

Ethical Horizons: Journeying Into The Values Of Tomorrow's Teachers

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ABSTRACT

Human values perception is the set of principles that influence and guide people's attitudes, behaviors, and perceptions during the course of their life. Values are most often reinforced by society because its foundations are found in national culture, families, friends, teachers, and other environmental factors. Before the modern notions of values education and character education had even begun to take shape, the idea of moral education was at the forefront. It was thought to be crucial that people learn moral principles through indoctrination (Althof & Berkowitz, 2006). It comes from the Latin word "valare," which means strong or valuable (Bilgin, 1995). The significance of teacher education and the influence of human values on the development of future leaders are the main topics of this paper. The article addresses the necessity of human values education being included into teacher education programs and offers illustrations of how higher education institutions might encourage value orientation among their constituents. The paper also looks at the codes of ethics that the teaching community has created and stresses how important it is for educators to perceive human values. This paper focused on the idea of how people perceive values. The paper addresses a recognized need to investigate how potential teachers perceive the significance of human values.

Keywords: Higher Education, Human Values, Perception ,Prospective Teachers,Teaching Community

INTRODUCTION

In an era marked by rapid technological advancements, evolving social landscapes, and complex global challenges, the role of educators extends far beyond imparting knowledge. Educators play a pivotal role in shaping not only academic achievements but also moral and ethical development in students (Berkowitz & Bier, 2005). Tomorrow's teachers must navigate a myriad of ethical considerations as they guide the next generation towards a sustainable and just future. This paper embarks on a journey into the ethical horizons shaping the values and practices of educators in the coming years. Drawing upon philosophical frameworks, educational theories, and empirical research, this paper explores the multifaceted dimensions of ethical education. Integrating ethics into the curriculum can enhance students' moral reasoning, empathy, and ethical decision-making skills (Lapsley & Narvaez, 2004). It delves into the principles that underpin ethical teaching practices, examining the intersection of ethics, pedagogy, and social justice. Digital citizenship education can empower students to navigate the complexities of the online world responsibly and ethically (Ribble, 2015). As technology becomes increasingly integrated into educational settings, educators must navigate the ethical implications of digital platforms and virtual interactions. An essential part of the educational system is teacher education. It is influenced by a country's ethos, culture, and character and is closely linked to society. The objectives of the constitution, the guiding principles of state policy, the growth of knowledge and socioeconomic issues, the expectations that are emerging and the changes that are occurring in the field of education, etc. all require a futuristic education system to respond appropriately and offer the framework in which teacher education programmers must be seen. Education for leadership is provided by higher education. Future leaders are greatly influenced by the qualities and ideals that are upheld in universities. Numerous higher education institutions concurrently demonstrate academic brilliance, have green campuses with a variety of ethics curriculum, actively participate in community engagement, and are skilled at orienting stakeholders toward values. Everyone agrees that elevating the standing of the teaching profession is necessary to preserve its integrity and dignity. It is therefore thought vital to have a code of ethics, which the teaching community itself may develop for its own guidance. Strike (2014) emphasizes the importance of fostering a community of ethical inquiry within educational institutions, where students and educators engage

in dialogue and reflection on ethical dilemmas. Human values constitute the moral compass that guides individuals through their personal and professional lives (Kohlberg, 1984). Embedded within societal structures and interpersonal relationships, these values are reinforced through cultural norms, familial teachings, and educational experiences (Gibbs, 2003). As educators, understanding the significance of human values is paramount, as it shapes not only our own conduct but also that of the future generations we nurture (Noddings, 2002). While traditional approaches to moral education emphasized indoctrination, contemporary perspectives emphasize the cultivation of critical thinking and ethical reasoning skills (Strike & Soltis, 1998). In light of these shifts, the integration of human values education into teacher training programs emerges as a pressing need (Ryan & Bohlin, 1999).

