

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

763

FOUNDATIONS OF EDUCATION

Time: 3 Hours

ANSWERS

Year: 2021

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. Explain two functions of 'educational management' and two functions of 'educational administration'.

One function of educational management is **planning educational activities and programs**. It involves setting objectives for an institution, developing policies, and organizing resources to ensure that teaching and learning activities are well-coordinated and effective.

A second function is **monitoring and evaluating the implementation of education programs**. Educational management ensures that activities are executed according to the set plans and evaluates whether objectives are being achieved, making adjustments where necessary.

For educational administration, one function is **the enforcement of rules and regulations**. Educational administration ensures that the policies, procedures, and guidelines governing an institution are followed by both staff and students.

Another function is **supervising daily operations**. Educational administration deals with the day-to-day management of school activities such as allocating duties to teachers, maintaining discipline, managing records, and ensuring the smooth running of academic and non-academic programs.

2. Show relevance of studying comparative education in Tanzania by giving four points.

First, studying comparative education helps **understand different educational systems worldwide**. Tanzanians can learn how other countries organize their education, which can inspire reforms and improvements in local policies.

Second, it promotes **international cooperation and cultural exchange**. By comparing education systems, Tanzania can establish partnerships with other nations, improving academic standards and educational opportunities.

Third, comparative education helps **identify strengths and weaknesses in the national education system**. This enables policymakers to adopt successful practices from other countries while addressing local challenges.

Fourth, it assists in **preparing education for globalization demands**. In a globalized world, studying how other countries manage education equips Tanzanians with knowledge and skills relevant for international competitiveness and collaboration.

3. Elaborate six characteristics of formal education which differentiate it from other forms of education.

The first characteristic is **structured content and curriculum**. Formal education follows a planned syllabus organized by authorities or institutions, unlike informal or non-formal education which is more flexible.

Second, it is **institution-based**. Formal education takes place in organized settings like schools, colleges, or universities, while other forms may occur in homes, communities, or workplaces.

Third, formal education is **chronologically graded**. Learners progress through levels like primary, secondary, and tertiary, which is not the case in informal learning.

Fourth, it is **certification-oriented**. Learners in formal systems receive certificates, diplomas, or degrees that verify their academic achievements, unlike informal education which typically lacks official recognition.

Fifth, formal education involves **qualified and trained instructors**. Teachers and lecturers are professionally prepared to deliver knowledge, while informal education may rely on family, peers, or elders.

Sixth, it is **governed by official rules and regulations**. Government authorities regulate curriculum content, teaching methods, and institutional operations, which is not common in informal education systems.

4. Outline two strengths and two weaknesses of African indigenous education.

One strength of African indigenous education is its **practical orientation**. It equips learners with survival skills like farming, hunting, and moral values necessary for communal living.

Another strength is that it is **community-based and culturally relevant**. The content reflects the community's beliefs, traditions, and needs, making it meaningful and directly applicable to learners' lives.

On the other hand, a weakness is its **lack of written records and formal documentation**. Most knowledge is transmitted orally, risking loss or distortion over generations.

A second weakness is its **limited scope and adaptability**. Indigenous education often focuses on local customs and skills, making it difficult to prepare learners for modern challenges like technology or globalization.

5. Explain briefly the purpose of Education for Self-Reliance Policy in Tanzania by giving four points.

The first purpose was to **reduce dependence on foreign aid and influence** by encouraging Tanzanians to use local resources and skills to solve their own problems.

Second, it aimed to **integrate education with productive work**. Schools were expected to involve students in agricultural and manual activities to promote self-sufficiency and practical skills.

Third, the policy intended to **promote equality in education access**. By restructuring the system, it sought to offer equal opportunities for both urban and rural children.

Fourth, it emphasized the **development of a socialist society based on mutual cooperation and communal responsibility**, aligning education with national values and socio-economic goals.

6. Outline four merits of planning in the daily operation of educational institutions.

One merit is that it **provides clear direction**. Planning outlines objectives and the means to achieve them, guiding both teachers and administrators in their daily duties.

Second, it ensures **efficient use of resources**. Planning helps in the proper allocation and management of financial, human, and material resources, preventing waste.

Third, it improves **coordination of activities**. By defining roles and schedules, planning helps avoid conflicts and overlaps, ensuring smooth operation.

Fourth, it facilitates **evaluation and control**. With clear plans, management can monitor activities, assess outcomes, and take corrective actions when necessary.

7. Identify four limitations of “The teacher-centered approach” in the teaching and learning process.

The first limitation is that it **discourages student participation**. Since the teacher controls most activities, students become passive recipients rather than active learners.

Second, it **suppresses creativity and critical thinking**. Learners have little chance to express opinions, ask questions, or engage in problem-solving activities.

Third, it tends to **overemphasize memorization**. Teacher-centered instruction often focuses on rote learning at the expense of understanding and application.

Fourth, it is **less responsive to individual differences**. The method assumes all students learn at the same pace and in the same way, neglecting diverse learning needs.

8. Briefly explain one responsibility of a teacher to:

(a) A child: The teacher must provide a safe, supportive, and stimulating learning environment where the child feels valued and encouraged to learn.

