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

763   **FOUNDATIONS OF EDUCATION**

Time: 3 Hours   **ANSWERS**   **Year: 2022**

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 **note** allowed in the examination room.

5. Write your **examination Number** on every page of your answer booklet(s).

SECTION A (40 Marks)

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

1. Identify the criteria to be used in grouping the educated and non-educated individuals by considering their day to today activities in the society.

   ➢ **educated people have ability to unite the people compared to non - educate person; educated person helps to promote and share ideas about activities in the society.**

2. In four points to briefly explain how to convince people that education is important than business.

   ➢ **education instils the individuals with knowledge**
   ➢ **skills and values that cherished by the given society**
   ➢ **education helps individuals to bring about useful changes in society**
   ➢ **education helps to provide directive on how can fit in the society**
   ➢ **education expands mental ability and provide other life skills needed in the society.**

3. Reflect on John Dewey's ideas on the goal of education and recommend four pedagogical practices that teachers should consider in teaching and learning process.
   (i) **Supportive conducive environment that supports the process of teachers and learners.**
   (ii) **Students to learn through practise rather than theoretically.**
   (iii) **Student to learn through their own personal interests**
   (iv) **Students should learn through personal experiences.**

4. Validate the statement "Successful current industrial development in Tanzania cannot be separated from the values of education for self-reliance" as proposed by Julius K. Nyerere**.**

The first reason why industrial development in Tanzania is closely tied to the values of education for self-reliance is because this philosophy promoted practical skills education. Nyerere emphasized that education should prepare learners to use their knowledge to solve real-life problems, including those faced in industrial production and technology management. This practical focus has produced skilled labor capable of operating and managing industrial processes effectively.

Secondly, education for self-reliance advocated for creativity and innovation among students. This approach encouraged learners not to rely solely on foreign knowledge and imported technologies but to adapt available resources and design local solutions to local challenges. In the context of industrial development, this has supported the growth of small and medium industries using locally sourced materials and locally trained personnel.

Thirdly, the policy instilled a sense of collective responsibility and teamwork. Nyerere's philosophy emphasized that citizens should work for the common good, promoting cooperation and shared industrial projects within communities. This collective spirit remains crucial in sustaining industries that require disciplined, team-oriented labor forces for productivity and competitiveness.

Another important connection is the emphasis on self-employment and entrepreneurship. Education for self-reliance aimed to reduce dependence on white-collar jobs by preparing students to create employment

through industrial activities like agro-processing, carpentry, and metal works. This entrepreneurial culture has contributed to Tanzania's growing informal and formal industrial sectors.

Fifthly, the policy fostered patriotism and national pride, motivating individuals to support and contribute to their country's industrialization efforts. Workers trained under this philosophy are more committed to national development and are likely to value working within local industries that serve national interests rather than seeking opportunities abroad.

Finally, education for self-reliance promoted agricultural development as a foundation for industrial growth. By equipping citizens with agricultural and technical skills, the policy laid the groundwork for industries that depend on agricultural raw materials, such as food processing, textiles, and leather goods, ensuring a sustainable supply chain for industrial production.

5. Briefly show how the Tanzania education system was positively implemented under the policy of Education for self-reliance in four points.

The first way the policy was implemented was through the integration of manual and productive work in schools. Students participated in agricultural activities, carpentry, and other practical projects, ensuring that education was not limited to theoretical knowledge but also involved hands-on skills that would benefit society and the economy.

Secondly, curriculum reforms were introduced to align with the philosophy of self-reliance. Subjects like agricultural science, domestic science, and technical education were included in the syllabus. These subjects emphasized practical problem-solving skills and knowledge applicable in everyday life, especially in rural and industrial communities.

Another positive implementation was the decentralization of education management. Schools were encouraged to run self-sustaining projects such as farms, workshops, and small businesses. This not only generated income for schools but also taught students essential business management and production skills.

Lastly, community participation in education increased under this policy. Villages and communities took part in building schools, providing resources, and monitoring education programs. This strengthened the link between education and community development, making education a communal effort that addressed local needs and supported national goals.

