# Ethics in Higher Education
# A Study Approach to the Value System of the Coming Buddy Managers

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*Abstract-* **A sample of 50 teachers and 50 College / University going students within the reach (on the convenience of researcher) had been taken for the purpose by having consultation, questionnaire feedback. The key abstract of research findings and recommendations are as follows:**

**Broadly, there is a lack of value education in present day education and there is a strong need to rejuvenate it. Additionally, where there sometimes these amenities exist, they are just on the papers or just practiced to complete out the formalism, i.e. teaching the syllabus and writing out the exams. There is hardly any relativism in between these scored marks and values actually practiced. There is a strong need to recast this system by adding workshops, social projects and other social contribution causes to the existing system to make the coming managers ethically sound and stable strengthening our corporate world as well as society at large.**

*Keywords: Ethics; Higher Education; Values; Value Education; Relativism; Social Projects; Social Contribution Causes.*

## I.   INTRODUCTION

Ethics… In an era of widespread corporate and political scandal, higher education educators and leaders face their own crisis of integrity.  Scandals on college campuses mirror the ethical lapses found in every sector and range from racial and sexual discrimination to the misuse of public funds and sports violations (Lucas, 2009). Our ethical crisis is arguably larger than our financial crisis. Honesty and integrity should be the bedrock of the interpersonal relationships that support how our institutions function. If we can't even establish academic integrity in our schools, colleges, and universities, how can we expect business and governmental practices in which we can have confidence? We can't (Keller). In this context, Education does not end only with mastery over few languages or subjects. It also means opening the doors of the mind, cleansing the soul and realization of the self. We, as Indians do have a rich and huge volumes of spiritual heritage but it is a matter of regret that we are encashing on our enriched heritage. At various levels of the Indian education system in general and the higher Technical Education in particular, the ethical considerations have lost its value and place. In real life, the ethics are neither taught through text books nor preached and advocated through any other media of learning or teaching. Hence it is very difficult to find good people with ethical flavor and very easy to find large number of Unethical managers, bureaucrats, educationists, corporate heads, politicians and elected representatives (Pabla, 2011). It is the time for us to identify the causes of the decline in ethics and also identify all those factors and circumstances which are responsible for the same and who all are going to suffer from this deterioration of ethical values (Pabla, 2011), since Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. Ethical behavior and independent thought are essential for the highest level of academic achievement. Academic integrity is the foundation for excellence (Louder, 2011). Unfortunately, most recent initiatives to improve learning in colleges and universities have largely neglected ethics and academic integrity (Keller) and education on professional ethics is often expected to occur naturally without explicit discussion (Brown - Krager, 1985). Moreover, ethical behavior is not something easily accounted for on an audited balance sheet. It must be based on how we learn to think about what is right, accept responsibility, and promote honesty – even when no one in authority is watching. It will come from a well-planned cultural transformation; one that promotes ethical behavior based on a shared understanding that it is necessary to restore confidence in each other, our communities, and the fundamental institutions of our society (Keller).

Then, in what ways must a university with international aspirations prove its adherence to universal principles? A number of mechanisms exist to lessen the possibility of corruption and lower the perception that a university system could be corrupt. These include codes of conduct for faculty, administrators, and students; statements of honesty on public Web sites; university "courts" to hear cases of misconduct; and annual reports to the public on changes in the number and types of incidents on a year-by-year basis. Regular surveys of students and faculty would be helpful. This suggests that when the potential of exposure and

professional embarrassment becomes real, the propensity to engage in corruption declines (Heyneman, 2011) Graduate and professional school students cannot become ethical and moral practitioners unless they are confronted with their ethical responsibilities as students and work with advisors and professors who exhibit ethical behavior. Faculty and students have ethical responsibilities related to their roles within graduate education. Students do not have to wait until they are professionals to consider and practice ethical behavior, nor can faculty neglect ethical considerations in their daily interaction with students (Brown - Krager, 1985). Students introduced to ethics via the pragmatic approach need not see ethics purely in terms of external constraint. Modules can be designed to help them acquire some understanding of the principles and moral arguments that were used in the formulation of the rules, or to facilitate their internalization of the values implicit in the rules. However, this does not always happen in practice and for some students in Higher Education, their experience of ethics learning and teaching will be largely confined to a pragmatic agenda (Gosling - Illingworth, 2004). Remind the old Buddhist saying: "No one is my friend, no one is my enemy, and everyone is my teacher" (Buddhist Quotes and Sayings, 2005). Mentors are teachers, yet they are also students, learning from and with their counterparts and others. These are lofty goals, yet attainable by mentors who consider and understand the ethics of mentoring as caring (Hansman, 2009). All this reveal us a need to work on the problem and let the research lead towards fulfilling following objectives:

1) To comment upon the existence of value education in present day education;
2) To find about the state of its existence in higher education institutions;
3) To correlate between the scores of value education curriculum and the values gained;
4) To recommend the need of its rejuvenation / recasting;
5) To propose out the ways for such recreation and its impact on society thereof.

