

A STUDY OF TEACHERS' PEDAGOGICAL KNOWLEDGE AND PRACTICES IN BUILDING STUDENTS' CHARACTER

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Abstract

The main aim of this study to study the junior teachers' pedagogical knowledge and practices in building students' character in Basic Education Middle/ High (Branch) and High Schools in Hlaing Thar Yar Township, Yangon Region. Quantitative and qualitative research methods were used in this study. Two sets of questionnaire were used to collect data. This questionnaire consisted of demographic data, Yes or No items, Four-point Likert scale and open-ended questions. By using cluster sampling method, (246) junior teachers from the selected schools in Hlaing Thar Yar Township were chosen as the participants. Among them, 4 junior teachers and 6 middle school students were purposively selected for qualitative study. Descriptive Statistics was used to tabulate the mean values and standard deviations for groups of items. Then, one-way ANOVA, post-hoc test by Tukey and Independent Samples *t*-Test were used to evaluate and tabulate whether there were significant differences among demographic descriptions. Pearson product moment correlation was used for the analysis of data. Questionnaires were validated by six experienced teacher educators from Department of Educational Theory. The reliability coefficient of the questionnaire was 0.83. It was found that most of the participant junior teachers had above satisfactory level in pedagogical knowledge and their actual practices were high level. There were significant differences in junior teachers' pedagogical knowledge for building civic virtue and citizenship according to their school location at $p < .05$, in building trustworthiness and civic virtue and citizenship according to their gender at $p < .05$ and in building caring according to their teaching subjects at $p < .05$. There were significant differences in junior teachers' actual practices for building civic virtue and citizenship according to their academic qualification at $p < .05$ and for building responsibility according to their teaching service at $p < .05$. According to the open-ended questions and interview, most of junior teachers provided relevant responses. It can be recognized that their opinions were consistent and supportive to the quantitative findings.

Keyword: character building

Introduction

In our society, the social problems which are related to the students such as cheating, bullying, violence, crime, fight mass which are often linked with the failure of character building in education process, particularly in teaching and learning process between teacher and students. According to Adi (2011), social problems and antisocial behaviors like violence, sex crimes, corruption, drug abuse are often connected to the moral and character education and building.

Melinda and Amir (2013) concluded that the lack of attitude among students happens because of several factors. First is lack of attention from parents at home, second is due to financial problem and the last is the educator himself or the teacher who does not give the attention to the students that is why they are free to do whatever they want without obeying the rules that they must give attention. The role of the teacher is very crucial in our society. Because the teacher is not only sharing about the knowledge and information through the lesson or the material but also more than they have to change students' behaviors or build students' character into the good way as a responsibility.

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Significance of the Study

Thomas Lickona (1991) states that good character consists of “knowing the good, desiring the good and doing the good – habits of mind, habits of heart and habits of action”.

Every day, students are touched with violence, crime and other social problems in the media and the real world. If the character traits are built in student, it would be fewer of these problems. Building strong character traits in students is an important issue in today world. Thus, education should address building character in child. To build students’ character, teacher must have the pedagogical knowledge about the good character and also provide the activities that support the good character.

Quantitative Methodology

Quantitative research method was used to study teachers’ pedagogical knowledge in building students’ character. Required data were obtained through open-ended questionnaire about teachers’ knowledge and practices in building students’ character.

Purpose of the Study

The purposes of this study are as follows:

1. To study the junior teachers’ pedagogical knowledge levels in building students character
2. To study the junior teachers’ practice levels in building students’ character
3. To study the significant differences in junior teachers’ pedagogical knowledge in building students’ character according to their demographic data
4. To study the significant differences in junior teachers’ practice levels in building students’ character according to their demographic data
5. To study the variations of junior teachers’ practices in building students’ character according to their knowledge levels
6. To study the relationship between junior teachers’ pedagogical knowledge levels and practice levels in building students’ character

Research Questions

The following research questions were formulated:

1. To what extent do the junior teachers have the pedagogical knowledge levels in building students’ character?
2. What are the practice levels of junior teachers in building students’ character?
3. Are there any significant differences in junior teachers’ pedagogical knowledge in building students’ character according to their demographic data?
4. Are there any significant differences in junior teachers’ practice levels in building students’ character according to their demographic data?
5. What are the variations of junior teachers’ practices in building students’ character according to their knowledge levels?
6. Is there any relationship between junior teachers’ pedagogical knowledge levels and practice levels in building students’ character?

