

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

763

FOUNDATIONS OF EDUCATION

Time: 3 Hours

ANSWERS

Year: 2024

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).

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SECTION A (40 Marks)

Answer **All** questions from this section. Each question carries **four (4)** marks.

1. Outline major challenges facing informal education in Tanzania.

One major challenge facing informal education in Tanzania is limited government support and recognition. Informal education programs often lack official accreditation and funding, which limits their growth, quality, and contribution to national development.

Another challenge is the lack of standardized curriculum. Unlike formal education, informal learning programs vary widely in content and quality, making it difficult to evaluate outcomes or integrate learners into the formal system.

Informal education also suffers from low public perception. Many people view it as inferior or only for those who have failed in the formal system, reducing its social value and limiting participation.

The shortage of trained facilitators is another significant challenge. Many informal education instructors lack professional teaching qualifications, which affects the effectiveness of knowledge delivery.

Additionally, there's limited infrastructure and learning resources. Informal education centers often lack proper classrooms, materials, and teaching aids, making the learning environment less conducive.

Lastly, poverty and daily survival needs discourage consistent participation. Many learners in informal programs prioritize income-generating activities over attending educational sessions, leading to high dropout rates.

2. Validate the statement: "Educators believe that a well-prepared student-teacher must be equipped with the knowledge and skills on the history of education."

The history of education helps student-teachers understand how educational systems have evolved over time. This knowledge enables them to appreciate the foundations of current practices and policies in education.

It also helps them learn from past mistakes and successes. Knowing what strategies failed or succeeded in the past can guide future decisions in classroom management and curriculum development.

Understanding the history of education equips student-teachers with insights into the social, political, and cultural factors that shaped education systems. This fosters a deeper appreciation of the purpose and objectives of education in society.

Additionally, it encourages critical thinking about educational reforms. Student-teachers can analyze whether changes in education systems have benefited or disadvantaged learners, helping them contribute meaningfully to policy discussions.

Finally, knowledge of educational history strengthens professional identity. It connects student-teachers to a long tradition of educators, fostering pride and commitment to the teaching profession.

3. Show how socialization and adaptation as means of acquiring education differ.

Socialization refers to the lifelong process through which individuals acquire cultural norms, values, skills, and behaviors necessary to function in society. It mainly occurs through family, peers, schools, and media.

Adaptation, on the other hand, is the process by which individuals adjust to new environments, systems, or situations by modifying their behavior, skills, and knowledge to fit new circumstances.

While socialization prepares individuals for their roles within a specific cultural context, adaptation equips them with the flexibility to survive and thrive in changing conditions.

Socialization is typically passive in childhood as one absorbs societal norms, while adaptation is often an active response to external changes, challenges, or opportunities in life.

Another difference is that socialization builds continuity within a culture, while adaptation promotes change and innovation by enabling individuals to respond creatively to new situations.

4. Support Julius Kambarage Nyerere's idea for establishing the Education for Self-Reliance policy in Tanzania.

Nyerere believed that colonial education alienated Tanzanians from their cultural values and made them dependent on foreign systems. Education for Self-Reliance sought to restore national pride by making education reflect African traditions and realities.

The policy aimed to produce graduates with practical skills in agriculture, crafts, and other productive activities. This would reduce unemployment and dependency on white-collar jobs, promoting rural development and national self-sufficiency.

It emphasized moral and social values, teaching students cooperation, responsibility, and community service, ensuring education served societal needs rather than individual ambition.

Nyerere advocated for participatory learning methods, encouraging problem-solving, creativity, and critical thinking instead of rote memorization, preparing students to face real-world challenges.

The policy also sought to bridge the gap between urban and rural education, ensuring equal learning opportunities for all Tanzanians, regardless of location or background.

5. Show the key ideas from comparative education perspectives that are relevant to the Tanzania education system.

One idea is the appreciation of cultural context in education systems. Comparative education teaches that effective systems must consider local traditions, beliefs, and social structures, as reflected in Tanzania's Education for Self-Reliance policy.

