

Morality and Ethics Development Model under National Standards for Higher Education

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ABSTRACT

In this research paper, the researcher studies (1) study the ethical and moral development of the National Higher Education Qualifications Framework. (2) create a model and built within the framework of national qualifications. There are samples of research: students in the field of higher education, the highly qualified specialists for assessing the suitability and feasibility of introducing a form of moral ethics based National Qualifications Framework for higher education into practice. Statistics used in data analysis include frequency, percentage, mean, standard deviation, Findings are as follows:

(1) The study of ethical and moral development for students in the framework of the National Higher Education Curriculum. 1) Self-discipline 2) responsibility 3) honesty 4) abnegation 5) being a good role model 6) understanding others 7) understanding the world was found that the students had moral enhancement at the high level.

(2) The results of the model building ethics and moral standards in the national higher education. Overall, the most appropriate level it was suitable at a high level. And the purpose of the model, other issues were found at the highest level.

(3) The results of the evaluation were found that the model of ethical morality enhancement according to the standard framework of the higher education National level is most appropriate in all aspects. For the possibility of adopting the model of morality enhancement according to the national standard of higher education, is found that there are two possible implementation possibilities: the good role model. Moreover, the sacrifice element, other components at the high level, respectively.

Keywords

Fostering, Morality and Ethics, National Qualification Award, Higher Education

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Introduction

Rapid changes following globalization as well as current media and borderless technology effecting on individual lifestyle and behaviors in the society cause quick and severe social changes. Children and youth have fragile minds and deficient social immunity. They lack of judgment on selecting and applying good things and desirable culture. This causes consumerism-typed values, social behaviors, lifestyle, vision of humanity and society. Materialism is more focused than sentimental value. Meanwhile, competition and production for self-economic stability is mainly adhered and everything can be done in order to have what are desired. It results in morality and ethics crisis and widely-spread and more severe crimes in current conditions of Thai society. (Sutthiwat Tantirojjanawong and Sasikarn Thawesuwan, 2009)

Problems of morality and ethics deficiency are not only about crimes, but also criminal offence; for example, corruption whose violence is also multiplied. Corruption in Thailand has existed for a long time and tends to be more violent gradually. Even government and agencies

concerning to corruption investigation have thoroughly put a lot of effort to prevent and fix this problem, corruption Perception Index (CPI) is still low; 32 out of 100 scores. In 2016, it was at the 35th from the 38th. As the index in 2017 reflected that corruption in Thailand is high, the government has therefore considered it as one of national agendas that every sector must cooperate especially institutions of higher education which play important roles in promoting morality and ethics for students via courses of each morality-intervened curriculum in order to instruct students to hold their morality and good things accordingly and cause no impact on higher social problems. Due to the fact that Thailand joined Asean Economics Community (AEC) in 2015, groups of member countries must therefore be ensured in various aspects so that Thailand could become a regional leader. Decisive measures were applied to fix the problems, otherwise Asean Economics Community integration in the future might not be successful like the EU whose CPI mean is high (Jaruwan Sukhumarnpong, 2013).

In addition to the aforementioned corruption problems, domestic problems concerning to deficiencies caused by juvenile behaviors also

effect on the society as the number of cases due to juvenile delinquency is still high. Its case statistics

is collected by Department of Juvenile Observation and Protection as described below.

Table 1 Statistics of Juvenile Delinquency Prosecuted by Department of Juvenile Observation and Protection Nationwide Classified by Ages during 2011 - 2015

Age	Year				
	2011	2012	2013	2014	2015
More than 10 but less than 15	5,082	6,108	10,672	10,776	4,383
More than 15 but less than 18	29,967	28,168	26,091	25,761	28,738
Total	35,049	34,276	36,763	36,537	33,121

