

Role of Teachers in Moral Development of Primary Level Students

Javed Iqbal[†], AbdurRehmanKhaleeq^{**} and Muhammad Ramzan^{***}

Abstract

The purpose of this research was to see “Role of Teachers in Moral Development of Primary Level Students.” All Govt. and private schools of District Ghizer were population of this study. Researcher selected 05 Govt. and 05 private primary schools and five teachers from each school so total sample size was 50 teachers. The objectives of the study were as: To know the teacher’s strategies to develop morality in students. In this research, researcher selected research participants through simple random sampling technique and used questionnaire for data collection. Data was collected using a survey having 28 items in which participants were asked to respond at 3-pointscale. Collected data was analyzed throughSPSS. The findings of the study revealed that themajority of the respondents were agreed to keep good relations with the students that help to develop cognitive, social, emotional and moral skills in students, they have worked to support the primary relationship and to create an environment that welcomes different environment of students, they should not only pass the knowledge but also develop the skills and right attitudes in their students. Majority of respondents stated that they focused the importance of ethical behavior of students in the class. Over all the results of this study showed that majority of the teachers tried their best to change the immoral behaviors of the students in positive sense as are from different cultural and socio economic background. On the basis of results of the study it is recommended that the schools should recognize and give rewards to those students whose performance is excellent in behavior during the stay at school.

Keywords:Teaching practices, moral development

[†]Assistant Prof. Department of Educational Development, Karakoram International University Gilgit.
Email: javed.iqbal@kiu.edu.pk, javed_iqbal1971@hotmail.com

^{**}Assistant prof. Department of Educational Development, Karakoram International University Gilgit.Email:
dr.arkhaleeq@kiu.edu.pk

^{***} Department of Educational Development, Karakoram International University Gilgit.
Email: dr.ramzan@kiu.edu.pk

Introduction

Morality is the capacity to learn the difference between right or wrong and know how to make the right choices. Child moral development is not inherent and doesn't form alone but the development of morality is based on child's practice and environment around them as well as cognitive, social and emotional development skills influence their developing sense of right or wrong. Morality is to a set of rule or system of beliefs, values or principals that conduct in two ways positive behaviors that advantage others and negative action that harm others. Positive behaviors include sharing, helping and comforting, negative morality includes violations of others rights such as hitting, injuring physically or psychology. From naturalistic point of view that morality is consider trough how children behave and think.

Importance of Morality

According to(Smetana, 1999) morality is seen as the system of rules that adjust the social interactions and social relationships of individuals within societies and is based on conception of safety, trust, justice and rights. Moral understanding is defined as to reflect cognitive, emotional and behavioral element. According to (Killen&Sametana,2006) that many psychologistsare interested in what we think about morality and cognitive theorist look at how children's understanding of morality changes with their developing cognitive aptitude. So morality is differing at every stage and development of the child and it is related to their part of emotions. According to (Bowlby, 1969) that morality depends on our large part of emotions e.g. our ability to experience feelings of empathy, which involves the ability to experience the same emotions as another person, and this often affect how we treat them.

Teachers should realize the role of presenting a moral example to their students, and mean that teachers should have particular characteristics that are seen by students and learn by them. In this relationship, characteristics can be seen as relatively constant attitudes that can have a socializing effect on students. The teachers who just not only teach of their content and subject but also engage the students to develop good behavior, culture of the school and society. It creates good effects on students' behavior. According to the (Klaasen, 2007) those teachers who have restricted professionalism they don't take interest in moral sense but those teachers who have near lent professionalism they active in a moral sense. It is the manner of the teacher that they should surface the moral values for the students such as courage, friendliness, humor, gentleness, cheerfulness, nobility, honor, generosity and justice.

