



Quality Management for Instructors in Higher Education: Raising Ethics and Morals of Undergraduate Students in a Private University

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Abstract

The focus of this study was on the development of quality management of instructors to raise ethics and morals of undergraduate students in a private university. Thus, in so doing, a reiterative four-step management model called PDCA -- Plan, Do, Check, and ACT—was applied to support professional BEST PRACTICE and enhance instructor quality, by preparing and equipping them with strategies and techniques to explore and teach complex ethical and moral issues, quality and competencies of the instructors. Thus, it must be developed for the students to achieve learning outcomes, and in this case, raising the levels of ethics and morality of undergraduate students in a private university.

Keywords: *Quality management for instructor higher education, Ethics and morals, PDCA*

1. Introduction

For the last two decades, due to the rapid changes of neo-socioeconomic and social environment, the incidence of moral backsliding or moral regression has been an issue of concern to society (Panthumnawin, 2015). Accordingly, urgency has been called upon the effects of the lack of trust in ethics and morals, especially, among university students (Mongkolwanich, 2014; Perathoranich, 2016). Since a university is an organization not only for providing knowledge but also for life-long learning, quality management for instructors to raise students' ethics and morals, particularly, at the undergraduate level has become salient.

To represent a sustainable way to support professional practice and enhance instructor quality, by preparing and equipping them with techniques to explore and teach complex ethical issues in the classroom, quality and competencies of the instructors, must be developed for the students to achieve learning outcomes that promote and raise the levels of ethics and morals of the students by applying principles and concepts of quality management both into the teaching and extra curriculum activities (Perathoranich, 2016; Office of the Higher Education commission, 2009). Perathoranich (2016) has suggested that the development of ethics and morals of students should employ four strategies of development: 1) development of quality management of instructors; 2) development of technology in digital era; 3) development of an infrastructure of organization to raise ethics and morals together as a whole; and 4) development of models of quality instructor.

2. Objectives

In this study, the focus would be on the strategy of development of quality management of instructors to raise ethics and morals of undergraduate students. However, due to the limited scope, a top and large size private university in Thailand would be emphasized. Firstly, the meanings and characteristics of quality management in education would be clarified. Secondly, the concepts and viewpoints of quality management in raising ethics and morals of the students would be discussed. Thirdly, ethics and morals of quality instructors would be identified. Finally, the process and strategy of quality management of instructor in order to raise students' ethics and morals would be designed.



3. Materials and Methods

In a process of developing the quality instructors to raise ethics and morals of undergraduate students in a private university, the design of the PDCA model guided by policy, rules and regulations of the organization and TQF (2009, Thai Qualifications Framework for Higher Education. B.E. 2552) and comprised of administrators, instructors, and students.

4. Results and Discussion

The Meanings and Characteristics of Quality Management in Education:

Meanings and characteristics of quality management were defined and involved with: 1) a set of fundamental beliefs, norms, rules and values that are acted as a principle of management (International Organization for Standardization, 2015); 2) planning, organizing, and doing the job to achieve the goals in educational development (Dessler, 2004); and 3) a process of thinking, planning, acting, and evaluating (Wirachnipawan, 2002) 4) both science and arts in searching and collecting data, hypothesizing, creating and designing the methods of inquiry, analyzing, and presenting the data (Sanrattana, 2002).

In terms of quality, it was noted as a combination of efficiency, effectiveness, and equity in that these three characteristics establish basic standard of best practice (Unicef, 2000), while in education, effective teaching and learning are considered by educational achievement which involves analytical skills in problem-solving and presenting the facts (Baumgart, 1987).

Limpapath (2015) has coined that when putting together the concepts of quality and teachers, those who are called quality teachers should possess the characteristics of:

- 1) Being disciplined, ethical, moralistic, and holding professional code of ethics;
- 2) Being knowledgeable in curriculums, standards, rules and regulations;
- 3) Being knowledgeable in the subject matters;
- 4) Paying attention on teaching and the students;
- 5) Being competent in communication;
- 6) Caring and Being positive with students;
- 7) Being professional and having faith in teaching;
- 8) Being professional;
- 9) Being able to work as a team and being initiative;
- 10) Being punctuate and able to meet timeline;
- 11) Being able to achieve goals and objectives in teaching;
- 12) Having high expectation in their students;
- 13) Developing themselves continuously;
- 14) Being adaptive and flexible;
- 15) Being able to deal with differences and changes
- 16) Being fair;
- 17) Being well behaved in both verbal and nonverbal ; and
- 18) Being enthusiastic.

Added to the above characteristics, Jaruariyanon (2014) pointed that a quality teacher or instructor is expected to be knowledgeable in their subject matters and skillful in teaching, having a good personality and being a role model to their students, in that they should reflect professionalism, ethics, morals and good codes of conducts indicated by standards and measures of Teacher Council, Office of National Education Standards and Quality Assessment (Public Organization) and Office of the Higher Education Commission.

