AN INVESTIGATION ON THE UTILIZATION OF INSTRUCTIONAL MATERIALS IN PRE- PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY

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2014

CERTIFICATION

I, the undersigned certify that I have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled "**An investigation on the utilization of instructional materials in pre- primary schools in Morogoro municipal council"** in partial fulfilment of the requirements for the degree masters in Education Administration Planning and Policy Studies (MED APPS) of The Open University of Tanzania.

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Date

DECLARATION

I, **Majid Shitambala Mwalyego,** do here by declare that this dissertation is my own original work and has not been and will not submitted for a similar or any other degree award in any other University.

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DEDICATION

To the Almighty, without your Supremacy, I would not have endured and accomplished this study. To my loving wife Mwajuma Omary Lungo, May Allah be with you for your patience and for being the all time for family matters when I was busy.

To my beloved late parents, Shitambala Mwalyego and Silima Mwalyovelo, thanks for all the sacrifices you made to make me what I am today.

To my lovely children; Jamal M. Shitambala, Zainabu M. Shitambala ,and Saum M. Shitambala. I was so occupied when you needed me, thank you for the perseverance and understanding that your daddy is schooling.

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ABSTRACT

The study was on the investigation on the utilization of instructional materials in pre-primary schools. The study was done in four primary schools in Morogoro municipal council. This study focused on pre-primary units established in public primary schools. It was guided by the following three research objectives: The first one was to observe the availability of instructional materials for pre-primary unit. The second objective was to assess the adequacy of the available instructional materials in pre-primary unit. The last was to examine the extent to which pre- primary classes utilize instructional materials during classroom instructions. The sample comprised 40 respondents; four heads of school, four academic teachers, four lesson teachers and 28 pupils. The instrument used for data collection was questionnaire, observation, interview and documentary review developed by the researcher. The instruments were validated first by the supervisor then the pilot study. The major findings of this study, revealed that there was inadequacy of instructional materials in pre primary units, whereby the few available ones were mainly for teaching the 3R's. It was also revealed that the utilization of instructional materials was affected by teacher- pupil ratio, whereby the utilization was minimal in school with high teacher-pupil ratio. Also the classroom space and arrangement was poor such that effective facilitation by class teachers in using learning materials was restricted to only a few pupils. On the other hand time scheduled for instruction was too short for effective utilization of instructional materials. Although the children enjoyed learning by using instructional materials, most of them did not have the opportunity to effectively utilize available learning materials and a wide variety of instructional materials outlined in the syllabus. Based on the findings it is recommended that, there should be increased investment on pre-primary education especially those pre-primary units established in public primary schools.

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LIST OF ABBREVIATIONS

CRDB	Cooperative Rural Development Bank
MoEVT	Ministry of Education and Vocational Training
NGOs’	Non Governmental Organizations
NSSF	National Social Security Fund
NMB	National Microfinance Bank
OUT	Open University of Tanzania
TIE	Tanzania Institute of Education
3Rs	Reading, writing and arithmetic’
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational Scientific and Cultural Organizatio

CHAPTER ONE

BACKGROUND AND SETTING OF THE PROBLEM

1.1. Introduction

This section comprises the following sub sections: background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study and delimitations of the study, operational definitions of key terms in the study and Organisation of the Study.

1.2. Background of the Study

In both industrialized and developing nations, preschool education has been shown to bring critical gains to children's social, physical, emotional and cognitive development. The importance of early learning has been increasingly recognized both in its own right and many believe it may enhance subsequent academic performance (Mmari, 2008). The importance of the quality of children's early home and preschool environments in formal school has been strongly supported by research evidence**.** Mmari, (2008); Kalua, (2004); Weikart, (1999)

The history of provision of education to pre- primary school started as early childhood care. It started during the colonial period. In Tanzania pre-primary school was started by religious organizations and minority racial groups. These pre-school institutions included bush schools, madras (Quranic schools), nursery schools, kindergartens and day care centres. (Omari, 1973).

After independence in 1961, there was some pressure from few parents for pre-school education of their children. The reasons given for pre-school education were growth of

towns and disruption of communal child rearing practices, working mothers, development of modern technologies and the appearance of nuclear families. Later in the development of Ujamaa villages after 1967 the prevailing situation required that women should be freed so as participate fully in economic production in the new villages (Kweka, 2000). The expansion of primary education in the country also meant that older children would not be at home taking care of their young brothers or sisters. At the same time some parents looked at pre-school education as a good preparation for formal schooling. This would thus enable their children to do better in primary school education and secure a place in secondary schools. (Kweka 2000).

1.2.1. The concept of pre-primary education

Pre-primary education refers to education provided to children usually aged 5-6 years so as to prepare them for formal primary Education (MoEC, 1995 and Mbise, 2000). In pre-primary education the students are expected to learn pre-reading skills, pre-writing skills, and counting skills (Reuben 2005).

Castle (1993) underscored the importance of pre-primary education as to give children the opportunity to learn to play together, to share toys, to use their hands, feet and eyes, to gain self-confidence, to learn how to keep clean, how to dress and how to use their bodies. The children also sing and recite poems, which improve their speech and memory.

The formalization of pre-primary education in Tanzania was first recommended in the year of the child 1979 in UNICEF report. The Ministry of Education and Culture at that time was entrusted to provide guidance and resources for the establishment and administration of public pre-primary schools. A similar proposal was made by the Presidential Commission on Education 1981-2000 report. However, it was until 1995 when pre-primary education was integrated into the formal education system of Tanzania,

following the Education and Training Policy of 1995, which states that each primary school has to establish a pre-primary unit for children aged between 5 and 6 years.

According to URT (1995 p. iv) the main objectives of pre-primary schools are:

i. To encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities.

ii. To identify children with abnormal patterns of development and education potentials and devise special programmers for them.

iii. To mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour.

iv. To provide the child with opportunities to acquire and develop communication, numerical and manipulative skills.

v. To prepare the child for primary school education.

It must be noted that pre-school education is a very important foundation in the lives of children, particularly in today's dynamic society and in a world where more and more parents in both urban and rural areas have less time for their children due to time constraints created by their occupations. In the pre-school preparation process of children, instructional materials play important roles in educating this age group. Since it is well understood that, children learn better by seeing and doing, instructional materials also serve as teaching and learning aid comparatively better in performance. Some of these instructional materials are made up of plastic, paper, wood, metals, clay etc. The needed characteristics of the materials that have to be used include being dependable, durability, versatility, pliability and bleaching properties. The material can also be dyed in various colors to enhance attraction.

Also several researches indicate that children who obtain a quality pre-primary education have a goods head start in life. From these studies, the first five years of a child's life has been found to be fundamentally important (McCain and Mustard, 1999 in Mtahabwa, 2001). It is also evident that early exposure and use of instructional materials, prepare children to be well adjusted in life. Akanbi and Imogie (1988) claim that whenever they taught with some of the learning aids, their learners got more stimulated because the learning aids helped them (learners) to become more attentive. In addition, learners' positive attitude generates more interest for the lesson they are taught. As a result learners participate better in class activity. Children are also equipped with problem solving skills that are important for daily living (Waigera, 2013. Despite many studies carried out on the use of instructional materials in pre-primary schools .The role of this study is was to investigate the state of instructional materials in pre- primary school units in Morogoro municipal council.

1.2.2. Teaching activities for pre primary schools

Pre-primary schools consist of learning activities and/or experiences that are intended to effect developmental changes in children prior to their entry into primary school. Pre-primary school teachers also emphasize learning activities that enhance creativity, skills, social attitudes, autonomy and the learning process. Children are ready for elementary school, Often children are placed in classes by developmental level, rather than age. Schools are also required to accommodate students with special needs. This is also stipulated in the pre-primary syllabus produced by MoEVT, (2005, p vi). It is stated that:

> The assessment of children's progress in pre-primary education has three main areas namely effectiveness in learning subjects activities, changes in behavior and health. In pre-primary education a child is not examined as in the primary school. Instead, the child is assessed by observing and

recording his/her daily progress. This work is done by observing a child's actions from the day he/she joined pre-primary education to the time he/she finishes and is enrolled in standard one. The teacher therefore is supposed to institute a record keeping system.

The subjects learning activities in pre primary education include .

1.2.2.1. Language learning activities

Language learning activities involve the student to do the following learning activity; Greetings at different times of a day, introducing oneself, naming things, expression of politeness, respond to orders, describe pictures, naming letters and numbers (MoEVT, 2005). Pre -primary teachers often have a session called "show- and- tell". This is a period each day when children plan something to tell or bring something to show other children and friends (Hildebrand, 1985).

1.2.2.2. Mathematics (arithmetic) learning activities

Mathematics learning activities include measuring, weighing, counting, estimating and recognizing patterns in their everyday world as there are shapes everywhere in our real world. Learning to recognize and identify simple shapes that are in our world and then having the opportunity to manipulate those shapes helps us to understand the structure and design of our world. Sorting things by colour, texture, size, and category. Sorting promotes children's ability to organize the items in their world so they make sense and are manageable (Stewart**,** 2009). According to (MoEVT, 2005). Mathematics learning activities include, naming people, reading numbers, identifying shapes, arranging numbers, adding and reducing numbers and uses of money.

1.2.2.3. Science learning activities

According to (MoEVT, 2005), science learning activities for pre primary school include

body cleanness, naming the living things and non living things in the environment, naming of fruits, telling the uses of water, plant project. Pre-primary students love to grow plants, growing pots of beans or flowers. (Hildebrand; 1985).

1.2.2.4. Personality and sports learning activities

According to MoEVT (2005), Personality and sports learning activities for pre-primary school include; demonstration good behaviour, how to keep his/her clothes clean, caring of utensils/cutlery, take care of his/her property, to play games like football, and so on.

1.2.2.5. Arts learning activities

The last learning activities in pre-primary school is Arts learning activities, where by the pupils at the end of the studies should be able to draw simple diagram of real objects, Trace pictures, colouring by spattering, colouring pictures using pencils, (MoEVT 2005).

1.2.3. Instructional materials for pre-primary education

Instructional materials: are defined as a variety of materials in any format which influence the student's learning and the instructor's teaching. It may include real objects; models, chats, pictures, improvised or commercially produced.

The MoEVT (2005), recommends some of the instructional materials for pre-primary education to be used during teaching and learning process which include; flashcards, pictures, calendars, toothbrushes, real objects, coins, fruits, balls, video, videotape, soap, musical instruments example drums, sticks, flute, whistles, papers and others.

1.3. Statement of the problem

The need to consolidate education for pre-primary children is a matter of concern for all education stakeholders. There are efforts by different educational stakeholders to establish

pre-primary education by building classrooms and preparing teachers for early childhood education URT (2001).

Various researches have been done in pre-primary school programs such as those done by Mbise, (1989); Mtahabwa, (2001); Reuben, (2005); and Mandama, (2007). They have reported on insufficient of instructional materials in pre-primary schools. But in all these studies there is no analytical study on the utilization of instructional materials in pre-primary schools, which make the performance of the pupils to be lower and lower due to poor utilization or insufficent of instructional materials in classrooms Therefore, this study intends to conduct a study on the utilization of the instructional materials in pre-primary schools in public primary schools in Morogoro municipal council.

1.4. The Purpose and Objectives of the this Study

The general purpose of the study was to investigate the availability and utilization of instructional materials in pre-primary schools. The study was guided by the following specific objectives:

i. To investigate the types of available instructional materials for pre-primary schools in Morogoro municipal.
ii. To assess the adequacy of the available instructional materials in pre-primary unit in Morogoro municipal.
iii. To examine the extent to which pre-primary classes utilize instructional materials during classroom instruction.

1.5. Research questions

The study was guided by the following study questions which are based from research objectives.

i. What instructional materials are commonly available in pre-primary school in Morogoro municipal?
ii. How adequate are the available instructional materials for pre-primary unit in Morogoro municipal?
iii. To what extent are the available instructional materials utilized in pre-primary schools?

1.6. Significance of the study

The rationale for doing this study was to identify different instructional materials, examine the quality of instructional materials available in pre-primary schools. This enabled the researcher to identify the shortcomings and challenges facing the pre-primary schools in utilization the available instructional materials. The findings of this study helps to equip educational stakeholders like the Ministry of Education and Vocational Training, teachers, school inspectors, parents and the Tanzania Institute of Education and other practitioners on the state of instructional materials and other resources in pre-primary schools.

The study contributes to the effective utilization of instructional materials available in pre -primary schools and raising the understanding of the pupils in the subject matter and increase the creativity of the students and the teachers. Also it will be useful for policy makers and curriculum developers in provision of quality universal education in pre-primary unit and making instructional materials available for use.