Theoretical Framework

In every country, developing the human resource is the development of human character. The quality of human resource depends mainly on the character goodness of the citizens. Character building is essentially needed to face the challenges of globalization era.

There are six core universal moral values outlined by a group of twenty-nine youth leaders and educators at the Aspen Conference held in Aspen, Colorado on July 22-25, 1992. These six core values are the followings.

Trustworthiness

It deals with four components namely; honesty, integrity, promise-keeping, loyalty.

Respect

It is a restraining value. It consists of respect for self, respect for others and respect for the environment. It also means respect each other's privacy including not interfering or interrupting.

Responsibility

Ability to respond means responsibility. It implies being dependable, reliable and keeping commitments. It needs taking into consideration the consequences of various alternatives before choosing a course of action. When a decision is made, it should take the responsibility for the outcome, even if the outcome looks like little what was predicted.

Justice and fairness

Justice means that a person can get equal treatment under the laws of our country and giving deserved rewards and punishment impartially. It also means that treating people with fairness and without prejudice or favoritism. It includes respecting individual differences and acting responsibly toward one another.

Caring

Caring attitude that cannot be taught simply. Caring and kindness are demonstrated through helping others unconditionally and expecting nothing in return. It refers to a person who has empathy for and shows a compassion to others. From this attitude, kind, compassionate and generous behaviors are arisen. A person who has caring attitude regards for the well-being of others.

Civic virtue and citizenship

The meaningful civic values could help the children to define their relationship with their immediate environment. These values could logically and developmentally be extended to the community, the nation and the world.

The value of citizenship can be learned by the students by experiencing the impact of their individual efforts in the close knit community of the classroom and in the larger school community. They could learn that they could make a difference when they obey a rule, voice their opinion, vote, properly dispose of trash, work and play cooperatively with other students, listen and stay informed.

The Role of the Teacher as Character Educator

Using the word, “Be on time,” “Treat others fairly,” “Do your best work,” “Keep your word,” can state the character goals as positive imperatives. Teacher can create the environment for the students in which students knowing each other and experiencing a sense of full inclusion in the group. Teacher can create the environment for the students in which students knowing each other and experiencing a sense of full inclusion in the group. To improve the skill in decision making process, the skills of listening, communication, assertiveness, problem solving, conflict resolution and resistance should be taught. Through reading, writing and discussion, moral reflection can be encouraged.

Definitions of Key Terms

Character

Character is combination of traits and qualities distinguishing the individual nature of a person. (Adi, 2011)

Character Building

Character building called character education are proposed at promoting good manners and compliance with rules, not at developing students of strong, independent character. (Eric Schaps et al., 2001).

Pedagogical Knowledge

Pedagogical knowledge is teachers’ deep knowledge about the processes and practices or methods of teaching and learning. (Koehler & Mishra, 2009)

Methodology

Quantitative Methodology

Sample

246 junior teachers participated in this study. Cluster sampling method was used in this study. The selected number of junior teachers were expressed according to their demographic data.

Table 1 Demographic Information about the Respondents

Variables	Group	No. of respondents
Gender	Male	10
	Female	236
Age	25-36	53
	37-48	88
	Above 48	105
Academic qualification	B.A./B.Sc.	233
	PGDMA	5
	B.Ed.	8
Teaching service	1-14	79
	15-28	105
	Above 28	62
School location	Urban	144
	Rural	102

Instrumentation

In this study, questionnaire was used to collect the quantitative data. The questionnaire was divided into two parts. The first part is to collect the demographic information concerning the personal factors. The latter is teachers' knowledge and practices in building students' character and is divided into two sections. The first comprised 45 true-false items for the teachers' pedagogical knowledge level and the second consisted of 45 items for Four-point Likert scale ranging from (1= rarely, 2= sometime, 3=often, 4= always) for the teacher's practices in building students' character. For qualitative study 4 open-ended questions were developed.

Instrument Validity

Before piloting, for the validation of research instrument, six teacher educators who have sound knowledge and experience in Department of Educational Theory, Yangon University of Education examined the instrument.

Instrument Reliability

In order to test the internal consistency reliability, Cronbach's coefficient alpha was used. In questionnaire for teachers' practices in building students' character, the overall value of Cronbach's alpha was 0.83.

Procedure

Firstly, relevant literature associated with the research was explored. Next, the instrument was conducted in order to select the required data. After getting the validation, pilot test was conducted. Then, necessary changes were made under the guidance of supervisor. To conduct the research in Hlaing Thar Yar Township, Yangon Region, questionnaires were distributed to the schools in Hlaing Thar Yar Township (on the First week of October, 2018). After one week, these questionnaires were collected from the schools. The respondent rate was 100%.

