

LEARNING MANAGEMENT PROBLEMS FOR MORAL AND ETHICAL DEVELOPMENT FOR STUDENTS IN CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMICS, CHINA

Rui DUAN¹

¹ Innovative Curriculum and Learning Management, Pathum Thani University,
Thailand; 1367420902@qq.com

ARTICLE HISTORY

Received: 29 September 2023

Revised: 18 October 2023

Published: 30 October 2023

ABSTRACT

The objectives of this research were: 1) to study learning management problems for moral and ethical development for students in Chongqing College of International Business and Economics, China, and 2) to evaluate learning management problems for moral and ethical development for students in Chongqing College of International Business and Economics, China. This research was quantitative method research. The sample group consisted of 297 teachers in Chongqing College of International Business and Economics, China, determined by Krejcie & Morgan 's table. The instrument used in the study were a questionnaire of learning management for moral and ethical development for students in Chongqing, China. Statistics used for data analysis were percentage, frequency, mean, and standard deviation. The results were found: 1) learning management problems for moral and ethical development for students in Chongqing, China as a whole was at a high level. When considering each aspect found that 4 aspects were at a high level, including home environment, teaching and learning conditions, peer group influence, and media influence respectively. 2) Results of the appropriateness assessment and possibility of learning management for moral and ethical development for students in Chongqing, China found that appropriate and feasible were at a high level.

Keywords: Learning management, Moral and Ethical

CITATION INFORMATION: Duan, R. (2023). Learning Management Problems for Moral and Ethical Development for Students in Chongqing College of International Business and Economics, China. *Procedia of Multidisciplinary Research*, 1(10), 7.

INTRODUCTION

Currently, "people are at the center of development" across all dimensions, focusing on the harmonious development of people, society, economy, and the environment. Establishing effective internal management practices is a pervasive phenomenon across many organizational levels and is anticipated to foster enduring growth with a focus on human capital. According to the Office of the National Economic and Social Development Board (1974), a person's biography is to reinforce the individual's positive characteristics. Furthermore, these principles must align with and promote the progress and advancement of the nation. They possess moral values, empathy, and ethical conduct per the established norms of customary morality, legal statutes, and societal regulations. Personal development has a crucial role in the advancement of a nation, as stated by Na Ayudhya (1983), who emphasized that enhancing the quality of life for individuals is the ultimate objective of any civilized society. The presence of qualified citizens is crucial for a country's development since it enables the effective utilization of vast natural resources. Utilizing available resources is critical to fostering national development, enhancing the overall well-being of individuals, and ensuring a higher standard of living. Educational institutions have a crucial role in society.

Furthermore, it plays a crucial role in augmenting the desirable attributes of young individuals and the country's populace. According to Panyarachun (1992), the objective is to cultivate competent persons among the nation's residents. Effective education administration is paramount, as education is the cornerstone of a nation's progress and development. This phenomenon can be attributed to affluence, encompassing material wealth and moral values within an individual's psyche. Consequently, it indicates the societal caliber of cultivating familial customs and practices. Educational institutions are crucial in fostering a refined process and promoting positive social phenomena.

Consequently, effective administration of education and training is paramount in cultivating moral and ethical values in children and youth. This is particularly significant for the country's progress towards its future objectives. Furthermore, the inclusion of women in this context is of utmost importance. The incidents occurred in diverse locations within Bangkok and have spread continuously to other localities. Notably, the prevalent trend in youth fashion includes strapless dresses and short skirts. Concurrently, a social phenomenon exists when young individuals gather to consume alcoholic beverages. The illicit combination and distribution of narcotics, as well as engaging in the commercial exchange of sexual services, until contracting the Human Immunodeficiency Virus (HIV) and acquired immunodeficiency syndrome (AIDS). Young individuals' complexities necessitate a multi-agency approach rather than relying solely on a single agency for their resolution. Implementing corrective action should be approached as a comprehensive and cohesive strategy. Which must receive cooperation from all relevant agencies?

