

**Teachers' perception on the role of moral education in inspiring  
secondary school students' moral value in Tanzania**

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This study examined teachers' perception on the role of moral education in inspiring secondary school students' moral value in Siha district, Tanzania. Specifically, the study sought to establish teachers' understanding of their role as models in moral education, assess methods used to inspire students' moral values, analyze the challenges encountered by teachers as moral educators and establish the strategies that can be used to strengthen moral obligation among teachers. The qualitative approach through a case study design was used by the study. Purposive and convenience sampling strategies were used to obtain 49 participants including teachers, TSD official and students. The information was collected through interviews, observation as well as documentary search while the data were analyzed through thematic analysis. Four major findings were revealed. First, majority of secondary school teachers were aware of their role in moral education. Their awareness was enhanced through initiatives done by school manager, professional experience and teachers' manual guides. Secondly, teachers deployed various methods to inculcate students' moral values, including use of role modeling, normal teaching, punishment, school rules and regulations, counselling and rewarding behaviour. Third, it was found that the challenges encountered by teachers as moral educators included uncooperative parents' behaviour, gender stereotype, traditions and culture, poor working environment and the absence of moral education subject in their attempt to promote students' moral values. Lastly teachers suggested the need for conducting in service training, inviting resource persons, carrying out regular meetings as well as launching moral subject in order to strengthen teachers' moral role and to remind them of their work ethics. From the findings, it was concluded that teachers' understanding of their role in moral education seemed to be influenced by the initiatives done by school managers in reminding teachers work ethics and posting moral copies on notice boards rather than teachers self efficacy. In the light of this, it was recommended that the Ministry should regularly organize in-service training courses and seminars for teachers on moral awareness so as to make them aware of their moral obligations to students. Also, parents should

work hand-in-hand with schools to promote students' moral values. It was further recommended that future studies should focus on efforts done by school managers to inspire teachers to be moral exemplary in secondary schools. Moreover, it was recommended that more comprehensive studies could be conducted in other districts and other levels of education in order to make comparisons and general conclusions as well as initiating informed decision-making on moral education.