

# 1 Tutors' Effective Teaching and Students' Pass Rates in Teacher 2 Colleges in Tanzania

3 Sylvester John Buyobe<sup>1</sup>

4 <sup>1</sup> University of Dodoma

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## 7 **Abstract**

8 Scholars and education practitioners agree that a teacher (tutor) is an important factor in  
9 education and training. Teachers organize and guide students in their learning experience and  
10 interaction with the content of the curriculum and at all times promote students' initiatives  
11 and readiness for their own learning (Nuthall, 2004). Multiple group and different people in  
12 the society react in a different way from what is happening in Teacher Colleges. Sometimes  
13 Tutors are blamed for poor performance of students in national examinations. In this paper  
14 two objectives guide the study: to find out the relationship between interaction styles and  
15 students' examination pass rates and to establish the relationship between instructional  
16 procedures and students' examination pass rates. The data for this paper were collected in  
17 2013 through questionnaire survey. The samples of the participants were 120 tutors from  
18 Mpwapwa and Morogoro Teacher Colleges respectively. Pearson Correlation Coefficient was  
19 used to measure the strength and direction between the correlated variables. Statistical tests  
20 were used at a two-tailed test of significance at  $P < 0.05$  probability level of confidence. The  
21 finding here are part of Master Dissertation on Tutor? effective teaching and students'  
22 examination pass rates in Teacher Colleges in Tanzania

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24 **Index terms**— effective teaching, examination pass rates, teacher colleges, instructional procedures,  
25 interaction styles

## 26 **1 Introduction**

27 Effective teaching is the foremost influential together with quality curriculum in terms of its influence on student  
28 learning and performance ??UNESCO, 2004& Nuthall, 2004). ??deyami & Adu (2012) indicate that, the level  
29 of performance in any education institution is intimately related with the commitment of educators to teach  
30 effectively. So, a tutor is a prime input into the Teacher Colleges constituting important aspects in students'  
31 learning.

32 In recent years however, Teacher Colleges in Tanzania were blamed for ineffective teaching and fluctuating  
33 students' examination pass rates ??Haki Elimu, 2012). Communities have been putting more pressure on how  
34 students are prepared and how tutors engage effectively on the teaching process. National Examination Council  
35 of Tanzania (NECTA) (2010) shows low students' examination pass rates by 66.9% in 2010, students referred to  
36 repeat the examination that year was 31.3% and 1.8% failed students. This was a high examination repetition  
37 and failure rate by seven years than that of 2007 where pass rate was 98%, repetition E rate 1.5% and failure  
38 rate was 0.5% only. This signifies that curriculum implementation in teacher colleges began to deteriorate in a  
39 sense that tutors instructional procedures and styles are inappropriate.

40 The fate of tutors' ineffective teaching in this era of globalisation and advanced technology is by necessary  
41 means need to be fixed. One possible way is by improving tutors' instructional procedures and interaction styles  
42 so as to facilitate learning to the optimal realization of learning outcomes. This correlate with Liu (2002) with

## 9 C) LITERATURE REVIEW

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43 other things addresses that teachers/tutors should contribute most to the educational enterprise and therefore  
44 should ensure that learners are engaged appropriately with the instructional materials. As Walls, Nardi, von  
45 Minden & Hoffman (2002) point out, tutors should have better developed schema for classroom teaching, with  
46 strong acquaintances between the subject matter and ways to teach it; to be more effective lesson planner and  
47 curriculum implementer and yet be more flexible and reflective in meeting students' needs and facilitating student  
48 social and academic growth.

49 This paper argues that effective teaching is likely to be achieved when tutors are acquainted with a  
50 deep understanding of subject matter, learning theories and student differences, lesson planning, classroom  
51 instructional strategies, knowing individual students and assessment of student understanding and proficiency  
52 with learning outcomes. This goes hand in hand with mastery of interaction styles/ teaching techniques for  
53 enhancing successful instructional design, clearly establish a learning objective through lesson planning (Grosser,  
54 2007;Barry, 2010).

55 Despite effective teaching being a prime factor into students' learning and performance, literature has shown  
56 that, teachers/tutors are rarely engaging instructional procedures and interaction styles in their teaching routine  
57 ??Haki Elimu, 2012;Mushashu, 2000 ?? NECTA, 2010). This paper therefore reports the findings a study that  
58 was carried out to determine the relationship between effective teaching by tutors and students' examination  
59 pass rates within teacher colleges in Tanzania.

