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Development of strategic participatory moral education management model in private vocational colleges

Withawat Soonyeehun, Akkarat Poolkrajang*, Rinradee Papanai

Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Pathum Thani 12110, Thailand

* **Corresponding author:** Akkarat Poolkrajang, akkarat_p@rmutt.ac.th

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Abstract: Addressing society's current ethical dilemmas necessitates urgent reinforcement of moral standards. Transforming student behavior necessitates integrating legal and social measures through proactive youth cultivation within educational institutions. This study focuses on a participatory, strategic approach to managing ethics in private vocational colleges in Thailand. The researchers gathered data through structured, in-depth interviews and opinion surveys from a sample group of 400 individuals, which included directors and department heads of these colleges. The research identified two main dimensions and eleven factors essential for moral education management in private vocational colleges. The first dimension encompasses six critical factors: resource management, structural policies, educational services, personnel, financial management, and materials and equipment management. The second dimension includes five key factors: school strategies, administrative policies, teacher roles, student engagement, and community stakeholder involvement. Statistical analysis supports the causal relationship model, revealing a Chi-Square value of 33.492 and a *P*-value of 0.055. This comprehensive approach aims to foster sustainable moral development and cultivate desirable societal behaviors among students. It contributes to national stability and aligns with educational and vocational development plans, effectively addressing broader socio-economic challenges. The findings underscore the importance of strategic, ethical management in private vocational education institutions as a cornerstone for nurturing a morally responsible student body and supporting national development goals.

Keywords: educational administration; participation; strategic management; moral education; private vocational colleges

1. Introduction

Sustainable economic ideas hold that Thailand's competitiveness and attaining of a high-income position among developed countries depend on sustainable education development. It advances the stability of society, well-being, and happiness. However present problems that are well known include an uneven focus on technology and economic progress, therefore disregarding the evolution of people's moral principles and values. For many, especially young people, this imbalance has seriously affected their quality of life and resulted in many societal issues. Our developmental results represent problems and pressing social concerns requiring quick attention. Children and teenagers especially deal with many societal issues undermining national identity, cultural values, and discipline. These difficulties are aggravating actions that vary from society's expectations. Aligning with the National Strategy Framework (2015–2036), it is high time we act urgently to solve these societal challenges using the National Economic and Social Development Plan (12th Edition, 2017–2021). Studies and polls find the most important problems including corruption in institutions,

honesty, and integrity. The consequence of material affluence without corresponding intellectual advancement. It is the root cause of the societal issues that we observe. The issue of crime appears to be escalating in severity.

Consumerism, narcotics, sources of sin, lack of discipline, and lack of responsibility. These issues generate discontent and anguish for all factions inside society. Promoting moral principles in Thai culture immediately calls for quick actions. Thailand's rich cultural legacy is also clearly erasing, as seen by a rising taste for enjoyment and convenience above discipline, sacrifice, and responsibility. Moreover, the influx of foreign workers has led to a movement toward multiculturalism, combining their cultural practices with local customs. The causes of youth moral and ethical problems come from many causes, including family, educational institutions, social conditions, and values.

Promoting ethics in educational institutions is as critical as addressing societal, political, and economic issues like poverty. It has been observed that the root cause of many of Thailand's developmental challenges stems from a lack of ethical values. According to NIDA Poll's survey on Thailand's ethical climate, conducted in collaboration with the Center for Ethics (a conglomerate organization), the situation is moderately severe. Issues include materialistic behaviours, consumerism, and a sense of inadequacy. Addressing these issues is crucial. The crisis of moral ethics in Thai society, highlighted by the Center for Ethics in 2016, aligns with previous findings from (Kriengsak, 2007), stating that Thailand is experiencing a degradation of moral ethics among its youth. For educators, you are the key to instilling moral ethics in students. Your role is not just about academic pursuits, but also about actively supporting ethical development. The development of morality and ethics of people in society must continue to evolve, especially in our children and youth because it is an important force for the country in the future. The enhancement of individuals' quality must align with the evolving conditions of society, primarily relying on the provision of education. The reason for this is that it facilitates the development of individuals and society through the acquisition of knowledge and skills. Effective school management requires administrators with managerial skills who can network effectively to mobilize teaching resources and community support from religious organizations, local authorities, and universities. These administrators must uphold moral ethics, as neglecting this responsibility could jeopardize national stability (Hasan et al., 2023). Educational institutions that prioritize ethical education can significantly enhance the quality of graduates compared to those that do not. This approach imparts knowledge and cultivates good decision-making and values in daily life (Daniel Goleman, 2007). A robust ethical foundation fosters trustworthiness and is essential for individuals to have clarity about their moral standards (Chen et al., 2023). Ethical education is transformative, reshaping social attitudes and moral perspectives. It plays a pivotal role in social and cultural inheritance, forming the core of societal values. Current objectives in managing school ethics focus on cultivating desirable characteristics among students, curbing undesirable behaviours, and fostering positive development. Various approaches to ethical education in schools aim to achieve these goals, combining proximity and diversity in their implementation.

Strategic management in educational institutions is not just a matter of organizational success. It's a matter of enabling them to promote and support school

activities aligned with academic policies and national strategies. Effective management ensures systematic and efficient resource allocation, capable of adapting within economic, social, and cultural contexts (Siriwan Sereerat et al., 2002). Kaplan and Norton (1996) argue that strategic management issues often arise from a lack of interconnectedness between management processes, necessitating adaptive strategies to environmental and technological changes (Reed, 2010). Developing strategic educational management is not just about organizational survival, it's about achieving goals related to management capabilities and responsiveness to stakeholder needs and challenges (Stakeholders). Managing strategic educational strategies involves integrating educational administration, teaching management, and school governance with ethical principles to standardize and model best practices. Administrators, your role in seeking the best tools for successful strategic management practices is crucial. It ensures high-level performance and goal achievement (Wright et al., 1992).

