

**THAI NGUYEN UNIVERSITY**  
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**PROFESSIONAL ETHICS EDUCATION FOR  
STUDENTS AT PEOPLE'S POLICE UNIVERSITIES IN  
THE CURRENT CONTEXT**

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## **LIST OF SCIENTIFIC WORKS PUBLISHED BY THE AUTHOR**

1. Do Thi Quyen (2023), "Professional Ethics Education for Trainees in People's Public Security Schools in the Current Period," Journal of Science and Technology - Thai Nguyen University, Issue 04, October 2023.
2. Do Thi Quyen (2024), "Factors Affecting Professional Ethics Education for Trainees in People's Public Security Universities in the Current Context," Vietnam Journal of Educational Science, Volume 20, Issue 07, July 2024.
3. Do Thi Quyen (2024), "Integrating Professional Ethics Education for Trainees through Training Activities in People's Public Security Universities in the Current Context," Vietnam Journal of Educational Science, Volume 20, Issue 10, October 2024.
4. Do Thi Quyen (2024), "Overview of Some Studies on Professional Ethics Education for Trainees in People's Public Security Schools," Education Journal, Volume 24, Special Issue October 2024.
5. Do Thi Quyen (2025), "The current state of professional ethics among students of People's Police University in the current context," Journal of Education, Volume 25, Special Issue 5, June 2025.

## INTRODUCTION

### 1. The urgency of the thesis topic

President Ho Chi Minh once said, "Revolutionary moral education is the most important content, the core factor that creates the 'essence,' the 'root,' and the 'foundation' of a revolutionary person." The People's Public Security is a armed force, a sharp sword protecting the Party, safeguarding the State, and ensuring the peace and happiness of the people. Therefore, revolutionary moral education is an especially important task. In the current context, the People's Public Security forces are often exposed to the negative aspects and adverse phenomena in society; they fight against and prevent the cunning, sophisticated, and treacherous schemes of hostile forces and various types of crime. Hence, professional ethics is a fundamental, decisive factor in the successful fulfillment of their responsibilities and duties entrusted by the Party, the State, and the people.

In implementation of the Resolution of the 13th Party Congress, the Politburo issued Resolution No. 12/NQ/TW dated March 16, 2022, which sets new requirements for education and training work within the People's Public Security, including professional ethics education for trainees to build a truly clean and strong People's Public Security force.

In recent years, in addition to vocational education, People's Police schools have focused on moral education for students. Most students possess good political qualities and ethics; they lead healthy lifestyles, study and train actively, and live responsibly towards themselves, their families, the school, and society. However, during the implementation of moral education activities for students in schools, there are still some shortcomings that do not meet the requirements of educational innovation. In the current context, the content, methods, and organization of moral education for students do not fully meet the demands of the Police Sector, resulting in some students lacking clear ideals, and having an incomplete understanding of the revolutionary traditions of the Party, the Sector, and the nation.

For these reasons, it can be affirmed that choosing the research topic: "Ethical Education for Students in People's Public Security Universities in the Current Context" is very necessary, theoretically significant, and practically meaningful, contributing to the training of police officers with good moral qualities and comprehensive personalities to meet the demands and tasks in the current context.

**2. Research Objectives:** Based on the theoretical research and the current situation of professional ethics education for students at People's Public Security Universities, the thesis proposes measures for professional ethics

education to improve the effectiveness of ethics training for students at these universities, meeting the requirements and tasks of building the People's Public Security force in the current context.

### **3. Research Subjects and Objects**

**3.1. Research Subject:** The activity of moral and professional ethics education in the current People's Police University.

**3.2. Research Object:** Measures for moral and professional ethics education for students at the People's Police University in the current context.

### **4. Research Tasks**

**4.1.** To build a theoretical basis for moral and professional ethics education for students at the People's Police University in the current context.

**4.2.** To survey, analyze, and evaluate the current state of professional ethics among students and the current state of ethics education for students at the People's Police University in the current context.

**4.3.** To propose measures for moral and professional ethics education for students at the People's Police University in the current context and to pilot some of these measures.

**5. Scientific Hypothesis:** Providing moral education for students at People's Public Security universities is a specialized educational process influenced by political, legal, social, and educational factors. Practical experience shows that the results of moral education at these universities do not meet the requirements for building a People's Public Security force in the current context. It is necessary to assess the limitations in professional ethics, address shortcomings in moral education for students, and raise awareness about cultivating professional ethics. Proposing measures for moral education through integration into teaching, organizing educational activities, and training practices for students will contribute to the development of professional moral qualities, political resilience, and a sense of responsibility among People's Public Security students, thereby improving the quality of human resource training for the police force.

### **6. Scope of the Study**

**6.1. Content Limitations:** In universities and the People's Police Academy, there are many training programs. Each major requires graduates to possess common professional ethics qualities as well as those specific to each field. In this thesis, the author focuses solely on educating the general professional ethics qualities for students in the training programs of the People's Police schools, without delving into the specific professional ethics qualities unique to each training field.

**6.2. Scope of the study area and research subjects:** The thesis studies and surveys the current situation of professional ethics education for students at

universities and academies of the People's Public Security, collectively referred to as People's Public Security universities.

The thesis focuses on studying students from the regular system of the People's Public Security University, as well as management officers, teachers, and related forces, among which a random sample of 350 final-year students was selected. By this stage, most students have undergone training, drills, and exercises, thereby developing the basic competencies and qualities of a police officer to prepare for entering the workforce. These students have already formed professional ethical qualities of the People's Public Security, but they are still being reinforced and perfected. Additionally, 165 officers and teachers from five People's Public Security universities under the Ministry of Public Security are included: the People's Security Academy, the People's Police Academy, the Political Academy of the People's Public Security, the People's Police University, and the Fire Prevention and Rescue University. These academies and universities offer training programs representative of the police force.