Role of Teachers in Moral Development

School factors that influence development of moral competence of students include punctuality in lesson attendance by teachers since it develops honesty in students, teachers commitment to work which develops the virtue of respect in students, guidance and counseling programs for teaching moral values, competent school administration to enhance student discipline, friendly interaction between school staff and students to develop responsible students, clear rules and regulations to develop obedient students and the integrity of the teacher which determines the general moral development of students because teachers are supposed to be role models who teach by example. The findings are supported by Kohlberg's theory of moral development. According to Kohlberg (1971), moral development can be taught in the classroom through the behavior of teachers. Therefore, a teacher who spends extra time after school to tutor an academically weak student teaches a caring attitude. According to (Mwiti 2005) that strikes and riots in learning institutions are due to lack of good role models and examples to imitate.

Many aspects of school life are constitutive elements of moral education. The school culture and the teacher as a moral person, for instance, are extremely significant in students' moral development. According to Oser(1996) schools can be transformed into democratic, moral communities and on the effects of the moral atmosphere on students' moral development. According to Hansen (2001) besides school culture, teachers as moral exemplars and the interaction between teachers and students have a significant influence on students. He suggests that although many moral implications of teaching are unintentional, teaching as an attempt is inherently moral. In contrast, moral education refers to the deliberate teaching of particular attitudes and dispositions to stimulate the prosocial and moral development of students. Most of the talk about moral development in school assumes that we can teach students to behave morally by instilling in them virtues and standards, a clear sense of right and wrong.

According to (Piaget, 1965), the source of one's behavior as being especially important. He said that the essence of morality is respect for rules and that acting on internalized principles autonomy represents a higher level of morality than performance based on rules imposed by others heteronomy. Benninga, Berkowitz, Kuehn, and Smith (2003) investigated that moral character is "an individual's set of psychological characteristics that affect that person's ability and inclination to function morally". According to Lickona (1991) that the Good character consists of knowing the good, desiring the good, and doing the good habits of the mind, habits of the heart, and habits of action. Narvaez (2006) told that the skills of moral and character development should be considered in terms of four psychological components.

Positive school cultures do not appear by chance. It requires a process that takes time for those who work in and study in schools, and the formal and informal leaders who encourage and reinforce values and traditions. Schools need support from teachers, leaders, staff and students to develop a positive culture. According to Peterson and Deal (1999) School culture is an underground river of feelings, norms and values that influence how the school members view the life. It shapes how they interpret the hundreds of daily interactions and provides meaning and purpose to their interactions, activities and work. School culture influence the way of school community think, feel and act. The unwritten rules and categories of school culture could have a stronger effect than written regulations. The atmosphere, feeling and interaction in school interact with and affect the minds and behavior of its members. Culture is a succeed web of rituals and traditions, norms and values that affect every aspect of school life. School culture affects people's focus, commitment, motivation and productivity. Culture increases motivation. In a school where accomplishment is highly regarded and appreciated, teachers, staff and students will feel more motivated to work and study hard, and to make changes. Whereas at schools with an unclear sense of purpose, the members will lack inspiration, and will not have the motivation to work and study hard.

The current study will be helpful to bring positive changed in child behavior. Teachers will learn new ways to develop the positive behaviors and remove negative behaviors. The study will be helpful for parents to know the children behavior. Another significance of the current study is that it will provide me an opportunity to understand the research.

Methodology

This chapter consists of the methodology of the study. The main purpose of the study was to find out the role of teachers in moral development at primary level students in District Ghizer. This chapter discusses the research methodology which the researcher uses in this study. It presents the selection of research sampling and research participants. It also discussed the procedure of data collection, data analysis and ethical concentration.

Research Questions

- How the teachers develop morality and positive sense of behavior in students?
- What are the strategies should teacher use to develop morality in students?
- How the teachers change negative behavior of students in positive sense?

Participants

Researcher selected 10 primary schools in Ghizer and the total participants of 10 schools were 50 these 10 schools are the sample of the study. Population of the study consists of 65 primary schools in District Ghizer. In this research, researcher has used "Questionnaire" for data collection. The data was collected through simple random sampling technique.

Measures

The study was based on cross sectional survey design. Researcher used Questionnaire as research tool for data collection containing 28 questionnaires. The researchers have used the "closed ended" questionnaires on five linker scale. The researcher got permission from the participants and ensured the confidentiality of data these data will be used only for research requirement.

