



Youth Personality Development and the Ultimate Character: the Neglected Role of Educators

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Abstracts

The paper examines how youth personality development is responsible for the ultimate character of students and their behavior in the field even after graduation. Youth personality at higher education level at present is engulfed with many challenges than ever before. Not only do most of them have the “don’t care” attitude as part of their behavior but also continue to have less and less interest and opportunity to discover what is true and is expected of them by their religion so as to refine and build their character into responsible and God-fearing citizens. They continue to pursue the world with all sorts of anti-social behavioral characteristics that portray impatience, intolerance, and irresponsibility to society and their workplaces. The paper therefore sets the pace in identifying the neglected role of educators and attempts to analyze the qualities that are required and expected of not only the parents but school and university educators in building the community, mining the curriculum, and above else how to involve staff, administrators, parents and students themselves as stakeholder. It recommends some strategies that are pertinent and key to character building. The paper also provides a way forward how to teach and how academic institutions can reclaim their neglected role and effectively nurture the youths. It concludes with an observation that while most talents are to some extent a gift that students can demonstrate after class, good character by contrast is not given on a silver plate. Educators have to build it piece by piece through thought, choice, courage and determination.

Keywords: Ultimate Character; Educators; Courage and determination

Introduction

Youths at higher education level at present are engulfed with complicated challenges more than ever before. While the stage is understood as a period of transition from the dependence of childhood to adulthood’s independence, many have failed the test of adulthood

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independence. This has not only manifested itself in the environment in which they live but also in the various situations in which the youths demonstrates compromising personality, anti-social behavior, poor character and above all else irresponsibility even when they have been educated to a level at which they are ripe to graduate or are even already serving society. However, the youths should note that having good character by itself is richness and being poor is relying on people who don't give a damn about you or being angry at you just for walking around or getting surprised to discover that you are not actually stupid and lazy. These are the foundations of success. Thus, while age is the easiest way to define this group, particularly in relation to education and employment, youth is often referred to as a person between the ages of leaving compulsory education, and finding their first job (World Programme of Action for Youth, 2007).

In the context of this paper, personality describes the relatively stable set of characteristics, tendencies and temperaments that have been formed by heredity and by social, cultural and environmental factors. These traits determine how we interact with and react to various people and situations. Some of the aspects of personality are believed to be a result of nature. They are traits with which we are born and which we acquire through heredity (Leviton Youth Policy Network, 1997). Other characteristics of our personality are thought to be as a result of our environment. These are factors that we acquire through exposure to people and events in our lives (Goldberg, 1990).

It is important to note that each of us has a unique personality that differentiates us from other people. Thus, understanding someone's personality gives us clues about how that person is likely to act and feel in a variety of situations.

Character on the other hand is also defined in different ways. Character is a window into personality, a constellation of attitudes, values, ethical considerations, and behavioral patterns that represent what people believe and value, how they think, and what they do. When we say that someone has "character," it means that such a person exhibits admirable traits in both intellectual and behavioral dimensions of public and private life and acts with integrity in that behavior is congruent with values and beliefs. People of excellent character work toward the public good, with integrity and personal responsibility that reflect their examined understanding of their ethical responsibility to self and the larger community. Researchers therefore emphasize that character encompasses one's agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values and social as well as emotional skills. Character, although sometimes charged with negative connotation, is a concise term that is recognizable by all cultures (Bialik et al, 2015).

Thus, character qualities are defined as distinct from Skills, which represent the ability to effectively use what one knows. Higher-order skills such as the "4Cs" of Creativity, Critical thinking, Communication, Collaboration are essential for acquisition and application of Knowledge as well as for work performance. (Bialik et al, 2015)

It is therefore noted at this point that both personality and character are key ingredients in a person's development and this is one of the major requirements for good parenting habits for educators, Zhao et al, (2006). At present, it seems neglected if not forgotten. The tables 1 and 2 below provide a precise illustration of what comprises the key personality traits and the qualities of good character respectively.