STATEMENT OF THE PROBLEM

Values act as general standards in all circumstances and have a significant impact on an individual's behavior and attitude. India's intellectual environment is changing quickly. In order to satisfy the demands of the twenty-first century, it is now imperative that the educational system be redesigned. The first education policy of the twenty-first century in India is the National Education Policy (NEP) 2020, which attempts to address the numerous expanding developmental imperatives of our country (NPST 2021). Teachers who want to lead in education are nurtured by human values, professional knowledge, practice, and development; in order for them to become successful future leaders, teachers need to learn from other seasoned leaders. Hence the paper entitled "Unveiling Perspectives: Exploring Human Values among aspiring Prospective Teachers

NEED FOR THE STUDY

Human values serve as the foundation of the human race and serve as the rules by which people live. Human values are frequently defined as universal, meaning that everyone shares them regardless of their personal background, nationality, religion, or culture. To better understand the influence of moral values on teachers in educational institutions and how it contributes to their professional knowledge, practice, and development, a secondary study was conducted. We will comprehend the morals, values, and beliefs of the teacher and discover both their good and poor traits via the study of professional knowledge and practice growth aimed at maximizing their pleasure and well-being. Professional growth, practice, and knowledge teach us how to live and deal with problems by looking at the problems and the obligations.

REVIEW OF RELATED LITERATURE

Sreekala (2021) "Developing an interactive multimedia package on moral values based on select life skills for upper primary school students". Results inferred that "The Package is significantly effective in the acquisition of Moral Competence in upper primary school students and also for retaining the acquired moral competence."

Demireet al., Engin (2021) Value Perceptions and Views on the Development of Values in Education Faculties by "University Teacher Candidates" The purpose of this study is to ascertain how teacher candidates see values and how they feel about values being taught to them in education institutions. A survey approach was employed in the study to characterize the current state of affairs. In this instance, 2274 teacher candidates answered a questionnaire. The findings of the study indicate that male teacher applicants had lower value perceptions than female candidates. Compared to teacher applicants who selected teaching because they loved it, those who picked it because they had to had poorer value perceptions.

Preey, Emily (2021). Through a small-scale research of the facilitators of a teacher professional development program in the Further Education and Skills sector in England, this study adds to the body of knowledge regarding professional development facilitators. Three areas of practice—content, pedagogy, and embodiment—are identified by the facilitators through the utilization of qualitative data collected from participants and facilitators. We outline the facilitators' decisions about these activities and the ways in which these decisions interact, pointing out that modeling is a crucial practice where pedagogy and content meet. We demonstrate how the decisions made by the facilitators were reinforced by prior knowledge, continuing education, and participant input.

Maheswar Panda, (2020) Personal Values Among Prospective Teachers in The Context of Their Family Structures and Locality, This study aims to investigate the personal values of students enrolled in teacher education programs and the ways in which family structures and locality impact these values. To investigate the levels and trends of student-teachers' personal values as well as the impact of family structure and location on the values of aspiring teachers, a survey method was used. Initially, the study's sample consisted of 100 student teachers from the College of Teacher Education in Balasore, chosen using the purposive sampling technique. The types of families did not significantly affect the potential instructors' personal values.

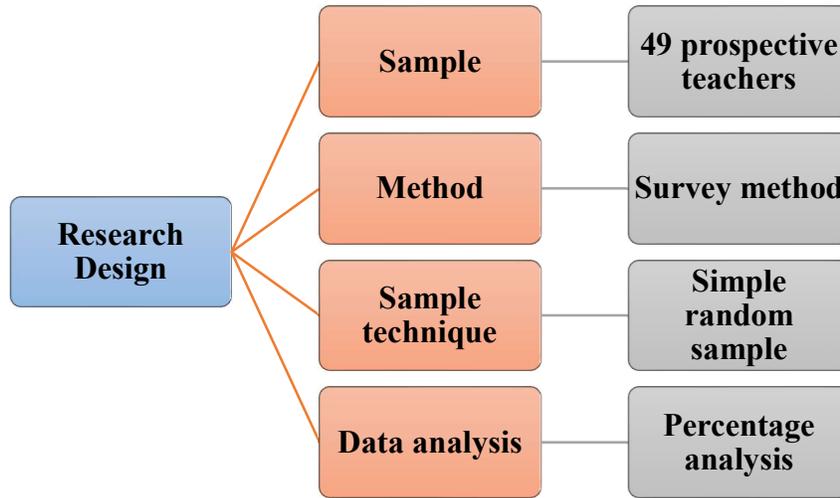
OBJECTIVES OF THE STUDY

- ❖ To find out the level of human value perception among perspective teacher.
- ❖ To know the Human Value perception among UG and PG Prospective teachers.
- ❖ To analyses the Human Values among Generation I and II prospective teachers.
- ❖ To analyses the significant correlation between human values cherish (HVC)and human value practice(HUP).

