

Research on the Dimensions, Tools, and Standards for Evaluating College Students' Moral Health^{1}

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Abstract

[Objective] To construct a scientific and standardized evaluation index system and assessment tool for college students' moral health, providing a quantitative basis for moral education in higher education institutions. [Methods] The literature research method was used to review theories related to moral health and establish six core evaluation dimensions. The Delphi method was applied, incorporating opinions from frontline educators and experts in higher education to revise the indicators, and multi-university empirical research was conducted to test the scientific validity and effectiveness of the scale. [Results] An evaluation system comprising six dimensions, including ideals and beliefs and social morality, was constructed, and a reliable moral health evaluation scale for college students was developed. The survey found that college students showed obvious weaknesses in the dimensions of ideals and beliefs and academic morality, while performance in other moral dimensions was relatively stable. [Limitations] The survey sample had limited coverage and did not fully account for the differentiated characteristics of students from universities of different levels and regions. [Conclusion] The constructed evaluation system is scientific and feasible, accurately identifying the weak links in the moral health of contemporary college students, and can provide support for higher education institutions to systematically carry out moral health education.

Full Text

Research on the Dimensions, Tools, and Standards for Evaluating College Students' Moral Health¹

Wei Yaoyang¹

Abstract: [Objective] To construct a scientifically standardized indicator system and assessment tool for evaluating college students' moral health, thereby providing quantitative evidence for moral education in colleges and universities. [Methods] A literature review was used to sort out theories related to moral health and to identify six core evaluation dimensions. The Delphi method was applied to revise the indicators based on the opinions of front-line university educators and experts, and empirical surveys at multiple institutions were conducted to test the scientific validity and effectiveness of the scale. [Results] An evaluation system comprising six dimensions—including ideals and beliefs and social morality—was constructed, and a reliable scale for assessing college students' moral health was developed. The survey found that college students showed pronounced weaknesses in the dimensions of ideals and beliefs and academic ethics, while their performance in other moral dimensions was relatively stable. [Limitations] The survey sample had limited coverage and did not fully account for the differentiated characteristics of students from colleges and

universities of different levels and regions. **[Conclusion]** The evaluation system constructed in this study is scientific and feasible; it accurately clarifies the weak links in contemporary college students' moral health and can provide support for the systematic development of moral health education in colleges and universities.

Keywords: college students; moral health; evaluation dimensions; evaluation tools; evaluation standards

Classification number: G641

Research on Dimensions, Tools and Standards for College Students' Moral Health Evaluation

Wei Yaoyang

[Abstract][Objective] To construct a scientific and standardized evaluation index system and tool for college students' moral health, so as to provide quantitative basis for moral education in colleges and universities. **[Methods]** Literature research method was adopted to sort out relevant theories and determine six core evaluation dimensions. The Delphi method was used to revise indicators based on the opinions of experts and front-line educators, and empirical investigation in multiple universities was conducted to verify the reliability and validity of the scale. **[Results]** A six-dimensional evaluation index system and a reliable moral health evaluation scale for college students were developed. Empirical results show that college students have prominent deficiencies in ideal beliefs and academic ethics, while other moral dimensions perform relatively stably. **[Limitations]** The research samples are limited in coverage and fail to fully reflect the differences of students in colleges and universities of different regions and levels. **[Conclusions]** The constructed evaluation system is scientific and feasible, which clarifies the weak links of contemporary college students' moral health and can support the systematic development of moral health education in colleges and universities.

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The *Outline for the Implementation of Civic Morality Building in the New Era*, issued by the CPC Central Committee and the State Council, clearly states that moral construction is an important component of the cause of socialism with Chinese characteristics. General Secretary Xi Jinping has repeatedly emphasized that fostering virtue through education should be made the central link of higher education. This provides a fundamental guideline for moral health education among college students. At present, with the expansion of the scale of higher education and the increasing complexity and variability of the social environment, the moral development of college students faces many challenges,

such as the impact of diversified values, the increase of academic misconduct, and awareness of social morality

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...such as weakening. However, existing research has seldom systematically examined the connotations and evaluation criteria of college students’ moral health from an overall perspective, making it difficult to provide scientific guidance for the practice of moral education in higher education institutions (Chen Qingqing & Li Zuchao, 2019). On this basis, grounded in social cognitive theory and ecological systems theory, and building on a review of domestic and international research on moral health, this study systematically constructs the dimensions, instruments, and standards for evaluating college students’ moral health, conducts empirical investigation, and proposes corresponding recommendations for an educational system and supporting mechanisms, with the aim of providing a scientific basis for moral education practice in the new era and offering reference for related decision-making.

