THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2018

763 FOUNDATION OF EDUCATION

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FOREWORD

The National Examinations Council of Tanzania is delighted to issue this report on the Candidates' Items Response Analysis on the Performance of candidates in Diploma in Secondary Education Examination (DSEE) 2018 for the course of Foundations of Education. The report aims to give feedback to all stakeholders about the performance of candidates in that summative evaluation whose aim was to evaluate the learning achievement of student teachers in the two years of Diploma in education.

The Diploma in Secondary Education Examination marks the end of two year Diploma in Education. It is a summative evaluation which among other things shows the effectiveness of education system and Diploma education delivery system in particular. Essentially, response to examination questions is a strong indicator of what the education system was able to offer to the students in the two years of Diploma in Education.

The report analyses the performance of the student-teachers and some reasons behind candidates' good or poor performance in each question. The feedback provided in this analysis will enable the educational administrators, college managers, Tutors and student-teachers and other stake holders to identify proper measures to be taken in order to improve candidates' performance in future assessment administered by the Council. The feedback will also help Tutors and other education stakeholders to find appropriate measures to take in order to improve candidates' performance in the future examinations administered by the council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from Tutors, student-teachers and the public in general that can be used for improving future Candidates' Items Response Analysis report.

Similarly, the Council would like to express sincere appreciation to all who played a role in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report on the performance of candidates aims at providing feedback about performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2018 in Foundations of Education subject. A total of 2181 candidates sat for the examination, out of which 1,274 candidates were using University of Dodoma (UDOM) curriculum and 907 were using the Tanzania Institute of Education (TIE) curriculum. The examination tested the candidates' competences in applying managerial and administrative skills in schools activities, ability to analyse and initiatively solve contemporary educational problems, and understanding of professional conduct of a teacher in the practice of education in the society. The general performance of the candidates was good as Table 1 shows.

Table 1: Performance of Candidates in Foundations of Education Examination

CANDIDATES TYPE	SAT	No. OF CAND AND %	PASSED	GRADES				
				A	B	C	D	F
ALL (DSEE)	**2,181**	**No.**	**2,145**	**40**	**497**	**840**	**768**	**35**
		%	**98.39**	**1.83**	**22.80**	**38.53**	**35.23**	**1.61**
UDOM CURRICULUM (DSEE)	**1,274**	**No.**	**1,239**	**0**	**4**	**473**	**762**	**35**
		%	**97.25**	**0.00**	**0.31**	**37.13**	**59.81**	**2.75**
TIE CURRICULUM (DSEE)	**907**	**No.**	**907**	**40**	**493**	**367**	**6**	**0**
		%	**100.00**	**4.42**	**54.42**	**40.51**	**0.66**	**0.00**

Table 1 shows that all (100/%) candidates under TIE curriculum passed the examination and 97.25 percent of the candidates under the UDOM curriculum passed while 2.75 percent failed. However, there was no candidate who passed at A grade in the UDOM curriculum. The results for one candidate under the curriculum were withheld due to a particular reasons.

Since the assessment for the candidates who are pursuing DSEE using UDOM curriculum is in transition (2 years only as from 2018); in this, the detailed analysis was done on the performance in individual examination questions and topics based on the candidates who sat for examination using TIE curriculum only. Mostly this report provides the analysis of each question by giving an overview of what the candidates were required to do, the general performance and the reasons for their performance. Finally, it provides the conclusion, recommendations and attachments which contain the percentage of candidates' scores in each question.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: OBJECTIVE QUESTIONS

The section comprised ten (10) short answer questions (1-10) where the candidates required to attempt all the questions. Each question carried a total of four (4) marks.

2.1.1 Question 1: Education

The question required the candidates to outline four (4) differences between formal education and informal education. All 907 (100%) candidates attempted the question. Among them, 852 (93.9%) scored 3 to 4 marks, 34 (3.8%) scored from 2 to 2.5 marks and 52 (2.3%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was good as 886 (97.7%) candidates scored 40 percent and above as shown in Figure 1.

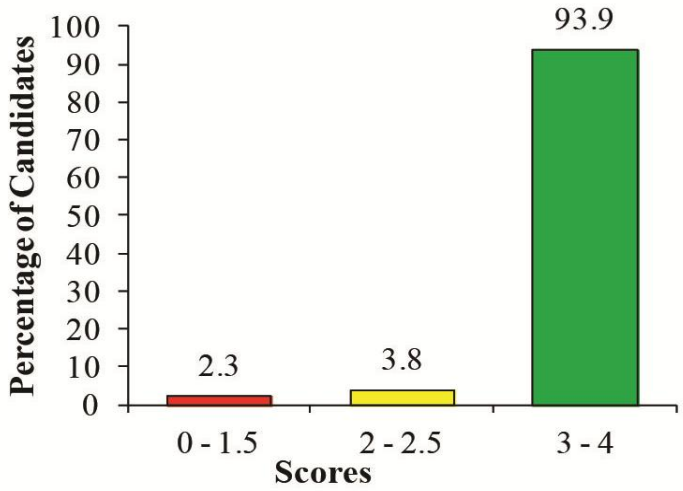


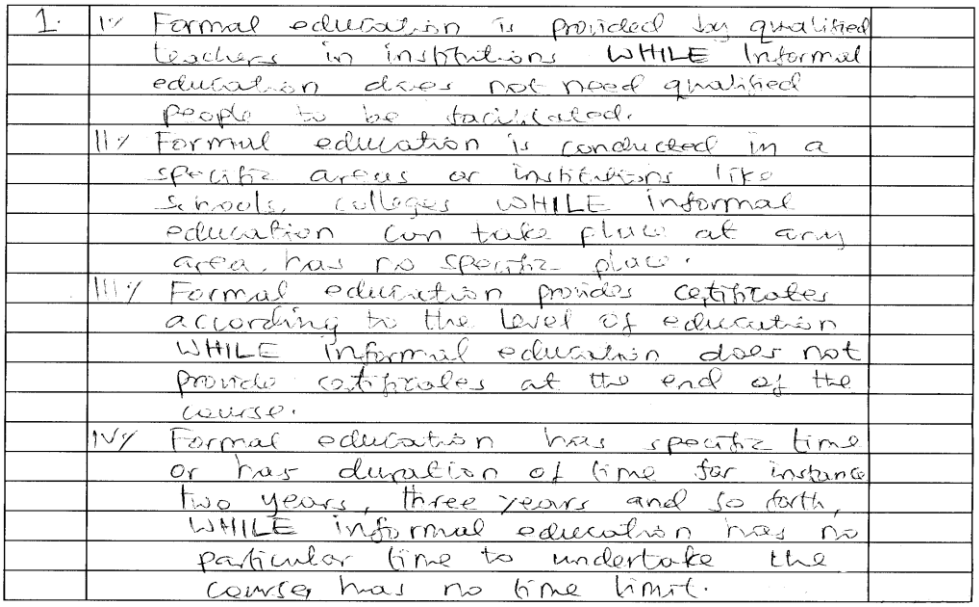
Figure 1: Trend of the candidates' performance in question 1.

The candidates who scored from 3 to 4 marks were able to differentiate formal education from informal education. In order to meet the question demand, candidates were expected to provide responses such as formal education is highly institutionalized and structured while informal education is unstructured, in informal education no certificates as compared in formal education, in formal education learning takes place in a specified area such as a classroom while in informal education learning takes place

unconsciously and at any place and at any time, and formal education is conducted in an institution by professionally trained teachers while informal education is a lifelong process which can take place anywhere.

The candidates showed adequate knowledge of the subject matter and understanding of the demand of the question as they were able to provide correct responses as follows: *Formal education is conducted in specific areas or institutions like schools or colleges while informal education can take place anywhere, formal education provides certificates while informal education does not provide certificates, formal education has time table while informal education has no time table.* Extract 1.1 is a well written response from a candidate who differentiated formal education from informal education.

Extract 1.1

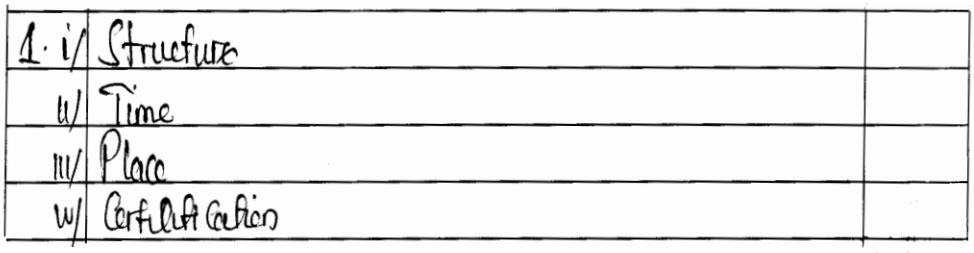

1. i) Formal education is provided by qualified teachers in institutions WHILE Informal education does not need qualified people to be facilitated.
ii) Formal education is conducted in a specific areas or institutions like schools, colleges WHILE informal education can take place at any area, has no specific place.
iii) Formal education provides certificates according to the level of education WHILE informal education does not provide certificates at the end of the course.
iv) Formal education has specific time or has duration of time for instance two years, three years and so forth, WHILE informal education has no particular time to undertake the course has no time limit.

Extract 1.1: A sample of a correct response differentiating formal education from informal education.

On the other hand, the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge as their responses were slightly incorrect. One candidate had the following slightly incorrect response: *Formal education is structured and planned education by the government while informal education is semi structured and planned programme.* It was observed that other candidates in this category had similar problems in attempting this question.

Further analysis indicated that the candidates who scored from 0 to 1.5 marks failed to understand the question, hence wrote irrelevant responses. One candidate had the following response: *formal education it is types of education which hight instructed while informal education it is kind of education which is moderate instructured*. It appears that the poor performance of the candidates was contributed by the lack of knowledge of the subject matter and the inability to interpret the question. Extract 1.2 illustrate irrelevant response of one of the candidates.

Extract 1.2



Extract 1.2: Irrelevant response of a candidate who appeared not to have understood the question.

2.1.2 Question 2: Educational Management and Administration

This question required the candidates to explain briefly four (4) merits of financial record keeping in a school. The analysis shows that 907 (100%) candidates attempted this question, of which 346 (38.1%) scored from 3 to 4 marks, 240 (26.5%) scored from 2 to 2.5 marks and 321 (35.4%) scored from 0 to 1.5 marks. The performance of the candidates was good because 586 (64.6%) candidates scored 40 percent and above as shown in figure 2.

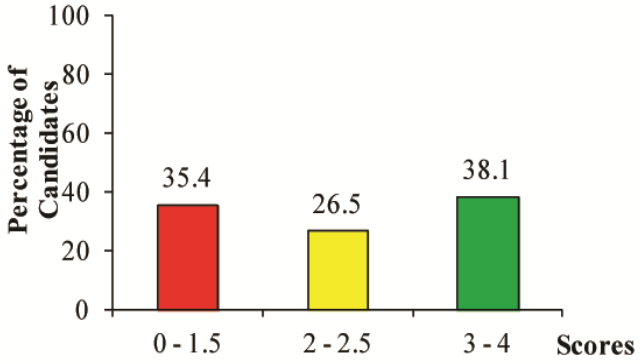
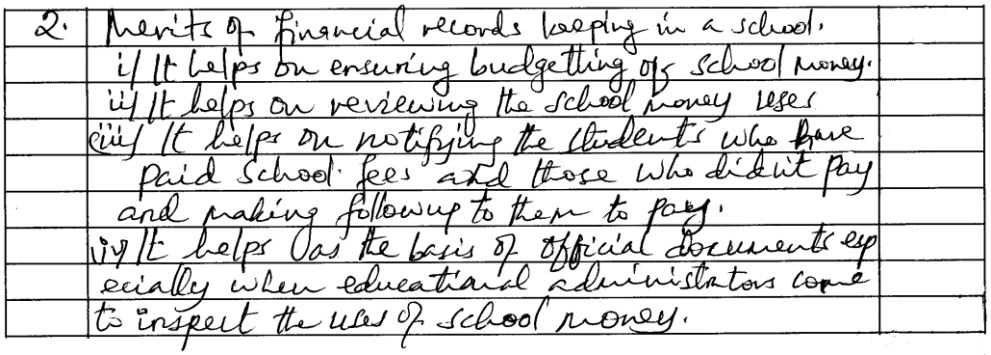


Figure 2: Trend of the candidates' performance in question 2.

The candidates who scored from 3 to 4 marks were able to explain correct responses of the merits of financial record keeping in a school. Some of the merits are to enable the school manager/head of the school to know the exact amount of money invested in a particular project and its outcomes, know the exact value of sales at a particular time, calculate the profits or losses made at a particular time and know the total donations acquired from the public.

The candidates were able to mention relevant responses as they had sufficient knowledge of the subject matter and understood the question demand. An example of relevant response is illustrated below: *it is used for evaluation purposes and accountability, easy to know the balance of money produced and consumed within the year, helps to keep record of school fees and other contributions and in knowing the loss and benefit of the school*. Extract 2.1 depicts sample of a correct response from script of a candidate.

Extract 2.1


2. Merits of financial records keeping in a school.
i) It helps on ensuring budgetting of school money.
ii) It helps on reviewing the school money users
iii) It helps on notifying the students who have paid school fees and those who didn't pay and making followup to them to pay.
iv) It helps as the basis of official documents esp ecially when educational administrators come to inspect the use of school money.

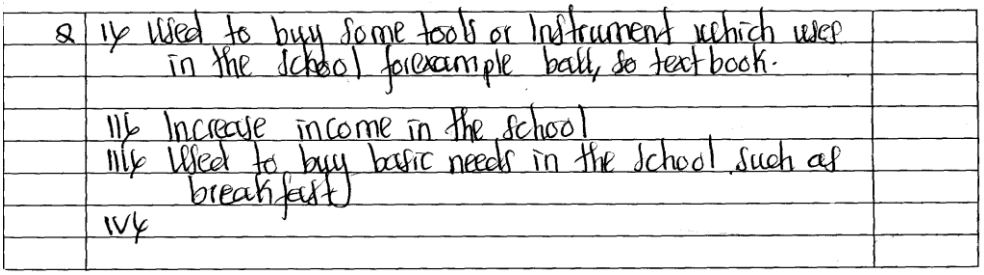
Extract 2.1: A sample of a relevant response for question 2.

On the other hand, the candidates who scored from 2 to 2.5 marks had slightly incorrect responses. These responses reflected impartial knowledge of the subject matter as well as language competence. While some candidates managed to give relevant responses such as *financial record keeping is used as reference to the educational inspectors when required and helps to make evaluation of the school*, others provided poorly written and incorrect responses. Example of such responses included "*it help in financing different issues and project"* and *it help to keep record about activity*.

Moreover, the candidates who scored from 0 to 1.5 marks had insufficient knowledge of the subject matter as well as they failed to understand the demand of the question. Therefore they provided incorrect answers such

as the following; *to avoid thief in the school* and: *"it is used to conserving environment in the school, for example fencing building"*. The Extract 2.2 indicates a sample of the incorrect response for question 2.

Extract 2.2



Extract 2.2: A sample of an irrelevant response for question 2.

2.1.3 Question 3: Philosophy of Education

The question demanded the candidates to outline four (4) roles of Philosophy. All 907 (100%) candidates attempted this question as per the instruction. Among them, 412 (45.4%) scored from 3 to 4 marks, 265 (29.2%) scored from 2 to 2.5 marks and 230 (25.4%) scored from 0 to 1.5 marks. Generally, the performance in this question was good as 667 (74.6%) candidates scored 40 percent and above as illustrated in Figure 3.

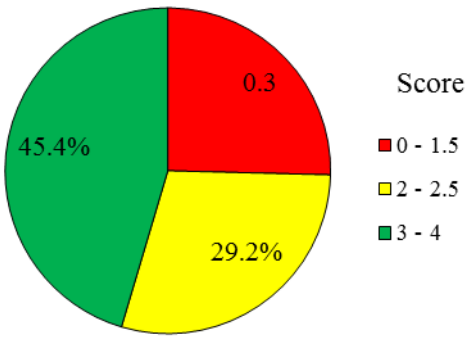


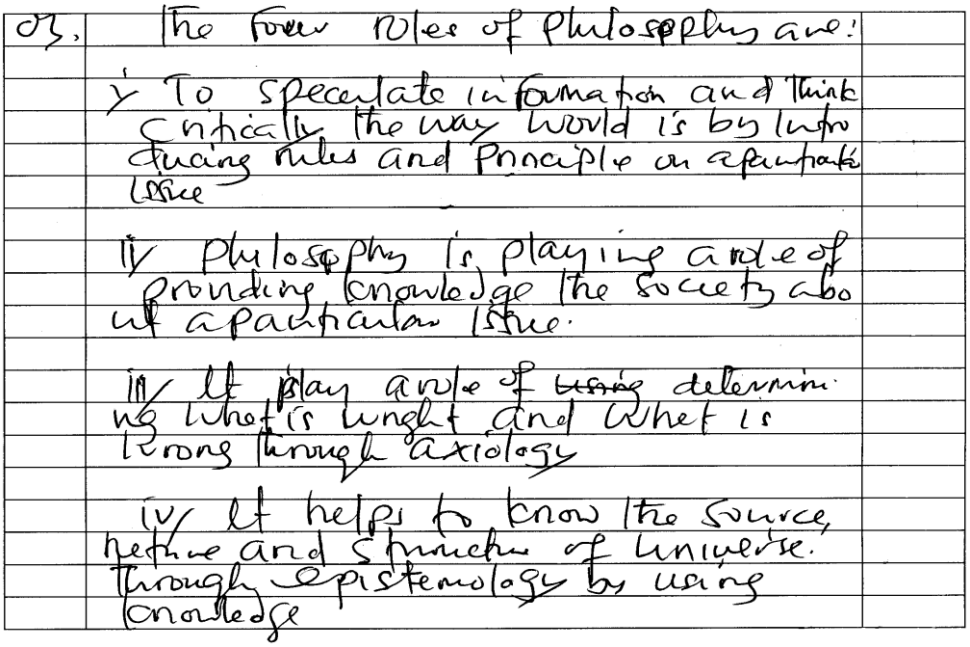
Figure 3: Trend of the candidates' performance in question 3.

