

STRATEGIES FOR IMPROVING THE MORAL LEADERSHIP OF
UNIVERSITIES POSTGRADUATE LECTURERS
IN GUANGXI

LIU GUIYU

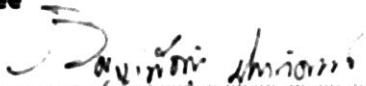
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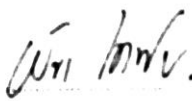
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Thesis Title Strategies for Improving the Moral Leadership of Universities
Postgraduate Lecturers in Guangxi

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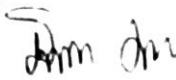

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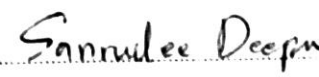
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ABSTRACT

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) semi-structured interview, 2) questionnaire, 3) semi-structured interview, 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; Guangx

ชื่อเรื่อง	กลยุทธ์การพัฒนาภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาองค์ประกอบของภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี 2) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี 2) เพื่อเสนอกลยุทธ์การพัฒนาภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี และ 3) เพื่อประเมินความเป็นไปได้ของกลยุทธ์การพัฒนาภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ อาจารย์ระดับบัณฑิตศึกษา จำนวน 376 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสัมภาษณ์แบบกึ่งโครงสร้าง 2) แบบสอบถาม 3) แบบสัมภาษณ์แบบกึ่งโครงสร้าง และ 4) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ การวิเคราะห์เนื้อหา (Content Analysis) ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) องค์ประกอบของภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัย ประกอบด้วย 4 ด้าน ได้แก่ ด้านแรงบันดาลใจในการปลูกฝังจริยธรรม ด้านการสาธิตทางวิชาการและวิชาชีพ ด้านการดูแลแบบเห็นอกเห็นใจ และด้านความเป็นผู้นำในการให้บริการ 2) สภาพปัจจุบันของภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี โดยภาพรวมอยู่ในระดับสูง แต่ยังมีข้อบกพร่องถึงปัญหาต่าง ๆ และระดับการพัฒนาในมิติต่าง ๆ ยังไม่มีความสมดุล โดยระดับการดำเนินงานด้านแรงบันดาลใจในการปลูกฝังจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี มีค่าเฉลี่ยสูงสุด ส่วนระดับการดำเนินงานด้านการดูแลแบบเห็นอกเห็นใจของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยในมณฑลทกวางสี มีค่าเฉลี่ยต่ำสุด 3) กลยุทธ์การพัฒนาภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัยทั้ง 4 ด้าน ประกอบด้วย 12 กลยุทธ์ย่อย รวมทั้งสิ้น 35 มาตรการ ได้แก่ การเสริมสร้างแรงบันดาลใจในการปลูกฝังจริยธรรม จำนวน 9 มาตรการ การเสริมสร้างการสาธิตทาง

วิชาการและวิชาชีพ จำนวน 8 มาตรการ การเสริมสร้างการดูแลแบบเห็นอกเห็นใจ จำนวน 9 มาตรการ และการเสริมสร้างความเป็นผู้นำในการให้บริการ จำนวน 9 มาตรการ และ 4) ผลการประเมินความเป็นไปได้ของกลยุทธ์การพัฒนาภาวะผู้นำแบบจริยธรรมของอาจารย์ระดับบัณฑิตศึกษา ในมหาวิทยาลัยทั้ง 4 ด้าน อยู่ในระดับสูงสุด

คำสำคัญ : ภาวะผู้นำแบบจริยธรรม อาจารย์ระดับบัณฑิตศึกษาในมหาวิทยาลัย กลยุทธ์
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Liu Guiyu

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Chapter 1

Introduction

Rationale

Build a high-level team of postgraduate lecturers to drive education policy to focus on moral leadership of postgraduate lecturers. As the top of the national education system, postgraduate education is the main way to cultivate high-level specialized talents, the important pillar of national talent competition, and the core element of building an innovative country. Postgraduate lecturers are the key force of graduate training in China, and shoulder the mission and responsibility of cultivating high-level innovative talents in the country. The data shows that China's graduate enrollment continues to expand. The total number of postgraduate students enrolled in 2011 was 560,000, and in 2021 it reached nearly 1.2 million. In the past decade, the total number of postgraduate students has doubled. At the same time, the lecturer development system of graduate education in China has been constantly improved. In the past ten years, the number of postgraduate lecturers in China has increased from 298,000 in 2012 to 557,000 in 2021, and the growth of the number of postgraduate lecturers has reached 87%. As a result, China's graduate education has entered a new era of high-quality development. It is of great significance to speed up the construction of a high-level postgraduate lecturer team for building a powerful country in graduate education. In recent years, in order to speed up the construction of a first-class tutor team and ensure the quality of high-level talent training, China has issued a series of document programs. From the issuance of the Ten Guidelines for the Professional Conduct of College Teachers in the New Era to the Guiding Opinions on Strengthening the Construction and Reform of College Teachers in the New Era, Then to the Opinions on Strengthening and Improving the Construction of Teachers' Morality and Style in the New Era, the Opinions on Fully Implementing the Responsibilities of Postgraduate Lecturers in Establishing Morality and Cultivating People, the Notice of the General Office of the Ministry of Education on Further Standardizing and Strengthening the Management of

Postgraduate Education, the Opinions on Accelerating the Reform and Development of Postgraduate Education in the New Era, and the Opinions on Further Strictly Standardizing the Quality Management of Degree and Postgraduate Education. The issuance of Several Opinions on Strengthening the Post Management of Doctoral Lecturers and the Guidelines for the Guidance of Postgraduate Lecturers has gradually improved the requirements for postgraduate lecturers, gradually refined the professional ethics for postgraduate lecturers, and constantly improved the system and measures for the construction of the lecturer team. From the perspective of system policies, more attention and requirements have been put forward on the value level of postgraduate lecturers' leadership.

The problem of postgraduate lecturer's professional ethics anomaly 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, implementing a one-vote veto on the instructors who violate the teacher's moral and behavior misconduct, and resolutely giving corresponding treatment according to law and regulations. It is also required to improve the evaluation mechanism of lecturers. For lecturers who fail to perform their duties effectively, the training unit shall take such measures as appointment, restriction of recruitment, suspension of recruitment and disqualification of lecturers according to the situation. Calling for improving the quality of China's graduate education and promoting the high-quality development of graduate education, it is urgent to strengthen the construction of the lecturer team. It is required to be more determined to take improving the quality of the lecturer team and running the people's satisfactory graduate education as the primary task, constantly enhance the sense of mission, responsibility and honor of the lecturer, and strive to improve the guidance ability and level of the lecturer.

At present, the research on the moral leadership of postgraduate lecturers is still at the level of theoretical analysis, and there are few practical studies. At the end of the 20 century, Thomas J Saggiovanni, an American educational management scientist, put forward the school moral leadership theory systematically and comprehensively for the first time in the book "Moral Leadership: Getting to the Heart of School Improvement". This theory criticized the educational leadership practice centered on bureaucratic management and interpersonal relationship, called for the remodeling of the ethical value of the school as an educational organization, and created an original educational management theory, It immediately attracted the unanimous attention of the western educational leadership research and educational theory circles, and had a profound impact on the research and practice of western school leadership in the subsequent development. At the beginning of the 21st century, the theory was imported into China as an imported product, which caused widespread concern of some domestic scholars. Among them, scholars from East

China Normal University, represented by Professor Feng Daming, have published and published many articles on Saggiovanni's moral leadership thought after a large number of literature studies and dialogues with Saggiovanni himself. The introduction of this theory has provided a new theoretical system of school leadership, which has had a great impact on China's educational research community. More and more scholars have tried to use this theory to examine the current situation of China's educational management from a new perspective, from "university management" to "kindergarten management", in order to arouse people's recognition of educational management. However, through sorting out the research literature in this field in China, it is found that the discussion on the application of moral leadership thought in graduate education management is still relatively small, and the existing research is still at the level of theoretical analysis. What aspects are included in the structure of moral leadership of postgraduate lecturers, how to measure and analyze the moral leadership of postgraduate lecturers, and how to standardize the evaluation of moral leadership level of postgraduate lecturers have not yet been clearly determined. This is the weakness of the existing research and also the need to supplement and improve this research. Therefore, based on Thomas J. Saggiovanni's moral leadership thought, paying attention to the practical dimension of the moral leadership of postgraduate lecturers can become a new idea of graduate education management.

To improve the quality of universities graduate education reform in Guangxi, it is urgent to improve the moral leadership level of postgraduate lecturers. Postgraduate education shoulders the important mission of high-level talent cultivation and innovation, is an important cornerstone of national development and social progress, and is the basic layout to cope with global talent competition. As a developing region in the west of China, the establishment of the Beibu Gulf Economic Development Zone in Guangxi has made the demand for talents in Guangxi increasingly high, the demand for high-level innovative talents more urgent, and the status and role of graduate education more prominent. According to the data, in 2022, the number of postgraduate students enrolled nationwide in Guangxi reached 79000, an increase of 15000 or 23.4% compared with 2021. Both the

number of applicants and the increase reached a record. Therefore, with the increase of the number of postgraduate candidates and the expansion of universities enrollment scale in Guangxi, the quality construction of universities postgraduate lecturers in Guangxi is particularly urgent. For a long time, the Department of Education of Guangxi Zhuang Autonomous Region has attached great importance to postgraduate education. By holding training courses for universities postgraduate lecturers in Guangxi on a regular basis every year, it has focused on strengthening the management of the construction of postgraduate lecturers in 14 universities with master's degrees, such as Guangxi University, Guangxi Normal University, Guangxi Medical University, Guangxi University for Nationalities, Guilin University of Electronic Science and Technology, Guilin University of Technology, Guangxi University of Traditional Chinese Medicine, Guangxi University of Science and Technology, Nanning Normal University, Guangxi Academy of Arts, Guilin Medical College, Youjiang Medical College for Nationalities, Beibu Gulf University, Guangxi University of Finance and Economics. In 2021, the Implementation Plan of the Quality Improvement Project for the Reform and Development of Graduate Education in Guangxi Zhuang Autonomous Region (2021-2025) was issued, which clearly put forward the implementation of the "Guidance Ability Improvement Plan for Graduate Lecturers", and is committed to establishing and improving the integrated training system for the lecturers in Guangxi Zhuang Autonomous Region. It can be seen that the construction of lecturer team is the basic project of postgraduate education, and the level of lecturer team determines the level of the whole postgraduate education. The key to improving the quality of graduate education reform in Guangxi universities is to improve the moral leadership level of postgraduate lecturers, which is the essence of the reform and development of graduate education in Guangxi, and also the practical direction of the topic selection of this study.

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.

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?

Objectives

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.

Scope of the Research

Population and the Sample Group

Population

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

The Sample Group

According to Krejcie and Morgan sampling table, the sample group of this research were 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.

Interview group providing information

The interview group for information provided by this study includes postgraduate lecturers, and persons in charge of graduate education management from seven representative universities in Guangxi with master's degree programs in 2022. The interview group selected the interviewees by means of purposive sampling, and the qualifications were as follows: 21 master's lecturers teaching education management, 7 persons in charge of graduate education management, a total of 28 persons.

An assessment group that proposes the appropriateness of the improvement strategies

According to the theory of leadership and the attributes of university education management, the suitability of the moral leadership promotion strategy of universities postgraduate lecturers in Guangxi was evaluated, including the experts and deans who formulated policies in human resources management, organizational management, professional ethics management of teachers, and graduate education management of seven representative universities in Guangxi with master's degree programs in 2022, a total of 14 people.

The Variable

The variable of this study is the moral leadership of universities postgraduate lecturers in Guangxi

Contents

The contents of this study are as follows:

1. Study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi

First of all, this study will initially determine the preset structural dimensions of the moral leadership of postgraduate lecturers on the basis of reviewing the previous literature and documents. Secondly, through interviews with postgraduate lecturers, postgraduate students, and the person in charge of graduate management on the four aspects of moral cultivation appeal, academic and professional demonstration, humanistic care penetration, and practical service leadership included in the preset structural dimensions, the validity of the elements of postgraduate lecturers' moral leadership was checked, and the amendments and improvements were made according to the opinions of the information provision group. Finally, the paper concludes the structural dimensions of moral leadership of postgraduate lecturers.

2. Analyse the the current situation of moral leadership of universities postgraduate lecturers in Guangxi

On the basis of obtaining the structural dimensions of moral leadership of postgraduate lecturers, this study will further explore the main manifestations of moral leadership of postgraduate lecturers. This study will use the questionnaire survey method to distribute questionnaires to postgraduate lecturers and postgraduate students and collect data. This paper analyzes the moral leadership of postgraduate lecturers from two aspects: the demographic information of postgraduate students and the demographic information of postgraduate lecturers, and finally obtains the level of moral leadership and other performance characteristics of universities postgraduate lecturers in Guangxi .

3. Propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi

Based on the analysis of the level and performance characteristics of moral leadership of universities postgraduate lecturers in Guangxi , this paper propose targeted strategies to improve the moral leadership of universities postgraduate lecturers in Guangxi, and invites department heads, experts and deans who have formulated policies in human resources management, organizational management, professional ethics management of teachers, and graduate education management to evaluate the appropriateness of the strategies.

Time

June 2023 – August 2023

Advantages

1. Theoretical aspect: On the basis of consulting previous literature and documents, this study carried out an empirical investigation, initially formed the structural dimensions of the moral leadership of postgraduate lecturers, analyzed main manifestations of the moral leadership of postgraduate lecturers, which is conducive to further enriching the research on the moral leadership of postgraduate lecturers and deepening the understanding of the moral leadership of postgraduate lecturers.

2. Practice aspect: In order to fully understand the implementation status of the moral leadership of postgraduate lecturers in seven universities with master's degrees in Guangxi, this study attempts to compile a questionnaire of moral leadership of postgraduate lecturers in universities with high reliability and validity based on the formation of the structural dimensions of moral leadership of postgraduate lecturers, which provides a certain tool reference for other universities to measure the moral leadership of postgraduate lecturers. At the same time, the results of this study will also have strong practical significance for guiding the leadership of universities postgraduate lecturers in Guangxi.

Definition of Terms

1. **Moral Leadership** refers to the ability of leaders to lead with the help of moral and professional authority, through value guidance, achieve leadership with the power of culture, promote the transformation of an organization into a community, and promote the harmonious and healthy development of its members.

2. **Postgraduate Lecturers** refers to the postgraduate lecturers, who is qualified for enrollment and is guiding the postgraduate study, further study, writing academic papers and ideological and political education of postgraduate students.

3. **Moral Leadership of Postgraduate Lecturers** refers to the ability of postgraduate lecturers to build a common learning body and moral body between teachers and students by virtue of their own moral authority and professional authority, and guide students to develop healthily.

It mainly 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.

Research Framework

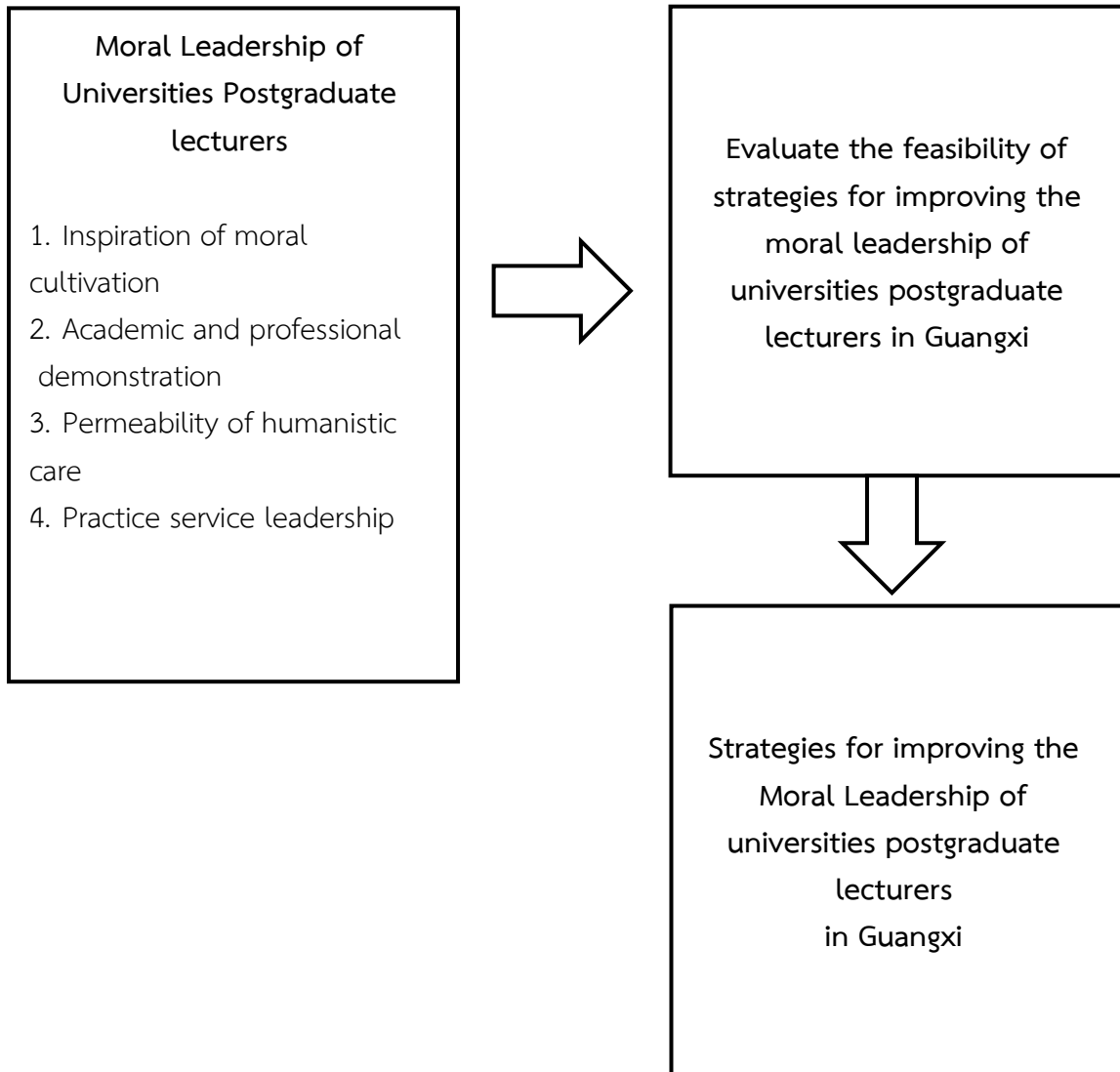


Figure 1.1 The Framework of the Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers In Guangxi

Chapter 2

Literature Review

The research in improving the moral leadership of university postgraduate lecturers in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to moral leadership of university postgraduate lecturers. The details are as follows.

1. Research on universities postgraduate teaching management mode in Guangxi
2. Theoretical research on moral leadership
3. Research on moral leadership of postgraduate lecturers
4. Related research

The details are as follows.

Research on Universities Postgraduate Teaching Management Mode in Guangxi

Connotation of Postgraduate Teaching Management in Universities

Teaching management of universities refers to the adjustment and control of the whole teaching work by universities according to certain goals and principles, so as to ensure the orderly and effective teaching work, and to successfully achieve the predetermined goal of cultivating talents with all-round moral, intellectual and physical development. The basic content of teaching management generally includes teaching plan management, teaching operation management, teaching quality management and evaluation, as well as the management of teaching resources, teaching management system and teaching infrastructure, such as disciplines, majors, courses, textbooks, laboratories, practical teaching bases, learning styles, teaching teams, etc. At present, most universities in China are implementing the teaching management mode with the credit system as the core. The curriculum teaching management of postgraduate students in universities means that according to the laws of the physical and mental development of postgraduate students and the purpose of postgraduate education, the teaching management departments at

all levels of universities, colleges and departments consciously plan, organize, command and control the management activities of the curriculum teaching of postgraduate students. Its essence is to reasonably organize and effectively integrate the existing teaching conditions, and fully mobilize the enthusiasm of the two subjects of curriculum teaching, To improve the quality of course teaching and cultivate high-quality research-oriented talents, the specific content usually includes the planning and management of course teaching, the organization and management of course teaching process, and the monitoring and management of course teaching.

