

ST. JOHN'S UNIVERSITY OF TANZANIA

**UTILIZATION OF TEXTBOOKS BY PRIMARY SCHOOL TEACHERS AND
PUPILS FOR EFFECTIVE TEACHING AND LEARNING PROCESS IN
MASASI DISTRICT, TANZANIA**

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ST. JOHN'S UNIVERSITY OF TANZANIA



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MASASI DISTRICT TANZANIA**

BY

CHITUKURO ROBERT JACOB

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF THE ST JOHN'S UNIVERSITY
OF TANZANIA**

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(Supervisor)

September, 2015

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by St. John's University of Tanzania a dissertation entitled **“Utilization of textbooks by primary school teachers and pupils for effective teaching and learning process in Masasi District, Tanzania”** in fulfilment of the requirements for the degree of Master of Arts in Education (MA.ED) of St John's University of Tanzania.

.....

Dr. Andrew Binde

(SUPERVISOR)

Date.....

DECLARATION

I, Robert Jacob Chitukuro declare that this dissertation is my own original work. It has not been and will not be presented for any other course of study. I confirm that appropriate credit has been given where reference has been made to the work of others.

Signature.....

Date.....

DEDICATION

I dedicate this work to my beloved late brother, Emmanuel John Chitukuro. I will always remember him.

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LIST OF ABBREVIATIONS AND ACRONYMS

BVR	Biometric Voters Registration
EFA	Education for All
FGD	Focus Group Discussion
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NPSTA	National Professional Standards for Teachers in Australia
PEDP	Primary Education Development Programme
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SA	School One
SB	School Two
SC	School Three
SD	School Four
TIE	Tanzania Institute of Education
TRC	Teachers Resource Centre
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
USAID	United States Agency for International Development
WASCE	West Africa School Certificate Examination

ABSTRACT

Utilization of textbooks in primary schools is vital for promoting pupils academic achievements. This study focused on determining utilization of textbooks by primary school teachers and pupils in Masasi district. The study was guided by three objectives: (1) to explore the extent to which textbooks are utilized in teaching and learning processes; (2) to identify the challenges associated with utilization of textbooks; and (3) to suggest improvements strategies for utilizing textbooks for effective teaching and learning process.

Qualitative research approach was used in which a total of 58 informants were selected through simple random and purposive sampling techniques. The informants in this study included teachers, pupils and school inspectors. The study involved semi-structured interview, documentary review, observations and Focus Group Discussion (FGD) as instruments for data collection. The study used thematic analysis to analyse data.

The study revealed that, textbooks were not well utilized by both teachers and pupils. The key factors behind included; large number of pupils compared to number of textbooks, the quality of textbooks, teachers participation together with learners' family backgrounds. The study recommends that policy makers in education under the Ministry of Education and Vocational Training (MoEVT) ensure that primary schools are equipped with required textbooks and other support materials which meet the needs of the learner. Also, MoEVT should ensure that primary school teachers are provided with systematic in-service training, orientation courses, seminars and work-shops that would help them teach effectively.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study sought to investigate the utilization of textbooks by primary school teachers and pupils for effective teaching and learning processes in Tanzania. Factors considered in this study include; the debates on when and how teachers and pupils utilize textbooks for better education. Furthermore, the aspects of textbooks content knowledge and structure of the textbook were also explored. Therefore, this chapter begins by presenting the background information of the study and the statement of the problem. Also, the chapter provides research objectives, research questions, scope, limitations and the significance of the study. Lastly, the definitions of key terms are provided.

1.2 Background information to the study

For the past 15 years, the utilization of textbooks captured the agenda of different contemporary educational writers and researchers regarding the usefulness of textbooks in education (Chingos & Whitehurts, 2012; Foster, 2005; Mohamed & Kumari, 2007; 2012; Ngure et al., 2014; United Nations Educational Scientific and Cultural Organization [UNESCO], 2005). It is obvious that it rises the universal debates and different perceptions to the number of different countries. For example there are discussions in England, Palestine and Hong Kong together with Tanzania about how and when teachers are required to utilize textbooks for teaching and learning processes

(Chien & Kathie, 2007; Mosha, 2012; Pina, 2005; United States Agency for International Development [USAID], 2002).

On top of that teachers position in facilitating utilization of textbooks and other educational materials for effective classroom teaching and learning process were greatly considered (Schleicher, 2012).

Not only that but also the value of textbooks in education was also taking into account in India whereby most of the teaching and learning materials are approximately around textbooks (Jammu & Kashmir, 2005). The diversity of teachers in teaching rise the discussions about how pupils participate in learning and what kind of textbooks materials are sufficient for effective teaching and learning process (Jammu & Kashmir, 2005).

According to Wilkens (2011) the use of textbooks depends highly on a number of factors including; mastering of the subject content knowledge, teacher's personal knowledge, availability of textbooks and good teaching methods. Furthermore, it is added that mastering the learning theories of child development is essential for effective teaching (Mtahabwa, 2007).

In Tanzania as well as in many other African countries, the quality of education depends on a number of factors. Substantial resources for development of infrastructure, provision of basic equipment, staff development, supply of books and other teaching and learning materials are among the appropriate conditions for the improvement of quality education (Bynit, Massawe, Mtitu & Seka, 2000).

Currently, Tanzania is undergoing economic and social reforms under the grand movement of liberalization. In education, liberalization implies, among other things, that different individuals, organizations and community can own, run and determine the type of education in their schools or colleges (Samweli, 2014). The trend is also the same for classroom interaction whereby teachers seem to be free to use instructional materials of their own choice, particularly textbooks as reported by the Tanzania Institute of Education [TIE], (TIE, 2009).

The education system is viewed not only in terms of how teachers use textbooks during the process of instruction but also the teachers' thinking, interaction and rationale behind their utilization of textbooks (Kitundu, 2011; Nyaki, 2011 & Samweli, 2014). For example, a study by Samweli (2014) revealed that there was lack of instructional facilities such as textbooks and science equipments in schools thus; there was in proportional distribution of instructional materials. Therefore, teachers could not manage to expose and train learners properly on the use of few instructional materials.

On top of those circumstances, the national curriculum development centre under the Ministry of Education and Vocational Training [MoEVT] develops the official curriculum (TIE, 2009). It is added that once the official curriculum has been decided by TIE and approved by the MoEVT, the curriculum is translated into materials including textbooks, teachers' guides and other resource instructional materials for pupils and teachers. Textbooks are

required to closely match and not deviate from the curriculum with specified learning outcomes. Teachers are expected to use textbooks to teach pupils and thus meet the national education goals as asserted by the Tanzania Education and training Policy of 1995 (MoEVT, 2010; United Republic of Tanzania [URT], 1995;).

The 1995 national educational policy, 1995 as mentioned above, specifies the broad set of guidelines for the overall curriculum. Using subject specialists in panels, curriculum developers at TIE determine the subject objectives, content to be learned, the teaching and learning strategies and evaluation procedures. The curriculum, therefore, defines the subjects to be taught, how the subjects should be taught and furnishes the general guidance regarding the frequency and duration of instruction (URT, 1995). The official curriculum is then given to teachers for implementation through teaching and learning. Teachers use textbooks in the classroom interaction and create school environments that are conducive for learning. Every pupil is expected to access textbooks through the capitation grant as stipulated in Primary Education Development Programme [PEDP], (URT, 2006; TIE, 2009).

Since independence in 1961, education in Tanzania has been considered as the core of national development especially after the introduction of the Universal Primary Education (UPE) in 1974. The effort made under PEDP was to ensure that by 2015, all people in Tanzania especially children, have access to basic quality education particularly in rural where there is poor

academic performance, inadequate teaching and learning materials, poor infrastructure, ineffective school management and poor monitoring, evaluation and supervision (MoEVT, 2013; URT, 2006; URT, 2011).

Utilisation of textbooks seems to be the matter of discussion when preparing for teaching and learning processes among the countries. Textbooks are considered as basic tools for education achievement; thus they should be well utilized in teaching and learning process through provision of quality textbooks and professional teachers. Pupils need to access and interact with the learning materials as it was suggested by Vygotsky (1978) that pupils, textbooks and teacher should work together to produce expected result by constructing their own knowledge. These scenarios could not be settled until teachers are well directed on how and when to utilize textbooks and use significant amount of time in teaching (Ajibade & Elemi, 2012; Schleicher, 2012).

Research in Tanzania falls short on assessing the utilization of textbooks in teaching and learning process in primary schools. When countries are on track to achieve the Millennium Development Goals by 2025, textbooks and other teaching materials are one of the boldest attempts to develop the active and creative citizens. In fact, while goal six of Education for All [EFA], United Nations Organization [UNESCO], (2014) is to achieve better quality of teaching and availability of education materials for all, there is a time challenge gap facing many countries. These challenges include unqualified teachers, limited learning environment, and inadequate provision of teaching

and learning materials together with access to quality textbooks (UNESCO, 2014).

The same situation is similar to education system in Tanzania, where more other challenges are evident. Such challenges include overcrowded classrooms, poor infrastructure, and increase of pupils enrolment each year at a rate that exceeds the rate of provision of textbooks and other teaching and learning materials (Southern and Eastern Africa Consortium for Monitoring Education Quality [SACMEQ], (SACMEQ, 2010).

Several studies (for example MoEC, 2010) have been conducted focused on enrolments and the ratio of textbooks among primary school pupils and on designing and utilization of English and Mathematics textbooks (Barrett, Mtana, Osaki & Rubagumya, 2014). Others studies focused on the provision of basic equipment, staff development and supply of textbooks (Bynit, Massawe, Mtitu & Seka, 2000) together with overcrowded classrooms and provision of insufficient textbooks in primary schools (Uwezo, 2011).

1.3 Statement of the Problem

Effective teaching and learning is facilitated among other things, by the use of textbooks which are in line with national curriculum. However, in Tanzania, the use of instructional materials in teaching and learning process, including use of textbooks, has been compromised due to various factors.

Surveyed literature highlighted some of the aspects related to utilization of teaching and instructional materials including textbooks. However, little is

known regarding the extent to which both teachers and pupils utilize textbooks in teaching and learning processes.

This study therefore, was carried out to examine the extent to which primary school teachers and pupils utilize textbooks for effective teaching and learning processes in primary schools in Masasi-District.

1.4 Research Objectives

1.4.1 General objective of the study

The main objective of this study was to determine the utilization of textbooks by primary school teachers and pupils for effective teaching and learning process.

1.4.2 Specific objectives of the study

- i. To examine the extent to which primary school teachers and pupils utilize textbooks for effective teaching and learning process
- ii. To identify the challenges facing both primary school teachers and pupils in utilization of textbooks in teaching and learning process
- iii. To suggest improvements in utilizing textbooks for effective teaching and learning process

1.5 Research questions

- i. To what extent do primary school teachers and pupils utilize textbooks for effective teaching and learning process?
- ii. What are challenges faced by both primary school teachers and pupils in utilization of textbooks in teaching and learning process?

- iii. What improvements can be made in the utilization of textbooks for effective teaching and learning process?

1.6 Significance of the study

Effective utilization of textbooks in teaching and learning is essential for the development of education system in Tanzania. The study finding would bring a valuable contribution in understanding apt strategies in improving utilization of textbooks by both teachers and pupils. Therefore, the study was of importance to different stakeholders in education as explained below:

- The findings would be of importance and relevance to the organs of the government and policy makers who might use them to come up with clear baseline information needed for awareness rising on the utilization of textbooks in teaching and learning process in Tanzanian education system.
- The study would also enable policy makers and curriculum developers to identify the areas of priority in designing textbooks and other teaching materials that support effective teaching and learning processes.
- It was also expected to encourage the government to make a follow-up of approval of textbooks and consider the appropriate ratio before they are distributed to schools.
- Also, the study would guide teachers to understand the needs of pupils and to give them opportunity to interact with textbooks in order to develop their personality, responsibility, knowledge and aptitudes that would grow over time into the set of skills.

