

# The Role of Teachers in Moral Character Development for Students

David Mugabo (PhD)

---

**Abstract:** This study was about The Role of Teachers in Moral Character Development for Students, a case of wellspring Academy of Remera Sector, Gasabo District, Rwanda, and it was aimed at analyzing the role of teachers in moral character development. Debating whether moral values are important to be taught or not is the wrong issue. Moral values have to be taught to the students to dwindle a moral depravity. The research was carried out at Wellspring Academy, located at Nyarutarama, Kigali City Rwanda.

The main question asked: Do teachers' moral conduct serve as a good example to students attending Rwandan high schools? The study provided an in-depth review and analysis on relationship between teachers and moral character development for student. The study was carried out in Wellspring Academy Remera Sector, Gasabo District, and it took a look at background of the study, statement of the problem, objectives and significance of the study, research questions and scope of the study. It also took a look at literature review where literature review was concerned with different written ideas from other authors in the world about moral character development for student. Questions were administered to students and teachers while deputy head teachers and head teachers were interviewed. The findings were presented in forms of tables according to the objectives of the study, responses, frequency, percentage and cumulative percentage of respondents. Education needs educators or teachers and strategies to deliver the materials. The strategies can be Character Building program in which the activities are arranged to increase the students' emotional quotient, Caring School Community in which the activities are arranged to create a caring relationship between teachers-students, and Integrative Ethical. Teachers should first of all have moral values such as respect, honest, integrity and others to be able help students live morally good and become smart citizens. Teachers should understand that, they do serve as salt. When food is not salty no man can enjoy it. Therefore, when teachers are not living well, no student will admire them.

Teachers should live exemplary on a daily basis for students to imitate.

Character development should be given enough time. Teachers are encouraged to spend some good hours with students either in class or through sports, drama and music to be able have an impact on the character development of students

**Keywords:** Moral, values, education, teaching, character building.

---

## 1. INTRODUCTION

(Seider, 2015).The foundation behind the character education is to ride an education that brings best out of people. Schools need to shift from being academic focused and take them equivalent. Emphasis is no longer on the simple acquisition of passive knowledge but also on development of skills and attitudes required to make learners to be good citizens. The major goal for schools to focus on good character is to equip scholars with variety of opportunities and frame them with better understanding on society challenges and good way to overcome them. . (William G. Thompson, 2012). Most of the current efforts in values education have not subjected to a controlled research evaluation. But the empirical studies have done are promising. Morals are wedged, not trained. They take form not from side to side precept, but rather from side to side the uncountable standard and relaxed associates we have with other people. No single event or action us to become annoyed, or helpful or lacking concentration to others. Quite, such dispositions come out asymmetrically, if they do so at every one - all the way through hysterics and starts, as we do something in environments such as the house, the school, the group of people (Chein, 1972). Moral character is an evaluation of a particular

individual's constant moral traits in day by day life change. The thought of character can engage a diversity of attributes counting the persistence or be deficient in of virtues such as empathy, courage, fortitude, honesty, and loyalty, where those moral virtues became good quality in a society or of good behaviors or practices.

The teachers contribute a better a role in moral character by teaching the students the ethical values and behaviors which meet with the value of the sciences learned from the teachers and create the students to be developed in mind at the same time also enrichment of living standards, within the society a moral character is a very significant thing that helps to build a good relationship with others.

## 2. LITERATURE REVIEW

Lickona, 1992 argues that, Complete character education engage in a lot of hard issues in education arena by raising a optimistic environment. Mary Alice McMillan argues that, "Character education is important to elementary school students because it will influence students in positive manner helping them to become ethical, civic-minded, mature you adults". Learning to effectively incorporate to impact students' lives for the better." Seider 2015, starts that "the formation of good character receives little more than lip service in the educational institutions our youth attend, the admissions tests and folders the present. A survey on ethics of American youth, conducted by the Josephson Institute of ethics (2006),Shows how youth engaged in none ethical issues including lying to their parents, teachers and others tried to get marks in wrong ways like cheating in exams and tests. Not only those but also stealing was among unethical behaviors they possessed. This shows how useful character education can impact the youth as people of new generation to come. Since students spend much of their time at schools, this would be the best opportunity for them to acquire support that will enrich them to their full potentials.

