

**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. Give four differences between formal and informal education.

Formal education is structured and follows a specific curriculum, while informal education occurs spontaneously through daily experiences. Formal education takes place in schools and institutions, whereas informal education happens at home, in the community, or through life interactions. Formal education is delivered by trained teachers and follows a set schedule, while informal education is unplanned and learned from family, peers, or personal exploration. Formal education leads to certification and recognized qualifications, whereas informal education does not provide official credentials but imparts practical skills and knowledge.

2. Briefly explain four merits of financial record keeping in a school.

Financial record keeping ensures accountability by tracking income and expenditure, helping prevent mismanagement or misuse of funds. It facilitates budgeting and planning, allowing the school to allocate resources effectively for development and operational needs. It enhances transparency by providing clear financial statements that can be audited to build trust among stakeholders. Proper financial records help in decision-making by providing accurate data to guide investments, staff salaries, and infrastructure improvements.

3. Outline four roles of philosophy.

Philosophy guides decision-making by providing a foundation for reasoning and ethical judgment in various aspects of life. It shapes education by influencing teaching methods, curriculum design, and learning objectives. It fosters critical thinking, enabling individuals to analyze, evaluate, and construct logical arguments. Philosophy helps in problem-solving by offering different perspectives and approaches to challenges in society, science, and governance.

4. State four similarities between J. K. Nyerere and John Dewey ideas on education.

Both emphasized education for self-reliance, advocating for learning that equips individuals with practical skills for economic independence. They promoted experiential learning, where students actively engage in practical activities rather than passive memorization. They viewed education as a tool for societal transformation, aiming to create responsible and productive citizens. Both believed in democratic education, where learners participate in decision-making and problem-solving within the learning process.

5. State four purposes of education for self-reliance policy (ESR) in Tanzania.

Education for self-reliance aims to equip students with practical skills to become self-sufficient and contribute to national development. It promotes a work-oriented curriculum that integrates agriculture, craftsmanship, and entrepreneurship to reduce dependency on formal employment. It fosters patriotism and social responsibility by instilling values of cooperation and community service. It encourages innovation and creativity by emphasizing problem-solving skills and adaptability in various life situations.

6. Outline four roles of the National Examinations Council of Tanzania (NECTA) as a quality assurance institution.

NECTA ensures standardization of examinations by setting, moderating, and administering national assessments. It evaluates student performance to determine their readiness for higher education and employment. It maintains credibility in the education system by ensuring fairness and integrity in examination processes. NECTA provides feedback to policymakers and educators to improve curriculum development and teaching strategies.

7. Summarize four general aims of education in the society.

Education fosters personal development by enhancing knowledge, skills, and moral values for individual growth. It promotes economic development by equipping individuals with competencies needed for various professions and industries. It strengthens social cohesion by teaching cultural values, tolerance, and cooperation among members of society. Education encourages innovation and technological advancement by nurturing creativity, research, and problem-solving skills.

8. Briefly explain four rationales behind the teaching of educational management and school administration to student-teachers.

Educational management helps student-teachers develop leadership skills necessary for running schools efficiently. It equips them with knowledge on policy implementation and decision-making processes within the education sector. It enhances problem-solving abilities by training future educators on conflict resolution, resource management, and institutional development. It prepares student-teachers for administrative responsibilities, such as planning, budgeting, and maintaining discipline in schools.

9. Briefly describe the following concepts as used in education perspective:

(a) Educational administration refers to the process of planning, organizing, and supervising school activities to ensure effective learning and institutional development. It involves decision-making on policies, staffing, resource allocation, and student affairs.

(b) Educational management focuses on coordinating human and material resources to achieve educational goals. It involves strategies for improving teaching methods, infrastructure, and institutional efficiency.

(c) School management deals with the day-to-day operations of a school, ensuring smooth functioning through staff coordination, student discipline, and facility maintenance.

(d) Delegation of power refers to the process of transferring authority and responsibilities from higher authorities to subordinates, enabling efficient decision-making and workload distribution within an institution.

11. Using concrete examples, analyze five epistemological sources of knowledge.

Empirical knowledge is gained through observation and experience. For example, a farmer learns about soil fertility by observing which crops grow best in certain conditions. This type of knowledge relies on sensory perception and repeated experiences to form conclusions.

Rational knowledge comes from logical reasoning and critical thinking. For instance, in mathematics, a student deduces that the sum of angles in a triangle is always 180 degrees by applying logical proofs rather than physical observation. This knowledge is based on deductive reasoning rather than direct experience.

Authority-based knowledge is acquired from experts, institutions, or credible sources. For example, students learn scientific principles from textbooks and teachers who have studied and verified the concepts. This type of knowledge depends on trust in recognized authorities such as universities, research institutions, and scholars.

Intuitive knowledge is based on instincts, feelings, or sudden realizations. A person may sense that a certain path is unsafe without any clear evidence, relying on subconscious cues. This knowledge often comes from past experiences, emotions, or an inner sense of judgment rather than rational analysis.

Revealed knowledge is obtained from religious or spiritual sources, often considered divine or supernatural. For instance, believers accept teachings from religious scriptures such as the Bible or Quran as truth, even if they cannot be empirically or logically proven. This form of knowledge is based on faith and spiritual insight.

