

## *Original Paper*

# Research on the Construction of Postgraduate Academic Morality

Han Fu<sup>1</sup> & Zuo Tiansheng<sup>1</sup>

<sup>1</sup> Institute of Marxism, Anhui University of Technology, Ma'anshan 243002, China

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### **Abstract**

*The construction of postgraduate academic morality is a problem that all postgraduates must face. There are some problems in the construction of postgraduate academic morality, such as insufficient academic integrity, insufficient academic norms and insufficient academic spirit. After analyzing the reasons of academic morality, academic evaluation, academic supervision and academic self-discipline, the academic morality of postgraduates is promoted to develop deeper, broader and more comprehensive. We must strengthen moral education, improve the evaluation system, strengthen moral supervision, cultivate moral self-discipline, and strictly punish the system to improve the academic moral level of graduate students.*

### **Keywords**

*Graduate students, Academic morality, Academic integrity*

## **1. Introduction**

Graduate students' academic moral construction is a moral criterion in the production of academic papers. The construction process of postgraduate academic ethics has improved the quality of postgraduate academic papers, improved the level of postgraduate academic research, and promoted the quality and efficiency of postgraduate learning. Strengthening the construction of postgraduates' academic morality is the requirement of implementing the fundamental task of cultivating morality, cultivating postgraduates' academic innovation and scientific and technological innovation ability, and promoting postgraduates to become newcomers to the era of national rejuvenation.

## **2. Problems of Postgraduate Academic Morality**

Graduate students' academic ethics is related to the quality of graduate students' academic research. The overall academic morality of graduate students is constantly improving, but there are also some

problems that cannot be ignored, such as academic integrity, academic norms and academic spirit, which need to be paid enough attention to and analyzed in depth (Wei, Wang, & Meng 2021).

### *2.1 The Emphasis on Academic Integrity is Not Enough*

The issue of academic integrity is an important issue of common concern to the academic community. The issue of academic integrity develops with the development of the actual situation and presents diversified characteristics. One is the problem of multiple submissions. After the completion of the thesis creation, in the face of a multi-month review period, in the case of uncertain specific results, in order to enable their own papers to be published as soon as possible, choose one draft to submit more and strive for more opportunities. Some graduate students are not confident in their own academic research. They do not believe that their papers can be accepted by the journals as soon as possible. Choosing multiple journals to submit and increasing the probability of success is not only the disbelief of their own academic papers, but also the deception of the journals. Second, the experimental data in academic research is inconsistent with the actual problem. In the process of experimental operation, it is necessary to maintain the operation state of machinery and equipment daily. In the face of boring experimental operation, some graduate students give up the work of continuing the experiment when many experiments are still unsuccessful. In the case of experimental data inconsistent with reality, they still write experimental data into their own papers, resulting in academic dishonesty. The third is the problem of writing academic papers. Some graduate students can not maintain the habit of reading relevant professional books in their study life, nor can they maintain the habit of doing a good job in experimental research. Without the reserve of knowledge, the study of professional courses cannot support the writing of papers. At the same time, in the postgraduate stage, it has not formed a good scientific research quality and the spirit of paper innovation and creation. In the face of the end of the postgraduate career, it can only choose academic papers written by others, resulting in the occurrence of postgraduate academic integrity problems (Gao & Yan, 2021).

### *2.2 Insufficient Observance of Academic Norms*

In the process of development, academic norms play an important role in the construction of academic morality. With the development and improvement of academic norms, academic morality will be strengthened simultaneously. One is the lack of compliance with the form and mentality in academic norms. The postgraduate stage is the initial stage of academic research. During the period of school study, some graduate students in the daily paper creation, on the one hand, although there is the help of the tutor, in the production process of the paper, the basic academic norms are gradually improved after correction, but in the academic papers. The details cannot be exhaustive, and repeated mistakes occur from time to time. On the other hand, the study of graduate students is ultimately to prepare for the society. In the face of daily problems such as fund projects, scientific research quality reports, and academic knowledge competitions, there is no positive attitude preparation, resulting in worrying results and inability to adapt to the fierce competition in the future society. The second is the lack of specific content in academic norms. The academic research of graduate students is closely related to the

actual life of the society, but some graduate students cannot grasp the reality of rapid development in the narration of academic papers. The writing of the paper still occupies a large part of the past reality, resulting in the weak correlation between the creative content of graduate students and the reality, and the lack of the times of scientific research. Third, the external rules of academic norms are not perfect. Some graduate students do not follow the corresponding academic norms in scientific experiments and thesis creation. Some rules and regulations of colleges and universities have not been improved according to the specific situation of graduate students, which can not meet the needs of graduate students at this stage, resulting in the academic norms of graduate students can not play a guiding role.

