

A Study of Developing Student’s Moraliy: Role of Teacher And Challenges Faced.

Onika Khattar
Assistant Professor,
Shri Guru Ram Dass College of Education, Halwara.
onikapuri@gmail.com

Abstract

This study was aimed to examine the roles of teacher and their challenges in developing students’ morality. The data was collected from online database including Science Direct and Google. The both qualitative and quantitative studies were reviewed and synthesized in a narrative format. There were seven roles of teachers being found in this study. There are moral model, moral mentor, caregiver, moral value conveyer, facilitator, counsellor and communicator. The challenges of teachers in developing students’ morality were also discussed in this study. There are method of teaching and evaluation, lack of interest, qualification of teacher, the expectation of parents and society, the distance between school values and family values and communication with parents.

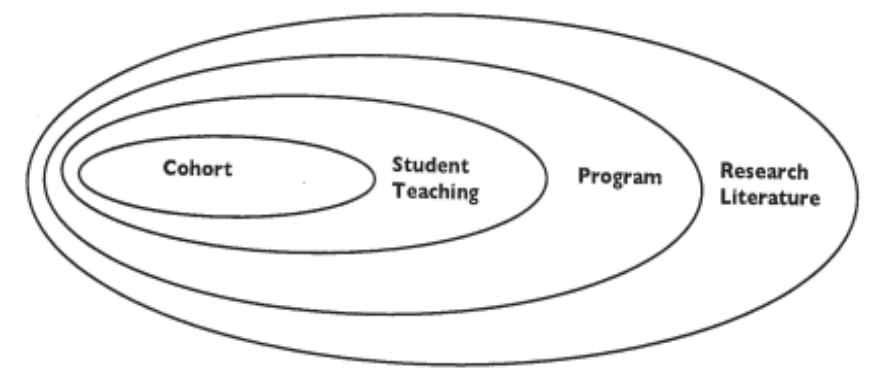
Keywords: Role of Teachers, Challenges, Morality, Students, Moral Education

1. Introduction

The teacher with his professional ability is a relevant factor in training and preparation of didactic and methodical plans, organizes and carries out work on student learning. Educational process and people as social beings reciprocally is related to one another from the existence of man or mankind and so will continue to remain. This reveals that human and society development depends on education and education as processes which enable the development of knowledge, skills and human experience. To achieve this development we necessarily must have a leader of the educational process that will plan, manage and evaluate his and others work to educate, teach them there is no doubt that this is the teacher. Historically, the notion of a teacher is found very early. So we can mention the Athenians who teachers in private schools call the Didascalía, whereas in gramatist schools - gramatist. In other hand old Chinese with the notion teacher understood god of hell, referring to the importance and the being rigorous teacher. Ancient Romans called them paidagogos- lecturer saying that the Greek word ie. pais-paidos - child and ago-AGEIA - leads. In the Middle Ages in civic schools teachers called magister - that ie. master. (M.Cindric, 1995, V.Strugar, 1993). To clarify and better understand the meaning of the word teacher think we should emphasize some definitions or explanations of the concepts that we encounter in various literature, including:

Teacher's in general refers to the person who conducts classes (Enciklopedijski recnik pedagogije, 1963, p. 534). □ The teacher is the person whom society and the education authority have been accepted as eligible for education and upbringing of children, youth and adults. He realizes social goals and tasks of education, offering students the skills and theoretical and practical knowledge. (Pedagoska enciklopedija, 1989, p. 103). □ The teacher is the leader and organizer of the educational process, because he knows pedagogy, didactics and teaching methods which are sistemated human experiences and art of education. (L.Bognar and M.Matijevic, 1993, p. 17). I will highlight some prominent philosopher and pedagogue their expressions regarding the issue of the role of the teacher. Initially we will emphasize the old Greek philosopher Plato who says: "The state shall not be impaired if shoemakers are not so good, but if new generation educators do not fullfill their obligations properly then it will form the generation of ignorance and that will destroy the future of the motherland ". On the other hand Wolfgang Ratke the authority of the teacher had treated as a precondition for the successful operation of educational support in mainstream culture and the methodical, intertwined with love, humane and optimistic attitude towards children.

Graphic I
The Ecosystem of Teacher Education



2. Literature Review

Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004). As a consequence, there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning. Goe (2007), among others, defined teacher effectiveness in terms of growth in student learning, typically measured by student standardized assessment results. Chetty et al. (2014) found that students taught by highly effective teachers, as defined by the student growth percentile (SGPs) and value-added measures (VAMs), were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement, and were less likely to have children during their teenage years. This potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher's effectiveness. However, as we will discuss in more detail later in this report, studies have found mixed results regarding the relationships between specific teacher characteristics and student achievement (Wayne and Youngs 2003). In this chapter, we explore these findings, focusing on the three main categories of teacher effectiveness identified and examined in the research literature: namely, teacher experience, teacher knowledge, and teacher behavior. Here we emphasize that much of the existing body of research is based on studies from the United States, and so the applicability of such national research to other contexts remains open to discussion.

