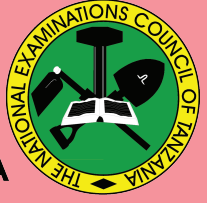




**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE DIPLOMA IN SECONDARY  
EDUCATION EXAMINATION (DSEE) 2023**

**FOUNDATIONS OF EDUCATION**



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## **FOREWORD**

The National Examination Council of Tanzania is delighted to issue the Candidates Item Response Analysis (CIRA) on the Diploma in Secondary Education Examination (DSEE) 2023, for the Foundations of Education subject. The aim of this report is to provide feedback to different stakeholders such as; student teachers, tutors, parents, policy makers and the general public on the candidates' performance and the extent to which the instructional objectives were met.

Principally, the candidates' responses to the examination questions indicated what the education system was able/unable to offer through the two year Diploma in Secondary Education Program. It evaluates the effectiveness of the education system in general and education delivery in particular.

This report aims to provide a clear understanding of the reasons behind the candidates' success or failure in the Foundations of Education subject. It highlights the factors for candidates' good performance in the examination. These factors include the ability to interpret the questions and to follow instructions as well as to grasp the concepts and the principles related to the subject. In addition, the report indicates that some of the candidates scored low marks because they failed to interpret the requirements of the questions and lacked sufficient knowledge on the concepts tested.

The National Examinations Council of Tanzania is confident that the feedback provided in this report will serve as a basis for educational stakeholders to act appropriately to improve teaching and learning. This will ultimately improve candidates' performance in the future examinations administered by the Council.

Finally, the National Examinations Council of Tanzania is grateful to all examination officers who participated in the preparation of this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the Diploma in Secondary Education Examination (DSEE) in May, 2023 in the Foundations of Education subject. The examination covered the 2009 Foundations of Education syllabus for diploma in secondary education. A total of 1,906 candidates sat for this subject, out of which 1,870 (100%) candidates passed. There was an increase in performance by 0.2 % as compared to the 2022 examination results in which 4,354 (99.8%) out of 4,424 (100%) candidates passed. Table 1 shows a comparative analysis of the performance between 2022 and 2023 in grade.

**Table 1: Candidates' Grade Performance between 2022 and 2023**

| Year | Candidates Sat | Number of Candidates Grades and Percentage |        |       |       |       |        |
|------|----------------|--|--------|-------|-------|-------|--------|
|      |                | Passed                                     | Grades |       |       |       | Failed |
|      |                |  | A      | B     | C     | D     | F      |
| 2022 | 4,422          | 4,354                                      | 1      | 197   | 2,855 | 1,301 | 10     |
|      |                | 99.8%                                      | 0.02%  | 4.4%  | 64.6% | 29.4% | 0.2%   |
| 2023 | 1,906          | 1,870                                      | 10     | 522   | 1,252 | 86    | 0      |
|      |                | 100%                                       | 0.5%   | 27.9% | 66.9% | 4.6%  | 0      |

The data in the table shows that 4,354 (99.8%) of the candidates passed in DSEE 2022 while all 1,870 (100%) candidates passed in 2023. The data indicates that, 532 candidates got A and B grades in 2023 as compared to 198 candidates who got A and B grades in 2022.

The 2023 examination tested the candidates' ability in applying managerial and administrative skills in schools' activities, analyzing and solving contemporary educational problems and understanding of professional conduct of a teacher in the practice of education. The examination paper comprised of fourteen (14) compulsory questions on both sections A and B. Section A had ten short answer questions which carried 4 marks each, while section B had four essay questions each carrying 15 marks. The performance was considered to be good, average and weak if the candidates score ranges between 3 - 4, 2 - 2.5 and 0 - 1.5 marks respectively in section A and 10.5 - 15, 6 - 10 and 0 - 5.5 marks in section B respectively.

In this analysis the performance in each question and topic is ranked as weak, average and good if the candidates scores ranged from 0 to 39, 40 to 69, and 70 to 100 respectively. In addition, red, yellow and green colours have been used in charts and appendices to indicate weak, average and good performance, respectively.

In analysing the performance of the candidates in each topic the report has pinpointed what the candidates were required to do as well as the strength and weakness in their responses. The samples of the candidates' responses are presented to illustrate good and weak responses. In addition, some charts and graphs have been used to illustrate candidates' performance in each question.

Generally, this report analyses each question by giving a general overview of the candidates' performance and the reasons for their good, average and weak performance. At the end of analysis, it provides the conclusion and recommendations.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION**

The questions from sections A and B are analysed according to respective sections. The analysis also shows the number of candidates that attempted the question and how they performed. The analysis is presented as follows:

### **2.1 SECTION A: SHORT ANSWER QUESTIONS**

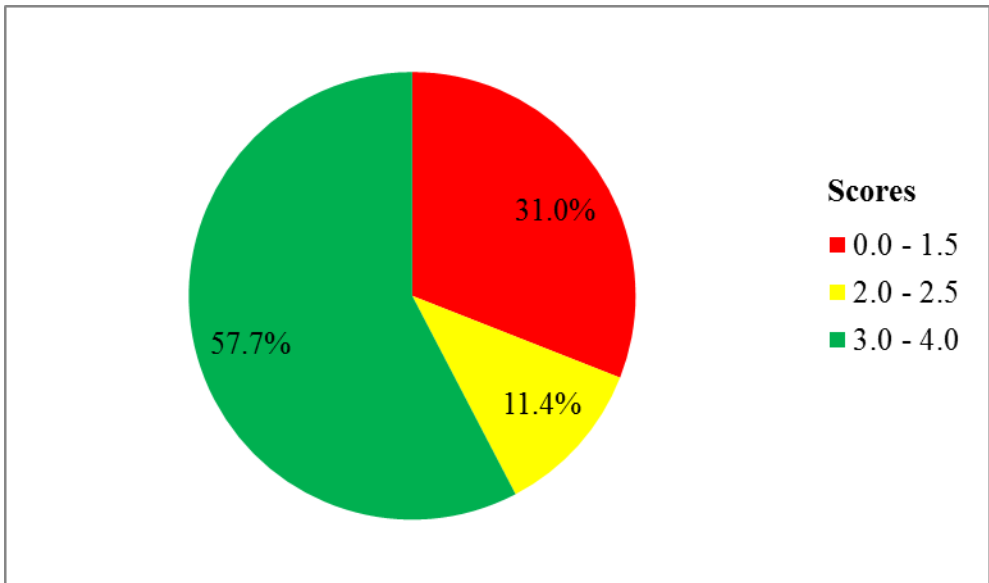
This section consisted of ten (10) questions in which candidates had to provide short answers. The candidates were supposed to attempt all questions. Each question carried four (4) marks making a total of forty (40) marks for the entire section. The following is a review of the candidates' responses:

#### **2.1.1 Question 1: Education**

The question assessed the candidates' ability to identify the importance of formal education to individual person and the Nation. Specifically the question aimed at testing the candidates' knowledge and understanding on the usefulness of formal education to the individual person and to the nation.

The question was attempted by 1,906 (100%) candidates. The analysis of candidates performance shows that 590 (31%) candidates scored from 0 to 1.5 marks, 217 (11.4%) scored from 2 to 2.5 marks and 1,099 (57.7%) scored from 3 to 4 marks. Figure 1 illustrates the candidates' performance on this question.





**Figure 1:** *Candidates' performance on question 1*

The general performance of the candidates on this question was of average since 1,316 (69.1%) candidates scored from 2 to 4 marks.

The analysis of the candidates' performance shows that, the candidates who scored high marks (3 to 4) on this question demonstrated good mastery of the topic of Education. The candidates were able to show the importance of formal education to an individual person as well as to the Nation as per question requirements. They were able to provide correct responses such as, *it prepares learners to be useful members of the society such as teachers, doctors, and lawyers, it eradicates illiteracy, it enhances learners' creativity, innovation and inquisitive mind, it provides knowledge to solve social problems, and it enables learners to employ themselves.* Extract 1.1 is a sample of a correct response from one of the candidates.

|   |   |
|---|---|
| 1 |   |
|   | (i) Formal education It help an individual to gain knowledge and skills in different ways; example education about environmental conservation |
|   | (ii) formal education help to alleviate ignorance in the society.   |
|   | (iii) Formal education prepare an individual to be aware (self-awareness)   |
|   | (iv) Formal education prepare an individual to solve different problems example the problem of poverty, Disease, ignorance and others.        |

**Extract 1.1:** A sample of a correct response to question 1.

In Extract 1.1, the candidate correctly identified the importance of formal education as per the question requirement.

Furthermore, the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge on the skills of the concept tested. Most of the candidates mixed the correct and incorrect responses. For example, one candidate wrote; *it provides certificate, it prepare learners to be useful member of the society like teachers; it develops self-confidence and inquiry mind, it develops high sense of responsibility to the society.* The first two points were incorrect and the last two points were correct.

Further analysis indicates that, some candidates who scored from 0 to 1.5 marks most of them failed to understand the demands of the question. As a result, they argued against the statement that, “formal education is useless to individual person as well as to the nation”. Hence, they provided incorrect responses such as: *Formal education is expensive, it brings unemployment to graduates, it takes long time to graduate, it has age limit, and it produces incompetent graduates.* Such responses indicated the weaknesses of formal education instead of the usefulness of formal education to individual person as well as to the nation as the question demanded. Other candidates provided the features of formal education such

as; it provides certificates, it is conducted in some special prepared buildings, it is provided by professional teachers, and it is well-organized education in terms of written curriculum and syllabuses. Extract 1.2 is an example of the incorrect responses on this question.

| 1    |   |
|------|---|
| i/   | They learn theoretically rather than -<br>practically           |
| ii/  | The curriculum does not relate with<br>the community or society |
| iii/ | They not give chance to choose -<br>what you want to learn      |
| iv/  | They are creaming rather than -<br>understand to the nation     |

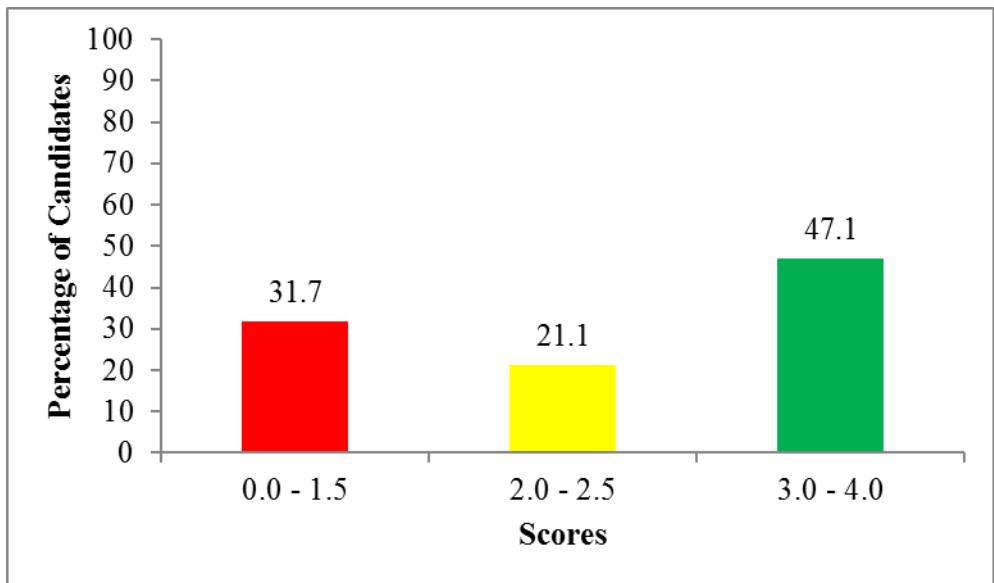
**Extract 1.2:** A sample of an incorrect response to question 1.

