

Assessment on the Role of Teacher in Moral Development of Children

Sarita Kumari¹, Dr N Samuel Babu²

¹Research Scholar, Career Point University

²Research Supervisor, Career Point University

Abstract - Children should not grow up in a vacuum. Their moral learning is influenced by their relationships with family, home, education, culture, and society. Schools play a critical part in the development of potential people as spiritual beings. Citizenship education, character education, spiritual education, and morals education are also terms used to describe this. The moral nature of teaching has been explored under a variety of themes, and ability sets for moral technical teachers have been developed into typologies. Orientations to moral sensitivity, moral reasoning, moral motivation, and positive conduct, as well as teachers' professional ethics and principles, are typical examples. A teacher is supposed to have a clear understanding of the subject(s) taught, as well as pedagogy and learning psychology, but more importantly, a teacher should be emotionally mature, compliant with himself/herself, a socially attractive individual, and capable of educative contact with children. The function of teachers in the moral growth of primary school children is examined in this essay.

Index Terms - Moral Development, Children, Teachers, Schools, Primary Education, Morals, Valus, Ethics, etc.

I. INTRODUCTION

A school is an entity that has a significant impact on the education of a country's young generations, the propagation of cultural and spiritual ideals, and the foundations for modern societal reforms. The importance of school in influencing the next century necessitates a thorough examination of its true contribution and ideals. Even if academic education and information transmission seem to be the primary functions of the classroom, its effect on children's spiritual and affective growth cannot be overlooked. Teachers are believed to have a theoretical understanding of cognitive progress and how it relates to social and spiritual development as well as

literacy. They might not be able to pinpoint the origins of their theories or their metaphysical underpinnings, but they should be able to explain how children think about morals and how this knowledge informs their instruction.

Moral education encompasses a variety of facets of school life. For example, the school culture and the teacher's moral growth are highly important in the moral development of students. While much of the philosophical ramifications of teaching are accidental, teaching is fundamentally moral. Moral education, on the other hand, is the deliberate teaching of specific beliefs, behaviors, and dispositions in order to promote students' prosocial and moral growth.

II. MORALITY

The focus of this entry is not on moral philosophy, at least not directly; rather, it is on the concept of morality. Definitions are not moral philosophies, which are vast and complicated. The problem of defining morality is the problem of determining the object of philosophical theorizing. By identifying this goal, we will see how various moral philosophies all are trying to catch the same object. Morality is a collection of principles that allow people to work together as communities. It is what cultures deem right and appropriate. More specifically, the word morality may be applied in two ways:

- Normatively to refer to a code of conduct that, given specified conditions, would be put forward by all rational people, or
- Descriptively to refer to certain codes of conduct put forward by a society or a group (such as a religion) or accepted by an individual for her own behaviour.

Morality and ethics are both loosely concerned with deciding between positive and evil or right and wrong. Many people consider morals to be a personal and normative concept, while ethics refers to the good and bad values established by a society or social environment. Morality is not set in stone. What you deem appropriate in your society will not be acceptable in another. Morals are influenced by geographical locations, faith, family, and life experiences.

Moral creation is a phenomenon of moral science that has seen at least as much recognition from researchers as it has from theorists in the last few decades. Moral maturity is the phase of acquiring the beliefs, dispositions, sentiments, and cognitive competencies required for moral judgement and action. The essence and function of these elements are determined by how morality is seen. The concept of moral growth is based around the fact that, whether or not there is an objective right and wrong out there, there is something that we, as humans, take to be so, and that we should be stronger or bad at understanding and reacting to accordingly. "One of the most significant aspects of moral growth is that we should educate ourselves and each other to become better at it, implying that there is need for a kind of moral education. Morality is distinguished from prudence and tradition or etiquette by the majority of modern moral psychology." They both believe that being decent entails treating people with fairness and regard about their well-being. Individuals engage with different cultural contexts, which leads to moral growth. Moral sophistication entails not only moral decisions, but also a sense of obligation grounded in a moral identification.