The candidates who scored from 3 to 4 marks understood the demand of the question and had sufficient knowledge of the roles of philosophy. The question demanded roles such as philosophy provides an insight to speculate on the truth and the existence of things on the universe, it is used to judge what is right or wrong, bad or good for both the human conduct and or its institutions, it enables individuals to make systematic study of inference or

drawing of conclusions from the given conclusions and to enable us to discover the types (sources) of knowledge such as revealed, authoritative intuition, rational and experimental (scientific method) among others.

Due to the sufficient knowledge of the subject matter, candidates were able to mention relevant responses. An instance of such responses is illustrated as follows. *Philosophy help people to know what is good and what is bad in their society, it provides insights to speculate the truth and the existence of things and promoting thinking capacity through epistemology*. Furthermore, other candidates in this category provided partial or irrelevant responses as follows; *"Philosophy enable in implementing educational policies"* and to *make people to be creativity*. Extract 3.1 is sample of a correct response from script of the candidate who provided relevant responses of question 3.

Extract 3.1



03. The four roles of Philosophy are:

i) To speculate information and think critically the way world is by introducing rules and principle on a particular issue

ii) Philosophy is playing a role of providing knowledge the society about a particular issue.

iii) It play a role of ~~using~~ determining what is wright and what is wrong through axiology

iv) It helps to know the source, nature and structure of universe. Through epistemology by using knowledge

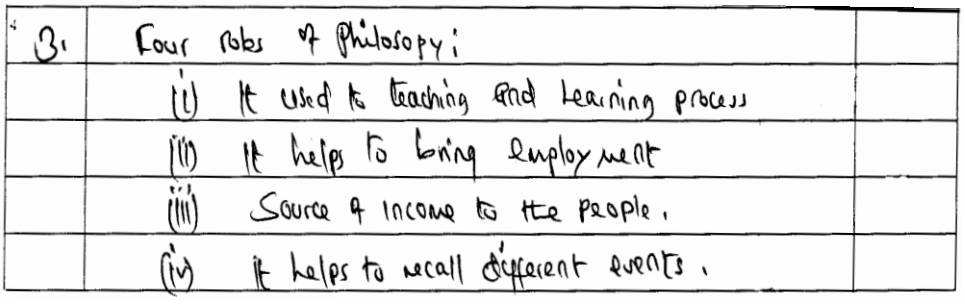
Extract 3.1: A sample of an incorrect response for question 3.

Furthermore, the candidates who scored from 2 to 2.5 marks had insufficient knowledge of the subject matter. They mixed relevant and irrelevant responses which indicate that candidates had partial knowledge of the roles of philosophy. For example, one candidate wrote the following; *it help to know how to select teaching and learning methodology* and *helps to know the truth and existence of something;* A similar case was revealed in the following: *its principles and theories*

helps teaching and learning to be effectively by the use of teaching and learning aids, to show the general truth about something and *to show the road map which a human can follow and have its life philosophy.*

On the other hand, the candidates who scored from 0 to 1.5 marks revealed lack of knowledge of the subject matter and failed to understand the demand of the question. For example, some candidates mentioned the branches of philosophy-*metaphysics, epistemology, axiology* and *logic* as the roles of philosophy while other candidates had problems with language as illustrated in the following response. *To provide knowledge and it helps society with the way of solving different challenge occur in the society*. Extract 3.2 below represents a sample of an incorrect response from a script of a candidate.

Extract 3.2


3. Four roles of Philosophy;
(i) It used to teaching and learning process
(ii) It helps to bring employment
(iii) Source of income to the people.
(iv) It helps to recall different events.

Extract 3.2: A sample of the incorrect responses in question 3.

2.1.4 Question 4: Philosophy of Education

The candidates were required to state four (4) similarities between J.K Nyerere and John Dewey on ideas on Education. This question was attempted by all 907 (100%) candidates of which 255 (28.1%) scored from 3 to 4 marks, 289 (31.9%) scored from 2 to 2.5 marks, and 363 (40%) scored from 0 to 1.5 marks. The general performance in this question was good since 544 (60%) scored 40 percent and above. Figure 4 summarizes the performance of the candidates in question 4.

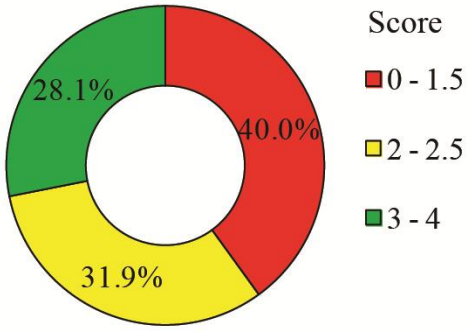
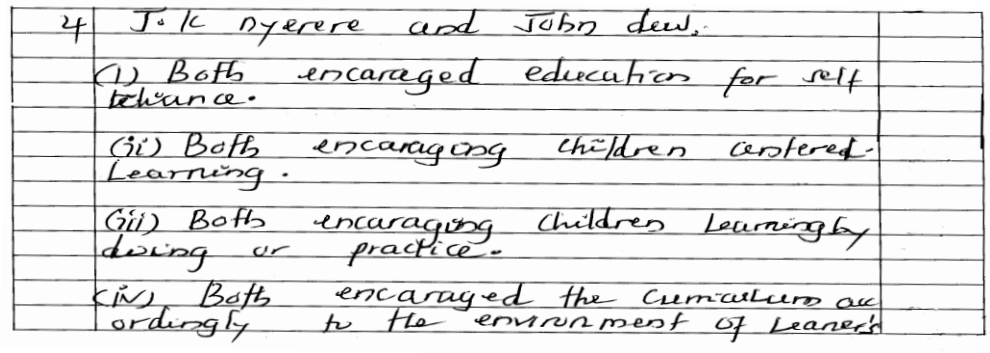


Figure 4: Trend of the candidates' performance in question 4.

The candidates who scored from 3 to 4 marks understood the demand of the question. These candidates are assumed to know the subject matter. They were able to state similarities between John Dewey and Nyerere ideas on Education. Such similarities include: both argued that the purpose of the community should determine the purpose of education, science and technology to focus on civilization of people, both address the issue of learning by doing or learning through practice, both address the ideal curriculum as the one which is child centered and society centered.

One candidate wrote relatively correct responses such as *both encouraged education for self reliance, both encouraged children centered learning,* and *both encouraged children learning by doing*. Extract 4.1 depicts a sample of a response of a candidate who was able to provide relevant responses according to the demand of the question.

Extract 4.1

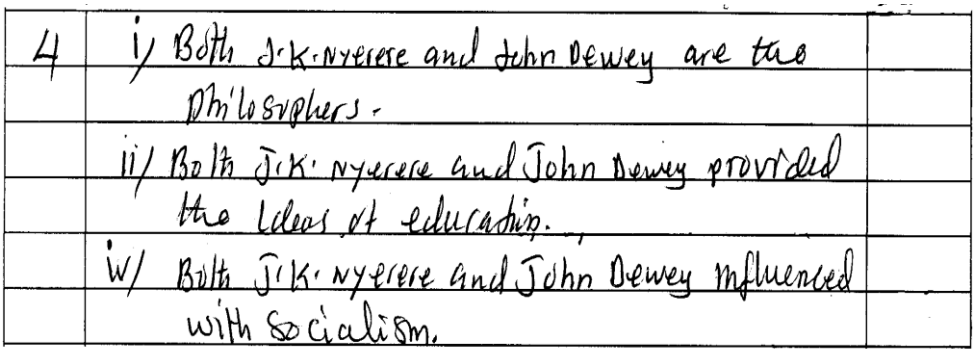

4 J. K Nyerere and John dew.
(i) Both encaraged education for self reliance.
(ii) Both encaraging children centered Learning.
(iii) Both encaraging children Learning by doing or practice.
(iv) Both encaraged the curriculum accordingly to the environment of Leaners

Extract 4.1: A sample of a relevant response in question 4.

Moreover, the candidates who scored from 2 to 2.5 marks indicated a partial knowledge of the subject matter. They mentioned a mixture of partial relevant and irrelevant responses. As a result, these candidates failed to mention all four similarities as the question demanded. Samples of responses from two scripts are illustrative: *both contribute education for children and adult* and *both ideas for education for self-reliance, both Nyerere and Dewey said that education should pass through examination to measure the students' achievements* which revealed insufficient knowledge of the similarities.

The candidates who scored from 0 to 1.5 marks revealed to lack knowledge of the similarities between J.K Nyerere's and John Dewey's ideas on education. For example some few candidates managed to provide only one correct response such as; *both says science and technology is the source of development*. Other candidates incorrectly explained that J.K Nyerere and John Dewey were influenced by socialism. A sample of responses which illustrated philosophical orientation of the two is presented in Extract 4.2

Extract 4.2


4 i/ Both J.K. Nyerere and John Dewey are two Philosophers.
ii/ Both J.K. Nyerere and John Dewey provided the ideas of education.
iii/ Both J.K. Nyerere and John Dewey influenced with Socialism.

Extract 4.2: Incorrect response which described the philosophical orientations of J.K Nyerere and John Dewey.

2.1.5 Question 5: Education Trends in Tanzania and other Countries

The question demanded the candidates to state four (4) purposes of Education for Self-reliance policy (ESR) in Tanzania. All 907 (100%) candidates attempted this question. Among them, 483 (53.3%) scored from 3 to 4 marks, 258 (28.4%) scored from 2 to 2.5 marks and 166 (18.3%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was good as 741 (81.7%) candidates scored 40 percent and above as summarized in Figure 5.

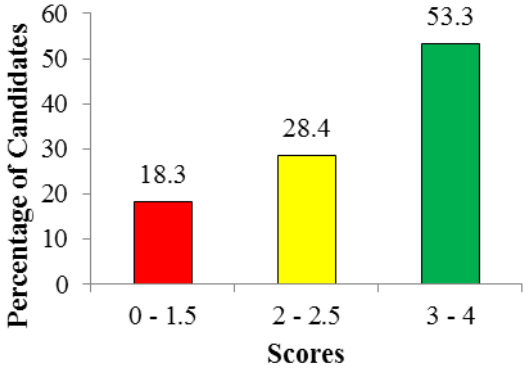
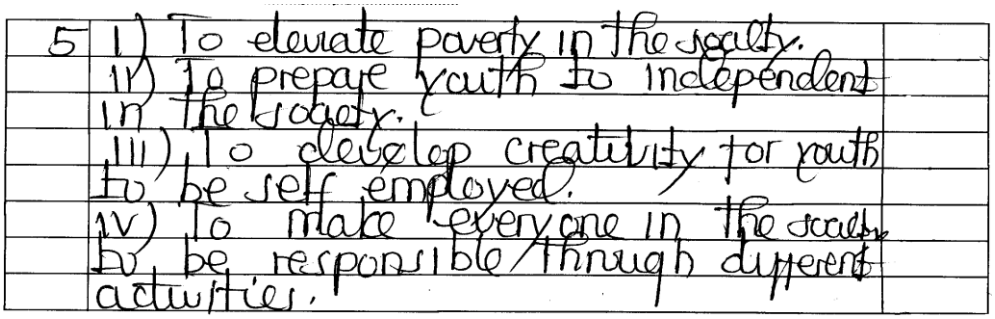


Figure 5: Trend of the candidates' performance in question 5.

The candidates who scored from 3 to 4 marks showed adequate understanding of the question requirement. They were able to state four purposes of Education for self Reliance in Tanzania. Such purposes includes; to foster social goods of living and working together, inculcate in a learner a sense of commitment to the total community, promote an understanding and acceptance of the values appropriate to the Tanzania political ideology and to ensure that education given to students enables them to become creative, self-reliant and willing to work with others.

These candidates are assumed to have sufficient knowledge of the subject matter as were able to reflect such purposes in their responses as follows. *To liberate people's mind and become self reliant, integrate education with work, it alleviates poverty in the society, it prepares youth to be independent in the society, and it develop creativity for youths to be self employed.* However, variation in their scores depended on the correctness and clarity of their answers. Extract 5.1 illustrates a sample of a good response from a script of a candidate.

Extract 5.1

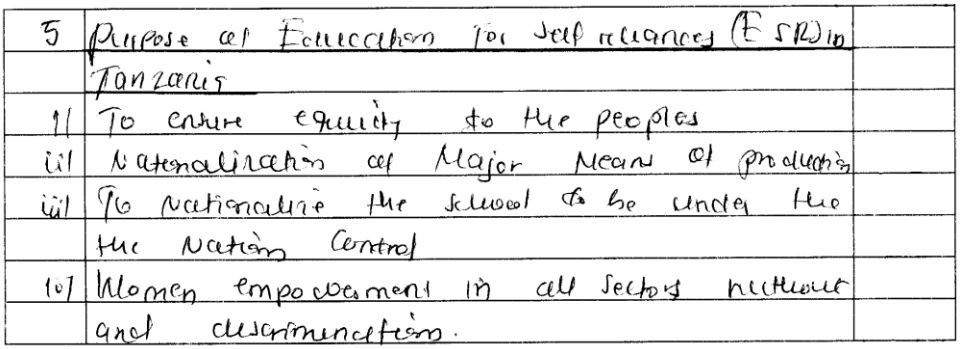

5 i) To elevate poverty in the society.
ii) To prepare youth to independent in the society.
iii) To develop creativity for youth to be self employed.
iv) To make everyone in the society to be responsible through different activities.

Extract 5.1: A sample of the correct response in question 3.

Moreover, the candidates who scored from 2 to 2.5 marks gave few correct responses. These candidates had problems in writing skills and had language problems of different kinds. For instance, the candidates mixed correct and incorrect responses such as: *uses to understand human right, it helps to use in life, also use to promotion good security, generate unit and cooperation to the society.* These above responses indicate a partial knowledge of the question requirement.

The candidates who scored from 0 to 1.5 marks lacked knowledge of question. The candidates misconceived the demand of the question. As a result, some candidates wrote irrelevant responses such as: *lack of capital, unemployment, bad leadership, corruption* while others had several grammatical errors in their scripts. One candidate wrote answers such as: *society should participate in provision of education for example transmith teach youth and education must be invention, intergrate and innovation* and to *improve edcuational curriculum*. Other candidates had all responses incorrect as depicted in Extract 5.2.

Extract 5.2



Extract 5.2: Incorrect responses in question 5.

2.1.6 Question 6: Educational Management and Administration

The question required the candidates to outline four (4) roles of the National Examinations Council of Tanzania (NECTA) as a quality assurance institution. All 907 (100%) candidates attempted the question. The performance of the candidates shows that 379 (41.8%) scored from 3 to 4 marks, 145 (42.2%) scored from 2 to 2.5 marks, and 145 (41.8%) scored 0 to 1.5 marks. Generally, the performance in this question was good as 762 (84%) candidates scored 40 percent and above as shown in Figure 6.

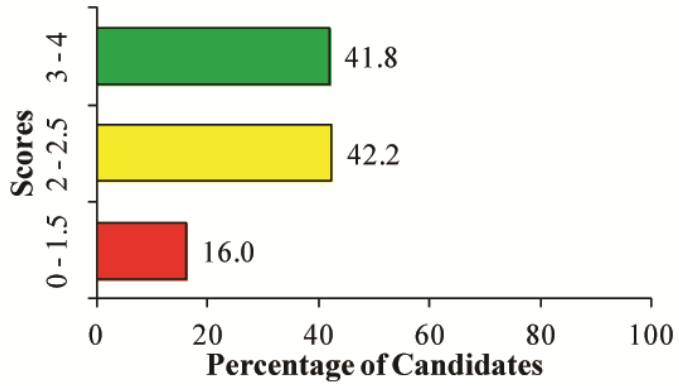
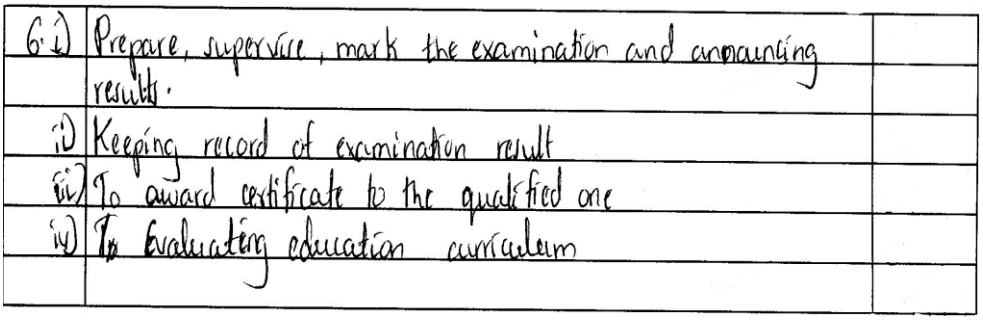


Figure 6: Trend of the candidates' performance in question 6.

The candidates who scored from 3 to 4 marks understood the question requirement. The question demanded the candidates to outline roles of the NECTA which are to prepare, administers and grade National Examinations for Primary and Secondary schools and Teacher colleges, awarding Certificates of achievement to candidates, keeping all records related to national examinations and evaluating national educational development through examination results.

These candidates were able to outline four relevant roles of the NECTA. For example, one candidate outlined the roles as follows: *to prepare, supervise, mark the examination and announcing results, keeping record of examination results, and* to *award certificate to the qualified ones.* Furthermore, other candidates were able to mention only three roles and they also repeated some of the roles. Repetition is observed in the following responses: *to preparing national examinations like Diploma for Secondary Education Examination (DSEE) and Supervising examinations*. Extract 6.1 illustrates the correct four roles of the NECTA.

