Factors Related to Administration and Management of Moral Higher Education Institutions

Chatupol Yongsorn, Srinakharinwirot University, Thailand

Abstract
The objectives of this research are to 1) study the opinions of the executives, lecturers, and supporting personnel about the management of moral higher education institution group in (1) The purpose, mission and the policies of the institutions, (2) The process and the mechanism, and (3) The participation of the staff and 2) study the factors related to administration and management of moral higher education institutions. The samples are 332 executives, lecturers and supporting personnel of the following higher education institutions, i.e. Kasetsart University, Srinakharinwirot University, Chiang Mai University, Khon Kaen University, Ubon Ratchathani University, and Prince of Songkla University. The research tools used to collect the data include in-depth interviews, questionnaires (Likert' s rating scale). Statistics that are used in the analysis of the data involve frequency, mean score (Average), standard deviation and correlation coefficient of the Pearson product. The results are: 1. Overall, the level of the management of moral higher education institution group is high as well as in each aspect. 2. The strategy, the process, application of ethics in the organizations; the leadership and vision of the management; knowledge, understanding and awareness of staff across the organization; system and a mechanism for applying ethics in the framework; the integration of moral in higher education institutions into the mission of the institutions; compliance, monitoring and evaluating the outcomes and the management of moral higher education institutions are positively correlated with the management of moral higher education institutions at the statistical significance level of .05.

Keywords: Administration and Management of Higher Education Institutions, Moral Higher Education Institutions

Introduction

Among the current impacts of globalization and crises, more Thais are increasingly distorted with materialism and stray from the virtues and truth. Regarding these issues, Thailand has been weakened in many facets compared to their neighbors in the Asean countries. In the old days when people are happier. It is the time that Thai people need to improve the country by committing to the betterment of the nation as His Majesty the King's wisdom that states "developing good people for the country." In addition, the goal of every civilization is access to the goodness, truth and beauty or virtue. Therefore, morality is virtuous and benefitting from thought, wishes, intent. When people with integrity have virtuous thought, they display in word and action show their integrity and morality. Those who do not lack the integrity tend to think in a corrupted way and shall display the corrupted behaviors (Wattanachai, 2014, p. 21, 26).

In organization management, proficiency are parallel to virtue. The organization that makes a substantial profit cannot be guaranteed the sustainability in the future. The important thing is the corporate social responsibility (CSR) to the society and the environment, organizations that have CSR are generally accepted and can do business with sustainability by the ethics and morality. They are aware of the profits to the society through CSR (Piyakul, 2011). Good governance is the moral principles for the organizations, corporates, associations, and charities. The system of good governance is intended to increase the efficiency and productivity of the organization with the principles of 1), the structure of good governance according to the objectives of your organization, converting the objectives into the policy, setting the strategic plan and management policies to respond to the objectives, converting the policy framework into the projects for the organization to achieve the objectives 2) state the responsibility and the accountability encompassing them at every level of the structure and position and 3) are transparent and have a system of checks and balance (Watanachai, 2014: 28-29). CSR is a mechanism that reduces the loss, waste, corruptions misconducts (acts that does not violate the law, moral code of conduct). The combination of mechanisms of ethics, morals and good governance has similar objectives e.g to reduce the loss, eliminating loopholes, to prevent corruption and misconduct and increases the efficiency, worthiness, transparency, integrity and justice (Sawaskaruekarn, 2015).

According to the study, there are 6 steps to develop organisation integrity: 1) Mutual agreement from all staff to develop their organization integrity, 2) brainstorm ideas to appropriate and inappropriate behaviours, 3) brainstorm to set the "remedy"="moral principles" such as integrity, responsibility and volunteer that will reduce inappropriate behaviours and promote the appropriate ones, 4) convert the "moral principles" of the organization into guideline for staff from every level 5) Set the cycle for the practice and assessment within a year. Once finished, conduct the comparison study to discover how many inappropriate behaviours are reduced and how many appropriate behaviours have increased, the   side effects and 6) Start anew year cycle, follow steps 1 to 5. The organization integrity is created and everyone can benefit and be happy as well as society (Wattanachai, 2015: Online). In addition, the research of the R. Eric Reidenbach and Donald P. Robin about the development of organization integrity. The variables are the philosophy and the attitude of the management, the value of ethics in the organization culture and the requirements of

