

Comparison of In-service and Pre-service Primary School Teachers' Promotion of Social Learning Goals in Inclusive Classrooms in Tanzania

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Abstract

This study was designed to compare the in-service and pre-service teachers' perceptions of the need for social learning goals (SLG) as well as practices for fostering these goals. It was carried out in an inclusive primary school where students with various impairments were enrolled. The study was guided by two objectives, namely to: determine both in-service and pre-service teachers' perceptions on the need for fostering the SLG and assess the teaching and learning practices meant to stimulate the SLG in the school as well as classroom sessions. This qualitative study involved four in-service teachers and ten pre-service teachers, employing the observation, documentary review, focus group discussion and interview methods of data collection. Findings revealed that while both categories of teachers viewed SLG as an indispensable educational task, they differed in consideration of contexts for offering SLG. The study makes some recommendations such as the need for proper guidance to the national teaching force regarding teaching and learning processes that engage students to foster SLG among students.

Keywords: *Bloom's taxonomy, cognitive and non-cognitive aspects, emotional intelligence, social skills, school climate*

Introduction

This study was undertaken in an inclusive school setting in which students with various impairments such as those with albinism, hearing impairment (HI), visual impairment (VI) and physical disabilities were enrolled. The trend nowadays is on inclusive education with a view to avoid discrimination of children. The Salamanca

statement (UNESCO, 1994) views regular schools with inclusive orientation as the most effective means of combating biases and prejudices. Hence, the national strategy for inclusive education (United Republic of Tanzania [URT, 2017]) seeks to strengthen education system to provide in an equitable manner learning opportunities for all children and enable them to acquire necessary knowledge, skills and values to contribute to national development efforts.

The teaching and learning processes in educational institutions tend to center on the knowledge dimensions while assigning lip service to the social dimensions (Cohen, 2006; Griffith & Nguyen, 2006; Johnson & Johnson, 2009). With the beginning of the 21st century, however, the world has witnessed the resurgence of social learning goals (SLG), perhaps as an attempt to make education more meaningful, holistic and able to produce well rounded persons in students. Several scholars have developed new ideas with a view to promote the affective dimensions of education to which SLG belongs. These include, among others, emotional intelligence (Bar-on, 2007, 2006; Collaborative for Academic, Social and Emotional Learning [CASEL], 2012; Edannur, 2010), social emotional learning (Jennings and Greenberg, 2009; Cohen, 2006); and moral and character education (Colby, 2008; Vessels & Huitt, 2005).

In Africa South of Sahara, SLGs are underscored through the educational philosophy namely 'Ubuntu', a term that implies 'I am because we are' (Makuvaza & Gatsi, 2014; Masondo, 2017, Quan-Baffour, 2014). Altogether, scholars share the view that SLGs are as important as academic goals (Farrington et al., 2012; Johnson and Johnson, 2009), and therefore, education may not be complete in the absence of SLGs. The SLGs involve non-cognitive aspects like interpersonal skills and relationships, values, moral character, work habits, social skills and the related constructs. Johnson and Johnson (2009) challenge the education systems that focus on mere academic subject disciplines, advancing the view that knowledge without virtue and integrity is dangerous and a potential menace to society.

It is by fault that non-cognitive dimensions are sidelined in education. The Bloom's taxonomy of educational objectives classifies the learning objectives into three domains namely the cognitive, affective and psychomotor domains and provides the levels for each domain so that teaching starts from simple to complex items (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956). The levels for affective and psychomotor domains were formulated in the second and third handbooks for those taxonomies (Daves, 1975; Krathwohl, Bloom and Betram, 1973) so that instructional processes cater for all the three domains. However, it is common to note that in many educational settings, teaching and learning processes focus on mere cognition.

This seems to be caused by the choices made when deciding the educational virtues, where there are several curriculum orientations that guide educational processes. These orientations include development of cognitive processes, academic rationalism, personal relevance, social adaptation/reconstruction and technology (Eisner, 1985). Feiman-Nemser's (1990) classification of those orientations include academic, personal, critical, technological and practical.

