

# Moral Values in Teacher Education: Exploring Conceptions among Tanzanian Teacher Educators and Trainees

Timotheo Elinihaki

*The Open University of Tanzania Faculty of Education P.O. Box 23409, Dar es Salaam, Tanzania*

**Abstract:-** This paper intends to present briefly my PhD study titled, “Moral Values in Teacher Education: Conceptions among Tanzanian Teacher Educators (TE) and Teacher Trainees (TT)”. The intention is to explore some of the imperative literatures reviewed in the study, methods for inquiry and some of the chief findings in all the four objectives of the actual study. Finally, the paper presents the main recommendations of the actual study including action to be taken and a suggestion for further research.

## I. LITERATURE REVIEW

### *Introduction*

The concept of moral values in teacher education came simultaneously with the introduction of formal education. However, in Tanzania moral values in teacher education have been under a hot discussion since the 1970s (Betweli, 2013). In all discussions the attentions were paid to what were “good” and what were “bad” or what were “wrong” and what were “right” for teachers in the everyday teaching commitments. One of the most important concerns in all discussions was about the kind of professional teachers the respective country would want to make out (Anangisye, 2010). This is because in all over the world teaching profession has always been tied to a noble activity and teachers have always been seen as people who should be morally upright and possessing ethical values that could give them credibility to take care and nurture the children that they teaches.

### *Theoretical Framework of the Study*

In search of theories that can effectively put this study into perspective, the researcher opted Lev Vygotsky’s Socio-cultural theory (1978) as one of the theories. This theory is about how people as individuals develop into upright citizens and adopts acceptable behaviors as they engage in different social, cultural and religious practices.

### *Concept of Moral Values in Teacher Education*

Moral values are the social, cultural and religious beliefs which tell us what is right or wrong (Encyclopedia Encarta, 2019). The teaching of moral values in teacher education must be regarded as part of the formal education as explained in Tanzania’s Professional Code of Conduct Regulations 65 (2). The regulation states that every person joining the teaching

profession has the duty and responsibility to guide children in their physical, mental and moral development (Ministry of Education and Vocational Training, 2011). Therefore, teacher educators have to produce teachers not only with pedagogical and academic skills; but teachers who internalize acceptable moral values to their students and society in large. Moral values education in teacher education develop sensitive individual teachers who are conscious towards global and national values such as honesty, respect, being responsible, trustworthiness and humaneness (Erasmus, 2015). Anangasye (2010) shows a significant relationship between the moral atmosphere produced by teachers in schools and the children’s moral behaviour as well as their academic achievements. Furthermore, Immaculate (2010) argues that teachers of schools whose students excel in both academic arena and moral upright are termed as teachers who able to perform professionally. As well as Campbell (2013) insists that teaching career covers a lot of responsibility, among which moral education call attention to. For these arguments it means misconduct among teachers disqualifies them professionally. Therefore, in order to have competency teachers in the respective country, teacher education department should prepare teachers who can inculcate academic mission and moral values education.

### *Statement of the Problem*

There is no strong empirical base for moral values education in Tanzania teacher education. Most of the works that have been conducted in teacher education focused on pedagogical issues. Scholars concentrate more on teacher educators and trainees’ academic skills and forgot about their moral values.

Though, Tanzania’s Professional Code of Conduct Regulations 65 (2) states that every person joining the teaching profession has the duty and responsibility to guide children in their physical, mental and moral development; but most of the studies which have been conducted have to do with intellectual and probably physical development of teacher educators and trainees. This lack of the study on moral values in teacher education among teacher educators and teacher trainees is problematic considering the overwhelming presence of immoral behaviors among teachers and society at large as teachers are the source of all disciplines. Teachers are involved in some form of professional misconduct which

disqualifies them from their profession (Anangsy, 2011; Betweli, 2013; Boimanda, 2004; Fussy 2012; & Sabasi, 2011). The 2010/11 Teachers’ Service Department (TSD) report reveals a good number of public school teachers dismissed for reasons associated with professional misconduct (MoEVT, 2011). Specifically, the report shows that about 660 teachers were dismissed due to absenteeism, 217 for examination irregularities, embezzlement and corruption and about 65 for sexually abusing students, not to mention a discouraging number of teachers being found drunk in the classroom (MoEVT, 2011). Similarly, on 21<sup>st</sup> October 2014 the government released the 2013/2014 educational report which, among other things, shows that 422 teachers were dismissed due to various forms of professional misconduct including absenteeism, sexual relationships with students and drunkenness (TSD, 2014).