1.7. Scope and limitations of the study

According to Mugenda and Mugenda (1999) limitations are an aspect of research that may negatively affect the results of a study but which the researcher has no control. **S**ince there are many variations of time on when pre-primary units were established in each public school, the study concentrated on pre- primary units established from three or more years

of existence. This is because older pre-primary units have more experience in leading of such institution hence it was believed to provide adequate information for the study.

1.8. Delimitation of the study

This study was limited to four (4) public primary schools with pre-primary units. There are many pre-primary units in Morogoro municipality but this study dealt with four heads of school, four academic teachers, four pre-primary teachers, and seven pupils from each pre-primary unit. The assumption is that this number will not affect the result as long as they have the same characteristics in respect to what is being explored in pre-primary schools.

1.9. Operational Definitions of Key Concepts

Instructional materials: are defined as a variety of materials in any format which influence the student's learning and the instructor's teaching. It may include real objects; models, chats, pictures, improvised or commercially produced.

Improvisation: The process whereby teachers, students or the school administrators construct materials for teaching to supplement the written and spoken activities of the teachers.

Physical facilities: these include buildings such as staffrooms, toilets, classrooms, first-aid kits, and textbooks, teaching materials, furniture such as desks, tables, chairs and cupboards.

Formalization: means the integration of pre primary education for children aged between 5 and 6 in the formal school system. The process involves attachment of pre-

primary classes in primary school compounds, the preparation of teachers to cater for both levels, the preparation of the curriculum/syllabus and supervision.

Learning Activities: are defined as "any activities of an individual organized with the intention to improve his/her knowledge, skills and competence.

Pre-primary Education: Programs designed primarily for children aged 5-6 years old; as an introduction to a school type environment and to provide a bridge between home and school.

Pre-schools: Learning institutions that provide basic educational foundation to children below the age of six years.

Pre-primary School: Classes attached to primary schools which are intended to prepare children for primary school.

Utilization: Is thorough or systematic process by which a facilitator or teacher develop and deliver material effectively.

Early Childhood Education: The huge diversity of early childhood education and care provision is equalled by the diversity of terms used to define it; it refers to services for the whole range of children less than 6 years, although with a focus on education rather than care. The spotlight is on the 5-6 years old age group. For this reason, when discussing this age group, this study also uses the term "pre-primary" education in line with the MoEVT usage (MOEC, 1995).

1.10. Organisation of the Study

The purpose of the study was to investigate the utilization of instructional material in pre-primary schools in Morogoro municipal. This study is organized into five major sections (Chapter One to five). Chapter One consists of the introduction, which is mainly the background of the study, concept of pre primary schools, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations and delimitations of the study and definitions key terms and organization of the study.

Chapter Two outlines the literature review by discussing previous studies by other researchers on the topic. It begins with an introduction then presents an overview of concept of instructional materials for pre-primary and importance of instructional materials. This chapter also explains the function of instructional materials, source of instructional materials for pre-primary schools, classification of instructional materials and lastly the overview of the studies done related to this study of utilization of instruction materials.

Chapter Three consists of the research methodology. In the research methodology, the explanations discussion starts with an introduction, the researcher indicates the research approach, research design, area of study, target population, sample size and sampling procedure, research instruments, validity and reliability and the last is research ethical issues of in carrying out the study.

In Chapter four, this study aimed at the investigation of the utilization of instructional materials in pre primary public school; The chapter deal with the data presentation, analysis and discussion, This section comprises of the following sub section: Introduction, Profile of the study, Profile of the Respondents, Observation of the Availability of

Instructional Materials for Pre-primary unit, Assess the Adequacy of the Available Instructional Materials in Pre-primary unit, To examine the extent to which pre-primary classes utilize instructional materials during classroom instruction.

The last is Chapter five where by the chapter summarizes the study, presenting presents a summary of the findings the study and conclusion, recommendations for action and recommendation for further research of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter deals with the review of information related to this study. The information was on concept of instructional materials, importance of instructional materials in the teaching and learning process, The functions of instructional materials, utilization of instructional material, sources of instructional materials, classification of instructional materials, the concept of pre-primary education, development aspects of pre-primary children, conceptual framework, an overview of studies done related to this study and the knowledge research gap.

2.2 Theoretical Framework

The study was based on the theoretical formulation of the ACTIONS model making decisions about the use of pedagogic technology. This model was developed by Bates (1990) for making decisions about the use of instructional materials and it suggests factors to be considered when using the model so as to enhance effective teaching and learning.

A stands for accessibility which deals with how accessible is the instructional materials to the teachers- students or learner to learner. The C‟ stands for cost meaning capital and recurrent fixed and variable in variable budgeting. The resources are expensive and the schools will not be able to afford it. Cost is a key thing in deciding on the instructional materials. The T‟ stands for training/teaching function. A pertinent question to ask is, do teachers use instructional materials in their teaching? The “I” stands for interaction, that is, what kind of teacher and student interaction will be possible? Is it teacher -student or

student - student interaction in the use of the instructional materials or any technologies? Are they able to interact with instructional technologies or there is no Learning Resource Center or laboratory? The ”O” stands for organization what changes in the organization will be required to facilitate the use of instructional materials or a particular technology? Do policies in the school assist or inhibit the use of resources? Is there bureaucracy in the use of instructional. This can be possible if there is openness in resources and use proper communication flow. The N stands for novelty which means how new are the instructional materials and the S stand for speed this look at how quickly and easily materials can be updated and changed.

2.3. The Concept of Instructional Materials

Various studies have been done concerning pre-primary education and the utilization of instructional materials in Tanzania and outside Tanzania. Most of these studies have involved surveys in different pre-primary schools in different areas which are owned by different people, institutions and the government.

Instructional materials are any kind of aids that assist in the teaching and learning activities, which include reference books, counting equipment like blocks, stones or beads, natural displays models, charts, pictures, play materials, games, audio visual equipment as illustrated by UNICEF, (1979); Cartledge and Milburn, (1986); Goldstein (1994).

Bruner (1973) says that the teacher’s work as communicator, model and identification figure can be supported by a wised use of variety of devices that expand experience, clarify it and give it personal significance. Similarly Obanya (1989) viewed instructional materials as didactic materials-things which are supposed to make learning and teaching possible while according to Johnson (1989) instructional materials are the collections

and selection of resources (mechanical, otherwise) from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. Ikerionwu. (2000), define instructional materials as objects or devices, which help the teacher to make a lesson more understandable to the learner.

Learners tend to understand easily different concepts if instructional materials are used. Instructional materials therefore are concrete or physical objects which provide sound, visual or both to the sense organs during teaching whereby many students tend to participate practically in the teaching and learning process.

Azikiwe (1998) in Doublegist (2013), define instructional materials to be all the five senses of sight, learning, hearing, touch, smell and taste while presenting his/her lesson and are very important in teaching pre primary school because they facilitate the direct association between sound and their symbols and also words and the objects they represent. Ayuackgbuo (2000) define instructional materials are those materials or resources employed by the teacher to make teaching and learning process effective and productive.

According to Obemeata (1999) instructional materials are "those things that promote the effectiveness of instruction during teaching and learning process. The use of teaching materials according to him makes teaching real and concrete and is one of the significant developments in the field of teaching, in this present century. Ezeja (2000) in Doublegist (2013), on his own view on the use of instructional materials asserts that "it helps the teachers to achieve effectively ad makes teaching easy for the learner to understand the lesson very practical and lively page (p 25)" This means that instructional materials enhance effectives teaching and learning. Instructional materials when properly used help

to make ideas and concept clear. They can raise learning from verbalization to true understanding and also make learning more vivid.

Ogwa (2002 p.44) observed that "a teacher that uses teaching aid to deliver his or her lesson will cover more facts at short intervals than one who uses only oral speeches for lesson delivery." So when instructional materials are used, students can see and conceptualize what is being taught much easier than nothing is used of when teaching materials are not used.

According to Abdullahi (1982), instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. In most cases, many learners have the difficulty in understanding certain concepts as a result of their level of cognitive operation. It is against this background that Jean Piaget postulated human beings to be classified along sensory-motor, pre-operational, concrete and abstract cognitive levels, (Abdullahi 1982).

2.4. The Status of Instructional Materials

Young children need plenty of teaching resources for them to develop and grow holistically. Igaga (1987) asserts that young children are active and they learn by doing and therefore a wide of variety of materials should be provided. Teachers, care-givers and parents are encouraged to make use of locally available materials in their immediate environment. Examples of teaching materials are charts, magazines, models, picture books, writing books. Freeman and Hatch (1989) emphasizes that lots of learning materials should be provided for children to acquire new knowledge and skills.

According to Oluoch (1995), teachers and community members are encouraged to improve and make use of the locally available materials. The selection of available

materials depends on the following factors;

i. Durability materials developed should be long lasting. They cannot easily be subjected easily to wear and tear.

ii. Quantity materials develop should be enough and of many varieties which will attract children's interest and attention.

iii. Safety of using such materials should be considered. The materials should not expose children to danger i.e. materials should not be too small for the rounded materials it can easily chocked children. The sharp edges of some materials required to be trimmed and fine shaped smoothly; and size, teachers, parents and care-givers should designed material which is appropriate to the age of the learners (Oluoch 1995).

2.5. Importance of instructional materials for pre-primary children

Instructional materials which are developmentally appropriate, sufficient and environmental relevant in the socio-cultural spheres of a child are central to constructive and productive learning for cognitive, affective and psychomotor domains development (Santrock, 2004).

Instructional materials play significant roles in the teaching and learning process. Agwu (2005) in Doublegist (2013) state that: Instructional material management is a crucial component of the entire classroom control and management. This is because the excitement is usually generated by the introduction of instructional materials can generate a lot of noise, undue movement of pupils, chairs and tables but make the student participate in the lesson. The instructional materials and aid are used to supplement and complement the teacher verbal effort. Ogwa (2002) view that a teacher who uses teaching aids to deliver his/her lesson will convey more facts to the students at short intervals".

According to Azikiwe (1998) in Doublegist (2013 p 1.) "Appropriate instructional materials have been found to be a very important tool every teacher must use in teaching and learning process". He further outlined various importance of instructional aids that:

i. They supply a concrete basis for conceptual thinking and reduce meaningless words, responses of pupils,

ii. They have a high degree of interest for pupils,

iii. They make learning more paramount,

iv. They offer a reality or experience which stimulates self activity on the art of pupil,

v. They develop a continuity of thought and this is especially true of motion pictures,

vi. They provide experience note easily obtained.

According to Wilkinson (1971), instructional materials help the teacher to manipulate the instructional activities, whereby the teacher may illustrate ideas in a concrete way. Cartledge and Milburn (1986) explain that instructional materials employed by the teacher during instructional process act as a vehicle for teaching. So it is important that pre-primary schools are well supplied with appropriate and sufficient instructional materials to facilitate constructive and productive learning in children. With the consideration that public pre primary school enrol most of the children from low income families, therefore the school should therefore provide the children with better opportunities to grow healthy both mentally, physically and socially.

Brown (1997) in Doublegist (2013 p 1) also outlines the importance of instructional materials as follows:

i. To get and hold the learner's attention.

ii. To provide for a direct interaction of students with realities of social and physical environment.

iii. To re-enforce verbal message.

iv. To promote greater acquisition and longer retentions of factual knowledge.

v. To provide opportunities for independent and individual learning.

Instructional materials are used to aid and facilitate teaching process for better understanding of concepts (chepkemoi, 2012). In his study suggested some importance of instructional materials which are:

i. To stimulate learner interest and attention in pupils throughout the lesson.
ii. To makes learning real and enjoyable for children when they manipulates the learning materials.
iii. To play with the materials.
iv. It helps in the development of body muscles as children manipulates teaching materials.
v. It helps in class control – children can be kept busy in handling materials even in the absence of the teacher.
vi. It help children in engaging in their learning activities by observing materials displayed on walls while others observe pictures of different kinds which make **c**hildren to be more creative and imaginative.

Dale (1996) has also cited the following as importance of instructional materials:

i. They supply a concrete basis of conceptual thinking and hence reduce un meaningful words in responses of students.
ii. They make learning more permanent
iii. They often provide a reality of experience, which stimulates self activity on the part of the students.

From the observations above, it can be noted that appropriate use or application of instructional materials play a very important role in helping students' understanding of the lesson.

