

ความคิดเห็น เหตุผล และการจัดกิจกรรมในการส่งเสริมคุณธรรมและจริยธรรม

ของนักเรียนระดับประถมศึกษาในประเทศไทย

The Opinions, Reasons and Arranging Activities to Promote Morality

and Ethic for Students of Primary Schools in Vietnam

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บทคัดย่อ

วัตถุประสงค์ของวิจัยเรื่องนี้เพื่อศึกษาความคิดเห็น เหตุผล และการจัดกิจกรรมในการส่งเสริมคุณธรรม และจริยธรรมของนักเรียนระดับประถมศึกษาในประเทศไทย กลุ่มผู้ให้ข้อมูลคือผู้บริหารสถานศึกษาระดับ ประถมศึกษาในประเทศไทย จำนวน 9 คน ซึ่งได้มาระดับเดียวกับแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือ แบบสัมภาษณ์เชิงลึก ผู้วิจัยเก็บรวมรวมข้อมูลด้วยตนเองและใช้การวิเคราะห์ข้อมูลโดย การวิเคราะห์เชิงเนื้อหา

ผลการศึกษาความคิดเห็น เหตุผล และการจัดกิจกรรมในการส่งเสริมคุณธรรมและจริยธรรมของ นักเรียนระดับประถมศึกษาในประเทศไทยซึ่งให้เห็นว่าผู้อำนวยการสถานศึกษาทั้ง 9 คน เท่านั้นด้วยและ มีเหตุผลที่เหมือนกันเกี่ยวกับการจัดเตรียมกิจกรรมในการส่งเสริมคุณธรรมและจริยธรรมของนักเรียนด้าน ความซื่อตรง ด้านจิตสาธารณะ และด้านความรับผิดชอบ โดยมีรายละเอียดดังต่อไปนี้

1) ความซื่อตรงเป็นคุณธรรมขั้นสูงของมนุษย์ เป็นคุณลักษณะสำคัญที่ทุกคนต้องมี ซึ่งต้องสร้างให้เป็น ฐานขั้นตั้งแต่ตัวเด็ก โดยเฉพาะนักเรียนประถมศึกษา ดังนั้นจึงต้องการจัดกิจกรรมในการส่งเสริมเพื่อฝึกฝน คุณลักษณะให้นักเรียนตั้งแต่ เล็กๆ ถ้านักเรียนมีความซื่อตรงจะทำให้นักเรียนกล้ายเป็นคนซื่อสัตย์ในการสื่อสาร ในการทำงานและเป็นคนดี ควรจัดกิจกรรมเกี่ยวกับส่งเสริมความซื่อตรง เช่น การเล่าเรื่อง เล่นละครหรือแสดง บทบาทสมมุติเกี่ยวกับความซื่อตรงและความไม่ซื่อตรง ให้ทุกคนทำการบ้านด้วยตนเอง และฝึกให้พูดความจริง กับครูและเพื่อนๆ ให้ทำร่วมกันเป็นกลุ่ม ให้ช่วยกันทำความสะอาดในห้องเรียนและโรงเรียน การรำลึกท่าที่ เสียชีวิตในสงคราม และแสดงละครทางประวัติศาสตร์

2) จิตสาธารณะเป็นคุณลักษณะที่ควรจะสร้างขึ้นให้กับนักเรียนตั้งแต่ตัวเด็กๆ เนื่องจากทุกคน อยู่ในสังคมต้องช่วยเหลือซึ่งกันและกัน เรื่องบางเรื่องเราสามารถแก้ไขเองได้แต่บางเรื่องเราต้องช่วยเหลือผู้อื่น นั่นคือสังคมดี ควรจัดกิจกรรมเกี่ยวกับส่งเสริมจิตสาธารณะ เช่น การเล่นเกม ให้ทุกคนในกลุ่มร่วมมือช่วยเหลือ กัน การบริจาคเงินให้กับคนที่พบร้ายพิบัติและพายุ การเป็นอาสาสมัคร การให้ร่วมมือกันทำความสะอาด