Source: Department of Juvenile Observation and Protection 2017: Online

According to statistical information of Department of Juvenile Observation and Protection, it is found that the number of children and youths who were prosecuted by Department of Juvenile Observation and Protection during 2011-2015 is still worrying due to situations of illegal juvenile delinquency due to morality and ethics deficiencies effecting on behavioral expression which causes greater problems for the society. Therefore, the institutions of higher education are considered as treasures of being highly valuable agencies of the society and nation to develop students to reach goals of being smart, good, and happy. They should value the society by producing graduates in accordance with the requirement for driving the nation to be able to compete stably and sustainably. Significant factor is standards of overall systematic graduate production in order to set up social reliability. It is called Thailand Qualifications Framework (TQF) for Higher Education which must be in accordance with the standards of 5-domain comprehensive learning outcomes; Morality and ethics, Knowledge, Cognitive skills, Interpersonal skills and responsibility and Numerical analysis, communication and information technology. They all play important role in national human resource development.

Regarding to background and significance of the mentioned problem, it becomes the study guidelines for setting up models for developing morality and ethics for higher education students as the preparation of body of knowledge together with good conscience reflecting self and social responsibilities. Principle of morality applied for developing morality and ethics for students under national standards for Higher Education B.E. 2552 (2009) 2nd Level (Bachelor degree) consists of 1)

discipline, 2) responsibility, 3) integrity, 4) sacrifice, 5) being a role model, 6) being considerate, and 7) world understanding (Office of the Higher Education Commission. 2009).

Research Objectives

1. To study the reinforcement of morality and ethics under national standards for Higher Education
2. To reinforce morality and ethics development model under national standards for Higher Education
3. To evaluate morality and ethics development model under national standards for Higher Education

Concept and Theory

Ministry of Education (2007) has outlined the following “8 basic moralities” which ought to urgently be implanted; 1) diligence 2) economy 3) integrity 4) discipline 5) politeness 6) cleanliness 7) unity and 8) kindness.

Office of the Higher Education Commission (2009) has set the principle of morality applied for developing morality and ethics for students under national standards for Higher Education B.E. 2552 (2009) 2nd Level (Bachelor degree) which consists of 1) discipline, 2) responsibility, 3) integrity, 4) sacrifice, 5) being a role model, 6) being considerate, and 7) world understanding

Good (1973) said that there are 2 sections of morality reflecting its characteristics; 1) the first section is goodness of traits or acting behaviors leading to familiarity and 2) the second section is individual quality following to social concepts and standards relating to principle of morality.

Research Methodology

1. Mix Research; Quantitative and Qualitative was used in this study. Survey research was used in the former by collecting

quantitative information from population of 1,669,354 higher education students in academic year 2016. 1,422,024 of them are from public universities and the others are from the private ones (Office of the Higher Education Commission, 2017). The sample group can be classified into 2 groups of 400 students each according to types of public and private universities at 95% confidence level and 5% acceptable error. Therefore, total samples are 800 students. Using the sample size calculation based on the finished table of Taro Yamane (1960) which ∞ (Infinity) value was determined as infinite population of higher education student status, acceptable error of the population was found (Suwimol Tirakanant, 2002). So, 400 students were determined for a group following to the criteria and specified as a sample group for filtering to collect actual data by disproportionate quota sampling from 400 public university students and another 400 from private universities. Data collection was carried out by using accidental sampling and cooperation on responding questionnaires. For Qualitative Research, data were collected from 2 sections; 1) 5 experts for considering the suitability of morality and ethics development model under national standards for Higher Education, 2) 15 experts and specialists for evaluating possibilities of the application of morality and ethics development model under national standards for Higher Education.

2. Questionnaire, as a research tool, was used for collecting information which can be divided into part 1: Respondent's general information and part 2: Opinions on morality and ethics development for higher education students and tool examination. 2 types of tool quality used in this studied were approved before using in actual study and are described as follows.

2.1 Validity is verified by using Item Objective Congruence index—IOC of questionnaire with studied contents. IOC scores are given by the experts using the determination of congruence index of contents in the questionnaire (Mehrens & Lehmann, 1991).

2.2 Reliability: After tool examination had been carried out by the experts, the researcher

improved and solved problems following to the experts' suggestions. Questionnaire was tried out with the sample groups to find reliability by using Cronbach's alpha coefficient (α) with 30 samples. Calculated result shows that the tool reliability equals to 0.91. It implies that reliability of the used tool is so high that it can be used for collecting information.

