

THE UNITED REPUBLIC OF TANZANIA
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. Identify four weaknesses of colonial education in Tanganyika

Limited Access: One weakness was limited access, favoring a small elite, excluding most Tanganyikans. This restricted education to a few, perpetuating inequality and hindering societal development.

Eurocentric Curriculum: The curriculum was Eurocentric, ignoring local cultures and languages. This alienated students, reducing relevance and effectiveness, as it prioritized British values over Tanganyikan heritage.

Low Quality: Education quality was low, focusing on basic skills for labor, not critical thinking. This produced underprepared graduates, limiting economic and social progress in Tanganyika.

Inequality: It reinforced inequality, prioritizing racial and class divides. This marginalized indigenous groups, deepening social tensions and obstructing equitable educational growth in the region.

2. State four school managerial activities performed by heads of secondary schools

Curriculum Implementation: One activity is overseeing curriculum implementation, ensuring lessons meet standards. Heads ensure science and Swahili align with national guidelines, enhancing teaching quality.

Staff Supervision: Supervising staff, like teachers, ensures effective instruction. Heads monitor performance, providing feedback to improve math and history lessons, supporting student outcomes.

Budget Management: Managing school budgets supports resource allocation. Heads allocate funds for textbooks and tech, ensuring affordable, quality education across subjects like geography.

Student Discipline: Maintaining student discipline fosters a learning environment. Heads enforce rules, addressing behavior in classrooms, ensuring focus on learning and academic progress.

3. Specify four contributions of Paulo Freire in the educational systems

Critical Pedagogy: One contribution is critical pedagogy, empowering learners to question and analyze. Freire's methods inspire Tanganyikan students to engage critically with history, fostering social awareness.

Literacy Education: He advanced literacy education, emphasizing adult learning. Freire's approaches influenced Tanganyika's literacy campaigns, improving access and education for rural communities.

Dialogic Teaching: Freire promoted dialogic teaching, encouraging dialogue between teachers and students. This method enhances Swahili and science lessons, building mutual respect and deeper understanding in classrooms.

Social Transformation: His focus on education for social transformation addressed inequality. Freire's ideas shaped Tanganyikan education to reduce poverty, aligning with national development goals through inclusive learning.

4. Both the National Examinations Council of Tanzania (NECTA) and the Tanzania Institute of Education (TIE) are the agents of quality control of education in Tanganyika. Write the differences on the functions of these institutions

NECTA's Function: NECTA conducts national exams, assessing student performance. It ensures math and science standards, certifying secondary graduates, maintaining educational quality across Tanganyika.

TIE's Function: TIE develops curricula, designing syllabi for schools. It creates history and Swahili content, ensuring teaching materials align with national goals, enhancing education quality in Tanganyika.

Assessment Focus: NECTA focuses on evaluation, testing outcomes, while TIE emphasizes curriculum development, focusing on content creation, differing in their quality control roles in Tanganyika's education system.

Implementation Role: NECTA implements exams, ensuring consistency, while TIE supports implementation through teacher training, differing in their operational roles to uphold educational standards in Tanganyika.

5. Give four rationales for studying Sociology of Education in the Teacher Education programme

Understanding Social Dynamics: One rationale is understanding social dynamics affecting education. Studying sociology helps Tanganyikan teachers address class issues in schools, improving teaching and student outcomes.

Enhancing Equity: It enhances equity, analyzing educational disparities. Sociology equips teachers to tackle gender gaps in Swahili classes, fostering inclusive education and social justice in Tanganyika.

Improving Policy: Sociology improves educational policy, informing reforms. Teachers learn to influence curriculum changes for science, addressing societal needs and enhancing educational quality in Tanganyika.

Professional Development: It supports professional development, deepening teacher insight. Sociology helps Tanganyikan educators understand cultural influences on learning, improving instructional strategies and classroom management.

6. Mention four possible measures to increase access and equity to education in the country

Free Education Policies: One measure is implementing free education policies, reducing costs. Free primary education in Tanganyika boosts enrollment, especially for rural students, enhancing access and equity in schools.

Scholarships: Offering scholarships supports disadvantaged students. Scholarships for secondary science in Tanganyika enable poor families to afford education, promoting equity and access across regions.

Infrastructure Development: Building schools in remote areas increases access. New schools for geography in rural Tanganyika improve attendance, ensuring equitable educational opportunities for all communities.

Teacher Training: Training teachers on inclusivity enhances equity. Programs in Tanganyika focus on Swahili and math for diverse learners, improving access and quality education nationwide.

7. Outline four objectives of adult education in Tanganyika

Literacy Improvement: One objective is improving literacy, equipping adults with reading skills. Adult programs in Tanganyika teach Swahili, enhancing employability and social participation in communities.

Skill Development: Adult education aims at skill development for employment. Vocational training in agriculture in Tanganyika prepares adults for jobs, boosting economic self-sufficiency and societal contribution.