### *2.3 Lack of Academic Spirit*

The academic spirit of graduate students reflects the status of personal morality and is an important manifestation of personal academic achievements. We should look at the academic spirit of graduate students in many aspects and find out the existing problems. First, graduate students themselves have low self-demand. In the process of writing academic papers, postgraduates are always in a state of “yes” and “almost” when they ask for themselves. Academic research stays on the surface, without in-depth and detailed study of the content, and without really learning specific knowledge. The seemingly incomprehensible learning state actually has no meaning. Second, some graduate students have low learning efficiency. On the one hand, graduate students have more time in school and relatively few courses. In this case, they cannot make full use of their learning time. They participate more in other extracurricular activities, and the overall learning time is reduced. On the other hand, even if you make full use of time, but the learning method is not good, waste a lot of time to achieve poor academic performance, learning efficiency is still relatively low. Third, the lack of initial intention and specific actions. On the one hand, graduate students set a lot of goals in the entrance stage. In order to achieve the goal, they can basically ensure a high learning state. However, with the progress of learning and life, the initial heart has been difficult to maintain. On the other hand, in the daily study, in the process of reading professional books, reading excellent papers, and watching boring experiments, it is easy to become upset. Without a serious learning attitude, without completing the initial knowledge input, and without consistent spiritual support, academic research will be unsatisfactory. The loss of academic original intention, the lack of correct academic spirit in the specific life practice and learning practice of graduate students, the inability to maintain specific practice, or the tortuous road, resulting in various dissatisfaction with academic performance.

### **3. The Causes of Postgraduate Academic Moral Problems**

The construction and development of graduate students' academic ethics, in the overall trend of continuous improvement, can see the reasons for some of the problems, both the lack of graduate students' own academic moral construction, the failure of tutors to implement in time, the failure of school supervision to fully cover, and the lack of academic moral education in some colleges and universities, the lack of development of academic evaluation system and other challenges. Only by

facing the reality and taking the initiative to meet the challenges can we build, develop and achieve good academic morality of postgraduates.

### *3.1 Lack of Academic Moral Education*

The ancients said “respect for teaching and learning, the foundation of the founding of the country”; education is the cornerstone of national rejuvenation and social progress. It is the plan of the country and the party. The academic moral education in higher education is not only the need of cultivating graduate students’ all-round development, but also the need of cultivating socialist modern talents. This paper analyzes the causes of graduate students’ academic moral problems. First, online education and offline education are not coordinated. The education of academic morality has both offline traditional education and online academic moral education. The online education model, which transcends the limitations of time and space, is multi-dimensional, and the information that students can use is more comprehensive. Students are the main body of education. As educators, some students cannot focus on academic moral knowledge learning, cannot correctly use online learning, and are addicted to online games or other short videos when receiving online education. In offline academic moral education, paper-based centralized learning is reduced, and fragmented electronic reading is increasing. The time of fragmented e-learning is limited, and the short time is used to learn a part of academic ethics, and the timeliness of learning is insufficient ; in the process of classroom learning, some graduate students can not focus on in-depth research and study of academic moral knowledge, can not be organically combined with online learning, can not form systematic and overall academic knowledge, and one-sided learning results cause insufficient academic moral education. Second, the punishment measures of some colleges and universities are insufficient. As the main living place of graduate students, colleges and universities bear the mission of educating and educating graduate students. In the face of the inaction of graduate students, a set of punitive measures must be established. For example, the imperfect system of punishment system cannot make some graduate students really realize the standardization of academic research. Or the punishment measures against academic morality have been formulated, but even if some graduate students know that they have violated academic morality and norms, due to the low cost of punishment and the lack of any awareness of correcting mistakes, the moral education of graduate students has become a problem.

