AN ETHICAL LEADERSHIP MODEL FOR ENHANCING MORAL EDUCATION IN THE DIOCESAN COLLEGES OF PALAI, KERALA, INDIA

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Abstract: The aim of this research was to develop an ethical leadership model for enhancing moral education in the diocesan colleges of Palai, Kerala, India. The researcher identified four specific objectives for this research. For accomplishing the first research objective, the researcher did the content analysis of 16 books and 114 articles directly related to the subject. These results were validated by twenty experts and from these results the instruments for the data collection for acquiring the second objective were developed. The data for second objective were collected by conducting in depth interviews with the administrators of the colleges and by using survey questionnaires for collecting data from the lecturers and the students. The results revealed the areas that needed improvements. The researcher, by making use of the ethical leadership theories and combining the results of the first and second research objectives, developed a new model for enhancing the moral education. The preliminary model was sent to 20 experts for their review. After having collected their suggestions, the researcher modified the model accordingly and thus the final model emerged. For accomplishing the fourth objective, a new curriculum was developed and the researcher implemented the new model for a period of three months in one of the colleges of the diocese of Palai. Pre-test and post-test were conducted. The results of the analysis of the data confirm that the new ethical leadership model for moral education is effective in terms of values, instructional strategies and moral assessment.

Keywords: Ethical Leadership, Moral Education, Higher Education.

Introduction
Whatever profession people are involved in; the society expects and demands high ethical standards of behavior from them. Being morally sound and honest is the most important characteristic of a good professional. People highly value morally sound behavior and pay respect to such people. In the present world, it is seen that the professionals are willing to do anything for the sake of money, power and other personal gains. They forget the importance of codes of conduct that they have to follow in their profession. It indicates the need for an evaluation of how we train the

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young generation in our educational institutions, especially in the professional training institutions.

Objectives
There are four objectives for the study:
1. To determine the ideal practices of moral education in higher education.
2. To examine the current practices for moral education in the diocesan colleges of Palai, Kerala, India.
3. To develop an ethical leadership model to enhance moral education in the diocesan colleges of Palai, Kerala, India.
4. To implement a proposed ethical leadership model to enhance moral education in the diocesan colleges of Palai, Kerala, India.

Literature Review
In the literature review part, the researcher explains the context of this study, theories related to the topic of this study and the researches that are done in the area of moral education and ethical leadership. In the first part, the researcher explains the global, Indian and Kerala contexts of moral education. In the second part, the researcher elaborates all the theories that are used in this study. They include moral development theories of Kohlberg (1971) and Rest (1979), moral education approaches, ethical leadership theories of Heifetz (1994), Burns (1978), and Northhouse (2013), Value classification theory of James Coleman (1961), Passive and Participatory teaching Theories, Curriculum Development Approaches, Moral Assessment Theories, Control Group and Experimental Group, Content Analysis, etc. According to Kohlberg (1971), the moral reasoning capacity of an individual can be developed through education. Kohlberg (1973, 1984) explains that a person's moral development takes places in six stages. The progression of the development through each stage represents a change of focus from self-centeredness to community awareness and social integration. For him, the six stages come under three levels of morality. Rest's (1979) studies center directly on moral development in the context of formal education. The four-component model suggests various inner psychological processes, which together give way to observable behavior. Rest proposes that moral failure can occur due to the deficiency in any of the four components. The ethical leadership theories of Heifetz (1994), Burns (1978), Northhouse (2013) and Kham Ai and Asavisanu (2016) point out that it is a leadership style which is practiced in and through the social interactions with the followers. The value classification theory classifies the values as human, social, aesthetical, religious and political values. The values permeate the whole existence of a person. So, human development cannot be understood in isolation from the values (Thankachan, 2015). Participatory teaching method is one of the teaching methods that let the students involve actively in the learning process. Bonwell (1991) opines that according to this method the students involve or participate directly and actively in the learning activities other than being passive listeners or observers. The success of this teaching method depends on the degree of the participation from the part of the students. Here the responsibility of learning falls on the learners. On the contrary, in passive learning, the student is receiving the information from the teacher. He or she is not required to do any activity

