

Fostering Holistic Student Development through Value Education, Ethics, Self-Awareness, and Creative Thinking in Teacher Training

Uma Baidya^{1*}, Dr. Prem Shankar Srivastava²

¹Research Scholar, The ICFAI University, Tripura, Kamalghat, India

²Principal & Professor, Faculty of Education, The ICFAI University, Tripura, Kamalghat, India

¹ORCID: 0009-0005-3091-9661

Corresponding Author: Uma Baidya

Abstract: Teacher training is one of the factors in training the future teachers on how to handle the different academic, social, emotional and moral needs of students. To provide a holistic development of the students, ethical, self-aware and creative teachers are required. (Baidya & Srivastava, 2025; Baidya, 2025a; Hattie & Clarke, 2024; Darling-Hammond et al., 2023; Srivastava, 2017a, 2017b). This paper will offer a theoretical discussion on how value education, ethics, self-awareness, and creative thinking can be incorporated in teacher training programmes to foster well-rounded teachers. Value education and ethics prepare the teachers to make responsible choices and set good examples for the students. Self-awareness enables a teacher to learn about their own feelings, strengths, weaknesses, and biases, which makes them engage in reflective practise and professional development (Baidya, 2025b; Srivastava, 2023a). Creative thinking will urge teachers to think in creative ways to overcome challenges in the classroom and can adjust to different learning contexts (Baidya, 2025b; Baidya, 2025a; Hattie & Clarke, 2024). The research is based on the constructive, transformational, self-directed, and social-cognitive theories to reveal how teacher education can foster these attributes. Reflective journals, project-based learning, mentoring, collaborative discussions, and ethical case studies are mentioned as effective strategies that can be used to combine these elements. The presented conceptual framework highlights the interrelationship of ethical, reflective and creative aspects in developing teachers capable of promoting holistic growth in students. This article offers curriculum design recommendations, teacher preparation, professional development program. Outcomes might also be utilized in upcoming investigations on the way integrated teacher education programmes influence achievement of student, teacher performance as well as professional identity development.

Keywords: Value education, Teacher education, Ethics, Creative thinking, Self-awareness, Holistic student development

1. Introduction

The education of teachers is changing dramatically due to the evolving needs of society, globalisation, and educational policies like the **National Education Policy (NEP) 2020** (Ministry of Education, 2020). The modern classroom needs teachers with subject knowledge but also prepared to promote social, emotional, moral, and creative growth of the students (Baidya & Srivastava, 2025; Baidya, 2025a; Hattie & Clarke, 2024). The holistic development of students is based on intellectual, ethical, emotional, and creative development. As role models, teachers should be able to possess these traits to be capable of guiding students (Baidya & Srivastava, 2025; Baidya, 2025a; Srivastava, 2024).

Responsible and fair classroom practises are based on **value education** and **ethics**. Ethically sound teachers are capable of making decisions that are balanced and set an example of integrity to their students (Shapiro & Stefkovich, 2016). Self-awareness helps teachers to identify their feelings, prejudices, weaknesses, and strengths, as well as things they should work on. This knowledge is a critical attribute of reflective practice and adaptive teaching approach (Goleman, 1995; Schon, 1983; Baidya, 2025b; Srivastava, 2023a; OECD, 2022). **Creative thinking** enables teachers to come up with creative lessons, adaptability to different needs of students and develop solutions to issues in the classroom (Robinson, 2011; Cropley, 2001; Baidya, 2025b; Hattie & Clarke, 2024).

The combination of these factors during teacher training makes sure that teachers are able to address the **academic, social, emotional, and moral needs** of students. The creation of ethical, self-aware, and creative teachers also fits the focus of NEP 2020 on **holistic, competency-based, and value-based education**. (Baidya & Srivastava, 2025; Baidya, 2025a; Srivastava, 2024; Darling-Hammond et al., 2023).