(Smith, 2013).This program is a series of lessons that teachers can teach one day per week. This way it does not take away from their other studies. Each lesson is based on real life situations that students could come across. These values need to be installed in curriculum. When character education becomes culture for schools, we need society of intellectuals but we need most people of integrity, honesty, fairness and responsibility. This program also provides activities to help students to develop and apply the traits and ethical values, as well as putting them into actions Teachers When teachers are role models, it is easy to show students how to apply positive behaviors and quality characteristics to embrace. Teachers are with students six to seven hours a day. This valuable time can be used to be a role model in applying character education in your own life.

### Teachers

Teachers are the personnel who offer teaching for students. Teachers are able to systematize their classrooms, construct a affectionate situation, guide students, to become role models, listen and look for cipher of trouble, teaching Knowledge. The most common role a teacher plays in the classroom is to teach knowledge, culture, and behaviors to children.

According to Sanderse, 2013, teacher's task can diverge with cultural diverse. An educator that facilitates education for a human being can even be described as a special instructor, or, mainly traditionally, as an educator. In some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anybody with knowledge or skills in the wider group of people location."

## 3. MORAL CHARACTER

Moral character or character is an evaluation of a exacting person's stable moral qualities. The concept of character can entail a variety of attributes including the continuation or lack of virtues such as understanding, courage, fortitude, honesty, and loyalty, or of good behaviors or habits .Seider, 2015, p.224). Developing strong character personality in kids is a significant matter in today's world. Character education programs are determined to absolutely promote student success in academics, person and societal communication. There is today an extensive, extremely worrying sense that kids are varying –in the customs that inform us much about ourselves as a society. This need a deep focus on character education in schools such that we shall be having good citizens in future who care for others and with strong character in building good relation with others and problem solving skills in conflict management for better society. In the midst of time, the certain agreement supporting traditional character education began to deteriorate. Once a particular school community has determined its overarching goals for character development, there is great value in its stakeholders

reaching out to schools with a similar focus and adapting practices that are already working well for other educators and students. (Seider, 2015). Studies have been done and shows that schools focus character education have encountered less indiscipline cases. What they learn from character education equips them with moral values, which will make them better citizens of the community and the nation Successful statement with shared values among society can impact students to reach at their academic progress as well as honoring responsibility.

### **Development**

Development is a process of raising a fresh achievement or increasing the capacity of that action which has been developed or being developed. Development is the act of growing same think to grow to become large, a research journal covering the field of developmental biology which will make a new result. With its long and prestigious history and its team of expert academic editors, Development is committed to publishing cutting-edge research across the spectrum of animal and plant developmental biology those are able for creating something over a period of time.

According to SEBA (2010), development describes the growth of human being throughout the lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development. Development has been defined differently by different authors and classical theories. According to certain theorists, development means the acquisition of working methods of the western organization, of the reflexes and gestures if industrial companies are concerned; conditioning of the populations, the accumulation of all the means of production and consumable goods. It also means the adaptation of manners and policy of Euro-American companies.

According to Michel (2001:32), development has traditionally been thought as the capacity of the national economy, whose economic conditions have been more or less static for a long period of time, to generate and sustain an annual increase in its Gross National Products at the rates of perhaps 5 to 7 percent or more. Economic development has in the past also been seen typically in terms of planned alteration of the production and employment structure so that agriculture share in the economy declines whereas that of the manufacturing and services industries increases. Development strategies therefore, have usually focused on urban industrialization, often at the expense of agriculture and rural development.

Finally these principal economic measures of development were often supplemented by casual reference and general acceptance of non-economic social indicators, gain in literacy, schooling, health conditions and services, provision of housing, etc.