**6.3. Research Time Limit:** The data collected related to the thesis is mainly limited to the years 2022 to 2024.

## **7. Methodology and Research Methods**

### **7.1. Methodology**

The topic is studied based on the theoretical and methodological foundations of Marxism-Leninism regarding ethics, professional ethics, and moral education; the viewpoints and policies of the Communist Party of Vietnam on professional ethics education; the thoughts on revolutionary ethics of President Ho Chi Minh in general and professional ethics for the Police Force in particular; and the viewpoints, directives, and resolutions of the Party Committee of the Central Police on education and training work.

### **7.2. Research Methods**

#### *7.2.1. Group of theoretical research methods*

*7.2.2. Group of practical research methods:* Pedagogical observation method; Interview method; Expert method; Survey questionnaire method; Educational activity product research method; Pedagogical experimental method;

#### *7.2.3. Information processing method*

## **8. The main points to defend in the thesis**

## **9. New contributions of the thesis**

**9.1. Theoretical aspect:** Developing a system of theories on professional ethics education for students of People's Police academies in the current context, linked to training, coaching, and self-education activities of students based on the specific nature of professional labor, the functions and duties of

People's Police officers in the new context, and the factors influencing the professional ethics education activities for students of People's Police academies in the current context.

### **9.2. Practical Aspects**

- Conduct a systematic and scientifically grounded survey and analysis of the current state of moral education for students at People's Public Security universities, identify limitations and main causes, and provide reliable practical arguments for the innovation of moral education activities.

- Propose measures to consciously transform awareness of professional ethical standards into attitudes and ethical behaviors among students at People's Public Security universities.

- The research results of this thesis have direct application value in the training practices at People's Public Security academies and universities; they can also be used as reference materials for management staff and lecturers in organizing and innovating moral education for current students.

### **10. Structure of the thesis**

Apart from the introduction and conclusion, the table of contents, references, appendices, and a list of scientific works published by the author related to the topic, the thesis includes 3 chapters:

**Chapter 1:** The theoretical basis of vocational ethics education for students at the People's Police University in the current context.

**Chapter 2:** The current situation of vocational ethics education for students at the People's Police University in the current context.

**Chapter 3:** Measures for vocational ethics education for students at the People's Police University in the current context.

## **Chapter 1**

### **THEORETICAL BASIS OF PROFESSIONAL ETHICS EDUCATION FOR STUDENTS AT THE PEOPLE'S POLICE ACADEMY IN THE CURRENT CONTEXT**

**1.1. Overview of research issues:** Research on professional ethics; Research on professional ethics education; Research on professional ethics education in the People's Police sector.

**1.2. Some basic concepts:** Ethics; Professional ethics; Professional ethics of the People's Police; Ethics education for students at the People's Police Academy.

### **1.3. Professional ethics of People's Public Security officers in the current context**

**1.3.1. Current Context and Requirements for the Labor and Professional Ethics of People's Public Security Officers:** The current situation is significantly impacting the professional ethics of police officers, such as: the complex global and regional situation requiring police officers to truly love and be committed to their profession; the country experiencing both favorable opportunities and potential risks, with unpredictable impacts directly affecting the duties of police officers; increasing threats from non-traditional security issues; and the need to build a team of police officers in the new situation.

#### **1.3.2. Basis for Determining the Professional Ethics of the People's Public Security Force**

##### **1.3.2.1. Legal basis**

The legal basis defining the professional ethics of the People's Public Security is formed from a system of directives from the Party and the State, and is directly embodied in regulations, directives, and circulars of the Ministry of Public Security such as: The Document of the 13th Party Congress emphasizing the requirement "...to build a revolutionary, disciplined, elite, modern People's Public Security force"; Regulation No. 144-QĐ/TW of the Central Executive Committee on "Revolutionary ethical standards of cadres and party members in the new period"; Circular No. 27/2017/TT-BCA of the Ministry of Public Security regulating "Code of conduct for officers and soldiers of the People's Public Security"; "Six teachings of Uncle Ho for the People's Public Security"; The 2018 Law on the People's Public Security...

##### **1.3.2.2. Theoretical basis**

Functions and specific duties of the Police force: As a key armed force of the Party and the State, the People's Police have a core role in protecting national security, ensuring social order and safety; fighting against plots, activities of hostile forces, and various crimes; protecting the Party, the State, and the People. These functions and duties are of a particularly political and social nature, often associated with danger, challenges, and high professional pressure, thereby imposing specific requirements regarding the resilience, responsibility, and professional ethics of police officers.

Characteristics of the People's Police professional activities: The professional activities of the People's Police are of great political significance; they are highly combatant in nature; they involve high operational principles and confidentiality; and they are risky, unpredictable, and hazardous.

### ***1.3.3. The manifestations of professional ethics among People's Police officers in students at the People's Police University today:***

*1.3.3.1. Manifestations regarding awareness:* Professional ethical qualities towards the Fatherland, the Party, the State, and the People; Professional ethical qualities in studying, training, and performing duties; Professional ethical qualities towards the Police profession; Professional ethical qualities towards colleagues, others, and lifestyle.

*1.3.3.2. Manifestations regarding students' attitudes towards professional ethics:* Attitudes towards the Fatherland, the Party, the State, and the People; Attitudes towards studying and training; Attitudes towards the Police profession; Attitudes towards colleagues, others, and lifestyle.

*1.3.3.3. Manifestations of professional ethical behavior of students:* Manifestations of behavior towards the Fatherland, the Party, the State, and the People; Manifestations of learning and training behavior; Behaviors demonstrated towards the Police Force profession; Manifestations of behavior towards colleagues, others, and lifestyle.