2.6. The Functions of Instructional Materials

According to Esu, Enukoha and Umoren (2004) The usefulness of instructional materials in the teaching-learning process is highlighted below:

i. Facilitate the learning of abstract concepts and ideas.
ii. Keep the learners busy and active thus, increasing their participation in the lesson.
iii. Save teachers' energy of talking too much.
iv. Illustrate the concepts clearer and better than the teachers' words only.
v. Help to overcome the limitations of the class - room by making the inaccessible issues accessible.
vi. Help to broaden students' knowledge, increase their level of understanding as well as discourage rote-learning (if used judiciously).
vii. Help to stimulate and motivate learners.

2.7. Utilization of Instructional Materials

Proper utilization of instructional materials enhances learning and ensures adequate participation on the part of the students. It may also help the teacher to teach a particular lesson more effectively or to solve a particular problem with ease. In this direction, Azikiwe (1998) in Doublegist (2013) outlines four ways by which instructional materials should be utilized these ways:

i. Be related to the topic of the lesson.
ii. Be within the age and maturational level of the learners-bold and colourful

areas at pre-school level.

iii. Preview by the teacher before the actual lesson to ascertain that everything is in order.

iv. Be accurate in content and acceptable in other placed for same lesson.

Ughamandu (1992) is also of the same view and had outlined six ways by which instructional materials should be utilized:

i. Preview the material,

ii. Plan; previewing will enable the teacher to plan effectively the method of using the selected media,

iii. Arrange the materials

iv. Prepare the class

v. Presentation,

vi. Follow-up activities

Instructional materials when properly used, can supply concrete basis for conceptual thinking and reduce meaningless word responses of pupils making learning more permanent, have a high degree of interest for the pupils, develop a continuity of learning like in motion pictures, contributing to meaning of words and hence to vocabulary development, provide experiences not easily obtained by other materials and they contribute to the effectively, depth and variety of learning.

2.8. Sources of Instructional Materials

According to Azikiwe (1998), in Doublegist (2013) "The school authority is responsible for providing teachers with the needed materials, but where this is not possible a conscientious teacher should improvise such materials applying the knowledge and skills acquired from studying educational technology. Ughamandu

(1992) noted that some materials could be locally made or improvised while others can be imported. Ofoefuna and Eya (1999) observed that "The teachers design materials, curriculum specialists and others whose purpose it is to develop an organized plan to promote learning.

2.9. Classification of Instructional Materials

Instructional materials have been grouped into many categories. Some authors classified them as curriculum materials while to some they are instructional aids. To others they are resources materials. Ughamadu (1992) indicated that instructional materials can be classified as: printed material (examples: textbooks, journals, posters) and projected materials such as; chalkboard, flannel boards, models, 16 mm films/projectors. Instructional materials are in various classes. They are audio or aural, visual or audio-visual. Thus audio instructional materials refer to those devices that make use of the sense of hearing only, like the television, radio, audio tape recording, etc. Visual instructional materials are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, filmstrip, etc. An audio-visual instructional material therefore is a combination of devices which appeal to the senses of both hearing and seeing such as television, motion picture and the computer.

2.10. Development aspects of pre-primary children

The developmental aspects of pre-primary children will cover the psychosocial, physical and, cognitive. So when the teacher create, buy or utilize the instructional materials and it should be for the level of pre- primary schools students.

2.11. Conceptual framework

Conceptual framework is a basic structure of a research consisting of certain abstract

ideas and concepts that a researcher wants to observe, experiment or analyze (OUT, 2010). Conceptual framework for this study was based on the assumption that the utilization of the available instructional materials for pre-primary school children helps to facilitate and stimulate learning for children's development. The developmentally appropriate classrooms are achieved when there are professionally competent teachers running the class, availability, sufficiency and effectively utilization of instructional materials by both teachers and learners.

This can be made possible by full commitment in planning and management in the pre-primary schools syllabus and instructional materials through selection which requires adequate funding. In this conceptual framework there are relationships between variables that characterised the study and were keenly observed. This relationship was guided by input, process and output framework which focused on the research problem.

The issue of instructional materials as stipulated in the syllabus of pre-primary education is largely initiated as input and the utilization of those instructional material by both professional and competent teachers together with pupils under appropriate classrooms, good environment and enough physical facilities as a process, where by the performance of different learning activities as stipulated in the syllabus of pre-primary education that is the pupils to have ability to do different learning activities that is an output. Figure 1.1 shows the conceptual framework of the study which is the input output model for instruction materials.

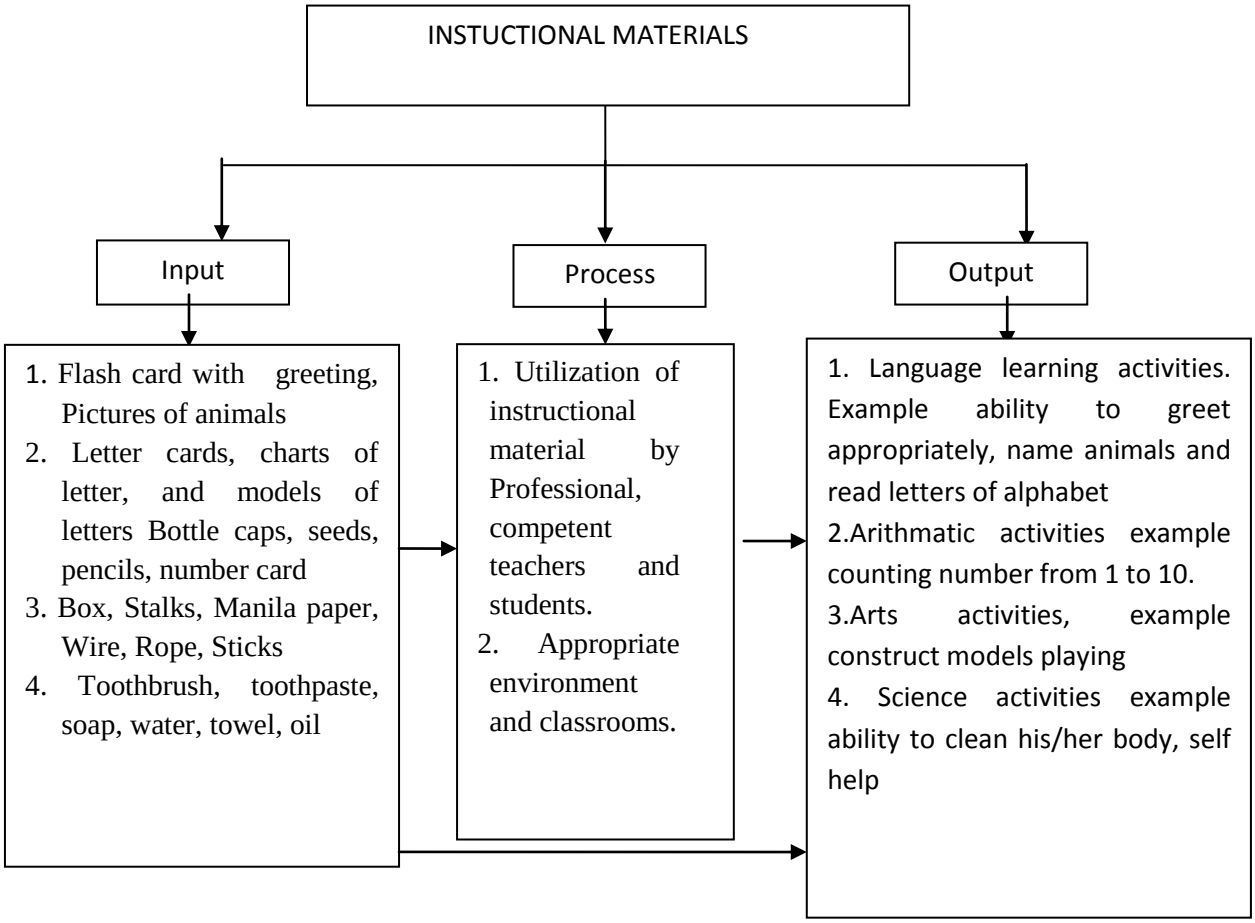

Figure 1.1: The input output model for instruction materials

Source: Adapted from Dodd, W. A (1968)

2.12. Overview of studies done related to this study

A study conducted in Tanzania on the importance of parents- pre-school partnership by Mtahabwa (2001), emphasized the need of parents to be involved actively in pre-school education activities of their children; this made the researcher to analyze the support of parents in providing instructional materials for their children directly or indirectly following the elimination of school fees in the primary education system.

A study done in Tanzania by Komba (2000), who made an assessment on school inputs, sources of funds for school inputs and the parents view on the contribution of support of

pre-primary schools, they reported that pre-school owned by the government are better equipped in terms of physical facilities compared to those owned by individuals and non-governmental organization. This made the researcher to make a critical analysis of the state of instructional materials in terms of relevancy, adequacy and utilization by both teachers and pupils.

A study done by Chepkemoi (2012), investigated on the factors influencing the selection of instructional resources used in public pre-schools in Eldoret municipality in Kenya. The study identified 'in pre-schools'

i. various instructional resources used,
ii. teacher attributes that influence the selection of instructional resources,
iii. investigated the head teacher-attributes that influence the selection of instructional resources and finally
iv. Assessed the learner characteristics that influenced the selection of instructional resources.

To obtain a public pre-school from each zone for the study sample, simple random sampling was applied. The main research tools were questionnaire, observation checklist and interview schedule. The study established that cards, printing blocks and rollers, containers like plastics and bottles and propellers were being used in the pre-schools selected for the study. It was also revealed that toys, puppets, photographs, picture puzzles, pencils and posters were used during lessons taught. Further, the finding established that teachers' teaching experience, duration of the training, age of the teacher, teaching methods, and teachers' mastery of content, motivation of the teachers, teachers' level of education, teacher's attitude and competence influenced the selection of instructional resources. On the other hand head teacher motivation, the capacity to

procure funds to buy instructional resources, the capacity to mobilize resources for the purchase of instructional resources, the capacity of head teachers' knowledge about the instructional material and the attitude towards the instructional resources greatly influenced the selection of instructional resources.

Eshiwani (1989) also carried out a research in Kenya about the utilization of instructional resources at the level of pre- primary schools. The finding indicated that the provision of instructional aids especially textbooks seems to be the most cost effective way of increasing the quality of education in Africa. The finding also explains about the scarcity of instructional materials in pre-primary schools.

The study concerning instructional materials is not done only in pre primary schools but also in secondary schools. Momoh (1980) carried out a research on the effects of instructional resources on students' performances in examination in Kwara State in Nigeria. He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in examinations for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have had a significant effect on students' achievement in each of the subjects. So if the instructional materials are well utilized it they have positive effects to students.

Mandama (2007), carried out a research at Dar es Salaam in Tanzania on a situational analysis of the state of instructional materials in pre primary school, the information was collected from subject teachers, pre-primary students and head teachers. The finding was that the utilization of instructional materials was affected by the pupil teacher ratio, the

arrangement of the classrooms, there was a limited instructional materials and some are were expensive. The time was also too short for effective utilization of instructional materials and of a wide variety of instructional materials outlined in the syllabus.

2.13. The Knowledge Gap

While several studies have been carried out on the use of instructional material for pre primary institutions, these have not been done in pre primary units of Tanzania government primary schools. As pre-school education is in the Education and Training Policy of Tanzania (1995). It was important to determine the utilization of instructional materials to ensure quality provision of pre-school education

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter description of research approach, research design, and area of study, targeted population, sample and sampling techniques is made. Also the data collection instruments, validity and reliability of data collection instruments, data analysis procedures and research ethical issues also are well described**.**

3.2. Research Approach

According to Borg and Gall (1996), a research approach is the blueprint that enables the researcher to come up with solutions to the problem(s) and guides the researcher in various stages of the study. The study was adopted the mixed approach that is quantitative approach and qualitative approach, because the study include both statistical data and analytical or descriptive information Denscombe (2007), argued that a mixed approach strategy is one that uses both qualitative and quantitative methods. But the qualitative one was used mostly, because the qualitative approach is descriptive. Wellington (2000), has argued that, this approach gives rich data which is essential for this study. Quantitative approach was used in calculation and computation of simple statistics so as to provide information on the structure of the data obtained. Creswell (2005) argued that, a mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself.

3.3. Research design

According to Kothari (2004), a research design is defined as a framework that shows how the problem under investigation will be solved (Kerlinger 1986), defines research design

as a plan, structure or strategy of investigation conceived so as to obtain answers to research questions or problems. Research design is the arrangement of conditions from collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Chand, 2000). This study employed survey design because it is flexible and allowed exploratory, descriptive and diagnostic research studies (Kothari, 2004).

3.4. Area of Study

The study was conducted in Morogoro region at Morogoro municipality. This area was chosen because it was accessible to the researcher hence easy to collect data with limited time that was available and there are many if not all public primary schools that have pre-primary unit.