Moral development theories argue that individuals' moral beliefs can be tracked and analyzed in the same manner that their psychological development can. Another way to think of moral growth is as an increasing awareness of moral ideas or values and how to put them into practice.

III. PRIMARY SCHOOL EDUCATION

Elementary schooling, commonly known as elementary education, is the first level of formal education, starting at the age of 5 to 7 and finishing at the age of 11 to 13. Elementary or basic school refers

to the first years of formal education (just to confuse the issue, elementary schools are also called grade or grammar schools). Today's primary school curriculum focuses on improving children's basic reading and numeracy abilities, as well as their comprehension of the environment. These abilities are becoming highly important in today's environment and are critical to the functioning of developing economies. As a result, primary education is obligatory and funded by the government in nearly every country on the planet.

Individual schools and families have different organizational and developmental goals because the primary school program differs. Promotion from one grade to the next is dependent on a student's attainment in specific skills, but in rare cases, a pupil might be expected to repeat a year.

Despite the many cultural and political distinctions between countries, the goals and curriculum for elementary education are mostly similar. Nearly every country has made an official commitment to universal schooling, which is envisioned to potentially provide a free primary education for all citizens. As a result, there is a growing consensus among countries that citizenship training is one of the primary goals of elementary education. This goal suggests a focus on reading and writing abilities, math skills, and fundamental social studies and science in the curriculum.

The below are the general goals of primary education:

- To prepare the child for a continuum of learning.
- To enable the child to live a full life as a child and to realise his or her potential as a unique individual.
- To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society.

The primary program seeks to offer a broad learning environment and promotes a diverse range of teaching and learning styles to meet the needs of particular students. The main curriculum was completely updated in 1999, marking the first time since 1971 that the curriculum has been completely revised. The new program is intended to cultivate the infant in all aspects of his or her life, including

cultural, moral, cognitive, physiological, creative, aesthetic, educational, and physical development.

The curriculum is divided into the following key areas:

- Mathematics
- Language –English
- Arts Education, including Visual Arts, Music and Drama
- Physical Education.

Elementary students are usually given homework; however, the workload is lighter than in many countries. The workload increases with higher grades.

IV. MORAL DEVELOPMENT AND EARLY SCHOOLING OF PRIMARY CHILDREN

Morality is a system of beliefs about what is right and good compared to what is wrong or bad. Moral development refers to a person's religious values changing as he or she becomes older and more mature. Moral convictions are similar to, although not equivalent to, moral behavior: it is possible to believe what is correct but not do it. It is often not the same as understanding societal norms, which are arbitrary customs that keep culture running smoothly. There are no good or bad children, but there are positive and bad forms of teaching children to recognize and care for their surroundings. Many brilliant minds in the world of cognitive psychology have devoted their lives to figuring out how children internalize universal principles, dubbed the internalization effect.– moral development.

When it comes to education and instruction, moral decisions are incorporated into nearly any part of classroom existence, rather than being limited to tragic events. Consider the following scenario. Assume you are a teacher, and you're reading to a tiny group of second graders, who are taking turns reading a story aloud. Should you allot the same amount of reading time to each pupil, even though some might profit from more time? Should you devote more attention to students who need additional assistance, even though it bores classmates and deprives others of equivalent floor time? Which choice is more equitable and considerate? Simple dilemmas like this arise every day at all grade levels

due to the diversity of students and the limited nature of class time and a teacher's resources.

The spiritual consciousness of the small child has not yet grown. Rather, the child's basic desire is to be protected and cherished, and her early encounters of loving partnerships become the basis of morality. Relationships begin with a mother's affection for her child and spread to extended family, neighborhoods, and other cultures, such as the Infant and Primary classes at kindergarten. Since children this age experience what they see and hear, they internalize the religious beliefs, ethical behavior, and empathetic behaviors of the people of their lives. When people handle them well in a warm, healthy atmosphere, they grow a sense of what is nice.