Ethical education involves administrators, teachers, students, parents, communities, and stakeholders actively driving activities that promote goodness within and outside educational institutions. This leads to sustainable development and transformation into desirable behaviours, expanding networks. Instilling ethical values necessitates collaboration from family members, peers, teachers, and society, aiming for school success and sustainable moral development among students (Center for Moral Education, 2017). The objectives of this research were to study the components of strategic participatory moral institution management in private vocational education and develop a strategic participatory moral educational institution management model for private vocational education for use in educational institution administration. Moral education management is a critical foundation for cultivating and developing desired student characteristics that can be applied in real-life situations. It includes social skills training and other educational aspects to develop moral education management models for private vocational colleges. This initiative has transformed schools into significant mechanisms for the state to address national ethical crises, promoting material and spiritual balance for national stability and prosperity. It aligns with national educational plans and vocational education development strategies.

2. Literature review

2.1. Moral education

1) Meaning of morality

The meaning of morality is the state of good qualities that are generally used abstractly, or something that shows the mental goodness of a person who acts with awareness in his heart. The goal is to do good deeds, display good behavior which is accepted by society and brings benefits, not only to yourself, but also to society, it's a good concept. It is a compulsion to behave well, if one practices consistently, it will be a state of goodness in one's behavior and mind.

In summary, morality is an attribute of being a good person and being exemplary, which exists within a person's mindset, a person who models various behaviors which are beneficial not only to oneself but to others. Moral education should give more importance to the personality factors of the learner than disciplinary education. This includes social identity factors including race, gender, and class, and personality

factors such as personality traits and temperament. Therefore, the task of moral education is gradually evolving. It also covers the creation of social identity (Chen et al., 2023).

2) Morality of students in school

Morality of students in school to enhance students' quality of life have morality and morality in your heart and have various properties according to the wishes of Thai society morality and ethics are inculcated in the ethics subject so that students know how to live their lives based on morality, moral courage. Do not harm others. Be honest and fair and disciplined, be patient and know how to save. Have responsibility for yourself, your family, your locality, and the nation. Ministry of Education (2007). Announcement of educational reform policy. By adhering to morality and knowledge, creating awareness and appreciation of the value of the Sufficiency Economy Philosophy. Reconciliation, peaceful methods, and democratic methods develop people by using morality as the basis of the learning process that connects the cooperation of the family institution, communities, religious institutions, and educational institutions to develop youth to be good, knowledgeable, and live happily by 8 basic morals consisting of diligence, frugality, honesty, discipline, politeness, cleanliness, unity, and kindness. Khamsotha and Deeripadho (2021) said that the goals of the mission and scope of work according to the strategic plan for the development of morality and ethics Students' ethics cover all seven areas: 1. Honesty, 2. Thrift, 3. Responsibility, 4. Respect, 5. Discipline, 6. Gratitude, 7. Compliance with the principles, and fair teachings of religion.

Such basic morality is considered extremely important to students. When a learner has the characteristics of moral behavior, it makes the learner a good person and a talented person who is able to live happily and contribute to the country's prosperity. Therefore, educational institutions should have a policy to instill kindness in all students, because we want to develop students into individuals who can live happily in society. The guidelines for operation are: Organize training to provide knowledge to students to cultivate awareness of being kind and helping friends, teachers, and the school on various occasions. In addition, students also show kindness to their fellow students including parents and the community as well (Sari, 2013). Developing student morality, student success and behavior morals must be taught to students through their education at school and home. Teachers, parents, and students must work together to build caring relationships between them. There are several strategies for teaching morals to students.

By developing morality in 5 steps: favorable atmosphere, morality, skills, internship teaching, and self-regulation. Corresponds to Rahmawati et al. (2023). The school environment plays an important role in determining the discipline and manners of students at school. To create the characteristics of discipline and manners in students, various activities need to be taught by inculcating the values of obedience, compliance, loyalty, orderliness, and orderliness.

2.2. Strategic participation

1) Strategy

Strategy setting is planning and decision-making with clear goals. To lead the organization to the new desired image in the future by allocating resources within the organization, and, the organization's core competencies by opportunities and obstacles from the environment. Strategy is like the obligation of management to the organization in setting operational plans. The strategy should consider the strengths of the organization including opportunities and obstacles from the environment outside the organization for advantage in the competition above competitors from unique differences in strategic management. It is the art and science of executive operations to follow objectives and achieve the organization's vision. In determining guidelines and directions for operations, it is necessary to analyze and evaluate various factors from the environment both inside and outside the organization to determine how to work consistently with each strategy to serve as a guideline for the organization to achieve its vision and goals.

The concept is something that must be created and already exists and is used, also related to this strategic management, The concept of strategic management has several important components that the organization must consider (Candra Susanto et al., 2023). First, the organization must have a clear vision and mission. A clear vision and mission helps organizations outline long-term goals that can be used as guidelines and guides for making business decisions. Second, companies must consider external environmental factors such as market trends, competition, and government regulations to understand existing business conditions and opportunities. In this case, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) can be used to identify these factors. Thirdly, a business strategy should be created considering the organization's resources. Such resources are not only financial but also human, technological, and infrastructure.

Strategic management is beneficial to an organization in helping it better adapt to its environment (Panaros Malakul, 2011). It can allocate resources with a clear, logical, and consistent direction and priorities among its various subdivisions of the organization more it helps to adapt or expand the organization with a clear directional framework. In addition, it also stimulates the executives and members of the organization to be aware of the opportunities, threats, strengths, and weaknesses of the organization. As well as being aware of the general direction of operations, it may also help provide opportunities for integrating ideas, resource use, and various operations in the organization in the same direction. and is a direction that is consistent with opportunities and threats in a particular environment. The process of strategic management consists of steps 1) Strategy Formulation or Strategic Planning 2) Strategic Implementation, and 3) Strategic Control and Evaluation.