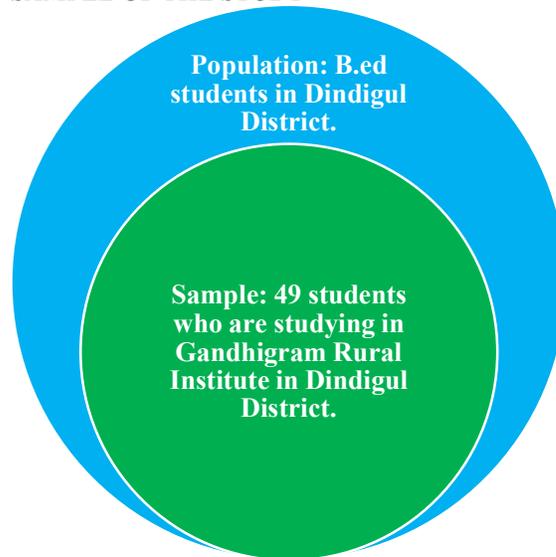
HYPOTHESIS OF THE STUDY

- ❖ There is no significant correlation between Human Values Cherish (HVC) and Human Value Practice (HVP)

RESEARCH DESIGN



POPULATION AND SAMPLE OF THE STUDY



The population of the present study consists of B.Ed students in Dindigul District. In Investigator has proposed to select 46 students who are studying at Gandhigram Rural Institute in Dindigul District.

DESCRIPTION OF THE TESTING TOOL

Using the survey method, information is gathered from respondents with the use of questionnaires. The respondents are given a questionnaire. The survey was standardized by Sr. James Celine and S. Sathayagirirajan. The instrument comprises 49 questions, and the answers might be utilized to gauge the in the people. For each question, the respondent can select an option that best expresses their perspective.

ADMINISTRATION OF THE TOOL

The investigator used the instrument after getting the head's approval. They received precise instructions on how to use the tool to respond to the inquiry. Subsequently, the investigator obtained the tools from the students and used the score key to evaluate the questions.

Data Analysis and Interpretation

Percentage Analysis

The investigator employed percentage analysis to analyze the raw stream of data and display it as a percentage for better understanding. The relative items are compared by the investigator. Because the percentage brings everything down to a single base, it makes meaning comparisons possible. For the purposes of this study, 49 aspiring instructors served as samples. The total score for human value perception was gathered, the results of a

descriptive analysis were tallied, and the analysis was completed.

$$\text{Percentage Analysis} = \frac{\text{Number of respondents}}{\text{Total no of respondents}} \times 100$$

The investigator adopted Percentage Analysis for the data analysis.

Table 1.1 Percentage Frequency table for demographic variables of Prospective teachers

S.No	Demographic variables	No of Students	Percentage
1.	Rural	31	62%
2.	Urban	18	38%
3.	UG	30	60%
4.	PG	19	40%
5.	Generation I	39	79%
6.	Generation II	10	21%

Table 1.1 reveals that the present study consists of 62% of rural prospective teachers and 38% of urban prospective teachers. The graduation level for the prospected teachers was observed and the corresponding percentage was tabulated. It was found that 60% of UG prospective teachers and 40% of PG teachers were involved in this present research which was revealed in the above table 1.1. Table 1.1 reveals that 79% of Generation I prospective teachers and 21% of Generation II prospective teachers were taken as samples for the present study.

Table 1.2 Human Values Perception Among Prospective Teachers

S.no	Level of Human Values Perception (HVP)	No. of Prospective Teachers	Percentage of the Prospective Teachers
1	High	8	16.32%
2	Average	34	71.42%
3	Low	7	14.28%

The levels of human values perception of prospective teachers were evaluated with the help of the formula as
 High and low Human Value Perception = Mean +/- Standard Deviation
 Minimum Human Value Perception = Mean +Standard Deviation
 Low Human Value Perception = Mean -Standard Deviation to minimum score of Human Value Perception
 Average level of Human Values Perception = Scores between Human Value Perception – and Low Human Value Perception

It is found that 16.32% of prospective teachers are in high Human Value Perception, 71.42% of prospective teachers are in average Human Value Perception and 14.28% of prospective teachers are in average level of Human Value Perception.

