The Difference of Ethical Values in between Management and Engineering Students

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Abstract:

Ethical values have an important place in all walks of life and the society or any institution. Whichever society or institutions ignoring the ethical values have a negative impact in all streams. The result is very negative even the citizen of any country proven worthless for their respective country and planet as a whole.

The paper emphasize the analysis and interpretation of the data of 250 management and 250 engineering students of various college of Haridwar districts. The information gathered by the questionnaire for this study that was conducted with college students.

During the study it was found that ethical values play pivot role in the personality of students either on part of management or engineering students. The young generation particularly the students are the future for any nation and ethical based education really glorify the path of the students and their nation also. Management without ethical values just like a robotic machine which is least concerned with the emotions of the human being. Emotion and scientific temperament for engineering students are two different ways to consider the importance of ethics.   This paper focuses the difference in between management and engineering students if any. The aim of this entire study is just to analyze the importance of ethical values. The rank wise preferences of 20 components are considered in this study.

Key words: Ethical value, management students, engineering students, ethical components

1 Introduction: In our present age, ethics has an important place in all areas of life. Ethics has also become important in education, because education is a fundamental process of human life. Therefore, ethics is very important subject in education. The term ethics is derived from Greek term Ethos which means custom, character. It is related to our values and virtues. Therefore, our actions and our experiences in everyday life are the subjects of ethics. In general sense, education is any act or experience that has a formative effect on the mind, character or physical ability of an individual.

The relationships in between nature human beings are very complex and sometime it difficult to understand the behaviour of human being and nature. Of the nature is more or less understood but the complex behaviour human being typical to understand it needs more research to unfold the complexity of human psychology (Sychev 2014). Sometimes it behave an act particular direction the same way but after a gap of a few months it changed. The population growth and the human development also determine the different behaviour. At the time of different situation of the world where we see a great pandemic come into existence in the shape of CORONA virus which begin from China and affected rest of the world. India is not an exception and most of the parts of Earth facing a lockdown situation by enlarge throughout the nation. On the one hand population at large facing pandemic and on the other side of this problem is the great depression is taking place after year 1930. Economic growth is considered a major point of a success in most of the Nations (Emerson 2009). Now a day the relationship among the nations are deteriorating day by day and people are also lacking fate among themselves love, compassion, care, sympathy, honesty and justice etc. become more concern with books then the practical behaviour of the human beings in higher education, particularly the technical education that produce more knowledgeable and wise students in Indian society. In India education spreading from one corner to another the more important affords should be re-candle the value of the human being particularly in the field of national education is very much required. It is responsibility of citizen of India to promote ethical values. India is known for its moral and ethical values and it can be traced back in the ancient India like Ramayana, Mahabharata, Upanishad and Puran above all the gist of all holy books is Gaeta. It is the duty of the teacher to instil the seeds of ethical values among the students who are the future of India and there light enlighten rest of the world. The Ethical

Teacher deliberately situates its discussion of ethical knowledge, moral agency, and applied professional ethics within the contextualized practice of teaching. Moral and ethical principles are both embedded and engaged in the complexities, and often uncertainties, of this practice.

1.1 Statement of the Problem

Ethics is not another form of dogmatism. The real point of ethics is to offer some tools for thinking about difficult matters, recognizing from the start as the very rationale for ethics, in fact that the world is seldom so simple or clear-cut. Struggle and uncertainty are part of ethics, as they are a part of life. Given the reality that teaching is inherently a moral and ethical activity, an interesting distinction has been introduced between applied ethics and implied ethics. Ethics emanates from the realities of teaching, rather than being applied to these realities. Teachers face moral dilemmas and decisions on a daily basis and are often required to make difficult choices between competing ethical demands and values. They are expected to offer solutions tailored to each individual student, colleagues, organization and community while simultaneously embracing powerful code of conduct and adhering to uniform professional standards (Buzzelli & Johnston, 2001). Involvement of moral actions is frequent in teaching. Teachers are considered as moral agents everywhere in the world and hence classroom interaction should unavoidably moral in nature (Shapira-Lishchinsky, and Orland-Barak, 2009).

