

Use of teaching materials in mathematics in the implementation of a competence-based curriculum in secondary schools: the case of Ilala Municipality

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This study investigated the use of teaching materials in mathematics in the implementation of a competence-based curriculum (CBC) in secondary schools. This study was conducted at Ilala municipality in Dar es Salaam region. The study sought to achieve four objectives, namely to examine how teachers involve students in the preparation of mathematics teaching materials; to identify the types of teaching materials in Mathematics towards implementing CBC in secondary schools; and to establish the challenges that teachers face when using mathematics teaching materials in the implementation of CBC in secondary schools. The study employed a qualitative approach with a case study design. The study was conducted in three government secondary schools in Ilala municipality. A total of 39 participants were purposively selected as a representative sample. The informants were categorized as follows: 10 mathematics teachers; 3 heads of schools; 2 school quality assurance officers; and 24 students. Data were obtained through interviews, focus group discussion, observation and documentary review. The obtained data were analyzed through thematic and content analysis. The findings indicated that, teachers did not involve their students effectively in the preparation and the use of teaching materials in the classroom context. This was mainly due to teacher's heavy work load and large class sizes that they have to guide. It was also found that there were insufficient teaching materials in schools. Secondary school teachers rarely used the few available teaching materials in mathematics teaching-learning. Finally, this study established that teachers face several challenges in using mathematics teaching materials to implement CBC in secondary schools. The challenges include insufficient teaching materials, teachers' inadequate knowledge in the preparation and the use of teaching materials, lack of resource room where the teaching materials could be kept, and lack of motivation among teachers. These challenges, in turn, hindered teachers' effective involvement of student in the use of mathematics teaching materials. The study recommends for an in-service training for teachers, particularly on the preparation of teaching-learning materials for effective implementation of CBC in secondary schools. Also, school administration should plan for considerable workload, class size, as well as supporting and encouraging teachers to involve students in the use of their natural environment to prepare the teaching-learning materials. This study therefore, calls for a curvey research in Tanzania to establish the extent over which teachers involve students in the preparation and use of mathematics or any other discipline's teaching-learning materials in either secondary or primary education in quest to establish the best way to implement the CBC.