1. Academic Foundations and Review of Moral Health Research

Judging from the existing literature, research on moral health mainly rests on the two disciplinary foundations of psychology and education. Psychological research provides several useful perspectives for understanding moral health: theories of moral judgment reveal the internal psychological activities through which individuals make moral choices; theories of moral development clarify the growth trajectory of moral beliefs; and personality psychology has proposed negative cases such as the “nihilistic personality.” Together, these theories suggest that, when evaluating an individual’s moral condition, it is necessary to fully consider the complex psychological mechanisms that support moral practice. The coordination and consistency among an individual’s moral judgment, moral emotions, and moral behavior constitute an important guarantee for realizing moral health. This also provides a psychological basis for constructing a scientific evaluation system for moral health: such a system must take into account multiple levels, including moral consciousness, moral emotion, and moral practice, in order to ensure comprehensiveness and systematicity.

Educational research, for its part, emphasizes that the cultivation of moral

character is a gradual process that requires sustained effort, providing clues for understanding and evaluating the developmental characteristics of moral health. At the same time, the learning evaluation theories and specific evaluation techniques already established in the field of education also offer experience that can be drawn upon for the institutional construction of moral health evaluation, including mature achievements in the design of indicator systems, the application of evaluation methods, and the analysis and use of evaluation results. Overall, existing studies have mostly focused on a particular aspect of moral health or on a particular group, and have lacked a systematic construction spanning dimensions, instruments, and standards. This constitutes the entry point of the present study.

2. Dimensions and Theoretical Construction of College Students' Moral Health

2.1 Theoretical Sources and Research Methods

The theoretical construction of this study mainly relies on social cognitive theory and ecological systems theory. Social cognitive theory holds that there is dynamic interaction among environmental factors, personal factors, and behavioral factors, and that the three jointly influence individual development. On this basis, the social attributes of college students' moral health can be understood: the moral concepts and customs presented in the university environment as well as in family and social environments influence college students' moral development through observation, imitation, and other means; at the same time, as agents of moral choice, college students also actively process environmental information, react back upon the environment, and reconstruct it. Ecological systems theory focuses on the various systemic levels that influence individual development and emphasizes the dynamic relationships among systems. Applying this theory makes it possible to examine the influence of different systems—such as family, school, community, and society—on college students' moral growth, and to clarify the mechanisms through which complex social environments affect college students' moral health.

Methodologically, the study adopts an approach combining the critical incident interview method with Nvivo qualitative analysis. First, college students were asked to provide a written description of an event that had exerted a significant moral influence on them—this might have been a difficult moral choice they faced, or a moral exemplar they observed. In-depth interviews were then conducted, in which the interviewed students recounted the details of the event and explained the thoughts, emotions, and behaviors involved. The interview texts were analyzed with the aid of Nvivo qualitative research software: open coding was first used to form preliminary categories describing the events; axial coding was then used to establish links among categories; finally, selective coding was used to integrate and optimize the main categories, gradually depicting the structure of college students' moral health. Through the analysis

of different students' moral incidents, it can be found that college students' moral health presents multilayered and mutually interdependent systemic characteristics: students both observe and learn from the moral words and deeds of others in the learning environment, and, as agents of moral practice, influence and reconstruct the environment; the environments of school, family, and society all play an obvious guiding role in their growth. Ultimately, the study identified six major dimensions that constitute college students' moral health—ideals and convictions, social morality, professional ethics, academic ethics, family virtues, and personal morality. These six dimensions are intricately interconnected, laying a theoretical foundation for subsequent scale development and model construction.