Table 1: showing the key personality traits and the detailed explanation;

Trait	Explanation
Openness	the degree to which a person is curious, original, intellectual, creative and open to new ideas
Consciousness	Organized, systematic, punctual, achievement oriented and dependable
Extraversion	Outgoing, talkative, sociable and enjoys being in social situations
Agreeableness	Affable, tolerant, sensitive, trusting, kind and warm
Neuroticism	Anxious, irritable, temperamental and moody

Source: Goldberg, L. R. (1990).

Meanwhile, character comprises qualities that help people demonstrate courage, curiosity, resilience, leadership and ethics among others. The detailed description can be summarized in Table 2.

Table 2: showing the qualities and the descriptive concepts of character

Qualities	Descriptive concepts
Mindfulness	Wisdom, self-awareness, self-management self-actualization, observation, reflection, consciousness, compassion, gratitude, empathy, caring, growth, vision, insight, equanimity, happiness, presence, authenticity, listening, sharing, interconnectedness, interdependence, oneness, acceptance, beauty, sensibility, patience, tranquility, balance, spirituality, existentiality, social awareness, cross-cultural awareness, etc.
Curiosity	Open-mindedness, exploration, passion, self-direction, motivation, initiative, innovation, enthusiasm, wonder, appreciation, spontaneity etc.
Courage	Bravery, determination, fortitude, confidence, risk taking, persistence, toughness, zest, optimism, inspiration, energy, vigor, zeal, cheerfulness, humor etc.
Resilience	Perseverance, grit, tenacity, resourcefulness, spunk, self-discipline, effort, diligence, commitment, self-control, self-esteem, confidence, stability, adaptability, dealing with ambiguity, flexibility, feedback, etc.
Ethics	Benevolence, humaneness, integrity, respect, justice, equity, fairness, kindness, altruism, inclusiveness, tolerance, acceptance, loyalty, honesty, truthfulness, authenticity, genuineness, trustworthiness, decency, consideration, forgiveness, virtue, love, helpfulness, generosity, charity, devotion, belonging, civic-mindedness, citizenship, equality, etc.
Leadership	Responsibility, accountability, dependability, reliability, conscientiousness, selflessness, humbleness, modesty, relationship skills, self-reflection, inspiration, organization,



	delegation, mentorship, commitment, heroism, charisma, followership, engagement, leading by example, goal-orientation, focus, results orientation, precision, execution, etc
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Source: Bialik et al (2015)

As indicated in the description above, for the youth to have excellent personality and character, there is need to build strong foundation of values (Wallace and Chen, 2006). This is not, of course by parents alone but all educators who are at each and every level of one's education. Personality itself has three key determinant factors which are;

1. **Heredity:** Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were, that is by their biological, physiological and inherent psychological makeup.
2. **Environment:** The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personalities.
3. **Situation:** A third factor, the situation, influences the effects of heredity and environment on personality. An individual's personality although generally stable and consistent, does change in different situations. The varying demand of different situation calls forth different aspects of one's personality. We should not therefore look upon personality patterns in isolation.

From the factors above, it is noted that personality and character are key ingredients of behavior. Behavior is the way in which we conduct ourselves. The way in which we act. Our behaviour is influenced by our feelings, judgments, beliefs, motivations, needs, experience and opinions of others (Judge and Ilies, 2002). Patterns of behaviour develop through our reactions to events and actions over a period of time. Behaviour consists of four components:

- **Motivation:** The drive to pursue one action over another. Being aware of our core drivers, those things that motivate you positively or negatively- can help you understand the roots of your behaviour and make adjustments as necessary to modify your behaviour.
- **Modes of thinking:** the way you process the various inputs your brain receives. Being aware of how we take in and make sense of information can help us understand how we make judgments or decisions that lead to choosing one behaviour or course of action over another.
- **Modes of acting:** the course of action we apply in a given situation. Being aware of how we express our reaction to the things that happen to and around us can help us understand the alternatives available to us when certain events arise.

- **Modes of interacting:** the way in which we communicate and share ideas, opinions and feelings with others. Being aware of how we talk and work with others can help us understand how our preferred style fit with those with whom we work and live.