Teaching management is different from general management. Because of the uniqueness of graduate education management, graduate education management also has its inherent characteristics.

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.

In a word, the teaching management of graduate students in universities is an important part of graduate education management and the basic work of graduate education management. The postgraduate teaching management is a series of activities implemented by the postgraduate teaching management department to achieve the postgraduate training objectives, organize postgraduate lecturers and relevant personnel, use teaching resources, and ensure the smooth completion of the postgraduate 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 postgraduate training. It includes teaching plan management, class opening plan management, class scheduling management, teaching task distribution, achievement management, textbook management, thesis management and many other links. Among these links, the postgraduate lecturer plays a key core role and runs through the management activities.

Universities Management Mode of Postgraduate Teaching in Guangxi

According to the connotation and characteristics of postgraduate teaching management in universities, the universities postgraduate teaching management mode in Guangxi also follows the general principles, and the teaching management mode is selected according to the characteristics of regional universities and students of different majors.

In general, the secondary colleges of Guangxi University are responsible for the specific teaching management activities of postgraduate teaching management, including teaching plan management, class opening plan management, class scheduling management, teaching task distribution, achievement management, teaching material management, thesis management and many other links. According to the actual teaching situation of the college, the teachers of each college and graduate student independently choose the teaching mode and carry out the teaching activities of professional courses.

Guangxi Normal University adopts the management mode of joint training base for postgraduate education management or teaching management, that is, the

management mode of "school guidance, college (Department) construction". Each college (Department) cooperates with qualified cooperative units through signing agreements according to the needs of postgraduate training. At the same time, the management of the joint training base implements the responsibility system of both internal and external lecturers. The cooperation unit is responsible for recommending a certain number of lecturers with high professional level and rich practical experience, and taking one-to-one or one-to-many methods to guide the graduate students during the joint training. The competent school will hire the qualified lecturers of the cooperation unit. The lecturers in the school and the lecturers of the cooperative units should cooperate with each other and work together to improve the quality of postgraduate training.

The graduate student work of Guangxi Medical University implements two-level management. The graduate student work department of the University, as the functional department of the graduate student work management of the Party Committee of the University, strengthens the main responsibility of the graduate student management of each training unit. The postgraduate training unit is specifically responsible for the management and service work related to the Party building and League building of the postgraduate students in the unit. In terms of teaching management, the training unit is also responsible for the specific teaching plan management, class opening plan management, class scheduling management, teaching task distribution, achievement management, teaching material management, thesis management and many other links.

The postgraduate training management of Guangxi University for Nationalities mainly follows the requirements of the Notice of the General Office of the Ministry of Education on Further Standardizing and Strengthening the Management of Graduate Training, pays attention to strengthening the management of the training process and academic assessment, implements the postgraduate course teaching evaluation and supervision mechanism with teaching supervision as the main part and postgraduate evaluation as the auxiliary part, and supervises the whole process and teaching effect of postgraduate teaching activities. Strengthen the education of academic norms and academic ethics, and include the course of thesis writing guidance as a compulsory

course in the training of graduate students. Strengthen the responsibilities of postgraduate supervisors, dissertation defense committee and degree evaluation committee. It is believed that the postgraduate lecturer is the first person responsible for cultivating quality, and should put the cultivation person first. It should not only be an academic trainer, guide and stimulate the scientific spirit and original innovation ability of the postgraduate, but also be a life leader. It should guide the postgraduate to establish a correct world outlook, outlook on life and values, abide by academic ethics, and enhance the sense of social responsibility.

The postgraduate teaching management of Guilin University of Technology includes student status management, examination management, file management, degree management, course construction, tutor management, etc. It is also to delegate the management power to the secondary college, which will carry out a series of corresponding education and teaching management activities.

Guangxi Academy of Arts mainly implements the tutor responsibility system for postgraduate teaching management, and adopts the postgraduate teaching mode of lecturer group participating in teaching. Invite experts and scholars from high-level universities and research institutions at home and abroad to jointly guide graduate students' scientific research creation and participate in the whole process of teaching. The academic year credit system is implemented in teaching. In the form of teaching postgraduate courses, the teaching methods include teaching, discussion, answering questions, practical research, or a combination of various forms. On the basis of classroom teaching, the course teaching emphasizes the research and innovative practice of the subject, and pays attention to the subjective initiative of graduate students.

Guangxi University of Science and Technology mainly implements the lecturer responsibility system for the management of graduate education, requiring the lecturer to keep abreast of the ideological trends of graduate students and have at least two heart-to-heart talks with graduate students every semester. Organize graduate students to study political theory at least once a semester to understand and study the strategies, plans and systems of the country and the school. At the same time, master the progress of postgraduate study and scientific research in real

time, arrange at least two progress reports for graduate students above grade 1 each semester, and conduct at least two academic discussions with graduate students each month; Encourage graduate students to participate in academic exchanges at home and abroad.

To sum up, the universities postgraduate teaching management mode of Guangxi is that the management authority is basically delegated to the secondary colleges, and each secondary college is responsible for the specific teaching management activities, including teaching plan management, class opening plan management, class scheduling management, teaching task distribution, achievement management, teaching material management, thesis management and many other links. In the unified deployment of teaching management activities in each college, we pay attention to the ideological guidance and professional guidance of graduate lecturers, emphasize the tutorial responsibility system, and graduate lecturers are responsible for organizing and carrying out a series of teaching arrangements and thesis guidance. Therefore, the moral authority and professional authority of graduate lecturers are particularly important in cultivating graduate students' education and teaching management.

Theoretical Research on Moral Leadership

Evolution of Moral Leadership Theory

Moral leadership is called ethical leadership in the West. In China, the philosophical discussion of moral leadership can be traced back to the historical data of the late Yin Dynasty, Shangshu-Doshi. Many scholars in the Spring and Autumn Period, such as Confucius, put forward the management idea of "morality for politics"; In the West, it can be traced back to the philosophical discourse of Plato and Aristotle in ancient Greece. Later, the theory of leadership continued to develop, from the theory of leadership traits, the theory of leadership behavior, the theory of leadership contingency to the new leadership theory. In recent years, after the development of new leadership theories, such as transformational leadership, charismatic leadership, and spiritual leadership, morality as an important dimension of leadership has been proposed separately.

Moral leadership theory is a comprehensive leadership theory, which emphasizes the positive role of leaders' moral cultivation on organizational performance. Therefore, the study of modern moral leadership first originates from the discussion of the theory of business organization leadership. In 1976, Silin pioneered the concept of "moral leadership" when summarizing the leadership behavior of Taiwan enterprises in the 1960s, and initially believed that moral leadership means that leaders show high personal virtue, self-discipline and selflessness in their behavior, and have the ability to coordinate the overall situation, and can sacrifice the individual while taking into account the interests of the group. The concept of "moral leadership" was formally put forward by American scholar James MacGregor Burns in his famous book "Leadership Theory" in 1978. He believes that leadership is a moral process, and a process in which leaders and followers integrate on the basis of common values, motivations and goals. Moreover, "morality" as the basis of "leadership" and its application to the study of school governance of principals began in the early 1990s with the monograph "Moral Leadership: Getting to the Heart of School Improvement" published by Thomas J. Saggiovanni. This book systematically expounds his school moral leadership theory. Later, different scholars at home and abroad put forward their own views on moral leadership.

Connotation of Moral Leadership

Silin. (1976). 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. (1987). 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&Steidl meier. (1999). mentioned, The personality and leadership behavior of individual leaders contain ethical and moral characteristics.

Aronson, Cuilla and Yukl. (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 hr R, YamK C,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.

In short, scholars have a lot of discussions about moral leadership. Moral leadership is a comprehensive concept of leadership. Many leadership theories that attach importance to the core role of leaders' moral values in leadership belong to moral leadership theories. The theoretical study of moral leadership began with the concern of social issues caused by corporate ethics. The core is the management of corporate leaders' ethics, emphasizing the influence of moral personality. Therefore, the initial theory of moral leadership was mostly seen in the discussion and application of industrial organization management. From the perspective of discipline, the theory of moral leadership first began in the field of business administration. The transplantation and replication of business management theory by education management reached its climax in the theoretical movement of education management in the 1950s. With the deepening of educational management research, the educational management science that sublates the value orientation of single scientism, penetrates the cultural significance, and restores the philosophical significance of educational management has emerged, which makes people closer to the essence of educational management. The thought of "moral leadership" has sprouted in the discussion of educational management theories that focus on cultural significance. Among them, in the study of moral leadership theory, Saggiiovanni cannot be ignored. This is not only because he also expounded the thought of moral leadership, but more importantly, his exposition is the most systematic and most representative of the depth of moral leadership theory. Saggiiovanni's moral leadership theory was put forward against the tough leadership model of industrial organizations and the leadership model based on leadership skills only. By reflecting on the traditional rationalist view of leadership, Saggiiovanni expanded the framework and content of rational and scientific leadership, studied leadership from the perspective of values and sensibility, and put forward the concept of "moral leadership" on the basis of analyzing the source of leadership

authority. Saggiovanni believes that moral leadership "refers to the process that leaders use professional and moral authority to help teachers achieve self-management while transforming the school from an organization to a community, so as to ultimately achieve the school's training objectives", "Moral leadership: Getting To The Heart Of School Improvement". This study also adopts Saggiovanni's definition of moral leadership.

Saggiovanni's Thought of Moral Leadership

Thomas-J-Saggiovanni is one of the most influential theorists in the field of education management in the United States at the end of the 20th century, and also one of the representatives of the non-mainstream subjectivism school of education management in the contemporary West. Since the 1980s, Saggiovanni has been conducting qualitative and humanistic research on education management under the paradigm of critical theory. His theory adopts a critical yardstick and advocates self-reflection in the research process to diagnose and evaluate modern school management. Although there are many concepts in Saggiovanni's works, the most important of these concepts is "moral leadership".

Thomas-J-Saggiovanni's theory of moral leadership has gone through a difficult process from its introduction to its promotion. Saggiovanni's moral leadership theory was put forward against the tough leadership model of industrial organizations and the leadership model based on leadership skills only. By reflecting on the traditional rationalist view of leadership, Saggiovanni expanded the framework and content of rational and scientific leadership, studied leadership from the perspective of values and sensibility, and put forward the concept of "moral leadership" on the basis of analyzing the source of leadership authority. In the book "Moral Leadership: Getting To The Heart of School Improvement" published in 1992, Saggiovanni completely put forward the idea of school moral leadership. In this book, Saggiovanni made a comprehensive reflection on the traditional concept of leadership, criticized the leadership concept and leadership structure that had long been considered as a matter of course, and demonstrated the necessity of putting moral leadership at the core of school leadership. Saggiovanni pointed out that school improvement, as the

goal of school leaders, makes leaders focus on financial management, control, teaching reform, etc., but the effect is not so ideal. Therefore, moral leadership must be placed at the core of leadership, and the "moral" leadership authority can produce greater power, so that the school can reach the state of governance without governance. To sum up, the ideological content of moral leadership has several levels of meaning:

1) We should not only attach importance to the "secular authority" derived from legal rules, but also attach importance to the "sacred authority" derived from emotions, ideals and community norms.

2) Human emotions, values, and connections between people are important incentive resources.

3) Leaders cannot only rely on the bureaucratic authority given by the system and master interpersonal skills to gain psychological authority. The other two kinds of authority, professional authority and moral authority, may have greater power.

4) Leaders should be good at finding "substitutes". The commitment of the members of the organization to the community values, the professional pursuit of teachers, and the joy of the work itself can replace the leadership, so that teachers can achieve the state of independent management. The ultimate goal is not to lead.

5) To establish a "follow" mentality, principals and teachers should become believers in values and self-cultivators together.

6) Further understand team spirit. Team spirit not only refers to the warm interpersonal relationship and the joint work arranged by the school, but also refers to the sense that teachers feel necessary and responsible to work together and share results.

7) The practical goal of moral leadership is to make principals and teachers become stewards of schools and service providers of value purposes.

Saggiovanni's criticism of leadership behavior and the value system behind it, as well as his in-depth exploration of the concept of moral leadership after the criticism, have shown people the powerful charm of the critical theoretical paradigm of education management. Moral leadership is considered to be an effective way to solve various

deep-seated problems between society and school in the new era. Admittedly, the research object of this study is the postgraduate lecturer in the school system. China's graduate education management implements the lecturer's responsibility system. The model of independent management of the lecturer needs the support of a broader leadership authority foundation and value system. The idea of introducing Saggiovanni's moral leadership of ideological innovation graduate lecturer's moral leadership is in line with this feature of graduate education management and meets the needs of graduate education management, It is of great theoretical and practical significance. The theoretical basis of moral leadership also adopted in this study is the thought of "moral leadership" of Saggiovanni. Under the guidance of this thought, this study believes that moral leadership includes the following aspects:

1) Moral authority is the primary internal core authority of a leader. A leader with noble moral conduct will inevitably have great charisma.

2) Professional empowerment is a booster for leaders to achieve sustainable development in the industry. A leader with high attainments, whose leadership behavior can produce good professional demonstration.

3) Leaders should be good at finding "substitutes", establish a moral and normative community learning organization, lead through value guidance, and achieve leadership with the power of culture.

4) The practical goal of moral leadership is to achieve good governance, let leaders and leaders form team strength, commit to the development of the organization, and finally become loyal service providers serving the development of the team organization.

Measurement and Structure of Moral Leadership

Since the introduction of moral leadership, it has gradually formed a measurement model with the method of self-assessment questionnaire (perceived by leaders) as the main data acquisition method. The measurement of moral leadership began in the field of business organizations, and its research objects are leaders/managers and employees/subordinates in business organizations. The most typical and widely used is the 10 single-dimensional moral leadership strength tables

compiled by Brown et al. in 2005. Researchers have determined and verified the structure of moral leadership based on theoretical construction. Moral leadership includes two aspects: (1) leaders as ethical individuals must have certain moral qualities; (2) Leaders as ethical managers - leaders pass their moral qualities to their subordinates in a certain way.

On the basis of the measurement of moral leadership in business organizations, the measurement of moral leadership in other fields has also gradually developed. For example, in the field of parents, Li Chaoping compiled a paternalistic leadership questionnaire in Chinese society; In the field of primary and secondary school principals, Chu Hongli compiled the scale of moral leadership of primary and secondary school principals; In the field of graduate tutors, Nejati adapted the table of moral leadership compiled by Brown in 2005 to form the table of moral leadership of postgraduate tutors in colleges and universities; Zhao Wenjuan compiled a questionnaire on the moral leadership of college postgraduate tutors; Wang Qinrong expanded the target of postgraduate tutors to master's and doctoral tutors, and also prepared a questionnaire on moral leadership of postgraduate tutors. As shown in Table 2.1:

Table 2.1 Measurement and Structure of Moral Leadership at Home and Abroad

No	Time	Scholar	Gauge	Research field	Dimension
1	2004	Khuntia & Suar	Two-dimensional Moral Leadership Questionnaire		2 dimensions (authorization motivation and characteristics)
2	2005	Brown, Trevino & Harrison			10 single dimensions
3	2006	LIANG		Business organization	5 dimensions (humanistic care, leadership, work engagement, gentlemanly demeanor and integrity)

Table 2.1 (Continued)

No	Time	Scholar	Gauge	Research field	Dimension
4	2007	Li Chaoping	Parental Ethics Questionnaire in Chinese Society	Parent	Three-dimension (authority mercy virtue)
5	2009	Sun Liping	Enterprise Ethics Leadership Scale		4dimensions (integrity, honesty, concern for the growth of subordinates, compliance with social norms, kindness and sincerity)
6	2017	Chu Hongli	Primary and secondary school principals' moral leadership scale	Primary and secondary school principals	4 dimensions (lead by example people-oriented stand-in leadership reflective practice view)
7	2017	Nejati	Adapt the moral leadership force table of higher education version		10 single dimensions
8	2017	ZhaoWenjuan	Questionnaire on the Ethics of Postgraduate Tutors in Colleges and Universities	Master Tutor	4 dimensions (professional teaching and research ability exemplary quality humanistic care ability critical reflection spirit)
9	2021	Wang Qinrong	Questionnaire on Moral Leadership of Postgraduate lecturers	Postgraduate tutors	2 dimensions (virtue/empowerment)

In summary, through the review of the above documents, it is found that due to different scholars' different concepts and understandings of moral leadership, the measurement dimensions and contents of moral leadership are also different,

ranging from one dimension to ten dimensions. Scholars have certain differences in the division of moral leadership dimensions, which affects the authority, reliability and validity of moral leadership measurement. However, it also provides a certain reference value for the division of dimensions of moral leadership of postgraduate lecturers in universities.

Implementation Effect and Specific Performance of Moral Leadership

In the field of business organizations, Rooplekha and Damodard found that ethical leaders can improve the work performance, work participation and emotional commitment of subordinates, and reduce the opportunity commitment of subordinates; Research by Wang Zhen and others shows that moral leadership positively affects employees' organizational citizenship behavior and interpersonal orientation behavior; Zhang Yang's research proves that leaders' moral leadership has a significant positive impact on employees' moral behavior. In the study of primary and secondary school principals, Xu Ping found that "the principals' good moral cultivation and moral persuasion have won the trust of the school staff; the school's development vision, the growth and development of teachers and students, and the cultural atmosphere of cooperation have enhanced the students' sense of identity and belonging". In the field of postgraduate lecturers, Nejati tested 240 graduate students with the revised moral leadership questionnaire and prosocial behavior questionnaire of postgraduate lecturers. The results showed that the overall level of moral leadership of postgraduate lecturers was good. The moral leadership of postgraduate lecturers was significantly positively correlated with the prosocial behavior of graduate students. The moral leadership of postgraduate lecturers could significantly predict the prosocial behavior of graduate students. Zhao Wenjuan's research shows that the overall level of moral leadership of university postgraduate lecturers is good, but needs to be strengthened and improved in such aspects as fairness and equality, clear rewards and punishment, honesty and trustworthiness. Wang Qinrong's research shows that the moral leadership of postgraduate lecturers is at a high level, but the empowerment level of postgraduate lecturers needs to be further improved compared with their moral integrity. As shown in Table 2.2:

Table 2.2 The Current Situation of Moral Leadership at Home and Abroad

No	Time	Scholar	Research Conclusion
1	2004	Khuntia & Suar	Ethical leadership helps to improve the salary performance, work participation and emotional commitment of subordinates.
2	2008	Xu Ping	The headmaster's good "moral cultivation" and "moral persuasion" have won the trust of teachers; The school's common development goals and cooperative cultural atmosphere enhance students' sense of identity and belonging.
3	2012	Wang Zhen, Sun Jianmin, Zhang Ruijuan	Moral leadership is positively influencing the organizational citizenship behavior and interpersonal oriented citizenship behavior of subordinates.
4	2017	nejati	There is a significant positive correlation between moral leadership of graduate tutors and students' prosocial behavior. The moral leadership of graduate tutors can significantly predict students' prosocial behavior
5	2017	ZhaoWenjuan	The overall situation of moral leadership of university postgraduate tutors is good, but it needs to be improved in terms of fairness and equality, clear rewards and punishment, honesty and trustworthiness.
6	2017	Zhang Yang	Moral leadership can significantly predict employees' moral behavior.
7	2021	Wang Qinrong	The moral leadership of postgraduate tutors is at a high level, but the empowerment level of graduate tutors needs to be further improved compared with their virtue.

In short, the implementation of moral leadership has a certain impact, but the role of moral leadership at different levels is different. This also shows that the role of moral leadership at different levels needs to be improved in order to effectively achieve the positive effects of work at different levels.