In Extract 1.2, the candidate presented the weaknesses and features of formal education instead of the usefulness of formal education to individual person and to the nation as it was demanded by question.

### 2.1.2 Question 2: Education

The question required the candidates to explain two forms of transmission of knowledge and skills from one generation to another. All candidates 1,906 (100%) attempted this question.

The statistical analysis of candidates' performance shows that 605 (31.7%) candidates scored from 0 to 1.5 marks, 403 (21.1%) scored from 2 to 2.5 marks and 898 (47.2%) candidates scored from 3 to 4 marks. Figure 2 shows the summary of candidates' performance on this question.



**Figure 2:** *Candidates' performance on question 2*

The general performance of the candidates on this question was of average because 1,301 (68.3%) candidates scored from 2 to 4 marks.

The analysis of candidates' performance indicates that, the candidates who scored from 3 to 4 marks demonstrated their mastery on topic of Education. These candidates were able to show the forms of transmission of knowledge and skills from one generation to another. They were able to mention and explain two forms of transmission of knowledge and skills by providing correct responses with relevant examples as per question requirements. For examples, one candidates wrote: *Formal education is highly structured form of education whereby knowledge and skills are transmitted from one person to another and it usually take place at school.* Another candidate responded that; *informal education is a totally unstructured form of education where knowledge and skills are transmitted from one person to another through narration from elders in the society.* Extract 2.1 is a sample of a correct response from one of the candidates.

|   |  |
|---|--|
| 2 | <p>(a) Formal education: this is the form of education where by learning <del>can</del> occur in the building situation. Example can acquire in the schools, college and university, this education occur in the class room. this need professional teacher.</p> <p>(b) Informal education: This is the form of education that occur out in the structure of schools. Example this education occurs in any place, and not must to have professional teacher every one can teacher.</p> |
|---|--|

**Extract 2.1:** A sample of a correct response to question 2.

In Extract 2.1, the candidate correctly explained the two forms of transmission of knowledge and skills from one generation to another.

The candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge on the subject matter. Most of the candidates responded to this question by mentioning and explaining only one form, others were able to mention two forms of transmission of education but could not correctly explain, as it was demanded by the question. Consequently, they scored average marks.

Moreover, the analysis of candidates' performance on this question reveals that candidates who scored from 0 to 1.5 marks failed to adhere to the requirements of the question. For example, they provided incorrect forms of education such as; *socialization, adaptation, training, and inquiry*. Such responses were the means of acquiring education but not forms of education. Further analysis indicates that, some candidates mentioned sources of knowledge such as; *intuitive knowledge, authoritative knowledge, revelation, and experts*. Others provided responses such as; *tradition form, modern form, and direct form*. These responses were contrary to the requirements of the question. Extract 2.2 is a sample of an incorrect response from one of the candidates.

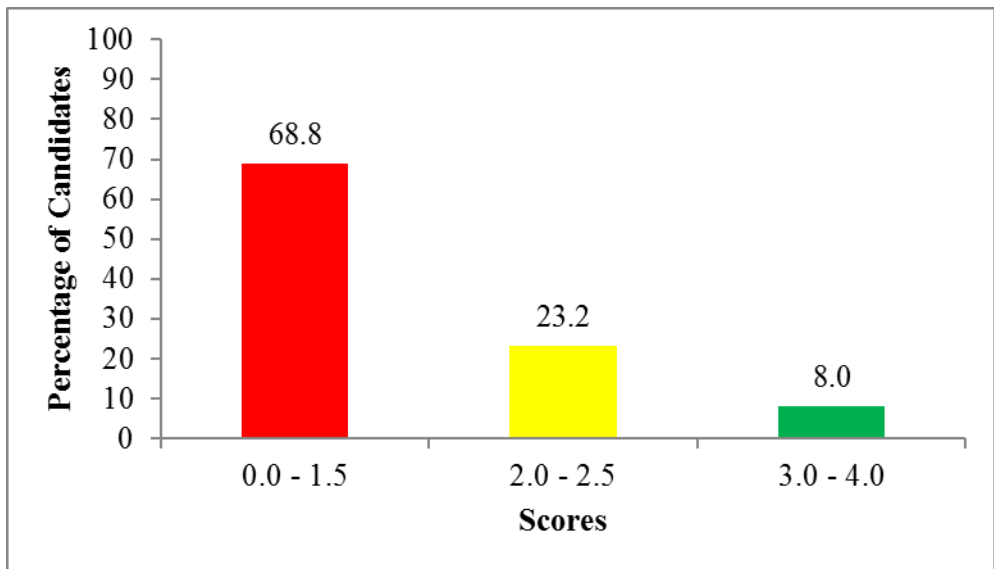
|   |   |
|---|---|
| 2 | Transmission of knowledge From one place to another<br>It involve different form.   |
|   | ① Empirical knowledge<br>- Hence the use of empirical knowledge<br>It transmit knowledge through sense organs<br>such as Teaching hearing , seeing  |
|   | ② Revealed knowledge<br>Also It can transmit knowledge through the<br>revealed knowledge Example by Revelation Example<br>Quran and Bible hence It led to transmit<br>from one generation to another. |
|   |   |

**Extract 2.2:** A sample of an incorrect response to question 2.

In Extract 2.2, the candidate presented the concepts of philosophy which address sources of knowledge instead of forms of education.

### 2.1.3 Question 3: Historical Development of Education in Tanzania (Mainland and Zanzibar)

The question required the candidates to examine two practices which could enhanced teachers' competence in their teaching programmes by referring to African indigenous education. The question was attempted by 1,906 (100%) candidates. The analysis of candidates' performance reveals that a total of 1,311 (68.8%) candidates scored from 0 and 1.5 marks, 443 (23.2%) scored from 2 to 2.5 marks and 152 (8%) scored from 3 to 4 marks. Figure 3 summarizes the candidates' performance on this question.



**Figure 3:** *Candidates' performance on question 3*

The general performance of the candidates on this question was weak because 595 (31.2%) candidates scored from 2 to 4 marks.

The analysis shows that, most of the candidates scored from 0 to 1.5 marks had inadequate knowledge about the Historical Development of Education in Tanzania. Therefore, they failed to respond correctly. Some candidates focused on the skills and qualities of a good teacher such as: *confidence, the ability to read and write, the ability of the teacher to know all the traditions, and being an expert professionally*. Other candidates explained the features of traditional education, such as, *it had no dropouts; it was taught by elders, and every child got access to education*. They also indicated the activities conducted by elders, such as, *hunting and gathering, traditional songs, and agricultural activities*. While others explained strategies of teaching such as, *role-play, practical, singing songs, group discussions, and drama*. Extract 3.1 is a sample of an incorrect response from one of the candidates.

|   |   |
|---|---|
| 3 | <p>i) Absence of discrimination (unbias) were by all students to have right to acquire education and make the equity on the acquisition of education. For instance through the social stratification can lead the discrimination so that teacher can provide knowledge without bias and discrimination to the learners.</p> |
|   | <p>ii) It is communalism (equal sharing of skills and knowledge); The teacher provide and sharing education with student in the same way and no any one can be the more superior than the others and can make the equal acquisition of the education.</p>   |

**Extract 3.1:** A sample of an incorrect response to question 3.

In Extract 3.1, the candidate presented the strengths of African indigenous education instead of practices that enhance teachers' competence as per the question demands.

On the other hand, the candidates who scored from 2 to 2.5 marks demonstrated a moderate knowledge about the topic of Historical Development of Education in Tanzania. In this category, the candidates mixed correct and incorrect answers, such as, *learning through practice* and *authoritarian orientation*. Some candidates mixed methods of teaching such as *role play*, *group discussions*, *practical*, *singing songs*, and *drama*. Others presented the features of traditional education, such as, *it had no dropouts*, *it was taught by elders*, and *was free to everyone*. In addition, other candidates presented the weaknesses of African indigenous education and practices as a result they scored moderately on this question.

For those candidates who scored from 3 to 4 marks demonstrated adequate knowledge of the topic tested, thus they performed well. Some of the candidates' responses were such as; *teacher's active participation with learners*, *the use of practical learning*, *availability of supportive environment for teaching*, and *the use of group interactions*. Extract 3.2 is a sample of a correct response from one of the candidates.



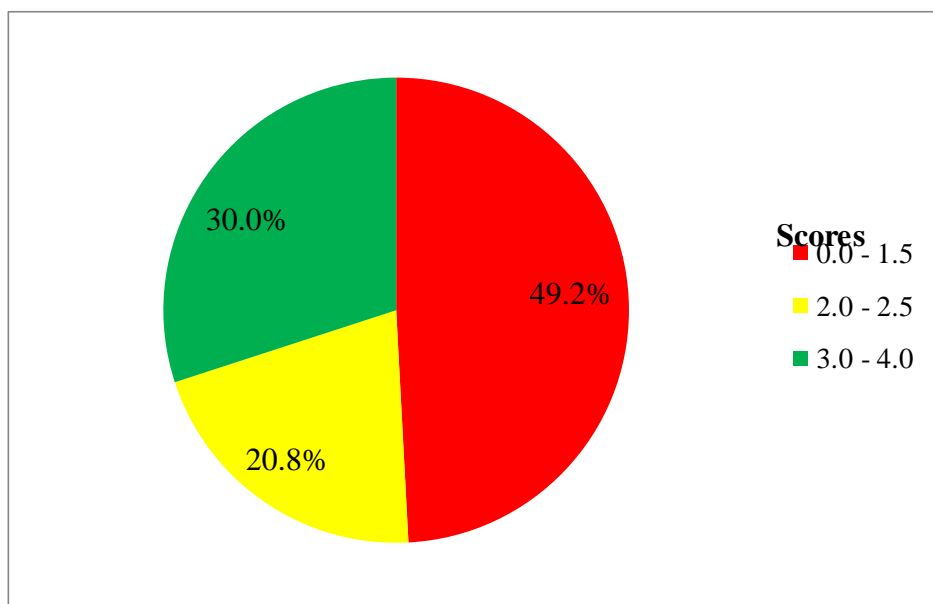
|          |  |
|----------|--|
| <b>3</b> |  |
|          | (i) Participation education. That African indigenous education was done under the participation method than many things are conducted in groups, pairs, and so on that's facilitates and enhances the teachers' competence in the process of teaching and learning.              |
|          |  |
|          |  |
|          | (ii) Practically oriented, most of African indigenous education matter was done in practically rather than theoretically, so it enhance teachers competence to orient things in practical ways that can help learners to acquire more understanding than using theoretical ways. |
|          |  |

**Extract 3.2:** A sample of a correct response to question 3.

In Extract 3.2, the candidate was able to examine two practices that enhanced teachers' competence in African Indigenous Education as per question requirements.

#### 2.1.4 Question 4: Historical Development of Education in Tanzania (Mainland and Zanzibar)

The question required the candidates to briefly explain how teaching and learning approaches in African indigenous education could be applied to promote learner-centered approaches in the current teaching and learning process. The question was attempted by 1,906 (100%) candidates. On this questions, 937 (49.2%) of the candidates scored from 0 to 1.5 marks, 397 (20.8%) scored from 2 to 2.5 marks; and 572 (30%) scored from 3 to 4 marks. Figure 4 shows the summary of candidates' performance on this question.



**Figure 4:** *Candidates' performance on question 4*

The general performance of candidates on this question was of average since 969 (50.8%) candidates scored from 2 to 4 marks.