ethics as a part of the organization culture such as rules and regulations, complaints and remuneration. The study found that the development of organization integrity have 5 sequences: First: Amoral Organization. Second: organizations that comply to the legal order (legalistic organization). Third: An organization that responds to moral conduct (responsive organization) Fourth: Organization that is approaching/adjacent to the ethics (Emergent Moral Organization) and Fifth: organizations that have ethics (moral organization (Sawaskaruekarn, 2015).

Higher education institutions have a key role in the development of human resources and leading of the society. It is accepted that higher education institution is the foundation that people and organizations can rely on. When issues arise, they will be managed through academic and intellectual capacity. With the expectation, higher education institutions must strive to be a fulfill their objectives and maintain the faith of the society. The main mission of higher education institutions are teaching (production graduate), research (Create Knowledge), academic services (as a duty to the society) and maintaining arts (maintain the identity of the nation.) The mission is critical to the development of the country in short and long term. In addition, teaching aspect encompasses the quality and standards in teaching. The expected outcomes are that students have academic capacity and ethics for the development of the country in various dimensions. (Meesuk and Theera kul 2008: 119-143). With emphasis for the use of the good governance principle in the management of higher education institutions. The statement was enacted in the 15-year long range plan of Higher Education (B.E. 2551-2565) which is a master plan in regard to the development of higher education in Thailand. It determines that the good governance and management is a key factor of that has a direct impact on the development of the universities. If higher education institutions with a mechanism to determine the direction and progress, the mission of the universities is fulfilled (The Office of the Higher Education Commission, 2008).

The study of moral higher education institutions found that one of the problems that lowers the quality of higher education in Thailand is lack of ethics. These universities ignore the adverse effect on the country, the university, learners and family even when there is no misconduct such as hiring unqualified lecturers or assigning lecturers to teach a large students group to reduce costs and make profit. Especially in special courses that incur high tuition fees, the universities are aware that the quality of education will be reduced. However, some universities prioritise the interest rather than the quality of education. In such case, even if the universities may not commit any wrongdoing, they should consider that higher education institutions are not-for-profit organisation. Even private universities should focus on the quality of education, the state allow the private sector to establish and manage higher education institutions and deemed that education helps the state. On this basis, the state subsidies private higher education institutions. When these universities have an integrity problem, the universities must be aware of the problem with ethics and consider employing the management system addition to using rules and regulations. In addition, the society expects that higher education institutions must not have ethics problems (Changkwanyuan, 2011) while the research of Osathanukroa (2007) on the guidelines for developing the ethics of students in higher education institutions by the approach of His Majesty the King pointed out that the factor that lead to the ethics problems in a higher education institution is that the managerial staff of the higher education institutions are aware of the importance of ethics but lack of a check

and balance system and mechanism e.g. supervision, applying and tracking the operation to succeed in practice. Secondly, the study reported the lack of clarity in the link between the mission of management academic and student affairs. The study and distribution of the learning process is insufficient to initiate shared responsibility among the involved parties and stakeholders. In addition, Kaewpichit (2009) studied the use of the good governance in the private higher education institutions. The private higher education institutions good governance involves eight elements: e.g. 1) responsibility 2) the rule of law and equality 3) transparency 4) values 5) stability 6) participation 7) integrity and 8) The exercise of powers and duties, The research of Buason (2009) which studies corporate governance of the public universities: The current conditions and expectations found that the current condition of the corporate governance of the public University are in moderate level in 9 areas and in overall. When considering each area, it was found that the rule of law and righteousness is in the high level. The other eight areas: the moral or ethics and codes of conduct, transparency, participation, responsibility or liability, value for the effectiveness and efficiency, predictability, the justice or equity, the autonomy and flexibility are in the medium level.

