

LEARNING MANAGEMENT MODEL TO ENHANCE ETHICS FOR PRE-SERVICE TEACHERS: CASE STUDY OF NAKHONRATCHASIMA RAJABHAT UNIVERSITY

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Abstract The purposes of this study were as : 1) to develop the model of learning management to promote the ethics for teaching professional students, and 2) to affirm for the developing model. Sample in this study consisted of the students in Nakhonratchasima Rajabhat University, who studied in teacher professional subject, in the academic year of 2015. The study found that: 1) learning management model to promote the ethics for teaching professional students, based on contemplative education approach were comprised of three principles as 1) consideration critically, 2) deep listening, and 3) drill practice. For the assessment of model by experts found that all of components of model had appropriateness scores between 4.43 to 5.00, which indicated that this learning management model had appropriate components at a high through highest level.

Index Terms— Model of learning management to promote the ethics for teaching professional students, Contemplative education.

I. INTRODUCTION

Ethics is the law of human behaviors, thus be the good thing or value for performing. By the meaning of this word can explain in three dimensions, for the first is concerned with formal modeling or the way of life, the second is the law of good behaviors or processing of morality, that imply its meaning for professional ethics, and lastly, can explain as the philosophy of moral or ethics. Nevertheless, may be stated that the principles of philosophy on reasoning for performing with moral or ethics to judge or make decision on ethics which good or bad things. Generally, those principles were adhered for decisive judgment with the criterion of moral ideal. (Keerati Boonjue. 2008 : 126)

Regression of ethics in Thai society was closing up with unsuccessfulness Of teacher professional. Obviously, for dishonor in competitive testing of teacher recruitment, including severe punishment with the students, deceiving in production for raising higher rank positions, having over debts, and invading of the student's sexual rights. Despite of teaching

are the high professional, those teachers should engage in concerned ethics, which may be positive and negative modeling for their students. In problems solving for the teachers' ethics, beyond in dealing with the problem teachers, and it was necessary to engage ethical manners with the apprentice teachers, because of they were valuable human resources of society. For the development of teacher students to obtain in the good, wisdom and happy people, were responsibilities of higher education institute in producing of teachers. Therefore, the development of teacher students were not only taking in learning management or providing experience for the teachers students in knowing and having skills for professional, but also developing to engage of moral and ethic for emerging the good behaviors in the future.

Nakhonratchasima Rajabhat University, is the higher education institute that evolved from Teacher Practice School. From the year 2012, until current state of university, there are 10,399 students who studied in curriculum of Bachelor degree of Education, from the 1st to 5th year, those students were increased in each year. Considerably, investigation of prior information found that quite more students needed to study in this programs without really loving and had loyalty in teaching professional, but they were inclined with the social values and the government's policies for supporting and motivating them had deciding to choose learning in this professional. Which groups of those students decided on study for profits and progress for their life and better of professional in the future, and those effected on increasing of the students learned in these programs continuously.

Nevertheless, learning management process should take to encourage the students' ethics is contemplative education, which were internal learning process and using critical consideration. Whereas, the learners should study based on observing themselves and others critically, and then affected to internal changing, and emerging of behaviors tended to practice considerably. Generally, the target goals of performing their life with concentrating in mind and intelligence improving, and including of love, kindness, and everything in

nature. On the other hand, these approach were concentrated on developing of awareness in learning and mastery in emotion, feeling, thinking, belief, and perspectives of their life. The values of learning critically is observing consciously may affect on internal changing, through confronting of others and surrounding, with process, approach and various activities, to improve of thinking, belief, and conscious mind of myself deeply. Which were supported to behavior modifications and practices in their life. Whereas, the process of contemplative educating are composed of 3 elements, and they are; 1) aesthetic communication, 2) listening deeply, and 3) reflective learning, for both individually and grouping for consciousness and learning by themselves (Jumpol Poolpattaracheewin. 2014 : 1-2). Particularly, contemplative education concentrated in developing of internal feature and changing in foundations of themselves deeply, for mental developing of connections with love and compassion on really understanding. Which leading to appear of good conscious and beware on roles and responsibilities of humans and nature highly (Sumon Amornwiwat. 2009 : 22). Accordingly, promotion of thought to investigate for application learning management based on using contemplative education in wide of range and was acceptable in social diversity. Lastly, the author can conclude that contemplative education are the principles of critical consideration through deep listening and authentic circumstances, whereas, those principles used in this study and developed through the process of contemplative education are effective and successful in learning of the students in higher education.

