

# DEVELOPMENT OF A TRAINING COURSE TO ENHANCE THE MORALITY AND ETHICS OF STUDENT TEACHERS AT CHAMPASACK UNIVERSITY, LAO PEOPLE'S DEMOCRATIC REPUBLIC

Kilaysone Asai<sup>1\*</sup>, Ariyabhorn Kuroda<sup>2</sup>, and Suwadee Aerarunchot<sup>3</sup>

<sup>1</sup> Faculty of Education, Champasack University, Lao PDR

<sup>2</sup> Faculty of Education, Khon Kaen University, Thailand

<sup>3</sup> Faculty of Dentistry, Khon Kaen University, Thailand

## ABSTRACT

**Corresponding author:**  
Kilaysone Asai  
kilaysone@kkumail.com

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The objective of this research was to develop a training course for enhancing morality and ethics of student teachers at the Faculty of Education, Champasack University, Lao PDR. This mixed-method research utilized a three-phase research and development process. Phase 1 involved the analysis of relevant documents and research to obtain basic information for the training course development. Interviews were conducted with nine executives and teachers, and a questionnaire was administered to 369 participants, including executives, teachers, and undergraduate students from four departments. Phase 2 focused on the development of the training course, which was accomplished through the action research of two cycles, targeting 16 third-year student teachers from the four departments. In Phase 3, the quality of the training course was verified through a meeting of seven experts. The findings revealed that during Phase 1, there was a need to develop a training course for morality and ethics enhancement in all aspects: responsibility, volunteering, unity, and discipline with  $PNI_{modified}$  of 0.28, 0.27, 0.25, and 0.23 respectively. In Phase 2, 80% of the students passed the predetermined criteria. There was a notable difference in the test results before and after the training, with a statistical significance level of .05. The training content activity received a highest level of satisfaction ( $\bar{x} = 4.69$ ,  $SD = 0.48$ ). For Phase 3, the quality verification process and comprehensive course improvement identified ten components: (1) rationale, (2) principles, (3) goals, (4) objectives, (5) content structure and duration, (6) activities, (7) training methods, (8) media and equipment, (9) measurement and evaluation, and (10) expected outcomes.

**Keywords:** Training course development; morality and ethics enhancement; student teachers

## 1. INTRODUCTION

In the context of globalization, where economic and social changes are occurring rapidly, there has been significant progress in science and technology, including the development of information and communication systems that operate across national borders. These advancements have enabled individuals to access information from various media sites, leading to changes in societal norms, attitudes, beliefs, and behaviors.

The Lao People's Democratic Republic (Lao PDR) has established a cultural-social development vision until 2030, which aims to provide every citizen of Laos with equal and high-quality education that enables them to develop their full potential and become productive citizens of the nation. The vision emphasizes the acquisition of good qualifications, good health, knowledge, high competence, and professionalism, all of which are essential for the country's sustainable progress and ability to connect and compete with other regions and countries internationally (Ministry of Education and Sports, Lao PDR, 2015).

Based on the development strategy and vision, the Ministry of Education and Sports has established a vision for the year 2030, with a strategic plan for the year 2025 and a five-year education and sports development plan. As for teacher education, it has identified five goals for teacher development: (1) enhance the quality of teacher curricula and align them with the general education curriculum, (2) improve the quality of teaching in teacher education institutions, (3) systematically support teacher supervision for the continuous development of the teaching profession, (4) strengthen internal quality assurance and enhance management in teacher education institutions, and (5) plan and protect the need for teacher support to be well coordinated. It is also consistent with the national education system reform of the Lao PDR (2006–2015), which emphasizes the need to prioritize the development of the education system as a key aspect of human resource development. The goal is to create educated, knowledgeable, professional, innovative, and enthusiastic citizens who possess good moral character, good health, and the capacity to contribute to the development of the nation and themselves. The education system aims to achieve this goal by developing learners according to the five learning standards set by the Ministry of Education, namely (1) Intellectual Education, (2) Qualification Education, (3) Physical Education, (4) Art Education, and (5) Labor Education (Ministry of Education and Sports, Lao PDR, 2013).

