

Appraisal of amoral education crisis in Tanzania in the transition from socialization to liberalism: a study of perceptions, Adjustment Measures and Proposals

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The study sought to appraise the regime of moral education in primary schools following the apparent ideological shift from socialism to liberalism in Tanzania. Specifically the study sought to establish the moral dilemmas teachers and pupils in primary schools faced due to the ideological shift; to assess the adequacy of the reforms proposed by ministry of education and culture centred on political education rather than the whole school curriculum in response to the ideological shift; and, to explore among teachers and pupils core values considered suitable for Tanzania under pluralism. The study involved 142 respondents of whom 110 were standard vii pupils and 32 were teachers from three primary schools in Kinondoni district, Dar es Salaam. The main instruments used to collect data in this study were Questionnaires, Documentation and content Analysis. The questionnaires contained items both open ended and close-ended items and were administered to teachers and pupils. Documentary reviews and content analysis was used for analysing textual materials for political education, Kiswahili and English subjects for standard iii-vii in primary schools. Interviews were carried out but these were mostly informal. The findings revealed that teachers are not clear as to what national ethic is currently. While the school textual materials still reflect the socialist ethos, the situation outside and the new developments reflected in different micro policies of the national leadership reflect a different set of values, despite the assurances of the ruling party that it still upholds socialist policies. Further, values contained in the texts reflect one party and socialist state and not a plural state. Teachers were therefore at a loss of what to teach. This was also reflected in the problems pupils encountered in learning the values. The ministry of education and culture's assumption that it is enough to change political education to civics to remove the moral education crisis was found not to be adequate as socialist values are pervasive in all other subjects some of which were more laden with socialist values than even political education. Specifically, Kiswahili texts conveyed more socialist values than political education and English texts put together. It was further found out those teachers and pupils do have ideas about the kind of values that can make

a good society. Teachers and pupils have identified and suggested what values under pluralism Tanzania should teach. These include tolerance, respect for rule of law, respect for ones and other people's rights and duties, critical thinking to community / national building, honesty, sincerity, justice respect for individual freedom, leadership values, appreciation of culture and self-reliance. In view of the research findings it was provisionally recommended that: 1. The nation ought to come up with a national ethic by consulting the school population, the various political parties and public at large to determine what core values a pluralist and liberal oriented Tanzania should teach in school. This has to go hand in hand with reorienting teachers to teach moral education using different approaches suitable for pluralism 2. Educational programmes should be mounted to orient school communities and the public to the new value ideals to be identified. 3 The ministry of education needs to look into the entire school curriculum and not one subject alone to ensure that the whole curriculum reflects values consonant with the changed situation in Tanzania. 4 Another study covering more schools and the entire set of textual material be undertaken to confirm and generalize the findings of this study. 5 An indepth study of actual classroom teaching methods used in imparting values in primary schools developed elsewhere.