

**Educational Stakeholders' Perceptions on Moral Education
for Effectiveness of Students' Discipline in Mbeya
Rural District Secondary Schools, Tanzania**

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Abstracts

This paper presents the qualitative study which explores stakeholders' perception on how teaching of moral education affect students' discipline in secondary schools in Tanzania. Specifically, the study was based on three research objectives; To identify the major indicators of moral decay in secondary schools, to identify the roles of stakeholders on teaching moral education, to explain how moral education effect positively students' discipline. The study administered the case study design specifically exploratory research study where qualitative approach was used to inform the study. The sample of the study constituted fifty informants including: teachers, parents and students. Probability sampling specifically simple random technique was used to select the sample. Methods of data collection involved unstructured interviews, literature review and observation. Qualitative techniques of data analysis were employed and the findings revealed that stakeholders were aware about moral education. However, the study revealed that, schools experience moral decay among students, as informants mentioned indicators such as love affairs, disrespect, misuse of technology and their causes like irresponsible teachers and parents, lack of self awareness, and environmental influence. Furthermore; findings indicates that, parents and teachers understand well their role of teaching moral education to effect students' discipline, though most of parents and teachers neglect this role and leave few individuals to deal with the issue. Moreover findings revealed that, teaching moral education to students is of great importance to influence students discipline toward acceptable moral values. The study concluded that teaching moral education in secondary schools is crucial, if we want to have students who observe discipline. The study recommends that, moral education has to be included in secondary school curriculum, so that, school can form learners who appreciate national unit, moral value and respect for human right.

Keywords: *Mbalizi Road Town, Moral education, Students discipline, Stakeholders perception, Tanzania*

Introduction

Moral education is whatever schools do to influence how student think, feel, and act regarding issues of right and wrong. Teaching moral education is not a new phenomenon in the world. It started since the time of great philosophers in the world such as Socrates, Plato, Aristotle, and Immanuel Kant who were the founder of teaching moral education and ethics in the society. Moral education helps to set standards of act among individuals. Riots in different parts of the world are caused by disregarding of moral teaching whether at home or at school. Every society is concerned about fostering moral character in children and forming responsible citizens. Controversy often accompanies these interests because adults do not always agree about what moral character is or how to cultivate it (Halter & Narvaez, 2011). Disregarding teaching moral character by adults leads to prevailing of moral decay in the community. This study regards a person to be a child, aged between 7-18 years. According to UNICEF (2004), a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. In Tanzanian secondary schools students are aged between 12-18 years, so are going to be regarded as children.

Moral education begins early but proceeds at different speeds according to domestic circumstances of the small child. It gathers momentum when the sphere is enlarged, or divides, and as this process is repeated throughout life. It involves for each new sphere of society (family, education, and religion) and the circumstances encountered there. The inhabitants of these spheres play a very important role in the moral education of the child, whether they intend to or not. This does not change throughout a person's life. Everybody come into contact with influence, or are influenced by, that contact. In connection to this idea, Day and Tappan (1996) asserted that, moral behaviour is how people behave within the limits, rules, and conventions of the society in which they live.

In Africa, countries like Kenya and Botswana are among countries where moral education is found within the curriculum of

education. In Kenya moral education is taught in primary and secondary schools, this is evidenced by Social Education and Ethics Syllabus for Kenya Certificate of Secondary Education". In Botswana moral education is also taught in schools as Dinama (2012) asserts that, in Botswana moral education was firstly introduced in the education system as a subject in the years 1999 in junior secondary school and in 2010 senior secondary schools.

In Tanzanian context we find that, moral education is not taught to learners in primary and secondary schools like in Kenya and Botswana, even to students who pursue certificates, diploma or degree in education are not taking or study moral education in colleges and universities, but in a shallow way, you find that, in primary schools moral education is taught as a topic in the subject known *ashaiba na michezo* the topic called *maadili na utu* (Swahili words which means moral and humanity), and in secondary schools moral education is taught partially in civics subject in form one in the topic called; *Proper Behaviour and Responsible Decision Making*. Insofar the ministry of education seems to rely on civics subject as if moral is taught in schools. During a lesson no emphasis is put on moral issues, because teachers are not competent to deliver, this is caused by lack of prior knowledge on moral education during their studies. Moral education is vital subject to be taught in academic system from lower level (elementary schools) to high level of education. Relying on civics teachings and applying school rules upon students, we will never make students aware of moral values, hence; pave the way to several occurrences of students' misconducts within and out of school compounds.