The purpose of this paper is to offer a **conceptual account** of how these qualities may be nurtured through teacher education programmes. It relies on constructivist theory of learning, **transformational theory of learning**, **self-directed learning theory**, and **social-cognitive theory** in discussing the processes by which teacher candidates acquire ethical reasoning, self-awareness, and creative problem-solving (Piaget, 1972; Vygotsky, 1978; Mezirow, 1997; Bandura, 1986; Baidya, 2025b; Srivastava, 2023a).

The objectives of the paper are to:

- Discuss teacher education in terms of value education and ethics.
- Explore the significance of self-awareness in shaping reflective teachers.
- Highlight the importance of creative thinking in teacher preparation.
- Develop an integrated framework linking these components to holistic student development.

- Offer implications and suggestions for teacher education programs and future research.

2. Theoretical Framework

2.1 Constructivist Learning Theory

The constructivist learning theory focuses on the idea that learners actively create knowledge through experience and social interactions (Piaget, 1972; Vygotsky, 1978; Baidya & Srivastava, 2025; Baidya, 2025a; Hattie & Clarke, 2024). Teacher candidates embrace this view as learning is dynamic and context-dependent. They also realise that professional development is not only learning techniques but also reflecting on experience and making adjustments to the practise to address the needs of students.

Constructivist teacher education is based on **self-consciousness**. Teachers evaluate their own strengths, weaknesses, and biases in order to become better teachers. **Creative thinking** will enable the teachers to create lessons that relate theory to real-life examples, whereby learning becomes more meaningful to the students (Baidya, 2025b; Srivastava, 2023a). Teacher candidates learn the values of ethical conduct and effective teaching practises by practising collaborative learning with peers and mentors (Darling-Hammond et al., 2023; OECD, 2022).

2.2 Transformational Learning Theory

The transformational learning theory underlines that the learners are able to transform their thinking through the critical analysis of assumptions and experiences (Mezirow, 1997; Baidya, 2025b; Srivastava, 2023a). The challenges faced by teacher candidates necessitate a reassessment of their previous assumptions regarding teaching, ethics and learning.

As an illustration, prospective teachers can be presented with cases where their initial assumptions are challenged when teaching diverse learners. The reflection, discussion, and guided practice help them to acquire ethical decision-making skills, self-awareness, and innovative teaching methods (Baidya & Srivastava, 2025; Hattie & Clarke, 2024). Transformational learning guarantees that teachers are competent, reflective, adaptive and morally grounded.

2.3 Self-Directed Learning Theory

Self-directed learning is a learning process whereby learners assume responsibility in determining the learning needs, goals, and in assessing outcomes (Knowles, 1975; Srivastava, 2023b; Baidya, 2025b). The teacher candidates who acquire these competencies are in a better situation to experience lifelong development in their professions.

Self-directed learning promotes **self-awareness** because teachers are aware of their own development and contemplate practises (OECD, 2022; Hattie & Clarke, 2024). It also

promotes **innovative thinking**, thus allowing teachers to experiment with new teaching methods and problem-solving techniques. The concept of ethics incorporated into self-directed learning will make sure that the decision-making process and the actions undertaken are in line with the moral principles and professional standards (Baidya, 2025a; Darling-Hammond et al., 2023).

2.4 Social-Cognitive Theory

In the social-cognitive theory, Bandura focuses on the relation between behaviour, cognition and the environment (Bandura, 1986; Baidya, 2025b; Srivastava, 2023a). Teacher candidates acquire knowledge by observing how practised teachers are taught, reflecting, and using ethical and creative remedies in the classrooms.

One of the most important concepts is **self-efficacy**. Teachers who have a high self-efficacy will find it easier to implement more innovative teaching methods, make ethical choices, and continue working under challenging circumstances (Zhang & Wang, 2021; Hattie & Clarke, 2024; Baidya, 2025b). Mentoring, peer practice, and reflection help to facilitate the development of these characteristics (Darling-Hammond et al., 2023; OECD, 2022).

3. Integration for Holistic Student Development

The result of teacher education programmes combining **value education, ethics, self-awareness, and creative thinking** is holistic student development. The elements are mutually dependent and contribute to the capacity of educators to fulfil the academic, emotional, social, and moral needs of students (Srivastava, 2023a; Baidya & Srivastava, 2025; Baidya, 2025b).