Civic Education: It promotes civic education, fostering informed citizenship. Programs on governance in Tanganyika educate adults, enhancing democratic participation and community development through education.

Personal Development: Adult education supports personal growth, building confidence. Literacy classes in Tanganyika help adults engage in history learning, improving self-esteem and lifelong learning opportunities.

8. Giving four reasons, explain in brief the importance of adult education

Economic Empowerment: One reason is economic empowerment, providing skills for jobs. Adult education in Tanganyika trains farmers in science, increasing income and reducing poverty, enhancing societal progress.

Social Inclusion: It promotes social inclusion, reducing illiteracy gaps. Literacy programs in Tanganyika integrate adults into communities, fostering equity and participation in cultural and civic activities.

Health Awareness: Adult education raises health awareness, improving well-being. Programs on hygiene in Tanganyika educate on disease prevention, enhancing public health and community stability through education.

Personal Growth: It supports personal growth, boosting confidence. Literacy classes in Tanganyika help adults engage in history, improving self-esteem and lifelong learning, contributing to individual and societal development.

9. List four reasons for poor attendance in secondary schools in rural communities

Poverty: One reason is poverty, preventing families from affording education. In rural Tanganyika, students miss school due to work needs, reducing attendance and impacting science and Swahili learning.

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

Cultural Practices: Cultural practices, like early marriage, affect attendance. In rural Tanganyika, 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. In rural Tanganyika, schools lack resources for science, discouraging students and lowering secondary school participation.

10. (a) Define “comparative education”

Comparative education refers to the study of different educational systems globally, analyzing similarities and differences to improve practices in Tanganyika's schools.

10. (b) Outline three advantages of comparative education in our educational system

Policy Improvement: One advantage is policy improvement, learning from others. Comparative education in Tanganyika adopts successful science curricula from Europe, enhancing educational quality and teaching strategies.

Innovation: It fosters innovation, introducing new methods. Studying Asian education systems inspires Tanganyikan history teaching, improving student engagement and learning outcomes through creative approaches.

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

11. Describe five aspects of behaviour characterizing the personality of a teacher

Professionalism: One aspect is professionalism, demonstrating responsibility and ethics. Teachers in Tanganyika maintain punctuality and fairness in science classes, fostering trust and effective classroom management.

Patience: Patience, tolerating student challenges, is key. Teachers in Tanganyika handle slow learners in Swahili patiently, ensuring understanding and supporting student progress through calm instruction.

Communication: Effective communication, clarifying concepts, defines teachers. In Tanganyika, geography teachers explain maps clearly, enhancing student comprehension and engagement in lessons.

Empathy: Empathy, understanding student needs, shapes teaching. Teachers in Tanganyika address rural students' poverty in history, building rapport and improving learning outcomes through supportive approaches.

Adaptability: Adaptability, adjusting to diverse situations, is essential. Teachers in Tanganyika modify science lessons for resource-scarce areas, ensuring inclusive education and effective teaching strategies.

12. Using five arguments, explain how the ideas of J. A. Comenius are applied in the Tanzanian educational system

Comenius refers to John Amos Comenius, a 17th-century educator advocating universal education, whose ideas influence Tanganyika's educational practices.

Universal Education: One argument is universal education, promoting access for all. Comenius' idea drives Tanganyika's free primary education, ensuring all children, including rural students, access science and Swahili, enhancing equity.

Sensory Learning: His sensory learning approach, using visuals, is applied. In Tanganyika, geography teachers use maps, aligning with Comenius' belief in seeing and touching for understanding, improving student retention.

Teacher Training: Comenius emphasized teacher preparation, influencing Tanganyika. Teacher education programs focus on science instruction, ensuring skilled educators, supporting effective teaching and learning outcomes.

Gradual Learning: His gradual learning concept shapes curricula. In Tanganyika, math lessons progress step-by-step, reflecting Comenius' stages, enhancing comprehension and academic progress for students.

Inclusive Methods: Comenius' inclusive methods guide Tanganyika's education. Programs for disabled students in history use adapted media, aligning with his vision, fostering inclusive and effective educational practices.

13. Explain four methods by which an individual can acquire education

Formal Education: One method is formal education, attending structured schools. In Tanganyika, students enroll in secondary schools for science, gaining systematic knowledge through certified curricula and exams.

Informal Education: Informal education occurs through daily experiences. In Tanganyika, individuals learn Swahili and history via community storytelling, acquiring practical knowledge outside formal settings effectively.

Non-Formal Education: Non-formal education includes organized programs outside schools. In Tanganyika, adult literacy classes teach geography, offering flexible learning for working individuals, enhancing educational access.

Self-Directed Learning: Self-directed learning involves independent study. In Tanganyika, students use library books for math, pursuing knowledge autonomously, supporting personal and academic growth.