2.2 Evaluation Dimensions and Standards

Relying on the expertise of the Collaborative Center and other universities, the development group adopted a cooperative approach of “researching, consulting, and revising in parallel.” Through multiple methods—including literature review, international comparison, correspondence consultation, questionnaire surveys, and symposium discussions—it carried out research on evaluation standards. Drawing on empirical standards of moral evaluation, social-norm standards, and statistical standards, the group established specific criteria for evaluating college students' moral health, as shown in Table 1.

Table 1 Dimensions and Standards for Evaluating College Students' Moral Health

No.	Dimension	Standards
1	Ideals and beliefs	Upholding ideals, strengthening convictions, loyalty to the Party, maintaining clear-mindedness, resisting temptation
2	Social morality	Civility and courtesy, readiness to help others, care for public property, environmental protection, observance of discipline and law

No.	Dimension	Standards
3	Professional ethics	Dedication to one' s post, honesty and trustworthiness, fairness in handling affairs, enthusiastic service, contribution to society
4	Academic ethics	Upholding truth, respecting laws and regularities, rigor and truth-seeking, exploration and innovation, adherence to norms
5	Family virtues	Respect for the elderly and love for the young, gender equality, marital harmony, diligence and thrift in household management, mutual assistance among neighbors
6	Personal character	Patriotic dedication, propriety and rule compliance, diligence and kindness, generosity and integrity, self-improvement and self-discipline

Specifically, ideals and beliefs refer to college students' value pursuit of truth, goodness, and beauty, and constitute the source of meaning in their lives. They are mainly reflected in upholding ideals, strengthening convictions, loyalty to the Party, maintaining clear-mindedness, and resisting temptation. Their state determines the foundation of college students' spiritual outlook and moral behavior, serving as the spiritual pillar of moral health. Social morality reflects citizens' basic moral qualities and civic consciousness, including civility and courtesy, willingness to help others, care for public facilities, enthusiasm for public welfare, and protection of the ecological environment. It is the basic norm for college students to live harmoniously with others and with society, and is the ex-

ternal manifestation of moral health. Professional ethics is an aspect that college students preparing for employment should value; it is embodied in dedication to one's post, honesty and trustworthiness, fairness and integrity, enthusiastic service, and contribution to society, and serves as the professional orientation through which college students integrate into society and assume responsibility.

Academic ethics are the moral principles that college students must follow in the process of seeking knowledge. They require upholding truth, respecting laws and regularities, being rigorous and truth-seeking, pursuing pioneering innovation, and adhering to norms (such as opposing plagiarism), and constitute the knowledge foundation of moral health. Family virtues reflect the aspect of college students rooted in China's fine traditional culture, including respect for the elderly and love for the young, gender equality, family harmony, diligence and thrift in household management, and mutual assistance among neighbors; they are an important source of moral cultivation and the emotional foundation of moral health. Personal character concerns the cultivation of college students' own moral qualities, requiring patriotic dedication, observance of discipline and law, diligence and kindness, generosity and integrity, and self-improvement and self-discipline; it is the internal demand of moral cultivation and the core element of moral health. The six dimensions progress from outward manifestations to inner qualities and support one another, jointly forming a complete picture of college students' moral health.

2.3 Development of the Evaluation Scale

Based on the theoretical framework constructed in the preceding stage, the research team designed an evaluation scale for college students' moral health. The scale uses a five-point Likert scoring method and includes six first-level dimensions and 34 second-level evaluation items. Its development followed the principles of scientific rigor, systematicity, and operability: scientific rigor ensures the objectivity and accuracy of the evaluation; systematicity enables the dimensions and items to comprehensively reflect the state of moral health; and operability is reflected in the convenience of using the scale. Corresponding items were designed for each dimension according to its specific standards. For example, under the dimension of "ideals and beliefs," items include "I have clear life goals for the future" and "I identify with the core socialist values"; under the dimension of "academic ethics," items include "I will not plagiarize others' academic achievements" and "I respect objective facts in my research." These items examine not only college students' moral cognition, but also their moral emotions and behavioral performance.