Theory of moral reasoning is the important for developing of learning management model, which can apply for designing of learning process, through analyzing of ethics with reflection on theory of Kohlberg's moral reasoning, those belief that developing of moral in each stage of learning development are different and based on their age level (Huffman. 2002 : 354). Moral reasoning are providing of situations for students probed the difficult problems and then used the appropriate solutions in solving those problems with more complicate and conflict conditions in judgment through faithful and their emotions with willingness. For this situation may be call moral dilemmas.

In studying of more concerned researches in higher education level, found that using of principles, ideas, theory and process of learning based on applying contemplative education in promoting ethics for teacher professional students. According to the current state of teaching and learning in Nakhonratchasima Rajabhat University, which they needed in learning management model creation to support in teaching professional ethics of the students effectively.

A. Research Objectives

1. To develop leaning management model for promotion of ethics of teaching professional students.
2. To affirm the leaning management model for promotion of ethics of teaching professional students.

B. Population and sample

Population and sample in this study were teaching professional students in Nakhonratchasima Rajabhat University, Thailand. Who are studying in the academic year of 2015.

C. Research variables

The variables in this study was Model of learning management to enhance ethics for Pre-Service Teachers, based on Contemplative Education, those comprised of 3 principles were as 1) consideration critically, 2) deep listening, and 3) drill practice.

D. Conceptual Framework of Research :

Research Phase 1 : composed of context studying, current state, principles, theories, and researches concerned with model of learning management to enhance ethics for Pre-Service Teachers, comprised of stage as follows:

The first stage was studying of current state and needs for promoting stage to enhance ethics for Pre-Service Teachers, based on accredited standards for higher education. For the result of studying for need assessment through, 1) deep interviewing, 2) studying approaches for taking Model of learning management to enhance ethics for Pre-Service Teachers, by using for learning management in Being of Teachers subject, which integrating of activities and congruence with accredited standards in higher education, and need assessment for promoting in ethics of teaching professional for the Faculty of Education.

The second stage was studying for the idea, principles, theories and concerned research findings with learning management to enhance ethics for Pre-Service Teachers. Which the researcher studied and analyzed documents and concluding for concerned information for developing learning management model, through qualitative approach.

Research Phase 2 : set the prototype of learning management model to enhance ethics for Pre-Service Teachers, comprised of 2 stage as follows:

- E. *The first stage* was providing of conceptual framework for investigating the prototype of learning management model to enhance ethics for Pre-Service Teachers, by investigating and analyzing conceptual frame and principles of learning management model with Kohlberg's theory of moral reasoning. Whereas, that model consisted of 3 principles of learning, and they were : 1) consideration critically, 2) deep listening, and 3) drill practice.

F. *The second stage* was setting prototype of Model of learning management to enhance ethics for Pre-Service Teachers, those had details as follows:

The prototype of Model of learning management to enhance ethics for Pre-Service Teachers.

The objectives of model was obtaining in modifying of thought, mind declining or discourse, and contemplative practice handing with the current state, to perceive and understand in their mind for practicing in self-regulated of thought, had self-esteem for connecting of learning process with activities to understand the others, and understanding for values of positive circumstances. In learning situations, the instructors could create of trusting for the students to believe in instructor performing. Whereas, students should open mind themselves in listening critically, to revise their attitudes and values leading to change in behaviors and performing. Learning activities to enhance the students can obtain for understanding, ethic behaviors, and moral reasoning. They were affected in improving of their observational performing, which encouraged from learning activities as follows:

The first step : Adjust for brain and mind, is procedure for providing activities to encourage the students using thoughtful events with various questioning and considering critically. The students were corporate in discussion for connecting with understanding and trusting themselves.