On the other hand, candidates who scored from 0 to 1.5 marks demonstrated insufficient knowledge about the sub-topic of African Indigenous Education, hence, responded incorrectly contrary to the question demanded. For example, some candidates incorrectly presented modern teaching techniques such as; *inquiry, participatory method, and study tour*. Others provided the role of indigenous education such as; *to preserve culture and norms, to transfer skills and knowledge to the people, and to emphasize good morals*. Similarly, others wrote features of indigenous education such as *it was universal, it was costless, and it was authoritative*. Extract 4.1 is a sample of an incorrect response from one of the candidates.

|   |   |
|---|---|
| 4 | i/ Group discussion method; learners are involve more in learning than teacher  |
|   | Through group discussion student generate cooperation and friendship'   |
|   | ii/ Jig saw method: student interact and share various idea about the two subject matter. Through jig saw method student develop cooperation and unity' |
|   |   |

**Extract 4.1:** A sample of an incorrect response to question 4.

In Extract 4.1, the candidate provided modern teaching techniques instead of teaching and learning approaches in African indigenous education that could promote learner- centered approaches.

The analysis further indicates that, the candidates who scored from 3 to 4 marks had adequate knowledge on the topic tested. They explained correctly and gave relevant examples about the teaching and learning approaches from African indigenous education that could be applied to promote learner-centered approaches in the current teaching and learning process as per the question demands. They were able to provide correct responses such as; *Tradition dances and games, teaching and learning by considering nature of environments, through punishment and rewards and through active participation.* Extract 4.2 depicts a sample of a correct response to question 4.

|   |  |
|---|--|
| 4 |  |
|   | (i) Through learning by doing, as indigenous education was more practically even now in learner centered is applied in teaching - there is learner centered Example indigenous education student were learning by doing especially hunting and farming.              |
|   | (ii) Through active involvement of learners in teaching and learning Example in African indigenous Education was involving both in learning - so even now this contribute in the learner-centered since we need learner to be involved during teaching and learning. |

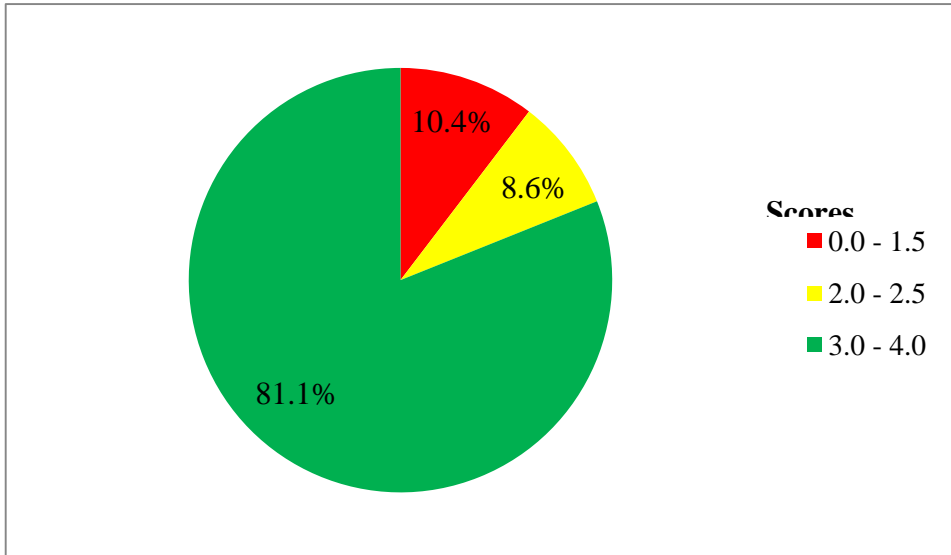
**Extract 4.2:** A sample of a correct response to question 4.

In Extract 4.2, the candidate was able to explain two ways of teaching and learning approaches from African indigenous education that could be applied to promote learner-centered approaches in the current teaching and learning process.

In contrast, 20.8 per cent of the candidates had average performance on this question. They demonstrated moderate knowledge on Historical Development of Education in Tanzania. Most of them correctly attempted one part and missed the rest of the question, hence scoring averagely.

### 2.1.5 Question 5: Educational Management and Administration

The question required candidates to suggest four measures, which could be used to address the problem of prevalence of social misconducts among the form two students. This question was attempted by 1,906 (100%) candidates where 198 (10.4%) of them scored from 0 to 1.5 marks, 163 (8.6%) candidates scored from 2 to 2.5 marks and 1,545 (81.1%) candidates scored from 3 to 4 marks. Figure 5 shows the candidates' performance on this question.



**Figure 5:** *Candidates' performance on question 5*

The general performance of the candidates on this question was good since 1,708 (89.6%) candidates scored from 2 to 4 marks.

The data analysis shows that the candidates who scored from 3 to 4 marks had adequate knowledge regarding Educational Management and Administration. The candidates provided relevant responses on the measures which can be used to address social misconducts among form two students as per question demanded. Example of correct responses given were; *provision of guidance and counseling, provision of education to form two students about the disadvantages of doing misconducts, enacting strict laws and to encourage learners to engage in sports*. Extract 5.1 is a sample of a correct response from one of the candidates.

|   |   |
|---|---|
| 5 | To address the prevalence of misconduct to the student or form two students the following are some of the measures that can be used to address them |
|   | (i) Establishing clubs for discussing gender issues   |
|   | (ii) Strict laws should be enacted for those who misbehave.   |
|   | (iii) To encourage religious group at school can reduce immoral issues  |
|   | (iv) Teachers and parents/careers should act as their role models.  |

**Extract 5.1:** A sample a correct response to question 5.

In Extract 5.1, the candidate provided correct four measures that could be used to address the prevalence of social misconducts between Form two students.

On the other hand, the candidates who scored from 2 to 2.5 marks had moderate knowledge on Educational Management and Administration. They mixed correct and incorrect points and others could not explain their points. For example, one candidate incorrectly presented teaching strategies such as *questioning, observation, speculation, and interaction* but could not explain them. Other candidates provided the scientific methods of solving problems such as; *identification of the problem, gathering the information about the problem.*

Moreover, the candidates' who scored from 0 to 1.5 marks showed inadequate knowledge on the topic of Educational Management and Administration. They failed to suggest measures which could be used to address the problem of prevalence of social misconducts between the form two students. Some provided incorrect measures such as; *to provide education about the importance of preserving culture in the society, and to give them negative effects of cultural ideas.* Others wrote teaching strategies such as; *observation, through questioning, through speculation, and through interaction.* Some points focused on teaching methods such as *the use of drama, role-play, songs and jigsaw.* Similarly, some candidates

responded by presenting scientific methods for solving problems such as *identification of the problem, gathering the information about the problem, developing the cause of action, and taking actions* instead of writing direct measures to address the prevalence of social misconduct among the form two students as the question demanded. Extract 5.2 presents a sample of the incorrect response to this question.

| 5  |  |
|----|--|
| a) | To avoiding use traditional languages such as "nyakyusa", "haya", "sukuma" etc. In order to finish those misunderstanding of the social problem in education, those form two students should not used their traditional languages in communicating each other. |
| b) | To prevent diseases such as HIV/AIDS, cancers etc. The form two students should need to prevent those dangerous disease among themselves in the society. Also, they did not discriminate those who suffering from those dangerous diseases.                    |
| c) | To avoid spreading of religion; there are some societies beliefs learning is come from their religion only such as muslims etc. So, they should avoid that beliefs.  |
| d) | To avoid taboos; other societies beliefs only boys should study not girls, so thus beliefs lead to the social misconducts among these form two students. So, they should avoid it.   |

**Extract 5.2:** A sample of an incorrect response to question 5.

In Extract 5.2, the candidate provided the elements of culture instead of measures which could be employed to address the problem of prevalence of social misconducts among the students.

### 2.1.6 Question 6: Philosophy of Education

The question required the candidates to mention four contents of philosophical dimensions considered in establishing traditional knowledge. A total of 1,906 (100%) candidates attempted this question whereas 1,800 (94.4 %) of the candidates scored from 0 to 1.5 marks, 104 (5.5%) scored from 2 to 2.5 marks and 2 (0.1%) scored from 3 to 4 marks. Table 2 shows the candidates' performance on this question.

**Table 2: Candidates Performance on Question 6**

| S/N | Range of scores | Total no. of candidates | Percentages of Candidates |
|-----|-----------------|-------------------------|---------------------------|
| 1.  | 0.0 - 1.5       | 1,800                   | 94.4                      |
| 2.  | 2.0 – 2.5       | 104                     | 5.5                       |
| 3.  | 3.0 – 4.0       | 2                       | 0.1                       |

The general performance of the candidates on this question was weak since only 106 (5.6%) managed to score 2 to 4 marks.

The analysis indicates that, most of the candidates who scored from 0 to 1.5 marks provided responses focused on the activities of philosophy such as; *speculation, synthesis, prescription* and *analysis* instead of the contents of philosophical dimensions considered in establishing traditional knowledge. However, some candidates explained sources of knowledge according to epistemology as a branch of philosophy such as *revealed knowledge, rational knowledge, empirical knowledge and intuitive knowledge*. Some other candidates provided points that were on the principles of African indigenous education such as *perennialism, preparationism, functionalism, and communalism* which were contrary to the requirements of the question. Extract 6.1 illustrates an incorrect response from one of the candidates.



|      |   |
|------|---|
| 6    | Contents of philosophical dimensions.           |
| i/   | Phenomenalism:- deals with different phenomena. |
| ii/  | Araumerivism:- deals with arguments             |
| iii/ | Experimentarism:- deals with experimentation    |
| iv/  | Obsorvaticism:- deals with obsorvation          |

**Extract 6.1:** A sample of an incorrect response to question 6.

In Extract 6.1, the candidates presented the philosophical concepts, instead of traditional philosophies that were considered in establishing traditional knowledge as per question requirement.

On the other hand, the candidates who scored 2 to 2.5 marks demonstrated partial knowledge on the topic of Philosophy of Education. They understood the demand of the question but failed to present all four points correctly. For example, some were able to show some relevant points such as *metaphysics*, and *axiology*, but they also incorrectly presented the contemporary branches of philosophy, which are *epistemology* and *logic*. Other candidates wrongly provided the principles of African indigenous education such as; *functionalism*, *perennialism*, *preparationism*, and *communalism* hence, failed to score full marks.