According to the analysis of the curriculum documents by the researchers in 12+4-year system, Bachelor Degree Program in Secondary Teacher Education, enables teaching from secondary (Mattayom) 1 to secondary 7 in all five subjects. It was found that the philosophy, objectives, performance, and curriculum projects all emphasized the development of teachers who possess academic knowledge, as well as an understanding of the importance of morality and ethics in the education of their students. However, upon analysis of the curriculum projects and subjects made by the researchers, no courses specifically addressed the teaching of morality and ethics in the learning category. Furthermore, the researchers' interviews of four teachers regarding learning management and education evaluation revealed that most teachers prioritize their role as the center of learning and place greater emphasis on academic instruction rather than the incorporation of moral and ethical values into their teaching practices. The teachers' expectation is that by emphasizing academic knowledge, students will acquire the necessary skills and abilities to become competent and useful personnel for educational organizations.

The report of class teachers in the academic year 2018 by the Student Activities Protection Agency and the Faculty of Education of Champasack University indicated that 38 students, representing 4.13 percent, lacked discipline, were irresponsible, and showed disregard for university regulations. In the academic year 2019, it was 26 people, representing 2.99 percent and in the academic year 2020, it reduced to 8 students, representing 1.38%. This finding is consistent with the reform of the national education system in Lao PDR (2006–2015), which aims to prioritize education and training of students to have educational qualifications such as knowledge, discipline, respect for others' rights, appreciation of Laotianness, responsibility, honesty, thriftiness, diligence, patience, gratitude, unity, sacrifice, and environmental awareness (Ministry of Education and Sports, Lao PDR, 2013).

The Faculty of Education at Champasack University, as a key institution in producing quality educators, places great emphasis on morality and ethics, recognizing that teachers serve as role models for society. To cultivate these values in student teachers, concrete moral and ethical behaviors must be formed so that students' behaviors can be easily observed and monitored. This includes behaviors such as discipline, responsibility, unity, and volunteerism, which serve as foundational ethics that can lead to other virtues. Discipline, in particular, is widely regarded as a key ethic that enables individuals to succeed in their work. It entails conforming to various rules and regulations, which can foster positive changes in behavior. The ability to adhere to rules and regulations is indicative of an individual's sense of responsibility. As for unity and volunteerism, they are considered essential virtues in light of the numerous challenges confronting modern

society. Morality and ethics are foundational principles that guide the behavior and decision-making of student teachers in their professional practice. The morality and ethics of student teachers refer to their adherence to principles of right and wrong conduct, as well as their commitment to ethical standards in their professional practice. The appropriate behaviors in morality and ethics involve honesty, integrity, respect, and fairness in their interactions with students, colleagues, and the school community. Measuring morality and ethics can be done through various methods, including self-reflection, peer feedback, ethical dilemma scenarios, and standardized assessments. These approaches help assess moral reasoning, ethical decision-making, and adherence to ethical principles. The cultivation of these moral ethics can foster happiness, prosperity, and other benefits for both individuals and society. Moreover, Kohlberg's (1976) theory, principles, and concepts of virtue development suggest that the cultivation of higher levels of ethical reasoning necessitates first providing training to students in basic reasoning skills, followed by instruction on more advanced levels of ethical understanding. Morality and ethics play a crucial role in shaping our behavior in various aspects of life, including responsibility, volunteering, unity, and discipline. Responsibility involves understanding and accepting the consequences of our actions and making decisions that align with ethical principles. Volunteering is an act of selflessness and compassion towards others, guided by moral values such as empathy and kindness. Unity is about coming together as a community or group to work towards a common goal, respecting each other's differences and upholding ethical standards. Discipline is the practice of self-control and adherence to moral principles, leading to personal growth and development.

Posner (1992) defines training as the process of educating and increasing the efficiency of an individual's work, leading to higher work standards and improved knowledge, skills, and attitudes. It is considered the most significant and necessary activity in education that saves time, helps individuals work better in the present, solves their problems, and benefits personnel (Phiathep, 2016). Recent research conducted by Chumwangwapee (2015) focused on the development of a multicultural education curriculum aimed at enhancing cultural intelligence among secondary school students. The curriculum development results revealed that students exhibited an understanding of and changed perspectives on coexisting with diversity. Similarly, Phromsuwan (2021) developed a training course to enhance classroom management competency based on the concept of contemplative education for student teachers. The course's results indicated that students acquired classroom management competencies consistent with their contexts. Vitayarat (2016) developed a training course aimed at enhancing the characteristics of volunteering among vocational students of private colleges in Mukdahan province, Thailand. The results of the study revealed a significant improvement in the student's knowledge and understanding of volunteering characteristics after the training, with statistical significance at the .01 level. For promoting morality and ethics, for instance, Boonhro (2015) developed a training course to enhance morality. The results of the study showed that after the training, trainees had a significantly higher understanding and attitude, at a significance level of 0.05. Moreover, the satisfaction assessment after the training was found to be at a high level. Despite these efforts, a training course for promoting morality, ethics, responsibility, volunteerism, unity, and discipline among student teachers in Lao PDR is yet to be developed.