3. Data analysis and statistics used for analyzing morality and ethics development model for students under national standards for higher education: The researcher verified the questionnaire completeness which was afterwards used for analyzing data via statistics software computer programs consisting of percentage, mean, Standard Deviation, and Discriminant Analysis to analyze significant components for morality and ethics development under national standards for higher education.

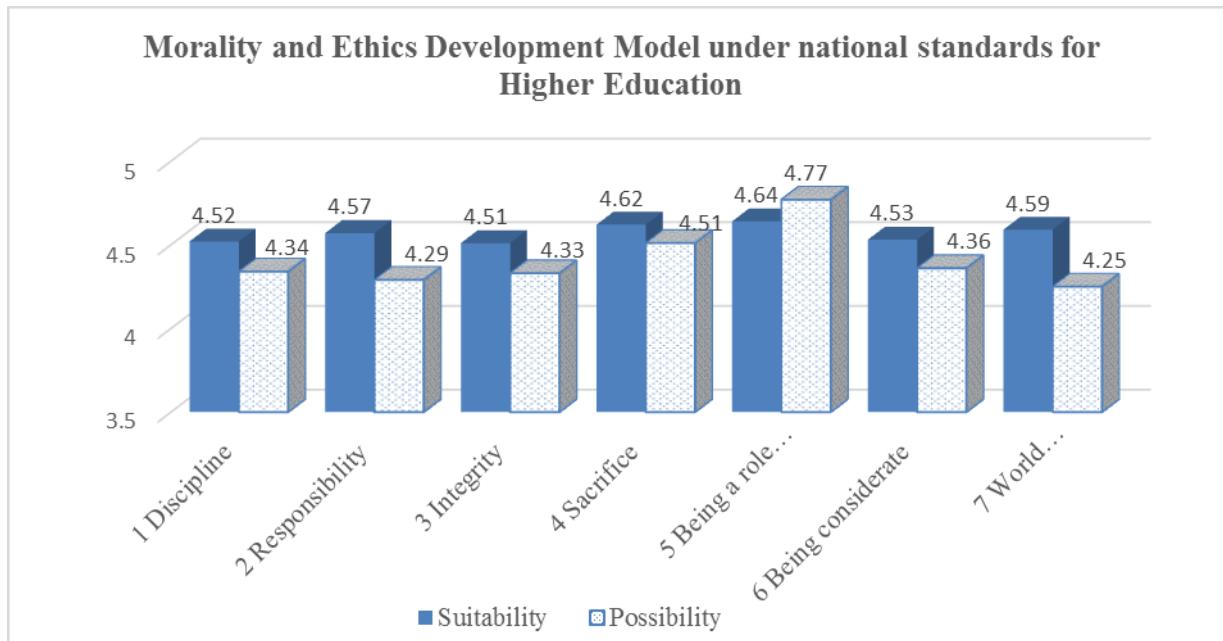
Research Results

Research results from research process of morality and ethics development model for students under national standards for higher education are summarized following to 3 main parts and in accordance with the research objectives as follows:

1. Results of morality and ethics development for students under national standards for higher education

7 aspects of overall results of morality and ethics development for students consisting of 1) discipline, 2) responsibility, 3) integrity, 4) sacrifice, 5) being a role model, 6) being considerate, and 7) world understanding show that higher education students are the most developed especially in discipline, responsibility, and sacrifice which are equally maximum, followed by integrity, being a role model, being considerate and world understanding, respectively. Graph 1 shows research results of overall and every-aspect consideration.

Graph 1 Mean, Standard Deviation, and Levels of Morality and Ethics Development for Students under national standards for Higher Education



According to Graph 1, it is found that the students are highly developed for morality and ethics under national standards for higher education especially in discipline, responsibility, and sacrifice which are equally maximum ($\bar{x} = 3.92$), followed by integrity ($\bar{x} = 3.91$), being a role model ($\bar{x} = 3.88$), being considerate ($\bar{x} = 3.86$) and world understanding ($\bar{x} = 3.64$), respectively.

