The Relationship Between Moral Ideals and Education

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Abstract

The relationship between moral ideals, politics, and education has been discussed by philosophers such as Machiavelli and Hobbes in their normative ideals associated with political realism, morals, and education. There is a symbiotic association between education, politics and morals ideal. This is because politics influences education and vice versa. The presence or lack of education impacts the combined values, goals, morals, and intellect of the body politic. In other words, the level of education in a society or the way the society is educated will influence the kind of people who will get into power and hold office and the moral ideals they will possess. Also, leaders getting into office need to possess good morals that can be acquired through education. Besides, it will determine the strategy used to get people into office and how much control and power those in office have. Education also determines the type of laws and morals that are deliberated sensible and insensible and how those who have been elected to represent the society or country will establish, promote, and govern educational institutions. There is a connection between Machiavelli and Hobbes' moral ideals and education as identified in this paper. This essay uses "generation Z" students in higher education to show how Hobbes's educational theories and moral ideals apply in the real world. In his educational theory, Hobbies suggests that teachers should use methods of teaching take into consideration the characteristics of the generation Z and also the curriculum should include the teaching of morals because this generation is going through many challenges.

Keywords: moral ideals, generation Z, Machiavelli and Hobbes

1. Introduction

The contrast between Machiavelli and Hobbes normative ideals can be used to reveal the relationship between politics, moral ideals, and education. Some philosophers believe that there exists a necessary connection between good morals and legitimate leadership. Authors of the middle ages have written about the belief that for a ruler to use his/her political powerfully rightfully, their moral characters should meet the society threshold. Nevertheless, there is a relationship between education and politics because the natural leadership or political power constrains education. Besides, the presence or lack of education impacts the combined values, goals, and intellect of the body politic. In other words, the level of education in a society or the way the society is educated will influence the kind of people who will get into power and hold office. As two independent variables, moral ideal and education influence each other, and the moral structure of education itself is three-dimensional. Morality is the basic condition for education to promote happiness in life. The moral influence of the dominant value of education has a foundational role in educational practice. In fact, morality is the "soul" of education.

1.1 Machiavelli and Hobbes

Machiavelli, in his best-known treatise *The Prince*, criticizes in-depth this moralistic view. He legitimates and illegitimate use of power cannot be judged on a moral basis. Instead, power and authority are coequal: the ruler has the potential to command, and he earns no new skills under being well. Machiavelli is viewed as both a political and moral realist. Machiavelli claims on non-moral and moral connotation on the term virtue inferring that morals do not enhance negativity in politics is a compelling and double standard. The difference between Machiavelli and other writers is more of a style than a substance. Currently, society uses both senses when looking into matters of politics—considering Hobbes, who does not believe in principles of justice and morals in the state of nature. Comparing with Rousseau, who is a genuine and significant theorist, the three propose some normative ideas about the ideals. Machiavelli believes that people obey because of the consequences they will face if they go against the

rule, either loss of privilege or life. Its only fear that holds creatures by a dread of punishment if they go against otherwise men are disloyal, ungrateful, and deceitful and are obliged to breaking the rule anytime it suits them. If one thinks of disobeying a specific law, what can make the individual submit to that is either fear of the state power or the actual exercise of the power. It is the power that is important in the enforcement of conflicting views (Hamilton, 2007). Rousseau claims that social freedom or positivity is emergent from the pre-societal freedom of natural liberty as well (Deneys-Tunney, 2012).

Machiavelli's philosophy compared to Thomas Hobbes in terms of political realism, in order to understand their views of authenticity effectively, it can be considered by their views on morality and self-interest. The two had different methods method that each employed as a realist. Hobbes was a scholar and aimed at putting politics onto a scientific footing; as a result, he adopted strict logical approaches in his work. On the other hand, Machiavelli considered a man of action; he was a worker in the Florentine republic; he observed the behaviour of how people behaved rather than how they were supposed to act in a contingent world (Dame, 2020).