## II. METHODOLOGY

A sample of 50 teachers and 50 college / university going students within the reach (on the convenience of researcher) had been taken for the purpose by having consultation, questionnaire feedback. Online questionnaire, mail questionnaire & personal interview have been used for the purpose. In addition, observation has also used for the purpose, wherever deemed necessary. Tools and techniques of statistical and behavioral analysis, including percentages, ratios, averages, and correlation figures & ratios, among others, have been used for the research to best interpret the result phenomenon.
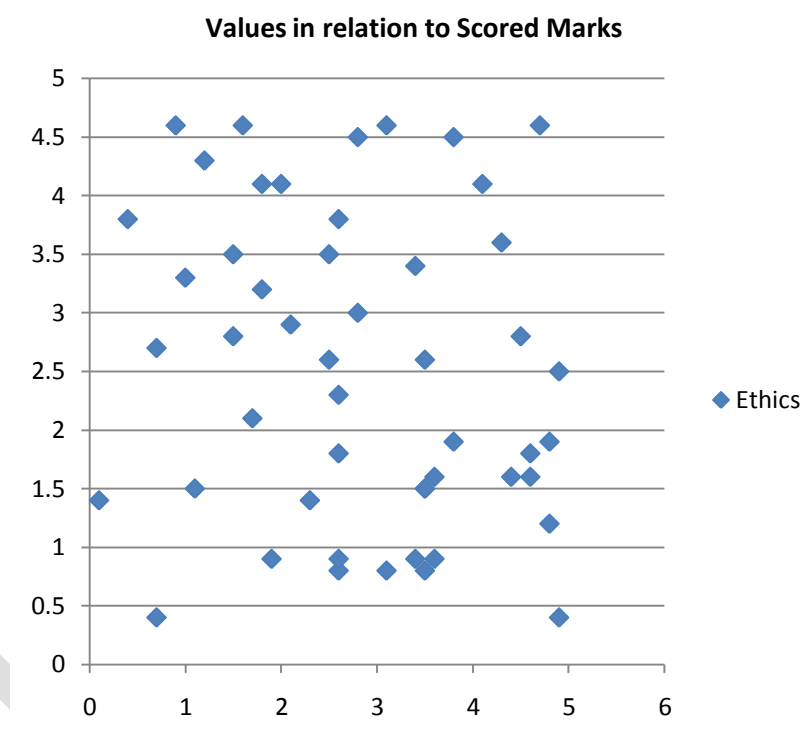
## III. ANALYSIS & INTERPRETATION



Figure 1: Scatter Plot depicting the relationship of dependency

72 percent teachers in accommodation with 64 percent students recognize that there is a lack of value education in present day education system and 49 percent students in consonance with 68 percent teachers say that there is a strong need to rejuvenate it. Additionally it is observed, where there sometimes these amenities exist, they are just on the papers or just practiced to complete out the formalism, i.e. teaching the syllabus and writing out the exams (fact supported by 80 percent teachers and 62 percent students). As per the research, it is revealed that there is a low or negligible inverse relativism (well visible in the diagram above) in between these scored marks in the values curriculum and values actually practiced depicting the decline of value system with the person becoming highly educated in a modern materialistic education lacking Value Education in a real and effective sense (observed by correlation analysis with a negative low correlation coefficient of - 0.18462 and a lowest coefficient of determination of mere 0.034085, well interpreted by the given scatter plot in figure 1, computed and constructed form the data collected from teachers for the level of values of student and from the students for the marks scored by students in values and other curriculums). 68 percent teachers in addition to 74 percent students suggest that there is a strong need to recast this system.

54 percent of the students suggest adding workshops, 62 percent to induct social projects and 66 percent to include

other social contribution causes to the existing system for the purpose. Whereas, 68 percent of the teachers suggest adding workshops, 76 percent to induct social projects and 58 percent to include other social contribution causes to the existing system 58 percent students in resonance with 66 percent teachers acclaimed that all these initiatives will help to make the coming managers ethically sound and stable. Hence, strengthening our corporate world as well as society at large (suggested by majority of sample).

## IV. CONCLUSIONS & RECOMMENDATIONS

It is observed that there is a strong need of reformation of ethical structure in education, especially in higher level, where it purports to offer new managers, academicians, researchers and the makers of society. Other Core facts revealed in analysis are as follows:

Broadly, there is a lack of value education in present day education and there is a strong need to rejuvenate it. Additionally, where there sometimes these amenities exist, they are just on the papers or just practiced to complete out the formalism, i.e. teaching the syllabus and writing out the exams. There is hardly any relativism in between these scored marks and values actually practiced. There is a strong need to recast this system by adding workshops, social projects and other social contribution causes to the existing system to make the coming managers ethically sound and stable strengthening our corporate world as well as society at large.

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*A Note from the author*

In this paper, it is tried to make the information and analysis the best summative and confirmatory. Still, it is well accepted that there may be an unintentional error / mistake while interpreting the analysis and quoting the referencing. For any such or other mistakes held in thereby, I apologize to the concerned party in advance. I humbly invite you to send your valuable suggestions / feedback for improvements at my e-mail id 'rajputlakshya@yahoo.com'. for any clarifications, please write on the same.

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