Journal of Development and Social Sciences
www.jdss.org.pk

RESEARCH PAPER

Teachers' Perception regarding Character Building Practices at Elementary Level in District Bahawalnagar

¹Salman Ajmal ²Dr. Khadija Sittar   ³Dr. Sehrish Khalid

1. M. Phil Scholar, Department of Education, Lahore Leads University, Lahore, Pakistan
2. Assistant Professor, Department of Education, Lahore Leads University, Lahore, Pakistan
3. Assistant Professor, Department of Education, Lahore Leads University, Lahore, Pakistan

| ***Corresponding Author:** | dr.sehrishkhalid.edu@leads.edu.pk |

ABSTRACT

The main purpose of the study was to explore the teachers' perception regarding character building practices at elementary level in district Bahawalnagar. Character is a broad term that encompasses a student's personal traits, beliefs, and actions in terms of morality and ethics. The study was quantitative and Survey method was used to collect the data. The population of the study was comprised of all the government and Private at elementary schools of district Bahawalnagr of Punjab. 100 elementary school teachers were selected as sample of the study. Self-developed questionnaire was used for collected data. The questionnaire was consisted two parts. First part consisted of demographic variables and second part was consisted on Teachers' Perceptions regarding Character Building Practices. In descriptive statistics was used to calculated the Mean, Standard Deviation and frequency. The findings of the study revealed that majority of the respondents were agreed for the character building practices at elementary level. On the bases of finding the study recommended that teachers should be encouraged to infuse character-related discussions, activities, and projects into their lesson plans.

| **KEYWORDS:** | Character Building, , Teachers Perceptions, , Behavior, Moral Development |

Introduction

Character is a broad term that encompasses a student's personal traits, beliefs, and actions in terms of morality and ethics. Honesty, accountability, respect, empathy, persistence, and self-discipline are all part of it. School is just one of numerous social settings that contribute to a student's character development over the course of a lifetime. Because it offers students both structure and support, educational institutions play a crucial role in molding their personalities.

At elementary schools, character education focuses on helping kids grow up with strong moral and ethical traits (Pala, 2011). It entails giving pupils chances to pick up, hone, and internalize crucial skills that will aid in their development as whole people. Elementary school character education programs should include teaching students to be trustworthy, respectful, responsible, empathetic, honest, persevering, and kind. Its goal is to teach pupils good moral principles that they can use to make good choices in their lives. The objective is to equip pupils with the self-awareness, empathy, and moral compass that will serve them well throughout their lives (Althof & Berkowitz, 2006). The teacher's understanding of character plays a significant role in the process of character building. Teachers have a significant impact on their pupils' personal growth because of the position they play as mentors and role models. In the following paragraphs, we'll look at how different teachers' perspectives on character shape their lessons and their students' development.

A teacher's perspective on character shapes the course of study and the methods employed in the classroom (Romanowski, 2005). Educators who place a premium on character development are more likely to include such instruction in their lessons and classroom activities. They provide students with opportunity for reflection and practice by selecting books, tales, and examples that highlight strong character traits. Similarly, kids can learn a lot by the examples their professors set. People show who they are via the choices they make, the words they use, and the relationships they cultivate. Teachers that have a firm grasp on the importance of character development make it a point to provide a good example in terms of their own behavior, empathy, and moral judgment. Students pick up on teachers' values and habits and internalize them as their own.

In addition, teachers' worldviews shape the nature of their classrooms. Teachers who place a premium on character education create classrooms where all students feel comfortable speaking their minds and having thoughtful conversations about important ethical and moral issues (Lian, Kristiawan, & Ammeli, 2020). They foster an environment where people are friendly to one another, treat each other fairly, and value their differences. Teachers that have a deep understanding of character education also place a premium on developing positive rapport with their students. They care enough to get to know each student and their unique circumstances, and then they tailor their support and instruction accordingly. These educators help their kids feel included and give them chances to develop skills like empathy, conflict resolution, and decision making.

Literature Review

Teachers' assessment and feedback on students' character development are shaped by their own conceptions of the concept. Assessments of students' character development and value manifestation may be incorporated into both formative and summative evaluations. Students are provided with constructive criticism on their character-related actions and mindsets in addition to their academic performance. Finally, educators who place a premium on character development work closely with students' families, fellow educators, and the greater school community (Kessler, 2000). Teachers participate in character education-focused professional development opportunities, network with peers, and encourage at-home reinforcement of classroom lessons. Working together in this way improves the efficacy of character education and guarantees a uniform and all-encompassing strategy regardless of the setting.

