

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

763

Time: 3 Hours

ANSWERS

Year: 2014

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) Define “leadership”

Leadership refers to the ability to guide, influence, and motivate individuals or groups toward achieving goals, essential in educational institutions in Tanganyika.

1. (b) Identify three common leadership styles applied in education institutions

Democratic Leadership: One style is democratic, involving others in decisions. In Tanganyika, school heads consult teachers for science policies, fostering collaboration and effective education.

Autocratic Leadership: Autocratic leadership involves unilateral decisions by the leader. In Tanganyika, principals dictate Swahili curricula, ensuring quick action but limiting teacher input, affecting teaching dynamics.

Laissez-Faire Leadership: Laissez-faire allows freedom, with minimal guidance. In Tanganyika, some geography heads give teachers autonomy, promoting creativity but risking inconsistency in educational outcomes.

2. Briefly describe the three forms of education and state the form in which the Adult Education falls

Formal Education: Formal education occurs in structured settings, like schools, with certified curricula. In Tanganyika, secondary science classes exemplify this, providing systematic learning for students.

Informal Education: Informal education happens through daily experiences, without formal structure. In Tanganyika, children learn Swahili through community interactions, gaining practical knowledge outside schools.

Non-Formal Education: Non-formal education includes organized programs outside formal systems. In Tanganyika, adult literacy classes for history are non-formal, offering flexible, targeted education for community members.

Adult Education Form: Adult education falls under non-formal education, as it provides structured, flexible learning for adults, like literacy programs in Tanganyika, enhancing skills without traditional schooling.

3. List any two ideas of Dewey and state how they are applied in our educational system

Experiential Learning: One idea is experiential learning, emphasizing hands-on education. In Tanganyika, science experiments in schools apply Dewey’s method, improving student understanding and engagement through practical activities.

Democratic Education: Dewey advocated democratic education, involving students in decisions. In Tanganyika, student councils in history classes implement this, fostering participation and critical thinking, enhancing educational outcomes.

4. Briefly explain four characteristics of indigenous education

Oral Tradition: One characteristic is oral tradition, transmitting knowledge verbally. In Tanganyika, elders teach history through stories, preserving culture and ensuring educational continuity without writing.

Practical Skills: Indigenous education focuses on practical skills for survival. In Tanganyika, agriculture and crafts are taught, preparing youth for community roles, enhancing societal functionality through education.

Community-Based: It is community-based, involving local leaders. In Tanganyika, villages educate in Swahili through communal activities, fostering social cohesion and learning.

Age-Grade System: Education uses age-grade systems, grouping learners. In Tanganyika, youth learn trades by age, ensuring structured development and societal integration through educational practices.

5. Identify four factors responsible for drop-outs in secondary schools in Tanzania

Poverty: One factor is poverty, preventing families from affording education. Students miss school due to work needs, reducing attendance and impacting science and Swahili learning.

Distance: Long distances to schools hinder attendance. Students walk miles for geography classes, leading to dropouts and low participation in secondary education.

Cultural Practices: Cultural practices, like early marriage, affect attendance. Girls leave school for marriage, decreasing enrollment and limiting access to history and math education.

Lack of Facilities: Insufficient facilities, like no textbooks, reduce attendance. Schools lack resources for science, discouraging students and lowering secondary school participation.

6. Mention any four sources of knowledge and state how each is acquired

Sensory Experience: One source is sensory experience, gained through senses like sight and touch. In Tanganyika, students learn geography by observing landscapes, acquiring knowledge through direct interaction.

Reasoning: Reasoning involves logical thinking to derive knowledge. In Tanganyika, math students use logic to solve problems, acquiring understanding through critical analysis and deduction.

Authority: Knowledge from authority comes from experts or texts. In Tanganyika, history teachers provide textbooks, and students acquire knowledge by studying credible sources, ensuring accurate learning.

Intuition: Intuition is instinctive understanding without reasoning. In Tanganyika, students sense Swahili proverbs' meanings intuitively, acquiring cultural knowledge through inherent perception and experience.

7. Outline four aims of education during colonial system in Tanganyika

Labor Preparation: One aim was labor preparation, training for colonial work. Colonial education in Tanganyika focused on agriculture, producing workers for plantations, prioritizing economic exploitation over broad learning.

Cultural Assimilation: It aimed at cultural assimilation, imposing European values. In Tanganyika, Swahili was replaced with English, aiming to align students with colonial culture, eroding local identity through education.

Elite Formation: Education targeted elite formation, educating a few leaders. In Tanganyika, colonial schools trained administrators in science for governance, excluding most, deepening social inequality in education.

Social Control: It sought social control, maintaining order. In Tanganyika, history lessons reinforced colonial authority, ensuring compliance and stability, aligning education with imperial objectives.

8. Distinguish between motivators and hygiene factors as applied in Personnel Management and Administration

Motivators: Motivators, like recognition, drive performance positively. In Tanganyika, praising science teachers boosts morale, enhancing teaching quality and educational outcomes through management incentives.

