

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
FOUNDATIONS OF EDUCATION

763

Time: 3 Hours

ANSWERS

Year: 2013

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. Define the following terms:

(a) Education – Education is the process of acquiring knowledge, skills, values, and attitudes through teaching, training, or personal experience.

(b) Life Long Learning – Life Long Learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout one's life.

(c) School – A school is an institution designed for the teaching and learning of students under the guidance of educators.

(d) A teacher – A teacher is a professional who imparts knowledge, skills, and values to students in an educational setting.

2. State four traditional practices that affect educational development in Tanzania.

Early marriages, which often lead to girls dropping out of school.

Cultural preference for boys' education over girls.

Initiation ceremonies that interrupt schooling.

Reliance on traditional knowledge over formal education.

3. (a) Name two aims of pre-primary education in Tanzania.

To develop social and emotional skills in young children.

To prepare children for primary education.

(b) State any two ways in which comparative education can be studied.

Through historical analysis of educational systems.

By comparing curricula and teaching methods across countries.

(c) Give the meaning of formal education.

Formal education is a structured and systematic process of learning that takes place in recognized institutions like schools, following a set curriculum.

(d) Give three differences between Non formal and Informal education.

Non-formal education is organized but flexible (e.g., community classes), while informal education is unstructured (e.g., learning from family).

Non-formal education often has specific objectives, whereas informal education lacks defined goals.

Non-formal education may involve certified instructors, while informal education relies on everyday experiences.

4. Distinguish the term realism from idealism.

Realism focuses on the physical world and practical knowledge based on observable facts, while idealism emphasizes ideas, values, and the development of the mind over material concerns.

5. List four merits of globalization on education in Tanzania.

Access to global educational resources and technologies.

Exposure to international teaching methods and standards.

Increased opportunities for student and teacher exchanges.

Promotion of multicultural understanding in education.

6. Briefly describe four branches of philosophy.

Metaphysics – The study of the nature of reality and existence.

Epistemology – The study of knowledge and how it is acquired.

Ethics – The study of moral values and principles.

Logic – The study of reasoning and valid arguments.

7. Outline two points in which J.K. Nyerere and J. Dewey's ideas on education are similar.

Both emphasized education as a tool for social development and empowerment.

Both advocated for practical, hands-on learning to prepare individuals for societal roles.

8. Give five points, explain why the study of Sociology of Education is an important topic.

Understanding social structures: Sociology of Education helps explain how societal norms, family dynamics, and economic conditions influence educational systems. This understanding allows policymakers and educators to design interventions that align with cultural contexts, ensuring education is relevant and effective. For instance, it can highlight how tribal traditions impact school attendance.

Addressing inequalities: It sheds light on disparities in access to education, such as those based on gender, socioeconomic status, or rural-urban divides. By identifying these gaps, governments can implement targeted programs like scholarships or mobile schools to bridge them, promoting a more equitable society.

Improving teaching methods: Insights into student behavior, peer influences, and cultural backgrounds enable teachers to tailor their approaches. For example, understanding local customs can help educators create a more inclusive classroom environment, boosting student engagement and learning outcomes.

Enhancing school management: It provides tools to manage diverse student populations, handle conflicts, and foster a positive school culture. A headteacher armed with this knowledge can mediate disputes or implement anti-bullying policies effectively, ensuring a conducive learning atmosphere.

Informing national development: By linking education to broader goals like poverty reduction or workforce development, it guides long-term planning. For instance, analyzing educational trends can help Tanzania align its curriculum with emerging industries, supporting economic growth and modernization.

9. Imagine you are the Head of a certain secondary school. Describe six core roles you are due with as a school leader.

Setting vision and goals: As the head, I would craft a clear educational vision, such as achieving a 90% pass rate in national exams, and set measurable goals like improving teacher training. This provides direction and motivates the school community toward a common purpose.

Managing staff: I would oversee hiring, conduct regular training sessions on modern teaching methods, and evaluate teacher performance to ensure high standards. This ensures a competent and motivated teaching staff, critical for student success.

Resource allocation: I would manage the school budget to prioritize essentials like textbooks and repairs, while seeking grants to fund extracurricular activities. Effective resource use maximizes educational opportunities despite limited funding.

Ensuring discipline: I would establish a code of conduct, enforce it fairly, and organize counseling sessions to address behavioral issues. A disciplined environment fosters respect and focus, essential for learning.

Community engagement: I would hold regular meetings with parents to discuss student progress and involve local leaders in school projects like tree planting. Strong community ties enhance support and resources for the school.

Monitoring progress: I would review exam results quarterly, conduct classroom observations, and solicit feedback from students to identify weaknesses. This continuous assessment allows for timely adjustments to teaching strategies or resource allocation.

10. Describe five successes of nationalization of schools in Tanzania after independence.

Increased access: Nationalization expanded school construction, especially in rural areas, reducing the distance students had to travel. This led to a significant rise in enrollment rates, particularly post-1960s, as education became a national priority.

Unified curriculum: A standardized curriculum was introduced, ensuring all students, regardless of region, received the same foundational knowledge. This minimized educational disparities and fostered a sense of national identity.