Research on Moral Leadership of Postgraduate Lecturers

Current Research Status of 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 are as follows:

1) Lecturer moral leadership: a new idea of graduate education management. In October 2013, Cheng Si, a counselor of the School of Foreign Languages of Nanjing Normal University, proposed for the first time to apply Sagiovanni's thought of moral leadership to graduate education management. It is believed that graduate education is different from other education stages in terms of management due to its unique professionalism and tutorial system. The idea of introducing Lecturer moral leadership is in line with the characteristics of graduate education management, meets the needs of graduate education management, and points out that Lecturer moral leadership originates from the learning community; Lecturer moral leadership takes professional authority and moral authority as the primary basis of leadership authority; postgraduate lecturers moral leadership emphasizes the incentive role of responsibility and obligation. Lecturer' moral leadership can be achieved by forming a common vision, clarifying the concept of learning community, cultivating team spirit, and establishing a professional sharing atmosphere. However, Saggiiovanni's thought of moral leadership is based on the primary and secondary school principals' proposal. What is the connection and integration with the role and responsibility of today's postgraduate lecturers.

2) The moral leadership of postgraduate lecturers is the discipline education of postgraduate lecturers on their moral violations. In 2017, Nejati pointed out in his

research that the moral leadership of postgraduate lecturers is that postgraduate lecturers conduct discipline education on graduate students' moral violations, practice moral behaviors in their personal life, show interest in students' work, make fair and moral decisions, and are worthy of graduate students' trust, share academic ethics and values with graduate students, set an example for students' moral behavior, and develop good manners, Behaviors such as striving for success. However, Nejadi's definition of moral leadership of postgraduate lecturers is based on experience summary and reference to Brown's definition of moral leadership of enterprise managers. The definition proposed by Nejadi lacks special understanding of the group of postgraduate lecturers to some extent.

3) The moral leadership of postgraduate lecturers consists of professional teaching and research ability, moral cultivation quality, humanistic care ability and critical reflection spirit. In 2017, Zhao Wenjuan used the key behavior interview technology to explore the connotation of the moral leadership of the postgraduate lecturer. She believes that the moral leadership of postgraduate lecturers consists of professional teaching and research ability, moral cultivation quality, humanistic care ability and critical reflection spirit. However, "professional teaching and research ability" is a general ability necessary for teachers engaged in a specific specialty or discipline, which cannot reflect the particularity of the "morality" of the moral leadership of postgraduate lecturers. At the same time, Zhao Wenjuan used the key behavior interview technology in the preparation of the questionnaire, which is a typical method to construct the competency model, so the moral leadership of the postgraduate lecturers explained by her is more expressed as competency. Competency is a comprehensive ability, including leadership, creativity, organizational power and other aspects. Therefore, the moral leadership constructed by Zhao Wenjuan cannot clearly reflect the particularity of the moral leadership of postgraduate lecturers.

4) The basic structure of the moral leadership of postgraduate lecturers is a second-order model composed of moral conduct and non-power influence, and social service and stand-in leadership. In 2021, Wang Qinrong discussed the basic structure of the moral leadership of postgraduate lecturers through interviews, surveys and other methods, and formed the "Questionnaire on Moral Leadership of

Postgraduate lecturers" with good reliability and validity. It is believed that the basic structure of the moral leadership of postgraduate lecturers is a second-order model composed of moral conduct and non-power influence, and social service and stand-in leadership. However, this study is based on the definition of moral leadership by Brown and others. Brown's definition of moral leadership of business managers lacks a special understanding of the group of postgraduate lecturers to some extent.

It can be seen that the research on moral leadership of university postgraduate lecturers is also in the preliminary exploration stage. From the existing research, the theoretical basis that scholars refer to is also different. Some refer to Brown's moral leadership of enterprise managers, and others refer to Saggiiovanni's moral leadership thought. At the same time, the dimension structure of moral leadership of postgraduate lecturers is also different. To sum up, the current research results do not fully understand the moral leadership of postgraduate lecturers, and fail to accurately reveal the basic connotation of the moral leadership of postgraduate lecturers.

Policy and Specification Requirements for Moral Leadership of University Postgraduate Lecturers

In the new historical period, the moral leadership of university postgraduate lecturers has distinctive characteristics of the times. Among them, there are not only the task requirements put forward by the state for the professional ethics construction of postgraduate lecturers, but also the moral construction standards formulated by universities. There are not only the expectations of the society for the professional ethics of postgraduate lecturers, but also the immediate needs of students for good teachers. The moral leadership of postgraduate lecturers is of great importance. In other words, in order to improve the quality of graduate education and talent cultivation, we must enhance the construction of postgraduate lecturer team by strengthening the moral leadership of postgraduate lecturers. In the past ten years, China has put forward many specific requirements for the professional ethics of teachers, the construction of graduate team, and the ability and quality that teachers should have. For example, the Opinions on Establishing and Perfecting the

Long-term Mechanism for the Construction of Teachers' Morality in Universities, the Opinions on Strengthening the Construction of the Quality Assurance and Lecturers System for Degree and Graduate Education, the Opinions of the Ministry of Education on Fully Implementing the Responsibility of Postgraduate Lecturers to Establish Morality and Cultivate People, the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers' Morality in the New Era, and the Guiding Opinions on the Treatment of the Anomie of Teachers' Morality in Universities Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Ethics in the New Era, the Notice of the General Office of the Ministry of Education on Further Standardizing and Strengthening the Management of Postgraduate Education, the Opinions on Accelerating the Reform and Development of Postgraduate Education in the New Era, the Opinions on Further Strictly Standardizing the Quality Management of Degree and Postgraduate Education, and the Opinions on Strengthening the Post Management of Doctoral Lecturers The requirements of authoritative documents such as the Code of Conduct for Guidance of Graduate Lecturers and standardized regulations. As shown in Table 2.3:

Table 2.3 Relevant National Regulations on the Construction of Professional Ethics of Teachers and Postgraduate Lecturers in the Past 10 Years

No	Time	File name	Primary coverage
1	2014	About Establishing and Perfecting College Teachers Opinions on building a long-term mechanism	The Opinions put forward six guiding opinions on the construction of teachers' ethics in universities: first, innovate the work of teachers' ethics education, and guide teachers to establish lofty ideals and beliefs; The second is to strengthen the publicity of teachers' morality, cultivate a good social

Table 2.3 (Continued)

No	Time	File name	Primary coverage
			<p>atmosphere of valuing morality and cultivating morality, and create a social atmosphere of respecting teachers and valuing education; The third is to establish and improve the assessment mechanism of teachers' ethics, and promote teachers to improve their own ability and moral cultivation; Fourth, strengthen the supervision of teachers' ethics, and prevent the occurrence of misconduct in teachers' ethics in the problem areas; Fifth, we should pay attention to the encouragement of teachers' ethics, guide teachers to follow the example, become an example, and improve their spiritual state; Sixth, we should strictly punish teachers' ethics and give full play to the role of institutional norms and other practical methods and measures.</p>
2	2014	<p>Opinions on Strengthening the Construction of Degree and Graduate Education Quality Assurance and Supervision System</p>	<p>The Opinions put forward the following requirements for the post management of lecturers: to formulate the assessment and evaluation methods for lecturers. Standardize the post management of lecturers, implement the qualification review of lecturers' enrollment, and establish a classification assessment and evaluation system for graduate lecturers of academic and professional degrees. Formulate mentors' communication and training methods. Establish and improve the academic exchange and cooperation system of lecturers at home and abroad to provide a platform for lecturers to improve their academic and practical abilities. Strengthen mentor training and</p>

Table 2.3 (Continued)

No	Time	File name	Primary coverage
			<p>constantly improve the mentoring ability. Establish mentor motivation and accountability. We will improve the mentoring incentive system, clarify and guarantee the responsibilities and powers of mentors in the training of graduate students, mobilize the enthusiasm of mentors in educating people, and give play to the exemplary role of mentors in scientific ethics and academic norms. Improve the accountability system of lecturers, and take measures such as quality interview, restricted recruitment, and suspension of recruitment for lecturers with quality problems according to the situation.</p>
3	2018	<p>Opinions on Fully Implementing the Responsibilities of postgraduate lecturers in Establishing Morality and Cultivating People</p>	<p>The Opinion clarifies the main responsibilities of postgraduate lecturers, that is, in seven aspects of improving graduate students' ideological and political quality, academic innovation ability, practical innovation ability, social responsibility, abiding by academic ethics, optimizing training conditions, and paying attention to humanistic care, it requires postgraduate lecturers to establish themselves by virtue, learn by virtue, and teach by virtue. To be specific, the postgraduate lecturer is required to follow the professional ethics of teachers; Be a teacher, love and work hard; Adhere to academic norms and academic ethics; Scientific talent selection and standardized enrollment; Have a sense of responsibility and mission, and fulfill their duties; We should be benevolent, moral and cultural.</p>

Table 2.3 (Continued)

No	Time	File name	Primary coverage
4	2018	Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era	The Opinion emphasizes that the construction of teachers ranks 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 socialist core values in the whole process of teaching and educating people, highlight the cultivation of teachers' ethics in all aspects and in the whole process, promote teachers' "integrity and ability", and have the mission of "educating people for the Party and the country", Become a "great teacher" and "good teacher" who can teach and educate people.
5	2018	Guiding Opinions on the Treatment of University Teachers' Behavioral Disorders	The Opinions put forward that the Secretary of the Party Committee and the President are the first responsible persons for the construction of teachers' ethics, and have the same responsibility in the work of the construction of teachers' ethics. In case of any anomie behavior of teachers' ethics in universities, not only the school leaders should be responsible, but also the main administrative heads of the relevant departments and departments, as well as the main leaders of the Party organizations, should also bear the direct leadership responsibility. University teachers are strict with themselves and abide by laws and regulations and teachers' ethics. Because of the anomie behavior of teachers' ethics, the "one vote veto" is implemented for the anomie behavior of teachers' ethics, which not only bears the corresponding responsibility, but also discredits the

Table 2.3 (Continued)

No	Time	File name	Primary coverage
			<p>universities and the lecturer group. There are some differences and differences in the tasks and contents of postgraduate lecturers and other teachers, and the handling of problems in the construction of postgraduate lecturers' professional ethics is also different. In addition to the corresponding handling, universities generally take the way of stopping the recruitment qualification of lecturers and canceling the qualification of postgraduate lecturers.</p>
6	2019	Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Style in the New Era	<p>The Opinions require that the effectiveness of moral education should be taken as the basic standard to test all the work of the school, the teacher's ethics and style of work should be taken as the first standard to evaluate the quality of the teachers' team, the socialist core values should be run through the whole process of the construction of teacher's ethics and style of work, the system provisions should be strictly enforced, the daily education supervision should be strengthened, the protection of teachers' rights and interests should be strengthened, the whole society should respect teachers and value education, and the majority of teachers should be encouraged to strive to become "four haves" good teachers, We will focus on cultivating socialist builders and successors who are morally, intellectually, physically, aesthetically and industrially developed in an all-round way.</p>

Table 2.3 (Continued)

No	Time	File name	Primary coverage
7	2019	Notice of the General Office of the Ministry of Education on further standardizing and strengthening the management of postgraduate education	The Notice requires the training unit to further improve its understanding of the importance of building a high-quality instructor team. Establish and improve the lecturer training system, and effectively improve the ability of lecturers to guide and cultivate graduate students. We will strengthen the construction of teachers' ethics and conduct, implement a one-vote veto on teachers who violate teachers' ethics and conduct misconduct, and resolutely deal with them according to law and regulations. Improve the lecturer evaluation mechanism, and the training unit will take such measures as appointment, restriction, suspension and disqualification of lecturers who fail to fulfill their duties.
8	2020	Opinions on Accelerating the Reform and Development of Postgraduate Education in the New Era	The Opinion points out that we should strengthen the guidance of education, give full play to the role of mentors in teaching by words and deeds, and be the guide for graduate students to grow and become talents; Establish a three-level lecturer training system with national typical demonstration, provincial key guarantee and full coverage of training units; Standardize the guidance behavior of tutors and clarify the "ten musts" of guidance behavior; Strengthen the post management of doctoral supervisors; Promote the selection of excellent lecturers and lecturer teams, stimulate the enthusiasm, initiative and creativity of postgraduate lecturers, and improve the level of the lecturer team.

Table 2.3 (Continued)

No	Time	File name	Primary coverage
9	2020	Several Opinions on Further Standardizing the Quality Management of Degree and Graduate Education	The Opinions pointed out that we should strengthen the quality control responsibility of teachers. It is necessary to clarify the responsibilities and work norms of lecturers, strengthen the dynamic management of postgraduate lecturers, and strictly standardize the management of part-time lecturers. Establish a responsibility mechanism for the collective guidance and check of the lecturer team. We will improve the lecturer training system, carry out normalized and classified training for lecturers of different types of graduate students, and effectively improve the ability of lecturers to guide graduate students and strictly manage academic affairs.
10	2020	Several Opinions on Strengthening Post Management of Doctoral Lecturers	The Opinions put forward strict requirements for strengthening the post management of Doctoral Lecturers, and 10 measures for clarifying the post rights and responsibilities of tutors, strengthening the post training of lecturers, improving the assessment and evaluation system, establishing the incentive and demonstration mechanism, improving the supervisor change system, improving the post exit procedure, standardizing the post setting management, and improving the supervision and management mechanism. In particular, it put forward that serious treatment should be given to those who violate the ethics of teachers and laws and disciplines, Relevant systems should be implemented, the relevant responsible persons should be held accountable, and the quota for tutors to guide doctoral students should be determined according to the performance of teachers' ethics.

Table 2.3 (Continued)

No	Time	File name	Primary coverage
11	2020	Guidelines for Postgraduate Lecturers	According to the characteristics of graduate education and the guidance behavior of lecturers, the Guidelines put forward specific requirements for the guidance behavior of lecturers from the following eight aspects: adhering to correct ideological guidance, scientific and fair participation in enrollment, careful effort to invest in guidance, correct performance of guidance responsibilities, strict compliance with academic norms, checking the quality of academic theses, strict management of the use of funds, and building a harmonious relationship between teachers and students.

To sum up, in the past 10 years, China has attached great importance to the development of graduate education and the construction of postgraduate lecturers team. The quality of talent training is the lifeline of graduate education, and the key to the quality of training is the construction of tutor team. Postgraduate lecturers are the first responsible person for graduate education and training. Graduate education cannot be separated from postgraduate lecturers, and graduate education and training cannot be separated from the risk paid by lecturers in teaching and educating positions. Therefore, we should pay attention to the position and role of postgraduate lecturers in the process of graduate education and training, respect the main position of tutors, improve the level of moral leadership of lecturers, and strengthen the construction and management of the team of lecturers, It is the key to improve the overall quality and level of the lecturer team.

Group Particularity of Moral Leadership of Postgraduate Lecturers

By sorting out the research on moral leadership of groups at different levels in different fields and referring to the relevant provisions of the state on the construction of professional ethics of teachers and the construction of professional ethics of postgraduate lecturers in the past 10 years, this study believes that compared with other fields or other types of teachers, the group particularity of moral leadership of postgraduate lecturers particularly emphasizes the following aspects:

1) Particularity of job responsibilities

Postgraduate lecturers is a post set up for the needs of graduate training. Its primary task is talent training, including but not limited to the level of knowledge transfer, but also including ideological and moral, political position, life attitude, academic research, innovation awareness and other aspects, which is also the difference between postgraduate lecturer and other teachers. The job of postgraduate lecturers is to teach, but at the same time, they focus more on educating people. The "guidance" of postgraduate lecturers is different from the education guidance implemented by other teachers to all students. The "guidance" of postgraduate lecturer is a one-to-one or one-to-many mentorship relationship between postgraduate lecturers and graduate students. On this basis, it provides detailed and operational guidance for graduate students in scientific research, study, life, employment and other aspects. In addition to possessing superb professional knowledge and scientific research ability in professional fields, postgraduate lecturers also need to cultivate students' moral cultivation.

2) The particularity of status

Graduate education is the top of national education and an important embodiment of the core competitiveness of the country. The postgraduate lecturers is the first person responsible for the cultivation of postgraduate students and shoulders the important mission of cultivating high-level innovative talents for the country. The construction of lecturer team is the basic project of graduate education, and the level of lecturer team determines the level of the whole graduate education. As the teacher group at the highest level of higher education, its

professional ethics requirements exceed other teacher groups. In terms of selection criteria, postgraduate lecturers are generally university teachers with senior or sub-senior professional and technical titles, and are high-level teachers at the top of the education pyramid. Moreover, their academic level and scholarly ability are important indicators for selection. Postgraduate lecturers should have a deep academic foundation, strong ability to guide students' learning, and deep academic attainments and research capabilities. Therefore, the high level of professional ethics of postgraduate lecturers also meets the need for high standards, high standing and high quality in the goal orientation of moral leadership of lecturers, which is also determined by the particularity of their status.

3) Particularity of requirements and standards

The professional ethics construction of postgraduate lecturers is reflected in strict standards, strict requirements and strict measures. In the Opinions on the Comprehensive Implementation of the Responsibilities of Postgraduate Lecturers in Establishing Morality and Cultivating People issued by the Ministry of Education of China, the Opinions strengthen the basic quality requirements of postgraduate lecturers in the form of articles, and propose that the three basic quality requirements that postgraduate lecturers must meet are excellent political quality, noble teacher ethics and professional quality. At the same time, it is more strict than other teacher groups in the selection, assessment, reward and punishment measures of postgraduate lecturers. In addition, the moral leadership of postgraduate lecturers is mainly reflected in the academic field. Compared with the moral leadership in other fields, academic ethics is the content that the moral leadership of postgraduate lecturers attaches great importance to. On the one hand, postgraduate lecturers should abide by academic norms, pursue rigorous scholarship, adhere to academic conscience and oppose academic misconduct. On the other hand, as the first person responsible for the cultivation of graduate students, postgraduate lecturers have the responsibility and obligation to guide and standardize graduate students academically and enhance their awareness of academic integrity and academic integrity behavior.

4) Particularity of guidance methods

The postgraduate education adopts the tutorial responsibility system and forms a teacher-centered division organization, which embodies the characteristics of teamwork. In addition to one-on-one guidance with students, postgraduate lecturers should also implement leadership and management for teachers, and cultivate graduate students' academic innovation ability, practical innovation ability, critical thinking ability and other aspects based on teachers. For example, graduate tutors should create a common "vision" for their teachers and build a moral community; Postgraduate lecturers should pay attention to cultivating the team spirit of cooperation and creating a professional sharing atmosphere; Postgraduate lecturers should regularly organize academic seminars in their schools. Moreover, unlike ordinary university teachers, postgraduate lecturers should not only abide by the professional ethics of college teachers that "fulfill social responsibilities and actively contribute to society", but also pass on the service consciousness and behavior of "fulfill social responsibilities and actively contribute to society" to graduate students to cultivate their sense of social responsibility. These are the differences between the elements of moral leadership of postgraduate lecturers and other groups.