***1.3.4. The development process of professional ethics of the People's Police officer during training at the People's Police University:*** The People's Police profession is different from other professions in society, so the process of forming, developing, and perfecting the professional ethics of the People's Police officer during training at the People's Police University has a specific police profession nature: Developing awareness and moral motivation for students at the People's Police University; Developing attitudes, feelings, and trust in professional ethics for students at the People's Police University; Developing skills and dominant behaviors.

## ***1.4. The theory of vocational ethics education for students at the People's Police University in the current context***

### ***1.4.1. Characteristics and principles of vocational ethics education for students at the People's Police University***

*1.4.1.1. Characteristics of vocational ethics education for students:* Vocational ethics education for students is a goal-oriented process; it is an activity that transforms the requirements of implementing ethical standards of the People's Police officer into awareness, attitude, and behavior consistent with professional ethical standards; vocational ethics education for students is always linked with training and education activities; it is a political, legal, and people-oriented activity; it is a disciplined activity; it is closely associated with value education.

*1.4.1.2. Principles of professional ethics education for students:* Ensuring the leadership of the Party; Ensuring purposefulness in education; Ensuring coordination of forces in education; Principles of ensuring

education is linked to professional practice; Principles of ensuring a balance between building and defending; Principles of ensuring unity between the educational activities of instructors and schools with students' self-education and self-discipline.

**1.4.2. Objectives of professional ethics education for students at the People's Police Academy:** To develop and enhance students' professional ethical knowledge; To develop and strengthen students' attitudes, beliefs, and emotional commitment to professional ethics; To develop and improve students' professional ethical behaviors.

**1.4.3. Content of professional ethics education for students at the People's Police University:** Educating students about patriotism, loyalty to the Fatherland, the Party, and the people; fostering self-discipline, regular self-cultivation, and moral character development; instilling discipline and organizational awareness within the police force; promoting pride in the profession and its values; encouraging a pure, simple, healthy lifestyle and a sense of service to the people; emphasizing responsibility in task execution; and raising awareness of professional development.

**1.4.4. The Path of Professional Ethics Education for Students at the People's Police University:** Teaching professional ethics to students through coursework; Educating students on professional ethics through initial training activities and adherence to dormitory regulations; Teaching professional ethics through collective activities; Educating students at People's Police schools through experiential career activities; Promoting professional ethics through family and social education; Encouraging self-education and self-discipline among students as a means of professional ethics education.

**1.4.5. Methods of moral education for students at the People's Police Academy:** The methods of moral education for students of the People's Police are very rich and diverse, combining traditional and modern approaches, expressed in three groups of methods: The group of methods for forming personal awareness (explanation and illustration methods; presentation and explanation methods; problem-posing and solving methods; dialogue or forum organization methods); The group of methods for organizing activities to shape behavior (educational project methods; task assignment methods; training at shooting ranges; skills and behavior training methods; situational handling methods; case study methods); The group of methods for stimulating and adjusting behavior (competition methods; reward methods; punishment methods; role model methods).

**1.4.6. The forces involved in moral and professional ethics education for students at the People's Police University:** Moral and professional ethics education for students occurs within a dialectical unity between the educational forces (the subjects - educators) and the educational objects (students), including: the Ministry of Public Security; the school; families and social organizations; police units and local authorities where students attend training, internships, and work.

**1.4.7. Evaluation of the results of moral and professional ethics education for students at the People's Police University:** The assessment of the results of moral and professional ethics education for students is carried out through: the content of evaluating the results of moral and professional ethics education for students; the methods of evaluating the results of moral and professional ethics education for students; the forces participating in evaluating the results of moral and professional ethics education for students.

## **1.5. Factors Affecting Professional Ethics Education for Students in People's Police University**

Some basic subjective and objective factors influence the professional ethics education for students in People's Police University.

### **Conclusion of Chapter 1**

The professional ethics of the People's Police officer are qualities reflected through the awareness, attitude, and behavior of the officer. They are career-oriented and developed through training activities at People's Police schools and professional practice.

Teaching professional ethics to students at the People's Police University is a purposeful, planned activity with content delivered through educational methods and pathways involving educational forces to shape and develop students' professional moral qualities in relation to the Fatherland, the Party, the State, and the People, as well as colleagues, enemies, work, and oneself, in accordance with the ethical standards of the Police force. The current context sets new requirements for the character of the People's Public Security soldiers, demanding that the professional ethics education activities for students at the People's Public Security University be linked to practical realities, aligned with the functions and duties of the People's Public Security soldiers in the new situation.

The professional ethics education activities for students at the People's Public Security University are influenced by the guiding viewpoints of the Party and the Public Security sector; the educational capacity of teachers and management staff of the school; the awareness, initiative, creativity, self-

education, and self-discipline of students; the training and drill programs of the school; the educational environment of the People's Public Security; the facilities, equipment, and educational resources of the school; the socio-economic and political environment of the locality... the school and teachers need to maximize the influence of these factors to effectively organize professional ethics education activities for students at the People's Public Security University.

## **Chapter 2**

### **CURRENT STATUS OF PROFESSIONAL ETHICS EDUCATION FOR STUDENTS AT THE PEOPLE'S POLICE UNIVERSITIES IN THE CURRENT CONTEXT**

#### **2.1. Overview of the characteristics and situation of the People's Police Universities and the survey organization on the current status of professional ethics education for students at these universities**

**2.1.1. Overview of the characteristics and current situation of the People's Police Universities:** According to Resolution No. 22-NQ/TW of the Politburo, based on the new organizational structure, the training institutions at the undergraduate and postgraduate levels within the People's Police force include 03 academies and 04 universities (hereinafter collectively referred to as the People's Police Universities). The People's Police Universities are specialized training institutions responsible for training and fostering the staff and officers of the People's Police in the context of increasing demands for national security protection, maintaining order, and ensuring social safety, which are becoming more complex.

