



Awareness and Need of Ethics and Values in Education for Students: A Study among College Teachers in Pollachi Region

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ABSTRACT

In today's goal driven society, youth are capable of generosity, solidarity and loyalty. They are less socially inferred and highly individualistic with their own ideas and values. They face numerous issues like unemployment, psychological instability, disruptive behaviour and numerous life problems. Code of ethics should be addressed to the youth by making awareness through education system. The good and bad cause on code of ethics should be addressed to the students to inculcate in their daily routine. Experts from academics and industries have stated that students should be trained and addressed regularly on their ethical behaviour and code of ethics thereby students will gain confidence to face all the situations in their life. It also gives a meaning and role for their activities which is performed by them. Teachers with a high level of moral professionalism have a deep obligation to help students learn and behave ethically which supports the students to have a sustained growth in their life. The major benefits of ethical students are they will be highly committed, taking responsibility, giving respect, high tolerance, non-discrimination, compassion, better understanding and good citizen. Hence, this paper attempts to analyse the need and awareness of the value education for students by the perception of the teachers in Pollachi region.

Key Words: Ethics, Value education, Need of ethics, Awareness of ethics

INTRODUCTION

Ethics is being interrupted differently in different situation. It is a standard of behavior that tell us how human beings ought to act in the many situations in which they find themselves-as friends, parents, children, citizens, businesspeople, teachers, professionals. Students being the part of the society and tomorrow's nation's builders, ethics should be inculcated among the students through educational framework. The teachers should orient all students to analyse and understand what is "good" and what is "bad" or what is "wrong" and what is "right" or what to do and what not to do with reference to day-to-day commitments. Commonly ethics is perceived as judging others, family values, outcomes, legal rights, or specialists in solving personal problems but ethics actually mean two aspect. The Most essential character to be present in a human is the ability to discern right from wrong, good from evil and propriety from impropriety and the com-

mitment to do what is right, good and proper. Ethics is not just a topic to mull or debate, it entails action.

Focusing on essentials of Ethics and Values

The rapid changes in the technological world have posed many challenges in the global era. In this globalized mechanical commercial world, expecting the future generation with honesty and commitment is a night mare for the society. Today all the children have an immense power of observation and their feelings are deep-rooted. They always observe their parents at home and their teachers in school. They are highly sensitive. It is right time where parental care to the children is on the wane. Today media play a vital role in the life of children, the adverse effect on the media has made the Children to accept a unrealistic approach in all the sphere of the life. In this context, there is now a growing demand in education to inculcate, nurture and develop values and ethics, particularly among the youth of the nation. Ethics lies

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at the core of the teaching profession. Tomorrow prospects of our country depend upon the moral values imparted to students during their college life. The role that teachers are expected to play in the lives of their students has undergone significant change in recent years. (Beavis, 2004)¹ has stated that teachers are expected to be moral guides. This paper aims to report the awareness and need of ethics and values in education which supports to frame their inner behavior. Exist

REVIEW OF LITERATURE

- 'Rauni Rosonen'(2007)² has found that society of individuals are widely and deeply conscious of ethical questions and are studying them is the target and means of the ethical growth in teacher education.
- 'William A.L. Anangisye, PhD (OCT 2010)³, the paper focuses on the initiatives and challenges of promoting ethics in teacher training colleges. The study has concluded that without a well-defined education policy in favour of promoting teacher ethics education, efforts to that effect are doomed to fail.
- *Rukhsana Zia*(2007)⁴, have focus on "quality of education" has sharpened as people have become concerned about a perceived rise in materialism as standards of living have improved;. This paper tries to delineate the global normative aims of education as a model for assessing the composition of the teacher education curriculum in Pakistan. The paper accepts that ethics and values education is still in a formative stage.

Gunnel Colnerud (2006)⁵, research on teacher ethics and the moral dimensions of teaching has contributed to extensive and valuable knowledge, which has sometimes led to constructive syntheses of positions finally he found there is a relationship between moral education and professional ethics and what is morally significant in the teaching profession.