3.5. Target Population of the Study

Best and Kahn (1998) define population as a group of individuals who have characteristics in common that are of interest to the researcher. According to Denscombe (2007), population refers to all the items in the category of things that are being researched. The term population refers to a large group of people, institutions or things that have one or more similar characteristics from which required information about a study can be obtained (Vans, 1990).

Kombo and Tromp (2006) define the term population by defining it as the group of individuals, objects or items from which samples are taken for measurements. The population for this study included four heads of schools, four pre- primary unit class teachers, four academic teachers and twenty eight pre-primary pupils of the selected public primary schools. This population was involved in the study because it was directly

or indirectly involved in the utilization of instructional materials. Table 3.1 indicates the sample size and category of respondents for the study.

Head of schools	Class teachers	Academic teacher	Pupils	Total population
4	4	4	28	40

3.6. Sample and Sampling Techniques

Cohen and Manion (2003), define a sample as a small part of large population, which is thought to be representative of the larger population. Creswell (2005) has argued that a sample is sub-group of target population that the researcher plans to study for generalizing about the target population. Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set. According to Orodho (2004), sampling procedure means selecting a given number of respondents from a representative of a defined population. Sampling technique refers to the process of obtaining information about the entire population by examining only a part of it. Any statements made about the sample should be true for the entire population.

As noted by Cohen and Manion (2003), factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, there is need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. Selection of sample should account for the availability of population, methods, time and resources to conduct the study.

The sample for the study was four primary schools with pre-primary units. Sample comprised 40 respondents, which means four heads of school, that is one head teacher

from each school, four academic teachers, one from each school where the document is controlled, recorded sometimes kept, four pre-primary school teachers also one from each school that is the one who utilizes the instructional materials even creating them and seven pupils from each pre-primary unit.

Non probability sampling technique was used to select the four public primary schools with pre primary school in Morogoro municipal. Kothari (2004) has stated that non-probability sampling is the type of sampling where the respondents are selected deliberately by the researcher. This choice concerning the items remains supreme. Stratified sampling was used for the pupils, so as to guarantee equal representation for both male and female participants (Gay and Airasian, 2003; Leedey and Ormrod, 2001). Thus, there was equal representation of both male and female pupils to respond to interview because some of the instructional materials are favoured by one sex than the other. So the stratification was involved male and female pupils and then random sampling was done.

3.7. Data Collection Instruments

The study employed four types of data collection instruments, which included interviews, questionnaire, observations, and documentary review. This was because a combination of instruments helped the researcher to supplement information provided (Kothari 2004). This also facilitated the validation of the information provided. Also in data collection, the triangulation of data collection methods was applicable in which questionnaire, documentary review and interview were used. Omari (2011), has said that triangulation is the studying of a phenomenon using more than one paradigm, method, design, approach and instruments techniques so as to increase in depth of understanding of a given research episode or phenomenon. OUT (2010), state that the use of triangulation

increases the credibility of their findings (i.e. researchers rely on multiple data collection methods to check the authenticity of their results). Also the stratified random sample was a useful blend of randomization and categorization thereby enabling both a quantitative and qualitative process of research to be undertaken Cohen and Manion (2003). The advantage in stratified random sampling is that it ensures inclusion, in the sample of subgroups, which otherwise, would be omitted entirely by other sampling methods because of their small numbers in the population.

These instruments or tools were used to gather information from the teachers concerning the sources from which the school obtains instructional materials and the relevancy of the instructional materials for all categories of children, in all subjects and in different learning activities. Moreover, information concerning the influence of the class size, the classroom space was required to analysing in the state and nature of instructional materials used in pre-primary unit.

3.7.1. Interview

Interview is a set of questions administered through oral or verbal communication in a face-to face relationship between the researcher and the respondents Kothari, (2006). Mugenda and Mugenda (1999) said that a guided interview can be used to interview the respondents. Personal interview method was used to provide in depth information. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses Kothari (2004).

OUT (2010), indicated the advantages of interviews. Interviews can be conducted by phone or via internet-based media, from a centralized location: and this can greatly reduce costs associated with research and the results are pretty much as accurate as the face-to-

face interview. The only disadvantage would be the lack of non-verbal, visual communication, Analysis of data can be difficult and time-consuming, has an adverse effect on reliability because objectivity is hard to achieve. This involves semi-structured interviews so that to have flexibility in asking questions depending on the situation at the school. Interview was mainly directed to the pre-primary pupils, it was asked as a tasks to them so as to cross check the level of performance of the child in identifying different instructional materials and how they could use those instructional materials to perform some basic skills like writing activities, drawing activities and reading activities as they have been taught by their teachers. The interview guide for pupils is found in Appendix B.

3.7.2. Questionnaire

A questionnaires was also administered to collect data to address the objectives of the study., There are some advantages of using a questionnaire, this is because questionnaires are easy to administer and are free from bias, and that information from large samples can be collected easily (Kothari, 2004). Questionnaire was administered to the head teachers, academic teachers and class teachers so that they may provide supplementary information to the interviews. The questionnaire for the head teachers, academic teachers and class teachers are found in Appendix A1, A2 and A3 respectively.

3.7.3. Observation method

The observation method is a way of gathering data by watching concrete behaviours or interaction processes, events or noting physical characteristics in their natural setting (Drury, 1992). Observation method provides direct observed information by the researcher. Through observation, the researcher observes the teaching and learning activities in different subjects in the classroom setting. An observation record sheet was

used for the assessment of teachers' and students' activities as well as the physical environment of the classroom. The classroom observation guide is found in Appendix C1

3.7.3.1. Checklist of available instructional materials

A predetermined checklist form was used to collect information prepared in order to take stock check of the type and number of each instructional material available for pre-primary unit. The checklist was considered one of the best instrument for collecting observable information and materials. This included teaching and learning materials and other physical facilities like classrooms, desks, tables, chairs, cupboards, stationary, and display boards and others. The researcher administered the checklist personally. The observation checklist is found in Appendix C2.

3.7.4. Documentary Review

Documentary review is a secondary data collection method which helps in providing secondary data (Kothari 2004). This included taking stock of different instructional materials from various reports, seminar papers and workshop provided to the school for the purpose of obtaining experiences in the years 2012, 2013 and 2014 from the central government and other educational stakeholders. The information collected from these sources was compared with data from interviews, checklist and questionnaires in order to have reliable information.

3.8. Validity and Reliability of Data Collection instruments

Best and Khan (1992), define validity as quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure. Validity according to Mugenda and Mugenda (1999) is the accuracy, meaningfulness and the degree with which results obtained from the analysis of data actually represent the phenomena of the study.

Reliability is a measuring instrument that can be reliable if it is stable and consistent under similar circumstance, (Philips, 1985). Reliability has to show the degree at which the research instruments will yield good results. It is cumbersome to criticize your work in developing questionnaires and interviews, and in order to achieve this reliability of the data collection tools, the researcher administered the data collection instruments in order to assess their clarity and based on the piloting of the instruments. Pilot study was conducted and administered into one pre primary school to test the validity and reliability of the instruments used. Kiswahili language some time was used for students' interviews to help the respondents to respond and ask questions more accurately. This helped the researcher to modify the tools and came up with good reliable instruments and thus to ensure credibility of the results. In order to determine the validity and reliability of the instruments before administration of the questionnaires and interview guide, the researcher presented them to the supervisor for analysis and critique for further improvement.

3.9. Data Analysis Procedures

According to Kothari (2004), data analysis refers to examining the collected data and making discussions, inferences and conclusions. Creswell (2009) asserts that data analysis involves continuous reflection about the data, asking analytical questions and writing memos to guide the study direction. Chand (2000), state that the data collected has to be subjected by checking the instruments that is editing, reducing the mass of data into manageable proportions (coding), classification and then summarizing the data into tabular form (tabulating) .The data were analyzed using mixed paradigm or mixed methods because it consist of statistical and analytical data

3.10. Research Ethical Issues

Kabiru and Njenga, (2009), states that a research is governed by rules and regulations

which help to reduce conflicts and misunderstanding among researchers and respondents. Kombo and Tromp (2006) asserted that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. In conducting this research also the researcher also considered the ethical dimension and how it could effectively be adhered to since ethical concern is at the heart of any good research (Garner, Wagner, and Kawulich, 2009).

Thus, to ensure a balance between the demands in pursuit of truth and the protection of the participants' rights and values (Cohen, 2000), prior to conducting this study, I had to seek for approval of my research proposal from the Open University of Tanzania-Directorate of Research and Postgraduate Studies and obtain a research clearance letter which is found in, Appendix F 1. I further had to seek for permission from immediate government area in charge Regional Administrative Secretary and provide with the permission letter as Appendix F 2 and that from the District Administrative Secretary, as Appendix F 3, identification to places where research sites were located respectively.

I explained to the Head teachers upon my arrival the purpose of my visit, and in hospitality way some Head teachers in person assisted in assembling teachers and some referred me to the Academic teachers who assisted me in assembling to the pre primary school unit teachers together with their pupils and introduced me to them. I explained to them the nature and purpose of my study verbally. I gave a copy of research information sheet to each teachers concerned to the study. In verbal explanations I informed them what I expected of from them, their rights as participants including voluntary participation. I guaranteed them that, whatever they shared with me would remain confidential. To ensure anonymity and confidentiality, I protected the participants' identity through the use of

pseudonyms if there was any need (Miles & Huberman, 1994). I planned to share the findings of this study with them through submitting a copy of this report to the Ministry of Education and Vocational Training, as a way of ensuring reciprocity (Bouma and Ling, 2004).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This study aimed at investigation the utilization of instructional materials in pre primary public school; The chapter deal with the data presentation, analysis and discussion, this section comprises of the following sub section: Introduction, Profile of the study, Profile of the Respondents, Observation of the Availability of Instructional Materials for Pre-primary unit, Assess the Adequacy of the Available Instructional Materials in Pre-primary unit, To examine the extent to which pre-primary classes utilize instructional materials during classroom instruction.

4.2 Profile of the Study

This study the data were gathered through questionnaire, interview and documentary review. This chapter presents the findings, analysis and discussion derived from the area of study which was Morogoro municipal council. The findings were presented based on the themes that emerged during the data analysis which was guided by the research questions presented in the Chapter One. The guiding objectives of this study were:

i. To observe the availability of instructional materials for pre-primary unit in Morogoro municipal.
ii. Assess the adequacy of the available instructional materials in pre-primary unit in Morogoro municipal
iii. iii. To examine the extent to which pre-primary classes utilize instructional materials during classroom instruction.

The discussion of each theme was based on teachers and pupils responses in the questionnaire, interview and observation checklist held in each study area together with the documentary review. The main themes were developed based on the study objectives and the sub-themes were determined based on the key messages emerging from the data in relation to specific study objectives. The discussion of the findings followed after the presentation of the findings under every theme. Through the discussion, evidences arising from the data were recombined to address initial propositions of both theory and literature. In order to easier analysis work for questionnaires, interview and observation checklist and documentary review, coding of the responses given in the questionnaires was done.

4.2.1 Profile of the Respondents

This study was only limited to four (4) public primary schools with pre-primary unit in Morogoro municipal council, the first school was Kilakala pre primary school, this school was chosen because is one of the oldest school, also it comprise inclusive education, it get more support from the government because it is attached to Kilakala secondary school which is among the best schools in Tanzania, the second was Kigurunyembe demonstration primary school, this school was included to the study because the assumption is that, it get assistance from Morogoro teachers college, their teacher is competent and it has various instructional materials. The third was Mwere primary school because it is at the centre of Morogoro town; the last is Bungo primary school which is the school usually performs better in primary national examination so the assumption was that the school has better foundation that is pre primary unit.

This study engaged respondents who are practitioners in teaching. The sample constitute of a total of 40 respondents. These included four (4) head of schools, one head teacher from each school, four (4) academic teachers, one from each primary school, four (4)

teachers who teach pre-primary unit also one teacher from each school and seven (7) pre-primary pupils from each school. These respondents had varied characteristics covering teaching experiences, academic qualifications, gender, economic status, age and social responsibilities. Some of the characteristics are shown in the table 4.1 and 4.2 below. These variations in one way or another might have had impact on the responses given. However, consideration of all these differences was taken aboard when analyzing data and discussing findings.

4.2.2 Study Questionnaire Return Rate for the respondents

The study involved pre-schools in Morogoro municipal council. The questionnaires given for completion were in three categories, the first categories was for academic teachers, the second was for head teachers and the last categories was for pre-school class teachers. The return rate information is shown in Table 4.1.

