ASSESSING THE EFFECTIVENESS OF THE DIALECTIC METHOD IN TEACHING AND LEARNING OF EDUCATION STUDENTS AT HIGHER LEARNING INSTITUTIONS IN MOROGORO MUNICIPALITY, TANZANIA.

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Abstract

Human being evolves according to the time and space towards a better wellbeing. To ensure this achievement, education plays a main role to change his or her perspective in all aspects. This is the reason why we need quality education. In order to attain this goal, the method used in teaching comes in, that we need application of method that is relevant and effective. One of teachings and learning method is dialectic method, in which it involves participatory approach, dialogue, discussion, debate and questions that fosters logical, reflections, critical and analytical thinking among the teachers and students. This paper employed quantitative methodology. This study was conducted to assess the The Effectiveness Of The Dialectic Method In Teaching And Learning of Education Students At Higher Learning Institutions In Morogoro Municipality, Tanzania. Sample size used was 310 and data was collected by using questionnaires. The findings of this study are that the dialectic method is not embraced enough in higher learning institutions. The study has recommended various measures and strategies should be taken to ensure effective implementation of dialectic method.

Keywords: Dialectic Method, Assessing, Effectiveness, Higher Learning Institutions, learning and teaching.

Introduction

Teaching methods plays a vital role for good outcomes of educational impacts among the students at higher learning institutions. One of these methods is interactive methods which in which it involves participatory approach, dialogue, discussion, debate and questions that fosters logical, reflections, critical and analytical thinking among the teachers and students (MOEST, 2019). Socrates, Plato and Aristotle, considers the idea of dialectic as method of argumentation in education. Fichte, Hegel who constructed it in triadic dialectical form-thesis-antithesis-synthesis (Samson, 2019). Later on, Marx, Tillich, Kant and others, used it to develop their own kind of philosophy. Dialectic method enhances students' comprehension and knowledge, cultivate their creative thinking and improve their ability to study independently and innovatively (Almusaed et al., 2023). Freire believed that education

has a power to liberate individual from oppressive systems and to create just society (Freire, 1970). Teachers in the modern era are dealing with a new generation of learners whose understanding of the world is influenced by the digital space. The brain of the 21st-century learner functions that they have their own ways of understanding and articulation (Shahroom and Hussin 2018). The use of question teaching during learning process develops innovation ability and creativity among students. Development of questions should reflect learning purpose to inspire student's engagement (Sundeeva et al., 2022). Participatory teaching methods have been shown to be more successful than traditional role learning in high-income countries and need effective implementation in developing countries as it conducted by Martina et al. (2023) in Tanzania. The Higher Education Development Programme (HEDP) targeted accredited universities and colleges in Tanzania to ensure the paradigm shift in education articulated in Tanzania Development Vision 2025 is implemented effectively (TCU, 2010).

Literature Review

El-Qirem et al, 2022, conducted a study on the impact of interactive education on the learning outcomes and quality assurance. He contends that the traditional education system is relying on the one-way transfer of information. The results show that the interactive system of education has a couple of advantages for students and teachers. Firstly, it promotes the use of technology in education and maintains the social and interactive environment in class. Secondly, an interactive session grabs the attention of students because of the strong relationship with the instructor. Hence, this study was limited on addressing the impact of interactive education on the learning outcomes and quality assurance. Kamuhabwa, (2019), conducted a study on "The Graduate' Employability Challenges in Tanzania: A Philosophical Response from Martin Buber's Concept of Education as a Dialogue." The study, inspired by Martin Buber's philosophy of education as dialogue, the study discusses the learner-centeredness in teaching and learning as a contributory approach to resolving a challenge. The study finds that there should be a dialogue of commonality of interests and efforts of both the labor industry and the academia in solving the graduates' employability challenges and through the exploration of intrinsic dialogical and creative instincts of the learner, to have creativity and interactivity.

