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NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
FOUNDATIONS OF EDUCATION

763

Time: 3 Hours

ANSWERS

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Instructions

1. This paper consists of section A and B.
2. Answer all questions in section A and four questions from section B.

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1.(a) Building a strong and just society requires a sound political and educational system that will prepare its citizens for their respective functional roles.

This contribution is most closely aligned with Plato (427 – 347 B.C.). Plato emphasized the role of education in creating a just society where individuals are trained for specific roles according to their abilities and function in society, aligning with his theory of justice and the division of labor.

(b) A classroom should act as a place in which children are free to move around and work at their own speed in accordance with their own preferences.

This contribution matches Maria Montessori (1870 – 1952). Montessori advocated for a child-centered approach to education, where children have the freedom to choose their activities, move freely, and learn at their own pace in a carefully prepared environment.

(c) The learner should be left free to experiment with the natural environment.

This idea aligns with Jean Jacques Rousseau (1712 – 1778). Rousseau believed in the importance of natural education, where children are encouraged to explore and learn from the natural world around them, promoting self-directed learning through experience.

(d) Science and education should be for the construction, reconstruction, and improvement of civilization.

This aligns with John Dewey (1859 – 1952). Dewey emphasized the practical application of education to solve societal problems, particularly through science and inquiry, advocating for education as a tool for societal improvement and progress.

2. Traditional philosophies are concerned with metaphysics and ethics or axiology. Name four (4) elements of contemporary philosophies.

Contemporary philosophies of education focus on aspects such as pragmatism, existentialism, critical theory, and postmodernism. These elements emphasize practical applications, individual freedom, social critique, and the questioning of traditional structures, respectively.

3. Define the terms management and administration.

Management refers to the process of planning, organizing, directing, and controlling resources to achieve specific goals within an organization. Administration, on the other hand, involves the overall direction and supervision of an institution, including policy-making and decision-making, ensuring that goals align with the institution's mission.

4. What is sociology of education?

Sociology of education is the study of how education as a social institution influences and is influenced by society. It examines the social contexts of educational systems, including how factors like culture, class, race, and gender impact access to education and educational outcomes.

5. Explain four (4) sociological factors that, in one way or another, affect effective provision of education in Tanzania.

The first factor is poverty, which limits access to education and resources. Cultural values can either promote or restrict certain types of education, particularly in rural or traditional settings. Gender inequality affects girls' access to education, often resulting in lower enrollment and completion rates. Lastly, government policies and funding significantly impact the quality and accessibility of education in the country.

6. State four (4) agents of adult education in Tanzania.

The four agents of adult education in Tanzania are community-based organizations, which provide local education programs; non-governmental organizations (NGOs), which offer various adult education services; the government, through formal policies and programs; and churches or religious institutions, which often provide educational opportunities alongside spiritual teachings.

7. List three (3) forms of education.

The three forms of education are formal education, which takes place in structured institutions such as schools; non-formal education, which occurs outside traditional classrooms, often in community settings; and informal education, which is learning that takes place through everyday experiences and interactions.

8. Clarify on the structure of formal education and training system in Tanzania.

Tanzania's formal education structure consists of pre-primary education (for ages 5-6), primary education (7 years), secondary education (4 years of ordinary level followed by 2 years of advanced level), and tertiary education (which includes colleges and universities offering diplomas, degrees, and postgraduate studies).

9. Describe four (4) functions of management and administration.

The four main functions of management and administration are planning, which involves setting objectives and determining the means to achieve them; organizing, which involves allocating resources and assigning tasks; directing, which includes leading and motivating staff; and controlling, which involves monitoring progress and making adjustments as needed to ensure goals are met.

10. Explain the importance of introducing the four (4) contemporary educational issues in the Tanzania education system.

Introducing contemporary educational issues into the Tanzanian education system is crucial for adapting to global trends and local challenges. First, inclusive education ensures that children with disabilities and other marginalized groups receive equal access to education, promoting social equality. Second, technology integration prepares students for the digital age, enhancing their ability to use technology effectively in both learning and future careers. Third, gender equality in education ensures that both girls and boys have equal opportunities, addressing long-standing disparities in educational access and outcomes. Lastly, curriculum relevance makes education more applicable to the socio-economic needs of Tanzania, ensuring that students acquire the skills and knowledge needed to contribute to the country's development.

