# Professional Ethics and Values Education in Higher Education

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**ABSTRACT**

The will to win, the desire to succeed, the urge to reach your full potential these are the keys that will unlock the door to personal excellence. The paradigm shift in the process of growth in higher education created the need for adapting effectively to the changing environment. As a consequence, educators have started realizing that long-term sustained growth requires culture; educators must be oriented towards humanness in pursuit of excellence. This may require reorientation of perspectives towards a deeper sense of purpose and direction to excel is to go beyond the average and become the best. It also means that the individuals or institution must have a passion for excellence. The very foundation of our society demand that the main they between the educator and the learner should be two sincere desires; the learner's desire to grow better and the educator's desire to see the learner better than he already is. In the quest for excellence, higher education institutions must necessarily care for their stakeholders. That is learners, educators, parents, community and so on. The basic elements around which passion for excellence in higher education revolves are;

**KEYWORDS:** Professional Ethics, Values Education, Higher Education

**W**e are living in an "ICE-age of information, communication and entertainment. The vast technological changes have wrought wide spread transformation in social and cultural condition. We are more and more being drifted towards westernized education leaving aside rich traditional values and ethics.

### Professional Ethics

The word 'ethic' is derived from ethos's or way of life which is philosophical discipline for human being Ethics is about how are we understand and build the best character and based on that understanding how are treat each other as human beings, using the three dimension of axiology, ethics addresses what is right and wrong legally, socially and morally. The axiological ideal is integration among the three.

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Throughout history many ways of understanding ethics have been formulated this methods can also be divided into three groups applying the three dimension of axiology.

1. Systematic codes (Legal, Political and Financial ordering systems )
2. Situational means ends approaches (Social, Cultural norms & Traditions)
3. Spiritual Guides and teachings (Religion)

All Societies adopt one or more of this in some form. To establish a foundation of social order and stability. Axiology can integrate all three groups according to the logical order of value. The ordering of ethics according to a logic structure of value is a very new approach for ethical problems and related issues. The approach is positive and constructive. Emphasizing building values and unfolding value potation for both individuals and organization. This focus replaces negative reactive approaches.

Today the public interest in values and ethics is greater than ever before in history. Exercises in dealing with different sets of values according to axiology can provide an effective first steps in rising awareness about values and in ethics training (Ethics = good character) the process of developing values/ ethics is anchored in over cultural origins. One of history's greatest lessons in ethics: "all living things aim toward a purpose or grow in such a way to develop built-in potential."  The program me of instruction provided in ethics to develop good character is clear and easy to follow:

1. Recognize that each person has built-in potential that can be developed and this development is the best character. Through observing others it is apparent that some develop their potential and some do not. It is instructive to note the difference.
2. Imitate excellence that others have already developed and avoid imitation those who have not developed their potential.
3. Practice this imitation of excellence at all times and in every way possible .this consistent practice establishes good habits and behaviour.
4. Reflect on these habits and confirm that you are developing your own built-in   potential toward becoming the very best person you

***What is Value Education?***
***"Values are rules"***
"*Values are like finger prints nobody's are the same, but you leave them all over everything you do.*"
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*-Elvis Presley, 20<sup>th</sup> century American celebrity entertainer*
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"*Every man at the bottom of his heart, wants to do right but only he can do right who knows right only he knows right who thinks right: only he thinks right who believes right.*"
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**-Tiorio**
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*"I haven't taught people in 50 years what my father taught by example in one week."*

**-Mario Cuomo in Time**

In the eighty first reports on value based education the parliamentary standing committee (1999) has identified values to be inculcated among students are classified into:

| *Core Universal Values* | *Specific Values* |
|---|---|
| **1.** Truth (satya) | **1**. personal value |
| **2.** Righteous conduct (dharma) | **2**. Social value |
| **3.** Peace (shanty) | **3**. National value |
| **4.** Love (prem) | **4**. Religious value |
| **5.** Non-violence (ahinsa) | **5**. Human value |
| **6.** Aesthetic value | |

Value based education is a major concern for a pluralistic society. In every society only that which is' valued is propagated through education. Yet any attempt to conceptualizes value is a very complex' construct perhaps qualititative approach is more appropriate than quantitative measures. Values are outcomes of human experience individual and collective inculcation of values can be attempted on the premise that well thought out selected 'experiences' can be redesigned and provided. Values are a guiding principle in one's life. In the realm of psychology value is the maintenance of a set towards the Attainment of a goal. In sociology it is a desirable behaviour of any individual based on social mourns customs and etiquettes of any society.

Education is a vast area and values education is one of its dimension According. To some scholar value. And educations both are intrinsically associated and therefore it may be said that values. Which means value education is instrumental as well as terminal in all educational. Endeavor. Values are far more complex construct value give directions to our behaviour at different levels individual, family, group, community, district, state, national and international.

### Higher Education

Education is a "man making process" said swami Vivekananda. The man makers are teachers who play a vital role in imparting education with ethical values. The education system has changed from gurukula education to cyber space education. The last two decades have witnessed a paradigm shift in the process of imparting and learning education.

Higher education is essential for all round development of the child. the first and for most aim of the higher education is the formation of character of the child . the higher education has always been linked with society so the concept of the education should pave the way for the upliftment if the society.

*Objectives of the study*
1. Values are linked to fundamental beliefs.
2. When we teach we communicate values.
3. Values permeate educational activity.
4. Values are not always held consciously.
5. Consensus on values is unlikely and therefore.
6. A set of values to be identified.