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ในโรงเรียน การทึ้งขยะลงถัง การเก็บเงินเพื่อนำไปซื้อเครื่องมือ อุปกรณ์ ไปบริจาคโรงเรียนอื่นที่ลำบาก การบริจาคหนังสือเลือกผ้าเก่าให้คนที่อยู่ในพื้นที่ห่างไกลและนักเรียนพิการ การข้อไม้จัมพันเพื่อช่วยเหลือกลุ่มคนตาบอด และการเยี่ยมแม่ของทหารที่เสียชีวิตในสังคಹร

3) ความรับผิดชอบมีความสำคัญสำหรับนักเรียนมาก โดยเฉพาะนักเรียนประถมศึกษา คุณครูควรสอนและฝึกให้นักเรียนต้องมีความรับผิดชอบด้วยตัวเองและมีความเห็นชอบกับความสามารถของนักเรียน ควรจัดกิจกรรมเกี่ยวกับส่งเสริมความรับผิดชอบ เช่น การให้นักเรียนทำงานกลุ่มจะมีความรับผิดชอบต่อสมาชิกของกลุ่ม การให้แสดงความเคารพบุคคลในครอบครัว ช่วยเหลือฟื้อแม่ ดูแลน้อง และคนป่วยในครอบครัว การให้งานพอเหมาะสมกับความสามารถ หรือการจัดกลุ่มที่มีความสามารถพิเศษให้เล่นกีฬาและร้องเพลง การค้นคว้าสถานที่ทางประวัติศาสตร์ หรือจัดกิจกรรมที่มุ่งเน้นเก้าะและทะเบล

คำสำคัญ : คุณธรรมและจริยธรรม นักเรียน ความซื่อตรง จิตสาธารณะ ความรับผิดชอบ

Abstract

The objective of this research was to study the opinions, reasons, and activities arrangement to promote morality and ethic for students of primary schools in Vietnam. The samples are nine school directors of primary schools in Vietnam and selected by purposive sampling. The research instrument used was in-depth interview protocol. Researcher interviewed, recorded the data and analyzed the data using content analysis.

The findings of the opinions, reasons, and activities arrangement to promote morality and ethic for students of primary schools in Vietnam indicated that all the nine school administrators agreed and gave the similar reasons and activities arrangement in order to promote honesty, public mind and responsibilities as follows:

1) Honesty is an essential characteristic that each individual needs to possess. Honesty needs to develop at the early age particularly to elementary students. Therefore honesty needs to be trained since young. Honesty of the students can be extended until they become adult. As a result, they will be honest in their communication and work as well as becoming individual with good attitude. They should do some activities related to promote honesty such as telling a story or role playing about honesty and dishonesty, telling to do their homework by themselves, telling them to tell the truth to their teachers and friends, working together in a group, cleaning classrooms and schools, remembering soldiers who had died in the war and rolling historic plays.

2) Public mind needs to be developed since young. This is because a good society needs people helping each other to solve problem. Sometimes we can solve problems by ourselves; however, we sometimes need other people's assistance. The young should do

some activities related to promote public mind such as playing games, working in a small group by letting them help each other, donating money to disaster and storm victims, becoming volunteers, asking them to throw away rubbish and cleaning their school, money collecting to by tools and materials for other needy schools and books and used clothes donations for those rural and disabled children, buying a toothpick to help the blind and visiting the mothers of those soldiers in the war.

3) Responsibility is very important especially elementary school students. Teachers should teach and train the students to be responsible individuals. The young should do some activities related to promote responsibilities such teachers requiring students to be responsible to themselves, paying respect to their family, helping their parents to do some chores ,taking care of younger siblings and a sick member in the family, assigning some tasks appropriately in relevant with each student's ability according to their special talents such as having sports and singing, searching for historical places or arranging some activities focusing on islands and sea.

Keywords: morality and ethics, students, honesty, public mind, and responsibility.

Introductions

Nowadays the impact of globalization had led to a consumer and materialism society. Owing to the cultural heritage values of foreign media, all the news and events are focusing on negative stimulus to the future possibility. People imitate the activities unconsciously without awareness. Young people who are well behaved have no opportunity to perform their good cares to the society. In other word, they are lacking of chances to present their good and encouraging model. Currently there is a serious decline of morality and ethics in the society. And current technologies had brought to the social change of value among young generation. The young generation value differently from the past generation by focusing on objects rather than mind development. This would cause aggressive behavior, immoral expression and ultimately causing the decline of morality. Many social problems that require people cooperation to heal seemed to decreasing further.