## 60 2 II.

### 61 3 Hypothesis of the Study

62 When doing this study, the research had the following hypotheses

### 63 4 Null hypothesis (HO):

64 There is no significant relationship between tutors' effective teaching and students' examination pass rates in  
65 teacher colleges in Tanzania.

### 66 5 Alternative hypothesis (H1):

67 There is significant relationship between tutors' effective teaching and students' examination pass rates in  
68 teachers" colleges in Tanzania.

## 69 6 III.

### 70 7 Purpose of the Study

71 This study aimed at examining if there is an existing relationship between tutors' effective teaching and students'  
72 examination pass rates in teacher colleges in Tanzania.

### 73 8 a) Specific objectives

74 The study specifically intended to;

- 75 i. Find out the relationship between teaching strategies/interaction styles and students' examination pass rates
- 76 ii. Establish the relationship between instructional procedures and students' examination pass rates b) Research  
77 Questions i. What relationship exists between teaching strategies/instructional styles and students' examination  
78 pass rates? ii. What relationship exists between instructional procedures and students' examination pass rates?

### 79 9 c) Literature Review

80 The literature surveyed show that the main challenges that teachers/tutors face in the classroom worldwide  
81 include motivating students to learn, classroom management and assessing student work ??OECD, 2009).  
82 However, the positive and negative behaviors that a teacher exhibits determine to a great extent their effectiveness  
83 in the classroom and ultimately the impact they have on student achievement.

84 A teacher is a foremost input into the educational system, constituting important aspect in pupils"/students"  
85 learning. This contestation concurs with the idea of Adeyemi and Adu (2012) who argued that "the level of  
86 performance in any school is intimately related with the commitment of teachers to teach effectively. Walls,  
87 Nardi, von Minden, & Hoffman (2002.p.5) explains that effective teachers;

88 Appear to have better developed schemata for classroom teaching with strong link between subject matter and  
89 ways to teach it; to be more effective lesson planners and implementers, and yet be more flexible and reflective  
90 in meeting student needs and facilitating student social and academic growth.

91 Similarly, Allington (2002) notes that effective teachers manage to produce better achievement regardless of  
92 which curriculum materials, pedagogical approach, or reading program they use.

93 In school/college setting a tutor is considered to be committed to teach effectively if has more to do with;  
94 scheme of works and lesson plan preparation, have competence in subject matter and clearly present lessons in  
95 classroom settings, is rich in using teaching strategies that elicit learning among learners, and is enthusiastic

96 to students in a manner that provides tasks in term of questions, assignment which enable students to acquire  
97 problem solving skills. Moreover, Bain (2004) in his book 'what the Best College Teacher Do' asserts that effective  
98 teaching begins with the relationships between the teacher and each individual students in his/her class. This  
99 can be with a reason that teachers do not teach a class but students in classroom. Acknowledging this statement,  
100 effective teaching comes to the building of a learning collaboration with an individual student: support and  
101 challenge.

102 In words of Bain, a student wants to be challenged to learn more through questions, quizzes, assignments,  
103 tests and examination, however, they want support from the teacher and his/her classroom learning environment  
104 that enable them to think that they will be able to meet the challenges. Mc Ber (2000) points out that, effective  
105 teachers, employ variety of teaching strategies and techniques to engage students and to keep them on task.  
106 The teacher presents lessons to students with a high degree of clarity and enthusiasm. The teaching techniques  
107 include; group discussion, presentation, questions and answers, lecturing which are interactive in nature and  
108 enable the teacher to control and manage the class for students learning progress. Questions engage students  
109 actively in the lesson and the teacher is able to monitor students' understanding and challenge their thinking by  
110 skillful questioning. According to ??cBer (2000) it is evident that effective teachers use sophisticated questioning  
111 approach ranging from asking many brief questions on main and supplementary point to multiple questioning of  
112 individuals to provide greater understanding and challenge.

