

A The Impact Of Higher Education On Sustainable Development Goals: A Quantitative Analysis Of Enrollment Growth And Educational Quality

Dr. Krati Agarwal^{1*}, Dr. Shivangi Jaiswal², Dr. Mayank Goel³, Dr Deepika Yadav⁴

^{1*}Assistant Professor Institute Of Business Management Gla University Mathura (Noida Campus) drkratiagarwalo820@gmail.com

²Assistant Professor Institute Of Business Management Gla University Mathura shivangi26jaiswal@gmail.com

³Assistant Professor Shri Ram College of Commerce University of Delhi, mayankgoel13995@gmail.com

⁴Assistant Professor, PGDAV College, University of Delhi deepsyadav1993@gmail.com

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ABSTRACT

This study investigates the factors that hinder the inculcation of moral values within the framework of Sustainable Development Goals (SDG). Using a mixed-methods approach, the research explores the impact of value-based education on the spiritual growth of individuals. The study employs quantitative surveys and qualitative interviews with educators, students, and experts in moral education. The findings reveal that while value-based education significantly enhances spiritual growth, several barriers exist, including inadequate curriculum integration, lack of trained educators, and socio-cultural challenges. The study underscores the importance of a holistic approach to moral education, advocating for policy reforms and community involvement to foster moral development. The implications of these findings suggest the need for robust educational strategies to align with SDG targets, emphasizing moral values as crucial components of sustainable development.

Keywords: Moral Values, Value-Based Education, Sustainable Development Goals (SDG), Spiritual Growth, Educational Barriers, Policy Reforms, Holistic Education

1. Introduction

The university is an institution that has a lengthy history, beginning as a place of teaching and then taking on the task of generating knowledge through research. Additionally, the university has a long history. In more recent times, universities have also begun to take on what is commonly referred to as the "third mission," which entails connecting with the community at large. When applied to education, the rights-based approach views it as an inherent entitlement that ought to be guaranteed for all individuals. On the other hand, the capabilities approach places an emphasis on the ways in which higher education enhances individuals' ability to achieve their personal aspirations and values (Boni & Walker 2016; McCowan 2013).

The number of students enrolling in higher education institutions around the world has been steadily growing over the past few years.

There was a considerable growth in the number of students attending higher education institutions between the years 2000 and 2015, with the number of students more than doubling from 100 million to 213 million. While this was going on, the global gross enrollment ratio for higher education increased from 19% to 36%. This rise occurred throughout the same time span. An increase in participation rates can be ascribed to a number of different factors, including an increase in demand, an increase in affluence, and the implementation of government programs that promote the enrollment of women, minorities, and other students who are marginalized (Owens, 2017).

The sum of one's individual components taken together. Strong higher education systems make it easier to achieve a variety of goals, including the elimination of poverty, the improvement of health and well-being, the promotion of responsible consumption, the implementation of preventative measures against climate change, and the development of peaceful societies (UNESCO, 2016a). There is more to the aim of higher education than

simply expanding the number of students who enroll in it now. Teaching and learning, scientific research, and community service are the three educational missions that universities must prioritize in order to achieve success. Universities must also emphasize the full development of their educational missions.

There is a significant part that higher education plays in solving the challenges that are associated with sustainable development. When it comes to advanced training and capabilities, however, the industry is capable of providing more than just those things. The education of excellent teachers, the discovery of innovative research, and the establishment of connections between services and communities are all possible outcomes of this. It is not adequate to merely include everyone in the global targets. It is absolutely necessary for governments, multilateral agencies, and universities to work together in order to make a complete contribution to the agenda for sustainable development. It is important that this partnership prioritizes the allocation of resources to research that is sponsored by the public sector and the establishment of relationships between various industries.

The fourth Sustainable Development Goal (SDG) covers gender disparities in education, dropout rates in elementary, secondary, and postsecondary education, and creating opportunities for the underprivileged, including scheduled caste members, indigenous people, and people with disabilities. All of the SDG 4 targets are centered on providing high-quality education to all students, regardless of their ethnic origin, at all educational levels, from primary to postsecondary. The 2030 Sustainable Development Goal 4 aims to ensure integrated and equal quality education and promote opportunities for lifelong learning for everyone by 2030, profoundly reflects aspirations in education. Thus, it is a clear observation that this world is aiming to provide education for all and by adding value to it that becomes more substantial (Saini et al., 2022).

