

A Study of the Condition of Morality and Ethics as a Teacher in the 21st Century and the Public Mind of Student Teachers

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Abstract

The purpose of this survey research was to learn more about public attitudes of student teachers as well as the morals and ethics of instructors in the twenty-first century. There is 160 second-year students in the population and 115 of them make up the sample group. The method involves looking at morality, twenty-first-century teaching ethics, and public opinion. Questionnaires that were examined by frequency distribution, percentage, and mean (\bar{X}) were the instruments utilized to gather the data, as well as and standard deviation (S.D.). The results of a study on the condition of morality and ethics of teachers in the 21st century and the public mind of student teachers from the questionnaire, it was found that the basic information of the respondents when classified by gender, in this regard 36.52% were males, and 63.48% were females. In this regard, 56.53% were in English, and 43.47% were in early childhood education. As for the experience of self-improvement in moral, ethical and public mind development, 17.40 percent of students had participated in the activities, and 82.60 percent had never participated. It was found that the student-teacher's morality and ethics of being a teacher in the 21st century and the overall public mind of student teachers were at a moderate level ($\bar{X} = 3.40$, S.D. = 0.75).

Keywords: Condition study, Morality and ethics, Public mind

Introduction

The 21st century, the first of the third millennium, is marked by several developments that have had a significant impact on people's lives in society as a result of the development of information technology, and there has been a rapid change in all aspects, and such changes affect the livelihoods the performance of human beings in society and causes many problems. Lack of morals, ethics, or environment for dealing with issues that are not sufficiently effective is one of the key causes, education management is crucial in order to meet the difficulties posed by these issues and find solutions to maintain progress. It is crucial to invest in education in order to help people reach their full potential and become individuals with good morals and ethics, the ability to think critically, solve problems creatively, the capacity for self-learning, and the ability to adapt to new situations and live happily in society (Charoenwongsak, 2003). Less moral and ethical concerns nowadays lead to a lot of troubles thus, it has become a crucial part of education to create individuals of better caliber. Countries all over the world focus on educational management that emphasizes the development of students in all areas, and moral and ethical development is the area that currently receives more attention than intelligence, even though it is not possible and can be seen plainly just like any other aspect, and Khammanee (2005) mentioned that the necessary learning for learners can be divided into 5 groups: (1) core knowledge, (2) morals and attributes, (3) cognitive skills, which include communication skills, analytical thinking and creativity, (4) social skills, including self and social responsibility, and (5) technological skills. Which of the five skills will lead to quality living in the 21st century, to promote learning and make it as successful as possible, instructors must find a method to incorporate academic material, morals, and ethics, education is a key instrument for producing decent citizens who can advance the country. One definition of education is growth, in which instructors are substantially involved, especially in growing quality individuals using instruments called education. Providing high-quality education aids in the development of people who are of good quality, i.e., who are both intelligent and good. As a result, teachers have a responsibility to help individuals, especially young people, acquire desirable qualities through various learning procedures that prepare, reinforce, and improve people's knowledge of many sciences, skilled in specific fields of employment, establishing a sense of obligation to oneself, society, and the country in upholding its security and independence. Additionally, professional instructors have a responsibility to foster excellent character in their students, these traits should include being polite, honest, thrifty, self-reliant, and able to collaborate with others, they should also dress correctly for the weather and display patriotism. They possess the intelligence, emotional stability, and capacity to face and solve difficulties. For instance, they can use their religious beliefs as a guide to live a calm existence.

Regarding the role of teachers in the twenty-first century, Sinlarat (2017) offered a viewpoint on the subject of Thai teachers in the twenty-first century, arguing that educational reforms must be made with a focus on changing the learning culture of Thai children in order for them to learn how to create, plan jointly, distinguish, and apply, as well as how to conduct

research, engage in exploration, produce results, and plan and process. The important variable in this matter is the teacher; (1) teachers must be able to integrate information that is utilized to grow and produce new knowledge in order to create and integrate it, (2) be able to think analytically and creatively, educators must help kids develop these abilities so they can think critically and be creative in meaningful ways, (3) teachers must abide by their profession's standards of conduct if they want to be strong role models for others and convince them to give back to society. Maintain moral principles, act in a way that benefits those in the society you live in, and adhere to the rules that society and one's own self should follow, teachers should do all of these things in order to assist students learn, this is for children to be able to create and develop their own body of knowledge.