From the numerous problems Thai youth face, it can be concluded that they result from an imbalance between material and mental development. Consequently, children and adolescents exhibit behaviors that contribute to the emergence of social issues. This demonstrates that youth's moral and ethical deterioration tends to accelerate, indicating that educational leadership develops the moral and ethical character of students in institutions. There is still a problem that prevents the youth development of some nations from attaining the goals and principles of educational management that require children to possess morals and ethics. Therefore, the researcher is interested in examining Learning Management for Moral and Ethical Development for Students at Chongqing College of International Business and Economics, China, to identify the problematic factors associated with moral and ethical development. It is imperative to possess a comprehensive understanding of the optimal principles and standards for cultivating moral and ethical values among the younger generation to foster the development of exemplary citizens within the nation. Literature reviews

are critical to academic research, synthesizing and evaluating existing scholarly works on a particular topic.

LITERATURE REVIEWS

Concepts of morality and ethics

The (Piaget, 1960, p. 1) explained that ethics is a characteristic of human experience. And duties relating to rules for cooperation about aeration of society regarding individual health interests. Mutual relationship in the form of action

(Good, 1964, p.314) defined ethics as the behavior adaptation to the rules or standards of good or good conduct. (Hogane, 1973, p. 217) defined ethics as Regulations created by humans to guide social behavior or interpersonal behavior that can specify the scope of rights and obligations to each other and, at the very least, for bid acts with evil intent.(Buasri,1983, p. 18-20) Gave two definitions of ethics: ethics in a narrow sense means morality and morals. Ethics, in a broader sense, implies character and includes other essential values that may be descended from the level of decency and morality. Such necessary matters have customs, traditions, laws, Ideology, Discipline, Manners, etc.; it can be said that ethics is Values at different levels that society and individuals must. This adherence and ethics will surely bring peace. To give to individuals' community as appropriate, according to the case. (Channgam, 1979, p.218) The meaning of ethics is divided into two words: ethics and dharma; ethics means behavior, and dharma implies the value of each person's behavior toward me. The word "dharma" here corresponds to the word "morality," which means, which excellent mind that controls people to have good behavior. The behavior here refers to the conduct of each person who expresses ideas in speech and action. (Champathong, 1989, p. 14) Ethics means conducting oneself to It is sanctioned by morals, culture, and values . Which will make them valuable to work and society as important department of Academic Affairs, Ministry of Education organized an academic conference on Thai ethics (22-27 January 1980). It summarized the elements of ethics from many experts that person ethics consists of three essential things:

- 1) Moral Reasoning is the understanding of reasons for correctness and goodness. Able to judge right from wrong by thinking
- 2) The emotional component (Moral Attitude and Belief) is satisfaction, faith, appreciation, and willingness to adopt ethics as a guideline for behavior.
- 3) Components of behavior, expression (moral conduct) is the behavior that a person decides to act right or wrong in various situations by the belief that Part of the influence of action or non-action of a behavior depends on the power of the three components mentioned above. and some may occur with other elements such as certain-specific logical characteristics of the person or the severity of the oppressive situation that beset that person (Department of Academic Affairs 1980, p. 3)

Behavior modification theory

According to behavior modification theory, ethical development aims to create good behavior that people should practice By learning the relationship between behavior and karmic results (actions) in the environment. Behaviorist psychologists emphasize the importance of the environmental interactions between learners and the environment that influence each other, Saying that any behavior a person performs receives satisfying karma. The person is more likely to repeat the behavior. Or increase the frequency of the behavior because the pleasurable karma has transformed into a person's positive reinforcement. Positive reinforcement is a social reinforcement such as compliments, touches, or gestures of acceptance. It could also be a pleasurable activity, such as playing a game or sport, watching television, or a bonus, such as a star rating, which can be exchanged for what a person is satisfied with for any behavior. As a person expresses, he receives unsatisfactory karma. The person is more likely to suppress or discontinue that behavior. This kind of karma is called Punishment from the concept of action

learning theory mentioned above. It can apply in the development or add desirable behavior as well as used to reduce or stop undesirable behavior; for example, if you want to develop or add any behavior, use positive reinforcement for that behavior, but if you're going to create or enhance a behavior, do it. To use punishment in cases where sanctions are not required to reduce or end the behavior, they may be used. —oppositive reinforcement opposing behaviors instead.

