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Enhancing Teacher Preparation for Inclusion in Universities and University Colleges in Tanzania through Prosocial Education

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Abstract

With the ever growing need for inclusive education, teachers' prosocial attributes are considered important in facilitating students' learning. Today, universities and university colleges are among core institutions entrusted with the responsibility of preparing teachers. While student diversity is significant in many classrooms today, little has been written about teacher preparation in Tanzania focusing on how universities and university colleges prepare teachers in both the academic and prosocial sides of education so that they can transmit the same to learners as they embark on teaching. Linked to both available literature and personal experience, the need to integrate prosocial education into teacher education programmes in universities and university colleges is emphasized in the paper, and suggestions to this end are provided. Along with shed lighting on some anticipated challenges to producing teachers with prosocial orientations, the paper concludes on areas that need to be researched for improved teacher preparation in Tanzania.

Key Words: inclusion, prosocial education, Tanzania, teacher preparation, universities.

Introduction

Setting the stage

Today, prosocial education and inclusive teaching are worth considering interdependent aspects of a responsive education delivery: education focused on meeting individual needs of learners. A responsive education delivery, used in this sense, requires teachers who are responsive to learner diversity, especially

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in today's inclusion milieu. Teachers worthy of this quality are inherently supposed to have sound prosocial values and skills. In determining whether an education system addressees this demand or not, looking at what scholars have viewed education over time would provide a basis for a better understanding of the centrality of this paper. Informed by different perspectives, education has been, and could be conceived in different ways. In broader context, education is viewed as a multifaceted and purposive process which brings about desired development of the individual and society (Kumar & Ahmad, n.d.). In philosophical terms, reflecting on Pestalozzi's conception, an appropriate education should aim to keep in equilibrium three elements: *hand, heart and head* (Soëtard, 2000). Sociologically viewed, education implies an interactive process through which social experiences are acquired in order to develop individuals with acceptable personalities and characters (Kumar, Gulat & Ahmad, n.d.). Psychologically, human development, which is part and parcel of learning much of which is implicated in education, is fully understood as involving social, moral, cognitive, physical and psychosocial domains (Santrock, 2000). Insistently, the words of Martin Luther King as cited in García (2014) are worth quoting: 'intelligence plus character-that is the goal of true education' (p. 5). In their entirety, these conceptions of education emphasize on the need to educate and develop the *whole person.*

Integrating the foregoing conceptions, it goes without doubt that education consists of two indivisible sides: the academic and prosocial sides (Brown, 2012). This later view of education, in the context of inclusive classroom teaching, is the centre of attention in this paper. As stated by Brown (2012), the academic side of education entails the curricula, teaching and learning components. On the other hand, the relationships among teachers and students that are likely to determine classroom atmosphere and the social cohesion among families, communities and society constitute the prosocial side of education (Brown, 2012). However, education provision in Tanzania with respect to the two sides of education is imbalanced with more emphasis being on the academic side. A similar imbalance is evident in teacher education in Tanzania universities. Consequently, 'the priority placed on scholastic achievement not only undermines children's potential to become responsible, caring, and contributing adults, it also threatens their psychological well-being' (Schonert-Reichl et al., 2016 p. 22). This is also true of teachers prepared through programmes designed without 'equal' consideration of the two aspects. Balancing the 'wheels' in delivering education generally, and university teacher education in particular, is now ideal than ever before making it worth reconsidering teacher preparation in Tanzania universities and university colleges.

Reiterating the need for having teachers capable of realizing such crucial focus of education is pressing. Teachers of such qualities are a result of teacher preparation pragrammes and practices at different levels of teacher education in Tanzania, including at university level. In view of this, appropriate teacher education is the one that strives to produce teachers with balanced knowledge, skills and attitudes in the two sides of education. The reason for the balance, among others, is that teachers are the ones involved in implementing curriculum goals at a classroom level. It is teachers who nurture learners into prosocialized future adults in the course of instituting curriculum goals irrespective of whether the curricular materials have prosocial components or not. Hoover and Patton cited in European Agency for Development in Special Needs Education (2010) state that in order to differentiate curriculum and instruction effectively, teachers are involved in extracting content(s) from curricular materials and digest the same in a manner considered appropriate for learners. In the process, teachers prepare schemes of work and lesson plans before they enter their classrooms for actual teaching. Additionally, teachers figure out and decide on which instructional strategies to use taking into account a number of factors such as type of the learners and the content to be taught. This way of implementing curricular materials signifies teachers' awareness of and concern for learner diversity in the classrooms. It entails teachers' competence in teaching inclusive classrooms. Executing these duties effectively, requires teachers to have solid backgrounds in both academic and professional knowledge from which prosocial values essential for inclusive classroom teaching inherently emanate. This calls for well established teacher education programmes that respond to this need. However, teacher education programmes in Tanzania have been

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designed with little attention, if any, paid to producing teachers with adequate prosocial values: the prosocial side of education. In response to this gap in teacher preparation in Tanzania at university level, this paper is set out to critically reflect on the roles of teacher educators with a view to producing good and effective teachers fit for inclusion milieu: teachers who are prosocially cultivated.

Conceptual issues

This paper addresses the need to prepare teachers who can appropriately handle inclusive classrooms along with teaching the students attitudes and skills needed to live in an increasingly heterogeneous society. To let the drum unfold, it is considered prudent to delineate concepts which carry the central theme of the paper in order enhance its clarity. The concepts in question are multiculturalism, culturally relevant pedagogy, inclusive education, social and emotional learning (SEL), and prosocial education.