Table 4.1: Study Questionnaires and Return rate to the Study

No	Respondents	Targeted population	Returns	Percentage %
1	Head teachers	4	4	100
2	Academic teachers	4	4	100
3	Class teachers	4	4	100
Total	3.groups of respondent	12	12	100

From Table 4.1 it is observed that all 4 Head teachers returned all questionnaires, 4 academic teachers returned all the questionnaires and also the class teachers returned all the questionnaires that are the returned was 100%.

4.2.3 Gender of the Teachers

The teachers who participated in this study were asked to state their gender. Table 4.2 shows their responses.

Table 4.2: Gender of the Teachers

Respondent	Targeted population	Male	female	Total	Male in percentage	Female in percentage
Head teachers	4	0	4	4	0%	100%
Academic teachers	4	0	4	4	0%	100%
Class teachers	4	0	4	4	0%	100%
Total	12	0	12	12	0%	100%

So in all four school it seems that, the number of female teachers dominate all the posts, all four primary school together with their pre primary unit the leaders are female there is no even one male among the respondents, 100% are females. All teachers in pre-primary schools are female.

4.3. To Observe the Availability of Instructional Materials for Pre-primary unit in Morogoro municipal

In this aspect the sources of instructional materials were analysed and the available instructional materials and physical facilities for each pre primary unit were checked, the information is put under the followings;

4.3.1. The Source of Instructional Materials for Pre primary units

The information on source of instructional materials was obtained from questionnaires administered to head of schools, academic teachers, and pre primary unit class teachers. From Kilakala primary school the head teacher, reported that the source of instructional

materials for pre primary unit was parents, local community and government who provide funds which is used to buy several instructional materials example manila sheets and marker pens and through workshop, seminars which conducted during the weekends which provide the pre-primary class teachers with the knowledge of constructing and using instructional materials for pre-primary unit. Also there are donors' examples national microfinance bank (NMB), CRDB, NSSF and other Non-governmental organizations (NGO'S) which provide furniture facilities, example desks, tables, chairs and cupboards. The class teachers reported that the source of instructional materials were their own initiative and improvisation; pupils collected counting equipment example sticks, pencils, books, and bottle caps. The government and parents who provide funds which are used for buying instructional materials and other facilities, but on the other hand environment is also another source of instructional materials where by the improvisation is taking place.

From Mwere Primary School the head teacher reported that the government, parents and the class teachers were the main source of instructional materials and the government who provide fund which is used to buy manila sheets, donors who donate physical facilities like books, desks, chair and other materials are teacher's initiatives together with workshops. The class teachers reported that the source was their own initiatives, the parents and the government who provide fund for buying manila sheet, the pupils who collect counting equipment.

Kigurunyembe demonstration primary school, the head teacher reported that the sources are the government. The class teacher was the source of the instructional materials by improvisation using their school environment and the fund from the central government which provide fund for the primary school. The class teachers reported that the source was

of their own initiatives by either directing the pupils to come with counting instrument example sticks, seeds, bottle caps. Parents and government provide funds which are used to buy manila sheets and other instructional materials for teaching and learning activities to the pupils.

Bungo primary school, the head of school reported that the source of instructional materials are the central government, parents and the class teachers who use to create instructional materials using manila sheets and the school environment. Parents and government used to provide fund for running the school including preparing instructional materials for pre primary unit. Also the government my provide books for pre primary unit example syllabus and teachers guide. On the other hand, the class teachers reported that the source of instructional materials was their own initiatives, like buying manila sheets and create instructional materials. Table 4.3 summarises the information about sources of instruction materials in all four pre-primary schools.

Table 4.3: Source of instructional materials pre-primary unit

No	**Name of the school**	**Source of instructional materials**
1	Kilakala primary school	Parents, Central government, Local environment, local community, workshops.
2	Mwere primary school	Parents, Central government, Local environment, local community, workshops.
3	Kigurunyembe demonstration primary school	Parents, Central government, Local environment, stationery.
4	Bungo primary school	Parents, Central government, local community.

It was revealed from the study that, in all four schools the role of the government was to provide funds for buying instructional materials like manila sheets, marker pen and several

books. Also the role of parents for all four schools was to provide funds and other contributions for running the pre-primary unit. So in general it seems that the common instructional materials often bought in all these schools are manila sheets and marker pens; in which the preparation of teaching and learning materials depends on teachers' initiatives. Some of the instructional materials which may be created are number cards, charts of letters, letter cards however, the pupils also supports in collecting some of the equipments needed; such as counting equipments like bottle caps, sticks, bean seeds and pebbles.

For that presentation the major source of instructional materials is the class teacher. This is because the teacher as the facilitator has the obligation to create, prepare or improvise a stimulating learning environment for the pupils. This is also stipulated in the early childhood education syllabus (2005, p. v), which prepared by Tanzania Institute of Education, Chonyo (2007 p. v). This states that, by considering the real situation of the child, the teacher is supposed to be creative and use his/her ability to get more teaching resources as much as possible for each type of activity.

On the other hand, other stakeholders such as parents as addressed by (Mbise 1989; Mbise 2000; Mtahabwa, 2001) should support the supply of instructional materials, through providing learning equipments to the pupils. Furthermore lesson should be learnt from organization such as Save the Children Fund, which has been providing extra curricula materials for pre- primary schools in the southern zone of Tanzania as reported by (UNESCO, 2000). Thus, the government as the major stakeholder is obliged to provide more funding for purchasing and development of instructional materials for Pre-Primary children instruction. The instructional materials available in all four pre-primary schools are in the Appendix E1

4.4. Assess the Adequacy of the Available Instructional Materials in Pre-primary unit in Morogoro municipality

This objective it evaluate in general the sufficient or satisfactoriness of the instructional materials in each pre primary unit of the four pre-primary unit in a particular primary schools. The information was based on the research question number two (2) which is; how adequate are the available instructional materials for pre-primary unit in Morogoro municipal?

The instructional materials together with other facilities available in each pre-primary unit were analyzed by using observation, checklist and questionnaires. The types of item, number of each item, use of each item and their sufficiency were observed through checklist and these were determined in accordance to the class teachers' and the academic teachers' through questionnaire. This information is summarized in Appendix E1

In all four pre primary schools, it was noted through questionnaires administered to the academic teachers and class teachers that all pupils in their class used instructional materials.

It was revealed that, since the main source of instructional materials in all four pre primary units is the class teacher initiative even if some of the instructional materials were from the pupils example bottle cap, sticks and beans seeds still was through their class teacher's directives. Due to this, the instructional materials available were relevant to the age of the pupils and there learning environment but some were sufficient and others insufficient in relation to the numbers of pupils in the classroom(s).

However there is lack of rich variety of instructional materials to include item such as teachers' guide book, text books, audio visual materials, toys and models for children

learning activities in all of the four pre-primary units. Then it was observed that, there was an insufficient of instructional materials for teaching different learning activities. It was noted that, most of the instructional materials prepared by the teachers which mostly were writings and drawings on manila sheets, were not durable, hence the teachers had to make new ones time after time. On the other hand these instructional materials were basically for teaching reading, writing, and simple arithmetic's (3R's) and this thing was reported earlier by (Reuben, 2005). One of the teachers from the study reported that, they were concentrated in teaching 3R's because of pressure from the parents who want their children to be more competent in 3R's.

Facilities for storage of instructional materials was also a problem whereby it was noted that; only one school, that was Kilakala pre-primary unit which had one small room for storing instructional materials and other physical facilities and three cupboards for storing instructional materials, the other three pre-primary school units that is Kigurunyembe pre primary unit, Bungo pre-primary unit and Mwere pre-primary unit had no room for storing instructional materials and other teaching facilities at all but they have few cupboards.

All these three school had only cupboards for storing instructional materials, other facilities and some of other class teachers, example Kigurunyembe demonstration pre primary unit, they use to keep some of the instructional materials in paper box and stored it at home and bring them to school when needed them for teaching and learning process. But the other two schools they just store them to the cupboard where by Mwere pre primary unit had four cupboards and the remaining had only three cupboards each. So in general the storage facilities was enough due to the instructional materials they have, but it is not safe that is why the teachers from Kigurunyembe demonstration schools decide to keep them at home.

However, in all four schools, the wall acted as the good stores even if there is no door or window in the classroom, example in Kigurunyembe pre-primary unit and learning boards for instructional materials like wall chart of numbers, letters, words, posters, pictures and the calendars.

Therefore it was revealed that due to less funding and commitment by educational stakeholders to pre-primary units in each primary schools, these units go under resourced in terms of instructional materials that are required for teaching children. On the other hand class teachers more concern in teaching the 3R'S tend to design instructional materials mainly directed towards teaching those subjects, thus, most on instructional materials are flash cards with letters, numbers, pictures, wards, letter charts, number charts, and simple counting equipments. These are some of instructional materials commonly used in the four pre primary schools and all are the teacher' initiatives.

4.5. To examine the extent to which pre-primary classes utilize instructional materials during classroom instruction.

This was the last objective in this study, in this aspect the process of investigation was based in this question; Utilization of Instructional Materials in pre-primary units during classroom instruction.

So, the data was analyzed on the basis of the following sub headings;

i. The teacher competence,

ii. Teacher-pupil ratio,

iii. Classroom space and arrangement,

iv. Pupil's capacity to utilize instruction materials

v. The influence of the syllabus on the selection and utilization of materials.

This entire subheading in one way or another it had a contribution on the utilization of instructional materials in pre primary unit and the contribution may be on the merits or demerits to the utilization of the instructional materials.

4.5.1 Teachers' competence

The criteria for the teachings competence was on the basis of the academic qualification, professional qualification in teaching training to include early childhood education teachers training, teaching training and teaching experience . This was used to examine the ability of the pre- primary teacher to utilize instructional materials. The information was obtained from the questionnaires administered to the head teachers, academic teachers and class teachers. This task was built on the idea that the qualities of a teacher depends on the effectiveness of teacher education and training, the mastery of their subject matter and pedagogy as well as professional development especially in teaching development.

From Kilakala primary school, The respondence were head teacher, academic teachers and the class teachers they reported that there is only two pre primary teachers one is grade III A, and the second has standard seven with early childhood education courses, the same applied to Kigurunyembe Demonstration primary school that there are two pre primary teachers; the first is grade III A with early childhood education courses and the second is standard seven with early childhood education courses which takes three months. The class teacher of Kilakala and Kiguruyembe reported that their experience in teaching pre primary unit is 20, 18 and 17, 14 years respectively.

From Bungo primary school the respondent also were Head teacher ,academic teacher and the class teachers, they reported that there are five pre primary teachers, two has a certificate or grade III A with early childhood education courses their experiences are 20

and 7 years , the other two are standard seven with early childhood education courses with the experience of 10 and 7 years, the last one has grade one in agriculture but she attended the early childhood education courses also has an experience of 33 years.

From Mwere primary school the respondent were Head teacher ,academic teacher and the class teacher, they reported that there is only one pre- primary teacher with a certificate of grade III A, and also undergone a three months course in early childhood education, the experience of this teacher is nine (9) years.

Although such qualifications marked an expertise in teaching children and experience in designing, developing, and utilizing instructional materials for different learning activities in the elementary schools, but it was reported by all four class teachers that, they have never had any refresher courses so as to add more knowledge on early childhood education, in this case, they need more on job training on early childhood education, through seminars and workshop so as to add to their knowledge and experiences with pre primary education program on designing improvisation of materials, workshop for capacity building to them.

Moreover, the researcher observed the teaching and learning activities so as to see the extent of utilization of the instructional materials in all the four pre primary unity; this information was recorded in an observation schedule and analyses and come with the following clarification.

In Bungo pre -primary unit an observation was made in Kiswahili learning activities in the topic on “KUZUNGUMZA KWA PICHA” (Talk with picture). The teaching and learning materials used was a chart showing pictures of different items, where by the teacher guided the pupils to name different items on the picture chart; the pupils name the pictures

through chorus responses, and the teacher continue to teach generalize that all pupils understand the concept. So there were low discipline in answering the questions and it seems that the pupils understand the concepts but the problem was on chorus answers. So the teachers lack the knowledge of controlling the class.

In Kilakala pre-primary unit an observation was made on mathematics learning activity in the topic on “NUMERALI” (numerals).Whereby the teaching and learning activity was on counting numbers 1-10. The instructional materials often used in the teaching and learning activity was the blackboard whereby the teacher guided the pupils to count items drawn on the blackboard and then copy the activities in their exercise books other instructional materials used were bottle caps which were used by only a few pupils who had not mastered the concept others use fingers to count one to ten.