Statement of the Problem

Moral education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation. Extreme occurrences of indiscipline cases such as bullying, vandalism, truancy, teens pregnancies, cheating, drug abuse, boycotting and wearing

slovenly among students in Tanzanian secondary schools have brought a lot of problems in schools and home. For example, according to the Ministry of Education and Vocational Training, during the period of five-years, between 2004 and 2008, a total of 28,590 schoolgirls in the country dropped out of school as a result of unwanted pregnancy, 11,599 being secondary school students and 16,991 primary schools. Schoolgirl pregnancies is one of most critical and rapidly growing social challenges painting gloomy picture to the realization of the girl child right to education in the country (TAMWA, 2011). Not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our schools. Although schools have rules and regulations, yet misdemeanours in schools continue. However, since teaching of moral education in schools can affect students' discipline, it is necessary to explore stakeholders perception on how teaching of moral education effect students' discipline in secondary schools.

Purpose of the Study

The purpose of the study was to explore stakeholders' perceptions on how teaching of moral education affect students' discipline in secondary schools. Specifically the study sought to identify the major indicators of moral decay in secondary schools; to identify the roles of stakeholder on teaching moral education, and to explain how moral education affect positively students' discipline

Literature Review

School has been identified as a vehicle of direct instruction and it is a social institution in which is imbedded a rich norms, customs, and way of thinking of which teacher is a conveyer (Oladipo, 2009). School is a place where norms and customs of different students are exposed out whether bad or good, but teachers have responsibilities to accommodate all these norms and customs diversities into single acceptable norms and customs. This implies that, school is a place where children can be accommodated and taught how to behave in acceptable manner, though the society at

large has undergone moral decay. On other hand Herrick (2003) contented that, scholars especially educational psychologists acknowledge that, although, children are born with certain innate endowment they are not born with ethics or morals. Instead children are taught moral qualities which develop as they grow up, parents and other close relatives are responsible for this early moral education, such moral education calls for appropriate nurturing; and exemplar conduct in terms of moral awareness on the part of parents and others. These words put emphasis on teaching moral education at home and in schools in order to affect students' discipline.

So far there is little doubt that moral education is an integral part of school or college. These educational institutions are agencies with an obligation to provide ethics education to students and raise the necessary awareness on the importance of ethics, where as the contribution of educational institutions to moral education development is self-evident, scholarship in Tanzania appear to have neglected this phenomenon (Anangisye, 2010).

Wambari, (1998) argue that, without social education and ethics the education of children is rightly considered incomplete. The statement means that, students are not objects can change in behaviour according to the curriculum set for them. Teaching moral education in secondary schools will not only benefit students to change in discipline, but also the society, because children behave accordingly.

Teaching moral education to children is the role of both parents and teachers. Parents are the first persons to teach moral values to their children or child. It is obligatory to do so, because a child or children learns a lot to the nature of environments they are exposed at first. Anangisye (2010) asserted that in principle, parents are the first engineers of children's moral education and development. This obligation, however, is not only limited to the family setting since the teaching of morals or ethical values also extends to school and college settings. Parents have to play a great role in shaping children's discipline at home. As parent teaches moral at

home enables a child to gain some of moral values which affect their discipline, hence, form a good student.

Oladipo, (2009), argue that, apart from parents who have been referred to as the moral teachers, school teachers are also very influential and significant adults in the lives of children starting from pre-school years. Teachers help children to understand character traits and values, they also model desirable character traits of the students both within the school setting and in the larger society. Furthermore, Nakpodia (2011), asserted that, the power of teachers to discipline students in the school stems from the doctrine of teachers acting in in-loco parents had been based on the assumption that by sending their children to school parents agree to delegate to school officials the power or parental authority to control their children's conduct in a manner that will be of best interest to the child. Also teachers have role of transferring knowledge, shaping and reshaping discipline of students, either by warn, punish or advice students on some matters, so as to let them behave morally. Apart from imparting knowledge and facilitating student learning, teachers are expected to maintain security and order in their classrooms (Bogdan, & Biklen, 2004).