Given the rationale, the researcher is interested in studying the factors that affect the management of moral higher education institutions. Higher education institutions selected for this study are from central and regional institutions which are 1) Kasetsart University as a higher education institution in the network of developing the ideal students (DSA) in central Thailand and 2) Srinakharinwirot University as a university that serves the society. For regional universities, four public universities were selected based on their participation in the network of developing the ideal students (DSA) which involve Chiang Mai University, Khon Kaen University, Ubon Ratchathani University and Prince of Songkla University, the results from this research will inform a guideline of higher education institution management to maximize the benefits as well as providing information for the strategic plan, action and objectives in the management of moral higher education institutions.

The purposes of this research are to:

1. To study the opinions of the managerial staff, academic staff and general staff about the management of moral higher education institutions in 3 areas: (1) the purpose, mission and the policies of the institutions (2) the process and the mechanism (3) the participation of the staff according to the variables.

2. To study the relationship between the factors: the strategy, the process, application of ethics in the organizations; the leadership and vision of the management; knowledge, understanding and awareness of staff across the organization; system and a mechanism for applying ethics the framework; the integration of ethics in higher education institutions into the mission of the institutions; and compliance, monitoring and evaluating the outcomes and the management of moral higher education institutions.

The scope of the research

1. The population in this research includes executives, lecturers and general staff of higher education institutions from Kasetsart University, Srinakharinwirot University, the provincial universities are Chiang Mai University, Khon Kaen University, Ubon Ratchathani University and the Prince of Songkla University. The total number of population is 430 staff divided into 2 groups:

1.1 the population group for the in-depth interviews on the management of moral higher education institutions is 10 experts
1.2 the population group to study the opinions about the management of moral higher education institutions and the relationship between the factors to the management of moral higher education institutions are 60 executives e.g. Vice President or the President or the equivalent (10 executives for each institution), 30 lecturers from each university (180 lecturers in total), and 30 personnel from each institution (180 general staff). All population used in the research are 420 staff.

The Variables

The researcher has set the variables to study as follows:
In the Frist objective:

1. Independent variables are gender, work status, educational background, and experience in affiliated higher education institution.

2. Dependent variables are the opinions of the managerial staff, academic staff and general staff about the management of moral higher education institutions in 3 areas: (1) the purpose, mission and the policies of the institutions (2) the process and the mechanism (3) the participation of the staff according to the variables.

In the second objective:

1. Independent variables

      1.1 the strategy, the process, application of ethics in the organizations;
      1.2 the leadership and vision of the management;
      1.3 knowledge, understanding and awareness of staff across the organization;
      1.4 system and a mechanism for applying ethics in the framework;
      1.5 the integration of ethics in the missions of higher education institutions; and
      1.6 compliance, monitoring and evaluating the outcomes and the management of moral higher education institutions.

2. The dependent variable is the management of moral higher education institutions.

Research methodology

Population

The population is in this research is an executives, lecturers and general staff of higher education institutions in the central area e.g. Kasetsart University and Srinakharinwirot University and provincial areas e.g. Chiang Mai University, Chiang Mai University, Khon Kaen University, Ubon Ratchathani University and the Prince of Songkla University. The total number of population is 430 staff.

Samples

1. Subjects that are used in the in-depth interviews depth interviews about the management of moral higher education institutions were selected based on purposive sampling method. They are 10 experts that have at least a Master's Degree and have at least 20 years of experience in a higher education institution.

2. Subjects that are used in the study to provide feedback on the management of moral higher education institutions and study the relationship between the factors of the management of moral higher education institutions are selected purposively (purposive sampling) with the Vice President or the President or the equivalent (10 executives for each institution), 30 lecturers from each university (180 lecturers in total), and 30 personnel from each institution (180 general staff). All population used in the research are 420 staff.