1.2 Purpose of the Study

The purpose of this study was to evaluate the comparative study of ethical values that train the management and engineers. Similarities and differences are decided as per their own choice. This paper advocates the need for inclusion of value education in technical education to assist in creating technically skilled and morally strong engineers and professionals.

2. Review of Literature

The history of education begins with the human history itself. Education is also a way to become civilized human individuals and it maximizes human potential. Culture and cultural heritage can be transmitted by education, because the main occupation of man is to pass knowledge, skills and attitude from one generation to other. The real point of ethics is to offer some tools for thinking about difficult matters, recognizing from the start as the very rationale for ethics, in fact that the world is seldom so simple or clear-cut. Struggle and uncertainty are part of ethics, as they are a part of life. Given the reality that teaching is

inherently a moral and ethical activity, an interesting distinction has been introduced between applied ethics and implied ethics. The previous literature gives a guideline and develops insight into the problem. Hence, an essential aspect of an investigation is the review of the related literature.

Kidder *et al.* **(2002)** conducted an extensive study of the values and ethics of the students and faculty at the Maricopa Community College, located in Tempe, Arizona. This comprehensive study examined every angle of ethics, ranging from faith to the perception of cheating.

Sirazul (2002) in his study on Value pattern of college students in relation to some select Socio-Educational Variables included the following objectives to examine the influence of Sex, Religion, Language and Local differences on the Values of college students and some select socio- Educational variables on the Values of college students. To compare the Values of college students having varying courses of studies, that is, Art, Science and Commerce. To find out the effect of college education to develop modern Values among the students by computing fresher and outgoing college students. To examine the opinion of college students on some important Social Issues namely, Co-education, Status of Women, Family Planning, Choice of Mate and Religious Belief etc.

Anitsal *et al.* **(2009)** argued that academic dishonesty can be positively correlated to unethical behavior in the work environment. These researchers explored whether students perceive active and passive academic dishonesty as two separate ideas. The results of this research were that both active and passive cheating is perceived as separate constructs, and that under the intention to cheat, both are considered important.

Bloodgood *et al.* **(2010)** assessed the perceptions of upper level undergraduate students regarding the acceptance of cheating. Bloodgood and his associates also considered the relationship between the level of ethics instruction and their personalities. The results found that taking an ethics course had no significant influence on students' views on cheating

3. Data Analysis and Interpretation

The purpose of this paper was to describe and explains analysis and interpretation of the data. The information gathered by the questionnaire for this study that was conducted with college students. These answers regarding ethical values are interconnected one to another and form

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an ample and diverse network of understanding of the ethical values of college students. The questionnaire includes questions related to:

➢ personal information,
➢ Rating of ethical values, ranking of ethical values.
➢ usefulness of ethical values,
➢ components related to development of ethical values,

4. Result and Discussion

This paper has shown the different ethical components and its preference by the management and engineering students. In this paper 20 ethical components have been taken for management and engineering students to show any difference in between then other ethical value major ethical value component are 1 to 20 like Kindness, Comprehension, Courage, Decision making, Enthusiasm, Fairness/ Justice, Forgiveness, Friendliness, Honesty, Humor, Integrity, Knowledge, Creativity, Patience, Respect, Responsibility, Self-discipline, Self-motivation, Service spirit, and Self-fulfilment/ Diligence.

The management and engineering management preferred to chose honesty in priority, for management student it is 14.8 % and engineering student show 11.2%. The next most important ethical component is respect and its percentage is 9.6 whereas respect for engineering student is 10.8% slightly higher than management students. The engineering students choose self-fulfilment / diligence only 1.2% whereas management student choose only 0.8 percent. Service Spirit is another important ethical component for management student it has 6.8 percent and for engineering student it is 8%. Thereafter the other important ethical component is self motivation for management student which has 7.6% and for engineering student 6.4 percent. From the analysis of spearman's rank correlation (rk=.757), it can be concluded that the rating of ethical values considered by management and engineering students is highly correlated to each other.