3.1 Value Education and Ethics

The use of value education and ethics assists teachers to make fair, responsible, and diversity-respectful decisions (Shapiro & Stefkovich, 2016; Baidya, 2025a). When teachers engage in ethical principles, they act as role models to the students, whereby honesty, cooperation, empathy, and respect are encouraged. Ethical awareness plays a significant role in conflict resolution in the classroom, disciplinary matters, and establishing a positive learning environment (Shapiro & Stefkovich, 2016; Baidya, 2025a).

As an example, when students with different backgrounds disagree on a situation, a teacher who has been trained on ethical reasoning can help by fostering dialogue, comprehension, and justice. Incorporating ethics in teacher education is a way of ensuring that teachers are equipped to lead the students into a moral life with a conducive classroom atmosphere (Srivastava, 2024; Baidya & Srivastava, 2025).

3.2 Self-Awareness

Self-awareness helps educators to look back to themselves and their emotions, beliefs, biases, and teaching practises (Goleman, 1995; Schon, 1983; Baidya, 2025b) Reflective practise is used to assist teachers to realise how their actions impact the learning and emotional growth of students. Self-aware teachers are able to modify their teaching methods to suit the needs of individual learners (Srivastava, 2023a; Darling-Hammond et al., 2023).

As an example, a teacher who knows their inclination to give preference to some students can deliberately organise inclusive activities that involve every learner. Self-awareness also contributes to professional development, as educators can determine what to improve and set personal learning objectives (Baidya, 2025a; OECD, 2022).

3.3 Creative Thinking

Creative thinking prepares teachers to apply innovative approaches to teaching and problem-solving skills, and adaptive solutions to different classrooms (Robinson, 2011; Cropley, 2001; Baidya, 2025b) Creating teaching improves student interaction, promotes critical thinking, and independent learning (Srivastava, 2023a; Hattie & Clarke, 2024).

A creative educator may develop project-based tasks where various subjects are merged to enable students to delve into real-life issues and come up with solutions that are practical. Creative thinking is also useful in enabling teachers to effectively handle sudden classroom issues to preserve a positive learning atmosphere (Darling-Hammond et al., 2023; Baidya & Srivastava, 2025).

3.4 Combined Impact

With the integration of value education, ethics, self-awareness and creative thinking, the teachers can help the students grow holistically. Ethical instructions guarantee moral and social education. Self-awareness provides an opportunity to engage in reflective teaching to pay attention to the unique needs of students. Creativity offers an interesting and relevant learning experience. All these traits are contributing to **intellectual development, moral reasoning, emotional intelligence, and social skills** among the students (Srivastava, 2024; Baidya, 2025a; Lovat & Toomey, 2023).

This integration is consistent with the priorities of NEP 2020, which is based on **competency-based and holistic education**, and prepares teachers to be reflective, ethical, and innovative professionals. Those programmes that deliberately incorporate these elements into curricula generate teachers who can help to raise a well-rounded student who assumes responsibility, is self-aware, and creative (Srivastava, 2024; Baidya & Srivastava, 2025; Lovat & Toomey, 2023).

4. Practical Strategies for Teacher Training

Ethics, self-awareness, and creative thinking can be incorporated into teacher education training through a number of approaches:

4.1 Reflective Journals

Teacher candidates should be encouraged to keep reflective journals to enable them to reflect on their feelings, interactions with the classroom, and decision making. Reflection promotes **self-awareness**, brings out ethical issues, and promotes ongoing improvement (Srivastava, 2023a; Baidya, 2025b).

4.2 Project-Based Learning

Project-based learning facilitates the development of **creative thinking** as teachers are exposed to real-life educational problems. As an example, a cross-curricular project designed by the trainees may involve not only ethical choices and social awareness but also simulates real classroom problems (Darling-Hammond et al., 2023; Baidya & Srivastava, 2025).