After the initial draft of the scale was completed, 10 university students and 5 relevant experts were organized to conduct a pretest. They evaluated the appropriateness of the language expression, item design, and classification/positioning, and offered suggestions for revision. The pretest mainly revealed three types of problems: some item statements were not sufficiently clear and were prone to misunderstanding; some items were not highly associated with the dimen-

sions to which they belonged; and individual items showed social-desirability bias, making it difficult to reflect the respondents' moral condition truthfully. In response to these problems, the research team revised the scale, adjusted wording and item placement, added and deleted some items, and introduced several reverse-scored items to reduce response bias, thereby making the scale more scientific and reasonable. The revised scale then entered formal administration. A stratified random sampling method was adopted: stratification was first conducted by type of institution—comprehensive universities, science and engineering institutions, normal universities, medical colleges, etc.—and then, within each stratum, students were randomly selected by grade level and disciplinary category. In total, 500 students from different types of higher education institutions were selected to respond anonymously. At the same time, interviews and documentary research were used to collect moral incidents involving university students, in order to examine the consistency of the scale's evaluation results.

Statistical analysis of the data from the formal administration showed that the scale had good reliability and validity. In terms of reliability, the Cronbach's α coefficient of the overall scale was 0.921, and the α coefficients of the various dimensions ranged from 0.782 to 0.896, indicating good internal consistency; the test-retest reliability correlation coefficient over a two-week interval was 0.864, showing that the scale had good stability. In terms of validity, content validity was obtained through expert evaluation, construct validity was tested through factor analysis, and criterion validity was verified through correlation analysis with related scales. The results all indicated that the scale could effectively measure the level of moral health among university students. After removing problematic items and making necessary wording adjustments, a college students' moral health evaluation scale suited to China's national conditions and possessing good reliability was ultimately formed, laying a foundation for model construction and empirical research.

2.4 Construction and Validation of the Structural Model of Moral Health

On the basis of the finalized evaluation scale, the research team constructed a structural model of moral health among university students. The model contains two dimensions—the individual internal level and the external environmental level—and depicts the dynamic relationship between them. The individual internal level consists of six first-level indicators: ideals and beliefs, social morality, professional ethics, academic ethics, family virtues, and personal morality. These are described through corresponding second-level indicators, comprehensively reflecting the individual's moral health status. The external environmental level includes the family environment, school environment, and social environment. Other people within these environments influence university students' moral health through such pathways as the exemplary role of daily words and deeds, the acculturative role of environmental atmosphere and cultural in-

fluence, and the normative role of rules and regulations; in turn, individuals also act back upon the environment. This bidirectional relationship of “the environment influencing the individual, and the individual reconstructing the environment” reflects the openness and dynamism of the model. Its basic framework is shown in Figure 1.

External environmental level

- Family environment
- School environment
- Social environment

Demonstration • acculturation • norms ↓

↑ Counteraction • reconstruction

Individual internal level

- Ideals and beliefs
- Social morality
- Professional ethics
- Academic ethics
- Family virtues
- Personal morality

Note: Shaded areas indicate weak dimensions identified empirically.

Figure 1. Structural model of college students' moral health

To test the scientific validity of the model, the research team collected evaluation data through a questionnaire survey from several hundred college students on the exemplary role of various environments in morality, obtained their scores on each dimension of the scale, and used SPSS software to analyze the correlations between environmental evaluations and individual moral scores. The results showed that there were relatively strong correlations between the family environment and ideals and beliefs as well as family virtues ($r = 0.512$, $p < 0.01$; $r = 0.573$, $p < 0.01$); between the school environment and academic ethics as well as personal morality ($r = 0.487$, $p < 0.01$; $r = 0.465$, $p < 0.01$); and between the social environment and social morality as well as professional ethics ($r = 0.502$, $p < 0.01$; $r = 0.489$, $p < 0.01$), preliminarily confirming the rationality of the model. Furthermore, AMOS software was used to draw a structural equation model and test the path relationships. The model fit indices reached a good level ($\chi^2/df = 2.43$, GFI = 0.91, CFI = 0.93, RMSEA = 0.057), indicating that the model fit the data well. Accordingly, after adjustments were made to the internal mechanisms and path coefficients, a more complete and more specific model of college students' moral health was ultimately formed, and the mechanisms by which different environmental factors influence different dimensions were clarified: the family environment mainly influences ideals and beliefs as well as family virtues through parent-child relationships, family atmosphere, and the transmission of values; the school environment mainly