**2.1.2. Overview of the general situation of the People's Public Security Universities conducting surveys:** The thesis is implemented through research at the People's Public Security Universities, specifically including: People's Security Academy, People's Police Academy, People's Police Political Academy, Fire Prevention and Fighting University, and People's Police University.

#### **2.1.3. Organizing surveys on the current state of professional ethics education for students at the People's Public Security Universities**

##### **2.1.3.1. Purpose and content of the survey**

**Survey purpose:** To objectively and accurately assess the current state of ethics among students and the current state of professional ethics education for students at the People's Public Security Universities. Analyze and clearly identify strengths, limitations, and causes to serve as a basis for proposing measures to improve professional ethics education for students at these universities in the current context.

*Research content on the current situation:* Surveying the current state of professional ethics education for students at People's Public Security Universities in the current context; The current state of students' ethics at People's Public Security Universities in the current context; Assessing the impact level of factors affecting professional ethics education for students at People's Public Security Universities.

#### *2.1.3.2. Subjects, locations, and survey period*

Conducted surveys with 515 officers, lecturers, and students, specifically: 350 students, 165 officers and lecturers.

Regarding the survey locations: Surveys were conducted at 5 People's Public Security Universities: People's Security Academy, People's Police Academy, People's Security Political Academy, Fire Prevention and Fighting University, and People's Police University.

Survey period: From 2022 to 2024.

#### *2.1.3.3. Survey Organization Methods*

Questionnaire survey method; Observation method; In-depth interview method; Expert method; Product activity research method; Data processing method using mathematical statistics.

Survey questions with 5 levels, arranged in decreasing order, with each level corresponding to scores of 5, 4, 3, 2, 1, processed using the average score. The degree of difference in the average scores of questions with a Likert scale is calculated by subtracting the lowest score of 1 from the highest score of 5, then dividing by 5 levels to obtain a difference score of 0.8.

## **2.2. The current state of professional ethics among students at the People's Police University**

***2.2.1. The awareness of students at the People's Police University regarding professional ethics:*** Students at the People's Police University all have a correct understanding of the moral qualities required of a People's Police officer. According to self-assessment and self-evaluation, the importance of these qualities ranges from an average of 3.47 to 4.02 points, reaching a necessary level or higher. The average standard deviation is 0.82 points, indicating that the measurement scale is valid and the results are reliable. However, some students have a correct but incomplete understanding of the moral qualities needed to train and cultivate to become true People's Police officers.

***2.2.2. The current situation of students' attitudes towards professional ethics at People's Police universities:*** Most students evaluate their attitudes towards professional ethics as appropriately expressed (Average score: 3.61). This confirms that, based on a correct awareness of

professional ethics, students have the right attitude in cultivating and practicing ethical qualities. However, there are still some ethical qualities of the police profession where a few students show relatively appropriate or inappropriate behaviors due to various reasons, including subjective causes such as a lack of genuine concern from students, as well as issues related to the content and methods of education and teaching by instructors.

**2.2.3. The current situation regarding professional ethical behavior of students at the People's Police University:** The professional ethical behavior of students at the People's Police University generally ranges from appropriate to highly appropriate, with no assessment content rated as inappropriate. The evaluation results for officers and teachers range from 3.13 to 3.75 points, with Eterms having a standard deviation from 0.76 to 1.03; the evaluation results for students range from 3.27 to 3.85 points, with Eterms having a standard deviation from 0.80 to 0.99, demonstrating that the measurement scale is valid and the results are reliable. Although the overall assessment is rated as appropriate, there are still opinions indicating that some behaviors are rated as inappropriate or completely inappropriate according to professional ethical standards.

**2.2.4. The current situation regarding some inappropriate behavioral manifestations of students in People's Public Security universities:** Regarding some violations committed by students in People's Public Security universities, we conducted a survey on 10 behaviors, which showed that students in these universities, during their study and training, still exhibit violations of regulations on management and student education; violate industry regulations, and breach the standards and ethical values of the People's Public Security force. However, the survey results also show that behaviors not in accordance with professional ethical standards are rated by students as infrequent and rarely violate specific assessments, with average scores ranging from 2.28 to 2.64 points, and an average standard deviation of 0.90. The Eterms have standard deviations ranging from 0.74 to 0.95, and staff and teachers also rate these behaviors as infrequent and rarely violated, with average scores ranging from 2.29 to 2.64 points, and Eterm evaluations ranging from 0.74 to 0.95.

**2.2.5. Evaluation of students' performance in learning and practicing at the People's Police University:** The summary report and evaluation of the learning and training situation of students at five surveyed schools show the following: the proportion of students with good and fairly good academic and training results is high; however, there are still students with average and poor results, and notably, some students have committed violations, received warnings, reprimands, and

disciplinary actions for violating school regulations and rules, and even some students have been expelled.

### **2.3. The current state of professional ethics education for students at People's Public Security universities in the current context**

**2.3.1. The current state of the objectives of professional ethics education for students at People's Public Security universities:** Most officers, lecturers, and students rate the implementation level and effectiveness in achieving the goal of moral and professional ethics education for students at the People's Public Security Universities as quite good (average scores of 4.16 and 4.07 with standard deviations of 0.92 and 0.98). The objectives are implemented evenly and have corresponding effectiveness. In the survey terms evaluating the implementation level and results, the standard deviations of the surveyed contents range from 0.88 to 0.97 and from 0.93 to 1.06.

**2.3.2. Content of Professional Ethics Education for Students in People's Public Security Universities:** Most officers, lecturers, and students surveyed highly appreciate the implementation of professional ethics education content for students in People's Public Security Universities. However, there is a discrepancy between the level of implementation and the actual results; the overall average level of implementation is 4.12, while the actual results are 3.95. The survey items regarding the implementation of professional ethics education content have average scores ranging from 3.63 to 4.26, with standard deviations from 0.76 to 0.99. The evaluation results of the implementation outcomes have average scores ranging from 3.29 to 4.11, which are lower than the implementation levels, with standard deviations from 0.73 to 0.88. However, some aspects of professional ethics education for students are rated as being implemented infrequently; the results are considered quite good.