Further analysis reveals that, the candidates who scored 3 to 4 marks had adequate knowledge and were able to understand the requirements of the question. Most of the candidates provided relevant responses although there were variations in terms of score due to individual differences in presenting correct responses. Extract 6.2 is a sample of a correct response from one of the candidates.

|   |  |
|---|--|
| 6 | <p>a. Metaphysics - is the branch of philosophy which deals with origin of the nature; and it consists four sub-branches which are cosmology, theology, Anthropology and ontology.</p> <p>b. Axiology - is the branch of philosophy which deal with the value. And it consists also sub-branches which are Ethics and Aesthetic</p> <p>c. Idealism - is the philosophical theory that ideas are the only reality.</p> <p>d. Realism - is the philosophical doctrine that abstract concept in the physical object. It means believe in physical object.</p> |
|---|--|

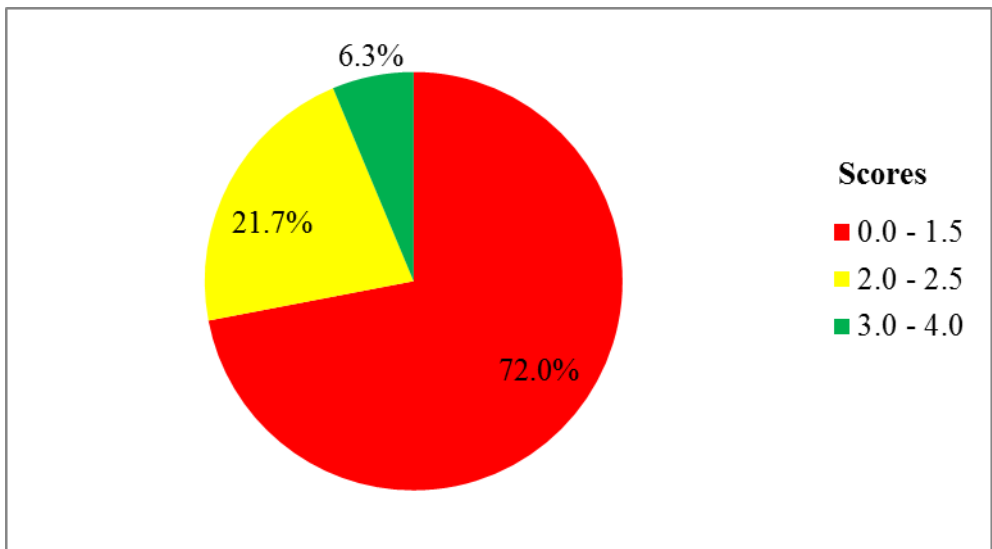
**Extract 6.2:** A sample of a correct response to question 6.

In Extract 6.2, the candidate correctly provided four relevant philosophical dimensions considered in establishing tradition knowledge.

### 2.1.7 Question 7: Educational Management and Administration

This question required the candidates to briefly describe educational management and administration concepts which were: (a) Educational materials (b) Essential consumable (c) Essential non-consumable and (d) Supervision. Specifically, the question aimed at testing the candidates' knowledge and understanding of concepts used in educational management and administration.

The analysis shows that 1,906 (100%) candidates attempted this question where 1,372 (72%) of the candidates scored from 0 to 1.5 marks; 414 (21.7%) scored from 2 to 2.5 marks; and 120 (6.3%) scored from 3 to 4 marks. Figure 6 shows candidates' performance on this question.



**Figure 6:** *Candidates' performance on question 7*

The general performance of the candidates on this question was weak since only 534 (28%) of the candidates passed by scoring 2 to 4 marks and most of the (72%) failed by scoring from 0 to 1.5 marks.

The analysis of candidates' responses indicates that most of the candidates who scored from 0 to 1.5 marks had inadequate knowledge on the topic of the Education Management and Administration. Most of the candidates failed to describe the concept of educational materials hence provided incorrect responses such as; *are materials which include human resources, financial resources, physical resources and infrastructure*. Some other candidates incorrectly responded that: *Educational materials are materials which are used in education setting*; and others stated that, *are resources that are used in educational sector*. This implies that, the candidates misinterpreted the concept "educational materials" to mean "resources".

In part (b), candidates incorrectly explained the concept as; *refers to consumable that can be returned back for use; are materials which are very important in the provision of education and are used or consumed*; and other explained as, *the type of essential which is provided to the literate people*. This indicates that the candidates could not differentiate consumable from non-consumable materials. In part (c), some candidates responded incorrectly stating that essential non-consumable is; *the situation where things are not used and remain the same*. Others responded that,

something important in educational management and administration but is not used in other cases.

In part (d), some candidates misunderstood the concept supervision hence provided incorrect answer. For example, one candidate argued that: *Supervision is the process of supplying and recognizing others or other things*. While some other candidates wrongly defined it as; *the situation of increasing the morality of doing something*. Extract 7.1 is a sample of an incorrect response from one of the candidates.

|   |  |
|---|--|
| 7 | a) Educational material: these are material being managed by the head of the school such as books and other resource.  |
|   |  |
|   | b) Essential consumable; this consist of file which store item with short life expenses such as textual materials.   |
|   |  |
|   | c) Essential non-consumable; this consist of file with high life expenses.   |
|   |  |
|   | d) Supervision: this occur at operational level where the group of people are working and one people senior to them act as leader to oversee what is going on. |
|   |  |

**Extract 7.1:** A sample of an incorrect response to question 7.

In Extract 7.1, the candidate incorrectly described the concepts used in educational management and administration.

Furthermore, the candidates who scored 2 to 2.5 marks demonstrated average knowledge and skills on the concepts tested thus were able to provide correct descriptions of some concepts of educational management and administration. However, they demonstrated insufficient knowledge on some of the concepts hence average performance. For example in part (a), some candidates explained that Educational materials *are resources which are used in educational sector*. While in part (b), one candidate defined Essential consumable as; *materials which are used in the provision of education*. In addition, in part (c), Essential non-consumable *is the situation where things are not used frequently*. And in part (d), other candidates

defined Supervision as *a guideline of working on a certain sector*. The above descriptions indicates that, the candidates' had average knowledge on the subject matter tested.

On the other hand, candidates who scored from 3 to 4 marks demonstrated adequate knowledge regarding the four concepts of Educational Management and Administration. They were able to provide correct descriptions. The correct descriptions given were that: (a) Educational materials *are means or resources that help in facilitating teaching and learning process such as books, desks, chalks, syllabus, and computers*, that (b) Essential consumables *are day to day teaching and learning materials used in teaching and learning process such as chalks, dusters, office pins, rim papers, and ink*. Also that (c) Essential non-consumables *are materials that cannot be procured frequently such as tables, projectors, computers, and books*, and that (d) Supervision *refers to the process of leading members of the staff for the aim of attaining institutional objectives*. Extract 7.2 is a sample of a correct response from one of the candidates.

|   |   |
|---|---|
| 7 | a) Educational materials refer to the all materials used in promoting education to the people example, books, Desks, Tables, Exercise book.   |
|   | b. Essential consumable refer to all day to day educational materials used in teaching process example, pen, chalk, exercise book   |
|   | c. Essential non-consumable are all materials which are <del>not</del> used for long time. <del>with</del> These material can not be bought frequently example, Desk, classroom, chalk boards |
|   | d. Supervision refer to the process of giving direction to subordinate for the aim of reaching an institutional objectives or goals.  |

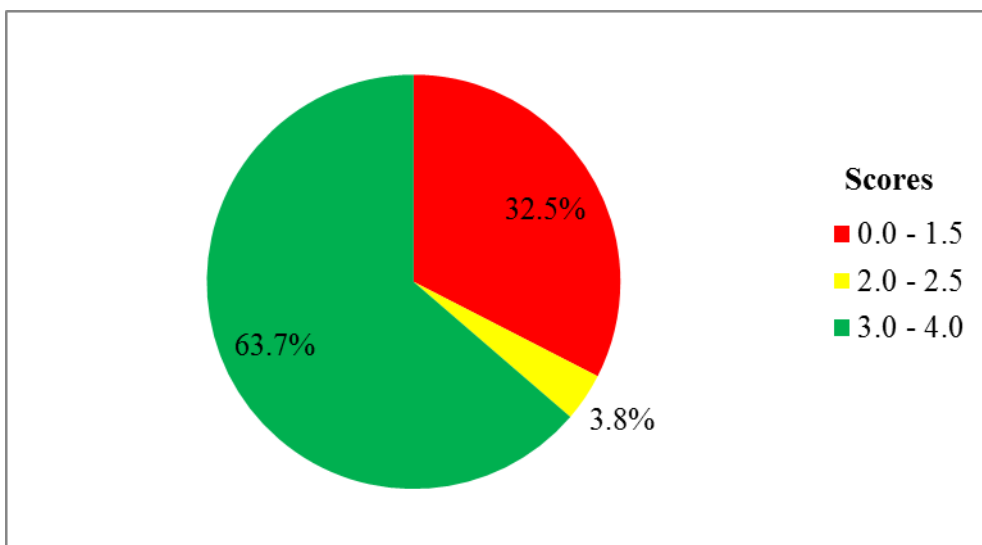
**Extract 7.2:** A sample of a correct response to question 7.

In Extract 7.2, the candidate correctly described the concepts of educational management and administration as per question demand.

### 2.1.8 Question 8: Educational Management and Administration

This question required the candidates to make four recommendations following the findings that 90% of Form Two students performed below 20% in their terminal examinations. Specifically the question aimed at testing the candidates' ability in taking initiatives to improve students' performance in the teaching and learning process.

This question was attempted by 1,906 (100%) candidates where 620 (32.5%) candidates scored from 0 and 1.5 marks, 72 (3.8%) scored from 2 and 2.5 marks and 1,214 (63.7%) scored from 3 and 4 marks. Figure 7. Shows candidates' performance on this question.



**Figure 7:** *Candidates' performance on question 8*

The general performance of the candidates on this question was average as 1,286 (67.5%) of the candidates passed by scoring from 2 to 4 marks and only 620 (32.5%) failed by scoring from 0 to 1.5 marks.

The analysis of candidates' performance reveals that 1,214 candidates' who attempted this question had adequate knowledge about the subject matter which was set from the topic of Education Management and Administration. Candidates in this category recommended correct initiatives to be taken to improve students' performance in the classroom

teaching and learning process. Some of the correct responses given were such as; *there should be special learning program for form two students, teachers should motivate learners by rewarding high achievers, teachers should make sure form two students attend evening preparations every day, and teachers should make sure every student has lesson notes and portfolio.* Extract 8.1 is a sample of a correct response from one of the candidates.

|   |   |
|---|---|
| 8 |   |
|   | i) Enhancing cooperation between students and teachers.   |
|   | ii, To facilitate teachers to use Participatory Method of teaching to increase student participation. |
|   | iii, Provision of More assignment and class work to students to improve their learning.               |
|   | iv, Providing them extra (remedial) time to learn More do as to improve their learning.               |

**Extract 8.1:** A sample of a correct response to question 8.

In Extract 8.1, the candidates provided correct recommendations for improving students' performance.

However, the candidates' who scored from 2 to 2.5 marks demonstrated average knowledge and skills on the topic of Education Management and Administration. Candidates in this category mixed the correct and incorrect responses. For example, one candidate wrote incorrect responses such as; *the questions were difficult, to use technical terms in the examination* and the correct responses were *to use participatory method, to compare academic progress among students.*

Further analysis indicates that the candidates who scored from 0 to 1.5 marks demonstrated little knowledge and skills on the subject matter.

