

A Philosophical Investigation of the Role of the Teacher through the Confucianism and Buddhism

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Abstract

This study explores the role model of the teacher according to the philosophical views of Confucianism and Buddhism. In this study, general teaching aims, teaching method as well as the moral principles for teachers according to Confucianism and Buddhism were defined and discussed normatively, analytically and speculatively due to the fact that each philosophical content has a unique meaning and goal. Also, the philosophical studies of the teacher's role in both views were synthesized by the researcher, based on the justification that the major ideas of Confucius's teaching and Buddha's teaching were to achieve goal in developing students to be truthful to oneself and others and to lead students to possess the right view (wisdom) respectively. Therefore, teachers should be able to exemplify and possess acceptable values, good conduct and the moral reflection quality by leading their life according to principles of Confucianism and Buddhism which include such as a self-cultivation in Confucianism and Dharma for self-development in Buddhism in order to promote the quality of teachers in the light of virtue and knowledge. The research also found that the teachings of both history figures share the similarity of vocationally personal and legitimately affective dimensions. Finally, regardless of the disputed relevance of their role model to our contemporary situation, it is inevitably said that the good model of teachers illustrated from the two philosophies will be beneficial to teachers in living and practicing it as ends in themselves more than means to ends.

Keywords: The Role of the Teacher, Philosophical View, Role Model Teacher