According to the Constitution of the Kingdom of Thailand 2017, Section 257, the reform of the country under this section, actions must be taken to achieve the following goals: (1) the country enjoys peace, harmony, sustainable development in line with the sufficiency economic idea, and there is a balance between physical and mental growth. "All Thai people obtain great education and lifelong learning", the National Education Plan (2017-2036) vision said, live contentedly in accordance with the sufficiency economics and 21st century worldwide transformation it has three objectives; (1) Thai people make good citizens, with 21st century learning traits and abilities, as well as competences in line with the National Education Act, the 20-year National Strategy, and the Thailand 4.0 strategy, (2) In accordance with the sufficiency economic theory, Thai society is a society of learning, morality, and ethics, knowing love, and working together for the country's sustainable growth, (3) Thailand crosses the middle-income trap and the inequality within the country is reduced. The conceptual underpinning of the King's science is a philosophy that emphasizes the existence and behavior of people at all levels, from the family to the community to the state, in the development and administration of the nation in a middle way, by only focusing on economic development in order to keep up with the globalized world, to maintain equilibrium and to be prepared to accept quick and extensive changes in the material, social, environmental, and cultural aspects of life (Office of the Secretariat of the Teachers Council of Thailand, 2006). The Sufficiency Economy Philosophy guiding principles are moderation, sufficiency, rationality, including the need for a respectable level of self-immunity against any effects of both internal and external changes in fundamental conditions (morality brings knowledge), and the need to rely on knowledge while exercising caution, the nation citizens, especially those who work as instructors, must have a sense of morals and ethics, honesty, honesty, have the necessary information, and live patiently. This includes exercising prudence, especially when using prominent academics in planning and every stage of the process. (Office of the Secretariat of the Teachers Council of Thailand, 2005)

To live life with pure perseverance, to carry on the aspirations and for the stability, prosperity, and sustainability of the Kingdom of Thailand in succession to the King's wisdom, one must practice perseverance, mindfulness, wisdom, and prudence in the philosophical approach of the sufficiency economy by applying "The King's wisdom". Before the rest of the world wakes up, the 9th King development guidelines, which place a strong, all-encompassing, long-term focus on sustainability, will be implemented as a development strategy aimed at

enhancing Thai people's quality of life. The elements of royal science are education, health, productivity, production, research, risk management, nature conservation, and the philosophy of sufficiency economy. Each element improves the standard of living for everyone while also supporting the King's wisdom, the body of knowledge on sustainable development, and its guiding principles for sustainable development, which are as follows: (1) Philosophy's guiding principles are moderation, rationality, self-immunity, knowledge-based, and moral-based, starting with the adequate economy, (2) The three pillars of monarchical science are comprehending, gaining access to, and developing people, objects, society, the environment, and culture. Before “reach” tests it out until it actually works by blasting from the inside, understanding the development prospects, and cultivating social intelligence, “to understand” in this context refers to making use of previously available knowledge through the application of empirical data analysis and study, “developing” is the process of beginning anything from nothing, being self-sufficient, and having a model for sharing knowledge so that others may learn it and apply it, (3) Utilizing royal science It must be carried out with fervor, love, and heart; sustainably; independently from textbooks; and specifically tailored to each individual, their surroundings, location, and circumstances, and (4) The result of the King's science is the land of justice and happiness for the Siamese people, which is sustainable development, in accordance with His Majesty's decree of sufficiency, love, and unity.