Most of them provided the factors which contributed to the poor performance of students instead of initiatives taken to improve student's performance. Such responses include: *The test and examinations lacked the qualities of a good test, lack of students' study skills, poor marking, the use of technical terms in the examination, teachers are not fulfilling their responsibilities in that school, and high rate of truancy caused by poor infrastructure.* Extract 8.2 is a sample of an incorrect response from one of the candidates.

| 8 |  |
|---|--|
|   | (i) length of test or examination lead to poor performance of the student and that is why.   |
|   | (ii) Time allocated in the test is short so student fail to answer all question that is why they perform poor.                           |
|   | (iii) The use of ambiguous term or complicated words which are not understand by the student hence fail to understand the question well. |
|   | (iv) Lack of enough preparation and fear about examinations so they lack content to answer the question and lack of readiness about it.  |

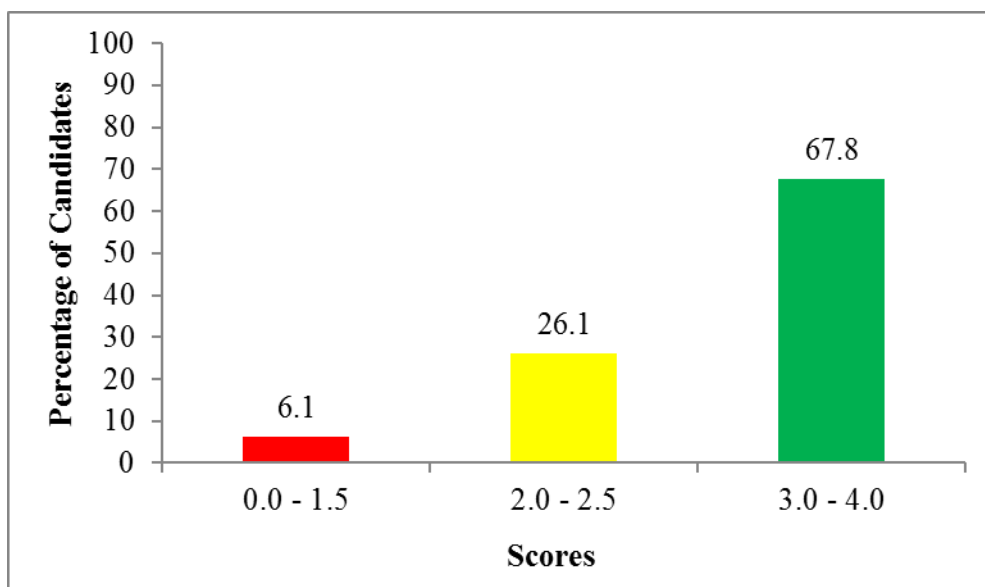
**Extract 8.2:** A sample of an incorrect response to question 8.

In Extract 8.2, the candidate presented the factors for students' poor performance instead of providing recommendations for improving students' performance as per question demand.



### 2.1.9 Question 9: Trends in Educational Development in Tanzania and other Countries

The question required the candidates to validate the statement that; “Globalization had contributed to the improvement of education systems in various countries in the world with reference to the education system in Tanzania.” This question was attempted by 1,906 (100%) candidates where 117 (6.1%) scored from 0 to 1.5 marks; 497 (26.1%) scored from 2 to 2.5 marks while 1,292 (67.8%) scored from 3 to 4 marks. Figure 8 shows the trend of candidates’ performance on this question.



**Figure 8:** Candidates’ performance on question 9

The overall performance of the candidates on this question was good since 1,789 (93.9%) candidates scored from 2 to 4 marks.

The analysis indicates that the candidates who scored from 3 to 4 marks demonstrated a good understanding on the contribution of globalization on education system in Tanzania. Example of the correct responses provided were; *access to teaching and learning materials has been simplified; simplification of teaching and learning through the use of e-learning; sharing of information has been simplified; access to education has increased; quality of education has increased.* Extract 9.1 is a sample of a correct response from one of the candidates.

|   |  |
|---|--|
| 9 |  |
|   | Contribution of Globalization to the Improvement of education system in Tanzania   |
|   | (i) Accessibility of teaching and learning resources through internet.   |
|   | (ii) The use of computer programmes in performing educational activities like electronic marking                                   |
|   | (iii) Solution to scarcity of teachers through online teaching and distance learning.  |
|   | (iv) Simplification of communication in education systems among educators through e-mails, phones etc, resulted from globalization |

**Extract 9.1:** A sample of a correct response to question 9.

In Extract 9.1, the candidate provided relevant contributions of globalization to education system in Tanzania.

On the other hand, the candidates who scored from 2 to 2.5 marks had some weakness on their responses. Some of them provided two correct responses, while the other two responses were incorrect. Some other candidates provided the importance of computer, information and communication technology facilities instead of changes brought by globalization on Tanzania education system. For example, one candidate argued that: *it is used to store materials; it is used to download materials; establishment of TV programmes for enhancing teaching and learning; and integration of ICT in teaching and learning process.* The first two points were incorrect and the last point were correct. Thus, candidates consequently scored average marks.

Moreover, the analysis indicates that the candidates who scored 0 to 1.5 marks had inadequate knowledge and skills tested. The candidates failed to explain the changes brought by globalization on Tanzania education

system. Some other candidates explained the negative effects of globalization such as; *the increase of immoral values among learners, which leads to unemployment, cultural change, hinders achievement of curriculum objectives, increases education costs, and promotes the diffusion of bad ideologies and beliefs.* Other candidates responded by providing the importance of computers and other information and communication technology facilities. The points given were that; *it helps to store learning materials, it is used to display materials during teaching, and it is used to prepare a scheme of work and lesson plan.* Extract 9.2 is a sample of an incorrect response from one of the candidates.

|   |  |
|---|--|
| 9 | (i) It have increase to drop out in the school, due to Many student their using wat in negatively way.                                       |
|   | (ii) Increase of undiscipline Causes in the school, like per learner their have Moral erosion which their have Copy from the globe Internet. |
|   | (iii) Increase poor performance in the school.   |
|   | (iv). Increase Low thinking, Capality of a learner, This Much their using Internet, Calculate to get Material and answer.                    |

**Extract 9.2:** A sample of an incorrect response to question 9.

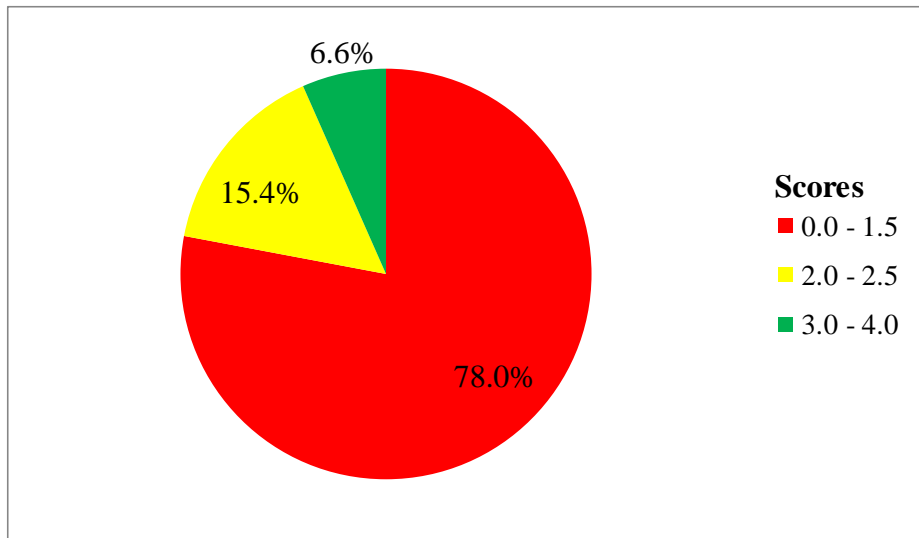
In Extract 9.2, the candidate presented negative effects of globalization in instead of providing the contributions brought by globalization on Tanzania education system.

### 2.1.10 Question 10: Educational Management and Administration

This question required candidates to mention four functions of the Tanzania Commission for Universities (TCU) in facilitating education programs in Tanzania. Specifically, the question aimed at testing

candidates' knowledge and understanding regarding the roles of Tanzania Commission for Universities (TCU) in Tanzania.

This question was attempted by all 1,906 (100%) candidates where 1,486 (78%) of the candidates scored from 0 to 1.5 marks; 294 (15.4%) scored from 2 to 2.5 marks and 126 (6.6%) scored from 3 to 4 marks. Figure 9 illustrate the candidates' performance on this question.



**Figure 9:** *Candidates' performance on question 10*

The general performance of the candidates on this question was weak since only (22%) passed by scoring from 2 to 4 marks.

The analysis indicates that 1,486 (78%) of the candidates who scored from 0 to 1.5 marks failed to provide correct roles of Tanzania Commission for Universities (TCU). For example, one of the candidates incorrectly wrote: *awarding certificates to graduates of universities in Tanzania; providing grade point averages according to the university; providing social services; creating employment opportunities; and providing loans to students*. Other candidates provided the roles of the Teachers' Service Commission (TSC) instead of Tanzania Commission for Universities. Such responses were; *promotion of teachers, taking disciplinary action against teachers who breach the code of conduct, and supervision of teachers' employment and retirement benefits*, contrary to the demand of the question. Extract 10.1 is a sample of an incorrect response from one of the candidates.

|    |   |
|----|---|
| 10 |   |
|    | i) To supervising their different Materials supplied for teaching and Learning. |
|    | ii) To Meet their other teacher when to solve their different problems.         |
|    | iii) Make good interaction to their different teacher                           |
|    | iv) Maintain their peace, Love and Security.                                    |

**Extract 10.1:** A sample of an incorrect response to question 10.

In Extract 10.1, the candidates provided the roles of heads of school instead of the functions of Tanzania Commission for Universities (TCU).

Further analysis shows that the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge about the subject matter hence mixed correct and incorrect responses. For example, one of the candidates mixed the functions of Tanzania Commission for Universities and functions of Teachers Service Commission (TSC) such as: *Registering Universities to operate; conducting periodic evaluation of Universities, retirement benefits to teachers and promotion of teachers.* The first two points were the functions of TCU while the last two were the roles of TSC.

Moreover, the analysis indicates that the candidates who scored from 3 to 4 marks had adequate knowledge on the functions of Tanzania Commission for Universities in particular. They managed to provide correct responses such as; *it ensures the quality of education provided in different universities, registering universities to ensure they meet the required standard, regulating the enrolment of students in different universities, and monitoring the quality of programmes offered by universities to students.* Extract 10.2 is a sample of a correct response from one of the candidates.

|    |  |
|----|--|
| 10 | (a) Registration of higher education institutions like universities.   |
|    |  |
|    | (b) It supervise the enrolment of student who want to study higher education example universities                                  |
|    |  |
|    | (c) management of laws governing higher educational institution example universities.  |
|    |  |
|    | (d) It guides the higher education programs like university education, and awarding bachelor degree to higher education achievers. |
|    |  |

**Extract 10.2:** A sample of a correct response to question 10.

In Extract 10.2, the candidate explained correctly the functions of TCU in facilitating educational programs in Tanzania.

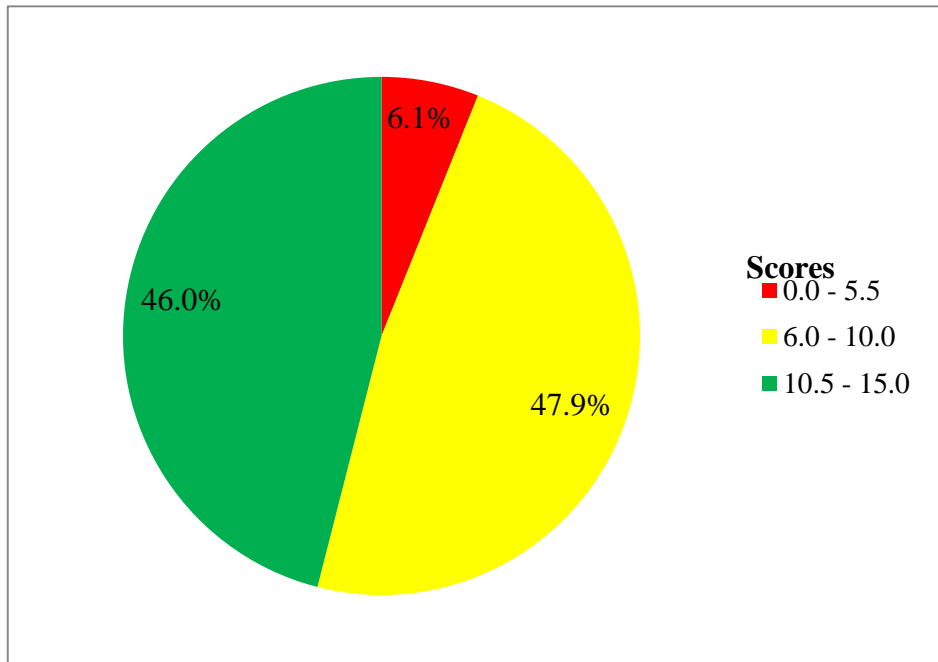
## 2.2 SECTION B: ESSAY QUESTIONS

This section comprised of four (4) essay questions where the candidates were supposed to attempt all questions. Each question carried 15 marks, making a total of 60 marks for the entire section. The candidates' performance was considered as weak if the candidates scored from 0 to 5.5 marks; 6 to 10 marks as average performance, and a good performance if the candidates scored from 10.5 to 15 marks.

