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# Promoting Ethics and Morality in Education for Equality, Diversity and Inclusivity

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*Abstract: Ethics is properly defined as the discipline concerned with what is good and wrong in terms of moral duty and obligation. Ethics education is necessary in the curriculum to help students deal with ethical dilemmas in professional practice and life. The ethical codes and student's perceptions of these codes have an impact on how they perceive, maintain and act in accordance with the ethical standards set at their workplace or school. Moral values are a set of valuable principles that assist us in becoming better human beings. These values include a variety of aspects such as morality, respect for others, helping others, loving others and so on. Social, aesthetic, cognitive, spiritual, economic, religious, health, political, environmental and cultural values are among the several forms of moral values. Information about these values enables individuals to make a meaningful contribution to the community and nation's well-being, as well as to develop into moral and ethical human beings. Human values and human rights, professional integrity, respect and equality, privacy, building of trusting relationships, creating and participating in a culture of positive cooperation, respecting the competence of other professions, taking initiative, promoting an open culture and displaying loyalty towards goals and objectives are some of the factors that lead to the development of professional ethics. Moral standards can be improved through education, especially among students. Education, in my opinion, is the most effective means of instilling moral ideals in individuals. Student's emotional intelligence will be influenced by their moral ideals. As a result, moral values and ethics education is critical in our schooling. Moral and ethical values education will result in a society that is more egalitarian, diverse and inclusive.*

**Keywords:** *Ethics, Moral Values, Education, Egalitarian, Diverse and Inclusive.*

## 1. INTRODUCTION

### Ethics

The word ethic is derived from the Greek word ethos, meaning character. Ethics is a discipline of philosophy that concerns with morals (Pabla, 2011). Ethics was more than a moral, spiritual or legal concept to Aristotle. Albert Schweitzer said ethics is the activity of man aimed to



ensure the inner perfection of his own personality. Ethics is formally defined as "the discipline concerned with what is good and wrong in terms of moral duty and obligation" (Harris, C. E., Davis, M., Pritchard, M. S. and Rabins, M. J., 1996). To identify what is ethically beneficial for an individual and community, three virtues of practical wisdom are required: temperance, courage and justice (Pabla, 2011).

Ethics education is necessary in the curriculum to help students deal with ethical dilemmas in professional practice and life. Every engineer needs to demonstrate his or her ethical behavior in areas such as safety, testing processes and design reliability and durability (Harris, C.E., Davis, M., Pritchard, M.S., & Rabins, M.J.) (1996). According to Desplaces, Beauvais, Melchar, and Bosco (2007), effective ethics education can affect an individual's ability to make significant ethical decisions in their career. They discovered that ethical codes and student's perceptions of these codes have an impact on how they perceive, maintain and act in accordance with the ethical standards set at their workplace or school. However, a proper code of ethics does not impact an individual's viewpoint on its own. According to Shurden (2010), the value of teaching and faculty ethical behaviour fosters the development of favourable student perceptions of ethics over time. A survey was used to appropriately analyze student's perspectives on ethical concerns, leading to the conclusion that teaching ethics has an impact on student's personal beliefs and behaviors throughout their lives (Linda K. Lau et al. 2014). Cheating in one's academic career, according to Anitsal and Elmore (2009), might lead to unethical behaviour in the workplace. Teaching ethics at the college level can be advantageous since it can help students develop the ability to examine circumstances ethically. Students would be required to critically think about the challenges and consequences that can come from unethical activity in a well-designed ethics course. When it comes to ethical decisions, teaching ethics as part of the curriculum can help improve judgement.

Because of the differences in each student's ethical behaviours, the fundamental challenge in ethics education is determining how much training is required for each student (Bhatia, K., & Dash, M. K., 2011). When compared to Western countries, India has a poor awareness of higher education. Furthermore, a lack of accrediting procedures and quality instructors encourages students to be less ethical and does not protect them from fraud and exploitation. As a result, qualified individuals and incentives must be introduced into institutions to assure educational quality.

According to Luthar and Karri (2005), the need for ethics education in engineering school is still being debated, despite the fact that most students believed that having ethical education and training will assist them later in their careers (Verschoor, C., 2003). According to Rossouw (2002), ethics education can help students improve their moral reasoning skills.

Goals, purposes, aspirations, attitudes, interests, feelings, activities, convictions and obstacles are all major factors that influence an individual's value system, as evidenced by the research studies above.



### **Moral Values**

Moral values are a set of valuable principles that assist us in becoming better human beings. These values include a variety of aspects such as morality, respect for others, helping others, loving others and so on.

Jerry Springer said we all are born as empty vessels that can be molded by moral values. Morality is the collection of a person's ideas and understandings that are evaluative in nature: that is, they distinguish between what is right and wrong, good and bad, whether consciously or unconsciously. Moral ideas, attitudes and understandings are expressed at the critical junction of the private, individual sphere and the social realm: moral beliefs are personal as well as cultural, Buzzelli and Johnston (2001)

Teaching entails moral behaviour (Tom, 1984). Teachers are moral agents (Bergem, 1990; Johnston, Juhasz, Marken, & Ruiz, 1998) and education in general and classroom interaction in particular, is fundamentally and intrinsically moral (Goodlad, Soder, & Sirotnik, 1990; Ball & Wilson, 1996).