The National Qualifications Framework for Higher Education defines learning outcomes for behavior change that are expected for students to develop in at least five areas, and learning management at the higher education level has set learning and learning outcome standards in accordance with this framework namely; (1) the term “ethics and morals” refers to the formation of moral and ethical behaviors and habits, as well as to individual and group responsibility, the capacity to change one's lifestyle when it conflicts with one's moral principles, and the formation of moral and ethical behaviors in both social and personal contexts, (2) knowledge is the capacity to comprehend, reason about, and communicate information, it also includes the capacity to evaluate and categorize theoretical facts as well as a variety of other procedures, (3) when analyzing events and using information, comprehension of ideas, principles, theories, and procedures to analytical thinking and problem solving when confronted with novel or unexpected situations, cognitive skills are referred to, (4) interpersonal skills and responsibility refers to the capacity for teamwork, leadership qualities, social and personal accountability, and the capacity for self-directed learning, and (5) numerical analysis, communication, and Information technology skills, which refers to the aptitude for using statistical and mathematical methods in numerical analysis. The use of information technology and the capacity for spoken and written communication, which must be seamlessly connected, and the development of these talents in all five areas is the responsibility of instructors, but they also have time to devote to creating teaching and learning models that use the King's ideas to improve morals, ethics, and public morality. The goal of this research is to develop a learning management model by examining the fundamentals of teaching and learning, the morality and ethics of teaching in the twenty-first century, and the public perceptions of student teachers in order to use this information as a foundation for future learning management style development.

The term “learning management model” (also known as “teaching learning model” or “teaching system”) refers to a structure, element of teaching operation that has been organized into a system related to theory, learning principles, or teaching in a manner that is based on and has been shown to be effective in helping students achieve their unique learning objectives. Each teaching method may have a distinct endpoint, typically consisting of the theory of principles it upholds and a special teaching method that will guide the learner to a certain aim in that particular form, this is because each teaching method will have a single specialized emphasis. With various techniques, approaches, components, and forms appropriate for learning requirements based on the basic education curriculum, each model seeks to educate learners in a targeted manner. Which have forms according to the classification of those patterns according to the nature of the particular purpose or intent of the pattern which can be grouped into 5 categories as follows; (1) instructional model with emphasis on cognitive domain development, (2) teaching model that emphasizes on the development of affective domain, (3) a teaching style that emphasizes the development of range skills, (4) teaching and learning style that emphasizes on the development of process skills, (5) teaching model that emphasizes integration. The development recommendations of the 9th and 10th Kings, which are comprehensive, long-sighted, and place an emphasis on sustainability, are applied in this research as part of a learning model that promotes integration through integrating the King's science. In this research, a learning model developed, using a three-step process based on the concept of Maker & Neilson (1995) was used, including teaching analysis, instructional design and teaching evaluation, and used as a guideline for the development of learning styles.

Anyhow, professionally in accordance with the teacher's council of Thailand's announcement on standards of knowledge and professional experience, and in accordance with the teacher's council regulations on teacher profession (No. 4, B.E. 2018). A standard of knowledge, i.e., understanding of the first area, i.e., the change in the world's, societies, and the idea of the sufficiency economy philosophy, has been defined as being the minimum need for knowledge and experience in the teaching profession. This must effectively apply the sufficiency economy philosophy in learning management for learners and must organize the knowledge, changing social and political contexts, and the sufficiency economy philosophy. Its key competencies include understanding how society both inside and outside the country is changing and how that is affecting education. It is essential for educational institutions that produce teachers to provide teaching and learning to develop student teachers in order for them to meet the objectives and standards of professional knowledge and defined performance. Additionally, in terms of professional experience standards, one must perform the work of a teacher professional and act in accordance with the professional ethics of teachers. Virtue is a positive quality, or conduct, that is practiced until it becomes a habit and how a person behaves in accordance with the concepts and norms of society in terms of behavior and ethics, according to Good (1973). However, the code of ethics for the teaching profession was separated into five categories in 2005 under Professional Standards and Professional Ethics 2005 (Secretariat Office of the Teachers Council of Thailand, 2006); (1) self-respect: teachers must exercise self-control, cultivate their professional identities, and maintain a constant awareness of the latest trends in academia, business, society and politics, (2) professional ethics: teachers must have

