Educating Teachers, the Ethical Dimension of Teacher Professionalism in Tanzania

By

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Abstract

In general this thesis is concerned with teacher ethics in Tanzania. It rests on the following claims; first the teacher shares the widespread view that there is an important normative dimension to professionalism in general and teacher professionalism in particular. Secondly, there is evidence from Africa and more widely of serious failure on the part of the school, college and university teachers to live up to the highest moral standards of their profession. Thirdly, it was therefore a key aim of this thesis to gather evidence of various kinds, concerning the extent of such professional dereliction. But, the researcher was also concerned to raise and address questions with respect to what might be done in teacher education and training to help teachers appreciate the ethical dimension of teacher professionalism. Qualitative data, hinging on the philosophical-empirical framework, was derived from Edinburgh, Scotland (UK) and Tanzania (URT). The framework was informed and shaped by a triangulation *modus operandi* that involved employing diverse educational research philosophies, and methods such as in-depth interviews (conversations), observation, event stories, historical analysis, and a critical study of documents. Informants whose experiences informed and shaped the thesis were heterogeneous in nature although largely educational professionals. Lack of knowledge of the character of teaching contributes much too widespread misdemeanors in teaching. As a result, the thesis also sets out to examine the professional character and ethical grounds of the practice of teaching. The findings are also developmental in character aiming at laying a foundation for the professional education of teachers and student teachers in colleges of teacher education and training.

Keywords:

Ethical Dimension of Teacher; Teacher Professionalism; education