2. Literature Review

Dasari (2017) stated that as a result of the fact that a teacher is responsible for moulding the thoughts of children, which in turn determines their behaviour and actions in the future, value education ought to be the major priority of teacher preparation. Lukman et al. (2021) mentioned in the study that Personality will manifest itself as a hidden curriculum for a teacher, which will have an impact on how they teach and educate their students. According to Argyropoulou (2020), just fifty percent of the people who took part in the research decided to use conventional lies, which are commonly referred to as "white" lies, when they were confronted with difficult circumstances. Groundwater-Smith (2013) explained that teaching and learning can be transformed into a dynamic giving and receiving of gifts through the practise of gratitude in education. To put it another way, it is showing respect for academic integrity, intellectual property, and the various points of view that are presented in class discussions and assignments. These data are consistent with (Vega-Ramirez et al., 2021) findings. It has been demonstrated that therapies that are based on the notion that intellect and abilities can be improved through effort and practice have shown promising outcomes in encouraging perseverance and academic accomplishment. (Silvervarg et al., 2018). The generative possibilities that are provided by positioning empathy within a queer pedagogy of emotion; and the limitations and constraining effects that are associated with an emphasis on empathy in the field of teacher education (Neary, 2019).

3. Methodology

The research has employed a quantitative methodology to analyze the impact of higher education on Sustainable Development Goals (SDGs). Data collected from various sources, including enrollment records from universities, international educational databases, and reports from organizations monitoring educational quality and SDG progress. The study will use statistical techniques such as regression analysis to examine the relationship between enrollment growth and improvements in educational quality, and how these factors contribute to achieving SDGs. Surveys will be conducted among university administrators and students to gather additional insights. Data analysis will be performed using software tools like SPSS or R to ensure accuracy and reliability of the findings. This approach will enable a comprehensive understanding of the role higher education plays in advancing sustainable development.

4. Objective and Hypothesis of the study

To analyse factors That Hinder The Inculcation Of Moral Values under SDG

Hypothesis

Ha1: Value-based education has a positive effect on the spiritual growth of an individual.