113 In effective teaching the lesson to be learnt is presented clearly and with measurable learning objectives, which  
114 state specifically what students should know and be able to do as a result of the lesson. The teacher has to  
115 focus on the class as needed to maintain progress in completing the lesson and achieving the lesson objectives.  
116 This concurs with the idea of Hall, (2009) who addresses that teachers in classroom have to breakdown complex  
117 lesson activities/skills into a series of manageable steps, which aid students in mastering the learning objectives.  
118 Thus, using questions, assignments, homework or group work can enhance learning and increase task completion.  
119 This allows students to become successful in independent activities. Since the literacy meaning of effectiveness  
120 is good attainment, the implicit assumption is that the criteria used to measure performance reflect important  
121 educational objectives. Therefore, the literature suggest indicative performance of effective teaching as; lesson  
122 IV.

## 123 **10 Methodological Approach to the Inquiry**

124 This study was drawn on the quantitative inquiry deploying correlational research design. It was conducted  
125 in Dodoma and Morogoro regions, Tanzania in 2013 including Mpwapwa and Morogoro Teacher Colleges  
126 respectively. The selected study areas were particularly useful because both Mpwapwa and Morogoro Teacher  
127 Colleges are government owned institutions and train diploma student-teachers, which met the requirements of  
128 data gathering for this study. 120 tutors from both Colleges returned the supplied questionnaires. Tutors were  
129 purposively chosen by virtue of their professional, knowledge and experience in the context of Teacher colleges in  
130 Tanzania as illustrated in figure ???.1 The required data were collected through questionnaire survey. Tutors were  
131 supplied with closed ended questions in the questionnaire just to respond for the list of items about instructional  
132 procedures, interaction styles and students' pass rates.

133 Descriptive Statistics was used to analyze the data from returned questionnaires. Frequencies and percentages  
134 were calculated for various responses in order to determine the extent to which tutors were effective in their  
135 teaching. Pearson's correlation coefficient was used to determine the direction and strength of association between  
136 the correlated variables. Statistical test was used at a two tailed test of significance at  $p < 0.05$  probability level  
137 of confidence. The researcher had to state null hypothesis, which were either rejected if P-value was greater than  
138 0.05 or accepted if otherwise. Cohen's (1988) guideline for correlation interpretation was used to interpret the  
139 effect size for this study where  $r = 0.10$  to  $0.29$  or  $-0.01$  to  $-0.29$  = small;  $r = 0.30$  to  $0.49$  or  $-0.30$  to  $-0.49$  =  
140 medium and  $r = 0.50$  to  $1.0$  or  $-0.50$  to  $-1.0$  = large of the effect size of the study. Moreover the strength of the  
141 association between the variables was interpreted using the rule of thumb provided by Gerber & Finn (2005,  
142 p. 69) in which correlation between 0 to 0.30 or 0 to -0.30 (absolute value) indicate weak relationship; 0.31 to  
143 0.60 or -0.31 to -0.60 (absolute value) indicate moderate relationship; 0.61 to 1.0 or -0.61 to -1.0 (absolute value)  
144 indicate strong relationship. The collected data were nominal in character and expressed continuous scores of  
145 variables. All of these were done through computerized program called SPSS version 20.

146 V.

## 147 **11 Findings and Discussion**

148 Presentation and discussion of the findings drew upon two research questions: (1) what relationship exists between  
149 instructional procedures and students' examination pass rates? (2) What relationship exists between teaching  
150 strategies/instructional styles and students' examination pass rates?

## 151 **12 VI. Effective Teaching in the Investigated Teacher Colleges**

152 A commitment to effective teaching is considered to be one of the most important qualities a successful  
153 tutor/teacher can possess. Variables in table 4.1 were used to measure effective teaching to tutors as follows.  
154 The findings in Table 4.1 portray that the levels of lesson presentation and syllabus completion are high at 82%