In the recent past years, the development was nearly seen as an economic phenomenon in which rapid gains in overall and per capital GDP growth would either trickle down to the masses in the form of jobs and other economic opportunities, or create the necessary conditions for the wider distribution of economic and social benefits of growth.

### **Student**

Is a person who takes an interest or risk in a particular subject with an aim of receiving his/her own profit person formally engaged in learning or studying particularly one enrolled in a school or college; any person who studies, investigates, or examines considerably a *student* of human nature in our surroundings.

### **Lives modify for Teachers**

With so many external metrics being used to assess our students, and indirectly our effectiveness as teachers, it's easy to become very discouraged very easy. Teachers from different campus are now working in "data teams" to evaluate the test results of the students in their classrooms. All the students' scores on the standardized tests and the common assessments are organized by teachers and the students are able to receive in easy way. It's not easy to compare our course 1 scores with your course 1 scores when clearly our students are not as proficient as your students. Your students scored higher, but we know that we are better teacher than you are and so on and so forth. It can get result quickly. The goal is to analyze the data and as a group come to a consensus on how to modify instruction to make it more useful for students. that can be a good thing, but no one, wants to be considered inept among their peers. The different teachers are willing to change his/her life about financial, good management of his or her life.

It is not an to magnify to say that a great teachers can change a student's life in long period of time. There are an endless amount of stories that attest to the benefits of a strong relationship between an educator and pupil where teacher are educating pupils a good behavior ,culture and those pupils are willing to make a good behavior our society ,so this is a good result witch comes from the teacher . . .

As some of the most influential contribution for developing students, teachers are responsible for educating more than just academic enrichment. If you want to be a great educator, you must connect with your pupils and reach them on multiple levels and make sure your behavior must be corresponding to what you're doing, because the best teachers are committed to their students' well-being both inside and outside the classroom. By forging strong relationships by using different strategies like singing the song s, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed which will be beyond term papers.

It is not always easy to change a student's life, which is why it takes a great teacher to do so. Some just need an extra push like the student whose a less max others may be going through something troubling in their personal lives and need someone to talk to be around him or her. Whatever the student needs to help them excel, a life-altering teacher will be there for them.

While you will spend your entire career learning the different ways you can change your students' lives, here are three aspects that are directly affected by great teachers:

### **Education**

A great teacher makes learning fun, as stimulating, engaging lessons are pivotal to a student's academic success in that period. Some students who are more prone to misbehavior, truancy or disengagement are more dependent on engaging teachers. Making your classroom an exciting environment for learning will hold the students' fascination, and students learn best when they are both challenged and interested his/her profitable. It is a part of motivating students, which may not be easy compete, but which will benefit students immeasurably in the long run.

### **Motivation**

Motivation students is integral to ensuring their success and hopeful them to fulfill their potential. Students who are inspired by their teachers can accomplish astonishing things and the history which is real about his/her day life, and that motivation almost always stays with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short-term goals, to guiding them towards their future career. Years after graduation, many working professionals will still cite a particular teacher as the one who fostered their love of what they currently do and attribute their activities to that educator.

### **Leadership**

Teachers can be a trusted source of advice for students weighing significant life decisions. Teacher can help their pupils follow higher education, travel around career opportunities and compete in events they might or else have not thought themselves able to. In this case a teacher are able to keep up their state of affairs in those thing he or she is doing Students often look to their teachers as mentors with knowledge and understanding, and, as an educator, you will almost absolutely be asked for advice at some point during your vocation.

### **Role of Teachers as a Moral Educator**

Teaching is not more of a profession in a society but a Calling, where one is given power to pass not only knowledge but skills, good behavior and right attitudes.

