

Integrating Environmental Education in Social Studies Textbooks for Primary Education in Tanzania

By

Dr. Faraja Sanga (PhD)

Department of Humanities-Ruaha Catholic University

Email: sangafaraja@gmail.com

Abstract

Environmental education has been integrated into social studies textbooks for primary education. The provision of environmental education to the young generation while they are in the school system enables them to understand the importance of the environment to human beings. However, the content related to the environment presented in the social studies textbook has not been aligned with the primary school education syllabus. This problem is more serious for textbooks published by private publishers. This paper explores how environmental education has been covered in social studies textbooks. The paper applies a qualitative approach to facilitate the achievement of this goal. The data were collected through the document analysis method as a data collection technique. Through this method, ten (10) social studies textbooks from standard three to seven were reviewed. In each class, two social studies textbooks were selected, one published by a private company and the other published by the Tanzania Institute of Education (TIE). The findings revealed that the content related to the environment is not well aligned with the syllabus, especially in textbooks published by private publishers. Moreover, most social studies textbooks published by private publishers are inconsistent with the primary education syllabus. This caused some issues stipulated by the syllabus to be left uncovered. Therefore, there is a need for a full alignment of the environmental education content in social studies textbooks in primary school education. It is anticipated that this paper may inform the publishers of the need to align the content with the existing syllabus.

Keywords: Environmental education, textbooks, social studies, primary school education

Introduction

Environmental education plays a central role in creating public awareness concerning the need to conserve the environment. However, the environment across the globe faces many challenges

that limit its proper functioning. The most threatening challenge is climate change which the biosphere. Most challenges facing the environment are human-induced (Lamanauskas & Makarskaitė-Petkevičienė, 2023). The study by Niu et al. (2022) revealed that most environmental problems have been brought about by economic development and advancement in science and technology. These cause stress to the environment and therefore compromise its health of the environment. Moreover, Yalmanci and Gözümlü (2019) found and documented that the challenges facing the environment have been triggered by the increased population. In the 20th century, the world experienced a remarkable increase in population that placed more pressure on the environment and its natural resources. This has forced the world to struggle by any means to overcome the problems facing the environment, especially climate change (Alagoz & Akman, 2016; Ergin, 2019). One of the solutions to be applied to solve environmental problems is possessing the right environmental knowledge (Alagoz & Akman, 2016). This cements the need for the provision of environmental education to pupils in primary schools.

Moreover, equipping pupils with environmental knowledge contributes to developing positive attitudes and perceptions, valuing the environment, and shaping their interaction with nature (Yalmanci & Gözümlü, 2019). Environmental Education serves as an important tool in shaping human behavior and has to be given a high priority. This is because it encourages individuals to conserve the environment. Sukma et al. (2020) suggested that environmental education has to feature in different disciplines. This suggests the need for teaching environmental education in different subjects in Tanzania's curriculum for primary education. In Tanzanian primary schools, environmental education is taught in the social studies subject (Haulle & Kabelege, 2021). In recent years, environmental education has received great attention, fostering the need for primary school pupils to be exposed to issues related to the environment (Collado et al., 2020; Treagust et al., 2016). Exposing primary school pupils to environmental education helps to create the current

and future environmentally conscious generation. It should be noted that in primary school, pupils acquire knowledge related to environmental protection and other components that are connected to the need to conserve the environment for the betterment of humankind.

Furthermore, it is important to provide environmental education to primary school pupils because it informs pupils on the values of the environment and hence ends up creating future responsible citizens (Lamanauskas & Makarskaitė-Petkevičienė, 2023). Equipping primary school pupils with environmental conservation education makes them interested and start caring for the surrounding environment (Yeşilyurt, Balakoğlu, & Erol, 2020). Teaching students about the environment makes them understand the nature of the environment they are interacting with and how to behave for the sustainability of the environment. It is important to note that in schools, children develop environmental literacy. Knowledge acquired by pupils in schools is sent back home and ends up creating environmental literacy and sensitivity to the entire family (Lamanauskas & Makarskaitė-Petkevičienė, 2023). Niu et al. (2022) insisted that public participation in conserving the environment and improving the quality of awareness among the entire population plays a critical role in bringing a sustainable environment. That is why in Tanzania, environmental education is taught from primary to university levels. This is one of the ways of increasing the public awareness of the environment.