## 13 VIII. RELATIONSHIP BETWEEN EFFECTIVE TEACHING AND EXAMINATION PASS RATES

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155 in the investigated colleges. It can be concluded that high rates of lesson presentation/delivery in classroom  
156 indicates effective implementation of the syllabus of a specified class/program or course. Hirsch (2000) states  
157 that, effective classroom teaching is positively related to students" achievement because it maximizes students"  
158 time and engagement in learning tasks and encourages students" active participation during lessons. With this  
159 in mind, it can be said that effective teaching remains an important variable for effective learning facilitation,  
160 leading to good students' academic achievement. On the other hand, the findings revealed that the levels of  
161 assignment provision in the surveyed colleges are high at 79%. Assignments contain questions which make the  
162 students interact with a variety of sources like textbooks, supplementary books and the Internet for deepening  
163 their learning over a given problem (Hirsch, 2000). Table 4.1 shows also that there is a high level of lesson  
164 planning at 67 percent in the investigated teacher colleges. This shows that, before undertaking actual classroom  
165 lesson presentation, a tutor/teacher must plan a lesson to be delivered which specifically indicates the learning  
166 objective intended to be achieved in the class. It also helps tutors/teachers to suggest proper teaching techniques  
167 to be used while teaching so that the stated learning objective is achieved (Barroso and Pon 2005). Mantooth  
168 (2010) & Adams (2010) for example, called the teacher a professional question maker and claimed that the  
169 asking of questions is one of the basic ways by which the teacher stimulates students" thinking and learning.  
170 Additionally, asking questions in a test or examination is one of ten dimensions for studying teachers' behavior  
171 in the widely used system for interactive analysis. Thus, textbooks and examination questions and assignments  
172 undoubtedly make a contribution to the learning process. The key function of questions relies on learning by  
173 doing with questions accelerating and deepening the learning process, which also includes self-questioning and  
174 reflection. Questions allow students to harvest learning.

175 Through questionnaires, tutors were asked if they use learner centered teaching techniques effectively. The  
176 findings in Figure 4.1 reveal that although learner centered teaching is done in both colleges, the lecturing  
177 technique is still dominating. This could be for several reasons, such as it is less time consuming in terms of  
178 lesson planning and delivery since learning activities are fixed, it is effective for teaching a large number of  
179 students at one time and tutors may not have experienced or be familiar with other techniques. However, this  
180 reflects that there is no rule book on which teaching methods match up best to which skills and or content that  
181 is been taught. But Jacobs and Gawe (1996:208) state that;

182 The outcome of any method is determined by the teacher's motivation, the effort that has been put into the  
183 planning and preparation of the lesson, the motivation of the pupils and the ability of the teacher to create  
184 opportunities for pupils to participate in the learning process.

185 The key advantage of such teaching methods is that it allows interaction between the teacher and learner with  
186 the sole purpose of harvesting better learning outcomes. Additionally, group discussions, assignments, questions  
187 and answers and presentations are communicative teaching methods which provide a wide range of student  
188 participation in the learning process.

## 189 13 VIII. Relationship Between Effective Teaching and Exam- 190 nation Pass Rates

191 This paper has one hypothesis and the analysis is presented in line with the study hypothesis. The hypothesis was  
192 formulated that, "effective teaching and examination pass rates have a significant relationship." It was assumed  
193 that good examination results among students in teacher colleges are a result of tutors' efforts to implement the  
194 curriculum. The effectiveness of their teaching was measured using variables of actual classroom teaching/lesson  
195 presentation, lesson planning and rate of learning tasks provision, syllabus completion and mastery of teaching  
196 techniques used to teach in the classroom as shown in the table 4.2 below The findings presented in Table 4.2  
197 depict that syllabus completion and good examination results have a strong positive association at  $r (120) = 0.620$ ,  
198 which is significant at the 0.01 level ( $p = 0.016$ ), because it is smaller than the critical value of  $p= 0.05$ . Using  
199 Cohen's (1988) guidelines, the effect size is large for studies in this area. This has the implication that the more  
200 tutors complete the syllabus, the higher the opportunity for improved examination pass rates. This correlation  
201 indicates also that two items are associated and can be grouped together by the factor analysis. This means,  
202 tutors who completed syllabus, their students tended to achieve better results in the national examinations. In  
203 2006, Aiyepeku expressed that where a national examination syllabus is available, the school/college teaching  
204 syllabus should be based on it and should be completely taught so as to yield good results.