Multiculturalism: This is a term used to refer to 'more than one culture; acknowledges basic commonalities among groups of people while appreciating their differences' (Gargiulo, 2012, p. 622). A closely related concept to multiculturalism is 'multicultural education' which addresses the need to provide and acquire knowledge, attitudes and skills which would assist an individual appreciate differences built along such aspects as culture, race, language, social class, ethnicity, religion, disability and gender (Abdullah, 2009; Gargiulo, 2012). Ideally, multicultural education emphasizes the need for society to prepare individuals cope with rapidly increasing human diversity at both local and global contexts. To achieve this effectively, schools need to have teachers capable of recognizing and appreciating human diversity in schooling; teachers who use *culturally relevant pedagogy* in their teaching. Generally, culturally relevant pedagogy is important in embracing diversity in the teaching and learning process and appreciating differences and equity for all learners (Brown-Jeffy & Cooper, 2011). Edwards and Edick (2012) consider culturally responsive pedagogy an important aspect that teachers need to have in order for them to develop meaningful relationships with students and make the students responsive to cultural diversity. Edwards and Edick (2012) further believe that this could be achieved if teacher preparation programmes are given due consideration in preparing culturally responsive teachers.

Inclusive education: In a fundamentally just society, all people exercise 'equal' access to resources and services. Being one of the social services in most societies, education is considered central to personal and social development. Due to this centrality, education has been one of the basic human rights to which every person is entitled despite the diverse nature of human beings and societies. This diversity has had led to the need for making education more inclusive in all societies. Despite the varied conceptions of inclusive education in literature, United Nations Education Science and Cultural Organization [UNESCO] (2005) offers a broader view of the concept maintaining that

> inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (p. 13)

In fact, inclusive education seeks to address the learning needs of all persons within inclusive classrooms while paying special attention to those who are vulnerable to marginalisation and exclusion due to various factors (Rieser, 2012). In the same vein, inclusive education calls for addressing the needs of every learner despite their exceptional needs (*ibid.*). Typically, inclusive education calls for an

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education system that welcomes all learners within regular classrooms despite their differences in gender, abilities and disabilities, socio-economic status, culture, ethnicity, family backgrounds, life styles and other factors which may exclude individuals from exercising their right to education. This is what it means by inclusive education and/or inclusive classroom as used in this paper.

Social and emotional learning (SEL): In this paper, SEL is taken to mean

> the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2015, p. 5).

Generally, CASEL has identified five interrelated sets of cognitive, affective, and behavioural competencies namely; self-awareness, self-management, social-awareness, relationship skills and responsible decision making which are worth promoting in any system of education (CASEL, 2015). Typically, these competency clusters constitute the SEL. Viewed closely, the overall focus of SEL is to produce responsible, caring and well-adjusted members of society (*ibid*.). Embracing the five competencies in educating students further capitalizes on the need for holistic development of individuals. Similarly, SEL for students has been linked to improved positive social behaviour and academic performance, and reduced problem behaviour and emotional distress (Durlak et al.; Durlak et al.; Flemming et al.; Greenberg et al. & Zins et al. as cited in CASEL, 2015).

Prosocial education: Brown (2012) conceives prosocial education as

> any approach, intervention, or program which focuses on promoting and/or teaching the emotional, social, moral, and civic capacities that express character and facilitate student development of increased autonomy, purpose, responsibility, sense of connectedness to school and community and, sense of themselves as active, effective participants in our society (p. 2).

While retaining Brown's (2012) conception of prosocial education, in this paper the concept has been used to include social and emotional learning as well.

Education in Tanzania: structure and prosocial concerns

Over the past decades, the general structure of Tanzania education system has been that of two years of pre-primary education; seven years of primary education; four years of ordinary level of secondary education; two years of advanced level of secondary education, and three or more years of tertiary education (shortened as $2+7+4+2+3^{+}$). However, the 2014 Education and Training Policy, proposes education structure with a deduction of one year for pre-primary and primary education giving a $1+6+4+2+3^{+}$ education structure. At this point it is noteworthy that individuals entering into the teaching profession are a product of primary and secondary levels of education in Tanzania. This brings us to one fundamental question: "What is the place of prosocial education in the available curricula at those levels of education which would have laid a foundation for producing prosocial teachers?" The more probable answer to this question could be compromising.

The situation extends to teacher education where less emphasis is given on inculcating prosocial values in student teachers; especially at university level in Tanzania where prosocial education is not an

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integral part of teacher preparation. While this aspect of education is less appreciated in teacher education programmes at university level in Tanzania, literature indicates that prosocial values realized in peoples' prosocial behaviours are equally important in different contexts. In fact, prosocial behaviours as Rosen, Glennie, Dalton, Lennon and Bozick, (2010) state, include "… active behaviours that indicate positive social feeling and inclusiveness, including cooperation, sharing, helping, providing leadership, expressing empathy, providing verbal support or encouragement, and general friendliness or kindness" (pp. 147-148). In one context, the development of prosocial behaviours is closely linked to various positive developmental outcomes for young people; and as a source of effective functioning of work and social interactions (Siu, Shek & Lai, 2012). Extending this linkage, prosocial behaviours for teachers are likely to develop healthy and supportive relationships with their students. Furthermore, the relative importance of prosocial behaviours in organizational contexts is well established as they benefit others in the organization and contribute to organizational effectiveness (Onyishi, 2012). Indeed, altruism which is among the factors for individuals' prosocial behaviour warrants such individuals' participation in various community activities and duties (Batson, Ahmad &Tsang, 2002). With this in mind, teachers need to be prepared by going through experiences that would make them develop prosocial habits. This calls for making prosocial education an integral part of teacher preparation.

