

An investigation of teaching and learning geometry in mathematics at
primary schools in Dar es Salaam, Tanzania

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The study focused on investigating teaching and learning of geometry in Mathematics at primary schools in Dar es Salaam region and proffering solutions of the problems. The study assumed three objectives namely; examining teachers' views on what skills and knowledge are required in teaching geometry; identifying the factors contribute to the difficulty in teaching and learning of geometry, and exploring the strategies to remedy the phenomenon in the selected primary schools. The study employed mixed method research approach and concurrent triangulation research design. The sampling techniques were simple random sampling and purposeful sampling. Quantitative data was analyzed by using SPSS version 16.0 by which frequencies, interquartile range (IQR), median and percentages were used. The qualitative data was analysed through content analysis. Post test result in intervention class indicated that there was a significant change in performance. Significance change was 0.000 in intervention class. The study revealed that high academic qualification enhances better teaching and learning of geometry in primary schools. Also, the study found poor utilization of teaching and learning materials, lack of relationship between of geometry topics and real life situation, poor management of learning environment, lack of necessary facilities in teaching and learning geometry and poor involvement in practical work were the problems in teaching and learning of geometry. The study recommends that in order to overcome the problems, teachers should use quality and appropriate teaching and learning materials and employ high skills of classroom management during teaching and learning process. However, there should be a good utilization of instructional materials, and application of different methods of teaching and learning geometry topics should relate with real life situation.