The situation of the lack of the study on moral values in teacher education and presence of immoralities among teachers made the researcher to look for a study which will fill this gap in the literature by bringing up the views of teacher educators and teacher trainees about *Moral Values in Teacher Education in Tanzania*. Based on the concept of moral values in teacher education and research problem the researcher was able to generate conceptual framework, objectives of the study and then formulated research questions accordingly.

*Conceptual Framework*

Conceptual framework simplifies the research proposal preparation task as it gives the general focus of study (Creswell, 2015). The major components of the overall conceptual framework are summarized in Figure 1 below:

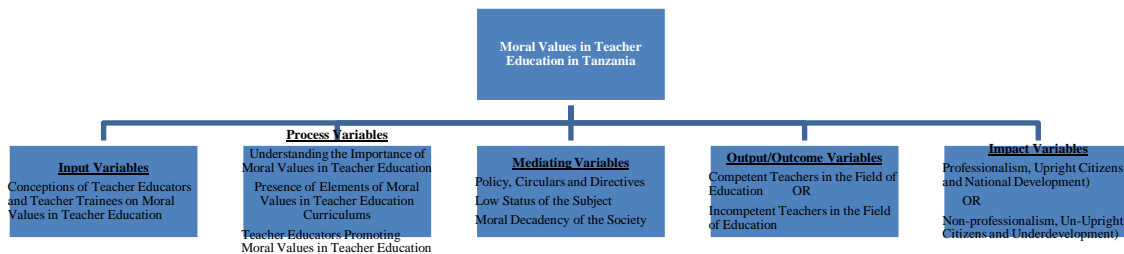


Figure 2: Conceptual Framework for the Study

Source: Developed by the Researcher in 2017

*Objectives of the Study*

- To assess the perceptions of teacher educators and teacher trainees about the importance of moral values in teacher education
- To evaluate the roles of teacher educators in raising moral values in teacher education
- To assess the elements of moral values in teacher education curriculum
- To examine the views of teacher educators and teacher trainees on the challenges in promoting moral values in teacher education

*Empirical Literatures*

The empirical literatures focused on the studies that have looked into the four objectives of the study. Literature indicated that moral values education are important because can *build upright citizens* who can enhance national development (Torney-Purta, et al., 2011; Okumbe, 2008) and can *increase teacher professionalism* (Docking, 2010) as it may helps prospective teachers to be able to handle moral dilemmas in teaching profession. In addition, the literature pointed out three roles of teacher educators in promoting moral values education. These roles of teacher educators in promoting moral values education were: *to be moral role model* (Sanderse, 2013; Sacher, 2014). *To teach religious norms with critical thinking* (Anangasye, 2010; Kim, 2013); and *to set cultures which promoting moral values* in teacher education (Sharma, 2014).

Furthermore, the literatures indicated that in Tanzania Teacher Education there were two curriculums (NACTE, 2013): The 2013 Diploma in Teacher Education Curriculum (DTEC) and

the 2013 Certificate in Teacher Education Curriculum (CTEC). In both curriculums there were some elements of moral values. However, these elements of moral values were just integrated in some of the subjects like in civics; but not as a stand alone subject. As a result teachers in Tanzanian are not capable of teaching moral values education. Again, the literatures pointed toward three challenges in promoting moral values in teacher education: *Challenges related to policy, circulars and directives* (Baraka et al., 2015). *Challenges related to low status of the subject* (Sacher, 2014) and *Challenges related to moral decadence of the society* (Betwel, 2013).

II. RESEARCH METHODOLOGY

The study employed mixed method research approach and exploratory sequential design. The rationally of employing mixed method research was that one approach may not be enough for the study (Cresswell, 2015). Furthermore, the researcher opted to use exploratory sequential design as it used when there are few or no earlier studies to refer (Yin, 2012). In Tanzania there were no earlier studies of conceptions on moral values education.

