

**THE UNITED REPUBLIC OF TANZANIA  
NATIONAL EXAMINATION COUNCIL  
DIPLOMA IN TECHNICAL EDUCATION EXAMINATION**

722

**EDUCATION**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2019**

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**Instructions**

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions only.
3. Each question carries **twenty (20)** marks.
4. All communication devices and any unauthorised materials are **not** allowed in the examination room
5. Write your **Examination Number** on every page of your answer booklet(s)

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**1. (a) What is meant by the term "Technical and Vocational Education and Training (TVET)"?**

Technical and Vocational Education and Training (TVET) refers to education and training programs that focus on the development of practical skills, knowledge, and attitudes necessary for employment in various trades and occupations. It includes formal, non-formal, and informal learning and is designed to prepare individuals for specific careers or to upgrade their existing skills for better productivity and employability.

**(b) Outline five national goals of Technical and Vocational Education in Tanzania.**

One national goal is to produce a skilled labor force capable of supporting industrialization and economic growth in Tanzania.

Another goal is to reduce unemployment by equipping citizens with marketable and self-employment skills.

TVET also aims to enhance productivity and efficiency in various sectors, including agriculture, manufacturing, and construction.

It seeks to promote lifelong learning and career development for individuals through continuous technical skill advancement.

Lastly, TVET supports national development by fostering innovation, creativity, and entrepreneurship among Tanzanians.

**(c) State four reasons why TVET is critical for Tanzania's development agenda.**

TVET addresses the mismatch between education output and labor market demands by producing job-ready graduates.

It helps reduce youth unemployment by offering alternative career paths for students not proceeding to higher academic levels.

TVET contributes directly to industrial growth and service delivery by ensuring a steady supply of skilled technicians.

It promotes inclusive development by empowering marginalized groups, including women and people with disabilities, with employable skills.

**(d) Mention three strategies the government has employed to strengthen TVET delivery.**

The government has established and upgraded technical colleges and vocational training centers across the country.

It has introduced competency-based curricula aligned with industry standards and labor market needs.

Public-private partnerships have been encouraged to enhance training quality, improve infrastructure, and increase internship opportunities.

**2. (i) Identify three strengths and two weaknesses in this scheme.**

One strength is the use of clearly stated specific objectives, which makes it easy to guide teaching and assessment.

Another strength is the application of appropriate methods, such as demonstration and discussion, which are suitable for the topic.

A third strength is the inclusion of relevant teaching aids, which enhances understanding and safety awareness.

One weakness is the lack of time allocation for each activity, which may cause inefficient lesson pacing.

Another weakness is that the scheme does not mention evaluation strategies to assess whether objectives are achieved.

**(ii) Suggest three improvements that would make this scheme more effective.**

The scheme should include time allocation for each lesson to ensure efficient delivery and coverage.

An evaluation column should be added to indicate how learning outcomes will be measured.

Additional teaching aids like videos or digital simulations could be included to enhance understanding.

**(iii) List three general factors to consider when preparing a scheme of work in Technical Education.**

One must consider the syllabus requirements to ensure the scheme aligns with national curriculum goals.

The availability of training resources and tools is crucial to determine the practicality of planned activities.

Learner characteristics, such as prior knowledge and learning pace, must also be taken into account to cater to diverse student needs.

### **3. (a) Explain the meaning of classroom management.**

Classroom management refers to the techniques and strategies a teacher uses to create and maintain an organized, productive, and respectful learning environment. It involves the regulation of student behavior, time management, material organization, and smooth transitions between learning activities.

### **(b) Describe four classroom management skills necessary for effective teaching.**

Effective communication allows teachers to convey expectations, instructions, and feedback clearly.

Conflict resolution helps the teacher to handle misunderstandings and behavioral issues calmly and constructively.

Organizational skills are necessary to manage time, lesson flow, and learning materials efficiently.

Motivational strategies help sustain student interest and reduce distractions during lessons.

### **(c) Explain the importance of each of the following in classroom control:**

- (i) Clear instructions help prevent confusion, saving time and ensuring all students understand what is expected.
- (ii) Time management ensures that all planned content is covered and that transitions between activities are smooth.
- (iii) Reinforcement encourages positive behavior and motivates students to participate actively.
- (iv) Seating arrangement impacts learner focus, engagement, and peer interaction; proper arrangement supports effective supervision and inclusivity.