(Gallagher, 2009, p.11)⁶. An increasing number of child research publications reflect on research practice and demonstrate the "problematic, messy and contested nature of ethical dilemmas"

Objectives of the study

1. To find the factors influenced as ethical values among teachers.
2. To know the perception of faculties for the need of ethic in education curriculum.
3. To analyse the values that transform the character of the students
4. To know the values that influence the balanced life in future

Research methodology

To obtain information needed to fulfill the objectives of the research study, questionnaire was drafted. This questionnaire was circulated among faculties in randomly chosen

in different department of colleges in Pollachi region. 10 arts and Science College. Completely filled in 204 questionnaires were analyzed for analyzing the above said objectives.

Analysis and interpretation

Table 1: Classification of Respondents on the Basis of Their Gender

Gender	No on respondents	Percentage
Male	106	52%
Female	98	48%
Grand Total	204	100

Source: Primary Data

The above table reveals that 52 % of the respondents are male and 48% of the respondents are female.

Table 2: Classification of Respondents on the Basis of Their place of Domicile

Place	No on respondents	Percentage
Rural	73	36
Urban	39	19
Semi urban	92	45
Grand Total	204	100

Source: Primary Data

From the table it is found that 45% of the respondents reside in semi urban area, 36% of the respondents belong to rural area and only 19% of the respondents belong to urban area.

Table 3: Classification based of the stream of courses.

S.No	No on Respondents	Percentage
Arts	55	27
Science	53	26
Engineering	55	27
Teacher Training	41	20
Total	204	100

Source: Primary Data

From the analysis it found that majority of the respondents 27% belong to both arts and engineering field, 26% of the respondents belong to science stream and 20% of the respondents belong to teacher training college.

The ethical values varies based on the individual perception, it has a high relation between the ethics and the code of awareness. Teachers being the major role in transforming the students this analysis have been rated to know the perception of ethical values which is more essential for the students.

Table 4: Average Rating of perception of ethical values

SA-“Strongly Agree”, A-“Agree”, N-“Neutral”, DA-“Disagree”, SDA-“Strongly Disagree”								
	Scores					Total	AVG	
Values	SA	A	N	DA	SDA	Score	Score	Rank
Responsibility	72	45	48	18	21	105	483	5
Respect	51	90	39	12	12	60	456	13
Freedom	63	60	45	30	6	30	468	10
Truth	75	63	45	10	11	55	431	14
Honor	31	65	39	49	20	100	574	2
Fairness	55	73	39	24	13	65	479	7
Reverence for Life	77	61	43	12	11	55	431	14
Devotion	87	70	20	16	11	55	406	19
Commitment	72	56	44	18	14	70	458	12
Tolerance	127	59	3	6	9	45	323	27
Objectivity	90	83	18	11	2	10	364	23
Equality of opportunity	50	78	39	27	10	50	481	6
Self esteem	23	49	39	46	47	235	657	1
Honesty	50	49	38	47	20	100	550	3
Trustworthiness	57	71	40	23	13	65	476	9
Benevolence	93	80	18	11	2	10	361	24
Human worth and dignity	88	64	19	24	9	45	414	16
Responsible citizenship	81	75	24	14	10	50	409	17
Patriotism	93	80	18	11	2	10	361	24
Reasoned argument	78	55	21	22	28	140	479	7
Respect for other's rights	119	48	15	13	9	45	357	26
Compassion	88	69	19	17	11	55	406	19
Open-mindedness	90	72	29	9	4	20	377	22
Social Coherence	75	86	22	10	11	55	408	18
Environmental friendly	50	49	38	47	20	100	550	4
Kindness	87	70	20	16	11	55	406	19
Humility	63	60	45	30	6	30	468	10

Source: Primary Data

Perception of ethical values was analyzed based on the 27 factors, five point likert scale was used to rate the variable. Self esteem is most important factor which enforces one's confidence level in performing all activities in better manner, it was occupied the top position and Tolerance level which reduce one negative character excelling out occupies the least rank. The ranking of the factors are given in the following rank: Self esteem, Honor, Honesty, Environmental friendly, Responsibility, Equality of opportunity, Reasoned argument, Fairness, Trustworthiness, Humility, Freedom, Commitment, Respect, Truth, Reverence for Life, Human worth and dignity, Responsible citizenship, Social Coherence, Kindness, Devotion, Compassion, Open-mindedness, Objectivity, Patriotism, Benevolence, Respect for other's rights, Tolerance.

