

ANALYZING THE ROLE OF TEACHERS IN THE NATURE CHARACTER EDUCATION OF STUDENTS FROM THE ATTITUDES OF THEM

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ABSTRACT

This study is done for the purpose of analyzing the roll of teachers in the nature Character education of students from the attitudes of them by use of descriptive method of measurement kind. It's statistical community is all of the high school's teachers and students, between 180 teachers and 2939 students, in Ardakan, 1389 – 1390. They are selected proportional to sample method and classification of sampling coincidental method for attending in this study with 100 Teachers and 293 students. The instrument of information collecting is a questionnaire by the lickouna pattern in the mature of 5 degree likert that it's narration is accepted by masters and also it's ending is resulted by %92 cronbakh's coefficient. Analysis of information's is done in two descriptive statistical levels consist of percent , plenty , average , deviation and the inference statistic is consist of T test , T test with two in depended groups , one – side Variance and LSD consequential test . The analysis of these results is shown the roll of teachers in the nature training of students from the two perspectives of in class and outclass and the whole of sub classification was better than statistical sample of two groups at high level. There is a meaning full factors in the in cases factors base of educational field and also between attitudes of student's in the outclass perspective base on age and there is a meaningful difference also for two factors of in class and outclass base on educational field.

Keywords: Training, moral education, Character education, lickouna pattern, teachers and students

1 INTRODUCTION

Among the major expectations of an educational system there is a moral education this expectation has always been true throughout human life in the educational systems. Primarily, each community needs essential programs and logical response for his life and explaining what that life is meaningful and determining ethical norms which people should be dominated by them [1]. Accordingly, thinkers continuously, taking into attention to understanding the characteristics of ethics and the role of educational institutions playing to improving them [2].

Ethical values influences people's lives and therefore we can declare aims, contents and methodologies of education is established on the basis of them. Unfortunately, despite the importance of ethics in life and despite the moral education considering as a worthy education in this century during many years this aspect of education has been exposed to major changes [3]. The gap between moral education and religion and spirituality and the influence of moral relativism and secular are some changes can be named. Consequences of such changes were educating individuals who had moral thoughts and actions even though recognizing moral values. Thus, at the end of twentieth century and early twenty-first century, resulting in an increase in immoral activity, delinquency and crime, the need to return to the morals and values were considered proper education of this century, education was seen as a moral [4]. Moral education process of preparing the ground for moral education and ways of applying the update, strengthen and develop the traits, behaviors, and ethical practices and modify or delete characters, or other unethical behavior in humans [5]. When this type of training aims to be the wrong choice or to be misunderstanding or mistakes occurs in the methods of choice or coach is ineligible for training. The occurrence of injuries in the process of moral education will be inevitable. One of the approaches in the moral education is "character education" which

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has emphasis on creating and fostering some essential values [6]. The character education means helping students to internalize the values, so that they are able to choose wisely and act accordingly without the presence of their parents and teachers [7].

The character education is a process which develops the real and positive perspectives, the attitudes towards other people, the ability to making decisions and the necessity to participate in the social activities in learners. The basic procedure in this matter involves the interaction of disciplinary rules, the process of rational thinking and the participation of students. The character education, rears moral values in thoughts of every individual, and also brings about cognition and sense of moral life and comes to reality that in practice [8].

Today, several basic factors have caused more attention to character education in educational systems including diminishing the role of family in children and adolescents due to some factors such as parental divorce and separation from each other, more vulnerable children and adolescents due to increased the gap between generations, the important role of moral values for ameliorating social injuries and preventing all kinds of moral perversions and great attention to individualism and relativism [9]. These factors are necessary to address character education in formal educational systems, more than any other time to be felt. In addition, Education in the aspects such as creativity, intelligence and etc have been considered that the human dimension of human existence or character education has less been considered (Armand, 2009). Despite the efforts of educators in developing moral issues, there are many gaps in the educational programs of moral education throughout the world. Because many scientific studies and research were quantitative and positivist in such a way that they usually rely on the introduction and consideration of the moral virtues and human vices which necessary for moral education but not considering moral education which means how the individual must be obeyed ethical traits and behaviors [5]. Fostering the character, all efforts to assist developing moral compassion, courage, decision making, confidence, popularity, loyalty, responsibility, respectfulness and are used.

