

Moral Maps: Charting the Development of Ethics and Moral Value among Student Professional Training for the Contemporary Age

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ABSTRACT

Ethical and moral principles must be cultivated in the evolution of higher education in an era of breath-taking change; however, there are a multitude of obstacles impeding the faithful adaptation of these ideals. The advancement of education in the era of breath-taking change necessitates facing these challenges through the meaningful application of ethical principles. This literature review explores both the questions and answers that confront students studying technical and vocational education and training values development in the expanding world of today. Sixty articles were carefully chosen by the author through the use of specific search terms, from a multitude of sources, in this literature review. Nvivo software was used to facilitate the application of key theme coding to the articles selected. The results revealed that fostering ethical and moral ideals in both instructors and students poses a substantial challenge. The lack of testing guidelines, insufficient instruction on these matters, and soft skills learning underscore issues. There are various ways to develop students' ethical and moral convictions such as adapting present tools to their purpose, enhancing teaching strategies in these domains, and giving them soft skills. All of these accouterments are designed to broach the submerged issues about moral instruction in contemporary venues. The purpose of this research was therefore to provide a thought-provoking locus of applied learning for a variety of readers including faculty, students, skill-based professionals, and higher education policymakers. It is hoped that ethical and moral standards would be opened up as something to be devised, lived, and replicated within academic venues and in the communicative zones of workplaces to which each of the mentioned groups will contribute.

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INTRODUCTION

This research looks at how moral development has changed among students enrolled in technical and vocational education in the modern era. We consider it important to conduct research on ethical education, to see the ideal way this education makes an industrial workforce of the future's attitudes and behavior (Van Stekelenburg et al., 2023). The discourse of morality and ethics in the realm of technical and vocational education has become more crowded in recent years. People have begun to realize that students who are taking programs related to technology and vocational occupations must continue to learn, take ethical awareness and responsibility very seriously, due to rapid advances and changes in technology, and a shift in the sociocultural milieu (Poje & Zaman Groff, 2024). Previous research has emphasized the importance of ethical education in the development of students' civic engagement, integrity and professional disposition, in various areas of education (Reamer, 2022).

In pioneering the exploration of the unique challenges and opportunities presented to TVE students as they reconcile contemporary ethical dilemmas. This study makes a valuable contribution to the emergent literature on moral development in technical and vocational education (Edling et al., 2022). Such work is important, since it can better apprise stakeholders, policymakers, and educators of just why it is essential that ethical instruction be an integral component of TVE courses. In so doing, it also serves to underscore just how morally challenging it is to be a TVE student, and thereby, the moral dilemmas that are confronted by such students as they prepare for a range of technical vocations (F. G. Reamer, 2023).

The results of the present investigation will be essential to discovering worth-while interventions and educational approaches that will assist the TVE student in developing his (or her) moral reasoning and ethical awareness (Erie, 2023). In addition, the findings of the present research could lead to the development of further discussions. Due to the moral obligations that are incumbent upon technical experts when they have resolved the thorny social issue, these conclusions will contribute to the greater discussion of the moral obligations of technical experts in resolving these dilemmas and thereby advancing society (Smith, 2022). The decision to investigate the moral development of

technical and vocational educational students is a recognition of the profound transformative potential of educating for ethical education in the shaping of the values and character of future professionals (Studies & Bilgiler, 2023).

This research seeks to encourage critical reflection on the moral dimension of technical and vocational education, a topic largely ignored in technical and vocational educational debates, and to serve as a catalyst for improving the manner in which ethics is incorporated into technical and vocational educational curricula (Chowdhury, 2022). This study ultimately seeks to provide the means to prepare individuals with the moral understanding and sensibilities required to approach and to successfully navigate complex moral problems in their professional and personal lives (Chen et al., 2023).

LITERATURE REVIEW

Ethical and Moral Concepts

There are several definitions available for ethics and morality. A concise definition of ethics would be a system of moral principles that serve as a foundation and guidance for leading an ethical life and abiding by the law (Rana & Ahmad, 2023). In contrast, the researcher contends that morality has to do with having a positive outlook and being able to fit in with the community. Aside from values that are defined by personal decision-making, ethical behavior additionally refers to values that are prevalent in a cultural, spiritual, secular in nature, or intellectual community as well as values that are necessary to possess (Van Stekelenburg et al., 2022).