- Lastly, the study findings would also be useful to pupils, researchers, professionals, and others interested people in the area of the use of textbooks in teaching and learning.

1.7 Scope of the study

This study was focused on the extent to which teachers and pupils utilized textbooks for effective teaching and learning process in public primary schools. The study was conducted only to four (4) selected schools in Masasi District in Mtwara region. Private as well as religious primary school were excluded in this study. Based on the quality of findings, the study cannot compelling be popularized to all primary schools in Tanzania.

1.8 Definition of key terms

For the purpose of this study, the following definitions are provided to ensure uniformity and understanding of various terms as used throughout this study.

1.8.1 Teacher

A person with enough skills in delivering reality and well directing the behaviour of the particular people that can not be probably challenged by the society that surrounds him or her Nyerere (as cited in HakiElimu, 2008). Therefore, in this study teacher defined as a person who performs the classroom activities and help pupils learning through; covering a discussion, subject or classroom problems solving, listening to and assessing pupils' reading, planning, creating and supporting a good environment for learning process.

1.8.2 Effective teaching

In this study effective teaching refer to the process whereby teachers facilitate the acquisition of skills, knowledge, values and share the love of the study by making materials interesting and stimulating pupils interaction by using textbooks.

1.8.3 Pupils

A person who is taught under the supervision of a tutor in school whereby the teacher uses his or her profession to identify the talented and gifted pupils.

1.8.4 Primary School

In this study primary school refer to institution or program in which teachers and pupils are interacting by using education materials in a particular environment so as to promote the development of learning and teaching process.

1.8.5 Textbook

Written material provided in schools designed as a source of information for teachers and pupils on a specific subject.

1.9 Summary of the chapter and overview of the study

Chapter one intended to introduce the study by presenting the background information, statement of the research, research objectives and research questions. Also, limitations, significance of the study as well as definition of key terms are provided. The chapter briefly recaps the utilization of textbooks

by primary school teachers and pupils for effective teaching and learning across the countries. The background information evidence that this area needs great attention through further research undertakings. In this regard, the expected results of this study, as it is explained earlier in the chapter, would be helpful to the society of Tanzania in making some necessary improvements in its education sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two presents theoretical perspectives and review of empirical literature in order to provide justification of the researcher's intention to conduct this study. Also, the link between theories and utilization of textbooks by teachers and pupils is addressed so as to provide explanations about teaching and learning processes in education. Related literature from Europe, Africa and Tanzania are reviewed in order to bring more knowledge to the current study. Furthermore, knowledge gap is established to signify the need for the current study in the context of Tanzanian. Lastly, the conceptual frame work of the study and the chapter summary are provided.

2.2 Theoretical framework

Several theories have been developed to explain teaching and learning processes in education. For this study, Constructivist Theory and Activity Theory were used. The theories together assert that pupils learn through activities and by constructing their own knowledge by using the learning materials they interact with.

The Activity and Constructivism theories were developed by Levy Vygotsky in 1978 to explain when and how teachers are supposed to utilize the textbooks in classroom teaching and learning. According to Vygotsky (1978), activity

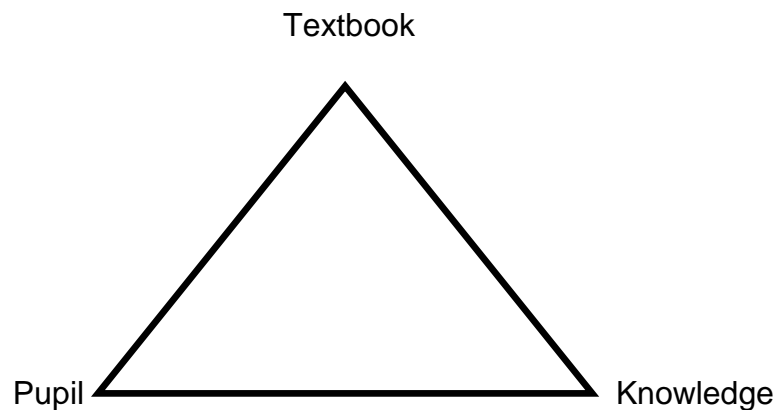
theory enabled classroom interaction between pupils, textbooks and the knowledge found in the required textbook.

On the other hand, Constructivism theory explain that learners construct their own knowledge actively through the use of previous knowledge mediated within their society and culture. The theories assert that, learning should be interactive in order to transform a pupil from passive to an active learner.

2.2.1 Activity theory

Activity theory was first introduced by Lev Vygotsky in 1978. The theory comprises of three elements which are; textbook, pupil and knowledge. The three elements are interrelated and work together to produce expected results. Vygotsky introduced the triangle which is essential for the interaction of the components which formulate the activity system. The activity theory simplifies and facilitates the teaching and learning process through the use of textbooks whereby a pupil interacts with textbooks so as to acquire knowledge during the learning process as shown figure 2.1 below.

FIGURE 2.1: LEARNING AS AN INTERRELATED PROCESS



Adapted from (Rezat, 2006)

The Activity Theory has been criticized by Haggarty and Pepin (2001). Haggarty and Pepin argued that effective utilization of textbooks should be facilitated by the teacher during the classroom lessons by organizing and supervising the available textbooks. In the light of this argument, the theory stresses on the interaction of a pupil and textbooks and underestimates the role of a teacher. Thus, another theory, in this case constructivism theory, become important compliments the role of a teacher as well.

2.2.2 Constructivism theory

This study considered the constructivism theory developed by Vygotsky (1978) in justifying the need for the current study on the utilization of textbooks for effective teaching and learning process. This theory asserts that learning is an interactive process which transforms a pupil from passive to an active learner during the learning process. The basic principle behind constructivism theory is that learners construct their own knowledge actively by interacting with cultural tools that are mediated by adult and peers.

Textbooks are among the cultural tools (Clarke & Fuller,1994). Thus, it is important to examine the approach used by the teachers and pupils in teaching and learning process.

Constructivism theory encourages teachers to constantly understand how classroom activity helps pupils' understanding. As Vygotsky (1978) asserts, a pupil does not passively take knowledge, rather (s) he actively constructs it on the basis of his/her prior knowledge and experience. Thus, in the light of following Piaget's Theory of Constructivism teachers need to challenge the pupils by making them effective critical thinkers. A well-planned classroom environment should be prepared to give an opportunity for pupils to test and try out his new conceptual understanding in various applied circumstances like problem solving (Sartor, 2004). Therefore, effective utilization of textbooks by teachers can help to develop pupil's thinking, understanding and creativity.

Furthermore, constructivism theory gives teachers ample time to demonstrate their understanding of teaching and of professional development (Sartor, 2004). Such professional development provides opportunities for teachers to engage in some form of interaction with pupils by using teaching and learning materials. Apart from that, the theory incorporates a learning process whereby pupils gain their own conclusions through the supporting aid from their subject teacher as a facilitator in teaching and learning process. Lastly, the theory provides the apt way

teachers can use to prepare a lesson plans and develop pupils learning skills.

2.3 Utilization of textbooks by teachers and pupils

Since the Education for All was firstly introduced, the use of textbooks have become the most preferred instructional material necessary to be used for different classroom activities including reading, drawing, discussions and explanations. For example in language learning, textbooks provide the learners with a reference source of grammar, vocabulary and pronunciation, and also serve as a support for the inexperienced teachers who are yet to gain confidence (Monjurul, 2013).

Studies (Chien & Kathie, 2007; Johansson, 2006) revealed that the role of textbooks in education has remained significantly unchanged for a long time to the extent that most of the classroom teaching relies on the use of textbooks more than any other materials. However, teachers with long teaching experience have perceptions to how well or poorly their pupils respond to the materials and make use of textbooks accordingly (Barnett, 2004).

Textbooks have been used as a source of information to both teachers and pupils depending on a specific subject. To the great extent textbooks have been used for structuring and organizing learning by providing the suggestion in the learning process, and guiding the learning process through putting together knowledge and mastering what has been learned. However, the role

of textbooks is not only to facilitate teaching, but also to develop the child's attraction to books and develop the habit of using them in order to widen his or her field of knowledge and seek information (Stoffels, 2005).

Teacher professional development varies from one place to another. In education, professional development enables teachers to become competent in subject content and to move with changes in science and technology, by better improving the methods of teaching and utilizing the materials (Ngure et al., 2014, Schleicher, 2012). Teachers' in-service training and orientation courses should preferably be coordinated in a way that ensure that teachers can, in practice, use the resources available to the pupils in the most effective ways (Chingos & Whitehursts, 2012).

Although there seem to be opportunities to utilize textbooks in schools through curriculum reform and establishment of good teaching methods, there was a need to understand more about how teachers would be trained to effectively utilize textbooks to facilitate teaching and learning process.

2.3.1 Utilization of textbooks in European countries

The importance of utilizing textbooks in teaching and learning process has been emphasized in education in many countries. For example, in 2002 the United States Agency for International Development [USAID] provided 9.7 million Sciences, Mathematics and Reading textbooks to Afghan pupils from Grade One to Grade Twelve. Then US first lady, Laura Bush, noted "Nothing

is more important to Afghanistan's future than giving its children the tools and skills they need to learn and succeed" (USAID, 2002, p. 5).

The use of textbooks in education could never be denied in the United Kingdom. It was revealed that pupils who participate in early school programmes were found to do better than those who do not benefit from the early child programmers. This is because it is perceived by some early childhood educators that textbooks present more formal and explicit teaching and learning strategies in schools as part of the curriculum implementation (Barnett, 2004).

Similarly in France, textbooks were used in schools and in homes by teacher as sources of preparing lessons and searching for information, while pupils used them for attempting questions and personal reading (UNICEF, 2011). All the books were prepared, structured and organized by the subject inspectors and taught to pupils during the beginning of the new year by the intended class teacher. Furthermore, schools provided dictionaries to support learning and remedial classes were established to help pupils learning (UNESCO, 2011).

2.3.2 Utilization of textbooks in African countries

Among African countries, utilization of textbooks in teaching and learning process has been sufficiently explored. During the past fifteen years, the performance of pupils in African countries was directly associated with the access and availability of textbooks (UNESCO, 2014). For example, the

achievements of primary school pupils in Kwara State in-Nigeria were associated with the availability of textbooks (Ajibade & Elemi, 2012; Isola, 2010).

Literature shows that there was a debate in South Africa concerning the selection of teaching and learning materials which differs from one province to another. For example, in some provinces it was the responsibility of a selected committee whereas in other provinces the responsibility lies within the school itself (World Bank, 2003). The question is whether pupils had the right and freedom to seek and receive required information under safe and secure environment.

It was also revealed that Africa was in a serious trouble related to access to textbooks and other teaching and learning materials. Almost all Grade VI pupils in Mauritius and Swaziland had sole use of a textbook in 2007, while in Botswana, Lesotho and Mozambique they had moderate levels of textbooks access and in Malawi, Uganda, Zambia, and Zimbabwe they had lower levels of textbooks access (SACMEQ, 2010). It was also revealed that the big challenges is noticed among occurred the disadvantaged and poor communities in which to buy textbooks was not an option (UNESCO, 2014).

2.3.4 Utilization of textbooks in Tanzania

The education system in Tanzania, as well as in many other countries, is directly influenced by the community and the nation as well. Substantial resources for development of infrastructure, provision of basic equipment,

staff development, supply of books and other teaching and learning materials are among the appropriate conditions for the improvements of quality education (Bynit, Massawe, Mtitu & Seka, 2000).

Development of the official curriculum for Tanzania schools is done by Tanzania Institute of Education (TIE) under the Ministry of Education and Vocational Training (MoEVT). It is the intended written part of the formal instruction of the schooling process. Once the official or written curriculum has been decided by TIE and approved by MoEVT, the curriculum is translated into materials for textbooks, teachers' guides and other resource instructional materials, such as pupils and teachers (TIE, 2009). Textbooks are required to closely match, and not to deviate from the curriculum with specified learning outcomes. Teachers are expected to use the textbooks and teachers' guides to teach the official curriculum to children and thus meet the nation's goals set by the (MoEVT, 2009).