influences academic ethics and personal morality through curriculum teaching, campus culture, and institutional norms; and the social environment mainly influences social morality and professional ethics through public opinion, exemplary models, and laws and regulations. This model not only provides a theoretical basis and evaluation tool for moral education, but also indicates directions for targeted moral interventions and can serve as a research framework to guide subsequent in-depth studies.

3. A Realistic Examination of College Students' Moral Health

3.1 Sample Selection and Data Collection

The research team selected two universities, A and B, as the survey sites. University A is a comprehensive research university, while University B is an applied technology university; they respectively represent the characteristics of student groups in different types of institutions. At each university, two humanities and social sciences majors and two science and engineering majors were selected, and 50 enrolled students were randomly sampled from each major, for a total of 400 students. The survey was conducted using a combination of paper questionnaires and online questionnaires. A total of 372 valid questionnaires were recovered, yielding an effective response rate of 93%. To ensure sample representativeness, the selection of majors took into account the proportions of liberal arts and science/engineering fields, and the selection of students took into account the proportions of gender and grade level. In the final sample, males accounted for 47.3% and females for 52.7%; first-year through fourth-year students accounted for 24.5%, 26.1%, 28.2%, and 21.2%, respectively; liberal arts students accounted for 51.6% and science and engineering students for 48.4%, indicating a relatively balanced structure. The questionnaire was completed anonymously and included two parts: basic information and the moral health evaluation scale. The scale contained 34 items across six dimensions and used a Likert five-

Scores were assigned (1 = completely inconsistent, 5 = completely consistent), and open-ended questions were set to collect students' views and suggestions on moral-health education. After the data were imported into SPSS, descriptive statistics and independent-samples T tests were mainly used for analysis. Meanwhile, qualitative materials were coded and classified, and major viewpoints were extracted to help interpret the quantitative results.

3.2 Results Analysis

The descriptive statistical results for the six dimensions in each sample are shown in Table 2. It can be seen that the scores for family virtues were the highest, with mean scores ranging from 3.89 to 4.23, indicating that the surveyed students had developed good family cultivation since childhood. Social morality ranked second, with scores ranging from 3.92 to 4.32, suggesting that college students

also performed relatively well in social morality. By contrast, the scores for ideals and beliefs (2.67-3.21) and academic ethics (2.88-3.21) were markedly lower, suggesting that college students have certain deficiencies in establishing ideals and beliefs and in observing academic norms, and that education and guidance need to be strengthened.

Table 2 Descriptive Statistics of the Moral Health Indices of Each Sample

Sample Type	Sample Size	Ideals and Beliefs	Social Morality	Professional Ethics	Academic Ethics	Family Virtues	Personal Character
A University Liberal Arts Group	50	3.21	4.02	3.87	3.14	4.23	3.65
A University Science and Engineering Group	50	3.05	3.98	3.74	2.97	4.12	3.82
B University Liberal Arts Group	50	2.93	4.32	3.76	3.21	4.01	3.45

Sample Type	Sample Size	Ideals and Beliefs	Social Morality	Professional Ethics	Academic Ethics	Family Virtues	Personal Character
B University Science and Engineering Group	50	2.67	3.92	3.66	2.88	3.89	3.23

Independent-samples T tests of students at the two types of universities (Table 3) found that there were significant differences between the two universities in the three dimensions of ideals and beliefs, family virtues, and personal character ($p < 0.05$), indicating that the relevant moral cognition and behavior were relatively common and were less affected by school type. The difference in the dimension of academic ethics approached significance ($p = 0.041 < 0.05$), reflecting differences among different types of universities in academic requirements and the construction of academic ethos.