Social learning theory

This theory holds that the emergence of ethics results from social practice. (Socialization) by using the process of polishing the character resulting from the absorption (Internalization) and copying (Identification) from society (Prawanaphruek S., 1992, p. 4-6) Thi.s theory has basic concepts that can be summarized as follows

1.Learning is about different relationships. Relationship conditions create beliefs and expectations about events, such as the relationship between behavior and outcomes, assumptions, and expectations about events, such as the relationship between behavior and its consequences which allows control of human behavior and when he learned which events followed, and how When experiencing one occasion, the expectation of another event produces joy and anxiety. This expectation causes man to make decisions. or not do any particular behavior to achieve the desired effect.

2) How to learn using direct experience and learning by observation

3) The effect of learning will be in the form of beliefs about how they are related. This belief may vary based on experience. Or from telling, which often looks convincing. There are firm beliefs, such as teachings of different religions, and beliefs of influential people in determining one's behavior, such as succumbing to adversity with the idea that it will bring happiness in the future. Willing to die for a better life in the next world.

4) Cognitive-behavioral control uses reflective intelligence to visualize different approaches and assess how a particular behavior will produce results. Causing a decision to act or not to perform a specific It is forcing yourself to work according to your intentions.

5) Ethical Decisions It is the process of deciding the right and wrong of the various rules that an individual thinks are involved. There are a number of these rules, for example, whether the perpetrator is a child or an adult. How intelligent How in the environment This may be the same as we say that we have to look at the season in tons.

6) Self-regulation (Self-regulation) must have three components; for example, a person must have standards of behavior, assess their conduct according to idols, and react to themselves according to the assessment results. These three elements are derived from direct learning and observing the behavior of many adult models. And a person will be satisfied only if they meet their set standards. Therefore, the development of ethics according to this theory emphasizes a model that will be used as an example by using a comparative method (Identification) until finally accepting the rules of society as their principles automatically.

Office of the National Economic and Social Development Board (Mor Por Phor. :28) has emphasized developing and instilling morals and ethics that should be done through practical practice. Everything must come from learning, not knowledge that is just a theory. But knowledge must arise from essential procedures that should be repeated often and regularly. It will lead to the development of morality and take root in an attitude. individual values.

RESEARCH METHODOLOGY

1) Population and sample

The population is 1,300 teachers in Chongqing College of International Business and Economics, China. The sample group is 297 teachers in Chongqing College of International Business and Economics, China and determined using Krejcie and Morgan's tables using purposive sampling and simple random sampling.

2) Data Collection Data Collection Tools For this research, the questionnaire was a rating scale with 5 levels: highest, high, moderate, low, and very low. The researcher has developed an improvement from the research questionnaire (Kritklang, 2003). The questionnaire is divided into two parts are:

Part 1 The status of the respondents It was a multiple-choice question with 3 questions about the quality of the respondents. School type and school size

Part 2 Problems of environmental factors in the moral and ethical development of students. It is a 5-level estimation scale question asking about the problem of environmental factors in the moral and ethical development of the problem is divided into 4 areas as follows:

The home environment

Teaching in schools

Influence of friends

Influence of the mass media

3) Data Analysis

The statistics used in this research are this time.

Frequency distribution

percentage value

Average (\bar{X})

Standard Deviation (S.D)

The mean difference between the 2 groups was tested using a t-test.

One-way ANOVA Analysis

Part 3 Comparative data on learning management problems in the moral and ethical development of students as each aspect according to the teacher's status and two types of schools, using t-test and comparing issues of environmental factors for the moral and ethical development of students individually according to 3 school sizes, using One-way ANOVA.