In Kigurunyembe demonstration pre primary unit an observation was made on mathematics activity on the topic on “NUMERALI” (numerals). Where by the teaching and learning activities were on counting number 1-10. The instructional materials often used were the chalkboard, whereby the teacher guided the pupils to count different item drawn on the board and then copy them in their exercise books.

In Mwere pre-primary unit an observation was made on the science learning activity on the topic on “USAFI WA MWILI” (body cleanliness). Where the teaching and learning activities was on cleaning their face. The instructional materials used was the clean and safe water, soap, tower and basin whereby the class teacher guide the pupils to sing songs for cleaning different parts of the face like nose, eyes and ears guide pupils to mention toiletries used for cleaning their face, the teacher demonstrate using toiletries how to clean the face. After that, the pupils practice it by using their face.

Thus, it was noted that the utilization of instructional materials was quit minimum all the pre primary unit in a given primary school. In this situation, the class teacher commented that the time allocated for instruction for each period was too short for effective utilization of instructional materials; also the availability of instructional materials in this sub topic is toiletries which were difficult because it need money to get soap, towel and basin. Therefore, since the utilization of instructional materials relied on the class teachers' initiatives, it is important that the class teachers are equipped with the in house training, on job training, seminars and any other program related to their specialization which is pre-primary education. Also their teaching and learning activities should be checked by educational inspectors so as to assure competences, because the head teacher from Kigurunyembe primary school put this suggestion on the importance of inspectors from the Ministry of Education and Vocational training in inspecting the pre primary unit. The table 4.4 shows the academic qualifications and experience of the classroom teachers in the pre-primary units

4.5.2. Pupils-teacher ratio

Pupil-teacher ratio is the total number of pupils to the number of teachers in a classroom. From the study, this information is used to find out its influence on utilization of instructional materials during classroom instruction. The data on number of pupils enrolled the years 2012, 2013 and 2014 was obtained from the class teacher' records through a documentary review sheet, while the information on the number of teachers obtained from the questionnaires administered to the head teachers and the number of classrooms was obtained from the questionnaire administered to the head teachers and the number of pupils in a pre-primary unit per each year obtained from the questionnaire administered to the academic teacher also in the documentary review.

Table 4.4: The academic qualifications and experience of the classroom teachers in the pre-primary units

Name of school	Number of teachers	Academic qualification of the class teachers	Teaching experiences
Kilakala pre-primary unit	2	1st (a) Is form IV certificate (b) Teachers' Grade III 'A' (c) Early childhood education course of three months	20
		2nd Is standard seven with Early childhood education course of three months	18
Bungo pre-primary unit	5	Two teachers has form IV certificate and Teachers' Grade III 'A', one of them has advantage of degree of agriculture	15 and 33 years
		The last 3 are standard seven with Early childhood education course of three Month	3 years each
Kigurunyembe pre-primary unit	2	1st (a) Is form IV certificate (b) Teachers' Grade III 'A' (c) Early childhood education course of three months	17
		2nd Is standard seven with Early childhood education course of three months	14
Mwere pre-primary unit	1	Form four with a certificate of grade III A, and also undergone a three months course in early childhood education	9

In Kilakala pre-primary unit the enrollment for 2012 was 30 pupils whereby 14 male pupils and 16 female pupils with two teachers and one classroom and the pupil-teacher ratio was 15:1, In 2013 was 40 pupils where by 21 male and 19 male with two teachers with two classroom that means one teacher for each classroom and two class rooms each with 20 pupils, thus teacher -pupil ratio was 20:1. In 2014 the enrolment is 45 where by 25 males and 20 female with two class teachers in two classrooms that means one class teacher in each classroom with 23 pupils, thus the pupils-teacher ratio is 23:1.

In Mwere pre-primary unit the enrolment for 2012 was 20 pupils whereby 12 male pupils and 08 female pupils with one teacher and one classroom and the pupil teacher ratio was 20:1, In 2013 was 32 pupils where by 21 male and 11 male with two teachers with two classroom that means one teacher for each classroom and two class rooms each with 16 pupils, thus teacher pupil ratio was 16:1. In 2014 the enrolment was 20 where by 11 males and 09 female with one class teachers in one classroom that means the pupils-teacher ratio is 20:1.

In Kigurunyembe pre-primary unit the enrolment for 2012 was 30 pupils whereby 15 male pupils and 15 female pupils with two teachers and one classroom and the pupil-teacher ratio was 15:1, In 2013 was 40 pupils where by 20 male and 20 female with two teachers with one classroom that means the teacher pupil ratio was 20:1.In 2014 the enrolment was 38 where by 22 males and 16 female with two class teachers in one classroom, thus the pupils-teacher ratio is 23:1.

In Bungo pre-primary unit the enrolment for, 2012 was 40 pupils whereby 24 male pupils and 16 female pupils with three teachers and one classroom and the pupil teacher ratio was 13:1, In 2013 was 42 pupils where by 21 male and 21 female with two teachers with one

classroom that means one teacher have 21 pupils, thus teacher pupil ratio was 21:1. In 2014 the enrolment is 50 where by 24 males and 26 female with 5 class teachers in one classroom that means one class teacher in the classroom have 10 pupils, thus the pupils teacher ratio is 10:1. This information is summarized in Table 4.5.

Table 4.5. Pupils-Teacher ratios in pre primary units for the year, 2012, 2013 and 2014.

Name of school	Year	No of male pupils	No of female pupils	Total No of pupils	No of classroom	No of classroom teachers	No of pupils in each classroom	Pupil teacher Ratio
Kilakala pre-primary unit	2012 2013 2014	14 21 25	16 19 20	30 40 45	1 2 1	1 2 1	30 20 23	30:1 10:1 23:1
Mwere pre-primary unit	2012 2013 2014	12 21 11	08 11 09	20 32 20	1 2 1	1 2 1	20 16 20	20:1 8:1 20:1
Kigurunyembe Pre- primary unit	2012 2013 2014	15 20 22	15 20 16	30 40 38	1 1 1	2 2 2	30 20 19	15:1 10:1 9:1
Bungo pre-primary unit	2012 2013 2014	24 21 24	16 19 26	40 42 50	1 1 1	3 2 5	40 42 50	13:1 21:1 10:1

It was received that, Kigurunyembe demonstration pre primary unit has been having a lower pupil-teacher ratio compared to other pre-primary units in the year 2012 the ratio was 15:1, 2013 was 10:1, 2014 the ratio is 9:1 compared to the other pre-primary units, That is Bungo pre-primary unit which has the ratio of 13:1 in the year 2012, the ratio of 21:1 in the year 2013, the ratio of 10:1 in 2014 is 9:1. Kilakala pre-primary unit in 2012 which has the ratio of 30:1, 2013 the ratio of 10:1, in 2014 the ratio is 23:1. Mwere pre

primary unit in 2012 the ratio was 20:1, in 2013 the ratio was 8:1, and in 2014 the ratio of the pupils teacher ratio is 20:1.

In Kigurunyembe demonstration pre primary unit the class teacher reported that the pupil-teacher ratio affect the effective utilization on instructional materials especially when the pupil teacher ratio is higher and the time for instructional is very short. The teacher explains that in this year 2014 they need only 25 pupils more than that they cannot control them. In this manner even the performance of the pupils tends to be low.

Therefore, high pupil-teacher ratio and a short time for instruction affected the effective utilization of instructional materials during instruction. (Morrison,1988;Sacks and Razzi, 2005) further explain that, smaller pupil ratio created more interaction between teachers and pupils, more encouragement, support and more individual attention for each pupil.

Thus, the early childhood education guidelines specify that maximum pupil-teacher ratio is 1:20, however, (Mtahabwa, 2007) report that, in Tanzania there are no standard guidelines for pupil-teacher ratio in pre primary education programs something that leads to variation among pre primary schools. Thus, leading to variation in pupil-teacher ratio among Pre Primary schools, such that those with high pupil teacher ratio the utilization of teaching and learning materials of different learning activities is minimal.

4.5.3. Classroom space and classroom arrangement

The information on classroom space and classroom arrangement was obtained through the use of classroom observation guide by the researcher, where by the teaching and learning activities during classroom interactions were recorded; these were English learning activities at Kigurunyembe demonstration pre- primary unit; Mathematics learning

activities at Mwere pre- primary unit; Kiswahili learning activities at Bungo pre-primary unit and Mathematics learning activities in Kilakala pre primary unit.

In Kigurunyembe demonstration pre-primary unit and Mwere pre-primary unit the space was enough to accommodate the pupils appropriately. In Kigurunyenbe pre-primary unit has one medium sized classroom in 2014 with two teachers. The classroom was arranged in rows with 20 pupils registered. The classroom has 20 desks and well arranged with additional 6 chairs and 3 tables. Mwere pre primary school had one large classroom which also arranged in rows with 20 pupils and one class teacher with one additional table and two chairs. In other two pre- primary unit the classroom space was not enough to accommodate the number of pupils. Kilakala had one large classroom arranged in small circles with 45 pupils in a class. The last school was Bungo pre-primary school in which the class for pre-primary unit the pupil was 50 in one classroom with one class teacher.

The classroom arrangement in the entire four pre-primary units was poor; such that the desks were so much squeezed together. With this situation it was not easy for the teacher to go around and instruct individual pupils, and rather pupils had to move in front to follow the teacher. In this case instructional was so much generalized which involved general classroom discussion often with chorus responses from the pupils. In this case the teacher could not facilitate individual pupils work independently with learning materials, except for a few pupils who sent their exercise books to be checked by the class teachers. Otherwise, if the teacher noted that the pupil had not understood the concept, then the class teachers would re-instruct him/her using instructional materials. Moreover, the availability of unused furniture in the classroom made the space to be smaller for proper arrangement of the classroom for children learning.

Photograph 4.1: Show the Classroom space and arrangement in school A and B

School A School B

4. 5. 4 Pupils capacity to utilize instructional materials

The information on pupils' capacity to utilize the instructional materials was obtained from the interview, which was administered to seven pupils from each pre-primary unit, whereby the researcher asked questions to the pupils. In the interview schedule different instructional materials were used for each learning activities and pupils performance recorded. These learning activities were: Language learning activities, Mathematics learning activities, Science learning activities, Personality and play learning activities.

Language learning activities, the first question asked pupils to mention seven days of the week by using calendar, Most of the pupils mention days of the week properly except for few ones. The second question asked pupils to name different objects available in their home or school environment by using colour pictures drawn on the charts on the wall, flash cards in this aspect the performance was very good to the pupils in identifying instructional materials in all pre primary units.

In mathematics learning activities, the first question asked the pupils to count numbers 1-10, most of the pupils had mastered the activity that is the number concepts and could count using fingers and bottle caps. In the second question the pupils were asked to count

1-10 by using number card and model on numbers, all the pupils could identify the items because there were from their environment.

In science learning activities the first question required the pupils to identify equipments used to brush teeth and to demonstrate steps involves involved when brushing teeth. All pupils mentioned them which include toothbrush, toothpaste and water and perform well in the demonstration. They performed well this activity because they have these instructional materials at home in which they usually do the activity at home every morning.

The second question required the pupils to mentioned equipments used when washing face which are water, soap and towel; also they demonstrate the activity on how to wash face very well. The activity was well performed because the activity is usually performed at home and was also taught in school.

In Personality and play learning activities the first question was to mentioned equipments used in the kitchen that is utensils. The pupils identify Pictures of utensils like plates, cups, spoons, and bottles drown in manila sheet, the activity was well performed by the pupils. The second question was about mentioning and identifying all tools used for games. All the pupils could identify all the instructional materials used during playing different games. Because there were from their environment and were also taught in school, and the tools were Real objects like Balls, rope, ring, drums, whistles and darts.

Therefore it was revealed that children enjoyed using learning materials and mastered learning in activities that involved effective utilization of instructional materials. The details of the performance of pupils in different activities are shown in Appendix E 2.

Photograph 4.2. Show how the pipuls utilization of instructional material in the classroom

5.5 The influence of the syllabus in the selection and utilization of instructional materials

The information on the influence of the syllabus in the selection and utilization of instructional materials was obtained from the questionnaires administered to the class teachers .It was reported that all the four pre- primary units used the 2005 early childhood educational syllabus prepared by Tanzania Institute of Education, and the teachers guide of 2007 which was found in only one School among the four and that was Kigurunyembe demonstration primary school.

> The syllabus states that the teacher is advised to utilize his/her knowledge, skills and experiences in selecting teaching and learning strategies according to their ability and age of the child. Also the choice of teaching and learning strategies will depend on the availability of teaching and learning resources and actual situation of the school environment (MoEVT .2005 p, v).