Determining strategies and measures to be taken to improve the quality of moral education in Indonesia (Guna and Yuwantiningrum, 2024). Gap analysis in moral education can solve various problems. available such as a lack of understanding of moral concepts imbalance between formal curriculum and character education as well as lack of effective learning development. How to study morality We can identify gaps in moral education by systematically analyzing areas for improvement and addressing

existing problems. Analyzing the gaps within moral education can help increase everyone's participation as well. stakeholders to bridge these gaps.

2.3. Participatory management

Participatory management refers to the school operating process related to the public by allowing administrators and teachers to make decisions, participate in operations, jointly support, jointly direct, monitor, inspect, and evaluate. To provide quality education as specified and is accepted internationally (Wonhsuwan and Siriwan, 2018). Participatory management is management that gives opportunities to those involved in education. They came to participate in thinking and deciding, planning, and working together, thus creating a feeling of connection, bind and decide together in school administration to achieve the goal of participatory management Therefore causing benefits including:

- 1) Participation creates brainstorming and creates a variety of opinions, which is better than thinking and deciding by just one person.
- 2) Participation in management reduces resistance and creates more acceptance.
- 3) Participation provides opportunities for good communication. Able to exchange experiences in working together, strengthening good relationships with each other.
- 4) Participation leads to quality decision-making and increases job satisfaction as well.

Participatory management can make administration run smoothly. People have love and commitment to the organization. Creating a good feeling towards the responsible mission and work planning. Working together as a team affects the efficiency of the organization. which the personnel department and executives will receive recognition, trusted personnel. Employees have good morale are eager to work and have good relationships with each other. Accept change and develop personnel to increase the potential of the team to be effective. There are many opportunities for personnel to work together. The department does not participate in thinking, planning, deciding, implementing, monitoring, and evaluating results, which will result in the organization's operations being flexible. Be transparent and responsible together to contribute to the success of the organization

Summary of guidelines for developing strategic management of moral education institutions through participation for administrators, teachers, and educational personnel and students have knowledge and understanding and behave according to the principles of morality and good governance reconciliation Morality is an activity that is part of education. Educational institutions must organize activities to help students express their interests and aptitudes. In its true nature, activities are tools. Help train students to adjust themselves to working with others. Know your duties, responsibilities, and sacrifices for the public. Practice being a good leader and follower in a democracy. It is about creating experiences according to the differences of students to create good attitudes and develop desirable personalities (Singha, 2021). A strategy for educational institution administration was proposed to promote being a moral school. It was found that there were 5 main strategies: 1) drive the process of developing morality and ethics in the educational institution. 2) drive the process of

participation in moral development. Ethics in educational institutions from all relevant sectors (educational institution administrators, student teachers, educational personnel parents, and community) 3) Strengthen knowledge/innovation to promote morality Ethics in educational institutions 4) Develop learning resources in educational institutions 5) Promote principles of educational institution administration.

3. Materials and methods

Strategic Participatory Moral Education Management in Private Vocational Colleges.

The researchers used a mixed methods approach (Schoonenboom and Johnson, 2017), combining quantitative and qualitative research methods. The research process consisted of 6 stages, as shown in **Figure 1**:

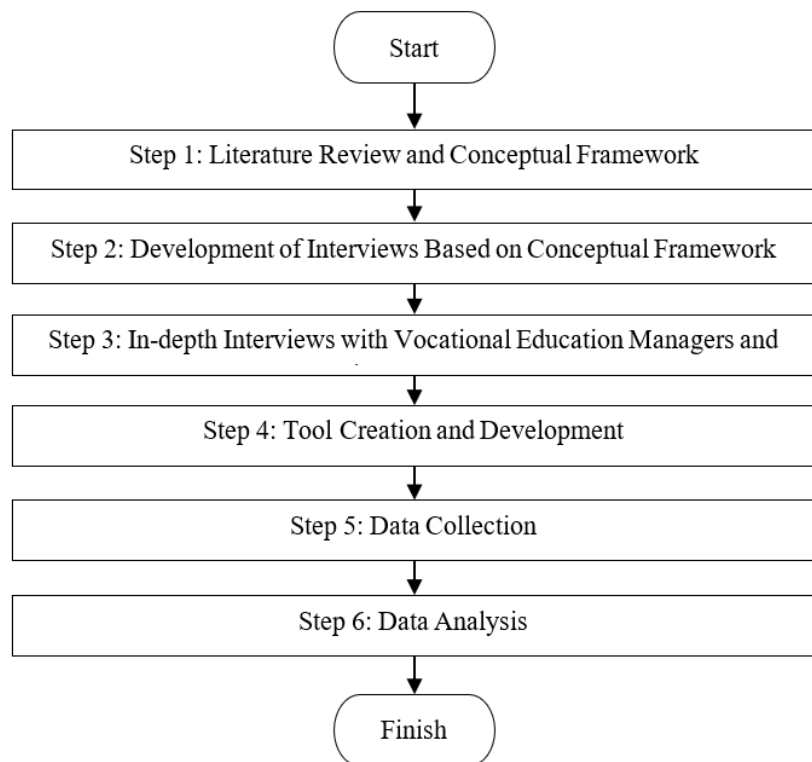


Figure 1. The research process.

Step 1: Literature Review and Conceptual Framework, the first step involved studying relevant concepts, theories, and research documents to establish a theoretical framework for this research study. This step aimed to provide a clear theoretical foundation, beginning with a thorough review of literature, textbooks, academic literature, and related research. Additionally, it included accessing databases both locally and internationally on topics concerning internal school resources. These resources encompassed structural policies, educational services, personnel, financial management, materials and equipment management, and moral education management concepts. This groundwork laid the foundation for developing the research framework.