In fact, the Tanzanian government has taken some measures particularly those aimed at increasing teaching and learning resources at the school level. Thus, the Primary Education Development Programme (URT, 2011) create the school environments that are conducive to learning in which every pupil is expected to access his or her own textbook by through the capitation grant.

Studies in Tanzania solely looked at how teachers use textbooks during the teaching and learning process but also considered the teachers' thinking,

interaction and rationale behind their use of textbooks (Kitundu, 2011; Nyaki, 2011; Samweli, 2014). For example, a study by Samweli (2014) revealed that there is lack of instructional facilities such as textbooks and Science equipments in schools. As a result, there was dis-proportional distribution of instructional materials.

Thus teachers could not manage to expose and train learners properly on the use of instructional materials on regular basis so as to make teaching-learning more effective, particularly in secondary schools. These results are very worrying indeed and pose a very big challenge to the MoEVT.

2.4 Challenges associated with the utilization of textbooks

In California, as it the case in other countries; access to quality textbooks, and other instructional materials limits pupils to meet the content standards set by the state (Bauer, 2010). Also, there is a challenge of utilizing textbooks among the schools in India. For example, there are schools which use the textbooks prepared by government, while other schools use textbooks published by the private company. The private textbooks contain religious messages while the other ones do not (Jammu & Kashmir, 2002). Again, Jammu and Kashmir revealed that several textbooks do not match with the national curriculum.

Education systems in Africa are still questionable. For example in Uganda, Zambia, and Zimbabwe in 2007 about one out of five Grade VI pupils was in

a classroom in which no pupils had a textbook (SACMEQ, 2010). Respectively lack of teachers subject knowledge variations in the use of textbooks, overcrowded classrooms, lack of relevant textbooks, poor binding, together with poor cover finishing become a serious problem for effective teaching and learning (Ajibade & Elemi, 2012; Komba & Nkumbi, 2008; Mwololo, 2009; UNESCO, 2014).

The education system in Tanzania was facing many problems, including lack of instructional facilities and science equipments, dis-proportional distribution of instructional materials, overcrowded classrooms, low academic performance, poor infrastructure and absenteeism (MoEC, 2005). Lack of textbooks, overcrowded classes and make learning very difficult to the extent that, half of the pupils who finish standard seven in public schools cannot read even a standard two English book. They even struggle to read Kiswahili books (UWEZO, 2011). These results are terrible and pose a great challenge to the Ministry responsible for education.

2.5 Suggestions on improvement of utilization of textbooks

Much has been documented on the presence of high achievements in education in the context where there is adequate provision of relevant and appropriate textbooks and materials to, assisting young children to develop knowledge and skills about the subject matter (Ajibade & Elemi, 2012). For example, there is a clear relationship between the availability of textbooks and pupils' achievement (Ketteridge & Marshal, 2009).

In Tanzania, the government has taken some measures particularly those aimed at increasing teaching and learning resources at the school level. Thus MoEC established the Teachers Resource Centres 2005 so as to support schools through the provisions of textbooks together with short seminars and workshops that support teachers in improving teaching (MoEVT, 2009). Furthermore, schools were given Capitation Grants for buying textbooks at the amount of USD 10 per enrolled child (URT, 2006).

2.6 Review of related research literature

2.6.1 The European context

Several studies have been done in Europe pertaining to the utilization of textbooks for effective teaching and learning process. Oakes and Saunders (2004) conducted a study by considering various ways of supplying and utilizing textbooks in California's public schools. The state policy, on line documents and new existing data from other researchers were used to collect the information. The findings revealed that 92 percent of teachers nearly 1,100 randomly selected utilize textbooks when they are organizing their lessons. Also, it was revealed that, insufficient supply of quality textbooks limit the pupils to meet the content standard set by the state. It was recommended that the state should ensure at alternative policy strategies are established in order for pupils to have access to textbooks and other instructional materials.

Again, Baranyai and Gabriella (2011) conducted a study which examined whether Mathematics textbooks meet the requirement of Romanian standards of primary school education. Documentation, content analysis and survey were the tools used to collect data. Textbooks style, language used and approach were investigated in relation to national curriculum. One hundred and two teachers were interviewed. The study revealed that with respect to the language used in the textbooks, there are many grammars and spelling error which limit the pupils from acquiring accurate mathematical terminology. It was recommended that, teachers should be involved in the projects of writing textbooks.

Furthermore, McNaughton and Speer (2005) collected and analysed data on the commitment of teachers using pupil's textbooks in primary classrooms in Australia. The frequency and pattern regarding the utilization of pupils' textbooks were investigated from the 34 Queensland teachers from two schools. The findings revealed that 86.6 percent of teachers utilized textbooks during the classroom lessons. However, over 55 percent of the teachers interviewed reported that they never followed the textbooks sequence of lessons. The study recommended that, it is the teacher personal behaviour, personal confidence and mastering subject knowledge that influence the utilization of textbooks in classroom teaching.

Rezat (2006) also conducted empirical study focusing on the uses of textbooks as basic instruments of teaching and learning in Germany. The methods of data collection were developed within the framework of the

activity theoretical model of textbooks use. The findings show that pupils utilized textbooks for problem solving, personal reading and searching for specific information. The only difference was on the way they approached information in textbooks. It was recommended that teachers should utilize textbooks in classroom so as to motivate pupils to use them and interact with the textbooks.

2.6.2 Studies in the African context

Iroaganachi and Julie (2011) conducted a study focusing in assessing how students access reference books at Covenant University in Nigeria. Questionnaire, interview and focus group discussion were used to collect the data from 500 students. The findings revealed that students prefer to use online materials to hardcopy materials. It was recommended that, the library should add more online reference sources rather than buying hard copies for students learning.

Respectively, Lubben et al (2003) conducted a study in Namibia focusing on teacher's use of science textbooks and practice in classrooms. The issues concerning pedagogy and classroom interactions were observed to characterise teacher and pupil's interaction with textbooks. The results revealed that almost teachers dominated the use of textbooks than their pupils. It observed that and pupils used textbooks to solve questions such as home works, drawings, searching for data and other information. It was recommended that, pupils should use textbooks searching for knowledge under the support of their teachers.

Another study was conducted from various universities in South Africa focusing on investigating availability and utilization of science textbooks and achievements that students get when they use textbooks (Martins, 2012). Questionnaires and documentation were the instruments used to collect data from a sample of 501 students and teachers. The results indicated that 82 percent of students utilize textbooks. Then it was noted that 88 percent of students purchase the required textbooks. In addition it was revealed that 90 percent of content comes from textbooks. It was recommended that textbook content knowledge should be well organized so as to link the needs of students across the universities.

On the other hand, Qualitative and quantitative research methods were used by Wanjiku (2013) to investigate the availability and utilization of educational resources in influencing students' performance in secondary schools in Kenya. Questionnaires, lesson observation schedule and checklist were used to collect the data from a sample of 6403 participants from 34 secondary schools. The findings found out that textbooks were shared by a large number of students in all the schools visited. It is also found out that there is inadequate library service almost in all the secondary schools. It was recommended that, the government should ensure that there is library service and schools were provided with required textbooks and other educational resources.

2.6.3 Studies in the Tanzanian context

The empirical study was conducted by the Ministry of Educational and Vocational Training (2010) focusing on the enrolment and the ratio of textbooks to pupils in Mwanza and Kilimanjaro regions. The findings revealed that primary schools were dominated by the increased enrolment of pupils by 97.3 percent in 2007 from 58 percent in 2000. Also overcrowded classrooms of 93 pupils per stream in Mwanza, and 87 pupils per stream in Kilimanjaro region. In fact, this was found to be a challenge in teaching and learning. Furthermore, it was revealed that textbooks schools had such scarcity of books to the extent that 5 textbooks were shared by up to 40 pupils. It was recommended that the government link its vision of admirable goal of having textbook-pupil ratio of 1:1 in order to reach the national educational goals.

Another study was conducted on design and uses of English, Mathematics and Biology textbooks among form one students in medium secondary schools by Barrett, Mtana, Osaki, Rubagumya (2014). Data on student's ability to read and availability of textbooks were collected from 21 schools across Dodoma, Morogoro and Lindi regions. The study found that English textbooks were not well utilized since about one half of the samples struggled to read. It was recommended that school textbooks be structured and written into supportive language for easy reading, and be reviewed by language and subject experts before being published.

Nyaki (2011) conducted a qualitative and quantitative study focusing on factors influencing pupils' performance in Mathematics in six primary schools

in Dar es Salaam. Multiple instruments of data collection were used. Such included Interviews, documentary reviews, observations, and focus group discussions to collect data from 94 informants including; district education officers, school inspectors, head teacher, mathematics teachers and pupils. The findings revealed that few pupils passed mathematics examinations due to shortage of mathematics textbooks. It was suggested that teachers should well be trained and the government should increase the number of mathematics textbooks.

Uwezo (2011) conducted a study on overcrowded classrooms and the uses of textbooks in Ilala, Kinondoni, and Temeke districts. It was revealed that the average class had about 81 pupils per classroom. Moreover it was noted that 45 percent of schools surveyed had many pupils sitting on the floor. The study also found that textbooks were rarely utilized in class hours. It was recommended that deliberate measures be taken to improve the quality of education under the Primary Education Development Programme (PEDP).

2.7 Knowledge gap

Tanzania has been investing in education for several decades. Kitundu and Nyaki (2011) assert that, in order to improve the quality of primary education the Tanzanian government should emphasize on the following key factors; training programs for primary school teachers, provision of textbooks together with the improvement of teachers pedagogical skills towards effective utilization of teaching and learning materials.

Despite of existing literature review on the significance of utilizing textbooks to enhance good achievements to pupils in Tanzania, little focus has been made towards primary school teachers and pupils practice in utilizing textbooks in teaching and learning process. Most of the studies suggest that the way is still endless for other researchers to disclose the use of textbooks in classrooms.

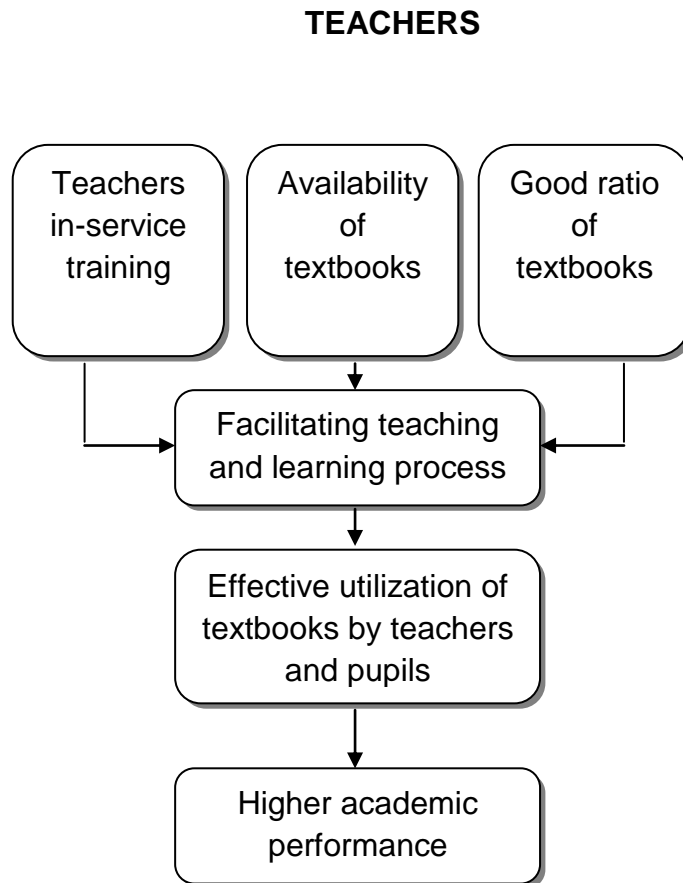
This study, therefore, aimed at filling the gap by examining the extent to which primary school teachers and pupils utilized textbooks for effective teaching and learning processes in Masasi District.