205 Tutors' lessons presentation was positively correlated with their lesson planning behavior. The findings show  
206 that tutors lesson presentation in the strong positive relationship at  $r (120) = 0.625$  which is significant at the  
207 0.05 level ( $p=0.013$ ), because it is smaller than the critical value of  $p=0.05$ . This means that the majority of  
208 tutors tend to plan lessons before attending classes. Those who usually plan lessons are more likely to deliver  
209 structured and systematic lessons, potentially resulting in better learning outcomes for the students. Lesson  
210 planning has an important contribution in good learning achievement because it helps teachers/tutors to prepare  
211 relevant learning materials in a specified sub-topic and learning objective. It also assists teachers/tutors to  
212 decide on the appropriate teaching techniques and learning activities to be used in the course of lesson delivery  
213 in the class. Haki Elimu (2012) addresses the function of lesson planning that, it serves as a combination guide,  
214 resource and historical document reflecting teaching philosophy, student population, textbooks/references and,

215 most importantly, educational goals for students. This implies that poor lesson planning causes unstructured  
216 lesson delivery in the classroom which results in lower learning achievement amongst learners.

217 Furthermore, the findings show that tutor's lesson presentation in teacher colleges and teaching techniques used  
218 by tutors have moderate positive relationship at  $r (120) = 0.550$  which is significant at the 0.001 level ( $p=0.006$ )  
219 because it is smaller than the critical value of  $p= 0.05$ . This means that the better the teaching techniques used,  
220 the more effective the lesson presentation in the classroom. The implication is that good teaching strategies used  
221 in a lesson delivery, allows students to gain more learning from the lesson. Many studies suggest that a direct  
222 teaching approach serves the purpose of more than one aim of teaching. However, it is less interactive than  
223 might be anticipated, so fails to yield effective results. Bain (2004) explains that different teaching techniques are  
224 appropriate to different learning aims. Moreover the most important thing in effective lesson delivery depends  
225 upon the skills of a tutor/teacher in using teaching strategies to enhance learning. Moreover, the findings in Table  
226 4.2 show that providing learning tasks/activities in the class has moderate positive relationship with syllabus  
227 completion at  $r (120)= 0.416$  which is significant at the 0.05 level ( $p=0.018$ ) because it is smaller than the  
228 critical value of  $p=0.05$ . This means that the learning tasks/activities provided to students cover the topics and  
229 learning objectives of the syllabus of the specific subject. Moreover, activities which include group discussions,  
230 assignments, home-work, essay writing, project work and seminars are interactive learning strategies, which assist  
231 students towards better academic achievement. This indicates that tutors who are effectively provide learning  
232 activities in the class tend to complete the syllabi and their students tend to perform better in the actual  
233 classroom and their lesson planning behavior has References Références Referencias examinations. ??illin (2003)  
234 supports in his framework for task-based learning by explaining that learning tasks mainly focus on bringing  
235 real world contexts into the classroom. On top Prabhu (1987) maintained that learning tasks enable students  
236 to share opinions and the challenge for tutors/teachers is to provide learners with the opportunity to use tasks  
237 to solve academic problems. This entails that learning tasks are extracted from topics of a given syllabus of a  
238 specific subject. The effective provision of learning tasks leads to high rate of syllabus completion and as a result,  
239 students achieve better academic outputs/outcomes.

240 Finally, the findings in Table 4.2 show that lesson presentation in classroom has strong positive association  
241 with examination results at  $r (120) = 0.713$  which is significant at the 0.01 ( $p= 0.003$ ) because it is less than  
242 critical value of  $p =0.05$ . This means that the higher the efficacy of lesson presentation in the classroom the  
243 better the examination results. The study by Abayo and Mbwette (2000) explains that examination results,  
244 whether good or poor, measure the performance of tutors'/teachers'/lecturers' teaching performance. This is  
245 supported by Mensel, James and the Assessment Reform Group (2009) who accepts that public examinations  
246 are a powerful indicator of education standards used to judge individual and institutional performances as well  
247 as the extent to which children have learnt. Therefore the findings empirically reject the null hypothesis, which  
248 states that "there is no significant relationship between effective teaching and good examination results" and  
249 support the study hypothesis which states that "there is a significant relationship between effective teaching and  
250 good examination results". The correlated variables specifically support that there is a significant relationship  
251 between teaching strategies/interaction styles and students' examination pass rates. And also that, there is an  
252 existing significant relationship between instructional procedures and students' examination pass rates IX.