Comparative education emphasizes the importance of equity and inclusivity. Tanzania has adopted this through policies aiming to improve access for girls, people with disabilities, and rural communities.

Another idea is the use of global benchmarks to improve education quality. Tanzania borrows successful strategies from other countries while adjusting them to suit local conditions.

The value of lifelong learning is highlighted in comparative education. Tanzania promotes adult education, literacy programs, and informal learning for national development.

Comparative education also advocates for flexible curricula that respond to national development needs, an approach Tanzania follows in incorporating vocational and practical skills into its curricula.

6. Criticize the suggestion that the sociology of education topic should be neglected due to its little contribution from the Foundations of Education syllabus to the training of student teachers.

Neglecting sociology of education would deprive student-teachers of understanding how social factors like family, culture, class, and religion influence educational access, experience, and achievement.

It would limit teachers' ability to address classroom diversity. Without this knowledge, teachers may fail to manage differences in student behavior, background, and expectations effectively.

Sociology of education provides insights into power relations in schools, equipping teachers to challenge inequality and promote inclusive practices in their classrooms.

It also enhances teachers' awareness of the hidden curriculum the unspoken values and norms transmitted through schooling which shapes students' attitudes and social roles.

Omitting this topic undermines efforts to align education with national goals like social unity, equality, and economic development since teachers would lack the sociological understanding to support these aims.

7. Give four advice to the head teacher of Mtakuja Primary School on how to raise morale among teachers following the poor performance in their Primary School Leaving Examination for three consecutive years due to low teaching morale among the teachers.

The head teacher should introduce regular professional development workshops and seminars. These programs can build teachers' skills, expose them to new methods, and revive their enthusiasm for teaching.

Creating a transparent and supportive leadership environment would also help. Teachers need to feel heard, respected, and involved in school decisions to boost morale.

Recognizing and rewarding outstanding performance motivates teachers to work harder. Simple gestures like certificates, public acknowledgment, or incentives can uplift spirits.

Improving working conditions is essential. Ensuring teachers have adequate teaching materials, manageable workloads, and safe, clean environments makes them feel valued and supported.

8. Explain four things to be considered by the newly elected leader of the Teachers Service Department (TSD) to achieve the goals of the institution.

The leader must prioritize fair and timely handling of teachers' promotions, transfers, and welfare issues to build trust and loyalty within the teaching community.

They should advocate for teachers' rights by engaging with government authorities to improve salaries, allowances, and working conditions.

Maintaining transparency in all departmental activities is critical to prevent corruption and favoritism, ensuring all teachers receive equal opportunities and support.

Encouraging continuous professional development opportunities for teachers would improve the quality of education and ensure teachers remain up-to-date with modern teaching practices.

9. Identify four features that depicted the British colonial education system in Tanganyika during the colonial era.

The system was racially segregated, with Europeans, Asians, and Africans attending different schools of unequal quality, reinforcing social hierarchies.

It was academically elitist, focusing on educating a small African elite for subordinate roles in administration while limiting mass access to higher education.

The curriculum emphasized European history, language, and values, alienating African students from their own cultural heritage.

It discouraged critical thinking and practical skills, favoring rote memorization designed to produce obedient, uncritical clerks and interpreters for colonial services.

10. Explain the major aspects of African Indigenous education.

African Indigenous education was lifelong, continuing from birth to old age, with knowledge passed through oral traditions, apprenticeship, observation, and participation in daily community activities.

It was practical and functional, equipping learners with survival skills in agriculture, hunting, leadership, crafts, and social responsibilities.

The system emphasized moral, social, and cultural values. Education aimed at producing responsible, respectful, and community-oriented individuals.

It was communal and participatory. Everyone in the community parents, elders, and peers contributed to educating the young, strengthening social cohesion.

SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (15)** marks.

11. Analyse five factors that influence education provision in Tanzania.

The availability of financial resources is a key factor influencing education provision in Tanzania. The government's budget allocation for education determines the construction of schools, recruitment of teachers, procurement of teaching materials, and the overall maintenance of education quality. Limited financial resources often result in shortages of classrooms, books, and qualified educators.