Step 2: Development of Interviews Based on Conceptual Framework, the second step was a collaborative effort, focusing on developing interview protocols based on

the conceptual framework, defining terms, and consulting with advisory professors. This process was essential for exploring success factors in moral education management for private vocational colleges. The interviews involved deep dives with education management and related academic professionals to gather comprehensive insights aligned with the research framework. This collaborative approach ensured that the research was inclusive and comprehensive.

Step 3: In-depth Interviews with Vocational Education Managers and Relevant Experts, in this phase, in-depth interviews were conducted with vocational education managers and experts in related fields to gather data on success factors in moral education management for private vocational colleges. These insights were instrumental in developing survey instruments aligned with the observed variable structure.

Step 4: Tool Creation and Development, researchers created survey tools based on in-depth interviews with vocational education managers and relevant academic experts. This step included synthesizing and refining questions from literature, textbooks, and related research to construct the survey instruments. The tools were then tested for quality and reliability.

Step 5: Data Collection, the fifth step was a crucial phase where researchers utilized the survey instruments to collect data from the predefined sample group. This data collection was of utmost importance as it formed the backbone of the research, making the audience feel the significance of their participation in the study.

Step 6: Data Analysis, Data collected underwent rigorous testing for completeness and accuracy using statistical software before analysis.

3.1. Data groups

3.1.1. Qualifications of key informants

In-depth interview group is vocational education administrators and academics in related fields, totalling 10 people, by purposive sampling from people with experience related to management making a course and other academic work of private vocational colleges for more than 10 years

3.1.2. Population and sample

The population used to study the components of the administration of moral education institutions of private vocational colleges. Consisting of licensees/directors of private vocational colleges and supervisors of 460 moral education schools, totaling 920 people. The sample group responding to the questionnaire were license holders or directors and supervisors of private vocational colleges. By simple random sampling (Simple Random Sampling), the sample size was calculated according to the formula of Yamane (1973) at the confidence level of 95% with an error value of $\pm 5\%$. The sample size for data collection was 400 samples.

3.2. Research tools

3.2.1. In-depth interview structure

Structured in-depth interviews: Divided into 2 points, consisting: Point 1 is the guidelines for developing moral education schools. Using strategic questions (SWOT) and Point 2, additional suggestions. Utilized as a questionnaire for the target group to

explore the components of moral education management for private vocational colleges. The interviews were structured based on the study of relevant concepts and theories related to moral education management and private vocational college administration derived from literature, textbooks, and research.

3.2.2. Quality of opinion survey

Opinion survey on Moral Education Management: This survey was not just a collection of opinions but a carefully designed tool to assess opinions regarding moral education management for private vocational colleges. The survey was validated through a rigorous content validity process by 5 experts, achieving a Content Validity Index (CVI) score of 0.99 and a Cronbach's alpha reliability coefficient of 0.80–1.00, indicating high reliability (Poolkrajang, 2024).

3.3. Data collection

3.3.1. In-depth interview data collection

In-depth interview data collection: Researchers scheduled appointments with experts for in-depth interviews using structured interview protocols, with permission to record audio.

3.3.2. Questionnaire data collection

Questionnaire data collection: The researchers were not just passive observers, but actively coordinated with licensing recipients or directors and department heads of private vocational colleges. They clarified the research objectives and personally distributed the questionnaires. The questionnaires were distributed via online platforms and email to the sample group of 400 respondents.

3.4. Data analysis

This research used content analysis for qualitative data analysis (Joungtrakul et al., 2021; Tanwongwan et al., 2021). Statistical software was used for quantitative data analysis to calculate mean (\bar{x}) and standard deviation (S.D.) (Thanin, 2014), as well as to perform Confirmatory Factor Analysis (CFA) (Shakuna et al., 2016) to confirm component structures.

4. Results and discussion

Our research on strategic participatory moral education management, specifically focusing on private vocational colleges in Thailand, holds significant implications for the field of education. We have summarized and presented our data analysis as follows.

4.1. The strategic participatory moral education management model in private vocational colleges in Thailand

Our study on the Strategic Participatory Moral Education Management Model in private vocational colleges in Thailand took a unique approach. We employed confirmatory factor analysis (CFA) to verify the fit of the causal relationship model (theory) with observational data. Statistical software was utilized to analyze, validate, and adjust the linear relationship model to align with the theoretical concepts of

strategic participatory moral education management. **Figures 2 and 3** illustrate the refined relationship model resulting from this analysis.

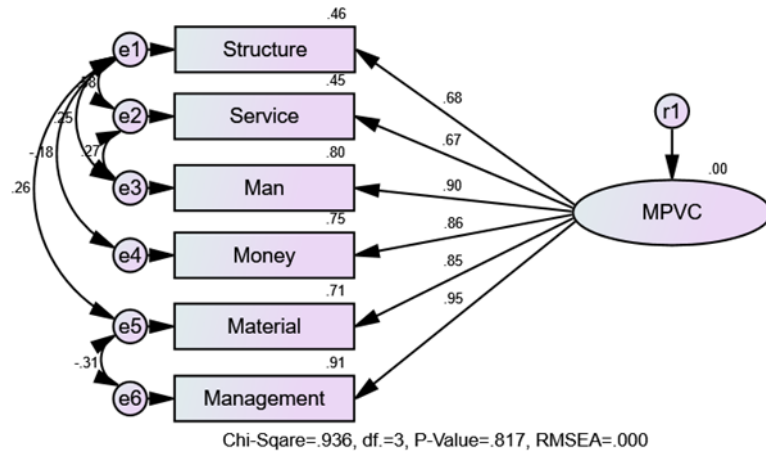


Figure 2. Confirmatory factor analysis (CFA) of the resources component of vocational colleges.

Table 1 presents a summary based on the confirmatory factor analysis of the vocational college resources in **Figure 2**.

Table 1. The results of the confirmatory factor analysis of the resources of vocational colleges with empirical data.