The Theoretical Basis and Structural Dimension Definition of Moral Leadership of Postgraduate Lecturers in this Study

1) The theoretical basis of the moral leadership of the postgraduate lecturer by combing and analyzing the development context and theoretical connotation of the theory of moral leadership, and combining the group particularity of the research object, namely, the postgraduate lecturer, this study believes that Saggiovanni's thought of moral leadership, as a universally recognized effective way to improve school education management, is also the most suitable for this study. This study will also take Saggiovanni's thought of moral leadership as the theoretical basis for interpretation. As shown in Table 2.4:

Table 2.4 Interpretation of the Theoretical Basis of the Moral Leadership of the Postgraduate Lecturer

Content Main Point	Shaping A Common Vision	Build Followers	Seek A Leadership Substitute	Strengthen Service Awareness
Saggiovanni's Morality Leadership ideology	Use moral authority and professional authority to promote the development of a virtuous school	Cultivate teachers with strong self-management to serve the common vision of the school	Guide the leaders to understand the four aspects of community norms, professional ideals, full working conditions and team spirit, and achieve the state of self-management leadership	The practical goal of moral leadership is to make principals and teachers become stewards of schools and service providers of value purposes
Moral Leadership of Postgraduate Lecturers	Cultivate high-quality high-level talents with the help of moral authority and professional authority	Cultivate graduate students with strong self-management to focus on scientific research and creation	Instruct students to understand the four aspects of community norms, professional ideals, full working conditions and team spirit, and achieve the educational status of "self management"	The practical goal of moral leadership of postgraduate lecturers is to make both lecturers and graduate students serve the society and contribute to the society

It can be seen from this that the management mode of postgraduate education under the tutorial system emphasizes "team learning" and "cooperative learning". The spirit is completely consistent with the theme of the learning community. As the leader of this team, the postgraduate lecturer guides the team construction with moral and professional authority, can give students guidance in thought, spirit, life, study and work, can stimulate students to think deeply about learning norms, professional ideals, work status and team cooperation, and will achieve self-management and self-education of "governing by doing nothing" under the guidance of the tutor's education. The state of self-fulfillment. This is also consistent with the goal of "leading is to not lead" of Sagiovanni's moral leadership thought, which also shows that Sagiovanni's moral leadership theory can be applied as the theoretical basis for the moral leadership of postgraduate lecturers.

The structural dimensions of the moral leadership of the postgraduate lecturer in this study

In order to construct the theoretical framework of this study, this study mainly uses two methods based on the existing theories:

Firstly, with reference to Sagiovanni's theory of moral leadership, and in combination with the two documents issued by the Ministry of Education of the People's Republic of China, the Opinions on the Comprehensive Implementation of the Responsibilities of Postgraduate Lecturers in Establishing Morality and Cultivating People. (2018). and the Guidelines for the Guidance of Postgraduate Lecturers (2020), which are aimed at the requirements of the professional ethics of postgraduate lecturers, the structural framework of the moral leadership of postgraduate lecturers in this study is preliminarily constructed.

Secondly, combined with the literature review, in-depth analysis of the connotation and structural framework of the existing research, and extraction of the core elements of the moral leadership of postgraduate lecturers. In addition, in consideration of the group particularity of postgraduate lecturers, the construction of the theoretical framework pays attention to the leadership of postgraduate lecturers in ideological, academic, scientific research, psychological and practical aspects.

2) The Structural Framework Design of Moral Leadership of Postgraduate Lecturers

Through the text analysis, modification and simplification of the two documents on the requirements of the professional ethics of postgraduate lecturers, the Opinions on the Comprehensive Implementation of the Responsibilities of Establishing Morality and Cultivating People of Postgraduate Lecturers. (2018). and the Guidelines for the Guidance of Postgraduate Lecturers. (2020), the final summary of the terms of moral leadership of postgraduate lecturers includes the following aspects, as shown in Table 2.5:

Table 2.5 Structural Framework of Moral Leadership of Postgraduate Lecturers

File entry points	Inspiration of moral cultivation	Academic and professional demonstration	Permeability of humanistic care	Practice service leadership
Opinions on the Comprehensive Implementation of the Responsibilities of Postgraduate Lecturers in Establishing Morality and Cultivating People (2018)	Strong sense of political responsibility Morality and noble style be a model for others wholeheartedly to work justice and equity Have a heart	Adhere to academic ethics Profound academic attainments Be realistic and pragmatic Rigorous scholarship Abide by scientific research integrity	teach students in accordance with their aptitude Pay attention to personalized training Pay attention to students' academic pressure Pay attention	Pay attention to social needs Inherit knowledge and culture Promote the combination of production, learning, research and application Enhance students' sense of social

Table 2.5 (Continued)

File entry points	Inspiration of moral cultivation	Academic and professional demonstration	Permeability of humanistic care	Practice service leadership
Opinions on the Comprehensive Implementation of the Responsibilities of Postgraduate Lecturers in Establishing Morality and Cultivating People (2018)	Strong sense of political responsibility	Adhere to academic ethics	teach students in accordance with their aptitude	Pay attention to social needs
	Morality and noble style	Profound academic attainments	Pay attention to	Inherit knowledge and culture
	be a model for others	Be realistic and pragmatic	personalized training	Promote the combination of production, learning, research and application
	wholeheartedly to work	Rigorous scholarship	Pay attention to students' academic pressure	research and application
	justice and equity	Abide by scientific research integrity	Pay attention to students' employment pressure	Enhance students' sense of social responsibility
	Have a heart of love			
	Have a sense of responsibility and mission	Advanced education concept	Concern about students' life and physical and mental health	Support students to participate in social practice
		Strengthen academic guidance		Encourage students to participate in voluntary services
		Harmonious academic environment	Create a good learning atmosphere	

Table 2.5 (Continued)

File entry points	Inspiration of moral cultivation	Academic and professional demonstration	Permeability of humanistic care	Practice service leadership
			Good teacher-student relationship	Cultivate students' international vision
Guidelines for Postgraduate Lecturers (2020)	Adhere to correct ideological guidance	Have solid knowledge rigorous scholarship	Careful and dedicated guidance teach students in accordance with their aptitude	Support students to participate in social practice
	Have ideals and beliefs	Comply with academic norms	Constructing harmonious teacher-student relationship	Encourage students to participate in voluntary services
	Have moral sentiment	Take the lead in scientific research integrity	Strengthen humanistic care	Encourage students to participate in academic exchanges
	Fair and just make oneself an example	Strengthen students' academic standard training	Pay attention to students' academic pressure	
			Pay attention to students' employment pressure	

Table 2.5 (Continued)

File entry points	Inspiration of moral cultivation	Academic and professional demonstration	Permeability of humanistic care	Practice service leadership
			Concern about students' life and physical and mental health	

Therefore, the theoretical framework of the moral leadership of university postgraduate lecturers constructed in this study mainly includes four aspects: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership:

Inspiration of Moral Cultivation

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

Academic and Professional Demonstration

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.

Permeability of Humanistic Care

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.

Practice Service Leadership

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.

3) The establishment of the structural dimension of the moral leadership of the postgraduate lecturer

According to the theoretical framework of moral leadership of postgraduate lecturers constructed above, combined with literature review, in-depth analysis of the connotation and structural framework of existing research, extraction of the core elements of moral leadership of postgraduate lecturers, design of the structural dimensions of moral leadership of postgraduate lecturers for the convenience of investigation and research, including moral charisma, academic and professional demonstration There are 4 first-level dimensions and 16 second-level dimensions for the penetration of humanistic care and the leading force of practical services. The specific structural dimensions are shown in Table 2.6:

Table 2.6 Structural Dimensions and Indicator Factors of Moral Leadership of Postgraduate Lecturers

No	Level 1 dimension	Secondary indicators	Main content description
1	Inspiration of moral cultivation	Excellent political quality	Adhere to the correct political direction; Adhere to education serving the people; Love the Party, love the country and love the people
		Be a model for others	Friendly and friendly; make oneself an example; be modest and prudent
		Fairness and justice	Honesty is not good; Abide by rules and disciplines; Honesty and self-discipline
		Loving and dedicated	Work conscientiously and responsibly; Love your work; Be patient with students

Table 2.6 (Continued)

No	Level 1 dimension	Secondary indicators	Main content description
2	Academic and professional demonstration	Rigorous Scholarship	Assiduously study; diligently; Adhere to academic ethics
		Honest scientific research	Respect the achievements of others; Put an end to academic misconduct, do not violate academic norms, damage the rights and interests of graduate students in academic research, etc
		Solid knowledge	Profound academic attainments; Excellent professional quality; Fruitful results
		Dare to innovate	Be good at criticism; Adhere to advanced educational concepts; Pay attention to the leading edge of the curriculum; Innovative teaching mode; Enrich teaching methods; Cultivate students' innovative consciousness and ability
3	Permeability of humanistic care	Based on life	Have a benevolent heart; Be responsible for graduate students, have a sense of responsibility and mission, and ensure sufficient time and energy for immediate guidance
		Teach students in accordance with their aptitude	Respect the personality, opinions and ideas of graduate students; Reasonable division of labor for team members and make the best use of their talents
		Be meticulous	Analyze your own research experience, experience and ideas with graduate students; Help graduate students answer questions and solve difficulties; Concern about the life and physical and mental health of graduate students
		Harmonious teacher-student relationship	Democracy and equality with students; It can strengthen the exchange and communication with graduate students and establish good teacher-student interaction; Establish an academic community with graduate students and create a good learning atmosphere

Table 2.6 (Continued)

No	Level 1 dimension	Secondary indicators	Main content description
4	Practice service leadership	Implement integration	Pay attention to the combination of production, teaching and research; Unify theory and practice
		Social services	Can lead students to contribute to the society by setting an example; Actively participate in social service activities
		Encourage support	Encourage graduate students to actively participate in scientific research, social practice and academic exchanges; Provide corresponding financial support for students
		Achievements transformation	Instruct students to publish various research results; Support and guide students to transform and apply scientific research achievements

Related Research

Research on postgraduate lecturers in Guangxi

By searching the CNKI database and taking "universities postgraduate lecturer in Guangxi" as the key word, we conducted advanced search on the literature related to this study as of December 28, 2022, and the following results can be obtained, as shown in Table 2.7:

Table 2.7 Number of Papers Related to this Study in CNKI Database

Preface	Time of publication	Title	Source	Database
1	2008-04-01	Research on the Management Status and System Innovation of the Master Lecturer Team in Guangxi Universities	Guangxi Normal University	Master's thesis
2	2010-01-20	Research on the Current Situation and Countermeasures of the Management of Graduate Tutors in Guangxi Universities	Higher Education Forum	Journal paper
3	2020-06-01	Research on the group behavior management innovation of the academic master of arts tutor group guided by efficiency	Guangxi University	Master's thesis
4	2020-06-01	Research on the establishment of interdisciplinary doctoral supervisor team -- A case study of Guangxi universities	Guangxi University	Master's thesis
5	2020-12-25	Research on the construction mechanism of professional master's tutor team in Guangxi universities	Science and Education Guide	Journal paper
6	2021-03-15	Environmental evaluation and optimization strategy for the construction of postgraduate lecturer team of economics and management majors in Guangxi universities	Journal of Guilin Teachers College	Journal paper
7	2021-04-15	A Study on the Environmental Factors Affecting the Construction of the Postgraduate Lecturer Team of Economics and Management in Guangxi Universities -- Based on the Stakeholder Theory	Journal of Hechi University	Journal paper

Table 2.7 (Continued)

Preface	Time of publication	Title	Source	Database
8	2021-06-01	Research on the evaluation system of postgraduate lecturers in Guangxi universities	Guangxi Normal University	Master's thesis
9	2022-02-15	On the Optimization of the Tutor Group System for Postgraduate Students in Guangxi Universities Based on the Theory of Group Dynamics	Journal of Hechi University	Journal paper
10	2022-05-29	Research on the Reform of Pre-job Training for New Postgraduate Lecturers	Guangxi Normal University	Master's thesis

Through literature analysis, it is found that the current research on "universities postgraduate lecturers in Guangxi" is relatively small, and no scholars have paid attention to the research on the moral leadership of universities postgraduate lecturers in Guangxi. The existing research can be roughly summarized into three aspects:

1) Research on the management of universities postgraduate lecturers

This type of research mainly focuses on the management mechanism of the team building or team building of postgraduate lecturers (Master's or doctoral lecturers). Li Lu. (2008), based on the field survey and questionnaire survey of nine universities in Guangxi, made every effort to innovate the lecturer management system from the perspective of the problems existing in the lecturer management system and provide institutional guarantee for improving the quality of the postgraduate lecturers team. It is believed that the innovative management system of postgraduate lecturer team in Guangxi universities can be constructed from three aspects of improving management concept, optimizing management mechanism and improving management system. Lv Jifang. (2010). investigated the current situation of

the management of the postgraduate lecturer team in Guangxi universities through questionnaires and interviews, analyzed the current situation of the construction of the lecturer team and the prominent problems in the management, and proposed to build a competency-based management model of the postgraduate lecturers team and optimize the existing tutor management mechanism. 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 through questionnaires, personal interviews and other methods, and analyzed the relationship between these two factors, Revealed the influence of group behavior of the master of arts academic lecturer group on its effectiveness. Lv Shushu. (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, the insufficient guidance content of the tutor team, and the inadequate performance of the duties of the lecturer. She believed that the construction mechanism of the tutor team could be strengthened by improving the structure of the lecturer team, establishing a strict tutor selection system, encouraging the formation of complementary advantages between the lecturers inside and outside the school, and strengthening the construction mechanism of the tutor team. Chen Wei and Wang Yuan. (2021). selected the postgraduate tutors of economics and management majors from 10 universities in Guangxi to conduct a questionnaire survey, and then explored the key problems that need to be solved in the construction of lecturer teams and their environmental optimization strategies. They believed that the environmental

evaluation index system for the construction of postgraduate lecturers of economics and management majors in Guangxi universities could be constructed from four aspects: personal situation, team environment, school environment and social environment. Wang Juguang, Zhang Luoqi and Huang Huai. (2022), by revealing the basic difficulties of the system of postgraduate lecturer group in Guangxi universities and colleges and analyzing the main reasons, believed that specific and effective ways could be proposed for the optimization of the system of postgraduate lecturer group in Guangxi universities and colleges by establishing and strengthening the driving force, binding force and cohesion of the lecturer group.

2) Research on the evaluation system of universities postgraduate lecturers in Guangxi

This kind of research is mainly represented by Gu Xiaojun's master's thesis on the evaluation system of postgraduate lecturers in Guangxi universities in 2021: A University as an example. Gu Xiaojun. (2021). made a comparative analysis of the text of the evaluation system of master's lecturer in 12 universities in Guangxi, and summarized the problems and improvement strategies in the construction of the evaluation system of master's lecturer in Guangxi universities under the premise of taking University A as the case study object. It is believed that in order to solve the relevant problems, first, we should improve the postgraduate lecturer assessment system, and second, we should improve the postgraduate lecturer assessment model. An objective and fair postgraduate lecturer assessment system is an important guarantee mechanism for the sustainable development of China's lecturer echelon.

3) Research on the ability improvement training of universities postgraduate lecturers in Guangxi

This kind of research is mainly represented by Xiong Fengpei's master's thesis "Research on the Reform of Pre-job Training for New Postgraduate Lecturer" of Guangxi Normal University in 2022. Xiong Fengpei. (2022), from the perspective of the new master's lecturer, took the new master's lecturer of Guangxi universities as the object of investigation, adopted the methods of literature research, investigation research and interview to investigate the training experience and training needs of

the new master's lecturer participating in the pre-job training, and reasonably analyzed and evaluated the effectiveness of the pre-job training and training reform of the new master's lecturer, This paper makes an in-depth analysis of the achievements and shortcomings of the pre-job training and reform of the new master's lecturer, explores the causes behind it, and puts forward targeted training countermeasures.

Concepts and Theories Related to Moral Leadership

In the early academic circles, moral leadership was rarely studied as an independent subject, but when describing the individual characteristics, behavior patterns, relationship between leaders and subordinates and their interactions, it often contains the elements and ideas of moral leadership, which has become a valuable theoretical resource for moral leadership research. For example, CPM theory of leadership behavior, benevolent paternalistic leadership, honest leadership, transformational leadership, service-oriented leadership, value leadership, moral charismatic leadership, etc.

CPM Theory of Leadership Behavior

Ling Wenyu and others put forward the CPM theory of leadership behavior on the basis of the research on the Japanese psychologist Kazuki's PM theory, Among them, it refers to personal morality, that is, the individual characteristics of leaders, mainly refers to the attitude of leaders towards public and private and how to deal with the relationship between public and private. It also points out that a good leader should pay attention to personal moral quality, and should be self-serving and selfless when dealing with the relationship between public and private. CPM theory emphasizes the moral qualities needed by leaders and makes a beneficial exploration of leaders' personal moral characteristics.

Kindhearted Paternalistic Leadership

At the end of the 1980s, Redding conducted a long-term study of Chinese family enterprises in Hong Kong/Taiwan and Southeast Asia. When explaining the connotation of paternalistic leadership, Redding put forward the concept of "benevolent leadership", pointing out that benevolence means "taking care of and

understanding subordinates as parents", and "maintaining a high sensitivity to the opinions of subordinates". Chinese Taiwan scholar Zheng Bosheng et al. Among them, benevolent behavior refers to the behavior that leaders show concern for their subordinates, such as caring for their health and family life, helping to solve the problems in their work and life, etc; Moral behavior means that leaders should show higher personal integrity and self-cultivation than their subordinates, establish a personal image of integrity, responsibility and selflessness in their work, and influence their subordinates' behavior and values (Pang Yanxiang, 2011). The theory of benevolent paternalism not only expounds the personality quality of moral leaders, but also puts forward the matching between the environment of human governance and benevolent leadership, which provides enlightenment for exploring the relationship between the nature of enterprise organization, the environment of enterprise governance and the way and content of moral leadership.

Honest Leadership

As for the definition of honest leadership, it is generally accepted by the academic community that honest leadership is such a process, which is generated in a positive psychological ability and highly developed situation, and can bring more self-awareness and self-regulatory positive behaviors to leaders, subordinates and employees, and cultivate and develop a positive self (Luthans&Avolio, 2003). Here, honest leaders not only regard leaders as honest individuals with personal characteristics such as caring for others and social interests, but also emphasize that honest leaders can produce positive leadership effects, that is, they can bring more positive behaviors such as self-awareness and self-regulation to leaders, subordinates and employees, and cultivate and develop their positive psychological characteristics. It can be seen that the theory of honest leadership undoubtedly enriches the theory of moral leadership characteristics and effectiveness.

Transformational Leadership

Burns. (1978). pointed out that in order to achieve organizational goals, transformational leaders pay attention to the moral aspects of their own mission and organizational goals, and pay attention to the needs, values and ethics of their subordinates and employees, which can stimulate their values and moral motivation,

and then improve the moral level of their subordinates and employees. In Burns' view, leadership is a process in which leaders and subordinates interact with each other. In this process, leaders help subordinates deal with problems and value conflicts involved in their work. Through the interaction and influence, the motivation and moral level of leaders and subordinates have been further improved, so as to better explain the impact of the moral leadership process on the moral motivation and moral level of leaders and subordinates.

Service-Oriented Leadership

Service-oriented leadership, also known as servant leadership, was first proposed by Greenleaf. (1977). in the article "Be a Servant-like Leader". He pointed out that service-oriented leadership refers to leaders who have the motivation and behavior to serve others. They do not represent power and control, but regard themselves as service roles. Birkenmeier. (2003). pointed out that service-oriented leaders transcend personal interests, care about the needs of subordinates, and strive to meet the needs of followers. The main responsibility of leaders and the essence of leadership is to serve followers. They rarely use the power granted by status, but democratic management to the leaders.

In recent years, the view of service-oriented leadership has become increasingly popular. From the research of domestic and foreign scholars, in service-oriented leadership, leaders and followers build trust, share power and knowledge together, and take the interests of the organization as the priority, reflecting the moral component and leadership style of leaders serving their subordinates. The important role of service in moral leadership reflects the democratic trend of modern organizational management and the historical trend of moral leadership modernization.

Value Leadership

House. (1998). "value-based leadership" theory believes that value leadership refers to the relationship between leaders and subordinates based on values, and value-based leaders inject values into the organization and work by clearly expressing their vision, so that they can resonate with the values and emotions held by subordinates, and then awaken their recognition of the collective and its vision,

Finally, the self-efficacy and self-worth of subordinates were improved (House, 1998). Value leaders attach importance to the power of individual internal motivation and emphasize that the construction of a common vision is crucial to the development of the organization. Therefore, as a leader, we should develop our vision, values and mission, and make it a way to continuously influence and deepen the values of our subordinates and employees, so as to enhance the cohesion of the organization and promote the development of the organization. The value leadership theory puts forward the value guidance method and its effectiveness more clearly, which provides a good reference for discussing the effectiveness and implementation strategy of moral leadership.