Eisner (1985) argues that each of the orientations emphasizes a particular conception of educational priorities, and each set of priorities influences the climate within which students and teachers work. It seems that when the content-based curriculum is in place, the overriding emphasis goes to the cognitive processes orientation. Both Eisner (1985) and Feiman-Nemser (1990) admit that while all orientations can be applied in any educational setting, one tends to be dominant. Hence, the SLGs seem to have been underrated by the cognitive processes and academic orientations which fit well with the content-based curriculum, whose main focus has tended to be on cognition. In the context of the paradigm shift to competence-based curriculum where student-centred approaches are emphasized, SLGs seem to be highlighted but calling for corresponding orientations that enable them to join with the cognitive processes. Such matching enables educational processes to be more encompassing.

The study on SLG is topical in Africa South of Sahara because there are concerted efforts to expand enrolments in schools where students learn the academic content without a link with the social dimensions. On the one hand, currently, African countries structure their education systems with a focus on bringing about competitive labour force for boosting up their economies in the context of globalization. On the other hand, it is argued that the requirements of education in the globalized world are in the form of networking, deeper cooperation and open sharing of ideas at all levels if the role of education in economic competitiveness is to be strengthened (Sahlberg, 2006; Cairns, Lawton & Gardner, 2001). There is no possibility for education to bring about adequate networking and cooperation in the absence of the SLGs.

It is unfortunate, however, that one of the notable flaws in education in Africa is that of adopting the alienating curriculum that does not provide students with opportunities to learn cooperatively their social conditions, needs and aspirations (Babaci-Wilhite & Geo-JaJa, 2011). Education in Africa has not yet managed to widen its scope beyond the essentialist view in which it confines itself to basic subject matter measurable by standardized tests (Johnson & Johnson, 2009). Johnson

and Johnson further argue that, if schools manage to produce bright but dishonest people, individuals who have great knowledge but who do not care about others, or individuals who are great thinkers but who are irresponsible, they are harmed rather than benefited. This explains why SLGs need to form part of the education system alongside academics.

Whenever taught, SLG content serves to develop students' knowledge, skills and values for self-regulation, abilities to build positive relationships and peaceful coexistence with others and the environment, appreciation and care of self, and other living and non-living things. It is also offered for purposes of developing in students respect, appreciation, resilience, integrity, responsibility as well as promoting peace and harmony (URT, 2016). In the school settings, the SLGs can be nurtured by transforming the whole school climate as a centre for social growth and development. Scholars, such as Cohen, McCabe, Michelli and Pickeral (2009), Johnson and Johnson (2009) and Collie, Shapka and Perry (2012) view the school climate as the proper place for fostering interpersonal relationships and developing in students the social skills. The school climate is viewed as the best place for students to know themselves as they interact with peers and teachers, hence developing core competences namely self- and social- awareness, relationship skills, self-management and responsible decision making (CASEL, 2012). It is unfortunate that most teachers do not draw attention to the affective aspects in their teaching (Griffith & Nguyen, 2006). Instead, they tend to focus on standardized testing as the measure of their accountability rather than considering social and emotional development as their noble role (Johnson & Johnson, 2009). Nevertheless, teachers may have a varying understanding of SLG causing them to address the affective aspects differently.

Indeed, there is a great emphasis in Africa South of Sahara in the 21st century on student-centred pedagogy (Vavrus, Thomas & Bartlett, 2011). Since student-centred pedagogy provides space for students to participate in the construction of knowledge, they may find themselves sharing the materials and developing social and emotional skills. Gillies and Boyle (2011) provide a list of SLGs that can be nurtured when teachers employ cooperative learning strategies. They include students working cooperatively; improved achievement; greater interpersonal attraction; enhanced self-esteem; greater awareness of the perspective of others, giving and receiving help, sharing ideas, and constructing new understandings. The emphasis on the student-centred pedagogy obliges teachers to assign students into groups, assign them some tasks, and use dialogue, thereby influencing relationship building with students and amongst students themselves, hence the promotion

of SLGs. This, however, requires teachers to improvise and utilise teaching and learning resources in order to engage students fully in the teaching and learning processes. Teachers need to realize that their teaching approaches have resulted in SLGs and therefore, need to state such achievements in the reflection part of their lessons. It is unfortunate, however, that those teachers' lesson reflections are confined to the knowledge dimensions without considering how SLGs are attained.