3. Research Methodology

The research aimed to identify the current challenges and difficulties faced by teachers and students in relation to moral and affective education in school, to explore how teachers understand their role, to identify critical areas of initial and in-service training and needs for improvement. It was built upon several key-questions: Does the school provide an environment mainly (or solely) focused on intellectual education? Does school prepare children for the social life and is this possible unless providing strong moral guidelines and an appropriate climate? Teachers, as specialists of a particular subject, are aware of the consequences of their behavior towards the moral and affective development of children? How can we explain the frequent predisposition of passing the responsibility for moral and affective education from parents to teachers and vice versa? The methodology of research included: analysis of relevant documents, interviews with secondary school teachers (altogether 115 secondary school teachers from 17 counties in India answered the interview) and focus-groups (14 interviews involving approx. 130 secondary school teachers in 4 states in India).

4. Data Analysis and Interpretation

According to John Dewey, the role of the educator – parent or teacher – is to ensure that children and youth acquire knowledge and ideas in such a manner that they become moving ideas and guide pupils' behavior. Thus, the moral purpose of the education becomes the leading one, no matter the school subject taught by a teacher. Through moral and affective education we refer to the dimension of educational process which is concerned with the development of attitudes, beliefs, emotions, feelings and social skills. The teachers involved in the data collection process were teaching different school subjects in secondary education (grades V-XII). We have chosen to investigate the opinions and behaviors of different teachers, not necessarily of those teaching school subjects directly related to moral education, because we believe that every teacher plays – directly or indirectly – an important role for pupils' moral and affective development. It was stated many times that the indirect moral education is even more powerful than the direct teaching of or about morals. 3. Teachers' current challenges in moral and affective education of children Our research has shown the link between the moral behavior of the teacher, the learning content with moral dimension and the moral and affective development of pupils. There were pursued three main dimensions of the school behavior: the moral-emotional dimension, the pro-social and the normative ones. These dimensions were pursued at different levels of depth: the moral judgment (cognitive), the moral conscience (structuring the character) and the moral conduct (moral behavior). The research highlighted some key issues useful for planning and providing the initial training of young people for the teaching profession. There is a gap between intention and educational intervention. Any teacher has and declares his/her good educational intentions, but often use the same practices encountered by him/herself as pupil or student. This creates a difference between what he says and what he does, feeding negative tensions that leave the growing child without support. The teachers participating in the survey claim to be very concerned about moral development of pupils. The moral traits most frequently pursued are the honesty, fairness, respect and responsibility while the most common violations of the moral conduct are verbal and physical violence – vulgar language, indiscipline –, absenteeism, lack of respect for school / teacher, exaggerated focus on material values – individualism, selfishness and inability to relate to peers. How do teachers react and act? Many educational activities and strategies mentioned as having a significant contribution to moral education are formal activities, remaining usually at a superficial level: for example, school competitions, projects on the code of conduct, debates, information activities, out-of-school/ extracurricular activities, filling in questionnaires etc.). The power of personal example appears to be not sufficiently exploited. The school is assuming the merit of good education, without recognizing the weaknesses. The school wants to be the "princeps educator", but when it comes to specific situations that do not go "by the book" assigns an important part of the responsibility and guilt to other

