A Study on the Impact of Teacher Ethics in Private Universities on Students' Value Co-creation Behavior in the New Era

Yiheng Wang[1] Siding Kong[2] Qinwen Zou[3]

[1,2,3] *Zhuhai College of Science and Technology, Zhuhai, Guangdong, China*
[3] *Corresponding author.*

ABSTRACT

With China's development entering a new era, private higher education has become an important component of China's socialist education cause and has achieved an important position in scale. However, its overall quality of education still needs to be improved. By exploring the relationship between teacher ethics and student value co-creation behavior in private universities, this article believes that the construction of teacher ethics is of great significance for the development of private universities, and that student value co-creation behavior has a promoting effect on the development of private universities. It also explores the positive impact of teacher ethics on student value co-creation behavior.

Keywords: Private universities, Teacher ethics, Student value co-creation behavior.

1. INTRODUCTION

China has entered a new era of development, and building an educational power remains a fundamental project for achieving the great rejuvenation of the Chinese nation. The need for talent in the development of national undertakings is more urgent than ever before. As the saying goes, "When the country is about to prosper, it will definitely respect teachers and value masters who impart professional skills." "To cultivate socialist builders and successors, it is urgent for our teachers to not only master professional knowledge, do well in 'teachers of classics', but also cultivate morality and become 'teachers of people'". In order to enable students to be close, trustworthy, and respectful, provide strong support and direction guidance for their diversified development, build a high-quality education system, and build an educational power, it is necessary to strengthen the construction of teacher ethics. Su Jiwan (2022) [1] believed that teachers are the object of direct communication with students, and good professional ethics can have a positive impact on students, which is conducive to building a bridge for value co-creation between universities and students.

2. GOOD TEACHER ETHICS ARE THE FOUNDATION FOR THE SUSTAINABLE DEVELOPMENT OF PRIVATE UNIVERSITIES

Teachers are the foundation of the development of universities, and the sustainable development of universities cannot be separated from good teacher ethics. Good professional ethics are not only personal guidelines for teachers, but have also evolved into the business card of universities in the new era. Good teacher ethics can cultivate a good learning atmosphere, allowing students to experience the added value of studying in school, and increasing their sense of achievement in school.

Students' experience of teacher ethics is inevitable, and providing such experience is one of the responsibilities of teachers, as teachers have a certain responsibility for the progress of students' behavior. Nias (1996) [2] pointed out in the analysis of teachers' emotional morality that teaching is a work involving interaction between people. The job of a teacher is unique because it involves intense personal interaction, and most students on campus are full of vitality, but immature and more self-centered. Teacher work

requires them to have the ability to guide these chaotic states rationally and reasonably. And because they spend most of their working hours in contact with students, teachers are responsible for student behavior. The fulfillment of teacher responsibilities will be projected on students, allowing them to experience professional ethics in their daily interactions with teachers. The quality of teacher ethics will affect students' judgment of teachers, and thus affect their recognition of the universities behind teachers.

At present, it is difficult to have clear standards for defining the professional ethics of teachers. Tu Li and Luo Xiaolong (2011) [3] combed the research results at home and abroad, and believed that teachers' professional moral responsibility includes two parts: teachers' mission and students' rights. Teachers are moral models for students, and moral codes should be established to regulate teachers' moral behavior. It can be understood that teachers should have a high-quality teaching level and adhere to ethical behavior standards. For students, the judgment of teacher ethics is the result of long-term accumulation. Díaz‐Méndez and Gummesson (2012) [4] argued that the value pursued by students is long-term satisfaction. Long-term student satisfaction includes two key aspects: the education received from teachers and their influence in the teaching process, which require students to accumulate their views on teachers over the long term and make judgments.

Compared to the historical background and social status of public universities, good teacher ethics have a more significant value for private universities. Private universities need more students' reputation to attract more students to maintain the normal operation of the university. Soderlund (1998) [5] believed that the reputation of universities largely requires teachers to convey it to students, and through the teaching and presentation of courses between teachers and students, students can feel the teacher ethics in their communication with teachers.

Currently, most studies believe that teachers have a significant impact on students' future development. The relationship between teachers and students is not a unilateral knowledge output of teachers, but a result of mutual communication and promotion between teachers and students, which requires time accumulation. Private universities generally allocate high-quality teacher resources as much as possible to provide students with high-quality teaching services, and strive to create a good learning atmosphere with good teacher ethics, allowing students to experience the personality charm of teachers while receiving good education. At the same time, some studies suggest that feedback from students to teachers helps teachers understand students' needs, and teachers can adjust the curriculum according to students' needs, thereby achieving individualized teaching. This is not only conducive to strengthening students' recognition of teachers, but also conducive to the accumulation of school reputation, laying the foundation for the sustainable development of private universities.