Moral Charismatic Leadership

Howell and Avolio. (1992). pointed out when distinguishing moral and immoral charismatic leaders that moral charismatic leaders have three virtues: courage, fairness, integrity and honesty, adhere to the principles of honesty and social service, and promote the growth of employees in an atmosphere full of trust. They will constantly seek the opinions of their subordinates on key issues and respond to them in an appropriate way. They will also develop their moral standards and principles through their own values, set up appropriate visions for their subordinates, and motivate them to achieve constructive goals (Howell&Avolio, 1992). The theory of moral charismatic leadership not only puts forward the personal charm of leaders' moral characteristics, but also expounds the charm of implementing moral leadership, which has contributed to the development of the content and efficiency mechanism of moral leadership.

In short, the above concepts and theories relate to the connotation, mode, effectiveness and matching with the organizational governance environment of moral leadership from different angles, providing theoretical basis and research inspiration for the integration and further exploration of moral leadership theory.

Chapter 3

Research Methodology

This research focuses on improving the moral leadership of universities postgraduate lecturers in Guangxi. To study the structural dimensions and study the current situation and propose strategies and evaluate strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. The researcher have the following procedures.

1. The Population / The Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The Population / Sample Group

The Population

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

The Sample 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.

As shown in Table 3.1:

Table 3.1 Random Sampling of Postgraduate Lecturers from Seven Universities with Master's Degree in Guangxi

No	School Name	Population	Sample Group
1	Guangxi University	1754	85
2	Guangxi Normal University	1527	85
3	Guangxi Medical University	1325	50
4	Guangxi University for Nationalities	680	50
5	Guilin University of Technology	1185	40
6	Guangxi Academy of Arts	364	46
7	Guangxi University of Science and Technology	525	20
Total Capacity		7360	Sample capacity 376

Note: Data as of December 2022

Interview Group Providing Information

The interview group for information provided by this study includes postgraduate lecturers, and persons in charge of graduate education management from seven representative universities in Guangxi with master's degree programs in 2022. The interview group selected the interviewees by means of purposive sampling, and the qualifications were as follows: 21 master's lecturers teaching education management, 7 persons in charge of graduate education management, a total of 28 persons.

As shown in Table 3.2:

Table 3.2 Purposive Sampling of interviewers from Seven Representative Universities in Guangxi with Master's Degree Programs

No	School Name	Lecturers	Persons in charge	Total
1	Guangxi University	3	1	4
2	Guangxi Normal University	3	1	4
3	Guangxi Medical University	3	1	4
4	Guangxi University for Nationalities	3	1	4
5	Guilin University of Technology	3	1	4
6	Guangxi Academy of Arts	3	1	4
7	Guangxi University of Science and Technology	3	1	4
Total Number of Interviews		21	7	28

Note: Data as of December 2022

An Assessment Group that Proposes the Appropriateness of the Improvement Strategy

According to the theory of leadership and the attributes of university education management, the feasibility of the moral leadership promotion strategies of universities postgraduate lecturers in Guangxi was evaluated, including the experts and deans who formulated policies in human resources management, organizational management, professional ethics management of teachers, and graduate education management of seven representative universities in Guangxi with master's degree programs in 2022, a total of 14 people.

As shown in Table 3.3:

Table 3.3 purposive sampling of evaluation team members of seven representative universities with master's degree in Guangxi

No	School Name	The number of experts and deans formulating policies in human resources management, organization management, management of teachers' professional ethics, and graduate education management		
		Experts	Deans	Total number of people
1	Guangxi University	1	1	2
2	Guangxi Normal University	1	1	2
3	Guangxi Medical University	1	1	2
4	Guangxi University for Nationalities	1	1	2
5	Guilin University of Technology	1	1	2
6	Guangxi Academy of Arts	1	1	2
7	Guangxi University of Science and Technology	1	1	2
Total Number of People Assessed		7	7	14

Note: Data as of December 2022

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 a Interview Outline Processes:

The construction process of Interview outline were 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 in four following aspects: 1) Inspiration of moral cultivation, 2) Academic and professional demonstration, 3) Permeability of humanistic care, and 4) Practice service leadership. The questionnaire was provided into three parts.:

Part 1: Personal Information of respondents, which includes four questions related to the gender, age, professional title, and position of the postgraduate lecturers.

Part 2: The current situation of the moral leadership of universities postgraduate lecturers in Guangxi, which is the formal part of the questionnaire, and is a survey of the four dimensions of Moral leadership of postgraduate lecturers.

According to the structural dimensions of moral leadership of postgraduate lecturers determined in objective 1: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. Each dimension is designed with 5 question items corresponding to the content elements, totaling 20 question items. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of moral leadership of universities postgraduate lecturers were at highest level

4 express the level of moral leadership of universities postgraduate lecturers were at high level

3 express the level of moral leadership of universities postgraduate lecturers were at medium level

2 express the level of moral leadership of universities postgraduate lecturers were at low level

1 express the level of moral leadership of universities postgraduate lecturers were at lowest level

And 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

Part 3: Open-ended suggestions

Constructing a Questionnaire Processes

The construction process of questionnaire were as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and researches related to moral leadership of universities postgraduate lecturers.

Step 2: Constructing the questionnaire about the current situation of moral leadership of universities postgraduate lecturers in Guangxi. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by three experts. The index of objective congruence (IOC) of both versions of the survey questionnaire was 1.00.

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

Step 5: The questionnaire was distributed to 74 lecturers from universities with master's degree programs in Guangxi for try-out.

The reliability of the lecturers of the questionnaire was obtained by Cronbach's Alpha Coefficient, the reliability was 0.775. The validity of the lecturers self-evaluation version of the questionnaire was obtained by Bartlett's sphere test and KMO value (Kaiser Meyer Olkin), the KMO value was 0.738, The value of Bartlett's spherical test statistic is 1154.838, and the p-value obtained from analysis is 0.000.

Step 6: The questionnaire was applied to 376 lecturers from 7 representative universities in Guangxi with master's degree programs, and waiting for data collection.

Semi-Structured Interview

The instrument to collect the data for objective 3: to propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. Based on the Interview results on structural dimensions in the early stage and the research results of the survey questionnaire and the open-ended opinions and suggestions of the questionnaire, this stage adheres to the problem oriented principle, attempting to start from the expectations and demands of the main role of the lecturers, and take the shortcomings reflected in the four dimensions of Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership as the improvement direction, Put forward targeted strategies to further enhance the moral leadership of postgraduate lecturers from two aspects: improving internal construction and strengthening external support.

Evaluation Form

The instrument to collect the data for objective 4, to evaluate the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. At this stage, experts and deans from 7 representative universities with master's degree programs in Guangxi were invited to formulate policies in terms of human resources management, organizational management, management of teachers' professional ethics, and graduate education management. A total of 14 people were invited to evaluate the suitability of the strategies 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

The Research Structure Diagram is Shown in Figure 3.1:

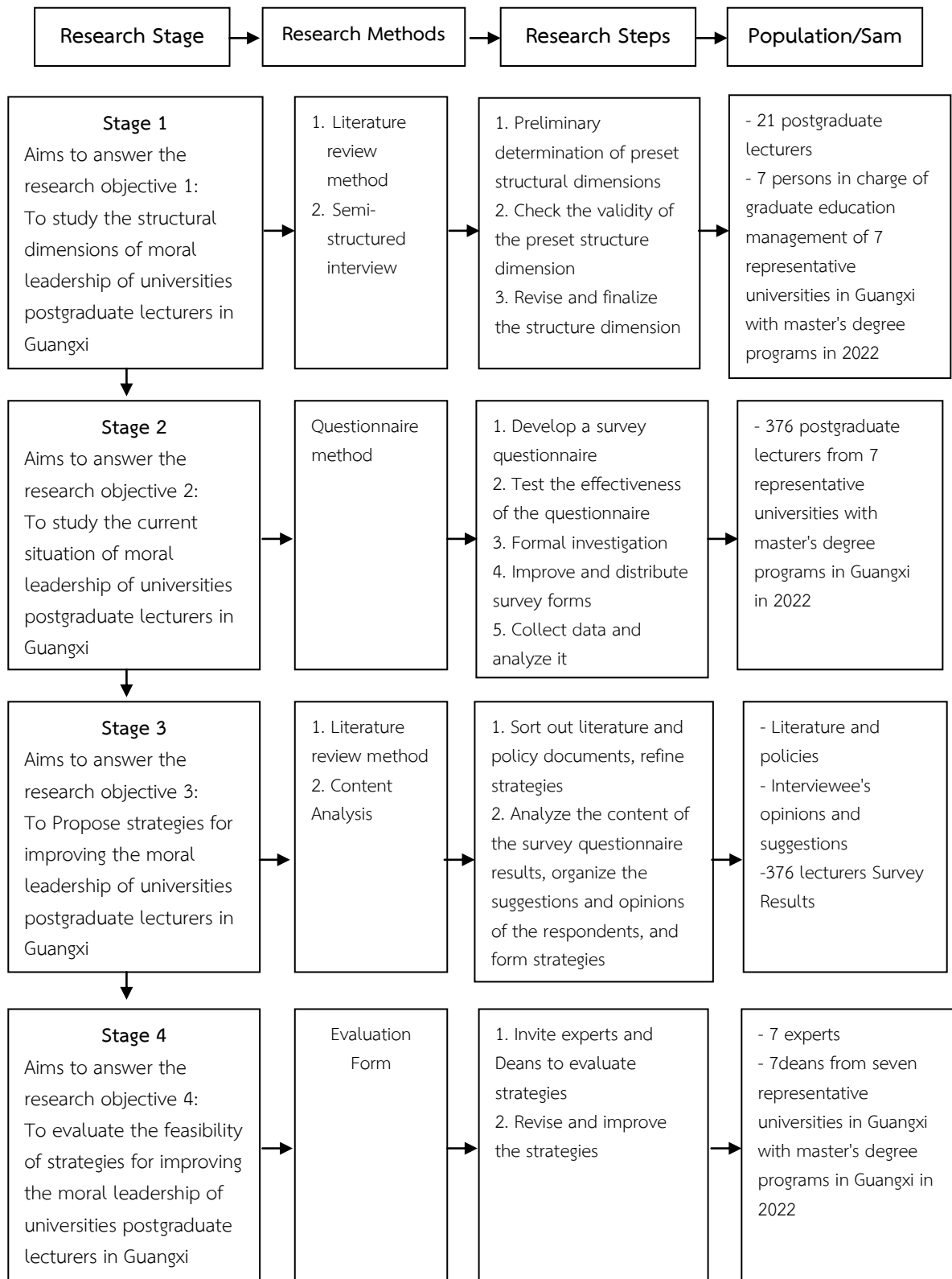


Figure 3.1 Summary of research methods and steps

Data Collection

The Data Collection for Objective 1: to study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 21 postgraduate lecturers, and 7 persons in charge of graduate education management of 7 representative universities in Guangxi with master's degree programs in 2022.

Step 2: The researcher distributed the interview outline to 28 interviewees, selected appropriate time and location to conduct one-on-one interviews with the interviewees, and made interview records.

The Data Collection for Objective 2: to study the current situation of moral leadership of universities postgraduate lecturers in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 376 postgraduate lecturers from 7 representative universities with master's degree programs in Guangxi in 2022.

Step 2: The researcher distributed the questionnaire to 376 postgraduate lecturers. And ensure that all questionnaires are returned, accounting for 100%.

The Data Collection for Objective 3: to propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi, as following procedured:

Step 1: Sort out existing literature, search for strategies for managing universities postgraduate lecturers in Guangxi, and extract strategies based on the policy documents on teachers, postgraduate lecturers, and graduate education issued in China.

Step 2: Analyze the opinions of interviewees on the moral leadership strategies of university postgraduate lecturers, classify and extract effective strategies from the opinions.

Step 3: Analyze the content of the survey questionnaire results, organize the suggestions and opinions of the respondents, and form strategies.

The Data Collection for Objective 4: to evaluate the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 7 experts and 7deans from 7 representative universities in Guangxi with master's degree programs to formulate policies in human resources management, organization management, professional ethics management of teachers, and graduate education management.

Step 2: The researchers distributed the evaluation form to 14 experts and deans, selected appropriate time and location to contact the experts or deans, guided them to score the evaluation form, and ensured that the evaluation form was 100% collected.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The Semi-structured interview about the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi was analyzed by content analysis.

Step 2: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 3: The current situation of moral leadership of universities postgraduate lecturers in Guangxi in four following aspects: 1) Inspiration of moral cultivation, 2) Academic and professional demonstration, 3) Permeability of humanistic care, and 4) Practice service leadership was analyzed by average value and standard deviation.

Step 4: The structured interview about strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by content analysis.

Step 5: The evaluation of the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by average value and standard deviation.

Chapter 4

Results of Analysis

The research in the strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers In Guangxi. 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, and 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 data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| n | Refers to Sample Group |
| \bar{X} | Refers to Average Value |
| S.D. | Refers to Standard Deviation |

Presentation of Data Analysis

Part 1: The analysis result about the interview contents about the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi.

Part 2: The analysis result about personal information of respondents, classified by gender, age and professional title, etc, presented the data in the form of frequency and percentage.

Part 3: The analysis result about the current situation of moral leadership of universities postgraduate lecturers in Guangxi. Presented the data in the form of average value and standard deviation.

Part 4: The analysis result about the interview contents about the strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by content analysis.

Part 5: The analysis result about the evaluation of the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 5 parts as follows:

Part 1: The analysis result about the interview contents about the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi

Table 4.1 Personal Information of Interviewee

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 1	Guangxi University	Lecturers	Professional title: Professor Expertise: Professional teacher Work experience: 30 years	April 13, 2023 at 9:15 am, GMT+8
Interviewee 2	Guangxi University	Lecturers	Professional title: Professor Expertise: publicity and education Expertise: 25 years	April 13, 2023 at 9:56 am, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 3	Guangxi University	Lecturers	Professional title: assistant professor Expertise: academic leader Expertise: 30 years	April 13, 2023 at 10:40am, GMT+8
Interviewee 4	Guangxi University	Persons in charge	Post: section chief Expertise: graduate education management Expertise: 20 years	April 13, 2023 at 11:30am, GMT+8
Interviewee 5	Guangxi University for Nationalities	Lecturers	Professional title: assistant professor Expertise: Professional teacher Work experience: 25 years	April 13, 2023 at 15:15 pm, GMT+8
Interviewee 6	Guangxi University for Nationalities	Lecturers	Professional title: professor Expertise: Professional teacher Work experience: 20 years	April 13, 2023 at 15:50 pm, GMT+8
Interviewee 7	Guangxi University for Nationalities	Lecturers	Professional title: professor Expertise: Professional teacher Work experience: 25 years	April 13, 2023 at 16:20 pm, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 8	Guangxi University for Nationalities	Persons in charge	Post: Associate Dean Expertise: graduate education management Expertise: 18 years	April 13, 2023 at 16:55 pm, GMT+8
Interviewee 9	Guangxi Medical University	Lecturers	Professional title: assistant professor Expertise: Professional teacher Work experience: 15 years	April 14, 2023 at 9:00 am, GMT+8
Interviewee 10	Guangxi Medical University	Lecturers	Professional title: Professor Expertise: publicity and education Expertise: 20 years	April 14, 2023 at 9:45 am GMT+8
Interviewee 11	Guangxi Medical University	Lecturers	Professional title: assistant professor Expertise: academic leader Expertise: 12 years	April 14, 2023 at 10:40am, GMT+8
Interviewee 12	Guangxi Medical University	Persons in charge	Post: section chief Expertise: Human Resource Management Expertise: 8 years	April 14, 2023 at 11:20am, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 13	Guangxi Normal University	Lecturers	Professional title: professor Expertise: Professional teacher Work experience: 15 years	April 18, 2023 at 8:30 am, GMT+8
Interviewee 14	Guangxi Normal University	Lecturers	Professional title: professor Expertise: publicity and education Expertise: 20 years	April 18, 2023 at 9:45 am, GMT+8
Interviewee 15	Guangxi Normal University	Lecturers	Professional title: assistant professor Expertise: academic leader Expertise: 10 years	April 18, 2023 at 10:25am, GMT+8
Interviewee 16	Guangxi Normal University	Persons in charge	Post: department head Expertise: Human Resource Management Expertise: 15 years	April 18, 2023 at 11:30am, GMT+8
Interviewee 17	Guilin University of Technology	Lecturers	Professional title: assistant professor Expertise: Professional teacher Expertise: 15 years	April 20, 2023 at 15:05pm, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 18	Guilin University of Technology	Lecturers	Professional title: assistant professor Expertise: Professional teacher Expertise: 11 years	April 20, 2023 at 15:45pm, GMT+8
Interviewee 19	Guilin University of Technology	Lecturers	Professional title: professor Expertise: Professional teacher Expertise: 15 years	April 20, 2023 at 16:00pm, GMT+8
Interviewee 20	Guilin University of Technology	Persons in charge	Post: section chief Expertise: Human Resource Management Expertise: 9 years	April 20, 2023 at 16:45pm, GMT+8
Interviewee 21	Guangxi University of Science and Technology	Lecturers	Professional title: professor Expertise: Professional teacher Expertise: 16 years	April 22, 2023 at 15:30pm, GMT+8
Interviewee 22	Guangxi University of Science and Technology	Lecturers	Professional title: assistant professor Expertise: Professional teacher Expertise: 14 years	April 22, 2023 at 16:25pm, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 23	Guangxi University of Science and Technology	Lecturers	Professional title: professor Expertise: Professional teacher Expertise: 15 years	April 22, 2023 at 16:50pm, GMT+8
Interviewee 24	Guangxi University of Science and Technology	Persons in charge	Post: section chief Expertise: Student Education Management Expertise: 9 years	April 22, 2023 at 17:15pm, GMT+8
Interviewee 25	Guangxi Academy of Arts	Lecturers	Professional title: assistant professor Expertise: Professional teacher Expertise: 11 years	April 24, 2023 at 11:43am, GMT+8
Interviewee 26	Guangxi Academy of Arts	Lecturers	Professional title: assistant professor Expertise: Professional teacher Expertise: 13 years	April 24, 2023 at 12:11pm, GMT+8
Interviewee 27	Guangxi Academy of Arts	Lecturers	Professional title: professor Expertise: Professional teacher Expertise: 15 years	April 24, 2023 at 12:33pm, GMT+8

Table 4.1 (Continued)

Interviewee	School	Identity	Education background	Interview Date and Time
Interviewee 28	Guangxi Academy of Arts	Persons in charge	Post: Course leader Expertise: education management Expertise: 21 years	April 24, 2023 at 15:17pm, GMT+8

Analysis of Interview Results

Through conducting semi-structured interviews with the interviewees and organizing and analyzing the interview content, the results show that:

Question 1: Interviewees' Understanding of Moral Leadership

It can be seen from the interviewees' answers to their understanding of moral leadership that 96% of the interviewees have a good understanding of moral leadership, and all believe that moral leadership is a kind of influence, charisma and leadership, except that two interviewees said that they did not study this concept, did not understand it, and did not know it. Some interviewees also emphasized the core role of morality in moral leadership, and believed that "the core of the concept of moral leadership is moral based leadership"; "Moral leadership needs to take the leader's own moral cultivation as the standard, use good words and deeds in daily work to set an example for subordinates, virtually help subordinates establish correct moral cultivation and thinking mode, and improve their enthusiasm" ; "Moral leadership is the ability to integrate one's various behavioral motivations based on a certain moral principle, which can guide others to approach a certain consensus moral behavior" ; "Moral leadership mainly focuses on the leadership role pulled out by moral construction" . This provides a very valuable theoretical reference for the understanding of moral leadership in this study.