5. Analysis and Interpretation

Objective: To analyse factors That Hinder The Inculcation Of Moral Values

Table 1: Rotated Component Matrix

Rotated Component Matrix ^a	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Acknowledging mistakes and learning from them is an important	.286	-.404	-.328	-.152	.066	-.028	.200	-.026	-.110	-.008	-.475	-.056	.359	.017	-.119
It is important to constructively criticize as it helps me to improve	-.049	.768	.248	.208	-.160	.144	-.146	.019	-.096	.141	-.049	-.096	.049	.108	-.364
I am withholding information or providing false feedback to students	-.104	-.246	-.234	.226	.040	-.189	-.154	.002	.028	.073	-.081	-.050	-.093	.778	.248
Believing that I should prioritize academic performance over	-.284	.188	-.063	-.030	-.021	-.075	-.079	.021	-.042	-.042	-.096	-.088	-.132	.202	.833
I value sincerity in communication and strive to be genuine in	.531	-.085	.296	.009	.358	-.079	.405	-.125	-.180	.075	.065	.269	.131	.145	-.046
Even when tasks are challenging, I maintain a positive and	.237	.215	.488	.113	.102	-.259	.461	-.266	-.091	.025	-.163	.174	.374	-.024	.002
In the face of challenges, I lack motivation to persevere and	-.216	-.155	.197	-.016	-.088	-.197	-.069	.708	.344	.083	.015	-.078	.013	.379	.026
I can listen attentively even when the conversation is	.109	.040	-.171	.326	-.027	.054	.041	-.049	.185	.142	-.075	.090	.817	-.148	-.087
When I am faced with a difficult situation, I am facing a prolonged	-.363	.050	-.222	.146	-.030	-.050	-.051	.744	.225	.034	-.017	.028	-.135	-.085	-.033
When faced with a difficult situation, I am inclined to	-.134	-.131	-.222	.009	.201	-.191	-.844	.173	.092	.075	-.141	-.098	.002	.014	.060
I believe that avoiding hard work and perseverance is	-.217	-.034	-.141	.147	-.114	-.253	-.488	.482	-.053	.134	-.120	.000	.205	.225	-.135
I actively seek opportunities to demonstrate respect for	.125	-.246	.037	-.039	.062	.026	-.088	-.109	.069	.861	-.109	.061	.105	.102	-.061
In my teaching approach, I actively seek feedback from	.225	.284	.234	.042	.140	.738	.109	-.042	-.018	.258	-.174	.102	.282	-.039	-.064
I am willing to adapt my teaching methods based on	.128	.470	.202	.061	.135	.735	.122	-.111	.036	-.029	-.065	-.066	-.118	-.218	-.103
I strive to create a classroom environment built on	.701	.051	.377	-.043	.233	-.059	.153	-.156	-.096	-.069	-.139	-.116	.170	-.126	-.211
I encourage my students to question and challenge	.326	.329	.309	.132	-.034	.500	.239	-.053	-.014	-.139	-.095	.033	-.130	.157	.040
Loyalty to the well-being of students is reflected in my	.770	.067	.234	-.021	.218	.083	-.027	-.092	-.118	.064	.006	.033	.076	-.124	-.311
Truthfulness is integral to building trust with students and	.397	.281	.510	-.224	.309	.303	.269	-.030	-.010	.102	-.135	-.082	.020	.170	.121
I encourage a culture of openness where students feel	.439	.408	-.054	-.303	-.158	.230	-.143	-.166	.194	.161	-.066	.407	-.011	.171	-.167
In order to create a classroom environment built on	.468	.079	.545	-.197	.134	.410	.202	-.055	.047	.097	-.264	.041	-.024	-.195	.075
I believe that teachers should prioritize academic	-.035	-.006	.128	.511	-.033	-.086	-.291	-.005	.093	.452	-.200	.037	.174	-.039	.407
I incorporate activities that promote understanding and	.870	.119	-.046	.194	-.037	.069	-.053	.337	-.013	.116	-.025	.054	.132	.016	-.014
I model empathetic behavior in my interactions with	.160	.478	.432	.261	.038	.009	.082	-.054	-.041	.217	-.083	-.079	-.481	-.194	.088
Involvement in decision-making processes relates to	.487	.323	.509	.041	.349	.039	.144	-.073	.110	.322	-.099	-.200	-.155	-.009	-.036
I believe that a competitive classroom environment	.000	-.113	-.004	.774	-.128	-.071	.110	.317	.313	-.075	.138	.021	.077	.014	-.081
I allocate time for collaborative discussions and	.009	.137	.711	-.053	.095	.166	.362	-.154	.013	.325	.003	-.040	-.034	-.058	-.221
Involvement in group projects fosters a sense of	.107	.291	.736	.016	.166	.133	.077	-.014	.090	-.108	.375	.151	.164	.015	-.030
Involvement in group projects fosters a sense of	.426	.292	.674	.162	.247	.147	.105	.085	.043	.085	.045	.057	-.153	.136	-.031
I avoid accepting activities that promote understanding and	-.008	.651	.346	.088	.041	.067	.117	.180	.004	-.105	-.028	.008	.202	-.072	.322