Needless to mention, many academic institutions in Uganda and beyond were founded by denominational groups in no small part to preserve an important facet of character that's; their religious heritage, beliefs, and values. As higher education expanded to accommodate a growing number of participants, the new institutions that emerged introduced other priorities. Many schools and universities have become more secular in their mission, philosophy, and curricular orientation. Put another way, the emphasis that institutions placed on character development declined commensurately, except at those institutions that retained more than a titular connection with their sponsoring denomination (Horowitz, 1987). Many of our current institutions have become more secular in orientation and practice. They have the "don't care" attitude in terms of behavior. Students have less and less opportunity to discover what, for example, Islam teaches so as to refine, and test their character. They only pursue the world and worldly gains and no or little attention is given to religion and ethics. In short, to them the end justifies the means. Survival is for the fittest and it is by hook or crook.

What has been neglected by parents?

A youth's temperament and personality are largely biologically based and inherited. From the moment of birth, personality differences are evident. Some newborns are easygoing and a breeze to care for, while others are fussy and difficult to please. Despite the strong genetic connection to personality characteristics, environmental conditions, such as a father's and/or mother's parenting style, can lead children with similar temperaments to act quite differently. In the 1970s, youths who grew up in authoritative but organized homes or environments with supporting parents had high standards and expectations. They consistently enforced household rules and allowed their children to have a say in household work that helped them to be responsible in future. Children raised in such settings were well-adjusted, content, likeable, self-assured and energetic. Additionally, an elementary school student whose parents promoted love, interpersonal skill with a strict Islamic code, for example, brought up very productive children. Such youths had an easier time in school and were viewed as more competent or smarter than their peers. On the contrary, a child raised by abusive parents or by a mom or dad who mercilessly meddles in each and every aspect of life was more inclined to be hostile toward his/her peers.

To understand this, psychologists such as (Zimmerman, 2008) have documented volumes of research on the influence of society and culture on personality development. Their conclusion was that child-rearing practices shape personality development. The individual family structure and the community where the youth lives therefore influence personality development because in the African setting, it takes a village to raise a child. Some parents guide children to uphold traditions while others emphasize only religion as a key factor to child development and personality. Weak parents encourage youths to use self-monitoring personality behaviors to control their actions. Such youths learn how to use the conscious self as a part of their personality development. The end results are; homosexuality, smoking, drug abuse, pornography, irresponsibility, underperformance in class and several other antisocial behaviors. To say the least, many even dropout of education. And as a result, they experience

significant psychosocial hardships that include exposure to violence, poverty as well as physical and emotional abuse.

What are the ultimate characters required of youths?

The characters that translate into a useful person as identified by (MacKnight, 2006) were already recommended for a good Muslim by the prophet of Islam (PBUH). They are;

1. **Courage**; having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.
2. **Good judgment**; choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.
3. **Integrity**; having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.
4. **Kindness**; being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.
5. **Perseverance**; being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.
6. **Respect**; showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.
7. **Responsibility**; being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community. The price of grateness is the responsibility one demonstrates. Responsibility gravitates to the person who can shoulder them. It has been observed by great thinkers like Socrates that society is not destroyed by the activities of the rascals, but by the inactivity of good people.
8. **Self-discipline**; demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.
9. **Respect for school personnel**; holding teachers, administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.
10. **Responsibility for school and/or university safety**; helping to create a harmonious institution atmosphere that is free from threats, weapons, and violent or

disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means including peer mediation.

The neglected role of Educators

In line with Lickona (2004), this study suggests some specific roles that have been neglected by educators to be revived and strengthened. They include; (a) Building a community of virtue; (b) developing a contextual curriculum; (c) Involving administrators and staff of schools and universities; (d) Involving parents and; (e) Involving students.

a) Building a community of virtue

This is not a simple task but very necessary for bringing up a responsible youth. In building a community of virtue, institutions of higher learning are expected to focus on the roles summarized in table 3.