### 2.2.1 Question 11: Education

The question required the candidates to explain five ways through which informal education transmits knowledge and skills to learners. Specifically, the question intended to test the candidates' ability to understand different ways of knowledge acquisition.

A total of 1,906 (100%) candidates attempted this question where 116 (6.1%) candidates scored from 0 to 5.5 marks; 913 (47.9%) scored from 6 to 10 marks and 877 (46%) scored from 10.5 to 15 marks. Figure 10 illustrate the candidates' performance on this question.



**Figure 10:** *Candidates' performance on question 11*

The general performance of the candidates on this question was good since 1,790 (93.9%) candidates passed by scoring from 6 to 15 marks.

The analysis of candidates' performance reveals that the candidates who scored from 6 to 10 marks had moderate knowledge on the question tested. Some of the candidates provided two to four correct ways in which informal education is transmitted. Others mixed features of informal education with ways through which informal education transmits knowledge and skills to learners. Some other candidates provided irrelevant introduction and conclusions. For example, one of candidate provided responses such as; *through seminars, field trips, discussion, and case studies.*

Further analysis shows that, candidates who scored from 10.5 to 15 marks were able to explain correctly the ways through which informal education transmits knowledge and skills to the learners. Example of the correct responses provided were; *through imitating different skills from their parents for example cooking skills as well as agriculture skills which help them to also to cultivate well and help to improve their life.* Others are: *socialization is the situation where individual interact with environment or interact with other people in the environment for example in the family*

(community) with friends and acquire different knowledge and skills that will help him or her to adapt with environment. Furthermore, the candidates were able to write relevant introduction and conclusion. Extract 11.1 is a sample of a correct response from one of the candidates.

|    |   |
|----|---|
| 11 | <p>Informal Education, is a kind of Education which do not have planned curriculum since it can be provided any where for example at home or in any place.</p> <p>The following are ways in which Informal education transmit knowledge and skills to the learners.</p> <p>Through socialization with people in the society since this education can be provided any where so when people interact with each other can get skills and knowledge from other people in the community.</p> <p>Through narration of different stories from the Elders this occur since some stories from elders can teach them different skills so this help to improve their knowledge and skills.</p> <p>Through imitating different skills from their parents for example cooking skills as well as Agricultural skills which help them to cook well also to cultivate well and help to improve their life.</p> <p>Through adaptation of life in the society since this help them to get different knowledge and skills from other people who live with them in society.</p> |
|----|---|



|          |  |
|----------|--|
| 11 Cont. | <p>Through use and listening differen<br/>+ Mass Media, This kind of Education<br/>take place any where so it help them<br/>to get skill any where for example throug<br/>h looking different programs concerning<br/>with provision of skills of doing<br/>something for example video from<br/>Youtube help them to get know<br/>ledge and skills for doing certain<br/>thing.</p> <p>Generally Due to Informal Educa<br/>tion people get different skills and<br/>knowledge for example cooking skills,<br/>Agricultural skills, and other skills which<br/>help to improve their living sta<br/>ndard.</p> |
|----------|--|

**Extract 11.1:** A sample of a correct response to question 11.

In Extract 11.1, the candidate correctly explained the ways in which knowledge and skills are transmitted through informal education.

On the other hand, the candidates who scored from 0 to 5.5 marks had insufficient knowledge regarding the ways in which informal education transmits knowledge and skills to learners. Most of the candidates in this category did not understand the demand of the question. For instance, one candidate provided features of informal education instead of ways through which informal education transmits knowledge and skills to learners. Example of such responses were: *Informal education does not need educated people, it has no specific time for study, it is conducted anywhere, it is learner centered, it does not have curriculum and it is semi-structures.* Other candidates responded by writing incorrect responses by showing such ways like: *Historical sites, through research, through case study, through debate and through experiments.* Most of the candidates' provided unclear and irrelevant introduction and conclusion. Some of their introductory sentences were such as, *informal education is a semi-structured education, informal education is a structured education and informal education is a systematic organized education.* Extract 11.2 shows an incorrect response from one of the candidates.

Informal education: It kind of education which are semi-structure of planning during teaching and learning process. Informal education is applied at any place. also characteristic of informal education a semi-structure, also no systematic arrangement of the content, no special building for conduct teaching and learning also reward of artificial it need assessed by to user.

The following are way in which informal education transmit knowledge and skills to the learners such as

Informal education it help to reduce number of illiteracy in community, it importance because it reducing number of illiteracy in community due to failure in school condition so should be apply in other vocation such as earned to get knowledge and experience in community

it help to improve skill and knowledge by each student to applied the vocation training of something <sup>example: garage, etc</sup> so it help to improve skill and knowledge at the same time to studying so informal education it importance is from direct knowledge and skill to the learner during teaching and learning process because it have more experience in what to study

informal education it help to give more chance of study and participating in <sup>other</sup> activity. It true that inform it has no time for student so student or learner should be <sup>committed to</sup> conducting other business and time started should be started

| 11 Cont. |  |
|----------|--|
|          | <p>To study its importance in community also are source of job opportunity more than other form of education</p>   |
|          | <p>Informal education is 'creating opportunities of study by providing the knowledge after the end to get employment opportunity' also is the way in which informal education transmits knowledge and skill to the learner by creating opportunity employment of benefit example student who perfect is engaged, also desirable so it easy to get employment easy because it as skill and practice every day to compare the other form of education</p>  |
|          | <p>Informal education is based practical and theoretical. Its importance is informal education because it based on practical and theoretical also it help to improving the skills and ability to practice well as after end of course should be get perfect learning situation also informal education it help to reducing illiterate student in the community because it given chance to provide education to a creative knowledge in the education</p> |
|          | <p>Conclusion: also are characteristic or feature of informal education like no systematic of content, also record and certificate need according to user also informal education is semi structure of planning also it in term of time is differ on formal education also planning so are the feature of informal education which inform of knowledge and skill to the learner.</p>   |

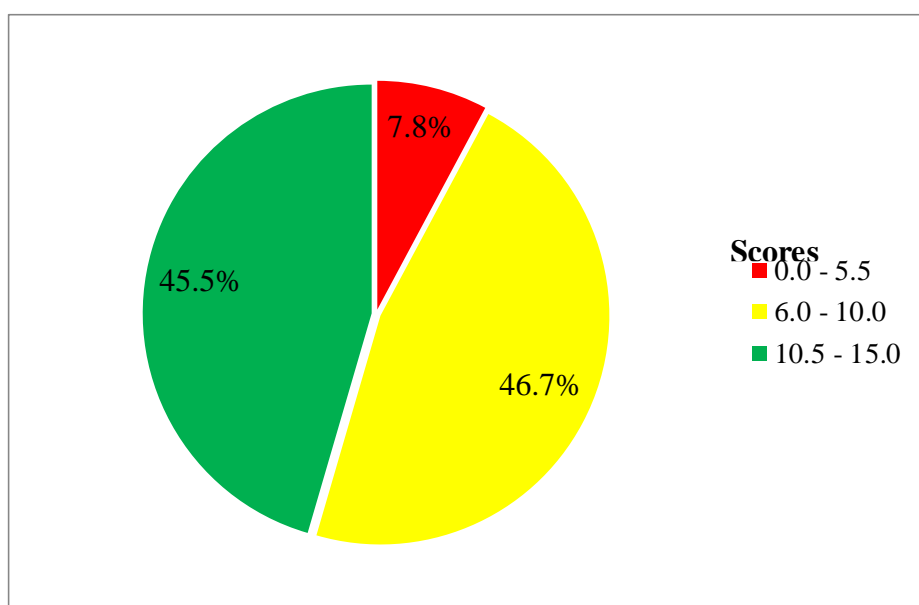
**Extract 11.2:** A sample of an incorrect response to question 11.

In Extract 11.2, the candidate presented the strength of informal education instead of explaining the ways through which informal education transmits knowledge and skills to learners.

### 2.2.2 Question 12: Trends in Educational Development in Tanzania and other Countries.

The question required the candidate to explain five reasons for making primary education compulsory during the Arusha Declaration. All 1,906 (100%) candidates attempted the question.

The analysis shows that 149 (7.8%) of the candidates scored from 0 to 5.5 marks; 890 (46.7%) scored from 6 to 10 marks; and 867 (45.5%) scored from 10.5 to 15 marks. Figure 11 shows the performance of candidates on this question.



**Figure 11:** *Candidates' performance on question 12*

Generally, the performance of candidates on this question was good as 1,757 (92.2%) candidates passed by scoring from 6 to 15 marks.

The analysis of the candidates' responses reveals the candidates who scored from 6 to 10 marks demonstrated a moderate knowledge on Arusha Declaration and the changes that took place in Primary Education. Although candidates in this category understood the question, they were unable to respond correctly, as they mixed correct and incorrect responses. For example, one candidate provided responses such as; *insufficient funds, insufficient professional teachers, promote society-*

*centered learning and develop learners' self-confidence and inquiry mind.*  
The first two points were incorrect and last two points were correct.

The analysis of candidates' responses further indicates that the candidates who scored from 10.5 to 15 marks had adequate knowledge on the question tested. The candidates in this category scored higher marks because they managed to write the relevant introduction, illustrated the point clearly and concluded correctly. These candidates provided relevant reasons for making primary education compulsory. Examples of correct responses by these candidates were such as; *to reduce illiteracy, to eradicate discrimination, to prepare youth for production in society, to give every child the right to education, to promote education for self-reliance, and to eradicate ignorance.* Extract 12.1 is a sample of a correct response from one of the candidates.

Anusha Declaration, was take place in 1967 after independence of Tanganyika and Zambia there were many things discussed and agreed in the Anusha declaration among them is to make primary Education compulsory due to the various reasons which made them to decide for it. The following are the reasons behind for such change.

To provide basic of education in the education system, as it provide that primary education is primary basis for an individual to acquire the knowledge and teaching the student the component things of education. Example, help people to know how to write and studying according to that it was reasons which make them to that change in their government.

To increase the number of literacy people in a country who can write and study, also it was giving chance to the individual children to studying and acquire the knowledge on whom they can write and study. Example, those individual learner who can read and study, those they acquire the knowledge in primary schools or primary education.

To increase the eradicate poverty among the people through provision of basic knowledge and skill which will help them to applied and use it in different development sectors within the societies due to that it was compulsory for the change to take place. Example it was discovery most of people in a country they don't have basic knowledge to understand their environment as well as running their daily activities so as to improve their life due to that it was introduce so as to eradicate the poverty.

|          |  |
|----------|--|
| 12 Cont. | <p>To ensure acquisition of education to all children in the community, the change was possible so as to make provision of education to all children in the community, as it is basic component for every children as it help to improving their future life in different aspect through cultivation of their daily <del>life</del> and help every individual to have knowledge and skills which are needed on the society.</p> <p>To promote and sustain our national culture, also the provision of primary education was to promote the acquisition of our national culture Example, dressing, cooking and tradition dance which bring the identity to our national, therefore it was compulsory for that change so as to make sure the cultural of the country is maintained.</p> <p>To prepare the future generation with knowledge and skills, which will help them to improve the different aspect in the country Example, teaching and other area, therefore the basic <del>and</del> education it was important in order to make sure the presence of future generations who are well knowledgeable as well as to bring the positive change in the country.</p> <p>Generally; the primary education it is very important component for having successful education as well as development in a country therefore the it was important <del>for</del> change to take place as it help in the different area as their aims which make it change compulsory.</p> |
|----------|--|

**Extract 12.1:** A sample of a correct response to question 12.

In Extract 12.1, the candidate explained correctly the reasons for making primary education compulsory during the Arusha Declaration.