I believe that sincerity contributes to creating a	.169	.276	.792	.123	.209	.110	-.046	-.183	-.125	-.074	-.052	.076	.096	-.124	.094
When providing feedback, I focus on being	.245	.293	.559	.014	.350	.411	.179	-.006	.173	-.021	.053	.001	.130	.119	-.078
When providing feedback, I focus on being	.691	.266	.207	-.017	.218	.133	.172	-.061	.244	-.155	.033	.078	-.025	-.167	-.049
I believe that sincerity contributes to creating a	.667	.273	.193	-.150	.093	.210	.394	-.157	.078	-.136	.053	.065	.171	.067	.100
Presenting a false front to students is a	-.086	-.383	-.146	.442	.071	-.424	.231	.066	.054	.182	-.286	.048	-.122	.019	.132
It is acceptable for teachers to lack motivation in their	-.145	.126	-.068	.323	-.141	-.077	-.476	-.150	.261	.046	.195	.185	-.167	.164	.153
I incorporate interactive and participatory activities in	.702	.151	-.028	.180	.053	.121	-.052	-.429	.033	.117	.335	-.084	.088	.179	.014
I actively seek opportunities for professional	.523	.339	.466	.155	.197	-.151	.123	-.290	.114	.018	.043	-.045	.118	.307	.016
I strive to provide students with a learning	.532	.236	.179	-.048	.219	.396	.353	-.244	.067	.279	-.042	-.149	-.090	-.165	-.016
Considering motivation is essential for	.071	-.038	-.005	.323	-.075	.018	-.032	.143	.823	.155	.120	.113	.056	-.066	.113
I view these as opportunities for learning and	.095	-.072	.285	.259	.242	.070	-.218	-.126	.262	.065	.502	-.139	.205	-.526	-.022
I provide additional support to students who	.325	.316	.081	.094	-.042	.248	.187	-.066	.064	.087	.027	.065	.344	.144	.020
I patiently guide students through complex	.316	-.012	.137	.099	.684	.017	.011	-.329	-.004	.239	.149	.023	.179	.103	-.138
It is necessary for teachers to express	.187	.324	.229	.291	.511	.215	.182	-.053	-.100	-.132	.318	.424	-.122	.018	.053
I actively seek opportunities to show	.318	-.042	.296	.353	.560	-.354	-.011	.076	-.178	.174	-.244	.012	-.035	.025	-.066
I model respectful behavior towards	.329	.464	.156	-.051	.624	.320	-.061	-.036	-.146	-.130	.056	.082	-.178	-.002	.014
I actively involve students in discussions about	.133	.292	.526	-.101	.071	.098	-.004	.054	.024	-.006	-.165	.110	-.125	-.135	.035
Believing that teachers should not	-.461	.321	.459	-.006	-.111	-.449	-.169	.160	.306	-.143	.042	-.056	-.244	-.144	.020
I persist in adapting my teaching methods to	.286	.684	.132	-.011	.162	.176	.055	.025	.028	-.157	.081	.055	.010	.184	.163
I encourage students to persevere through	.013	.108	.207	.194	.838	.045	-.121	-.140	.035	-.041	.114	.257	.071	-.060	.047
I persevere in my own professional	.212	.762	.152	.069	.378	.046	.046	-.123	-.017	-.039	.091	.143	-.048	-.054	.135
I find appropriate feedback if it keeps me	-.186	-.104	-.228	.276	-.066	-.201	-.490	.122	.260	-.461	-.071	.119	-.002	.222	.283
As a teacher, appreciating and acknowledging the	.019	.080	.081	.229	.183	.092	.150	.000	.122	.025	-.111	.865	.055	-.118	.049
Teachers do not face challenges in	.167	.054	.030	.395	.442	-.072	.054	.065	.345	.132	-.041	.030	.068	.103	-.280
Fostering a cooperative and team	.163	.011	.822	.036	.135	-.029	-.133	-.138	-.042	.055	.164	-.128	-.139	.022	.022
It is the challenges associated with	.271	.107	.003	-.040	.219	-.189	-.148	.013	.291	.100	.356	.606	.078	.262	.168
Maintaining motivation for moral	.098	.192	.039	.832	.245	.079	-.053	-.024	.133	.080	.024	-.004	.208	.112	.070
Teachers do not find challenges to	-.073	-.180	-.176	.601	-.012	-.112	-.204	.074	.101	-.059	-.137	.447	.251	.208	-.023
I believe that it is essential for	.047	.766	.251	-.084	.237	.073	.153	-.076	.230	-.081	.242	.140	-.018	.098	-.006
When I am faced with a difficult situation, I	.097	-.019	-.142	.043	-.151	.007	-.149	.831	.006	-.277	.179	-.017	.017	-.051	.079
Teachers do not find challenges to	.123	.109	-.092	.551	.159	-.143	.087	.319	.207	-.213	.031	.248	.020	.175	.075
Promoting a culture of gratitude and	.123	.109	.123	.345	.018	.404	-.070	.020	.345	-.405	-.045	.008	-.050	.054	.018
Addressing and discouraging	-.273	.072	-.092	.242	.242	-.120	.146	.331	-.060	-.281	.071	.247	.100	-.060	.010
There are specific situations where	.039	.105	.013	.042	.064	-.120	.146	.128	.003	-.095	.843	-.014	-.051	-.071	-.114
In group activities, I am reluctant to	-.009	.163	.045	.158	.043	.058	-.065	.127	.844	-.112	-.011	.117	.090	.041	.174