**2.3.3. Methods of Professional Ethics Education for Students in People's Police University:** People's Police University has diversified its methods of professional ethics education for students and implemented them regularly and continuously (average score: 3.75); the effectiveness of these methods is evaluated as good (average score: 3.71). The assessment of the implementation level of professional ethics education methods for students shows an average score ranging from 3.33 to 3.86, with a standard deviation also ranging from 0.72 to 0.91. The evaluation of the results of implementing these professional ethics education methods for students shows an average score ranging from 3.27 to 3.85, with a standard deviation ranging from 0.75 to 0.95. However, some experiential methods of moral

education for students have not been used regularly and have not achieved good results, requiring improvement to enhance the quality of professional ethics education for students.

**2.3.4. The Pathways of Professional Ethics Education for Students at People's Police University:** Most respondents rated the use of various pathways and methods of education as highly appropriate (average score: 3.67 - regularly implemented). The evaluation of the implementation level of pathways for professional ethics education for students ranged from 3.27 to 3.90 points, with standard deviations also ranging from 0.74 to 0.94. The overall average score for the effectiveness of these pathways was 3.63 points, with evaluators' scores ranging from 3.28 to 3.91 points and standard deviations from 0.73 to 1.03.

Many ways of moral and professional education for students at People's Police University have been regularly implemented by teachers and officials, and initial results have been quite good. However, some methods of moral and professional education for students have not been given consistent attention and have only achieved average results. Among the methods that are regularly and irregularly implemented, there are still some evaluations indicating that they have not been carried out or that the results are weak and poor.

**2.3.5. The forces involved in moral and professional education for students at People's Police University:** The survey results show that the level of participation of the ethical professional education forces for students at the People's Public Security University has an average score ranging from 3.27 to 4.10 points, with a standard deviation ranging from 0.77 to 0.89; regarding the implementation results of the coordinated activities, the average scores range from 3.27 to 4.07 points, with a standard deviation ranging from 0.70 to 0.88. Basically, the People's Public Security University has attracted many forces to participate in professional ethics education for students at a regular participation level and achieved quite good results. However, there are still forces that the school has not attracted to participate regularly in professional ethics education for students, and even among the forces evaluated as regularly participating, there is still a proportion of opinions indicating no participation, and the implementation results are at an average or weak level that need improvement.

**2.3.6. Evaluation of the results of professional ethics education for students at People's Public Security universities**

*Regarding the evaluation content:* The level of implementation of the evaluation of professional ethics education results for students at People's

Public Security universities ranges from regularly conducted to nearly very regularly.

*Regarding the evaluation method:* The survey results show that the form of assessment through student files has the highest usage level (average score: 4.07) and effectiveness (average score: 3.87). This aligns with the practical management of training and student management at People's Public Security universities.

*Regarding the evaluators:* Lecturers and homeroom teachers are the most regularly and effectively involved evaluators (average scores: 4.10 and 4.07). This result is consistent with the reality of professional ethics education in People's Public Security schools, as they are the primary subjects responsible for organizing the process.

### ***2.3.7. The level of influence of factors on the process of moral education for students at the People's Public Security University***

All surveyed factors are considered to have a fairly high impact, with average scores ranging from 3.96 to 4.37 points, specifically as follows: The strongest influence is from motivation and awareness, and students' self-educational capacity, with an average score of 4.37 points, indicating a very significant impact; The second most influential factor on moral education activities for students at the People's Public Security University is the educational capacity of teachers and educational management staff, with an average score of 4.35 points, indicating a very significant impact; The third most influential factor is the viewpoint of the Party, the State, and the Ministry of Public Security regarding the training of the People's Public Security force, with an average score of 4.29 points, indicating a very significant impact. The two factors with the least impact are: the school's facilities and equipment; economic, political, and social conditions.

## **2.4. General comments on the current state of professional ethics education for students at People's Police University in the current context**

### ***2.4.1. Strengths***

Thanks to the attention from the Party Committee, the Board of Directors, the School Board, and the lecturers, staff of the People's Police University regarding professional ethics education for students, most students in the schools have developed proper awareness and attitudes towards the professional ethics of the police force, and exhibit behaviors consistent with the ethical standards of the profession.

Regarding the activities of professional ethics education for students, they have been implemented relatively well and effectively by the staff and lecturers of the People's Police University:

The goal of professional ethics education for students has been continuously and regularly prioritized by the staff and lecturers, and many objectives of professional ethics education for students have been evaluated as successfully achieved by the staff and lecturers.

Regarding the content of professional ethics education for students, it has been implemented by staff and lecturers at various schools with the following topics: Patriotism, loyalty to the homeland, the Party, and the people; awareness of discipline and organization within the Police Force; love for the profession and its values... Most of these educational contents are regularly and very regularly implemented, with good results.

Regarding the methods and approaches for professional ethics education for students, staff and lecturers at the People's Police University have diversified their methods and approaches. Most of these methods and approaches are implemented regularly and have achieved effective results.

The assessment of ethical vocational education results for students has been implemented by staff and lecturers at the People's Public Security University with various contents, methods, and evaluation forces to more accurately assess students' learning and training outcomes. At the same time, it has mobilized educational forces to participate in vocational ethics education for students and in evaluating their learning and training results in professional ethics.

#### ***2.4.2. Regarding existing issues and limitations***

Regarding students' professional ethics: research results show that a small number of students have awareness, attitudes, and behaviors that are not entirely consistent with the ethical standards of the police force, leading to some students violating school rules, disciplinary regulations, dormitory rules, and some students progressing slowly, being disciplined, and having to withdraw from school.