Thomas Hobbes's work capitalized more on analysing politics scientifically in the hope that if politics analysed from a scientific perspective, the ultimate conclusion would foster an enduring state. This more evident in Hobbes's prominent in de corporate rather than the famously quoted *Leviathan*. Hobbes gives his understandings on mathematics, physics, geometry, and human nature in this book. These are believed to be his foundation principles about the whole system and thus his science in politics. Although in his writings, he did not designate his philosophical methodology scholars to believe that he used a resoultive-comositive method. This method involves intellectually "resolving" and "composing" a given object back as a whole to understand it properly. In this perspective, Hobbes emphasized an analysis of social politics at different levels (Frateschi, 2014). Firstly, he divided commonwealth into portions of human beings and then further down narrowed humans to "the motions of natural bodies." He went ahead to share it also to hypothetical levels and narrowed it to a "state of nature." Later, he recomposed the commonwealth from scratch with his investigation of human nature, the study of human bodies, and examined the political institutions (Hamilton, 2007). It sheds light on why Hobbes emphasized the importance of human nature. Machiavelli adopts practical observations about nature and made conclusions about human nature. He analysed how people acted and looked for similar traits in people to draw his conclusions (Rousse & Boudier, 2008). To some extent, Machiavelli agreed with Hobbes on the basis that human beings can be selfish, and fondness for others can be won and lost. During a prosperous time, humans may be trustworthy, but when adversity knocks, they turned to be selfish and deceitful. Such conclusions considered as advice to the princes in the book (Douglass, 2013).

Hobbes's writing on human nature was flawless about it, but since Machiavelli was writing during the civil war, he emphasized more on the brutal nature of man. They were comparing to Hobbes script after the end of the civil war held a lower human nature estimation than Machiavelli. According to Rousseau, morals were directly involved in the leadership ability of a ruler (Rousseau, 2016). According to Hobbes, if two men held their interest in a common thing that they could not both enjoy, they became enemies (Kingsmith, 2017). He asserted that those living in the same natural state were regularly at war and did not differentiate the right from wrong.

In this regard, Hobbes argues that the laws that govern nature are crucial to help avoid state war. At this point, he differs from Machiavelli's point of view about the hypothetical state of nature. However, he argues that no hidden hand that can bring all humans activities into natural harmony. At this point, the liberal notion of internal peace dismissed. The two points of view of these two philosophers and their methods of making conclusions make the difference at this point. For Machiavelli, human morals do not add anything in the leadership, nor do having good morals benefit the ruler in any way (Machamer, 2014). But Hobbes believes that there is no one with enough powers to make a whole society to behave morally.

Hobbes believes that a society could not function without rules because everyone will be acting in their self-interest. This meant that no one cared for the person next to them and were willing to do anything possible to meet their self-interest end. Contrasting Hobbes's ideas on how humans should live in a state of nature and how people should act (Fiaschi, 2013). For Hobbes, life is not immoral, but it's amoral in a state of nature. He adds that in the state of nature, everyone has a right to everything, including rights to someone else body (Williams, 2012). According to Hobbes, all men are prone to be in a state of war and violence naturally. Hobbes believes that for anarchic society to be in peace, there must be a law to impose order from above. More cynically than Machiavelli, Hobbes asserts the only hope to save the society is to have a sovereign power rule over it. He adds that there is no assumption to man's goodwill since naturally, man is in his lowest level of morality (Airaksinen, 2010). In contrast, Machiavelli's concepts in a more profound scope seem like he was suggesting that morals fuel violence and evil. Some ancient political writing had focused on the rulers that followed higher law and what they were supposed to be instead of what they were (Evrigenis, 2016).

1.2 Hobbes and Education

There is a connection between Machiavelli and Hobbes' moral ideals and education. Machiavelli has a notion that open-ended creative learning was unimportant in secondary schools. He also noted the traditional classical education useless to help the students understand politics (Tomas, 1973). In his school of thought, Machiavelli argues that the best way to learn is by emulating and entering the paths of successful and great men with morals (Machiavelli, 2008). This is what the student will gain from their education. Similarly, Hobbes argues that institutions should teach students on moral epitomes and they imitate successful leaders and honour them. Hobbes establishes a strong link between education and morals. He claims that students should be taught on morals to prevent imitation inappropriately conceived interests.

Apart from his philosophy on politics and morals, Hobbes also has an educational theory which has been applied in various contexts. The educational theory of Hobbes has been of great significance in linking morals, education, and politics. In his educational theory, Hobbes demonstrates that education was a fundamental and dependable concern of his political philosophy from an initial phase. For instance, Hobbes makes a verdict that the English civil war was a result of the lack of education of the commonwealth (Bejan, 2010). In his educational thought, Hobbes argues that education is a vital tool that humans required to acquire the agreement on civil matters. In other words, peace could be attained in civil matters through collective and rigorous civic education.