2. Results of significance of morality and ethics development components under national standards for higher education by using Discriminant Analysis

Using Discriminant Analysis, the consideration of significance of morality and ethics development components under national standards for higher education of the students in public and private universities shows the following results.

Table 2 Significance coefficients of morality and ethics development components under national standards for higher education of the students in various aspects classified by types of universities

significance of morality and ethics development components under national standards for higher education	Universities	
	Public	Private
1) Discipline	11.163	11.407
2) Responsibility	10.857	10.492
3) Integrity	5.139	5.371
4) Sacrifice	3.692	.974
5) Being a role model	4.597	4.933
6) Being considerate	1.932	2.973
7) World understanding	1.961	2.687
(Constant)	-70.931	-70.682

Fisher's linear discriminant functions when;

X_1 is morality and ethics development on discipline

X_2 is morality and ethics development on responsibility

X_3 is morality and ethics development on integrity

X_4 is morality and ethics development on sacrifice
 X_5 is morality and ethics development on being a role model

X_6 is morality and ethics development on being considerate

X_7 is morality and ethics development on world understanding

Discriminant function can be written following to types of universities as follows;

$$\begin{array}{lll} \text{Public} & \text{universities} & = \\ 70.929 + 11.163x_1 + 10.857x_2 + 5.139x_3 + 3.692x_4 + 4.5 \\ 97x_5 + 1.961x_6 + 1.932x_7 \end{array}$$

$$\begin{array}{lll} \text{Private} & \text{universities} & = \\ 70.682 + 11.407x_1 + 10.492x_2 + 3.371x_3 + 0.974x_4 + 4.9 \\ 33x_5 + 2.973x_6 + 2.6871x_7 \end{array}$$

Regarding to Discriminant Analysis, it shows that both public and private universities focus on discipline of morality and ethics development the most. However, public and private universities focus less on being considerate and sacrifice than the other aspects, respectively.

3. Results of creation of morality and ethics development model under national standards for higher education are shown in the following table.

Table 3 Mean, Standard Deviation, and Levels of Creation Suitability of Morality and Ethics Development Model under national standards for Higher Education

Morality and Ethics Development Model under national standards for Higher Education	\bar{x}	SD.	Of	Levels
1. Model principle and reasons	4.27	.324	High	
2. Model goals	4.21	.288	High	
3. Morality and ethics development model	4.55	.593	Highest	
4. Morality and ethics development components				
4.1 Discipline	4.64	.387	Highest	
4.2 Responsibility	4.67	.645	Highest	
4.3 Integrity	4.53	.447	Highest	
4.4 Sacrifice	4.52	.286	Highest	
4.5 Being a role model	4.67	.418	Highest	
4.6 Being considerate	4.76	.384	Highest	
4.7 World understanding	4.55	.641	Highest	
5. Overall of morality and ethics development under national standards for higher education	4.63	.579	Highest	

According to Table 3 which is the evaluation of suitability of morality and ethics development models under national standards for higher education, it is found that overall of morality and ethics development under national standards for higher education has the most suitable ($\bar{x}=4.63$) with high-level suitability in 2 points: model principle and reasons ($\bar{x}=4.27$) and every-aspect model goals ($\bar{x}=4.21$). The others points are at the highest level; morality and ethics

development model including morality and ethics development components under national standards for higher education in various aspects.

Regarding to the model creation, main and sub components used for developing morality and ethics under national standards for higher education are described as follows:

Main Component	Sub Components
Discipline	Strict to right practices
	Follow social rules and regulations
	Behave appropriately
	Accept the right morality principle and values
	Admire and praise people who do right

Main Component	Sub Components
Responsibility	Be conscious to responsibilities
	Work well with the others
	Complete and accomplish assigned jobs
	Self-develop for better capability
	Determine obvious work goals

Main Component	Sub Components
Integrity	Be conscious to responsibilities
	Work well with the others
	Complete and accomplish assigned jobs
	Self-develop for better capability
	Determine obvious work goals