6. Show how management can be assisted in maximizing the school funds.

The first way is by ensuring transparency and accountability in the use of school funds. Proper record-keeping and regular auditing can help track income and expenditures, preventing misuse and promoting trust among stakeholders.

Another important measure is to involve the school board and parents in budgeting and financial decision-making. This collective participation encourages responsible spending and ensures that funds are directed toward priority areas that directly support teaching and learning.

Schools should also invest in income-generating projects such as school farms, shops, or hiring out school facilities. These activities can supplement government and donor funding, easing financial constraints and enabling schools to meet their operational costs effectively.

Additionally, training school administrators in financial management is crucial. With better knowledge of budgeting, accounting, and resource allocation, heads of schools and bursars can manage available resources more efficiently and strategically.

7. Give four disciplinary measures that would be taken against the teachers that do not attend their workplace for some days without permission.

The first disciplinary measure is to issue a formal written warning. This alerts the teacher about the seriousness of the offense and sets clear expectations for future conduct, creating an official record of the misconduct.

If absenteeism continues, salary deductions can be applied for the days the teacher was absent without official permission. This financial consequence discourages repeated offenses and emphasizes the importance of adhering to work schedules.

Another appropriate measure is temporary suspension from duty without pay. This provides a strong deterrent by affecting the teacher's income while signaling the gravity of the offense to other staff members.

In cases of repeated or prolonged absenteeism, termination of employment may be considered. This ensures that the school maintains discipline and accountability among its staff, preserving the institution's integrity and quality of service delivery.

8. Give four metaphysical issues that enable a teacher to speculate about teaching.

The first metaphysical issue is the nature of reality. Teachers often reflect on the true nature of knowledge, learning, and existence, shaping their teaching philosophies and influencing how they present content to students.

Secondly, the concept of human nature influences teaching practices. Teachers must consider whether learners are inherently good, curious, or disciplined, and design instructional approaches that align with their understanding of human behavior and potential.

The problem of free will and determinism also arises in teaching. Educators must decide how much control students have over their learning and future outcomes, which affects motivation strategies and classroom management.

Lastly, the relationship between the mind and body plays a role in educational speculation. Teachers consider how mental capacities, emotions, and physical well-being affect learning, guiding them to adopt holistic teaching methods that address both intellectual and physical development.

9. Show how colonial education differed from post-colonial education in Tanzania.

Colonial education was primarily designed to serve the colonial administration. It focused on producing a small elite class of clerks, interpreters, and low-level officials who would assist in managing the colonial system. In contrast, post-colonial education aimed at national development, preparing citizens to contribute to the country's social and economic progress.

Secondly, colonial education promoted foreign values, history, and cultures while suppressing African traditions. Post-colonial education, especially after the Arusha Declaration, sought to restore African values, history, and languages in the curriculum, fostering national pride and identity.

Another distinction is the curriculum content. During colonial times, education was theoretical and academic-oriented, with little emphasis on practical skills. Post-independence reforms integrated vocational and agricultural education, aligning learning with national development priorities.

Lastly, colonial education was limited in access, mainly reserved for the privileged few. Post-colonial governments expanded education to rural areas, built more schools, and introduced universal primary education policies to increase literacy and equitable opportunities for all citizens.

10. Formulate five strategies for reducing the number of school dropouts due to the prevalence of ineffective social factors.

One strategy is to provide school feeding programs. Hunger and malnutrition are major causes of absenteeism and dropout, especially in rural and low-income areas. Offering meals can motivate attendance and improve learning concentration.

Another important measure is to establish counseling and mentorship services in schools. These services can help students facing domestic problems, peer pressure, or academic difficulties to cope and remain focused on their education.

Introducing flexible learning schedules or part-time classes for students who must work or care for family members can accommodate their circumstances without forcing them to leave school entirely.

Providing financial support through scholarships and bursaries for students from disadvantaged backgrounds addresses economic barriers that often lead to dropping out.

Finally, raising awareness among parents and community members about the importance of education encourages them to support their children's schooling, discourage early marriages, and prioritize education over traditional practices that hinder academic progress.