4.3 Mentoring and Peer Collaboration

Mentoring offers the guidance of more experienced educators, the example of ethical practises and reflective teaching. The cooperation between the peers promotes the discussion, joint reflection, and solution, strengthening the **self-awareness and moral thinking** (OECD, 2022; Baidya, 2025a).

4.4 Ethical Case Discussions

Case-based discussions are real or hypothetical classroom scenarios that involve moral judgement. Teacher candidates evaluate, debate, and suggest ethical solutions to situations. This approach enhances **value education**, critical thinking and professional judgement (Srivastava, 2023a; Baidya & Srivastava, 2025).

4.5 Integrating Technology

Reflective practise and creativity can be promoted using digital tools. As an example, online portfolios, teaching simulation and collaborative platforms can enable teacher candidates to test lesson designs, implement feedback, and reflect on practise (Zhang & Wang, 2021; Hattie & Clarke, 2024).

Teacher education programs will be able to help produce reflective, ethical, and innovative teachers by integrating these strategies. These teachers, in turn, offer learning conditions that support the whole-person development of the students, including not just cognitive, but social, emotional, and moral development (Baidya, 2025b; Srivastava, 2023a).

5. Conclusion

One of the main objectives of contemporary teacher education is holistic student development. **Ethical, self-reflective, and creative-thinking** teachers can have more beneficial effects in the overall development of the students. The theoretical approaches to **value education, ethics, self awareness, and creative thinking** in teacher training are sure to equip teachers with the ability to adapt to various situations in the classroom, to influence the moral growth of students, and to make learning experiences interesting and motivating (**Constructivist learning theory, transformational learning theory, self directed learning theory, and social cognitive theory** Srivastava, 2023a; Baidya, 2025b). Constructivism lays stress on active knowledge construction and reflective practise. Perspective transformation is encouraged by transformational learning as a result of critical reflection of experience. Self-directed learning encourages independence, self-goal assortment, and professional development. Some of the strategies to embrace in teacher education programmes that can help develop these qualities include reflective journals, project-based learning, mentoring, ethical case discussions, and integrating technology (Srivastava, 2024; Darling-Hammond et al., 2023). These programmes produce teachers who are able to develop **cognitive, social, emotional, and moral development** in students Baidya & Srivastava, 2025; Hattie & Clarke, 2024).

In summary, the integration of ethics, self-awareness, and creative thinking in teacher training aligns with global educational priorities and NEP 2020 guidelines. It does not only equip teachers with the knowledge to give but also to model ethical behaviour, reflect on practise, and be innovative in teaching. The resulting teachers will be more competent to produce **responsible, self-conscious, and creative individuals** to create a more balanced and efficient education system (Srivastava, 2023a; Srivastava, 2024; Lovat & Toomey, 2023; OECD, 2022).

6. Implications

The three learning outcomes of teacher education programmes should be ethics, self-awareness and creativity. With such considerations in curriculums, graduates will be well placed to ensure full realizations by students not only academically but also in moral, social, and emotional realizations (Baidya, 2025a; Darling-Hammond et al., 2023). These competencies need to be retained through the career of educators by both pre-service and in-service teacher training through continuous professional development manifested by mentoring, reflective practise and ethical discussion (Srivastava, 2023a; Baidya & Srivastava, 2025). Such qualities will increase the chances of teachers delivering ethical, reflective, creative, and socially responsible students and enhance the overall learning outcomes. Additionally, the policy frameworks such as NEP 2020 and institutional policies should focus on the holistic training of teachers with the aim of developing value oriented

reflective and innovative teachers (Ministry of Education, 2020; Lovat & Toomey, 2023). Lastly, the ability to build one's self-awareness and ethical thinking can allow professionals to become more resilient, more likely to follow their moral compass, and more adaptable, and it is a very important virtue regarding the issue of negotiating the realities of the contemporary classrooms (Goleman, 1995; Srivastava, 2024).