In addition, Kanacri (n.d.) reported a positive association between the promotion of adolescents' prosocial behaviour and their civic engagement during their adulthood; and ultimately recommending that for better results, promotion of individuals' prosocial behaviour should start right from early years of their development. This suggests that teachers have critical role(s) in building children's prosocial behaviours in their teaching responsibilities. Arguably, teachers who have been educated along prosocial values orientation would be better able at accomplishing this responsibility. Due to the need for having prosocialized citizens, the cultivation of prosocial behaviour has long been a core objective of compulsory education and youth development programmes in some countries such as Hong Kong (Siu, Shek & Lai, 2012).

Although much of the reviewed literature does not relate prosocial behaviours to teacher preparation explicitly, given the roles that teachers are to play, it is imperative that prosocial education for teachers be a core aspect in teacher education programmes. Convincingly, appropriate education is that which aims to develop learners' full potentials by fostering both their academic and social aspirations. To this end, teachers are central entities. With their education well-grounded in prosocial education, teachers would ultimately carry out their duties along prosocial lines; an approach that would facilitate effective teaching in diverse classroom settings.

Teacher Education and Inclusive Practices: The Mediating Role of Prosocial Education

Teacher Education in Tanzania

Teacher education can be conceived as the science and art of preparing teachers. There are two main phases through which teacher education and continued professional development for teachers can be achieved: pre-service and in-service teacher education (Ministry of Education and Vocational Training [MoEVT], 2014). Pre-service teacher education involves admitting individuals into teacher education programmes so as to train the same to become classroom teachers. On the other hand, in-service teacher education is a total sum of all additional trainings acquired by serving teachers in order keep them abreast of new challenges and opportunities of executing their teaching duties. Basically, according to MoEVT (2014), a noticeable practice in pre-service teacher education in Tanzania is that the training is offered at three levels: First, *certificate in teacher education* programmes which produce teachers for teaching in pre-primary and primary schools. The programmes are of two years duration and admit holders of the certificate of secondary education examination (CSEE). Second, *diploma in teacher education*

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programmes which produce mainly to teach at ordinary secondary school level. The two year diploma programmes admit holders of the advanced certificate of secondary education examination (ACSEE) with relevant passes. Third, *degree in teacher education* programmes which are offered by universities and university colleges of education to produce teachers to teach at ordinary and advanced secondary school levels. Some tutors for teachers' colleges are also produced by university-based teacher education programmes.

The admission into degree in teacher education programmes was made to be done centrally through the Tanzania commission for universities (TCU) in 2010. During 2016/2017 academic year for example, out of 68 participating institutions in Tanzania, more than 30 institutions of higher learning called for admission into different teacher education degree programmes (Tanzania Commission for Universities [TCU], 2016). This number is quite big with an implication that many teachers are now being produced in different universities and university colleges who need to be equipped with relevant knowledge and skills of teaching all learners. Effective and relevant teacher education, therefore, should represent adequate packages while reflecting important approaches to educating teachers, and where necessary interventions should be made to this end.

Linking Brown's (2012) conception of prosocial education (as provided under sub-section 1.2 of this paper) to teacher education, a number of key issues can be unpacked and thus extended to reflect and suit teacher preparation in the Tanzania context with a view to teaching inclusive classes effectively. In the first place, prosocial education is viewed as an *approach*. This may entail that teacher preparation is an approach to producing classroom teachers. As it stands, teacher training programmes are being informed by different models. The models inform and predict the kind of teachers to be produced. This suggests that clear planning and implementation of teacher education programmes needs to be addressed seriously. That is to say, teacher trainees are to be trained in the two indivisible sides of appropriate education: academic and prosocial sides. Embedded in the teacher preparation programmes are core issues worth informing effective inclusive classroom teaching.

Secondly, prosocial education as an *intervention* has useful implications for teacher preparation in Tanzania. The current status of prosocial education in the country, based on at least personal experience, is not promising in attempt to build a prosocialized cadre of teachers and society in general. To be specific, our teacher training programmes at universities are not dedicated to producing prosocialized teachers. Consequently, intervention strategies need to be taken urgently to address the situation. To achieve this, reforms of teacher training programmes are necessary. In the attempt to intervene the situation, a special attention has to be paid on assessing teachers' non-cognitive qualities where most of prosocial aspects are manifested. Gutman and Schoon (2013) elaborate on social skills, which are part of non-cognitive skills, that "they include a range of pro-social behaviours such as cooperation, sharing, helping, communication, expressing empathy, providing verbal support or encouragement, and general friendliness or kindness" (p. 25). Earnestly, these behaviours are part of many other attributes that modern classroom teachers have to possess. Responding to this call, reforms in teacher preparation in some countries have been made, making a broad spectrum of values and skills integral parts of teacher education programmes. In Singapore for example, the model for teacher preparation informs on three key value paradigms that are related to the learners, teacher identity and service that teachers are expected to offer to the profession and community (Schleicher, 2012; Chong & Cheah, 2009). Clarifying on these values, Schleicher (2012) states that:

> Learner-centered values put the learner at the center of teachers' work by being aware of learner development and diversity, believing that all youths can learn, caring for the learner, striving for scholarship in content teaching, knowing how people learn best, and learning to design the best learning environment possible. Teacher identity values refer to having high standards and strong drive to learn in view of the rapid changes in the education milieu, to be responsive to student needs. The values of service to the profession and community focuses

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> on teachers' commitment to their profession through active collaborations and striving to become better practitioners to benefit the teaching community (p. 36).