Table 1.3 Human Value perception with respect to rural and urban prospective teachers

Locality	Number of Students	Mean	Standard Deviation	t value
Rural	31	116.74	12.75	2.277
Urban	18	122.78	5.68	

The rural prospective teacher’ mean value and standard deviation with respect to Human value perception is 116.74 and 12.75 respectively. The urban prospective teacher’s mean value and their standard deviation are 122.78 and 5.68 respectively. Table 1.3 reveals this information. t value 2.277 shows that there is a significant difference between Rural and Urban Prospective Teachersin their Human Values Perception.

Table 1.4 Human Value perception with respect to UG and PG Prospective Teachers

Graduation	Number	Mean	Standard Deviation	t value
UG	30	124.4	7.546	2.031
PG	19	117.6	13.297	

Mean values and standard deviation values of Human values perception for UG and PG prospective teachers were calculated and tabulated in table 4.5. The mean values for UG and PG prospective teachers with respect to Human values perception in 124.4 and 117.6 respectively. The standard deviation for rural prospective teachers is 7.546 and for urban is 13.297 respectively with respect to Human values perception. . t value 2.031 shows that there is a significant difference between UG and PG Prospective Teachersin their Human Values Perception.

Table 1.5 Human value perception among Generation of prospective teachers.

Generation	Number	Mean	Standard Deviation	t value
Generation I	39	119.03	12.55	3.51
Generation II	10	128.1	5.13	

Mean values and standard deviation values of Human values perception for Generation I and Generation II prospective teachers were calculated and tabulated in table 1.5. The mean values for Generation I and Generation II prospective teachers with respect to Human values perception in 119.03 and 128.1 respectively. The standard deviation for Generation I prospective teachers is 12.55 and 5.13 respectively with respect to Human values perception. . t value 2.031 shows that there is a significant difference between Generation I and Generation II Prospective Teachersin their Human Values Perception

HYPOTHESIS I: There is no significant correlation between Human Values Cherish (HVC) and Human Values Practice (HVP).

Table 1.6. Correlation between HVC and HVP

Category	Mean	Total No. of Students	Correlation Coefficient	P value
HVC	59.49	49	0.806	0.000
HVP	59.65	49		

Pearson's correlation coefficient is represented by the Greek letter rho (ρ) for the [population parameter](#) and r for a [sample](#) statistic. This correlation coefficient is a single number that measures both the strength and direction of the linear relationship between two continuous variables. Values can range from -1 to +1. Strength: The greater the absolute value of the Pearson correlation coefficient, the stronger the relationship. Direction: The sign of the Pearson correlation coefficient represents the direction of the relationship. Table 1.6 Infers that the relationship between HVC and HVA is greater in strength. This is because their correlation coefficient value is 0.8. This also shows that HVC and HVA are highly or strongly correlated. And the correlation coefficient has positive sign. This shows that these two variables (HVC and HVA) are positively correlated which infers that if HVC increases HVA also increases positively. The significant value 0.000 indicates that there is significant correlation between HVC and HVA. Hence hypothesis I is rejected and it is concluded that there is significant correlation between HVC and HVA among prospective teachers.

FINDINGS OF THE STUDY

- ❖ The present study consists of 62% of rural prospective teachers and 38% of urban prospective teachers.
- ❖ The statistical analysis reveals that 16.32% of prospective teachers are high human value perception, 71.42% of prospective teacher are in average human value perception and 14.28% of prospective teacher are in low of human value perception value.
- ❖ That the mean value of UG prospective teachers with respect to Human Value perception is 124.4. It is higher than the for PG prospective teachers' mean value with respect to Human value perception (117.6).
- ❖ The mean value of urban prospective teachers are higher than the rural prospective teachers with respect to Human Value perception.The mean value of UG prospective teachers with respect to Human Value perception is 124.4. It is higher than the for PG prospective teachers' mean value with respect to Human value perception (117.6).
- ❖ It was found that the mean value of generation I with respect to human value perception is higher than (119.03) for generation II (128.1).
- ❖ There is a significant correlation between Human values perception (HVP) and professional knowledge, practice and development (PKPD).