Considering the aforementioned reasons, the researchers contend that the development of a training course that enhances morality, ethics, responsibility, volunteerism, unity, and discipline for student teachers at the Faculty of Education, Champasack University, Lao PDR would be advantageous in fostering desirable traits and values among student teachers. This would be in line with the critical guidelines for teacher professional development and prepare them to be effective and responsible educators.

The research objectives are as follows:

- To study basic information, current conditions and the need for the development of a training course to enhance the morality and ethics of student teachers at the Faculty of Education, Champasack University, Lao PDR.
- To develop a moral and ethical training course for student teachers at the Faculty of Education, Champasack University, Lao PDR.
- To examine the quality of the moral and ethical training course for student teachers at the Faculty of Education, Champasack University, Lao PDR.

Figure 1 shows the theoretical framework, while Figure 2 shows the conceptual framework of the research.

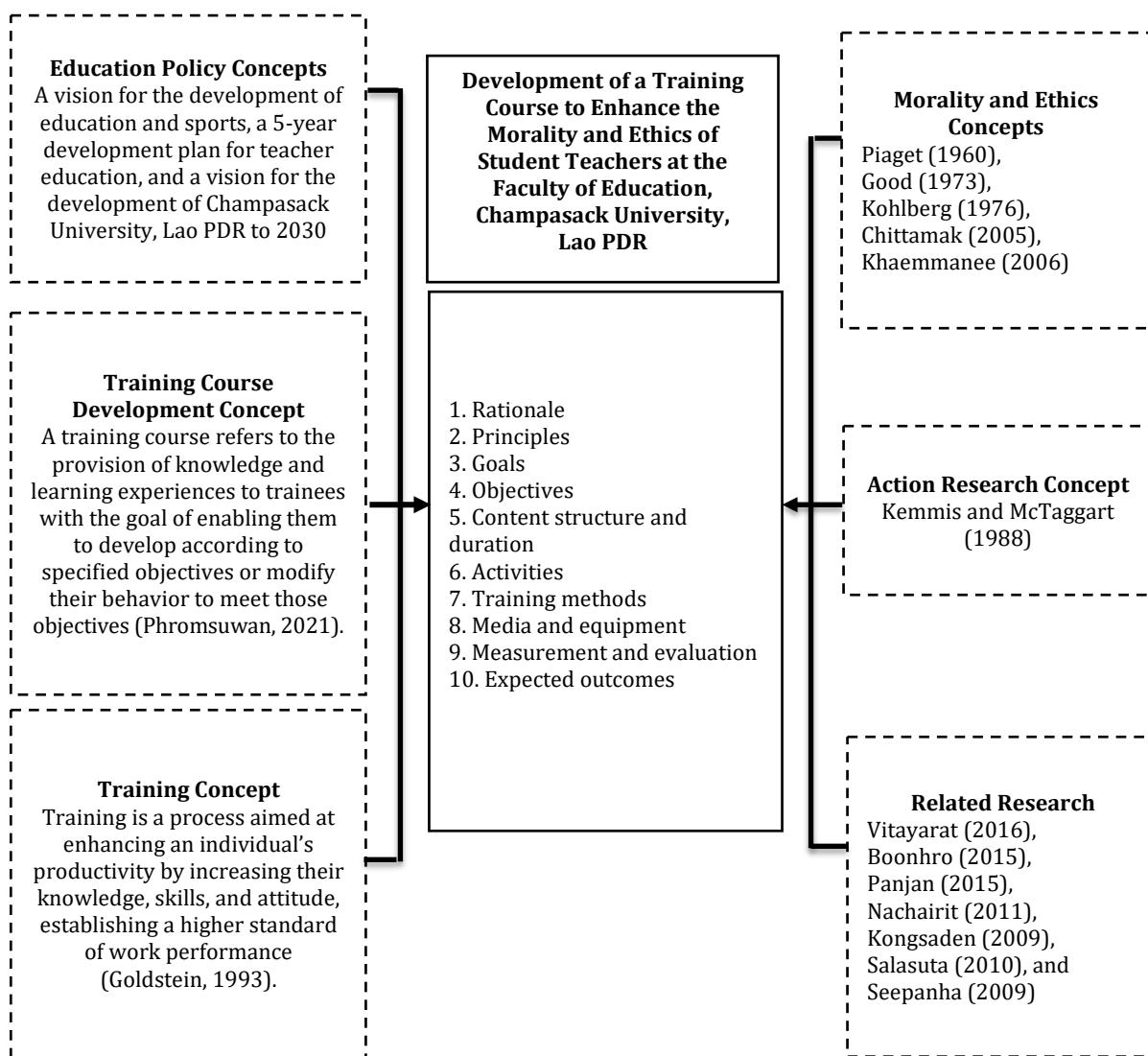


Figure 1: Theoretical framework

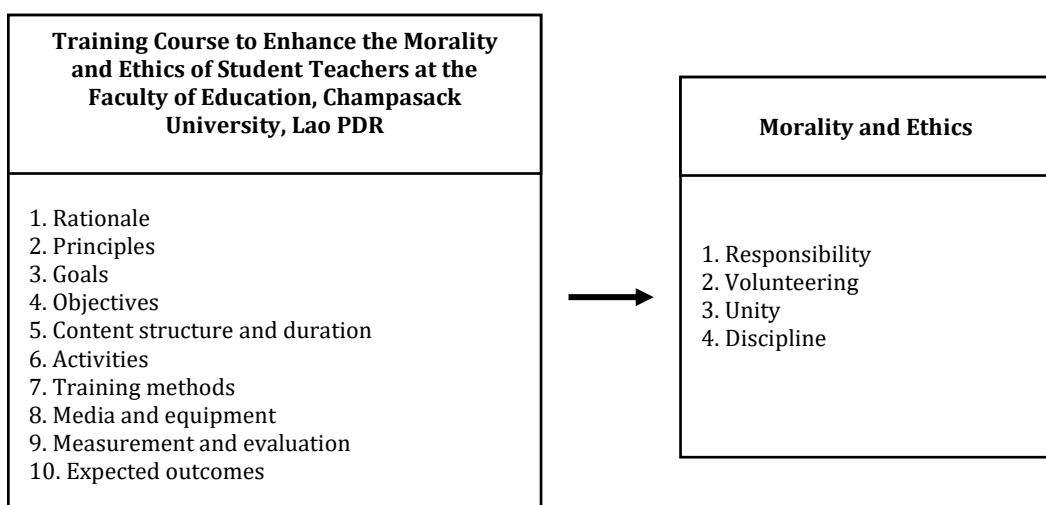


Figure 2: Conceptual framework

This study was an action research. A questionnaire was constructed to collect data based on morality and ethical areas. The training course development was scrutinized by 7 experts: 2 experts in curriculum and teaching, 3 experts in learning administration, and 2 experts in measurement and education evaluation. The research instrument consisted of a morality and ethics questionnaire, behavior observation form, satisfaction evaluation form and comprehension evaluation form.

## 2. MATERIALS AND METHODS

The development of a training course for enhancing morality and ethics of student teachers at the Faculty of Education, Champasack University, Lao PDR was a mixed-method research utilizing a three-phase research and development process:

### 2.1 Phase 1: Basic information study

The researchers conducted Phase 1 of the research, which was divided into two steps.

**Step 1** (Research: R<sub>1</sub>). The objective of this study was to study basic information in terms of documents, concepts, theories, policies, and related research. Also, it was to identify issues to be studied in order to analyze the strategic plans and teacher and personnel development plans of the Ministry of Education and Sports of Lao PDR up to the year 2025, as well as the conceptual framework of the course. The data was analyzed using content analysis. The research instrument was to record data analysis.

**Step 2.** This focused on exploring the current conditions and needs for the development of a moral and ethical training course for student teachers of the Faculty of Education at Champasack University, Lao PDR. This step applied both quantitative and qualitative research. For the quantitative method, the sampling comprised 17 education administrators, 51 teachers, and 301 students. They were purposely selected. A questionnaire was used to collect data from these three groups.