Results and Discussion

Table 1

Role of Teachers in Moral Development of Primary Level Students

Statements	Disagree	Neutral	Agree
1. I am the first adult outside of parents that children meet.	10	20	70
2. I keep good relations with the students that help to develop Cognitive, social, emotional and moral skills.	4	2	94
3. I have to deal with a great variety of family culture to understand how the children learn and develop.	0	16	84
4. I have worked to support the primary relationship and to create an environment that welcomes different environment of students.	0	4	96
5. I have given power to pass not only knowledge but skills and right attitudes in my students.	2	6	92
6. I create a basis for children through encouraging, caring, relationships in school.	0	6	94
7. I teach children of social and emotional skills that are intimately linked with cognitive development.	0	8	92
8. I employ programs that address social and emotional competencies that are effective in solving problems.	6	12	86
9. I focus attention and expressing the importance of ethical behavior of students.	0	6	94

1. Majority 70% of the respondents were agreed, that they were the first adult outside of parents that children meet while only 10% respondents were neutral and 20% respondents were disagreed. According to the (Skinner, 1964) that teachers may be the first adults outside of parents that children met.
2. Majority 94% of the respondents were agreed, that they keep good relations with the students which helps to develop cognitive, social, emotional and moral skills while only 2% respondents were neutral.
3. Majority 84% of the respondents were agreed, that they have to deal with a great variety of family culture to understand how the children learn and develop while only 16% respondents were neutral.
4. Majority 96% of the respondents were agreed that they have to worked for support the primary relationship and to create an environment to welcomes different environment of students while only 4% respondents were neutral. According to (Bronfenbrenner, 1979) that schools and teachers should work to support the primary relationship and to create an environment that welcomes and nurtures the family.
5. Majority 92% of respondents were agreed that they have to give power to pass knowledge and skills and right attitudes in the students, while only 6% respondents were neutral and 2% respondents were disagreed.
6. Majority 94% of respondent were agreed that they create a basis for children through encouraging, caring, relationships in school, while only 6% respondents were neutral. According to (Chein, 1972) that teachers create a basis for children through encouraging caring relationships.
7. Majority 92% of respondent were agreed that they teach children social and emotional skills that are intimately linked with cognitive development, while only 8% respondents were neutral. According to Kavanaugh (1983) that social and emotional learning programs surface the way for better academic learning, they teach children social and emotional skills that are intimately linked with cognitive development.
8. Majority 86% of respondents were agreed that they employ programs that address social and emotional competencies that are effective in solving problems, while only 12% respondents were neutral and 6% respondents were disagreed. According to Taylor (1964) that teacher employs programs that address social and emotional competencies and which are effective in preventing problem.
9. Majority 94% of respondent were agreed that they focus attention and expressing the importance of ethical behavior of students, while only 6% respondents were neutral. According to (Sternberg, 1998) that teachers are focusing attention on ethical aspects of situations and expressing the importance of ethical behavior.

Table 2
Role of Teachers in Moral Development of Primary Level Students

Statements	Disagree	Neutral	Agree
1. I focus attention in order to build elaboration of student's knowledge.	0	2	98
2. I understand my role as facilitators of student's self-development.	0	4	96
3. I encourage student's efforts to address social, moral, civic and moral issues that affect students and their environment.	0	14	86
4. I look out to warn the student's against learning immoral acts that affects their behavior.	6	14	80
5. I keep mindful of rules, procedures and norms that I establish in my classroom.	0	14	86
6. I am very influential and significant teacher in the lives of students starting from preschool year.	4	12	86
7. I am responsible for the teaching of the importance of honesty, dedication and right behavior.	2	2	96
8. I directly involved in teaching behaviors that are right and correct those that are wrong to student in school.	6	10	84
9. I focus moral lessons that improve the student's moral development.	2	2	96