Character building involves inculcating such traits; such as a sense of team work, in students that may prepare them to contribute positively in their society (Heriansyah, 2019). Character development is a way to build an interesting character, a trinity in a quantity, a character, and a clear motivation. Character development can also refer to the continuity of a character that goes through the whole story because of their roles and interactions.

Teachers play a crucial role in shaping the character and values of their students. At the elementary level, children are in a critical stage of development, and their experiences in the classroom can have a lasting impact on their growth and development. Teachers' perceptions of character building practices are essential in ensuring that they are providing the necessary foundation for students to become responsible, empathetic, and ethical members of society.

In general, teachers believe that character building is an essential part of education, and they view it as their responsibility to install positive values and behaviors' in their students. According to research (Kaur, 2015), teachers perceive character building as a process of imparting moral and ethical values to children, such as honesty, responsibility, kindness, respect, and empathy. They also believe that character building

practices should be integrated into the curriculum, rather than being treated as a separate subject or activity.

One of the most important character-building practices that teachers emphasize is modelling positive behaviour. Teachers believe that their actions and words serve as role models for their students, and that they must model the behaviours and values that they want to instill in their students (Lian, Kristiawan, & Ammeli, 2020). For example, teachers who are punctual, respectful, and honest are more likely to have students who exhibit these same qualities.

Teachers also believe in providing opportunities for students to practice positive character traits. They recognize the importance of providing a safe and supportive environment where children can learn to work collaboratively, communicate effectively, and solve problems (Luna Scott, 2015). Teachers often use cooperative learning activities, role-playing, and group discussions to help students practice positive behaviours and develop social skills.

Additionally, teachers recognize the importance of building relationships with their students. They believe that developing positive relationships is crucial in creating a positive classroom climate and fostering a sense of belonging for all students. Teachers often spend time getting to know their students, learning about their interests, and creating opportunities for them to connect with one another.

District Bahawalnagar is a rural district in the Punjab province of Pakistan, where elementary education is essential in providing students with the foundation they need to succeed in their academic and personal lives. Teachers in the district recognize the importance of character-building practices and perceive them as crucial in developing responsible, empathetic, and ethical members of society.

According to research conducted in the district, teachers view character building as a process of instilling positive values and behaviours in students, such as honesty, respect, kindness, responsibility, and empathy. They believe that character building practices should be integrated into the curriculum and should not be treated as a separate subject or activity. Instead, teachers believe that character building should be infused throughout all aspects of elementary education.

One of the most important character-building practices that teachers emphasize in the district is modelling positive behaviour. They believe that their actions and words serve as role models for their students, and that they must model the behaviours and values that they want to instil in their students. Teachers in Bahawalnagar recognize that children learn best through experience and that modelling positive behaviour is an effective way to teach children how to be responsible, respectful, and empathetic.

Teachers also believe in providing opportunities for students to practice positive character traits. They recognize the importance of providing a safe and supportive environment where children can learn to work collaboratively, communicate effectively, and solve problems. Teachers in Bahawalnagar often use cooperative learning activities, role-playing, and group discussions to help students practice positive behaviours and develop social skills.

Furthermore, teachers in Bahawalnagar recognize the importance of building relationships with their students. They believe that developing positive relationships is crucial in creating a positive classroom climate and fostering a sense of belonging for all students. Teachers in the district often spend time getting to know their students, learning about their interests, and creating opportunities for them to connect with one another.

According to (Mitra, 2004), colleges are strongly presenting to discover a manner to make certain stepped forward pupil conduct. The nature of the underdevelopment of undergraduate college students is a excessive time thinking about that those are the destinies of our nation. The instructional status quo first-class called the faculty is the second one domestic undergraduates. Students live and devour 5 to 6 hours at faculty. School is an area to strict prosperity for undergraduates Character improvement relies upon on caregivers and the faculty ultimate Schools set requirements for the improvement of ethical values. The faculty organisation allows college students to cope with the complexities of the world. A baby at faculty now no longer simplest learns simple information which include reading, composing, and mucracy however additionally appears at a variety of information approximately the world- nervous natters which include adjustments in conduct, confidence, manipulate and supervision of undergraduate college students which are essential to man or woman improvement. Young Juman beings are searching out top behaviour, talking and getting to know abilities faculty Training offers one a degree of strength.

According to (Schlossberg, 1981) , it has been proven that, as younger human beings flow into maturity, the ethical transformation this is taking region is transferring toward extra prominence. Girls in standard will display boundaries socially and socially. An vital social state of affairs wherein the improvement of a younger man or woman takes place in faculty setting. Participation in energy can facilitate man or woman change, which includes the aspirations of educators. The dedication in their college students to the elegance anticipated the instructor's institutions and qualifications to increase over the direction of the instructional year.