Table 3 T Test of the Moral Health Indices of Students at the Two Universities

Dimension	Ideals and Beliefs	Social Morality	Professional Ethics	Academic Ethics	Family Virtues	Personal Character
t value	2.731**	1.165	0.788	1.743	4.223**	2.955**
p value	.000	.132	.216	.041	.000	.004

Note: * $p < 0.05$, ** $p < 0.01$.

Further one-way analysis of variance (Table 4) showed that among different disciplines, significant differences existed only in the dimension of academic ethics ($F = 4.328$, $p = 0.041$), indicating that it was more influenced by the family and social environment and had little relationship with disciplinary background. Overall, the moral health level of the surveyed students needs to be improved; in particular, the common problems in the two dimensions of ideals and beliefs and academic ethics are the most prominent. Schools and society need to carry

out targeted moral education according to the characteristics of students from different types of schools and disciplines.

Table 4 Analysis of Variance of Moral Health Indices Across Disciplines

Dimension	Ideal Beliefs	Social Morality	Professional Ethics	Academic Ethics	Family Virtue	Personal Morality
F value	2.431	0.731	1.192	4.328*	0.033	3.044
p value	.043	.856	.317	.000	.983	.115

Note: * $p < 0.05$, ** $p < 0.01$.

3.3 Problem Identification and Attribution Analysis

To examine in depth the actual state of moral health, the research team compared the scores of the sampled students on each dimension with the theoretical median (4 points), and used independent-samples T tests to determine the significance of the differences. The results showed that the mean scores for the two dimensions of ideal beliefs and academic ethics were 2.96 and 3.05 points, respectively, significantly lower than the theoretical median, with the differences reaching the 0.01 level, indicating relatively serious problems in these two dimensions. Although the scores for the remaining four dimensions were also slightly below the median, the differences were not large. The comparison between each dimension and the theoretical median is shown in Figure 2, from which it can be seen intuitively that ideal beliefs and academic ethics are weak links in overall moral health. Specifically, the low score for ideal beliefs is mainly manifested in unclear future career planning, a low degree of identification with the core socialist values, and a lack of firm will when facing temptations and setbacks; the low score for academic ethics is mainly manifested in unclear understanding of academic misconduct, plagiarism in academic writing, and insufficient knowledge of academic norms.

Text in Figure 2: vertical axis, “Score” ; dashed line, “Theoretical median 4.0” ; note, “Gray bars indicate dimensions significantly lower than the theoretical median.” Values by dimension: Ideal Beliefs 2.96; Social Morality 4.06; Professional Ethics 3.76; Academic Ethics 3.05; Family Virtue 4.06; Personal Morality 3.54.

Figure 2. Comparison of mean scores for each dimension with the theoretical median

With respect to the two weak dimensions, the research team selected 25 students with relatively low scores from each of the two universities for semi-structured interviews, in order to understand and code-analyze the relevant circumstances

of their family education, primary and secondary education, and university education. The interviews showed that many students' family education involved the inculcation of utilitarian values and failed to adequately cultivate a correct worldview, value pursuits, and moral practice; at the primary and secondary school stages, courses on worldview and morality were also rarely offered, which to a certain extent affected the establishment of ideal beliefs. In summary, the factors influencing ideal beliefs include: at the social level, the diversification of values and the negative influence of undesirable values such as money worship and hedonism; at the family level, an excessive emphasis on "practicality" and "utility" while neglecting education in ideal beliefs; at the school level, a single mode of ideological and political education that lacks appeal and specificity; and at the individual level, unclear self-understanding, lack of life planning, and weak willpower. In terms of academic ethics, some students even regard violations such as plagiarism as a form of "wisdom" and fail to correctly recognize their harm. The main influencing factors include knowledge factors involving insufficient understanding of academic norms, ability factors involving inadequate academic writing competence, environmental factors involving a weak academic atmosphere and lax investigation and punishment, and psychological factors involving eagerness for quick success and violation of academic ethics in order to complete tasks. The above factors and their main manifestations are summarized in Table 5.