these values: love, honesty, and belief has a strong sense of professional responsibility and behaves well in a professional setting, (3) teachers must love, have mercy, care to aid, encourage, and support students and service receivers in line with their responsibilities and tasks equally, they must also foster learning, skills, and good habits, teachers must also act politely toward both students and service recipients, set a positive example with your actions, words, and thoughts, teachers must serve with honesty and equity, without expecting or taking advantages from the exercise of their position in an improper manner, they must not act in a way that is detrimental to the physical, intellectual, mental, emotional, or social well-being of students or service receivers, (4) ethics with other practitioners: teachers should support one another in a positive way by upholding the faculty's moral code, (5) social ethics: teachers should act as role models in the preservation and growth of the economy, society, religion, art and culture, wisdom, and environment, they should also uphold the democratic system of monarchy, in which the king serves as head of state. At the meeting No. 5/2013 dated May 16, 2013 with the approval of the Minister of Education the Teachers Council of Thailand Board therefore issues the regulations of the Teachers Council of Thailand on professional ethics as follows; article 1 this regulation is called "The Teachers Council's Regulations on Professional Ethics 2013" has clarified what professional ethics imply this means that in order to protect and advance their reputations, educational professionals must abide by norms of conduct that are established as patterns of behavior, and the reputation of educational professionals as trustworthy providers of services to society, bringing with it honor and a sense of professional dignity. As stated in article 6, educational professionals must behave in accordance with professional ethics and behavioral patterns according to professional ethics. According to section 1 of article 7 code of conduct, educational professionals must always maintain their self-discipline, grow professionally, and have the personality and vision to keep up with changes in science, economy, society, and politics. Section 2 of the code of professional ethics in article 8 states that educational professionals must be loving, faithful, honest, responsible for the profession, and are good members of the professional body. Education professionals are required to love, be kind, compassionate, aid, encourage, and support students and others who receive services in line with their responsibilities and obligations on an equal footing, according to section 3 of the code of conduct for clients in article 9. Article 10 educational professionals must encourage students to develop healthy study habits, skills, and knowledge as well as to carry out their responsibilities honestly and to the best of their abilities. Article 11 educators must behave themselves in a way that sets an example for others, including vocally, physically, and intellectually. Article 12 educational professional practitioners must not act against the students' physical, intellectual, mental, emotional and social development, and service recipients. Article 13 educational professional practitioners must serve with sincerity and equality without demanding or accepting benefits from the abuse of position. Section 4 of the code of conduct for co-professionals in article 14 states that educational professionals should support each other constructively, by adhering to the moral system, creating unity among the faculty. According to article 15 section 5 social ethics, educators should act as leaders in safeguarding the public interest and defending the democratic system of government with the

King as Head of State, as well as in the growth of the economy, society, religion, art, and culture.

According to Prepool research (2019), a model for the ethical growth of teachers was discovered in the form of the DEP Model, where “D” stands for development, “E” for ethics, and “P” for participation. These three components must be built via dominating oneself, others, and jobs. Teachers were shown to have stronger self-occupation skills than job- and people-occupied skills, which was consistent with 21st century skills, such as public-mindedness. This includes components related to the crucial teaching profession. In terms of the obligation to take part in caring, there are three indicators: performing duties, giving of one's time to the community, and engaging in activities that advance the common good. Thus, it is essential to train student instructors in accordance with Albert Bandura Social learning theory of 1997 (Bandura, 1997) which holds that behavioral changes are not exclusively a result of environmental changes. It must interact with a variety of things, including thoughts, convictions, individuals, societal changes, and both internal and external elements that will assist student teachers develop a sense of civic responsibility.

Based on this data, the researcher came to the conclusion that it would be useful to investigate the morality and ethics of teachers in the twenty-first century as well as the public perceptions of student teachers in order to use the data as a guideline for creating an applied learning management model. King's ideas to improve teachers' morals and ethics in the twenty-first century, as well as public opinion for students and instructors are still relevant today.

Research Objectives

To study the condition of morality and ethics as a teacher in the 21st century and the public mind of student teachers.

Conceptual Framework

The researcher recognized the significance of education management in the fields of morals and ethics, teaching in the twenty-first century, and public perception in light of such relevance and requirement. According to the study conceptual framework, the researcher has investigated and assembled the idea associated theories desirable essential morality and ethics, morality, professional standards of knowledge, morality and ethics of teachers in the 21st century, and public mind for teachers.