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 28 iterations.

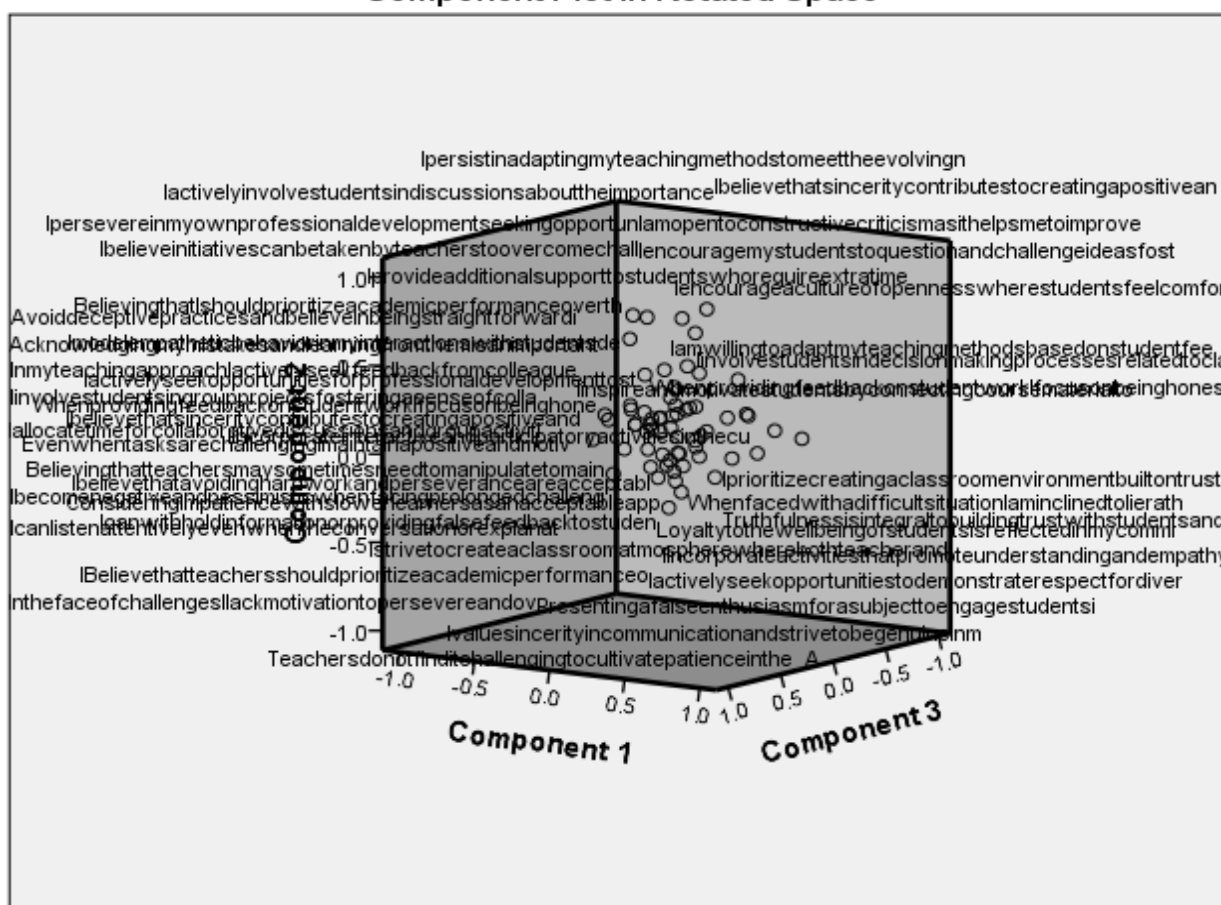
The rotated component matrix from the analysis reveals several key factors that hinder the inculcation of moral values among educators. Factor 1 highlights the importance of acknowledging mistakes and learning from them, as well as valuing sincerity in communication and striving to be genuine. Factor 2 emphasizes openness to constructive criticism and the ability to maintain positivity and motivation even in challenging situations. Factor 3 indicates a tendency to withhold information or provide false feedback, which can undermine trust and integrity. Factor 4 suggests a prioritization of academic performance over the holistic development of students, potentially neglecting moral education. Factor 5 underscores the significance of creating a classroom atmosphere built on trust and respect, while Factor 6 reflects a reluctance to adapt teaching methods based on student feedback. Factor 7 reveals a negative and pessimistic attitude in the face of challenges, which can impede resilience and perseverance. Factor 8 highlights the importance of truthfulness and integrity in building trust with students, while Factor 9 suggests a lack of motivation and perseverance among educators. Factor 10 underscores the need for teachers to model respectful behavior and promote empathy, fostering a positive learning environment. Factor 11 indicates a tendency to avoid hard work and perseverance, which can set a detrimental example for students. Factor 12 emphasizes the value of collaboration and teamwork in education, while Factor 13 suggests challenges in maintaining motivation for moral value education. Factor 14 reveals a tendency to become negative and pessimistic when facing prolonged challenges, which can affect teacher-student dynamics. Finally, Factor 15 underscores the importance of promoting a culture of gratitude and respect within the educational setting.

Overall, the findings suggest that addressing these factors, such as promoting sincerity, openness to feedback, and resilience, while discouraging dishonesty and promoting a culture of respect and collaboration, can contribute to the effective inculcation of moral values among educators and students alike. It is essential for educational institutions to recognize and address these challenges systematically to foster a positive learning environment conducive to the holistic development of students.