Teaching moral education in schools and at home affects positively on students' discipline. This may manifest itself on students' good performance, absence of riots in schools, good respect shown by students either at school or at home and rational decision being made by students when facing problems. Zamor, Claud, and Laninkas, (2006) contented that individual morality is indeed crucial for dealing with ethical issues because ethics functions when the individual makes personal choices and selects one course of action or another, not when decisions are imposed on the individual.

Teaching moral education helps to foster student self-authorship and self-regulation. Individuals can be coached not only in skills and expertise but in domain-specific self-efficacy and self-regulation (Zimmerman, Bonner, & Kovach, 2002). The most

successful students learn to monitor the effectiveness of the strategies they use to solve problems, and when necessary, alter their strategies for success. Students can learn the meta-cognitive skills that moral experts have, for example, self-monitoring of attention away from temptations, self-cheerleading when energy flags, and selecting or designing the environment to maximize goal completion.

Moral education helps to establish a climate supportive of achievement and ethical character. Pro-social behavior is nurtured in climates that foster flourishing and the “developmental assets” that support resiliency (Benson, Leffert, Scales, & Blyth, 1998). A caring classroom (and school) climate with high expectations is related both to high achievement and to moral behavior (Zins, Weisberg, & Wang, 2004). In a caring classroom, discipline is not punishment but is coached character development. This is acquired through moral teaching in schools as well as at home, so teaching moral education is inevitable.

Cognitive Development Theory

This study was guided by cognitive development theory by Jean Piaget (1896-1980) that tries to describe how teaching of moral education affects students’ discipline in secondary schools. Piaget focuses that, cognitive development results from an interaction of the brain’s biological maturation and personal experience. Piaget viewed children as natural born scientists who seek to understand their world. To achieve this understanding, the brain builds schemas, which are organized patterns of thought and action. Think of schemas as a mental framework that guides our interaction with the world. Cognitive development occurs as we acquire new schemas and as our existing schemas become more complex. According to Piaget the two processes are involved: assimilation is the process by which new experiences are incorporated into a new schema and accommodation is the process by which new experiences cause existing schemas to change (Smith, 2011).

The study therefore attempted to find out to what extent the cognitive development theory was applicable in indicating how teaching moral education effect students' discipline. The findings reviled that; because secondary school students are in adolescent stage, when you assimilate them early with moral values to their schema, definitely, their schema changes. Teachers and parents have to play their role of teaching moral education effectively to develop students' schema to observe discipline in school and at home, hence, reduction of number of students who implicate in misbehavior.

Research Methodology

This study was conducted in Mbeya Rural District particularly in Mbalizi Road town, in Mbeya Region. Mbeya Rural District is one of the six districts of the Mbeya Region of Tanzania. It is bordered to the north by Mbarali District and Chunya District, to the south by the Mbeya Urban District and Rungwe District, to the east by the Njombe Region and to the west by Songwe Region. Mbalizi Road Town, the area of the study, is located 10kms west part of Mbeya City on the high way to Tunduma, the border of Tanzania and Zambia. The justification of the choice of the area of the study comes under the fact that, Mbalizi Road is a small town with more than 15 secondary schools followed by a lot of moral challenges facing secondary schools' students.

The study employed qualitative research approach using exploratory research design. Qualitative research approach is concerned with subjective assessment of attitudes, opinions and behaviour (Kothari, 2004). The approach enabled the researcher to obtain the required information pertaining to the study which focused on exploring stakeholders' perceptions on how teaching of moral education affect students' discipline in secondary schools. Thus, selection of Mbalizi Road town enabled the researcher to solicit data from stakeholders' lived experience to give out their perceptions pertaining to the study. Interviews, Literature review and observation methods of data collection were used.