The study on perceptions and practices of the in-service and pre-service teachers regarding the promotion of SLGs is likely to provide knowledge on whether curriculum implementation in schools occurs as intended or not, thus providing a proposal for meeting the educational intentions. SLGs are clearly highlighted in the curriculum documents such as the syllabi. For instance, the Civic and Moral Education syllabus (URT, 2016) reiterates the goals for teaching the subject to include students' recognition of their duties, respect and defending human rights, creativity in identifying social problems and developing strategies to solve them, recognizing differences among people and building tolerance for those differences among others.

The social learning and attachment theories provide a relevant theoretical basis for this study. Bandura (1971)'s social learning theory obliges teachers to model the social behaviours that children in schools may imitate. The theory posits that behaviour is learned from the environment through the process of observational learning. It is no wonder that the code of professional conduct for teachers in Tanzania (URT, 2002) corresponds to the social learning theory. Among other provisions, the code requires teachers to set themselves an example of good conduct to the children under their care and requires teachers to model proper and acceptable manners defining a Tanzanian teacher. Hence, teachers' roles are always monitored by relevant bodies such as the Teachers' Service Commission and other disciplinary authorities. As for the attachment theory, teachers as adult members of society have an important role in the socialization of children in schools (Bergin & Bergin, 2009; Kennedy & Kennedy, 2004; Riley, 2009). In this study, authors assume that when both social learning and attachment theories are in place, the students' social learning is likely to be fostered alongside academic learning.

Statement of the problem

Whereas the SLGs form an integral part of the learning process in addition to cognitive learning, it is not clear how teachers in schools and those being prepared to become teachers understand the role of fostering them and how they infuse SLGs in the teaching and learning processes. It seems that the teaching and learning

processes in schools do not integrate effectively the Bloom's cognitive, affective and psychomotor domains. This trend seems to be attributed to the tendency of adopting the conceptual orientations namely cognitive processes and academic rationalism which fit well with the content-based curriculum. The paradigm shift to competence-based teaching and learning, which, among other features, calls for increased student engagement, seems to assign SLGs more weight alongside cognition. It was, therefore, felt imperative to undertake a study on comparison of in-service and pre-service teachers' perceptions and practices on SLGs so as to find out how SLGs were perceived and practised by those in-service teachers compared to pre-service teachers. The focus was to determine whether or not the current teacher education programmes were more informed of how to promote the SLGs.

Objectives of the study

Two objectives guided the inquiry of SLGs: firstly, the study sought to compare the in-service and pre-service teachers' perceptions of the need for the SLGs in schools. The underlying assumption was that when teachers view the SLGs as an important educational role, they foster them as an integral part of their teaching. Secondly, the study sought to identify the teaching practices that both in-service and pre-service teachers performed with a focus on promoting SLGs. The assumption was that the comparison of in-service and pre-service teachers would yield an impression of how the teacher education programme has been changing from time to time.

Research Methodology

Research approach

The study adopted the qualitative research approach as it relied on informants' experiences of teaching and learning in schools, both in and outside the classroom sessions in the areas of SLGs. The main focus was on making an impression of how pre-service teachers who were being trained to become teachers perceived and practised SLGs compared to their counterpart in-service teachers. The researchers' concern was on whether SLGs emanate from teacher education programmes or it results from experiences as one performs the teaching roles. Merriam (2009) qualifies any study as qualitative when it sets out to develop interest in people's actions geared to improve practice and focus on insights and understanding from perspectives of those being studied. This study falls under what Merriam (2009) refers to as basic or interpretive research as the research sought to make an interpretation of the meanings informants attached to SLGs.

Research design

The study adopted a single case study research design by selecting a single school as a bounded system. Single case study design forms one of the basic features of case study designs (Merriam, 2009). The focus was on how in-service and pre-service teachers in an inclusive school handled the SLGs among their students of diverse learning needs.