Regarding the ethics education for students at the People's Public Security University: some objectives of professional ethics education for students have not been implemented regularly, and the results are not satisfactory; the content of education on self-discipline, positivity, proactive learning, and training for students; education on integrity and honesty has not been conducted regularly, and the results are not high.

Some methods of professional ethics education for students through experiential learning have not been carried out regularly to create an environment for practicing and cultivating professional ethics for students in order to achieve high educational effectiveness; although educational approaches have been diversified, they have not truly

exploited the strengths of some dominant methods in practicing and cultivating professional ethics for students.

Lecturers still face difficulties in assessing the results of students' ethical training.

#### ***2.4.3. Causes of existing limitations and shortcomings***

Due to the limited capacity of instructors in an integrated approach to education, the integration of objectives and content related to professional ethics education for students has not been implemented flexibly and effectively, especially in training management.

Assessment activities for professional ethics education results have not been diversified, integrated into teaching, nor have they maximized the roles of evaluators...

Organizing activities for professional ethics education for students is mainly conducted within the school environment. Education linked to practical work and combat of the People's Police has been implemented, but there are still some limitations.

The coordination between internal and external forces within the school, and the promotion of the role of participating forces in education, still remains somewhat loose, leading to a portion of students trained in school who, when working at police units and local authorities, still do not meet the practical requirements and demands.

Some students are limited by their self-education and self-discipline abilities, lack a deep understanding of professional ethical standards, and have not properly identified their motivation for moral training, resulting in limitations in their awareness, attitude, and professional ethical behavior.

The activity of moral and professional education for students always takes place in a context influenced by many factors, including positive influences from the economic-political-social environment, digital technology, social networks, as well as negative influences from the environment.

### **Conclusion of Chapter 2**

The activities for moral and professional ethics education for students at People's Public Security universities have achieved many notable results. Most students at these universities have a correct and comprehensive understanding of the ethical standards of the People's Public Security, and exhibit attitudes and behaviors consistent with these standards, demonstrated through their relationships with the Fatherland, the Party, the People, their studies, training, and interactions with others, themselves, and the community. However, a small number of students still have an incomplete understanding of professional ethics and show limitations in their attitudes

and behaviors, such as violating regulations and discipline, and their academic and training results have not met the set requirements.

The activities for moral and professional ethics education for students at the People's Police University have been implemented comprehensively, from objectives to content, methods, and educational pathways, as well as the evaluation of educational results. All these components have been carried out regularly and have achieved notable results. Many objectives and content related to professional ethics education for students have been successfully evaluated, although some objectives and content still have unsatisfactory evaluation results. While the methods and pathways for professional ethics education have been diversified, some experiential methods and forms that provide students with opportunities to practice and develop their professional moral qualities in relationships have not been effectively exploited due to various reasons.

The integration of ethical vocational education content for students into specialized and professional teaching has not been truly effective. The collaboration between the People's Police University and local police units is infrequent and has not yielded significant results in ethical vocational education for students. The ethical vocational education activities for students at the People's Police University are influenced by both objective and subjective factors. A small number of students still exhibit attitudes and behaviors that are not appropriate for professional ethical qualities, and some students even violate disciplinary rules related to ethics.

These shortcomings serve as the basis for the author to select measures for ethical vocational education for students in order to address these issues and improve the quality of ethical vocational education at the People's Police University in the current context.

### **Chapter 3. MEASURES FOR PROFESSIONAL ETHICS EDUCATION FOR STUDENTS OF POLICE UNIVERSITIES IN THE CURRENT CONTEXT**

#### **3.1. Principles for developing measures to educate professional ethics for students of People's Police universities in the current context**

The proposal for measures to educate professional ethics for students of People's Police universities in the current context is based on the following principles: ensuring educational objectives; ensuring practicality; ensuring continuity; ensuring systematization; ensuring necessity and effectiveness.

#### **3.2. Measures for professional ethics education for students of People's Police universities in the current context**

##### ***3.2.1. Raising awareness of professional ethical standards and motivating the cultivation of professional ethics among students***

The goal of this measure is to help students fully understand the ethical standards of a People's Public Security officer in their relationships with the Fatherland, the Party, the State, the People, work, enemies, and themselves... Based on that, they will recognize the importance of cultivating professional moral qualities during their studies, training, and participation in activities at the People's Public Security University to motivate proper and proactive self-improvement and cultivation, aiming to develop behaviors that align with the ethical standards of the profession and meet the requirements of work in police units and localities after graduation.

### ***3.2.2. Integration of vocational ethics education content for students through teaching activities at People's Public Security universities***

The goal of this measure is to achieve a dual purpose: to develop students' competencies according to the learning outcomes of the course and to meet the ethical and professional qualities that need to be cultivated in students based on the program development, teaching content following an integrated approach to vocational ethics education, and the selection of content, methods, and teaching forms that incorporate vocational ethics education for students. The teaching content should both develop students' competencies and foster and develop their professional ethical qualities during their learning and training process.

### ***3.2.3. Building an environment for nurturing and practicing professional ethics for students in the current context***

The goal of this measure is to develop the professional ethical qualities of the People's Public Security industry in an increasingly perfect direction. Through a positive nurturing and training environment, students can develop the qualities of a People's Public Security soldier in the best way to meet the requirements of professional ethics for the People's Public Security officer. Therefore, developing an environment for nurturing and practicing professional ethics for students in the current context is to create opportunities and conditions for students to actively strive for self-cultivation and training to become a People's Public Security soldier who is both virtuous and professional.