### *3.2 The Academic Evaluation System is Not Perfect*

After years of development, the academic evaluation system has achieved many excellent results, but it also has some shortcomings. First, the initial evaluation is not perfect. The initial evaluation is mainly based on human evaluation. In the process of collecting data, whether the collected data is representative and whether the collected data analysis is wrong. After human data analysis, the evaluation results may produce some errors, which cannot guarantee the objective fairness of the evaluation system. Second, the use of modern new media technology is unreasonable. With the application of advanced technologies such as intelligent network and big data technology, accurate analysis of data can be formed. The use of some advanced technologies only stays in the operation of

technology and cannot form a close combination with talents with professional academic evaluation knowledge, resulting in low utilization efficiency. At the professional level, professional talents who are proficient in modern information technology do not have high academic literacy, and cannot organically combine the two. The efficiency level is not high, and the development of the academic evaluation system is sluggish. Third, the evaluation of academic papers is not balanced. In the evaluation process of postgraduate academic papers, some colleges and universities have formed a form of development that emphasizes quantity over quality. Talking about the academic achievements of graduate students, the main concern has been issued several papers, mainly related to the number of papers, no papers or papers less, it represents a low academic level. In terms of the quality of academic papers, some graduate students fail to meet the requirements of high quality, and some universities actively reduce the requirements of higher quality. The evaluation system needs further development and improvement.

### *3.3 Academic Supervision Becomes More Difficult*

Academic supervision plays a fundamental role in the publication of academic papers and plays a normative and guiding role in academic ethics. First, the procedure of academic supervision is complex. After the occurrence of academic moral problems, starting from the discovery of problems, preliminary investigation, preliminary evaluation and prediction, formal investigation, and finally solving the problem. From the beginning of the problem to the final solution of the problem. There are many links, the time required is also increased, and the complexity of the event is gradually increasing, which to a certain extent increases the difficulty of regulatory investigation. Secondly, academic supervision is closely related to tutors. The academic papers of graduate students are completed under the guidance of the tutor. The tutor plays a constructive role in the academic moral development of graduate students. At the same time, the graduate students' life under the tutor responsibility system, for the academic supervision of graduate students, because the graduate students' tutors hold different responsibilities, and even some are both their tutors and their supervisors, the operability in the process is more, which makes the supervision more difficult. Third, the unified leadership of academic supervision in colleges and universities is insufficient. Since the academic moral problems of postgraduates are basically investigated by universities themselves, some universities lack official institutions with unified implementation. When academic moral problems arise, which level should conduct targeted investigations and then transfer to where, these should formulate unified rules and systematically receive academic moral problems and disputes.

### *3.4 Personal Academic Moral Self-discipline is Lax*

The academic morality of postgraduates is the result of the interaction of internal and external factors in the individual aspect, which needs to be analyzed and studied from different dimensions. First, graduate students themselves lack of awareness of the school's academic moral education. Graduate students have been at a new level in the student stage. Colleges and universities will have basic academic moral literacy education for graduate students and improve their academic moral awareness. If the graduate

students themselves do not have sober cognition and learning, they cannot truly realize the importance of graduate students' academic moral education, cannot apply the education of academic morality to the creation of academic papers, and the actual value of the education of academic morality in colleges and universities cannot be generated. Second, the emotional intelligence quotient of graduate students is uneven. The internal family environment of the graduate student group is different from the external growth environment. In the case of emotional intelligence and intelligence, some graduate students have high intelligence and have achieved useful results through their own learning. However, in the case of different emotional quotients, academic morality presents different performances. Some graduate students do not have the correct academic moral concepts, and are influenced by peer groups. Some graduate students lose their sense of shame and shame, and have reached the point of "abandoning academic morality". Academic moral self-discipline has become impossible. Third, the personal academic morality of postgraduates is influenced by the family environment. The family environment of ideological and political education refers to the sum of various family factors that affect and restrict the formation and development of family members, especially children's ideological and moral character, such as family structure, relationship between family members, family material and economic conditions, parents' ideological and moral quality and their educational concepts and attitudes. The individual's native family environment plays a fundamental and long-term role in the education of children, and educates children to become a person who actively adapts to the society. The education for each child cannot be perfect. Some moral loopholes and defects in the process of growth are shown in the creation of academic papers. Finally, there are problems in the writing of academic papers, and the self-discipline of graduate students cannot play its due role.