RESEARCH RESULTS

Researchers present research results for research purposes as follows:

Table 1 Showing the averages. standard deviation in an overview of the learning management problems in develop student morals and ethics (n = 297)

Description	X	SD	Significant	Level
1) Home environment	2.56	.636	moderate	3
2) Teaching and learning in schools	2.35	.256	moderate	4
3) The influence of peer groups	2.93	.294	moderate	2
4) Influence of mass media	3.25	.376	moderate	1
Total	2.77	.239	moderate	

From Table 1, it was found that the mean standard deviation As an overview of the problems of environmental factors in the development of morality and ethics of students. The overall level is moderate.(= 2.77; SD = .239) when considering each side in order from the greatest to the least, namely .The influence of the media (= 3.25; SD = .376), followed by the influence of friends (= 2.93; SD = .294) in the home environment (= 2.56; SD = .636) and teaching and learning in schools (= 2.35; SD = .256)

Table 2 shows the averages. standard deviation of the learning management problems of environmental factors in the moral and ethical development of students Environment (n = 297)

Description	X	SD	Significant	Level
1) Students lack love, warmth and understanding from parents.	2.30	1.09	least	6
2) Parents don't have time to talk. or doing activities together in the family	2.46	.515	least	5
3) Parents often use the mood to scold. unreasonably punishing students	2.15	.392	least	8
4) Excessive pampering from parents Until creating bad habits for students such as extravagance lack of patience lack of discipline	3.30	.470	moderate	1
5) The student's home environment conflicts with the teachings of the teacher, for example, parents who are involved in gambling or guilt.	1.74	.875	least	9
6) Students do not live with their parents. Therefore, there is no person who suffers to consult and discuss.	2.75	.922	moderate	4
7) The student's parents do not cooperate with the school. school in organizing various activities such as Orientation Parent meeting Mother's Day	3.11	.385	moderate	2
8) The student's residence is in an area with entertainment venues. a source of mischief which provokes students to behave in a degrading way	2.24	1.41	Least	7
9) Parents always protect their children when they do something wrong and not be punished.	2.99	.891	moderate	3
Total	2.56	.636	moderate	

Table 2 shows the averages. standard deviation of the problem of environmental factors in the moral and ethical development of student's environment Overall, there are problems at the level moderate ($x = 2.56$; $SD = .636$). Until creating bad habits for students such as extravagance lack of patience lack of discipline ($x = 3.30$; $SD = .470$), followed by the students' parents not cooperating with the schools in organizing activities such as orientation, parent meetings Mother's Day ($x = 3.30$; $SD = .470$). $x = 2.99$; $SD = .891$). The students did not live with their parents. Therefore, there is a lack of grief-stricken men to discuss ($x = 2.75$; $SD = .922$). Parents do not have time to talk. or doing activities together in the family ($x = 2.46$; $SD = .515$), students lack love, warmth and understanding from parents ($x = 2.30$; $SD = .109$) Students' residences are located in areas with entertainment venues. a source of mischief which provokes students to behave in a degrading way ($x = 2.24$; $SD = .141$). Punish students unreasonably. $x = 2.15$; $SD = .392$) and the student's home environment was in conflict with the teacher's teaching, such as parents who were obsessed with gambling or mingling ($x = 1.74$; $SD = .875$), respectively.

DISCUSSION & CONCLUSION

Learning management problems of environmental factors in the moral and ethical development of students. The overall score was at a moderate level ($= 2.77$; $SD = .239$), consistent with Wanuchanapha Ruangdetchai (2018). Ethics of elementary school learners in terms of patience, tolerance and sacrifice. moderate When considering each aspect, in order from the most to the least, they were media influence ($= 3.25$; $SD = .376$), followed by peer group influence ($= 2.93$; $SD = .294$). ($= 2.56$; $SD = .636$) and teaching and learning in schools ($= 2.35$; $SD = .256$).

The details of each side are as follows.

1) Environment Overall, the problems were at a moderate level ($= 2.56$; $SD = .636$). Until creating bad habits for students such as extravagance lack of patience Lack of discipline ($= 3.30$; $SD = .470$) was consistent with Phra Mahachanon Chaimongkol (2018), Sureemas Sukkasi and Amphawan Prasertpak (2017) and Ngozi R. Uzoka and Ugochi Njoku (2015) found that the moral and ethical development of students Parents should give advice on behavior, culture, and frugality. Should encourage students to be frugal, such as not spending extravagantly. To be wasted in vain Encourage students to be able to save both money, property, things, use things to be useful and worthwhile. Living a simple life, thinking before spending, thinking before buying, and always making their own income-expense accounts, followed by parents of students who do not cooperate with the school schools in organizing activities such as orientation, parents' meeting, Mother's Day ($= 3.30$; $SD = .470$). Ruled for gambling or guilt ($= 1.74$; $SD = .875$)