Data Analysis

The Statistical Package for the Social Science (SPSS) version 25 was used to analyze the data. Item percent correct (IPC) was used to study the number and percentage of junior teachers who give correct answer on each item concerning pedagogical knowledge in building students' character. Furthermore, descriptive analysis was used to calculate the means and standard deviations for the group of items.

Moreover, to study the perceived level of pedagogical knowledge of junior teachers and their practices in building students' character in terms of school location, gender, age, teaching service, qualification and teaching subject were revealed by comparing the mean values and standard deviations.

Qualitative methodology was applied to explore the junior teachers' pedagogical knowledge and practices in building students' character in the selected schools. The needed data were collected through open-ended questions and interviews.

Findings

Research findings were described by calculating descriptive statistics: means and standard deviations, independent samples *t*-Test, One-Way ANOVA, Tukey HSD and Pearson product moment correlation. Teachers' responses on open-ended and interview questions were also presented.

Table 1 Number and Percentage of the Junior Teachers Showing their Level of Pedagogical Knowledge in Building Students' Character (N=246)

No.	Scoring Range	No. of Teachers(%)	Knowledge Level
1.	1%-49%	0	Below Satisfactory
2.	50%-74%	12 (4.9%)	Satisfactory
3.	75%-100%	234 (95.1%)	Above Satisfactory

Table 1 indicated that the numbers and percentage of junior teachers were clustered by their level of pedagogical knowledge in building students' character.

Table 2 Mean Values and Standard Deviations of Junior Teachers Showing their Levels of Practices in Building Students' Character (N=246)

No.	Variables	Mean	SD	Level
1.	Trustworthiness	2.85	0.50	Moderate
2.	Respect	3.00	0.44	Moderate
3.	Responsibility	3.23	0.37	High
4.	Justice and Fairness	3.31	0.42	High
5.	Caring	3.97	0.50	High
6.	Civic Virtue and Citizenship	2.74	0.63	Moderate
Total		3.15	0.31	High

1.00-2.00=low level 2.01-3.00=moderate level 3.01-4.00=high level

Table 2 indicated mean values and standard deviations of the junior teachers grouped by their practice levels in building students' character.

Table 3 Independent Samples *t*-Test Result Showing Junior Teachers' Pedagogical Knowledge in Building Students' Character Grouped by School Location (N=246)

Variables	Location	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Civic Virtue and Citizenship	Urban	144	6.58	0.82	-2.01	240	0.046*
	Rural	102	6.75	0.50			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

A significant difference was found in building civic virtue and citizenship as shown in table 3.

Table 4 Independent Samples *t*-Test Result Showing Junior Teachers' Pedagogical Knowledge in Building Students' Character Grouped by Gender (N=246)

Variables	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Trustworthiness	Male	10	4.91	0.83	-2.12	9.95	0.035*
	Female	236	5.55	0.98			
Civic Virtue and Citizenship	Male	10	6.91	0.30	2.63	13.31	0.019*
	Female	236	6.64	0.71			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the table 4, a significant difference in trustworthiness was seen by the gender at 0.035 and also a significant difference in civic virtue and citizenship was seen by the gender at 0.019.

Table 5 One-Way ANOVA Result Showing Teachers’ Pedagogical Knowledge in Building Students’ Character Grouped by Teaching Subject (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Caring	Between Group	1.57	5	0.262	2.33	0.03*
	Within Group	28.49	240	0.113		
	Total	30.06	245			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the table 5, there was a significant difference in caring by teaching subjects at 0.03.

Table 6 Tukey HSD Multiple Comparison Result Showing Teachers’ Pedagogical Knowledge in Building Students’ Character Grouped by Teaching Subject (N=260)

Variables	Subject (I)	Subject (J)	Mean Difference (I-J)	P
Caring	History	Science	0.290	0.030*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the Tukey HSD result, there were significant differences in junior teachers’ pedagogical knowledge in building students’ character between junior teachers who teach History and Science as shown in table 6.

Table 7 One-Way ANOVA Result Showing Teachers’ Actual Practices in Building Students’ Character Grouped by Qualification (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Civic Virtue and Citizenship	Between Group	2.33	2	1.17	2.97	0.049*
	Within Group	100.76	243	0.39		
	Total	103.09	245			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

There was significant difference in civic virtue and citizenship by qualification at 0.049 as shown in the table 7.

