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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. List down three (3) functions of Comparative Education.

Comparative Education serves various purposes in the study of education systems. One function is to analyze and understand the differences and similarities between various educational systems. This helps identify best practices and inform policy development in different regions. Another function is to evaluate the effectiveness of different educational methods and practices through comparison, enabling improvements in curriculum and teaching strategies. A third function is to foster cross-cultural understanding by studying how different societies approach education, which can lead to greater international cooperation and collaboration in educational development.

2. Differentiate between gender and sex.

Sex refers to the biological characteristics that differentiate males and females, such as reproductive organs, chromosomes, and hormones. It is typically assigned at birth based on physical traits. Gender, on the other hand, is a social construct related to the roles, behaviors, expectations, and identities that society associates with being male or female. Gender is more fluid and can vary across different cultures and historical periods, whereas sex is generally seen as biological and fixed.

3. What does leadership mean?

Leadership is the ability to guide, influence, or direct a group or organization towards achieving a common goal. It involves setting a vision, making decisions, and motivating others to contribute effectively. Leadership also encompasses skills such as communication, problem-solving, and the ability to inspire and empower others.

4. Define briefly the following terms

(a) Philosophy: Philosophy is the study of fundamental questions concerning existence, knowledge, values, reason, mind, and language. It seeks to understand the nature of reality and human experience through critical thinking and reasoning.

(b) Revealed knowledge: Revealed knowledge refers to information or truths that are believed to be disclosed by a divine or supernatural source, often through religious texts or spiritual experiences, as opposed to knowledge gained through human reason or empirical observation.

5. Vision is the cornerstone for all decisions and actions in the school. List down four (4) qualities of an effective vision.

An effective vision should be clear, offering a concise and understandable direction for the future of the school. It must be inspiring, motivating all stakeholders to work towards a common purpose. The vision should also be realistic, reflecting attainable goals within the available resources and circumstances. Additionally, it should be adaptable, able to evolve with changes in the educational environment and community needs.

6. List down three (3) major socializing agents.

Family is a primary socializing agent, where individuals first learn social norms, values, and behavior patterns. Schools play a crucial role as they are where children are taught formal knowledge and societal expectations. Media, including television, internet, and social networks, also serve as powerful socializing agents, shaping individuals' views, behaviors, and cultural norms.

7. Explain four (4) roles played by education in a society.

Education plays a vital role in socializing individuals, teaching them the norms, values, and behaviors necessary for functioning in society. It also contributes to economic development by providing individuals with skills and knowledge to participate in the workforce and support economic growth. Education fosters social mobility, allowing individuals to improve their socio-economic status through learning and skill development. Additionally, education promotes critical thinking and social awareness, enabling individuals to engage with societal issues and contribute to social change.

8. Differentiate between school rules and school routine.

School rules are formal guidelines or policies that govern the behavior and conduct of students and staff within the school environment. They are set to maintain order, discipline, and respect. A school routine, however, refers to the daily schedule of activities and events that occur at the school, such as class timings, breaks, and extracurricular activities. Routines help structure the school day and ensure that the educational process runs smoothly.

9. What is the difference between guidance and counselling?

Guidance refers to providing advice and support to individuals, helping them make informed decisions about their personal, academic, or career paths. It is typically advisory and can be given in a group or individual setting. Counselling, on the other hand, involves a deeper, therapeutic process where trained professionals help individuals address emotional, psychological, or behavioral issues. It is more personalized and involves ongoing interaction to resolve complex problems.

10. Discuss the ideas put forward by J. K. Nyerere and their implication in Tanzania education system.

J. K. Nyerere, the first President of Tanzania, advocated for an education system that was accessible, relevant, and practical. He emphasized the importance of education in fostering national unity and self-reliance. His ideas led to the implementation of the Ujamaa (familyhood) policy, which aimed to create an education system that was closely aligned with the needs of rural communities. Nyerere promoted the use of Kiswahili as the medium of instruction and focused on vocational and technical education to equip students with practical skills for the country's development. His vision for education led to increased literacy rates and greater access to schooling for Tanzanians, particularly in rural areas, although challenges such as underfunding and teacher shortages have persisted.

11. Outline five (5) sociological factors affecting the education system in Tanzania.

Cultural beliefs and practices significantly influence educational attainment and the types of education considered valuable in Tanzanian society. Socio-economic status affects access to educational resources,

with wealthier families able to afford private schooling or extra tuition. Government policies play a crucial role in shaping the educational system, determining funding levels, curriculum changes, and infrastructure development. Family structure also impacts education, as single-parent families or families with limited resources may face challenges in supporting children's education. Gender norms can affect educational participation, with girls sometimes facing barriers to education due to traditional gender roles or early marriage.

12. Why is it important for all teachers to become members of the Teachers Service Department? Discuss four (4) reasons.

Becoming members of the Teachers Service Department is important because it ensures teachers have access to professional development opportunities, which can enhance their skills and knowledge. Membership also provides job security, as it offers protection against unfair dismissal and ensures compliance with employment laws. Teachers who are members are able to access benefits such as pensions and medical insurance, which can contribute to their well-being. Additionally, membership promotes accountability, as teachers are bound by professional codes of conduct, which help maintain high standards in the education system.