Data were collected from two colleges of teacher education within Kilimanjaro Region in Tanzania. The Kilimanjaro region was selected because of its familiarity and accessibility by the researcher compared to other regions in Tanzania. This familiarity and accessibility made the research logistics possible and easy within a short period of time. In this study the selected teacher education colleges abbreviated as College X and College Y. College X contributed 95 respondents (48 Male, 47 Female) and college Y comprised 147 respondents (74 Male, 73 Female). The composition of the sampled population is given in the Table 1 below:

Teacher	Gender	College X (n= 95)	College Y (n=147)	Total (f)	Grand Total (f)
TE	Male	06	08	14 (51.9%)	27 (11.2%)
	Female	05	08	13 (48.1%)	
TT	Male	42	66	108(50.2%)	215 (88.8%)
	Female	42	65	107(49.8%)	
Total	Male	48	74	122 (50.4%)	N = 242 (100.0%)
	Female	47	73	120 (49.6%)	

Source: Field Data, (2017)

Key: TE = Teacher Educators, TT = Teacher Trainees

The Table 1 above shows composition of respondents. The composition of 242 respondents was obtained through the mixtures of *stratification, simple random and purposive sampling techniques*. In the composition Teacher Educators (TE) were 27 (14 Male, 13 Female) and Teacher Trainees were 215 (108 Male, 107 Female). In an assortment of ways, the study used five techniques as methods for data collection

namely administrative questionnaires, semi structured interviews, FGD, documentary review and observations. All these five methods designed in such way that enable the researcher to collect both qualitative and quantitative data. Among the 27 Teacher Educators (TE), the 19 involved in FGD and filled questionnaires; and the rest 8 involved in in-depth interviews only. While among the 215 Teacher Trainees

(TT), the 211 filled questionnaires only and 4 involved in in-depth interview only.

In order to maximize validity of the Study scales of instruments were assessed using Pearson’s Product Moment; and reliability of the study obtained by test and re-test method and triangulation techniques (Creswell, 2015). Since the research involved people, issues of ethics were considered through all research processes. The research clearance letters and permits were written and confidentiality was taken into high concern. The data collected were used only for the purpose of this study; and names of participants were kept anonymous. Moreover, in report writing, the colleges under this study were named X and Y.

The most data obtained in this study were analyzed using qualitative method known as thematic analysis; and very little data analyzed using quantitative method namely simple descriptive statistics for numerical data.

### III. FINDINGS AND DISCUSSIONS

#### *Finding 1: Importance of Moral Values*

In the study, moral values education was mentioned to increase mutual understanding, tolerance and friendship among citizens; and increase awareness, responsibility and respect toward others. It was also said to reduce cheatings, corruption and violence and hence enhance national

development as one of the respondents during interview had this to say:

*If moral values education imparted to teacher trainees ... the nation will grow rapidly as in all sectors there will be no cheatings, no corruption and no violence. As teachers are the source of all discipline; teachers can bring changes and enhance national development.*

In addition to the above important of moral values, it was said moral values education “*Increase Teacher Professionalism*” as one of the respondents during FGD said:

*When I tress the importance of moral values in teacher education in Tanzania, I consider individual differences of the students in schools. Moral diversity can be handled appropriately if teachers learned moral values critically in teacher education. Educators in Tanzania who lack knowledge of moral values are faced with challenges of balancing individual differences in the process of educating children to be upright citizens.*

Through SPSS technique, the researcher was able to compute and present the responses of the respondents on the quest of importance of moral values in teacher education statistically as shown in Table 2 and Figure 1 below:

Importance	TT	TE	TF	%
Increase Teacher Professionalism	22	6	28	12
Build Upright Citizens who Can Enhance National Development	193	21	214	88
TOTAL	215	27	242	100

Key: TT = Teacher Trainees, TE = Teacher Educator, TF = Total Frequency of Responses, % = Percent