Table 5 Main Factors Affecting College Students' Ideals and Convictions and Academic Ethics

Dimension	Influencing Factor	Main Manifestations
Ideals and convictions	Social environmental factors	Diversification of values; influence of money worship and hedonism
Ideals and convictions	Family education factors	Excessive emphasis on "practicality" and "utility"
Ideals and convictions	School education factors	A monotonous approach to ideological and political education; lack of appeal
Ideals and convictions	Personal factors	Unclear self-understanding; lack of life planning
Academic ethics	Knowledge factors	Insufficient understanding of academic norms
Academic ethics	Ability factors	Inadequate academic writing ability

Dimension	Influencing Factor	Main Manifestations
Academic ethics	Environmental factors	Weak academic atmosphere; lax investigation and punishment
Academic ethics	Psychological factors	A mentality of seeking quick success and instant benefits

Taken together, the above analysis shows that, in order to raise the level of college students' moral health and shore up the two weak links of ideals and convictions and academic ethics, families, universities, and society must work together, create a sound moral environment, and provide effective moral education.

4. Construction of a Moral Health Education System and Support Mechanism for College Students

4.1 Moral Health Education System

Moral health education for college students must uphold the guiding position of Marxism in the ideological sphere, employ the worldview and methodology of dialectical materialism and historical materialism, take Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as its guide, implement the Party's educational policy, and fulfill the fundamental task of fostering virtue and cultivating people. Its basic principles are: grounding education in the laws governing college students' physical and mental development; teaching according to students' aptitudes; taking socialist core values as the orientation while integrating China's fine traditional culture; emphasizing the contemporaneity and openness of educational content; adhering to the integration of theory and practice and the unity of knowledge and action; and placing importance on environmental cultivation and collaborative advancement. Under this guidance, the overall goal of education is to comprehensively improve college students' moral literacy and health level, enabling them to become socialist builders and successors with all-round development in morality, intelligence, physical fitness, aesthetics, and labor. At the same time, progressive goals should be established for different years of study: first-year students should focus on building a correct worldview and values and establishing lofty ideals; second-year students should focus on improving their capacity for social practice and strengthening their sense of social responsibility; third-year students should focus on cultivating professional responsibility and professional competence; and fourth-year students should focus on integrating personal development with national needs and preparing to become builders of the socialist cause.

In terms of objects and content, education should be differentiated according

to grade level and disciplinary characteristics: for science and engineering students, academic ethics education and cultivation of the scientific spirit should be strengthened; for students in the humanities and history, education in ideals and convictions and cultivation of social responsibility should be enhanced. Educational content should coordinate six areas—ideals and convictions, social morality, professional ethics, academic ethics, family virtues, and personal morality—so as to avoid fragmentation of teaching materials, organically integrate with professional courses, and achieve full coverage of ideological and political education across the curriculum. In terms of pathways and methods, a variety of channels should be used flexibly, including classroom teaching, social practice, themed activities, online education, volunteer service, social surveys, and reading groups, with particular attention to the use of new media tools such as WeChat public accounts, short videos, and livestreaming. In methodology, multiple approaches should be adopted, including situational experience, role-playing, case analysis, model demonstration, clarification of values, and moral discussion, so as to avoid didactic and indoctrination-style education. Conditions should be created for students to experience, comprehend, and internalize moral norms through practice, stimulate moral emotions, and cultivate their capacity for moral judgment and moral practice. The framework of this education system is shown in Figure 3.