2.8 Conceptual framework of the study

In this study conceptual framework explains in narrative form, the main things to be studied, including the key factors and the presumed relationships among them. Utilization of textbooks by primary school teachers and pupils encompasses an array of factors each exerting an influence on others in some way. Therefore, the conceptual framework of this study is based on the analysis of the utilization of textbooks by teachers and pupils.

The conceptual framework of the study may be depicted from Figure 2.2 below

**FIGURE 2. 2: CONCEPTUAL FRAMEWORK FOR UNDERSTANDING
UTILIZATION OF TEXTBOOKS BY PRIMARY SCHOOL**



The conceptual framework presented in Figure 2.1 above provides a visual representation of how the elements of education are interrelated. Teacher in-service training, availability of textbooks and good ratio of textbooks are interrelated and facilitate teaching and learning process. The effective association of those six elements influence higher academic performance for pupils. Teacher's training acts as a bridge in all the elements because effective utilization of textbooks is highly depending on methods of teaching and mastering the content knowledge.

On the other hand pupils academic performance is highly depending on teachers training, availability of required textbooks and a reasonable pupil textbook ration. Conversely, absence of teachers training, inadequate of textbooks and poor ratio of textbooks in school settings lead to poor academic performance as well.

2.9 Chapter summary

Chapter Two began with main sections of the study immediately after introducing the chapter such as the theories guiding the study and their relation to this study. Others are the importance of teachers professional development, the role of textbooks in education together and the review of some empirical research literature. The chapter ends by establishing, the knowledge gap and conceptual framework used to guide the study. The framework illustrates a general picture on necessary variable which could impact on the utilization of textbooks and pupils academic performance in Tanzanian schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter Three presents a description of the research methodology employed in this study. The chapter describes the research design, approach, geographical location of the study, research population, sample size, and sampling techniques involved in the study. Other issues dealt with the same chapter include Trustworthiness of the study, ethical considerations, research instruments and data analysis plan.

3.2 The research design and approach

3.2.1 Research design

In this study the case study design was used to gather information. The descriptive case study design involves a careful and complete observation of a social unit, a person, an institution, and even the entire community (Granger et al., 2008). The researcher used the descriptive case study design because it is useful in providing in-depth insight from the social setting, describe and explain the intensive knowledge about the phenomenon from the insiders' perspective (Enon, 1998; Gall et al., 2005). This study used the case study design to understand the utilization of textbooks by primary schools teachers and pupils for effective teaching and learning process in Masasi district. The design is used to establish the extent to which textbooks were utilized, challenges and improvements in utilizing textbooks. This was done through collection and analysis of information from teachers, pupils and school inspectors.

3.2.2 Research approach

In this study the researcher mainly employed the qualitative research approach. According to Auerbach and Silverstein (2003), qualitative studies are favourably comprehensive and trustworthy because they make a deep exploration of informants to obtain purposive knowledge of a particular phenomenon. The researcher employed this approach in order to dig out the perceptions, attitudes, experiences, challenges and recommendation of the teachers, pupils and school inspectors on the utilization of textbooks in teaching and learning process among Masasi primary schools. The researcher considered this a suitable approach because it allowed the use of more than one method of data collection, which is also recommended by Creswell (2003).

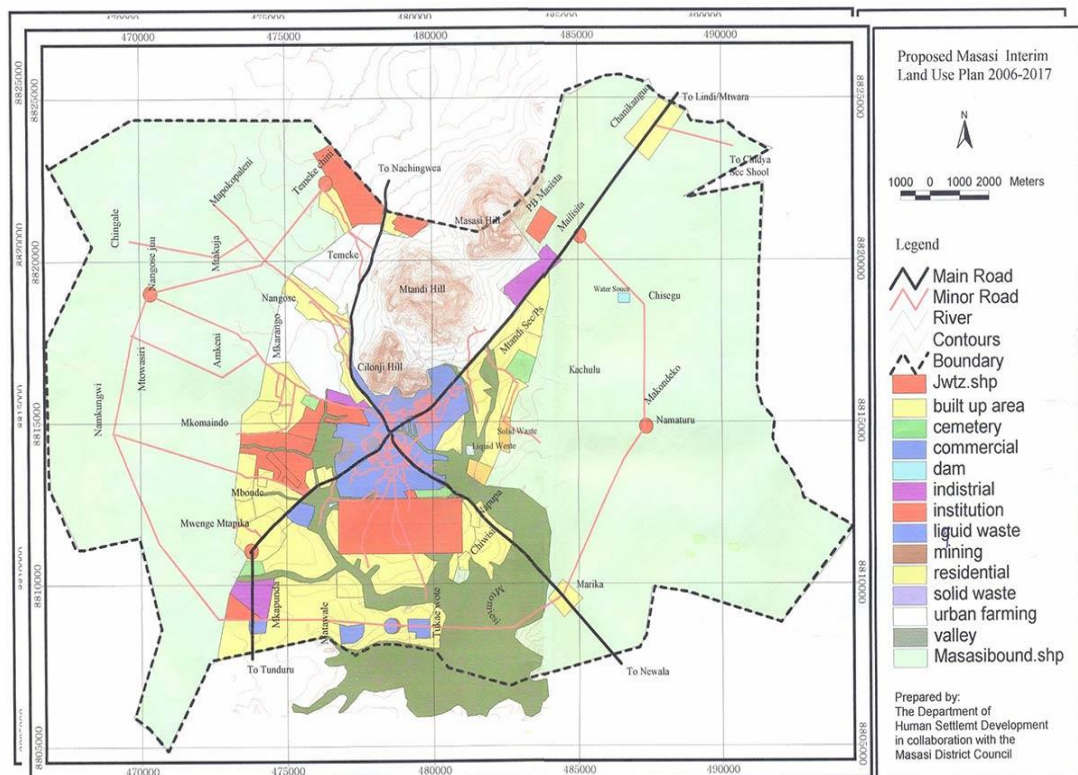
3.3 Location of the study

The study was conducted in Masasi District in Mtwara region in Tanzania. According to Kombo and Tromp (2006) research area facilitates usefulness of the information produced. For this matter, a well planned study should provide a justifiable choice of the area of the study. Therefore, four primary schools were involved in the study. The area was selected due to its rapid urbanization, a process which has brought up dramatic changes in the total ways of life including provision of social services such as education (URT, 2012). Educational practices in the typical urban schools would differ from the practices in the typical rural schools. This is due to variations in resource allocation and the abundance of supportive social services hence the need to address those variations in relation to linkage.

Therefore, the area was purposely chosen basing on the explained considerations explained.

Masasi District is one of the six administrative districts which are components parts of Mtwara Region. Other districts are Newala, Nanyumbu, Tandahimba, Mtwara Municipal and Mtwara Rural (URT, 2012).

FIGURE 3.1 : A MAP OF MASASI DISTRICT



(Chikongoye and Mugoya, 2011)

3.4 Targeted population of the study

The target population of this study involved all primary school teachers, primary school pupils and school inspectors in Masasi District.

3.5 Sample and sampling techniques

In this study, simple random and purposive sampling techniques were used. Simple random was employed to select four (4) public primary schools and forty (40) school pupils in which ten (10) pupils from Standard VI and Standard VII were selected from each of the school. Pupils were selected because they are matured enough to give information needed by researcher towards their perception, challenge and recommendation on utilizing textbooks in learning processes.

The names of schools and pupils were written on a piece of paper in order to obtain a sample. Those pieces of papers were mixed in a box, and then the researcher picked randomly the target number of pieces one after another without replacement. Therefore, the researcher was sure that, in successive drawings, each of the remaining pieces of papers for the population had equal chance of being selected for the sample as stipulated by (Kombo & Tromp, 2006). The researcher used simple random sampling to avoid bias in selecting respondents for this study.

Also, purposive sampling was used to obtain the number of informants who were rich in information related to the nature and purpose of the study (Krishnaswamy,1993). Again, Krishnaswamy suggested that purposive

sampling was more appropriate techniques used in qualitative studies. Therefore, sixteen (16) teachers and two (2) school inspectors were purposively selected. Teachers were selected in order to understand their experience and perception in teaching, challenges they faced and suggested improvement toward effective utilization of textbooks in teaching process.

On the other hand, school inspectors were involved in the study because the school inspectors were responsible for inspection of primary and secondary schools (MoEVT, 2013). Hence, they hold important information on how pupils and teachers utilize textbooks in the whole process of teaching and learning. The study, therefore, included a total of 58 informants including (40) pupils, (16) teachers and (2) school inspectors. Therefore, the sample size in this study was determined by the level of saturation.

3.6 Research instruments

In this study multiple methods of research were employed to meet the need of the study. Interview, direct observation, focus group discussion and documentary review were deployed to get data for the study. The researcher used Kiswahili language during the interviews and the FGDs so as to ease communication among and with the informants. The interview and FGD guiding themes, which were originally prepared in English, were later translated by the researcher into Kiswahili. The study used both primary and secondary data collection methods for acquiring information.

3.6.1 Primary data

3.6.1.1 Semi-structured Interviews

Face to face interviews were used when collecting data from the teachers and school inspectors; thus, in-depth information on teachers and school inspectors regarding the utilization of textbooks for effective teaching and learning process were gathered, (the extent to which primary school teachers and pupils utilize textbooks in teaching and learning process; challenges associated with utilization of textbooks by primary school teachers and pupils towards effective teaching and learning process and suggest appropriate improvements that could help to improve effective utilization of textbook in teaching and learning process). The data provided were taken to compliment the tape recorded information and later were transcribed and analyzed through reduction, organization and interpretation.

3.6.1.2 Focus group discussion

Focus group discussion (FGDs) was used to collection data from Standard VI and Standard VII pupils in the schools selected. Eight (8) focus group discussions were held in this study whereby ten (10) pupils in each school were included in the two group discussions. Gall et al. (2005) suggests that a focus group discussion must comprise of not less than five to ten people so as to have effective and interactive group discussion. Standard seven and standard six pupils were purposively selected to participate in FGDs because they were able to provide the information needed in the study. The themes for the FGDs were prepared before hand to help guide the discussions.

The researcher assumed the role as a facilitator in the discussions and ensured that every pupil who was present in the group had to say something about the topic at hand. The purpose of using this tool was to collect the information on the issues, ideas and perceptions related to the extent to which pupils utilized textbooks in learning process, factors facilitating effective utilization of textbooks and challenges associated with the utilization of textbook in teaching and learning process. The researcher encouraged the pupils to talk; and notes about the discussion were taken by the researcher. The main purpose of choosing this method was to bring together the pupils to discuss and stretch their minds.

3.6.1.3 Observation

In this study observation method was used to observe classroom atmosphere in order to understand a room created by the teacher for every pupil to utilize textbooks infrastructure facilitating effective utilization of textbooks and number of textbooks. Other aspects that were be observed include specific types of classroom activities such as utilization of textbooks as references, attempting textbooks questions, pupils reading textbooks and provide ideas from textbooks, together with pupils teacher interactions by using textbooks.

Classroom observation helps to identify what really happens in the real world as is argued by (Creswell, 2008). Moreover, the method was chosen in order to obtain a thick description of the utilization of textbooks described by the informants during the interviews process. Observed items were recorded with

a camera which further helped to indicate that the researcher visited the said schools. The method was important as a supplement source of information for this study.

3.6.2 Secondary data

Secondary data collection was then carried out by reviewing documents found to have of pertinent information related to this study. The documents included textbooks, lessons plans and school syllabi.

3.6.2.1 Documentary review

In this study, the documents that were reviewed included primary school syllabus, textbooks and lesson plans. The review focused on teaching methods as well as textbooks which were directed used in classrooms. Lesson plans were important in understanding the extent to which teachers utilized textbooks to prepare their lesson and evaluation of the pupils in the classroom. The Data obtained from documentary review were summarized, presented and discussed to expand or provide more insights into the phenomena under the study. The researcher also reviewed organization of textbook content in relation to the syllabus together with the documents such as attendance registers.