Main Component	Sub Components
Sacrifice	Be kind and share with the others
	Do not be selfish and take the others' advantages
	Help suffering people
	Considerate common more than self benefits
	Devote to best working and achieving duties

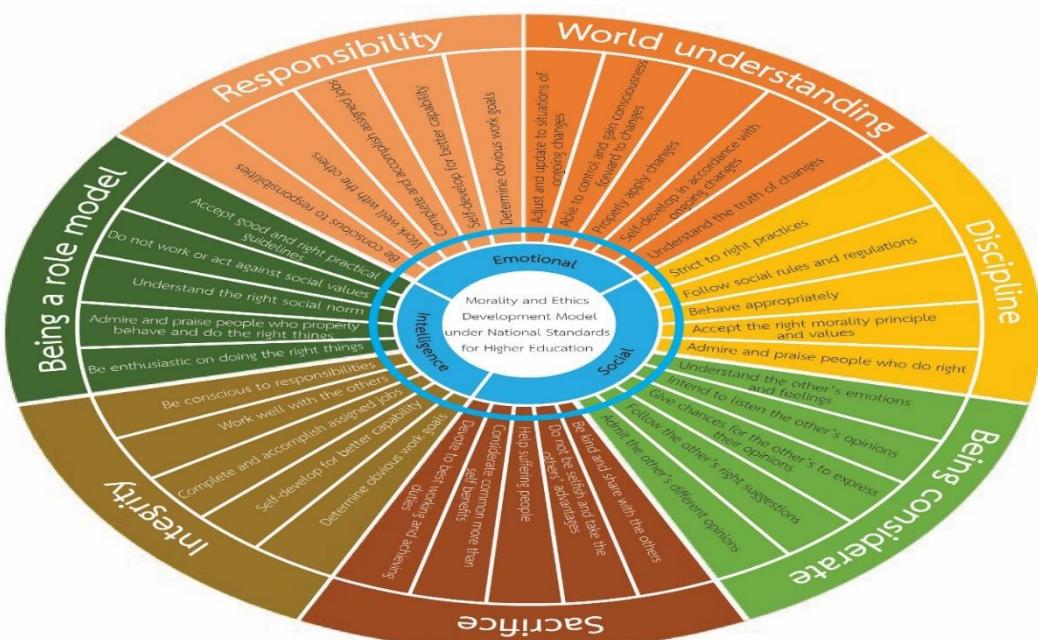
Main Component	Sub Components
Being a role model	Accept good and right practical guidelines
	Do not work or act against social values
	Understand the right social norm
	Admire and praise people who properly behave and do the right things
	Be enthusiastic on doing the right things

Main Component	Sub Components
Being considerate	Understand the other's emotions and feelings
	Intend to listen the other's opinions
	Give chances for the other's to express their opinions
	Follow the other's right suggestions
	Admit the other's different opinions

Main Component	Sub Components
World understanding	Adjust and update to situations of ongoing changes
	Able to control and gain consciousness forward to changes
	Properly apply changes
	Self-develop in accordance with ongoing changes
	Understand the truth of changes