other than paying attention and learning by heart (Stanley, 2013). Product approach is the one in which a curriculum can be seen as a programme of activities both by the teachers and the students designed so that the students will attain so far as possible certain educational objectives (Grundy,1987). This approach gives a clear notion of the outcome, and this helps the better organization of the content and methods of teaching and learning and the effective evaluation of the results. Process approach involves planning a course and studying it empirically. In Praxis approach a curriculum is developed through the dynamic interaction of action and reflection. In other words, curriculum is not just a bundle of plans that are to be implemented but it is constituted through an active process in which the planning, acting and evaluation are mutually related and integrated into the process (Grundy, 1987). According to Black and Wiliam (1998), formative assessment means all those activities initiated by the teachers and their students which provide the necessary information to be used as a feedback to modify the teaching and learning activities in which they are involved. The aim of modifications in the teaching and learning activities is the enhanced student learning. Summative assessment is meant to evaluate the final product. The results of the summative assessments are usually reflected in the student records, progress cards, etc. In the third part of the literature review researcher unpacks the other researches that are done in the area of moral education and ethical leadership.

Conceptual Framework
The following figure shows the conceptual framework of this study. It shows the flow of this research from the beginning to the end.
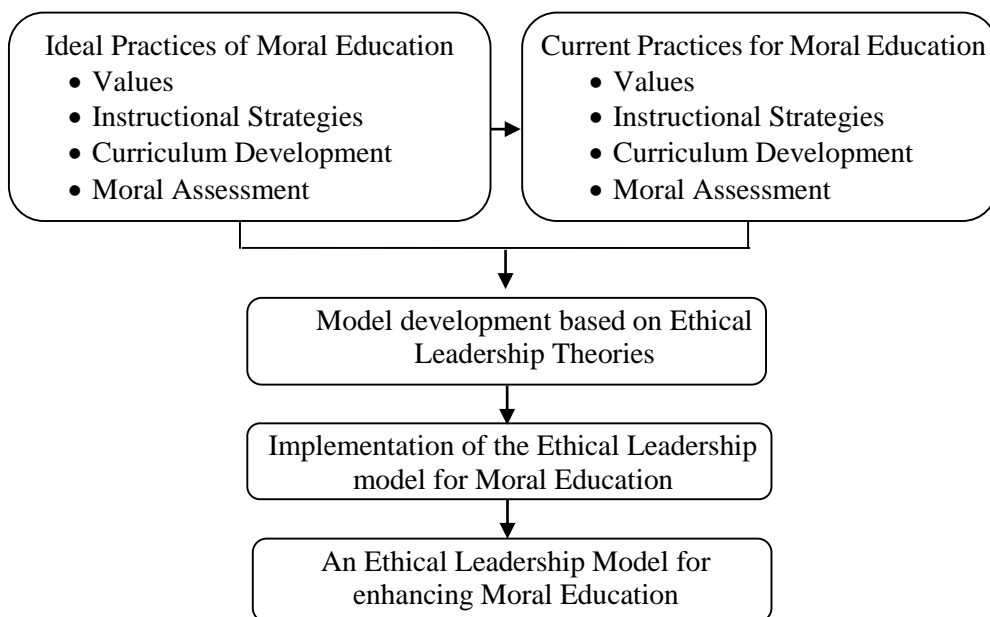

Figure 1: Conceptual Framework of This Study

Researcher has begun this study by exploring the ideal practices of moral education by exploring all possible knowledge from books, dissertations, articles that are related to moral education from online and offline sources. From the results of the first objective, researcher came up with four main constructs of moral education such as Values, Instructional Strategies, Curriculum Development and Moral Assessment. Then the researcher tried to understand the current practices of moral education in the diocesan colleges of Palai by using the research instruments that were developed from the results first research objective. The researcher collected both qualitative and quantitative data from the administrators, lecturers and students of the 10 colleges of the diocese of Palai through in-depth interviews and survey questionnaires. When the gap is identified between the ideal and current practices of moral education, through the ethical leadership theories and from the results of the first and second objectives of the study, a new model is developed to enhance moral education. Following the development and validation of the model, the researcher developed a curriculum based on the new ethical leadership model for moral education. Then the college for the model implementation was selected and the students were divided into two as control group and the experimental group having equal numbers. Following this a pre-test was conducted with the instrument that is developed through the content analysis and the results of the independent sample t test showed a significant difference between the results of control group and experimental group. This showed the lack of initial similarity between the groups. Then the model was implemented for a period of three months and following that the post-test was conducted. The results of the ANCOVA analysis, which was conducted in order to compare the results of the control group and the experimental group, revealed that there is a significant level of increase in the mean values of the students in the experimental group while comparing with the control group. That showed the effectiveness of the new ethical leadership model for moral education.