"The foundation of establishing a university lies in fostering character and civic virtue. Only universities that cultivate first-class talents can become world-class universities". Based on the land of China, there are inevitable "three cultivation issues" in running education: cultivating excellent and capable successors for the Party, cultivating pillars of the socialist cause for the country, and cultivating the general public who are virtuous, honest, and hardworking for society. The fundamental principle behind this is that the education system, especially the teaching staff, must have solid skills in order to forge ahead. Only when the teaching staff has good teacher ethics can they cultivate first-class talents for the country and provide a foundation for the sustainable development of private universities.

3. THE STUDENT VALUE CO-CREATION BEHAVIOR IS THE DRIVING FORCE FOR THE SUSTAINABLE DEVELOPMENT OF PRIVATE UNIVERSITIES

Student value co-creation behavior is derived from the perspective that students are customers. Students and universities are in a dynamic and mutual process of co-production and value exchange. Vargo&Lusch (2004) [6] pointed out that universities and students jointly create educational experiences. Education also involves the synchronous production and consumption of services, that is to say, "people" include students and faculty, and essentially participate in the production of educational experiences (Hemsley Brown & Oplatka, 2006) [7]. Services are consumed while being produced. For example, educators provide and respond to information, which is taken by students who receive and respond to information in terms of cognition, emotion, and behavior. Educators can receive timely feedback from students and respond accordingly.

The important business performance of private universities is to provide students with unique experiences, and students can generate value co-creation behavior on the premise of being satisfied with the experience. In the field of higher education, scholars have been calling for the promotion of value co-creation behavior both inside and outside the classroom (Mazen, Herman, & Ornstein, 2008) [8], especially as this behavior plays an important role in students' academic success (Allison, Voss,&Dryer, 2001) [9]. The recognized student value co-creation behaviors include feedback, advocacy, assistance, tolerance, etc.

Feedback behavior is constructed as a civic virtue in the groundbreaking comments of Podsakoff, MacKenzie, Paine, and Bachrach (2000) [10], which includes voluntary behavior, in which organizational members participate to provide constructive suggestions for organizational improvement, and in examples in universities, there are suggestions for improving communication between students(Mazen et al., 2008) [8]; advocacy behavior includes promoting the organization to the outside world, spreading goodwill, recognizing, supporting, and defending the organization (Podsakoff et al., 2000) [10]; examples of student advocacy behavior include actively evaluating courses to the outside world, recommending courses to others (Mazen et al., 2008) [8], continuously supporting the school's core and social activities (Khalid, Abdul Rahman, Madar,&Ismail, 2013) [11], being willing to recommend the institution to others, maintaining contact with teachers, and choosing the institution again for future learning or joining alumni groups (Brown & Mazzarol, 2009) [12]; helping behavior involves spontaneous, volunteer activities aimed at benefiting others (Podsakoff et al., 2000) [10]; in a university environment, this may include students being willing to help other classmates in need and sharing an important personal creative achievement with classmates (Mazen et al., 2008) [8]; in the literature on value co-creation behavior, tolerance behavior is defined as "the willingness to tolerate inevitable inconveniences and imposition in work without complaint" (Organ, 1988, p96) [13], which can be understood as students' willingness to accept different class hours to meet the needs of the majority of people, and to undertake additional assignments that are not included in the curriculum but related to course objectives, etc.

The value co-creation behaviors mentioned above are all generated by students who have gained a good experience upon entering the school.

Students are willing to spend time promoting, providing opinions, and helping classmates in need, and are willing to tolerate the shortcomings of the school. These behaviors are not affected by their managed status and are typical manifestations of students' participation in school value co-creation.

From this, it can be seen that the student value co-creation behavior is very important for private universities. Compared to public universities, the daily operation of private universities mainly relies on the tuition fees of students, so students need to pay more expensive tuition fees to study in private universities. The viewpoint of treating students as customers holds that as consumers, students spend more money on purchasing educational services from private universities, which means that students' expectations will increase. Private universities need to meet students' high expectations through high-quality services, and providing high-quality services also means higher investment. When students participate in the co-creation of school value, they are willing to provide their own suggestions for the better development of the university, are willing to independently recommend universities to others, and are willing to tolerate some small problems of the university. They hope that the university will achieve good development, which is conducive to the promotion of the reputation of private universities, the improvement of brand reputation, and the construction of the school's brand image. The good reputation accumulated by these students' co-creation behaviors precisely reduces the investment in publicity funds for private universities, allowing more funds to be invested in other aspects of the school's construction, allowing students to have more sense of gain in the experience of private universities, and thus forming a virtuous cycle. Therefore, student value co-creation behavior is the driving force for the sustainable development of private universities.