2) Problems of environmental factors in the moral and ethical development of students in teaching and learning in schools Overall, the problem was at a low level ($= 2.35$; $SD = .265$). When considering each item in order from largest to least, it was found that the number of students in each classroom was large, causing teachers to control and correct the behavior of students. students did not cover thoroughly ($= 3.59$; $SD = .579$), followed by most school administrators did not seriously supervise teachers in cultivating morals and ethics in students ($= 3.26$; $SD = .906$). The item with the lowest mean was that the school lacked monitoring of student behavior when leaving school ($= 1.47$; $SD = .523$), consistent with Mary Murangi Mureithi et al. (2013) found that teachers had an influence on creating academic participation and student behavior.

3) Problems of environmental factors in the moral and ethical development of students The influence of peer groups Overall, the problems were at a moderate level ($= 2.93$; $SD = .294$). When considering each item in order from the most to the least, it was found that there were 2 issues with the same highest ranking. parent and were persuaded by peers in the wrong way ($= 3.44$; $SD = .113$), and most schools still lacked the promotion of student groups in doing good activities ($= 3.44$; $SD = 1.10$), followed by Students are divided into groups for making friends, for example, categorizing into groups with good status, bad status, and good study groups. weak learning groups, etc. ($= 3.17$; $SD = .934$). The items with the lowest mean were students who behaved well, for example, dressed accordingly, did not drink alcohol, did not smoke, did not wander. It is often mocked as outdated. Friends asked them to join the group ($= 1.76$; $SD = .626$).

4) Problems of environmental factors in the development of morality and ethics of students media influence Overall, the problems were at a moderate level ($= 3.25$; $SD = .376$). When considering each item in order from most to least, it was found that parents rarely had time to be close and do activities with their children. causing the students to spend too much time consuming media ($= 3.96$; $SD = .888$). youth ($= 3.84$; $SD = .904$), while the item with the lowest mean is the television programs that insert morality and ethics are still few ($= 2.04$; $SD = 1.11$), consistent with the Department of Religious Affairs (1981), all Saiyot and Angkhana. Saiyot (2000) found that mass media or mass media All formats nowadays It plays a very important role in instilling or changing the attitudes, values, and patterns of behavior of

children and young people, students, and the social conditions in which one grows up or learns, experiences ethics from that society, family, friends, schools, the media. All have a great influence on the development of ethics.

A comparison of the problems of environmental factors in the moral and ethical development of students. according to the opinions of school administrators and teachers Both the overall picture and the individual aspects are different. statistically significant at the .01 level

1) The overall home environment was significantly different at the .01 level. In each item, there was a statistically significant difference at .01.

2) Teaching and learning in schools as a whole were significantly different at the .01 level. In each item, there was a statistically significant difference at .01, consistent with Nurdian Susilowati, Kusmuriyanto and Kris Brantas. Abiprayu (2021) found that learning styles and ethical education had a direct influence on ethical behavior. Another factor found that there was no statistically significant difference at the .05 level, namely the number of students in each classroom. This makes teachers unable to control and correct student behavior thoroughly.

3) Influence of peer groups, overall, there was a statistically significant difference at the .01 level. In each item, there was a statistically significant difference at .01.

4) Influence of peer groups as a whole were significantly different at the .01 level. extravagance for students There are few television programs that involve morality and ethics. And the bureaucracy cannot control the media that creates responsibility for moral and ethical damage to children and youth. Have intimate time and do activities with your children. Causing students to consume too much media time and 1 difference was not statistically significant at the .05 level.

Comparison of the problems of environmental factors in the development of morality and ethics of students in schools that expand educational opportunities and schools that do not expand educational opportunities as a whole and in each aspect are significantly different at the statistical level. 01

1) Home environment Overall and each item were significantly different at the .01 level, consistent with Sumon Amornwiwat (1997) Wichai Kritklang (2003) and Sumon Amornwiwat (1991) found that family institutions, adult relatives, schools, peer groups, and the media, and the home environment, had an influence on instilling and enhancing morality and ethics in children.