Study sites

The study was undertaken in an inclusive school which enrolled students with hearing impairment (HI), visual impairment (VI), those with albinism and multiple disabilities, as well as able-bodied students. The school was the largest inclusive primary school in the country, enrolling a total of 1053 students with 19 teachers at the time when the study was conducted. Of those 1053 students, 230 students had disabilities, where 128 were students with albinism, 77 had HI, 23 had VI and two had physical impairment. The study was undertaken in this research site after noting the government had turned it to be the centre for protecting adults and children with albinism following security risks they faced in recent years. This explains why the student population of students with albinism was higher (55%) of all disabilities. The diversity of the student population in the school in relation to the study at hand was deemed an important factor for selection of the study site. This school forms an evidence of the Tanzanian government's ratification and commitment to the global advocacy for education systems to provide children with special educational needs access to regular schools.

Participants

The participants were purposively selected. They included four in-service teachers and ten pre-service university teachers (also known as student teachers) who had been in the research site for practicum. The pre-service teachers were pursuing the Bachelor of Education in Special Needs Education and were on their eight-week teaching practicum. In the context of this study, in-service teachers were those professional teachers serving as government employees, while pre-service teachers were student teachers who had enrolled in the teacher education programme so as to acquire the competences befitting a professional teacher. All the pre-service teachers had not been teachers before. The four in-service teachers involved in the study were the school head teacher, assistant head teacher, academics and discipline teachers. Those in-service teachers who also assumed the management roles were observed performing the instructional leadership roles as they went

to classes with pre-service teachers so as to provide a helping hand necessary in inclusive classroom teaching.

Normally, an inclusive classroom with students with HI and VI need language sign teachers to accompany the subject teachers in any lesson. It seems that the in-service teachers assuming leadership roles in the school had decided to provide assistance to pre-service teachers rather than assigning the role to their subordinate teachers. Hence, it was difficult to obtain ordinary in-service teachers in the study. Further, the in-service teachers assuming leadership roles stayed in the school for long hours with the disabled students after the dispersal of other students. The roles they played include monitoring the evening prayers, distribution of meals and handling various discipline issues. For example, it was realized that students with hearing impairment needed constant energy to make them go to bed at night, and could only go to bed when lights were put off, that is when they could not see each other to communicate. It is also important to note that at the primary school levels, teachers assuming leadership roles are largely involved in teaching, so the information they provided probably adequately represented in-service teachers' views.

Data collection methods

Data collection involved interviews, focus group discussions, observations and review of documents. Qualitative studies enable data collected from one of the methods to be corroborated with those from other methods thus avoiding subjectivity during interpreting the research results (Bogdan & Biklen, 2007; Burrell & Morgan, 2005). While semi-structured interviews were used to gather data from the in-service teachers, focus group discussion method was used to gather data from pre-service teachers. The observation method was employed to generate data on the specific instances when both in-service and pre-service teachers addressed the SLGs in their classroom sessions. The review of documents involved researchers reading teachers' schemes of work, lesson plans, subject syllabi, textbooks and teachers' manuals with a view to finding out how SLGs were emphasized. The in-service teachers' schemes of work for the Civic and Moral Education subject (Standard III, IV and V) as well as pre-service Civics for Standard VI scheme of work were reviewed.

Data analysis

The piles of data gathered through interviews, focus group discussions, observation and review of documents were subjected to content analysis, and then were treated through the process of reduction, data display and conclusion drawing and

verification (Miles & Huberman, 1994). The process involved reading various transcribed texts and making comparison of meanings emerging from the data. It was after sorting the data that researchers were able to display the study results. Data reduction procedures involved sorting out data and establishing the related information which would then be displayed to tell the research consumers what things were meant, which refers to data display, and thereafter, the conclusion was drawn as a step towards report writing.

Results

The findings of the study are presented in consideration of the research objectives that guided data collection.