(b) His/her professional: The teacher has a duty to maintain ethical standards, engage in continuous professional development, and uphold the dignity of the profession.

(c) A community: The teacher should act as a role model, promote community development initiatives, and foster positive social values among learners.

(d) The employer: The teacher is responsible for carrying out assigned duties efficiently, adhering to institutional regulations, and contributing to the achievement of organizational goals.

9. Explain how each of the following items influences education in Tanzania:

(a) Politics: Politics shapes education policy, curriculum content, and resource allocation. Government priorities, like Education for Self-Reliance, have historically directed the structure and aims of the education system.

(b) Technology: Technology enhances learning through digital tools, e-learning platforms, and access to global educational resources. It also influences teaching methods and administrative efficiency.

(c) Taboo: Cultural taboos can limit the scope of what is taught in schools. Topics like reproductive health or certain religious beliefs might be avoided in some communities due to traditional restrictions.

(d) Conservatism: Conservative attitudes can resist educational reforms and modernization, favoring traditional content and methods over new, progressive ideas.

10. Enumerate four features of traditional African education.

First, it was **practical and functional**. Education aimed to equip learners with skills for survival and communal living.

Second, it was **informal and continuous**. Learning occurred throughout life, with no formal classrooms or time limits.

Third, it was **oral in nature**. Knowledge was transmitted through stories, proverbs, and direct instruction from elders.

Fourth, it was **community-based and collective**. Education was for the benefit of the entire community, emphasizing values like cooperation, respect, and discipline.

SECTION B (60 Marks)

Answer all questions from this section. Each question carries 15 marks.

11. Analyze five epistemological sources of knowledge using concrete examples.

The first source is **sense experience**. Knowledge is acquired through observing, hearing, touching, tasting, or smelling. For example, a student learns that fire is hot by touching it and feeling pain, or recognizes the color of a ripe mango by seeing it.

The second source is **reason**. This involves using logical thinking and deduction to arrive at conclusions. For instance, a student might deduce that if all metals expand when heated, and copper is a metal, then copper will also expand when heated.

The third source is **authority**. Knowledge comes from trusted figures like teachers, parents, elders, or books. For example, students learn that the earth revolves around the sun because it's taught by their teachers and written in science textbooks.

The fourth source is **intuition**. It refers to immediate understanding or insight without conscious reasoning. For example, a teacher may instinctively sense that a student is unwell or troubled just by observing their behavior, without needing explicit evidence.

The fifth source is **revelation**. This is knowledge believed to come directly from divine or supernatural sources. For example, religious knowledge revealed through holy books like the Bible or Qur'an guides believers on moral and spiritual matters.

12. Describe the significance of including the philosophy of education to the teacher education course.

Including philosophy of education in teacher education helps **teachers understand the aims and purpose of education**. It provides clarity on why education exists in society and what it should achieve in shaping individuals and communities.

It also **guides teachers in making instructional decisions**. Philosophy influences the choice of teaching methods, curriculum content, and classroom management strategies based on different educational beliefs.

Furthermore, it **develops critical and reflective thinking in teachers**. Studying educational philosophy enables teachers to question practices, policies, and values, encouraging them to adopt approaches that are logical, ethical, and suitable for their context.

It equips teachers with **the ability to handle ethical dilemmas in schools**. Through philosophical reasoning, teachers can make fair and morally sound decisions when dealing with disciplinary issues or conflicting values.

Lastly, it **prepares teachers to cope with changes and challenges in education**. Philosophy fosters adaptability by helping teachers understand the underlying principles behind educational reforms and societal expectations.

13. Explain five advantages of acquiring education through inquiry method.

The first advantage is that it **promotes active participation**. Students are involved in questioning, investigating, and finding answers, which enhances their engagement and motivation to learn.

Second, it **develops critical thinking skills**. Through inquiry, learners learn to analyze situations, identify problems, and evaluate evidence before drawing conclusions.

Third, inquiry-based education encourages **creativity and innovation**. As students explore solutions and think independently, they develop original ideas and inventive ways of addressing challenges.

Fourth, it makes learning **more meaningful and relevant**. Students relate new knowledge to their personal experiences and environments, which improves understanding and retention.

Fifth, it helps learners **develop problem-solving skills**. By investigating real-life issues and seeking solutions, students acquire practical skills that are applicable both in and outside the classroom.

14. Identify six challenges in the provision of education in Tanzania.

One challenge is **inadequate teaching and learning materials**. Many schools lack sufficient textbooks, laboratory equipment, and other instructional resources, hindering effective teaching.

Second is the **shortage of qualified teachers**. Especially in rural areas, schools struggle with untrained or underqualified personnel, affecting the quality of education.

Third, **overcrowded classrooms** are a persistent issue. Large student populations per teacher make it difficult to provide individualized attention and maintain discipline.

Fourth, **insufficient infrastructure** affects learning conditions. Many schools operate in poor-quality buildings without proper sanitation, furniture, or electricity.

Fifth, **low funding for education** limits the government's ability to improve schools, hire more teachers, and invest in resources and infrastructure.

Sixth, **socio-economic barriers** like poverty and early marriages prevent many children, especially girls, from completing their education, contributing to dropout rates and inequality in education access.