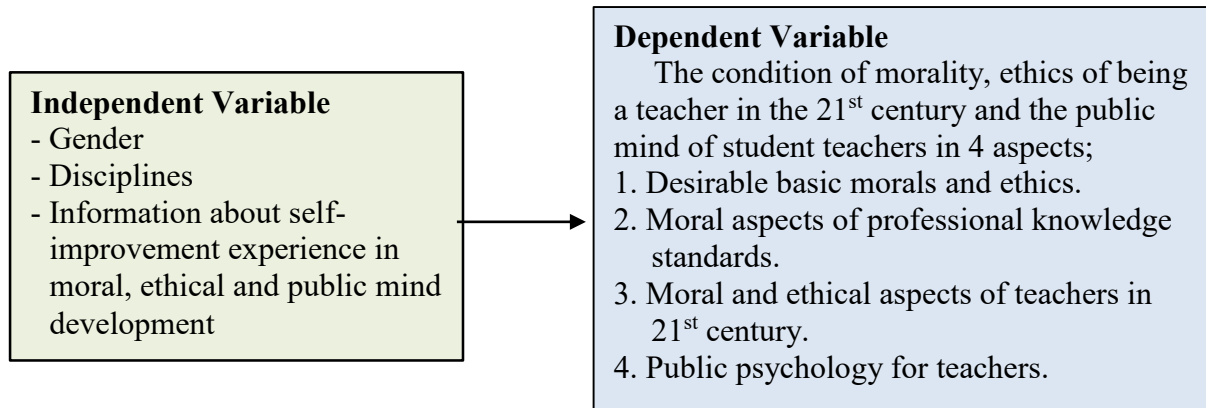


Figure 1 Research Conceptual Framework
(Source: Kongterm, 2022)

Methodology

This study employs survey research as its quantitative research model, using a questionnaire with the following information; it was possible to research the morality, ethics, modern teaching practices, and public perceptions of student teachers.

Content

Synthetic analysis of the 10 morals and ethical principles for teachers and the subject matter of King Rama IX is as follows: professional ethics standards for teachers' morality, ethics, teachers in the twenty-first century, and public opinion, evaluate the relationship between the ethics and virtues of being an effective teacher and public speaker using research papers and relevant sources, to select the concepts of the King that are consistent and relevant and to define questions in creating a questionnaire.

Resource Scope

In the study of the state of morality, ethics, teacher ethics in the 21st century and the public mind, the population in the study were, the students of the Faculty of Education of Phetchabun Rajabhat University, are second-year students in the first semester of the academic year 2020, totaling 160 students, and the sample group is students of the Faculty of Education of Phetchabun Rajabhat University, 115 students in the first semester of the 2020 academic year, obtained by simple random sampling using the Krejcie & Morgan random table (1970).

Variable Scope

The factors that were looked at were gender, area of study, and self-improvement in terms of moral, ethical, and public mind development, and student attitudes on the morality and ethics of instructors in the twenty-first century and in the public consciousness, in terms of fundamental and desired ethics, in terms of knowledge and professional standards, and in terms of public opinion.

Research Tools

The scope of the variables analyzed was the condition of morals, ethics, becoming a teacher in the 21st century, and the public consciousness of student teachers, the study methods include a questionnaire for students on these topics. Regarding the morality of instructors in the twenty-first century, fundamental ethics, and desired ethics, ethical standards for knowledge and professionals, and moral ethics in the public's thinking. In order to explore the principles of morality and ethics of 21st century instructors and the public mind and establish a model of learning, the researcher built the instruments utilized in this research using a questionnaire-style analysis of relevant articles and research. It is divided into 3 parts which are; part 1 basic information of the respondents, part 2 moral and ethical requirements for teaching in the twenty-first century are broken down into four categories: desirable basic ethics, morality, professional knowledge standards, and morality and ethics of teachers in the twenty-first century, as well as twenty-first century and the public mind for teachers, the questionnaire was a 50-item, 5-level rating scale based on the Likert Scale (1967) method, divided into 5 levels of measurement.

However, in part 3 open-ended questions, additional suggestions, check the quality of the questionnaire by presenting the generated questionnaire to 5 experts. Specifically, 1 curriculum and teaching expert, 2 measurement and evaluation experts, and 2 instructors with more than 10 years of experience in higher education teaching. Content validity is determined by looking at the Index of Item Objective Congruence (IOC), which has a value between 0.60 and 1.00 for 55 items and meets all eligibility requirements, and finds the confidence value Reliability of the questionnaire, by finding Cronbach (1970) alpha coefficient with full reliability of 0.98. Then take suggestions from experts to improve, adjust the language to be concise and shorter, and used to collect data with students by making a letter to the branch president asking for support in data collection in the 4-6 week, semester 1 of the academic year 2020. Finally, the data were analyzed by means (\bar{X}) and standard deviation (S.D.).