Method/ Procedure

In order to achieve the aforesaid objectives of this study, the researcher used both qualitative and quantitative methods. For the research objective one, the researcher did the content analysis of a total number of 130 sources, which included 114 articles and 16 books, which are related to moral education, character formation, value education, etc. The researcher did the analysis by extracting the key themes into the coding sheet.

For the research objective two, the researcher collected data from three groups of people. The first group was the administrators of the 10 colleges of the diocese of Palai, and the researcher collected data from them by conducting in depth interviews. From a total population of 609 lecturers, the researcher selected 286 samples and from the population of 12,335 students, the researcher selected 420 samples, and used questionnaires for collecting data from them. The data from the interviews were analyzed through content analysis and the data from the questionnaires were analyzed through the statistical program for data analysis.

For the research objective three, a preliminary model was developed based on the results of the objectives one and two and making use of the ethical leadership theories. The preliminary model was sent to 20 experts from the field of moral

education, educational research and educational leadership for their review, and final model was developed based on their comments. The final model was again sent to the experts for their approval.

For accomplishing the research objective four, namely, the implementation of the model, the researcher selected the first year B.Ed. program in the St. Thomas College of Teacher education, Palai. The total 50 students in this program were divided into two as control group and experimental group. The researcher conducted a pre-test before the model implementation and the model was implemented for a period of three months. Following the completion of the implementation a post-test was conducted. The data from the pre-test and post-test were analyzed through statistical analysis. The researcher did the analyses of Frequency, Percentage, Mean, Standard deviation, Independent sample *t* test and ANCOVA.

Findings/ Results

Objective One

Moral and ethics courses are widely provided in higher education institutions; yet, they are taught by using ineffective teaching methods. So, in the beginning, the researcher explored the ideal practices of moral education for revitalizing moral learning in higher education. The research method was based on a qualitative approach. The researcher reviewed books and articles published between 1965 and 2016 which dealt directly with the moral education encompassing the "four pillars" of ethical formation, as the researcher named them. They are (1) values, (2) instructional strategies, (3) curriculum development approaches and (4) moral assessment methods. In this study, altogether 130 printed and online sources were used.

The researcher classified the values based on the theory of Classification of Values by Coleman (1960). From the data analysis, the researcher identified the first pillar, that is, the core values, as comprising of human (58%), social (40%) and political (2%) values. Respect (26%) ranked first among the human values, responsibility (18%), among the social values and patriotism (2%), among the political values. These results indicate that the moral education classes in the colleges should focus mostly on forming the students as persons of human, social and political values. The following figure shows the classification of the results related to the first pillar.
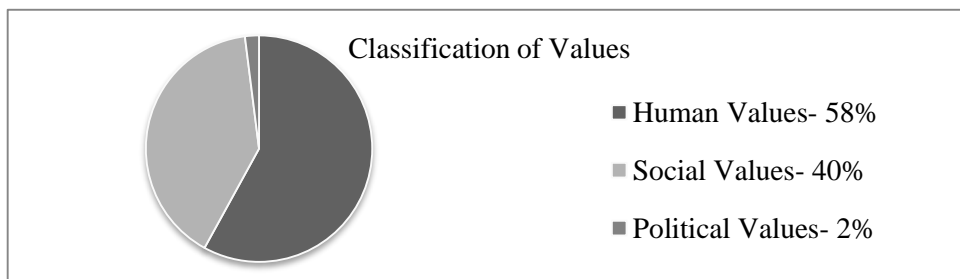