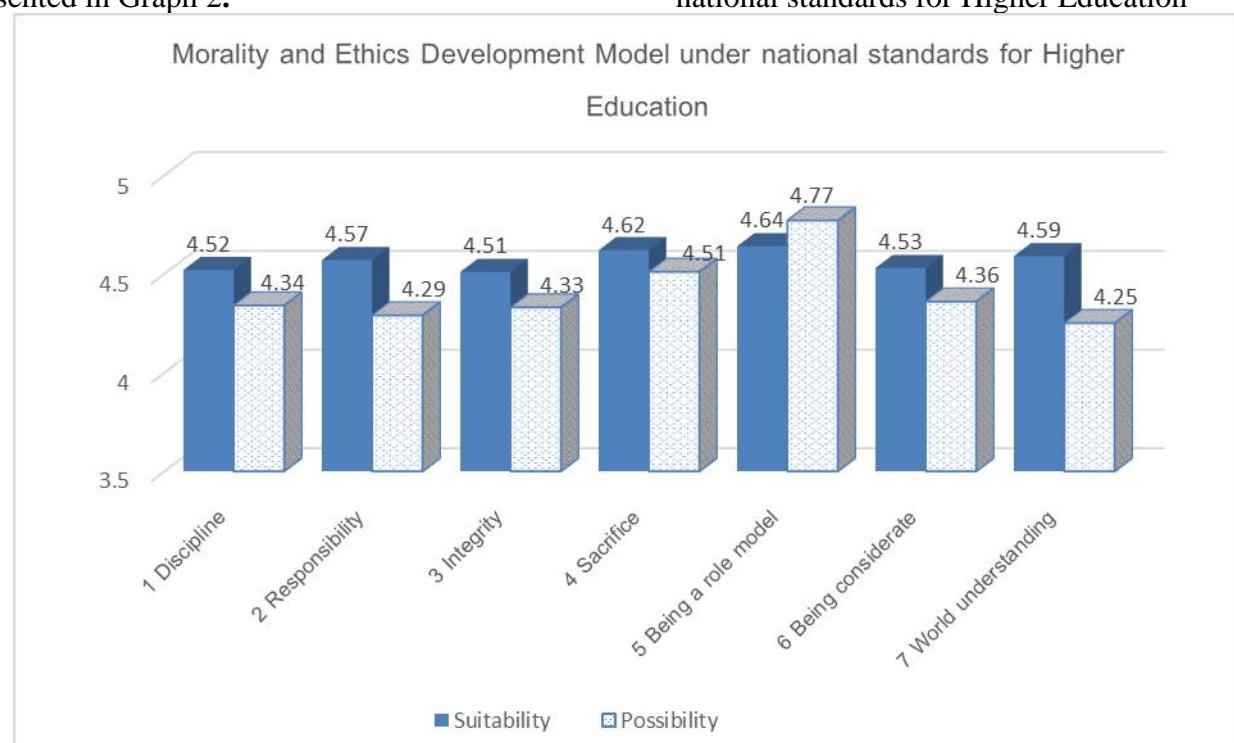
According to the mentioned main and sub components, they are important for determining principles, objectives, activities for morality and

ethics development and their evaluation. Morality and ethics development model under national standards for higher education can be represented as follows:



4. Evaluation results of suitability and possibility of the application of morality and ethics development model under national standards for higher education can be represented in Graph 2.

Graph 2 Mean, Standard Deviation and Levels of Suitability and Possibility of the Application of Morality and Ethics Development Model under national standards for Higher Education



According to Graph 2, it is found that morality and ethics development model under national standards for higher education is the most suitable in every aspect. When considering in every aspect, the first highest mean component is being a role model ($\bar{x}=4.64$) followed by sacrifice ($\bar{x}=4.62$)

For possibility of the application of morality and ethics development under national standards for higher education, it is found that it can be most used in 2 aspects; being a role model ($\bar{x}=4.77$) and sacrifice ($\bar{x}=4.51$). The others are in high level, respectively.

Research Discussion

Research results on morality and ethics development model for students under national standards for higher education can be discussed in 3 sections according to research objectives as follows:

1. Results of morality and ethics development for students under national standards for higher education on 1) discipline, 2) responsibility, 3) integrity, 4) sacrifice, 5) being a role model, 6) being considerate, and 7) world understanding show that higher education students' morality and ethics are highly developed as they are significant standard criteria for national human resource development in accordance with social conditions and ongoing changes including guidelines used for developing good and responsible citizenship via learning and teaching process of institutions implanting morality and ethics into curriculum and providing its clear evaluation. Therefore, educational institutions must focus on progressive morality and ethics development for students. The results of morality and ethics development for students under every-aspect national standards is in high level. They are corresponding to study of Jirapa Kamta and Sombat Warintaranuwat (2016) which works on morality and ethics of students from Faculty of Business Administration, Thai-Nichi Institute of Technology. Their levels of 5-domain morality and ethics are overall in high level; kindness, responsibility, patience, discipline, and sacrifice. However, the students' honesty and gratitude are in the highest level of morality and ethics. In addition, significant issue for preparing students is to set up their attributes to be outstanding; responsibility which shows important characteristics of being a good person and is worldwide basis reflecting consciousness to to-be-created or developed responsibilities. It is in accordance with concept of being a good person of Huitt (2014) who mentioned that good characteristics must be developed in the following aspects; 1) responsibility especially in assigned jobs with morality, i.e., know how to make it right and not to damage the others and the society, be responsible and ethical to what have been done, 2) ability to supervise, maintain discipline, and follow the self-scoped regulations and rules., 3) having morality of expressing social values, goals and creative process, 4) having standards of personal behaviors and independent mind.