Observed variables	Factor loadings	Standard error (SE)	t-statistic (t)	Coefficient of determination (R ²)
Structure	0.68	-	-	0.46
Service	0.67	0.06	18.94**	0.45
Man	0.90	0.10	17.73**	0.80
Money	0.87	0.13	14.49**	0.75
Material	0.85	0.11	16.45**	0.71
Management	0.95	0.12	16.21**	0.91

Chi-Square = 0.936, df. = 3, P-Value = 0.817, CFI = 1.000, GFI = 0.999, AGFI = 0.995, RMR = 0.002, RMSEA = 0.000

Table 1, it was found that the results of the confirmatory factor analysis of the resource factors of vocational colleges are consistent with empirical data. This is evidenced by a Chi-Square value that is not significantly different from zero (Chi-Square = 0.936, df. = 3, P-Value = 0.817). The Comparative Fit Index (CFI) is 1.000, the Goodness of Fit Index (GFI) is 0.999, the Adjusted Goodness of Fit Index (AGFI) is 0.995, the Root Mean Square Residual (RMR) is 0.002, and the Root Mean Square Error of Approximation (RMSEA) is 0.000.

The analysis of the factor loadings of the indicators shows that all factor loadings are positive, ranging from 0.68 to 0.95. The observed variable with the highest importance is Management, which explains 91% of the variance in the latent variable “Moral Institution” for private vocational colleges. The following most essential variables are Personnel (Man), which explains 80% of the variance in the latent variable “Resources of Vocational Colleges,” and Finance (Money), which explains 75% of the variance in the latent variable “Moral Institution” for private vocational colleges, Materials, which explains 71% of the variance in the latent variable

“Resources of Vocational Colleges,” Structure and Policy, which explains 46% of the variance in the latent variable “Resources of Vocational Colleges,” and Educational Services (Service), which explains 45% of the variance in the latent variable “Resources of Vocational Colleges,” respectively.

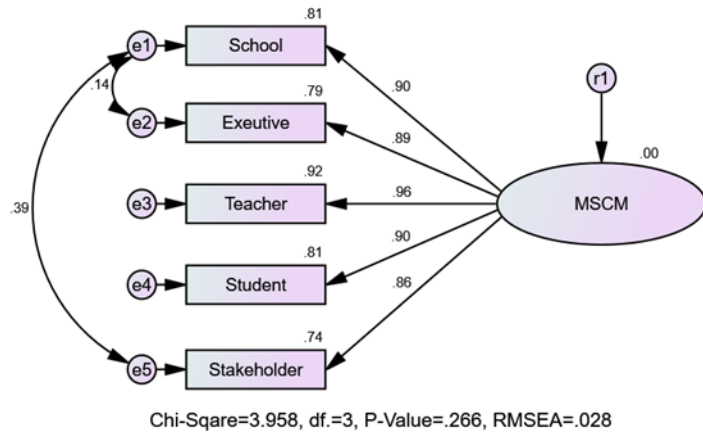


Figure 3. Confirmatory factor analysis of the strategy of moral education.

Table 2 presents a summary based on the confirmatory factor analysis of moral education in **Figure 3**.

Table 2. The results of the confirmatory factor analysis of moral education with empirical data.

Observed variables	Factor loadings	Standard error (SE)	t-statistic (t)	Coefficient of determination (R ²)
School	0.90	-	-	0.81
Executive	0.89	0.03	29.57**	0.79
Teacher	0.96	0.03	33.02**	0.92
Student	0.90	0.04	28.38**	0.81
Stakeholder	0.86	0.04	32.53**	0.74

Chi-Square = 3.958, df. = 3, P-Value = 0.266, CFI = 1.000, GFI = 0.996, AGFI = 0.981, RMR = 0.003, RMSEA = 0.028

Table 2, it was found that the results of the confirmatory factor analysis of the strategy factors of moral education are consistent with empirical data. This is evidenced by a Chi-Square value that is not significantly different from zero (Chi-Square = 3.958, df. = 3, P-Value = 0.266). The Comparative Fit Index (CFI) is 1.000, the Goodness of Fit Index (GFI) is 0.996, the Adjusted Goodness of Fit Index (AGFI) is 0.981, the Root Mean Square Residual (RMR) is 0.003, and the Root Mean Square Error of Approximation (RMSEA) is 0.028.

The analysis of the factor loadings of the indicators shows that all factor loadings are positive, ranging from 0.86 to 0.96. The teacher is the observed variable with the highest importance, which explains 92% of the variance in the latent variable “Strategy of Moral Education.” The following most essential variables are Student, which explains 81% of the variance in the latent variable “Strategy of Moral education,” School, which explains 81% of the variance in the latent variable “Strategy of Moral Education,” Executive, which explains 79% of the variance in the latent variable “Strategy of Moral Education,” and Community and Stakeholder, which explains 74% of the variance in the latent variable “Strategy of Moral Education,” respectively.

When the variables from both components are analyzed for confirmatory factor analysis of the participative strategic management model for moral education, a case study of private vocational education in Thailand is shown in **Figure 4**.