So the syllabus instruct the class teachers to use their innovativeness and creativity to prepare and utilize as much instructional materials as possible for every learning activity and these instructional materials should be the relevant to the children learning needs in all

learning activities. Moreover the instructional materials used should be developmentally and environmentally appropriate for the children as addressed by (Santrock, 2004)

The syllabus also outline the teaching and learning objective and strategies for every topic, the instructional material to be used, evaluation standards and the number of period for each topic. With this the class teacher reported that with the help of the syllabus, they determined which instructional materials to be prepared and how to use instructional materials for different learning activities, Almost all schools they depend on this book because there are no other teacher' guide book except Kigurunyembe pre primary unit where there was both a syllabus and one teacher guide "Mwandani wa mwalimu wa elimu ya awali". In the other hand the class teachers reported that, there were no textbook illustrated in the syllabus; hence they did not know which textbook to use in common that is for all pre primary unit, the teacher explain more in his questionnaire that may be that is the reason of the student to finish pre primary unit without knowing even read or write that is the 3R's because is just the experiences of the teacher which lead to good performance of the pupils.

The teachers continue to explain that the time scheduled in the syllabus for instruction in every period, which is 20 minutes each period, is too short for effective utilization of instructional materials during instruction.

However, in spite of a wide variety of instructional materials outlined in the syllabus the class teacher used mostly those made out of manila sheets and some real object which is cheap or the pupils brought such as local counting equipments like sticks, bottle caps. So teachers claimed that they could not afford other instructional materials; such as videotapes and radio cassettes among many others.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter summarizes the study by specifically presenting a summary of the findings, a conclusion which is drawn from the findings and put forwards some general recommendations and recommendation for further studies.

5.2. Summary of the Study Findings

The study was on the investigation on the utilization of instructional materials in pre-primary schools, it was conducted in four pre-primary schools in Morogoro municipal council which are Kigurunyembe demonstration pre-primary school in Kigurunyembe demonstration primary school, Kilakala pre –primary school in Kilakala primary school, Mwere pre-primary school in Mwere primary school and Bungo pre-primary school in Bungo primary school; hereby the focus was on that pre primary unit established in public primary schools and the study was on the pre- primary unit established in three or more years time.

The first objective was to observe the availability of instructional materials for pre-primary unit in Morogoro municipal. From the study it was revealed that most of the instructional materials available were writing and drawing, which were manila sheets flash cards, simple counting equipments mainly bottle caps and bean seeds. The government and the parents provide funds for purchasing equipments for making instructional materials, whereby the common materials purchased were manila sheets and marker pens. Class teachers' prepare the teaching aids with support from the pupils who collected

counting equipments such as bottle caps and beans seeds. In this case, since the class teachers prepared instructional materials, most of them were relevant to the children environments; although they were mainly for teaching the 3R's, hence not sufficient for teaching all learning activities.

The second objective was to assess the adequacy of the available instructional materials in pre-primary unit in Morogoro municipal. From the study it was revealed that most of the instructional materials available were sufficient depend on the number of pupils available in the class, but those which was sufficient was the one which is not expensive, some found within the school environment and other collected by the student. But for those which need fund in most schools it seems to be not sufficient some not available at all, example the teachers guide, radio cassette, tape recorder, none of the schools have these instructional materials. But in general the instructional materials in all pre primary units in four pre primary unit are adequate.

The last objective in my study was to examine the extent to which pre-primary classes utilize instructional materials during classroom instruction. It was revealed that, the utilization of those instructional materials was affected by pupil teacher's ratio, whereby high pupil teacher ratio restricted the effective utilization of learning materials by individual pupils. The classroom space and arrangement of the classroom was poor in some school, such that effective facilitation by class teachers in using learning materials was restricted to only a few pupils. Moreover the syllabus helped the teachers in selection of instructional strategies by using instructional materials outlined, although textbook were not outlined on the other hand the school could not afford some instructional materials.

Although the children enjoyed the learning by using instructional materials most of them do not have an opportunity to utilize instructional materials available effectively, because the time schedule for instruction is very short for effective utilization of instructional materials available, and also to explore wide variety of instructional materials that they need for their learning activities is not relevant with the time allocated by syllabus.

5.2 Conclusion

There is an ineffective utilization of available instruction materials by teacher and pupils during classroom instruction, whereby children are denied an opportunity to enjoy learning in the school context. Thus, it is important that teachers managing pre-primary units to utilize philosophy, which focuses on, the developmental need of the young children. This can be attained if teachers are professionally committed, innovative and creative in designing and utilizing appropriate instructional materials for all learning activities. Furthermore, if pre primary schools will be supported by parents, the government and other educational stakeholder like Tanzania Institute of Education and nongovernmental organization so as to be equipped with rich supply of instructional materials. In additional there should be an addition of time scheduled for instruction and effective consideration of guidelines for early childhood education in the aspects of pupil-teacher ratio, classroom size and arrangement and thorough syllabus.

5.3. Recommendations

Availability of instructional materials in pre primary units established in public primary schools depends on the prioritization and commitment from all early childhood education stakeholders like Tanzania Institute of Education, Non-governmental Organization, Parents and National examination council. The class teachers as the main source of the preparation of instructional materials should employ their creativity in developing

instructional materials with correspondence to the pupils environment; so as to stimulate children learning and abilities in different domains.

Moreover, the government as the sole investor in early childhood education should supply sufficient varieties of instructional materials such as textbooks, videos, radios, projectors and cassettes to support the class teaches' initiatives. Parents, non-governmental organizations, community based organization and individual among other stakeholders should also support pre-primary unit in public primary schools by providing instructional materials and enough funds.

Teachers should be given periodic training on creating instructional materials, improvisation techniques through regular workshops and seminars. Improvisation needs funds, therefore the government and school administrators in form of improvisation grant, should assist teachers financially to enable the Millennium Development goals to be achieved. Teachers should be encouraged to always use the locally available materials within their reach to improvise. Teachers must effectively use the improvised materials appropriately and ensure full participation of their students in the process of collection, development and production of improvisation of the instructional materials.

Parents should be encouraged to buy recommended instructional materials for their schools to supplement teachers' notes. The Ministry of Education and Vocational Training should establish or if it has been established should make functional centre for the provision of locally developed teaching aids or instructional materials and its function should include the evaluation, recommendations on specific and relevant instructional materials.

There should be a well articulated planned process of using instructional materials, curriculum development, instructional strategies and administrative procedures which link educational agencies with other agencies as well as industries. Instructional materials used by teachers should aim at developing more quality teacher-pupil and pupil-pupil interactions and should take into account the range of learners in the class.

On the part of utilization, pupil's teacher ratio should be reduced to a manageable one. Class teachers should further be committed to follow the guidelines stipulated in the early childhood education syllabus, which intends to develop the pupils holistically. Furthermore time for instruction for each period should be increased from the one that exist that is 20 minutes per period, so as teachers and pupils may have enough time to utilize instructional materials more effectively

Also, there should be inspection of pre-primary units established in public primary schools by the Ministry of Education; so that deficits may be identified and remedy should be done, and it will be better if the inspectors will be specialized in pre primary education or they must have some knowledge in pre primary education in order to be aware of the instructional materials and their importance in teaching and learning strategies.

5.4.1. Recommendations for further research

- A research should be done to examine competencies of class teachers in pre primary unit: as a factor for the quality in early childhood education.
- A research should be done to examine how much funds the government allocates for pre primary education.
- A similar research study could be carried out in private pre-schools and primary education.

- A study on the factors influencing the selection of instructional materials in pre primary schools should be conducted.

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APPENDICIES

APPENDIX A 1

QUESTIONNAIRES FOR HEAD TEACHER

1. Name of school……..

2. District……..

3. How many classrooms do the pre-primary unity have?

……

4. How many teachers does your pre-primary school have?

……...……..

5. In which year was the pre-primary established in your school

…….

6. What are the sources of instructional materials for your pre-primary unit?

Indicate which among the following sources. Put a tick against the correct response

(a) Parents ( )

(b) Central government ( )

(c) Local community ( )

(d) Others (please specify)

……..……..……

……

7. Do you have a syllabus for pre primary education in your school……..

……

If YES, in which year was the syllabus issued…….

8. What are your strategies concerning the availability and utilization of instructional materials in the pre-primary unity in your school?

.....

9. What is the academic qualification of the pre-primary teachers in your school?

10. Use the table below to indicate their academic qualification and early childhood education courses attended.

NO	Academic qualification	No of male teachers	No of female teacher	Total No of teachers
1	Grade III with early childhood education courses			
2	Grade III A with early childhood education courses			
3	Diploma with early childhood education courses			
4	Degree with early childhood education courses			
5	Standard seven with early childhood education courses			
6	Not attending any early childhood education courses			

APPENDIX A 2

QUESTIONNAIRE FOR ACADEMIC TEACHER

1 How many pre-primary classrooms are there in this school? What is the maximum and minimum number of children for each class? ……

……..

2. What are the strategies used to equip pre-primary units with instructional materials.

……

……

……

3. As an academic teacher, what is your role in ensuring the availability and use of instructional materials.

……

……

……

4. From the departmental reports in your office, what are the reported problems from the pre- primary unit on the state of instructional materials concerning the following aspect.

(a) Adequacy……

……..

(b) Utilization……

……..

(c) Storage……

……

(d) Others please, specify

……

……

…….

5. What do you suggest on the strategies to facilitate the availability and utilization of instructional materials in the pre-primary unit

……

……

……..

APPENDIX A 3

QUESTIONNAIRE FOR THE PRE-PRIMARY CLASS TEACHER

Pre-Primary Class Teacher Personal Information

Sex…….

Experience in the teaching profession (years)……..

Highest academic qualification…….

Teacher education

coursesattended……..

Information on the Pre-Primary Unit

1. Are the instructional materials available in your pre primary unit? Yes/No……..
2. Are instructional materials in pre-primary unit in your school adequate and appropriate for teaching activities? Yes/No……..

If the answer is NO, please explain. Why……

……

……..

3 . If the answer in No 2 above question is NO, what are the measures taken to make sure that there are adequate and appropriate instructional materials in your pre-primary unit?

……

……..

6. List down the instructional materials available in your pre-primary unit. If any.

……

……

5. List down instructional materials used for teaching and learning by the following categories of children in your pre-primary unit.

(a) For children with special need……..

(b) For children with no special needs……

……

6. Are the instructional materials available in pre primary unity appropriate for all children registered for pre primary education in your school?

Yes/No……..If the answer is NO please explain

……

……

7. Where do you get or what are the source of the instructional materials used in your pre primary unit?

.....

.....

8. How does the pre-primary education syllabus help you in the selection and use of instructional materials in the following subject.

Subject such as.

(a) Kiswahili learning activities……

(b) English learning activities……

(c) Mathematics learning activities……

(d) Science learning activities…….

(e) Personality and play activities……

(f) Music, art and craft activities ……

9. Does the classroom situation help you in the use and storage of instructional materials?

YES/NO……..

Please explain how/why……..

10. How does the class size (number of pupils) influence the utilization of instructional materials during teaching and learning in the pre-primary unit?

    .....……

11. Does the classroom arrangement in the pre primary unit allow the utilization of instructional materials. YES/NO…….

    Please give explanations for your reasons above..…….....

    ……

12. How does the type of desks used by pupils in the pre-primary unit facilitate the effective utilization of instructional materials during the teaching and learning process

    ……

    ……

13 What do you suggest on the strategies to facilitate the availability and utilization of instructional materials in the pre-primary unit……

    ……

    ……..

APPENDIX B

INTERVIEW FOR PRE-PRIMARY CHILDREN

1. Vitendo vya lugha

   i. Taja kwa mfuatano siku saba za juma

   ii. Kwa kutumia picha taja majina ya vitu vifuatavyo;

   (a) meza (b) kiti (c) samaki (d) rula (e) kitabu (f) ndoo

2. Vitendo vya hisabati

   i.Tumia vihesabio kuhesabu kuanzia moja hadi kumi kwa mfuatano

   ii. Kwa kutumia chati ya namba au kadi za namba soma moja hadi kumi.

3. Vitendo vya kisayansi

   i.Taja vifaa 3 tu vinavyotumika kupiga mswaki.

   ii. Taja vifaa 3 tu vinavyotumika kunawa uso

4. Vitendo vya haiba na michezo

   i.Taja vifaa 4 vya usafi ii. Taja vifaa 4 vya michezo

APPENDIX C 1

CLASS ROOM OBSERVATION GUIDE

Name of the school ……

Subject…….

Topic……

Period ……

Time……

Number of pupils present……..

Number of teachers teaching the class…….

Date…….