2. Results of creation of morality and ethics development model under national standards for higher education evaluating its suitability show that in overall, the model is in the most suitable level. Its creation will provide guidelines to be properly applied originally from the studied and tested prototype which is used as a guideline of morality and ethics development well training mental quality. This is corresponding to study of Rattanakorn Wongsri, Nantaka Komolsen, and Rungruedee Phromkaewngarm (2008) which worked on operational conditions and guidelines of morality and ethics development of students from Lampang College of Commerce and Technology in Lampang province. It shows that 1) teachers and students mutually agree that the first work method for developing student's morality and ethics is to develop them together with learning and teaching activities, provide appropriate school environment, determine student's regulations and practical control to develop student's morality and ethics., 2) guidelines for student's morality and ethics development according to teacher's opinions are that the teachers should be role models of morality and ethics for students., 3) guidelines for student's morality and ethics development according to student's opinions are that the teachers should continuously be more attentive to student's behaviors in every aspect and have everyone participate in mutual action in order to set up realization of social cohabitation. Therefore, setting up realization on morality and ethics is key factor of morality and ethics development for students leading to better social and world understanding. This is corresponding to study of Chonlawit Chiarajit (2011) which worked on the realization of higher education student's ethics: Case study of students from Faculty of Social Science, Srinakarinwirot University. The research results show that the students fairly highly realize every aspect of ethics ordering following to levels of mean scores; integrity, service mind, accountability, work efficiency, and self-development.

3. For evaluation results of suitability and possibility of the application of morality and ethics development model under national standards for higher education, the results of suitability of the model application is in the highest level in every aspect while of the possibility is in high level. The model application

practically requires skills and experiences including the realization of values and importance of morality and ethics implantation. However, roles of educational institutions must implant morality and ethics for students. Therefore, having a good model is important for practical application in order to systematically set up student's realization of morality and ethics significantly depending on every sector's participation. This is corresponding to study of Thapanee Pasitnaowakul and Pornsawan Suwannasri (2008) which worked on problem conditions and finding morality and ethics development model for Loei Rajabhat University students. The research results show that every sector of the university must participate in morality and ethics development model on ignoring knowledge via curriculum, learning process, learning system, co-curricular caring system and cooperation support of social learning source networks.

Conclusion

Morality and ethics development model under national standards for higher education can be properly applied in curricular standard criteria which reflects on the completeness of being the graduates after graduation. Therefore, this study of morality and ethics development model under national standards for higher education will allow to see main components; desirable keys and indicating sub components to set up norm for students. In addition, morality and ethics development activities are simulated and consist of principle, objectives, activities comprising of morality and ethics development and activity evaluation in order to see overview of principle, practical guidelines, and activity outcomes following to the scope components. This will help develop student's morality and ethics in accordance with national standards for higher education accordingly.

Research Suggestions

Suggestions for morality and ethics development for students under national standards for higher education are as follows:

1. Students should be convinced to realize the importance of morality and ethics development implanted for higher education students. Meanwhile, the development is able to clearly determined as policy and appropriately interfered

into each learning course which will reflect how the learned body of knowledge can be applied and benefit the students and the society based on consciousness to knowledge with morality by setting up role model as a good prototype and example of good actions.

2. Model application from various components by holding to principle, objectives, morality and ethics development activities and activity evaluation should consider relationship and provide relaxing feelings so that students will not lack of interest and lead to anti-learning management and noncooperation. In addition, activities can be connected to current situations so that students can well perceive and have better understandings.

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