The study of morals is called ethics. An analysis of published studies reveals that because ethics is vague, many conceptions of it have been proposed. Researchers define ethics as the study of both good and evil (Poje & Zaman Groff, 2022). This therefore has to do with justice, morality, as well as what is morally acceptable and unacceptable. Furthermore, ethics and morality have been used to expound on ethical principles and codes of conduct. It's interesting to note that ethics can also mean "the study of morality in human action (F. Reamer, 2022)."

Furthermore, a deeper understanding of an understanding of ethics is necessary, as it is underpinned by three fundamental dimensions, such as: the intellectual, emotive, and practical elements (Edling et al., 2022). The link between each of these factors complements one another and puts a person in a state of attention regarding conduct and behavior social norms, as can be shown in Figure 1. The moral conduct of a behavior or action can also be ascertained using all three of these factors. This is demonstrated when a person can reason logically, which translates into appropriate conduct and acts that are motivated by the individual's emotions and are therefore moral. On the other hand, if someone acts because of unreasonable and emotional beliefs, then the opposite is real. These have an impact on one another to create and mold a pupil with strong ethical principles. The categorization of ethical aspects is explained in Fig. 1.

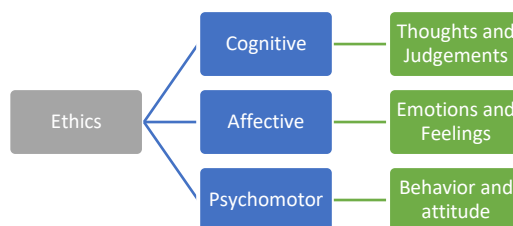


Fig. 1. The classification of ethical dimensions

METHODOLOGY

This literature review has been written with an emphasis on studies about principles of ethics and morality. Material on this subject was located using several databases, including LearnTechLib, Google Scholar, Scopus, SCI Direct, and Semantic Scholar.

The cultivation of moral and ethical values among pupils receiving vocational and technical schools and programs for the modern age is one of the search terms utilized to obtain knowledge. Because the investigators can understand English, only papers written in this language have been included in the selection of literature. The chosen studies span the years 2022–2024. Only sixty of the numerous studies that were located were chosen to highlight the difficulties in helping students of the modern era acquire moral and ethical principles in vocational and technical training. The next stage was to use Nvivo to compile the most important points based on the keywords, taking into account the research findings that were chosen. The present work is a compilation and formulation of the results obtained from the coding in each article.

RESEARCH QUESTIONS:

This review of the literature will address the following research questions:

1. What are the challenges in the development of ethics and moral values among Technical and Vocational Educational Training students in the contemporary era?
2. What is the solution to the development of ethics and moral values among Technical and Vocational Educational Training students in the contemporary era?

The research questions were designed to determine the focus of writing, to stay on the right track, and to make the writing more relevant. The focus of the first question is on the challenges in the development of ethics and moral values Technical and Vocational Educational Training students in the contemporary era. For the second question, the focus is on the solutions in the development of ethics and moral values Technical and Vocational Educational Training students in the contemporary era.

Research Design: Qualitative

Location: District Narowal (Punjab, Pakistan)

Research Focus: Educators (10); Students (10)

Area: Development of ethical and moral value

FINDINGS

Determining the difficulties in the Development of Moral and Ethical Values

There are difficulties in teaching moral and ethical principles to students from a variety of perspectives. This must be considered in addition to the idea and categorization of ethical dimensions. Researchers have found several obstacles to pupils' development of ethical and moral convictions in the current research. These difficulties are covered in additional detail in the sections that follow.