The key informants of this study were teachers, parents and students who gave their views pertaining to this study. Probability sample specifically simple random technique was a procedure used to obtain the sample size of the study. Simple random sampling was applied in selecting the informants whereby every informant had an equal chance to be selected. According to Creswell (2007) qualitative researchers tends to collect data in the field at the site where participants experience the issue or problem under study. The target population for this study was educational stakeholders from 5 secondary schools in Mbalizi Road town. The researcher sought to understand stakeholders' perception with regard of how teaching of moral education affect students' discipline in secondary schools. So Mbeya Rural district specifically Mbalizi Road town was the most appropriate place to conduct this study, since stakeholders experience moral decay problems in schools and at home as compared to other areas in the Mbeya Rural District.

Research Findings

In order to obtain information about teaching moral education to affect students' discipline in secondary schools, the stakeholders were asked to respond to the following research questions: What are the indicators of moral decay among students in secondary schools? What are the roles of stakeholders on teaching moral education? How moral education effect students' discipline?

Findings from the first research question revealed that, stakeholders understand well the meaning of the term moral education. All the definitions given out by informants seemed to convey the same message of study that enables someone to acquire moral values regarding norms and customs of a particular community. finding revealed that; informants testified on the presence of moral decay in schools and home as well, teachers managed to give indicators which show that misconducts caused by moral decay exist in schools.

Findings revealed that, stakeholders are experiencing moral decay in schools and at home. Informants mentioned out some of extreme indicators of moral decay such as: love affair, respect, and misuse of modern technology.

The findings indicated that love affair among students is very high. They don't feel shy even to their teachers, and some of them are seducing their teachers, and others have an affair with teachers and university students. Some students owns mobile phone, they hide and enter with them in classroom, sometime they chat with their lovers during class hours.

One of the informants said;

One day we caught a girl with a mobile phone, and in her phone we found love messages and one of the messages reads "am in class but am going to come soon after this period because this teacher is too harsh, love you baby" (interview, teacher 1, school A, 28th August 2015).

In the same vein findings revealed that, teachers do not get information at right time, because students conceal information, one of the informants added the following;

Here at school most of students do involve themselves in love affair issues, but teachers don't have any information. They normally catch students who are exposing themselves in streets; but here at school there are many students who are involving in love affair, and they have never been caught by teachers in love affair cases (interview, student, school A, 28th August 2015).

Another finding revealed that, respect was a big problem to students in schools and at home. Findings indicated that, nowadays, secondary school students are not respecting elders, they feel that, they have grown up. Parents and teachers are blaming on this bad behaviour being shown by students of regarding themselves to be grown up. One informant said the following;

Currently, students are not respecting elders whether at home or at school. Students are not greeting, even helping elders luggage's' either in street or at school, if they don't know you, for sure you will never be helped or greeted (interview, parent 1, street N, 2nd September 2015).

The above findings indicate that, respect among students either in street or at school is poor. Most of parents and teachers who participated in the study were reprimanding on this issue of disrespect among students.

Misuse of technology; findings revealed out that, devices especially mobile phones and computers are misused in the sense that, students normally use these devices to access internet, where they watch different events through face book, twitter, and what sap. They use most of their time chatting with their fellow students and even other people who are not students. Sometimes they watch pornography videos using those devices as what one of the informants said;

Here at our school we have computer library where students normally go to access material, unfortunately enough students are not doing what they are supposed to do, our technician normally catch students watching pornography videos and others are chatting through face book and what sap (interview, teacher 2, school A, 28th August 2015).

It means that, students are not using technology as expected by teachers and parents, instead they are using them improperly to access issues which are not profitable for their future life, hence, moral decay.

With regard to moral decay, findings indicated that, moral decay in secondary schools is mainly caused by several factors including: environmental influence, lack of self-awareness, miscommunication between parents and teachers, and irresponsible parents and teachers.

Findings indicated that, the environment does not favor the growth of moral behaviour, since, everyone is afraid of shaping or reshaping ones children, even if he or she finds a student misbehaving by smoking cigarette, wearing slovenly or escaping from school no one report at school or to a particular parent or guardian who is responsible to that student who is misbehaving. One of the informants said the following;

Formally in 1960-1980's everyone was responsible to shape children whenever you find him or her misbehaving, but nowadays if you decide to do so, you can be jailed or injured by a parent or guardian of that child or student, so everyone is responsible to his or her child (interview, parent, street K, 2nd September 2015).