#### **4. Countermeasures to Solve The Problem of Postgraduate Academic Morality**

The development of graduate students' academic ethics has achieved many excellent results, and the construction of high quality has been continuously strengthened. However, the overall construction requirements still need to be implemented consistently. It is necessary to strengthen graduate students' academic moral education, improve the research academic evaluation system, strengthen graduate students' moral supervision, cultivate graduate students' academic moral self-discipline, and strictly punish violations. The system will further improve the academic moral level of graduate students.

##### *4.1 Strengthening The Academic Moral Education of Postgraduates*

With the emergence of postgraduates' academic moral problems, it is necessary to strengthen the construction and guidance in the personal morality of postgraduates. First, we must strengthen the construction of academic integrity of graduate students. Reduce graduate students' academic plagiarism, multiple submissions, experimental fraud and other issues, enhance graduate students' academic integrity awareness, reduce academic dishonesty incidents, and improve graduate students' academic ethics. Second, we must strengthen the construction of academic norms of graduate students. Let academic norms be integrated into the whole process of postgraduate academic research, so that all

aspects of academic research are complete and systematic. Under the influence of long-term standardization, postgraduate academic morality develops and improves simultaneously, and finally achieves the purpose of improving academic morality. Third, we must strengthen the academic spirit of graduate students. The construction of academic spirit has the most direct and significant role in improving the academic morality of graduate students. To play the role of education and indoctrination of ideological and political courses, and to complete the correct guidance of academic spirit in the classroom; give full play to the education of academic spirit of other professional teachers in colleges and universities, show the knowledge guidance role of curriculum ideological and political education, complete further education for academic spirit, improve academic spirit and strengthen academic moral education. Through the extracurricular activities of graduate students, such as volunteer service, practical work practice, etc., combined with school learning, improve graduate students' understanding of academic spirit.

#### *4.2 Improve The Postgraduate Academic Evaluation System*

To improve the academic evaluation system of graduate students, we must face the existing problems in reality and promote the solution of the problems in combination with the actual situation. Firstly, the quality and quantity of papers in postgraduate academic evaluation are solved. The quality of graduate students' academic papers represents the more in-depth and full development of graduate students in the research field. Academic evaluation highlights the importance of quality, and guides graduate students to develop towards high quality in paper creation with academic evaluation. At the same time, academic evaluation also needs to pay attention to whether it can be truly applied to practice, whether it is only exaggerated, whether it can play a leading role in the later paper creators. There are many but not fine academic papers. In academic evaluation, there are specific standards for quantity, which promote the simultaneous development of quality and quantity of graduate students in academic paper creation. Secondly, the correct use of new media technology to improve the efficiency of academic evaluation. Big data technology is used to collect the keywords of postgraduate academic papers. Through keyword search, the academic papers of postgraduates are classified, evaluated and summarized to improve the efficiency of academic paper evaluation. In the description of the academic paper outline, the selection of the main content, the storage and reading of the graduate students' academic papers, with the support of specific data, reduce the evaluation errors, and make the academic evaluation system "fly" faster. Again, unified management, training professional talents of academic evaluation. How to evaluate, how to evaluate, and whether the evaluation is reasonable. After the problem of postgraduate academic evaluation is generated, a unified organization between universities is established, and the academic evaluation system is systematically graded. According to different evaluation problems, systematic modifications are made to make the academic evaluation system of postgraduate stage fully developed. The evaluation of postgraduate academic papers needs to have rich experience and profound knowledge, form a professional evaluation group with excellent teachers in colleges and universities, understand the specific details of the postgraduate stage, and play a guiding

role in the evaluation of professional and academic talents in the case of seeking truth from facts.

