

ETHICS AND VALUE EDUCATION

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Abstract— Ethics are moral values in action, that refers to well-founded reasons of educational standards and are supported by consistent rights and wrongs and that prescribe what humans ought to do, what is or is not considered appropriate behavior in living one's life, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethical educational standards include those that enjoin virtues of honesty, compassion, and loyalty which relate to rights, such as the right to life, right to education, the right to freedom from injury, and the right to privacy. Ethics are codes of conduct that decide what is wrong and what is right in a particular circumstance and the continuous effort of studying our own moral beliefs, moral conduct and striving to ensure that the institutions helps to shape, live up to quality life, that are reasonable and solidly-based. This presentation explains that there is a role for cooperative ethical and valued education programs to explicitly educate about values and ethics, providing the strong foundations required for the development of the ethical practices and empowering the self.

Keywords: Ethics, values, appropriate behavior, institutions, circumstance, society, moral beliefs

I. INTRODUCTION

The term ethics is a fashionable term and it is possible to see it in almost every profession. In recent years, the ethics of practice has been a popular discussion topic in many professional fields, including education. It is important for the reputation of educational systems that they have an ethical culture. Ethics and values are about our actions and decisions that are fundamental beliefs, which we attribute to a character or a system and are strongly influenced by our sense of morality and are central to any organization or institution or an individual. We often get our ethical consciousness or moral sensitivity through events or circumstances along life's way. Ethics describes a generally accepted set of moral principles leading to a breach of a set standard of confidentiality. Values are relative worth of a quality or object that protect life and are respectful to the life values of self and others which makes something desirable or undesirable.

The ethics of our decisions and actions are defined not only according to society, but also individually and organizationally that which have a very broad acceptance. Ethics and values

tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Ethics of principled conviction asserts that intent is the most important factor. It includes creativity, innovation, independence of mind and respect for others in their diverse cultures, habits, and customs, all of which are crucial for an institution. Ethics is not about rhetoric, what we say, what we intend, what is written, or what has been framed into a credo, but rather ethics is about actions and attitudes. Ethics is not about the way things are, but about the way things ought to be. It is with stability of ethical principle. There are at least two dimensions of ethics:

a) The ability to discern right from wrong, good from evil, virtuous from vicious, and propriety from impropriety.

b) The commitment and courage to do what is right, good, virtuous, and proper and to decline not doing the unethical act.

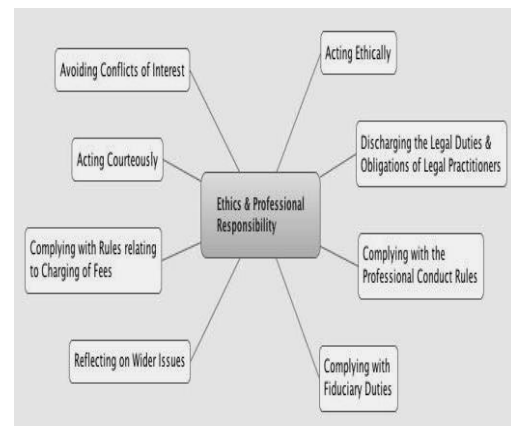


Fig: 1

Ethics and Values provide guidance and determine, the right versus the wrong, the good versus the bad, should versus shouldn't. Values include principles, qualities, standards, honesty, integrity, compassion, courage, honor, responsibility, respect and fairness, good, right and just. Ethics and values have an intrinsic worth in usefulness. We often frame our ethical choices in moral terms for fear that doing so, might prove offensive to some. And of course we have ethical dilemmas, where the choice is not between what we believe to be right and what we believe to be wrong, but between competing rights. The classic case: "Is it ethical to steal a loaf of bread to feed a starving child." The answer, "It

depends.” But that is another way. But Values are what we judge to be right and provide the basis for judgments about what is important for the organization to succeed. To behave ethically is to behave in a manner that is consistent with what is generally considered to be right or moral. Ethical behavior is the bedrock of mutual trust. Clearly our values influence what we will determine as ethical. However, ”values are our measures of importance, where as ethics represent our judgments about right and wrong”

II. VALUED EDUCATION

If ethics, values and morality are important for groups and organizations, they should also be important for education system. Basic honesty and conformity to law, conflicts of interest, service orientation and procedural fairness, the ethic of democratic responsibility, the ethic of public policy determination, and the ethic of compromise and social integration. Institutions and organizations are given the trust of the society and public to develop and carry out curriculums that are in the learner's best interest. Living up to this trust has a significant impact on the will of the students as well as their parents. Institutional authorities should have a moral duty to act in a trustworthy manner to produce value education

individuals are important, the institution has a major impact on the behavior of its members, and can have a positive or negative influence on their values.

One example of the development of ethical individuals is the service academies. In their admissions processes, the academies should try to attempt to get individuals of good character with the values and ethics integral to the academic profession. However, the academies should also recognize that their core values may be different than those prevalent in society, and they have to devote considerable efforts to the development and internalization of their core values, as is evident from periodic breaches of integrity, unethical values do not always succeed.