instances of socialization: family, community, media etc. But those that may do major mistakes in education are those having the greatest influence towards children. The double measure used in education. Adults – teachers and parents – expect desirable behaviors from children, while they are not always practicing them. This happens because adults propose a theoretical model of "how the children should behave" and "what they should become", but is less connected with how they really are, with the contemporary society and with what fits the child. It happens that some behaviors nonchalantly practiced by parents and teachers to be blamed only when the child is practicing them. Thus, we impose to children rules that ourselves, as educators, do not respect. The distance between the schools values and family and society values. What is the relationship between the moral of the school and the moral of other out-of-school environments? At social and institutional level, the school struggles to preserve consecrated values, but faces significant difficulties due to the noxious influence of media, extensive corruption and lack of respect for education. For example, the success obtained through work – a value that is promoted by the school – is contradicted by mass-media. In relation with the family, we may notice a kind of "resignation" of parents from their parenting roles, devalued attitudes toward school and teachers and frequent situations of parents offering a negative example. But school and teachers themselves are also experiencing serious challenges: inconsistent values, insufficient training of teachers especially from the perspective of moral and affective education, unclear role in moral and affective education of children. The research highlighted the need for coherence and consistence of all educational environments. All teachers must participate in the moral and emotional education of students, regardless of the subject they teach. They all should respect the children's rights and create a secure socio-emotional environment based on trust, balance and mutual respect. The lack of coherence between educational environments causes schizoid effects for the child development. Too often the child finds that what is considered to be "good" by the school is seen as "wrong" in society and "impractical" in the family. For example, teachers tell the children not to hit back a colleague that hit them, while the parents often give them the opposite advice. At least parents and teachers could be harmonized through better communication, through direct collaboration with the child to discover what would be better for him in every situation. Also, perhaps education should not obstinately focus on an arbitrary selection of values for the child, but on the development of his authentic ability to choose what is appropriate. The means and methods of education used in the school are not fit for purpose. Most of the teachers participating in the research appreciated that "responsibility" is the main value they aim to develop with their pupils. However, the means they have mentioned (reward, punishment, conditioning, positive labeling, stimulation of competition) promote the child's dependency towards the adult educator, and less the capacity to anticipate the consequences of his own acts and to take responsibility. A child that is not encouraged to selfownership is devoid of support to become responsible. Teachers do not always deeply understand children's attitudes and behaviors. The data collected through individual interviews showed frequent situations when teachers are alerted by normal behaviors of children and overly tolerant of significant deviations from the norms of conduct. Sometimes, confusions between what is normal to a certain age and what not can appear. On the other hand, behaviors that show the lack of respect, the lack of involvement and collegiality are tolerated or ignored, thus being the risk of exacerbation. The respondents noted the need for deeper knowledge of child psychology, a subject included as part of core curriculum for initial training of teachers but often taught at a theoretical and formal level. Social changes are reflected in the school, which is searching for its own landmarks. Changing of social customs of networking, communication and treatment of child are to be transferred at school level. The school today no longer matches the benchmarks of the "old" magistro-centric school, focused on memorization and reproduction of knowledge, on reward and punishment, but it does not find how to adjust to the social change. It is a turning point for a path that is not as new as we would dream, not as old as we are afraid of. Teachers are not prepared to communicate with parents. The initial training of teachers includes an optional course on Educational communication, but (according to the curriculum guidelines) it refers only to the communication with children and young people. Data collected in the discussions with teachers revealed that they often ignore the communication with parents and the importance of this ordinary element for the education of a child. Schools in our country rarely provide appropriate space and time for the communication between teachers and parents. This communication is often spontaneous or takes place when a problem/conflict occurred. Teachers need to be prepared to deal with new types of communication and interaction. Teachers lost their confidence in education reforms. Immediately after '89, the school received with great joy the idea of education reform. Since then, there were numerous and permanent changes/reforms and numerous mandatory in-service training for teachers, without leading to the welfare of the education system, of teachers, pupils and parents. Therefore, the school has come to bureaucratically defend of all the changes it cannot avoid and to reject everything that is not mandatory. This shows that in order to become operational, the intended changes should be well prepared and staggered, transparently explained and not imposed from outside.

5. Conclusions and Recommendations

According to the research findings, several conclusions and recommendations emerge. To conduct thorough changes in education, we should begin with teacher training. For a "different" school, training should be done "differently", with a focus on developing practical pedagogical skills and on human maturation for becoming a teacher. Only with emotionally mature, balanced, creative and dedicated teachers we can change the school into a better one. Authentic

transformation of school and teachers cannot be imposed by a law; it appears and strengthens in a natural and necessary manner as a consequence of the teachers' way of being. Therefore, teacher education and training cannot be reduced to concepts and theories no matter how advanced they are, as it should be complemented by the development of their personality as a whole. If teachers are confident in themselves, they will be able to trust children and parents. If they are balanced and creative, they will be able to create a secure climate, constant and proper for the development of children. The training of teachers and their need of support do not end together with the initial training but should not be extended through formal and occasional courses. A proper solution for continuous support for teachers' professional development is represented by professional discussion groups (like Balint groups) that may provide a constant and secure environment. The relationship between school and family cannot be functional and successful if a dispute of primacy, hierarchy or authority over education takes place. A real partnership and mutual support are needed.