### **Teacher as a role model who sets Good instance**

Teachers must educate their students on the importance of selecting the suitable choice relate to the culture leaning they must also show excellent example to the learners. It is often said that morality is fostered by good example. It is also said that evil is fostered by bad example. There is an intuition here that children are strongly prejudiced by the choice they keep. There is also interjected into this discourse the idea that children can rise above their surroundings. This is usually said to children who cannot avoid bad choice, as it were and this is a good condition of correcting problems. What is understood in all of this is the belief that a moral point of view, or lack thereof, is mediated through social influences. There is nothing astonishing here, except that teachers can tend to forget the effects of normative influence.

### **Forming a Caring situation**

Character formation begins with a caring relationship, first in the home and then at school. Teachers create a basis for children through encouraging caring relationships in schools that bridge from adult to child through which mutual influence can occur today. Any child who is being cared for will likely care for others and will engage as a citizen in the moral life of the community. The quality of early teacher-student relationships can have a strong influence on academic and social outcomes that persist through eighth grade. Teaching styles that conform to dimensions of effective parenting were a significant predictor of students' academic goals, interest in school, and mastery learning orientation. In particular, teachers who have high expectations tend to have students who get better grades in society but who also pursue prosocially goals, take responsibility, and show a commitment to mastery learning. Conversely, teachers who are harshly critical and are perceived to be unfair have students who do not act responsibly with respect to classroom rules and academic goals.

Caring schools and classrooms provide multiple benefits for students. Caring school climates encourage social and emotional bonding and promote positive interpersonal experiences, providing the minimum grounding necessary for the formation of character. Moreover, in schools with a strong indication of same communal organization, less student misconduct is noted and rates of drug use and delinquency are lower in case of disorganized other pupils. Student attachment or bonding to school improves school motivation and discourages delinquency and victimization of teachers and students. Schools characterized by a strong sense of community report decreased discipline problems and less drug use, delinquency, and bullying; conversely, they also report higher attendance and improvements in academic performance.

### **Developing Social and affecting Skills**

The best practice among teachers as a way of teaching morals to children is enhancing learners' social and emotional skill development. Social and emotional skills are mostly crucial to school success. Recent research suggests that emotional intelligence has more bearing on life and school outcomes than does academic intelligence, social and emotional learning programs pave the way for better academic learning. They teach children social and emotional skills that are intimately linked with cognitive development. A Social and emotional skills facilitate and motivate everyday life, affecting relationships and school achievement-skills in communication, conflict resolution, and making a decision, and cooperation.

A substantial body of literature indicates that teachers employ programs that address social and emotional competencies and which are effective in preventing problem behaviors, including drug use and violence. Social and emotional learning is also a strong predictor of future children moral outcomes. One study demonstrated, for example, that indices of social capability were better predictors of educational achievement.

### **Teaching for Expertise and precision**

This is a perfect tool for coaching morals among the children that educator call to task and should continue to. Training for expertise involves direct instruction through role modeling, expert demonstration, and thinking aloud, focusing attention on ethical aspects of situations and expressing the importance of moral behavior. It also requires indirect order through fascination in environments where skills and procedures can be practiced extensively.

Immersion in Examples and chance, the student sees prototypes of the behavior to be learned and begins to attend to the big picture, learning to recognize basic patterns. The teacher plunges students into multiple, attractive activities. Students learn to recognize broad patterns in the domain .They develop plodding awareness and recognition of elements in the domain.

### **Teaching Self-guideline and Development**

The Teachers must ensure that their students learn to use their skills independently and willing to use their profitable income. Individuals can be coached not only in skills and expertise but also in domain-specific self-efficacy and self-guideline. The most successful students learn to monitor the effectiveness of the method they use to solve problems and, when essential, alter their strategies for success. Self-regulation is acquired in stages; these resemble the processes learning in the zone of proximal growth. First, the child vicariously induces the skill by observing a model. Secondly, the

child imitates the model with support. Thirdly, the child independently displays the skill under well structured conditions. Finally, the child is able to use the skill across changing situations and their demands.

Teachers should understand their roles as facilitators of student self-growth.