12. Examine five challenges faced by girls in acquisition of secondary education in Tanzania.

Early marriages force many girls to drop out of school, preventing them from completing their education. In some communities, girls are married off at a young age due to cultural or financial reasons, limiting their access to further education and career opportunities.

Cultural beliefs and gender discrimination discourage girls from pursuing higher education. Some societies prioritize boys' education, viewing girls as future homemakers rather than professionals. This mindset reduces girls' chances of academic success and career advancement.

Financial constraints limit access to school supplies, uniforms, and tuition fees, leading to poor attendance or dropout. Many families struggling with poverty prioritize educating boys, leaving girls without the necessary resources to continue their studies.

Sexual harassment and gender-based violence in schools create unsafe learning environments. Cases of harassment by teachers, peers, or community members discourage girls from attending school regularly, affecting their confidence and academic performance.

Lack of proper sanitation facilities, especially during menstruation, leads to absenteeism and discomfort in school. Inadequate toilets and lack of sanitary pads force many girls to miss classes, ultimately affecting their academic progress.

13. Suggest six factors which should be considered when choosing methods and strategies for adult education.

Learners' background and prior knowledge should be assessed to design appropriate teaching methods. Adults come from different educational levels and experiences, requiring tailored approaches that align with their existing knowledge.

Flexibility in scheduling is necessary to accommodate adults with work and family responsibilities. Unlike children, adults often have jobs and family duties, so classes should be planned at convenient times to ensure participation.

Practical relevance of content ensures learners acquire skills applicable to their daily lives. Adult education should focus on job-related skills, entrepreneurship, and real-life problem-solving rather than abstract theories.

Interactive and participatory teaching approaches help maintain engagement and interest. Adults learn better through discussions, hands-on activities, and real-world applications rather than passive lectures.

Availability of learning resources such as books and technology supports effective education delivery. Adequate materials like printed guides, online courses, and digital tools enhance learning efficiency and accessibility.

Cultural considerations ensure that teaching methods respect learners' traditions and beliefs. Educational programs should align with societal values and avoid content that conflicts with local customs and religious beliefs.

14. Illustrate six ways in which traditional education differs from modern education.

Traditional education is informal and community-based, while modern education is structured and institution-based. In traditional settings, learning occurs naturally within the family or community, whereas modern education is delivered through schools, colleges, and universities.

Traditional education emphasizes oral transmission of knowledge, whereas modern education relies on written materials and technology. Elders pass knowledge through storytelling, proverbs, and practical demonstrations, while modern education uses textbooks, exams, and digital resources.

Traditional learning focuses on survival skills, while modern education covers diverse academic disciplines. Traditional education prepares individuals for farming, hunting, and social responsibilities, while modern schooling includes science, mathematics, and global knowledge.

Traditional education is lifelong and integrated into daily life, whereas modern education follows a set timeline with formal graduation. Traditional knowledge is acquired continuously throughout life, while modern education has structured stages like primary, secondary, and tertiary levels.

Traditional learning methods include storytelling and apprenticeship, while modern education uses classrooms, exams, and formal teaching. Learning in traditional societies occurs through observation and practice, whereas modern systems rely on teachers, syllabuses, and standardized assessments.

Traditional education is collective and community-driven, while modern education is individualized with specific academic goals. In traditional societies, learning is shared among community members, whereas modern education focuses on personal achievements and qualifications.

15. With relevant examples, elaborate six qualities of a good leader.

Integrity ensures honesty and ethical decision-making. For example, a school principal who manages funds transparently and fairly gains trust from teachers, students, and parents.

Communication skills allow effective information sharing. A political leader who delivers clear and inspiring speeches can influence and motivate people towards a common goal.

Decision-making ability enables leaders to solve problems efficiently. A manager in a company must make quick and strategic choices to keep the business running smoothly.

Vision helps leaders set long-term goals and inspire others. A successful entrepreneur envisions business growth and expansion, guiding employees towards achieving organizational objectives.

Empathy allows understanding and supporting others. A good teacher considers students' personal challenges and provides guidance to help them succeed academically.

Accountability ensures responsibility for actions and outcomes. A government official who admits mistakes and takes corrective measures demonstrates leadership by example.

16. Explain six problems facing the teaching profession in Tanzania.

Low salaries and delayed payments discourage teachers, leading to reduced motivation and commitment. Many teachers struggle financially due to poor remuneration, making it difficult for them to focus on teaching effectively.

Overcrowded classrooms make it difficult to provide individual attention to students, affecting learning quality. Some schools have a high student-to-teacher ratio, making personalized teaching almost impossible.

Shortage of teaching materials limits lesson effectiveness. Lack of textbooks, laboratory equipment, and technological resources hinders proper learning, especially in science and technical subjects.

Lack of professional development opportunities prevents teachers from updating their skills. Many teachers go for years without additional training, making it hard to adapt to new teaching methods and curriculum changes.

Poor working conditions, such as inadequate housing and facilities, lower teachers' morale. Teachers in rural areas often lack proper accommodation, transportation, and school infrastructure, making their work challenging.

Political interference affects curriculum decisions, sometimes leading to inconsistencies in education policies. Frequent policy changes and government interventions disrupt the education system, making it hard for teachers to plan effectively.