Hobbes's theory of opportunity links his theories on education and politics. The theory reveals that students should benefit from their education after completing their learning by honouring those in power. Furthermore, people ought to learn from those in sovereign power. Hobbes recommended policies to reform university teaching by self-governing power. He also proposed curriculum reforms which were approved in some institutions (Bejan, 2010). He established the Leviathan (1651) policy recommendation. According to his education philosophy, Hobbes argues that universities are the sources of moral and civil doctrine and hence have the role of creating hope for a peaceful future. In addition, in his educational theory, Hobbes came up with numerous sub-theories. First, in the theory of value, Hobbes argues that morals surpass everything else. Besides, he notes that education is vital in preventing the imitation of inappropriately perceived interests that might interrupt the social order. Humans are strongly enthused by moral interests hence to maintain civil order they need to possess proper formation of these interests. Second, Hobbes introduced the theory of knowledge as a sub-theory of the educational theory (Kauffman, 2000). He argues that knowledge is power, and most men lived in the knowledge that was acquired from their experiences. This implies that people have to remember past actions that the penalties that could follow these actions.

2. Theoretical Framework in Hobbes's Education

The theory of learning is the third sub-theory of Hobbes's educational theory. In the theory of learning, Hobbes argues that people learn by solving problems and analysing. He goes ahead to explain the reason of learning past history in making the knowledge of the past success and failure available for the present and future actions. This implies that education makes social order. Furthermore, education is considered to be socialization because analysis discloses universal things. The fourth sub-theory is the theory of transmission (Kauffman, 2000). In this theory, Hobbes claims that education is not only about the presentation of ideas but also encompasses their inculcation. Hobbes recommends that persons should be educated in both their civil and moral duty. People should be instilled with the knowledge to encourage them to do what they must do. According to Hobbes, the curriculum that is used in schools should encompass moral teachings. This ensures that the students not only acquire knowledge but are instilled with good morals.

The educational theories of Hobbes can be understood better by linking them to the case study of "the situation and characteristics of generation Z students in higher education". In this case, study, when referring to the word "millennials," people always think of some famous person. Like Facebook's Mark Zuckerberg, Miley Cyrus, Queen Lena Dunham on TV. They have some of the advantages of their generation like capability, confidence, and courage. What kind of people is "Generation Z" born after millennials who are researching the market, commenting on cultural development and predicting economic development trends? Although the oldest member of them dropped out before going to high school, it still cannot affect that they are about to become a waiver of the times. Not only do they have enormous spending power, but they also have fantastic wealth creation capabilities (Willams, 2015).

2.1 Education and the Case of Generation Z

Generation Z is who was born between 1995 and 2010 has been deeply affected by the progress of technology, problems of violence, turbulent economy. These issues have more influence on generation Z than other generations for generation Z's limit to cognition. Through the development of electronic devices and the Internet,

Gen Z students have gained more information than any other generation. If they want to know something, they just need a click. However, they also identify threats online, such as identity theft, cyber-bullying, and Phishing. Afraid of being fooled, they are more careful about their privacy when using technology. In Seemiller and Grace (2017) research, one student pointed out: "If I pay attention to the leak of information, I will be more relaxed when surfing the Internet." Their digital social DNA has played a crucial part in making Gen Z the one and only, but do not be fooled into thinking that is all they have.

Witnessing the economic crisis, shooting issues, and terrorism at home and abroad, generation Z students also grew up after 9/11. Such incidents with particulars spread by the Internet make many students worried. A student in their research told them, "I know that anyone can attack me around me at any time of the day, and I will always be in a dangerous situation." Despite the panic and indeterminacy, generation Z students are sure that they have the courage to overcome difficulties. Socially conflicting issues, such as religious freedom, and the rights of transgender people, as well as women's rights, make generation Z students insist on fighting for equality.