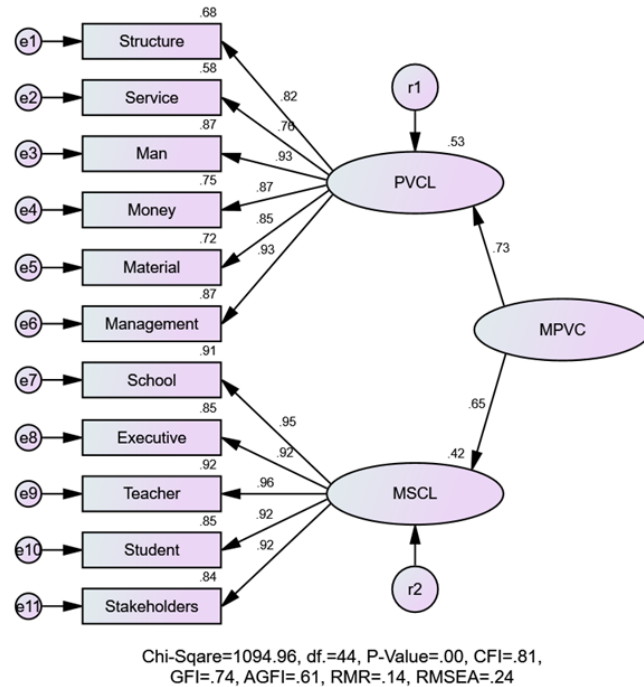


Figure 4. The indicator variables model for confirmatory factor analysis of the participative strategic management model for moral education: A case study of private vocational education in Thailand before adjustment.

Table 3. Statistical measures of fit for the structural model of participative strategic management in moral education, specifically in the case of private vocational education in Thailand, compared to empirical data overall.

Index values	Criteria	Before adjusting the model relationships.		After adjusting the model relationships.	
		Statistical values.	Consideration results.	Statistical values.	Consideration results.
Chi-Square		1094.958		33.492	
P-Value of χ^2	> 0.05	0.000	Does not the criteria.	0.055	Accordance the criteria
CFI	> 0.95	0.805	Does not the criteria.	0.998	Accordance the criteria
GFI	> 0.95	0.737	Does not the criteria.	0.986	Accordance the criteria
AGFI	> 0.95	0.606	Does not the criteria.	0.957	Accordance the criteria
RMR	< 0.008	0.141	Does not the criteria.	0.006	Accordance the criteria
RMSEA	< 0.05	0.245	Does not the criteria.	0.036	Accordance the criteria
CN	> 200	23	Does not the criteria.	405	Accordance the criteria

Figure 4, it was found that the model does not fit the empirical data. This is evidenced by the statistical measures assessing the model’s goodness of fit with the empirical data. This indicates that the participative strategic management model for moral education, in the case study of private vocational education in Thailand, aligns differently from the empirical data. Therefore, the components were adjusted by considering the indices with the highest modification values in sequence. After the researcher adjusted the components, it was found that the statistical measures

assessing the model’s goodness of fit with the empirical data aligned with the empirical data, as shown in **Table 3**.

Table 3 shows that the initial structural relationship model had a Chi-Square statistic of 1094.958 with a *P*-value of 0.000, indicating that the causal relationship model did not align with the empirical data. Furthermore, the fit indices were as follows: CFI was 0.805, GFI was 0.737, AGFI was 0.606, RMR was 0.141, RMSEA was 0.245, and CN was 23, none of which met the specified criteria. This necessitated adjustments to the model relationships to better match the empirical data by considering relationships among the observed variables to reflect the actual interrelations in the data. Adjustments were made based on suggestions from the software or Model Modification Indices (MI) and the Standardized Expected Parameter Change (SEPC).

After these adjustments, the revised model achieved a Chi-Square value of 33.492 with a *P*-value of 0.055, indicating that the causal relationship model now aligns with the empirical data. The revised fit indices improved significantly: CFI reached 0.998, GFI reached 0.986, AGFI reached 0.957, RMR was reduced to 0.006, RMSEA improved to 0.036, and CN increased to 405, as shown in **Figure 5**. These changes suggest that the model adjustments successfully reflected the actual relationships among variables and improved the model’s congruence with the empirical data.

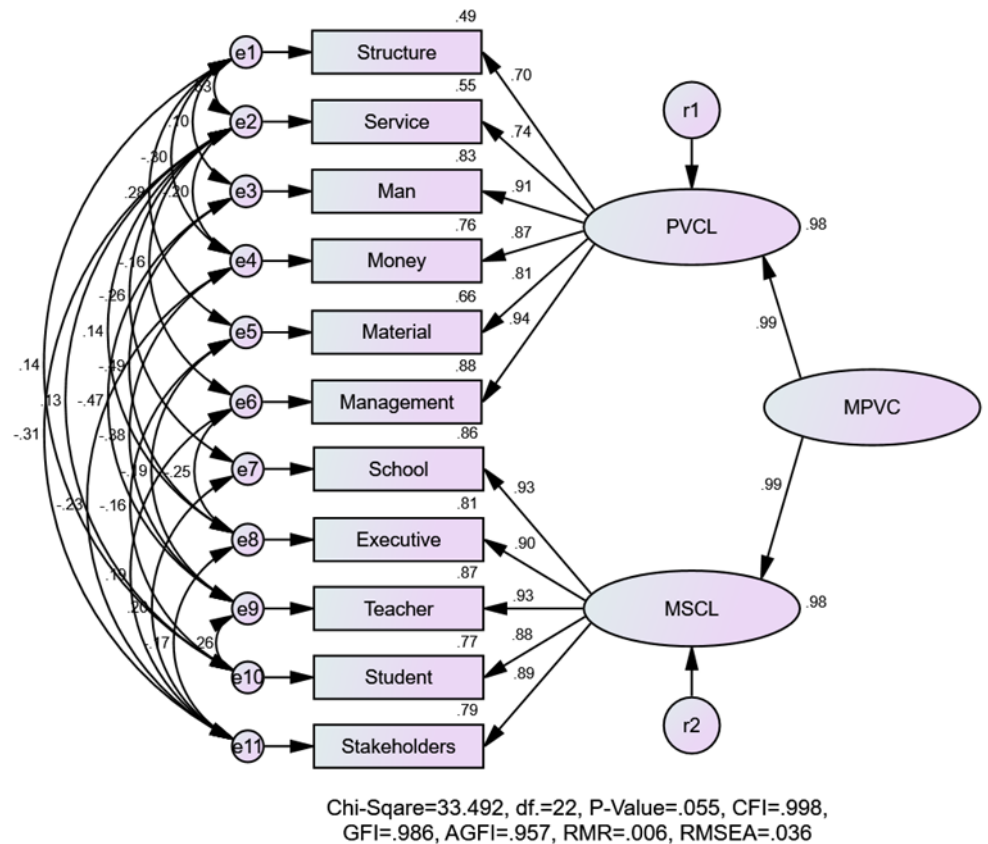


Figure 5. The indicator variable model for confirmatory factor analysis of the participative strategic management model in moral education: A case study of private vocational education in Thailand.