3.7 Trustworthiness of the study

Validity and reliability in qualitative research could be proved through the use of multiple methods of data collection including; triangulation, thick

description of the findings and back translation. Each of these is clearly discussed below:

3.7.1 Triangulation method

In this study, triangulation of the data sources were used to get different ideas, perceptions, challenges and recommendation on the utilization of textbooks for effective teaching and learning possesses by school teachers, pupils and school inspectors.

3.7.2 Thick description

This study, used several quotations from participants as well as descriptions to make the reader develop insights, especially during interviews to have a feeling and the meanings contained in the data collected.

3.7.3 Use of back translation

The interview and FGD guides, which were originally designed in English, were then translated into Kiswahili. The aim was to ease communication among and with the informants (Mtahabwa, 2007). During the interview the researcher used Kiswahili language to ease communication and interaction with and among the informants. The gathered information was later translated into English during report writing.

3.8 Data analysis plan

Qualitative techniques of data analysis were employed in this study. The data obtained from the field was analyzed differently according to the methods

used in data collection. The data were analysed following the two steps as per Hubberman and Milles (1994) framework for qualitative data analysis. These are data organization and interpretation. Therefore, four steps were followed in the analysis of data gathered through semi-structured interviews, focus group discussions and observation while those gathered through documentary review were summarized, presented and discussed to provide more insights into the phenomena under the study.

3.9 Ethical considerations

To ensure successful and safe completion of this study, the researcher observed all the necessary regulations. Research procedures such as permission from the responsible personnel; consideration of the needs and concern of the people under the study were put into account. The researcher sought permission from the relevant authorities, including St. John's University; permission from education officer in Masasi District Council; and from heads of respective schools. All this was to ensure smooth but also ethical conduct of the study.

Also ethics were assured in this study through making sure that informants were informed about the purpose of the research. Confidentiality and privacy were handled carefully by the researcher. Furthermore, the information collected was respected to the maximum in order to protect informants' person hood. All resources used were acknowledged to the informants. Also, the informants' names were disclosed using codes. Last, the researcher did not cause any physical or psychological harm to the informants. He also

respected the voluntary and informed consent of the research informants. Researcher also sought permission from school head when observing the classroom and taking a pictures.

3.10 Plans for dissemination of research results

According to the expectation of this study as well as the requirements of the Masters' degree programme a copy of the results is to be given to the office of directorate for postgraduates, to my supervisor and the post graduate office of SJUT for reference and review of the findings.

3.11 Limitations of the study

This study was constrained by two major factors. One of the factors is that some school heads could not quickly reveal some issues pertaining to the utilization of textbooks for effective teaching and learning process. Sometimes they deliberately rejected to be interviewed, perhaps because of the sensitivity of the information needed to be obtained. However, the researcher used some efforts to convince them to provide such information. Notwithstanding, the researcher succeeded to get the required information after explaining to the respondents that the information they provided was to be held confidential, and that was only meant for academic purposes.

The researcher also faced challenges of meeting with teachers as most of them were attending Biometric Voters Registration (BVR) seminars, preparing for current year's elections. As a result researcher had to attend to school several times in order to meet them. This consumed much of time,

inhibiting the researcher from collecting as much information for the study as possible.

3.12 Chapter summary

Chapter Three explains the research design, approach and data collection techniques that were used to gather information with regard to this study. Other aspects such as sample and sampling techniques are also presented. The researcher has also explained the ethical considerations which the researcher adhered to in conducting this study, together with limitation of the study. The next chapter provides presentation and discussion of the results after the data analysis process.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

Chapter Four, presents the findings of the study as they were obtained from the field. It responds to the objectives and research questions as introduced in Chapter One. The findings show the extent to which primary school teachers and pupils utilized textbooks in teaching and learning process, challenges associated with the utilization of textbooks in teaching and learning process and suggestion on improving utilization of textbooks for effective teaching and learning process. After the presentation, then follows the discussion of the findings.

Data collection and analysis were guided by constructivism learning theories propounded by Vygotsky (1978). The study findings are from 58 informants. The socio-demographic characteristics of the sample population are presented first and then followed by an analysis of qualitative data under specific sub-themes.

4.2 Socio-demographic characteristics of informants

Table 4.1 summarizes the characteristics of informants in the study. As it can be observed in the table, the sample categories varied much in their characteristics. The occupations and the number of informants in brackets were as follows: teachers (16), school inspector (2), and pupils (40). The educational level and the numbers of informants in the brackets were as

follows; primary education (40), Grade A (4), diploma (12), and higher education (2).

4.3 Schools visited

This study was confined to four (4) schools and school inspector office from which 58 informants were drawn (see Table 4.1).

TABLE 4. 1: CHARACTERISTICS OF INFORMANT

Parameter	Frequency (n=58)	Percent (%)
Sex		
Male	26	45
Female	32	55
Total	58	100
Educational Level		
Primary Education	40	69
Grade A	4	7
Diploma	12	21
Higher Education	2	3
Total	58	100
School Teacher		
Migongo	4	7
Nangose	4	7
Mtandi	3	5
Moroco	5	9
Other Informants		
Pupils	40	69
School Inspectors	2	3
Total	58	100

4.4 Main themes and sub–themes of the study findings

The main themes were developed deductively based on the research objectives, while sub-themes were developed inductively after a thorough reading of the data (Ezzy, 2002) as shown in Table 4.2 below.

Table 4. 2: MAIN THEMES AND SUB-THEMES OF THE STUDY FINDINGS

S/N	Main Theme	Sub-Theme
1.	Utilization of textbooks by teachers and pupils	<ul style="list-style-type: none">• Classroom activities• Planning and making decision• Textbooks as reference materials
2.	Challenges on utilization of textbooks	<ul style="list-style-type: none">• Pupils and availability of textbooks• Quality of textbooks• Teaching and learning materials• Teachers participation• Orientation courses• Family background
3.	Suggested improvements for effective utilization of textbooks	<ul style="list-style-type: none">• Good ration of textbooks• Teachers training• Quality textbooks• The use of single textbook

4.5 Utilization of textbooks by teachers and pupils

The first objective of the study sought to determine the extent to which primary school teachers and pupils utilize textbooks for effective teaching and learning process. Informants were asked to mention and explain how and when they usually utilized textbooks. Semi-interviews, focus group discussions (FGD) and observation were conducted to elicit information

related to this issue. The findings are summarized in Table 4.3 and thereafter a discussion of the matters is presented.

Table 4. 3: UTILIZATION OF TEXTBOOKS BY TEACHERS AND PUPILS

Parameter	Frequency	Percent
Classroom activities	22	42
Planning and making decision	18	34
Textbooks as a reference	12	23
Total	52	100

4.5.1 Classroom activities

The research findings revealed that teachers and pupils utilized textbooks for different classrooms activities. It was found that textbooks was utilized through guiding pupils reading in the learning process, attempting homework questions, drawing diagrams and pictures. Textbooks were utilized as a basic educational instruments used to deliver knowledge and skills to pupils throughout the learning process. Pupils became very active when they were provided textbooks for classroom reading and learning process. Asked the question: *To what extent do you use textbooks for effective teaching?*, the teacher from school D explained that:

...textbooks are a useful materials for classroom teaching and learning, but it does not mean that all learning should be conducted through the use of textbooks...however if we use, we choose the ones with enough information, photographs, depending on topics taught....(Teacher in interview, school D, April 13, 2015)

When pupils were asked if they used textbooks in classrooms when taught by their teachers, one pupil from school D said:

...normally our teacher enters in the class sometimes with textbook sometimes with only one book and read a story for us from that book while we are listening and then the teacher asks questions from what we heard...this affect our academic performance due to lack of textbooks in our school...(Pupil in FGD, school D, April 16, 2015)

From these findings, it is likely that pupils' utilization of textbooks in primary schools was low. This had adequate effect on pupils' numeracy and literacy performance in various schools in Tanzania. Moreover, when the school inspector was asked in an interview about the availability of textbooks in schools, he replied:

...many schools have very few textbooks...this is due to the fact that now days schools receive little amount of money to buy books...this has forced teacher to use few books available to prepare notes and write on the blackboard and demand pupils to copy... (School Inspector, April 20, 2015)

From the above findings, it is likely that textbooks were hardly utilized in many primary schools, which in turn might have hindered pupils' learning. This shows the extent to which textbooks were utilized by teachers and pupils in teaching and learning process in primary schools in Masasi District.

4.5.2 Planning and making decision

The findings from this study show that 18 (34%) of all teachers who were teaching Standard VI and VII used textbooks to prepare and organize their lessons before classroom teaching. Teachers who were using textbooks to prepare lessons argued that they used textbooks in selecting a topic to be

taught and that this simplified teaching and learning process. This was evidenced by the head teacher from school C who said:

...textbooks help us to prepare and organize our lessons before classroom teaching...we normally use textbooks to plan classroom activities...for example, in Science subjects, teacher need to prepare the tools to be used in a topic of magnet for simple experiments...(Head teacher, school C, May 5, 2015).

From the findings above, it is apparent that textbooks could be of great help in preparing and planning classroom activities, which in turn would increase pupils' performance. Asked in an interview if they were using textbooks to prepare themselves for teaching, one teacher from school A had this to say:

...normally, I use textbooks to prepare lesson plans and pupils' notes...our school have few books compared with the number of pupils... therefore, I normally use textbooks to make pupils notes and write that notes on the blackboard and allow pupils to copy them...(Teacher in interview, school A , April 23, 2015)

From the findings above, it is apparent that teachers used textbooks only when they wanted to prepare for lesson. This situation might have affected pupils' academic development because pupils were forced to read the teachers' notes. This in turn developed pupils' habit of not reading books and therefore affecting their academic development.

4.5.3 Textbooks as reference materials

Also, the findings of this study show that textbooks were used by teachers as reference materials which were used to provide information needed by teachers. In this study 12 (23%) out of 16 teachers claimed that they were using textbooks as references to enrich the incomplete knowledge extracted from other textbooks. Among the schools visited 3 (75%) teachers out of 4 teachers who were teaching Kiswahili in Standard VII preferred to use

textbooks published by Ben & Company Publishers, while the rest 1(25%) out of 4 teachers use books published by William Textbook Publishers which were inadequately utilized by other teachers who were teaching Kiswahili. Participating in the interview on the use of textbooks as a reference, one teacher from school B said:

...Ben textbooks are well organized in topics, exercises and examples...at least are the best textbooks to be used in teaching Kiswahili compared to other textbooks which lacked some important information... (Teacher school B, April 21, 2015)

From the above findings, it is clear that textbooks were used as reference materials to help teachers to extract more information which was not available in other textbooks. Teachers became familiar with various textbook materials; hence they were able to understand the strength and weaknesses of each book and chose the best ones for teaching. However, if teachers used different textbooks to prepare pupils' notes and lesson plans only without letting pupils to be familiar with the books. This might have damaged the pupils' ability in academic matters.

Despite the results which were provided by teachers and pupils, it is not enough to conclude that textbooks were utilized effectively in teaching and learning process. It was important for the researcher to observe in classrooms in order to understand how and when teachers and pupils effectively utilized textbooks.

Four primary schools were investigated in which eight classrooms were observed, that is two classes in each school. Observation was used because it was the most effective technique to identify whether or not teachers and

pupils utilized textbooks in classrooms. Observation was used to check and write some comments while observing the classroom activities related to utilization of textbooks.

The classroom observation revealed 50% of the classes had textbooks from teachers while 50% of them did not have any textbooks or any other materials for learning. Furthermore, in all the classes observed, pupils were sharing the textbooks and no one used a single textbook. Also, observation showed that only 37.5% of teachers created the room for every pupil to use textbooks in the classroom. During the class hours (75%) of teachers used personal notes which they had already prepared and therefore did not use textbooks. For example, the teacher from school A was observed teaching in the classroom without using or providing textbooks to pupils (see Plate 4.1). She stood in the middle of the class of 98 pupils and tried to involve pupils in learning. The researcher observed that there were great behavioural problems in this classroom, particularly among male pupils.