For the sustainability of the environment, environmental education provided to primary school pupils should be relevant and reflect the actual setting where pupils are coming from. Moreover, to create a peaceful and happy world, there is a need to conserve the environment. This can be achieved successfully through imparting environmental education to all levels of knowledge acquisition (Şeker, 2023). For example, in primary schools, the social studies subject aims to equip learners with the knowledge of the environment and create responsible citizens. Responsible citizens need to understand what is happening in the world. In Tanzania, the

Ministry of Education changed the structure of the primary school syllabus. For instance, geography and history were fused to produce one subject called social studies. The changes were made because the previous way of teaching geography and history separately caused the learner to learn parts of the content, hence missing intended competencies (United Republic of Tanzania [URT], 2019). The literature demonstrated that the changes were brought to respond to the needs of the educational stakeholders. However, in secondary school, geography and history are treated as separate disciplines. This creates questions about why, in secondary education, students are taught the two subjects differently from how they were taught in primary schools.

Moreover, it is interesting to find out that the social studies subject prepares learners to value and protect the environment and the natural resources of the nation. The social studies subjects also equip pupils with the knowledge of the relationship between people and the environment. More importantly, prepares individuals who can and use opportunities that are within the environment. This has been reflected in the primary education syllabus of 2019, in which most objectives of the social studies subject are based on the well-being of the environment (URT, 2019). From standards three to seven, the component of the environment has been given priority. This is an indication that the environment has been the center of social studies. Therefore, the syllabus was prepared in such a way that pupils are given a full dose of the environment. Giving a wide range of coverage of the environment in the syllabus serves as a piece of evidence that environments are highly valued. However, some of the textbooks for social studies have not given priority to the component of the environment. Moreover, the study by Sukma et al. (2020) that was conducted in Indonesia revealed that teachers suggested the need for integrating environmental education in elementary schools. However, they doubted in shortage of time to complete the curriculum timely. This is a shred of evidence that to them the environment has been given less attention.

The study by Haulle and Kabelege (2021) revealed that in Tanzania, the problem of textbooks of high-quality textbooks in terms of content and availability has not been well addressed. This means that primary schools are facing the problem of a shortage of textbooks, whereby most of the available books do not match the syllabus. Therefore, this challenge hinders the implementation of a well-structured primary education syllabus. In Tanzania, textbooks are treated as compulsory to ensure an effective acquisition of the intended competencies. Since 1960, Tanzania has recognized primary education as a priority target for all Tanzanians. It means all Tanzanians are supposed to get a primary education. Unfortunately, some challenges hinder achieving the proper goals of providing education to all Tanzanians. These challenges include inadequate textbooks and well-trained teachers (Kira & Bukagile, 2013; Kila & Komba, 2015). By implication, these challenges lead to the production of incompetent students who cannot solve societal problems. This calls for the need to provide more relevant and adequate textbooks to produce competent students.

Furthermore, Haulle and Kabelege (2021) stated that there are a multitude of textbooks from different authors. Some of these textbooks are of low quality and are shallow in content, especially the textbooks produced by private companies. The content does not reflect what has been stated in the primary school education syllabus. This challenge partly came into being after introducing the free education policy (Languille, 2015). Due to free education, the enrolment of pupils increased remarkably. This situation also opened the room for private companies to produce textbooks to meet the demand of the increased enrolment. In Tanzania, primary and secondary education are universal and compulsory. This has been stipulated in the Tanzania education policy of 2014. To enhance the accessibility of education for every Tanzanian, education is provided by both the public and private sectors (URT, 2014). The implication of this is that people are free to send their children to either private or government schools. Both private

and public schools are regulated by the Tanzania Ministry of Education, Science and Technology (Haulle & Kabelege, 2021). All schools have to adhere to the directives given by the respective ministry. This was done purposely to ensure the provision of quality education. This paper explores how environmental education has been covered in social studies textbooks. Furthermore, the paper assesses whether the content of environmental education in social studies textbooks aligns with the Tanzanian primary school syllabus of 2019. It is anticipated that the findings shall inform the education stakeholders of the need to review the content of environmental education in social studies textbooks.