## 253 **14 Conclusion**

254 Generally, preparation of quality student teachers in Teacher Colleges in Tanzania depends on many factors,  
255 including effective teaching of the tutors. As such there is a need for the College principals to create  
256 motivational factors enabling tutors and students feel motivated to work hard. This study found that, relationship  
257 between effective teaching and examination pass rates is strongly exists. This is reflects on existence of strong  
258 positive correlation between instructional procedures and examination pass rates; existence of strong positive  
259 relationship between teaching strategies and quality student learning. Thus, tutors are encouraged to comply  
260 with instructional procedures and teaching strategies for improving students' learning performance.

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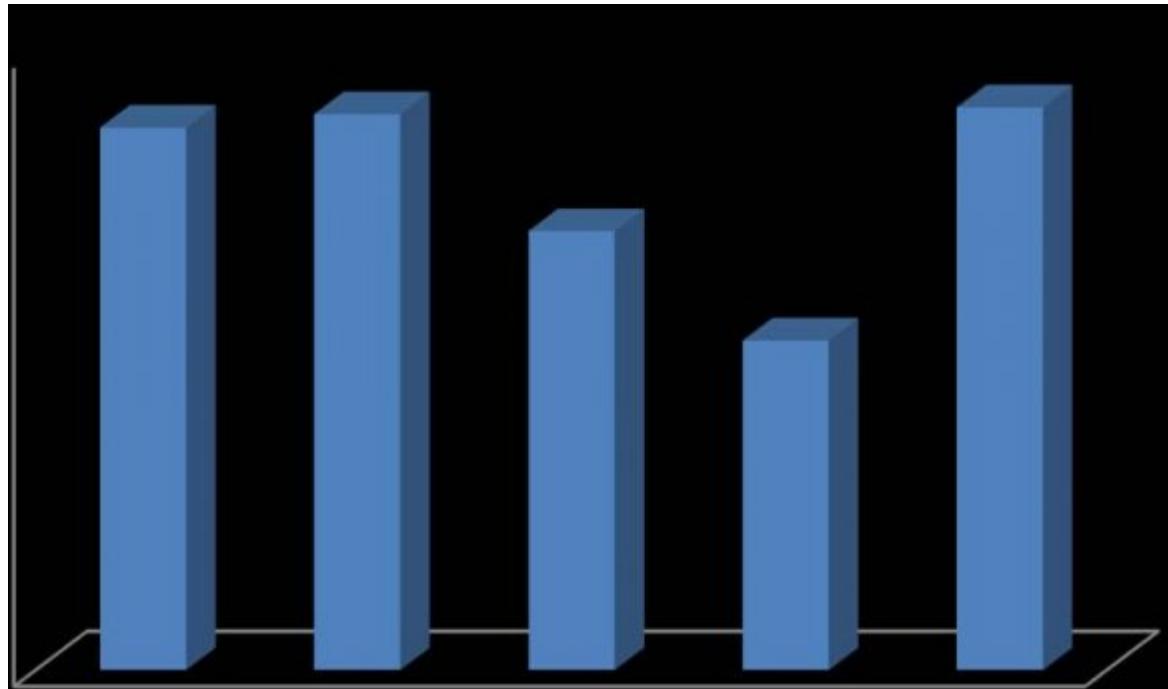


Figure 1:

31

Teacher College Location	Respondents		
	Male	Female	Total
Mpwapwa	51	9	60
Morogoro	31	29	30
Total	82	38	120

Figure 2: Table 3 . 1 :

4.1: Components of Effective Teaching Studied in the Surveyed Colleges

ITEM	Low	%	RESPONSE (N=120)		
			Average F	High %	F %
*N					
Level of lesson planning and scheme of work preparation	25	21 14		12 81	
Level of lessons presentation in the classroom	13	11 9		7 98	
Level of tests administered	46	38 11		9 63	
Level of assignments provision		125 104	1317	1114 9598	7982
Level of syllabus completion					

\*N= Frequency

Figure 3: Table .

4

2: Correlations

ITEM CORRELATED (N=120)	r-value	p-value
Syllabus completion and high examination pass rate	.620	.016*
Tutors' lesson presentation and teaching techniques	.550	.006**
Learning tasks provision to students and accomplishment of syllabus	.416	.018*
Lesson presentation and lesson plans/schemes of works preparation	.625	.013*
Tutors' lesson presentation in the classroom and high examination pass rate	.713	.003**

[Note: \*Correlation is significant at the 0.05 level (2-tailed) \*\*Correlation is significant at the 0.01(2-tailed) ]

Figure 4: Table 4 .



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