Hygiene Factors: Hygiene factors, like salary, prevent dissatisfaction but don't motivate. In Tanganyika, ensuring geography teachers receive timely pay avoids discontent, maintaining stability but not inspiring extra effort in administration.

9. Provide four points to justify that education is necessary for development of any society

Economic Growth: One point is economic growth, boosting productivity. Education in Tanganyika trains workers in science, increasing GDP and societal progress through skilled labor and innovation.

Social Cohesion: Education fosters social cohesion, reducing conflicts. In Tanganyika, history lessons promote unity, enhancing community stability and development through shared values and understanding.

Cultural Preservation: It preserves culture, transmitting traditions. In Tanganyika, Swahili education maintains identity, supporting societal development through cultural continuity and educational practices.

Civic Participation: Education promotes civic participation, informing citizens. In Tanganyika, geography education teaches governance, empowering individuals for democratic engagement and societal advancement.

10. State four ideas of Paulo Freire in educational industry

Critical Pedagogy: One idea is critical pedagogy, empowering learners to question. Freire's methods in Tanganyika inspire students to analyze science, fostering social awareness and educational transformation.

Dialogic Teaching: He advocated dialogic teaching, encouraging dialogue. In Tanganyika, Swahili teachers use discussions, building mutual respect and deeper understanding, enhancing teaching effectiveness.

Literacy Education: Freire advanced literacy education for adults. In Tanganyika, his approaches influenced literacy campaigns, improving access and education for rural communities through practical learning.

Social Transformation: His focus on education for social transformation addresses inequality. In Tanganyika, Freire's ideas shape history education to reduce poverty, aligning with societal development goals through inclusive practices.

11. Giving five points, account for the low implementation of the education for self-reliance at school level

Education for Self-Reliance (ESR) refers to an educational philosophy in Tanganyika emphasizing practical, community-focused learning for self-sufficiency, facing implementation challenges.

Resource Scarcity: One reason is resource scarcity, lacking materials for practical training. Schools struggle with tools for science projects, hindering ESR's application and reducing teaching effectiveness.

Teacher Training: Insufficient teacher training limits ESR implementation. Many educators lack skills for vocational science, slowing adoption and impacting educational outcomes in Tanganyika's schools.

Curriculum Rigidity: Rigid curricula prioritize academics over practical skills. In Tanganyika, math focus over agriculture training restricts ESR, undermining self-reliance goals and student preparedness.

Community Engagement: Low community involvement weakens ESR. In Tanganyika, rural schools lack parental support for history projects, reducing practical learning and ESR's societal impact at school level.

Funding Constraints: Limited funding restricts ESR programs. In Tanganyika, budget cuts limit science equipment, preventing practical education and hindering ESR's implementation and educational progress.

12. Imagine you are appointed the Head of Samiji Secondary School, explain five aspects you would involve the community in order to maintain the existing school and community relationship

Community Involvement refers to engaging local residents in school activities, essential for maintaining educational partnerships in Tanganyika's Samiji Secondary School.

Parent-Teacher Meetings: One aspect is holding parent-teacher meetings, fostering communication. I organize sessions on science progress, strengthening trust and supporting student learning through community collaboration.

Volunteer Programs: Involving volunteers for school projects builds ties. I recruit community members for geography clean-ups, enhancing facilities and reinforcing school-community bonds through shared efforts.

Cultural Events: Hosting cultural events promotes unity, involving the community. I organize Swahili festivals, integrating history lessons, deepening relationships and educational engagement for students and locals.

Resource Contribution: Encouraging resource donations sustains schools. I seek community support for science materials, ensuring supplies and maintaining educational quality through mutual investment.

Advisory Committees: Forming advisory committees includes community input. I establish groups for history curriculum feedback, ensuring alignment with local needs, strengthening school-community ties and educational relevance.

13. Using six points, explain why the study of comparative education is an important component of any Teacher Education Programme

Comparative Education refers to analyzing different educational systems globally, enhancing teacher training in Tanganyika's programs.

Policy Improvement: One reason is policy improvement, learning from others. Studying Asian science systems informs Tanganyika's curricula, enhancing teaching quality and educational outcomes through teacher education.

Innovation: It fosters innovation, introducing new methods. Comparative education inspires Tanganyika's history teaching with European approaches, improving student engagement and learning through teacher training.

Equity Enhancement: It promotes equity, addressing disparities. Analyzing African systems helps Tanganyika implement inclusive Swahili programs, reducing gaps and supporting equitable education through teacher preparation.

Global Awareness: Comparative education builds global awareness, broadening perspectives. Teachers in Tanganyika learn geography variations worldwide, enhancing cultural sensitivity and teaching effectiveness through education programs.

Professional Development: It supports professional development, deepening teacher insight. Studying international science practices equips Tanganyika educators with strategies, improving instructional skills and classroom management in training.