Table 5: Perception towards teaching Ethics and Value practices

Statement	Agree	Strongly Agree	Disagree	Total Score
Students are not very concerned with ethics	22(11%)	34(17%)	148(73%)	534
Faculty members know what is considered ethical behavior in current trend.	79(39%)	98(48%)	27(13%)	460

College should play a big role in educating students about ethics.	57(28%)	135(66%)	12(6%)	453
College ought to help students to develop values.	45(22%)	147(72%)	12(6%)	441
I already help students to develop values in my classes	19(9%)	175(86%)	10(5%)	417
I would not feel comfortable incorporating ethics into my classes.	9(4%)	3(1%)	192(94%)	591
Strives for his/her continuous professional development	69(34%)	125(61%)	10(5%)	467
Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders	26(13%)	169(83%)	9(4%)	425
Takes pride in the teaching profession and treats other members of the profession with respect and dignity	37(18%)	160(78%)	7(3%)	438
Refrains from accepting any gift or favor that might impair or appear to influence professional decisions or actions	101(50%)	98(48%)	5(2%)	504
Avoids insulting their colleagues, especially in the presence of pupils, other teachers, officials or parents,	58(28%)	146(72%)	0	466
Respects the professional standing and opinions of his/her colleagues	66(32%)	138(68%)	0	474
Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.	93(46%)	102(50%)	9(4%)	492

Source: Primary Data

From the analysis, the teachers have opined that students are not concerned about ethics in their daily practices which is a sign of danger for the future, the teachers have revealed that, they refrain from accepting any gift or favor that might impair or appear to influence their professional decisions or actions in their career, which reflects teachers are ethically aware what to do and what not to do, it is high time to give awareness of ethics in their professional career which reduce the issues in the society also. Teachers are in the position to teach ethics in their daily routine class inhibiting where ever possible, which make awareness among students to sustain their behavior ethically sound.

Table 6: Source of Ethics and Moral values

S. No	Sources	SA	A	N	DA	SDA	Average Score	Rank
1	Learning experience from Family	161	21	8	10	4	937	VI
2	Practical Life experience gained	181	7	6	6	4	967	I
3	Learning from friends	166	21	5	7	5	948	IV
4	Learning from work environment	164	23	6	7	4	948	IV
5	Through Media	156	26	6	7	9	925	VII
6	Advise from experts	132	43	6	10	13	883	VIII
7	Through Religious Spiritual Mean	170	23	3	4	4	963	II
8	Through Public	175	12	8	5	4	961	III

Source: Primary Data

The above table reveals the source of ethical and moral values gained by teachers are through their routine practices, through spiritual means they learn ethical values, interaction with public and comments through public is also a media which educate the ethical and moral values among teachers, through their colleagues, higher official and sometimes students also gain the source of getting awareness on ethical practices, then occupies their family, experts in the academic area are also the source of getting aware of ethical practices.

Table 7: The values that transform the character of the students

Values	SA	A	N	DA	SDA	Average Score	Rank
1 Efficiency	131	49	6	10	8	897	V
2 Integrity	171	19	4	6	4	959	I
3 Discipline	164	22	9	6	3	950	II
4 Co-operation	161	18	10	8	4	927	III
5 Good Temper	158	20	6	7	13	915	IV

Source: Primary Data

The opinion of the teachers is very much important in the role of student. According to the study the essential character that transform the values of the students was integrity which occupies the first position, it make the students to be honest in all their duties with commitment and responsibility, then occupies the discipline which transform the student to have self control in them, next occupies the cooperation , good temper and efficiency which improve the values of the students to perform based on the situation and need.

Table 8: Values that influence the balanced life in future

Factors	SA	A	N	DA	SDA	Average Score	Rank
Personal and educational values	164	23	6	7	4	948	II
Social values	131	49	6	10	8	897	IV
Moral values	132	43	6	10	13	883	V
Spiritual values	156	26	6	7	9	925	III
Behavioural values	171	19	4	6	4	959	I

Source: Primary Data

From the analysis, the respondents have revealed that students 'behavioral values' has highest influence in balancing their life in future, personal and educational values has the second priority and spiritual values , social values and moral values occupies the consecutive position.