#### *4.3 Strengthen The Academic Moral Supervision of Graduate Students*

Graduate students as students, universities, colleges, tutors, academic and moral supervision of the process of operation, the academic to the construction of graduate students play an important role. First of all, strengthen the academic moral supervision of colleges and universities. Colleges and universities formulate relevant academic moral dishonesty punishment measures, and take targeted punishment measures after academic misconduct. For example, colleges and universities can formulate a list of postgraduates' academic moral dishonesty. After academic misconduct occurs, it will stimulate the shame of postgraduates and improve the level of academic moral supervision. At the same time, colleges and universities establish an academic ethics supervision team to deal with the problem of graduate students' academic moral misconduct in a timely manner, and improve the moral supervision of graduate students under the great implementation. Secondly, strengthen the academic moral supervision of each college in colleges and universities. Each college strictly implements the principles and policies of the university. After the university has formulated relatively perfect measures, more importantly, the implementation of each college must be fully implemented, so that each college and university can form a benign interaction. Timely feedback on the living conditions of graduate students, in the joint efforts to enhance the academic and moral level of graduate students. At the same time, we should strengthen the connection between each college and the daily learning life of postgraduates, strengthen the correct guidance in classroom and life, and promote the continuous development of postgraduates' academic morality. Again, improve the work and process of graduate tutors. When the academic moral problems of graduate students occur, the academic achievements not only involve graduate students themselves, but also involve graduate tutors. As a supervisor of academic misconduct students and a supervisor of academic problems, supervision may be hindered when graduate students have academic moral problems. This requires that supervisors be able to establish a high degree of self-discipline, while allowing graduate tutors and supervisory positions to have a dislocation arrangement to guard against such incidents. After the graduate student's academic moral problems, from the beginning of the problem to the treatment of the final problem, after a series of processes, it takes a certain amount of time to investigate and finally achieve the actual goal of supervision. In this process, if some non-essential links can be reduced, when problems occur, directly face the problem, improve the efficiency of the work, let the academic moral problems be found together, and deal with them quickly and accurately, so as to achieve the purpose of improving academic morality.

#### *4.4 Cultivating Graduate Students' Academic Moral Self-discipline*

The academic moral self-discipline of graduate students comes from daily learning and is applied to practical practice. It strengthens the academic moral self-discipline of graduate students and helps the academic moral construction of graduate students. First, strengthen the self-cognition of graduate students. Graduate students themselves should have a clear self-awareness. On the one hand, whether the graduate students themselves are willing to establish a high degree of conscious self-discipline in



the writing of academic papers, so that the original papers run through the whole process of their graduate career; on the other hand, does the graduate student realize the seriousness of academic research. Academic research is not a literary composition like writing, which needs rich imagination, but has distinct practical characteristics. The production of academic papers should be based on facts. In the present or future application to real life, we must strengthen the academic moral self-discipline of graduate students. The second is to learn advanced moral model spirit. In the process of construction, the academic moral self-discipline of postgraduates should be the same as that of practitioners in all walks of life, and strengthen the moral construction of themselves, which is also the necessary self-restraint of every social person. Due to the requirements of specialization, academic moral self-discipline should be strengthened. For example, in the spirit of learning the national moral model, it can be seen that ordinary people in various positions practice social moral standards with their own actions. There are people who have made contributions to the cause of national defense for decades, who have devoted themselves to the people and even fallen into their own positions, and who have sacrificed themselves to save the survival of others. Various moral models have set an example for us. The forms they show are different, but the spirit of seriousness and dedication they embody in their respective positions is to abide by learning together, and it is also worth practicing by all graduate students.

#### *4.5 Strict Violation Punishment System*

The punishment of graduate students' academic violations is the bottom line and guarantee of graduate students' academic creation. First, clear punishment standards. The academic morality of graduate students is not standardized. Colleges and universities have formulated punishment regulations for graduate students, but most students have not formed specific concepts of these rules and systems. Schools should increase the publicity of punishment for violations, let students know the standards of punishment, understand specific matters, so that graduate students always maintain awe in their hearts, become a red line in the creation of academic papers, and achieve the purpose of strengthening graduate students' academic ethics. Secondly, colleges and universities should take various measures to enhance the influence of the punishment system. In the campus, the existing resources are used to hold lectures on academic ethics, competitions on academic regulations, and elective courses on punishment systems. Encourage more students to participate, so that students in the process of participation, know the seriousness of violations, naturally form a good academic ethics, reduce the generation of academic moral violations. In the campus, a good atmosphere of not daring to violate and not wanting to violate is formed. College teachers play an example role in complying with academic morality in academic creation. In daily learning, graduate students consciously become conscious compliance under the rules and regulations, so that the violation punishment system can be truly implemented.

## 5. Conclusion

Promoting the construction of postgraduate academic morality is a long-term project, which plays an important role in improving the level of postgraduate academic research and the high-quality development of academic research. As long as we constantly sum up the problems, face the mistakes, put forward countermeasures, and strengthen the practical innovation of graduate students' academic morality, the construction of graduate students' academic morality will show the real results to the outside world through various ways, channels and types. I believe that the road of postgraduate academic moral construction will be wider and wider.

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