For the qualitative method, the target group was 1 dean of education, 5 heads of departments who had 4 years' experience in administration, and 3 teachers who had more than 15 years' experience. They were purposely selected. The research tool was an interview form. The data collected were analyzed using the analytical narrative protocol for the interviews and basic statistics for the questionnaire. The needs were prioritized using a  $PNI_{modified} = (I - D)/D$ , where D is the mean of the actual condition and I is the mean of the condition that should be, with a  $PNI_{modified}$  value greater than 0.20 (Wongwanich, 2015).

### 2.2 Phase 2: Training Course Development

The researchers divided this phase into four steps.

**Step 1** (Development: D<sub>1</sub>). Its objective was to draft a training course and morality and ethics training manual for student teachers of the Faculty of Education, Champasack University. The instrument for this study was a draft training course. Research methodology included drafting a training course based on the findings of Phase 1, which involved analyzing relevant documents and research and synthesizing the content into a coherent course.

**Step 2:** (Research: R<sub>2</sub>) The objective was to investigate the quality of the draft course and its suitability for student teachers of the Faculty of Education at Champasack University, Lao PDR. The sampling was 5 experts: 2 experts in curriculum and teaching who graduated with more than 5 years' experience, 2 experts in learning administration who had more than 10 years' experience, and 1 expert in measurement and evaluation on education who had 3 years' experience. They were purposely selected. The research instruments consisted of (1) the suitability of training course evaluation form, (2) the suitability of training plan evaluation form, (3) an observation form, (4) a behavior form, and a satisfaction evaluation form. The data were analyzed using basic statistics.

**Step 3:** (Research: R<sub>3</sub>). The objective was to develop the training course by using action research. The target group was 3<sup>rd</sup> year students in the Faculty of Education. They were purposely selected. The instruments for research were (1) a training course, (2) an observation form, (3) a behavior evaluation form, and (4) a satisfaction evaluation form. The research process involved developing the training course using action research consisting of two cycles with 16 third-year students from four different departments. The data collected during the research were analyzed using content analysis, interpretation of basic statistics, and the t-test with the dependent t-test formula.

**Step 4:** (Development: D<sub>2</sub>) This study's objective was to improve and develop the training courses. The document for this study was a training course and training manual. The tool used for the research was a recording form for the individual learning section. The research process was to focus on improving and developing the training courses based on the results of the course development from the action research of two cycles and 12 plans with 16 third-year students from the four departments. The data were analyzed by analyzing the content to further enhance the quality of the training course.

### 2.3 Phase 3: Quality verification of the training course by experts

In Phase 3, the research was divided into three steps:

**Step 1:** Its objective was to present morality and ethics training course development to students and teachers in the Faculty of Education, Champasack University. The documents for this study were the results of the foundation information study in the first phase, and the training course in the second phase. The procedure of this phase was present the training course development by bringing together the results of Phase 1, which studied the basic information, and the results of Phase 2, which developed the training course, to seven experts.

**Step 2:** (Research: R<sub>4</sub>): Its objective was to analyze and synthesize the morality and ethics training course for student teachers in the Faculty of Education, Champasack University. The sampling included 7 experts: 2 experts in curriculum and teaching who had ten years' experience, 3 experts in learning administration who had ten years' experience, and 2 experts in measurement and education evaluation who had five years' experience. Research instruments involved (1) a training course and training manual, and (2) an experts' investigation recording form. The research process was to analyze and synthesize the training course through a meeting of seven experts, using a group discussion method to analyze content.

**Step 3:** (Development: D<sub>3</sub>): Its objective was to improve the morality and ethics training course for student teachers in Faculty of Education, Champasack University. The documents used in this study included a training course and a training manual. The research tool was the experts' investigation recording form. The research procedure was to improve the training course by incorporating the suggestions provided by the group discussion of the meeting of seven experts, and analyzing the data by analyzing content.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Phase 1: Basic information study