Moreover, the analysis shows that candidates who scored from 0 to 5.5 marks had inadequate knowledge regarding the topic of Trends in Educational Development in Tanzania and other Countries, thus failed to understand the demand of the question. For example, one of the candidates wrote incorrect responses such as; *insufficient learning materials, insufficient fund, insufficient professional teachers, political ideology, political instability, poor infrastructure*. Other candidates mixed correct and incorrect responses such as: *to expand salary base, to abolish slave trade, to reduce dropout, to prepare students to go to standard one,*

to identify learners' talents, and to expand technology. Therefore, this reveals that the candidates lacked knowledge on the tested concepts. Extract 12.2 is an example of an incorrect response from one of the candidates.

|    |   |
|----|---|
| 12 | <p>Arusha declaration, Was the system which introduce by Mwalimu Julius kambarage Nyerere in 1967 due to promote and encourage the provision of social service in Tanzania, also Mwalimu Nyerere introduce this system because white people was private of the many areas in Tanzania; the following reasons behind such changes;</p> <p>Disunity among Members, one of the reason behind such change in Arusha declaration is disunity among member who not support to develop the arusha declaration and also lead to the disunity among the Members, also some people in the society not encourage in their work.</p> <p>Good government support, After the Arusha - declaration government not support due to increase the development of Arusha declaration also people in private run away especially white people and also led to the behind the Arusha declaration, government not support and developing the Arusha declaration.</p> <p>A decrease<sup>ment</sup> capital incomes, through this another reasons that behinds behind such change of Arusha declaration is also low per capital income after the change of Arusha white people run away and the people in Tanzania privatization the end of the day low per capital due to develop the Arusha declaration.</p> <p>Advancement of Science and Technology, one of the among of reason behind such change in Arusha declaration is low level of science and technology led to the Arusha declaration because some workers nature the knowledge in science and technology because low level of knowledge due to the learners</p> <p>Low poverty, is the situation where by people failure to get the human basic needs such as food, clothes and shelter also another reason of behinds such change-</p> |
|----|---|



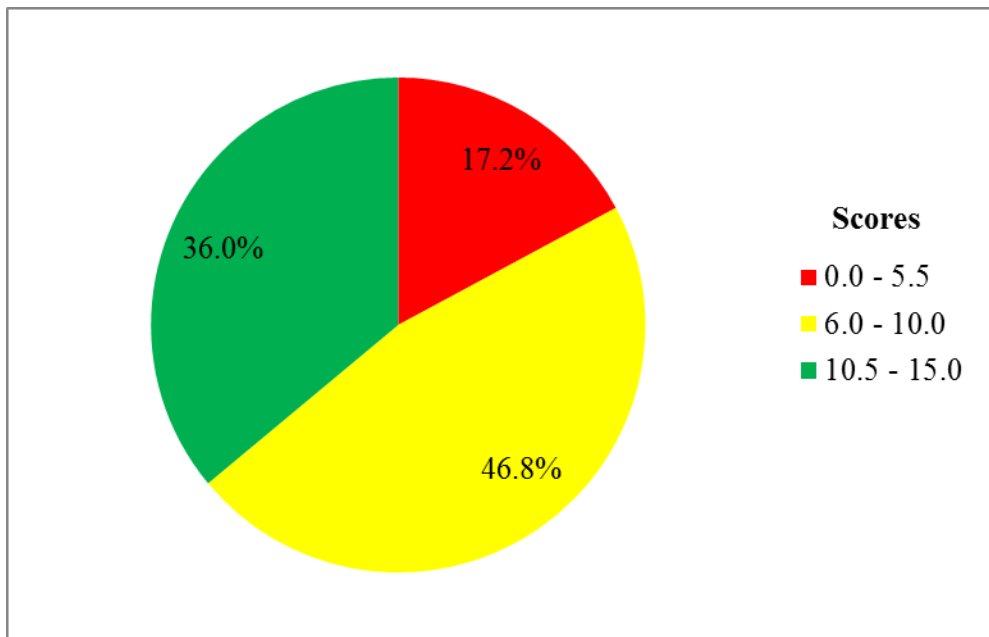
|          |   |
|----------|---|
| 12 Cont. | Arusha declaration is poverty because people suffer from different problem in the society and also did not engage in the Arusha declaration.  |
|          | Therefore, Arusha declaration was to make primary education compulsory, also led to the reasons behind such changes the because of the low level of per capita and also led to the people in Tanzania poverty so the Arusha declaration behind because of many things like unemployment and other |

**Extract 12.2:** A sample of an incorrect response to question 12.

In Extract 12.2, the candidate wrote factors for development and underdevelopment instead of the reasons behind making primary education compulsory.

### 2.2.3 Question 13: Philosophy of Education

The candidates were required to propose six classroom practices that should be considered in lesson preparation by reflecting elements of teaching as suggested by naturalists. A total of 1,906 (100%) candidates attempted this question out of which 327 (17.2%) candidates scored from 0 to 5.5 marks, 892 (46.8 %) scored from 6 to 10 marks and 687 (36%) scored from 10.5 to 15 marks. Figure 12 shows candidates' performance on question 13.



**Figure 12:** *Candidates' performance on question 13*

The general performance of candidates on this question was good since 1,579 (82.8%) candidates passed by scoring from 6 to 15 marks.

The analysis indicated that the candidates who scored from 6 to 10 marks demonstrated moderate knowledge on the topic of Philosophy. The candidates in this category mixed the correct and incorrect responses. Other candidates described the qualities of a good teacher, such as *self-confidence, self-evaluation, a good personality, and classroom management*, which was contrary to the demand of the question.

The analysis indicates further that candidates who scored from 10.5 to 15 marks had adequate knowledge on the topic of Philosophy of Education. They were able to state all six points concerning classroom practices that should be considered in lesson preparation by reflecting the elements of teaching as suggested by the naturalists. For example, one candidate provided correct responses such as; *the use of the natural environment to teach; learners should learn by doing; learners should be independent; the content of the curriculum should focus on the interests of the learner; and the use of observation and excursion methods*. However, variation of their marks depended on the strength and clarity of their responses. Extract 13.1 is a sample of one of the relevant responses from one of the candidates.

Micro-teaching practice. Refer to the types of teaching practice whereby the micro-teaching is the process whereby a student teacher teach within a ten minutes under the present of a tutor for the purpose of ensuring effectively teaching and learning process has take place in order to gate the qualified teachers. Also the aim of micro-teaching is to increase confidence to learners and to learn how to manage time when teaching.

For the good micro-teaching practice to take place a student teacher must consider some classroom practices in the lesson preparation

The following are classroom practices which should be considered by a student-teacher in preparation of lesson notes before to teach.

Nature of learners, before a student teacher to start teaching first of all - should look the kind of learners the classroom consist which will help in preparation of teaching and learning materials

Individuals interest, but also student-teacher should consider their learning interest in order to select the suitable teaching and learning method

Nature of the subject, some subject students dislike them so student teacher should consider the subject in order to select good teaching and learning methods

|          |  |
|----------|--|
| 13 Cont. | <p>Selection of teaching and learning materials, when a teacher preparing for the lesson should select suitable materials of teaching which will influence all learners in the classroom to learn the selected topic.</p> <p>Involvement of students, also when select teaching and learning materials in the lesson preparation a student teacher should show how students will be involved when teaching and learning takes place.</p> <p>Selection of subject teachers. In preparation of lesson in order to ensure the micro-teaching can take place tutors should select student teacher who will be responsible in that subject not otherwise for instance selection of student teacher who is qualified in biology to teach computer through to that can not lead to good micro-teaching sessions</p> <p>Generally, also micro-teaching practice consist some advantage to student teacher like through micro-teaching practice. Student teachers firstly can increase their confidence can improve their language skill and also can lead to increase of knowledge skills.</p> |
|----------|--|

**Extract 13.1:** A sample of a correct response to question 13.

Extract 13.1, the candidate was able to propose relevant classroom practices as suggested by naturalists in preparation of micro-teaching sessions.

Moreover, the analysis indicates that the candidates who scored from 0 to 5.5 marks had insufficient knowledge of the philosophical ideas of the naturalists. Some of the candidates provided incorrect answers such as; *introduction, new knowledge, reinforcement, reflection, and consolidation*. Others responded by mentioning and explaining methods and techniques of teaching such as; *group discussion, question and answer, visual aids, gallery walks, the jigsaw method, and role-play*. Some candidates presented irrelevant responses such as; *preparation of lesson notes, preparation of a lesson plan, arrangement of the class, preparation of teaching materials,*

preparation of teaching techniques, and preparation of teaching aids. However, the candidates managed to provide few relevant response and correct conclusion. Extract 13.2 is a sample of an incorrect response from one of the candidates.

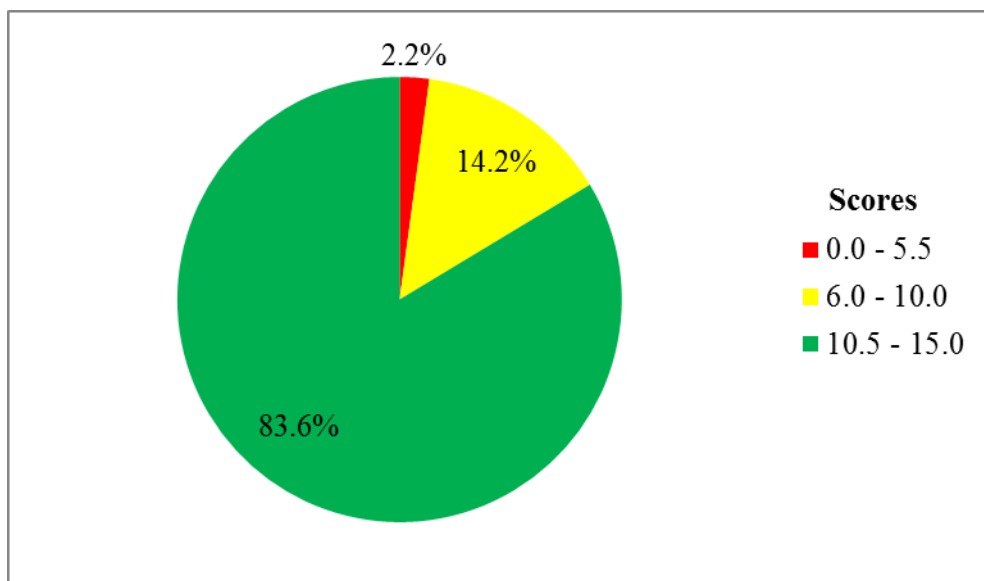
|    |  |
|----|--|
| 13 | <p>Micro-teaching sessions; This is the session in which one of the student-teacher represent or volunteer to teach other student-teacher - aimed to know the difficulties and problems facing teaching and learning. for example the micro-teaching practice aimed at solving the problems still facing the student-teachers.</p> <p>The following are the classroom practices that will be considered in lesson preparation.</p> <p>Group discussion; This is the practice should be practiced in order to know the achievement and understanding of the learner on a certain concept for example group discussion it can be applied to know the socialization of students between themselves.</p> <p>Brainstorming and sing of songs; This is the method which is used to explore the learners idea or concept on the certain topic or content on what they think on the new concept introduced for example the learners can be brainstormed on the concept of education and its advantages.</p> <p>Jig-saw method and think ink pair and share; This methods applied in the classroom to identify the understanding of different learners in the process of learning for example students can think about the origin of education.</p> <p>Gallary work; Through gallary works students can think on how the concept it is through movement from one groups ideas to another for example the groups can be named as Nkumie and Serengeti.</p> |
|----|--|

**Extract 13.2:** A sample of an incorrect response to question 13.

In Extract 13.2, the candidate presented the methods and techniques of teaching instead of proposing “classroom practices” to be considered in lesson preparation by reflecting on the elements of teaching as suggested by the naturalists.