Table 3: showing the educator’s role in building a community of virtue

No.	Role
1.	Develop a school or university code of ethics. Distribute it to every member of the institution. Refer to it often. Display it prominently and make sure all the policies are reflected.
2.	Institute a student-to-student tutoring program.
3.	Promote institution-wide or intraclass service clubs to serve the university, class, or external community.
4.	Encourage students to identify a charity or in-school need, collect donations, and help administer the distribution of funds.
5.	Ensure that the institution’s recognition systems cover both character and academics.
6.	Recognize a variety of achievements, such as surpassing past personal achievements or meeting a predetermined goal.
7.	Consistently prohibit gossip and, when appropriate, discuss its damaging consequences.
8.	Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on university property.
9.	Use morning announcements, school and classroom bulletin boards, and the newsletter to highlight the various accomplishments which are character-oriented for both students and faculty members.
10.	When conflicts arise around the school or university, teach about discretion, tact, and privacy and about discreetly informing appropriate adults of the conflict.
11.	Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, or clean up a local park or market.
12.	Find out the significance behind your institution’s traditions and emphasize those that build unity.

13.	Have ceremonies to mark the beginning and end of the academic year and for teachers and other staff members who are leaving.
14.	Ensure students behave responsibly and respectfully when watching athletic competitions.
15.	In physical education and sports programs, place a premium on good sportsmanship.
16.	Participation in sports should provide good habits for the life beyond sports.
17.	Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build the university or school spirit without demeaning people or other universities?
18.	Publicly recognize the work of the “unsung heroes” who keep the school running: the custodians, repairmen, secretaries, cafeteria workers, and volunteers. Develop a system of welcoming and orienting new students to the school.
19.	Let students take some responsibility for the maintenance and beautification of the school. Lecture rooms could “adopt a hallway,” shelve misplaced books, plant flowers, and so on. Post signs identifying caretakers.
20.	Hand, mission, vision and value statements in classrooms and halls.

b) Developing a contextual curriculum

In indicated in table 4, the contextual curriculum requires that the students understand the history of where they have come from and the major personalities that have shaped their life starting with the prophets of the Almighty God. In order to do so, there is need to understand that without role models, the youth cannot be inspired to aspire before their youth time expires.

Table 4: showing the educator’s role in developing a contextual curriculum

No.	Role
1.	Have students do a major paper on a living public figure (“My Personal Hero”), focusing on the moral achievement and virtues of the individual. First, do the groundwork of helping them understand what constitutes a particularly noble life.
2.	Don’t underestimate the power of stories to build a person’s moral imagination. Read aloud to students daily.
3.	Choose the finest literature to read with your students rich with meaning and imagery. Don’t waste time with mediocre or unmemorable texts.
4.	Celebrate the accomplished heroes and heroines by organizing memorial lectures.
5.	Ensure that students have a firm understanding of what constitutes plagiarism and of the institution’s firm policy against it. But more importantly, help them understand why it is wrong.
6.	Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
7.	Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.

8.	In all classes, regularly weave in a discussion of motivations, actions, and consequences.
9.	Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self discipline and perseverance.

c) Involving institution administrators and staff

The most important aspect in this is to have an illustrious life as an administrator so as to be a relevant role model to the present youths. As indicated in table 5, it is important not only to lead by example but also to teach others justice and compassion that you practice as an administrator or a member of staff of a given institution.

Table 5: showing the educator’s role in involving administrators and staff

No.	Role
1.	Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say thank you.
2.	Stand up for the underdog or the student who is being treated poorly by classmates. But use discretion: sometimes use an immediate response; sometimes use a private small-group meeting—perhaps the person in question ought not be present.
3.	Teach justice and compassion by helping students separate the doer from the deed.
4.	Illustrate integrity; let students see that you yourself meet the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
5.	Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take an interest in their improvement and success.
6.	Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
7.	Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, and so on.
8.	Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don’t cancel at the last minute after students have prepared.
9.	Make your classroom expectations clear and hold students accountable.
10.	Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as opportunities to teach students to do the same when responding to one another.

d) Involving parents

Although most parents that the school is a panacea for the bad behavior exhibited by their children, this is not the case. The truth is that the school can effectively shape the child whose parents are more concerned about the behavior of the children than the school itself. Therefore it is important that they accept to be involved in implementing the code of behavior and ethics that the child is supposed to pass through while at school. To this end therefore, the school administrators are expected to involved parents as summarized in table 6.