Extract 6.1

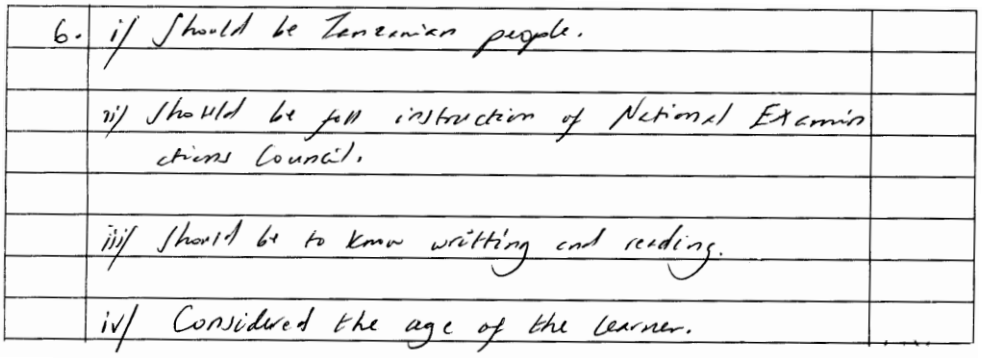


Extract 6.1: A sample of the correct outlines of the four roles of NECTA.

The candidates who scored from 2 to 2.5 marks mixed relevant and irrelevant details in their responses. Other candidates outlined incorrectly some of the roles of NECTA. One candidate's response illustrate: *approving the teaching and learning materials to be used example approving textbook.* Furthermore, other candidates rephrased the same roles of NECTA as follows: *to supervise the examinations, prepare examination results,* and *prepare and construct examination results*.

On the other hand, candidates who scored from 0 to 1.5 marks did not understand the question. The candidates in this category managed to provide one correct role of NECTA or gave responses with the same meaning as follows; *to prepare National examinations, to mark National examinations and announce the results*. Moreover, other candidates provided irrelevant responses for the roles of NECTA. One candidate wrote that NECTA's role is "*to develop education curriculum*". Such a response shows that the candidate misconceived the roles of NECTA. Extract 6.2 illustrates an irrelevant response in question 6.

Extract 6.2



Extract 6.2: A sample of an irrelevant response of the candidate in question 6.

2.1.7 Question 7: Sociology of Education

The question required the candidates to summarize four (4) general aims of education in the society. The analysis shows that all 907 (100%) candidates attempted this question. The performance in this question indicates that 446 (49.2%) scored from 3 to 4 marks, 374 (41.2%) scored from 2 to 2.5 marks and 87 (9.6%) scored from 0 to 1.5 marks. The general performance of candidates in this question was good as 820 (90.4%) candidates scored 40 percent and above as illustrated in Figure 7.

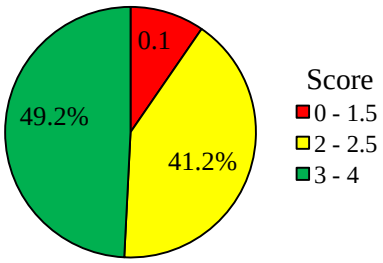


Figure 7: Trend of the candidates' performance in question 7.

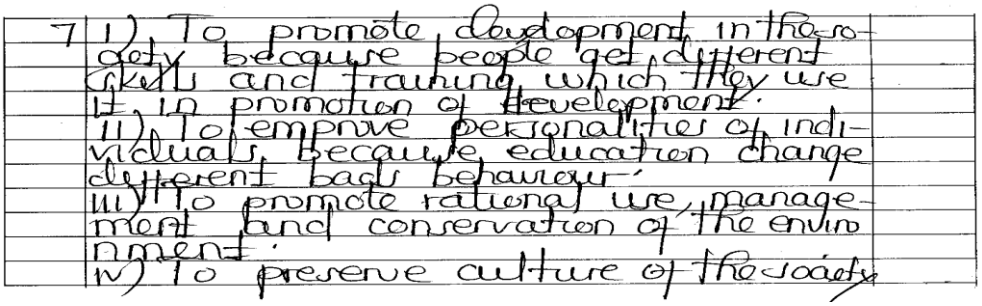
The candidates who scored from 3 to 4 marks were able to understand the demand of the question which required the candidates to summarize the aims of education in the society.

The four general aims of education in the society includes; prepare individuals for vocational training by being helped to develop necessary practical skills and characters or qualities useful to master the environment, transmit societal values, cultural values, morals and heritage from one generation to the next, for personal development including intellectual and spiritual growth, and social training such that young people are prepared into the society at local and national levels.

These candidates who appeared to have sufficient knowledge of the question, were able to provide relevant aims in their responses. They also exhibited good command of English Language One of the candidates had the following; *to promote and preserve culture, promote economic development, provide knowledge to the people and promote cooperation or unity among the people*.

However, the candidates' responses varied depending on the correctness of their responses. Some few candidates failed to mention all the four general aims of education. For example, one candidate had this one wrong response: *to solve conflict, for example family conflict such as drunkeness of father*. Extract 7.1 below illustrates correct response from a script of a candidate who was able to outline the four aims of education in the society.

Extract 7.1

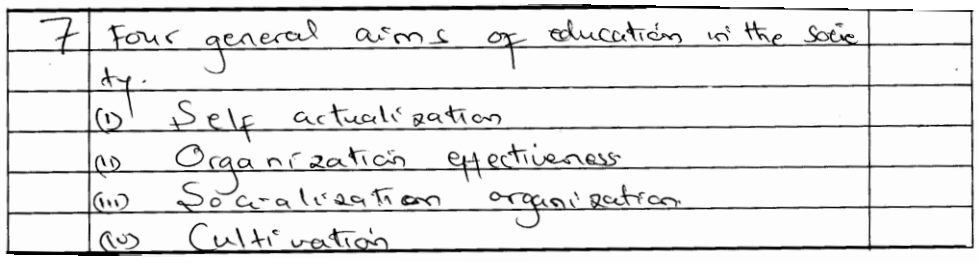

7 i) To promote development in the society because people get different skills and training which they use in promotion of the development.
ii) To improve personalities of individuals because education change different bads behaviour.
iii) To promote rational use, management and conservation of the environment.
iv) To preserve culture of the society

Extract 7.1: A sample of a response of the candidate who was able to outline the general aims of education in the society.

The candidates who scored from 2 to 2.5 marks provided mixture of relevant and irrelevant responses which indicated partial knowledge of the question requirement. For example, one candidate had the following; *to equip knowledge, skills and values to the society, to shape the behaviour of the people in the society*. Other candidates provided irrelevant responses as the following; *to employ people, it facilitate learn from other country, it help in making a comparison education so as streighth and weakness with other countrie.it helps the society to meet their social basic need*. In addition to irrelevant details, these candidates exhibited insufficient writing skills. Others missed some marks due to repetition of same responses.

The candidates who scored from 0 to 1.5 marks were not able to meet the demand of the question due to insufficient knowledge of what the question asked. Candidates revealed several weaknesses in their responses. For example, some candidates provided relevant answers which were characterized by some grammatical errors due to poor skills in using English Language. Most of the candidates misconceived the demand of the question and hence gave irrelevant responses such as *peace, respect unity, organization effectiveness, socialization organization, cultivation*. Extract 7.2 represents a sample from a script of candidate with incorrect responses.

Extract 7.2


7 Four general aims of education in the society.
(i) Self actualization
(ii) Organization effectiveness
(iii) Socialization organization
(iv) Cultivation

Extract 7.2: A sample of incorrect response from a script of a candidate who was not able to mention relevant aims of education in the society.

2.1.8 Question 8: Educational Management and Administration

The question demanded the candidates to explain four (4) rationales behind the teaching of educational management and school administration to student-teachers. The analysis shows that all 907 (100%) candidates attempted this question. Among them, 176 (19.4%) scored from 3 to 4 marks, 364 (40.1%) scored from 2 to 2.5 marks and 367 (40.5%) scored from 0 to 1.5 marks. Generally, since 540 (59.5%) candidates scored 40 percent and above, the performance of candidates in this question was average. Figure 8 summarizes the performance.

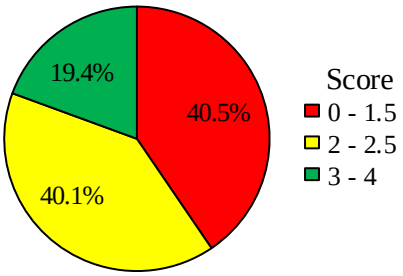


Figure 8: Trend of the candidates' performance in question 8.

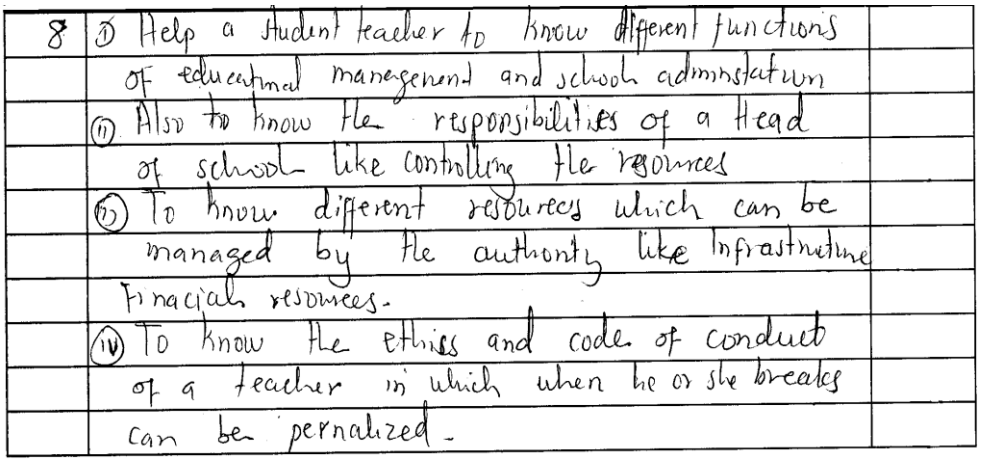
The candidates who scored from 3 to 4 marks had good understanding of the question. It demanded candidates to explain the rationales behind the teaching of educational management and school administration to student-teachers. Examples of such rationales are; to provide a clear understanding of the management concepts and their application in educational context, introduce the student teacher as a prospective school administrator to organizational theories and practices of managing and leading people within the context of the school organization,

Other rationales include to develop and upgrade the skills of human resources in order to nurture diversity holistically and create a cadre of committed and competent educational managers and leaders, comprehend the wide definition of ethics and its implication for moral and professional conduct of a teacher, and to prepare student teachers assume responsibilities and leadership roles in the teaching profession within the community and wider society.

Some of the candidates managed to write four rationales for teaching educational management and school administration relevantly. One

candidate stated the rationales as follows: *student-teacher will be aware on his or her responsibilities at school and in community, student-teacher will be able to understand the characteristics of a good teacher and live in them at work* and *student teacher will be able and aware with their job (professional code of conduct).* Extract 8.1 depicts a correct response from a script of a candidate.

Extract 8.1


8 (i) Help a student teacher to know different functions of educational management and school administration
(ii) Also to know the responsibilities of a Head of school like controlling the resources
(iii) To know different resources which can be managed by the authority like Infrastructure Financial resources.
(iv) To know the ethics and code of conduct of a teacher in which when he or she breaks can be pernalized.

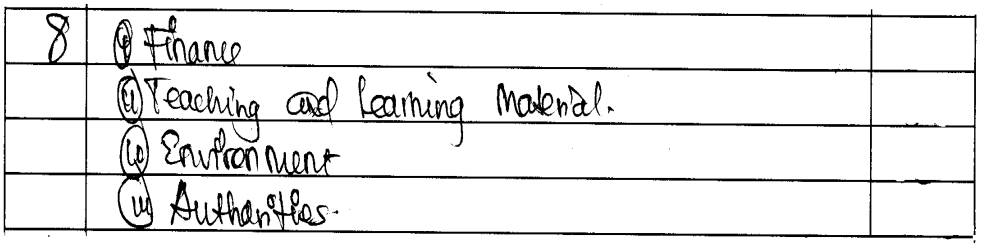
Extract 8.1**:** A sample of a correct response from question 8.

Moreover, the candidates who scored from 2 to 2.5 marks had inadequate knowledge of the question requirement. These candidates provided fewer points contrary to the requirement of the question. Other candidates mixed relevant and irrelevant or repeated same points. Repetition is illustrated in the following response: *to prepare a student teacher with the skills on planning, acquiring and directing the school facilities and resources; it helps a student teacher to plan his teaching and learning process with the resources to be used* and *helps student teacher to acquire skills on how to administer students in the leaching process.* The majority of these candidates had language problems which led to inconsistent presentation as illustrated in the following response. *helps student teacher to know how to organize and guiding as well as directing subordination, helps student to be more creativity and able to make decision.*

On the other hand, the candidates whose scores ranged from 0 to 1.5 marks failed to understand the demand of the question. It appears that these candidates lacked knowledge of the question due to lack of the knowledge of the subject matter. Only few candidates managed to provide relevant points as the question demanded. For example, one candidate gave the

responses such as: *it helps student teachers to be equipped with the knowledge of educational management and administration which enable them when they are given positions to work effectively.* Other candidates had incorrect responses throughout. The incorrect responses are signs that these candidates lacked knowledge of the question. Extract 8.2 is a sample of incorrect response from a script of a candidate.

Extract 8.2



Extract 8.2: A sample of incorrect response from a script of a candidate for question 8.

2.1.9 Question 9: Educational Management and Administration

The question required the candidates to describe (a) Educational administration (b) Educational management (c) School management and (d) Delegation of power. This question was attempted by all 907 (100%) candidates whereby 229 (25.2%) scored from 3 to 4 marks, 261 (28.8%) scored from 2 to 2.5 marks and 417 (46%) scored from 0 to 1.5 marks. The analysis indicates that the performance of candidates in this question was average as 490 (54%) candidates scored 40 percent and above as shown in Figure 9.

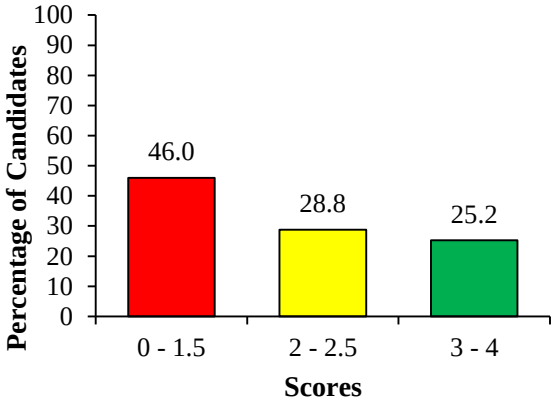


Figure 9: Trend of the candidates' performance in question 9.

The candidates who scored from 3 to 4 marks had sufficient knowledge of the subject matter and demonstrated abilities to describe the terms educational administration, educational management, school management and delegation of power.

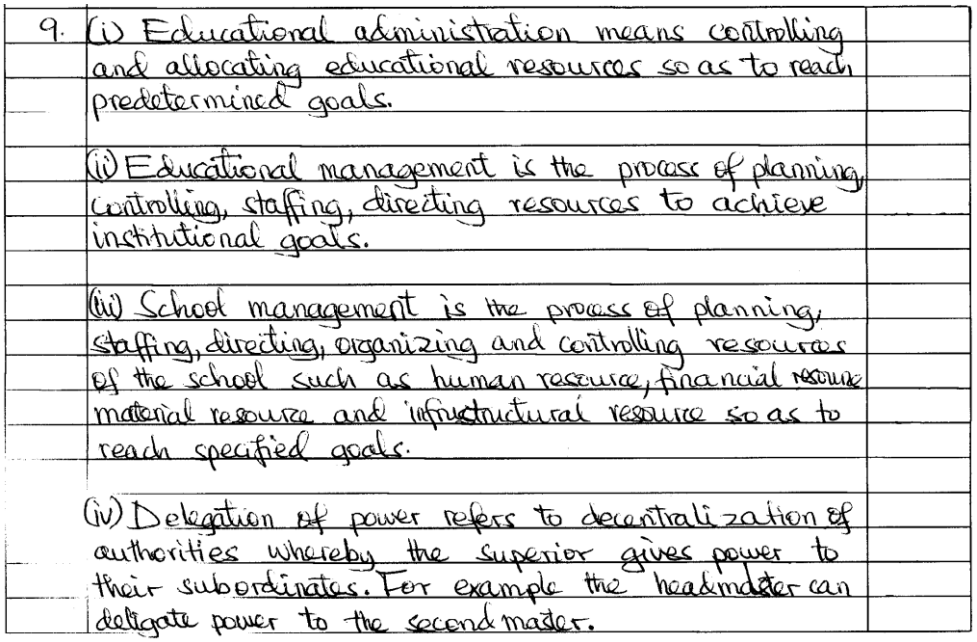
According to the question demand, educational management is described as a process of designing, developing and effecting educational objectives by using available resources so as to achieve the predetermined educational goals. It involves the functions of planning, coordinating, organising, directing, innovating and evaluation.

Educational administration on the other hand is a process of acquiring and allocating resources for the achievement of predetermined educational goals. It involves the functions of planning, reporting, controlling, and supervising and others while delegation of power is described as a process in which formal authority to make decision is transferred from a superior to subordinate in an organisation.

School management refers to all activities performed by head of school in order to keep school operating. The activities include maintaining school records, supervision and others.