Classroom arrangement	Teaching method used	Teaching materials used	Learning materials used

Teachers' comments on the use of instructional materials.

……

……

APPENDIX C 2

OBSERVATION CHECKLIST

	Items	Number	Used	Not used	Sufficient	Not sufficient
Teaching and materials						
Physical facilitie						

APPENDIX D

DOCUMENTARY REVIEW

Record of children enrolment for each pre-primary class in the year 2012, 2013 and 2014

Year	Number of male pupil	Number pupil	Total of pupil per year	Number of ma teachers	Number of female teachers	Total number of teachers
2012						
2013						
2014						

APPENDEX E1

The state of instructional Materials in the four Pre- primary unities

Name of school	Instructional materials	Items	Number	Used	Not used	Sufficient	Not sufficient	Remarks
Kilakala pre primary unit	Teaching and learning materials	Flash cards	60	Used		Sufficient	Not sufficient	These instructional materials are for children environment they are inac different lea activities.
		posters	50	Used		Sufficient		
		Number cards	25	Used			Not sufficient	
		Wall pictures	15	Used		Sufficient		
		Bottle caps	0.5g	Used			Not sufficient	
		Bean seeds	2kg	Used		Sufficient		
		Calendar	2	Used				
		Early childhoo education sylla	10	used		Sufficient		
Kilakala pre primary unit	Physical facilities	Teachers' table	3	Used		Sufficient		The physical good accord purposes.
		Teachers chair	6	Used		Sufficient		
		Chalk board	2	Used		Sufficient		
		Cup board	3	Used		Sufficient		
		Pupils desk	22	Used		Sufficient		
		Store room	1		Not use			
		Tables	10		Not use			
		Chairs	20					

Kigurunyembe demonstration Pre- primary unit	Teaching and Learning Materials	Picture charts Number chart Flash cards Bottle caps Model of numl Wall picture Calendar Early childhoo education syll	20 20 30 3kg 30 10 1 3	Used Used Used Used Used Used Used Used		Sufficient Sufficient Sufficient sufficient Sufficient sufficient	 Not sufficient Not sufficient	These instruc materials are children environment However ,the inadequate fo different activities
Kigurunyembe d Pre- primary unit	Physical facilities	Teachers' table Teachers chair Chalk board Cup board Pupils desk Tables Chairs	2 4 3 3 20 3 6	Used Used Used Used Used 	 Not us Not use	Sufficient Sufficient Sufficient Sufficient Sufficient sufficient sufficient		

Mwere pre primary	Teaching ar materials	Picture charts	10	Used		Sufficient		
				Used		Sufficient		
		Number chart	10	Used		Sufficient		
				Used		Sufficient		
		Flash cards	20	Used		Sufficient		
		Bottle caps	2kg	Used		Sufficient		
		Model of numl	15	Used		Sufficient		
		Wall picture	6					
		Early childhoo syllabus	4					
	Physical facilities	Teachers' table	2	Used		Sufficient		The physical good accordi purposes.
		Teachers chair	4	Used		Sufficient		
				Used		Sufficient		
				Used	Not us	Sufficient		
		Chalk board		Used	Not use	Sufficient		
		Cup board				Sufficient		
		Pupils desk	1			Sufficient		
			3					
		Tables	20					
		Chairs	1					
			2					

Bungo pre primary unit Bungo pre primary unit	Teaching and learning materials	Flash cards posters Number cards Wall pictures Bottle caps Bean seeds Calendar Early childhoo education syll	45 49 30 30 1kg 2kg 3 8	Used Used Used Used Used Used Used Used		Sufficient Sufficient Sufficient Sufficient Sufficient Sufficient	Not sufficient Not sufficient	These instruc materials are children lear environment However, th inadequate fo learning activ
	Physical facilities	Teachers' table Teachers chair Chalk boards Cup boards Pupils' desks Tables Chairs	3 5 2 4 12 2 6	Used Used Used Used Used	Not us Not use	Sufficient Sufficient Sufficient Sufficient Sufficient Sufficient Sufficient		

APPENDIX E 2

Table Performance of Pupils in Different Learning Activities

Learning	Questions	Name of School	Instructional material used	Pupils performance	Remark
Language learning activities	(i) Kwa kutumia kalend Au chati, taja kwa mfuatano siku saba za v jumatatu, jumanne, jumatano, alhamisi, ijumaa, jumamosi, na jumapili.	Kilakala pre-primary unit	Calendar	4 pupils mentioned all day of the week in sequence	Most of the pupi mention days c the week proper
				1.mentioned Monday ,Tuesday and Wednesday only	
				1.could not mention any	
		Mwere pre-primary un	Calendar	1pupil mentioned all days of the week	The teacher had not yet taught th

				5 pupils could not mentioned any	concept , the pupil who mastered had learn at home
		Bungo pre-primary unit	Calendar	2 pupil mentioned monday up to sund	T he pupils could mention the days in proper sequence but could not identify their sequence in the calendar.
				3 .pupil mentioned Monday and Tuesd Only	
				2 could not mentioned any	
		Kigurunyembe pre-primary ur	Charts of days of the week	All mentioned seve days of the week.	The teacher use instructional materials well.

	(ii) Kwa kutumia picha taja majina ya vitu vifuatavyo; meza, kiti, samaki, rula, kitabu na ndoo.	Kilakala pre-primary unit	Flash cards and pictures drawn the wall	All 7 pupils could name the items	All the pupils could identify the items because there were from their environme But the concept can taught better by using video tapes.
		Mwere pre-primary unit	Flash cards and pictures drawn the wall	All 7 pupils could name the items	
		Bungo pre-primary unit	Flash cards and pictures drawn on the wall	All 7 pupils could name the items	
		Kigurunyembe pre-primary unit	Flash cards and pictures drawn on the wall	All 7 pupils could name the items	
Mathematic activities	(i)Tumia vihesabic kuhesabu kuanzia moja hadi kumi kwa mfuata	Kilakala pre-primary unit	Fingers, bottle cap,sticks and seeds	5 pupils counted 1-10 2 pupils count 1-8	Most of the pupils enjoyed counting usin objects and the materials was enough to all pupils. Few of them failed to count in
		Mwere pre-primary unit	Fingers, bottles caps, sticks and seeds	All pupils counted 1-10	

		Bungo pre-primary unit	Fingers, bottles caps, sticks and seeds	All pupils counted 1-10	sequence
		Kigurunyembe pre-primary unit	Fingers, bottles, caps, sticks and seeds	4 pupils counted 1 1 pupil counted 1- 2.pupils counted 1	
	(ii) kwa kutumia chati ya namba au kadi za namba son moja hadi kumi	Kilakala pre-primary unit	Models of num Flash cards	5 pupils could read 2 pupils could read	Most pupils had master number concepts and e using instructional materials, especially models of numbers that seemed to look like toys
		Mwere pre-primary unit	Models of num Flash cards	5 pupils could read 2 pupils could read	
		Bungo pre-primary unit	Models of num Flash cards	All 7 pupils could r 1-10	
		Kigurunyemb pre-primary unit	Models of numb flash cards	6 pupils could read 1 pupils could read	
Science learning activities	(i) Taja vifaa 3 tu vinavyotumika ku mswaki.	Kilakala pre-primary unit	Picture ,real obj	All pupils could ment identify toothpaste, to and water	
		Mwere pre-	Picture drown o		

		primary unit	the walls and re object		
		Bungo pre-primary unit	Real object	All pupils could ment identify toothpaste, to and water	
		Kigurunye-mbe pre-primary unit	Toothpaste, wat toothbrush		
	(ii) Taja vifaa vinavyotumika kunawa uso	Kilakala pre-primary unit	water, soap and towel	All pupils could ment identify soap, towel a	All the pupils could identify the items bec were from their envir and were also taught in school
		Mwere pre-primary unit	water, soap and towel	All pupils could ment identify soap, towel a	
		Bungo pre-primary unit	water, soap and towel	All pupils could ment identify soap, towel a	
		Kigurunye-mbe pre-primary unit	water, soap and towel	All pupils could ment identify soap, towel a	
Personality and play learning	(i) Taja matumizi y vifaa 4 vya nyumb	Mwere pre-primary unit	Pictures of uten like plates, cup spoons, and	All pupils could ment identify plates, cups, and bottles	All the pupils could identify the items because there were fr

activities			bottles drown in manila sheet.		their environment ar were also taught in sc
		Bungo pre-primary unit	Pictures of uten like plates, cup spoons, and bo in manila sheet	All pupils could ment and identify plates, c spoons, and bottles	
		Kilakala pre-primary unit	Pictures of uten like plates, cup spoons, and bo in manila sheet	All pupils could ment and identify plates, c spoons and bottles	All the pupils could identify the items because there were fr their environment an
		Kigurunye-mbe pre-primary unit	Pictures of uten like plates, cup spoons, and bottles drown ir manila sheet	All pupils could ment identify plates, cups, and bottles	were also taught in sc
Personality learning act	(ii) Taja vifaa 4 vy	Mwere pre-p	Real objects lik Balls, rope ,ring drums, whistles darts , Pictures constructed obj	All pupils could ment identify all tools for g	All the pupils could identify all the instructional material because there were fr their environment an were also taught in sc
		Bungo pre-	Real objects lik		

		primary unit	Balls, rope ,ring drums, whistles darts		
		Kigurunyembe pre-primar	Real objects like Balls, rope ,ring drums, whistles darts		
		Kigurunyembe primary unit	Real objects like Balls, rope ,ring drums, whistles darts		

APPENDIX F 1

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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31/07/2014

Municipal Director-Morogoro
P.O.Box.
Morogoro.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Majid Shitambala Mwalyego, Reg. No. HD/E/264/ T.13** who is a Master student at the Open University of Tanzania. By this letter, Mr **Majid Shitambala Mwalyego** has been granted clearance to conduct research in the country. The title of his research is **"The investigation on the utilization of instructional material in Pre-primary schools in Morogoro municipal council"**. The research will be conducted in Morogoro municipality.

The period which this permission has been granted is from 31/07/ 2014 to 31/09/2014.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX F 2

THE UNITED REPUBLIC OF TANZANIA

PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegraphic Address: "REGCOM"
Phones: 023 2604237/2604227

Fax No: 260 09 73
In Reply please quote:

Regional Commissioner's Office,
P.O. Box 650,
MOROGORO.

Ref. No: AB. 175/245/01/271

11st August, 2014

District Administrative Secretary,
Morogoro.

Re: RESEARCH PERMIT

Please refer to the above mentioned subject.

I have a great honour to introduce to you **Mr. Majid Shitambala Mwalyego** a student at the Open University of Tanzania who is conducting research in our region.

The title of the research is **"The Investigation on the utilization of instructional material in Pre-primary schools in Morogoro Municipal Council".**

The permit is granted from 11 **August 2014** to **31 September, 2014**.

Please provide him with all necessary assistance to enable the accomplishment of this important activity.

Thank you for your cooperation.

Ramadhani Hangwa
For: **Regional Administrative Secretary**

Copy: The Deputy Vice Chancellor (Academic),
The Open University of Tanzania,
P. O. Box 23409,
Dar es Salaam.

" Mr. Majid Shitambala Mwalyego
Researcher.

APPENDIX F3

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Anuani ya simu:" MKUU WA WILAYA
Simu Nambari: **2614096**
Fax Nambari: **2613848**

Unapojibu tafadhali taja:

OFISI YA MKUU WA WILAYA
S.L.P 681
MOROGORO

Kumb. Na. AB.210/249/01.B.164 **12/08/2014**

Mkurugenzi Manispaa,
Halmashauri ya Manispaa,
S.L.P. 166,
MOROGORO.

YAH: KIBALI CHA KUFANYA UTAFITI BWANA MAJID SHITAMBALA MWALYEGO

Rejea somo tajwa hapo juu.

Mtajwa hapo juu ni Mwanafunzi kutoka Chuo Kikuu Huria cha Tanzania na kwa sasa anafanya utafiti katika Wilaya yetu.

Kibali kinatolewa kwake ili aweze kufanya utafiti juu ya **"The Investigation in the utilization of instructional material in Pre-primary School in Morogoro Municipal".**

Eneo la utafiti ni katika Shule za awali zilizopo katika Manispaa ya Morogoro. Kibali hiki ni cha muda wa miezi miwili (2) kuanzia tarehe **12/08/2014** hadi **12/10/2014**.

Tafadhali tunaomba apewe ushirikiano.

Madunda, P.H.
Kny: KATIBU TAWALA WILAYA
MOROGORO

Nakala: K.N.Y: KATIBU TAWALA WILAYA MOROGORO

Ndugu MAJID S. MWALYEGO,
MTAFITI.