2.2 Summary of Generation Z

Each generation has more or less similar experiences, but not everyone is willing to share them. The concept of generation as authenticity, which refers to individuals who are born at similar times and places, responds to the same events, which happened in their place. Unlike generation as authenticity, generational location is simply a generation that is passively put into a certain period, while generation as authenticity proactive response to disruptive social change. In essence, any significant social change in history will affect all generations at the same stage of life development, but the extent of their influence depends on what generation is the person. The major historical events that have occurred are particularly influential in shaping the youth generation's own values because, at this stage, young people are exploring social development and forming a preliminary understanding of the political world. For example, the 2001 attack on the World Trade Center left psychological trauma to all generations. However, this emotional response varies from generation to generation. For the younger generation, this series of historical events and their ongoing war on terror will help them understand their future positioning in society and their responsibilities. In addition, subgroups or generation units exist in actual generations. Although these groups are experiencing the same devastating events, they will digest and reshape these experiences in their own way. For example, Bobos is the elite in the baby boomer generation, while sloths and electronic cowboys exist in generation X. There are some relationships among generational locations, generation as actuality, and generation units: "generational locations" are clusters that have experienced various social events. "Generation as actuality" shared the response to these historical events. Generation unit expresses the structurally specific position of his consciousness. Much of the literature that explains the characteristics of this generation comes from three different perspectives: marketing, business training, and education.

3. Analysis of Generation Z

In the mid-1990s, millennials gradually accounted for an essential position in the consumer field, as they grew old. Those working for market thought that they could bring a very profitable market. Millennials' money came from the financial support of their parents and grandparents or part-time jobs. These were considerable funds. To considered millennials to be, the main force of consumption now and in the future and developed related sales programs to stimulate their consumption desire. The literature on business training and education was gradually enriched and developed as the economy progressed in the late 1990s. The educational literature was about studying how to recommend better schools to millennial students while meeting their needs. Sharn (2007) started from two perspectives and organized literature in the most general way, such as millennials' tendency towards digital media and their emphasis on cooperation.

3.1 Marketing Perspective

Articles written from a marketing perspective first recognize and mention this generation's preference for digital and will use more words to describe it. In order to increase millennials' desire to consume, they will focus on determining the types of digital technologies that millennials love and the forms of interaction. Self-confidence, self-esteem, and a positive attitude are the main characters of millennials. Articles are written from a marketing perspective also tell that millennials are confident in their buying behaviour because of their vast knowledge base and rich buying experience. The perspective of workplace management and training also points out that things have two-sided. On the one hand, their self-confidence and positive optimism may stimulate their ambitions as employees to pursue their goals. On the other hand, the literature describes that their overconfidence can also lead people to overestimate their execution and technical capabilities and have unrealistic illusions about their career development.

3.2 Educational Perspective

From an educational perspective, millennials have also noticed their overconfidence in their abilities. This ability refers to their academic ability. Many of their abilities, including intelligence and leadership, are in some cases above average. The marketing view believes that the self-confidence of this generation comes from its ability to consume, and the authors of the latter two views believe that the personality of this generation benefits from committing to protect its youth from excessive social changes and psychological shock. Moreover, it is often observed that millennials not only show a willingness to work as a team, they also focus on cooperation among their peers. Those writing articles from a marketing perspective first grasped this point and developed effective sales strategies based on it. Not surprisingly, business training and education literature also paid attention to the ability of millennials to work with others.

3.3 Teachers in Generation Z

Obviously, Gen Y and -Z students can quickly deny the assignments considered as "busy work" or mundane. Therefore, the placement of homework by teachers is crucial. Furthermore, the teacher should tell the students the meaning and principle of the homework, emphasizing that this can help students learn better. Besides, teachers can expand the content, such as what skills should be developed in the workplace or life outside the university. University lecturers should get to know more about students' values as college students. Secondly, teachers should rethink their main tasks and enrich the lecture content to achieve the purpose of attracting students. Third, teachers need to review the way they talk about teaching plans and make them useful for the students' future. Any of the points mentioned above can improve the learning atmosphere in the classroom. As for recent, the talk "attracting Generation Z Students," Generation Z college students' preferences for digital technology and visual media education. She adds that Gen Z students, they often also want to build relationships with their mentors and peers who can solve problems together but need the appropriate guidance. However, older and more experienced faculty and lectures understand that meeting with students may not be a proper way. In fact, how to "maintain fresh" and "real" is a crucial task. Therefore, teachers need to consider the generation gap in the teaching process and should not always make negative evaluations of freshmen and leave them a stereotype. These generation gaps are two-sided and may hinder or help the development of teaching activities. As Elmore advises, teachers need both guidance and strict demands on contemporary college students. Requirements may include using updated coursework and relying on digital advantages to complete work more efficiently, with a view to prepare these Gen Z students to adapt to their careers better and faster (Kathleen & Ethcs, 2017).