Table 6: showing the educator’s role of involving parents

No.	Role
1.	Create a written code of behavior for the classroom and the institution. Ask parents to read and sign the code, as a pledge of mutual support.
2.	Frequently share the university’s vision and high ideals for its students with parents.
3.	Make the effort to notify parents of student misbehavior, via notes, phone calls, and personal visits.
4.	Include a “parent’s corner” in the newsletter, where parents can share parenting tips, book titles, homework helps, and so on.
5.	When your institution welcomes a new student, welcome the student’s family as well.
6.	What can your university or school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
7.	During parent-teacher conferences, ask parents, “What are your questions or concerns?” Then listen carefully to their answers.
8.	Include anecdotes of commendable student performance in the school newsletter.
9.	In the newsletter, inform parents of upcoming events, units of study, and opportunities to participate in the institution’s activities.
10.	Open a dialogue with parents. They can be a teacher’s greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children’s academic and social background, interests, talents, difficulties, and so on.

e) Involving students

Just like in the requirement that parents should be involved in shaping the behavior of their children at school, it is equally important that educators look at the youths as people who can reason and determine their destiny. Therefore, this calls for their involvement in developing pathways for their success in both academic and general life as indicated in table 7.

Table 7: showing the educator’s role of involving students

No.	Role
1.	Have program in which students “adopt-an-elder” from the community. Arrange opportunities for students to visit, write letters to, read to, or run errands for their adoptee.
2.	Structure opportunities for students to perform community service.
3.	Prohibit students from being unkind or using others as scapegoats in the classroom.
4.	Overtly teach courtesy.
5.	Make it clear to students that they have a moral responsibility to work hard.

6.	Impress upon students that being a good student means far more than academic success.
7.	Help students acquire the power of discernment, including the ability to judge the truth, worth, and biases of what is presented on TV, the radio, and the Internet.
8.	Provide opportunities for students to both prepare for competition and engage in cooperation.
9.	After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test taking and homework assignments.
10.	Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
11.	Invite alumni to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work or university successful and what bad habits or vices cause problems.
12.	Make every effort to instill a work ethic in students. Frequently explain their responsibility to try their best. Create minimum standards for the quality of work you will accept. Don't accept work that falls short.
13.	During election years, encourage students to research candidates' positions, listen to debates, participate in voter registration drives, and if eligible, vote.
14.	Use the language of virtue with students: responsibility, respect, integrity, diligence, and so on, and teach them to use this language.
15.	Throughout the university education, assess what is being done to keep students from "falling through the cracks." Every student needs at least one teacher or counselor to take specific interest in them.
16.	Throughout the university, consider instituting (or strengthening) an advising program. Advisors should do more than provide job and university information—they should take an interest in the intellectual and character development of their advisees.
17.	Hold students accountable to a strict attendance and tardiness policy.

The way forward for youth personality development for the ultimate character

In order to reclaim the lost responsibility of building character that has been neglected, there is need for education managers to come up with pragmatic strategies that can help the youths **to be** in future. Here are some of the strategies for helping educators undertake this vital task;

1. Teach why character matters

Good character is the key to self-respect, to earning the respect of others, to positive relationships, to a sense of fulfillment, to achievements one can be proud of, to success in every area of life. All human beings have a deep desire to be happy. Educators should invite young persons to consider what leads to happiness and what does not. Unless the youths are challenged to think seriously about such questions, many will adopt the media culture's definition of happiness as being material comforts and pleasure, especially sexual pleasure. And if that becomes their definition of happiness, they won't see the point of developing character qualities such as self-control, sacrifice, and service.

2. Remind the youths that nobody can build their character

It is important to encourage young people to take charge of their character by helping them understand that they are in fact responsible for the kind of person they become. It should be noted that parents and teachers can't build a youth's character. They can teach them right from wrong, provide a good example, set and enforce rules, and encourage them to be the best person they can be but they can't reach inside and build their character for them. Character-building is therefore an inside job and responsibility that lasts a lifetime and it is gradual.