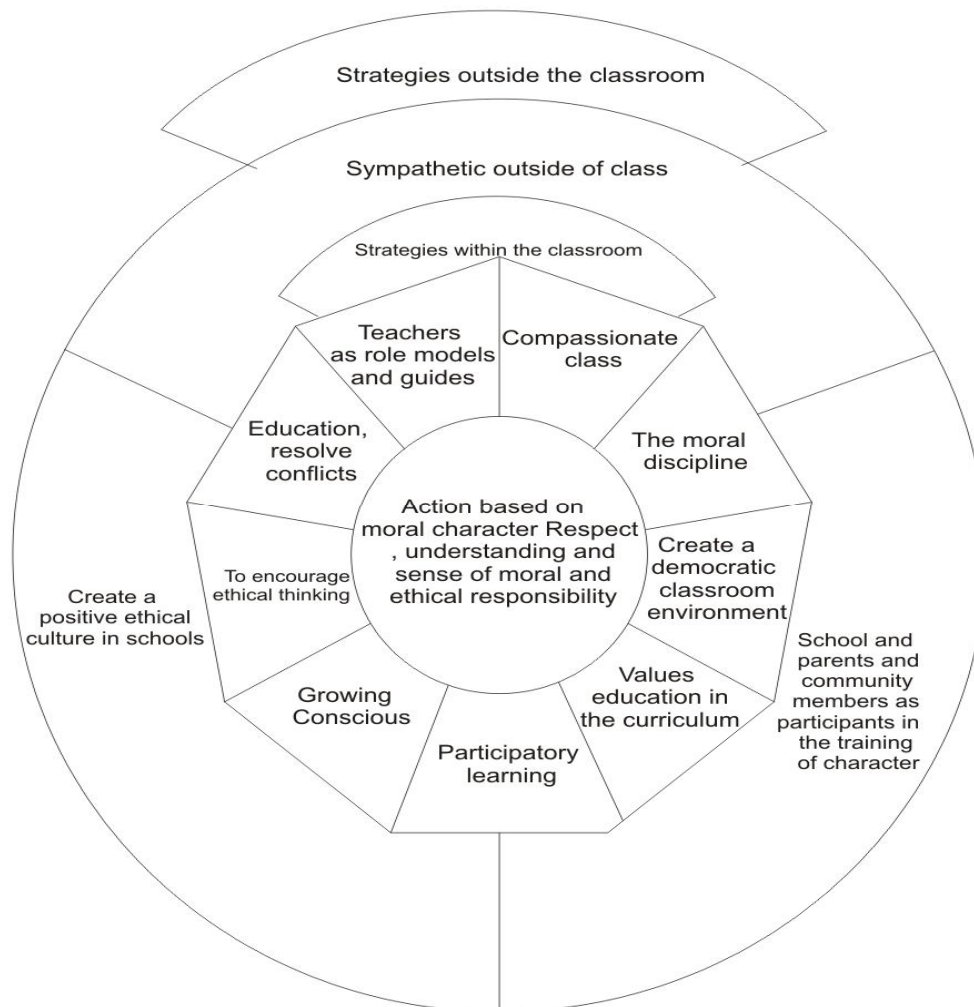
In addition, an ideal character recognizes with the aid of values. Internalizing every value needs three stages: 1. moral perception 2. Moral sense 3. Moral action. In the stage of moral perception, an individual can appreciate the value. In cases where compliance or noncompliance of the reaction shows a sense of moral and Finally, When individual behaves according to the values in the interpersonal behaviors this is considered as moral action [10]. Therefore, any behavior, or the wishes of the person or his values arises. The exact relationship between cognition, emotion (desire) and the person is not established, it is not intrinsic value [11]. Training patterns from a variety of manners follows one of these patterns; the pattern of character education is Lickona, according to the views of education experts. This pattern is the most comprehensive character education which considers three elements: classroom, school and community, and the learning of cognitive, emotional, and behavioral strategies in the form of twelve levels within the classroom and outside the classroom for character education offers. Lickona pattern is visible in Fig1.