(Kamran et al, 2023) conducted a study to investigate the impact of interactive teaching methods and student learning outcomes, at the University of level in Lahore, Pakistan. The study emphasizes the importance of implementing interactive teaching methods in higher education and provides insights for instructors to create supportive learning environments. Proper planning, facilitation and training are essential for effective implementation. The study contributes to the literature on interactive teaching methods and student learning outcomes, particularly, particularly in the context of Lahore, Pakistan. Evangelou, (2023) conducted a study that attempts to investigate basic teaching techniques that contribute to the development of the learner-centered approach in the classroom of modern schools. The findings of this study confirmed that the learner-centered approach they have significant advantages such as focusing on students' needs, making the lesson more engaging, enhancing students' self-confidence and collaborative skills, etc

Kubai, (2023) conducted an empirical study where the content of the algorithm of interactive learning methods, which consists of five main stages: informational-analytical, categorical-conceptual, problem-content, visual-presentational, result-reflective, has been studied. Nyagope (2023) conducted an empirical study engaged with

the phenomenon of large classes in higher education institutions in South Africa and its challenges to the quality of teaching learning. There has been a plethora of literature on the teaching of large classes; however, few studies offer a comprehensive engagement on the challenges presented by teaching larges and its impact on quality of education as well as innovative strategy that can be used to teach and different learning pedagogies that can be used.

Nataliia and Inna (2020) conducted a study where it emphasizes on the use of the latest method of theoretical information. They argued that characteristic feature of interactive learning is the constant, active interaction of all participants in educational process. (Teacher-students, teacher, teacher – students, students – students). Dawson et al. (2022) conducted a study in which they it culturally situated and cross-cultural approaches to instructional design and research have become increasingly important in higher education, particularly in online learning environments.

Dawson et al. (2022) conducted a study in which they it culturally situated and cross-cultural approaches to instructional design and research have become increasingly important in higher education, particularly in online learning environments. However, research has shown that design and facilitation strategies can create culturally responsive and inclusive learning environment that increase engagement. (Hammond, 2015). To achieve this it requires educators to reshape their courses and pedagogical practices. (Fuentes et al., 2021, Pacansky-Brock, 2020). They recommendations for creating inclusive learning environments are informed by the CoI and Culturally Responsive Teaching (CRT) models and guided by the Peralta Equity Rubric (Peralta Community College District, 2020). Marwa, A., et., al. (2018), conducted research to investigate students and their teachers perception s of the use of the e-learning for enhancing interactive learning and how such perceptions relate to the strategies employed to enhance interactive learning through e-learning in four selected higher learning institutions in Tanzania. The study revealed that HLIs do not effectively employ strategies that would lead to enhance interactive learning through e learning. Mainly due to the different perceptions by stakeholders regarding employing e-learning, which influence efforts to develop and employ appropriate strategies and efforts for students to engage in interactive learning.

the research design, target population, sample and the sampling procedures, data collection instruments, validity and reliability of the research instruments, pilot testing, data collection procedures, data analysis procedures and ethical consideration in conducting this study.

Problem Statement

It is the fact that society and employers need university graduates with relevant skills and competences, which will be productive. The dialectic method plays vital role in developing critical thinking and analytical skills. Dialogical discourse builds a logical culture and rational communication to reaching different consensus and problem solving skills (Kavenuke and Muthanna, 2021). Currently, in Tanzania, there are complaints especially from employers about the competence of university graduates in Tanzania. They argue that most of them lack critical thinking skills and analytical skills, which are important in problem solving, depth, attentiveness and consistency.). It is the situation that leads the government from time to time, to amend educational curriculum and policy, to suit the problem. Unfortunately, this does not suffice and reflects the problem at higher learning institutions. If the problem will not be addressed effectively then university education will lose its essence.

Therefore this study assessed the effectiveness implementation of dialectic method in teaching and learning of education students at higher learning institution in Morogoro Municipality.

Rationale

This study helps universities, teachers, educational policy makers, and stakeholders to understand the effectiveness of the dialectic method in order to develop competence, critical, logical, and analytical skills among the graduates.

Also this study, as part of it, it has been published, it plays an important task to educators, administrators and policy makers, so that they can adhere well on how to promote quality education by embracing the dialectic method in educational policy and different projects. Also to research and development in general, this study sparks curiosity for further investigation about dialectic method. Furthermore, this study will provides infrastructures for development of theories, principles and environment to enhance teaching and learning so that to have wider and deep engagement or rational communication among the people

Research Objectives

I.   To evaluate the effectiveness of dialectic method in teaching and learning among students at higher learning institution in Morogoro Municipality.

II. To examine the use of dialectic method in teaching and learning embrace critical thinking skills among students at higher learning institutions in Morogoro Municipality.