Plate 4. 1: PUPILS LEARNING WITHOUT USING TEXTBOOKS



Plate 4.1 Illustrates pupils learning without using textbooks in classroom. Therefore, the teacher stood in the middle of the classroom to initiate classroom learning with pupils.

From the use of interview, focus group discussion and classroom observation; the researcher gathered data from the first objective which intended to determine the extent to which teachers and pupils utilized textbooks in teaching and learning process in primary schools in Masasi District.

The research findings revealed that textbooks, as part of the curriculum implementation, were utilized by both teachers and pupils through various ways. Seeing first; planning and making decision in lesson planning, intelligent selection of topics from various types of textbooks and planning for classroom activities. These enabled teachers to set the learning objectives and teaching methods to be used according to the needs of pupils. On the

other hand, pupils utilized textbooks for self reading, attempting home work questions and for drawing diagrams, graphs and pictures. This implies that primary school teachers were using lesson plan guidelines to support effective classroom teaching and learning as directed in the primary school syllabi prepared by the Ministry of Education and Vocational Training (MoEVT).

The findings above corresponds to Chien and Kathie (2007); Johansson (2006); Kitundu (2011); MoEVT (2009); Samweli (2014) who observed that teachers should have resources like textbooks as well as other teaching and learning materials. These resources were selected and used on the basis of suitability to the pupils' capacity to learn. However, the observation shows that textbooks were utilized by pupils only when they were provided by their teachers. Rarely, researchers observed that both teachers and pupils used textbooks in class.

Teaching and learning without using textbooks was perhaps caused by different factors, but inadequacy of textbooks was observed to be the main cause. Literature suggested that instructional materials should be utilized in classrooms in order to attract pupils' ability to learn, satisfy their needs and increase their interest in learning by interacting and watching (Ajibade & Elemi, 2012). This study also, corroborate to many other findings such as those by (Bauer, 2010; Mtahabwa, 2007) who observed that visual materials should be seen as an essential part of teaching, whereby the teacher need to understand a variety of teaching methods.

4.6 Challenges in utilization of textbooks

The second research objective of this study sought to establish whether there were challenges facing teachers and pupils towards the utilization of textbooks in teaching and learning process. The findings from the semi-structured interviews and FGD and observation implied that the most challenges faced teachers and pupils on the utilization of textbooks were large number of pupils compared to availability of textbooks 23%; again 23% said teaching and learning resources; 19% informants mentioned quality of textbooks; 13% of the informants mentioned teacher participation; 13% explained orientation courses; and 8% argued family background, as a challenge on the utilization of textbooks for effective teaching and learning process. Each of these challenges was found to affect utilization of textbooks for effective teaching and learning process. Therefore, the findings are summarized in Table 4.4. and followed by a discussion of the matter.

Table 4. 4: CHALLENGES ON THE UTILIZATION OF TEXTBOOKS

Challenge	Frequency	Percent
Pupils and availability of textbooks	12	23%
Teaching and learning materials	12	23%
Quality textbooks	10	19%
Teacher participation	7	13%
Orientation courses	7	13%
Family background	4	8%
Total	52	100%

4.6.1 Pupils and availability of textbooks

The findings of the study revealed that large number of pupils compared to the number of textbooks was among the factors which limited effective utilization of textbooks in classrooms. Twelve (23%) of the informants informed that due to the large number of pupils, the available textbooks were inadequate, hence they used them by sharing in small groups of three students and even large groups of fifteen pupils. Teachers blamed that in such conditions, it was difficult for them to provide textbooks in class. Participating in an interview, a teacher from school B said:

...the classrooms are flooded with a big number of pupils compared to the number of textbooks which are available...for example there are about eighty to one hundred pupils in Standard VI in which a Geography textbook is shared by nine to fifteen pupils...(Teacher, school B, May 14, 2015).

Furthermore, the finding from the pupils shows that pupils experienced difficulty in utilizing textbooks in learning process. Large number of pupils compared to the number of textbooks in classroom limited the pupils to effectively participate effectively in groups learning using textbooks. Observation showed that in such a scenario, pupils were not provided with textbooks materials during class hours because at sometimes they were fighting for those textbooks and at the same time they destroyed them. One pupil in FGD explained that:

...there is shortage of textbooks. In Geography we share within seven to fifteen pupils... (Pupil in FGD, May 4, 2015).

Furthermore, the findings from the teachers' interview and classroom observation indicated that teachers experienced difficulties in utilizing textbooks due to overcrowded classes. This was seen in all classrooms involved in the observation (see Plate 4.2).

Plate 4. 2: OVERCROWDED CLASSROOMS



Therefore, these findings revealed that large number of pupils in classrooms made teachers to employ poor pedagogical strategies which hampered the effective utilization of textbooks as a result teachers poorly supported learning process among the pupils.

4.6.2 Teaching and learning materials

The study revealed that there was inadequacy provision of supporting materials in schools that could be used to support the whole process of

teaching and learning. Such materials included teachers guide books, dictionaries, supplementary books, atlases and maps. Other materials were specimens and objects such as flowers. The only material available for teaching and learning were textbooks, chalks and exercise books. Explaining about this shortage, a school inspector explained that:

...normally there is a shortage of teaching and learning materials especially for science subjects. Schools are inadequately provided with textbooks and other visual materials for pupils learning. For example there is great shortage of teachers guide book...in our school.... (School inspector in interview, May 7, 2015)

The above explanation implies that subject textbooks were the only materials available in schools used by both teachers and pupils to facilitate the teaching and learning process. Similarly teachers also, reported that they lacked such materials to enhance the teaching and learning process.

During the FGDs with pupils, they complained that lack of supporting materials especially for Science and Social Studies limited them to improve their knowledge and skills which they expected to achieve in schools. Using a question Do you enjoy using textbooks? The pupils exposed that they were dissatisfied with the way the course was conducted in an impractical way, especially in Science and Social Studies. Elaborating about this in FGDs, a pupil said:

... topics like HIV could be well understood if we were taken to the laboratory and be shown the virus so that we know them... but instead we just learn about them in the class without seeing anything.....(Pupil in FGD, April 24, 2015)

The response above implies that the primary schools were faced by shortage of teaching and learning materials which would support the utilization of textbooks for effective teaching and learning process. The unavailability of such materials like teachers guide books, dictionaries, supplementary books, atlases and maps together with specimens and objects such as flower seemed to limit pupils from experiencing their learning. As the pupils claimed learning without experiencing the really objects was less meaningful in their academic development.

4.6.3 Quality textbooks

The study revealed that teachers and pupils were limited when they utilize textbooks in teaching and learning process. Those limitations were caused by the integration of content knowledge, language used, difficult grammars and spelling errors hence missing of some information together with poor binding. It was revealed that, the quality of textbooks affected the readers' utilization of the books. Teachers gave an example of the teaching unit called "types of words" in Kiswahili textbooks.

In support of that one teacher from school A said:

...the arrangement of topics was very controversy to the reader, for example types of words in Kiswahili textbooks were not following the series in learning, because you can find nouns in chapter two, then verbs in chapter four, and adverb in chapter seven. In actual fact there is poor organization of topics... (Teacher in interview, school A, May 5, 2015).

On the other hand, the study found that the use of difficult language in the textbooks limited their effective utilization by learners. Using the question: What challenges do you encounter when using textbooks in learning process? one pupil in a FGD said:

...the language used in the English textbooks is very difficult to understand when you read the story or answer the questions...(Pupil in FGD, May 12, 2015).

This implies that integration of textbook contents and use of unfamiliar vocabulary seemed to be among the biggest challenges towards effective utilization of textbooks by both teachers and pupils in Masasi District.

4.6.4 Teacher participation in selecting of teaching materials

The study found that schools were provided only with teaching and learning materials without involving teachers who were understanding their needs. For this reason, some of the textbooks were found to be more in number in some subjects compared to others. Explaining about this situation the head of school C said:

...because we are not effectively participating in the selection of textbooks, there is no doubt that there is shortage of textbooks particularly in Geography, History and Civics subject. As head of school, sometimes I borrow books from the Teachers Resource Centres or neighbouring schools... (Head teacher in interview, April 27, 2015).

The above explanation implies that lack of teachers' participation in the selection of teaching and learning materials limited the schools from effectively utilizing the educational materials as recommended in the education policy.

4.6.5 Orientation course

The findings from the heads of schools and school inspectors revealed that lack of orientation course among the primary school teachers limited them from utilizing the textbooks especially when there are new textbooks. It was found that most of the textbooks had no enough information to direct the users, hence it was important for teachers to be provided with orientation course in order to utilize the textbooks effectively. The documentary review shows that only 3 (38.88%) of Science teachers out of 16 attended short training for teaching the difficult topics through the aid of the United States of America in Mkomaindo TRC. Most of the teachers seemed to use teaching experience in teaching process. These can be proved by the school inspector who said that:

...few teachers attended special training which was provided in the teachers resource centre by the donors from America. Those teachers were trained to teach difficult topics in science and English language....(School inspector in interview, April 28, 2015).

Also, the findings from the head of school revealed that there no specific teachers training programme, especially for teaching pedagogy that would help teachers to explore the textbooks effectively. This was evidenced by one school head who said:

...regardless of the teaching experience and teaching skills, most of the teachers had not been trained to teach in terms of pedagogy which requires mastering of all the teaching skills. Most of the teachers because of the inadequate training they teach through simple ways... (Head in interview, May 15, 2015).

Therefore, the above findings implied that teachers in Masasi District primary schools lacked short courses that would help them utilize textbooks for effective teaching process in schools. However, some of the school head teachers were fighting to have adequate training for their teachers through seminars and workshops on how to utilize new textbooks and syllabi.

4.6.6 Family background

In this aspect, the study found that family background affected the pupils' utilization of textbooks. Parents and care givers being good role models had been proved to be effective strategy that promotes development of pupils learning. Four (8%) of the informants insisted that if parents wanted their children to well utilize textbooks for effective learning, then they should model the behaviour and character they hoped their pupil would adopt. Contrarily, parents didn't do so to their pupils. One interviewed teacher from school C explained that:

...pupils learned by observing what they see and hear...if parents would act as role model at homes in reading and learning their children also they will act so, but I didn't think so because few of them they do not have even the exercise book..to buy the textbooks it would be very difficult.... (Teacher in interview, school C, April 22, 2015)

These findings implied that pupils needed to observe others engaged in acts of reading textbooks so that they can act the same.

From the interview, focus group discussion, observation and documentary review, the researcher obtained data for the second objective about the challenges faced teachers and pupils when they utilize textbooks in teaching

and learning process in Masasi District. The results indicate that the provision of textbooks in primary schools did not consider the needs of the users in schools. There was inadequacy of several textbooks in the schools visited in several subjects including Geography textbooks, Civics textbooks, history and Science textbooks. The situation of textbooks in schools was contradicted with the Tanzania Education Policy (URT, 2006) which emphasized on the provision of required textbooks in both primary and secondary education.

Limited provision of required textbooks in schools discouraged pupils to effectively interact with the learning materials as suggested in the activity theory that pupil should interact with textbooks in learning process in order to acquire the expected knowledge (Vygotsky, 1978). Also, the report from Oakes and Saunders (2004) revealed that insufficient supply of textbooks limited the pupils to meet the content standard set by the nation that why the U.S First Lady, Laura Bush noted that “Nothing is more important to Afghanistan future that giving its children the tools and skills they need to learn and succeed” (USAID, 2002, P.5).

Documentary review indicated that only 3 primary school teachers attended short courses sponsored by the United States of America (USAID) in Mkomaindo TRC. It was observed that most of the teachers used experience in teaching process. The findings are congruent to Chingos and Whitehurts (2012) who revealed that training enabled teachers to become competent in subject areas and to cope with the changes in science and technology by

improving the methods of teaching and utilizing the materials. As supported by Ngure et al. (2014), in-service training and orientation courses should preferably be coordinated in a way that would ensure that teachers could, in practice, use the resources available to teach the pupils in the most effective ways.