Figure 5 shows that all index values met the specified criteria, facilitating enhanced information for explaining the research results. Consequently, the capability of the observed variables used to measure the latent variables in the model relationship was evaluated. This evaluation was based on the significance of the factor loadings, assessed extracted variances, and the reliability of the latent variables studied. The evaluation results for each latent variable’s measurement model are presented in **Table 4**.

Table 4. Results of confirmatory factor analysis of the participative strategic management model in moral education: A case study of private vocational education in Thailand.

Observed variables	Factor loadings	Standard error (SE)	t-statistic (t)	Coefficient of determination (R ²)
the resources of vocational colleges				
Structure	0.70	0.03	18.04**	0.49
Service	0.74	0.03	19.04**	0.55
Man	0.91	0.03	32.89**	0.83
Money	0.87	0.03	28.78**	0.76
Material	0.81	0.04	24.49**	0.66
Management	0.94	-	-	0.88
strategy of moral education				
School	0.93	0.03	33.67	0.86
Executive	0.90	0.03	25.73	0.81
Teacher	0.93	0.03	29.92	0.87
Student	0.88	0.03	26.14	0.77
Stakeholders	0.89	-	-	0.79
Chi-Square = 33.492, df = 22, p = 0.055, CFI = 0.998, GFI = 0.986, AGFI = 0.957, RMR = 0.006, RMSEA = 0.036				

Table 4, it is noted that the variables of the participative strategic management model in moral education, in the case of private vocational education in Thailand, comprise 11 observed variables, analyzed according to the following latent variables:

The latent variable of vocational college resources is significantly influenced by Management, followed by Personnel (Man) and Finance (Money), with factor loadings of 0.94, 0.91, and 0.87, respectively. This suggests that the primary drivers of vocational college resources are Management, followed by personnel and finance. The variable with the lowest factor loading is Structure and Policy, with a loading of 0.70.

Considering the accuracy and reliability of measurement, the most reliable variable is Management, followed by Personnel and Finance, with reliabilities of 0.88, 0.83, and 0.76, respectively. This suggests that the management variable significantly enhances the precision of the vocational college resources latent variable. The variable with the lowest reliability is Structure and Policy, with a reliability of 0.49.

The latent variable for the strategy of moral education is most significantly influenced by Teachers, followed by the School and Executive, with factor loadings of 0.93, 0.93, and 0.90, respectively. The variable with the lowest factor loading is Students, with a loading of 0.88, indicating that the strategy of moral education is primarily driven by teachers, followed by the school and executive staff.

When considering the reliability or accuracy of measurement, the most reliable variable is the Teacher, followed by the School and Executive, with reliabilities of 0.87, 0.86, and 0.81, respectively. The variable with the lowest reliability is Students, with a reliability of 0.77, indicating that the teacher variable significantly enhances the precision of the latent variable for the strategy of moral education.

The confirmatory factor analysis of the participative strategic management model in moral education for private vocational education in Thailand, significant at the 0.001 level, involves two latent variables: the resource aspect of vocational colleges and the strategy of moral education, with coefficient weights ranging from 0.70 to 0.94, more significant than 0.40. The coefficient of determination (R^2) ranges from 49.0% to 88.0%. The average variance extracted (AVE) ranges from 0.69 to 0.82, more significant than 0.50, indicating that the measurement model is well-aligned. The variables are highly unified, with a Composite Reliability (CR) ranging from 0.73 to 0.83, more significant than 0.60, showing that all variables of the model have high discriminant accuracy, meeting the criteria to be incorporated into the structural equation model of the participative strategic management model in moral education, a case study of private vocational education in Thailand.

The results of developing the participative strategic management model for moral education, specifically focusing on private vocational education in Thailand, utilized the findings from confirmatory factor analysis. The researcher further developed these findings into an enhanced model for managing moral education, as depicted in **Figure 6**.

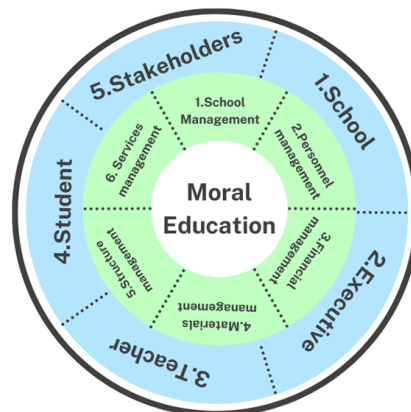


Figure 6. Participative strategic management model for moral education of private vocational education in Thailand.

Figure 6, the model for participative strategic management of moral education, specifically in the context of private vocational education in Thailand, consists of two principal components:

Component 1: Participative Strategic Management: This component is segmented into five factors: 1) School: Emphasizes the overall institutional environment and governance. 2) School Administrators: Focuses on leadership and decision-making within the institution. 3) Teachers/Lecturers: Pertains to the roles and influence of educational staff. 4) Students: Concerns about the engagement and educational development of students. 5) Parents/Community: Highlights the involvement and support of parents and the community.

Component 2: Resource Management of Moral Vocational Education Institutions: This component comprises six factors: 1) **General Management:** Encompasses the overarching management practices that guide the institution's operations. 2) **Personnel Management:** Deals with strategies for managing the workforce within the school. 3) **Financial Management:** Involves the Management and oversight of financial resources. 4) **Materials, Equipment, and Environmental Management:** Ensures that the physical and environmental resources support the educational goals. 5) **Structural and Policy Management:** Relates to developing and implementing policies and structural decisions. 6) **Service Management:** Engages with the community to extend educational services and outreach.