The Process of Imparting Moral and Ethical Principles to Students

The application of principles in a more methodical method of instruction and learning is what needs to be prioritized to create morally upright and ethical students. Researchers have shown that thoroughly thought-out course materials are necessary to provide students with exposure to ethics and morality and develop pupils who have high moral standards. Researchers' investigation revealed a mediocrely weak correlation between morality ethics and trusting values. This demonstrates that morality and professional conduct may be taught or educated through official or informal approaches and that this is one of the best ways to teach students the value of morality and ethics. The lack of citations, resources, and documentation about morals and the code of conduct was a hindrance to learners' personal and professional growth. This result is corroborated as well. He claimed that an absence of essential elements in e-learning causes a drop in ethical conduct; a model demonstrating how colleges and universities might address this shortfall to support the growth of students' ethics in higher education institutions is therefore required.

According to the author's research, before students start receiving vocational instruction, they must first be taught and exposed to the ideas of both right and wrong in their learning of ethical and moral principles. This is because if students are not taught a solid grasp of morals and values in the work environment, they will be impacted by ethical mistakes that frequently occur and develop into habits in every firm.

According to a study's findings, some instructors today are not as effective at leading students enrolled in Technical and Professional Educational Training. This is quite concerning because instructors are crucial to maintaining the caliber of Technical and Vocational Educational Training facilities, particularly when it comes to putting these ethical and moral standards into practice.

There are no Standards for evaluating Technical and Vocational Training of Students about Moral and Ethical Qualities

The procedure of instruction and comprehension ought to include monitoring. Researchers claim that there aren't many tools available in Pakistan for evaluating non-cognitive characteristics, particularly morality, ethics, and moral ideals. Additionally, the study's findings demonstrated that 68.8% of educators who responded to the survey said there were no precise standards for evaluating students' ethics and moral qualities. The survey of ethical growth is explained by the findings of a study that a researcher carried out on the assessment of learners' moral advancement in courses using conventional tools. A useful tool for assessing individual ethical actions in courses, co-curricular, or a single action stage is the practical evaluation.

Researchers discovered that to enhance learning outcomes at both the secondary and higher education levels, an instrument needs to be designed. This will address the lack of a thorough assessment system that has been in place up to this point, particularly for technical and vocational learners. Research has also indicated that one of the main issues with implementing classroom assessments is a lack of resources. As a result, instructors need to take the initiative by enrolling in additional training to learn more about evaluating or buying expensive educational resources.

Insufficient exposure to Soft Skills

Professionalism and ethical behavior were one of the components of learners' soft skills that were assessed. It is also frequently disputed to what extent engineering students have mastered soft skill components throughout the process of learning and instruction. According to research findings, students pursuing technical and vocational programs have a high degree of competence in soft skills. Nonetheless, the research's conclusions indicated that engineering students only possess an average degree of soft skill proficiency. According to studies, colleges and universities should expose students to the topic of soft skill proficiency more thoroughly to enhance their capacity for recognizing issues, understanding their restrictions, and engagement, all of which can lead to a rise in willingness for problem-solving. Additionally, according to research, 82% of respondents said they were not happy with the skills they had learned at the skills institute and that they were unable to utilize them in their present line of work.

THE SOLUTIONS FOR USING MORAL AND ETHICAL VALUES

Hone teaching abilities in applying moral and ethical principles

The results of the research demonstrate that using interactive learning exercises to advance the psychological motor skills component is appropriate, particularly when utilized in ethical as well as moral practices. Furthermore, professional studies curricula ought to include instruction on instilling ethical as well as moral ideals in pupils. Studies demonstrating the efficacy of hands-on instruction as a method of instruction for conveying social obligation and moral understanding to vocational learners corroborate these conclusions. Since technical fields are unethical, such learners need to be prepared with a sense of social duty and ethics to develop an understanding of ethics. The researcher suggested that making sure that instructional and instructional methods are centered around students is one strategy to address the issue of students in higher education's incapacity to master soft skills in moral and ethical domains. Case studies, modules, projects, and problem-based instruction can all be employed in contrast to the lecture, tutorial, and experimental methods that professors typically employ. According to research, using scenarios to teach developmental morals is an effective learning strategy. With this approach, students can apply ethical ideas and engage in active thinking. As a result, by using contemporary situations, students can learn about the ethical dilemmas they encounter when they start working in a manufacturing environment.