## 2.2.4 Question 14: Educational Management and Administration

The candidates were required to justify the statement that “the school head teacher serves as an administrator as well as a member of the teaching staff.” A total of 1,906 (100%) candidates answered this question where 41(2.2%) candidates scored from 0 to 5.5 marks, 271 (14.2%) scored from 6 to 10 marks and 1,594 (83.6%) scored 10.5 to 15 marks. Figure 13 shows students’ performance on question 14.



**Figure 13:** Candidates’ performance on question 14

The general performance of the candidates on this question was good since 1,865 (97.8%) of the candidates passed by scoring from 6 to 15 marks.

The analysis indicates that the candidates who scored from 10.5 to 15 marks demonstrated a sufficient knowledge on the topic of Educational Management and Administration. The candidates understood the roles of the head of school as an administrator and the member of the teaching staff. For example, one of the candidates correctly explained the roles such as; *coordinating department activities; monitoring teaching and learning; planning teaching and learning activities; teaching, invigilating, and marking examinations; taking disciplinary measures against teachers and non-teaching staff; and participating in welfare activities*. Also the candidates in this category were able to write correct introduction and

conclusion. However, the variation of their marks was a result of strength and accuracy of their responses. Extract 14.1 is a sample of a correct response from one of the candidates.

|    |  |
|----|--|
| 14 | <p>School administrator refers to a person who is controlling and allocating resources to the school with the aim of attaining certain education goals. example of a school administrator is a school head teachers and other selected members. the following are the points showing how school head teacher serves as an administrator as well as a member of the teaching staff</p> <p>Organizing teaching and learning activities; the school head teacher must organize a well teaching and learning activities so as to attain education goals which are setting in education system. this will help a school head teacher to know the learning difficulties that are encountered in his or her school and put some strategies that will make him or her to attain certain goals and also to provide a suitable condition for teaching and learning</p> <p>Checking and Inspection of lesson plan and scheme of work if are well prepared; as we know that lesson plan and scheme of work are very important since it helps in simplify the process of teaching and learning and also helps in choosing proper learning and teaching strategies a school head teacher must ensure that there is a well prepared of lesson notes and scheme of work to see if the topics are already covered or not.</p> |
|----|--|

14 Cont.

Ordering of teaching and learning materials such as text books, exercise books; as a school head teacher in ensuring that the teaching and learning activities are well organised. the school head teacher must order as many possible teaching and learning materials so as to simplify the process of teaching and learning process and brings motivation to the learners and also motivates teacher in teaching process

Coordinating and supervising different activities to the staff members; the aim of school head teacher is to coordinating and supervising activities to the staff members this is when a teacher is given or choosing any member of the staff in different activities this may be a school academic to ensure good performance of students and school environment teacher for suitable school environment and school accountability for money collection and parents contribution

Implementing of government policies in to the school settings; a school head teacher must implement the government policies into the school settings this is when all the government informations or changes that are government have been implemented the school head teacher must be able to apply on teaching and learning process and also in a school setting so as to ensure good implementation



|          |   |
|----------|---|
| 14 Cont. | Maintaining of the learners and Staff       |
|          | records; a school head teacher must be able |
|          | to maintain the learners and staff record   |
|          | & this is where a school head teacher       |
|          | must have the records of the number         |
|          | of the students who have been register      |
|          | ed and the number of the students who       |
|          | have not been registered this helps to      |
|          | maintaining the learners records and also   |
|          | in performance. in staff to know the n      |
|          | umber of the staff members and other        |
|          | non- staff members                          |
|          | Generally the following are the re          |
|          | sponsibilities of a school head teacher as  |
|          | an administrator as well as a member        |
|          | of a teaching staff                         |

**Extract 14.1:** A sample of a correct response to question 14.

In Extract 14.1, the candidate presented correct descriptions of the roles of the head of school as an administrator as well as a member of staff.

On the other hand, the candidates who scored from 6 to 10 marks had moderate knowledge on the topic of Educational Management and Administration. However, some of the candidates provided correct and incorrect responses and other provided irrelevant responses concerning the responsibilities of the head of school, such as; *designing curriculum and expelling teachers who breach the code of ethics*. Hence failed to score full marks.

Moreover, the analysis of the candidates' performance indicates that the candidates who scored from 0 to 5.5 marks manifested insufficient knowledge on the concept of Educational Management and Administration. Some of the candidates wrongly presented the parts of introduction and conclusion. Other candidates presented characteristics of an autocratic leader such as; *selfishness; need to be appreciated and lack of beliefs to others* instead of roles of a head of school as administrator and as member of teaching staff as per the question demands. Extract 14.2 shows an incorrect response from one of the candidates.

Administrator is the person who have the authority of desinning, planning and allocating resources and objectives for predetermine educational goals. There are two types of school and college administration and management include hierarchical and departmental styles. The following are reasons that make the school head teacher serves as an administrator as well as a member of the teaching staff.

~~Behs~~ Because of having education of administration. The head teacher can be get a position of been administrator because have been get other education that related with manggement, instead is a teacher in professional. This it occur when formerly a teacher having one professional and after a period of time a teacher can desire to continue with education by selectng other course like administration.

Due to having knowledge and experience about administration. The school head teacher can be administrator if having experience about administration. This it help he/she to desinning and allocating the resources in well organization.

Due to having high level of education than others. The school head teacher can be administrator due to considering the level of education that have comparing to other member of staff. Example if staff member have a leve of degree and one of them having a level of master is been selected to be a head of school. This can enable to know how to control the school.

|          |   |
|----------|---|
| 14 Cont. | Due to the selection from the ministry of education. Sometime the head of school can be administrator due to getting the order from high level due to may be a good performance that may been displayed in a particular area. |
|          | Due to having a good behaviour. The school head teacher may be administrator because of having a good discipline in supervising the resources in the institution. thus why regard as administrator.                           |

**Extract 14.2:** A sample of an incorrect response to question 14.

In Extract 14.2, the candidate provided the criteria for appointing a school head teacher instead of roles of school head teacher as an administrator as well as a member of the teaching staff.

### 3.0 ANALYSIS OF CANDIDATES PERFORMANCE ON EACH TOPIC

The analysis of the candidates' performance in the Foundations of Education Examination was based on five topics which are; *Trends in Education Development in Tanzania and other Countries*, *Education*, *Educational Management and Administration*, *Philosophy of Education*, *Historical Development of Education in Tanzania*. The analysis shows that out of the five topics tested the performance was good in two topics and was of average in three topics. The performance was good in the topic of *Trend in Education Development in Tanzania and other Countries* (93.1%) and *Education* (77.1%). The performance of candidates was of average in the topics of *Educational Management and Administration* (59.4%), *Philosophy of Education* (52%) and *Historical Development of Education in Tanzania* (41%). The summary of the candidates' performance in questions and topics are shown in Appendix I.

The good performance on this subject were mainly attributed to the candidates adequate knowledge on the concepts tested; their ability to identify the demand of the respective questions; their ability to follow instructions and their good mastery of the subject matter.

#### **4.0 CONCLUSION**

Generally, the performance of the candidates in the Foundations of Education subject for Diploma in Secondary Education Examination (DSEE) in 2023 was good, since 100% passed the examination. Additionally, the candidates' performance increased in all topics except the topic of *Historical Development of Education in Tanzania* as compared to the year 2022. The performance of the candidates in different topics is summarised in appendices I and II.

The statistical data for each question shows that, good performance was in questions 5, 9, 11, 12, 13 and 14 and the average performance was in questions 1, 2, 4 and 8 while the weak performance was in questions 3, 6, 7 and 10. The good performance was due to the candidates' adequate knowledge and skills of the subject matter and the clear understanding of the demand of the questions. The candidates who had weak performance demonstrated insufficient knowledge of the concepts tested in the questions, inability to explain points clearly, giving irrelevant examples and misinterpretation of some questions.

#### **5.0 RECOMMENDATIONS**

From the analysis of the candidates' performance, it is recommended that:

- (a) Tutors should be encouraged to apply practical approaches/ strategies such as; case studies, plenary discussions, individual portfolio and critical reflections in the teaching of *Historical Development of Education in Tanzania* topic. This will enable students to apply the competences developed in responding to the questions asked in examinations.
- (b) The use of debates and case studies for discussion should be encouraged in teaching the topic of *Educational Management and Administration* in order to give student teachers more skills and experience on the real practices in a school setting.
- (c) In teaching *Philosophy of Education* topic, tutors should use role play on identified problems, plenary discussions on various activities to build students competence on the topic.

## Appendix I

### Summary of the Candidates' Performance on each Topic in DSEE 2023

| S/N. | Topics Examined   | Question Number | % of Pass                      |                                 | Remarks |
|------|---|-----------------|--------------------------------|---------------------------------|---------|
|      |   |                 | Performance on Each Question % | Average Performance per Topic % |         |
| 1.   | Trends in Education Development in Tanzania and other Countries | 9               | 93.9                           | 93.10                           | Good    |
|      |   | 12              | 92.2                           |                                 |         |
| 2.   | Education   | 1               | 69.1                           | 77.10                           | Good    |
|      |   | 2               | 68.2                           |                                 |         |
|      |   | 11              | 93.9                           |                                 |         |
| 3.   | Educational Management and Administration                       | 5               | 89.7                           | 59.4                            | Average |
|      |   | 7               | 28                             |                                 |         |
|      |   | 10              | 22                             |                                 |         |
|      |   | 14              | 97.8                           |                                 |         |
| 4.   | Philosophy of Education   | 6               | 5.6                            | 52                              | Average |
|      |   | 8               | 67.5                           |                                 |         |
|      |   | 13              | 82.8                           |                                 |         |
| 5.   | Historical Development of Education in Tanzania                 | 3               | 31.2                           | 41                              | Average |
|      |   | 4               | 50.8                           |                                 |         |

## Appendix II

### Comparison of the Candidates' Performance topic-wise in DSEE 2022 and 2023

| S/N. | Topic   | DSEE 2022                           |         | DSEE 2023  |         |
|------|---|-------------------------------------|---------|--|---------|
|      |   | Average Performance on Each Topic % | Remarks | Average (%) of Candidates With a Score of 40% or Above | Remarks |
| 1.   | Trends in Education Development in Tanzania and other Countries | 52.4                                | Average | 93.10  | Good    |
| 2.   | Education   | 74.1                                | Good    | 77.10  | Good    |
| 3.   | Educational Management and Administration                       | 39.6                                | Weak    | 59.4   | Average |
| 4.   | Philosophy of Education   | 46.4                                | Average | 52   | Average |
| 5.   | Historical Development of Education in Tanzania                 | 41.6                                | Average | 41   | Average |