The analysis of documents, strategic plans, and teacher and personnel development plans of the Ministry of Education and Sports up to the year 2025 yielded significant insights into the key concepts underpinning the development of national human resources in Lao PDR. The overarching objective is to foster learner qualities such as discipline, morality, ethics, generosity, reasonableness, responsibility, honesty, diligence, thriftiness, patience, sacrifice, gratitude, and good human relations, while promoting unity with all tribes and forging friendships across the globe. Also, the result of synthesizing morality and ethics' component for student teachers in the Faculty of Education, Champasack University. The components are 1) rationale, 2) principles, 3) goals, 4) objectives, 5) content structure and duration, 6) activities, 7) training methods, 8) media and equipment, 9) measurement and evaluation, and 10) expected outcomes. The findings from the survey conducted to determine the current conditions and necessities in the development of a moral and ethical training course for the student teachers indicated that the need for such a course was deemed essential in all aspects with a *PNI<sub>modified</sub>* value greater than 0.20. In terms of priority, the study revealed that responsibility was ranked first, followed by volunteering, unity, and discipline with *PNI<sub>modified</sub>* values of 0.28, 0.27, 0.25, and 0.23, respectively. In addition, the results from the in-depth interviews with executives and instructors affirmed the significance of instilling morality and ethics in student teachers. This finding is consistent with the vision to 2030 and the strategic plan for teacher and personnel development in education and sports departments of Lao PDR up to the year 2025. According to the 9 teachers' interviews, discipline, unity, responsibility, and volunteerism were potential aspects that could fulfill students in these areas in accordance with human resource development based on 5 Lao national education pillars: discipline, intelligence, labor, sport, and art. This included 3 national education characteristics: national characteristic, science and innovation, and public character.

#### 3.1.2 Phase 2: Training course development

The result of drafting a training course, by utilizing information from Phase 1 as a reference for course drafting, indicated the training course with ten components: 1) rationale, 2) principles, 3) goals, 4) objectives, 5) content structure and duration consisting of four learning units and 12 plans covering responsibility, volunteering, unity, discipline, and related learning activities that spanned 30 hours, 6) activities, 7) training methods, 8) media and equipment, 9) measurement and evaluation, and 10) expected outcomes.

The consistency and suitability of the overall training course components indicated that the training course was highly appropriate ( $\bar{x} = 4.58$ ,  $SD = 0.53$ ). Additionally, when evaluating the appropriateness of the training plans for all four learning units, the results also indicated a high level of appropriateness ( $\bar{x} = 4.81$ ,  $SD = 0.15$ ). From the result of index's consistency investigation on the study process, it is suitable for trainers, training content is in a logical order and coherent, and media and activities are also relatable with

content. Measurement and evaluation of the index of item-objective congruence or IOC was at 1.00, based on experts' suggestions.

The results of the action research model used to develop the course in two cycles showed that 80% of the student teachers met the specified criteria. There was a statistically significant difference in performance before and after the training, with a significance level of .05. Moreover, the satisfaction survey of the trainees indicated that the introduction activities to the training content received the highest level of satisfaction ( $\bar{x} = 4.69$ ,  $SD = 0.48$ ).

The outcome of the training course improvement and development resulted in an increased duration of training from four days to five days, with a total of 30 hours of training. The grouping of students was also adjusted, with four groups of students being divided into two groups of 8 people. Additionally, media was added to each learning unit, enhancing the overall effectiveness of the training course.

### 3.1.3 Phase 3: Quality verification of training course by experts

The results of the study conducted in Phase 1 and the subsequent training course development in Phase 2 were presented to a panel of seven experts for synthesizing.

As a result of this meeting, it was decided to add more course objectives, adjust the content, training methods, and implement a rubric for measuring and evaluating the trainees. The outcome of the improvements based on experts' suggestions was a comprehensive training course comprising ten distinct components. These components include, but are not limited to: (1) rationale, (2) principles, (3) goals, (4) objectives, (5) content structure that encompasses topics such as responsibility, volunteering, unity, and discipline, which are further divided into 13 learning management plans, requiring a total of 30 hours of training, (6) activities involving three stages: introduction, implementation, and summary, consisting of 13 learning activities that also require 30 hours of training, (7) a diverse range of training methods, including lectures, role-playing, brainstorming, and learner focus, (8) media and equipment, (9) measurement and evaluation, and (10) expected outcomes.

## 3.2 Discussion

In this section, researchers attempted to discuss the relevance of information of the three phases of training course development procedure to enhance on morality and ethics' student teacher at Champasack University in the Lao People's Democratic Republic. The aim is to help improve their characteristics the university context in the southern region of Lao PDR.

### 3.2.1 Phase 1: Basic information study

The data analysis suggests a strong positive relationship between the current conditions and training needs to development of a moral and ethical training course. As such, the research objectives are well served.