In-service and pre-service teachers' perceptions of the need for SLGs in schools

The comparison of the findings from in-service and pre-service teachers revealed that both categories of teachers viewed SLGs as an obligatory teachers' role besides teaching in the classrooms. However, the responses distinguished them when considering the experience of living and interacting with students in the school. While the in-service teachers' perceptions mainly focused on the whole school climate as a platform for promoting SLGs, pre-service teachers' views were confined to a classroom environment where they had an opportunity to interact with those students through teaching. Through the face to face interviews, the in-service teachers provided some startling revelations on the way SLGs were fostered in the schools, including the statement by the head-teacher who clarified:

The teaching for attaining SLGs involves many occasions. For example, in the master parade that we do when hoisting the national flag and during other morning assembly sessions, all schools have been instructed by the government to sing four songs with messages that instil in students love of the nation, school and social life. But also the songs must be inculcating the spirit of hard-working, patriotism and care of others and property and respect, among other social aspects. The songs include the *National Anthem*, *Tanzania Tanzania*, *Tazama ramani*, and the *School Song*. The role these songs play in modifying students' moral and social values is unprecedented! (Interview with the Head Teacher, 5th August, 2019).

In another conversation, a teacher's views were on the importance of school-family collaboration to promote SLGs, claiming that teachers in schools merely served

as parent figures but the parents had a lion's share in socializing their children. The teacher had this to say:

There are no ways teachers in schools can promote effectively SLGs in children without working in collaboration with parents or guardians. SLGs have to do with the whole school life, life at home and anywhere else that a child happens to be with other human beings. Those goals are not learnt in the classroom for its own sake. They are learnt and immediately applied. We should also remember that the learning outcomes for SLGs are not simply determined by the pass grade, but mainly as one lives with others. A school is not simply a place for people to learn so as to pass the examinations! (Interview with the Assistant Head Teacher, 5th August, 2019).

Yet, another in-service teacher described the important role that the religious instruction played in the promotion of the SLGs. It was learnt that various religious denominations were provided with slots in the school timetable, and the teacher registered the appreciation on the role that religious lessons played in stimulating social values such as respect, loyalty, responsibility, caring, sacrifice for others, and emotional regulation. The teacher stated that not only did religious instruction make students social but also instilled in them the morals required in life.

The other teacher provided a situational analysis of teaching for promoting SLGs, claiming that schools have been receiving fresh guidelines from time to time, including seminars on change from teacher-centred to student-centred pedagogy, how to implement the competence-based curriculum as well as how to offer social and life skills to students. The teacher stated that the SLGs were largely emphasized in guidelines for providing students with increased space for raising their concerns and in the life skills aspects which were not directly linked with classroom lessons. The teacher said:

When teaching, we are guided by what we refer to as SMART format, whereby our teaching requires us to formulate SMART objectives, that is, 'systematic', 'measurable', 'attainable', 'realistic' and 'time-bound'. We are so much used to this format that it might be difficult to see the SLG appearing in our schemes of work and lesson plans (Interview with the academic teacher, 17th August, 2019).

The view presented by the academic teacher made the position that while SLGs are important, the reality of teaching in schools embrace more the knowledge

dimensions rather than SLGs when it comes to classroom teaching. This suggests that SLGs have their place in the other schooling processes. These views seem to be realistic considering the fact that the education system tends to emphasize raising the academic performance in schools.

Pre-service teachers' perceptions of the need for SLGs were based on their little experience of living with adolescent students in the school surroundings for the limited time they had as well as teaching in classrooms. Four of the pre-service teachers involved in the study had been accommodated by the school during practicum for two years in a row for some of them while six first year pre-service teachers came to the school for the first time. Both first- and second-year cohorts of pre-service teachers lived in the school during the practicum, so they had ample time to share the social amenities as well as interacting with students. Findings revealed that SLGs teaching were a critical factor for students' social living as it was associated with several benefits such as enabling students with disabilities to feel part of the wider community, fostering students' attitudes as well as physically fit students to value colleagues with disabilities. Some statements made through the focus group discussion by pre-service teachers are worth noting. For instance, they illustrated that:

Through practicum, we have learnt a lot regarding the need for SLGs in students in an inclusive school. We now know when to make friendship with students having specific impairments. We know the sign language that enables us to interact with hearing - impaired people, and we know the characteristics of the visually impaired students. Students with albinism tend to isolate themselves from others; you cannot see any of them interacting with other students except when he or she is with his or her fellow students with the same disability. They have their own way of making friends with the unfamiliar teacher. The students with VI are always very smart and are very good in remembering people with whom they happen to interact. Hence, we have realized that living with students in an inclusive school commences with SLGs training so that all live-in harmony (Focus Group Discussion with second year pre-service teachers 17th August, 2019).