A crisis values which was affected by the flow of foreign cultures through media and information technology regardless of screening and selecting had impacted the beauty of culture and ethics in many countries in Asia. This has caused the decline of morality and ethics among Thai people especially the children and youths. In regard to the change in family life, family and educational and religious institutions have decreased the roles to raise

awareness as well as instill morality and ethics. Consequently, an increasing focus on materialism and consumerism are the outcomes of values and behavior (Ram Chitti Institute, 2007).

The current decline of morality in Thai society is a problem to develop the future students particularly related to their inappropriate behaviors that were against the regulations of university including misconduct on uniforms, dormitory share with partner, pregnancy during study, abortion, record of having sex and posting it by mobile phone, impoliteness of speaking, disrespect, and the increase of spending money from educational loan for entertainment. It is also found that some students do not comply with university restrictions; for example, non-registration, late registration, ignorance on handling educational region until people in the society becoming honest. A society transformation of the whole system has to adjust the way of people thinking. Their paradigms have to be shifted. Life discipline and local economy system have to rearrange so that everyone can rely on oneself. It is necessary to make the community to be strong on cultures and political determination. It has to work with mind and belief until the development of behavior as an outcome of holding a principle of honesty in order to be an honest man. Behavior is the outcome of what is in an individual mind. Education system has to apply the skills of learning in the 21st century through educational management (Surat Silapatanan, 2013). The process of generating responsibility is a tool to administer an organization for sustainable growth and development. Educational institutions are the fundamental organizations to nurture Thai young generation to become a quality human capital for the national development through Thai education system (Thai Development Research Institute Foundation, 2013, 327). Lapsley (1996) concluded that moral decision making has been maintained to be performed by people in two ways. In the first way, people decide what is morally right by gauging the consequences of each decision they make (teleological). While, in the second way, people decide what is morally right by applying some socially defined template of moral rules for behavior (deontological). According to Bandura (1997), he concluded that through social learning where successful moral performance is achieved, individuals will not only build greater moral complexity but also the confidence to enact similar approaches to address future ethical challenges.

At present, morality and ethics are serious problems in Thai society. This is resulted from previous focus was only on economy together with the progress of science, information technology including the impact of rapid foreign cultures. This has caused the changes in the

ways of Thai people lives. In addition, the imbalance between the growing of materials and people minds was another cause. People having to adjust themselves to compete have caused the growing on their values on materials higher than minds which ultimately led to taking advantages, focusing on seeking benefits for oneself and one's group instead of community. The society has become confused, different, separated, divided, and this has led to declination, particularly in lack of morality and ethics, imbalance between materials and mind, inclination to prefer materials to minds. As a result, the awareness of public has declined every day (Somsri Tanavootikool, 2012: 1)

Young people are a risky society, particular in their living. When the risk is not controlled or solved would result in disadvantages towards their future as youth are the valuable human resource. Quality of learning is one of the visible outcomes. Obviously, there is a decreasing attention for learning due to the poor thought. If young people are not provided immunity, they would have misunderstood the society and do not realize the significance of living together in a society. This is called lack of public mind towards the people they are living with (Pornthip Montreevongsa, 2011: 3)

Tuangrat Vasa (2011: 96) had studied on honesty behavior of students in the third level in school located in Mueng Nakhon Pathom District, Nakhon Pathom Province. According to Tuangrat Vasa's research results, it indicated that these behaviors such as honesty in teaching and learning, keeping promises in their daily live, no dishonest and taking advantages, no dishonest and taking advantages, no stealing and telling lie are at high level.

Panom Pongpaiboon (2010) had studied about schools and educational institutions which served as the places to nurture behavior that was giving knowledge and correct understanding. Creating habits and correcting behavior have to be the key of education so that learners will become good and helpful to others, community, and country in which they live, in order to develop awareness on honesty education should be able to help learners to have good faith and belief and keep practicing until habits have been generated.