III. To identify the challenges deteriorating the effectiveness of dialectic method in teaching and

learning among students at higher learning institution in Morogoro Municipality?

IV. To determine the measures to be taken to ensure the effective implementation of dialectic method at higher learning Institutions in Morogoro Municipality?

Research Questions

i.   To what extents dialectic method is effectively used in teaching and learning among students at higher learning institution in Morogoro Municipality?

ii. How does the use of dialectic method in teaching and learning embrace critical thinking skills among students at higher learning institution in Morogoro Municipality?

iii. What are the challenges deteriorating the effectiveness of dialectic method in teaching and learning among students at higher learning institution in Morogoro municipality?
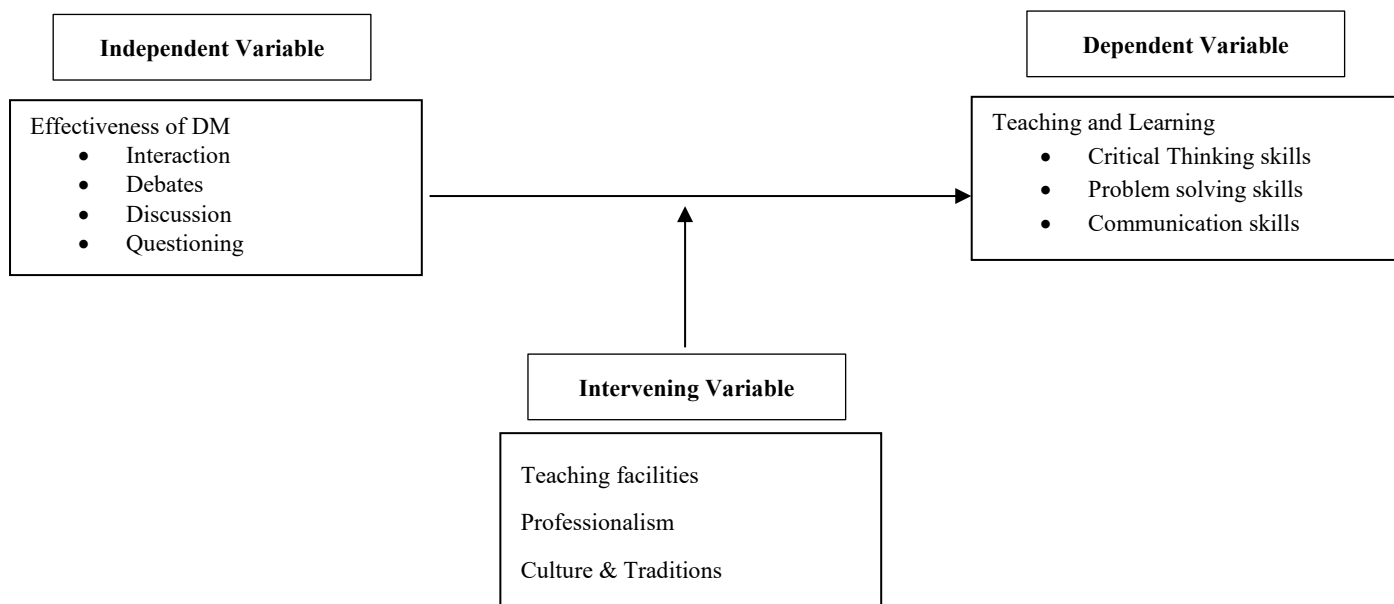
iv. What are the measures to be taken to ensure the effective implementation of dialectic method at higher learning Institutions in Morogoro municipality

Conceptual Framework

The conceptual framework illustrates the relationship between variables of this study. It consists of independent, dependent and intervening variables;

Independent Variable

Effectiveness of DM
- Interaction
- Debates
- Discussion
- Questioning

Dependent Variable

Teaching and Learning
- Critical Thinking skills
- Problem solving skills
- Communication skills

Intervening Variable

Teaching facilities

Professionalism

Culture & Traditions

Methodology and Procedures

This research study has been guided by deductive approach as it involved known towards unknown. This study was under single approach as it involves only quantitative data. The variables have been approached using questionnaires only and the researcher used SPSS version 22 to conduct data analysis. Conclusively, researcher presented some recommendations and possible gap for other researcher to further investigate on the same problem.