The candidates in this category were able to describe all the terms sufficiently as the following response on educational administration illustrates: *Is the process of allocating and directing the acquired resources and facilities in the educational field. It includes giving directions on the educational activities and resource use*. Another candidate described delegation of power as follows. *A process of dividing or separating of duties or jobs to the subordinates.* Another candidate described Educational management as *the application of management theory and practice to educational institutions. It is the process of designing, developing and affecting the objectives available and resources so as to achieve the predetermined educational goals.* Extract 9.1 represents a sample of a correct response.

Extract 9.1


9. (i) Educational administration means controlling and allocating educational resources so as to reach predetermined goals.

(ii) Educational management is the process of planning, controlling, staffing, directing resources to achieve institutional goals.

(iii) School management is the process of planning, staffing, directing, organizing and controlling resources of the school such as human resource, financial resource material resource and infrastructural resource so as to reach specified goals.

(iv) Delegation of power refers to decentralization of authorities whereby the superior gives power to their subordinates. For example the headmaster can delegate power to the second master.

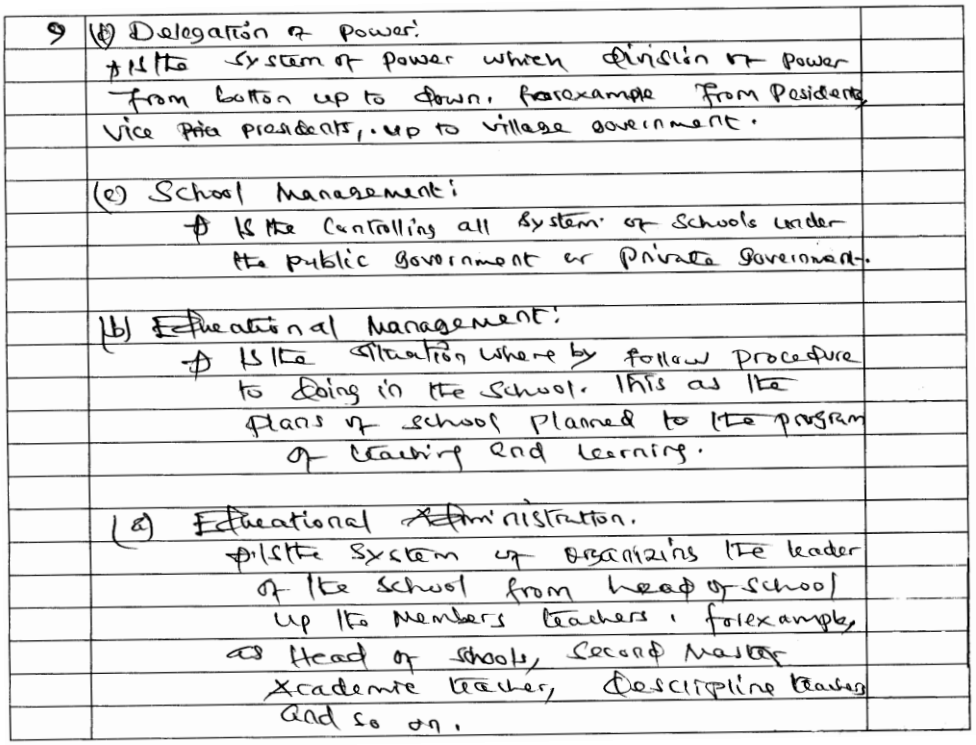
Extract 9.1: A correct response which describes the terms educational administration, educational management, school management and delegation of power.

Moreover, the candidates who scored from 2 to 2.5 marks revealed insufficient knowledge of the question. These candidates combined both correct and incorrect responses characterised by partial descriptions due to insufficient knowledge of the question requirement. For example, one candidate defined educational administration as it *refers to the act of supervising the act of control of affairs/ resources in education. Example managing human/ personnel resource by one who has power*, other candidates' incorrectly defined educational administration as follows: *the process of administering and handling an administration in education issue.* Partial definition of educational management was provided by one candidate as follows. *The process of control, direct and organizing an education institution.*

The candidates who scored from 0 to 1.5 marks lacked knowledge of the question and misconceived the demand of the question. For example, one candidate described incorrectly educational management as follows: *the situation where by follow procedure to doing in the school. This as the plans of school planned to the program of teaching and learning.* Another candidate incorrectly described delegation of power as the "*misuse of the power*". Nevertheless, some few candidates in this category were able to

write one relevant description of the term educational administration as *a process of controlling, coordinating and organizing different activity in the school so as to achieve educational goals*. Extract 9.2 shows one of the incorrect responses in question 9.

Extract 9.2



9 (d) Delegation of power:
Is the system of power which division of power from botton up to down. forexample from Pesidents, vice ~~Pria~~ presidents, up to village government.

(e) School Management:
Is the Controlling all system of schools under the public government or private government.

(b) Educational Management:
Is the situation where by follow procedure to doing in the school. This as the plans of school planned to the program of teaching and learning.

(a) Educational Administration.
Is the system of organizing the leader of the school from head of school up the members teachers. forexample, as Head of schools, Second Master Academic teacher, Descripline teachers and so on.

Extract 9.2: A sample of a response of a candidate who gave incorrect descriptions of the terms educational administration, educational management, school management and delegation of power.

2.1.10 Question 10: Education

The question required the candidates to elaborate briefly four (4) strengths of informal education. The analysis shows that all 907 (100%) candidates attempted this question. Among them, 693 (76.4%) scored from 3 to 4 marks, 117 (12.9%) scored from 2 to 2.5 marks and 97 (10.7%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was good as 810 (90.4%) candidates were able to score 40 percent and above as illustrated in Figure 10.

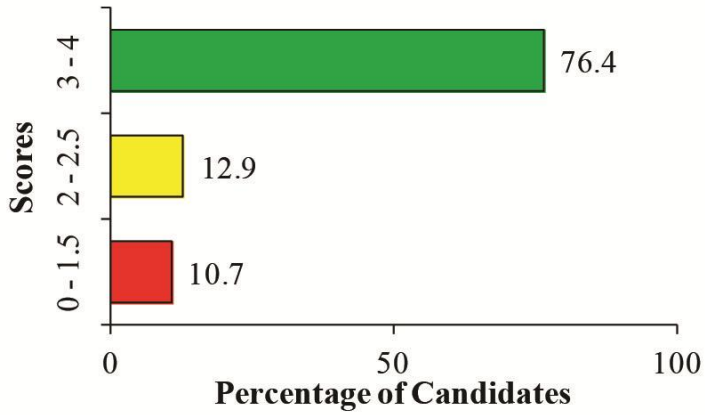


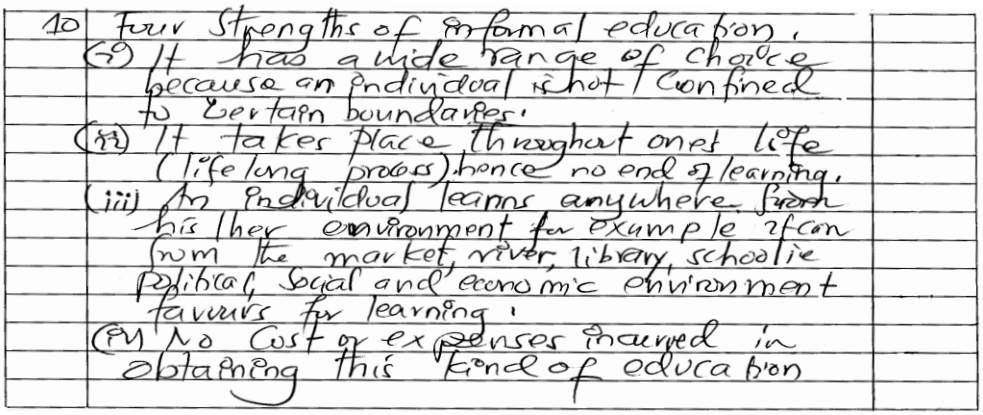
Figure 10: Trend of the candidates' performance in question 10.

The candidates who scored from 3 to 4 marks were able to provide relevant responses of the strengths of informal education. They elaborated the strengths such as it is less costly which means that informal education does not require a formal institution with facilities, trained teachers and a central administrative organization. Also, learning occurs almost everywhere.

Moreover, informal education is a lifelong learning in the sense that learning continues to take place throughout the life of a person. It is also a practical oriented learning such that learners' participation in activities is high. Also, it is flexible as it is not structured, does not emphasize on specific time, age and facilities and more important, its effective utilization of learners experience and environment.

These candidates had good understanding of the subject matter as they explained relevant strengths of the informal education. For example, one candidate mentioned the following; *everyone is free to acquire education because it does not consider the age level, it does not need specific place in order to be conducted because it can be at any place either home or somewhere,* and *it does not need professional teachers, specific institutions and syllabus.* These candidates showed competence in writing skills as well. Extract 10.1 illustrates.

Extract 10.1

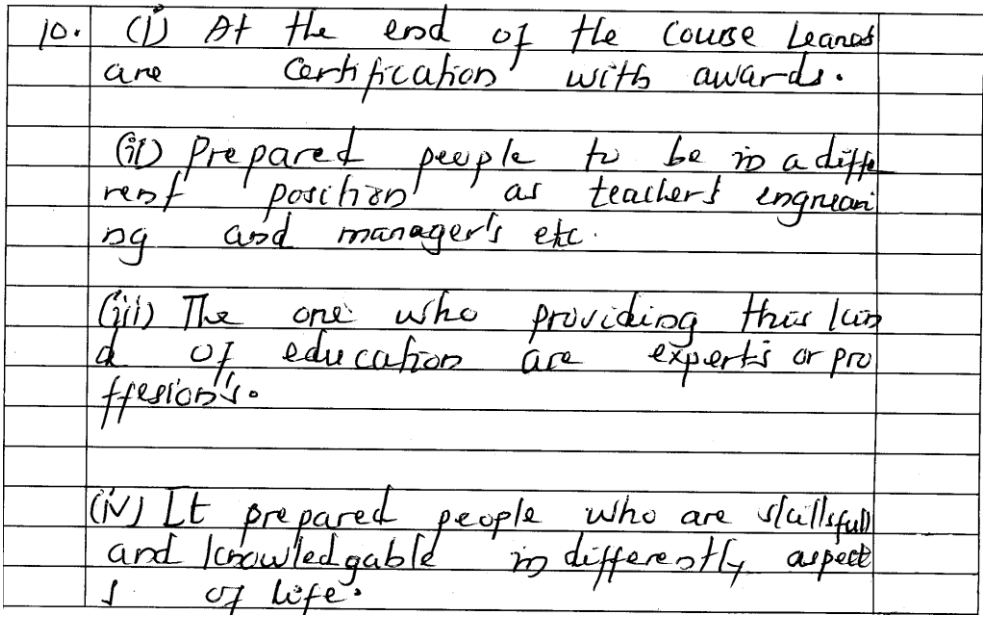

10 Four strengths of informal education.
(i) It has a wide range of choice because an individual is not confined to certain boundaries.
(ii) It takes place throughout one's life (life long process) hence no end of learning.
(iii) An individual learns anywhere from his/her environment for example from from the market, river, library, schools ie political, social and economic environment favours for learning.
(iv) No cost or expenses incured in obtaining this kind of education

Extract 10.1: A correct response from a script of a candidate for question 10

Moreover, the candidates who scored from 2 to 2.5 marks had relevant and irrelevant responses and showed partial understanding of the question. For example, some candidates provided relevant responses as follows: *Can be provided anywhere/ place.* Some candidates had irrelevant points such as *it sometimes involves award or certificate* and *its impact is greater compared to other types of forms of education.* Other candidates mentioned two relevant responses of the strengths of informal education as follows. *It does not involve much cost so it is easy for every member in the community to get it for his or her development; it is available everywhere compared to other forms of education.*

The candidates who scored from 0 to 1.5 marks had several weaknesses in their responses. They lacked knowledge of the question requirement. These candidates therefore, they failed to understand the demand of the question. Few candidates had one strength of informal education while the majority had all four (4) incorrect responses. For example, one candidate had the following three incorrect responses. *It saves means of acquiring education, it is a socializing agent in education, it encourages the value of techniques and polytechnics provision of education.* Some responses in this category had language problem as shown in Extract 10.2.

Extract 10.2


10. (i) At the end of the course Learners are certification with awards.

(ii) Prepared people to be in a different position as teachers engineering and managers etc.

(iii) The one who providing this kind of education are experts or professions.

(iv) It prepared people who are skillsful and knowledgable in differently aspects of life.

Extract 10.2: A sample of incorrect responses for question 10.

2.2 SECTION B: ESSAY TYPE QUESTIONS

This section comprised six (6) essay type questions. The candidates were required to attempt only four (4) questions. Each question had 15 marks. The section had 60 marks.

2.2.1 Question 11: Philosophy of Education

The question required the candidates to analyse five (5) epistemological sources of knowledge using concrete examples. The question was attempted by 576 (63.5%) candidates. Out of these, 372 (64.6%) scored from 10.5 to 15 marks, 186 (32.3%) scored from 6 to 10 marks and 18 (3.1%) scored from 0 to 5.5 marks. Generally, the performance of candidates in this question was good as 558 (96.9%) candidates were able to score 40 percent and above as illustrated in Figure 11 below.

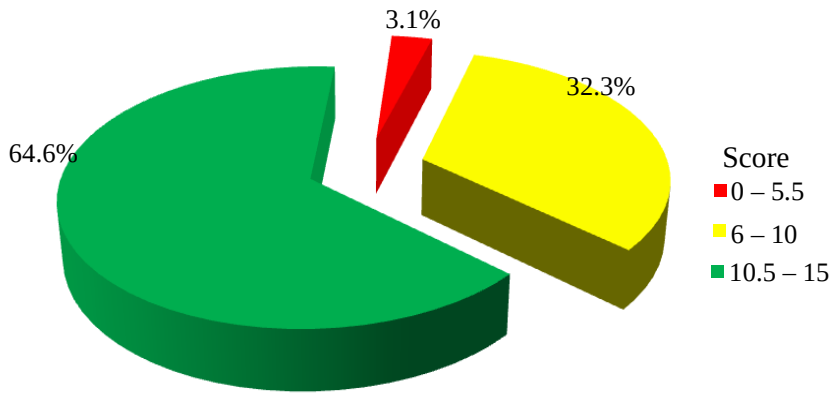


Figure 11: Trend of the candidates' performance in question 11.

The candidates who scored from 10.5 to 15 marks had knowledge of the subject matter and understood the demand of the question. The candidates managed to analyse five epistemological sources of knowledge which are; empirical knowledge, revealed knowledge, authoritative knowledge, rational knowledge and intuitive knowledge.

The candidates in this category gave relevant introduction, conclusion and well elaborated points. For instance, some candidates apart from defining epistemology, they mentioned and elaborated relevant epistemological sources of knowledge in their introductions and in the main body respectively.

One candidate described authoritative source of knowledge as *a source of knowledge obtained from authorities such authors who present information through books and other publications. Example, Tanzania Institute of education is a good authoritative source of knowledge.* Another candidate described empirical source of knowledge as *a type of knowledge obtained through scientific experimentation in which all human senses are involved. For example, all laboratory experiments provide empirical knowledge which is obtained through empirical procedures.* The candidates' scores in this group varied depending on the correctness of elaborations, relevance of introduction and conclusion. Extract 11.1 illustrates a correct response in question 11.

Extract 11.1

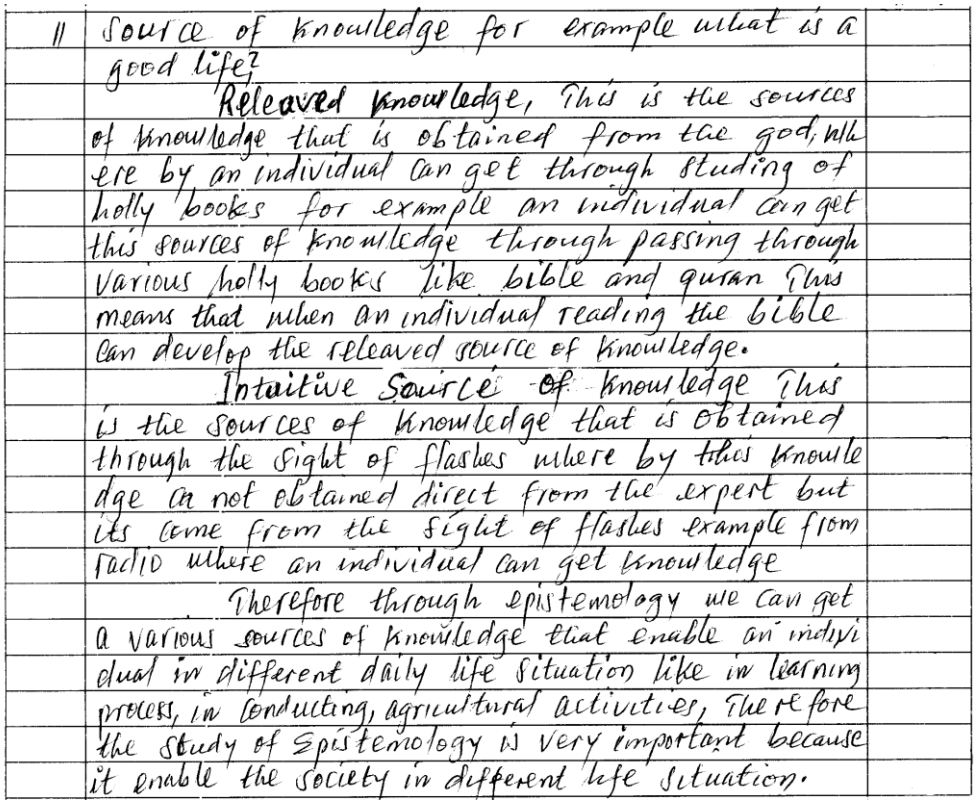
11. Epistemology is the branch of philosophy that deals with the study of the nature of knowledge. Where by this branch it deals with the such question that need knowledge, for example the epistemologist can Judge them selves. for example the/the can ask question what is knowledge and this knowledge come from where?