According to educational management in Thailand, it was found to have problems in term of using resources efficiently. The educational resources have been highly used but students learning achievements are low due to lack of responsibilities of in each step of the education system. Consequently, the key of educational transformation is to create responsibility of the government or the units of the government including taking roles on supporting responsibility in education system to use educational resources efficiently

(Thailand Development Research Institute Foundation, 2013: 323-326). In addition the researcher study about the components of morality and ethic for students of basic education schools by document analysis and the findings showed that there are three components of morality and ethics for students of basic education schools as follows: 1) Four aspects of honesty: (1) self-honesty; (2) others-honesty; (3) duty-honesty, (4) social and country honesty. 2) Three aspects of public mind: (1) self-public mind; (2) duty public mind, and (3) community and social public mind. And 3) Five aspects of responsibility: (1) self-responsibility; (2) duty public mind, and (3) education responsibility; (4) community and social responsibility, and (5) nation responsibility.

Obviously providing teaching activity and allowing students to experience knowledge and skills for work to develop students to rationale the background and the importance of problems is insufficient but also improving morality and ethics which including honesty, public mind, and responsibility would be appropriate. According to Lord and Brown, (2004) they concluded that moral identity can be particularly developed through exposure to moral role models that provide and ideal to strive for, and it serves to motivate and guide others' development. According to Walker and Henning (2004), they suggest that moral exemplars can have a contagion effect on others such that observers come to believe they, too, have the courage to successfully meet similar threats. Therefore students are required to become good people who have both knowledge and morality. This can only be achieved with the goals of producing quality students that can meet the need of society and maintain belief of local community and society at the same time. The identities of students will be further generated globally.

Objective of the research

To study the opinions, reasons, and activity arrangement to promote morality and ethics for students of primary schools in Vietnam.

Scope of the research

This research is to study the opinions, reasons, and activities arrangement to promote morality and ethic for students of primary schools in Vietnam. The scopes of this research are as follows:

1. Scope of the content: The scopes of the content in this research are the opinions, reasons, and activity arrangement to promote morality and ethic for students of primary schools in Vietnam.
2. Scope of sample: The scopes of sample in this research are nine school directors from primary schools in Vietnam selected by purposive sampling.
3. Scope of the variables: The scopes of research variables are the opinions, reasons, and arranging activities to promote morality and ethics: Honesty, Public Mind and Responsibilities for students of primary schools in Vietnam.

Methodology

This research is on the study of the opinions, reasons, and activity arrangement to promote morality and ethic for students of primary schools in Vietnam. The methodologies of this research are as follows:

1. Scope of content: The scopes of the content are the opinions, reasons, and activity arrangement to promote morality and ethic for students of primary schools in Vietnam.
2. Scope of sample: The scopes of sample in this research are nine school directors from primary schools in Vietnam selected by purposive sampling.
3. Scope of instrument: The scope of instrument was in-depth interview protocol and the interview issue was from the scope of the variables.
4. Scope of data collection: The scope of data collection was conducted through interview and recorded the data by the researcher.
5. Scope of data analysis: The scope of data analysis was analyzed by using content analysis by the researcher.

The Results and Discussion

Results

This research focuses on study the opinions, reasons, and activities arrangement to promote morality and ethic for students of primary schools in Vietnam. All of the details are as follows:

1. All the nine school directors agreed that students should be honest persons. The rationale is honesty is a high – leveled virtue of men. Therefore everybody has to possess this important characteristic. Honesty needs to develop at the early age particularly to elementary

students. Therefore honesty needs to be trained since young. Honesty of the students can be extended until they become adults. As a result, they will be honest in their communication and work as well as becoming individual with good attitude.

1.1 All the nine school directors agreed that students should have self-honesty. The reason is if the students are honest to themselves, they would be honest to their family members, friends, and others; teachers and parents should know how to train them to be honest to themselves since their early age. For example train them not to tell lie to others, admitting their own mistakes when they do wrongly, and giving them chances to try to solve problems correctly. For the activities, telling a story about honesty and dishonesty, role playing, require students to do their homework by themselves, and require them to tell the truth to their teachers and friends.