Furthermore, the study revealed that the use of difficult language, poor organization of content knowledge, inadequate information in the textbooks seems to affect teaching and learning process. The findings are in line with Barrett, Mtana, Osaki and Rubagumya (2014) that textbooks should well be structured and written in supportive language for easy reading, and be reviewed by language and subject experts before publishing.

On the other hand, teachers seemed to believe that the effectiveness of utilizing textbooks was limited by the large number of pupils as compared to the available textbooks. In actual sense, the observation showed that classrooms were not conducive to support effective utilization of textbooks. There might be lack of concentration due to the large number of pupils which affect the interaction with textbooks during the lesson. These findings are in line with HakiElimu (2008) which found that most challenging condition in primary schools is on the enrolment and the ratio of textbooks to pupils in primary schools. The increased enrolment by 97.3% in 2007 from 58% in 2000 limit the vision of admirable goal of 1:1 textbook for pupil in Tanzania. Not only that, but also Wanjiku (2013) investigated on the availability and utilization of educational resources in influencing students'

performance in secondary schools in Kenya. The findings revealed that poor performance was caused by sharing of textbooks among many students in all the schools visited.

Also, 8% of informants claimed that family background affected pupils' utilization of textbooks. In this aspect, the study observed that parents were not well involved in education matters due to the different factors including poor participation in school meetings, irresponsibility to their children on buying uniforms, exercise books and textbooks. In the aspect of subject textbooks, most of the pupils possessed nothing, but few of them had one to two textbooks. Bauer (2010) argues that textbooks and other teaching and learning materials are more cost especially at schools in disadvantaged and poor communities where buying a textbook is not an option .

Conclusively, schools in Masasi district needed to provide or to arrange the environment that would facilitate effective utilization of textbooks and other visual materials as recent research has established that children literally forge relationship with the environment of their activities by making visual illustrations as part of the teaching and learning.

4.7 Improvement strategies for effective utilization of textbooks

The last objective of this study sought to suggest improvements on utilizing textbooks for effective teaching and learning process. This section presents the analysis and discussion of the results regarding the suggested improvement obtained from the school teachers, pupils and school

inspectors. Semi-structured interview, FGDs and documentary review were used to find out the views on the improvement of opportunities for a successful utilization of textbooks. Therefore, this study implied that the most suggested improvements on utilization of textbooks for effective learning and teaching process were the good ratio of textbooks, distribution of quality textbooks, teachers training and the use of single textbook.

4.7.1 Adequate ration of textbooks

The study revealed that absence of adequate ration of textbooks in schools limited effective utilization of textbooks. The result show that 18 (35%) informants suggested that availability of textbooks would improve teaching and learning process. The interviews with teachers and school inspectors revealed the same idea that adequate ration of textbooks could act as factor contributed to pupils effective learning by interacting with textbook. Participating in the interviews, one school teacher from school D said;

...textbooks should be provided so that every pupil can use personal book because the government has already promised that long time ago. If it will be done the performance also will increase.... (Teacher in interview, school D, April13, 2015)

Participating in the focus group discussion, primary school pupils revealed that adequate textbooks facilitate effective utilization of textbooks in learning process among all visited schools. It was also found that due to lack of enough textbooks teachers taught without using of them. One of the pupil opined:

...we will understand the topic well if the teacher provides us with textbooks so as to read and answer the questions from the textbooks.... (Pupil in FGD, May 4, 2015)

The documentary review revealed that there was a close relationship between the availability of textbooks and pupils performance. Explaining about the relationship between availability of textbooks and pupils performance, a head of school A pointed out that:

...access and availability of textbooks help us in teaching and increase the performance of pupils. For example in the results of last year all the pupils passed to join secondary level but some did not get the opportunity even if they passed their examination. In actual fact Textbooks play a big role... (Head teacher in interview, school A, May 6, 2015)

Generally, the findings revealed that in all schools visited teachers are more likely to positively impact pupils' academic achievement. Pupils also believed on the use of textbooks. However, a few of them had their own their copies of textbooks.

4.7.2 Distribution of quality textbooks

The study revealed that there was inadequate provision of quality textbooks to facilitate effective teaching and learning process. With this regard, 14 (27%) informants proposed that textbooks should be well organized and structured in terms of quality hard cover, correct pagination number and avoid typing errors, strong binding, together with the proper organization of contents and structure of textbooks. In an interview, a teacher in school B argued that:

...textbooks last for a very short time, sometimes we are provided with already damaged textbooks in terms of binding, missing pages numbers and typing errors, hence hindering their effective utilization in teaching. The government officers should ensure that we get quality textbooks... (Teacher in interview, school B, April 20, 2015)

4.7.3 Teacher training

The findings of the study revealed that 12 (23%) informants claimed that teacher training was essential for effective utilization of textbooks. It was revealed that most teachers, especially the newly employed teachers, lacked necessary skills and experience of utilizing textbooks in teaching process. The type of training which was emphasized by primary school teachers from all the schools visited was the in-service teacher training, seminars, workshops and orientation courses. Participating in the interview, teacher in school B explained:

...in our school, there are both experienced and less experienced teachers... we can have training which will allow us share experiences about teaching different courses... (Teacher, April 22, 2015)

The finding of the study revealed that seminars and workshops were vital to enhance effective utilization of textbooks in teaching and learning process. It was found that seminars and orientation programs helped teachers in designing and preparation of teaching and learning materials including textbooks, and training teachers in various teaching methods. Participating in interview, one school inspector said:

...seminars and workshops which were provided in schools helped teachers to increase skills, knowledge and teaching methods in classrooms especially in science subjects which need techniques and experiments...(School inspector, May 1, 2015)

Furthermore, the findings from the school inspectors revealed that teachers who were participating in such training were founded with five 500,000 Tshs each under the USAID Tz 21st as a support to accomplish their duty. It was revealed that teachers needed training because of several changes of syllabi which required subject teachers to have full knowledge and confidence in their teaching.

4.7.4 The use of single textbook

The findings revealed 8 (15%) informant claimed that large number of textbooks publishers hampered effective utilization of textbooks in teaching process. Teachers explained that there were many textbooks used in a single subject. Furthermore, most of the textbooks had insufficient content coverage. Hence, this was among the challenges for the teachers to review all the textbooks. Instead, they recommended the use of single textbooks in each subject. In an individual interview, one teacher in school C had said:

...it is difficult for subject teacher to review all textbooks provided. For example, in class seven only there are more than four textbook in Mathematics. For example there is Oxford, MacMillan Aidan, a textbook of Seka and Ben. The approval of single textbook would facilitate effective utilization of textbooks...(Teacher in interview, school C April 17, 2015).

The study revealed that the use of single subject textbook would be helpful in facilitating effective teaching and learning process. Explaining about their

experience in the use of textbooks in teaching, one of teacher during the interview had this to say:

...now days every one publish textbooks, it is just like a business and not education again. For example just compare the textbooks we use and those used during the past time. It is better to use a single textbooks as we used in the past...(Teacher, April 14, 2015).

The observation showed that there were various textbooks including Oxford Publishers "*Sayansi Shule za Msingi*", Sibuga and Munisi Educational Publishers "*Tujifunze Sayansi Darasa la Sita*", Fadida Books Publishers "*Chemichemi ya Sayansi, Kitabu cha Mwanafunzi*" and Ben Publishers "*Kitabu cha Mwanafunzi*" just for Standard VI Science.

Also, there were Oxford Publishers "*Hisabati shule za Msingi*", Seka Publishers "*Hisabati kwa Vitendo, Kitabu cha Mwanafunzi*" Isaya new syllabus: Educational Books Publishers "*Tujifunze Hisabati Kitabu cha Mwanafunzi*" and Macmillan Aidan Publishers "*Hisabati Kitabu cha Mwanafunzi*" in Mathematics Standard VII (See Plate 4.3).

Plate 4. 3: MULTIPLE TEXTBOOK IN USE IN ONE SCHOOL



The picture in Plate 4.3 above shows four types of standard seven mathematics textbooks distributed and used in one of the school visited.

The research findings addressed the third objective on the improvement of utilizing textbooks for effective teaching and learning process. The results indicate that distribution of quality textbooks, good ratio of textbooks, teachers training and the use of single subject textbook was essential to improve effective utilization of textbooks by teachers and pupils.

The study revealed that textbooks, as basic education tools, needed to be well designed and structured in the way that can easily be understood by the pupils and the teachers. Furthermore, the use of single subject textbooks seemed to avoid variation on the utilization of textbooks among teachers and pupils. Hence, it was important to provide textbooks which met the needs of

the learners; and to provide training to teachers in order to get more knowledge and skills that would improve their teaching.

Such findings correspond with UNESCO (2014) that performance of pupils is directly associated with the availability of textbooks and other learning tools, especially visual materials. On the other hand, pupils opportunities to interact with textbooks must also be facilitated by professional teachers (Ngure et al., 2014). Further, URT (2010) emphasizes on teachers' training that should preferably be coordinated in a way that would ensure that teachers could, in practice, use the resources available to teach pupils in the most effective ways. Generally, it was revealed that there was a direct relationship between sufficient ratio of textbooks and pupils' learning.

Apart from that, the quality of textbooks seemed to affect teaching and learning processes as Ajibade and Elemi (2012) argued that the main failures in education was not only caused by the poor quality of textbooks in terms of page layout, design, illustrations and poor binding process, but also the in turn of poor quality of textbooks increase costs of textbooks provision.

4.8 Chapter summary

Chapter Four began with an introduction in which main sections of the chapter were outlined. The chapter has covered data presentation, analysis and discussion of research findings. The main issues covered in this chapter are treated under each research objective.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents the summary of the major issues of the study as well as conclusions based on the responses that the researcher collected, analysed and discussed. The chapter concludes basing on the specific objectives designed. Finally, the chapter presents the recommendations for practice and for further research.

5.2 Summary of the study

The purpose of this study was to determine the extent to which primary school teachers and pupils utilized textbooks for effective teaching and learning process. The study was carried out in Masasi District which is found in Mtwara region in southern Tanzania. To accomplish the stated purpose above, the study consisted of three specific objectives which were (1) to determine the extent to which primary school teachers and pupils utilize textbooks for effective teaching and learning process; (2) to identify the challenges associated with utilization of textbooks in teaching and learning process; and (3) to suggest improvements in utilizing textbooks for effective teaching and learning process.

The study was guided by two theoretical perspectives, namely the Constructivism and Activity Theory by Levy Vygotsky. The reviewed empirical studies from developed and developing countries (for example, Oakes &

Saunders, 2004; Iroaganachi & Julie, 2011; Nyaki, 2011) concentrated on the utilization of textbooks in education process among different parts of the world were reviewed. This study determined the extent to which teachers and pupils utilized textbooks for effective teaching and learning processes.

Methodologically, the study employed qualitative research approach and a case study design. Four main data collection instruments were used in the data collection process. The instruments were interviews, focus group discussions (FGDs), observation and documentary review. However, there were some quantitative elements such as simple statistics which were used to draw some inferences. The study involved 58 informants of which 18 informants were individual interviews and 40 members were involved in focus group discussions. The researcher also utilized secondary data as a source of data. The researcher put into consideration the ethical issues during the entire study process.

The study found out that, textbooks were not well utilized by both teachers and pupils. The key factors behind included; large number of pupils compared to number of textbooks, the quality of textbooks, inadequate of teachers participation in the selection of teaching and learning materials together with learners' family backgrounds. The study recommends that policy makers in education under MoEVT ensure that primary schools are equipped with required textbooks and ensure that school teachers are provided with systematic in-service training.

5.3 Conclusion and recommendations of the study

Conclusion and recommendations for this study are presented based on the three major objectives of this study.