11. Analyse four (4) objectives of running the workers' education programme in Tanzania.

The main objectives of the workers' education program in Tanzania are to enhance vocational skills, ensuring that workers are equipped with the necessary competencies to perform their jobs effectively. Second, the program aims to promote workers' rights, educating employees on their legal rights and responsibilities to foster better working conditions. Third, it seeks to improve productivity, by offering workers training that enhances their efficiency and contributes to economic growth. Finally, empowering workers through education fosters a sense of ownership, encouraging them to participate actively in decision-making processes within their workplaces and society.

12. Explain four (4) merits brought by the process of nationalization of schools in Tanzania.

Nationalization of schools in Tanzania has several benefits. First, it standardizes education, ensuring that all schools follow a uniform curriculum, which guarantees equity in education delivery across the country. Second, it allows the government to allocate resources more efficiently, ensuring that educational resources, such as funding and materials, are distributed more evenly. Third, nationalization enables the government to exert greater control over educational quality, allowing for better regulation, monitoring, and improvement of educational standards. Lastly, it ensures universal access to education, reducing disparities between private and public schools, thus providing every child, regardless of their socio-economic background, with access to quality education.

13. "The gender issue in the education system has raised public concern". Explain four (4) points that you would like to raise in your argument on this issue.

The first point to raise is the disparity in enrollment rates between boys and girls, particularly in rural areas where cultural factors and economic constraints limit girls' access to education. The second concern is gender-based violence and harassment, which can affect girls' attendance and performance in school. Third, the issue of gender stereotypes in the curriculum contributes to reinforcing traditional roles and limiting students' career aspirations based on their gender. Finally, there is a concern about lack of female teachers,

particularly in certain subject areas, which can affect girls' engagement and confidence in pursuing education, especially in male-dominated fields. Addressing these issues is essential to achieving gender equity in education.

14. Define the term conflict, and explain the sources of conflict and ways of making resolutions.

Conflict refers to a situation where two or more parties perceive their interests, values, or goals as incompatible, leading to disagreement or tension.

The sources of conflict can be numerous. Key sources include poor communication, which often leads to misunderstandings. Differences in values or beliefs, where individuals or groups hold contrasting views, can also cause conflict. Power imbalances, where one party feels dominated or oppressed, are another major source. Additionally, competition for scarce resources, such as money, time, or opportunities, often leads to conflict.

To resolve conflicts, it is essential to address the underlying causes and adopt strategies such as negotiation and mediation. Negotiation involves the parties working together to find mutually acceptable solutions. Mediation brings in a neutral third party to facilitate communication and help resolve the issue.

Other methods of conflict resolution include compromise, where each side makes concessions to reach a middle ground, and collaboration, where both parties cooperate to create a solution that benefits everyone.

15. What are the reasons for using various forms of teaching and learning resources to adult learners?

Using various teaching and learning resources is critical in catering to the diverse needs of adult learners. Adult learners often have different learning styles, life experiences, and backgrounds, making it important to use a range of resources to engage them effectively.

Visual aids, such as infographics, diagrams, and videos, support learners who process information better through visual stimuli. Hands-on materials, such as models or real-world tasks, engage kinesthetic learners. Additionally, digital resources like online tutorials, e-books, and interactive websites offer flexible, self-paced learning, which is ideal for adults who may have other responsibilities, such as work or family.

Using a variety of resources fosters a more interactive learning environment, encouraging active participation and enhancing the retention of information. These resources also make learning more relevant to adult learners, who often seek practical applications for the knowledge they gain.

By using different formats and tools, educators can create a more dynamic and inclusive learning experience that appeals to all types of learners. This promotes deeper engagement and understanding.

16. What does the term leader mean? Explain the types of leaders in a society.

A leader is someone who influences and guides a group or community toward achieving common goals. Leadership involves directing, inspiring, and motivating individuals or groups to work together towards shared objectives.

Different types of leaders can be found in society, each exhibiting distinct approaches to leadership. An authoritarian leader, for example, tends to make decisions unilaterally, expecting compliance from others without much input or feedback. This style is often associated with a more rigid, top-down structure.

In contrast, a democratic leader involves the group in the decision-making process, encouraging collaboration and ensuring that all voices are heard. This type of leader tends to foster a more inclusive and participatory environment.

A transformational leader focuses on inspiring and motivating others through a compelling vision and a commitment to change and innovation. This leader encourages followers to go beyond their self-interests for the greater good.

Lastly, a servant leader prioritizes the needs of their team members, focusing on empowering others and supporting their growth and well-being. Each type of leader can have a significant impact depending on the context and needs of the society or group they lead.