### **Education**

Education gets its name from the Latin terms 'Educare,' 'Educere,' and 'Educatum.' The word 'educare' means 'to raise and nourish', 'educere' is 'to lead out', 'educatum' is 'to train.' As a result, we can define education as the process of bringing up, developing and molding an individual's talent and inner potentialities.

“Education is an ornament in prosperity and a refuge in adversity,” writes Aristotle.

### **Inclusion**

Internationally and locally, one of the most critical challenges in the field of education is inclusion. In some countries, inclusive education is still viewed as a method of serving students with disabilities in regular classrooms.

However, it is increasingly being recognized as a principle that encourages and welcomes diversity among all learners on a global scale. It is assumed that the goal is to reduce social exclusion as a result of attitudes and responses to race, socioeconomic class, ethnicity, religion, gender and ability. As a result, it is founded on the concept that education is a fundamental human right and the bedrock of a more equitable society. As a result, there is a focus on equity, which suggests a concern for justice.

It's useful to utilize a definition of inclusive education that includes a process that involves identifying and removing barriers to all student's presence, engagement and achievement (Ainscow et al., 2006). Simultaneously, it places a special emphasis on groups of students who are at danger of marginalization, exclusion or underachievement.

As evidenced by multiple recent reviews and meta-analyses, (ARACY, 2013; Cologon 2013b, 2019; Hehir et al. 2016; Szumski, Smogorzewska, and Karwowski 2017) research shows that inclusive education offers far-reaching benefits for both children with and without disabilities.



The benefits of inclusive education include: a) academic development; b) positive behaviour development, such as increased independence, patience, trust, acceptance of diversity, and responsiveness to the needs of others; c) communication and language development; and d) physical development.

While the prevention of teasing and bullying is frequently cited as a motivation for students in segregated 'special' settings (such as special education classrooms or schools), research shows that all forms of bullying occur in 'special' settings, and segregation is a key factor in increasing bullying. (Davis and Watson 2000; Rose, Monda-Amaya, and Espelage 2011; Torrance 2000). There is mounting evidence that inclusive education is a key technique for preventing bullying by promoting healthy social development, facilitating connections that might not otherwise exist and fostering a strong sense of belonging. (Cologon 2019).

In addition to higher engagement in tertiary education and positive results for employment and independent living, inclusive education has been demonstrated to be a positive predictor of positive outcomes for employment and independent living beyond the school years (Test et al. 2009). According to Kurth et al. (2014) recent research refers to inclusive experiences as a major predictor of both in-school and post-school outcomes.

### **Equality**

Equality is defined as treating everyone equally, regardless of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or beliefs, sex or sexual orientation.

### **Diversity**

Diversity is about appreciating society's diversity, tolerating individual differences and figuring out how to create an atmosphere where everyone can thrive. Diversity also entails valuing: individual's distinct abilities, people's experiences and a person's point of view.

The concept of diversity is based on the reality that there are a variety of categories, or dimensions of diversity, that can be used to describe individuals and that humans can use to define themselves. Age, sexual orientation, gender, nationality and other elements of variety can take on several forms or expressions; for example, being male, female or intersex in terms of gender. Within a particular setting, every individual reflects at least one expression of each degree of diversity at any given time. The variety of a certain workforce, a nation, or even mankind as a whole is represented by the large number of shared commonalities and prevalent variances amongst persons, as well as a conceptually unlimited number of dimensions.

### **Promoting Ethics and Morals in Education**

Recognition of moral principles and professional ethics in India's educational system are essential elements. It is critical to consider moral principles and professional ethics when attempting to strengthen the educational system. Individuals working in educational institutions must be aware that, in addition to possessing the necessary educational credentials, training, competences, skills and talents, experience, they must also promote moral values and professional ethics. Social, aesthetic, cognitive, spiritual, economic, religious, health, political,



environmental and cultural values are among the several forms of values. Information about these values enables individuals to make a meaningful contribution to the community and nation's well-being, as well as to develop into moral and ethical human beings. Human values and human rights, professional integrity, respect and equality, privacy, building of trusting relationships, creating and participating in a culture of positive cooperation, respecting the competence of other professions, taking initiative, promoting an open culture and displaying loyalty towards goals and objectives are some of the factors that lead to the development of ethics.