Question 2: Interviewees' Understanding of Moral Leadership of Postgraduate Lecturers

Through sorting out the interviewees' answers to their understanding of the moral leadership of graduate tutors, it was found that, except for one interviewee who said they could not understand this content, 98% of the interviewees gave a positive answer to this question, saying that the moral leadership of postgraduate lecturers was very important and necessary for their research. At the same time, most interviewees believe that postgraduate lecturers are the first responsible person for graduate education, and their moral cultivation is the most important. Secondly, academic ability, care and guidance for students are also important, and in addition, they serve as role models for contributing to society. For example, some Interviewees believe that "moral leadership of postgraduate lecturers is the ability and effect of postgraduate lecturers to influence, guide and supervise postgraduate students' morality through their own ideology, ethics, professional habits, etc."; "the moral leadership of postgraduate lecturers is very important, especially related to the training quality of postgraduate students, and it is also the symbol of an excellent and qualified postgraduate student's supervisor"; "the moral character of postgraduate lecturers is very critical to the cultivation of postgraduate students, because the cultivation of postgraduate students is not only academic ability. It should be more important to guide and guide in the ideological aspect, so the moral leadership of postgraduate lecturers must be excellent to cultivate excellent postgraduate students"; "the personal charm, moral literacy, academic attainments, and care, guidance, and guidance of graduate supervisors in all aspects of students create trust in them, and they are willing to use them as examples to encourage themselves"; "postgraduate lecturers should have high moral abilities, serving as good role models in academia, their own behavior, and their daily lives; "postgraduate lecturers first need to have a correct personality and noble morality, in order to lead students to achieve good development in various aspects of thinking, learning, work, and life"; "postgraduate lecturers are very important for graduate education. Their moral cultivation and academic guidance are crucial. They should understand how to teach students according to their aptitude and become a

guide for students. This provides a good reference value for the establishment of the structural dimension of moral leadership of postgraduate lecturers in this study.

Question 3: About the Interviewee's evaluation of the Definition of Moral Leadership of the Postgraduate Lecturers of this Research

In the interview at this stage, in order to further improve the definition of the concept of moral leadership of postgraduate lecturers in this study, the researchers interviewed the interviewees about the evaluation link of "defining the moral leadership of postgraduate lecturers in this study". The evaluation interview was conducted using the Likert five level scale, with the highest level of identification being complete identification (5 points), identification (4 points), general identification (3 points), disagreement (2 points), and very disagreement (1 point). The evaluation interview measurement results show that the average score of this question is 4.4, which is above the level of "identification". Among them, 50% of the interviewees expressed "complete agreement"; 40% of interviewees expressed 'agreement'; 10% of the interviewees expressed 'general agreement', while no interviewee held a 'disagree' or 'very disagree' viewpoint. This shows that the definition of moral leadership of postgraduate lecturers in this study has been "generally recognized" by more than 100% of the interviewees. This has laid a good foundation for the definition of moral leadership of postgraduate lecturers in this study.

Question 4: Opinions or Suggestions of Interviewees on the Definition of Moral Leadership of the Postgraduate Lecturers of this Research

This question relies on the answer that relies on the fourth option of question 3, 'Disagree', and the fifth option, 'Very Disagree'. Because no interviewee holds the view of "disagreeing" or "very disagreeing", except for Individual interviewees's opinion of "the role of moral leadership of lecturers: to stimulate students' recognition and love of their own profession", other interviewees did not provide further comments or suggestions, and all of them agreed with the definition of moral leadership of postgraduate lecturers in this study.

Question 5: Interviewees' Views on the Structural Dimensions of Moral Leadership of Universities Postgraduate Lecturers in Guangxi

After completing the interview on the definition of the concept of moral leadership of postgraduate lecturers in this research, this stage further interviewed the interviewees about "their views on the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi", to further improve the "preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi" in this study. According to the interview results, most of the interviewees believe that "the structural dimension of moral leadership of universities postgraduate lecturers in Guangxi" should include the moral level of the lecturers themselves, academic ability, as well as their care and guidance for students and social services. For example, some Interviewees proposed that "the moral leadership of universities postgraduate lecturers in Guangxi mainly plays an exemplary, supervisory and normative role in the research, learning and life of postgraduate students, such as students' thesis opening, pre defense and defense, and daily academic exchanges"; and believed that "the moral leadership elements of universities postgraduate lecturers in Guangxi must first have many elements in moral, academic, student guidance and social services according to the national requirements", "the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi include personal morality, communication ability, academic ability, curriculum teaching ability and graduate management ability", "the moral leadership of universities postgraduate lecturers in Guangxi should be from personal moral cultivation to professional proficiency, from focusing on the overall development of students to guiding students to serve the society", "the moral leadership of universities postgraduate lecturers is reflected in moral sentiment, personality charm, academic professionalism, humanistic care and dedication, which will have a profound impact on graduate students' world outlook, outlook on life and values". This has many similarities and overlaps with the four aspects of "moral cultivation charisma, academic and professional demonstration, humanistic care penetration and practical service leadership" included in the moral and moral leadership of universities postgraduate lecturers in Guangxi in this study, which

further provides reference for the structural dimension of moral leadership of universities postgraduate lecturers in this study.

Question 6: About the Interviewees' Evaluation of the Preset Structural Dimensions of Moral Leadership of Universities Postgraduate Lecturers in Guangxi

After the interview with the interviewees on "Views on the Structural Dimension of Moral Leadership of universities postgraduate lecturers in Guangxi", the interview in this stage further conducted an interview with the interviewees on "the evaluation of the preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi in this study". In the interview of this question, the researchers used the Likert five level scale to develop, with the highest level of identification being complete identification (5 points), identification (4 points), general identification (3 points), disagreement (2 points), and very disagreement (1 point). The evaluation interview measurement results show that the average score of this question is 4.38, which is above the level of "identification". Among them, 48% of interviewees expressed "complete agreement"; 42% of interviewees expressed "agreement"; 10% of the interviewees expressed 'general agreement', while no interviewee held a 'disagree' or 'very disagree' viewpoint. This shows that the preset structural dimension of moral leadership of universities postgraduate lecturers in Guangxi in this study has been "generally recognized" by more than 100% of the interviewees. This has laid a good foundation for the establishment of the structural dimension of moral leadership of universities postgraduate lecturers in Guangxi.

Question 7: Comments or Suggestions of Interviewees on the Preset Structural Dimensions of Moral Leadership of Universities Postgraduate Lecturers in Guangxi

This question relies on the answer that relies on the fourth option of question 6, 'Disagree', and the fifth option, 'Very Disagree'. As no interviewee held a "disagree" or "very disagree" view, except for the suggestion from interviewee 28 that "it would be better to be closer and more relevant to morality. If we want to make a scale based on dimensions in the future, we need to think carefully or ask a

psychological measurement expert to make some evaluation", other interviewees did not provide further opinions or suggestions, They all agree with the research's presupposition on the structural dimension of moral leadership of universities postgraduate lecturers in Guangxi.

Overview of Interview Results

To answer research objective 1: to study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi. On the basis of literature review, document analysis and interviews, this research conducted semi-structured interviews on 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. 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 postgraduate lecturers and the setting of structural dimensions of moral leadership of postgraduate lecturers in this study are highly scientific and reasonable.

Therefore, According to Table 4.2, this study finally concludes that 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.

Table 4.2 The Structural Dimensions of Moral Leadership of Universities Postgraduate Lecturers In Guangxi

	Structural Dimensions	Interpret
The moral leadership of universities postgraduate lecturers in Guangxi	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 moral leadership of universities postgraduate lecturers in Guangxi	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

Part 2: The analysis result about personal information of respondents, classified by gender, age and professional title, etc, presented the data in the form of frequency and percentage

Table 4.3 Number of People and Percentage of Respondents

(n=376)

	Personal Information	Frequency	Percentage
Gender	Male	179	47.61
	Female	197	52.39
	Total	376	100
Age	Under 30 years old	8	2.13
	30-35 years old	17	4.52
	35-40 years old	62	16.49
	40-45 years old	118	31.38
	45 to 50 years old	102	27.13
	Over 50 years old	69	18.35
	Total	376	100
Professional titles	professor	171	45.48
	associate professor	177	47.07
	lecturer	25	6.65
	Teaching assistant	3	0.8
	Total	376	100
Whether to hold administrative positions	yes	134	35.64
	no	242	64.36
	Total	376	100

According to Table 4.3, showed that: for gender, there are 179 male lecturers, accounting for 47.61%. There are 197 female lecturers, accounting for 52.39%. The number of female lecturers among the surveyed subjects is relatively high. For age, the main age groups are 40-45 years old and 45-50 years old, accounting for 58.51% of the population. For professional titles, associate professors and professors account for the vast majority, accounting for 92.55% of the total number. As for whether to hold administrative positions, 134 people hold administrative positions,

accounting for 35.64%. 242 people did not hold administrative positions, accounting for 64.36%.

Part 3: The analysis result about the current situation of moral leadership of universities postgraduate lecturers in Guangxi. Presented the data in the form of average value and standard deviation

Table 4.4 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 table 4.4, 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 4.5 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
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 4.5, 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 ($\bar{X} = 4.184$).

Table 4.6 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Universities Postgraduate Lecturers in Academic and Professional Demonstration

(n=376)

	Academic and Professional Demonstration	\bar{X}	S.D.	Level	Rank
1	You are rigorous in your academic pursuits, seeking truth and pragmatism, endlessly studying knowledge, and tirelessly pursuing academic pursuits	4.040	0.910	high	3
2	You adhere to academic ethics, can take the lead in scientific research integrity, and do not engage in behaviors that violate academic norms or harm the academic research rights and interests of graduate students	4.120	0.935	high	1
3	You have profound academic achievements, excellent professional qualities, and rich research results, which have a certain influence in the industry	3.814	0.875	high	5

Table 4.6 (Continued)

	Academic and Professional Demonstration	\bar{X}	S.D.	Level	Rank
4	You dare to innovate, are good at criticism, have advanced educational concepts, and attach importance to leading and breaking through cutting-edge knowledge in the discipline	3.843	0.891	high	4
5	You focus on strengthening students' academic standard training, which can provide them with better academic guidance and create a good academic environment	4.048	0.925	high	2
Total		3.973	0.741	high	

According to table 4.6, found that the current situation of moral leadership of universities postgraduate lecturers in Academic and professional demonstration was at high level (\bar{X} =3.973). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “You adhere to academic ethics, can take the lead in scientific research integrity, and do not engage in behaviors that violate academic norms or harm the academic research rights and interests of graduate students” (\bar{X} =4.120), followed by “You focus on strengthening students' academic standard training, which can provide them with better academic guidance and create a good academic environment” (\bar{X} =4.048), and “You have profound academic achievements, excellent professional qualities, and rich research results, which have a certain influence in the industry” was the lowest level (\bar{X} =3.814).

Table 4.7 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Universities Postgraduate Lecturers in Permeability of Humanistic Care

(n=376)

	Permeability of Humanistic Care	\bar{X}	S.D.	Level	Rank
1	You focus on putting students first, have a benevolent heart, and fulfill your responsibilities to graduate students, ensuring that you have sufficient time and energy to provide immediate guidance	3.981	0.965	high	1
2	You pay attention to teaching students according to their aptitude, respect the personality, opinions, and ideas of graduate students, and be able to achieve personalized cultivation and make the best use of everyone's talents	3.838	0.984	high	5
3	You are meticulous and have a certain understanding of graduate students' studies, employment, life, physical and mental health, and can provide timely guidance	3.896	0.965	high	4
4	You can coexist democratically and equally with students, share your research experiences, ideas, and actively help graduate students answer questions and clarify their doubts	3.971	0.967	high	2
5	You have formed an academic community with graduate students, established good teacher-student interaction, and maintained a harmonious teacher-student relationship	3.949	0.963	high	3
Total		3.927	0.781	high	

According to table 4.7, found that the current situation of moral leadership of universities postgraduate lecturers in Permeability of humanistic care was at high level (\bar{X} =3.927). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “You focus on putting students first, have a benevolent heart, and fulfill your responsibilities to graduate students, ensuring that you have sufficient time and energy to provide immediate guidance” (\bar{X} =3.981), followed by “You can coexist democratically and equally with students, share your research experiences, ideas, and actively help graduate students answer questions and clarify their doubts” (\bar{X} =3.971), and “You pay attention to teaching students according to their aptitude, respect the personality, opinions, and ideas of graduate students, and be able to achieve personalized cultivation and make the best use of everyone's talents” was the lowest level (\bar{X} =3.838).

Table 4.8 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Universities Postgraduate Lecturers in Practice Service Leadership

(n=376)

	Practice Service Leadership	\bar{X}	S.D.	Level	Rank
1	You have a strong spirit of practical service, emphasizing the integration of knowledge and action, and promoting the integration of industry, education, research, and learning	3.926	0.921	high	5
2	You are very concerned about social needs, pay attention to inheriting knowledge and culture, and actively cultivate a sense of social responsibility among graduate students	4.029	0.948	high	2

Table 4.8 (Continued)

	Practice Service Leadership	\bar{X}	S.D.	Level	Rank
3	You can lead graduate students by example to contribute to society and guide them to actively participate in social service activities	3.931	0.933	high	4
4	You will encourage graduate students to actively participate in scientific research, social practice, and academic exchanges, and provide corresponding funding support, experience, ideas, and actively assist graduate students in answering questions and resolving doubts	4.013	0.899	high	3
5	You are willing to guide graduate students to publish various research results, support and guide graduate students to transform and apply research results	4.064	0.859	high	1
Total		3.993	0.722	high	

According to table 4.8, found that the current situation of moral leadership of universities postgraduate lecturers in Practice service leadership at high level (\bar{X} = 3.993). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “You are willing to guide graduate students to publish various research results, support and guide graduate students to transform and apply research results” (\bar{X} = 4.064), followed by “You are very concerned about social needs, pay attention to inheriting knowledge and culture, and actively cultivate a sense of social responsibility among graduate students” (\bar{X} = 4.029), and “You have a strong spirit of practical service, emphasizing

the integration of knowledge and action, and promoting the integration of industry, education, research, and learning” was the lowest level ($\bar{X} = 3.926$).

The Overall Level of Moral Leadership of Universities Postgraduate in Guangxi

In summary, According to 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, a questionnaire survey of postgraduate lecturers found that the average value of the total scale of moral leadership of postgraduate lecturers was at high level ($\bar{X} = 4.031$). The average value of Inspiration of moral cultivation in the dimension of moral leadership of postgraduate lecturers was at high level ($\bar{X} = 4.230$). The average value of academic and professional demonstration was at high level ($\bar{X} = 3.973$), permeability of humanistic care was at high level ($\bar{X} = 3.927$), and practice service leadership was at high level ($\bar{X} = 3.993$). The average order of the four first-order dimensions is: Inspiration of moral cultivation ($\bar{X} = 4.230$) > Practice service leadership ($\bar{X} = 3.993$) > Academic and professional demonstration ($\bar{X} = 3.973$) > Permeability of humanistic care ($\bar{X} = 3.927$). The level of Inspiration of moral cultivation of postgraduate lecturers is the highest, while the average level of Practice service leadership, Academic and professional demonstration, and Permeability of humanistic care is the lowest. Therefore, this to some extent indicates that the Practice service leadership, Academic and professional demonstration, and Permeability of humanistic care of postgraduate lecturers need to be further improved.

Based on the analysis of the average and standard deviation data of the questionnaire of lecturer evaluation, the unanimous conclusion is that the current situation of moral leadership of universities postgraduate lecturers in Guangxi can be summarized in three aspects:

Firstly, 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 4: The analysis result about the interview contents about the strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by content analysis

At this stage, the researcher learned from semi-structured interviews with Objective 1 interviewees that in China, university postgraduate lecturers are the main body of high-level talent cultivation and the first responsible person, playing a crucial role. It is very important and necessary to enhance the moral leadership of postgraduate lecturers in universities. However, at present, the special group of postgraduate lecturers is in the midst of multiple moral relationships and ethical values, and the issue of ethical misconduct among lecturers has increasingly become a major issue of social concern. Especially in some universities, there is insufficient attention, support, and evaluation mechanism for the postgraduate lecturer team, which has led to loopholes in the construction of the postgraduate lecturer team. Some postgraduate lecturers even have insufficient investment in guidance energy, unscientific guidance methods, lax quality control, and even problems with teacher ethics and conduct, resulting in a very bad impact. Therefore, it is urgent to enhance the moral leadership of universities postgraduate lecturers.

At the same time, from the survey results of Objective 2, it can also be seen that although the overall moral leadership of universities postgraduate lecturers in Guangxi is at a high level, there is uneven development in various dimensions. The implementation level of the Permeability of humanistic care of postgraduate lecturers is the lowest, and there are the most problems. Moreover, the care and guidance scores displayed in each dimension for students are also the lowest. Explanation: universities postgraduate lecturers in Guangxi need to pay special attention to the moral call, academic demonstration, student care, and practical service guidance of postgraduate lecturers in terms of enhancing their leadership in the four dimensions of the Inspiration of moral cultivation, the Academic and

professional demonstration, the Permeability of humanistic care, and the Practice service leadership.