Table 8 Tukey HSD Multiple Comparison Result Showing Teachers’ Actual Practices in Building Students’ Character Grouped by Qualification (N=260)

Variables	Qualification (I)	Qualification (J)	Mean Difference (I-J)	P
Civic Virtue and Citizenship	B.Ed.	B.A./B.Sc.	0.5253	0.049*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

As shown in the table 8, there were significant differences in practices of building students’ character between B.A./B.Sc. and B.Ed. holders.

Table 9 One-Way ANOVA Result Showing Teachers' Actual Practices in Building Students' Character Grouped by Teaching Service (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Responsibility	Between Group	1.07	2	0.54	3.91	0.021*
	Within Group	35.10	242	0.14		
	Total	36.17	244			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

There was a significant difference among teaching service groups with regard to practicing responsibility in building students' character at 0.021 as shown in table 9.

Table 10 Tukey HSD Multiple Comparison Result Showing Teachers' Actual Practices in Building Students' Character Grouped by teaching Service

Variables	Teaching service (I)	Teaching Service (J)	Mean Difference (I-J)	p
Responsibility	Above 31	15-28	0.1531	0.026*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

The junior teachers in teaching service of (15-28) and (above 31) differed significantly in their actual practices ($p < .05$) in the table 10.

Table 11 Overall Mean Values and Standard Deviations of Junior Teachers' Practices in Building Students' Character Grouped by Knowledge Levels (N=246)

Variables	Group	Knowledge Level	Mean	SD
Overall Practices	Group A	Above Satisfactory	3.15	0.30
	Group B	Satisfactory	2.96	0.26

1.00-2.00=low level 2.01-3.00=moderate level 3.01-4.00=high level

According to the table 11, the practice of group B is moderate and the practice of group A is high level.

Table 12 Pearson Correlation Matrix between Junior Teachers' Pedagogical Knowledge and their Actual Practices in Building Students' Character

Variables	Pedagogical Knowledge	Actual Practices
Pedagogical Knowledge	1	.354**
Actual Practices	.354**	1

**Correlation is significant at the 0.01 level (2-tailed)

As shown in the table 12, the junior teachers' pedagogical knowledge was positively correlated with actual practices in building students' character ($r = .354$).

Qualitative Findings

Findings from Open-ended Questions

There are four open-ended questions in the instrument. Junior teachers expressed their perception in building students' character as follows.

Question (1) is "Describe the good characters." Junior teachers responded as follows.

(62.9%)(N=141) of the junior teachers responded that the good characters were being responsible, being religious, having polite manners, having a good relationship and helping others. (32.1%)(N=72) responded that having a sense of empathy, having a sense of tolerance, having a good moral, obeying the rules of school and trying hard in academic. (2.2%)(N=5) of the junior teachers responded that the good characters were the followings. Not stealing others' materials and listening to the teachers' words.

Question (2) is **“What conditions are needed to form the good characters in the students and how should you make?”** Junior teachers responded as follows.

(N=90) of the junior teachers responded that having a good environment (N=49) (54%), making collaboration with the family (N=20) (22%), teaching of the parents to the students (N=17) (19%), having an appropriate family income (N=2) (2.2%), having a library in all schools (N=2) (2.2%)

(N=152) of the junior teachers responded that they make the following activities. Telling the moral knowledge (N=35) (23%) Telling speech to the students in school assembly or in the class (N=31) (20.4%), teaching moral and civic as a main subject (N=23) (15.1%), being a model for the students (N=24) (15.8%), teaching students to make all round development (N=11) (7.2%), making students to read the knowledgeable books (N=8) (5.3%), telling about the hero of the country (N=6) (3.9%), making students to say prayer and attend the dharma schools (N=4) (2.6%), holding a debate in school (N=3) (2%), encouraging the students to participate in volunteering (N=3) (2%), not treating the students differently (N=2) (1.3%) and saying apology to the students when making the errors (N=2) (1.3%).

Question (3) is **“Do you think that the words and the manners of the teachers associate with the formation of good characters in the students? Explain your opinion.”** Junior teachers responded as follows.

(97%)(N=213) of the junior teachers responded that the words and manners of the teachers associate with the formation of good characters in the students. (3%)(N=6) of the junior teachers responded that the words and manners of the teachers do not associate with the formation of good characters in the students.