The following are the epistemological sources of knowledge.

Authoritative knowledge, this is the sources of knowledge that is come or obtained from the experts, for example this knowledge is come from the these who know an objective from research and obtained from schools where by the teacher or expert can impart the knowledge to the learner for example when an experts or teacher impart knowledge to the learner we can say that is authoritative knowledge.

Empirical source of knowledge This is the kind of knowledge that is obtained through the sense organs, This means that an individual can get a knowledge through hearing, feeling, observing something for example when an individ see a certain information by his/her or heared we can say that is the emprical source of knowledge.

Rational source of knowledge This is the source of knowledge that is obtained through reasoning where by an individual can reasoning a something we can say that is rational source


11 source of knowledge for example what is a good life?

Releaved knowledge, This is the sources of knowledge that is obtained from the god, where by an individual can get through studing of holly books for example an individual can get this sources of knowledge through passing through various holly books like bible and quran This means that when an individual reading the bible can develop the releaved source of knowledge.

Intaitive Source of knowledge This is the sources of knowledge that is obtained through the sight of flashes where by this knowledge ca not obtained direct from the expert but its come from the sight of flashes example from radio where an individual can get knowledge

Therefore through epistemology we can get a various sources of knowledge that enable an individual in different daily life situation like in learning process, in conducting, agricultural activities, Therefore the study of Epistemology is very important because it enable the society in different life situation.

Extract 11.1: A sample of a relevant response of a candidate who explained five epistemological sources of knowledge in question 11. .

Moreover, the candidates who scored from 6 to 10 marks had partial knowledge of the question requirement. The responses of these candidates showed strengths and weaknesses as some of the candidates did not write introductions and conclusions.

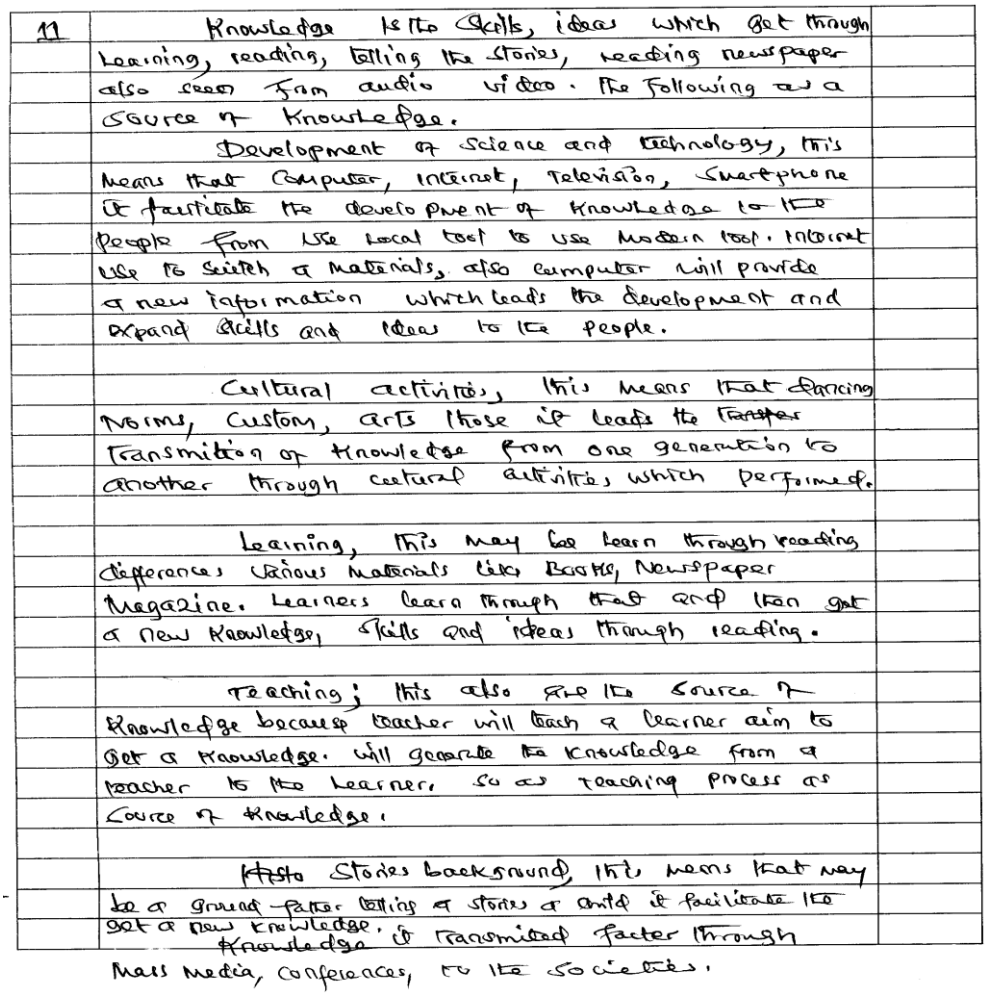
Some candidates defined partially the term epistemology in the introduction. For instance, one candidate wrote the following; *Epistemology is a type of philosophy deals with knowledge being obtained by the man in life. This philosophy explains how the man become knowledge in the life span*. Another candidate mentioned *sense organs* as the epistemological source of knowledge which partially reflected empirical knowledge and *experience* which partially reflected intuitive knowledge. However, candidate scores in this category differed depending on the strength of the explanation.

The candidates who scored from 0 to 5.5 marks showed variations in their responses. Some of the candidates portrayed lack of knowledge of the subject matter while others misconceived the requirement of the question.

The candidates were not able to outline correct epistemological sources of knowledge. For example, some candidates mentioned *philosophy learn, science and technology, political and religion and nature of the community* instead.

Moreover, some other candidates gave the general sources of knowledge such as *historical sites, school, mass media seminars* and *library* instead of the key epistemological sources. Generally, the candidate's responses in this group were poor in terms of the organization and language use. Extract 11.2 illustrates a sample of an incorrect response from a script of a candidate.

Extract 11.2


11 Knowledge is the skills, ideas which get through Learning, reading, telling the stories, reading newspaper also seen from audio video. The Following are a source of knowledge.

Development of science and technology, this means that computer, internet, television, smartphone it facilitate the development of knowledge to the people from use local tool to use modern tool. Internet use to search a materials, also computer will provide a new information which leads the development and expand skills and ideas to the people.

Cultural activities, this means that dancing Norms, Custom, arts those it leads the transfer transmition of knowledge from one generation to another through cultural activities which performed.

Learning, this may be learn through reading differances various materials like Books, Newspaper Magazine. Learners learn through text and then get a new knowledge, skills and ideas through reading.

Teaching; this also are the source of knowledge because teacher will teach a learner aim to get a knowledge. will generate the knowledge from a teacher to the learner. so as teaching process as source of knowledge.

History Stories background, this means that may be a ground factor telling a stories a and it facilitate the get a new knowledge. if transmitted factor through knowledge Mass Media, Conferances, to the societies.

Extract 11.2: A sample of the incorrect response of a candidate in question 11.

2.2.2 Question 12: Education

The question required the candidates to examine five (5) challenges faced by girls in acquisition of secondary education in Tanzania. It was opted by 703 (77.5%) candidates. Among them, 353 (50.2%) scored from 10.5 to 15 marks, 324 (46.1%) scored from 6 to 10 marks and 26 (3.7%) scored from 0 to 5.5 marks. The data indicates that the performance of candidates in this question was good as 677 (96.3%) candidates were able to score 40 percent and above. Figure 12 illustrates the performance.

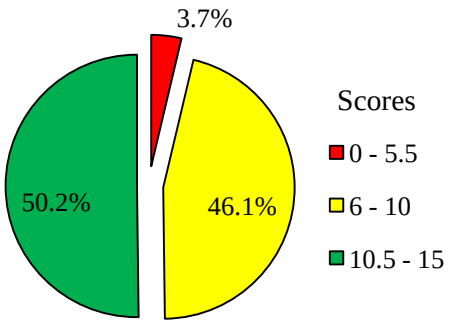
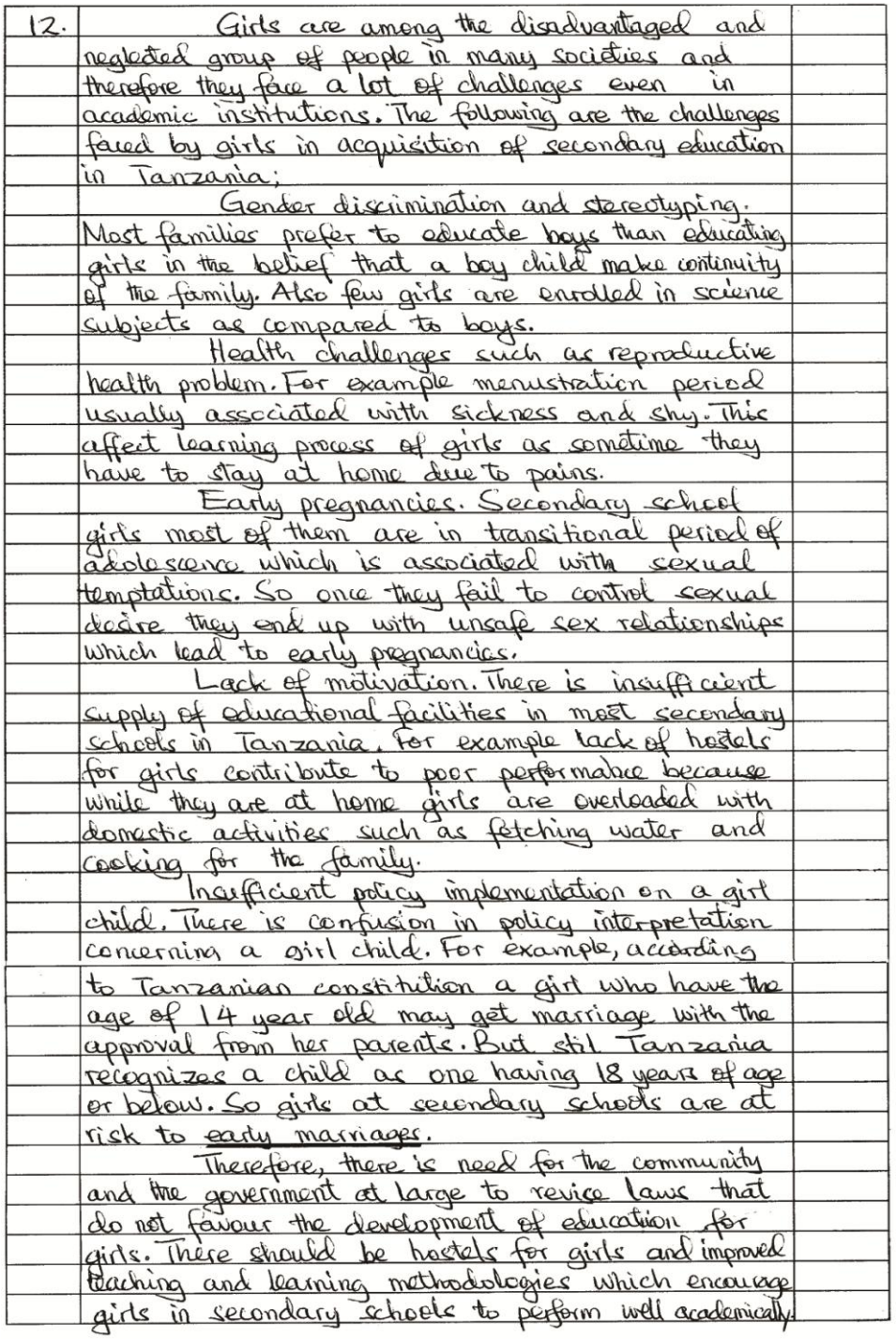


Figure 12: Trend of the candidates' performance in question 12

The analysis of the candidates' performance shows that those who scored from 10.5 to 15 marks managed to answer this question relatively well. In their responses, they were expected to discuss challenges faced by girls in pursuing secondary education such as financial problems of families, less support from teachers and the society, poor infrastructures to support girls especially when in menstruation, long distance from home to school, and less tolerant behaviour of girls to some health challenges.

The candidates showed good understanding of the subject matter as well as the requirement of the question. They presented relevant challenges girls face in acquisition of secondary education in Tanzania. Some of the correct points included, *gender discrimination and stereotype, health challenges, early pregnancies, financial problems, home to school distance* and *sexual relations with teachers.* Their essays had logical flow of introduction, clear clarification of points and comprehensive conclusions as illustrated in extract 12.1.

Extract 12.1



12. Girls are among the disadvantaged and neglected group of people in many societies and therefore they face a lot of challenges even in academic institutions. The following are the challenges faced by girls in acquisition of secondary education in Tanzania;

Gender discrimination and stereotyping. Most families prefer to educate boys than educating girls in the belief that a boy child make continuity of the family. Also few girls are enrolled in science subjects as compared to boys.

Health challenges such as reproductive health problem. For example menustration period usually associated with sickness and shy. This affect learning process of girls as sometime they have to stay at home due to pains.

Early pregnancies. Secondary school girls most of them are in transitional period of adolescence which is associated with sexual temptations. So once they fail to control sexual desire they end up with unsafe sex relationships which lead to early pregnancies.

Lack of motivation. There is insufficient supply of educational facilities in most secondary schools in Tanzania. For example lack of hostels for girls contribute to poor performance because while they are at home girls are overloaded with domestic activities such as fetching water and cooking for the family.

Insufficient policy implementation on a girl child. There is confusion in policy interpretation concerning a girl child. For example, according to Tanzanian constitution a girl who have the age of 14 year old may get marriage with the approval from her parents. But still Tanzania recognizes a child as one having 18 years of age or below. So girls at secondary schools are at risk to early marriages.

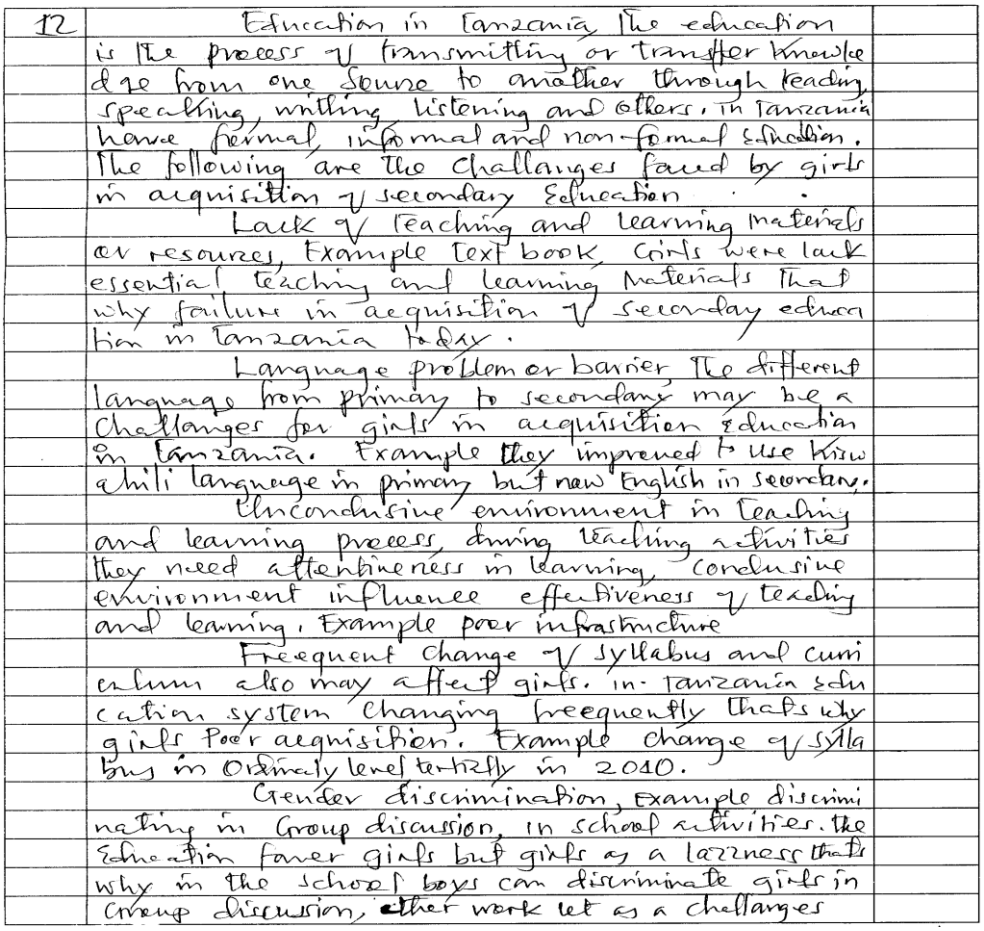
Therefore, there is need for the community and the government at large to revise laws that do not favour the development of education for girls. There should be hostels for girls and improved teaching and learning methodologies which encourage girls in secondary schools to perform well academically.

Extract 12.1: A sample of a good essay of a candidate who was able to organize coherent introduction, body and conclusion in question 12.

Moreover, the performance of the candidates whose scores ranged from 6 to 10 marks showed an inadequate knowledge of the question requirement. The candidates' essays in this category had a mix of correct and incorrect details, lacked logical introduction, insufficient elaboration of points, and conclusion. The essays were full of repeated points. Some candidates treated *forced marriages* and *early marriages* as different points. Some other candidates had irrelevant points such as *lack of educational responsible sexual behaviour*. Other candidates provided fewer points with partial explanations contrary to the requirements of the question. The candidates scores in this category varied depending on the correctness of the elaboration of their responses.