SECTION B (60 Marks)
Answer all questions from this section. Each question carries 15 marks.

11. Suggest five factors that can influence the provision of quality education in Tanzania.

One key factor is the availability of qualified and well-trained teachers. The competence, teaching skills, and professional commitment of educators have a direct impact on the quality of teaching and learning outcomes in schools.

Secondly, the availability and adequacy of teaching and learning materials influence the effectiveness of education delivery. Textbooks, laboratory equipment, teaching aids, and ICT resources enhance classroom instruction and practical learning.

Another important factor is school infrastructure. Well-built classrooms, libraries, laboratories, and sanitation facilities create a safe, comfortable, and supportive environment for both students and teachers, encouraging regular attendance and better learning.

Good education policies and administrative support also affect quality education. Clear, fair, and well-implemented policies regarding curriculum, teacher recruitment, school management, and examination systems help maintain standards and consistency.

Lastly, parental and community involvement in education contributes to student performance and discipline. When families and communities actively support schools through participation and resource contribution, it reinforces the value of education and motivates learners.

12. Analyse five aspects to include when developing teaching materials on "colonial education" topic.

The first aspect is the historical background of colonial education in Tanzania. Teaching materials should explain when and how colonial education systems were introduced and structured, and their intended objectives by colonial powers.

Secondly, the content should cover the aims and limitations of colonial education. It's important to highlight that colonial education was designed to serve the needs of the colonial administration, producing clerks and low-level workers, while denying Africans higher education opportunities.

Another aspect is the curriculum content during the colonial period. Teaching materials should describe the subjects taught, language of instruction (mostly English), and how African culture and history were often excluded or undermined.

The materials should also address the social impact of colonial education, including how it created social classes and inequalities between the educated elite and the general population.

Lastly, the content must explain the transition from colonial to post-independence education reforms. This helps learners understand how Tanzania's education system evolved after independence to reflect national values, self-reliance, and African identity.

13. Analyse five sociological principles to consider in constructing the school curriculum.

The first principle is the principle of relevance. A curriculum must reflect the social, economic, and cultural realities of the society it serves, ensuring learners acquire skills and knowledge applicable in their community and national context.

Secondly, the principle of social integration ensures the curriculum promotes national unity, social cohesion, and tolerance by including content that encourages mutual understanding and appreciation of diverse cultures, languages, and beliefs.

Another principle is the principle of continuity and change. While the curriculum should preserve essential cultural values and knowledge, it must also adapt to new scientific, technological, and social developments to keep education relevant.

The principle of equality of educational opportunity ensures that all learners, regardless of gender, economic background, or region, have equal access to quality education, reducing social and economic disparities.

Lastly, the principle of social mobility recognizes education as a means for individuals to improve their social and economic positions. The curriculum should prepare learners for better employment and leadership roles, contributing to national development.

14. Elaborate three differences and three similarities between scientific management and administrative theory as applied in school management.

Differences:

Firstly, scientific management, proposed by Frederick Taylor, emphasizes efficiency through task specialization and standardization of procedures. In contrast, administrative theory by Henri Fayol focuses on broader principles of organizational structure, leadership, and overall management practices.

Secondly, scientific management concentrates on managing individual workers and their performance by setting specific tasks and procedures, while administrative theory deals with managing the entire organization, including planning, coordinating, commanding, and controlling.

Thirdly, scientific management is more rigid and mechanical, focusing on measurable productivity and time management, whereas administrative theory allows flexibility in decision-making and encourages delegation and staff involvement in management processes.

Similarities:

Both theories emphasize the importance of planning and organization in achieving institutional goals. In school management, this means setting clear objectives and organizing resources efficiently.

Secondly, both advocate for the proper division of work. Scientific management supports specialization to improve performance, while administrative theory recommends clear allocation of roles and responsibilities for organizational efficiency.

Lastly, both acknowledge the need for effective supervision and control to ensure that tasks are carried out as planned and objectives are achieved, which in a school context, involves regular monitoring of teaching, learning, and administrative activities.