### **4. (a) What is a teaching method?**

A teaching method is a structured approach or technique used by a teacher to deliver content and facilitate learning. It encompasses the style, tools, and activities used to convey knowledge and skills effectively to learners.

### **(b) Explain the following teaching methods by giving one example in each:**

- (i) Demonstration involves showing students how to perform a task, such as operating a lathe machine, to help them understand practical procedures.

(ii) Problem-solving engages students in analyzing real-life situations, like diagnosing a malfunctioning circuit, to develop critical thinking.

(iii) Simulation replicates real-world situations for practice, such as using a welding simulator to train students in a safe environment.

(iv) Lecture involves verbal presentation of content, such as explaining the history and benefits of TVET, useful for theoretical knowledge delivery.

**(c) Give four reasons why a technical teacher should use a variety of teaching methods.**

It accommodates different learning styles, ensuring all students benefit from the lesson.

It increases engagement by preventing monotony and making lessons more interesting.

It helps in reinforcing content by presenting it in multiple formats.

It enhances understanding by allowing students to apply concepts in different contexts.

**5. (a) Define the term "motivation" in the context of education.**

Motivation in education refers to the internal drive or external stimulus that influences learners to actively engage in learning activities, persist through challenges, and achieve academic and skill-based goals.

**(b) Identify and explain four types of motivation a teacher can apply in a workshop situation.**

Intrinsic motivation involves personal interest or satisfaction, such as when a student enjoys assembling machines.

Extrinsic motivation includes rewards like certificates or praise for good performance.

Achievement motivation pushes students to improve their skills to reach a certain standard or pass an exam.

Affiliation motivation involves encouraging teamwork and peer recognition, making students feel valued.

**(c) Describe three ways in which poor motivation affects learners' performance in Technical Education.**

It reduces students' attention and engagement during lessons, leading to low participation.

It discourages effort and persistence, especially when facing complex practical tasks.

It increases absenteeism and drop-out rates due to lack of interest or confidence in learning outcomes.

**6. (a) Explain the role of guidance and counselling in Technical Education institutions.**

Guidance and counselling provide support services to help students make informed decisions about their careers, solve personal and academic challenges, and develop socially and emotionally in technical learning environments.

**(b) Identify four personal problems students may face that require counselling.**

Emotional stress due to family or relationship issues.

Drug and substance abuse that affects concentration and discipline.

Low self-esteem that hinders participation in practical tasks.

Financial difficulties that may lead to absenteeism or dropout.

**(c) State four qualities of an effective teacher-counsellor.**

Empathy allows the counsellor to understand and connect with students' emotions.

Confidentiality builds trust between students and the counsellor.

Good communication skills ensure clear and respectful dialogue.

Problem-solving skills help in guiding students toward practical solutions.

**(d) Discuss three limitations of guidance and counselling programmes in most vocational institutions.**

Lack of trained counsellors leads to ineffective or inconsistent support services.

Inadequate facilities or space for private counselling sessions discourages student use.

Cultural stigma and misunderstanding about counselling discourage students from seeking help.

## **7. (a) What is an occupation analysis?**

Occupation analysis is the process of systematically studying a job or occupation to identify the tasks, skills, knowledge, tools, and attitudes required to perform it effectively. It provides the foundation for curriculum development and training program design.

## **(b) Outline the stages followed when conducting an occupation analysis.**

First, the occupation is identified and defined based on industry demands.

Second, a job breakdown is done by listing all tasks and duties involved in the job.

Third, data collection is conducted using interviews, observation, and questionnaires.

Fourth, data is analyzed to extract core competencies and performance standards.

Lastly, the results are documented and used for curriculum or training program development.

## **(c) Explain the relevance of occupation analysis in curriculum development for technical training.**

It ensures that the curriculum is industry-relevant by basing content on real job requirements.

It helps in designing competency-based modules aligned with specific job tasks.

It guides the development of appropriate assessment tools for measuring skill acquisition.

## **(d) Provide three examples of how occupation analysis outcomes can influence training content in your area of specialization.**

If welding requires knowledge of safety procedures, then safety content is included in the syllabus.

If a machine operator must read technical drawings, then blueprint reading is taught as a unit.

If frequent tool maintenance is required in the field, training content will emphasize tool handling and servicing techniques.