### ***3.2.4. Coordinate with police units and local authorities to educate students about professional ethics through initial training activities, practical exercises, internships, and on-site experiences.***

The goal of this measure is to collaborate between instructors, the school, and police units and local authorities to educate students about professional ethics through initial training, practical exercises, internships, and on-site experiences, creating an educational environment that combines theory with practical professional experience and practicing ethical behavior and habits. It aims to develop an ethical

education environment for students, mobilize resources within and outside the school to participate in ethics education, and improve the effectiveness of professional ethics education for students.

### ***3.2.5. Promoting the awareness of self-education and self-discipline in professional ethics among students in People's Police University***

The goal of this measure is that the process of professional ethics education for students requires instructors and the school to constantly innovate teaching methods and organizational forms to promote the proactive and active role of students in practicing ethics. The promotion of self-education and self-discipline in professional ethics among students in People's Police University aims to turn the educational process into a self-educational process for each student, thereby improving the effectiveness of professional ethics education for students at People's Police University in the current context.

### ***3.2.6. Develop and implement a set of indicators to evaluate the results of moral and professional ethics education for students at People's Public Security Universities***

The goal of this measure is to help instructors and participating forces objectively and practically assess the outcomes of moral and professional ethics education and students' self-education results, enabling students to clearly recognize their shortcomings for self-reflection, self-correction, and to improve their professional ethical qualities to meet the graduation standards of the training process and the ethical requirements of People's Public Security officers. Through inspection and evaluation, timely corrections, remedies, lessons learned, and modifications or additions to the content, methods, and organization forms of professional ethics education activities for students will be made.

## **3.3. The relationship between measures**

### **3.4. Educational experiment**

#### ***3.4.1. Purpose and subjects of the experiment***

*Purpose of the experiment:* To confirm the feasibility of moral and professional ethics education measures for students when applied in practice within training activities, contributing to raising awareness, attitudes, and professional ethical behavior among students at the People's Police Academy in the current context.

*Subjects of the experiment:* Two regular undergraduate classes consisting of 96 students from the People's Police Academy (T02): Class B3A - D47 is the experimental class; Class B3B - D47 is the control class.

#### ***3.4.2. Experimental hypothesis and duration of the experiment***

*Experimental hypothesis:* If the integration of professional ethics education content for students at the People's Police University is

implemented through the dominant course-based teaching combined with the development of an environment for nurturing and practicing professional ethics, creating conditions for students to learn and practice, then the results of professional ethics training for students at the People's Police University will be improved in the current context.

*Experimental duration:*

- First experiment: from August 12, 2024, to October 22, 2024.

- Second experiment: from October 23, 2024, to November 22, 2024.

**3.4.3. Experimental Content: Based on the above measures, we selected the following approaches:** "Integrating professional ethics education content for students through teaching activities at the People's Public Security University" and "Building an environment for nurturing and practicing professional ethics for students in the current context" to conduct the experiment.

**3.4.4. Experimental Organization Process:** Preparation phase; Implementation phase; Result processing phase

**3.4.5. Criteria for measurement and evaluation of experimental results**

*3.4.5.1. Criteria for assessing the results of pedagogical experiments.*

*Quantitatively:*

- Organize for students in the experimental class and the control class to take the same test with the prepared exam. Evaluation is based on the following levels: Weak, poor: less than 5 points; Average: from 5 to just under 7 points; Fair: from 7 to just under 8 points; Good: from 8 to just under 9 points; Excellent: from 9 to 10 points.

- To assess the development of professional ethics among students in the experiment, the author developed the following: Use self-assessment questionnaires on awareness, attitude, and professional ethical behavior of students. When integrating professional ethics education into teaching, each content is evaluated using a system of criteria: Awareness includes 6 criteria, Attitude includes 6 criteria, Behavior includes 6 criteria. The scoring levels are specified as follows: For awareness, attitude, and behavior assessment: from 4.20 to 5.0 points: Very good; from 3.40 to just under 4.20 points: Good; from 2.60 to just under 3.40 points: Fair; from 1.80 to just under 2.60 points; from 1.0 to just under 1.8 points.

*Qualitatively:* Conduct interviews to gather opinions and evaluations from instructors teaching the training program regarding the feasibility and potential for widespread application of the training measures. Additionally, include some supporting indicators such as: assessing students' attitudes and interest during the learning process through observation and self-assessment

questionnaires. The levels of interest and behavior are as follows: Level 1: Dislike; Level 2: Neutral; Level 3: Like.

#### *3.4.5.2. Methods for processing experimental pedagogical results*

*Quantitatively:* Use Excel software to calculate the characteristic parameters of the sample and perform tests for differences in mean values.

*Qualitatively:* Analyze students' activity products, observe students during participation, collect self-assessment forms, and conduct interviews with instructors and students.

### **3.4.6. Experimental Results**

#### *3.4.6.1. Analysis of Students' Learning Outcomes*

Students' learning outcomes before the experiment: The learning results of students in the two experimental classes and the control class were similar. The test scores of students in both groups showed no significant difference. The test scores of students in the experimental and control classes ranged from 4 to 8 points, with the highest proportion of tests scoring 6 points, followed by 4 points.

Students' learning outcomes after the experiment:

- The learning outcomes of the experimental and control groups after the first experimental run: Comparing the average values ( ) of the learning outcomes of the experimental and control classes after the first run shows a difference in learning results between the two classes, with average scores of ( ) = 6.33 for the experimental class and ( ) = 5.70 for the control class.

- *The learning outcomes of students in the experimental class and the control class after the second experiment:* The comparison of the average values ( ) of the learning outcomes of the experimental and control classes after the second experiment shows a difference in learning results between the experimental and control classes, with the averages being ( ) = 6.85 versus ( ) = 5.85.