The junior teachers explained their opinions. (50%)(N=78) of the junior teachers responded that the students imitate the behaviors of their teachers. (40%) (N=61) of the junior teachers responded that the teachers are model for the students. (9%) (N=13) of the junior teachers responded that the teachers influence the students' behavior. (1%) (N=2) of the junior teachers responded that the parents' behaviors and environment are also important to form the good characters in the students.

Question (4) is **“Do you think that you can teach your students to form the good characters in them with the teaching subjects?”** Explain your opinion. Junior teachers responded as follows.

(95%) (N=180) of the junior teachers responded that they think that they can teach their students to form the good characters in them with the teaching subjects. (5%)(N=9) of the junior teachers responded that they cannot teach their students to form the good characters in them with the teaching subjects.

The junior teachers explained their opinions. (38%)(N=43) of the junior teachers responded that moral and civics, and Lawkaniti should be taught as the main subjects to develop the good characters in them. (20%) (N=23) of the junior teachers responded that the teaching subjects have many exercises that can be imitated. (17%) (N=20) of the junior teachers responded that the teaching subjects are very closely associated with the living environment. (15%) (N=17) of the junior teachers responded that teaching History can motivate the students to admire the moral of the Hero by imitating their sense of scarifying. (16%) (N=18) of the junior teachers responded that the students can get the moral values and the strength of moral by teaching Myanmar. (5.3%) (N=6) of the junior teachers responded that the students can solve the life problems systematically by solving Mathematics problems in the class. (3.5%) (N=4) of the junior teachers responded that the students can be taught to love and respect their Nation and environment by teaching Geography. (1.8%) (N=2) of the junior teachers responded that the junior teachers responded the students can be taught to develop their sense of investigation by imitating scientists through teaching Science.

The Results of Interviews

The interview form was developed by the supply of school for character building, the support of principals and teachers in character formation in students, the teaching-learning situation and the location of the school.

Firstly, the principal from the school in which the pedagogical knowledge and practices of the junior teachers was the highest mean score gave the prize as “Moral Boy” and “Moral Girl” to the students who give back others’ money or materials when they get anyway. Moreover, from this school, students said, “We can read the knowledgeable books from the library once in a week. If we got the school later than the school starts, we would paint the school garden and trash the rubbish.” Also, the junior teacher who teaches Myanmar from this school said, “She discussed and explained about the general knowledge and the facts that related with the lessons. If the students asked about the facts that I don’t know, I search this on the Internet and read or make the student who know about this explain. But I don’t answer as I don’t know. The next day, I will explain this.” Moreover, the teacher who teaches English from this school said, “A good citizen is the strong moral value and also in physical. And also he should make contribution and make persuasion to the public.” He also said, “As a teacher, he should use alternative ways to persuade the students. For example, some students don’t want to collect the rubbish in the school. At such time, I said about the consequences of pollution. The result of pollution can cause the loss of fresh water. The students must live more than us. So, they should preserve the fresh water by cleaning the environment without throwing the rubbish illegally.” He said, “The male teachers can build character for the students than the female teachers because students pay more respect and obey to the male teachers’ words according to their physical structure.” The students from this school said, “The teacher who teaches English is very active for the school activities and the role model for us and the teacher who teaches Myanmar explain about the general knowledge and extra knowledge associated with the lessons.”

The teacher who teaches History from the school which had the lowest mean score in pedagogical knowledge said, “I would use the possible ways to get my students’ trust,” “I would say and live feely in front of my students,” and “I couldn’t guide the students who had bad behaviors all the time because I had so may work load,” “I couldn’t explain the students about the taxation because I am not interested in it,” “I couldn’t explain the students about the

importance of voting for our country because even I hadn't voted and don't know the importance of voting," and "I suppose that a good citizen is a dutiful and responsible one."

The boy student who wore the one earring from the school which had the lowest mean score in practice said, "My class teacher told me that the earring I wore wouldn't be wore when I attend the next standard," "We had no chance to use the library since our school had no library," and "My teachers don't explain about the general knowledge." The teacher who teaches Geography in this school told that, "I stop the teaching and tell the students not to make misbehaviors during teaching," "I do not take the actions of the students who don't pay respect to the National flag," and "I don't explain about the taxation to the students because I don't know accurately and the students are young."

Conclusion

Summary of Findings

From this study, the level of junior teachers in building students' character can be found that 4.9% (N=12) of the junior teachers had average level of pedagogical knowledge and 95.1% (N=234) of the junior teachers had above satisfactory level of pedagogical knowledge in building students' character. Therefore, it can be concluded that most of the junior teachers had above satisfactory level of pedagogical knowledge in building students' character.