Another focus group of pre-service teachers (first year cohort) added:

We have realized how difficult it is to work in an inclusive school. Although we are learning to become teachers of HI, we need to

learn how to interact and communicate with students of various impairments because the ways for acquiring social skills among them differ. By the way, no matter how much one becomes an expert teacher; what matters is ensuring that students develop social skills as a necessary aspect for their learning. We have to admit, however, that developing social skills cannot be in theory at the university alone. It is more practical than theoretical (Focus Group Discussion with pre-service teachers, 17th August, 2019).

Practices for promoting SLGs

Observations of teaching sessions and of students' lives out of classrooms, interviews with the in-service teachers and focus group discussions with pre-service teachers provided the insights of practices for promotion of SLGs. The in-service teachers' practices for enhancing SLGs were observed when they interacted with students after class sessions. The interviewed in-service teachers' responses on practices for enhancing SLGs focused on specific occasions that occurred now and then in school settings. They stated that, students with the HI were always hyperactive and needed special care as they felt that they were not provided with equal treatment as others. Unlike physically-able students, students with albinism and those with VI spent more years in one class before proceeding to the next level, depending on the learning abilities they had developed. Hence, it was common to have students with disabilities joining the class whose children were younger than them because able-bodied students proceed to other levels without delay.

However, it was learnt that those HI students did not join other students in the inclusive classroom until when they were joining Standard Three. It was also learnt that the early months of learning with others in an inclusive classroom were hectic as students with HI used to beat up any one whom they would feel scorned them even if in reality, it was not the case. This necessitated the Standard Three classes to be attended by more than one teacher in a single lesson so that there is order in the lesson. It was also realized that students with HI got tired and bored after a short period of time, so in order to make them calm the lesson requires greater focus on SLGs. It was learnt that before joining the inclusive classes, the lessons for HI students were always 30 minutes long while the inclusive lessons lasted for 40 minutes.

Two exciting statements were made by in-service teachers regarding their practices for promoting SLGs, one from the Head Teacher and the other one from his assistant as follows:

One of the important features of students with HI is that they do not want to be told they are wrong when assigned any classroom exercise and get it wrong, even if only one answer is wrong out of many. You should not be surprised seeing an HI student going out, collecting a heap of stones ready for fighting with the teacher who might have awarded him a cross (X). To such a person, it is like the teacher is telling him ‘you are a failure, a worthless person’, or you are empty-headed! So, when they get incorrect responses in any classroom assignment, we have to find other ways to correct them so they realize their mistakes. You can therefore see how short-tempered they are and how we need to promote SLGs for social living and harmony in the school (Interview with the Head Teacher, 15th August, 2019).

The aforesaid statement might also explain why the HI students do not join other students in an inclusive classroom until when joining Standard Three. When they join that class, they are already older than other classmates, implying that they view colleagues as younger than them. Hence, getting an ‘X’ might mean to them they are scorned in front of children.

The other in-service teacher had this to comment:

The Standard Three classrooms must have a teacher teaching all the time or a teacher doing an activity in the classroom. When one teacher finishes his or her session, someone else must be there so that children are not left alone because those are the times of social upheavals as those little able-bodied students have not yet familiarized with the new students joining the class, the HI students. The training on SLGs has to be a gradual process because it needs really a long time before students with HI, VI, those with albinism and able-bodied ones get along together. In such a situation every teacher is responsible for promotion of SLGs in the course of teaching his or her lesson (Interview with the Assistant Head Teacher, 17th September, 2019).

The observed pre-service teachers’ teaching indicated that they had an idea of how to promote SLGs through the student-centred approaches which they learnt at the university. In one of the sessions, the pre-service teacher taught the visually impaired students the ‘Arithmetic’ on ‘half’ and brought oranges and knife so that students could divide the oranges into two halves. After students had cut the oranges

into halves, the teacher taught what it means by ‘half’ and asked for some more examples on what ‘half’ means. The teacher then asked what those students would do with the other half if they were allowed to take it, and students responded they would share with their friends. The teacher, being delighted with the answer on sharing with others, emphasized the values of sharing and denounced selfishness. Hence, the teacher apparently promoted SLGs in the course of teaching the lesson.