The Concept of Quality Management for Instructor to Raise Ethics and Morals of the Undergraduate Students in a Private University

In other words, quality management for an instructor is relevant to the process of managing and preparing the instructors to be competent, effective, and professional in their teaching career as they could become a role model to their students with an ability to teach and guide them into the right direction. Most



importantly, the quality instructor should help raise the levels of ethics and morals in their students so that the students can survive in real life situation.

Moreover, the quality management for an instructor that could correspond and cooperate with standard measure 1, indicating ethics and morals by the Office of the Higher Education Commission, (2009), with an emphasis on a student-centered approach, is necessary for the instructors, at any level of education. Hence, in this section, concepts and approaches that reflect ethics and morals, with an emphasis on a student-centered approach would be discussed.

Following the footsteps of the Great King Bhumibol Adulyadej, university administrators should pay attention to real-life experience in that the institution should provide opportunities for their students to put theories of goodness into practice throughout the whole system (Osatanukrao, 2007). Accordingly, in order for ethics and morality to be established among instructors and students, quality management of instructors should be developed.

Scriven (1993) stated that five components of knowledge and skills of the quality teachers were composed of being able to:

- 1) Understand the structure of the curriculums;
- 2) Learn new methods and have the development plan;
- 3) Know how to assess and evaluate student's knowledge and achievements;
- 4) Handle all kinds of tasks and activities involving both academic and extra curriculum; and
- 5) In terms of professionalism, being able to understand the codes of conducts and ethics, holding positive attitudes towards their profession, and being enthusiastic about career development, academic, and community service

After quality instructors have been developed, also, the ethical and moral students should hold the expected characteristics and qualifications, as listed: being honest, disciplined and responsible, patient, and diligent (Charornwongsak, 1998), being respectful in duties, professionalism, rules and regulations, and law (Panthumnawin, 2000). In order to make those qualities happen effectively, students should be taught, trained, and reinforced to be mindful, constantly, starting from early ages of 11 to 25. Since around those ages, decision-making skills is keenly developed (Kohlberg, 1975). In accordance with being mindful, Hoffman (1979) explained that a person with morality would hold three stages of moral internalization: 1) moral thought -- think well; 2) moral feeling --feel well; and 3) moral behavior --behave well.

According to the Bureau of Higher Education Standards and Quality, Office of the Higher Education Commission (Thailand, 2017) has notified the quality management for teachers in teaching and learning at the higher education level as for the instructors to develop themselves to be competent and effective in their career. Those managements are: 1) Knowledge -- pedagogies and methods of teaching; 2) Competencies -- Being effective in -- designing and planning teaching and learning activities, teaching methods, promoting leaning atmosphere and environment, and evaluation and assessment that promote creative learning styles and response; and 3) Values -- development of and sustainability in teaching career and promote professionalism ethical codes of conducts.

Ethics and Morals:

Accordingly, quality instructors should be able to behave well and being healthy and competent in their mind so that as they would have the virtue in what they do as to perform their roles and duties as teachers efficiently and effectively. As a result, those quality instructors should be able to think, feel, and act well following the code of conducts provided by to the Bureau of Higher Education Standards and Quality, Office of the Higher Education Commission (2017): Those code of conducts are:

- 1) Code of Conduct for instructors --professionalism
- 2) Code of Conduct for life skills -- self-disciplined, well-organized, self-determined, diligent, responsible for self and others, monetary-efficient, life-long learning, ecological caring; and
- 3) Code of Conduct for well-being -- having public mind, being collaborative, and being a giver.



Quality Management for Raising Ethics and Morals of Undergraduate Students in Private University

This study aimed its focus on the development of quality instructors in order to raise ethics and morals of undergraduate students in a private university. Thus, in so doing, a reiterative four-step management model called PDCA would be applied into quality management for instructors as for continual improvement and process of raising the level of ethics and morality of those students.

Four steps of PDCA (Demic, 1995) include:

Plan is a statement of problem that helps indicate what will be included and what will be to change or improve for the better:

Do is to act out the plan or try out consecutively in some sectors according to the plan;

Check is to speculate whether the objectives of the plan are met; any mistakes or errors during the process of doing; and

Act is accepting the change crated by the plan, if the expectations are met and effective, as the process should be repeated for the optimal, at this stage learning from the experience should be recognized.