Create tools to help Technical and vocational training students understand moral and ethical principles

Positive mindset shifts among pupils may result from an evaluation of the ethical and moral principles as a tool. The findings of investigation studies demonstrate that a relatively small number of scholars develop models and procedures for assessing students' ethical as well as moral attitudes. Using Rasch analysis, the researchers also discovered that instruments of excellent quality are required to measure good psychological characteristics with regard to of reliability as well as validity. Researchers claim that creating tools to measure learning efforts is crucial to improving our understanding of pupils across disciplinary boundaries. In this instance, moral principles and their implementation must coexist throughout the teaching and learning process.

Researcher-conducted studies demonstrate the need for moral and ethical instruments as a gauge of an individual's worth, where moral components like fairness, trustworthiness, timeliness, integrity, love, sympathy, ethics, and kindness can be included as measurement constructs. According to the researcher, in order to ensure that every item evaluated has a high degree of reliability, instruments designed for assessing views and opinions of academics and personality need to undergo instrument testing for reliability. Researchers have demonstrated, however, that concern for the environment and ethical thinking are necessary tools for the field of engineering. The present research outlines one potential method for assessing the efficacy of educational programs meant to raise students' consciousness of environmental issues and their capacity for ethical decision-making. The findings of research projects also point to the significance of the ethical and moral value measuring tools. Results demonstrate that the tool used to gauge the ethical and moral principles of educators and nurses is also used to gauge their degree of professional stress at work.

Provide tools for technical and vocational students to practice moral and ethical principles.

Students' attitudes may improve after taking an evaluation of the moral and ethical principles. Researcher-conducted studies reveal that a small number of scholars create models and procedures for assessing students' ethical and moral attitudes. Using Rasch analysis, the researchers also discovered that high-quality instruments are required to measure good psychometric qualities in terms of validity and reliability.

Researchers claim that creating tools to measure learning attempts is crucial to improving our comprehension of students across disciplinary boundaries. In this instance, moral principles and their implementation must coexist throughout the teaching and learning process. Researcher-conducted studies demonstrate the need for moral and ethical instruments as a gauge of an individual's worth, where moral components like fairness, trustworthiness, timeliness, truthfulness, affection, empathy, honesty, and affection can be included as measurement constructs. According to the researcher, in order to ensure that every item evaluated has a high degree of reliability, questionnaires designed for evaluating thoughts and opinions of academics and personalities need to undergo

instrument testing for reliability. On the other hand, research has demonstrated the necessity for environmental consciousness and ethical decision-making tools in the engineering field.

The present research outlines one potential method for assessing the efficacy of educational programs meant to raise students' consciousness of environmental issues and their capacity for ethical decision-making. The outcomes of the investigations carried out by scholars also suggest the significance of instruments used to gauge ethical and moral standards. Results demonstrate that a measure of professional stress experienced by educators and nurses in the workplace is also taken into account when evaluating their ethical and moral principles.

Empowering Students Pursuing Technical and Vocational Training by Utilizing Soft Skills

The standard of the country's educational system has a significant impact on the achievement of the highest-level growth of human capital objectives. A group of employees that is highly motivated, ethical, imaginative, and knowledgeable is necessary given the increasing level of global competitiveness. The study reported that there is substantial evidence linking religious considerations to the development of engineering values. This demonstrates that, in addition to the use of soft skills in higher education instruction, religious considerations are crucial in providing support for people who might otherwise commit immoral and unethical crimes.

As a result, professionals like engineers should operate following their religious beliefs, which include upholding moral principles in their work. A person who has little ethical understanding and consciousness is more likely to engage in unethical behaviors, such as power abuse, fraud, corruption, betrayal of trust, egoism, and so forth. Researchers proposed that convictions and religion, family, beliefs, the arts, literature, and technological advances are components of ethical and moral development that should be utilized in terms of soft skills. All of these components are vital to promoting mutual respect, comprehension, and a peaceful coexistence of Pakistani society's diverse racial and religious backgrounds. In contrast, the research revealed that male students outperformed female students in terms of mean scores across all soft skill categories. Rasch research has revealed that there are notable variations between the sexes. To encourage female students to participate more fully, supportive environments such as teaching and learning methods particularly those that emphasize moral and ethical values as well as extracurricular activities that use applied models of soft skills must be improved.