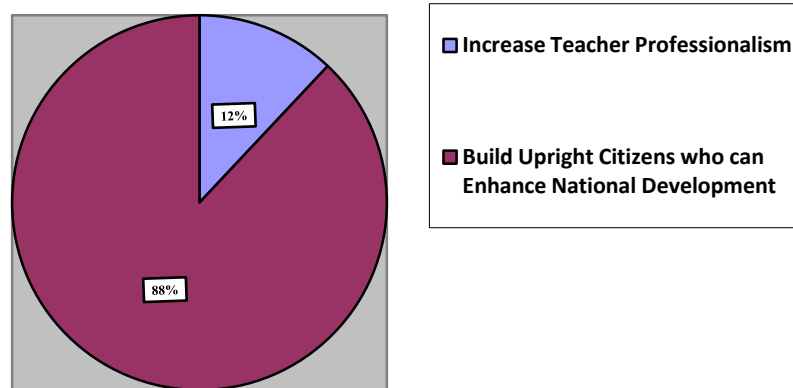


Figure 1: Importance of Moral Values in Teacher Education

Source: Field Data, (2017)

The findings in Table 2 and Figure 1 above show percentages of importance of moral values in teacher education as

mentioned by both teacher educators and teacher trainees. The findings means according to this study, the major significance

of moral values education in Tanzania teacher education is to build upright citizens who can enhance our national development (82%). The previous studies in America by Torney Purta et al., (2011), in New York by Thornberg (2008) and in Kenya by Nyabul (2009) were consistent with this finding that moral values education in teacher education builds upright citizens who are able to flourish the nations. It means the success or failure of our national development depends mostly to the upright citizens. The upright citizens are expected to work hard and are free from corruptions and other juvenile behaviors. The evils among the people in many countries are attributed by the lack of solid moral values education among the citizens. Therefore, the ignoring of moral values in teacher education might be the course of many challenges facing our society today.

*Finding 2: Role of Teacher Educators in Promoting Moral Values*

The findings disclosed that there were three roles of teacher educators in promoting moral values: *To be moral role model to the teacher trainees, to teach religious norms with critical thinking to the teacher trainees; and to set cultures of promoting moral values in teacher education.* As one of the respondents during interview said:

*One of the biggest roles of teacher educators in promoting moral values in teacher education is to be moral role model. A teacher educator as a moral role model to the teacher trainees must have a good behavior, be smartly dressed, attend classes on right time and teach what he/she supposed to teach and adhere to all stipulated codes of conduct. Indeed, teacher educators are expected to be mirrors of good conduct for their students and society at large.*

In addition, about the role of teacher educators in promoting moral values, one of the respondents in FGD had this to say:

*The missionaries were the first people to establish formal education in Tanzania. After the beginning of formal education, to the large extent the responsibility of instilling acceptable core moral values were left to the professional teachers. These first teachers were closely linked to the church, they not only taught writing and arithmetic but they were also taught religious norms [which thought to have acceptable moral values]. Unfortunately, nowadays*

*teachers are no longer teaching religious norms to our students.*

It means teacher educators are supposed to teach religious norms. However, religious norms must be taught critically. As Lickona (2011) defines moral values in education as the deliberate effort to develop good character of an individual person or a group based on core virtues that are considered as good for the society. Core virtues include social, cultural and religious values. Due to multi-cultural interactions, it is difficult to know whose values should be modeled to children in schools. Despite the fact that it is difficult to say whose moral values should be exemplified to the children; Ndibalema (2013) argues that, there are universal moral norms and values that have been passed down by previous generations, which form the basis for deciding on what values are to be emphasized. In USA and Canada, Moral values in Education focuses on teaching social, cultural and religious values with critical thinking, for people could value something without critical mind about the thing (Kim, 2013). In Tanzania, the importance of moral values as important subject in schools and in teacher education was long advocated by Mbiti in 1970s (Betweli, 2013). Later many studies have been done in Tanzania (Anangisye, 2010; Lindner, 2014) proposed - the teachings of moral values education like religious values so as to eradicate extreme moral decay in the Tanzanian societies. Extreme Moral Decay in Tanzanian Societies include: the killings of people with albinism; the killings of old women with red eyes; physical and psychological violence; lack of accountability; Corruption, both within the public and in the private sectors.