Government policies and political commitment play a significant role in shaping the education sector. Laws, reforms, and development plans such as the Education and Training Policy (ETP) and free primary education initiatives directly affect access, curriculum design, and teacher deployment.

Population growth and demographic patterns also influence education provision. Rapid population increase creates a higher demand for educational facilities, teachers, and resources, often overstressing the available infrastructure and reducing the quality of service delivery in public schools.

The socio-economic status of families affects education provision, as children from poor households often struggle with school fees, uniforms, and learning materials despite government subsidies. Socio-economic disparities also result in unequal educational opportunities between urban and rural areas.

Technological advancement is another influencing factor. The integration of information and communication technology (ICT) in teaching, examination, and management processes improves education delivery but also creates disparities in access for remote and disadvantaged regions lacking digital infrastructure.

12. Analyse five initiatives the government took to transform the education system in Tanzania by implementing the philosophy of Education for Self-Reliance.

The government reformed the curriculum to include practical subjects such as agriculture, carpentry, and domestic science. This initiative aimed to equip learners with vocational skills that would enable them to become productive and self-reliant members of their communities after schooling.

Village-based schools, known as Ujamaa schools, were established. These schools were located within communities to reduce the distance learners traveled and to integrate education with local community development initiatives such as farming projects and cooperative societies.

The government abolished school fees in primary education to increase access for children from poor families. This initiative aligned with the philosophy of providing education as a communal good and a right for all citizens, regardless of economic status.

Teachers and students were involved in productive activities within schools, such as farming, brick-making, and livestock keeping. This practical education aimed to promote self-reliance and reduce dependence on government funding while teaching learners survival skills.

Decentralization of education management was introduced, giving local governments and communities greater control over schools. This initiative ensured that education responded to local needs and promoted community participation in decision-making and resource mobilization.

13. Argue the statement that pre-colonial education and the post-colonial education system in Tanzania did not exhibit similar characteristics.

Pre-colonial education in Tanzania was informal, lifelong, and integrated into daily community life. It emphasized practical skills in farming, hunting, fishing, and social responsibilities, passed through oral traditions, observation, and apprenticeship, unlike the formal, classroom-based post-colonial system.

The post-colonial education system is structured with formal institutions, written curricula, and examinations, which differ from the unstructured, experience-based learning of the pre-colonial era. Modern education follows predefined stages like primary, secondary, and tertiary education, while pre-colonial education had no such divisions.

Pre-colonial education was communal and aimed at social cohesion and moral upbringing. It focused on preserving cultural heritage, customs, and values, whereas post-colonial education emphasizes academic achievement, literacy, and preparation for national development goals.

Another difference is the medium of instruction. Pre-colonial education used indigenous languages and cultural symbols, while the post-colonial system predominantly uses foreign languages such as English and Kiswahili, often sidelining local dialects and indigenous knowledge systems.

Finally, pre-colonial education prioritized skills directly related to the community's way of life. In contrast, post-colonial education is designed to produce professionals for modern sectors like administration, medicine, and technology, creating a workforce suitable for a formalized economy rather than subsistence livelihoods.

14. Elaborate four philosophical undertakings which are important to be considered by the teacher when preparing teaching and learning resources for his/her learners.

A teacher should consider the learner-centered philosophy, which emphasizes that teaching resources must be appropriate to the learners' age, interests, and abilities. Resources should engage learners actively and accommodate their diverse learning needs.

The utilitarian philosophy must also guide resource preparation. Teaching materials should have practical value, equipping learners with knowledge and skills they can apply in real-life situations. This approach ensures that learning is relevant and meaningful.

The philosophy of inclusivity is essential. Teachers should select resources that cater to the needs of all learners, including those with disabilities, different cultural backgrounds, and varied academic abilities. Inclusive resources promote equal learning opportunities and social integration.

Lastly, a teacher should be guided by the philosophy of cultural preservation and identity. Teaching materials should reflect and respect local traditions, values, and languages while incorporating global

knowledge. This ensures learners appreciate their heritage while gaining competencies to thrive in a changing world.