Methods and Context

This paper focuses on a review of social studies textbooks. Through the document analysis method, the data was collected by reviewing 10 social studies textbooks from standard three to standard seven. In each class from class three to class seven, two social studies textbooks were selected, one textbook published by a private company and the other published by the Tanzania Institute of Education (TIE). This was done purposely for comparison purposes. The document analysis method is appropriate for studies that review published documents (Dikmenli et al., 2024). Only textbooks from the cited classes were selected because in Tanzania, social studies subjects are taught from standard three to standard seven. Haulle and Kabelege (2021) documented that in Tanzania, only standard three to seven students study social studies subjects and are examined by the National Examination Council of Tanzania (NECTA). Textbooks from both private and the Tanzania Institute of Education (TIE) were purposively selected. The famous private companies producing textbooks include Macmillan, Adamson, Oxford, Mwanzo Educational Publishers LTD (MEP), African Proper Education Network (APE), and Kyando Book Publishing (Haulle & Kabelege, 2021). Textbooks are compulsory to be used in teaching and learning in primary schools (URT, 2019).

The selected social studies textbooks were reviewed to find out how they matched with the primary school education syllabus of 2019 in terms of coverage. Specifically, the review was conducted to investigate the type of content of environmental education in social studies textbooks. The review also examined the content of a particular textbook in terms of the arrangement and the connections of topics and subtopics related to environmental issues. Furthermore, a review was also conducted on the primary school social studies syllabus of 2019 to find out the stated objectives of the primary school education syllabus in Tanzania, and the content to be covered in different classes from standard three to standard seven. The intention was to examine how the content of environmental education has been incorporated into the syllabus. More importantly, the review involved assessing the expected learning competencies to be acquired by primary school pupils upon completion of the studies. The rationale for reviewing the syllabus was to compare what was stated in the respective syllabus and how it was covered in the social studies textbooks. Thereafter, the findings were presented through different established themes and subthemes by the author.

Findings and Discussion

This section presents findings from the reviewed social studies textbooks. The findings fall under the following themes: the representation of topics on the environment in the social studies textbooks, the coverage and clarity of content related to the environment, and the comparison of the content covered in environmental issues in social studies textbooks from private and public publishers.

The Representation of Topics on the Environment in the Social Studies Textbooks

The findings revealed that in the standard three social studies textbook, published by MEP, the dominant theme was environment and environmental conservation. However, out of the four topics covered in standard three social studies textbooks, only one topic was about the

environment. The textbook had subthemes such as: conserving the environment, keeping the flowers, trees and grasses, and weather conditions. This implies that much of the content has been covered by other issues that are not directly related to the environment. This is contrary to the objectives of the existing social studies syllabus, that is aimed at producing pupils who are sensitive to the environment (URT 2019). Moreover, Social Studies Pupil Textbook Three by MEP exposes students to the meaning of the environment and its components. This has been explained under the subtopic Conserve the Environment. The author mentioned human activities that are responsible for degrading the environment. For instance, the author mentioned agriculture, mining, hunting, tourism, and industry as the human activities that are responsible for destroying the environment. Likewise, Sanga et al. (2022) reported that human activities, especially agriculture, were responsible for the degradation of the environment. The implication of this is that human beings conduct activities that are not friendly to the environment. Therefore, for the sustainability of the environment, human beings have to undertake activities that are friendly to the environment as one of the ways of conserving the environment.

The social studies textbook for standard three by MEP is silent on how human activities cause environmental destruction. This shows that there is a need to review the content in the respective textbooks to incorporate all required environmental issues. At least the social studies textbook by the Tanzania Institute of Education (TIE) explained how human activities degrade the environment. For example, the cultivation of crops on steep slopes without using terraces results in soil erosion. Human activities, if not conducted properly, degrade the environment (TIE, 2019). In a similar vein, TIE (2020) documented that human activities such as agriculture cause global warming due to the emission of greenhouse gases during farm preparation. Apart from being silent about how human activities cause environmental degradation, a social studies textbook by MEP is disorganized, causing difficulties in understanding what is explained. For

instance, the subtitle reads ‘‘conserve the environment’’, In this subtopic, the materials have been presented in such a way that it is difficult to understand how the environment can be conserved. The author ended up writing to clean the classroom, clean the school environment, and plant grass and flowers. Generally, the author failed to link human activities and environmental conservation. Through this, it becomes difficult for a pupil to understand how the mentioned activities contribute to environmental conservation. Worse still, the book consists only of the publisher; the name of the author is missing. This makes it difficult to cite and reference a particular academic work accordingly.