Ethical values are always having its relevance in the past, present and future too. These values are very much essential to boost up all round development of a person, society and Nation as a whole. Generally people remember Japan and Japanese for their development and ethical values. Japanese are not supposed to compromise with their work culture and sprit of patriotism. Ancient India was known to impart ethical values to the rest of the world but unfortunately at the time passes these values deteriorating day by day. Students or youth are the backbone for any nation as well as for the future. That is why ethical values must be

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given to each of the student in the prime of their life. So this one is the responsibility of a teacher and society two instil sow the seeds of ethical values in the students. Generally people are aware of their rights but forget their duties/ responsibilities. But it is clear that responsibilities are equally important or more important than the rights. If the people are behaving as a responsible citizen India then most of the problem will be automatically shot out.

Table 1. Rating of Ethical Values by Management and Engineering Students.

S.No.	Ethical Values	1st Choice Rating (Management Students) In No.	1st Choice Rating (Management Students) In Per cent	1st Choice Rating (Engineering Students) In Numbers	1st Choice Rating (Engineering Students) In Per Cent
1	Kindness	13	5.2	9	3.6
2	Comprehension	7	2.8	4	1.6
3	Courage	9	3.6	7	2.8
4	Decision making	8	3.2	12	4.8
5	Enthusiasm	6	2.4	10	4
6	Fairness/ Justice	14	5.6	17	6.8
7	Forgiveness	10	4	13	5.2
8	Friendliness	12	4.8	18	7.2
9	Honesty	37	14.8	28	11.2
10	Humor	3	1.2	5	2
11	Integrity	11	4.4	15	6
12	Knowledge	16	6.4	11	4.4
13	Creativity	15	6	19	7.6
14	Patience	5	2	8	3.2
15	Respect	24	9.6	27	10.8
16	Responsibility	18	7.2	6	2.4
17	Self-discipline	4	1.6	2	0.8

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18	Self-motivation	19	7.6	16	6.4
19	Service spirit	17	6.8	20	8
20	Self-fulfillment/ Diligence	2	0.8	3	1.2
	Total	250	100	250	100

*From the analysis of spearman's rank correlation (rk=.757), it can be concluded that the rating of ethical values considered by management and engineering students is highly correlated to each other.