In addition, on the roles of teacher educators in promoting moral values; the findings disclosed that teacher educators were supposed to set cultures which promoting moral values in teacher education. It was said, teacher educators may set cultures which promote moral values by: *Rules and regulations; rewards and punishments; books of good deeds and books of bad deeds; counseling and guiding sessions; clubs and peer group discussion; songs, dramas, games and sports; brochures; and mission, visions and mottos.*

Through SPSS technique, the researcher was able to compute and present the responses of the respondents on the quest of the role of teacher educators in promoting moral values in teacher education statistically as shown in Table 3 and Figure 2 below:

Role	TT	TE	TF	%
Being Role Models	128	17	145	60
Teaching Religious Norms with Critical Thinking	69	7	76	31
Setting Cultures Promoting Moral Values	18	3	21	9
Total	215	27	242	100

Key: TT = Teacher Trainees, TE = Teacher Educator, TF = Total Frequency of Responses, % = Percent.

Source: Field Data, (2017)

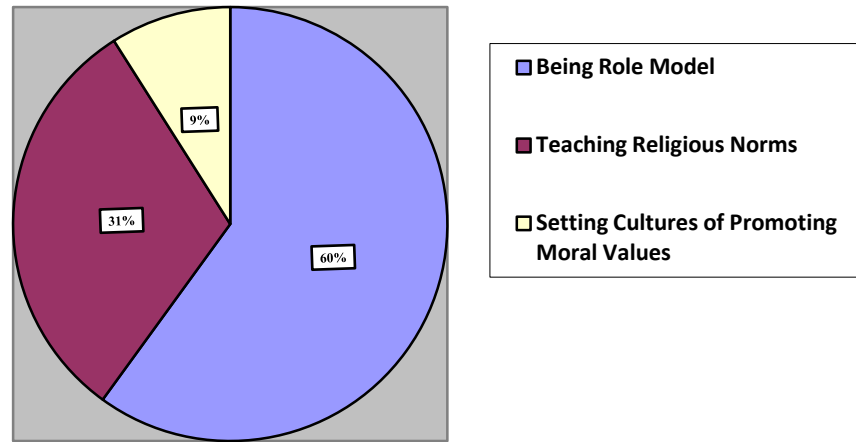


Figure 2: Role of Teacher Educators in Raising Moral Values in Teacher Education

Source: Field Data, (2017)

Data in the Table 3 and Figure 2 above show that teacher educators being moral role model to their clients are the chief findings (60%) compared to other mentioned roles. It means moral modeling was powerful means of transmitting moral values to teacher trainees. This finding resembled what was found in San Francisco by Sirotnik (2010) and in America by Campbell (2013) that one of the roles of teacher educators was to be moral role models.

*Finding 3: Elements of Moral Values*

The findings revealed that there were little amount of elements of moral values in the 2013 Diploma in Teacher Education Curriculum (DTEC); and in the 2013 Certificate in Teacher Education Curriculum (CTEC). The respondents showed dissatisfaction with the quantity of moral values topics currently offered to some of the subjects in the 2013 curriculums. As one of the respondents said that:

*Though in the general objectives of the courses offered in the 2013 curriculums shows that there are elements of moral values... but in reality moral values are just integrated in few subjects ... You know; there are few topics in social science subjects such as Civics which contain elements of moral values... The contents of Moral values in these social science subjects are not enough to promote moral values in teacher education...it will be worthwhile if there is moral values education as a standalone subject.*

Furthermore, the researcher was able to compute and summarize the general objectives of the courses supposed to be offered in the 2013 DTEC and 2013 CTEC documents to see if there had elements of moral values. The chief findings of this documentary review presented statistically as shown in Table 4 below:

The Table 4: Elements of Moral Values in the General Objectives of the Courses Taught in the 2013 DTEC and 2013 CTEC

2013 CURRICULUM	COURSES OFFERED	ELEMENTS OF MORAL VALUES IN GENERAL
2013 DTEC	1. Diploma in Secondary Education	4 (31%) out of 13
	2. Diploma in Primary Education	5 (45%) out of 11
	3. Diploma in Early Childhood Education	4(50%) out of 8
2013 CTEC	1. Certificate in Pre-primary Education	2(22%) out of 9
	2. Certificate in Primary Education	1(17%) out of 6
	3. Certificate in Physical Education	2 (33%) out of 6

Source: Field Data, (2017)

The findings as shown in Table 4 above discovered that the general objectives of the courses supposed to be taught to teacher trainees contain some elements of moral values. However, the curriculum documents showed that these elements of moral values were just integrated in few subjects such as *Uraia (Civics), Dini (Religion), Haiba na Michezo (Personality and Games), Development studies, Educational Psychology and Counseling*. In both research surveys, interviews, FGD, most of the respondents were in the view that moral values education should be a stand alone subject rather than incorporated in other subjects.