Furthermore, the findings revealed that the standard four social studies textbook comprised eleven chapters, of which two are related to the environment. The two chapters are about our environment and the opportunities in our environment. The chapters aim to equip learners with the meaning of environment, components of rural and urban environments, different activities of conserving the environment, and practices that cause environmental destruction in villages and streets (TIE, 2019). The way the author prepared and presented the materials in these chapters makes it easier for the student to understand the environment well. For example, the books have clearly explained components of the environment, such as the natural and manmade environment. The author also differentiated between rural and urban environments in terms of activities and features of the two settings. This facilitates smooth learning and understanding. The content is organized properly because the author ensured that the content is consistent with the objectives stipulated in the existing social studies syllabus (URT, 2019).

Furthermore, the chapter in the Social Studies Pupil’s book four also examined environmental degradation in terms of the meaning of the term environmental degradation and the causes for the degradation of the environment. For instance, the author mentioned human activities such as charcoal making and lumbering as the major causes of environmental degradation. On top of

that, the aspect of environmental conservation has been well elaborated by the author. The author defined the term environmental conservation as the act of protecting, caring for, and preserving the environment (TIE, 2019). The author explained in detail the ways and the importance of conserving the environment. The explained ways of conserving the environment include planting trees and general cleaning of the environment. Moreover, the author insisted that there is a need to conserve the environment for present and future generations. This emphasis also has been reflected in the study by Şeker (2023), which insisted that environmental conservation is important in creating a peaceful world. The content in TIE (2019) has been presented using a language and approach that is easier for the students to understand. The study by Haulle and Kabelege (2021) found that some of the social studies textbooks created confusion for students because of the language and approach used. Therefore, the way the books have been prepared influences the academic performance of a student at a given academic level.

The review of social studies textbooks revealed that the social studies textbook for standard five comprised fourteen chapters. Two of the fourteen chapters (chapter one and chapter twelve) were about the environment. Chapter one was about the environment, while chapter twelve was about ‘our resources. Chapter one aimed to impart knowledge to students about human activities responsible for environmental destruction. Activities such as agriculture, mining, fishing, and manufacturing were mentioned to contribute to degrading the environment (TIE, 2019). The author explained each activity and its contribution to degrading the environment. This approach is missing in some of the social studies textbooks published by private publishers. It is a recommended approach because it enables students to understand how each human activity degrades the environment. Chapter twelve is about resources that are found in different parts of the country and how to conserve them. The chapter is also about human activities that affect the available resources. Moreover, the chapter divided the resources into two categories: natural and

manmade resources. The author prepared a book systematically and maintained its quality and relevance.

The findings revealed that the social studies textbook for standard six had twelve chapters, out of which two chapters (chapter one and chapter ten) were about the environment. Chapter one covered hazards associated with environmental destruction, while chapter ten was about the resources of Tanzania (TIE, 2020). Imparting the knowledge related to hazards contributes to changing the behavior of human beings when interacting with the environment. The study by Niu et al.(2022) found that environmental education plays a significant role in creating environmentally sensitive citizens. Exposing students to the resources of their country contributes to making them proud of their nation. It is very unfortunate to find out that a social studies textbook for standard six private MEP has different coverage compared to the coverage made by TIE. For instance, a social studies textbook for standard six produced by a private company presents topics that are very contradictory. For instance, one of the topics is about changes occurring in the environment. The subtopics of this topic are irrelevant to the stated topic. For example, one of the subtopics of the cited main topic was drawing and reading the map of Tanzania. This subtopic does not match with the main topic. This may lead to confusing the reader of a given textbook.