Figure 2: Classification of Values

The results related to the second pillar of moral education, which is instructional strategies, are classified based on the participatory and passive teaching theories (Bonwell, 1991). Among the different instructional strategies that can be used for moral education, the participatory teaching methods ranked first (65.3%). The method that was considered the most effective was group discussion (44.6%). However, passive teaching methods constituted 34.7% of the total methods mentioned and lecture ranked first (15.7%) under this category. Figure 3 shows the results of the classification of the instructional strategies.
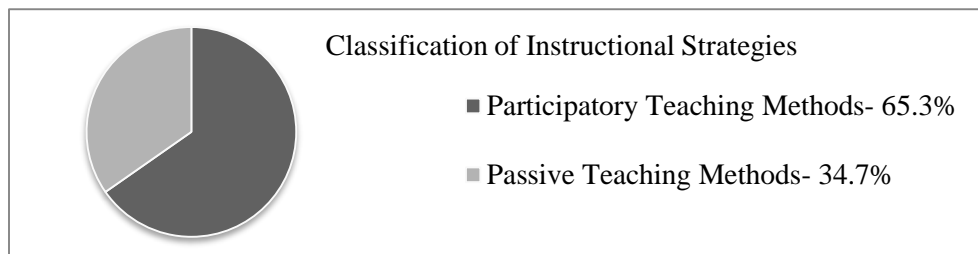
Classification of Instructional Strategies

■ Participatory Teaching Methods- 65.3%

■ Passive Teaching Methods- 34.7%

Figure 3: Instructional Strategies

The results of the content analysis related to the third pillar of moral education, curriculum development, are classified based on the process, praxis and product approach theories of moral education (Tyler, 1949: Stenhouse, 1975: Smith, 1996). Among the different approaches, the process approach ranked first (48%). The use of the praxis and the product approaches were 33% and 19% respectively. The results indicate that the curriculum development should give more focus on process and praxis approaches of curriculum development. Figure 4 shows the classification of the results of content analysis related to curriculum development.
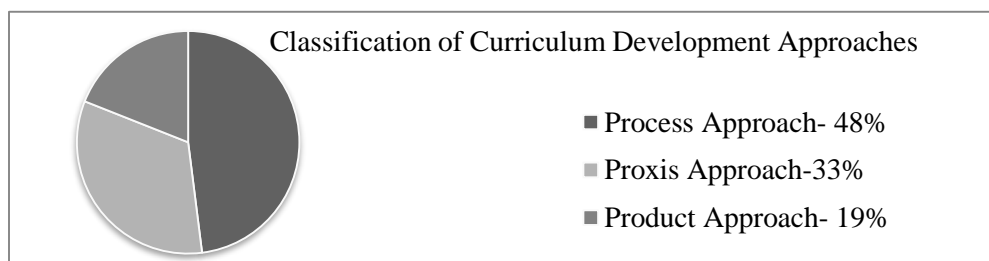
Classification of Curriculum Development Approaches

■ Process Approach- 48%

■ Proxis Approach-33%

■ Product Approach- 19%

Figure 4: Curriculum Development Approaches

The results of the content analysis related to fourth pillar of moral education, moral assessment, are classified based on the formative and summative assessment theories (Scriven, 1967). Formative assessment, comprising 79% of the methods of assessment mentioned was considered to be more effective for moral education; summative assessment methods scored only 21%. The most effective formative assessment methods as per the results are internal and external surveys (21%),

observations (16%) and feedbacks (16%). The following figure shows the results of the content analysis related to the moral assessment.
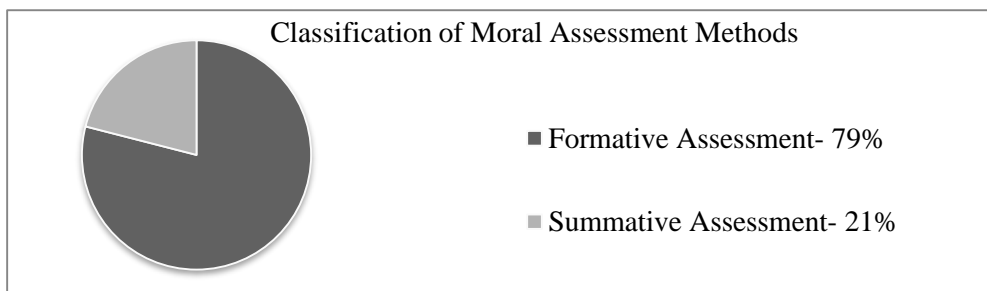