13. Describe four (4) roles of an education manager.

An education manager is responsible for planning and organizing educational programs to ensure that they meet the needs of students and the community. They also oversee the allocation of resources, including funding, staff, and materials, ensuring that these are used effectively to achieve educational goals. Education managers are responsible for staff management, including hiring, training, and evaluating teachers to maintain a high standard of education. They also act as liaisons between the school and external stakeholders, such as the government, parents, and the community, ensuring that the school is responsive to their needs and concerns.

14. Discuss the headmaster's problem, and then give five (5) advantages of delegation of power.

The headmaster's problem stems from the inability to delegate tasks effectively. By trying to manage all responsibilities personally, from being the head of the school to taking on teaching duties, he is overburdened. This not only leads to exhaustion but can also hinder the smooth running of the school. The headmaster's failure to delegate reflects a lack of trust in his subordinates, an inability to recognize the importance of teamwork, or possibly a fear that things will not be done to his standards. This can ultimately harm the efficiency of the school, reduce morale among staff, and lead to burnout.

Delegating power has several advantages. First, it helps in improving efficiency. By distributing tasks among various staff members, the headmaster can ensure that work is done more effectively, as each person is focused on specific responsibilities.

Second, delegation promotes staff development. When teachers and staff are given responsibility, they gain experience and grow professionally. It provides opportunities for them to develop leadership skills, which benefits both the individual and the school.

Third, it reduces the headmaster's workload. By assigning certain duties to capable staff members, the headmaster can focus on higher-level tasks like strategic planning and decision-making, rather than getting bogged down in routine activities.

Fourth, delegation fosters a sense of ownership and motivation. When staff members are given responsibility, they are more likely to feel valued and motivated to contribute positively to the school. It helps create a sense of shared purpose.

Lastly, delegation enhances accountability. When responsibilities are clearly assigned, it becomes easier to monitor progress and hold individuals accountable for their tasks. This leads to better management and an overall improvement in school performance.

15. As the headmaster/headmistress/head teacher aiming to have an effective school, what three (3) important steps will you take, particularly in relation to administration of funds to minimize such complaints?

To address complaints related to the expenditure of school funds, the headmaster needs to implement effective financial management strategies. The first step is establishing a transparent budgeting process. This includes involving relevant stakeholders such as teachers, school committee members, and even parents in the preparation of the school budget. Transparency in how funds are allocated and spent ensures that all parties have a clear understanding of the financial priorities and reduces suspicion of mismanagement.

The second step is regular monitoring and auditing of financial activities. The headmaster should ensure that there are frequent checks and balances to track how funds are being utilized. This can be achieved through periodic financial audits, which help to detect any discrepancies early and allow for corrective actions.

The third step is promoting financial literacy among staff and stakeholders. Educating school administrators, teachers, and the school committee about financial management can lead to more informed decision-making and a greater understanding of the complexities of fund allocation. When stakeholders are financially literate, they are more likely to appreciate the rationale behind financial decisions, which can reduce complaints and conflicts.

16. You are appointed a member of a committee to probe about the existence of endless conflicts between school administration and teachers in a certain secondary school in Tabora region. These conflicts have resulted into poor academic achievement among students at that school. Discuss five (5) factors, which you think could be the source of conflict at the school, and give three (3) suggestions that can help to resolve these conflicts.

There are several factors that could be contributing to the conflict between school administration and teachers. One factor is poor communication. If there is a lack of clear, open dialogue between the administration and teachers, misunderstandings and frustration can easily arise. Teachers may feel left out of decision-making processes, leading to feelings of disempowerment.

Another factor is lack of professional respect. If teachers feel that their expertise and opinions are not valued by the administration, tensions can build up. This often leads to a strained working environment where collaboration is hindered, and resentment grows.

Unclear roles and responsibilities can also create conflict. When teachers and administrators are unsure of their specific duties or there is overlap in responsibilities, it can result in friction. Both parties may feel they are doing more work than necessary, leading to dissatisfaction and conflict.

Inadequate resources can exacerbate the situation. Teachers may feel frustrated if the administration fails to provide the necessary tools, such as teaching materials, classroom space, or technology. This lack of support can lead to feelings of neglect and contribute to strained relationships.

Lastly, inequitable distribution of workload could be a source of conflict. If the administration assigns more responsibilities to certain teachers or groups, it can create a sense of unfairness, leading to dissatisfaction and disputes between teachers and the administration.

To resolve these conflicts, the first suggestion is to establish regular communication channels. This could include scheduled meetings between teachers and administrators where both parties can voice concerns, share ideas, and collaborate on solutions.

The second suggestion is to provide professional development opportunities. Offering training on conflict resolution, communication skills, and leadership can help both teachers and administrators learn to navigate challenges more effectively, fostering better relationships.

The third suggestion is to ensure fairness and transparency in decision-making. By involving teachers in key decisions and making sure that workloads and responsibilities are distributed equitably, the administration can build trust and minimize sources of conflict.