

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

763

Time: 3 Hours

ANSWERS

Year: 2010

Instructions

1. This paper consists of section A and B.
2. Answer all questions in section A and four questions from section B.

maktaba.tetea.org



1. (a) Management refers to the process of planning, organizing, leading, and controlling resources to achieve specific goals efficiently. In an educational setting, management ensures smooth school operations, proper resource allocation, and effective decision-making to enhance learning.

(b) Administration involves the implementation of policies, regulations, and procedures to ensure an institution or organization functions properly. In education, administration includes tasks such as setting educational policies, managing staff, and overseeing school governance to achieve institutional objectives.

2. Traditional education in Tanganyika before colonization emphasized oral transmission of knowledge, where elders and skilled individuals taught children through storytelling, proverbs, and practical demonstrations. Learning was integrated into daily life, ensuring that children acquired survival skills such as farming, hunting, and fishing through hands-on experience. Moral and social values were central to education, with children being taught discipline, respect, and responsibility according to community norms. Education was communal, meaning knowledge and responsibilities were shared collectively to promote cooperation and unity within society.

3. Philosophy of education is the study of the principles, values, and concepts that guide teaching, learning, and educational systems. It explores the purpose of education, the nature of knowledge, and the best methods for instructing students. Its three main functions include guiding curriculum development by shaping what and how subjects should be taught, influencing teaching methodologies by determining the most effective ways of delivering knowledge, and setting educational goals to ensure learning aligns with societal needs and moral values.

4. John Dewey contributed significantly to education by advocating for learning through experience, where students engage in hands-on activities rather than passive memorization. He emphasized the importance of democracy in education, promoting student participation, critical thinking, and collaboration in the learning process. He introduced the idea of education as a means of social reform, arguing that schools should prepare students to be active and responsible members of society. Dewey also believed in the integration of subjects, encouraging interdisciplinary learning where different subjects are connected to real-world situations for better comprehension.

5. The implementation of the concept of self-reliance in Tanzanian schools after independence led to an increased focus on practical skills, where students participated in agricultural activities, vocational training, and community projects. Schools incorporated self-sustaining programs such as school farms and workshops to reduce reliance on government funding. Education became more relevant to national development by aligning learning with economic activities and local needs. However, challenges such as inadequate resources, lack of trained personnel, and changing policies affected the full realization of self-reliance in schools.

6. School management teams in Tanzania perform various duties, including ensuring effective implementation of the school curriculum by supervising lesson delivery, student assessments, and overall academic performance. They oversee staff management by coordinating teacher recruitment, training, and professional development. They manage school finances and resources to ensure proper budgeting and

allocation of funds. Additionally, they promote discipline and a positive learning environment by enforcing school rules and fostering good relationships among students, teachers, and parents.

7. Agents of socialization include the family, which plays a foundational role in shaping a child's values and behavior. Schools serve as formal institutions that teach knowledge, discipline, and social norms. Peers influence children's social skills, attitudes, and interactions. Media exposes individuals to cultural, political, and global perspectives. Religious institutions instill moral values and ethical beliefs. The workplace socializes individuals into professional roles and responsibilities. Government policies regulate social behaviors and norms within society.

8. Educational management and administration involve several processes. Planning is essential in setting educational goals, designing curriculum frameworks, and allocating resources. Organizing involves structuring roles and responsibilities within schools or educational institutions. Staffing ensures the recruitment and training of qualified teachers and administrators. Directing involves leadership and guidance to ensure the implementation of educational policies. Coordinating ensures smooth interaction between different departments and stakeholders. Reporting involves keeping records of school performance and activities. Budgeting manages financial resources to ensure sustainability and efficiency in education.

9. A child taught following Dr. Maria Montessori's principles benefits from individualized learning, allowing them to progress at their own pace. They develop independence as they are encouraged to explore and make decisions in their learning process. Montessori education fosters creativity and critical thinking by emphasizing problem-solving rather than rote memorization. Hands-on learning engages children through real-life activities and sensory-based teaching methods. The approach promotes social and emotional development through cooperative learning environments. Children gain a deep understanding of concepts rather than just memorizing facts. Finally, they develop self-discipline and responsibility through a structured yet flexible learning environment.