This study employed quantitative research approach to collect information that relate with the intangible part of the research objective, this study used cross-sectional survey research design,

because it is easy to collect data from the large sample at the same period in different groups also enable us to obtain valid information from the respondents. These designs do not consume a lot of time as it allows researcher to collect data from different points at the same time.

The target population of this study is 1501 where students were 1400 and lecturers were 101. This study involves population from two universities in Morogoro municipal, which are the results of sampling of three universities found in Morogoro municipality. Sample size of the target population of students will be 250 and

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sample size of lecturers will be 60 from the population and 2 Head of department will be selected from each University using purposive sampling technique because of their positions. Sample size for students will be obtained using statistical table where for 1400 population 18% makes up sample size and for lecturers 10% of the target population will be used.

Data Analysis and Interpretation

Dialectic method is effectively used in teaching and learning among students at higher learning institution.

S/N	STATEMENTS	SA F	SA %	A F	A %	N F	N %	D F	D %	SD F	SD %
1	Do you engage students during teaching and learning	28	54	14	27	3	6	7	13	0	
2	Do students engage in Debates and discussions during learning process	6	12	11	21	2	4	22	42	11	21
3	Class facilities allows active participation and interaction of students	12	23	6	12	4	7	19	37	11	21
7	Do you think Lecturer-student relationship influence active interaction in class?	33	63	11	21	0		6	12	2	4
8	Do you give students freedom to express their opinion during teaching and learning?	37	71	15	29	0		0		0	

Table 4.5.2 Findings from Student

S/N	STATEMENTS	SA F	SA %	A F	A %	N F	N %	D F	D %	SD F	SD %
1	Lecturers engage students during teaching and learning	38	20	29	15	22	12	74	39	27	14
2	Debates and discussions are used during learning activities	23	12	37	19	19	10	63	33	48	25
3	Class environment allows active participation of students	32	17	46	24	24	13	57	30	31	16
4	Instructor-student relationship encourages active cooperation	71	37	59	31	10	5	38	20	17	10
5	Lecturers provide freedom of discussion to students during teaching.	31	16	29	15	20	11	56	29	47	25

Table 4.5.2 Findings from Lecturers and Heads of Department

S/N	STATEMENTS	SA F	SA %	A F	A %	N F	N %	D F	D %	SD F	SD %
1	Do you engage students during teaching and learning	28	54	14	27	3	6	7	13	0	
2	Do students engage in Debates and discussions during learning process	6	12	11	21	2	4	22	42	11	21
3	Class facilities allows active participation and interaction of students	12	23	6	12	4	7	19	37	11	21
7	Do you think Lecturer-student relationship influence active interaction in class?	33	63	11	21	0		6	12	2	4
8	Do you give students freedom to express their opinion during teaching and learning?	37	71	15	29	0		0		0	

The impacts of using dialectic method in teaching and learning in embracing critical thinking skills.

Table 4.6.1 Responses from students

No.	STATEMENTS	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Production of confident graduates	96	51	65	34	29	15	0		0	
2	Enhancement of Critical thinking skills	105	55	58	31	21	11	6	3	0	
3	Prepare students for future job skills	113	59	39	21	29	15	9	5	0	
4	Enhancement of Problem solving skills	102	54	26	14	19	10	6	3	2	1
5	Production of innovative people	85	45	40	21	30	16	16	8	19	10
6	Improve communication skills	60	32	63	33	31	16	15	8	21	11
7	Preparation of Democratic citizens	81	43	54	28	7	4	37	19	11	6
8	Enhances interaction among students	122	64	31	16	9	5	16	8	12	6

(Source field data 2024)

S/N	STATEMENTS	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Lack of conducive environment and facilities	91	48	54	28	29	15	11	6	5	3
2	Lack of pedagogical skills among students and lecturers	101	53	41	22	11	6	23	12	14	7
3	Poor traditional and cultural Background	40	21	18	10	14	7	51	27	67	35
4	Lack of communication skills	85	45	40	21	30	16	16	8	19	10
5	Lack of English Language capacity	99	52	43	23	23	12	11	6	14	7

Challenges affecting the implementation of Dialectic method in teaching and learning.