1. Majority 98% of respondents were agreed that they focus attention in order to build elaboration of student's knowledge, while only 2% respondents were neutral.
2. Majority 96% of respondents were agreed that they understand their role as facilitators of students self-development, while only 4% respondents were neutral.
3. Majority 86% of respondents were agreed that they encourage student's efforts to address social, moral, civic and moral issues that affect students and their environment while only 14% respondents were neutral and nobody was disagreed.
4. Majority 80% respondent were agreed they look out to warn the student's against learning immoral acts that affects their behavior, while only 14% of respondents were neutral and 6% of respondents were disagreed.
5. Majority 86% of respondent were agreed keep mindful of rules, procedures and norms that they establish in their classroom while only 14% respondents were neutral.
6. Majority 84% of respondent were agreed that they are very influential and significant teacher in the lives of students starting from preschool year, while only 12% respondents were neutral and 4% respondents were disagreed. According to Pekauskys(1998) the school has been identified as the moral teachers, school teachers are also very influential and significant adults in the lives of children starting from the preschool years.

7. Majority 96% of respondents were agreed that they are the responsible for the teaching of the importance of honesty, dedication and right behavior while only 2% respondents were neutral and 2% respondents were disagreed.
8. Majority 84% of respondents were agreed that they directly involved in teaching behaviors that are right and correct those that are wrong to student in school, while only 10% respondents were neutral and 6% respondents were disagreed.
9. Majority 96% of respondent were agreed that they focus moral lessons that improve the student's moral development, while only 2% respondents were neutral and 2% respondents were disagreed.

Table 3*Role of Teachers in Moral Development of Primary Level Students*

Statements	Disagree	Neutral	Agree
1. I keep maintaining long term relationship with students in the classroom that emphasize positive values and positive relationships.	2	8	90
2. I advise students in many issues related to character and values.	2	2	96
3. I help students developing the attitudes and skills necessary for the journey towards their future.	0	0	100
4. I use different management strategies which help to build positive relationship within the students.	0	2	98
5. I think character formation begins first in the home then in the school.	0	14	86
6. Student's behaviors are arising by having good company.	0	2	98
7. My students are effective communicator.	0	12	88
8. I must ensure that my students learn to use their skills independently.	2	10	88
9. I keep students into multiple engaging activities.	0	14	86
10. I encourage for building up their self-confidence and self-respect to help them to improve their social behavior.	0	2	98

1. Majorities 90% of respondent were agreed that they keep maintaining long term relationship with students in the classroom that emphasize positive values and positive relationships, while only 8% respondents were neutral and 2% respondents were disagreed.
2. Majority 96% of respondent were agreed that they advise students in many issues related to character and values, while only 2% respondents were neutral and 2% respondents were disagreed.
3. Majority 100% of respondents were agreed that they help students developing the attitudes and skills necessary for the journey towards their future, while nobody was neutral. According to Chein (1972) that a learner has good self-regulatory skills for learning; Teachers have a chance to help students develop the attitudes and skills necessary for the journey toward their future.

4. Majority 98% of respondent were agreed that they use different management strategies which help to build positive relationship within the students, while only 2% respondents were neutral.
5. Majority 86% of the respondents were agreed that they think character formation begins first in the home then in the school, while only 14% respondents were neutral.
6. Majority 98% respondents were agreed Student's behaviors are arising by having good company; nobody was neutral while 2% respondents were disagreed.
7. Majorities 88% of respondent were agreed that their students are effective communicator, while only 12% respondents were neutral.
8. Majority of 88% of respondent were agreed that they must ensure that their students learn to use their skills independently, while only 10% respondents were neutral and 2%, respondents were disagreed.
9. Majority 86% of respondents were agreed that they keep students into multiple engaging activities Student's behaviors are arising by having good company while only 14% respondents were neutral.
10. Majority of 88% of respondent were agreed that they encourage for building up their self-confidence and self-respect to help them to improve their social behavior, while only 2% respondents were neutral.

Conclusion

The findings of the study it is conducted that majority of the respondents said that teachers have key role in moral development of their children, to use classroom strategies in order to develop the morality among the students which will help the participants to change the negative behavior into positive. Overall the research has shown positive results that mostly respondents have helped the students to change their immoral behaviors into morality as they have a different cultural background. The majority of the participants also agreed to focus on their attention on student's and succeeded to develop knowledge and also facilitate the students in their self-development.

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