The teachers have those responsibilities to educate their students and show them the good way of conduct, they have to train the students and developing them on how they must look like,

The teachers also are responsible for being first the good example of their students not only for teaching them without behave as well as they say and make everything in practical way,

#### 4. CONCLUSION

In summary, the paper provides a functional view of what direction a teacher can take in deliberately fostering moral character of the children. First, teacher educators point out the importance of establishing a respectful and caring relationship with students, helping teachers understand and practice different ways to do this. This is accompanied by helping teachers learn how to establish a supportive classroom climate, which is important for achievement and ethical character development. Secondly, teachers help their students identify the ethical skills that support academic and social success, guiding them to understand ways to use them during the school day in academic and non-academic lessons. Thirdly, teachers must learn and instill on their children how to cultivate expertise in students not only in their academic discipline, but also for an ethical social life. Fourthly, in subject matter and in social life, teachers assist their learners to develop techniques to help them foster self-regulation and self-efficacy.

Student moral development is both implicit and inevitable in standard educational practice. The challenge facing teachers and teacher educators is whether to allow moral formation to occur opportunistically-letting students learn what they will, for good or bad, come what may-or to foster an intentional, transparent, and deliberative approach that seriously considers the moral dimensions of teaching and schooling. Two teacher education strategies are encouraged in schools. The minimalist strategy requires teachers to make explicit the hidden moral education curriculum and to encourage their students to see the moral character outcomes that are immanent to best practice moral instruction. The maximalist strategy requires that teachers learn a toolkit of pedagogical skills that targets moral character education as an explicit curricular goal. It is important to know that when teachers are intentional and wise in praxis, they provide students with a deliberative, positive influence on their individual and group characters. Students should then understand that character actions in search of goals and the experiences that characters features often change the character all the way through the story. Character development and analysis of characters can be seen in a variety of benchmarks, not limited to plan progress questions. Character doesn't function in a vacuum; it functions in a social environment often that environment suppresses moral concern. (Lickona 1992, p.63)

#### REFERENCES

- [1] Berkowitz, Marvin W., and Andrea Bustamante. "Using Research to Set Priorities for Character Education in Schools: A Global Perspective." *KEDI Journal of Educational Policy* 10.3 (2013): n.page. Pro Quest Central; Pro Quest Social Sciences Premium Collection.
- [2] Character.org. (Ned.). Retrieved July 16, 2016, from <http://character.org/key-topics/what-is-character-education/>
- [3] Chein, I. (1972). *The Science of Behaviour and the Image of Man*. New York: Basic Books.
- [4] Cover, J. (1983) *Theological Reflections: Societal Effects of Television*. *Religious Education*, 78(1), pp. 38-49
- [5] Golsen, R. (1975). *The Show and Tell Machine*. New York: Delta (paperback).
- [6] Gramsci, A. (1971). *Selection from Prison Notebooks*. New York: International Publishers.
- [7] Kavanaugh, J. (1983). Capitalist Culture as a Religious and Educational Formation System. *Journal of Religious Education*, 78(1), pp. 50-60.
- [8] Kellner, D. (1978). Ideology, Marxism and Advanced Capitalism. *Socialist Review*, 8(c), pp. 57-58. Sullivan, E.V. (1984) *Critical Psychology*:

- [9] Lickona T. (1992). *Educating for Character: How our School can teach respect and responsibility*, Bantam Books, New York.
- [10] Sanderse, W. (2013). *The meaning of role modeling in moral and Character education*. Journal of Moral Education, 42(1), 28-42
- [11] Seider, S. (2015). *Character Compass: How powerful school culture can point Students toward success*.
- [12] Smith, Brian H. "School-based Character Education in the United States." *Childhood Education* 89.6 (2013): 350-55. ProQuest Central; ProQuestSocial Sciences Premium Collection.
- [13] Taylor, C. (1964). *Explanation of Social Behaviour*. New York
- [14] Thompson, William G., "The Effects of Character Education on Student Behavior." (2002). *Electronic Theses and Dissertations*. Paper706. <http://dc.etsu.edu/etd/706>