14. Describe the five agents of socialization

Family: One agent is family, shaping early values and behaviors. In Tanganyika, families teach Swahili and cultural norms, influencing children's social and educational development through home interactions.

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.

Community: Communities socialize through local traditions and events. In Tanganyika, village gatherings teach history and science through oral traditions, reinforcing cultural identity and educational growth for members.

15. Explain five elements of effective personnel management and administration

Planning: One element is planning, setting clear goals for staff. In Tanganyika, school administrators schedule science teacher training, enhancing education quality and teaching efficiency through strategic management.

Organization: Organizing resources and roles boosts effectiveness. In Tanganyika, heads assign geography teachers specific duties, ensuring structured administration and optimal staff performance in schools.

Leadership: Strong leadership motivates and guides staff. In Tanganyika, principals lead Swahili programs, inspiring teachers, improving morale and educational outcomes through effective management.

Communication: Effective communication ensures clarity and coordination. In Tanganyika, administrators hold meetings on history curriculum, aligning staff efforts, enhancing teaching and administrative efficiency.

Evaluation: Regular evaluation assesses performance, driving improvement. In Tanganyika, managers review math teachers' progress, providing feedback, ensuring continuous enhancement of educational administration and teaching quality.

16. (a) Briefly describe the two categories of philosophy

Theoretical Philosophy: Theoretical philosophy explores abstract concepts, like metaphysics and ethics, guiding Tanganyika's educational thought through reasoning and knowledge inquiry.

Practical Philosophy: Practical philosophy addresses real-world applications, like ethics in education, influencing Tanganyika's teaching practices through actionable principles and moral guidance.

16. (b) Giving four points, explain how best education can be planned as suggested by Plato (427 - 347 BC)

Plato refers to the ancient Greek philosopher advocating education for wisdom, influencing educational planning in Tanganyika through his ideas from 427–347 BC.

Curriculum Design: One point is designing a curriculum for wisdom, prioritizing philosophy. Plato's ideas guide Tanganyika to emphasize science and ethics, fostering critical thinking and educational quality in schools.

Teacher Selection: Selecting wise, knowledgeable teachers is key. Plato's model influences Tanganyika to train science educators in philosophy, ensuring effective instruction and student development through expert guidance.

Gradual Learning: Plato suggests gradual, stage-based learning for growth. In Tanganyika, math lessons progress from basics to advanced, aligning with Plato's stages, enhancing comprehension and academic progress.

Moral Education: Prioritizing moral education builds character. Plato's focus shapes Tanganyika's history curriculum to include ethics, preparing students for citizenship, improving educational planning and societal contribution.

17. Using Tanganyika as an example, briefly explain four positive effects of globalization on educational practice in developing countries

Globalization refers to the increasing interconnectedness of economies, cultures, and societies, impacting education in Tanganyika positively.

Access to Technology: One effect is access to technology, enhancing learning. Globalization brings computers to Tanganyika's schools, improving science education through e-learning, boosting teaching effectiveness and student outcomes.

Curriculum Enrichment: It enriches curricula with global knowledge. Globalization introduces Tanganyika to international science standards, enhancing history and math education, fostering critical thinking and educational quality.

Teacher Training: Globalization provides teacher training opportunities. International programs in Tanganyika upgrade Swahili and geography instructors, improving teaching methods and educational practices through global collaboration.

Cultural Exchange: It promotes cultural exchange, broadening perspectives. Globalization exposes Tanganyika's students to global histories via media, enriching education, enhancing cross-cultural understanding and learning in schools.

18. (a) State three methods of conflict resolution

Negotiation: One method is negotiation, discussing to reach agreements. In Tanganyika, school administrators negotiate with teachers on science schedules, resolving disputes and maintaining educational harmony.

Mediation: Mediation involves a neutral third party facilitating resolution. In Tanganyika, counselors mediate student conflicts in history classes, ensuring peace and focus on learning effectively.

Arbitration: Arbitration uses a decision-maker to resolve disputes. In Tanganyika, external experts arbitrate teacher disagreements on curriculum, ensuring fair outcomes and stable educational practices.

18. (b) Assuming you have been appointed a district Teachers' Service Department (TSD) secretary; explain four duties related to service of teachers at that level

Staff Recruitment: One duty is recruiting qualified teachers, ensuring quality education. As a TSD secretary in Tanganyika, I hire science instructors, improving staffing and teaching effectiveness in district schools.

Performance Evaluation: Evaluating teacher performance maintains standards. I assess Swahili teachers' lessons, providing feedback, enhancing instructional quality and student outcomes across the district.

Professional Development: Organizing training programs develops skills. I coordinate geography workshops, upgrading teachers' methods, ensuring continuous improvement and effective education in Tanganyika's schools.

Conflict Resolution: Resolving teacher disputes ensures harmony. I mediate disagreements on history curricula, maintaining a stable teaching environment, supporting educational progress and teacher morale at the district level.