Table 4.7.1 Responses from students

S/N	STATEMENTS	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Lack of conducive environment and facilities	91	48	54	28	29	15	11	6	5	3
2	Lack of pedagogical skills among students and lecturers	101	53	41	22	11	6	23	12	14	7
3	Poor traditional and cultural Background	40	21	18	10	14	7	51	27	67	35
4	Lack of communication skills	85	45	40	21	30	16	16	8	19	10
5	Lack of English Language capacity	99	52	43	23	23	12	11	6	14	7

(Source Field data 2024)   *Table 4.7.2 Response from lecturers*

Responses from Lecturer

S/N	STATEMENTS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Lack of conducive environment and adequate facilities	26	50	13	25	9	17	3	6
2	Lack of pedagogical skills training among lecturers and students	19	37	22	42	9	17	0	

S/N	STATEMENTS	F	%	F	%	F	%	F	%
3	Lack of motivation to teaching staff	28	54	11	21	7	13	1	2
4	Poor Tradition and cultural Backgrounds of students	8	15	6	12	9	17	12	23
5	Lack of English language capacity among students	32	62	20	38	0		0	

Researcher, (2024)

4.4.5 The measures to be taken to ensure the effective implementation of dialectic method at higher learning institution

Table 4.3.4 Responses from the Students

S/N	STATEMENTS	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Availability of conducive environment and facilities	132	69	55	28	0		0		5	3
2	To Facilitate awareness on interactive learning to both students and instructors	92	48	49	26	11	6	18	9	20	11
3	Provision of pedagogical skills seminars among lecturers and students.	106	56	53	28	12	6	14	7	5	3
4	The Government should advocate the use of English Language from Secondary education as medium of learning.	122	64	31	16	9	5	16	8	12	6
5	Provision of educational on poor cultural and tradition which hinder interactive learning	78	41	51	27	37	20	18	9	6	3

It is showed that measurements should be taken to ensure the effective implementation of dialectic method in teaching and learning at higher learning institutions as the majority of respondents comfiirm; 97% agreed that conducive environment and facilities should be ensured, 74% agrees that there should be awareness facilitation on the use of dialectic method, 84% agreed on the provision of pedagogical skills seminars among lecturers and students, 80% of the respondents agree that the government should advocate the active use of English language from Secondary education and 68% agree on the provision of educational on cultural and traditional practice which hinder class interactive learning. Generally the findings indicated that the mentioned factors should be considered so that to ensure effective interactive learning at higher learning institutions.

Discussion

The findings suggest that interactive teaching method is not fully used to education student at higher learning institutions.

Employing interactive teaching methods to education students at higher learning institutions, promotes

Recommendation

The study suggest the following measures to be taken for effective implementation of dialectic method in learning and teaching; Assurance of adequate facilities for effective use of dialectic method, effective preparation of secondary students on English language competency and provision of frequent training and seminars on dialectic method among University lecturers.

Summary of the Study

The study investigated the implementation of dialectic method in teaching and learning of undergraduate education students at Morogoro Municipal. The research is guided by the following research questions.

i. To what extents dialectic method is effectively used in teaching and learning among students at higher learning institution in Morogoro municipality?

ii. How does the use of dialectic method in teaching and learning embrace critical thinking skills among students at higher learning institution in Morogoro municipality?

iii. What are the challenges deteriorating the effectiveness of dialectic method in teaching and learning among students at higher learning institution in Morogoro municipality?

iv. What are the measures to be taken to ensure the effective implementation of dialectic method at higher learning Institutions in Morogoro municipality?

The study used convergent parallel design under both qualitative and qualitative approach. Stratified randomly sampling techniques was used to select participants of the study. The sample consisted of 6 university lecturers with education background and 96 students from second and third year educational program. Data were obtained from respondents by using questionnaire for students and interview guide for lecturers. The quantitative data collected was analyzed with the assistance of SSPS V23. While qualitative data was summarized using thematic analysis based on collected data from the

participants. The findings of the study are presented using table and charts.

Conclusions

The dialectic method is not effective implemented during teaching and learning at higher learning institutions in Morogoro municipal.