Research Tools

1. Document analysis on the concepts and principles for the management of higher education institutions and the management of moral higher education institutions.
2. Created an in-depth interviews based on data in the first phase about the management of moral higher education institutions.
3. Five experts verified the in-depth interview questions for content validity.
4. The researcher used information gained from previous phase to develop a Likert's scale questionnaire.
5. Five experts checked on the contents of the questionnaire for content validity and rate them using the IOC: index of item objective congruence.
6. The author tried-out the 50 questionnaires to find the discrimination power (t-test) (Ferguson. 1981: 180), the researcher selected the questions that they have the power of at least 1.75 to be used in the survey.
7. The researcher calculate the reliability of the questionnaire using Cronbach alpha coefficient (Cronbach. 1984: 169)

The types of research tools

Research tools used in this research is the questionnaire which consists of 4 parts. The first part are general information. The second part is a questionnaire of the opinions of the management staff, lecturers and general personnel of moral higher education institutions. The third part is a Likert's type questionnaire that have factors relating to the management of moral higher education institutions and part 4 the open end questions for the feedback as well as additional recommendation.

Data collection

1. The researcher obtained the letter of data collection from the Dean of the Faculty of Education to the Presidents of the mentioned universities.
2. The researcher conducted survey using the questionnaires.

Data input and data analysis

1. Checked the quality of the questionnaires and input the data collected into the computer though the SPSS program for statistical processing.
2. Analysed the in-depth interview data and then presented the data in categories though descriptive report.
3. Studied the opinions of the executives, lecturers and general staff about the management of moral higher education institutions by the mean (average) score and the deviation standard deviation
4. Studied the relationship between the factors of the management of moral higher education institutions by analysis for the correlation coefficient of the Pearson product (pearson statistics correlation coefficient).
5. The data from open-ended questions were presented in a descriptive report.

The statistics that are used in the data analysis

1. Descriptive statistics include the frequency (frequency) the percent value (percentage) the mean (Average) (Ferguson. 1981: 49), and standard deviation (Ferguson. 1981: 68)
2. The statistics for the quality of the questionnaire are:

   2.1 Content validity through the IOC: index of item objective congruence
   2.2 Analysis of the discrimination power using the test (t-test) (Ferguson. 1981: 180).
   2.3 The analysis of the reliability by Cronbach coefficient (Cronbach. 1984: 161)

3. Statistics that are used in the study of the relationship between the factors relating to the management of moral higher education institutions is correlation coefficient of the Pearson product (pearson statistics correlation coefficient)

Results

The following table showed the opinions of the executives, lecturers and general staff about the management of moral higher education institutions.

Table 1:

The management of moral higher education institutions	n = 332		Levels of the opinion
	X	S.D.	
1. The purpose, mission and the policies of the institutions	3.84	0.59	High
2. The process and the mechanism	3.88	0.62	High
3. The participation of the staff	3.88	0.85	High
Total	3.87	0.47	High

Table 2 shows that the opinion of the executives, lecturers and general staff overall and in each area showed a high level.

Table 2:

Variables	1	2	3	4	5	6	7
1. the strategy, the process, application of ethics in the organizations	1.000						
2. the leadership and vision of the management	.047*	1.000					
3. knowledge, understanding and awareness of staff across the organization	.122*	.343*	1.000				
4. system and a mechanism for applying ethics in the framework	.574*	.327*	.663*	1.000			
5. the integration of moral in higher education institutions into the mission of the institutions	.839*	.041	.225*	.645*	1.000		
6. compliance, monitoring and evaluating the outcomes and the management of moral higher education institutions	.865*	.056	.161*	.621*	.878*	1.000	
7. Management of moral higher education institutions	.716*	.141*	.230*	.542*	.751*	.759*	1.000

*Significant at the level of .05

Table 2 shows that the strategy, the process, application of ethics in the organizations; the leadership and vision of the management; knowledge, understanding and awareness of staff across the organization; system and a mechanism for applying ethics in the framework; the integration of moral in higher education institutions into the mission of the institutions; compliance, monitoring and evaluating the outcomes and the management of moral higher education institutions

are positively correlated with the management of ethical higher education institutions at the statistical significance level of .05. When arranged by the factors, the factors are compliance, monitoring and evaluating the outcomes; the integration of moral in higher education institutions into the mission; the strategy, the process, application of ethics in the organizations; system and a mechanism for applying ethics in the framework; and knowledge, understanding and awareness of staff across the organization.