1.2 All the nine school directors agreed that students should have others-honesty. The reason is students need to be honest to others besides being honest themselves. This is a primary characteristic required by each individual and would lead students to have good relationship with their friends, officials, housekeepers, and others in the society. Arranging some activities so that students would work together in a group and each group has its leader and the leader has to share his/her responsibilities for his or her group members. Several scenarios for activities like role playing, games, extra-curricular, and communication are set.

1.3 All the nine school directors agreed that students should have duty-honesty. The reason is being honest on responsibilities is a necessity. Every student needs to possess this characteristic as being honest on duties since they are young. They should know what to do and what not to do. Arranging activities such as making a study trip and requiring students to bring some materials would show the students honesty on responsibilities. If they do not bring them, they need to admit their mistakes and improve by themselves. Any other activities like asking students to clean classrooms and schools can be set.

1.4 All the nine school directors agreed that students should have social and country honesty. The reason is elementary school students need to have this characteristic in order to be individuals who are honest to their society and country. This characteristic needs to train by teachers at school level so that students would be honest to themselves, society, and nation. Consequently students will understand about the importance of honesty towards the society and nation. Arranging activities to ensure students cooperate with their friends to

do cleaning in their classrooms and schools as well as arranging some activities related to environment. It will be good that students will be assigned to draw the nature of environment. Some activities like remembering soldiers who had died in the war, conducting study trips to tourist attractions or rolling historic plays. These activities enable to build a foundation of students' honesty towards society and country.

2. All the nine school directors agreed that students should have public mind. The reason is students need to help each other while living together in a society. Therefore a public mind is needed to be constructed since young. Although individuals can solve some of their problems, they still need other people to assist them in other issues which constitute to a good society.

2.1 All the nine school directors agreed that students should have self-public mind. It is necessary and important to students by having self-public mind. This can be developed by requiring students to work together from small to big issues even though sometimes this will take a longer time to process. Students will have self – public mind. Activities like playing games, requiring students to work in a small group by letting them help each other, donating money to disaster and storm victims, and arranging registration for students to become volunteers are useful to develop self – public mind.

2.2 All the nine school directors agreed that students should have duty public mind. It is essential and important to students by having a public mind towards their institutes is the reason and has to develop since young. Activities that related to students environment like asking them to throw away rubbish and clean their school together will create their awareness in doing good things by not leaving rubbish at school and live together with others in a society.

2.3 All the nine school directors agreed that students should have social and country public mind. The reason is students as part of the society and country, so teachers should train them to be good people, love their own countries, help other people in the society and country. Activities like holding extra-curricular activities related to society and country cover small to big issues that suits students' abilities. Such activities are money collection to buy tools and materials for other difficulty schools and books and used clothes donations for those rural and disabled children, buying a toothpick to help the blind, making a historical sight trip or visiting the mothers of those soldiers in the war.

3. All the nine school directors agreed that students should be responsible individuals. The reason is responsibility is very important especially to elementary students. Therefore teachers should teach them to be responsible since young and train them appropriately according to their abilities.

3.1 All the nine school directors agreed that students should have self-responsibility. The reason is self-responsibility enables students to possess good habits, appropriate behaviors, responsible to their task and become good people. Activities like story telling regarding what is good, teachers require students to be responsible to themselves as well as to their groups are useful.

3.2 All the nine school directors agreed that students should have family responsibility. The reason is being responsible to family is good and important. This is because a family is a starting point of their whole lives. Family is a part of a society. Each individual needs to be responsible to his/her family. Activities like requiring students to pay respect to their grandfathers, grandmothers, father, mothers, and siblings or students help their parents to do some chores such as sweeping, cleaning table, taking care of younger siblings are suggested. In case that there is a sick member in the family, students should take care of him/her. This is students' responsibility for their families.

3.3 All the nine school directors agreed that students should study responsibility. The reason is being responsible to their own tasks is needed. For example, we have to be responsible to what we are in charge of in order to complete our tasks. The meaning of being responsible for our own tasks is we admit our mistakes and improve them. This can help students to possess life skills and respect themselves and others. Teachers assign some tasks appropriately in relevant with each student's ability can be the activities. Students have to be responsible to their own according to their special talents such as having sports activities, telling story, drawing or singing will be useful.