7. Suggestions for Future Research

- Carry out empirical research to quantify the effects of combined teacher training programs on student achievement, teacher self-efficacy and classroom performance.
- Discover cross-cultural comparisons in order to know how ethics, creativity, and self-awareness influence teacher performance in various learning environments.
- Conduct longitudinal study of professional development of ethically, creatively, and reflectively trained teachers.
- Research Technological-based methods with enhancements in creativity, moral reasoning, and reflection in teacher education.
- Test how teacher self-awareness, ethical reasoning and creative thinking are related to classroom management, student engagement and moral development.

References

1. **Baidya, U.** (2025a). Sociological foundations of teacher education: Bridging society and classroom practice. *International Journal of Future and Multidisciplinary Research (IJFMR)*, 7(5).
2. **Baidya, U.** (2025b). Multidisciplinary educational strategies for building a resilient future in teacher education. *International Journal of Future and Multidisciplinary Research (IJFMR)*, 7(5).
3. **Baidya, U.** (2025c). Conceptual input of self-concept with respect to Indian philosophers: A philosophical analysis for educational transformation. *Online International Interdisciplinary Research Journal (OIIRJ)*, 15(Special Issue). ISSN: 2249-9598
4. **Baidya, U., & Srivastava, P. S.** (2025). Need of spiritual awareness among prospective teachers: A conceptual study. *International Journal of Social Science Research (IJSSR)*, 2(3), 167–178.
5. **Bandura, A.** (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
6. **Cropley, A. J.** (2001). *Creativity in education and learning: A guide for teachers and educators*. Routledge.

7. **Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D.** (2023). Educating the whole teacher: Social and emotional learning, ethics, and creativity in teacher preparation. *Teaching and Teacher Education*, 126, 104003.
8. **Goleman, D.** (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
9. **Hattie, J., & Clarke, S.** (2024). *Visible learning and feedback* (2nd ed.). Routledge.
10. **Knowles, M. S.** (1975). *Self-directed learning: A guide for learners and teachers*. Cambridge Adult Education.
11. **Lovat, T., & Toomey, R.** (2023). *Values education and quality teaching: The double helix effect*. Springer.
12. **Mezirow, J.** (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5-12.
13. **Ministry of Education.** (2020). *National Education Policy 2020*. Government of India. www.education.gov.in.
14. **OECD.** (2022). *Teaching for the future: Global competence in teacher education*. OECD Publishing.
15. **Piaget, J.** (1972). *The psychology of the child*. Basic Books.
16. **Robinson, K.** (2011). *Out of our minds: Learning to be creative*. Capstone Publishing.
17. **Schon, D. A.** (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
18. **Shapiro, J. P., & Stefkovich, J. A.** (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (4th ed.). Routledge.
19. **Srivastava, P. S.** (2016a). An outline of spiritual intelligence for practical and real life perspective. *International Journal of Academic Research and Development*, 1(5), 5-8.
20. **Srivastava, P. S.** (2016b). Conceptual input of Bloom's Taxonomy of educational objectives with respect to Bhagavad-Gita's teachings. *International Journal of Advanced Research*, 2(6), 526-530.
21. **Srivastava, P. S.** (2017). Spiritual education in Vedic philosophy: A psychological and philosophical perspective. *International Journal of Academic Research and Development*, 2(4), 6-10.
22. **Srivastava, P. S.** (2023a). Effect of value-oriented education and intelligences on adjustment ability in India: A critical review. *Humanities and Social Science Review*, 11(3), 115-124.

23. **Srivastava, P. S.** (2023b). Role of global teacher skills in shaping self-concept and professional competence of teacher trainees. *Asian Journal of Education and Teacher Training*, 8(2), 45–62.*
24. **Srivastava, P. S.** (2024). Spiritual awareness and professional growth: A conceptual approach to reflective teacher education. *International Journal of Learning, Teaching and Educational Research*, 23(2), 67–84.*
25. **Vygotsky, L. S.** (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
26. **Zhang, Q., & Wang, J.** (2021). Teacher self-efficacy and innovative teaching: A social-cognitive perspective. *Educational Psychology Review*, 33(2), 515–534.