The survey conducted to assess the current conditions and training needs of executives, instructors, and students revealed a pressing need for the development of a moral and ethical training course for student teachers at the Faculty of Education, Champasack University, Lao PDR, across all domains ( $PNI_{modified}$  more than 0.20). The certain significance for course development found that morality and ethnic fulfillment were the most preferable and it was in the first order. The second requirement was volunteerism. Unity was in the third and discipline was in the least preferable ( $PNI_{modified}$  0.28, 0.27, 0.25 and 0.23). The result of the 9 teacher interviews revealed that morality and ethnic training for student teachers were the most preferable. Teaching discipline, responsibility, unity and volunteerism had potential to fulfill their knowledge. This was relatable to the 5 Lao national education pillars and 3 education characteristics. It is consistent with Goldstein's (1993) concept stating that training is a means of increasing an individual's productivity by improving their knowledge, skills, and attitudes, thereby enabling them to achieve higher work standards.

The studies have shown that morality and ethics play a significant role in shaping behavior and decision-making processes in various aspects of life. Individuals with a strong moral identity tend to exhibit a heightened sense of responsibility towards their actions and decisions, emphasizing the importance of accountability. Ethical considerations are crucial in volunteerism, ensuring that volunteers act with integrity and empathy towards those they serve, ultimately making a positive impact on communities. Ethical unity within organizations fosters a culture of trust and collaboration, with leaders setting a positive example for their teams. Furthermore, discipline plays a vital role in moral development, with individuals who practice self-discipline more likely to adhere to ethical principles and make responsible choices. Upholding ethical standards and moral principles in responsibility, volunteering, unity, and discipline not only benefits individuals but also contributes to the well-being of society as a whole. Furthermore, the argument of emphasizing morality and ethics in responsibility, volunteering, unity, and discipline is a society where individuals are guided by principles of integrity, compassion, and fairness. When moral values are integrated into these areas, people are more likely to act responsibly, engage in volunteering efforts, promote unity among diverse groups, and uphold discipline in their actions. This ethical foundation not only fosters a sense of community and cooperation but

also ensures that individuals prioritize the well-being of others and act with empathy and respect. By grounding responsibilities and actions in morality and ethics, we cultivate a society that values integrity, compassion, and fairness, leading to a more harmonious and inclusive community.

### **3.2.2 Phase 2: Training course development**

The researchers followed the results database from phase 1 as a baseline to guide the design of the training course. This included studying policy documents the strategic plans and teacher and personnel development plans of the Ministry of Education and Sports of Lao PDR up to the year 2025 which is related to training course development. The theory of morality and ethics combined with the results of the study of the current conditions and training needs of the training course development, and the results of the analysis of the components of the training course were used to determine the elements of drafting the training course. This course had ten components as shown above.

The results of the evaluation of the development of a moral and ethical training course revealed that the course was highly suitable for all four learning units ( $\bar{x} = 4.81$ ,  $SD = 0.15$ ). According to result of index's consistency investigation, the study process is suitable for trainers, training content is in a logical order and coherent, media and activities are also relatable with content. The index of item-objective congruence (IOC) scored a perfect 1.00 in the assessment conducted by five experts.

After developing the training course using the action research model in both cycles, the results from observation, testing, and assessment of all four learning units and 12 activities revealed that the observed student behavior met the specified criteria by 80%. Moreover, the test results after the training were significantly higher than before the training at the .05 level. Furthermore, the satisfaction levels with the introduction activities leading to the content were the highest ( $\bar{x} = 4.69$ ,  $S.D = 0.48$ ).

These results are consistent with Bangmo's (2015, p. 13) concept stating that training is a process of enhancing knowledge, skills, and attitudes to increase the efficiency of a person's specific work. It is possible that the students' attitudes changed positively because they had undergone the training course for a period of time. This training course was effective in developing students' attitudes, as they tended to value being ethical people. As a result, students' moral and ethical behaviors were developed, which is in line with Kohlberg's theory (1976, p. 32) that ethical reasoning can be promoted and practiced to improve ethics. Moreover, the process in our action research was proceeded in two times. The researchers had improved 12 training plans. The duration of training from was adjusted from four to five days, with a total of 30 hours training. The grouping of students had also been adjusted, with four groups of students being divided into two groups of 8 people. Additionally, media was added to each learning unit, enhancing the overall effectiveness of the training course.