On the other hand, the candidates who scored from 0 to 5.5 marks lacked knowledge of the question. The candidates responses were characterized by incorrect answers. For example, one candidate wrote incorrect responses such as; *language problem or barrier*, *discourages to the girls,* and *frequent change of syllabus and curriculum* which are cross-cutting problems regardless of gender. Moreover other candidates provided fewer points than the question demanded. Some candidates had no conclusions in their essays. Extract 12.2 is a sample of an incorrect response from a candidate's script.

Extract 12.2



12

Education in Tanzania, The education is the process of transmitting or transfer knowledge from one source to another through reading, speaking, writing, listening and others. In Tanzania have formal, informal and non-formal education. The following are the challanges faced by girls in acquisition of secondary Education.

Lack of teaching and learning materials or resources, Example text book, Girls were lack essential teaching and learning materials that why failure in acquisition of secondary education in Tanzania today.

Langnage problem or barrier, The different langnage from primary to secondary may be a challanges for girls in acquisition education in Tanzania. Example they impreved to use kiswahili langnage in primary but now English in secondary.

Unconducsive environment in teaching and learning process, during teaching activities they need attentiveness in learning, conducsive environment influence effectiveness of teaching and learning. Example poor infrastructure

Freequent change of syllabus and curriculum also may affect girls. in Tanzania education system changing freequently thats why girls Poor acquisition. Example change of syllabus in Ordinary level tentzfly in 2040.

Gender discrimination, Example discriminating in Group discussion, in school activities. the Education favor girls but girls as a lazzness thats why in the school boys can discriminate girls in Group discussion, other work let as a challanges

Extract 12.2: A sample of irrelevantly written essay from a candidate who provided irrelevant description of the challenges in girls acquisition of secondary education in Tanzania.

2.2.3 Question 13: Education

The question required the candidates to suggest six (6) factors which should be considered when choosing methods and strategies for teaching adult education.

Few candidates (324, 35.7%) attempted this question. Among them, 119 (36.7%) scored from 10.5 to 15 marks, 189 (58.4%) scored from 6 to 10 marks, and 16 (4.9%) scored from 0 to 5.5 marks. Generally, the performance of candidates in this question was good as 308 (95.1%) candidates were able to score 40 percent and above. Figure 13 summarizes the performance of the candidates in this question.

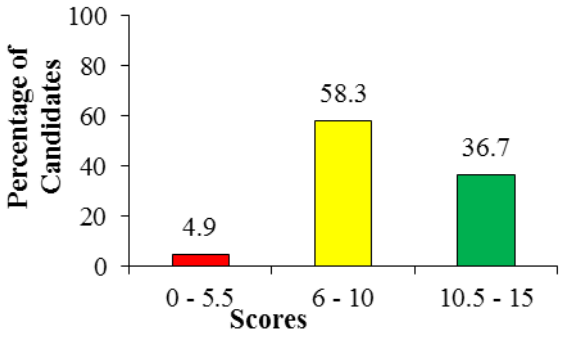


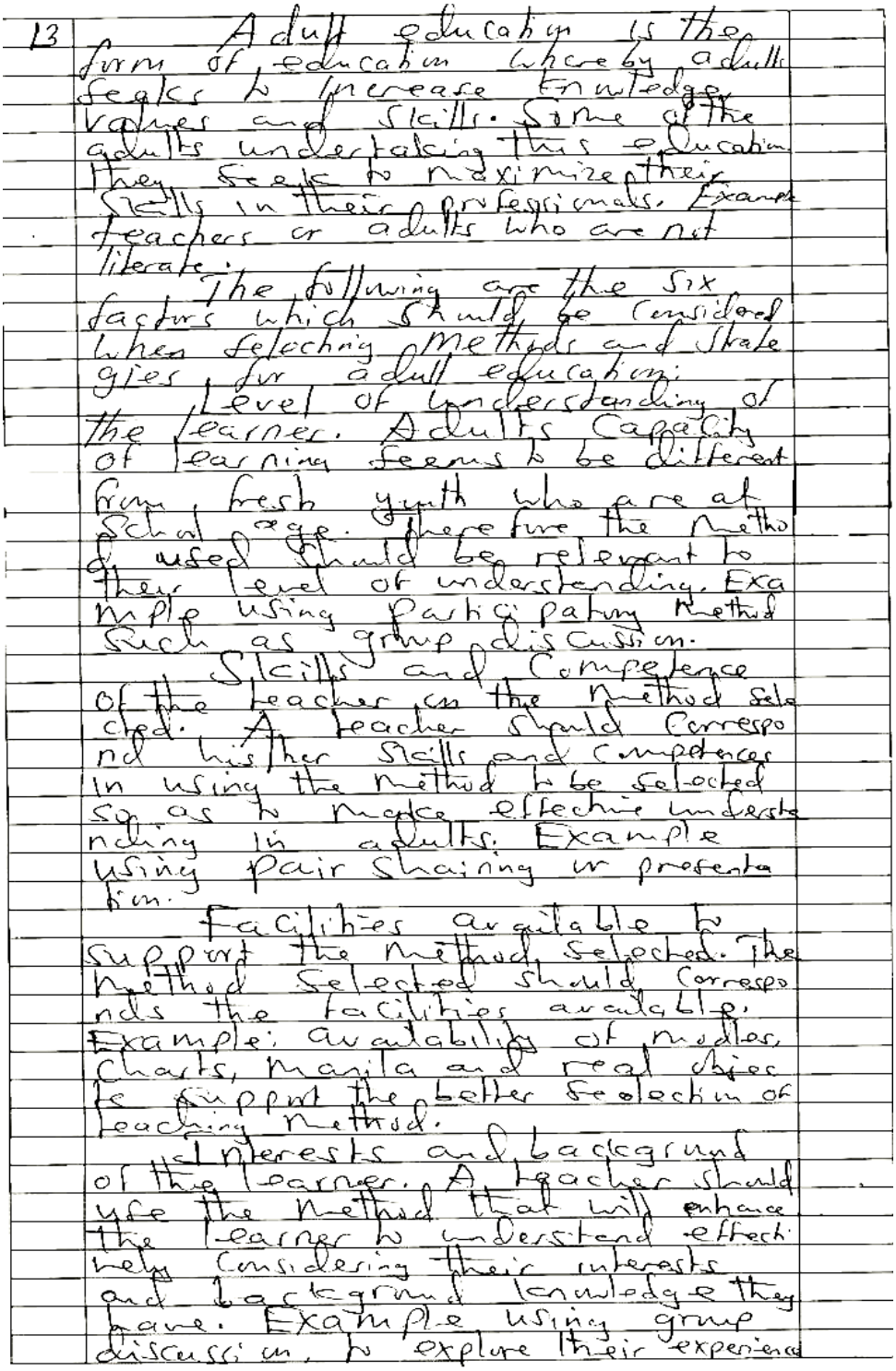
Figure 13: Trend of the candidates' performance in question 13

The candidates who scored from 10.5 to 15 marks had good knowledge of the question and understood the demand of the question. To the demand of the question, candidates were expected to suggest and elaborate factors which should be considered when choosing methods and strategies for teaching adult education. Such factors are, but not limited to cultural background of both the teacher and the learners, structure of the language in the sense that, teaching and learning strategy should allow the learners to communicate effectively and freely using the formal and familiar language, and the qualities of the available teacher.

Other factors are such as adaptability of methods to principles of adult psychology, suitability from the point of view of teachers and learners and the nature and relevance of the teaching materials used.

The candidates gave relevant responses as the question demanded and had good writing skills. These candidates organized their essays logically. For instance, one candidate mentioned the following factors; *level of understanding of the learners, interests and background characteristics of the learner, skills and competence of the teacher on the method selected and facilities available to support the method*. The candidates essays had relevant introduction and conclusion, and well elaborated points supported by examples. The extract 13.1 below depicts one of the good essays.

Extract 13.1


13
Adult education is the form of education whereby adults seeks to increase knowledge, values and skills. Some of the adults undertaking this education they seek to maximize their skills in their professionals. Example teachers or adults who are not literate.
The following are the six factors which should be considered when selecting methods and strategies for adult education:
Level of understanding of the learner. Adults capacity of learning seems to be different from fresh youth who are at school age. Therefore the method used should be relevant to their level of understanding. Example using participatory method such as group discussion.
Skills and competence of the teacher on the method selected. A teacher should correspond his/her skills and competences in using the method to be selected so as to make effective understanding in adults. Example using pair sharing or presentation.
Facilities available to support the method selected. The method selected should corresponds the facilities available. Example: availability of models, charts, manila and real objects to support the better selection of teaching method.
Interests and background of the learner. A teacher should use the method that will enhance the learner to understand effectively considering their interests and background knowledge they have. Example using group discussion to explore their experience

Extract 13.1: A sample of a relative correct response from a script of a candidate who elaborated the factors to be considered when choosing methods and strategies for adult education.

Moreover, the candidates who scored from 6 to 10 marks had partial knowledge of the subject matter. They gave some relevant and irrelevant responses in their elaboration of the factors to be considered when choosing methods and strategies for adult education. Some of the relevant responses mentioned included; *using of active methods of teaching and learning, interest of the learners, availability of teaching and learning materials*. Irrelevant factors mentioned included; *challenging adults through sports and games, attitude of the adult learners and physical environment*. Their responses were characterized by weak organization of the points, weak introductions, and unclear conclusions.

Furthermore, the analysis shows that candidates whose scores ranged from 0 to 5.5 marks lacked knowledge of the subject matter and misconceived the demand of the question. Thus, these candidates were not able to meet the demand of the question since they provided incorrect factors.

The candidates' answers in this category lacked relevant introductions, conclusions and had weak elaboration of points. For example, the candidates based their elaborations on the methods and strategies rather than discussing the factors which would lead to selecting appropriate methods and strategies. Extract 13.2 illustrates a response of one of the candidates who provided incorrect answers of the methods and strategies of teaching rather than the factors for choosing the methods.

Extract 13.2

13 Adult education is the system of acquiring education from ~~Adult~~ Adult educated. The following are the factors which should be considered when choosing methods and strategies for adult education.

Adaptation; this is the way which facilitate and leads to adapt knowledge, skills and ~~and~~ ideas from another people. May be we are adapt the behaviour or adapt their culture.

Observation; this a learner must be to observe which a teacher teach. if the teacher provide a task to the learner therefore teacher comes to be observer to ~~liste~~ Listening their presentation or discussing from the learner.

Socialization, this involving people living in social in the societies. living together and cooperate to gather to own all properties like ~~has~~ Lands.

Motivation, this is the factor that leads to motivate the teacher during the process of teaching and learning. will be motivate through giving reward to the student or learner will doing well and perform well.

Inquiry, as among of them which facilitate the system of learning in adult education. will learned.

Adult education in Tanzania it is well organized because will provided for both educated people and uneducated people.

Extract 13.2: A sample of a poor response from a candidate who gave incorrect elaboration.

2.2.4 Question 14: Historical Development of Education in Tanzania

The candidates were required to illustrate six (6) ways in which traditional education differs from modern education. The question was attempted by 534 (58.9%) candidates. Out of these candidates, 57 (10.7%) scored from 10.5 to 15 marks, 473(88.6%) scored from 6 to 10 marks, and 4 (0.7%) scored from 0 to 5.5 marks. The data indicates that the performance of the candidates was good as 530 (99.3%) scored 40 percent and above. Figure 14 summarizes the performance in question 14.

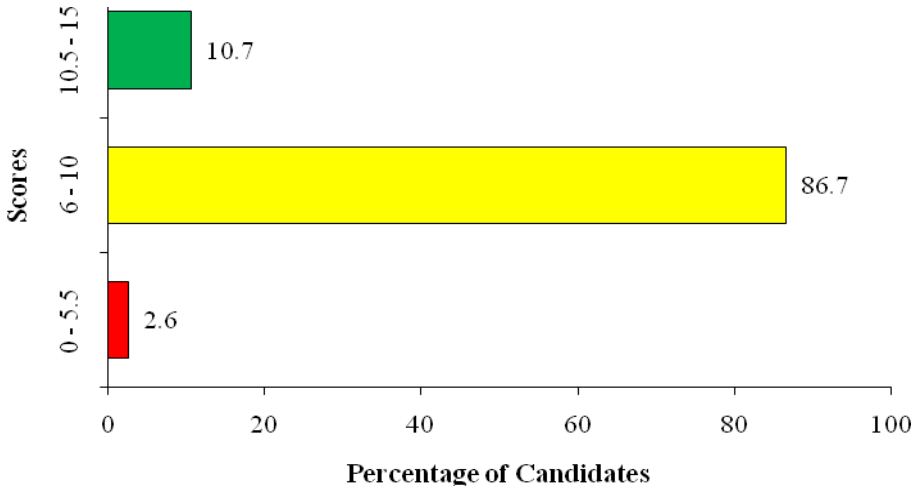


Figure 14: Trend of the candidates' performance in question 14

The candidates who scored from 10.5 to 15 marks were able to capture the demand of the question. Generally, traditional education differs from modern education in various ways. It has no schools or any of the formal organization of either national or local educational systems. Also, its teachers for the most part are unpaid and yet prepare young people for such essential skills as the provision of food, shelter, clothing and general mastering of environment.

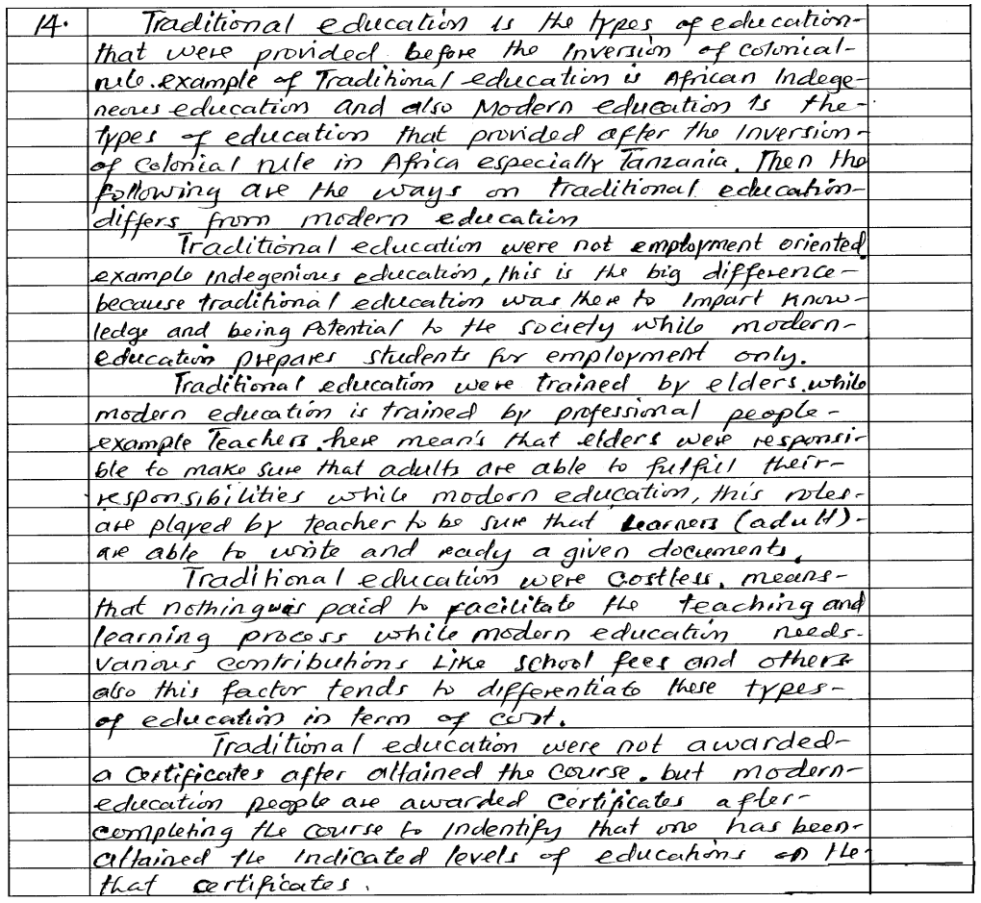
Moreover, the values instilled in traditional education are those that provide each society with its own unique character. Also, it is a community responsibility and uses child's work experience with his /her father farming and crafting and with his /her mother domestic arts to teach him/her most immediate knowledge and skills.

In addition, in traditional education, deeper lesson are taught by the elders and priests who pass on the oral traditions to the tribe and teach the meaning of the religious ceremonies, dances and initiation rites. Also,

discipline is instilled by the use of rewards and punishments with the object of making each individual self-controlled yet conforming to the accepted standards of the community.

These candidates understood what the question demanded and provided relevant responses. One of the candidates wrote the following; *traditional education was not employment oriented, was provided by elders while modern education is provided by professional people such as teachers.* Moreover, the candidates' responses were also characterized by relevant introduction, conclusion and clear elaboration of points with some few grammatical errors. For instance, one candidate had the following conclusion; *Generally, traditional education and modern education were trained differently but both of these systems of education has the same objectives, for example after student attained that education, should be able to live independently and being potential to the community.* Extract 14.1 is a sample of a good response from a script of a candidate.