*Finding 4: Challenges in Promoting Moral Values*

Findings indicated that challenges in promoting moral values in teacher education ranged from: *Challenges related to policy, circulars and directives; challenges related to low status of the subject; and challenges related to moral decadence of the society*. Lack of clear policy, circulars and directives guiding the provision of moral values in teacher education were mentioned as one of the challenges in promotion moral values in teacher education. This exemplified by one of the respondents who uttered that:

*There is no policy, circular or at least any directives given by MoEST that explain in detail anything to teacher educators on how to teach subjects like religion which contain a lot of elements of moral values; and this is a challenge to many of us [tutors] ... In teacher education, there is a need of clear guideline to lead teacher educators on how to instruct religious subject, which actually this subject contain a lot of moral values.*

Liang (2010) asserts that unclear directives to teacher educators on how to teach moral values leads to graduates in teacher education who are morally poor. In addition to the findings above, it was revealed that in both teacher education curriculums and class time tables, hours allocated to teach subjects like *Uraia (Civics)*, *Dini (Religion)*, *Haiba na Michezo (Personality and Games)*, *Development studies*, *Educational Psychology and Counseling* which actually contain some element of moral values were very miniature compared to hours allocated to other subjects. Moreover, the findings discovered that, teaching and learning materials on moral values in teacher education libraries were not obtainable. The researcher categorized these factors as challenges related to low status of moral values education in teacher education. Similarly, Sacher, C (2014) reported limited time allocated for teaching moral values and lack of books on moral values education as challenges related to low status of the subject.

According to the findings of this study, the other challenge was those related to moral decadence of the society. It was exposed that many teacher educators and trainees were contaminated by immorality in the society through social media like Television and Cell Phones. In these social media, it was said that some people including teacher educators and trainees used to watch unethical movies such as pornographies. These social media exposed teacher educators and trainees to unfair, rude, arrogant and very corrupt society;

so they came into teacher education with their unacceptable behaviors.

This finding was quite similar to what was found in America by Klaassen, C. (2007) and in Uganda by Oladipo (2009) that there were challenges in promoting moral and ethical values in colleges and schools due to moral decadence of the society like robbery, violence, rape and defiling, murder and corruption even among the top government officials. Similarly in Kenya, Eshiwami (2013) found that society setback the effort of promoting moral values in teacher education and schools.

In addition, the findings showed that due to moral decadence of the society, teacher educators got little support from teacher trainees' parents and guardians. As one of respondents had this to say:

*One day I called the mother whose daughter used to wear short skirts, tights and transparent clothes. When the mother of the daughter came, surprisingly she was also almost half naked; she wore a short skirt than those of her daughter. Even before I utter a word to the mother, she herself changed the whole story right away. She started to shout in my office, you silly boy you seduced my daughter as if it was not enough, now you seduce me ... Thereafter, I had hard time to explain the truth to my boss and to my fellow tutors until they understood me. I thank God the problem was solved wisely by my principal and subsequently, I decided myself to resign being a Student Dean, Today, I never bother with students' behaviors.*

Through SPSS technique, the researcher was able to compute and present the responses of the respondents on the quest of challenges in promoting moral values in teacher education statistically as shown in Table 5 below:

Challenges	TT	TE	TF	%
Challenges Related to Policy, Circulars and Directives	76	12	88	36
Challenges Related to Low Status of the Subject	62	5	67	28
Challenges Related to Moral Decadence of the Society	77	10	87	36
Total	N=215	n=27	N=242	100

Key: TT = Teacher Trainees, TE = Teacher Educator, TF = Total Frequency of Responses, % = Percent, n = Part of Sample, N = Total Sample

Source: Field Data, (2017)