Discussion

1. The executives, lecturers and general staff agreed with the management of ethical higher education institutions overall and in each area. This may be due to the fact that the three groups agreed that the management of ethical higher education institutions must be based on good governance. However, if the higher education institutions are not based on ethical principles, the higher education institutions will not command trust and respect from the public. The higher education institutions are expected to guide and create a body of knowledge to solve the problem of the society. According to the Office of the Higher Education Commission (2007) has set in the management of ethical higher education institutions with the 10 good governance principles: 1) responsiveness 2) effectiveness 3) efficiency 4) values 5) equity 6) consensus 7) accountability 8) transparency 9) participation and 10) rules of law corresponding with the research of the Jansom (2016) who studied corporate governance in Thailand higher education institutions found that the higher education institutions in Thailand has a consistent structure of good governance with the rules and regulations that are used in the higher education institutions at the present. Nonetheless this structure may not meet the expectations of the society upon the higher education institutions. Many presidents and the Council of the university relied on the framework according to the law and regulations from the Office of Higher Education Commission and quality assurance system of Office of National Educational Standards and Quality Assessment (ONESQA). Notwithstanding that, the current framework does not address the management issues faced by the higher education institutions. It was found that the managerial staff of higher education institutions in Thailand realizes the importance of the good governance framework will lead to good governance in higher education institutions. The quality assurance system will support the good governance in higher education institutions in the high level.

The research results were in line with Kaewpichit (2009) who studied the good governance principles in Thai private higher education institutions. The elements the good governance principles in the private higher education institutions are 1) responsibility 2) rules of law and equity 3) transparency 4) values 5) stability 6) participation 7) morals and ethics and 8) exercise of power. The eight elements are suitable and applicable to the context and scope of this research appropriate. While Intonpairote (No date) investigated good governance in Australian universities found that the federal government of Australia has issued the law for corporate governance of public and private higher education institutions called the National Governance Protocols (NGPs) for practice of the university council and management executives of all universities. First, the requirements state that the universities define the objectives and missions in the university Act. Secondly, the universities must define the roles, the Code of Conduct and the penalties of the university council. Thirdly, the universities must accept the systemic appointment of the university council. Fourth,

they must enact the appeal system within their institutions. Fifth, the universities need to assess and manage the risks that may occur. Sixth, the university council must accept the National Governance Protocols. Seventh the university council shall provide the development projects for its committee. The university council will monitor the governance of their respective university and set the procedure accordingly.

2. The strategy, the process, application of ethics in the organizations; the leadership and vision of the management; knowledge, understanding and awareness of staff across the organization; system and a mechanism for applying ethics in the framework; the integration of ethics in higher education institutions into the mission of the institutions; and compliance, monitoring and evaluating the outcomes and the management of ethical higher education institutions positively correlate with the management of ethical higher education institutions at the level of .05 significance. This may be because the management of ethical higher education institutions is not a only the duty of the senior management staff, but a shared responsibility of all staff in the institutions that requires the collaboration to develop their higher education institution to be accepted on the basis of the missions of higher education e.g. teaching/learning, research, academic services and maintaining of the arts and culture. Therefore, the success of the management of ethical higher education institutions depend on a variety of factors. The strategy, the process, application of ethics in the organizations; the leadership and vision of the management; knowledge, understanding and awareness of staff across the organization; system and a mechanism for applying ethics in the framework; the integration of ethics in higher education institutions into the mission of the institutions; and compliance, monitoring and evaluating the outcomes and the management of ethical higher education institutions must be combined for higher education institutions to fulfill their missions. That is when the society to know that a higher education institution acknowledge the roles and responsibilities and can be depended on.

The Office of the Higher Education Commission (2009) set guidelines, objective and goals for the management of higher education institutions including the productivity and efficiency that meet the needs and expectations of the country and the entrepreneurs that differ on the ethical and moral basis. merit. Changkwanyuan (2011: 17-18) states that the University is the educational institutions and part of the education. A part of education is ethics that is training people to be a good and ethical person. Universities have to emphasise ethics and morals. The staff of the university must be ethical person. The management of higher education institutions must be ethical system by taken ethics into account for the students to realise the importance of ethics and later lead to the life's principles. Universities have a part that create good society which include ethical members. This is also related to a good family, educational institutions and society. Universities must adhere to the ethics and continue with the ethics in all matters. Kamboonrat and Suthammanon (2014) studied leadership that is appropriate to the management of higher education institutions based on the criteria of the education quality outcome for the excellence of operation. The research shows that management of ethics and morals, leadership development, self-governance, and volunteer and caring influence the success of a higher education institution based on the criteria of the education quality outcome for the excellence of operation.