EDUCATIONAL IMPLICATIONS

- ❖ **Targeted Training Programs:** Since the study reveals a difference in human value perception between rural and urban prospective teachers, educational institutions can design targeted training programs to address this gap. These programs can focus on values education, empathy-building exercises, and cultural sensitivity training to help prospective teachers better understand and connect with diverse communities.
- ❖ **Curriculum Development:** Considering the difference in human value perception between undergraduate (UG) and postgraduate (PG) prospective teachers, curriculum developers can integrate modules or courses that emphasize the importance of human values in teaching practices. This could include discussions on ethics, social justice, and inclusive pedagogy to prepare teachers to promote positive values in the classroom.
- ❖ **Professional Development Initiatives:** Given the significant correlation between professional development (PD) and professional practice (PP), educational institutions and policymakers can invest in professional development initiatives that focus on enhancing teaching practices. These initiatives could include workshops, mentorship programs, and peer observation opportunities to support teachers in improving their instructional strategies and classroom management skills.
- ❖ **Integration of Human Values in Teacher Education:** Since there is a significant correlation between human values perception (HVP) and professional knowledge, practice, and development (PKPD), teacher education programs should integrate discussions on human values into their curriculum. Emphasizing the importance of ethical decision-making, empathy, and respect for diversity can help prospective teachers develop a strong foundation for their professional practice.
- ❖ **Generation-Based Approaches:** Considering the difference in human value perception between different generations of prospective teachers, educational institutions can adopt generation-based approaches in their teacher education programs. This could involve tailoring instructional methods and resources to align with the values and preferences of each generation, thereby enhancing engagement and effectiveness in teacher preparation.
- ❖ **Promotion of Interdisciplinary Collaboration:** Given the interdisciplinary nature of the findings, educational institutions can promote collaboration between different departments or disciplines involved in teacher education. By fostering collaboration between departments such as education, psychology, and sociology, institutions can offer a more comprehensive and holistic approach to teacher preparation that addresses both pedagogical skills and values development.

RECOMMENDATIONS

Based on the results of the comparisons between different groups, such as rural vs. urban students, undergraduate vs. postgraduate students, and Generation I vs. Generation II, here are some recommendations

The differences observed between rural and urban students, as well as undergraduate and postgraduate students, suggest that there may be disparities in values education based on socio-economic backgrounds or educational levels. Educational institutions and policymakers should consider implementing targeted interventions to ensure equitable access to values education across diverse student populations. Understanding the differences in values between different generations can inform curriculum development. Educators can design curricula that resonate with the values and experiences of specific generational cohorts, thereby enhancing engagement and relevance of educational content. Given the significance of human values in shaping future leaders, teacher training programs should integrate comprehensive modules on values education. Prospective educators need to be equipped with the knowledge and skills to foster moral development and ethical reasoning in students, irrespective of their backgrounds or generational differences. Educational institutions should foster environments that celebrate diversity and promote inclusivity. By acknowledging and respecting the values inherent within various socio-cultural contexts and generational perspectives, schools can cultivate a sense of belonging and mutual respect among students and faculty members. The effectiveness of interactive multimedia packages, as indicated by the study, underscores the potential of innovative pedagogical approaches in values education. Educators can leverage technology and multimedia resources to create engaging learning experiences that facilitate the acquisition and retention of moral competence among students. Further research is needed to explore the nuanced factors influencing values formation and perception among different student groups. Longitudinal studies tracking the development of values across various demographic variables can provide valuable insights into the effectiveness of educational interventions and inform evidence-based practices in values education.

CONCLUSION

Human values is an element which relates one with our human being. Connecting, Comforting and reassuring are the effects given by human values. The process of showing moral respect to people and appreciating their priceless gestures, emotions, and—most importantly—the presence of non-living things is known as human worth. This study precious that most of the prospective teachers .This should be improved influence to attain high human values perception to respect, value, comfort, connect and others. This paper also indicates the substantial beneficial association between human value practice and human value cherish. This shows that the prospective

teachers of Gandhigram Rural Institute has a strong co-ordination with cherish and practice of human values. This shows a positive generation signal for their future. The prospective teachers' professional practices and professional development shows moderates relationship in this paper.

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