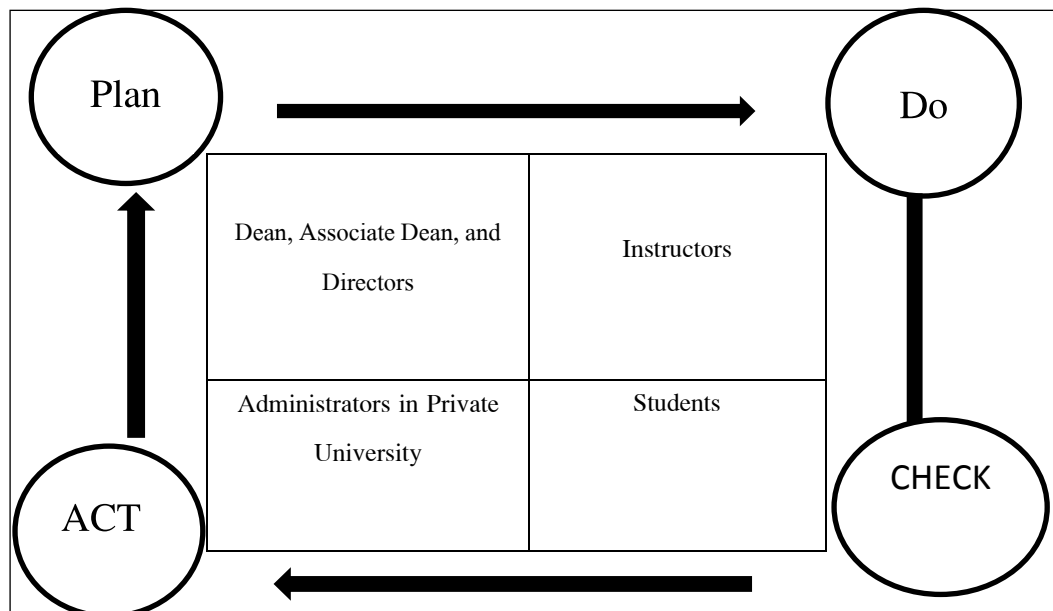


Figure1 PDCA (Deming, 1995) of the quality instructors to raise ethics and morals of undergraduate students in a private university

In a process of developing quality instructors to raise ethics and morals of undergraduate students in a private university, the design of the PDCA model guided by policy, rules and regulations of the organization and TQF (2009, Thai Qualifications Framework for Higher Education. B.E. 2552) and comprised of administrators, instructors, and students as followed:

1. Plan - Set up a project for quality instructors in raising ethics and morals of undergraduate students in a private university:

- 1.1 Set up the committee members for Ethics and Morals according to Thai higher Education Qualification Framework (TQF) (Office of the Higher Education commission, 2009);
- 1.2 Develop the curriculum containing the issues of ethics and morality in modern society;
- 1.3 Reinforce leadership in students;



1.4 Set up the committee members for quality instructors in raising ethics and morals of undergraduate students in a private university.

2. Do - Run the project for quality instructors in raising ethics and morals of undergraduate students in a private university:

2.1 Do the activities that respond to the lesson plans and the issues involving ethics and morality in modern society;

2.2 Set up the scholarships to provide to the selected students with qualifications that fit into the project of raising ethics and morality;

2.3 Continuously put into action the curriculum and class activities that pull together the issues of ethics and morality in modern society;

2.4 Encourage students to be regularly active in joining the classes and activities containing the issues of ethics and morality in modern society;

2.5 Arrange the Pre-Orientation(s) for the new instructors coaching by the experienced instructors in ethics and morals issued;

3. Check - Management of the project of quality instructors in raising ethics and morals of undergraduate students in a private university:

3.1 Arrange the meetings to evaluate the curriculum, classes, and activities of the quality instructors in raising ethics and morals of undergraduate students in a private university;

3.2 Evaluate the quality instructors with appropriate and adequate methods and assessment;

3.3 Appropriately assess knowledge and behaviors of the students.

4. Act – Acceptance of the results and outcomes; evaluate, analyze, conclude, and preparations for presenting the results of the project:

4.1 Committee presents the results of the project to the parties involved – administrators, instructors, and students;

4.2 Put up the meetings between the committee members and the instructors to inform the results of the project, and then discuss whether the objectives have been met in terms of the quality instructors, activities, and the ethics and moralities of the students so as to improve the next project;

4.3 Collect and keep records of the evaluations of all the classes and activities evaluated by the students, so as to make it happen in the next year.

5. Conclusion

When putting together all the steps of PDCA, establishing Best Practice of the management of quality instructors in order to raise ethics and morals of undergraduate students in a private university, is apparently effective. As Panthumnawin (2015) stated that the activities done by the quality instructors in raising the ethics and morals, the students' thinking, minds, and behaviors must be strengthened in that they could live and learn through their real-life situations so that they would be able to differentiate right from wrong. In accordance with the Best Practice, when it comes to ACT in the last stage of PDCA, it is recommended that the results of the projects accumulated from all the universities that had been done, in raising the ethical and moral issues, could be shared and implemented for future improved Best Practice (Amornwiwat, 2015). Finally, it is expected that, the results from this study would be beneficial and useful in helping cultivate an ethical and moral culture with Best Practice in the management of quality instructors as to raise ethics and morals of undergraduate students throughout higher education, using PDCA method.

6. Acknowledgements

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