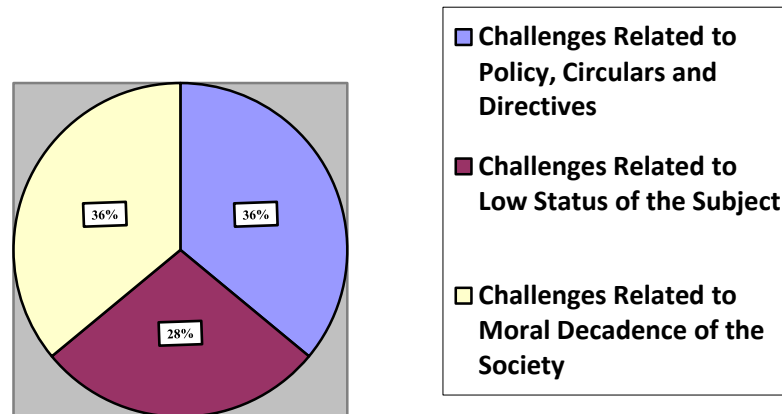


Figure 4: Challenges in Promoting Moral Values in Teacher Education.

Source: Field Data, (2017)

#### IV. CONCLUSIONS

As far as the main objectives of this study were concerned the study established that:

a) Tanzanian teacher educators and teacher trainees recognize the importance of moral values in teacher education. Respondents believed that moral values in teacher education increase teacher professionalism; and could generate good citizens in the future.

b) Moreover, the study established that the major role of teacher educators in promoting moral values in teacher education is to be moral role models. The study identified other roles of teacher educators in promoting moral values such as teaching religious norms with critical thinking and setting cultures which promote moral values.

c) There are challenges in promoting moral values in teacher education. These challenges include the absence of moral values as a standalone subject and non supportive environments such as lack of teaching materials and uncooperative stakeholders such as dishonest parents; and also authorities which have to make sure that policy, circulars and directives are given and implemented effectively.

d) In Tanzania teacher education curriculums, social science subjects such as Uraia (Civics), Dini (Religion), Haiba na Michezo (Personality and Games), Development studies, Educational Psychology and Counseling contain some elements of moral values.

#### V. RECOMMENDATIONS

Basing on the study findings the following chief recommendations are presented:

a) *Recommendation for Action:* The Ministry of Education, Science and Technology (MoEST) through Tanzania

Institute of Education (TIE), should make sure that there are comprehensive review of Tanzania education policy and Teacher education curriculum; so as to introduce moral values education as a standalone subject in teacher education rather than integrating some of the elements of moral values in social science subjects.

b) *Recommendations for Further Study:* The concept of moral values education is very complex. Consequently, this study urge for further research on moral values education in all levels of education in Tanzania and presenting those findings to the teaching profession more convincingly and clearly. This will allow one to make comparisons and making general conclusions.

#### REFERENCES

- [1] Anangisye , W. A. L. (2010). Promoting teacher ethics in colleges of teacher education in Tanzania: Practices and challenges. *African Journal of Teacher Education*. 1(1): 64 – 77.
- [2] Anangisye , W. A. L. (2011). Why are teachers motivated to behave unprofessionally? A qualitative-data-based-inquiry on educational stakeholders experiences in Tanzania. *A Journal of Contemporary Research*, 8(1), 1-23
- [3] Baraka, M.J., Paul, T.J., & John, S.S. (2015). Complexities holding back Muslims and Christians to promote significance moral values in schools and colleges in Kenya. *Journal on Religious Studies*. 13(1): 401-500.
- [4] Betwel, O. (2013). *The nature of teacher professional misconduct in Tanzaniaa public primary schools: The case of Sumbawanga municipal and rural district*. *International Journal of Education*, 5(1), 81-93
- [5] Buzzelli, Z. & Johnston, O. (2012). Role of teacher educators in developing their professionalism in Asia. *Journal of Educational Psychology*. 3(1):11-19.
- [6] Campbell, E. (2013). *The ethical teacher*. Maidenhead, UK: Open University Press.
- [7] Creswell, J.W. (2015). *Research Design: Qualitative and Mixed Approach*, 3<sup>rd</sup> edition. London: Sage Publications.
- [8] Docking, P. (2010). Appropriateness of moral values in improving behaviors of teacher trainees in colleges of teachers' education in Zimbabwe. *Journal of Educational Psychology*. 9(2):20-29.



