	0.000

Correlation analysis between sub-dimensions

There was a significant correlation between the subgoals of teacher ethics development goals and the subgoals of the other two dimensions, and there was a weak positive correlation with the implementation dimension. The correlation coefficients between the process goal, the outcome goal and the knowledge acquisition, ability acquisition, and affective experience of the cultivation outcome dimensions were between 0 and 0.4, indicating that there were weak positive correlations between the process goal, the outcome goal and each of the teacher ethics cultivation outcome dimensions. Table 5 shows the correlations between the expectations of teacher ethics training goals and each sub-dimension.

Table 5: Correlations between training goal expectations and each sub-dimension

	Process Objectives		Outcome Objectives	
	Pearson correlation	Significance	Pearson correlation	Significance
Content of teacher moral development	0.323**	0.000	0.416**	0.000
Teacher ethics training methods	0.222**	0.000	0.256*	0.000
Teacher moral development environment	0.223**	0.000	0.316**	0.000.
Evaluation of Teacher Development	0.233**	0.000	0.295*	0.000
Knowledge Acquisition	0.2343**	0.000	0.2677**	0.000.
Competence acquisition	0.226**	0.000	0.367**	0.000
Emotional experience	0.084**	0.105	0.157**	0.000

The correlation coefficients between the dimensions ranged from 0.25 to 0.45.

There was a significant relationship between the sub-dimensions of formation implementation and the sub-dimensions of output outcomes with a moderate positive correlation, and the correlation was found to be higher for the acquisition of knowledge and competence than for affective experience in the output outcomes.

Table 6 shows the correlations between the sub-dimensions of teacher development implementation and teacher development outcomes.

Table 6: Sub-dimensional correlations

	Knowledge Acquisition		Ability acquisition		Emotional experience	
	Pearson correlation	Significance	Pearson correlation	Significance	Pearson correlation	Significance
Content of teacher moral development	0.455**	0.000	0.412**	0.000	0.323**	0.000
Teacher ethics training methods	0.445**	0.000	0.423**	0.000	0.278**	0.000
Teacher moral development environment	0.445**	0.000	0.354**	0.000	0.323**	0.000
Evaluation of teacher moral development	0.352**	0.000	0.456**	0.000	0.247*	0.000

Analysis of factors of teacher moral development

To further explore which factors have an impact on teacher ethics development of physical education teacher trainees, this paper explores the influencing factors from the perspective of input, assigning the content to the scale. The factors that have an impact on teacher ethics development of teacher trainees are composed of teacher factors, curriculum factors, and evaluation factors. Curriculum factors include the implicit curriculum, mainly thematic activities, participation in activities, and campus environment.

The explicit curriculum mainly includes teacher ethics thematic courses, and teacher ethics training contents.

Therefore, the independent variables are mainly teacher factors, thematic activities, participation of activities, campus environment, teacher ethics thematic courses, teacher ethics training content, and evaluation subjects.

In the regression of teacher ethics cultivation for physical education teacher trainees, the adjusted R was 0.857, which proved the goodness of fit of the model.

Further analysis of the regression model for teacher ethics development showed that all P values were less than 0.001, indicating that each of the respective variables had a significant effect on the dependent variable, i.e., teacher ethics development content, campus environment, teacher factors, evaluation subjects, thematic activities, participation in activities, and teacher ethics thematic courses had a significant effect on teacher ethics development of physical education teacher candidates.

And the regression coefficients Beta values were all greater than 0. Table 7 shows the regression analysis of teacher ethics development of physical education teacher-training students.

Table 7: Regression analysis of teacher education students' teacher ethics development

Independent variables	Unstandardized coefficients		Standardized coefficients			Covariance statistics	
	B	Standard Error	Beta	T-value	Significance	Tolerance	VIF
Training content	0.525	0.095	0.726	21.045	0.000.	1.000	1.000
Campus Environment	0.323	0.015	0.489	17.145	0.000	0.848	1.180
Teacher factors	0.285	0.017	0.428	15.967	0.000	0.794	1.259
Evaluation subject	0.065	0.008	0.166	7.056	0.000	0.919	1.088
Subject activities	0.086	0.016	0.145	7.514	0.000	0.768	1.302
Activity Participation	0.076	0.016	0.144	7.214	0.000	0.760	1.316
Subject Curriculum	0.226	0.016	0.331	14.534	0.000	0.940	1.064
R2	0.926						
Adjustment R2	0.857						
D-W value	1.907						
F-value	337.866						
p	0.000						

Pathways of teacher ethics development for physical education teacher trainees

(1) Improving the ability to cultivate teacher ethics

Update educational philosophy. New educational concepts are integrated into the process of cultivating teacher ethics for teacher trainees to help them understand the laws of educational development, reasonably analyze the school situation, and cultivate more professional educators. Establish a new view of teaching and focus on the cultivation of students' good moral qualities.

Teachers should convey the new needs and changes of the times to students according to the background of the times, thus realizing innovation in inheritance and cultivating the talent team required by the times. At the same time, teachers should guide students to establish international consciousness, both based on their own country and looking at the world, and correctly view foreign ideas and cultures and draw the essence from them.

(2) Creating a social environment that promotes teacher ethics among teacher-training students

The higher the overall moral level of the society, the higher the level of teacher ethics cultivation of teacher trainees. Therefore, strengthening civic moral education in the new era is conducive to raising the overall moral level of society, which in turn provides a good social atmosphere for the shaping and practice of teacher ethics of teacher-training students. It is to build a reasonable and good social opinion guidance, to build a social guidance of respecting teachers and education, to build a reasonable and good opinion guidance, and to improve the management of teacher ethics cultivation of teacher-training students in colleges and universities at the right time.

(3) Building a school environment that promotes teacher training

The cultural environment of colleges and universities is the main site for teacher training and has a potential and important influence on the effect of teacher training. Focusing on the creation and design of campus teacher ethics culture, especially for teacher-training students to participate in it, can promote teacher-training students to gain a lot in terms of ideology and morality and knowledge and culture, and in the continuous communication with students, the relationship between teacher-training students in sports will become closer and lay a good atmosphere for teacher ethics shaping.

Conclusion

This paper constructs an evaluation system for teacher ethics training of physical education teacher-training students, and evaluates the level of teacher ethics training of physical education teacher-training students based on hierarchical analysis, analyzes the factors affecting teacher ethics training, and thus constructs a development path for teacher ethics training of physical education teacher-training students. The following conclusions are drawn:

(1) In terms of the overall teacher moral cultivation level of physical education teacher-training students, the mean value of teacher moral cultivation goal in School A is 4, the mean value of teacher moral cultivation implementation is 3.9, the cultivation result is 3.99, and the overall water mean is 3.95. It indicates that the current teacher moral cultivation of physical education teacher-training students is between average and relatively conforming, indicating that the current situation of teacher moral cultivation of physical education teacher-training students is good, but still needs further improvement; (2) In terms of correlation, the correlations among the dimensions ranged from 0.3 to 0.6, indicating that there were significant correlations among all dimensions of teacher moral cultivation, and there was a moderately strong positive correlation

between two and two; (3) The p-values of the regression analysis of teacher ethics development were all less than 0.001, indicating that the content of teacher ethics development, campus environment, teacher factors, evaluation subjects, thematic activities, participation in activities, and teacher ethics thematic courses had significant effects on the teacher ethics development of physical education teacher trainees; (4) Countermeasures to promote teacher ethics of physical education teacher-training students mainly include improving teacher ethics cultivation ability, creating a social environment that promotes teacher ethics of teacher-training students, and building a school environment that promotes teacher ethics cultivation of teacher-training students.

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