### **3.2.3 Phase 3: Quality verification of training course by experts**

After presenting the results of the moral and ethical training course development to seven experts in an expert meeting, it was determined that the course for student teachers of the Faculty of Education at Champasack University, Lao PDR, was appropriate and aligned with its intended purpose of improving students' morality and ethics. However, the experts recommended that further information be included to the curriculum objectives, content, training techniques, assessment and evaluation. This approach is congruent with Chullasap's (2003, p. 203) notion, which emphasises the necessity of reviewing content, training objectives, and consulting with academics and professionals to ensure the accuracy of the content, sequence of learning steps, and learners' experience. Furthermore, the components of the training program concerning morality and ethics should not be restricted solely to this aspect. It varies based on the circumstances of individual institutions and the outcomes of present educational situations, requiring a tailored approach to identify the components and material aimed at augmenting morality and ethics among students.

Morality is a fundamental aspect of volunteerism, unity, and discipline, as it shapes individuals' behavior and guides their actions in these contexts. There are some key aspects of morality that connect to volunteerism, unity, and discipline. Morality often emphasizes the value of altruism, which is the selfless concern for the well-being of others. In the context of volunteerism, individuals who are guided by moral principles are more likely to engage in acts of service and contribute to the betterment of society without expecting anything in return (Batson, 2011). Morality promotes the idea of cooperation and working together for the common good. In unity, individuals who adhere to moral standards are more likely to prioritize collaboration, mutual support, and solidarity, which are essential for building strong and cohesive communities (Tomasello, 2009). Morality often involves self-discipline, which is the ability to control one's impulses and adhere to ethical principles even in challenging situations. In the context of discipline, individuals who uphold moral values are more likely to demonstrate self-control, perseverance, and a strong work ethic, which are crucial for achieving personal and collective goals (Duckworth et al., 2006).

Morality and ethics are complex concepts that play a crucial role in guiding human behavior and decision-making. While these terms are often used interchangeably, they have distinct meanings in

philosophical and practical contexts. The relationship between morality and ethics is complex, as ethics often serve as a theoretical framework for understanding and analyzing moral issues. While morality is more subjective and context-dependent, ethics provides a more systematic and rational approach to evaluating moral dilemmas and guiding ethical decision-making (Singer, 2011; Shafer-Landau, 2017).

The connection between morality and ethics in the education sector is vital for cultivating a strong ethical foundation among future educators. Through thoughtful curriculum development, feedback from experts, and a commitment to ongoing improvement, the moral and ethical training course for student teachers at Champasack University can effectively contribute to the development of morally responsible and ethically conscious educators in Lao PDR.

By embracing discipline, unity, and volunteerism in education, fulfilled student teachers can have a ripple effect on society at large. When individuals and communities uphold these values, they contribute to a more ethical, resilient, and harmonious society. By practicing discipline and responsibility, individuals can make informed decisions, uphold ethical standards, and inspire others to do the same. Unity and volunteerism create a sense of solidarity, collective action, and social responsibility, leading to positive societal change and sustainable development.

The insights of Piaget (1960), Good (1973), Kohlberg (1976), Chittamak (2005), and Khaemmanee (2006) highlight the interconnectedness of discipline, unity, and volunteerism in promoting moral development, ethical behavior, and social harmony. By integrating these values into moral education programs and social practices, individuals can cultivate a strong moral compass, a sense of community, and a commitment to serving others for the greater good.

#### 4. CONCLUSION

The development of the training course to enhance morality and ethics for student teachers at the Faculty of Education, Champasack University, Lao PDR is comprised of ten components. These components include: 1) Rationale, 2) principles, 3) goals, 4) objectives, 5) content structure, which focuses on responsibility, volunteering, unity, and discipline, 6) learning activities, consisting of three stages, namely the introductory stage, the activity stage, and the conclusion stage, with a total of thirteen learning activity plans, which require a total of thirty hours of participation, 7) training methods, which utilize a combination of various forms during lectures, such as role-playing, brainstorming, and student focus, 8) media and equipment, 9) measurement and evaluation, and 10) expected outcomes. Appropriate behavior in morality and ethics for student teachers encompasses a range of principles and practices that guide their conduct in the educational setting. Student teachers should be honest in their interactions with students, colleagues, and parents. They should uphold the values of honesty and integrity by accurately representing their qualifications, providing truthful feedback to students, and maintaining academic integrity in their work. Moreover, they should treat all individuals with respect and fairness. This includes valuing diversity, avoiding discrimination, and creating an inclusive and supportive learning environment for all students.

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