The social studies textbook for standard seven had twelve chapters. Two chapters (chapters one and three) out of the twelve chapters were related to the environment. Chapter one was about natural hazards, while chapter three was about the climate of Tanzania (TIE, 2020). Chapter one intended to expose students to different hazards such as earthquakes, volcanic eruptions, and landslides. The author explained in detail each hazard. The hazards have been explained in terms of their cause and effects on human life. This makes students understand that sometimes environments take revenge by causing trauma to humans. The chapter on the climate of Tanzania

aimed at equipping the learners with an understanding of the concept of climate, factors affecting the climate, climate zones of Tanzania, and crops grown in different climatic zones. The chapter also aimed to expose students to climate change in Tanzania and its impacts (TIE, 2020).

The Coverage and Clarity of the Content Related to the Environment

The findings revealed that in all reviewed social studies textbooks for primary school education, both private and public publishers prioritized the content concerning the environment. However, the content of some books is shallow and does not align with the primary school's education syllabus. All social studies textbooks from standard three to standard seven had topics related to the environment. For example, the social studies textbook for standard five had the topic titled *Our Environment and Our Resources* (TIE, 2019). This is encouraging because matters related to the environment have been given priority. The problem comes from the coverage and relevance of the topics in the social studies textbooks published by private companies. The findings revealed that some of the private social studies textbooks were shallow in content, while others published by private companies presented inconsistent content. This problem was caused by aligning the content with the existing syllabus. This problem was also noted by HakiElimu (2011), who found that the content of most of the social studies textbooks published by private publishers was inconsistent with the existing syllabus. The use of syllabi in book preparation provides good guidance to the author on what to include and exclude.

Furthermore, the review of social studies textbooks revealed that in some of the social studies books published by private companies, the main topic and subtopics did not match. For instance, learning unit 3 in the book by MEP was titled *Changes Occurring in the Environment*. The subtitles of the cited learning units included using maps in different environments, drawing and reading a map of the region, drawing and reading a map of Tanzania, and recognizing the solar system. All these subtopics do match with the main topic. The study by Haulle and Kabelege

(2021) found and documented that some of the content in social studies textbooks published by private companies was wrongly presented. Likewise, HakiElimu (2011) reported that some of the textbooks published by private companies were not adhering to the syllabus as compared to the government-controlled TIE textbooks. This implies that, to some extent, the existing syllabus was not well implemented by books published by private companies.

Moreover, some of the social studies textbooks published by private companies were inconsistent and disorganized. For instance, the textbook titled Social Studies for Tanzania Primary Schools' Standard Three had a topic concerning the environment. In this topic, one of the subtopics was about conserving the environment. Unfortunately, nowhere in the respective book mentions how to conserve the environment. Instead, the author explained about our school environment, to clean our school's environment and the class. In this case, a student cannot understand how to conserve the environment. Likewise, the study by HakiElimu (2011); Haulle and Kabelege (2021) insisted that social studies textbooks are disorganized and full of confusion. This can cause the student to miss acquiring the intended competencies explained by the respective syllabus. For instance, one of the competencies to be acquired by standard three pupils is demonstrating the ability to conserve the environment (URT 2019). As per the content presented by a social studies textbook for standard three, this competence cannot be acquired by a pupil because the book is silent about the same.

In terms of the clarity and organization of the content, the findings revealed that the social studies textbooks prepared by TIE were well-organized and systematic. This is because they were prepared following the objectives social studies syllabus of 2019. For instance, the syllabus states that social studies prepare pupils to value and protect the environment and the resources of the nation; value the relationship between people and the environment, and identify and use the opportunities available in his or her environment (URT,2019). To implement these accordingly,

TIE prepared the social studies textbooks by aligning with the objectives stated in the syllabus. The content has been organized systematically and is easier for the students to understand. For example, the social studies textbook for standard four explained in detail the causes of environmental degradation and how to conserve the environment (TIE, 2019). Similarly, Haulle and Kabelege (2021) insisted that social studies textbooks prepared by TIE were consistent with the existing syllabus for primary school education. By being systematic, it becomes easier for students to grasp what is within the book and acquire the expected learning competencies