Classification of Moral Assessment Methods

■ Formative Assessment- 79%

■ Summative Assessment- 21%

Figure 5: Moral Assessment Methods

Objective Two

Results of the Interviews with the Administrators: The researcher used a total number of seven questions for the interviews with the administrators. All the administrators emphasized the need for moral education in the formation of ethical persons. Majority of the administrators pointed out that they try to cultivate values like respect, care, sharing, altruism, truthfulness, honesty, punctuality, team work, hard work, etc. Most of the colleges follow traditional classroom teaching method using text books. Some of the colleges do not even have regular moral education classes. Regarding the curriculum, some colleges follow the moral education curriculum developed by the diocese. The colleges which have regular classes on morals have exams as their assessment technique and others use observation of the student behavior as the assessment technique. Very few administrators were fully satisfied with the current moral education in their colleges.

Results of the analysis of the data collected from the lecturers through questionnaires: The lecturers feel that the colleges, through moral education, help the students to grow in values. Regarding the construct Instructional Strategies, the respondents revealed that the colleges do not have sufficient social service camps; only few authentic classes were provided on moral topics, very few chances exist for group activities, community service programs, reflection on the personal experiences during moral education classes, etc. For the construct Curriculum Development, the respondents feel that the current one is not developed based on the understanding of the needs of the students and the expectations of the society. They believe that the opinions of the parents and the community leaders are not heard and that there is no sufficient involvement of the moral educators from all the colleges in the curriculum development. For the last construct, the respondents feel that the colleges do not have a good system for the moral assessment of its students.

Results of the analysis of the data collected from the Students through questionnaires: For the items related to the construct Values, the respondents believe that the moral education classes should help the students to cultivate pro-social behaviors, to be honest in life, to form patriotic values and to be more tolerant. Concerning the construct Instructional Strategies, students feel that service camps,

value discussion, authentic classes, group activities, reflection of personal experiences, value clarification, etc. are not provided for them. For the items related to Curriculum Development, the students think that the colleges are not renewing their moral education curriculum time to time. For the items related to the construct Moral Assessment, the respondents feel that the college has no good system of evaluating moral development of students.

Objective Three
The results for the objectives one and two revealed that there is a gap between the ideal and current practices of moral education in the colleges of the diocese of Palai. In order to fill this gap, the researcher developed the new model of moral education by combining the results of the first two research objectives and by adding the key elements of the ethical leadership theories. After developing the preliminary model, the researcher did the expert focus group discussion to validate the research model. The preliminary model was examined by 20 experts from the field of moral education, educational research and educational leadership. The researcher developed the final model by modifying the preliminary model according to the suggestions from the experts. The final model was again sent to the experts for their final consensus. The four pillars of moral education, namely, values, instructional strategies, curriculum development and moral assessment and the components of ethical leadership theories of Heifetz, Burns and Northhouse constitute the key elements of the model. As Kohlberg (1971) mentions in his stages of moral development theory, this model is intended to help the students to grow from the pre-conventional level of morality to the post-conventional level of morality, which marks a growth from the self-centeredness to the community awareness. Through the implementation of this model, the colleges of the diocese of Palai will be helping its students for this transition from pre-conventional level of morality to the post-conventional level of morality. As Rest (1979) points in his four-component theory of moral development, the model will help the students in their inner psychological process of decision making by letting the students to recognize the moral issue, by helping the students to make the right judgment concerning the morally right action, by helping the students to prioritize the right choices and finally, by helping the students execute the morally right action. The following figure shows the final ethical leadership model for moral education.

(See Figure 6 on the next page)