2) Teaching and learning in schools Overall and each item was significantly different at the .01 level, consistent with Sandra Nadelson (2006) found that the role of the environment in the ethical behavior of students, faculty members, and student affairs experts. And the administrators had a positive influence on the students' moral and ethical actions, and there was only one item that was not significantly different at the .05 level, which was the number of students in each classroom. Teachers do not have complete control over and correct student behavior.

3) Influence of peer groups, overall, there was a statistically significant difference at the .01 level. In terms of each item, there was a statistically significant difference at .01, and there were 2 items that were significantly different. The statistical significance at .05 was that students tended to help cover up their peers' mistakes to avoid punishment. Most parents lack advice for their children in making friends.

4) The influence of the mass media was significantly different at the .01 level. extravagance for students There are few television programs that involve morality and ethics. The bureaucracy is unable to control the media that create responsibility for moral and ethical damage to children and youth, consistent with Kamala Sangseethong and Parichat Sukhum (1989). very high influence on the family

From the results of this research the researcher has the following suggestions.

Suggestions for related agencies

- 1) Schools should focus on curriculum and teaching and learning activities for students to think critically. critique news from various media critically, rationally, knowing how to choose media consumption wisely and knowing how to use free time to benefit as for the media, the focus should be on presenting news that is beneficial to the public. create society Honor good people and try to insert morals and ethics. in presenting as much information as possible
- 2) Educational Opportunity Extension Schools with pupils in their adolescence Should focus on organizing activities that encourage students to join together in creative activities. In the form of interest groups, rallies, or various clubs to meet the needs of the natural grouping of adolescents. with teachers as advisors to guide the right way for children
- 3) Schools should organize seminars for teachers and parents of students. or find opportunities for teachers and parents of students to meet, discuss and Collaborate in solving student behavior problems and raise awareness for parents or parents of the students spend time with their children and find opportunities to do activities together to cultivate and Continuously and consistently foster good morals and ethics for children.

REFERENCES

- Amorn Raksasat. (1979), "Ideological Development and the restoration of national morality to solve the problem of the degradation of Thai society" in the report of the seminar on ethics in current Thai society. Page 143-171) Bangkok: Office of the Prime Minister.
- Anand Panyarachun. (1992). A study report on moral development guidelines. Bangkok: Education Development, Training and Child Raising Committee.
- Aree Champathong. (1999) Ethics Promotion in Schools. Bangkok: Srinakharinwirot University Prasarnmit.
- Hogane. Encyclopedia of world drama: An international reference work in 5 Volume 2 ed. New York: McGraw-Hill, 1973.
- Mary Murangi Mureithi et al. (2013) Influence of School Factors on Development of Academic and Moral Competence of Secondary School Students' in Embu West District, Kenya International Journal of Humanities and Social Science Vol. 3 No. 19; November 2013 P.186-190
- Ngozi R. Uzoka and Ugochi Njoku (2015) Environmental Factors Influencing the Moral Behaviour of Secondary School Students in Imo State, Nigeria *RURAL ENVIRONMENT. EDUCATION. PERSONALITY* ISSN 2255-808X Jelgava, 15.-16.05 2015.
- Nurdian Susilowati, Kusmuriyanto and Kris Brantas Abiprayu (2021) Encouraging student ethical behavior through ethical climate in higher education *Journal of Education and Learning (EduLearn)* Vol. 15, No. 2, May 2021, pp. 213-222 ISSN: 2089-9823 DOI: 10.11591/edulearn.v15i2.19271
- Piaget, J. *The Moral Judgment of the Child*. New York: Harcourt Brace, 1960.
- Sandra Nadelson (2006) The Role of the Environment in Student Ethical Behavior *Journal of College & Character* VOLUME VII, NO. 5, June 2006 P. 1-9
- Sumon Amornwiwat. (1997). *The role of the family in the development of morality and ethics*. Bangkok: Amarin Printing and Publishing.

Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



Copyright: © 2023 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).