Comparison of the Content in Social Studies Textbooks Between Publishers

The findings revealed that social studies textbooks published by private companies and those published by TIE varied in content and organization of topics and subtopics. The variation was also observed among the privately published textbooks. A good example is a social studies pupil's book 6 from two different publishers (MEP and APE) of the same class, varied in content in terms of framing and presenting the topics. In APE, one of the topics was the written impact of environmental degradation. In this topic, there were two subtopics: conserving the environment of the surrounding society, and actions that help to fight against environmental degradation. The main topic and the subtopics lacked consistency and logical flow. All these were supposed to be under the topic of environmental degradation. The subtopics could be causes of environmental degradation, impacts of environmental degradation, and measures to address environmental degradation. The way the topic was presented makes the reader fail to connect events because the impact of something is a result of the other thing. The topic misses what has caused environmental degradation. It is very important to present the cause before the impact to make the reader connect ideas.

The book by MEP presented topics and subtopics differently from how they were presented by APE. For instance, one of the topics presented by MEP was titled Recognizing events occurring

in the environment. This topic had eleven subtopics. Most of the subtopics did not match with the main topic. The subtopics of this topic include: analyzing the season of the year, measuring the components of weather in a place where one lives, identifying elements of weather, benefits of record keeping, keeping records of historical events, assessing actions that deal with environmental degradation, conserving the environment that surrounds the society, and arranging events in the chronological order. Some of the subtopics presented under the cited topic were irrelevant because some of them were for history, while others were for climatology. The author presented all under the topic of events occurring in the environment. This is a piece of evidence that the author produced a substandard book. Likewise, Kira and Bukagile (2013) documented that some of the approved books to be used by pupils were substandard. The substandard book ends up confusing the reader because of a lack of consistency and coherence. The differences were caused by not adhering to the syllabus. Most of the social studies textbooks published by private companies presented content that was not consistent with the syllabus (Haulle & Kabelege, 2021; HakiElimu, 2011).

Moreover, the content presented in the social studies pupil's book six published by TIE varied from the content presented by APE and MEP. For example, one of the topics in the social studies pupil's book 6 published by TIE was titled hazards associated with environmental destruction (TIE 2020). This is quite different from the content presented by APE and MEP. This is a shred of evidence that the syllabus was not considered during the preparation of the textbooks. This resulted in the publication of irrelevant materials. Chisholm (2013), Kira and Bukagile (2013), UNESCO (2011) insisted that the quality and relevance of the book play a central role in enhancing the academic achievements of pupils. To produce books that are relevant and of high quality, it is important to consult the syllabus. This also would make the author maintain the uniformity of the published books. Haulle and Kabelege (2021) reported that social studies

textbooks published by TIE were consistent with the existing primary school social studies syllabus. That is why the content of books published by TIE was relatively relevant compared to the content found in books published by private companies and authors.

Conclusions and Recommendations

All social studies textbooks for primary education comprised the content related to the environment. However, in some textbooks, the contents related to the environment were shallow and disorganized. The first topic for almost all social studies textbooks was about the environment. Therefore, all social studies textbooks had the component of the environment. This is a good reflection of environmental education in primary schools through textbooks. In terms of coverage and clarity of the content was highly observed by textbooks published by TIE than those published by private companies.

Moreover, social studies textbooks, both published by private companies and TIE, varied in content and organization of topics and subtopics. The variation was caused by failure to consult a syllabus during the preparation of books. Most of the private publishers and authors were reluctant to adhere to the existing social studies syllabus. Therefore, there is a need to review the content in most of the textbooks published by private publishers. This will enable pupils in primary school education to acquire the expected learning competencies. In preparing the content of environmental education in social studies textbooks, authors need to consult the Tanzanian primary school education syllabus of 2019. Moreover, to maintain the quality and relevance of textbooks, there is a need to approve textbooks from both private and public publishers before being used in primary schools.