To increase the salience of ethics and to expand the information system, to focus on areas where ethics may come into play and to build an ethical climate, The information system should also support ethical behavior, and allow the strategic leader to know when or where there are potential ethical breaches so that corrective action can be taken and to Establish moral principles and to determine the core values which should guide the organization.

III. ETHICS OF VALUE EDUCATION

Value education involves reflecting on ethicality in a very conscious way. We are all different, and values vary greatly between people. Ethics pervades everything we do. As educational or professional persons, we are in the society, and ethics is embedded in that. We need to become more explicit about ethicality in our training, practice, and personal behavior, if we are to provide suitable ethical models and lead by example. But most of the culprits are well educated men and women. Few people had access to formal education, and most of the crimes were committed by illiterate people. With a huge expansion of the education system, educated persons would display civilized behavior, decency, good manners and ethical conduct. But, unfortunately there is a marked decline in the character, moral values and general behavior of students coming out of schools and colleges and, very little actions are being taken to implement this important part of the education policy.

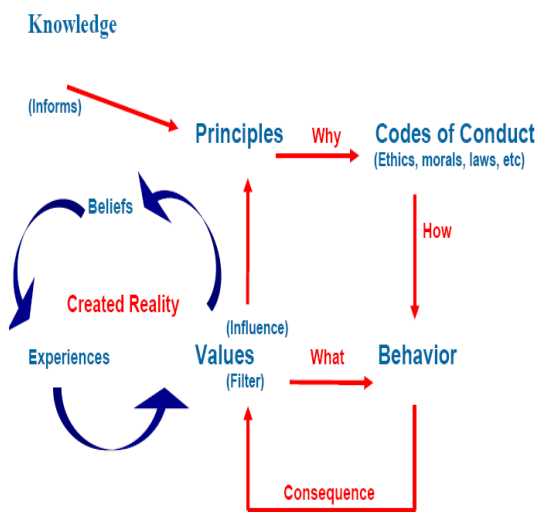


Fig: 2

It is easy to slip into unethical acts to gain a competitive advantage in the race for position or standard and the competition for scarce resources or conflicting loyalties. Most of an individual's ethical development occurs before entering an organization. The influence of family, peer group, community, and school will determine individual values. The organization, to a large extent, should deal with individuals whose value base has to be established. This might imply that ethical organizations are those fortunate enough which brings out ethical individuals, while unethical organizations brings about unethical people. While the internalized values of



Fig. 3

The ethics and values are essentially acquired during childhood, first in the home and then at school or colleges. Concrete action of framing curriculum, developing and adapting the innovative methods to inculcate values and ethics in children has to be established. Sometimes indirect method of instruction is more effective in building the character, moral and ethical values of students. It must be emphasized that consciousness of values must permeate the whole curriculum and program of activities in the school. Real life examples from lives of great personalities will have much greater impact on young minds than sermons on morality. Programs should also include extension activities and community service by teachers and students that teach dignity of labor and selfless service.

IV. THE ROLE OF ETHICS AND VALUE EDUCATION

The role of ethics and values in higher education is endless in the era of globalization. The importance of having ethics and value education should be taught at all levels of the education system. Value education can provide a unique learning environment which leans towards exploring the practice of professional values and ethics. Students need to be provided with learning opportunities to practice their ethical decision making before being exposed to the workplace. Value education programs need to scaffold opportunities to allow students to advance their understanding of ethical behavior and identify skills required to engage with ethical issues. We need to consider that graduates should not just be prepared to become acquirers of existing practice, but also become critical agents in the development and advancement of ethical workplace practice. The workplace presents an extension of this reality. Ethics cannot be taught as the impulse to act ethically precedes thought.

Although students cannot merely be taught with existing practices, culture and values, they need to be educated to acknowledge their commitment to their profession and the

workplace in which they practice. Workplace ethics and values systems are inherently important for the everyday proper and effective function of the workplace. Workplace values systems and ethical issues should be a part of the curriculum in order to advance student moral reasoning and development of professional identity. In describing values and ethics there are numerous, often colloquially used, terms with overlapping meanings, such as values, ethics, principles, morals, fundamentals and virtues, ability for a professional student to regulate their own conduct and ensure that they act ethically.

V. CONCLUSION

This presentation tries to explore considerations around workplace value systems, development towards a generic framework, and the opportunities of work placements that presents towards developing students to be critical moral agents. Ultimately, it is important for us to include value education in the delivery of the placement program. Graduates well-informed and rehearsed in making good ethical and moral character and taking sound decisions not only places in a good position of high integrity, it would also make a positive contribution to the overall operation of their future workplace and profession.

As in all professional and educational areas, whether that be medicine, law, nursing, or education, the process of ethics and value education can provide tools of thought for synthesis, analysis, and critical reflection. Educational systems and advisory boards need to develop their own code of ethics not only to reduce the risk of unethical conduct, but to reinforce the bonds of professional cooperation so sorely needed in any organization. Educational administrators are supposed to manage not simply an organization but an educational organization of ethics and ethical environment. Our responses to ethical challenges must be, amongst other things, articulately defended as thoughtful and reasonable and in the interests of the common good.

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