FINDING

Findings in this study indicated that

- Majority of the respondents 52% are male and 48% of the respondents are female and mostly the respondents domicile area is semi urban and the teachers are equally distributed ranging from 20% to 30% in arts, science, engineering college and teachers training in-

stitute.

- Perception of ethical values was analyzed based on the 27 factors, with five point likert scale techniques where self esteem was rated as the most important factor which enforces one's confident level in performing the activities in better manner, it was occupied the top position. The ranking of the factors are given in the following sequence : Self-esteem, Honor, Honesty, Environmental friendly, Responsibility, Equality of opportunity, Reasoned argument, Fairness, Trustworthiness, Humility, Freedom, Commitment , Respect, Truth, Reverence for Life, Human worth and dignity, Responsible citizenship, Social Coherence, Kindness, Devotion, Compassion, Open-mindedness, Objectivity, Patriotism, Benevolence, Respect for other's rights, Tolerance.
- From the analysis, the teachers have opined that students are not concerned about ethics in their daily practices which is a sign of danger for the future, the teachers have revealed that, they refrain from accepting any gift or favor that might impair or appear to influence their professional decisions or actions in their career, which reflects teachers are ethically aware what to do and what not to do, it is high time to give awareness of ethics in their professional career which reduce the issues in the society also. Teachers are in the position to teach ethics in their daily routine class inhibiting where ever possible, which make awareness among students to sustain their behavior ethically sound.
- The above table reveals the source of ethical and moral values gained by teachers are through their routine practices, through spiritual means they learn ethical values, interaction with public and comments through public is also a media which educate the ethical and moral values among repondents, through their colleagues, higher official and sometimes students also gain the source of getting awareness on ethical practices, then occupies their family, experts in the academic area are also the source of getting aware of ethical practices.
- The opinion of the teachers is very much important in the role of student. According to the study the essential character that transform the values of the students was integrity which occupies the first position, it make the students to be honest in all their duties with commitment and responsibility, then occupies the discipline which transform the student to have self control in them, next occupies the cooperation, good temper and efficiency which improve the values of the students to perform based on the situation and need.
- From the analysis, the respondents have revealed that students 'behavioral values' has highest influence in balancing their life in future, personal and educational values has the second priority and spiritual values , social values and moral values occupies the consecutive position.

Suggestion

From the thought of Swami Vivekananda - "We must have life-building, man-making, character building-education."

In the present digital era, there is wide opportunity to make awareness of the moral values and ethics values among students. It is high time to take necessary action to inculcate moral and ethical values in their curriculum and have a practice of formal and informal discussion on daily routine in all aspects from personal to career.

The following suggestions can be implemented

- Including moral and ethical values in their curriculum
- Providing value orientation in their curriculum than money orientation.
- Teaching through innovative methods to motivate them to get aware
- Conduction of programmes regularly stressing the values such as Personal Values, Social Values, Cultural Values, Spiritual Values, National values, Family values, Universal Values.
- Giving counseling to students based on their emotional behaviour.
- More community oriented activities should be arranged and social issues and their solutions should be addressed.
- Moral science subject should be introduced till higher education level.
- Teacher should be real initiator, inspirer and guiding person
- Should arrange training to inculcate the values in their regular practice, control emotions, to be compassion and lovable, taking responsibility etc.

CONCLUSION

The Radhakrishnan Commission (1948-49) highlighted the importance and the need to unite spiritual training in the curriculum of educational institutions. The Mudaliar Commission (1952-53) stressed that student's character and the behavior would depend on religious and moral instruction. The Ramamurthy Committee (1990) reviewed that the essential quality of education is, it must develop a set of values like love, compassion, social order based on truth and nonviolence and integrating the science with spirituality.

Considering the fact that students spend a great part of their life with teachers and in turn teachers contribute significantly into overall 'quality of students lives'. There are nu-

merous possibilities for teachers to influence the students to transform their attitude in good manner, and to feel that they can analyse their life style and behavioral attitude by understanding what is right, and deciding what they can commit for themselves and others, to create the kind of society they want to live in. In the light of the findings of the research, it is concluded that our faculty are aware of their responsibilities in shaping the moral and ethical values of student.

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