- [9] Eshiwami B.C. (2013). Challenges coupled with the teaching moral education in schools and colleges in Rwanda. *Journal of Humanities and Social Science*. 18(3): 43-52
- [10] Fussy, D. (2012). *The effectiveness of school heads in institutionalizing teacher ethics in Tanzania*. Unpublished M.A. Dissertation, University of Dar es Salaam.
- [11] Immaculate, N. (2010). *The effect of teachers' leadership role on students' discipline in secondary schools in Wakison district*. Unpublished M.A. Dissertation Kampala: Makerere University.
- [12] Kim, M. (2013). Cultivating teachers' morality and the pedagogy of emotional rationality. *Australian Journal of Teacher Education*, 38 (1), 12 – 26.
- [13] Klaassen, C. (2007). The moral role of teachers investigated: What did we learn? *Paper presented at the 2007 Annual Convention of the American Educational Research Association*. Chicago.
- [14] Liang, C-H. (2010). *Teachers' and Pupils' Perceptions of Sex Education in Taiwan and England: A Comparative study*. PhD Thesis, University Warwick, Warwick, UK. Retrieved from: <http://go.warwick.ac.uk/wrap/3761>
- [15] Lickona, T. (2011). *Educating for character: How our schools can teach respect and responsibility*. (2<sup>nd</sup> ed.). New York: Bantam Books.
- [16] Lindner, S. (2014). *Tanzania: The overview of corruption and anticorruption*. [<http://www.transparency.org/press.htm>] site visited on 17/5/2015.
- [17] Lumpkin, A. (2008). *Teachers as a role model: Teaching Character and Moral Virtues*. Briston: McGraw Hill.
- [18] Ministry of Education and Vocational Training (2011). *Teachers dismissed from the service for various diplomacy offences in the year 2008/2009 and 2010/2011 in the country*. Dar es Salaam: teachers Service Department.
- [19] National Counsel of Technical Education (2013). *Tanzania Teacher Education Curriculum 2013*. Dar es Salaam: National Counsel of Technical Education
- [20] Ndibalema, P. (2013). Stakeholders' attitude towards the prevalence and problems associated to primary school teachers' professional misconducts in Tanzania: The case of Chamwino District. *Journal of International Academic Research for Multidisciplinary*, 1(7), 31-54.
- [21] Noddings, N. (2013). *Educating moral people: A caring alternative to character education*. (2<sup>nd</sup> ed). New York: Teachers College Press.
- [22] Nyabul, P. (2009). Moral education and the condition of Africa: Thought and practice. *A Journal of the Philosophical Association of Kenya (PAK) Premier Issue*, 1(1), 31-42.
- [23] Oladipo, S.E (2009). Moral education of the child: Whose responsibility? *In Journal of Science*, 20(2), 149-156.
- [24] Pantic, N., & Wubbels, T. (2012). The role of teachers in inculcating moral values: Operationalisation of concepts. *Journal of Belief and Values Studies in Religion and Education*, 33(1), 55 – 69.
- [25] Sabasi, S. M. (2011). *Challenges facing government secondary school teachers in implementation of professional code of conduct in Tanzania: a case of Kilimanjaro Region*. Unpublished M.A. Dissertation, University of Dar es Salaam.
- [26] Sacher, C. (2014). *Character education in teacher education programs*. *University of Saskatchewan*, 2<sup>nd</sup> edition.
- [27] Sanderse, W. (2013). *The meaning of role modeling in moral and character education*, *Journal of Moral Education*, 42(1), 28 – 42.
- [28] Sharma, A. N. (2014). *Can character be taught? A dialogue*, 5<sup>th</sup> edition. Berkeley, CA: McCutchat Publishing Cor.
- [29] Sintrock, J.W.(2010). Gender difference among youth's moral maladjusted behaviour in Nigerian secondary schools. *International Journal for the Adolescent of Counselling*. 22:189-196.
- [30] Thornberg, R. (2008). *Significance of embedded values in school rules and regulations*. NewYork.
- [31] Torney-Purta S., Tim J.D., & Kam L., (2011). A study on how behaviour taught in American schools made conducts of citizens. *Journal of Educational Psychology*. 56(2):18-30.
- [32] Yin, R.K. (2012). *Application of Case Study Research*. London: Sage Publications Inc.