Lickona believes that when the parents and social institutions make contribution character education program is useful [12].

2 METHODOLOGY

Research methods, is descriptive survey. Population of this study include all teachers and students in high schools of Ardakan City during 2010 - 2011. Total number of teachers and students in high school girls and boys of Ardakan according to the city's education during 2010-2011, 180 secretary and 2939 students (boys and girls) are. The sample size formula, the sample size for teachers 100 people and sample size for students 293 people was considered

Figure 1: Lickona character education model



3 ANALYSIS

The main research question: how much is the role of teachers in character education to students from the perspective of teachers and students? The overall findings showed the role of teachers in character education from the perspective of teachers and students the overall strategy in the classroom and outside the classroom and all its components are more than the average level.

The role of teachers in character education students in the strategies within the classroom to what extent? According to the table t Calculated from t was larger, so the role of teachers in character education students in the classroom from the perspective of the strategies teachers and students are above average1-From the perspective of teachers and students involved in teacher training -1 manners and moral support to students in the model is how much? Findings show that the current patterns and moral support teachers' view most average about 1 item to help students achieve success," the average (4.43) and the lowest has been the item number 4 "Ethical behaviour in the story" mean 3/30 has been. Most students average about 1 item on the "helping students to achieve success," with mean 3/63 and the lowest item number 4 "of ethical behaviour in the story." With the average is 84 / 2 respectively. Question 1-2: how is the role of teachers in character education to students in the classroom to teachers and students from the perspective of a compassionate society?

According to the table t calculated from t was larger the role of teachers in character education students in the classroom into a community sympathetic to the views of teachers and students are above average. Question 3-1: The role of teachers in educating students in the discipline, the moral character of the views of teachers and students, to what extent According to Table t have been calculated larger from the t tables. The role of teachers in educating students in the discipline, the moral character of the views of teachers and students are above average. Question 1-4: The role of teachers in character education of students in the democratic environment in the classroom from the perspective of teachers and students, to what extent? According to Table t have been calculated larger from the t tables the role of teachers in character education students in the democratic environment in the classroom from the perspective of teachers, above average, But from the perspective of students, creating a democratic environment in the classroom at the middle level is. Question 1-5: The role of teachers in educating students in the collaborative learning manners from the perspective of teachers and students, to what extent? According to the table t table is larger than the calculated t the role of teachers in character education from the perspective of teachers and students in the cooperative learning students are above average. Question 1-6: The role of teachers in educating students in the character education curriculum on the topic of teachers and students, to what extent? According to the table t table is larger than the calculated t, the role of teachers in character education from the Values education in the curriculum are above average. Question 1-7: The role of teachers in character education of students in the growing consciousness of what teachers and students to view how much is it? According to the table t table is larger than the calculated t, the role of teachers in character education in the "growing consciousness from the perspective of what teachers and students," is above average. Question 1-8: The role of teachers in educating students in the following manner to encourage ethical thinking from the perspective of teachers and students, to what extent? According to the table t table is larger than the calculated t, the role of teachers in character education in the "To encourage ethical thinking from the perspective of teachers and students are above average. Question 1-9: The role of teachers in character education of students in the education of teachers and students to resolve conflicts of opinion is how much? According to the table t table is larger than the calculated t, the role of teachers in character education In the Strategies within the classroom from the perspective of teachers and students are above average. Question 2-1: The role of teachers in educating students in the sympathetic attitude in the perspective of teachers and students outside the classroom, to what extent? According to the table t table is larger than the calculated t, the role of teachers in character education in the "compassionate outside of class" from the perspective of teachers and students are above average. Question 3-2: The role of teachers in character education of students in the participation of parents and society from the perspective of teachers and students, to what extent? According to the table t table is larger than the calculated t, the role of teachers in character education In the Parents and community participation in the views of teachers and students are above average. Question 4 - Whether the respondents' comments with regard to demographic factors, there is a significant difference? Results Table shows t Observed in $p < 0/05$ Strategy for the two variables within class and outside class and their Gender and Age are not significant Between women and men's opinions on these two variables, there is no significant difference. Results Table shows t Observed in $p < 0/05$ Strategy for the two variables within class and outside class in terms of Study is significant. The major difference between the views of teachers with varying strategies in the classroom, there are significant differences and Average Teachers in the humanities disciplines is more in this range, But out in the strategy of changing the views of classroom teachers in basic sciences and the humanities was no significant difference. Results Table shows t Observed in $p < 0/05$ Strategy for the two variables within class and outside class and their Gender is not significant. Between girls and boys in the comments, there is no significant difference between these two variables Results Table shows t Observed in $p < 0/05$ Strategy for the two variables within class and outside class and their Age is significant. The comments of students with different ages, there are significant differences in these variables. But the views of students within the classroom strategies vary depending on the age difference was not significant. The results shows The views of students outside the classroom strategies vary between 15 and 18 years old 17 years old, there are significant differences. Results shows F observed in $p < 0/05$ Strategy for the two variables within class and outside class time is a significant degree. The views of students with different academic disciplines, there are significant differences in these two variables The results shows The views of students in the class variable strategy between students in the field of public comments with fields of literature and empirical and between mathematics and students' comments with disciplines and empirical literature, there are significant differences.. The results shows opinions vary among students outside the classroom strategy between Public comments field students with fields of literature and empirical and between Comments mathematics students the disciplines and empirical literature, there are significant differences.