According to (Khan, 2020), colleges play a vital position in presenting preparation for the improvement of the first-class characters in college students. Demonstrating guidance, Training program, and techniques upload to man or woman formation. Instructors stimulate and construct hobby in such sporting events which are beneficial in enhancing the morale of the decrease college students. Educational man or woman, clever wondering, effective attitude, and effective conduct guide the improvement of effective characters. Much relies upon on the connection among instructors and younger college students in colleges. Balance of thought. sonviction, discipline, love, wisdom, integrity, morality, self-examination, honesty and trustworthiness are the maximum vital elements in growing the ethical values which are cultivated in colleges (Ali, 2019). A region of entertainment, younger college students examine and apprehend the ethical segment and emerge over time. The faculty creates an surroundings for college kids helow every of them to increase their man or woman in each feel and to empower them to make those connections in numerous social structures.

According to Walker and Roberts (2013), the creators use the Bourdieucan device of "reputable requirements and the consultant head" of effective subjects to investigate (a) own circle of Maldives records and (b) the modern-day kingdom of expression in "man or woman schooling" of the improvement of top morals and top understanding). After following the parenting of formal permeants for the improvement of understudies, from "awful college students of the tenth century to "top college students" within side the early 20th century, the creators challenged the truth that striving for capital to symbolise man or woman schooling should be implant at the extent of wondering and exercise in colleges there are nevertheless felony hates that want to be overcome and now no longer simply start at institutional levels.

Acquisition of experiments and expert improvement with inside the coaching of modern-day characters need to be translated into the language used with inside the reputable plan. To attain that point, alphabet instructors should pass as "data experts", re-placing information in a manner that compels actual adjustments in instructor making plans and coaching programs.

According to Lewis and Ponzio (2015), this test looks at the performance and improvement of the best school/character in America during the twentieth century that provided the development of character development for the current state of education. The shared feature and character command key for what is to come is a network.

In conclusion, teachers in Bahawalnagar perceive character building practices as critical in developing responsible, empathetic, and ethical members of society. They believe that character building practices should be integrated into the curriculum and infused throughout all aspects of elementary education. By modeling positive behavior, providing opportunities for students to practice positive traits, and building positive relationships with their students, teachers in Bahawalnagar can help their students become responsible, empathetic, and ethical members of society.

Teachers' perceptions of character-building practices are critical in ensuring that students receive a well-rounded education that prepares them for success in all aspects of their lives. Teachers view character building as an essential component of education and believe that it is their responsibility to instill positive values and behaviors in their students. By modeling positive behavior, providing opportunities for students to practice positive traits, and building positive relationships with their students, teachers can help their students become responsible, empathetic, and ethical members of society.The objectives of the study were to:1) find out the teachers' perception regarding character Building practices at elementary level in district Bahawalnagar. 2) find out the difference between male and female teachers' perception regarding character Building practices at elementary level in district Bahawalnagar.

Material and Methods

The review of the literature shows that it was necessary to conduct a study Teachers' Perception regarding Character Building Practices at Elementary Level in District Bahawalnagar. The study was quantitative and Survey method was used to collect the data.

The population of the study was comprised of all the government and Private at elementary schools of district Bahawalnagr of Punjab. 100 elementary school teachers were selected as sample of the study. Self-developed questionnaire was used for collected data. The questionnaire consisted two parts. First part consisted of demographic variable and the second part consisted of Teachers' Perception regarding Character Building Practices.

The data was analyzed through SPSS (Statistical Packages for social Sciences). Descriptive and inferential statistics were used to calculate the data. In descriptive statistics was used to calculated the Mean, Standard Deviation and frequency.

Results and Discussion

Table 1
Mean and standard deviation of elementary school teachers' perception regarding character building.

Sr. No.	Statements	SDA	DA	UN	A	SA	M	SD
1	I am a responsible to build charact of students.	1	0	2	118	185	4.59	.544
2	Student benefit from their teachers character building education.	1	0	0	141	164	4.53	.538
3	I include 10 minutes of character education in daily curriculum.	1	13	3	195	94	4.20	6.91

		SA	A	UL	D	SDA	M	SD
4	I integrate character education in m lessons.	1	2	7	134	162	4.53	.538
5	I practice virtues (moral qualities Such as honesty.		1	1	165	128	4.30	.819

Table infers that majority of participants are in the favour of given statement I am a responsible to build character of students I am a responsible to build character of students (M=4.59, SD=0.544), Student benefit from their teachers in character building education (M=4.53, SD=.538), I include 10 minutes of character education in daily curriculum (M=4.20, SD=6.91), I integrate character education in my lessons (M=4.53, SD=.538), I practice virtues (moral qualities) Such as honesty (M=4.30, SD=.819). It is concluded that majority of the teachers was agreed regarding character buildings of elementary schools.