In today's world, ethics plays a significant role in all aspects of life. Education has grown increasingly essential in terms of ethics, as education is a vital process in human life. As a result, ethics is a crucial subject in school. Ethics should be taught as a course in order for people to grasp how important it is in system of education. Three arguments are presented by Gardelli, Alerby and Perssons for why ethics should be taught in schools. The socialization argument, the quality-of-life argument and the tool argument are three of these reasons. According to the notion of socialization, schools should assist pupils in becoming decent citizens. Ethics is required in schools to carry out this task. The second reason, the quality-of-life argument, asserts that school aids students in living a fulfilling life. "School has an obligation to encourage student's development into morally acceptable individuals." This is made possible through ethics in the classroom (Gardelli, 2014). And, according to the final reason, the tool argument, "if pupils possessed ethics in school, their results in other courses would improve." Based on these ideas, it can be stated that ethics is important in schools since it helps pupils live a better life.

Education is also an ethical commitment. Human beings might be either hostile or peaceful as a result of their education. The goal of ethical education is to empower people to make their own decisions. You can readily teach norms, but you can't easily teach people to follow these standards unless you also teach ethics. As a result, teaching ethics is an important and required part of the educational process. Students who have graduated from universities may be well-educated in their fields, yet this is insufficient. "Educating the head without educating the heart is no education at all," Aristotle adds. Moreover, I would like to quote: Every year during the opening ceremony, a high school director in the United States wrote a message to his teachers. In this letter, he writes, "I am one of the survivors of a concentration camp." I've seen horrors that no human being should ever see: gas chambers created by highly skilled engineers, children poisoned by highly educated doctors, babies slain by experienced nurses, mothers and children shot and burned by high school and post-graduate students. As a result, I'm suspicious of schooling. My request to you is that you assist your students in becoming more civilized human beings. Your efforts should not result in the creation of educated psychopaths. Reading, writing and math are only valuable when they assist your children in becoming more human. (Aydin, I.)

Education, in its broadest sense, is a type of learning in which a group of people's knowledge, abilities and habits are passed down from generation to generation through teaching, training, research or autodidacticism. Moral standards can be improved through education, especially



among students. Education, in my opinion, is the most effective means of instilling moral ideals in individuals. In addition, there is a moral degradation today. Crime, violence, married by mistake, bullying, gangsters, narcotics, free sex and other crimes have been committed by youths or students. The question is, how did this happen? The moral degradation in our environment, I feel, is the primary cause. Perhaps that was sufficient in the halcyon days, but in today's culture, children are increasingly raised in toxic circumstances that pose unique difficulties to their moral and social growth (Gabarino, 2004; Quart, 2003). We must teach moral principles at school because, aside from the home, it is the most appropriate location to do so. As a result, moral principles and character values, also known as character building, can be taught in school, at home and in our environment. Moral principles can be incorporated into the school curriculum. In addition, teachers play a vital role in instilling moral ideals in their students.

They have the ability to instill values in the lesson topic or activity in the classroom. Teachers, implicitly instill values when they choose and reject topics, insist on proper answers, encourage pupils to seek the truth, set classroom routines, form groups, implement discipline, reward excellence and so on. Moral principles pervade the classroom on a daily basis (Bryk, 1998; Goodlad, 1992; Hansen, 1993; Strike, 1996). Teachers, too, should be role models for their kids. They must act appropriately, dress appropriately, and have a positive attitude. Because when teachers have a positive attitude, it will rub off on the children. They will respect the professors and follow their instructions. When teachers plan the activity in class, they should think about how instructional practices affect academic learning as well as how they shape student character development. Teachers who have a favorable attitude toward their students are more likely to encourage their academic success and ethical behavior (Haberman, 1999). Student's emotional intelligence will be influenced by their moral ideals. Emotional intelligence has an impact on student accomplishment. Moral behaviors, cognitive styles, problem solving, social interactions, personal feeling and academic accomplishment are all linked to emotional intelligence (Saphiro, 1999). As a result, moral values education is critical in our schooling. I am of opinion that by instilling moral principles in pupils, we can improve their academic performance while also reducing moral degeneration in our society.

Based on the facts shown above, I believe that moral and ethical values education will result in a society that is more egalitarian, diverse, and inclusive.

## **2. CONCLUSION**

Recent events have revealed the world's shifting structure, which is defined on the one hand by multicultural collaboration between people of many cultures and ethnic groups, and on the other hand by numerous conflicts and misunderstandings. Accepted rules assist us make life easier in today's globalized society and they also make human collaboration easier. We know what to do and what not to do because of these guidelines. Human existence offers us with the opportunity to make choices and it is here that we may see our ethical or moral behaviour. The role of schools is critical since their goal is to not only develop individuals with information and abilities, but also to guide them to a multicultural worldview and intercultural dialogue.



The multicultural society in which we now live is a source of conflict as well as mutual collaboration and we must find solutions to resolve these problems via discussion and never-ending interaction with others. Not only the current perspective, but also the history, which is rich in traditions and diversity, is crucial in the globalized world. Respect for moral ideals and traditions, as well as philosophical and religious issues, are all part of ethical education. Because education and duty are linked to freedom, the subject of ethics should teach accountability, understanding and tolerance leading to a egalitarian, diverse and inclusive society.

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