Drawing on the principal points of the aforementioned composition, the investigator wishes to underscore the significance of the ethical and moral values concept in the formation of students' moral and ethical standards. It is important to highlight the practical use of these ethical and moral principles outside of the classroom as well. This can help to develop career development, aspirations, and student choices while also fostering positive relationships between technical and vocational training systems for students. Nonetheless, courses offered by universities on ethics and morality ought to be prioritized as well. This is so that students' personalities can grow by the cognitive, emotional, and psychomotor elements of ethics as a whole. The notion of morality and ethical behavior itself integrates internal and exterior values. Aspects of the National Education Philosophy are maintained in the Pakistani Education Development Plan by offering an educational experience with components of morality, ethics, and spirituality that ought to be fostered in both learning and instruction. The right steps must be taken to discover a solution for overcoming the difficulties involved in forming moral and ethical principles.

Students' spiritual and moral development must coexist with their comprehension in terms of both ethical and moral characteristics. Since producing morally upright students is the true aim of education, the issue of social difficulties among learners should not be ignored. Research indicates that spiritual growth, or awareness of oneself, is where human progress starts. Humans who possess a high level of spiritual growth will be driven to succeed in all aspects of their lives. Thus, stressing the moral and spiritual component of the learning process will be able to serve as a strong basis for developing integrated, balanced, and complete pupils by the objectives of national education. The procedure of growth for humans, according to the scholar, starts with the growth of spirituality, or consciousness of oneself. People who possess a high level of spiritual growth will be driven to succeed in all aspects of their lives. As a result, by placing a strong emphasis on spiritual growth in the process of learning, students will be produced who are well-rounded, aware, and integrated, in keeping with the objectives of national education.

To enhance the optional courses that are given and to reinforce instructional and educational pedagogy that emphasizes students' moral and ethical principles, HEIs must take immediate action. This is because, although the newly provided, The Study of Philosophy of Ethics and Civilization, is already available, the course also can help technical and vocational students build moral and ethical principles. The researcher added that all higher education institutions should create guidelines for measuring and evaluating students' ethics, morals, and ethics in order to help instructors and lecturers assess each student holistically and achieve high student personalities that will serve them well in their academic endeavors as well as in the workplace in the future.