In view of the foregoing excerpt, a *complete* teacher, as used in this paper, should have equally acceptable qualities beyond academic ones; embracing prosocial attributes for trainee teachers. Given the ever expanding student diversity in Tanzania classrooms today, for a teacher to assume the teaching duties as required they should satisfy the prosocial side of education. Well cultivated in prosocial values and skills, such teachers, as expected, would develop more caring attributes and sense of responsibility for all learners.

Thirdly, prosocial education as a *programme* informs us on the kind of teacher education package(s), the curricula and the duration taken to produce classroom teachers. In most cases, the content for teacher education comprises of two major aspects: theoretical and practical parts. However, the relative emphasis on each of these parts is not equal with the former being more emphasized. Current practice in Tanzania shows that, for most universities, student teachers spend two months on their teaching practice per semester. In the same vein, teaching practice in some institutions involves first and second year student teachers only. Worse still, more emphasis of theoretical component has been on academic side of the programme at the expense of prosocial side.

Importance of Prosocial Education

Considering the importance of prosocial education, Jennings and Greenberg (2008) proposed a model of the prosocial classroom which highlights the importance of teachers' social and emotional competence (SEC) and well-being essential for promoting conducive classrooms for successful learning. Linking prosocial classrooms to SEC, Jennings and Greenberg (2008) maintain that teachers with SEC are better able at exhibiting prosocial values and usually are able to make well-calculated decisions; they are perspective taking persons. Similarly, writing about social and emotional learning Schonert-Reichl et al. (2016) conclude that integrating social and emotional learning into teacher education is central to creating prosocialized world.

According to Brown (2012), prosocial education creates the structures of effective schools and positive school climates that, foster students' overall development as well as define the conditions upon which optimal learning depends. Indeed, the author posits that prosocial education is a means of promoting effective teaching methods and optimizing learning; fostering students' altruistic practices; and interpersonal skills (*ibid*.). The evidence from theory, research, and practice is growing that education at all levels should integrate social, emotional, moral, and academic learning as part of the process of preparing, humanizing, and educating students (*ibid*.).

Prosocial educators understand, and teacher educators at universities should understand that, children are inherently developing through the process that takes place in contexts and relationships which have the power to shape or foster learning (Brown, 2012). It is also worth noting that development and learning are very intact, a kind of relationship existing between academic and prosocial sides of education (*ibid.*). This implies that any education system that attempts to break this relationship, whether consciously or unconsciously, will have far reaching effects on the kind of people produced as its end products. This signifies that, integrating prosocial education in teacher preparation would produce desired outcomes in our attempt to provide appropriate education: education which is meant to develop the *heads, hands* and *hearts* of future responsible adults.

The Need for Prosocial Education in Tanzanian Context

The motives for writing on prosocial education and teacher preparation in Tanzania universities are based on the following contextual factors.

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The rise of inclusive education and the need for inclusive pedagogy

Like many other countries, Tanzania is implementing the philosophy of inclusive education. This is partly because Tanzania is a signatory to many international conventions in favour of inclusive education. Additionally, Tanzania has made tremendous changes in education that have led to a sharp increase in enrolments of students, from primary through tertiary levels of education. The government of Tanzania, through the Ministry of Education and Vocational Training, has made considerable efforts to the revolution of education sector, both horizontally and vertically. Through primary education development programme (PEDP) and secondary education development programme (SEDP) for example, there are now many children being enrolled at both primary and secondary school levels. For instance, an increase in enrolment at both ordinary secondary education and advanced secondary education was from 432,599 in 2004 to 1, 466,402 in 2009 and from 31,001 in 2004 to 64,843 in 2009 respectively (MoEVT, 2010). This increase was a result of increased number of secondary schools from 1,291 in 2004 to 4,102 in 2009 (*ibid*.). Further to that, the most recent data indicate an increase in enrolment at secondary school level from 1,774,383 students in 2015 to 1,806,955 students in 2016 (United Republic of Tanzania [URT], 2016). Consequently, many students with special needs are now enrolled in regular schools at all levels of education. Inclusive to students who require special attention in the delivery of education in Tanzania are those with physical disabilities, visual impairments, sensory impairments, autism, emotional and behavioural disorders, and those who are exceptionally able. For instance, the number of pupils with disabilities enrolled in primary schools increased from 30,433 in 2011 to 37,034 in 2016 (URT, 2016).

In addition to having students with different disabilities in the same classroom, students with varied learning preferences, levels of understanding, socio-cultural and family backgrounds, orphans and other disadvantaged students are found in Tanzanian classrooms. In Tanzania Mainland, for example, 731,536 and 239,782 orphaned pupils were enrolled in primary and secondary schools respectively in 2016 (URT, 2016). The noticeable increase in diversity of learners has made most of classrooms more complex leading to demanding nature of the teaching responsibilities. This, at times, has had made teaching a frustrating work to many teachers, and adversely affecting their teaching roles and ability to handling learners' needs and challenging behaviours more professionally as teachers. This has made the call for inclusive pedagogy inescapable. In this context, prosocial education for teachers would help mediate the situation for its power to enhance people's social emotional competence generally, and teachers specifically. Thus, making it an integral part of teacher education in this context is ideal.

Despite the demanding nature of teaching fueled by the increased student diversity in the classrooms, teachers remain to be important people in facilitating the teaching and learning processes. The diversified nature of our classrooms today calls for teachers' attention for successful students' learning. Used in the context of this paper, a *classroom* refers to a place specially designed for instructional purposes. It is a setting where teachers and learners are in constant interaction as initiated by the subject matter. For effective learning to occur, classroom atmosphere needs to be supportive. Teachers are supposed to promote a positive classroom environment. To this end, prosocial values among teachers are seen as important attributes for teachers; that would help them develop ideal classroom settings.