This study intended to investigate extends of which dialectic method is being used in teaching and learning. The findings revealed that there is a partial implementation of dialectic method during teaching and learning at Morogoro Municipal. Majority of students who responded into data collection responded NO on the quest of either dialectic method is being implemented during teaching and learning. Also during interviews, lecturers revealed that there is no adequate room to implement dialectic methods during teaching students. Though some of the students mentioned some of the indicators of the use of dialectic method at Morogoro Municipal but majority of the votes indicated the method is not being utilized at Morogoro Municipal.

The effective implementation of dialectic method in teaching and learning embrace critical thinking skills among Higher learning students.

One of the objectives of this study was to investigate the impact of using dialectic method in teaching and learning in relation to acquisition of critical thinking and problem solving skills. The findings proved that the use of dialectic method can produce graduates with critical, innovative and problem solving skills which are mostly needed in the society and employment industry. Majority of respondents agreed that effective dialectic method impart such skills to learners as well some lecturers confessed that if both curriculum and facilities will be developed and students will be prepared well from secondary education, the implementation of dialectic method will be effective and produce relevant skills.

There are challenges hindering the effective implementation of dialectic method during teaching and learning of higher learning students.

This study intended to investigate on the challenges that hinder the implementation of dialectic method in teaching and learning at Morogoro Municipal. The findings of the second question revealed ineffective use of dialectic method. This agree to the third question which findings revealed that implementation of dialectic method is being failed by several challenges. The respondents on questionnaires revealed some of the challenges such as inadequate environment and facilities, linguistic barriers, cultural backgrounds, instructor's competency, time factor and curriculum designs. Also from interviews, it has been revealed by lecturers that facilities such as standard sound system in lecture is a challenge which hinders the interactive class, confidence of students to speak in public and gender factor where most of the female students express inability to speak before men. Therefore, these all respond to the research question that there are challenges which hinder the implementation of dialectic method during teaching and learning.

There are measures required to be taken so that to ensure effective implementation of dialectic method in Higher Learning Institutions.

The study investigated on the measures to be taken to ensure effective implementation of the dialectic method in higher learning institutions. The findings of the study found that implementation of dialectic method suffer series of challenges and so there are serious measures required so that to assure the effective implementation.

This has been agreed by both students, Lecturers and Head of Departments who were involved in the study. They both agree that the measures and approaches to embrace the effective use of dialectic method should be taken by the Government, Higher learning institutions, lecturers and students. All the educational stakeholders must address the matter so that to ensure the effective implementation of dialectic method. This is because the effective use of dialectic method produces positive skills among learners.

Conclusively, the general question of the study was concerning the effective implementation of dialectic method in teaching and learning of undergraduate education students at Morogoro Municipal. Based on all findings of this study, it is inductively concluded that dialectic method is not being implemented effectively during teaching and learning of higher learning students at Morogoro Municipal. Therefore, the findings found that the problem exist and so provides the following recommendations.

Recommendations

Based on the finding and conclusions of the study the following recommendations if shall be experimented will lead to effective implementation of dialectic method in teaching and learning of students at Morogoro Municipal:

The Assurance of adequate facilities for effective use of dialectic method.

Based on the findings, researcher suggest that the University administration and management to ensure availability of conducive environment which will motivate participatory learning. Also there should be adequate facilities to allow active interaction such as good sound system and competent microphone in big halls.

Effective preparation of secondary students on English language competency.

Language has been noted as one of the barriers towards the use of interactive learning, therefore it is important for the Government of Tanzania to ensure students are well trained in English language from secondary education. This will resolve the problem of poor communication in English among students as it has been revealed from the findings.

Provision of frequent training and seminars on dialectic method among University lecturers.

Researcher discovered from the findings that some of the lecturers lack some of the teaching techniques especially on participatory learning. Therefore, it is recommended that University management should organize seminars and trainings on teaching methods among teaching staffs especially on dialectic and participatory learning techniques. This will provide lecturers with the capacity to apply interactive techniques during teaching and learning rather than depending on lecture method.

Recommendations for Further studies

Based on the findings of this study, the researcher realize the significance of other studies being conducted in the same related issue so that to cover other gaps related to this study. The researcher suggests other studies to be done on English language proficiency among students in higher learning institutions and its challenges in interactive learning. The other area to be investigated is the concern of learning environment and facilities in Universities that will allow the implementation of dialectic method during teaching and learning. Mentioned studies will bridge more the knowledge gaps regarding the concern of dialectic method implementation.

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