Research on the attitude and measures of integrity culture education for students in higher vocational colleges

 Shenlong TANG

Shandong Vocational College of Science and Technology, Weifang 261053, China

Abstract: With the society's emphasis on integrity culture, higher vocational colleges, as an important base for cultivating applied talents, undertake the mission of imparting moral concepts and professional ethics. However, the performance of some students in terms of integrity and self-discipline is not satisfactory, and an in-depth study of their educational status and needs is imminent. This study adopts a combination of quantitative questionnaire surveys and qualitative in-depth interviews to analyse students' cognition, attitude, and willingness to participate in integrity education. The results show that most students hold a positive attitude towards integrity education, but there are deficiencies in their understanding and participation. This study proposes a three-link mechanism based on family, school and society to strengthen the integrity education.

Key words: higher vocational colleges; integrity education; three-link mechanism

1 Introduction

In the context of rapid economic development, integrity education has received increasing attention from all walks of life [1]. As an important base for cultivating applied talents, higher vocational colleges are responsible for imparting knowledge, shaping personality and cultivating social responsibility [2]. However, in recent years, the performance of some students in higher vocational colleges in terms of integrity and self-discipline has been unsatisfactory, reflecting the importance and urgency of integrity education [3]. Therefore, in-depth research on the integrity education attitudes and educational measures of students in higher vocational colleges has become the key to promoting the healthy growth of students and the harmonious development of society.

This study aims to explore students' attitudes in higher vocational colleges towards integrity education and analyze their cognition, understanding and practice of integrity culture. Meanwhile, through surveys and interviews, we understand the effectiveness and shortcomings of current educational measures and find effective strategies to enhance students' integrity awareness. The research subjects are mainly students in higher vocational colleges, and the research focuses on their feelings and feedback on integrity education in daily learning and life.

The value of this study is to fill the gap in the research on integrity education in higher vocational colleges and provide a scientific basis and practical guidance for educators. By analyzing students' attitudes and needs, the study aims to develop more targeted measures for higher vocational colleges regarding integrity education, improve educational effects,

and promote the all-round development of students. This study also provides theoretical support for the formulation of relevant policies and promotes social attention and practice of integrity education.

The significance of the study is to enhance students' integrity awareness, improve their moral level and professional quality, and enable them to consciously practice the principle of integrity in the future workplace. In addition, good integrity education benefits students' personal development and can create a clean campus environment for higher vocational colleges, so as to enhance social trust and recognition of higher vocational education [4][5].

2 Research design

This study adopts a mixed method design, including quantitative questionnaire surveys and qualitative in-depth interviews, to fully understand the attitudes and participation of students in higher vocational colleges towards integrity education.

A questionnaire covering cognition, attitude, and willingness to participate was designed for the quantitative research part. The questionnaire content includes students' understanding of integrity culture, their views on the importance of integrity education, and their willingness to participate in related activities. The questionnaire was scored using a Likert scale to quantify students' attitudes and cognitive levels. Regarding sample selection, the target population of the study is students from several higher vocational colleges, and 300 to 500 valid questionnaires are expected to be collected. SPSS 27 was used for data analysis, mainly using descriptive statistical methods to reveal the overall performance of students in various dimensions.

In order to better understand students' real feelings and needs for integrity education, five students who completed the questionnaire were also chosen for in-depth interviews. These interviews delved deeply into the details that quantitative data could not reveal and used a semi-structured format with flexible question settings to encourage students to share personal experiences and suggestions.

3 Research results

3.1 Quantitative analysis results

The results of the questionnaire survey reveal the general state of students' attitudes, cognitive abilities, and desire to engage in integrity education.

In terms of cognition, over 75% of students claimed to comprehend the culture of integrity and be able to correctly define its fundamental meaning and significance. Despite the general cognitive level was high, only 50% of students were able to name specific instances of honest behaviour, indicating that there was still a lack of knowledge in the specific practice.

Regarding attitude, over 80% of the students thought that involvement in integrity education activities may improve their moral literacy and sense of social responsibility, and that integrity education was essential to their professional and personal growth. Meanwhile, almost 70% of students concurred that integrity education should be reinforced in schools. However, only 40% of students have actually participated in related activities, reflecting that despite strong willingness, actual participation is still insufficient.