3. Remind the youths to create their character by the choices they make

All people create their characters by the choices they make. Life is a series of choices one gets to make. Good choices create good habits and good character. Bad choices create bad habits and bad character. How can people therefore persuade the youths that they are responsible for their destiny all the time? The answer is that it is impossible and therefore the more young people see themselves making choices for themselves with guidance from parents and the like, the more likely they are to take responsibility for their choices.

4. Remind youths to study persons of character

Educators and parents can motivate students to think about character and the sort of character they would like to possess by exposing them to persons of character and the excellent example of the Muslims is the Prophet (PBUH). That can be done by having them read a short biographical sketch, listen to a story, or watch a good video about an historical or contemporary person of widely admired character. To encourage students to connect personally with a portrait of character, we can pose questions such as:

- What is one quality this person had that you'd like to have as part of your own character?
- What is one thing you could begin to do to develop that quality?

5. Have students do character interviews

A face-to-face conversation with someone who exemplifies good character or exemplifies a particular virtue such as hard work, kindness, or courage can make the concept of character come alive.

6. Have students assess their character

To help students assess their own character strengths and areas for growth, educators can provide a character traits inventory. Writing is a good way to engage students in assessing their character strengths and areas for improvement.

7. Teach daily goal-setting

Once people have assessed their character, it is important to encourage them to build on their strengths and plan ways they would like to improve. Daily goal-setting and self-assessment are an effective way to go about this.

8. Help the youths connect the virtues with life

Two issues that are very important to girls and boys of this age are friendship. What virtues or character strengths will help them fulfill their hopes and avoid hurtful problems in these areas? We can help them see that in respecting the Islamic teaching, the virtues of self-respect, confidence, modesty, a strong conscience, and the courage to resist sexual pressures are

qualities that will make for fulfilling relationships and protect their heart, their health, and their future. Similarly, what virtues are needed to make and keep a friend? It therefore requires empathy, listening, mutual respect, loyalty, patience, forgiveness, and a generous spirit to have an excellent ultimate character and pursue success.

9. Have students develop a portfolio

Universities and schools can help students take responsibility for their personal growth by encouraging them to develop a portfolio that documents their service and achievements to society.

10. Enable students to reflect on life's largest questions

Especially in adolescence, character development cannot be divorced from personal issues and existential questions that are beginning to take center stage for a young person. Here are some questions that youths have posed when given the chance to do so anonymously: Who am I? What is the meaning of life? What is the purpose of my life? Am I really doing the things that are going to make me happy, or are they for my parents or the values of our society? Will I ever find true love? How can I let people know what I feel when I hardly trust anyone? Why do people commit suicide? Why is there so much suffering in the world? Do things happen for a reason?

Educators have therefore suggested that institutions can enable young persons to pose questions like these and begin to share their thoughts in an atmosphere that honors their questions and their struggles to answer them. The opportunity to formulate and discuss questions related to these developmental needs helps the youths make sense out of life, deal with its difficulties, and draw support from peers and caring adults. In such discussions, they often feel secure enough to express faith convictions something they rarely feel comfortable doing in a public context.

Conclusion

This paper demonstrates the importance of youth personality development in building the ultimate character that is desirable. It has been documented that the responsibility of developing the youths with meaningful character has perhaps been neglected by both parents and educators. Therefore there is urgent need to revive the lost glory. As educators focus on training and developing the youths into useful citizens, it is important to focus not only on what is taught in class but also what the student will be after graduation. The best index of a person's character is how they treat people who can't do them any good and how they treat people who can't fight back. Character is like a tree and reputation is a shadow. Therefore, without character there is no reputation. Educators should focus on having youths who are useful and can create a reputation, respect and propel the Ummah to last and serve our progeny. Good character is more to be praised than outstanding talent. Most talents are to some extent a gift that the student can demonstrate after classroom learning. However, good character by contrast is not given to us. We have to build it piece by piece through thought, choice, courage and determination. If anything, we need to go back to the drawing board, remind the youths, teach and guide them as indicated in the text. This is because character cannot be developed in ease and quiet. It is only through experience of trial and suffering that the soul can be strengthened, vision cleared, ambition inspired and success achieved. This is

how the prophet (PBUH) was able to spread Islam. Even today he remains the most influential person rated by even those who do not believe in Allah.

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