Curriculum Relevance: It ensures curriculum relevance, aligning with global standards. Comparative education helps Tanganyika adapt math syllabi, ensuring teachers deliver relevant, effective education, strengthening teacher education programs.

14. (a) Briefly explain the meaning of "sociology of education"

Sociology of education refers to the study of how social structures and processes influence education, examining issues like inequality in Tanganyika's schools.

14. (b) Describe four agents of socialization and the role of each in education

Family: One agent is family, shaping early values at home. In Tanganyika, families teach Swahili and cultural norms, influencing children's educational readiness and behavior through early socialization.

School: Schools socialize through formal education, instilling discipline. In Tanganyika, science and history classes shape students' attitudes, preparing them for societal roles through structured learning.

Peer Groups: Peer groups influence behavior through social interaction. In Tanganyika, secondary students adopt study habits from peers in geography, impacting academic and social development collaboratively.

Media: Media, like radio, socializes through cultural exposure. In Tanganyika, educational broadcasts on history educate and shape values, influencing societal norms and learning outcomes for individuals in education.

15. Explain five contemporary education issues in Tanzania

Access Inequality: One issue is access inequality, with rural-urban gaps. In Tanganyika, rural students lack science resources, deepening disparities and requiring policy reforms for equitable education.

Quality Concerns: Quality concerns, like low teacher training, persist. In Tanganyika, untrained geography educators hinder learning, necessitating improvements for effective teaching and student outcomes.

Funding Shortages: Limited funding restricts education, impacting programs. In Tanganyika, budget cuts affect Swahili materials, reducing quality and access, challenging educational progress and development.

Technology Integration: Slow technology integration limits learning. In Tanganyika, rural schools lack computers for history, widening digital divides and requiring infrastructure investment for modern education.

Dropout Rates: High dropout rates, especially among girls, affect education. In Tanganyika, cultural practices and poverty cause secondary dropouts, necessitating interventions for retention and academic success.

16. Describe five responsibilities of professional teachers stipulated in the teacher professional code of conduct

Integrity: One responsibility is integrity, maintaining ethical behavior. In Tanganyika, science teachers avoid corruption, ensuring trust and effective instruction, upholding professional standards in schools.

Competence: Teachers must demonstrate competence, mastering subjects. In Tanganyika, geography educators stay updated, enhancing teaching quality and student learning outcomes through skilled instruction.

Respect: Respecting students and colleagues is key. In Tanganyika, Swahili teachers value diversity, fostering a positive classroom environment, supporting educational progress and professional conduct.

Confidentiality: Maintaining confidentiality protects student privacy. In Tanganyika, history teachers safeguard records, ensuring trust and compliance with ethical standards, enhancing educational relationships.

Punctuality: Punctuality ensures effective teaching, attending duties on time. In Tanganyika, math teachers arrive promptly, maintaining schedules, supporting efficient learning and professional responsibility in schools.

17. Describe any five objectives of Teacher Education in Tanzania as stipulated in Education and Training Policy of 1995

Teacher Competence: One objective is teacher competence, ensuring skilled instruction. The 1995 policy in Tanganyika trains science educators, enhancing teaching quality and student outcomes through professional development.

Access Improvement: It aims to improve access to teacher training, expanding education. The policy in Tanganyika increases Swahili teacher programs, ensuring rural coverage and equitable educational opportunities.

Quality Enhancement: Enhancing teaching quality is a goal, standardizing education. The 1995 policy in Tanganyika upgrades history curricula, ensuring effective teacher preparation and student achievement nationwide.

Professionalism: It promotes professionalism, upholding ethics. The policy in Tanganyika emphasizes integrity in geography teaching, fostering trust and effective educational practices through teacher training.

National Unity: Teacher education fosters national unity, building cohesion. The 1995 policy in Tanganyika integrates history lessons, preparing teachers to promote unity, enhancing societal and educational stability.

18. Elaborate six sociological factors that affect realization of educational achievement in Tanzania

Poverty: One factor is poverty, limiting educational resources. In Tanganyika, poor families cannot afford science materials, reducing student performance and academic success, necessitating economic support for education.

Cultural Practices: Cultural practices, like early marriage, hinder achievement. In Tanganyika, girls drop out of Swahili classes for marriage, lowering enrollment and impacting educational outcomes, requiring cultural reforms.

Family Structure: Family dynamics, like single-parent homes, affect learning. In Tanganyika, children lack history study support, reducing academic progress, needing family education programs for improvement.

Peer Influence: Peer pressure impacts academic focus, distracting students. In Tanganyika, secondary students adopt poor study habits in geography, lowering achievement, necessitating peer support initiatives in schools.

Community Attitudes: Negative community attitudes toward education limit success. In Tanganyika, rural skepticism about science's value reduces attendance, requiring awareness campaigns to boost educational achievement.

Gender Inequality: Gender inequality restricts girls' education, affecting outcomes. In Tanganyika, societal norms limit girls' access to math, deepening disparities, necessitating policies for equitable educational progress.