With this in mind, teacher trainees are to be educated along the prosocial lines in order to produce teachers who are more caring and sensitive to learners' learning needs. As such, our reflective practices as teacher educators with a view to preparing teachers who are prosocial is increasingly becoming important. This is based on an understanding that, if teachers are instilled with prosocial values during their training, they would be at a better position to transmit the same to their learners. Definitely, the virtuous circle of prosociality would lead to successful implementation of inclusive education in the country along with producing responsible citizens.

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The need for responsible citizens

The mass media have often reported on the need for responsible citizens and leaders in recent years in Tanzania. The need is rooted in the reported irresponsible citizenship among people in different settings. In fact, such individuals are a product of both the education system and the community. This raises fundamental questions on the role of the school in producing leaders and other individuals who care about others and who are motivated towards making positive contributions in other peoples' lives. Talking about the role of school in producing prosocial persons, undeniably, we are talking about having teachers with prosocial orientations in addition to curricula. This is informed by having teacher education programmed well-rooted in prosocial education. In this view, expounding about prosocial education as viewed in the context of teacher preparation at university level in Tanzania is quite pressing.

The need to address social inclusion

Tanzania has many individuals who require care, support and/or assistance whose numbers extend far beyond the four-wall classrooms; reaching the general community. Of such individuals are orphaned and other disadvantaged children. These individuals are supposed to be part of the society irrespective of their disadvantaged positions as signified by welcoming habits of other members of the community. The 2012 population and housing census (PHC) for the United Republic of Tanzania indicates that 1, 659, 704 children aged less than 17 years are orphans; more than 2, 567, 000 people have different types of disabilities in Tanzania mainland (URT, 2014). Specific to classroom settings, there are many students with special educational needs who require a substantial amount of care from teachers and other members of respective school communities. Naturally, teachers are entrusted with helping responsibility for all learners irrespective of their unique educational needs. This makes caring a centrepiece of their teaching tasks for its power to influence and determine classroom atmosphere (Escayg, 2010). Caring and being considerate to others form an important part of prosocial education to which, in the context of this paper, all teachers ought to go through. In the absence of teacher education well-grounded in prosocial values, our expectation to having *complete* teachers would be hard to realize.

Furthermore, increased urbanization and the influx of people in the Tanzanian city centres has made people from different places find their way to major cities in the country. Consequently, people with different socio-cultural backgrounds find themselves living together in the "big" cities. In order to make these new communities live more peacefully in such cities, cooperation and a sense of helping seem to be important. Therefore, having prosocial attributes among community members would help to make them more tied and collectively solve their social problems and challenges occurring in their daily search for bread in the seemingly complex cities. This practice would then help to consolidate a sense of similarities among these community members as opposed to enhancing a sense of differences. In this way, appreciation of differences is likely to be done wisely. More importantly, people living in these communities would have developed a sense of concern for others, and what impact would have to others for whatever actions they would have taken. To this end, schools where most members of societies are expected to go through become crucial institutions in prosocializing the people accordingly. Indeed, this would easily be facilitated by teachers who are well equipped with appropriate prosocial education. Therefore, integrating prosocial education in the process of preparing teachers calls for urgent actions.

Teacher Preparation in Universities and University Colleges: Role-Modelling Matters

When we talk about effective schooling, we are talking about effective teachers. The quest for good and effective teachers calls for effective teacher preparation. Teacher preparation is an umbrella term

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referring to the process of recruiting and training people to become classroom teachers. Metaphorically, teacher preparation is implicated in teacher education. The process of educating teachers may vary from country to country due to various factors. In Tanzania, for example, recruitment of individuals into teacher education programmes has been leniently done, the practice that has been challenged by scholars like Kitta and Fussy (2013). However, in some countries like Finland, recruitment into teacher education has been highly competitive with very rigorous assessment procedures (Schleicher, 2012; Tuovinen, 2008). Furthermore, the identification of potential candidates for teaching in Finland starts earlier while the students are still in secondary schools (Schleicher, 2012).

Naturally, universities are complex institutions. This complexity is in part a result of universities being entrusted to produce a myriad of professionals including classroom teachers. Current practice is that, in many Tanzanian universities, teacher preparation is handled by specific school(s) or college(s) of education among many being diffused across the entire university. This same scenario was evident in the history of teacher education in the United States of America where education resulted into potential loss of its professional mission (Labaree, n.d.). Despite being integrated into university structures, the noble mission of schools or colleges of education remains to produce teachers, and not "other professionals". Unlike other professionals, classroom teachers are meant to develop necessary skills and knowledge to make children learn. They are the ones responsible for shaping children into appropriate cognitive and social prospects. In essence, teachers are expected to spend their lives working with children. If they are not appropriately educated, a serious impact will be upon inappropriate development of our children, and consequently affect the prospect of our nations.