#### *3.4.6.2. Analysis of the level of professional ethics development of students in integrated teaching*

*\* The level of professional ethics of students before the experiment:*

Regarding awareness: Control group: The overall average score of the control group is 4.11, with 4.12 being the average awareness score; Experimental group: The overall average score is 4.10, with the awareness average score also being 4.10.

Regarding attitude: Control group: The overall average score is 4.11, with the attitude average score being 4.17; Experimental group: The overall average score is 4.10, with the attitude average score being 4.15.

Regarding behavior: The average score of the control group is 4.11, with a behavior score of 4.04; the experimental group has an average score of 4.10, with a behavior score of 4.04.

*\* Changes in awareness, attitude, and professional ethics behavior of students after the first experiment*

Comparing the pre- and post-experiment results shows significant changes in the average scores, with the control group increasing from 4.11 to 4.20; the experimental group from 4.10 to 4.21. The results indicate that the experimental group has made more positive progress in awareness, attitude, and behavior regarding professional ethical standards.

*\* Changes in awareness, attitude, and professional ethics behavior of students after the second experiment*

Regarding awareness: there is a very significant difference between the control group and the experimental group.

*Regarding awareness:* there is a significant difference in awareness between the control group and the experimental group. The experimental group's average score increased from 4.12 (after the first experiment) to 4.33. The number of students with good and very good scores increased rapidly. This confirms the effectiveness of the moral and professional ethics education measures.

*Regarding attitude:* The average attitude scores of both the experimental and control groups increased compared to the first experiment, with the number of students scoring at a moderate level decreasing, and those at good and very good levels increasing. This shows that students have a much more positive attitude towards fulfilling the requirements, regulations, and standards of professional ethics in the Police force.

*Regarding behavior:* After the second experiment, under the influence of the experimental measures, while the control group showed little change, the experimental group experienced a significant change, with the average score rising to 4.48. Thus, the educational measures have had an impact on the students, truly bringing about effective and meaningful results.

#### *3.4.6.3. Qualitative Analysis After the Experiment*

- Observation of the lesson during the experiment shows that students are more interested in the lesson, demonstrated by their level of concentration, the number of times they raise their hands to speak, and their cooperative learning spirit in the classroom.

- Collecting feedback from students: Using the 3-2-1 technique to gather feedback from students after the experiment. Students are asked to write their responses on paper and then interview the instructor after the lesson.

#### 3.4.6.4. *Comments and Evaluation*

- The pedagogical experiment results confirm that the proposed thesis measures are highly feasible; the content of each measure and the experimental process are clear and transparent.

### **Conclusion of Chapter 3**

Based on systematizing theoretical issues related to professional ethics education for students at the People's Public Security University and analyzing the current situation of ethics education for students, especially the existing shortcomings and limitations, the thesis proposed six measures to improve the effectiveness of professional ethics education for students and contribute to enhancing the quality of training at the People's Public Security University.

Experimental implementation of two pedagogical impact measures, "Building an environment for nurturing and practicing professional ethics for students in the current context" and "Integrating professional ethics education content for students through teaching activities at the People's Public Security University," shows that the proposed measures are both necessary and highly feasible, with clear content and implementation procedures, suitable for the educational, training, and development goals of the People's Public Security forces in the new situation.

The above measures have a dialectical relationship, mutually influencing and supporting each other; therefore, in the process of organizing professional ethics education for students, they need to be implemented in a synchronized and flexible manner, tailored to the specific conditions of each People's Police University, with the responsible participation of lecturers, management staff, and related educational forces, in order to improve the effectiveness of professional ethics education and the quality of training at the People's Police Universities.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

In terms of theory, the thesis affirms that: Professional ethics education for students at the People's Police Academy is a purposeful, planned process involving content and methods of educational forces within the school aimed at shaping knowledge, emotions, and appropriate behavioral conduct in accordance with social ethical standards, police industry standards, and the traditions of the People's Police in professional activities. The thesis has developed 7 specific content areas that need to be educated, along with assessment levels for training and the results of students' professional ethics practice, including a system of values and professional ethical standards that

teachers need to instill in students. It also emphasizes educating awareness, attitudes, behaviors, and cultivating habits for students' intellectual, spiritual, and character development in learning and work.

Practical research results show that the activities of professional ethics education for students at the People's Police University face limitations in awareness of professional ethics and ethics education. The implementation of goals, content, methods, and educational pathways also has shortcomings that need to be addressed due to various reasons. In particular, lecturers have not achieved high effectiveness in integrating professional ethics education content into teaching political theory, law, and professional skills, nor have they exploited the strengths of practical activities, hands-on training, and internships at police units and localities to educate students about professional ethics.

In addition, the ethical vocational education activities for students at the People's Police University are influenced by both objective and subjective factors. A small portion of students still exhibit attitudes and behaviors that are not appropriate and do not align with professional ethical qualities, especially some students who violate disciplinary rules related to ethics. Thus, the practical research results are consistent with the proposed hypothesis and have been proven.

Based on the theoretical and practical research on professional ethics education for students at People's Police University, six psychological-pedagogical measures have been proposed to improve the effectiveness of professional ethics education for students at People's Police University, including: "Developing a course program focused on developing competencies and professional ethics for students"; "Creating an environment for cultivating and practicing professional ethics among students in the current context"; "Integrating professional ethics education content for students through teaching activities at People's Police University"; "Collaborating with police units and local authorities to educate students on professional ethics through initial training, practice, internships, and real-world experiences at facilities"; "Promoting students' awareness of self-education and self-discipline in professional ethics at People's Police University"; "Develop and implement a set of indicators to evaluate the results of moral and professional ethics education for students of the People's Public Security University." for students of the People's Public Security University.

## **2. Recommendations**

### ***2.1. For the Ministry of Public Security***

### ***2.2. For the People's Public Security Universities***

### ***2.3. For officials and lecturers within the institutions***

### ***2.4. For students and trainees***