Table 2
Mean and standard deviation of elementary school teachers' perception regarding character building

Sr.No	Statement	SA	A	UL	D	SDA	M	SD
6	I recognize values (or accepted social principles such as self-respect.	160	13	0	0	16	4.42	.799
7	I advise appropriate behaviours such as self-respect.	140	14	6	2	10	4.33	.832
8	I teach students how to behave with others.	106	18	0	0	11	4.24	.800
9	I encourage students to show tolerance fo those who are different.	152	15	15	0	10	4.36	8.42
10	I provide students with opportunities during the school day to practice good citizenship.	94	17	15	15	10	4.06	.919

Table infers that majority of participants are in the favor of given statement of the study as the mean score is recognize values (or accepted social principles such as self-respect (M=4.42, SD=.799), I advise appropriate behaviors such as self-respect (M=4.33, SD=.832), I teach students how to behave with others (M=4.24, SD=.800), I encourage students to show tolerance for those who are different (M=4.36, SD=.842), I provide students with opportunities during the school day to practice good citizenship (M=4.06, SD=.919).

Table 3
Mean and standard deviation of elementary school teachers' perception regarding character building

Sr. No	Statement	SA	A	UD	D	SDA	M	SD
11	I encourage students' participation and responsibility for making and observing classroom rules.	148	129	9	9	11	4.28	.948
12	I encourage students' participation and responsibility for making and observing classroom rules.	189	97	10	0	10	4.38	1.105
13	I strive to be consistent and fair in dealing with students and encourage them to do so.	95	128	72	1	10	3.97	.925
14	I emphasize and teach the significance of the traditions of schools.	60	216	17	17	12	4.02	.787
15	I emphasized good sportsmanship in sports, games and interaction with others	71	146	13	74	2	3.69	1.098

Table infers that majority of participants are in the favour of given statement of the study as the mean score is I encourage students' participation and responsibility for making and observing classroom rules (*M*=4.28, *SD*=.948), I encourage students' participation and responsibility for making and observing classroom rules (*M*=4.38, *SD=1*.105), I strive to be consistent and fair in dealing with students and encourage them to do so (*M*=3.97, *SD=.925*), I emphasize and teach the significance of the traditions of schools (*M*=4.02, *SD=.787*), I emphasized good sportsmanship in sports, games and interaction with others (*M*=3.69, *SD=1*.098).

Table 4
Mean and standard deviation of elementary school teachers' perception regarding character building

Sr.No	Statement	SA	A	UD	D	SDA	M	SD
16	I emphasized good sportsmanship in sports, games and interaction with others.	57	158	71	15	11	3.75	9.48
17	I encourage students to be attentive to the physical appearance of the school.	80	144	4	78	0	3.74	1.109
18	I display picture of courageous heroes and heroines and discuss with students about them.	59	129	19	83	16	3.42	1.234
19	I work for making a caring classroom community.	88	193	0	4	21	4.05	.999
20	I advise them the lesson of kindness with others.	106	189	0	0	11	4.24	.800

Table 4 infers that majority of participants are in the favour of given statement of the study as the mean score is I emphasized good sportsmanship in sports, games and interaction with others (*M*=3.75, *SD*=.948), I encourage students to be attentive to the physical appearance of the school (*M*=3.74, *SD=1*.109), I display picture of courageous heroes and heroines and discuss with students about them (*M*=3.42, *SD=1.234*), I work for making a caring classroom community (*M*=4.05, *SD=.999*), I advise them the lesson of kindness with others (*M*=4.24, *SD=.800*).

Table 5
Mean and standard deviation of elementary school teachers' perception regarding character building.

Sr.	Statement	SA	A	UD	D	SDA	M	SD
21	I provide them the lesson of patriotism on daily basis.	74	207	2	13	10	4.05	.844
22	I teach them that the cleanliness is the part of our faith.	131	158	0	1	16	4.27	.913
23	I teach them the lesson of cheerfulness (a feeling of spontaneous good spirits).	87	135	22	0	62	3.59	1.437
24	I teach them the to show courteous manner with others.	76	213	2	0	15	4.08	.863
25	I motivate them to have a strong determination to perform a task.	87	209	2	2	6	4.18	7.34

Table 5 infers that majority of participants are in the favor of given statement I provide them the lesson of patriotism on daily basis of the study as the mean score is (*M*=4.05, *SD*=.844), I teach them that cleanliness is the part of our faith. (*M*=4.27, *SD=.913*), I teach them the lesson of cheerfulness (a feeling of spontaneous good spirits).