Recognizing this importance, as teacher educators, we need to reflectively practise our roles as we prepare teachers in a manner appropriate for effective prosocialization of teacher trainees. This entails that teacher preparation in universities need to focus on producing teachers who are more caring and responsible for children. Indeed, good teacher education programmes are the ones geared towards fostering prospective teachers' awareness of student diversity and ability to 'walk in the shoes' of their students (Howard, 2010). To ease the process of preparing teachers worthy of these qualities, teacher educators need to be good role models in all attributes that our teacher education programmes intend to inculcate in teacher trainees. As it is read in the writings of European Commission (2013) that course instructors 'who do not think of themselves as teacher educators may inadvertently model poor teaching behaviours to their students' (p. 9). Similarly, Bullock and Christou as cited in Goodwin and Kosnik (2013) rightly put it that 'teacher educators need to explicitly model the types of pedagogies that they hope their candidates will enact' (p. 340). In view of this, *role modelling* becomes one of the important aspects in preparing teachers. One of the reasons for this, according to European Commission (2013), is that modelling gives 'future teachers a genuine learning experience, with first-hand insights into teaching and learning that might not be fully appreciated or understood, were they to be discussed or conveyed in other ways' (p. 9). Similarly, Loughran and Berry as cited in Celik (2011) affirm the significance of modelling insisting that teacher educators should practise explicitly what is expected of their student teachers. In the light of Tanzanian experience coupled with the need for integrating prosocial education in universities, modelling for teacher educators at universities in the following attributes is critical.

Modelling attributes of prosocial behaviour

In Tanzania, many universities today prepare the teaching workforce. All universities involved in preparing teachers thrive to produce 'quality teachers'. Despite this central focus, each of the universities achieves this goal with varying degrees of success and failure. Common sense would suggest that in order to produce effective teachers, teacher educators in universities need to be good role models to teachers being prepared. In this way, university instructors are expected to display qualities of effective teachers from which teacher trainees are to learn through observation. Literature on qualities of good and effective teachers is immense. Gao and Liu (2013) reported that effective teachers possess or demonstrate

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adaptability, enthusiasm, fairness, high expectations, good humor, patience, and responsibility characteristics. In the same study Gao and Liu established that effective teachers are agreeable, caring, friendly, honest, and respectful. Similarly, in Liakopoulou's (2011) study it was found that, teachers' teaching effectiveness had a direct link to both their prosocial-related personality traits and skills and content and pedagogical knowledge. Furthermore, good teachers are the ones who care about their responsibilities and learners' needs and interests (Thompson, Greer & Greer, n.d.). Arguably, if the conduct(s) of certain teachers are questionable in relation to carrying out their duties, the most immediate questions would be, "Who were the educators of these teachers? From which universities were they educated?" The kind of teachers we are supplying to the labour market today is less or more a reflection of who we are as teacher educators; our teacher education programmes and the institutions we are based. Capitalizing on this, Mead, Aldeman, Chuong and Obbard (2015) contend that where a teacher was prepared has greater influence on student learning than other teacher characteristics like race, gender, or the type of degrees held. In this respect, we cannot escape from the blame of producing unacceptable teachers, the resource needed to push our nations a step further; determining our future as nations. In fact, the way we model our trainee teachers matters the most as it is inherently part of the teacher preparation programme. More importantly, effective preparation of teachers in all universities is pivotal if the universities are to remain competitive in today's age of education marketization. My belief in this is that, prosocial attributes among teacher educators and subsequently of the teachers they produce remains to be a component that will make a teacher training institution stand out of the others.

In this regard, prosocial education is an indispensable aspect in teacher training institutions being appreciated and lived by teacher educators especially in a developing country like Tanzania. This would help the transmission of such prosocial values to teacher trainees who are important persons to assisting our children as they embark on their teaching duties upon graduation. It may be very difficult to develop our children into responsible members of society if teachers are not well informed of prosocial education. Additionally, we cannot expect to produce prosocial teachers in the absence of prosocialized teacher educators in our universities. It is more likely to be challenging if such teacher educators lack a *will* to learn prosocial characteristics. It is imperative rethinking about our practices as teacher educators as a means of instilling prosocial values in our teacher trainees.

Modelling altruistic personality traits

There is evidence that good teachers are worth of having altruistic personality traits. Individuals possessing these traits are more caring and helpful to other persons. There is no doubt that teaching involves helping learners. This is in part because teachers, like other helping professionals, work in close relationships with learners where educational problems exist making teachers' availability central in addressing them (Yavuzer et al., 2006). The fact is that, not all people and teachers alike are born with altruistic traits. To some, these traits can be learned from their immediate environment. This suggests that teacher training programmes should be designed with a view to cultivating such attributes, which are essentially prosocial, in teacher trainees. The current practice in our universities plays little or no attention to this equally important component of teacher training and professional development.

Modelling instructional methods

My thinking is that teacher preparation encompasses, amongst others, showing how prospective teachers should come to classrooms and deliver their planned lessons. It is about how teachers should instruct their students in their respective subject content within the classrooms. This suggests that our student teachers have much to learn from the methods that we use to teach and prepare them to be good and effective classroom teachers. As such, there is no doubt that most of our student teachers believe that

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they are being taught by individuals with excellent command of both pedagogy and content areas of their fields of specialization. In this way, the teaching methods being used when educating our student teachers are the ones that our student teachers more likely to use when they enter into the teaching profession. Recognizing this circle, as teacher educators at university level, we need to rethink about our teaching methodology in relation to the kind of teachers we prepare. Unless this call is addressed in some ways, most of our teachers will not fit for teaching responsibilities at primary and secondary levels of education in Tanzania. This is based on the fact that, lecturing for example is a dominant method used in many universities today irrespective of programmes available at a given university.