4. GOOD TEACHER ETHICS HAVE A POSITIVE IMPACT ON STUDENTS' VALUE CO-CREATION BEHAVIOR

As mentioned earlier, students' satisfaction with educational services is a prerequisite for participating in value co-creation, and a good teacher-student relationship can help teachers gain students' trust and encourage students to have the willingness to participate in value co-creation. Improving teacher cultivation, standardizing

teacher behavior, and creating a unique and appealing image of teachers in private universities have a certain positive impact on the development of private universities. It is obvious that highly respected professors will be welcomed or even pursued by students, and students will also go around spreading, naturally realizing the value co-creation with universities. So the professional ethics of teachers in private universities are closely related to the school spirit, teaching style, and learning style. Many universities implement the "one vote veto system" on teacher ethics issues, because the deterioration of teachers' moral character will threaten the personal rights and even personal safety of students. Therefore, despicable teacher ethics can affect the school's ethos, make students dislike or even flee, and damage the enrollment of universities. And good teacher ethics are conducive to the construction of high-quality academic atmosphere, which has important impact on students' value co-creation behavior.

At the same time, teachers are the bridge between students and universities. Ruohotie Lyhty et al. (2018) [14] pointed out in the article that when teachers take on their own educational responsibilities and have sufficient responsibility beliefs, it is conducive to creating more positive emotional connections between teachers and students, and also allows teachers to better understand and respond to students' needs. Teachers must understand students' needs and desires, effectively disseminate knowledge (Chung & McLarney, 2000) [15], and strive to teach students according to their aptitude, so that students have a certain sense of gain in their studies in universities, in order to meet their needs. Through the experience gained earlier, students are more willing to express their own needs, which is beneficial for private universities to have a deeper understanding of students' needs and improve themselves. When students' needs are further met, they will further deepen their connections with universities, promote their participation in value co-creation in universities, and achieve mutual promotion of good teacher ethics and student value co-creation behavior.

5. CONCLUSION

In summary, in the new era of rapid development of education, in accordance with the cultivation strategy of practicing national fostering character and civic virtue, and in accordance with the reality of market-oriented private education, the sustainable development of private universities is inseparable from good teacher ethics, as well as student value co-creation behavior. As mentioned earlier, good teacher ethics are the foundation for the sustainable development of private universities, and student value co-creation behavior is the driving force for the sustainable development of private universities. Good teacher ethics have a positive impact on student value co-creation behavior.

ACKNOWLEDGMENTS

REFERENCES

[1] Su Jiwan. Key Points for Strengthening the Construction of Teacher Ethics in the New Era [N]. People's Daily, June 28, 2022 (06) (in Chinese)

[2] Nias, J. (1996). Thinking about Feeling: the emotions in teaching. Cambridge Journal Of Education, 26(3), 293-306.

[3] Tu Li, Luo Xiaolong (2011). Summary of Research on Professional Ethics of Teachers in Recent 5 Years. Journal of Southwest Jiaotong University (Social Science Edition), 12 (3), 127-131. (in Chinese)

[4] Díaz-Mendez, M. & Gummesson, E. (2012). Value co-creation and university teaching quality: consequences for the European Higher Education Area (EHEA). Journal of Service Management, 23(4), 571-592.

[5] Soderlund M. Customer satisfaction and its consequences on customer behavior revisited: The impact of different levels of satisfaction on word-of-mouth, feedback to supplier and loyalty[J]. INTERNATIONAL JOURNAL OF SERVICE INDUSTRY MANAGEMENT, 1998,(05).

[6] Vargo, S., & Lusch, R. (2004). Evolving to a New Dominant Logic for Marketing. Journal of Marketing, 68(1), 1-17.

[7] Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace. International Journal of Public Sector Management, 19(4), 316-338.

[8] Mazen, A., Herman, S., & Ornstein, S. (2008). Professor delight: Cultivating organizational citizenship behavior. Journal of Management Education, 32(5), 563–579.

[9] Allison, B., Voss, R., & Dryer, S. (2001). Student Classroom and Career Success: The Role of Organizational Citizenship Behavior. Journal of Education for Business, 76(5), 282-288.

[10] Podsakoff, P., MacKenzie, S., Paine, J., & Bachrach, D. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. Journal of Management, 26(3), 513–563.

[11] Khalid, S., Abdul Rahman, N., Madar, A., & Ismail, M. (2013). Undergraduates' organizational citizenship behavior: The role of religiosity. International Journal of Academic Research in Business and Social Sciences, 3(7), 572–584.

[12] Brown, R., & Mazzarol, T. (2009). The importance of institutional image to student satisfaction and loyalty within higher education. Higher Education, 58(1), 81–95.

[13] Organ, D. (1988). Organizational citizenship behavior: The good soldier syndrome. Lexington, MA: Lexington Books. Osservatorio sulla Responsabilità Sociale delle Aziende. (2015).

[14] Ruohotie-Lyhty, M., Korppi, A., Moate, J., & Nyman, T. (2018). Seeking Understanding of Foreign Language Teachers' Shifting Emotions in Relation to Pupils. Scandinavian Journal of Educational Research, 62(2), 272-286.

[15] Chung, E., & McLarney, C. (2000). The Classroom as a Service Encounter: Suggestions for Value Creation. Journal of Management Education, 24(4), 484-500.