References

- Alagoz,B, & Akman,O.(2016). A study towards the views of teacher candidates about national and global environmental problems. *International Journal of Research in Education and Science*, 2 (2) 483–493.
- Collado, S., Rosa, C. D., & Corraliza, J. A. (2020). The effect of a nature-based environmental education program on children’s environmental attitudes and behaviors: A randomized experiment with primary schools. *Sustainability*, 12(17), Article 6817. <https://doi.org/10.3390/su12176817>
- Chisholm, L. (2013). The textbook saga and corruption in education. *Southern African Review of Education*, 19(1), 7–22.
- Dikmenli, M., Ozkan, V. K., Kilic, S., & Cardak, O. (2024). An Analysis of the Concept of Water in Secondary School Biology Textbooks. *Journal of Education in Science, Environment and Health*, 10(1), 1–17. <https://doi.org/10.55549/jeseh.1417888>
- Ergin,D.Y.(2019). Environmental awareness of teacher candidates. *World Journal of Education*, 9(1) 152–161.
- HakiElimu. (2011). Who decides what our children learn? (Research Report). HakiElimu.
- Haulle, E., & Kabelege, E. (2021). Relevance and Quality of Textbooks Used in Primary Education in Tanzania: A Case of Social Studies Textbooks. *Contemporary Education Dialogue*, 18(1), 12–28. <https://doi.org/10.1177/0973184920962702>
- Kira, E., & Bukagile, G. (2013). Perceptions of education stakeholders on the implications of textbook liberalization policy in Tanzania. *Journal of Education and Practice*, 4(1), 136–144.
- Kira, E., & Komba, S. (2015). The status of geography textbooks for teaching and learning of the concepts of meteorology and environmental education in Tanzanian secondary schools. *International Journal of Education and Research*, 3(9), 127–140.
- Lamanauskas, V., & Makarskaitė-Petkevičienė, R. (2023). Environmental Education in Primary School: Meaning, Themes and Vision. *Proceedings of the 5th International Baltic Symposium on Science and Technology Education, BalticSTE2023*, 122–136. <https://doi.org/10.33225/balticste/2023.122>
- Niu, Y., Wang, X., & Lin, C. (2022). A Study on the Impact of Organizing Environmental Awareness and Education on the Performance of Environmental Governance in China. *International Journal of Environmental Research and Public Health*, 19(19), 1–14. <https://doi.org/10.3390/ijerph191912852>
- Sanga, F., Liwenga, E. T., & Haulle, E. (2022). Land-use Dynamics in Lupila Ward of Makete District in Southern Highlands of Tanzania. *Journal of Land and Rural Studies*, 10(1), 124–144. <https://doi.org/10.1177/23210249211051117>

- Şeker, M. (2023). A study on how environmental issues are discussed in social studies textbooks. *Environment, Development and Sustainability*, 0123456789. <https://doi.org/10.1007/s10668-023-03532-2>
- Sukma, E., Ramadhan, S., & Indriyani, V. (2020). Integration of environmental education in elementary schools. *Journal of Physics: Conference Series*, 1481(1). <https://doi.org/10.1088/1742-6596/1481/1/012136>
- Tanzania Institute of Education. (2019). *Social Studies Pupil's Book Standard Four Pupils Book*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education. (2019). *Social Studies Pupil's Book Standard Five*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education. (2020). *Social Studies Pupil's Book Standard Six*. Dar es Salaam: Tanzania Institute of Education.
- Tanzania Institute of Education. (2020). *Social Studies Pupil's Book Standard Seven*. Dar es Salaam: Tanzania Institute of Education.
- UNESCO. (2011). *The hidden crisis: Armed conflict and education*. <http://www.efareport.unesco.org>.
- United Republic of Tanzania. (2014). *Educational policy*. Ministry of Education and Vocational Training.
- United Republic of Tanzania. (2019). *Syllabus of social studies for primary school Standard III–IV (Muhtasari wa Somo la Maarifa ya Jamii Elimu ya Msingi Darasa III-IV)*. Ministry for Science and Technology.
- Yalmanci, S.G, & Gözümlü, A. I. C. (2019). The study of whether receiving a pre-school education is a predictive factor in the attitudes of high school students toward the environment according to their environmental ethics approach. *International Electronic Journal of Environmental Education*, 9 (1) 18–32.
- Yeşilyurt, M., Balakoğlu, M. O., & Erol, M. (2020). The impact of environmental education activities on primary school students' environmental awareness and visual expressions. *Qualitative Research in Education*, 9(2), 188–216. <https://doi.org/10.17583/qre.2020.5115>