The above findings give a picture of what transpires in the society at large where students comes from. The community has left everyone to be responsible to his or her family members. Teachers are left alone by the society to be moral deliverer.

Findings indicated thatlack of self awareness among students is another cause of moral decay; most of the students are doing things without knowing their limits. To about eighty five percent (85%) of the informants said that, our students are not aware of themselves, they are doing or involving themselves in bad behaviour unknowingly; for example involving in love affair, the use of drugs especially smoking cigarette and marijuana, the use of improper language like insulting elders or one another, truancy, imitating unethical behaviour (wearing style) like folding shirts to both boys and girls, large skirt belt, short skirt for girls, and wearing half buttocks for boys.

One of the informants said the following to verify the situation;

Our students are not aware of what they are supposed to do and why are they at school. Because some of them are not attending some periods in classes, others are escaping away from school especially boys and some girls, all these situation shows that they don't know who they are (interview, teacher 1, school B, 3rd September 2015).

The findings above reveals out that, students really are unaware of their responsibility. Parents think that their children know what they are supposed to do, that is why duties like inspecting student on general assessment of academics at school, parents seem to leave the work to teachers rather than working in collaborative way.

Another cause of moral decay is irresponsible parents; the findings revealed that, most of parents in the study area were not responsible. They did not have time to sit and talk with their children in terms of advising them on daily behaviour like wearing style, for example, girls are wearing short skirt and boy are wearing half buttocks. This is because parents have left the work to teachers, to teach students how to dress and behave. Some parents allowed their children to go in bar serving beer, and in local club selling local brew. Some parents used their children for income gain, as one of the informants said;

Most of parents in this area are not taking care of their children because some of our students here after school hours, you find them selling beer in bar and others are selling local brew in street market to the place where they dwell (interview, teacher 1, school C, 27th September 2015).

The findings above show that parents cannot prohibit bad behaviour to their children, because are the ones who let them expose in business that accelerates immoral behaviour. These places expose students to unethical wearing style so as to cope with the environment, for example; wearing of short dress among girls, wearing half buttocks among boys and the use of cosmetics. Places of such kind influence students to misbehave at school, because they live in such life at home, and no limitation or prohibition from parent on a particular behaviour shown by a child. On other hand findings indicated that, parents are so busy to the extent that, their children are raised up by grandparents. One informant commented that;

What do you expect from a child who is living with his or her grandparent? Do you think this child will have good behaviour? I say so because most of these students who are coming from such family here at school are stubborn (interview, teacher 2, school B, 30th September 2015).

The findings above indicates that; moral decay seems to be so extreme to students who are raised from single or grandparents family, since, they lack care of both parents, and most of grandparents are not so strictly to shape behaviour of their grandchildren.

The second research question sought to explore if stakeholders fulfill their role of teaching moral education to affect students' discipline or not. Data obtained through unstructured interview exposed several views concerning this category. Findings revealed that, teachers and parents know their responsibility of teaching moral education to affect students' discipline in schools as they managed to mention and explain their role of teaching moral education to students. On other hand; the findings revealed that, most teachers and parents were not fulfilling their role as expected, since, they involved themselves in immoral issues like have an affair with students, and neglect their role by left the job to discipline teachers to deal with the issue of moral teaching to students. Furthermore; findings revealed that, most parents were not fulfilling their role of teaching moral education to their children, even to have time to sit and talk with children on moral issues. Interview question under this category, was asked to teachers, parents and students to explore if they know their role of teaching moral education to students. All participants seemed to know their role of teaching moral education whether formally or informally.

Findings revealed that, parents understood well their role of teaching moral education at home to affect students' discipline. Most of parents role mentioned by informants were to inform children on how to dress, to respect one self and others, love affair issues, drugs abuse and other social crime like theft, fighting and riots. One of the informants argued that;

If you have children, you have to teach them how to behave morally, especially on how to behave before elders, to dress well, to help others when they are in trouble and avoiding using drugs. The world undergoes changes every day, parents have to address on these issues, so as to have generation of good people (interview, parent 2, street N, 19th September 2015).