Contrary to this practice, teaching at primary and secondary levels of education is not supported by lecturing. One possible reason for the dominance of lecture method in universities is that the number of students being enrolled has been increasing over the years, rendering large classes. The situation is particularly critical for students enrolled in teacher education programmes. Indeed, this is a challenge as we prepare teachers who should be aware of student diversity in today's classrooms in Tanzania. Therefore, it is important for instructional methods used by teacher educators to reflect 'the ideal' teaching methods for teaching at primary and secondary school levels where most of student teachers will work after graduation. *Walking the talk* by teacher educators is an important aspect in preparing teachers to teach in inclusive classrooms. This is because student teachers will teach diverse learners, calling for teacher educators' modelling these same attributes for future teacher' effective inclusive teaching (European Agency for Development in Special Needs Education, 2010). However, by having student teachers in big numbers should not be an impediment to producing teachers good for inclusive teaching as implicated in prosocial education. In fact, it is made to emphasize the fact that, the methods we use in instructing our student teachers have corollary impact on the choice of instructional methods by student teachers when they start teaching.

Anticipated Challenges to Preparing Teachers with Prosocial Orientations at University Level in Tanzania

High enrolment rates in universities and university colleges

There has been a noticeable increase in enrolments in Tanzanian universities over the past ten years. Of recently, the national data on education regarding the trend of enrolment for the past five academic years is worth noting: 166,484 students for 2011/2012 academic year; 204,175 students for 2012/2013 academic year; 214,722 students for 2013/2014 academic year; 220,531 students for 2014/2015 academic year; and 189, 732 students for 2015/2016 academic year (URT, 2016). Indeed, this increase in enrolment has been contributed by the public-private partnership in the provision of higher education in Tanzania (Mgaiwa & Poncian, 2016). In this increase, enrolments for students in the field of education, who are trained to become classroom teachers has been leading. This has made teacher educators in universities face this expanding number of student teachers in the process of making them better future teachers. While modelling of ideal teacher behaviours by teacher educators may require having close relationships with individual student teachers, this sounds impractical given the big numbers of student teachers. Due to this, the expectations of student teachers, at least for those who consider teaching as their 'vocation', are hardly met in the training process. One possible explanation for this is that in most universities teacher educators are insufficient making it difficult to attend teacher trainees' individual needs. In this way, teacher educators in universities are more dedicated to focusing on the academic side of teacher preparation leaving the prosocial side unaddressed as required.

Teacher educators' and student teachers' beliefs and self-efficacy: Can old dogs learn new tricks?

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Most of the teacher-trainees enter the teacher education programmes while are relatively grown up. They come to universities with different experiences drawn from their families during their early ages. During this period, the extent to which each of their families is dedicated to cultivating prosocial values varies significantly. Similarly, school experiences from primary through secondary education have shaped most of the student teachers in many ways and developed into individuals with different personal characteristics. Having these experiences, teacher educators may have pre-conceived ideas that it is too late to train student teachers at this stage. However, it is important to understand that teacher-trainees come to universities to be trained to become professional teachers. As they are oriented to university schooling in the pursuit of knowledge of teaching they meet with lecturers, teacher educators in this sense, who are having different issues and/or problems to address. Worse still, such teacher educators are not well informed of prosocial education and/or values in their course of learning to become teacher educators at university level. Under such circumstances, what will be the kind of teachers produced?

Relative freedom exercised by student-teachers

At university level of education, there is freedom on the part of student teachers in many universities. Student teachers are free to do most of the things without being interfered, especially in relation to what and how to dress, behaving and relating to others to mention some. One major assumption of this kind of freedom is that people studying at the university are "adults," so they know how to do right things in the right way. Indeed, this kind of thinking reminds us back to the old debate and/or question, "are good teachers born or made?" Despite opposing views on this question, literature (for instance Malikow, 2006) is conclusive that good teachers are both born and made. A similar conclusion was drawn by Seif and Kallick (n.d.) that,

> If we are to improve teaching and learning, and ultimately develop a strong cadre of effective, excellent teachers, greater emphasis has to be placed on developing, reinforcing, maintaining, and applying productive habits of mind dispositions and behaviors in schools and classrooms (p. 10).

It is therefore imperative that student teachers need closer monitoring mechanisms in order to shape them into appropriate teacher characteristics which are prosocial in nature. This argument is not meant to deprive student teachers of their freedom in universities, nor does it aim to humiliate the novice teachers. Instead, many of the novice teachers come directly from secondary schools where they have had been closely monitored in their course of learning by school rules and regulations. Surprisingly, these students find their way to universities settings where they are given *a free hand*; the environment in which they are prepared to be good and effective classroom teachers as a result. What the consistency? Indeed, this practice makes it difficult to prepare and orient student teachers in developing prosocial behaviours and other essential characteristics for sound teachers. In fact, the current practice could explain the popular comment from veteran teachers that teachers produced at universities nowadays are unfit for the purpose. It is therefore worth rethinking teacher preparation in Tanzania universities.

Lack of systematic assessment of student teachers' non-cognitive attributes

Non-cognitive skills which include such attributes as motivation, effort, self-regulated learning, self-efficacy, academic self-concept, antisocial and prosocial behaviour and coping and resilience (Rosen et al., 2010; Gutman & Schoon, 2013) are equally important in human development and functioning. In promoting youth development it is recommended that the focus be on the whole young people's physical, personal, social, emotional, intellectual, and spiritual development (Rosen et al., 2010). This view of people's development entirely explains the focus of prosocial education.