10. The Education and Training Policy (1995) in Tanzania emphasized expanding access to education by increasing school enrollment and promoting gender equality in learning. It prioritized quality education through curriculum reforms and teacher training programs. The policy supported vocational and technical education to equip students with practical skills for employment. It promoted the use of Kiswahili as the language of instruction to strengthen national identity and learning efficiency. Additionally, the policy introduced measures to integrate technology and modern teaching methodologies into education.

11. Give a description of three forms of education.

Formal education is structured and takes place within schools, colleges, and universities, following a defined curriculum and leading to recognized certifications. It involves planned instruction with professional educators guiding students in specific subjects.

Informal education occurs outside formal institutions and is acquired through daily experiences, interactions, and self-directed learning. Examples include learning from family, media, or work environments without a set curriculum or structured assessment.

Non-formal education includes organized learning programs that do not necessarily lead to formal certification. Examples include adult literacy programs, vocational training, and community education initiatives that provide practical skills for specific purposes.

12. You as a student teacher, you are required to explain how sociological factors affect education in Tanzania.

Economic conditions impact education access and quality, as families with low income may struggle to afford school fees, uniforms, and learning materials. Poor economic conditions in rural areas contribute to high dropout rates and limited educational opportunities.

Cultural beliefs influence educational participation, particularly for girls in some communities where traditional norms prioritize early marriage over schooling. These beliefs can hinder gender equality in education.

Urbanization affects educational opportunities, as urban areas tend to have better-equipped schools, more qualified teachers, and access to technology, while rural schools often suffer from resource shortages and underqualified staff.

Government policies shape the structure and effectiveness of education by determining funding allocations, curriculum design, and teacher employment. Policies that prioritize education reform and investment lead to improved learning outcomes.

Technological advancements introduce new methods of learning, such as online education and digital resources. However, disparities in access to technology between urban and rural areas create gaps in educational quality.

13. The government had taken various measures to implement Education for Self-Reliance (ESR) since 1967.

The government integrated vocational subjects such as agriculture, carpentry, and tailoring into the school curriculum to equip students with practical skills that enable them to be self-reliant. This approach helped learners gain hands-on experience that prepared them for employment or self-employment after schooling.

Schools were encouraged to establish self-sustaining projects such as farms, workshops, and small industries to generate income and reduce reliance on government funding. These projects provided students with real-world experiences and fostered a culture of entrepreneurship.

Community involvement in education was promoted by encouraging local communities to participate in school management, resource provision, and decision-making. This approach strengthened the connection between schools and society, making education more relevant to community development.

Teacher training programs incorporated self-reliance principles to ensure educators were well-equipped to teach practical skills alongside theoretical knowledge. This helped in producing graduates who were prepared to contribute effectively to national development.

Educational policies were revised to align with the goals of self-reliance, emphasizing problem-solving skills, creativity, and innovation in learning. This shift aimed at making education more responsive to Tanzania's socio-economic needs.

Challenges facing the policy today include inadequate funding and resources, which limit the successful implementation of self-reliance programs in many schools. A shortage of trained teachers with expertise in vocational subjects affects the quality of practical education. Globalization and economic changes have shifted educational priorities, reducing the emphasis on self-reliance. Many students and parents have developed negative perceptions of vocational training, viewing it as inferior to academic education. Additionally, schools in rural areas struggle with poor infrastructure, limiting the effectiveness of practical learning.

14. Explain the rationale of applying philosophy of education when dealing with educational and curriculum issues.

Philosophy of education helps define the purpose and goals of education, guiding decision-makers in determining what knowledge and values should be emphasized in the learning process. It ensures that education serves both individual and societal needs effectively.

It provides a foundation for curriculum development by influencing the selection of subjects, teaching methods, and assessment techniques. By applying philosophical principles, educators can design curricula that are relevant, meaningful, and adaptable to changing societal demands.

Educational philosophy informs teaching methodologies by helping educators choose the most effective approaches for different learning styles. For example, progressivist philosophy supports experiential learning, while essentialism emphasizes structured instruction.