Objective Four
In order to accomplish the results of the fourth objective of this study, the researcher did the implementation of the new model in St. Thomas College of Teacher Education, Palai. For this, the researcher has chosen the first-year students of the college who have not attended the traditional moral education classes offered by the college. This batch was divided into two as the control group and the experimental group. Both groups consisted of 25 students. Based on the new ethical leadership model, a new moral education curriculum was developed for the moral education in all the colleges of the diocese. The new curriculum was given to three teacher educators for checking the content validity and their suggestions also were included in the final version. The
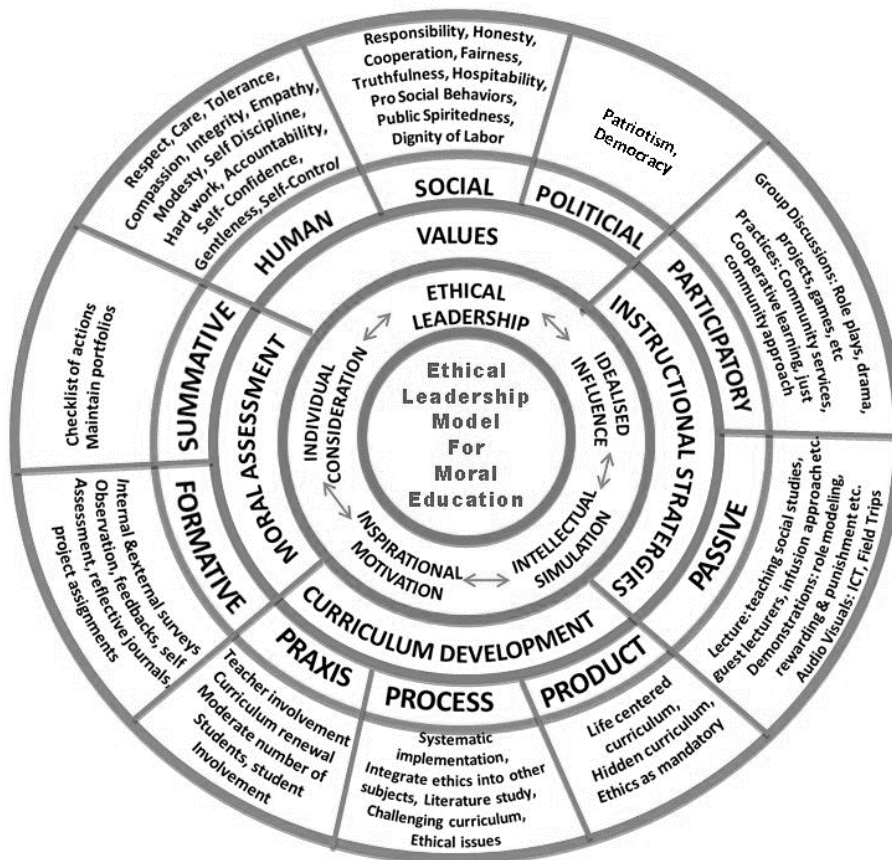
Figure 6: Ethical Leadership Model for Moral Education

duration of the new curriculum is for hundred hours. The curriculum consists of five major units and two practical sessions. Before the implementation of the model, the researcher did the pre-test for both control group and experimental group, using the same instrument that was developed from the results of the first objective of this study. The following figure shows the results of the pre-test.
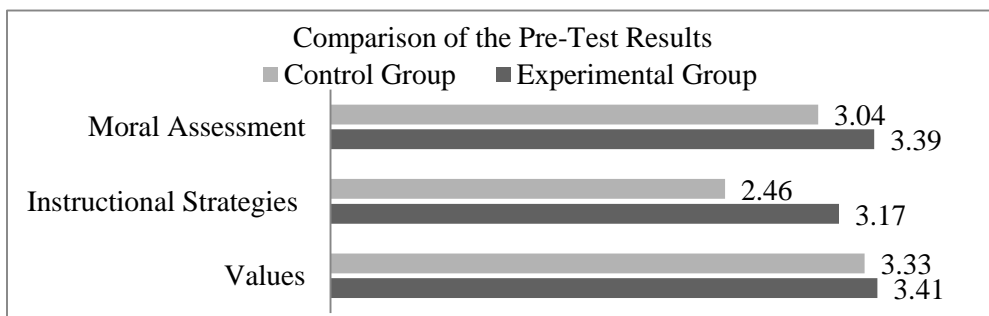
Figure 7: Comparison of Pre-test Results