The practice levels of junior teachers were high levels in building responsibility, justice and fairness, and caring, among them caring was the highest. The practice levels of junior teachers were average levels in building trustworthiness, respect and civic virtue and citizenship. Overall mean value of the junior teachers' practice level was high level in building students' character.

For the junior teachers' pedagogical knowledge in building students' character grouped by school location, there was significant difference in building civic virtue and citizenship. Grouped by gender, there were significant differences in building trustworthiness, and civic virtue and citizenship. Grouped by teaching subjects "Myanmar, English, Mathematics, Geography, History and Science," there was significant difference in building caring among the teaching subjects.

For the junior teachers' practice levels in building students' character grouped by academic qualification, there was significant differences in building civic virtue and citizenship among the three academic qualification groups.

For the junior teachers' practice levels grouped by teaching service, there was significant difference in building responsibility among three teaching service groups at $p=0.021$.

Regarding junior teachers' practices in building students' character grouped by their knowledge levels, it was found that the mean value of the junior teachers from Group A was 3.15 and that of junior teachers from Group B was 2.96. Therefore, the level of junior teachers from Group A was higher than that of junior teachers from Group B.

It was found that there was a significant and positive relationship between junior teachers' pedagogical knowledge and practices in building students' character ($r = 0.354$).

Discussion

According to the findings, the levels of junior teachers' pedagogical knowledge regarding question for building students' character, there is no teachers in below satisfactory level, 4.9% of the participant junior teachers in satisfactory level and 95.1% of the participant junior teachers in above satisfactory level.

Overall mean value of the junior teachers' practice level was 3.15. Therefore, the junior teachers were high level in practicing students' character building.

For the junior teachers' pedagogical knowledge grouped by school location, the junior teachers from the schools in rural had more knowledge than the junior teachers from the schools in urban but they did less practice in building trustworthiness, respect, responsibility, and civic virtue and citizenship. It can be interpreted that the participant junior teachers from the schools in urban should study about the building in trustworthiness, respect, responsibility, and civic virtue and citizenship. There is significant difference in building civic virtue and citizenship at ($p=0.046$) between urban and rural.

According to the gender, the male junior teachers did more practices than the female junior teachers in building respect, responsibility, justice and fairness, caring, and civic virtue and citizenship.

According to the age groups, the group of the junior teachers who were 25-36 had the least knowledge and practices in building trustworthiness among the three groups. the junior teachers who were 37-48 had the least knowledge and practices in building respect among the three groups. After that the junior teachers from 37-48 had the least and practices in building responsibility among the groups. Although the junior teachers who were 25-36 had the most knowledge in building responsibility, the junior teachers who were above 48 did the most practice. Because the junior teachers who were above 48 had the high sense in commitment for the school according to interview. In building justice and fairness, the junior teachers who were 25-36 had the most knowledge while the junior teachers who were above 48 did the most practice. Although the teachers who were 25-36 solved the students' problems aggressively frequently, junior teachers who were above 48 solved less aggressive and patiently according to the age interval. In building caring, junior teachers who were 25-36 had the least knowledge and practices. It can be concluded that they had a few experience in service. The junior teachers who were 37-48 had the most knowledge and above 48 did the most practice. In building civic virtue and citizenship, junior teachers who were 25-36 had the most knowledge and above 48 did the most practice. So, the junior teachers who were 25-36 need to make more practices.

According to the academic qualification, junior teachers who got B.Ed. degree had the most knowledge but did the least practices in building trustworthiness. So, they should do more practice. In building respect, junior teachers who got PGDMA degree had the most knowledge and did the most practice. In building responsibility, junior teachers who got B.A./B.Sc. degree had the most knowledge and did the most practices. In building justice and fairness, junior teachers who got B.Ed. degree do the most practices but the PGDMA had the most knowledge. So, the junior teachers who got B.Ed. holders should learn and study about justice and fairness. In building caring and civic virtue and citizenship, the junior teachers who got B.Ed. holders did equally with their knowledge. There was significant difference in practicing civic virtue and citizenship at ($p=0.05$).

Recommendations

1. The teachers should be expert in subject matter and also realize that the subject matter can make the students to form good characters in them.
2. The teachers should be knowledgeable and require to explain about civic and citizenship.
3. The teachers should manage the class activities together with the students.

Needs for further Research

It is necessary to investigate at primary and senior teachers in Basic Education. So, further studies are recommended to explore the teachers' knowledge and practices in every area for the development of Basic Education in Myanmar.

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