3.4 Internet Generation

As the core of the communication field, the use of the Internet has shown a rapid growth trend in the past ten years. Ozkan and Solaz (2015) found that many articles have researched the impact of users' psychological and social life when using the Internet. Today, mobile phones have become an indispensable communication tool for personal daily life. They can connect with family and friends through phoning, texting messages, or some APPs such as WeChat, and listen to music or play games while relaxing and entertainment. Because of its many kinds of features, smartphones are generally popular with young people, the ones who use them the most. These functions include communication functions, entertainment functions, and emotional functions, and can create people's physical and psychological pleasure.

In addition to listening to music and playing games, smartphone users often use other functions such as taking pictures and recording videos. Besides, studies have shown those teenagers between the ages of 16 and 21 use smartphones less often. These users are defined as today's Y and Z generations. There were approximately 82.000 people using mobile phones in 1994. By 2014, this number had risen to 1,000 times that of 1994. Notably, computer and Internet usage of the 16-24 age group and 25-34 age group was 73% and 67% respectively (Alex, 2015). Are these young people addicted to surfing and using the Internet? When we studied the use of mobile phones from the perspective at hand, we found that Gen Z was more capable of using mobile phones. Generation Z is also known as the "Internet Generation."

4. Recommendations

The study of these issues helps scholars pay more attention to the well-being of the entire society, not just individuals. Knowing the characteristics and background of Generation Z can give insight into the needs and situation of the new generation of college students. To explore what are their standpoints on learning, integrating into the community and campus. Based on the integrating strategies into the teaching of Seemiller and Grace (2017), the authors put forward the suggestions as follows:

1. Studying with video: Based on the interest in video learning of the generation Z, video and other visual effects are used to help understand complex concepts.

2. Improve learning in class and group work: Consider splitting a project into many parts, and students reflect on each part of the learning.

3. Involve students in the community to meet potential social needs: for example, get students in business plan competitions to solve business competition problems in local areas, set up hack-a-thons, require the development of science and technology and innovation capabilities, or Provide seed funding to solve social problems.

4. Enabling Gen Z students to get internship opportunities: generation Z students hope they can have practical experience sooner than waiting to get internships in the college year.

5. Students should be allowed to engage in information individuals before having a discussion with a partner as well as the entire group.

6. Teach the students in interpersonal, conceptual, and technical systems.

7. Generation Z students should be encouraged to adopt technology in learning and give them technology-enhanced learning opportunities.

8. They should be guided on how to achieve their goals because they have flexibility.

5. Conclusion

In conclusion, this case study has emphasized Hobbes's educational theories and shows the importance of teaching generation students using the appropriate curriculum and strategies. In his educational thought, Hobbes argues that education is essential in preventing improperly conceived interests that might disrupt social order. Generation Z students have gone through many challenges than other generations hence limiting their cognition, and this might have an effect on their learning. Thus, Hobbes suggests that students should be educated in both their moral and civil duties. This will instil vital knowledge that will enable them to be in a position to do what they must do to be on the right. In the theory of transmission, Hobbes recommends that curriculums that are used in schools should be changed to contain moral teachings. This is necessary because generation Z experienced a lot of things including threats online, such as identity theft, cyber-bullying, and Phishing. Generation Z has also witnesses shooting issues, economic crises, and terrorism incidents such as the 9/11 occurrence hence require moral and civil knowledge to help them address these challenges. One of the major characteristics of generation Z students in higher education is that they are able to address socially conflicting issues including women's rights, religious freedom, and the rights of transgender people. Other characteristics of generation Z include a preference for digital technologies, self-confidence, self-esteem, and a positive attitude, and have the ability to work together with others. As recommended by Hobbes in his educational theories, teachers should use methods of teaching take into consideration the characteristics of the generation. Also, the theory of learning by Hobbes's could be applied in the case so that generation Z students can learn by solving problems and analysing.

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