The results of the independent sample t test, which was done in order to compare the results of the control group and the experimental group, indicated that there is a significant difference between the mean scores of both the groups. Following the pre-test, the implementation of the new model for moral education started. The implementation programs were planned based on the new moral education curriculum. While the students in the experimental group had moral education classes as per the new model, the students in the control group had moral education classes in the traditional way which was followed in the college. The students in experimental group were exposed to different programs and activities such as, group discussions, orphanage visits, food and clothing donation, ICT integrated classes, etc. After a period of three months of the model implementation, the researcher did the post-test with the same instrument that was used for the pre-test. The following figure shows the results of the post-test which was done to compare the results of the control group and the experimental group.
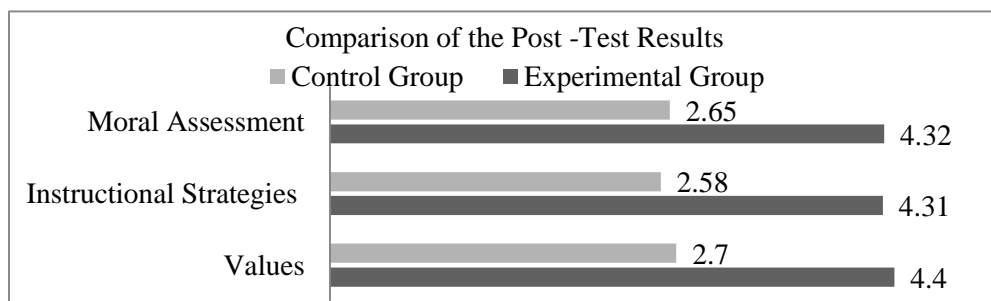

Figure 8: Comparison of Post-test Results

The results of the ANCOVA analysis show that there is a significant increase in the mean values of experimental group while comparing to the mean values of the control group. Therefore, it can be concluded that the new ethical leadership model is effective in order to enhance the moral education system in the colleges of the diocese of Palai.

Discussion

The results of this study clearly indicate the areas that need to be diligently considered while giving moral education. The findings of the first objective of this study specify that the moral education should focus more on helping students to become persons of human, social and political values. The most important values that should be taught in the moral education classes should be respect, responsibility, honesty, caring, tolerance, compassion, cooperation, integrity, fairness, empathy etc. The results also indicate that the colleges have to use mainly the participatory teaching methods. The results of the first objective of this study points out that the most useful instructional strategies in the participatory methods are group discussion, practice, demonstration and audio visual. The curriculum for the moral education should be developed based on the praxis and process approaches of curriculum development. The most important

factors that the curriculum development committee should consider are, namely, include activities of learning by doing, teacher involvement in curriculum development, systematic implementation of the moral education program, curriculum development according the needs of the society, integrating ethics in all subjects, life centered and student entered curriculum etc. The colleges should make use of more formative methods of the moral assessment than summative ones. Conducting internal and external surveys, observation of the student, feedbacks, checklist of actions, maintaining portfolios to record student progress, self-assessment by the students etc. are the most useful techniques of formative moral assessment.

The results of the second objective of this research were obtained through conducting in-depth interviews with the administrators of the colleges and by conducting questionnaire surveys with the lecturers and the students indicated the areas that need improvements in area of moral education in relation to the four pillars of moral education namely, values, instructional strategies, curriculum development and the moral assessment.

The third objective of this research is achieved by combining the ethical leadership components to the results of first and second objectives of this study. The preliminary model was validated by 20 experts who have sufficient experience in the area of moral education, educational research and educational leadership. Considering the expert suggestions, the model was modified and thus the final ethical leadership model was emerged.

The fourth objective of the research was accomplished by implementation of the model in one of the 10 colleges of the diocese of Palai. The results indicated a significant improvement in the results of the students who were in the experimental group while comparing with the students in the control group.

The studies conducted by Griggs (1916), Fullan (2003), Plinio, Young, and Lavery (2010), Liddell, Cooper, Healy, & Stewart, (2010) also support the findings of the present study. To be a leader demands taking lot of responsibilities; to be an ethical leader demands even much more. Those who are in the leadership of the educational institutions are called for living ethical principles and values. The Schools and the colleges are the places where the leaders of the future generations are being formed.

The findings of this study reveal that the moral education in the colleges has to be improved by the collaboration of all the stakeholders. Here, this study comes up with a new ethical leadership model for moral education for the enhancement of the moral education in the colleges in the diocese of Palai. In the process of the enhancement, the educational leaders, more specifically, the administrators and the lecturers of the colleges, have a great role to play by being ethical leaders.

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