Therefore, by using the content analysis method to summarize the problems reflected in the semi-structured interview of Objective 1 and analyze the low score results obtained from the questionnaire survey of Objective 2, and following the principle of problem orientation, we can extract and classify the improvement directions around the four dimensions of the Inspiration of moral cultivation, the Academic and professional demonstration, the Permeability of humanistic care, and the Practice service leadership. A strategy consisting of 12 aspects and 35 measures has been proposed. As shown in Figure 4.9:

Table 4.9 Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
Enhancing the Inspiration of moral cultivation of postgraduate lecturers	1.Highlight top-level design and strengthen institutional construction	1) Improve the leadership system and work mechanism 2) Improve the assessment and evaluation mechanism for postgraduate lecturers 3) Improve the reward and punishment mechanism for postgraduate lecturers
	2.Highlight system planning and strengthen training efforts	1) Focus on building a full chain training system for postgraduate lecturers 2) Carefully design training plans and select high-quality courses

Table 4.9 (Continued)

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
	3.Highlight demonstration and guidance, pay attention to publicity and education	3) Enrich training forms and highlight teacher ethics and conduct education 1) Actively select advanced models and regularly carry out excellent lecturers selection activities 2) Timely carry out activities that combine demonstration and guidance education with warning and punishment education 3) Pay attention to summarizing and improving, and create a brand activity of teacher ethics culture with graduate education as the main focus
Enhancing the Academic and professional demonstration of postgraduate lecturers	1.Strengthen the theme education of scientific research integrity and academic standardization construction	1) Provide specialized courses 2) Carry out warning education 3) A typical excellent mentor for conducting academic and moral education for postgraduate students

Table 4.9 (Continued)

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
	2. Build an academic platform to support the creation of more academic exchange opportunities	<p>4) Carry out various forms of academic standardization training activities for postgraduate lecturers</p> <p>1) We need to build a platform for enhancing the abilities of lecturers through multiple channels, and promote cross school, multinational, and interdisciplinary research cooperation</p> <p>2) Strengthen the implementation of favorable policies by lecturers, and provide funding, systems, platforms, and intellectual support</p>
	3. Establish a fair, fair, reasonable, and transparent academic evaluation mechanism	<p>1) Establish an evaluation mechanism that highlights the performance of academic and moral education responsibilities by postgraduate lecturers</p> <p>2) Improve the mechanism of "supervision, management, rewards, and punishments"</p>

Table 4.9 (Continued)

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
Enhancing the Permeability of humanistic care of postgraduate lecturers	1. Build a quality oriented performance evaluation system for postgraduate lecturers	1) Pay attention to setting indicators based on cultivation quality orientation 2) Emphasize the joint participation of stakeholders in determining indicator weights 3) Pay attention to setting indicator scoring criteria based on the diagnostic assistance evaluation concept
	2. Reconstruct a caring teacher-student relationship	1) Enhance the responsiveness of universities 2) Improve the care literacy of lecturers 3) A typical excellent mentor for conducting academic and moral education for postgraduate students 4) Establish a regular teacher-student communication system, especially for leaders who are busy with official duties, to lead by example

Table 4.9 (Continued)

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
	3. Create a team culture and build a learning guidance community	1) Postgraduate lecturers should effectively use substitute leadership to enhance students' humanistic care Strengthen the construction of the postgraduate team and select outstanding team models
Enhancing the Practice service leadership of postgraduate lecturers	1. Strengthen the practical service awareness of participating parties 2. Improve the mechanism for practical education and training, and strengthen the guarantee of practical education for postgraduate students	1) Create an atmosphere of practical education for postgraduate students 2) Enhance the practical service awareness of lecturers Enhance the practical service awareness of postgraduate students 1) Incorporate it into the talent cultivation goal system as a key focus of graduate education 2) Improve institutional construction and provide organizational support 3) Strengthen the mechanism of practical education and cultivation, and highlight the effectiveness of education

Table 4.9 (Continued)

Strategies for improving the moral leadership of universities postgraduate lecturers	Guiding Strategies	HOW to (Specific Strategies)
	3. Deepen the integration of industry, education, science and education, and strengthen the platform for graduate practical education	1) Strengthen the professional abilities of mentors and enhance the innovative and practical abilities of postgraduate students 2) Deepen the integration of industry, education, science and education, and encourage joint training 3) Build a graduate practice base and strengthen the guidance of graduate practice teams

According to table 4.9, the researcher provided 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 5: The analysis result about the evaluation of the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi was analyzed by average value and standard deviation

Table 4.10 The Average Value and Standard Deviation of the Evaluation of the Feasibility of Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in four Aspects

(n=14)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers	\bar{X}	S.D.	Level	
Enhancing the Inspiration of moral cultivation of postgraduate lecturers					
1	Highlight top-level design and strengthen institutional construction	1) Improve the leadership system and work mechanism 2) Improve the assessment and evaluation mechanism for postgraduate lecturers 3) Improve the reward and punishment mechanism for postgraduate lecturers	4.857	0.363	highest
2	Highlight system planning and strengthen training efforts	1) Focus on building a full chain training system for postgraduate lecturers 2) Carefully design training plans and select high-quality courses 3) Enrich training forms and highlight teacher ethics and conduct education	4.643	0.633	highest

Table 4.10 (Continued)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers		\bar{X}	S.D.	Level
3	Highlight demonstration and guidance, pay attention to publicity and education	1) Actively select advanced models and regularly carry out excellent lecturers selection activities 2) Timely carry out activities that combine demonstration and guidance education with warning and punishment education 3) Pay attention to summarizing and improving, and create a brand activity of teacher ethics culture with graduate education as the main focus	4.429	0.646	high
Total			4.643	0.497	highest
Enhancing the Academic and professional demonstration of postgraduate lecturers					
1	Strengthen the theme education of scientific research integrity and academic standardization construction	1) Provide specialized courses 2) Carry out warning education 3) A typical excellent mentor for conducting academic and moral education for postgraduate students	4.714	0.469	highest

Table 4.10 (Continued)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers	\bar{X}	S.D.	Level
2	Build an academic platform to support the creation of more academic exchange opportunities	4.643	0.633	highest
	4) Carry out various forms of academic standardization training activities for postgraduate lecturers			
	1) We need to build a platform for enhancing the abilities of lecturers through multiple channels, and promote cross school, multinational, and interdisciplinary research cooperation	4.643	0.633	highest
	2) Strengthen the implementation of favorable policies by lecturers, and provide funding, systems, platforms, and intellectual support			
3	Establish a fair, fair, reasonable, and transparent academic evaluation mechanism	4.786	0.426	highest
	1) Establish an evaluation mechanism that highlights the performance of academic and moral education responsibilities by postgraduate lecturers			
	2) Improve the mechanism of "supervision, management, rewards, and punishments"			
Total		4.714	0.410	highest

Table 4.10 (Continued)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers	\bar{X}	S.D.	Level
Enhancing the Permeability of humanistic care of postgraduate lecturers				
1	Build a quality oriented performance evaluation system for postgraduate lecturers	4.643	0.633	highest
				1) Pay attention to setting indicators based on cultivation quality orientation
				2) Emphasize the joint participation of stakeholders in determining indicator weights
				3) Pay attention to setting indicator scoring criteria based on the diagnostic assistance evaluation concept
2	Reconstruct a caring teacher-student relationship	4.500	0.650	highest
				1) Enhance the responsiveness of universities
				2) Improve the care literacy of lecturers
				3) A typical excellent mentor for conducting academic and moral education for postgraduate students
				4) Establish a regular teacher-student communication system, especially for leaders who are busy with official duties, to lead by example

Table 4.10 (Continued)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers		\bar{X}	S.D.	Level
3	Create a team culture and build a learning guidance community	1) Postgraduate lecturers should effectively use substitute leadership to enhance students' humanistic care 4) Strengthen the construction of the postgraduate team and select outstanding team models	4.786	0.426	highest
Total			4.643	0.462	highest
Enhancing the Practice service leadership of postgraduate lecturers					
1	Strengthen the practical service awareness of participating parties	1) Create an atmosphere of practical education for postgraduate students 2) Enhance the practical service awareness of lecturers 3) Enhance the practical service awareness of postgraduate students	4.714	0.469	highest
2	Improve the mechanism for practical education and training, and strengthen the guarantee of practical education for postgraduate students	1) Incorporate it into the talent cultivation goal system as a key focus of graduate education 2) Improve institutional construction and provide organizational support 3) Strengthen the mechanism of practical education and	4.643	0.633	highest

Table 4.10 (Continued)

No	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers	\bar{X}	S.D.	Level
3	Deepen the integration of industry, education, science and education, and strengthen the platform for graduate practical education	4.786	0.426	highest
	cultivation, and highlight the effectiveness of education			
	1) Strengthen the professional abilities of mentors and enhance the innovative and practical abilities of postgraduate students			
	2) Deepen the integration of industry, education, science and education, and encourage joint training			
	3) Build a graduate practice base and strengthen the guidance of graduate practice teams			
	Total	4.714	0.450	highest
	Evaluation level of total scale strategies	4.679	0.411	highest

According to table 4.10, 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 feasibility.

Among them,

The evaluation of the feasibility of strategies for enhancing the Inspiration of moral cultivation was at highest level (\bar{X} =4.643).

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

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

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

Chapter 5

Conclusion Discussion and Recommendations

The research in the strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers In Guangxi. The objectives of this research were 1) to study the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi, were including 4 following dimensions: 1) Inspiration of moral cultivation, 2) Academic and professional demonstration, 3) Permeability of humanistic care and 4) Practice service leadership, 2) to study the current situation of moral leadership of universities postgraduate lecturers in Guangxi, 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, 3) to propose strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi, Including 12 aspects, contain 35 measures. And 4) to evaluate the feasibility of strategies for improving the moral leadership of universities postgraduate lecturers in Guangxi. The sample group in this research includes 376 postgraduate lecturers from seven representative universities in Guangxi with master's degrees in 2022. The Interview group was 28 lecturers and persons in charge. The research instruments were content analysis, structured interview and questionnaire. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

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:

Firstly, 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 feasibility.

The evaluation of the feasibility of strategies forenhancing the Inspiration of moral cultivation was at highest level (\bar{X} =4.643).

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).

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.

Firstly, 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 Saggiovanni's Ethical leadership thought, which also shows that Saggiovanni'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 28

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 lecturers 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. 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 main roles of lecturers. 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 the evaluation of lecturers 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 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 lecturer 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 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 ($\bar{X}=4.679$). Among them, the evaluation of the feasibility of strategies for enhancing the Inspiration of moral cultivation was at highest level ($\bar{X}=4.643$); the evaluation of the feasibility of strategies for enhancing the Academic and professional demonstration was at highest level ($\bar{X}=4.714$); the evaluation of the feasibility of strategies for enhancing the Permeability of humanistic care was at highest level ($\bar{X}=4.643$); the evaluation of the feasibility of strategies for enhancing the Practice service leadership was at highest level ($\bar{X}=4.714$).

The strategies proposed by the researcher in this paper regarding the moral leadership of universities postgraduate lecturers in Guangxi have been highly recognized by evaluation experts and are believed to be feasible due to the following reasons:

On the one hand, there is indeed a high level of overall leadership among universities postgraduate lecturers in Guangxi, but there is an imbalance in leadership among various dimensions. The implementation level of Inspiration of moral

cultivation is the highest, but the implementation level of the Permeability of humanistic care is the lowest. The strategies proposed in the paper is to adhere to the problem oriented principle, which is relatively targeted and adaptable. The proposal of the strategy is in line with the guidance of China's "Opinions on the Comprehensive Implementation of the Responsibility of Cultivating Virtue and Talents for Postgraduate Lecturers" (2018). and the "Guidelines for Guiding Conduct of Postgraduate Lecturers" (2020), which require universities and postgraduate lecturers to conscientiously fulfill their talent cultivation responsibilities, It also conforms to the requirements of the "Implementation Plan for Improving the Quality of Postgraduate Education Reform and Development in Guangxi Zhuang Autonomous Region (2021-2025)" proposed by the relevant education management departments of the Guangxi government.

On the other hand, the strategies proposed in the paper are also summarized and refined based on the research results of existing researchers, such as scholars Zhao Wenjuan. (2017). and Wang Qinrong. (2021). These scholars also believe that training and learning can enhance the moral cultivation of postgraduate lecturers on how to improve their leadership in universities, Academic platforms can be used to build academic and professional abilities that support postgraduate lecturers, build a learning community to build harmonious teacher-student relationships, strengthen lecturers' understanding and care for students, and enhance practical leadership through joint training. Moreover, some strategies have been effectively applied in some universities, such as Guangxi University, Guangxi Normal University, and Guilin University of Technology, achieving good imitation effects. This is also a good practice that other universities or colleges can learn from, reference, and promote each other. Therefore, these strategies have operability and scientificity, and the feasibility of their application is relatively high.

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 lecturers, establish a quality oriented performance evaluation system for postgraduate lecturers, scientifically formulate training plans for postgraduate lecturers, establish a regular teacher-student communication system, build a guidance community, create a team culture, strengthen the implementation of lecturer preferential policies, and provide funding, systems, platforms, and intellectual support.

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 lecturers, 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 Secondary College Where the Lecturers is Located should focus on restructuring the teacher-student relationship and assist the superior department in strengthening the management of postgraduate lecturers, at the same time, strengthen the guidance and training of lecturers 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.

Future Researches

From the Perspective of the Structural Dimension of the Leadership of Postgraduate Lecturers, the structural dimension of the moral leadership of universities postgraduate lecturers in Guangxi constructed by this research institute is not mature enough. It is only a trial practice, and it needs to be investigated and revised many times according to the actual moral situation to have a stronger scientific and theoretical significance. This research is only a "brick to attract jade", hoping to draw more people's attention to the practice of moral leadership of universities postgraduate lecturers, and gradually build a more complete structural dimension of moral leadership of university postgraduate lecturers in China, and guide the practice.

From the Perspective of Research Samples, this study attempts to deeply explore the practice of moral leadership of university postgraduate lecturers in the Chinese context. In view of the limited ability range of researchers, only universities in Guangxi are selected as the case for investigation, so the investigation results are of great significance only to Guangxi. If conditions permit, the investigation can be carried out in a larger scope, While exploring the practice of moral leadership of university postgraduate lecturers, it can also fully test the reliability and validity of the questionnaire, which is conducive to forming a scientific measurement tool of moral leadership of university postgraduate lecturers.

In Terms of Research Methods, this study selected a mixed method of quantitative and qualitative research to measure and analyze the level and current situation of moral leadership of universities postgraduate lecturers in Guangxi. However, many things in the moral sense need more in-depth research and different evaluation subjects will also affect the different evaluation standards. Therefore, future research can select multiple representative influencing factors and diversified subject evaluations, and should be able to obtain some new realistic manifestations of moral leadership.

In Terms of Research Content, this study only investigated the implementation level and current situation of universities postgraduate lecturers in Guangxi from the perspective of lecturers, and found that different roles have different perceptions of Ethical leadership of postgraduate lecturers. The evaluation subject of lecturers is relatively single and should be included in diversified evaluations, such as the head of the graduate department responsible for lecturer management and the target students. Secondly, this study has not yet explored the effectiveness of Ethical leadership of university postgraduate lecturers, such as the relationship between Ethical leadership of lecturers and student growth and talent performance, as well as the relationship between the quality of graduate education talent training in schools. Studying the effectiveness of university Ethical leadership in practice from these aspects will help explain the role and significance of Ethical leadership of university postgraduate lecturers to students.

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Appendixes

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification



Ref. No. 0643.14/ ๒๓๓๓

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Professor Chen Hongtao, Guangxi University

Attachment 1 interview form

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ *kb*

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Associate Professor Lin Mengchu, Guangxi University of Arts

Attachment 1 interview form

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ ๒๐๒๓

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Associate Professor Guo Zhonghua, Guangxi Normal University

Attachment 1 interview form

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ *๒๐๒๓*

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Professor Tang Zhanfeng, Guangxi University for Nationalities

Attachment 1 questionnaire

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Ref. No. 0643.14/ *bang*

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Associate Professor Li Haixia, Guilin University of Technology

Attachment 1 questionnaire

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ *ลจ อ.ค*

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

2 June 2023

Subject Request letter for instrument validation

Dear Associate Professor Wang Fang, Baise College

Attachment 1 questionnaire

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix B
Official Letter



Ref. No. 0643.14/ ๒๓๓๓

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๒ July 2023

Subject Request for data collection

Dear President of Guangxi University

Attachment 1. 85 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ *kan*



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi Normal University

Attachment 1. 85 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi Medical University

Attachment 1. 50 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi University for Nationalities

Attachment 1. 50 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guilin University of Technology

Attachment 1. 40 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi University of Arts

Attachment 1. **46** Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

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|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi University of Science and Technology

Attachment 1. 20 Copies of the questionnaire
2. Structured interview

Regarding Mrs. Liu Guiyu with student code 6373104124, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers in Guangxi". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Appendix C
Research Instrument

Semi-Structured Interview

The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi

This questionnaire is divided into two parts:

Part 1 : Personal Information

Part 2 : The structural dimensions of moral leadership of universities
postgraduate lecturers in Guangxi

Part 1: Personal Information

Interview Date & Interview Time:

Interviewer:

Interviewee:

From school:

Identity:

Education background:

Part 2 : The structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi

Instruction: Please provide your opinion on the following statement

1. Please talk about your understanding of moral leadership
2. Please talk about your understanding of the moral leadership of
universities postgraduate lecturers
3. Please talk about your understanding of the moral leadership of
universities postgraduate lecturers
 - Very Agreed Agreed Generally Agreed Disagree Very Disagree
4. Do you have any other opinions or suggestions on the definition of moral
leadership of universities postgraduate lecturers in this study? (relying on the 4th
and 5th options of question 3)
5. Please talk about your views on the structural dimensions of moral
leadership of universities postgraduate lecturers in Guangxi

6. Please evaluate the preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi in this study

Very Agreed Agreed Generally Agreed Disagree Very Disagree

7. Do you have any other comments or suggestions on the preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi in this study?(relying on the 4th and 5th options of question 6)

Questionnaire

Title: Questionnaire Survey on the Current Situation of Moral Leadership of Universities Postgraduate Lecturers in Guangxi

Explanation

1. This questionnaire is about the current situation of moral leadership of universities postgraduate lecturers in Guangxi. The objectives was to study the main manifestations of moral leadership of universities postgraduate lecturers in Guangxi.

2. The questionnaire about the current situation of moral leadership of universities postgraduate lecturers in Guangxi consists of three parts. Part one is personal information of lecturers and part two is survey about the main manifestations of moral leadership of universities postgraduate lecturers, total 20 questions, part 3 is open-ended suggestions.

3. Please tick \checkmark in the columns that represent your opinion about the current situation of moral leadership of universities postgraduate lecturers in Guangxi.

Thankyou

Mrs. Liu Guiyu

A doctoral student in Educational administration program
Bansomdejchaopraya Rajabhat University

Part 1: Personal Information of respondents

Your gender is: Male female

Your age is:

Under 30 years old

30-35 years old

35-40 years old

40-45 years old

45 to 50 years old

Over 50 years old

Your professional title is:

professor

associate professor

lecturer

Teaching assistant

Do you hold an administrative position:

yes

no

Part 2: The current situation of Moral Leadership of Universities

postgraduate lecturers in Guangxi

5 express the level of moral leadership of universities postgraduate lecturers were at highest level

4 express the level of moral leadership of universities postgraduate lecturers were at high level

3 express the level of moral leadership of universities postgraduate lecturers were at medium level

2 express the level of moral leadership of universities postgraduate lecturers were at low level

1 express the level of moral leadership of universities postgraduate lecturers were at lowest level

No	Moral Leadership of Universities postgraduate lecturers in in Guangxi	Level of Moral Leadership				
		5	4	3	2	1
Inspiration of moral cultivation						
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					
2	You have noble professional ethics and style, pay attention to being a role model, adhere to correct ideological guidance and behavior demonstration					
3	You are friendly and approachable, humble and cautious, with a noble sense of mission and a high sense of responsibility					
4	You are dedicated, dedicated, and passionate about your work and students					
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					
Academic and professional demonstration						
1	You are rigorous in your academic pursuits, seeking truth and pragmatism, endlessly studying knowledge, and tirelessly pursuing academic pursuits					
2	You adhere to academic ethics, can take the lead in scientific research integrity, and do not engage in behaviors that violate academic norms or harm the academic research rights and interests of graduate students					
3	You have profound academic achievements, excellent professional qualities, and rich research results, which have a certain influence in the industry					
4	You dare to innovate, are good at criticism, have advanced educational concepts, and attach importance to leading and breaking through cutting-edge knowledge in the discipline					

No	Moral Leadership of Universities postgraduate lecturers in in Guangxi	Level of Moral Leadership				
		5	4	3	2	1
5	You focus on strengthening students' academic standard training, which can provide them with better academic guidance and create a good academic environment					
Permeability of humanistic care						
1	You focus on putting students first, have a benevolent heart, and fulfill your responsibilities to graduate students, ensuring that you have sufficient time and energy to provide immediate guidance					
2	You pay attention to teaching students according to their aptitude, respect the personality, opinions, and ideas of graduate students, and be able to achieve personalized cultivation and make the best use of everyone's talents					
3	You are meticulous and have a certain understanding of graduate students' studies, employment, life, physical and mental health, and can provide timely guidance					
4	You can coexist democratically and equally with students, share your research experiences, ideas, and actively help graduate students answer questions and clarify their doubts					
5	You have formed an academic community with graduate students, established good teacher-student interaction, and maintained a harmonious teacher-student relationship					
Practice service leadership						
1	You have a strong spirit of practical service, emphasizing the integration of knowledge and action, and promoting the integration of industry, education, research, and learning					

No	Moral Leadership of Universities postgraduate lecturers in in Guangxi	Level of Moral Leadership				
		5	4	3	2	1
2	You are very concerned about social needs, pay attention to inheriting knowledge and culture, and actively cultivate a sense of social responsibility among graduate students					
3	Can you lead graduate students by example to contribute to society and guide them to actively participate in social service activities					
4	You will encourage graduate students to actively participate in scientific research, social practice, and academic exchanges, and provide corresponding funding support, experience, ideas, and actively assist graduate students in answering questions and resolving doubts					
5	You are willing to guide graduate students to publish various research results, support and guide graduate students to transform and apply research results					

Evaluation Form
strategies for improving the moral leadership of universities
postgraduate lecturers
In Guangxi