3.2 Results of qualitative analysis

Firstly, in-depth interviews were conducted with five students to gain a more detailed understanding of attitudes towards integrity education in higher vocational colleges. The following are their main views and feedback.

Respondent 1 (male freshman majoring in accounting)

According to him, the need for integrity education is obvious. He stated: "I believe that integrity education is not just a moral necessity but also a fundamental skill for surviving in the workplace of the future. Schools ought to improve

instruction in this field." In order to foster integrity awareness, he also stressed the importance of family education and recommended that families and schools should collaborate closely to establish an environment that values integrity.

Respondent 2 (female sophomore majoring in preschool education)

As she put it, "The school's lectures and activities have given me a deeper understanding of integrity culture." But she also noted that the course material might be somewhat straightforward at times, and she plans to add more real-world examples.

Respondent 3 (male sophomore majoring in computer network technology)

He underlined how crucial it is to engage in hands-on activities. He said: "Participating in social services has made me feel the practical significance of integrity, and this experience is deeper than classroom learning." He recommended that educational institutions provide more hands-on experiences to help students better grasp integrity culture.

Respondent 4 (female freshman majoring in English)

She noted the importance of teacher and student role models, saying: "I think the words and deeds of teachers will directly affect our values. It will be more inspiring if teachers can share their own experiences." She believes that the power of role models is indispensable in integrity education.

Respondent 5 (female junior majoring in computer application technology)

She mentioned that although they have a positive attitude towards integrity education, they still lack actual participation. She said: "I am willing to participate, but due to insufficient time arrangement and activity publicity, I often miss many opportunities." She called on the school to better organize activities and improve the convenience and accessibility of participation.

4 Improvement measures

Based on the tripartite linkage mechanism of family, school and society, the following specific measures of integrity education for students in higher vocational colleges are proposed to form a systematic and effective integrity education system.

First, as a foundation, family education needs to strengthen the guidance of parents' integrity education. Schools can hold family education lectures regularly to popularize the importance of integrity culture to parents and provide practical family education guidance. For example, schools can help parents develop a family reward and punishment mechanism and set a good example for their students. Through family meetings, parents and children are guided to discuss integrity values, so integrity education becomes part of daily family communication. In addition, schools can provide online resources and tools to support parents in infiltrating the content of integrity education in the home environment, so as to create a positive family atmosphere.

Secondly, as a key aspect, school education should focus on the penetration of integrity culture in the classroom and extracurricular activities. Through curriculum integration, integrity education can be integrated into professional courses and ideological and political courses, and case analysis, role-playing and other methods can be used to improve students' sense of participation and practicality. At the same time, schools should regularly organize integrity culture activities, such as integrity knowledge competitions, theme class meetings, etc., to enhance students' integrity awareness and enthusiasm for participation. In addition, student integrity culture groups should be set up to encourage students to plan independently, participate in related activities, and cultivate their organizational skills and sense of responsibility.

Finally, as an auxiliary means, social education needs to strengthen cooperation with all sectors of society. Schools can establish cooperative relationships with communities, enterprises and related institutions, organize students to participate in social practice and volunteer services, and help them understand and practice the culture of integrity in a

practical environment. Through introducing typical examples of social integrity and conducting case sharing and seminars, students can feel the social value and influence of honest behavior. At the same time, media platforms should be used to promote the culture of integrity and successful cases and create a good atmosphere for the whole society to pay attention to and participate in integrity education.

Acknowledgments

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

[1] Jie YB, Sun LJ. 2020. Analysis of integrity education for college students in the new era. *Ideological and Political Education Research*, 2:129-133.

[2] Bai Y. 2021. Exploration of the path of integrating integrity education into ideological and political education for college students. *Modern Communication*, 3:134-136.

[3] Zhang YY. 2020. The current challenges and mechanism innovation of integrity education for college students in the new era. *Anti-Corruption and Integrity Culture Studies*, 6:82-86.

[4] Wu CG, Jiang C. 2020. Cultivation of the subject consciousness of integrity education for college students in the new era. *The Party Building and Ideological Education in Schools*, 4:25-27.

[5] Liu HY, Xiong ZD, Zhang H. 2023. A preliminary discussion on integrity education for college students in the new era. *The Party Building and Ideological Education in Schools*, 22:75-77.