Most children begin to exhibit morality related behaviors and values between the ages of 2 and 5. Tasha, for example, could see Juan taking Tyler's blocks from his hands and say, Greetings, Juan! You're going to get yourself into some serious trouble! Many small children begin to exhibit empathy-based remorse when they violate the rules at this age. For eg, if Juan from the previous example sees Tyler weep because his blocks were taken, he might feel guilty about hurting Tyler's feelings. Juan, on the other hand, would be upset only if he was disciplined for taking the blocks rather than causing anyone else unhappy as a boy.

According to Kohlberg, at this age, young children's morality is based on punishment and compliance. Kohlberg, like Piaget, argued that small children act morally as a result of their distrust of authority and desire to escape retribution. To put it another way, little children obey the law to avoid getting into trouble. Expecting preschool-aged children to simply do the correct thing is unrealistic. Most small children, on the other hand, may distinguish between positive and evil conduct, and this perception serves as the foundation for potential moral reasoning.

V. ROLE OF TEACHER IN MORAL DEVELOPMENT OF CHILDREN

Discipline among children is one of the most pressing issues in today's classrooms. This is why it is important to address the issue, how do teachers help children's moral development? Despite the fact that certain schools have spiritual education classes, such

schools do not seem to be more successful in dealing with youth morality issues. This, we think, is due to the fact that teachers and colleges, as civil and educational structures, must adopt a new strategy.

Teaching is a morally upright occupation. It is a calling that necessitates both a strong personal dedication and the application of simple, logical values. Teachers must pose themselves the same questions as they ask their pupils. Cheating, stealing, coercion, upholding or violating commitments, among other legal dilemmas and questions abound in the school. This is why, rather than merely teaching moral theory, learning about morals may be seen in daily experiences and partnerships with the instructor and students. It's simpler to imagine teachers participating in moral education than it is to say how it will happen. It entails more than just a specific kind of deliberate cultivation of a person's qualities or character attributes.

Many scholars have emphasized that thorough analysis of moral growth, learning your own value structure as an instructor, dispute transformation, and core principles teachers themselves ought to instill in their learners, such as reverence, duty, compassion, fairness, and being just, should all be included in teacher preparation. Many instructors, of course, are skilled at recognizing and reversing downward spirals, as well as fostering important mental and ethical values. Often teachers express strong moral standards and have consistent listening and opportunities for achievement, which help students feel less ashamed and distrustful. Often instructors learn from their own spiritual mistakes and work to improve their ability to see each student's point of view in their classrooms.

Through the minds of their pupils, teachers are heroes. What helps you stick out even more is whether you follow your own advice. Demonstrating how to demonstrate good character to students is just as critical as modeling reasoning techniques. Teachers are more needed than ever in today's culture to have a lasting impact on the students they teach. Despite the fact that education is not the same as it was in previous decades, we are focusing on the wrong topics. Students choose to go to school because they feel they are respected not only by their instructors but also by their peers. Respect towards others, honesty, compassion for others, and teamwork

are all character traits that do not magically appear when we teach how to take a test. Make heart function a priority over homework, and your future would be more valuable than a paycheck.

VI. CONCLUSION

Morality education relates to attempts to provide students with the tools they need to improve ethical skills. Children's relationships change when they become older. Primary positions are played by schools and students. Parents and other significant people in the family that will provide them with dynamic and intense relationships that last a lifetime are the main adults. Help from secondary adults, on the other hand, is critical for productive growth. By providing an atmosphere that welcomes and nurtures communities, schools and teachers will support primary relationships. Educators have an impact on students' moral development not only from becoming good role models—important as it is—but often from what they bring to their daily interactions with students: their ability to appreciate students' perspectives and disentangle them from their own, their ability to admit and learn from moral error, their moral energy and idealism, their generosity, and their ability to hegemony. Being an adult in a school with that degree of authority is a huge moral challenge. And it ensures that without tackling the difficult challenge of improving adults' competence and ethical capabilities, we would never be able to significantly increase students' moral learning in classrooms. We must reconsider the essence of spiritual creation as a whole. "By promoting social behaviors, parents, students, extended family, jobs, supervisors, and policymakers will grow children together." Our children would be profound if we live together in peace and provide them with a caring and supportive environment.

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