Recommendations

1. The Higher education institutions of Thailand are confronting challenges and changes. From the study, the managerial staff, academics and general staff agreed with the management of ethical higher education institutions overall and in each area. It is recommended that Thai higher education institutions must use the ethical mechanism to lead to the development of the efficiency and productivity in the performance of various tasks. There is also a need for the development of tangible outcomes of the operation and the process in monitor, inspection and evaluation of the performance of the ethical higher education institutions in all levels from the university council, executives, faculty and staff continuously.

2. From the study, it was found that all factors are positively correlated with the management of ethical higher education institutions at the statistical significance level of .05 from the high to low. The compliance, monitoring and evaluating the outcomes is ranked in the first order. Therefore, the higher education institutions should define the clear format and method of compliance, monitoring and evaluating the outcomes. They can incorporate such format and method in the quality assurance system and mechanism. This will be the tool for the management from input, process and products and outcomes of the operation. For the relevance and application of the moral higher education institutions to fulfill its goal of efficient management.

References

Buason, R. (2009). *Corporate governance of the public universities*. Pitsanulok : Faculty of Education, Naresuan University.

Changkwanyuan, P. (2011). *Moral ethics of the University Council*. Bangkok : Knowledge Network Institute of Thailand.

Conbach, Lee Joseph. (1984). *Essential of Psychology and Education*. New York : Mc–Graw Hill.

Ferguson, George A. (1981). *Statistical Analysis in Psychology and Education*. 5[th]ed. Tokyo: McGraw – Hill.

Intonpairote, A. (No date). *Good governance in Australian*. Prathumthani : Rajamangala University of Technology Thanyaburi.

Jansom, N. (2016, July). "Corporate governance in Thailand higher education institutions," *DEVELOPMENT ECONOMIC REVIEW*. 10(2). p.86-117.

Kaewpichit, S. (2009). *Studied the use of the good governance in the private higher education institutions*. Veridian E–Journal, Silpakorn University. 2(1). p.155-174.

Kamboonrat, V. and Suthammanon, L. (2014). *Studied leadership that is appropriate to the management of higher education institutions*. Panyapiwat National Conference. May 9, 2014. Panyapiwat Institute of Management.

Likert, R.A. (1932, May). "Technique for the Measurement of Attitudes," *Arch Psychological*. 25(140) : 1 – 55.

Meesuk, P and Theerakul, S. (2008). *Emphasis for the use of the good governance principle in the management of higher education institutions*. Songkha : Graduate School Thaksin University.

Osathanukroa, N. (2007). *The guidelines for developing the ethics of students in higher education institutions*. Retrieved November 13, 2015, from http://www.bu.ac.th/knowledgecenter/epaper/july_dec2007/Narumol.pdf

Piyakul, M. (2011). *Corporate Social Responsibility*. Bangkok : The Office of Continuing Education, Sukhothai Thammathirat Open University.

Sawaskaruekarn, P. (2015). *Moral development in the organization.* Retrieved November 13, 2015, from http://www.hrtraining.co.th/article_detail.php?id=192

The Office of the Higher Education Commission. (2007). *Internal Quality Assurance Manual Higher education*. Bangkok : The Office of the Higher Education Commission.

_____. (2008). *15th Year Plan for Higher Education.* Bangkok : The Office of the Higher Education Commission.

_____. (2009). *Philosophy of Thai Higher Education.* Bangkok : The Office of the Higher Education Commission.

Wattanachai, K. (2014). *Moral School.* Bangkok : Foundation of Virtuous Youth.

_____. (2015). *Moral principles for the organizations.* Retrieved November 13, 2015, from, http://www.thaihealth.or.th/Content/27615-.html

Contact email: chatupol@g.swu.ac.th