4 CONCLUSION

Behaviour in a series of important and fundamental issue of philosophical and educational values, one of the functions of the education system is the transmission of values. One of the approaches in the moral education is "character education" in which the emphasis is on creating and developing some basic values which is the subject of this research. There are various approaches and procedures for educating character education to learners. The character education means helping students to internalize the values, So that they are able to choose wisely and act accordingly without the presence of their parents and teachers [7].

Generally the process of character education starting from the teacher to ending the student, so pervasive in everyday classroom activities, have an active role he should have opportunities to express themselves in what goes into to the daily class assignments, to feel responsible and because mutual respect and mutual, will contribute creative ideas presented in class. Also with regard to the importance of "democratic self-governance", to participate in decisions related to the training process [12]. In this approach, The teacher as role model and leader in the class features such as: making sacrifices and commitment to the subject knowledge, communication skills, strength and intelligence, imagination, commitment to standards and ethics, teamwork and a sense of humour is the ability to perform of Ryan and Winnie, the disposition of any individual whose life and a good role model for young people should not be used as a school teacher. The advocates of the approach of the character education think the character education as a mainstream of moral education. They believe this model, encouraging good habits and good behaviours in students and introducing moral archetypes and models which are acceptable and strong and without requiring severe disciplinary measures can be applied in schools. But critics argue that character education programs, educational training as a way to direct disposition, moral virtues are imposed on students and lead to non-critical acceptance value that is important for adults. The main problem is the lack of separation between the preferences of individual character education (and gain the right to free choice of individuals) and moral values (which is owned and obligation and duty) is. Warren and colleagues as a form of socialization, manners training methods that provide read stories, mythology, literature, arts and letters, more moral ambiguity adds. Thus, It is clear that this approach has some limits as a general theory of moral education. These factors are necessary for address character education in formal educational systems, more than any other time to be felt In addition to the training aspects such as creativity, intelligence and etc while the human dimension of human existence or character education has been less considered (Armand, 2009). In the present study the role of teachers in educating students with character education were investigated by means of the most comprehensive character education model (Lickona's model) in high Schools of Ardakan City with rely on internal and external strategies. Our findings were in consistent with research findings of Haghighat & Mazidi (2008) [13] in relation to explaining the values in educational system. Mehdinejad (2009) [14] behavioural modification in the rights of peers, Talkhabi (2009) The role of teachers in students' academic progress and success, Wong (2004) [15] Parents' role in "character education" students, Wolfgang & Marvin (2006) [16]. In relation to the "character education" and develop qualities such as empathy, citizenship behaviour has the following components, is aligned.

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