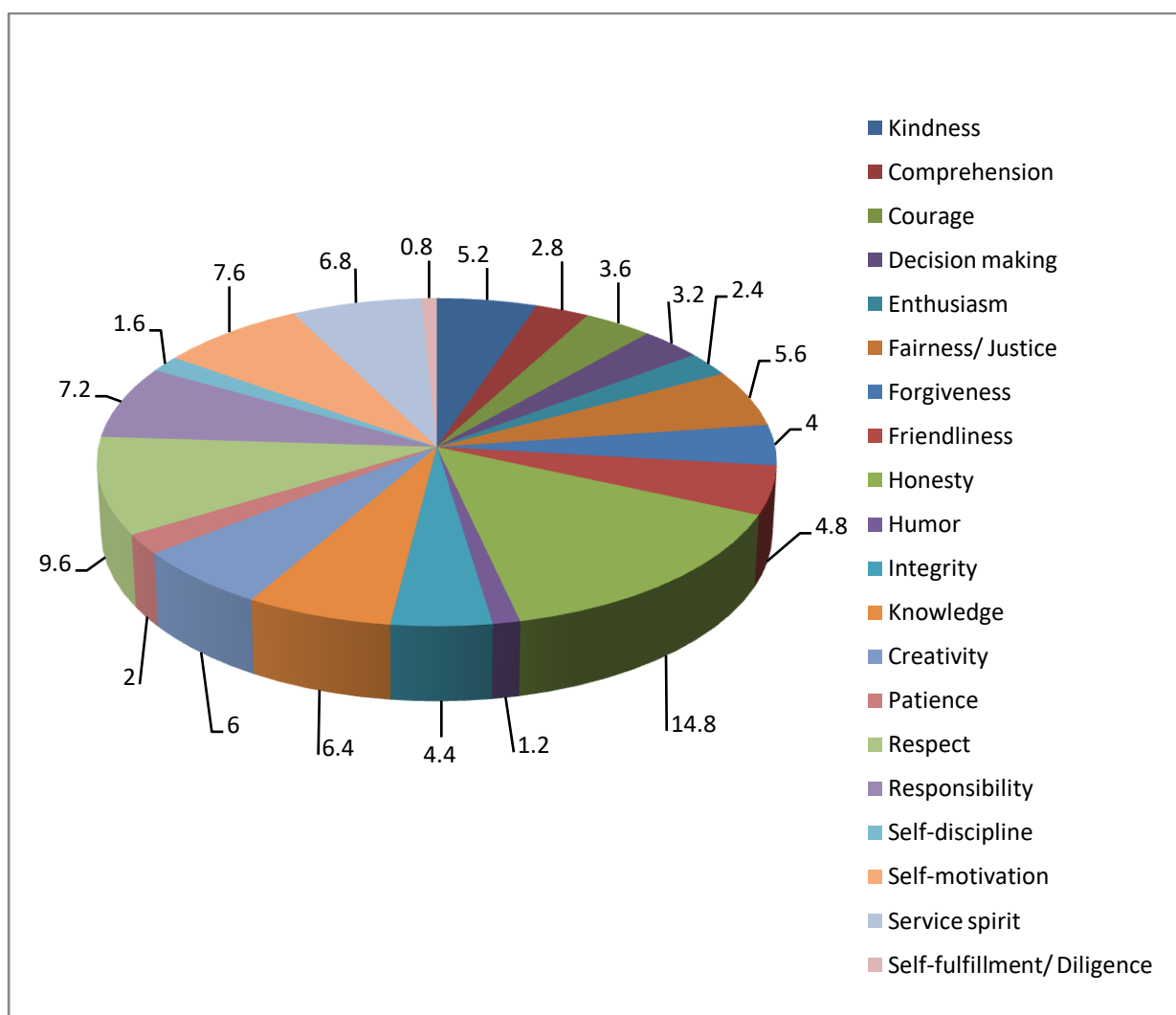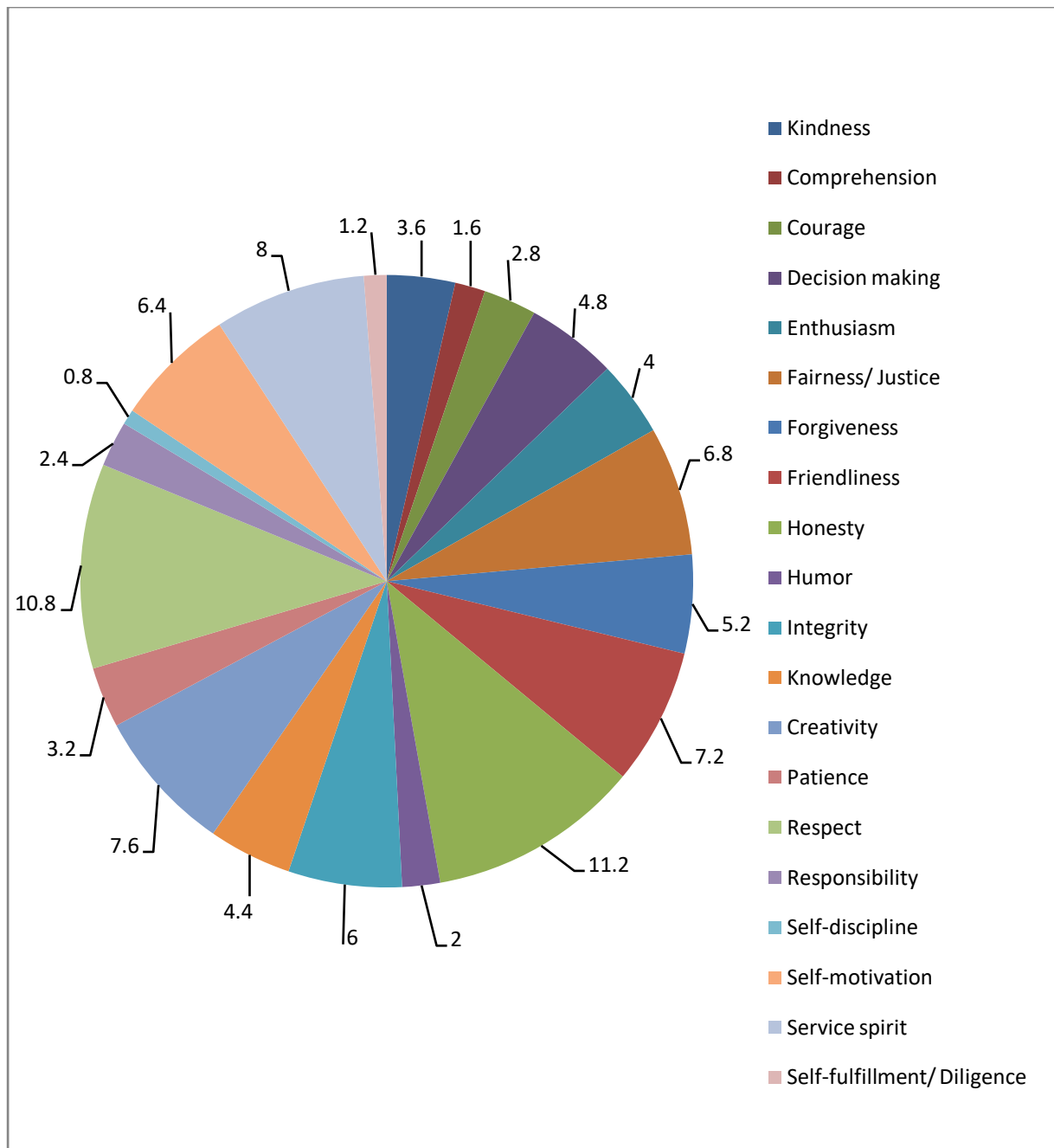**Figure.1: Rating of Ethical Values by Management Students (In Percentage)**