References

- [1] Alt, D. & Reingold, R. *Changes in Teachers' Moral Role From Passive Observers to Moral and Democratic Leaders*. Rotterdam, The Netherlands: Sense Publishers.2012.
- [2] Gleeson, J. & O'Flaherty, J. The teacher as moral educator: comparative study of secondary teachers in Catholic schools in Australia and Ireland. *Teaching and Teacher Education*, 55, 45-56, 2016. Retrieved from <https://doi.org/10.1016/j.tate.2015.12.002>
- [3] KENPRO. *Teaching Ethics and Professionalism*. KENPRO Online Papers Portal, 2010. Retrieved from <http://www.kenpro.org/papers/role-of-a-teacher-as-a-moral-educator.htm>
- [4] Kok, T. No end to issue of discipline in schools. *The Star Online* January 23, 2018. Retrieved from <https://www.thestar.com.my/opinion/letters/2018/01/23/no-end-to-issue-of-discipline-in-schools/>
- [5] Kotaiah, V. Role of the Teacher in Development of Moral Values. *International Journal of English Language, Literature and Translation Studies (IJELR)*, 1(3), 70-72, 2014
- [6] McMurchy, M.. *Connecting the Ethics of Teaching and Moral Education to Society*. September 25, 2014. LinkedIn. Retrieved from https://www.linkedin.com/pulse/20140925_164152-12380546-connecting-the-ethics-of-teaching-andmoral-education-to-society
- [7] Morgan, B. Is social media messing with children's morals? July 21, 2016. Retrieved from <https://theconversation.com/is-social-media-messing-with-childrens-morals-62579>
- [8] Narinasamy, I. & Logeswaran, A. K. Teacher As Moral Model – Are We Caring Enough? *World Journal of Education*, 5(6), 1-11. 2015 . DOI:10.5430/wje.v5n6p1
- [9] Ogama, D. E. & Alaiyemola, A. O.. *Prospects and Problems of Teaching Moral Instructions in Primary and Secondary Schools in Nigeria*. *International Journal of Capacity Building in Education and Management (IJCBE)*, 2(3), 18-24. 2015
- [10] Okeke, C. & Okoye, H. The Challenges Facing the Effective Teaching and Learning of Religious/Moral Education in Secondary Schools in Onitsha Urban. *Journal of Religion and Human Relations*, 8(1), 84-95. 2016
- [11] Agee, J. (1998). Negotiating different conceptions about reading and teaching literature in a preservice literature class. *Research in the Teaching of English*, 33, 85-124.
- [12] Blumer, H. (1969). *Symbolic Interactionism*. Berkeley, CA: University of California Press. Bullough, R.V., Gitlin, A.D., & Goldstein, S.L. (1984). Ideology, teacher role and resistance. *Teachers College Record*, 86(2), 339-358.
- [13] Carspecken, P. F. (1996). *Critical ethnography in educational research: a theoretical and practical guide*. New York: Routledge.
- [14] Clift, R.T., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith & K.M. Zeichner (Eds.), *Studying teacher education: the report of the AERA panel on research and teacher education* (pp. 309-424).
- [15] Mahwah, NJ: Lawrence Erlbaum Associates. Florio-Ruane, S. (2002). More light: an argument for complexity in studies of teaching and teacher education. *Journal of Teacher Education*, 53(3), 203-215.
- [16] Frost, R., & Lathem, E.C. (1972). *The poetry of Robert Frost*. Owl Books. Goffman, E. (1959). *The presentation of self in everyday life*.
- [17] Doubleday. Gore, J.M., & Zeichner, K.M. (1991). Action research and reflective teaching in preservice teacher education: A case study from the United States. *Teaching and Teacher Education*, 7(2), 119-136.
- [18] Holland, D., Lachiocotte, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press.
- [19] Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal*, 26(2), 160-189.
- [20] Holquist, M. (1990). *Dialogism* (pp. 14-66; 149-182).
- [21] New York: Routledge. Linde, C. (1993). *Life stories: The creation of coherence*. New York: Oxford University Press.

- [22] Lortie, D. (1975/2002). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press. Mead, G. H. (1964/1932).
- [23] *Mind, self, & society from the standpoint of a social behaviorist*. Chicago: University of Chicago Press. Nias, J. (1989). *Primary teachers talking: a study of teaching as work*. London, UK: Routledge.
- [24] Olsen, B. (in preparation). A theoretical introduction to the new field of teacher identity studies.
- [25] Wideen, M., Mayer-Smith, J., Moon, B. (1998). A critical analysis of the research on learning to teach: making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68(2), 130-178.
- [26] Wiggins, R.A., & Clift, R.T. (1995). Oppositional pairs: Unresolved conflicts in student teaching. *Action in Teacher Education*, 17, 9-19.
- [27] Woods, P. (1996). *Researching the art of teaching: ethnography for educational use*. London, UK: Routledge.
- Yin,
- [28] R. (2003). *Case study research: Design and methods*, Third Edition. Thousand Oaks, CA: Sage Publications.