Extract 14.1



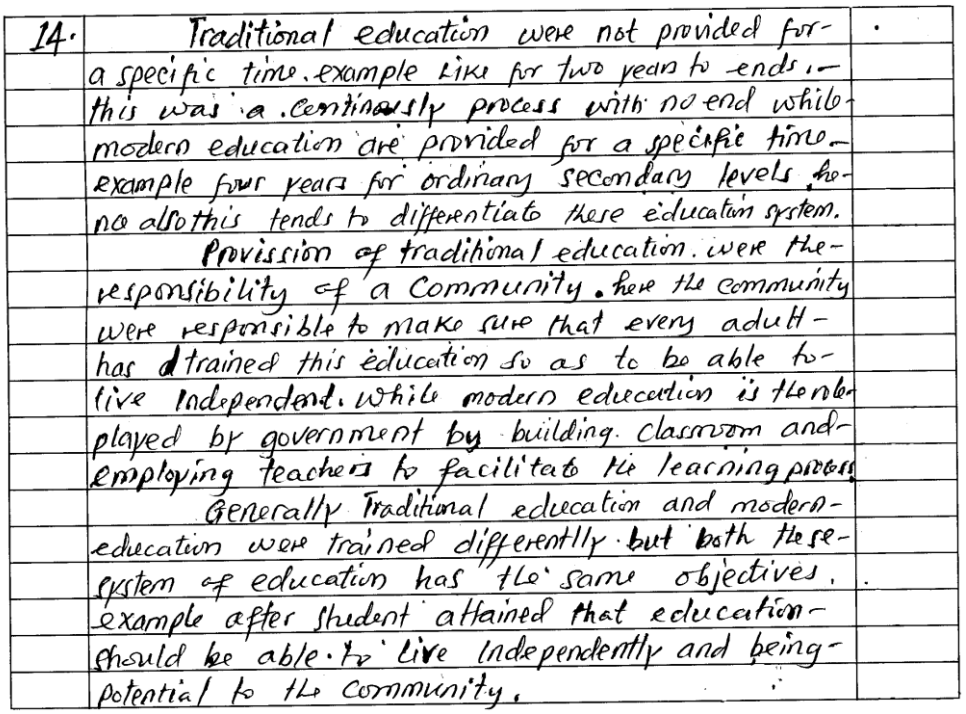
14. Traditional education is the types of education that were provided before the inversion of colonial rule. example of Tradithional education is African Indegeneus education and also Modern education is the types of education that provided after the inversion of colonial rule in Africa especially Tanzania. Then the following are the ways on traditional education differs from modern educatin

Traditional education were not employment oriented, example indegenious education, this is the big difference because traditional education was there to impart knowledge and being potential to the society while modern education prepares students for employment only.

Traditional education were trained by elders while modern education is trained by professional people example Teachers. here means that elders were responsible to make sure that adults are able to fulfil their responsibilities while modern education, this roles are played by teacher to be sure that learners (adult) are able to write and ready a given documents.

Traditional education were costless, means that nothing was paid to facilitate the teaching and learning process while modern educatin needs various contributions like school fees and others also this factor tends to differentiate these types of education in term of cost.

Traditional education were not awarded a certificates after attained the course. but modern education people are awarded certificates after complehing the course to indentify that one has been attained the indicated levels of educahons on the that certificates.



14. Traditional education were not provided for a specific time. example like for two years to ends. this was a continously process with no end while modern education are provided for a specific time. example four years for ordinary secondary levels. hence also this tends to differentiate these education system.

Provission of traditional education. were the responsibility of a Community. here the community were responsible to make sure that every adult has d trained this education so as to be able to live Independent. while modern education is the role played by government by building. classroom and employing teachers to facilitate the learning process.

Generally Traditional education and modern education were trained differentlly. but both these system of education has the same objectives. example after student attained that education should be able to live Independently and being potential to the community.

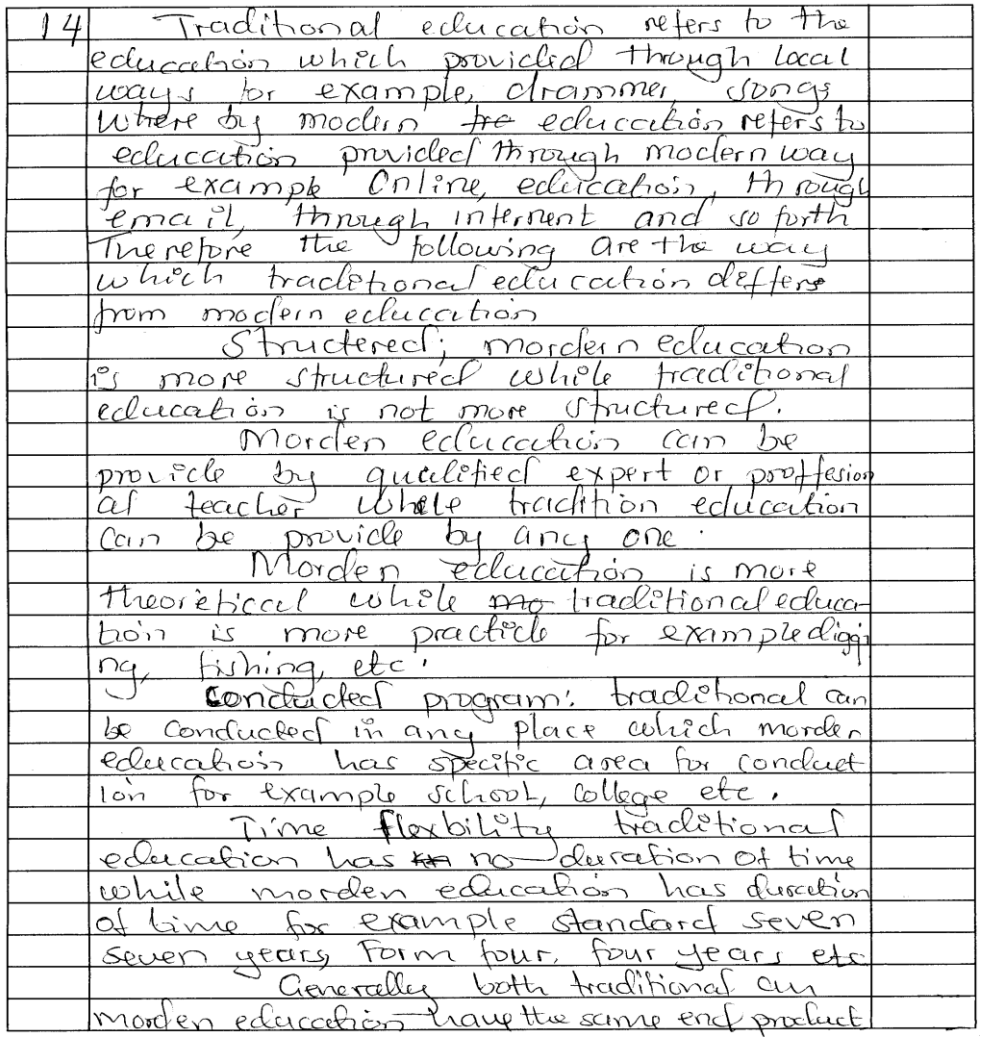
Extract 14.1: A correct response illustrating ways in which traditional education differs from modern education.

Furthermore, the candidates who scored from 6 to 10 marks revealed partial knowledge of the question requirement and mixed both correct and incorrect details of the difference between traditional education and modern education. One candidate, for example, stated correctly that, *traditional education had no specific places for teaching*, and gave another incorrect response that *traditional education based more on theory as compared to modern education*. Moreover, other candidates misconceived the demand of the question by mixing ideas of traditional education with informal education. For instance, one candidate stated that *in traditional education there were no special teachers* which is not correct as elders in traditional education were considered as special teachers due to their experiences in their societies. The scores of this group depended on the relevance of the details in introduction, conclusion and clarity of elaboration.

On the other hand, the candidates whose scores ranged from 0 to 5.5 marks lacked knowledge of the demand of the question. Thus, they failed to differentiate traditional education from modern education. For instance, one candidate stated the following. *In traditional education there was no the provision of education, but the modern education engage more in the*

provision of certificate. Others mentioned the points rather than providing explanations contrary to the demand of the question as the following candidate exhibits. *structured; modern education is more structured while traditional education is not more structured.* The candidates responses in this group were characterized by incorrect grammar, irrelevant introductions and conclusions. The Extract 14.2 illustrates a poor response of a candidate who failed to understand the question.

Extract 14.2


14 Traditional education refers to the education which provided through local ways for example, drammer, songs where by modern ~~the~~ education refers to education provided through modern way for example Online, education, through email, through internet and so forth Therefore the following are the way which traditional education deffers from modern education

Structered; morden education is more structured while traditional education is not more structured.

Morden education can be provide by qualified expert or proffesional teacher while tradition education can be provide by any one.

Morden education is more theoretical while ~~the~~ traditional education is more practice for example digging, fishing, etc.

Conducted program: traditional can be conducted in any place which morden education has specific area for conduction for example school, college etc.

Time flexibility traditional education has ~~no~~ no duration of time while morden education has duration of time for example standard seven seven years Form four, four years etc.

Generally both traditional and morden education have the same end product

Extract 14.2: A poor response from a candidate who appeared not to have understood the demand of the question.

2.2.5 Question 15: Educational Management and Administration

This question required the candidates to elaborate six (6) qualities of a good leader using relevant examples. It was the most opted as 801 (88.3%) candidates attempted it. The general performance shows that 643 (80.3%) scored from 10.5 to 15 marks, 156 (19.5%) scored from 6 to 10 marks and 2 (0.2%) scored from 0 to 5.5 marks. The analysis indicates that the performance of the candidates was good as 799 (99.8%) scored 40 percent and above. Figure 15 summarizes the performance in question 15.

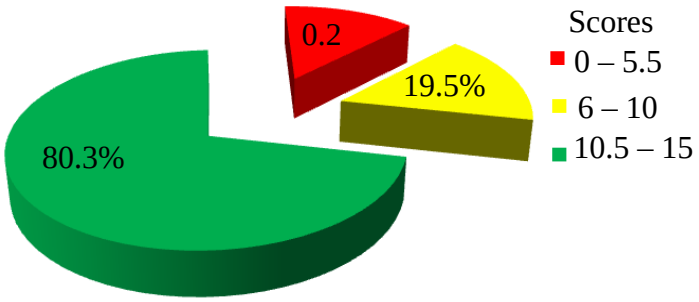


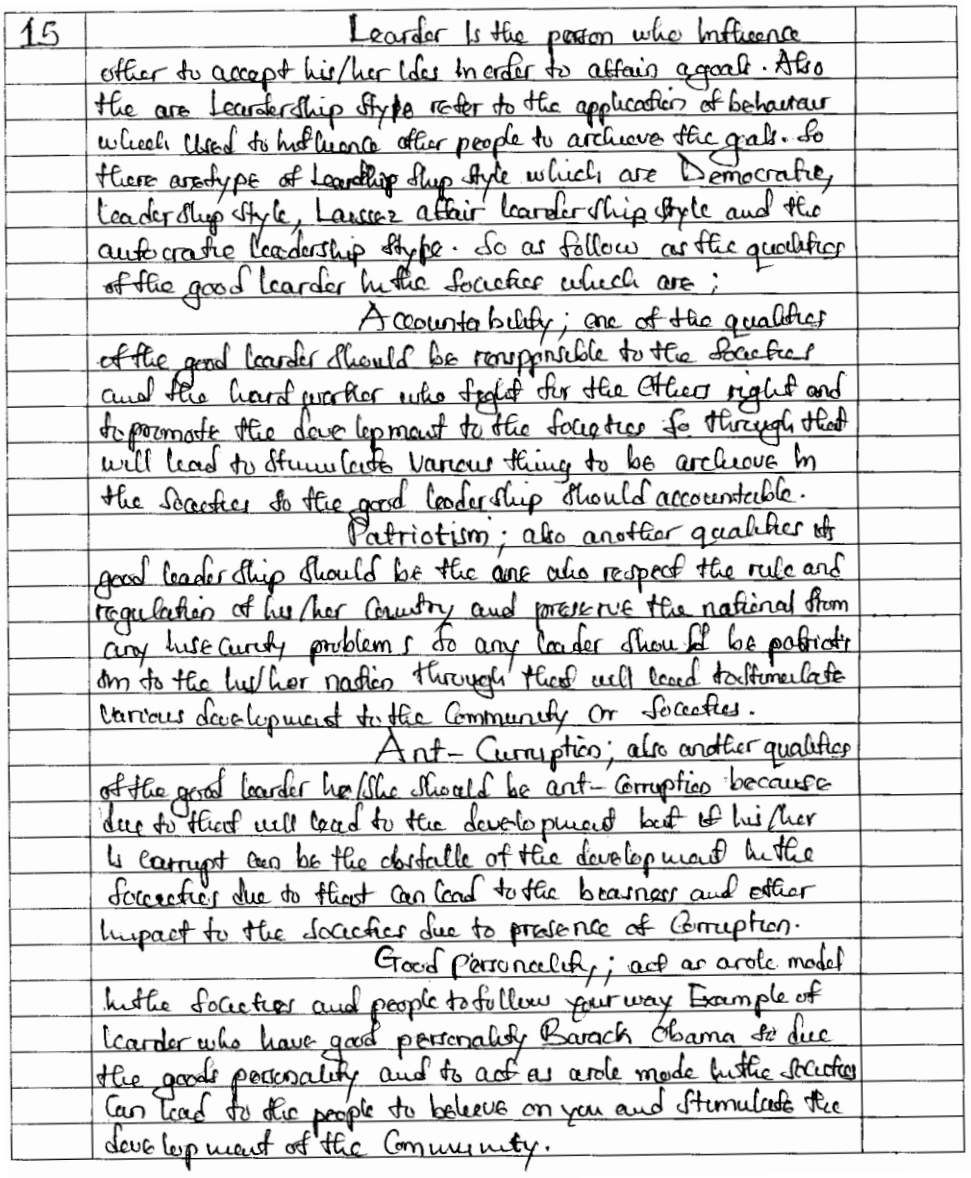
Figure 15: Trend of the candidates' performance in question 15

The scores from 10.5 to 15 marks were mainly attained by candidates who understood the subject matter and the demand of the question. In their responses, candidates were supposed to mention and elaborate the key qualities of a good leader such as authority, exercising power, a responsible person, delegating power, exercising decision making and being competent or exercising expertise in the area he or she is supervising.

These candidates provided relevant elaboration of the qualities of a good leader. They wrote good introduction and conclusion. One candidate had the following introduction. *A good leader is the one who influence his/ her subordinates to work in order to achieve the organization goals*. Moreover, the candidates gave relevant elaboration of the points and conclusions. For example, one candidate wrote six qualities of a good leader as *delegation of power, professional competence, decision making, authority and power*. Another candidate had the following conclusion. *Generally, a good leader should be a role model in any kind of work. The statement is true as a leader should be a good example in various activities and this can attract others and be liked according to his or her contribution within and outside the community.*

However, variations of scores from 10.5 to 15 marks were due to how the candidates presented their points, clarity of their works, and how they organized their essays. The Extract 15.1 illustrates a good response of the candidate who scored high.

Extract 15.1


15

Leader is the person who influence other to accept his/her idea in order to attain a goals. Also the are Leadership style refer to the application of behaviour which used to influence other people to archieve the goals. So there arestype of Leadship Ship style which are Democratic, leader Ship style, Laissez affair leader Ship style and the autocratic leadership stype. So as follow as the qualities of the good leader in the societies which are;

Accountability; one of the qualities of the good leader should be responsible to the societies and the hard worker who fight for the others right and to promote the development to the societies so through that will lead to stimulate various thing to be archieve in the societies so the good leadership should accountable.

Patriotism; also another qualities of good leader Ship should be the one who respect the rule and regulation of his/her country and preserve the national from any insecurity problems so any leader should be patriotism to the his/her nation through that will leed to formulate various development to the Community or Societies.

Ant- Curruption; also another qualities of the good leader he/she should be ant- Corruption because due to that will lead to the development back of his/her is corrupt can be the obstalle of the development in the societies due to that can lead to the brainness and other impact to the societies due to presence of Corruption.

Good personality; act as arole model in the societies and people to follow your way Example of leader who have good personality Barack Obama so due the goods personality and to act as arole mode in the societies can lead to the people to believe on you and stimulate the development of the Community.

Extract 15.1: A good response of the candidate who managed to elaborate six qualities of a good leader.

Moreover, the performance of the candidates whose scores ranged from 6 to 10 marks revealed partial knowledge of the subject matter. The

candidates' answers had both relevant and irrelevant details. The answers also lacked comprehensive introduction and conclusion. For instance, one candidate defined a good leader as *a person who control other subordinates in democratic way*. Moreover, other candidates wrote *authority and responsibility* as one quality of a good leader.

On the other hand, the candidates who scored from 0 to 5.5 marks indicated lack of knowledge of the question. These candidates failed to provide relevant elaboration of the qualities of a good leader. The candidates' answers had insufficient introduction and conclusion. They also failed to provide relevant elaborations of the points. For example, one candidate concluded the essay as follows; *The good leader is one who may influence development in an organization or society* which was just a point rather than a conclusion per se. Some candidates in this group highlighted points in their essays instead of giving the details. Example of such responses is as the following; *who is able to socialize; good leader is the one who is able to socialize to make easly people express their problems, ideas brig about development of an institution.* Extract 15.2 illustrates a text of the candidate who did not provide and clarify relevant qualities of a good leader.

Extract 15.2

15 Good leader is person who control other subordinate in democratic way. In any society the presences of good leader general it may influence the presences of development because he or she may allow other people to promote the advice and being free in doing different economic issues that influence development of the society. the good leader have the different qualities.

The following are the qualities of good leaders.

Decpline; That means the good leader must have the decpline in all aspect Example use of polite language during communication with the subordinate, good wearing style that it influence respect among them self and through these it create good relationship between the leader and other people hence the development can occur on the society.

Humanity; That means the good leader needed to have a humanity in term of controlling the others Example ensure that all people a the society acquire their human right without any violation, Respect to the disadvantages people and being ensure the equality to all people on the society.

Authority or Responsibility; The good leader must fulfill and consider his or her responsibility and ensure that he or she implement and consider the need of society. So the good leadership not required to be a learness in participating.

Extract 15.2: A sample of a response from a candidate who failed to illustrate six qualities of a good leader.