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In Tanzania, assessment practices in education have in most cases been one sided by focusing on cognitive aspects of learning. This has made teachers to concentrate on fostering the knowledge acquisition aspect of education while leaving the social aspect much of which is realized in behaviours of the learner in terms of their proper characters and personality development. This situation intends and implicated in teacher preparation in Tanzania. In most of the teacher training institutions, trainee teachers' character and personality development are not seriously dealt with in relation to assessment practices. The assessment of trainee teachers' character and personality development is done explicitly. Instead all effort is devoted to promoting and assessing the intellectual side of teachers' training and development. That is why trainee teachers qualify for graduation if they have fulfilled the academic part of teacher preparation where they are examined in different subjects of their specialization. Is this practice adequate for considering quality teachers? Or is it true that behavioural aspect of teacher preparation not important for Tanzania teachers? Unlike the current practice, literature is suggestive that the development of character and moral-related traits such as adaptability, persistence, resilience, integrity, justice, empathy and ethics is critical to developing responsible teachers (Schleicher, 2012).

Suggestions for Integrating Prosocial Education in University Teacher Education in Tanzania

With regard to central issues raised in this paper, prosocial education could be integrated in university teacher education by:

i. Using research-based evidence on the capacity of graduate in-service teachers to demonstrate prosocial skills and knowledge as they execute their teaching responsibilities may provide a strong base to initiating the integration process. With the assumption that, many graduate teachers are unfit in some ways, the findings with respect to behavioural attributes of such teachers would help inform on the need to reconsider the missing components of university teacher education. Dialogues by different teacher education stakeholder on the need to having prosocial teachers and how this could be achieved should be made to serve a similar purpose.
ii. Having a clear policy specifically geared towards university teacher preparation. As a matter of good will, having a policy specially meant to articulate how universities should prepare teacher is an ideal and foremost step to integrating prosocial education in teacher preparation programmes in Tanzania universities. With a policy at hand, and central prosocial attributes for teachers well-set, the objective of producing prosocilized teachers will be attained.
iii. Training teacher educators on their general roles and the need for developing prosocial attributes for the purpose of modelling the same to student teachers. As a general principle, 'teacher educators need formal preparation and induction' (Goodwin & Kosnik, 2013, p. 343) on a number of aspects including prosocial values in order to assume the responsibility of preparing teachers accordingly.
iv. Monitoring closely the behavioural attributes of student teachers as they learn, interact and work with their colleagues, course instructors and other members of society may make teacher trainees acquire the recommended prosocial values for teachers.
v. Designing modules in existing courses, and preferably entire courses which focusing entirely on inculcating prosocial values and skills in student teachers.
vi. Designing tools or mechanisms for assessing non-cognitive skills and prosocial attributes of student teachers in particular, when they are both on campus and during their teaching practice. This may go hand in hand with designing outreach programmes for student teachers to practice their prosocial skills and values acquired on campus in inclusive classrooms. This reflective practice would make student teachers aware of the classroom situations to which are expected to teach in future.

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vii. Setting explicit standards for university teacher qualification whereby a clear demonstration of the required prosocial attributes by the student teachers should be part of the 'standards for qualified teachers' across the universities and university colleges.
viii. Extended duration for teacher preparation should be considered in order to allow for a more balanced theoretical-practicum components, instructional practices and behaviour management of teacher trainees.

Conclusions and Recommendations

Prosocial education is an important means of producing acceptable citizens and responsible teachers in today's globalized world with heterogeneity of humankind. While threats to human dignity and exclusionary practices for some individuals in society are increasingly becoming common in education processes and many other undertakings, an emphasis on prosocial education and the cultivation of prosocial behaviours in young people through appropriate education would help to remedy the trend. To bring this to effect more successfully, the need for preparing teachers with sound knowledge in academic and prosocial skills is worthwhile; the purpose of this paper. Towards integrating prosocial education in teacher education programmes in Tanzania and elsewhere applicable, the anticipated challenges need to be addressed with renewed vigour and determination on the part of key stakeholders involved in preparing teachers. By means of this paper, I provide avenue for experts in education and teacher preparation from Tanzania and beyond where information on the need to integrate prosocial education in the process of preparing teachers can be shared. Indeed, there might be different practices in the name of prosocial education in such many countries; such experiences might provide insights into improving university teacher preparation in Tanzania, which in my view has some flaws despite the many good things. Thus, as a start point to improving university teacher preparation in the country, I call for concerted efforts to addressing, based on this paper, the following issues empirically.

i. That prosocial education is a promising means of producing effective teachers is now obvious. Since persons entering into the teaching profession are produced by our primary and secondary education levels, heavy investment in prosocial education at those levels of education would guarantee the recruitment of prosocialized persons into teacher training institutions. Therefore, studies should be conducted to ascertain the amount of prosocial education in primary and secondary education curricula in order to determine the extent to which they would correspond to teacher training institutions' prosocial education status.
ii. That prosocial education is a necessary component for pre-service teacher education in Tanzania universities is clear. Therefore, comprehensive research should be done on how best teacher trainees can be equipped with substantial amount of prosocial skills and values.
iii. That the extent to which university teacher educators display prosocial values is not well documented. Therefore, research is needed to unpack teacher educators' prosocial tendencies and attitudes towards developing their prosocial values and those of teacher trainees.
iv. That a consideration of non-cognitive skills as an integral part of teacher preparation in universities is necessary. Therefore, research investigating opportunities and challenges to integrating non-cognitive skills in teacher education programmes in Tanzania is appealing.
v. That teacher educators are required to be role models to teacher trainees in all crucial aspects of good and effective teachers concerns us. Recognizing this importance, comprehensive research should be done to investigate characteristics and patterns of behaviour displayed by teacher educators, and how they impact teacher trainees.
vi. That inclusive education is globally acknowledged. Teaching inclusive classes requires teachers who have been prepared in accordance with inclusive outlook. In view of this, research is needed

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to investigate the extent to which teacher education programmes are meant to prepare teachers for teaching inclusive classrooms in Tanzania.

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