Table 2: Component Transformation Matrix

Component Transformation Matrix															
Component	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	.597	.450	.484	-.004	.328	.278	.236	-.191	-.010	.067	.026	.068	.013	-.123	-.054
2	-.006	.119	-.007	.788	.262	-.125	-.235	.143	-.343	-.082	.033	.203	.128	.122	.087
3	-.385	.578	.024	-.131	-.172	.273	-.047	.301	.151	-.387	.115	-.012	-.265	-.089	.197
4	-.360	-.086	.420	-.101	-.567	-.349	-.072	.093	-.258	.010	-.054	-.164	-.284	.121	.165
5	-.264	.046	.297	.321	-.266	.152	.150	.138	-.089	.198	-.569	-.376	.179	-.173	-.166
6	-.054	.301	-.124	-.140	-.085	.014	-.412	-.200	-.035	.433	-.452	.200	-.095	.241	.392
7	.140	-.205	.266	-.283	-.034	.010	-.101	.488	.625	.344	.012	-.001	.119	.043	-.111
8	.463	.123	-.267	-.095	.164	-.135	-.193	.541	-.281	-.292	-.318	-.170	.060	.001	-.132
9	-.033	-.047	.156	-.166	-.087	-.214	.495	.085	.118	-.312	-.331	.413	.308	.319	.225
10	.306	.156	.159	.203	-.471	-.427	.155	-.017	-.042	.018	.211	-.343	-.311	.320	.151
11	-.192	.398	-.002	-.096	-.055	-.317	.022	.256	-.240	.408	.349	.169	.460	-.014	-.197
12	.023	-.134	-.079	.243	-.066	.170	.290	.327	-.352	.245	-.009	.496	-.506	-.060	-.039
13	.141	-.162	.330	.005	-.265	-.243	-.292	.029	-.106	-.136	.027	.229	.088	-.649	.344
14	.078	-.215	.022	.055	.048	.432	.054	.270	-.197	.125	.262	-.238	.320	.184	.603
15	-.009	-.126	.422	.000	-.240	.255	-.447	-.009	-.257	-.224	.085	.209	.070	.441	-.342

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Plot in Rotated Space**Figure 1:** Component Plot in Rotated Space

The component transformation matrix provides valuable insights into the underlying structure of the data, revealing the relationships between the original variables and the extracted components. Each row represents a variable from the original dataset, while each column represents a component derived from the principal component analysis. The values within the matrix indicate the strength and direction of these relationships.

Upon examination, several distinct patterns emerge: Component 1 demonstrates strong positive correlations with variables related to personal integrity and resilience, such as acknowledging mistakes and maintaining a positive attitude. Component 2 exhibits significant positive correlations with variables associated with openness to feedback and adaptability, suggesting a factor related to professional growth and flexibility. Component 3 shows a strong positive correlation with variables related to fostering empathy and collaboration, indicating a factor associated with interpersonal skills and classroom dynamics. Component 4 is characterized by positive correlations with variables related to trustworthiness and ethical conduct. Component 5 reveals a pattern of positive correlations with variables associated with perseverance and resilience. Component 6 exhibits mixed correlations with variables related to motivation and adaptability. Component 7 shows positive correlations with variables related to creating a positive learning environment and promoting respect. Component 8 demonstrates positive correlations with variables related to promoting gratitude and

professional development. Components 9 to 15 reveal additional factors related to specific aspects of teaching and classroom management, such as promoting honesty, addressing challenges, and expressing gratitude. Overall, the component transformation matrix offers a comprehensive understanding of the underlying factors that contribute to or hinder the inculcation of moral values among educators, shedding light on the complex interplay between personal attributes, professional practices, and classroom dynamics within the educational context

Hypothesis	Result	Reason
H ₁	Supported	The findings indicated a significant positive relationship between value-based education and spiritual growth.

6. Conclusion

The study concludes that while value-based education is integral to fostering the spiritual growth of individuals, several factors hinder its effective inculcation within the framework of Sustainable Development Goals (SDGs). These factors include inadequate training for educators, insufficient integration of moral values in the curriculum, lack of resources, and socio-cultural barriers. The findings support the hypothesis that value-based education positively impacts spiritual growth, highlighting the need for comprehensive strategies to address these hindrances. By strengthening the implementation of value-based education, we can contribute significantly to achieving the moral and ethical dimensions of the SDGs.

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