2.2.6 Question 16: Educational Management and Administration

The candidates were required to explain six (6) problems facing the teaching profession in Tanzania. The question was attempted by 678 (74.8%) candidates. The general performance in this question was good as 478 (70.5%) scored from 10.5 to 15 marks, 197 (29.1%) scored from 6 to 10 marks, and 3 (0.4%) scored from 0 to 5.5 marks. The analysis indicates that the performance of the candidates was good as 96.6 percent scored 40 percent and above. Figure 16 illustrates the performance of the candidates in question 16.

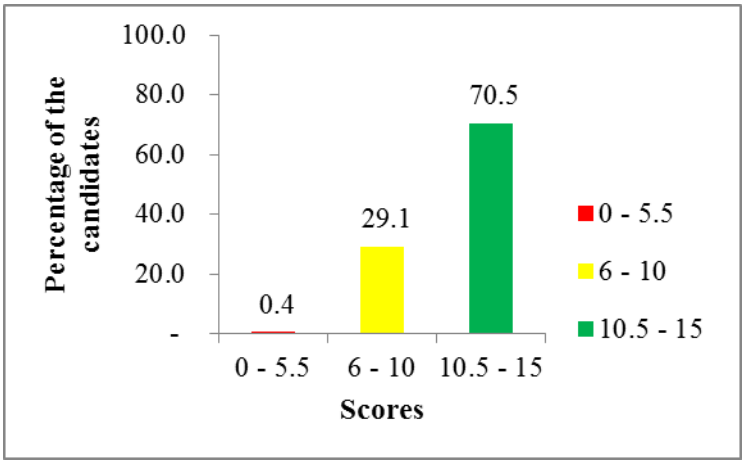


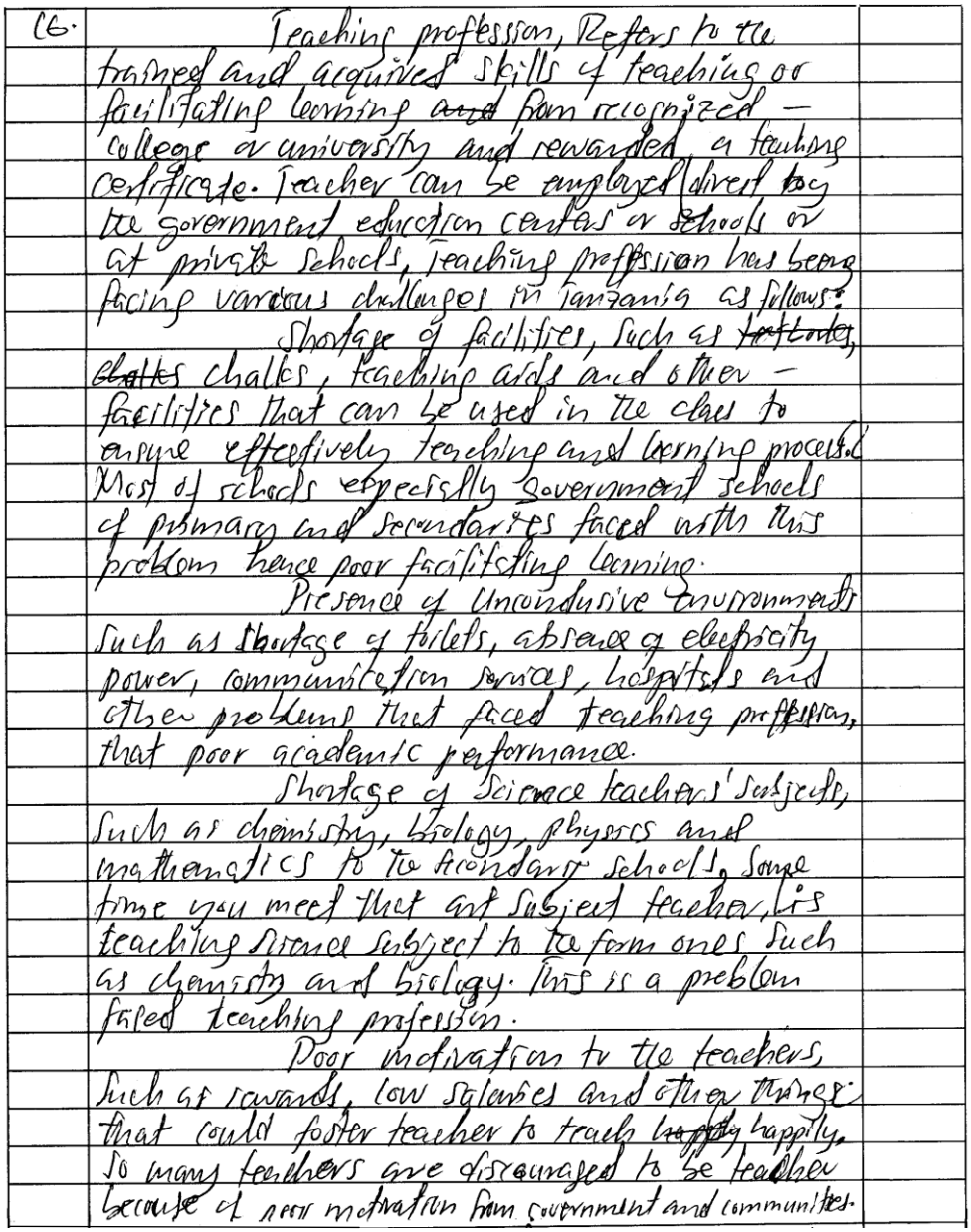
Figure 16: Trend of the candidates' performance in question 16

The candidates who scored from 10.5 to 15 marks showed a good knowledge of the question and understood the demand of the question. Currently, the teaching profession in Tanzania is faced by various problems. Such problems include but not limited to poor teacher-student ratio, teachers' misconducts (breach of teachers' code of ethics), fragile standards due to poor planning, absence of an independent professional association, poor infrastructures such as housing, and teachers' incompetence among others.

These candidates wrote details of the challenges facing the teaching profession in Tanzania. The responses had relevant introduction, conclusion as well as clear elaboration of the points. For instance, one candidate gave the following relevant introduction: *Teaching profession refers to the trained and acquired skills of teaching or facilitating learning from recognized college or university and rewarded a teaching certificate.*

Moreover, candidates managed to elaborate the points such as *poor infrastructures such as housing, poor motivation such as low salaries, insufficient competent teachers and bad ideology in the society about teaching profession*. The variation of scores amongst individual candidates was due to weaknesses in composing strong introductions, conclusions and clear details supporting key points of the discussion. Extract 16.1 is a response from a candidate who was able to give relevant elaboration of the challenges facing the teaching profession in Tanzania.

Extract 16.1

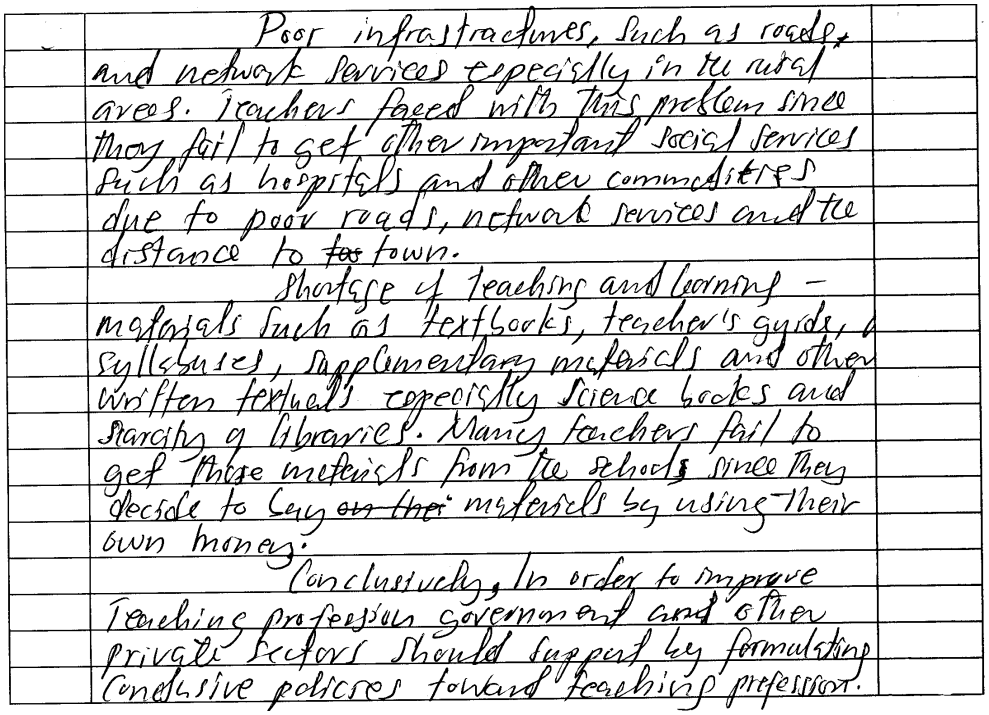

16. Teaching profession, Refers to the trained and acquired skills of teaching or facilitating learning and from recognized college or university and rewarded a teaching certificate. Teacher can be employed direct by the government education centers or schools or at private schools, Teaching profession has been facing various challenges in Tanzania as follows:

Shortage of facilities, such as ~~textbooks~~, ~~chalks~~ chalks, teaching aids and other facilities that can be used in the class to ensure effectively teaching and learning process. Most of schools especially government schools of primary and secondaries faced with this problem hence poor facilitating learning.

Presence of Unconducive environments such as shortage of toilets, absence of electricity power, communication services, hospitals and other problems that faced teaching profession, that poor academic performance.

Shortage of Science teachers' subjects, such as chemistry, biology, physics and mathematics to the secondary schools, Some time you meet that art subject teacher, is teaching science subject to the form ones such as chemistry and biology. This is a problem faced teaching profession.

Poor motivation to the teachers, such as rewards, low salaries and other things that could foster teacher to teach ~~happy~~ happily. So many teachers are discouraged to be teacher because of poor motivation from government and communities.


Poor infrastractures, such as roads, and network services especially in the rural areas. Teachers faceed with this problem since they fail to get other important social services such as hospitals and other commodities due to poor roads, network services and the distance to ~~the~~ town.

Shortage of teaching and learning - materials such as textbooks, teacher's guide, syllabuses, supplementary materials and other written textbooks especially Science books and scarcity of libraries. Many teachers fail to get those materials from the schools since they decide to buy ~~on their~~ materials by using their own money.

Conclusively, In order to improve Teaching profession government and other private sectors should support by formulating conclusive policies toward teaching profession.

Extract 16.1: a sample of a relevant response from a candidate explaining the problems facing the teaching profession in Tanzania.

Moreover, the candidates who scored from 6 to 10 marks had insufficient knowledge of the subject matter, thus these candidates mixed both relevant and irrelevant points. For instance, one candidate incorrectly defined teaching as *a process of acquiring or importing a knowledge from a teacher to the learner* and defined teaching profession as *a situation where by a teacher obtain a training in the field of arts teaching in college or University.*

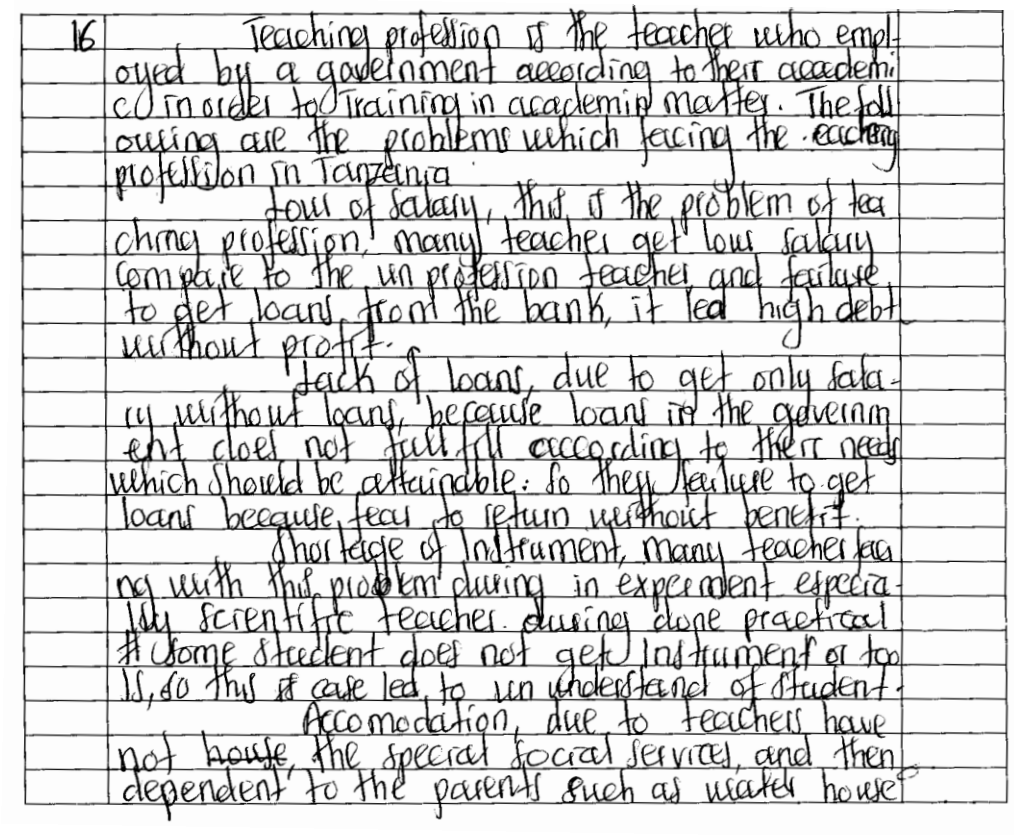
Moreover, some candidates gave relevant points in their illustrations such as *poor policy of promoting teachers, low salaries, lack of teachers accommodation* and incorrect responses such as *language problem, low level of technology used and low support from parents.* The candidates' scores varied due to the correctness of their responses.

On the other hand, most of the candidates who scored from 0 to 5.5 marks failed to understand the demand of the question. They lacked knowledge of the details of the question and were not able to give correct responses on the problems facing the teaching profession in Tanzania. The candidates' essays had poor introduction, lacked conclusions and gave fewer points contrary to the demand of the question. Another candidate failed also to

define teaching profession as illustrated in the following candidate's response. A *teacher who is employed by a government according to their academic in order to training in academic matter* and by another as; *the situation of teaching people who are going to be professional at the end of that course-example teaching at Universities and Colleges.*

Other candidates gave incorrect answers such as; *low of salary, lack of loans, shortage of instrument, lack of capital, and poor qualified room.* The candidates' responses in this category had poor elaboration of points, poor English and gave few points as the Extract 16.2 illustrates.

Extract 16.2


16
Teaching profession is the teacher who employed by a government according to their academic in oreder to Training in academic matter. The following are the problems which facing the teaching profession in Tanzania
low of salary, this is the problem of teaching profession, many teacher get low salary compare to the un profession teacher and failure to get loans from the bank, it lea high debt without profit.
lack of loans, due to get only salary without loans, because loans in the goverinment does not fullfill according to their needs which should be attainable: so they failure to get loans because, fear to return without benefit.
shortage of Instrument, many teacher facing with this problem during in experiment especially scientific teacher during done practical if some student does not get Instrument or too is, so this is case lea to un understand of student.
Accomodation, due to teachers have not house, the special social services, and then dependent to the parents such as water house

Extract 16.2: A sample of a poor response from a script of a candidate who appeared to have misunderstood the requirement of the question.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in DSEE 2018 in each topic indicates that, the candidates had good performance in all topics as they scored an average of 40 percent and above. The topics from which the questions were set included *Historical Development of Education in Tanzania* (98.7%),

Education (96.2%), *Conceptualizing Education* (93.5 %), *Sociology of education* (90.4 %), *Education Trends in Tanzania and other Countries* (81.7%), *Philosophy of Education* (71.2%) and *Educational Management and Administration* (65.8%).

4.0 CONCLUSION

The analysis of the questions as well as the topics covered has shown that the overall performance of the candidates in Foundations of Education paper for Diploma of Secondary Education Examination (DSEE) in 2018 was good. The analysis shows that the candidate's good performance was attributed by factors such as the candidate's mastery of the subject matter and understanding of the demand of the question. However, candidates' weak performance is associated with the lack of the aforementioned factors.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in future Foundations of Education assessment it is recommended that:

(a) The tutors should make sure that the course of Foundations of Education is exhaustively taught in two years according to the syllabus and should locate enough time to revise some topics which seem difficult to the candidates.

(b) Tutors are advised to provide techniques to student-teachers on how they can approach examination questions. Specific attention can be on how to read and understand the demand of the question so that they provide related answers.

(c) Tutors should encourage the use of English during learning as well as in other communications outside classes so as to boost candidate's English language proficiency in both writing and in oral communications.

(d) Tutors should provide more assignments and related exercises to student-teachers on how to approach questions which involve application of knowledge and understanding.

Appendix

Summary of the Candidates' Performance Question Wise

S/N	Topic	Question Number	Peformance Per Question	Percentage of Candidates Who Scored 40 and Above	Remarks
1	Historical Development of Education in Tanzania	14	97.4	97.4	Good
2	Education	12	96.6	95.7	Good
		13	95.1		
3	Conceptualizing Education	1	97.7	93.5	Good
		10	89.3		
4	Sociology of education	7	90.4	90.4	Good
5	Education Trends in Tanzania and other Countries	5	81.7	81.7	Good
6	Philosophy of Education	3	71.1	71.2	Good
		4	60		
		11	96.9		
7	Educational Management and Administration	2	64.6	75.6	Good
		6	84		
		8	56		
		9	54		
		15	99.6		
		16	96.2		