The above words show that parents knew what they were supposed to do. In doing so moral values would be observed, hence, effect students' discipline.

With regard to teachers the findings revealed that; teachers were aware of their role of teaching moral education. They play the following roles to affect students' discipline at school: teaching how to dress well, to respect one another including elders, avoiding using drugs, avoiding involving in social crimes like vandalism, boycott, and theft. Findings indicated that, not all teachers were fulfilling this role, majority seemed to neglect. One of the informants revealed the following;

Not all teachers are teaching moral to effect students' discipline; the work has been left to discipline teachers that are why, moral decay in schools continues (Interview, Teacher 2, School C, 27th September 2015).

The finding above show that, though teachers were aware of their role of teaching moral education to effect students' discipline, but most of them were not serious and they neglected this role, hence, prevalence of moral decay in school.

On the part of students, the findings revealed out that, students understand the contribution of moral education to their discipline either at school or at home. Some of them were able to give parents and teachers role on teaching moral education. One of the informants said the following;

Teachers and parents have the same role of teaching moral education, since; they have experienced a lot of immoral issues. But not all teachers and parents emphasize on this; for example, here at school only discipline master is the one who normally emphasizes on moral and when a student has committed a mistake (interview, Student, School B, 30th September 2015).

The example given above by the informant expose out that, students are aware of usefulness of moral education but they lack emphasis from teachers that lead to continuation of moral decay in schools. On the other hand one of the informants added by saying the following about parents;

My parents normally teach us how to behave morally, they insists on how to dress properly, respect one another in and out of the family, avoiding love affair issues, and using drugs (interview, Student, School C, 27th September 2015).

The findings above show that, students expect something from teachers and parents. Failure to fulfill their role as expected by students, moral decay continues because students lack directives on how to go about.

The third research question sought to explore on how moral education effect students' discipline in schools. Findings obtained through interview indicated that, moral education effect students' discipline in schools in several ways. The following ways were given out by informants on how moral education effect students' discipline in schools. Teaching moral education in schools and at home enables students to improve academically, because students respect their teachers, hence, they listen attentively and practice what is being instructed by teachers. One of the informants argued that;

If students are well disciplined by any means, definitely, they will improve academically, since they are respecting and follow what is being instructed by their teachers (interview, Parent, Street G, 16th September 2015).

Furthermore; findings revealed that, teaching moral education helps to reduce number of street children by informing students about teen pregnancy, through informing about teen pregnancy, students will worry to involve themselves in love affair at early age, hence, reduction of number of street children (teen pregnancy) and spread of disease.

Moreover; findings suggested that, teaching moral education informs students on social evils like the use of drugs, prostitution, bullying, boycotting, vandalism and truancy. Making them aware of all these social crimes by causes and effects enables students avoiding to involve in such bad habit. One informant said;

All these social crimes happening nowadays in our society are the result of lacking prior knowledge on moral education among people. Once children are well informed or taught about bad acts by their causes and effects to the life of an individual and the whole society, they will avoid involving themselves in social crimes (interview, Teacher 3, School A, 28th August 2015).

Lack of education on these social crimes brings a lot of problems to a particular society, so children have to be informed in early age in the sense that, as you inform or educate children in early time normally last longer in their brain.

To conclude, the findings in the third research question indicated that, teaching moral education to students whether at school or at home effect students' discipline. Students discipline will be changed positively towards the expected behaviour. By being aware on different immoral behaviour like involving in love affair at early age, boycott, and vandalism makes them to have rational decision and choice without being forced or made by others for them on a particular issue. Therefore, it is inevitable to teach moral education to students, since are prepared to be parents and teachers in the future.

Major Findings of the Study

The study identified the following major findings: presence of moral decay, role of parents and teachers on teaching moral education, and ways how moral education effect positively students' discipline.