No	strategies for improving the moral leadership of universities postgraduate lecturers	Level of Moral Leadership					
		5	4	3	2	1	
Enhancing the Inspiration of moral cultivation of postgraduate lecturers							
1	Highlight top-level design and strengthen institutional construction	1) Improve the leadership system and work mechanism 2) Improve the assessment and evaluation mechanism for postgraduate lecturers 3) Improve the reward and punishment mechanism for postgraduate lecturers					
2	Highlight system planning and strengthen training efforts	1) Focus on building a full chain training system for postgraduate lecturers 2) Carefully design training plans and select high-quality courses 3) Enrich training forms and highlight teacher ethics and conduct education					
3	Highlight demonstration and guidance, pay attention to publicity and education	1) Actively select advanced models and regularly carry out excellent lecturers selection activities 2) Timely carry out activities that combine demonstration and guidance education with warning and punishment education					

No	strategies for improving the moral leadership of universities postgraduate lecturers		Level of Moral Leadership				
			5	4	3	2	1
		3) Pay attention to summarizing and improving, and create a brand activity of teacher ethics culture with graduate education as the main focus					
Enhancing the Academic and professional demonstration of postgraduate lecturers							
1	Strengthen the theme education of scientific research integrity and academic standardization construction	1) Provide specialized courses 2) Carry out warning education 3) A typical excellent mentor for conducting academic and moral education for postgraduate students 4) Carry out various forms of academic standardization training activities for postgraduate lecturers					
2	Build an academic platform to support the creation of more academic exchange opportunities	1) We need to build a platform for enhancing the abilities of lecturers through multiple channels, and promote cross school, multinational, and interdisciplinary research cooperation 2) Strengthen the implementation of favorable policies by lecturers, and provide funding, systems, platforms, and intellectual support					

No	strategies for improving the moral leadership of universities postgraduate lecturers		Level of Moral Leadership				
			5	4	3	2	1
3	Establish a fair, fair, reasonable, and transparent academic evaluation mechanism	1) Establish an evaluation mechanism that highlights the performance of academic and moral education responsibilities by postgraduate lecturers 2) Improve the mechanism of "supervision, management, rewards, and punishments"					
Enhancing the Permeability of humanistic care of postgraduate lecturers							
1	Build a quality oriented performance evaluation system for postgraduate lecturers	1) Pay attention to setting indicators based on cultivation quality orientation 2) Emphasize the joint participation of stakeholders in determining indicator weights 3) Pay attention to setting indicator scoring criteria based on the diagnostic assistance evaluation concept					
2	Reconstruct a caring teacher-student relationship	1) Enhance the responsiveness of universities 2) Improve the care literacy of lecturers 3) A typical excellent mentor for conducting academic and moral education for postgraduate students 4) Establish a regular teacher-student communication system, especially for leaders who are busy with official					

No	strategies for improving the moral leadership of universities postgraduate lecturers		Level of Moral Leadership				
			5	4	3	2	1
		duties, to lead by example					
3	Create a team culture and build a learning guidance community	1) Postgraduate lecturers should effectively use substitute leadership to enhance students' humanistic care 4) Strengthen the construction of the postgraduate team and select outstanding team models					
Enhancing the Practice service leadership of postgraduate lecturers							
1	Strengthen the practical service awareness of participating parties	1) Create an atmosphere of practical education for postgraduate students 2) Enhance the practical service awareness of lecturers 3) Enhance the practical service awareness of postgraduate students					
2	Improve the mechanism for practical education and training, and strengthen the guarantee of practical education for postgraduate students	1) Incorporate it into the talent cultivation goal system as a key focus of graduate education 2) Improve institutional construction and provide organizational support 3) Strengthen the mechanism of practical education and cultivation, and highlight the effectiveness of education					
3	Deepen the integration of industry, education, science and	1) Strengthen the professional abilities of mentors and enhance the innovative and practical abilities of postgraduate students					

No	strategies for improving the moral leadership of universities postgraduate lecturers		Level of Moral Leadership				
			5	4	3	2	1
		2) Deepen the integration of industry, education, science and education, and encourage joint training 3) Build a graduate practice base and strengthen the guidance of graduate practice teams					

Appendix D
The Results of the Quality Analysis of
Research Instruments

Interview Table
IOC Value Detectionn

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
1	Please talk about your understanding of moral leadership	1	1	1	1.00	Valid
2	Please talk about your understanding of the moral leadership of universities postgraduate lecturers	1	1	1	1.00	Valid
3	Please talk about your understanding of the moral leadership of universities postgraduate lecturers <input type="radio"/> Very Agreed <input type="radio"/> Agreed <input type="radio"/> Generally Agreed <input type="radio"/> Disagree <input type="radio"/> Very Disagree	1	1	1	1.00	Valid
4	Do you have any other opinions or suggestions on the definition of moral leadership of universities postgraduate lecturers in this study? (relying on the 4th and 5th options of question 3)	1	1	1	1.00	Valid
5	Please talk about your views on the structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi	1	1	1	1.00	Valid
6	Please evaluate the preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi in this study <input type="radio"/> Very Agreed <input type="radio"/> Agreed <input type="radio"/> Generally Agreed <input type="radio"/> Disagree <input type="radio"/> Very Disagree	1	1	1	1.00	Valid
7	Do you have any other comments or suggestions on the preset structural dimensions of moral leadership of universities postgraduate lecturers in Guangxi in this study?(relying on the 4th and 5th options of question 6)	1	1	1	1.00	Valid

Survey questionnaire

IOC value testing

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
Part 1: Personal Information of respondents						
1	Your gender is: <input type="checkbox"/> Male <input type="checkbox"/> female	1	1	1	1.00	Valid
2	Your age is: <input type="checkbox"/> Under 30 years old <input type="checkbox"/> 30-35 years old <input type="checkbox"/> 35-40 years old <input type="checkbox"/> 40-45 years old <input type="checkbox"/> 45 to 50 years old <input type="checkbox"/> Over 50 years old	1	1	1	1.00	Valid
3	Your professional title is: <input type="checkbox"/> professor <input type="checkbox"/> associate professor <input type="checkbox"/> lecturer <input type="checkbox"/> Teaching assistant	1	1	1	1.00	Valid
4	Do you hold an administrative position: <input type="checkbox"/> yes <input type="checkbox"/> no	1	1	1	1.00	Valid
Part 2: Main Manifestations of Moral Leadership of Universities postgraduate lecturers in in Guangxi						
Inspiration of moral cultivation						
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	1	1	1	1.00	Valid

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
2	You have noble professional ethics and style, pay attention to being a role model, adhere to correct ideological guidance and behavior demonstration	1	1	1	1.00	Valid
3	You are friendly and approachable, humble and cautious, with a noble sense of mission and a high sense of responsibility	1	1	1	1.00	Valid
4	You are dedicated, dedicated, and passionate about your work and students	1	1	1	1.00	Valid
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	1	1	1	1.00	Valid
Academic and professional demonstration						
1	You are rigorous in your academic pursuits, seeking truth and pragmatism, endlessly studying knowledge, and tirelessly pursuing academic pursuits	1	1	1	1.00	Valid
2	You adhere to academic ethics, can take the lead in scientific research integrity, and do not engage in behaviors that violate academic norms or harm the academic research rights and interests of graduate students	1	1	1	1.00	Valid

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
3	You have profound academic achievements, excellent professional qualities, and rich research results, which have a certain influence in the industry	1	1	1	1.00	Valid
4	You dare to innovate, are good at criticism, have advanced educational concepts, and attach importance to leading and breaking through cutting-edge knowledge in the discipline	1	1	1	1.00	Valid
5	You focus on strengthening students' academic standard training, which can provide them with better academic guidance and create a good academic environment	1	1	1	1.00	Valid
Permeability of humanistic care						
1	You focus on putting students first, have a benevolent heart, and fulfill your responsibilities to graduate students, ensuring that you have sufficient time and energy to provide immediate guidance	1	1	1	1.00	Valid
2	You pay attention to teaching students according to their aptitude, respect the personality, opinions, and ideas of graduate students, and be able to achieve personalized cultivation and make the best use of everyone's talents	1	1	1	1.00	Valid
3	You are meticulous and have a certain understanding of graduate students' studies, employment, life, physical and mental health, and can	1	1	1	1.00	Valid

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
	provide timely guidance					
4	You can coexist democratically and equally with students, share your research experiences, ideas, and actively help graduate students answer questions and clarify their doubts	1	1	1	1.00	Valid
5	You have formed an academic community with graduate students, established good teacher-student interaction, and maintained a harmonious teacher-student relationship	1	1	1	1.00	Valid
Practice service leadership						
1	You have a strong spirit of practical service, emphasizing the integration of knowledge and action, and promoting the integration of industry, education, research, and learning	1	1	1	1.00	Valid
2	You are very concerned about social needs, pay attention to inheriting knowledge and culture, and actively cultivate a sense of social responsibility among graduate students	1	1	1	1.00	Valid
3	Can you lead graduate students by example to contribute to society and guide them to actively participate in social service activities	1	1	1	1.00	Valid
4	You will encourage graduate students to actively participate in scientific research, social practice, and academic exchanges, and provide	1	1	1	1.00	Valid

No	Semi structured Interview Outline of moral leadership of universities postgraduate lecturers in Guangxi	experts				
		Expert 1	Expert 2	Expert 3	IOC	Validity
	corresponding funding support, experience, ideas, and actively assist graduate students in answering questions and resolving doubts					
5	You are willing to guide graduate students to publish various research results, support and guide graduate students to transform and apply research results	1	1	1	1.00	Valid

Reliability and validity analysis of the lecturer self-evaluation questionnaire

1. Preparation of prediction questionnaire

The formation of the supervisor prediction questionnaire consists of three parts: the first part is basic information, which includes four questions related to the gender, age, professional title, and position of the postgraduate lecturer; The second part is the basic situation of the moral leadership of universities postgraduate lecturers in Guangxi, which is the formal part of the questionnaire, and is a survey of the four dimensions of moral leadership of universities postgraduate lecturers. According to the structural dimensions of moral leadership of postgraduate lecturers determined in objective 1: Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. Each dimension is designed with 5 question items corresponding to the content elements, totaling 20 question items. On this basis, code the questionnaire, and use A, B, C, and D to represent the four structural dimensions of moral leadership of postgraduate lecturers respectively. Among them, A represents the Inspiration of moral cultivation, B represents the Academic and professional demonstration, C represents the Permeability of humanistic care, and D represents the Practice service leadership. At the same time, for the convenience of statistical analysis, the corresponding title numbers are added, namely A1-A5 is a measurement of Inspiration of moral cultivation, B1-B5 is a measurement of Academic and professional demonstration, C1-C5 is a measurement of Permeability of humanistic care, and D1-D5 is a measurement of Practice service leadership. Using the Five point Likert Scale method for measurement, the scores were divided into five levels: completely non compliant, non compliant, average, compliant, and fully compliant. Each level was assigned a score of 1, 2, 3, 4, and 5 in sequence. The third part is open-ended suggestions.

2. Prediction questionnaire data collection

In terms of sample selection for prediction, the questionnaire survey selected postgraduate lecturers from 7 universities with master's degree programs other than the officially surveyed universities as the research subjects, and distributed the questionnaire through the internet. From April 25, 2023 to May 6, 2023, a total of 81 questionnaires were collected, including 7 invalid questionnaires and 74 valid questionnaires. The effective rate of the questionnaire was 91.4%.

3. Reliability analysis of predictive questionnaires

Analyze the reliability of the prediction questionnaire. Reliability analysis is the main method for testing the reliability and stability of scales. The most commonly used method for reliability analysis is the Cronbach's alpha. If the Cronbach's alpha is greater than 0.9, the internal reliability of the scale is considered high; If the Cronbach's alpha is greater than 0.7 (less than 0.9), the internal reliability is considered good; If the Cronbach's alpha is greater than 0.5 (less than 0.7), the internal reliability is considered acceptable; If the Cronbach's alpha is less than 0.5, it is considered that there is a big problem in the design of the scale, and it should be redesigned.

According to the test results (as shown in the table), the Cronbach's alpha of Inspiration of moral cultivation and Academic and professional demonstration strength scales are 0.862 and 0.852 respectively, both greater than 0.7, indicating that these scales have good reliability. The Cronbach's alpha of the scale of (3)Permeability of humanistic care and Practice service leadership is 0.919 and 0.924 respectively, both greater than 0.9, indicating that the reliability of these scales is very good. The Cronbach's alpha of the overall scale is 0.775, which is greater than 0.7, indicating that the reliability of the overall scale is good. The CITC value of each measurement item of each scale is greater than 0.3, and the clonal Bach coefficient value of the scale cannot be further improved after deleting any item. Therefore, there is no need to delete the item or revise the item.

Reliability Analysis Results

4. Prediction questionnaire validity analysis

Scale	Question items	Correlation between corrected items and total scores (CITC)	Cronbach's alpha after deleting the project	Cronbach's alpha
Inspiration of moral cultivation	A1	0.677	0.834	0.862
	A2	0.696	0.829	
	A3	0.760	0.813	
	A4	0.623	0.847	
	A5	0.648	0.841	
Academic and professional demonstration	B1	0.676	0.819	0.852
	B2	0.629	0.831	
	B3	0.694	0.814	
	B4	0.687	0.815	
	B5	0.637	0.829	
Permeability of humanistic care	C1	0.824	0.895	0.919
	C2	0.855	0.888	
	C3	0.798	0.899	
	C4	0.741	0.911	
	C5	0.746	0.911	
Practice service leadership	D1	0.813	0.904	0.924
	D2	0.751	0.916	
	D3	0.757	0.915	
	D4	0.800	0.906	
	D5	0.890	0.889	
Overall scale				0.775

Analyze the structural validity of the predictive questionnaire.

Previous

studies have shown that the most ideal method for testing the structural validity of questionnaires is factor analysis. The correlation between the questions in the questionnaire is tested by Bartlett's sphere test and KMO value (Kaiser Meyer Olkin), which indicates the adequacy of sampling. Kaiser's (1974) viewpoint is that when the KMO value is <0.5 , the correlation between the various questions in the questionnaire is too poor, so factor analysis cannot be performed on this questionnaire. When the KMO value is >0.7 and $p < 0.01$, it indicates that this questionnaire is particularly suitable for factor analysis.

KMO and Bartlett's spherical tests were conducted on the prediction questionnaire, and the test results showed (as shown in the table) that the KMO value was 0.738, greater than 0.5; The value of Bartlett's spherical test statistic is 1154.838, and the p-value obtained from the analysis is 0.000, which is less than the significance level of 5%, indicating that factor analysis can be performed.

KMO and Bartlett test

KMO sampling suitability quantity		0.738
Bartlett's Sphericity Test	Last read chi square	1154.838
	degrees of freedom	190
	significance	0.000

Next, conduct principal component factor analysis on the predictive questionnaire to test its structural validity. This study mainly uses principal component analysis for factor extraction, with a maximum number of iterations of 25. The factor extraction standard is that the initial feature value is greater than 1, and the principle of gradual dimensionality reduction is used for analysis. Items containing less than three indicators need to be deleted. Using SPSS for relevant data analysis, no items were deleted, and a total of four factors were ultimately extracted. The cumulative variance contribution rate of the four factors is 75.153%, indicating that

the amount of information removed is very small and the factor analysis results are reliable. Please refer to the table for details:

Explanation of variance figure after rotation

Component number	Initial eigenvalue			Extract the sum of squares of the load			Sum of squares of rotational load		
	Total	Variance percentage	Accumulated%	Total	Variance percentage	Accumulated%	Total	Variance percentage	Accumulated%
1	4.621	23.104	23.104	4.621	23.104	23.104	4.136	20.682	20.682
2	3.902	19.512	42.616	3.902	19.512	42.616	3.987	19.937	40.618
3	3.470	17.350	59.966	3.470	17.350	59.966	3.630	18.149	58.767
4	3.037	15.187	75.153	3.037	15.187	75.153	3.277	16.385	75.153
5	0.800	4.002	79.155						
6	0.601	3.003	82.158						
7	0.573	2.866	85.024						
8	0.487	2.433	87.458						
9	0.417	2.083	89.541						
10	0.372	1.862	91.403						
11	0.303	1.514	92.917						
12	0.292	1.462	94.379						
13	0.230	1.152	95.531						
14	0.223	1.115	96.646						
15	0.176	0.881	97.527						
16	0.154	0.768	98.295						
17	0.118	0.588	98.883						
18	0.087	0.435	99.318						
19	0.083	0.417	99.735						
20	0.053	0.265	100.000						

Finally, the rotation method is used to rename the orthogonal rotation with maximum variance. It is specified that the factor load value after rotation must be greater than 0.5. The rotation component matrix is shown in the table:

Rotating Component Matrix

	Component			
	1	2	3	4
A1	0.065	-0.047	0.801	-0.083
A2	0.363	-0.138	0.788	-0.072
A3	0.230	-0.110	0.840	-0.014
A4	-0.222	0.378	0.768	-0.096
A5	-0.167	0.033	0.778	0.330
B1	-0.060	-0.007	-0.172	0.803
B2	-0.065	-0.099	-0.061	0.756
B3	0.024	0.019	-0.205	0.822
B4	0.017	0.045	0.247	0.807

	Component			
	1	2	3	4
B5	-0.072	-0.071	0.228	0.763
C1	-0.142	0.894	-0.032	-0.034
C2	0.032	0.916	-0.077	0.035
C3	0.136	0.868	-0.031	-0.004
C4	0.148	0.827	-0.123	-0.068
C5	0.017	0.837	0.319	-0.060
D1	0.890	0.039	-0.076	-0.019
D2	0.822	-0.044	0.147	-0.083
D3	0.821	0.073	0.350	-0.045
D4	0.887	0.058	-0.048	-0.009
D5	0.931	0.079	-0.017	-0.030

After obtaining the corresponding factor load values, classify each factor load value greater than 0.5 into one category and rename each factor. According to Figure 4-7, the leadership questionnaire for universities postgraduate lecturers consists of four factors (dimensions). Among them, the variables with higher load values on factor 1 include D1, D2, D3, D4, and D5, which mainly describe the performance of postgraduate lecturers' ability to lead by example in promoting the inheritance and development of knowledge and culture to serve society, while also supporting and guiding students to actively participate in various social practices and volunteer service activities. Therefore, factor 1 is named "Practice service leadership"; The variables with higher loading values in factor 2 include five indicators: C1, C2, C3, C4, and C5. These indicators mainly describe the harmonious teacher-student relationship between postgraduate lecturers and students, as well as the construction of a good learning community, which shows meticulous care for students' abilities in all aspects and throughout the process. Therefore, factor 2 is named "Permeability of humanistic care"; The variables with higher loading values in factor 3 include five indicators: A1, A2, A3, A4, and A5, which mainly describe the ability of postgraduate lecturers to subtly infect students with noble moral sentiments and personality charm. Therefore, factor 3 is named "Inspiration of moral

cultivation"; The variables with higher loading values in factor 4 include five indicators: B1, B2, B3, B4, and B5. They mainly describe how graduate supervisors take the lead in maintaining academic dignity and research integrity, and influence students' ability performance with rigorous academic attitudes and advanced educational concepts. Therefore, factor 4 is named "Academic and professional demonstration".

To sum up, the structural dimension of moral leadership of universities postgraduate lecturers in Guangxi is composed of Inspiration of moral cultivation, Academic and professional demonstration, Permeability of humanistic care and Practice service leadership. The load of each factor (dimension) is greater than 0.5, and there is no severe cross loading of each item. Each measurement item is clustered under the corresponding factor, indicating that this scale has good structural validity.

Appendix E
Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Guiyu Liu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 6th August 2020



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F
The Document for Acceptance Research

Journal of Harbin Engineering University (JHEU)

ISSN : 1006-7043

Phone / Whatsapp : +91 98840 78453

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Acceptance Letter

Dear Author(s): **Liu Guiyu , Pinyapat Pargudtong, Patchara Dechhome ,Niran Sutheeniran**

Paper ID	JHEU_282
Paper Title	Strategies for Improving the Moral Leadership of Universities Postgraduate Lecturers In Guangxi

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