Figure 2: Rating of Ethical Values by Engineering Students (In percent)

5. Conclusions of the Study

Ethical values are able to be applied everywhere and to several different types of societies and countries influencing and integrating different groups of world values mentioned in alphabetic order, such as civic values, democracy values, diversity and multiculturalism values, ecological awareness, family values, gender equality, global awareness, moral values, national identity and patriotism, peace and conflict resolution, values of personal autonomy and reflection, religious values, and work values. In the present research study, researcher considered twenty components of ethical values which are kindness, comprehension, courage, decision making, enthusiasm, fairness/ justice, forgiveness, friendliness, honesty, humour, integrity, knowledge, creativity, patience, respect, responsibility, self-discipline, self-motivation, service spirit, self-fulfilment/ diligence. There are several points related to the conclusions of the study which are as follows:

- College students consistently confirm the importance of some preferred ethical values, being almost all included in the list of the instrument. Among these, two values were by far remarkably important for college students, honesty, and respect.

- From 250 respondents of management colleges it can be concluded that honesty was ranked first, respect was ranked second, self motivation third, responsibility fourth, service spirit fifth, knowledge sixth, creativity seventh, fairness/justice eighth, kindness ninth, friendliness tenth, integrity eleventh, forgiveness twelfth, courage thirteenth, decision making fifteenth, enthusiasm sixteenth, patience seventeenth, self discipline eighteenth, humor nineteenth and self fulfillment was ranked twentieth in preference of ethical values.

- From 250 respondents of engineering colleges it can be concluded that respect was ranked second, service spirit third, creativity fourth, friendliness fifth, fairness/justice sixth, self motivation seventh, integrity eighth, forgiveness ninth, decision making tenth, knowledge eleventh, enthusiasm twelfth, kindness thirteenth, patience fourteenth, courage fifteenth, responsibility sixteenth, humor seventeenth, comprehension eighteenth, self fulfillment nineteenth and self discipline was ranked twentieth in preference of ethical values.

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