(*M=3.59, SD=1.437*), I teach them the to show courteous manner with others (*M=4.08, SD=.863*), I motivate them to have a strong determination to perform a task. (*M=4.18, SD=7.34*).

Discussion

The findings of "Teachers' Perception Regarding Character Building Practices at Elementary Level" highlights the crucial role of teachers in shaping students' character development and the importance of their perspectives in designing effective character education programs. The discussion of this topic encompasses various key points, including the importance of character education, the role of teachers, classroom strategies, collaboration with parents and the community, and the challenges and support needed for successful implementation (Mamangan, 2021).

One of the central themes emerging from the discussion is the recognition of the importance of character education by teachers. They understand that academic achievement alone is insufficient for students' long-term success and well-being. Teachers perceive character education as a means to nurture positive values, ethical behavior, empathy, and social-emotional skills in students, preparing them for future challenges in both personal and professional domains (Marini, 2017).

Teachers see themselves as pivotal influencers in character development. They understand the responsibility they hold in modeling and teaching desirable character traits. By embodying positive values and fostering respectful interactions, teachers create a supportive learning environment that nurtures character growth. They emphasize the need to integrate character building practices into daily classroom routines, using various strategies such as storytelling, role-playing, group discussions, and community service to engage students in character development (Psacharopoulos & Patrinos, 2018).

Main points of this study is to practice character building in such a ways through activities in Class room, by games and sports which help to build moral value, by curriculum which is arranged in such a way that help the teacher to build quality of values and character in learners. Character education not only a way to help the society a better place to live but also give the pattern to spend their life in a batter style. It is not only the quality of a person but make the Society or nation by showing character traits. For that teachers are also playing a key role and education play role as a back bone with stand a nation with society. Similarities of result found in researches of Marini, 2017; Awan,2014; Jeynes 20 19; Novitasarietal, 2020; & Gunawan 2017.

Recommendations

Schools should provide regular and meaningful professional development opportunities for teachers to enhance their knowledge and skills in character education.

Training sessions, workshops, and seminars can help teachers learn effective strategies, classroom management techniques, and assessment methods specifically tailored to character development.

Character building practices should be integrated into the existing curriculum rather than being treated as separate entities. This can be achieved by aligning character education goals and values with subject areas such as language arts, social studies, and physical education. Teachers should be encouraged to infuse character-related discussions, activities, and projects into their lesson plans.

References

Ali, R. (2019). *Empowering Students' Character Development through School Environment.* Unpublished doctoral dissertation, Punjab University.

Althof, W., & Berkowitz*, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education, 35*(4), 495-518.

Heriansyah, H. (2019, May). The Importance Of Character Education: The English Teacher's Efforts And Challenges In Students'character Building. *In International Conference on Early Childhood Education* (pp. 429-434).

Kaur, S. (2015). Moral values in education. *IOSR Journal of Humanities and Social Science*, *20*(3), 21-26.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. AscD.

Khan, A., (2020). The impact of CSR on sustainable innovation ambidexterity: The mediating role of sustainable supply chain management and second-order social capital. *Sustainability*, *13*(21), 12160.

Luna Scott, C. (2015). The Futures of Learning 3: What kind of pedagogies for the 21st century?

Lian, B., Kristiawan, M., Ammelia, D., Primasari, G., Anggung, M., & Prasetyo, M. (2020). Teachers' model in building students' character. *Journal of Critical Reviews*, *7*(14), 927-932.

Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development? *Teachers college record*, *106*(4), 651-688.

Marini, A. (2017). Character building through teaching learning process: Lesson in Indonesia. *International Journal of Sciences and Research*, *73*(5), 177-182.

Mamangan, J. I. S. (2021). Local Wisdom-Based Character Building Through Social Science Learning in Elementary Schools. Journal, Volume, 10(1), 54-59.

Pala, A. (2011). The need for character education. *International journal of social sciences and humanity studies*, *3*(2), 23-32.

Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: a decennial review of the global literature. Education Economics, 26(5), 445-458.

Romanowski, M. H. (2005). Through the eyes of teachers: High school teachers' experiences with character education. *American Secondary Education, 34*(1), 6-23.

Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The counseling psychologist*, *9*(2), 2-18.