The second step : Share and learn, is activity for providing students to listen content or events from experiences and then taking discussion and interchange each other, by using dialogue session with concentration in listening before judgment.

The third step : Practice, to encourage students in drill practice or performing with independently or corporately through role playing, in supporting of interaction and interpersonal among learners and instructor to practice with peer directing and make decision.

The fourth step : Application, for encouraging the students thinking and criticizing critically in probing situations, and the supporting the students taken those experiences for performing in their real life.

G. *The third stage*, was examining for the quality of Model of learning management to enhance ethics for Pre-Service Teachers, with the following approaches :

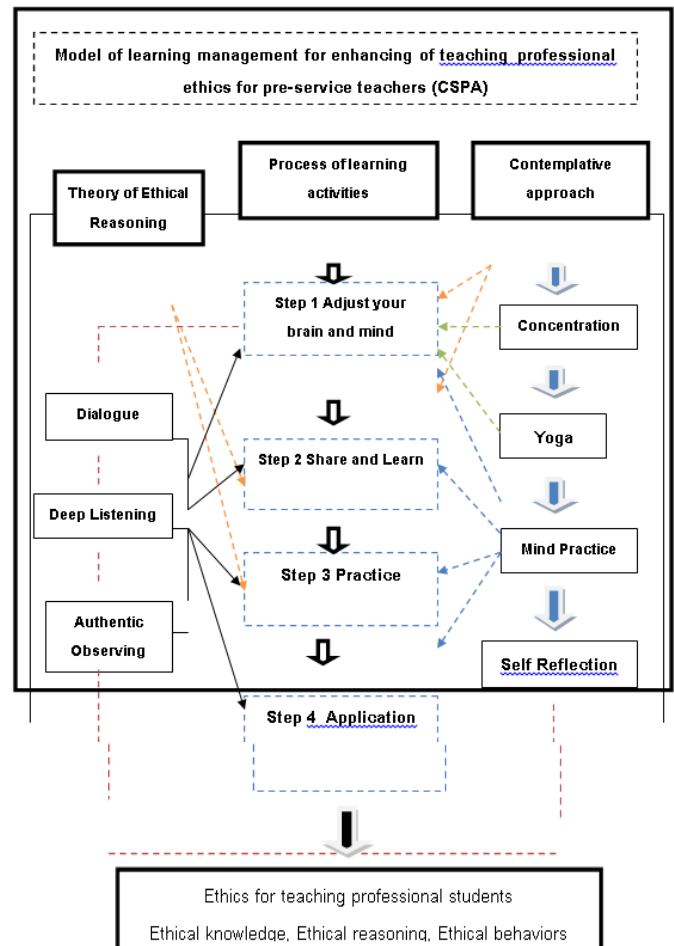
The research instruments using for gathering information about current state and problems of learning management for supporting of teaching professional ethics of students in Nakhonratchasima Rajabhat University. The researcher used the interviewing form with 7 experts from outside to check validity and scope of content, appropriateness of learning process, and methods of assessment on teaching professional ethics of the students.

The gathering and analyzing of research data and information, were conducted from interviewing the experts and reading concerned documents, and hen synthesized for designing for prototype of learning management model. Then taking the prototype model to the experts for evaluating on

appropriateness and congruence of each component of learning management model.

II. THE RESEARCH RESULTS

1) The model of learning management for enhancing of teaching professional ethics of students or pre-service teachers, were composed of details in picture as follows :



Picture : Model of learning management for enhancing of teaching professional ethics for pre-service teachers

2) For the results of evaluating in appropriateness by experts found that all components of model had mean scores at 4.43 – 5.00, which indicated that learning management model had appropriateness at a high through the highest level. The elements showed first of highest appropriateness were as the meaning of learning management model, the process of learning management, and the model's objectives respectively.

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