In another lesson in Standard Five, a pre-service teacher’s lesson in the subject namely ‘Civics and Moral Education’ taught on rules and regulations that students were required to adhere to, and mentioned them as guided by the students’ book (URT, 2018). The teacher employed the question and answer method to seek students’ responses on what those rules and regulations required of them. After responses, the teacher provided clarifications that were meant to promote SLGs, such as ‘students must obey the orders from elders’; ‘you should not steal other students’ properties like pens, exercise books, bags or anything. These are bad habits! Who has ever been told by his parents to come to school for stealing?’

Besides, pre-service teachers were observed teaching by assigning students into groups and providing various tasks. The group tasks were observed to be appropriate opportunities for SLGs to flourish as students shared the materials, discussed and provided group responses. It is unfortunate, however, that the SLGs could not actually arise in groups because the pre-service teachers were not good at making close follow-up so that they could clearly enable students develop social skills. Further, pre-service teachers were observed to be poor in critical listening, which refers to a way of a teacher reflecting on what students feel and share in the course of performing activities a teacher assign. Most of the group tasks were not provided by considering the time aspect so that students were well engaged; there was poor follow-up; students’ discussions were ineffective due to large class sizes; and after all, those pre-service teachers did not seem to have intended to promote SLGs alongside the intellectual learning goals that were their main focus. Nonetheless, even when those pre-service teachers might have taught their lessons with a view to foster SLGs, they did not report having managed to transform students’ social skills and behaviour in the reflections of the lessons they taught. Besides the observation of pre-service teachers in teaching, they also provided instances of practices they experienced in the course of staying with the students. It should be noted that all pre-service teachers were provided with accommodation facilities within the school and therefore had gained information which was useful in this

study. One of the pre-service teachers stated that the students with visual- as well as hearing- impairment were fast in recognizing people and had their own ways of doing so. The pre-service teacher clarified:

After interacting with students for one week, they had already known us by names (those with VI) and by symbols (those with HI). They would follow any of us and ask questions on the aspects we had taught. Those with albinism could not come individually; they only came in groups, while those with HI came individually. We are now friends and they normally come to us to ask question. We chat a lot, sometimes up to when they have to go to bed.

Another pre-service teacher responded to the question from one of the researchers how students felt when visited by outsiders, saying:

They are quick at knowing who you are, and are always inquisitive. Through interacting with them, I came to learn that the VI students are always very smart and more loving than others.

The observation of in-service teachers' practices for promoting SLGs was evidenced out of the classroom sessions because the lessons were being taught by pre-service teachers. Besides ten pre-service teachers involved in the study, the school had received a total of sixteen pre-service teachers making all the teachers to be relieved from the teaching roles for the entire period of practicum. The observation of practices for promoting SLGs among in-service teachers entailed visiting students' dormitories and playing grounds to view students' interactions. It was observed that there were several occasions for SLGs to develop. For example, the arrangement was such that during meals, those younger students were served first and students adhered to this arrangement, which suggests they had acquired SLGs related to values for respecting others.

A review of schemes of work and lesson plans from the school files as well as individual pre-service teachers' schemes of work showed that the teaching practices had a consideration of SLGs, particularly in the 'teaching activities' columns where teachers stated what activities would be performed, where grouping of students for specific tasks implied SLGs would emerge. Equally, the reviewed lesson plans indicated that students were assigned group tasks. Nevertheless, none of the objectives of the lessons intended to promote SLGs. Hence, even the 'reflection'

part of the lesson plans did not indicate whether teachers' lessons attained SLGs. This situation suggests that the attainment of SLGs was a derivative rather than an original goal.

