

An investigation of teaching and learning strategies for integrating moral competences in the training of teachers in Tanzania

Daniel Mbonea Mngarah

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University of Dar es Salaam, School of Education (SOED), 2016

The purpose of this study was to investigate the teaching and learning strategies for integrating moral competences in the teaching and learning of the selected subjects in the teacher education and training curriculum. The motive for undertaking the study was provoked by the researcher's assumption that there was a need to rethink the teaching and learning processes for promoting the aspect of moral agency of teachers in the colleges that train teachers. The study had four objectives, namely to: (i) identify an understanding of the role of integrating moral competences among study participants, (ii) determine the teaching and learning methods that had the potential for integrating moral competences in the teaching of subjects in the training of teachers, (iii) analyse the teaching and learning activities that are useful for integrating moral competences in the classroom and outdoor sessions, and (iv) identify procedures for assessing attainment of moral competences emanating from the teaching and learning of the subject content. The qualitative research approach was used to obtain data from a sample of 59 study participants who included the college principals, deans, tutors and student teachers from four teachers' colleges. Data were collected by using observations, semi-structured interviews, focus group discussion and documentary review. Study findings revealed that while study participants' understanding of the role of integrating moral competences included aspects such as fostering the learning climate for the moral development of student teachers, role modelling, caring and fair play, the teaching and learning of the subjects was guided by syllabi that were cognitively oriented. Hence, the findings revealed that teaching focused on testing was emphasized at the expense of the provision of moral competences for the future role of caring and children's moral upbringing. The findings further revealed that there were no specific teaching and learning methods or even activities employed for integrating moral competences beyond teaching and learning for academic excellence. Regarding the assessment of attainment of moral competences, the findings indicated that the focus on high stakes testing could not provide room for ascertaining the moral advancement of student teachers. It was concluded by this research that education for testing is

an obstacle to the integration of moral competences in the training of teachers. In the light of the findings, the study made some recommendations. These included the need to adopt a curriculum that is oriented to bringing about holistic teaching and learning, reforming the teacher education and training curriculum, and further research on pedagogy to promote moral aspects in the training of teachers. The study's contribution to knowledge development was on need for pedagogical renewal that targets at enhancing moral maturity of prospective teachers thus enabling them to acquire competences for countering the unprecedented moral and social ills emerging in the Tanzanian society.