Results

The findings of a study on the morality and ethics of teachers in the twenty-first century and the public mindset of teacher students were gathered from 115 students in the first semester of the academic year 2020 at Phetchabun Rajabhat University, Faculty of Education, who studied a total of 4 disciplines in the learning management science course. The basic information of the respondents when classified by gender 36.52% was male, and 63.48% were female. They studied English at 56.53%, and in early childhood education 43.47%. As for the experience of self-improvement in moral, ethical and public mind development, 17.40 percent had participated, and 82.60 percent had never participated, and the results are summarized in the following table.

Table 1 Results of a study of the morality and ethics of teaching in the 21st century and the public mind of student teachers

Topic	\bar{X}	S.D.	Interpret
1. Desirable basic moral and ethical aspects	3.69	0.71	a lot
2. Morality and ethics, professional standards	3.46	0.64	moderate
3. Moral and ethical aspects of teachers in the 21 st century	3.10	0.81	moderate
4. Public mind for teachers	3.35	0.87	moderate
Total	3.40	3.35	moderate

From table 1 it was found that the student-teacher's morality and ethics of being a teacher in the 21st century and the overall public mind were at the level, moderate has a mean of 3.40, a standard deviation of 0.75, and when each factor was taken into account, it was discovered that the ideal ethical basis whose mean value is 3.69 and whose standard deviation is 0.71 is the most crucial one, next come morals, ethics, and professional standards In terms of public opinion of teachers, the mean is 3.35 and the standard deviation is 0.87, with a mean of 3.46, 0.64, and 0.64 respectively, and the moderate side in the least the mean and standard deviation for teachers in the twenty-first century in terms of morals and ethics were 3.10 and 0.81, respectively, and conduct that is common among students, such as being truthful about one's obligations and taking full responsibility for achieving the targets established, is prepared to pursue a career as a teacher and is dedicated to the growth of pupils, they also possess the spirit of a teacher who serves as a good role model.

Discussions

The study's findings may be used to evaluate how student instructors' perceptions of the public and their attitudes about morality, ethics, and teaching in the twenty-first century fared. It was found that the basic information of the respondents when classified by gender 36.52% were male, 63.48% were female, 56.53% studied English, and 43.47% were in early childhood education.

The instructors' morals and ethics as teachers in the 21st century was determined to be at a reasonable level, with a mean of 3.40 and a standard deviation of 0.75, while 82.60% had never engaged in the experience of self-improvement in moral, ethical, and public mind development, and when considering each aspect, it was found that the highest aspect was the desirable basic morality aspect, with a mean of 3.69, a standard deviation of 0.71, proceeded by in terms of morals and professional standards 3.46 was the mean, 0.64 was the standard

deviation, the moral aspect of teachers in the 21st century had a mean of 3.10 and a standard deviation of 0.81, and 3.35 was the mean, 0.87 was the standard deviation for public opinion of teachers, and the least aspect at the moderate level were in terms of morality and ethics of teachers in the 21st century, the mean was 3.10, the standard deviation was 0.81 respectively. This could be because students are still in their second year of study and ethical standards in various areas, such as dominating others, holding jobs, cooperating, and internships, have not been applied in educational institutions, leading to a moderate level. According to Prepool research (2019), a model for the ethical growth of teachers was discovered in the form of the DEP Model, where “D” stands for development, “E” for ethics, and “P” for participation. This must be developed by dominating oneself, one’s peers, and one’s work, it has been discovered that teachers are better at dominating themselves than at dominating their peers or their work, and this finding should serve as a guide for choosing the subject matter and instructional style of future lessons, and students who are good role models and who are prepared to work as teachers demonstrate a variety of behaviors, including being honest with one's own obligations, taking responsibility for the best possible achievement of the goals set, being committed to learner development, and having a spirit of being a teacher. In line with Panjan (2021) research, this investigated the model of improving morals and ethics in accordance with the framework of credentials requirements. At the national higher education level, the goal is to study the moral and ethical enhancement in accordance with the national higher education standards framework’s qualifications framework for higher education, as well as to develop and evaluate a model for improving morality and ethics in accordance with those standards. It was found that the results of enhancing morality and ethics for students according to the national higher education qualifications framework the overall picture of the 7 areas are as follows: (1) discipline, (2) responsibility, (3) integrity, (4) sacrifice, (5) being a good role model, (6) understanding others, and (7) the aspect of understanding the world. It was found that the overall morality and ethics were strengthened by the students at a high level.