Guiding Ideology and Principles → Objectives and Tasks → Objects and Content → Pathways and Methods

Under “Objects and Content” : Ideals and Convictions; Social Morality; Professional Ethics; Academic Ethics; Family Virtues; Personal Character

Educational Pathways and Methods

Classroom Teaching • Social Practice • Themed Activities • Online New Media • Volunteer Service • Model Demonstration • Moral Discussion

Figure 3. Framework of the Moral Health Education System for University Students

4.2 Safeguard Mechanism for Moral Health Education

Effective moral health education cannot be separated from a systematic safeguard mechanism. The research team constructed such a mechanism from four aspects: the motivation mechanism, professional teams, responsible actors, and environmental development. Its framework is shown in Figure 4. In terms of the motivation mechanism, the roles of functional departments, teachers, and students should be clearly defined, and a responsibility system with clear powers and duties should be established: ideological and political departments should assume overall leadership responsibility, formulate plans and policies, and provide resource support; student affairs departments should assume responsibility for organization and coordination and implement various activities; full-time teachers should be responsible for curriculum development and teaching, and integrate moral education into courses; counselors should be responsible for

process management and carry out daily guidance and heart-to-heart conversations. All parties should cooperate closely to form a joint working force. At the same time, the supervision mechanism should be improved. Through routine supervision, special inspections, third-party evaluations, and other forms, the supervision and assessment system should be refined, weak links should be inspected and rectified, and systematic support should be provided for long-term operation.

In terms of professional team development, attention should be paid to building the teaching staff, with an emphasis on introducing “dual-qualified” teachers. Ideological and political teachers, psychological counselors, and social-practice instructors should be allocated in a mixed manner, and a teaching team combining full-time and part-time members should be established. Regular training and seminars should be organized, teacher incentive mechanisms should be improved, and moral education should be incorporated into teacher assessment. At the same time, industry experts, corporate executives, and outstanding alumni should be invited to serve as part-time teachers, so as to expand educational resources and enhance the professional level of education and teaching. In terms of responsible actors, students’ principal role should be fully brought into play. Group learning and mutual supervision systems should be implemented, student self-governance organizations—such as moral-practice associations and volunteer service teams—and student moral committees should be established, and activities such as the selection of moral role models and moral practice should be carried out. By giving play to the demonstrative and leading role of peers, these measures can both strengthen educational effectiveness and cultivate students’ autonomy and sense of responsibility. In terms of environmental development, coordinated education involving the family, the school, and society should be promoted as an integrated whole: families should care for their children, practice good family education and family traditions, and improve their educational capacity through parent schools and home-school contact mechanisms; schools should optimize the campus cultural environment, improve school rules and discipline, foster a sound academic ethos, and carry out rich campus cultural activities; society should strengthen cooperation with communities, enterprises, and social organizations, expand practice bases, organize visits to sites for revolutionary education and patriotic education, and invite outstanding people from all sectors of society to come to campus for exchanges. In this way, favorable external conditions can be provided for the moral and healthy growth of university students, forming an all-round, multi-level pattern of education.

Text in figure:

- **Motivation Mechanism**
Responsibility system • supervision and assessment
- **Professional Team**
Dual-teacher staffing • training incentives
- **Responsible Actors**
Student self-governance • peer modeling

- **Environmental Development**
Integration of family, school, and society
- **Moral Health Education Guarantee Mechanism**

Figure 4 Framework of the Guarantee Mechanism for Moral Health Education among College Students

Moral health is an important component of college students' all-round development and an intrinsic requirement for fulfilling the fundamental task of fostering virtue through education. Based on social cognitive theory and ecosystem theory, this study constructed an evaluation system for college students' moral health comprising six dimensions: ideals and beliefs, social morality, professional ethics, academic ethics, family virtues, and personal character. It developed a scientifically sound and effective evaluation instrument and established a systematic and comprehensive set of evaluation standards. Empirical findings indicate that the current overall state of college students' moral health is generally good, but there are clear shortcomings in the two dimensions of ideals and beliefs and academic ethics. Students from different types of institutions and different academic disciplines also show certain differences in their performance across the various dimensions. Accordingly, this study proposes systematic recommendations for constructing a moral health education system and guarantee mechanism for college students, providing a scientific basis for colleges and universities to carry out moral education effectively. Future research should further expand the sample scope, deepen the analysis of the moral health characteristics of different groups of college students, explore more effective educational strategies and methods, promote the comprehensive development of college students' moral health, and contribute to cultivating socialist builders and successors who develop morally, intellectually, physically, aesthetically, and in labor education.

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