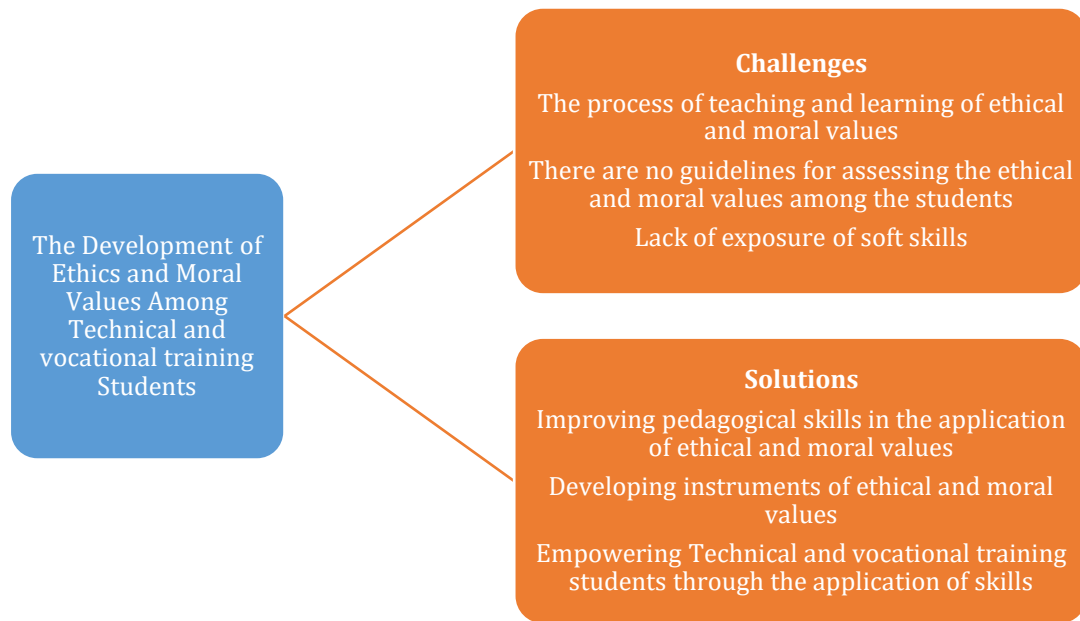


Fig. 2: Summary of the challenges and solutions the development of ethics and moral values among Technical and vocational training students

CONCLUSION

In conclusion, there are numerous obstacles in the way of among technical and vocational educational training student and instructors' growth of moral and ethical principles, according to the literature review of 35 chosen publications. Students' preexisting moral and ethical ideals ought to be upheld and reinforced to achieve significant growth that reflects the pinnacle of their civilization. Every student ought to possess a thorough awareness of ethical and moral principles. This is because ethical and moral principles can greatly influence pupils' ability to self-regulate in daily concerns. It ought to be underlined that ethical and moral values must be applied to raise awareness of civil society's development, which places a strong emphasis on enhancing integrity and morals within the social structure. Researchers need to fill up a gap in the instrument of moral and ethical principles towards students in higher education institutions based on the debate that was given. Moral and ethical principles skills ought to be imparted in this environment using either traditional or unconventional approaches. This is one of the best ways to introduce students or staff to the significance of principles, ethical behavior, morality, and related topics.

RECOMMENDATIONS

1. **Prioritize Moral and Ethical Education:** The first and foremost recommendation is to prioritize moral and ethical educational. This can be implemented in educational institutions through such tools as making interactive learning exercises or hands-on instruction that most effectively instill moral and ethical ideals into students. The process of imparting moral and ethical principles is higher education significantly increases their effectiveness when employing these techniques.
2. **Developing Tools and Assessment:** Developing of tools and assessments should measure students' understanding and continued application of moral and ethical principles. These tools should measure students' moral and ethical attitudes, behaviors, and values across disciplinary boundaries
3. **Focus on student soft skills:** Technical and vocational training programs should have a more extensive focus on student soft skills. Professionalism, ethical behavior and more can be taught more comprehensively with hands-on real-world applied learning of the soft skill components.
4. **Religious and cultural background:** Religious and cultural backgrounds can be built into ethical values. By integrating religious beliefs, family values, and student cultural considerations into a support system, you reinforce ethical behavior and moral development.
5. **Foster Gender Equality in Soft Skills Development:** Female students are not encouraged to partake in activities, particularly in the sciences, where they are thought of as having no talent, thus turning the courses into 'male-only' spaces. Establishing support measures and developing extracurricular activities that are aimed at discussing moral and ethical values are a couple ways to work on a solution to encourage female students to feel at ease to partake in full and not in part, and to close the gender gap at last.
6. **Offer Courses on Ethics and Morality:** Universities should prioritize offering courses on ethics and morality, in an effort to facilitate the cognitive, emotional, and psychomotor development of students in these areas. In this way, universities would grow to be institutions which do not offer room to support the hypocrisy of justice and in

which everything will contribute to ensure the development of responsible, moral, and ethically proficient students.

7. Develop Guidelines for Assessing Ethics and Morality: Higher educational institutions should enact guidelines for the measurement and evaluation of ethics, morals, values, and so forth in students, so that they might be evaluated holistically. This will ensure that the academic market may come to see such institutions as education providers with high moral, values, and ethical standards.
8. Fill Gaps in Moral and Ethical Instrumentation: Researchers should also focus on filling gaps in the instrumentation of moral and ethical principles within higher education institutions, although progress has been made. Tools and resources for assessing students' moral and ethical development effectively continue to be necessary.

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