Conclusion and suggestions

Remarkable discoveries in line with Thongdee (2001) theory, morality for teachers have qualities and have significance for the individual, society, and the country. Most importantly, however it must be based on psychologically sound moral and ethical principles, which form the cornerstone of human beings and desirable correct virtues. There must be a suitable culture of living and devotion to the sufficiency economic theory, and it must be applied effectively in teaching and learning in the 21st century, according to research. According to Langka (2017) research on the future and traits of Thai teachers in the years 2017–2026, it was discovered that instructors must adhere to moral and ethical standards that are modest, rational, and unwavering in terms of knowledge and morals. The most ethical teacher will be well-versed in the subject, considerate, specialized, capable of high-level cognition, and must possess teacher ethics, teacher ethics, and must be capable of adapting to the function of teachers in the twenty-first century, have a public mindset, and be accountable to students, the community, and society.

Additionally, there has to be educational changes that concentrate on improving the learning culture of Thai students, according to Sinlarat (2000) research, which offered opinions on the topic of Thai teachers in the 21st century. Where teachers must be able to create and integrate knowledge, teachers must also be able to integrate knowledge that is used to develop new knowledge, teachers must also have a strong sense of morality, ethics, and code of conduct in order to influence others to act in the best interests of society. The findings indicate the student-morality teacher's and ethics as a teacher in the 21st century, and the general public mind, are at a reasonable level, suggest that teachers must uphold professional ethics, preserve morals, and do so. The National Education Plan (2017–2036) vision, which states that “All Thai people receive quality education and lifelong learning, live happily in line with the philosophy of sufficiency economy, and change the world in the 21st century”, must therefore be taken into consideration when planning preparation, one major goal is for Thai people to be decent citizens, with competences in line with the national education act and the requirements of the constitution of the Kingdom of Thailand, they should also possess 21st century learning traits and abilities, the Thailand 4.0 strategy as well as the 20-year national strategy, (2) Thai society is a learning society that values morals and ethics, understands love and unity, and unites its efforts in support of the nation's sustained economic growth, and the results of the research are consistent with Ocharos (2017) researching a model for enhancing ethics and codes of conduct of the police profession for police sergeants, to research the state of improving the ethics and rules of behavior for police sergeants, results of research It was shown that police sergeant students often had a moderate level of improvement in their professional and personal ethics.

However, in the recommendation section it was found that the public opinion of student teachers should study the morality and ethics of teachers in all fields of the Faculty of Education, according to research on the study of morality and ethics of teachers in the twenty-first century; this will make the total knowledge more thorough. The findings are consequently utilized to suggest an application for the research results, namely that the research results may be employed in drafting, as this research is a study of fundamental data for the construction of a learning management model. According to the curriculum in the area of data collection and integration into the curricula of the Faculty of Education or Faculty with course descriptions connected to notion of King's wisdom, the learning management model is a guideline for teaching and learning in a variety of areas.

New knowledge and the effects on society and communities

The teaching profession places a high value on morality and ethics, so student teachers should be aware of this in order to apply what they learn in the classroom to working-class society in the future. In the event of accountability and honesty in executing obligations, for instance, sticking to the advantages that will accrue to the public, it is vital to manage one's own conduct to be in compliance with the norms of the agency and society. The student's morals and ethics, which provide a positive example for behavior in both personal and professional contexts, as well as in the spirit of community and democracy. The emphasis on

good living must come from those who are in charge of delivering education, including leading a life based on the idea of sufficiency, avoiding vices, and being aware of harmony and a democratic way of life. Along with passion and faith for one's career, growth in education management may be attained by devoting time to tasks with dedication and perseverance with the goal of achievement, or even professional obligations, which involve carrying out tasks with regard to truth, integrity, and the interests of the organization and service recipients, among others. The five fundamental principles, the sufficiency economic concept, and other ideologies that make up the teaching and educational professions are what matter.

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