In brief; the findings revealed that, moral decay exists in secondary schools which resulted to occurrences of different disciplinary cases. The disciplinary cases mentioned by informants as indicators of moral decay in schools and at home included; violence, vandalism, love affair issues, teenage pregnancies and truancy. On other hand, the findings revealed out the major causes of moral decay in schools and at home as a call for teaching moral education includes: irresponsible teachers and parents, environmental influence, misuse of technology, and lack of self-awareness. Concerted efforts have to be taken so as to inform students on effects of involving in such misconducts to their life. Findings suggested that, teaching moral education can help to curb this problem, hence, form students who observe their limits of doing things either at school or at home.

With regard to the role of teaching moral education, the findings in this category indicated that, though parents and teachers were aware of their roles of teaching moral education to effect students' discipline yet the work was left to some individuals, for example in schools, discipline teachers were regarded to be responsible on the issue of teaching moral education. The majority of teachers and parents seemed to neglect this role. The government should take action by making sure that parents and teachers fulfill their role of teaching moral education to let children understand their limitation of doing things, because the target is to form responsible young boys and girls who will be parents and teachers in the future.

On the effect of moral education, the findings revealed several ways on how moral education affects students' discipline. Informants suggested that, teaching moral education effect students' discipline by making them aware on causes and effects of immoral issues and how to avoid them, by so doing, they

will follow and practice what is delivered by teachers, hence, improve in academics. Furthermore, findings show that students will be informed on different immoral behaviour, hence, avoid implicating in love affair, the use of drugs, boycott and vandalism. Failure to teach moral education, schools and society will continue experiencing moral decay because students lack moral directives that lead ones to choose course of action rationally.

Conclusions

The evidence from this study in light to the findings brings to the following conclusions:

Firstly, educational stakeholders were having a common understanding on the meaning of moral education; also informants revealed out indicators of moral decay with their causes resulted from most of parents and teachers neglecting their role of teaching moral education to students. This marked a point which made informants to acknowledge its worthiness in effecting positively student's discipline, thus, call for immediate decisions to be made by educational officials to include moral education in secondary school curriculum.

Secondly, findings indicated that, parents and teachers were aware on their role of teaching moral education to affect students' discipline, though majority seemed to neglect this role. This is caused by lack of prior knowledge and emphasis on moral education during their childhood, if moral education will be included in the curriculum and taught by emphasis in schools, definitely these young boys and girls will be good teachers of moral education to the future generation.

Thirdly, findings suggested that, moral education effect students' discipline by making them aware on immoral issues and influence students to observe discipline whether they are at school or at home. When students observe discipline, helps them to improve in academics, making rational decision to one course of action and

avoid involving in immoral issue like the use of drugs, love affair and boycotting.

Recommendations

Referring to the bases of study findings, the following measures are recommended;

Firstly, Findings revealed that, schools experience moral decay among students, therefore, the study recommends that, policy makers should propose by formulating clear and appropriate stance of moral education to be included in the curriculum of secondary school. By so doing, students will be informed on different immoral issues, and worn them if they implicate in them would affect their life.

Secondly, teachers and parents have to make sure that, they fulfill their role of teaching moral education to students, work in collaborative way so as to emphasize students to observe discipline. So the study suggests the following ways to be used in teaching moral education in schools: group discussion, audiovisual material, question and answers, inviting guest speaker, study tour and rewarding whereby at home parents should have a friendly talk with students on acceptable moral values and how to avoid immoral ones. By doing so, students will observe discipline, and because they respect and follow what is being instructed by their teachers and parents will lead them to improve academically. Not only improve academically but they will also have self-authorship and rational decision to one course of action.

Thirdly, the government through the ministry of education and vocation training should include moral education in the curriculum of secondary school education. By so doing, students will be informed on acceptable moral issues, hence, rescue them from involving in immoral issues like drugs abuse, vandalism, boycotting, love affair and wearing slovenly. The government should assign heads of schools to conduct internal meetings with staff members and external meetings with parents to emphasize on teaching moral education at school and at home so as to affect students' discipline. The study revealed that; as parents and teachers neglecting their role of teaching moral education to

students has led to existence of moral decay in schools and at home, so parents and teachers have to be reminded.

Lastly, this study used case study design and employed a small sample purposefully selected. Hence qualitative study is required in primary schools using the same dimensions because pupils in lower levels have to be taught moral values.

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