It shapes educational policies by ensuring that regulations and reforms align with moral, ethical, and social principles. Governments use philosophy to develop policies that promote equity, inclusion, and national development.

Philosophy of education also fosters critical thinking among educators and policymakers, enabling them to analyze educational challenges and propose effective solutions. This ensures that educational practices remain dynamic and responsive to contemporary issues.

15. Analyze the duties of Teacher Services Department (TSD).

The Teacher Services Department (TSD) is responsible for recruiting and placing teachers in schools across the country. It ensures that qualified teachers are deployed to institutions where they are most needed, addressing staffing shortages and balancing workloads.

TSD manages teacher promotions and career development by establishing criteria for professional growth and advancement. It provides opportunities for teachers to upgrade their qualifications and receive incentives based on performance and experience.

The department oversees disciplinary actions for teachers who violate professional codes of conduct. It investigates cases of misconduct, administers appropriate penalties, and ensures that ethical standards are upheld in the teaching profession.

TSD is responsible for managing teacher welfare, including salary payments, benefits, and working conditions. It ensures that teachers receive their entitlements on time and advocates for improved remuneration and job security.

It also provides professional support and guidance to teachers through workshops, seminars, and mentorship programs. This helps educators stay updated with modern teaching techniques and educational reforms, enhancing the quality of education.

16. Suggest means of solving the problems of teacher deployment and fixed assets in education.

To reduce absenteeism from duty stations, the government should introduce strict monitoring and evaluation systems. This includes requiring regular attendance reports, using digital tracking systems, and enforcing disciplinary measures for absent teachers.

To address teacher attrition due to further studies and job searches, the government should establish policies that provide incentives for teachers to remain in service. These could include scholarships for professional development, better salaries, and career progression opportunities.

To prevent the neglect of land resources, plants, and school infrastructure, schools should implement maintenance programs. This involves regular inspections, repair schedules, and engaging students in environmental conservation activities to promote responsibility.

To ensure the proper use of vehicles and other school assets, schools should implement asset management policies. This includes assigning accountability to specific individuals, keeping records of asset usage, and conducting routine checks to prevent vandalism.

The Ministry of Education should establish a specialized task force to oversee the management and utilization of fixed assets. This team should conduct periodic assessments and provide recommendations to improve efficiency and prevent resource wastage.

17. Suggest ways a Head Teacher can apply to resolve conflicts arising in the school.

The Head Teacher should establish open communication channels where students, teachers, and parents can express concerns freely. This helps to address misunderstandings before they escalate into serious conflicts.

Mediation and negotiation should be used to handle disputes between students, teachers, or other staff members. A neutral third party, such as a senior teacher, can help facilitate discussions and find common ground.

Setting clear rules and expectations for behavior within the school reduces the chances of conflicts. The Head Teacher should ensure that all students and staff understand the school's policies and the consequences of breaking them.

In cases of severe disputes, professional counseling services should be provided to help individuals resolve personal or emotional issues that may be contributing to conflicts. This is particularly important for student-related conflicts.

The Head Teacher should encourage teamwork and collaboration among staff and students. By fostering a culture of respect, cooperation, and shared responsibility, the likelihood of conflicts arising is significantly reduced.

18. Imagine you are the Head of Discipline Department in your school and you want to raise the awareness of your students to common secondary school offences.

Truancy is a major offence where students skip classes without valid reasons. It negatively affects academic performance and disrupts the learning process. Schools should enforce strict attendance policies and communicate with parents to address the issue.

Bullying is another common offence where students intimidate or harm others physically or emotionally. It creates a hostile learning environment and can lead to psychological trauma. Schools must establish anti-bullying campaigns and disciplinary measures to prevent such behavior.

Cheating in exams and assignments is a serious academic offence that undermines integrity and devalues education. Strict examination monitoring and academic honesty policies should be enforced to discourage cheating.

Substance abuse, such as drug and alcohol use, is a major concern in secondary schools. It leads to indiscipline, poor academic performance, and health risks. Schools should implement awareness programs and offer counseling services to affected students.

Vandalism, which involves the destruction of school property, disrupts the learning environment and leads to financial losses. Schools should educate students on the importance of maintaining facilities and impose penalties on those caught engaging in vandalism.