This framework illustrates the integration of various stakeholders and resources in fostering a moral and ethical educational environment tailored to vocational training.

5. Discussion

From the insightful research on participative strategic management in moral education, with a specific focus on private vocational education in Thailand, the discussion can be divided into the following points:

1) Results of the comprehensive confirmatory factor analysis of participative strategic management in moral education in the case of private vocational education in Thailand: The analysis reveals a causal relationship model that aligns with empirical data, structured into two components with 11 factors:

Component 1: Resources of Vocational Colleges includes six factors: Structure and Policy, Educational Services, Personnel, Finance, Materials and Equipment, and Management. Thanyayuth and colleagues (2020) identified five administrative factors influencing the success of moral school management, including policy and practice, management processes, personnel, organizational culture and environment, and community and environment.

Component 2: Strategies of Moral education consist of five factors: School, Administrators, Teachers, Students, and Community and Stakeholders. Chaiyarith and Patharin (2019) presented a model for developing ethics in moral schools, defining it as a 3-5-3 strategy comprising three identities—responsibility, discipline, and public spirit; five activities—fostering responsibility, discipline, ethical development, volunteerism, and developing “white schools”; and three strategies—teacher development, learner development, and environmental development. Narin and Rungchada (2021) stated that successful moral school development relies on a process-oriented approach to ethical development, starting with communication to build understanding, creating leading teachers and students, and defining school-specific moral identities using various methods to ensure successful ethical development.

2) Results of the development of the participative strategic management model for moral education in the case of private vocational education in Thailand and its practical implications: This includes two main components:

Component 1: Participative Strategic Management, divided into five factors: School, School Administrators, Teachers, Students, and Parents/Community. As moral education should involve administrators, teachers, students, parents, community,

and other stakeholders in the process of promoting virtuous activities both inside and outside the school, this leads to the development and transformation into desirable student behaviours and extends the network for creating virtuous, capable, and compassionate individuals for a sustainable society. Chonthicha and team (2018) stated that the strategy for enhancing civic consciousness according to Buddhist principles involves educational management policies through teaching activities that lead to practical application, using moral principles as guidelines for learning management and development, including strategies for developing knowledge to foster good citizenship, developing learning processes to enhance civic consciousness, and creating learning networks to drive civic consciousness.

Component 2: Resource Management of Moral Education involves strategic planning and consistent practice, emphasizing the importance of organizational clarity, comprehensive oversight, and the role of the school environment and discipline in significantly shaping student respect and understanding of religious and ethical values. Initiatives such as these have led to the development of students with high moral standards and graduates of quality. Kaur (2019) emphasizes the necessity of adapting to rapid technological, economic, and cultural changes, requiring schools to develop varied methods to motivate youth to adopt moral behaviors and commit to ethical practices, aligning with Sarbini (2022), who notes that in an era of digital technology, the influence on how learners perceive ethics and morality is significant. Students must be trained to beneficially screen information that aligns with ethical and moral values. Li (2024) argues that schools should not neglect the development of student morality and should assist and collaborate actively in creating knowledge and understanding about ethical reasoning and decision-making skills, promoting a school culture filled with empathy and closely linked to the development of morality and ethics to address the complex social and ethical challenges of the modern era.

6. Conclusion

This research identifies various components of the management for moral education within private vocational education, emphasizing the collaborative nature of the process. It is divided into two main components:

Component 1: Participative Strategic Management, which is subdivided into five factors: 1) School, 2) School Administrators, 3) Teachers/Lecturers, 4) Students, and 5) Parents/Community. This component underscores the collaborative engagement across different stakeholders, which is pivotal in driving the moral and ethical framework within the institution.

Component 2: Resource Management of Moral Vocational Education Institutions, consisting of six factors: 1) General Management, 2) Personnel Management, 3) Financial Management, 4) Management of Materials, Equipment, and Environment, 5) Management of Structures and Policy, and 6) Community Educational Services. Each factor ensures that the structural relationships align with the overall management of private vocational educational institutions.

Development of strategic participatory moral education management model in private vocational colleges. The information from the elements discovered from the above data analysis was used to develop the model. The research also highlights the

application and utility of these findings in enhancing ongoing or planned moral education projects. It stresses the audience's responsibility and commitment to creating knowledge, understanding, and engagement in the development process of moral education through participative approaches. This is aimed at strengthening the ethical and moral fabric of educational settings.

Furthermore, to ensure continuity and sustainability in project implementation, designated zones within schools to foster moral education, both within and outside the school environment, are recommended. The effectiveness of this management model is assessed through a system-linked component and evaluation approach, which provides clear operational methods and goals for developing moral education, ensuring clarity and effective execution.

The management model for moral educational institutions should be adopted with strategic participation. To set policies for improving the quality of educational institutions. By setting guidelines for executive development teachers in both theory and practice so that all administrators and teachers in educational institutions know. Understanding of moral school administration able to continue to be a leader and moral example for students and society.

7. Recommendations

Development of a Strategic Participative Management Manual: A strategic participative management manual for moral education should be developed and piloted in private vocational colleges. This will benefit students, and the outcomes can be evaluated to further improve the manual's effectiveness.

Training Curriculum Development: A training curriculum should be developed for teachers and students to enhance moral development in educational institutions concretely. This curriculum should be easy to understand and implement, thereby increasing the efficiency of moral education.

Evaluation and Monitoring System Development: An evaluation and monitoring system for managing moral education should be developed. The results should be used to systematically and continuously improve the quality of moral education management. The evaluation results should also be analyzed, summarized, and collaboratively reviewed to find continuous improvement strategies.

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