3.4 All the nine school directors agreed that students should have social and country responsibility. The reason is students have to be responsible to their society and nation needs in order to live in the society and to pay attention on issues related to country. No matter where we come from, where we are, we should love our own countries. Those who are responsible to themselves, families, societies, and countries will become good individuals and will be succeeded in their work and lives. Activities such as teachers teach students to love their nations, help others, do good things and do not do bad things are

recommended. Teachers teach students to know that being diligent on studying can reflect their love towards their nation. Conducting activities related to their environment, playing a game, searching for historical places or arranging some activities focusing on islands and sea.

Discussion

Findings of opinions, reasons, and activity arrangement to promote morality and ethic for students of primary schools in Vietnam found that all the nine school directors agreed and had the same direction on giving reasons and arranging the activities to promote morality on honesty, public mind and responsibilities. This shows that the administrators are having the same opinions about honesty is a high-leveled virtue of men. Honesty is an important characteristic that everybody needs to possess. It needs to develop since young as early as at elementary school students. Honesty of the students can be extended until they become adults. A public mind has to be constructed since young. Although individuals can solve some of their problems, they still need other people to assist them in other issues which constitute to a good society. In addition, responsibility is very important especially to elementary students. Therefore teachers should teach them to be responsible since young and train them appropriately according to their abilities. It is probably because of Vietnam gives priority to these moralities which are considered as primary moralities of the nation citizens. Therefore there is a policy to support, promote, train, and foster students since young. Apparently Vietnamese are determined to help each other and be honest to themselves, others, families, institutes, and particularly to the nation. According to Lapsley, (1996) he concluded that moral decision making has been maintained to be performed by people in two ways. In the first way, people decide what is morally right by gauging the consequences of each decision they make (teleological). While, in the second way, people decide what is morally right by applying some socially defined template of moral rules for behavior (deontological). According to Lord & Brown (2004), they concluded that moral identity can be particularly developed through exposure to moral role models that provide an ideal to strive for, and it serves to motivate and guide others' development. According to Bandura (1997), he concluded that through social learning where successful moral performance is achieved, individuals will not only build greater moral complexity but also the confidence to enact similar approaches to address future ethical challenges. According to Walker and Henning (2004), they suggest that moral exemplars can have a contagion effect on others such that observers come to believe they, too, have the courage to successfully meet similar threats. According to Ministry of

Education (2008: 7), she had determined the desirable characteristics of students so that they can get along well with others in their society. Students are able to live happily as Thai people and world citizens who love their society. Students are able to live happily as Thai people and world citizens who love their nation, religion, and king as well as being honest, disciplinary, interested in learning, living sufficiently, working hard, conserving Thai, and having public mind. According to Navarin Takonthon (2008: 5-6), he concluded that public mind cannot be developed but can be instilled, promoted or developed, the individuals will not be selfish but they will value things and use them carefully. The students will love to share and give chances to others so that other people can also use the things. When they become adults, the problems like taking advantages from others, destroying public properties will be declined. Additionally, the problems of being selfish and taking advantages for their own group will also be decreased. This is the results in society development. According to Surat Silapatanan (2013), he concluded that Thai society transformation has to focus on educational management in order to develop honest citizen. Honesty of an individual has to be developed since young from elementary to tertiary schooling as a whole system until they become an honest society member. Society transformation has to adjust the thinking ways of its people. Their paradigms have to be shifted. Life discipline and local economy system have to be rearranged so that each individual can rely on oneself. It is necessary to make a strong cultural community and political determination. To be honest individuals have to work on a principle of honesty in their mind and belief ultimately produce behavioral outcome. Behavior is the external outcome form whatever of their internal mind. Learning skills in the 21st century including being honest has to be emphasized in education system through management. Thailand Development Research Institute Foundation (2013: 327) concluded that the process of generating responsibility is a tool to administer a sustainable growth and development of an organization. Educational institutions are the fundamental organizations to nurture Thai children and youth to become quality people who are ready to be human capital for the nation development.

Suggestion

1. Suggestion for application

Educational administrators should determine policies and guidelines to promote, support, and provide activities to develop honesty, public mind, and responsibility of learners by putting prior focus at primary education level.

2. Suggestion for further research

Should study of the model of learning activity development to develop morality and ethics of honesty, public mind, and responsibility for students of the primary educational schools.

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