*Research Questions*
1. What are strategies for teaching values Education?

## RESEARCH METHODOLOGY

1. Modeling positive and negative rein forcemeat Manipulating alternatives: Games and simulations and role playing.
2. Moral dilemma episodes with small group discussion and relatively structured and argumentative without necessarily coming to a right answer.
3. Structured rational discussion that demands application of reasons as well as evidence testing principles'; anal zing analogous eases; and research and debate.
4. Role – Playing games simulations, contrived or real. Values – laden situations Exercises. In – depth self- analysis sensitivity activities Small group discussions.
5. Methods listed for analysis and values clarification projects within school and community practice.
6. Skill practice in group organizing and developing interpersonal relations.

*The Strategies for Teaching Values Education*
1. Educating the whole person by focusing on student knowledge .behavior and feeling
2. Choosing content that honors and rewards virtue in exemplars and encouraging reflection on values content.
3. Using quotes, pledges, codes, and guideline.
4. communicating clearly, consistently, sincerely with high expectation for all students;
5. Developing student skills in resisting peer pressure maintaining self-respect and resolving Conflicts in nonviolent ways.
6. Being a good role model through positive personal example.
7. Using and requiring respectful language.
8. Using the aeration of and even – handed enforcement of just classroom rules to teach Core values (compassion, courage, courtesy, fairness honest, kindness, loyalty,
9. Perseverance respect and responsibility Reinforcing the diligent work and virtuous behavior of students with praise and appreciation Correcting unethical, immoral and disrespectful behavior or become an enabler;
10. Having students work together co-operatively in heterogeneous groups involving peers ,

11. Parents and community encouraging student involvement in community service: and Teaching not preaching.

*Points for Reflection*
1. **Within school** Much of what is currently happening in values education in school seems to be taken for granted and not explicitly discussed. This may no longer be enough in the context of changes in society together with the ever – increasing ability to communicate
2. **Getting the message across to pupils** Moreover it is important to raise the debate not just about how values and understanding of values are developed by individuals.
3. **Breadth of vision** The primary purpose of a school is to enable children to learn. staff therefore  tend to emphasis values which are necessary to operate successfully as a member of a class or school reach beyond to values relevant to life outside school ?
4. **What pupils learn does not always reflect what teacher teach** Pupils pick up values through the hidden curriculum and staff may want to re – examine their practices for any concealed messages being conveyed.
5. **Schools and community** while school have an important role all aspects of children's education; everyone agreed that the development of young children's values depends on partnerships between parents and schools. This raises the important questions about how parents, parents' and teachers' group and school can collaborate in developing a school's policy and practices for values education.

*Approaches to Values Education*
1. *Values Education*
   Values education is an explicit attempt to teach about values and / or valuing. There are five basic approaches to values education; inculcation, moral development, analysis, values clarification, and action learning.

2. *Inculcation*
   Most educators viewing values education from the perspective of inculcation see values as socially or culturally accepted standards or rules of behaviour. Valuing is therefore considered a process of the student identifying with and accepting the standards or norms of the important individuals and institutions within the society. The student "incorporates" these values into own value system. The educators take a view of human nature in which the individual is treated, during the inculcation process, as a reactor rather than as an initiator. Extreme and even define the needs and goals of the individuals.

   However, advocates who consider an individual to be a free, self – fulfilling participant in society tend to inculcate values especially values such as freedom to learn, human dignity, justice, and self- exploration. Both the social and individualistic oriented would argue on the notion that certain values are universal and absolute. The source of these values is not

open to debate. on the hand some advocates argue they derive values from the natural order of the universe; others believe that values originate in an omnipotent creator.

3. *Moral Development*

Educators adopting a moral development perspective believe that moral thinking develops in stages through a specific sequence. This approach is based primarily on the work of Lawrence Kohlberg as presented in his 6 stages and 25 "basic moral concepts.' This approach focuses primarily on moral values, such as fairness, justice, equity, and human dignity; other types of values (social, personal, and aesthetic) are usually not considered. it is assumed that students invariantly progress developmentally in their thinking about moral issues. They can comprehend one stage above their current primary stage and exposure to the next higher level is essential for enhancing moral development. Educators attempt to stimulate students to develop more complex moral reasoning patterns through the sequential stages.

Kohlberg's view of human nature is similar to that presented in the ideas of other developmental psychologists such as Piaget, Erikson, and loevinger etal. This perspective views the person as an active initiator and a reactor within the environment, but neither can the environment fully mould the individual. A person's actions are the result of his or her feelings, thought, behavior's, and experiences, it cannot determine its form. Genetic structures already inside the person are primarily responsible for the way in which a person internalizes the content, and organizes and transforms it into personally meaningful data. The moral development technique most often used is to present a hypothetical or factual value dilemma story, which is then discussed, in small groups. Students are presented with alternative viewpoints within these discussions, which is hypothesized to lead to higher, more developed moral thinking. Conducting moral discussion in the classroom an example is cited below:

## CONCLUSION

In conclusion, each of the approach's to values education has a view of human nature, as well as purpose, processes and methods used in the approach for example the inculcation approach has a basic view of of human nature as a reactive approaches, on the other hand, view the human nature as going back and forth between active and reactive where as the action learning approaches views human nature as interactive. The following table provides an outline of the most important features' for each of the approaches.

*Conflict of Interests*

The author declared no conflict of interests.

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