5.3.1 The extent to which primary school teachers and pupil utilize textbooks for effective teaching and learning process

The study found that textbooks were not well utilized by both teachers and pupils for effective teaching and learning process. Teachers and pupils utilized textbooks in classroom activities and during lesson preparations. The study recommends that policy makers in education under MoEVT should ensure that primary schools are well equipped with required textbooks and ensure that school teachers are provided with systematic in-service training.

5.3.2 Challenges facing both primary school teachers and pupils in utilization of textbooks in teaching and learning process

The study revealed that lack of opportunity for teachers participation in the selection of teaching and learning materials and inadequate teachers in-service training are some of the challenges facing teachers and pupils in utilization of textbooks. Other challenges include large number of pupils in classrooms and shortage of textbooks. Furthermore, the findings revealed that the information provided in textbooks deviate from the syllabi in terms of structure and content. Consequently, some of the textbooks were found to be less important in teaching and learning process. The study recommends that, MoEVT should ensure that schools are provided with required textbooks for

teaching and learning process, and ensure that the quality of textbooks meets the needs of learners.

5.3.3 Suggest improvements in utilizing textbooks for effective teaching and learning process

In accordance to objective number three, the information obtained from school teachers, pupils and school inspectors revealed different ways on how to improve utilization of textbooks for effective teaching and learning process. These ways include: provision of quality textbooks and good ration of textbooks among pupils, developing teachers in-service training and orientation courses, and the use of single textbook in teaching and learning process for each subject. Therefore it was recommended that all educational stakeholders should adhere to the suggested strategies established in this study so as to improve utilization of textbooks among schools for effective teaching and learning process which would in turn improve academic performances among primary school pupils.

5.4 Conclusions

From the findings of this study several conclusions can be drawn. First, textbooks, as basic tools for education achievements should be well utilized by both teachers and pupils. Pupils should learn under the supervision of qualified teachers in order to produced the expected results. Furthermore, teachers and care givers acted as a role model were found to influence behaviour of children's interaction with learning materials .

Second, the findings of the present study established that the aim of utilizing textbooks in promoting educational achievements was not well practiced in schools. Inadequate of teachers in-service training, orientation courses and lack of teacher's participation in the selection of teaching and learning materials were found among the teachers. Few Science teachers were found to attend short seminars while the majority lack teaching skills and pedagogical teaching approach. However, facilitating effective utilization of textbooks should preferably be coordinated in a way that will ensure that teachers can, in practice, use the resource available to the pupils in the most effective ways (Chingos & Whitehurts, 2012).

It can therefore be established that textbooks is an apt education resource used in teaching and learning process in Tanzania schools. However, the current study has revealed that there were challenges and suggested improvements in the utilization of textbooks. Schools should reflect upon their ways of utilizing textbooks in order to make it a more achievements in teaching and learning process.

5.5 Recommendations

Based on the research findings and the conclusions of this study, two sets of recommendations are going to be presented. These are recommendations for implementation and recommendations for further studies.

5.5.1 Recommendations for policy makers and action

On the basis of the findings and conclusion of the study, some of the problems are man-made and can be overcome by the policy makers, NGOs and administration by taking proper actions; In light of this, the researcher recommends the following:

- i. Education policy makers under the MoEVT ensure that primary schools are equipped with all the necessary textbooks and other supporting materials as promised by the government to meet 1:1 textbook -pupil ratio in 2015.
- ii. All textbooks be appraised and approved by the education authorities under the MoEVT to ensure that the quality of textbooks meeting the needs of the learners. This will enable primary school teachers and pupils to utilize the same single textbooks across schools. The use of a permanent textbook for a subject would encourage the sharing of views and interaction among the pupils from different schools.
- iii. The MoEVT ensure that primary school teachers are provided with systematic in-service training, seminars and work-shops in order to effectively utilize the new textbooks and other education aid for effective teaching.
- iv. The MoEVT ensure that the libraries and laboratories are available in primary schools because pupils are learning through experience. Therefore, through library and laboratory

pupils can interact with the learning materials and conduct simple experiments from the knowledge they get from textbooks. These opportunities would facilitate learning and improve the pupils' performance in their subjects.

- v. Teachers as a facilitator in classroom learning facilitate learning in classrooms by involving every pupil in learning process. Furthermore, teachers are supposed to utilize textbooks in classroom hours because pupils are enjoying learning through watching and exploring within the instructional materials.
- vi. There is a need for primary school teachers to be resourceful in instructional materials selection and utilization. This would reduce the cost of production and maintenance of teaching and learning materials, especially the improvised ones.
- vii. Primary school teachers visit teacher's TRC in order to get training and short seminars programs that improve their methods of teaching.

5.5.2 Recommendations for further studies

This study concentrated on utilization of textbooks for effective teaching and learning by primary school teachers and pupils. The researcher recommends the following:

- The current study covered only four primary schools in Masasi District, Similar studies should be conducted in other districts and regions to investigate the same issue for better generalization.
- Further studies should be undertaken to investigate the utilization of textbooks according to gender disparities in primary schools so as to identify how learning vary, and hence develop the strategies that would facilitate effective learning.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR TEACHERS

I am conducting a research about the utilization of textbooks by primary school teachers and pupils for effective teaching and learning process in Masasi District. I am kindly requesting you to give out opinions without hesitation. Please welcome to the interview session. The information obtained will help to improve utilization of textbooks by teachers and pupils by taking into consideration that pupils different levels of interest and experience in learning process.

All answers given by respondents will be treated confidentially and the informant will not be identified by their names.

Background Information

Date.....

Status.....

Name of School.....

Beginning time.....

Ending time.....

Gender.....

Professional qualification.....

Interview Questions

1. What kind of textbooks materials are available in your school and why?
2. To what extent do you use textbooks for effective teaching and learning?
3. How could you determine the quality of textbooks terms of content and knowledge provided?
4. What are the attitudes of pupils towards the utilization of textbooks in classrooms?
5. Do pupils share textbooks?
 - a) How often do pupils share textbooks?
6. What are the challenges associated with the use of textbooks in teaching and learning process?
7. What is the relationship between the utilization of textbooks and pupils performance?
8. What possible improvements can be made to facilitate effective utilization of textbook resource in public primary schools?

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION

APPENDIX B: INTERVIEW GUIDE FOR SCHOOL INSPECTORS

You are warmly invited to participate in the interview session about utilization of textbooks by primary school teachers and pupils for effective teaching and learning process. The focus in this interview session is to collect information at the primary school level; your answers are going to determine the utilization of textbooks by primary schools teacher and pupils in teaching and learning process in Masasi District. The ultimate results of the study will help to encourage teacher-educator, curriculum developers and policy makers, to improve the utilization of textbooks by both teachers and pupils in all levels.

Background Information

Date.....

Status.....

Beginning time.....

Ending time.....

Gender.....

Professional qualification.....

Interview Questions

1. To what extent do primary school teachers use textbooks for effective teaching and learning?
2. How could you determine the quality of textbooks in terms of content and knowledge provided?

3. What are the challenges associated with the utilization of textbooks in teaching and learning process?
4. What is the relationship between the utilization of textbooks and pupils academic performance?
5. What are the possible improvements that can be made to facilitate effective utilization of textbooks in public primary schools?

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION

APPENDIX C: CHECKLIST FOR FOCUS GROUP DISCUSSIONS (FGDS) FOR PUPILS

Name of the facilitator.....

1. Number of participants.....

2. Place.....

3. Date..... Time.....

Guideline of FGD to School Pupils

1. How often do you use textbooks?

a) For what activities do you use textbooks?

2. Do you share textbooks?

a) How frequently are you share textbooks?

b) In which subject do you share textbooks mostly?

3. How often do your teachers use textbooks?

4. Do you enjoy using textbooks?

a) Why do you enjoying using textbooks?

b) In which subject are you enjoying using textbooks?

5. What challenges do you encounter when using textbooks in learning process?

6. What should be done to improve effective utilization of textbooks

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION

APPENDIX D: CLASSROOM OBSERVATION CHECKLIST

SCHOOL:.....CLASS

TOPIC/LESSON:.....Time.....

SUB-TOPIC(S):.....

NUMBER OF PUPILS.....Male.....Female

DATE.....

Characteristics	Effective	Not Effective	Comments: Describe activities, interaction, behaviours of pupils
Classroom atmosphere			
Distribution of textbooks			
Pupils sharing textbooks			
Pupils are participating in the groups			
Teacher use textbooks			
Teacher create the room for every pupils to utilize textbooks			

APPENDIX E: RESEARCH CLEARANCE CERTIFICATE



ST JOHN'S UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH AND CONSULTANCY
INTERNAL REVIEW COMMITTEE

RESEARCH CLEARANCE CERTIFICATE

FOR MASTER'S AND DOCTORAL STUDENTS

Date of Review: 11th February, 2015

Project title: UTILIZATION OF TEXTBOOKS BY PRIMARY SCHOOL
TEACHERS FOR EFFECTIVE TEACHING AND LEARNING.

Researcher: ROBERT CHITUKURO

Supervisor: Dr. ANDREW. L. BINDE

Faculty / Institute / School: Faculty of Humanities and Education

Degree being studied for: Masters of Arts in Education

This is to certify that the research proposal herein detailed has been
examined and approved by the Internal Review Committee of St
John's University of Tanzania

Handwritten signature of Dr. Angela Savage in blue ink.

Dr. Angela Savage
Director, DRCPGS

Handwritten signature of Prof. C. Rubagumya in blue ink.

Prof. C. Rubagumya
DVCA

APPENDIX F: PERMISSION LETTER

ST JOHN'S UNIVERSITY OF TANZANIA

Directorate of Research, Consultancy and
Postgraduate Studies

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PO Box 47
DODOMA
Tanzania

11.02.2015

TO WHOM IT MAY CONCERN

Graduate Student's Research Clearance

This letter serves to introduce **ROBERT CHITUKURO** (Registration Number M2013/5007), who is a bona fide student of St John's University of Tanzania in the Faculty of Humanities and Education

He is currently in the research stage of his Masters studies and is required to collect data. He has already obtained ethical clearance from SJUT Internal Review Committee.

His approved research topic is:

UTILIZATION OF TEXTBOOKS BY PRIMARY SCHOOL TEACHERS FOR EFFECTIVE TEACHING AND LEARNING

I request that you grant this student all possible assistance to facilitate the completion of his research study.

Should you need further clarification please contact my office.

I wish to thank you for your kind assistance for this student.

Yours sincerely *Angela Savage*

Dr Angela Savage
Director of Research, Consultancy and Postgraduate Studies
Email asavage@sjut.ac.tz

APPENDIX G: PERMISSION LETTER FROM DISTRICT EDUCATION OFFICER

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MJI MASASI**

Simu: 023 - 2510685,
E-mail: masasitc@mtwara.go.tz



IDARA YA ELIMU MSINGI
S.L.P. 447,
MASASI,
MTWARA
TANZANIA

Unapojibu tafadhali taja:

Kumb. Na. MTC/PED/T. 10/10/11

08/04/2015

WALIMU WAKUU
S/M MOROKO
S/M MIGONGO
S/M MASASI
S/M NANGOSE

YAH; KUMTAMBULISHA-BW. ROBERT CHITUKURO.

Rejea kichwa cha habari hapo juu,

Namtambulisha kwako Bw. Robert Chitukuro ambaye ni Mwanachuo wa Shahada ya uzamili katika kitivo cha elimu chuo kikuu cha St. Johns Dodoma yupo katika kufanya utafiti wa kielimu kuangalia matumizi ya vitabu shuleni na tija inayopatikana katika zoezi la kujifunza na kufundishia .

Tafadhali naomba mume ushirikiano ili kazi yake iwe rahisi na yenye mafanikio hasa katika nyanja ya elimu .

Nakutakia kazi njema

Ahsante

Ngaharo DN.

Kny Afisa Elimu Msingi
Halmashauri ya Mji

MASASI.

**AFISA ELIMU MSINGI
HALMASHAURI YA MJI
S. L. P. 447
MASASI**

Nakala

Robert Chitukuro
Masasi