Discussion

This study has established several issues worth discussing. From a snapshot of the reviewed literature, a mismatch has been established regarding the SLGs. Whereas SLGs serve as non-cognitive aspects of education (Farrington et al., 2012; Johnson and Johnson, 2009), the curriculum implementation processes in place seems to be cognitive-oriented. The modern teaching and learning dynamics, on the contrary, which adopt the pragmatist view, perceive SLGs as necessary ingredients (Hurst, Wallace & Nixon, 2013). Hence, it is no wonder to find the cognitive -based teaching being challenged by scholars who make a case for linking it with the social emotional educational goals (CASEL, 2012; Jennings & Greenberg, 2009; Johnson & Johnson, 2009). On the whole, changes brought about by globalization have made it difficult for education to remain cognitive oriented; they oblige nations to match with the globalization of education (Sahlberg, 2006; Cairns, Lawton & Gardner, 2001).

The results of this study establish a debate on the conceptual orientations to curriculum in relation to actual processes of teaching and learning in schools. As models or paradigms of educational virtues, curriculum orientations determine the decisions on the teaching practices for teaching students in different contexts. Those orientations include Feiman-Nemser (1990)'s academic, personal, critical, technological and practical as well as Eisner's cognitive processes, academic rationalism, personal relevance, social adaptation and technology. These orientations are called upon when educational processes adopt a newer paradigm. For instance, the paradigm shift from content to competence-based curriculum implies changing from teacher to student-centred pedagogy (Vavrus, Thomas & Bartlett, 2011). The call to promote students' voices in their learning as supported by the student-centred approaches seems to suggest need for adopting orientations that promote SLGs, such as personal, social constructivism and critical orientations in addition to dominant orientations namely cognitive processes and academic orientations. In Tanzania, the curriculum orientation had been guiding curriculum processes before the paradigm shift was the cognitive processes approach (Pendaeli, 1978). It is apparent that having shifted into competence-based curriculum, the corresponding orientations serve as add-ons.

The results seem to suggest that both in-service and pre-service teachers' practices had not yet managed to highlight the SLGs as their lesson plans did not assign specific room for SLGs in either specific objectives or reflection of their lessons. Since it is through the lesson plans that learning outcomes are envisaged and determined, absence of SLGs in those intentions and feedback areas means that SLGs were not prioritized. This is contrary to the current guidelines that require students to develop competences for SLGs. For instance, the Civic and Moral Education syllabus for primary education (URT, 2016) emphasizes teaching that emanates from SLGs and outlining main and specific competences. Examples of specific competences that have a bearing on SLGs include love oneself and others; take care of oneself and others; build good relationships with others in the community; be self-disciplined; handle challenges in daily life; learn by analysing issues critically; be trustworthy in the community; stand up for people's rights; and interact with people of different backgrounds.

Conclusions

The study on comparison of in-service and pre-service teachers' perceptions and practices for promoting the SLGs has revealed that the differences among these categories of teachers are not significant as those goals are not well established in terms of how to teach and assess their attainment. Hence, what happens is that those goals are more addressed incidentally rather than intentionally as teaching arrangements through the teachers' lesson plans do not indicate where they are addressed. There seems to be a contradiction between the guidelines (syllabi) and the teaching processes, and this contradiction seems to be attributed by the conceptual orientations in which teaching focuses on providing students with knowledge whose outcomes would be determined through summative evaluation. The study, therefore, concludes that the curriculum reforms which necessitated abandoning content-based and emphasizing competence-based teaching require teachers to change their teaching styles from disseminating knowledge to engaging students in acquisition of competences. In turn, this requires the examination system to change from basing on norm-referenced to criterion-referenced testing.

Recommendations

On the basis of the results of this study, the following recommendations are made: First, a need arises for proper guidance to the teaching force of the nation regarding teaching and learning processes that engage students, which is one of the features of competence-based teaching and learning. The study revealed that

teachers' lesson planning and teaching has remained content-based rather than competence-based. By so doing, students may acquire competences including SLGs. Secondly; the study recommends change in the processes for determining learning outcomes so that the acquisition of competences takes an overriding role. This would influence change in teachers' pedagogical practices as they would consider criterion-referenced testing important, hence addressing SLGs alongside other goals in a manner that enables students to develop mastery of learning rather than mere knowledge acquisition. Thirdly, this study recommends the need for more studies on inclusive education so as to provide more insights regarding the possibilities for enabling inclusive education to attain the intended goals of enabling all children secure a place in the school systems.

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