Promotion of national unity: Schools became centers for teaching Swahili and shared history, blending diverse ethnic groups into a cohesive national culture. This was especially impactful during the early years of independence.

Free education: The policy of free education at primary levels increased attendance, particularly among poor families, laying the groundwork for broader literacy and skill development across the population.

Teacher training: The government established colleges to train more teachers, addressing shortages and improving the quality of instruction. This investment helped sustain the expanded education system over decades.

11. (a) Give the meaning of socialization.

Socialization is the process by which individuals learn and internalize the norms, values, and behaviors of their society.

(b) Explain four advantages teachers get when living with the society that is staying/living in quarters within a school.

Better community ties: Living on-site allows teachers to participate in local events, build trust with parents, and understand community needs, creating a supportive network that enhances student welfare.

Quick response to issues: Teachers can address emergencies like student illnesses or security concerns immediately, reducing disruptions and ensuring safety, which is vital in remote areas with limited access to help.

Enhanced supervision: On-site presence enables teachers to monitor student activities after hours, such as study groups or dormitories, ensuring discipline and academic focus beyond regular school hours.

Professional support: Proximity fosters collaboration, allowing teachers to share lesson plans, discuss challenges, and organize peer mentoring, which improves teaching quality and morale.

12. Gender imbalance in education is contributed by cultural preferences among other social factors. Suggest five measures to curb the problem.

Awareness campaigns: Launch community programs using radio, local leaders, and workshops to challenge cultural biases favoring boys, emphasizing the long-term benefits of educating girls, such as economic empowerment and reduced poverty.

Scholarships for girls: Provide financial aid specifically for female students to overcome economic barriers, including stipends for uniforms and books, which can increase retention rates in secondary schools.

Teacher training: Equip educators with gender sensitivity training to recognize and address biases in the classroom, encouraging equal participation and support for girls in subjects like science and math.

Policy enforcement: Strengthen laws against early marriage and gender discrimination, with active monitoring and penalties, to ensure girls remain in school longer and complete their education.

Role models: Invite successful women educators or professionals to mentor girls, sharing stories of achievement to inspire confidence and ambition, countering cultural narratives that limit female potential.

13. Giving six points, elaborate challenges facing secondary education in Tanzania today.

Insufficient infrastructure: Many schools lack adequate classrooms, laboratories, and sanitation facilities, forcing students to learn in overcrowded or unsafe conditions, which hampers concentration and practical skill development.

Teacher shortages: A lack of qualified teachers, especially in rural areas, leads to high student-teacher ratios, reducing individual attention and lowering educational quality, as seen in recent national exam performance data.

Funding issues: Limited government budgets result in shortages of textbooks, desks, and maintenance funds, forcing schools to rely on fees or external aid, which can exclude poorer students.

High dropout rates: Poverty, early pregnancies, and cultural practices like cattle herding for boys drive students out of school, with statistics showing a significant decline in secondary enrollment in some regions.

Poor performance: Low pass rates in national exams, often below 50% in certain subjects, reflect gaps in teaching quality and resources, necessitating urgent reforms in curriculum delivery.

Overcrowding: Large class sizes, sometimes exceeding 60 students, overwhelm teachers, limit interactive learning, and increase dropout risks, particularly in urban schools.

14. Describe six main ideas of Education for Self Reliance (ESR) philosophy as advocated by J.K. Nyerere.

Relevance to life: Education should teach practical skills like farming or carpentry, enabling students to contribute to their livelihoods and communities, aligning with Tanzania's agrarian economy in the 1960s.

Community focus: Learning should prioritize collective well-being, encouraging projects like village improvement schemes, fostering a sense of social responsibility over individualism.

Work-oriented: Students should engage in productive work alongside academics, such as school farms, to develop self-reliance and reduce reliance on theoretical education alone.

Equality: Education must be accessible to all, including rural and poor children, through free schooling and outreach programs, reflecting Nyerere's socialist ideals.

Self-reliance: The goal was to build an independent nation by reducing dependence on foreign aid or colonial education models, emphasizing local solutions and resources.

Social transformation: Education should cultivate a socialist society by teaching values of cooperation and equality, aiming to reshape Tanzania's social and economic structure post-independence.

15. Explain five functions of the National Examinations Council of Tanzania (NECTA) related to quality control of education in the country.

Setting standards: NECTA develops syllabi and exam formats to ensure a consistent educational baseline across schools, regularly updating them to reflect modern needs, such as incorporating technology skills.

Conducting exams: It administers national exams like the Form Four and Form Six assessments, providing a uniform evaluation tool that measures student competency and school performance nationwide.

Evaluating results: NECTA analyzes exam data to identify trends, such as regional weaknesses in math, enabling targeted interventions like teacher training or resource allocation to improve quality.

Certifying qualifications: Issuing certificates validates student achievements, ensuring recognized credentials for employment or higher education, maintaining national educational credibility.

Monitoring schools: NECTA conducts inspections to ensure compliance with curriculum and exam standards, offering feedback and support to underperforming schools to uphold educational quality.