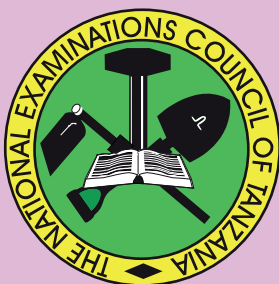


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2019**

763 FOUNDATION OF EDUCATION

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Items Response Analysis on the Performance of Candidates for Diploma in Secondary Education Examination (DSEE) 2019 for the Foundations of Education subject. The report aims at giving feedback to stakeholders about the performance of candidates and the extent to which the instructional goals and objectives were met.

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

The report analyses the performance of the candidates and some reasons behind their 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 stakeholders to identify proper measures to be taken in order to improve candidates' performance in future assessment administered by the Council.

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 on the performance of the candidates who sat for the DSEE 2019 in Foundations of Education subject.

A total of 7295 candidates sat for the examination, out of which 4,079 candidates were using the University of Dodoma (UDOM) curriculum and 3,216 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 solve contemporary educational problems, and understanding of professional conduct of a teacher in the practice of education in the society. The overall performance of the candidates was good as shown in Table 1.

Table 1: Performance of Candidates in Foundations of Education Examination

CANDIDATES TYPE	SAT	No. OF CAND	PASSE D	GRADES				
				A	B	C	D	F
ALL (DSEE)	7,295	7,239	7177	33	899	4,383	1,862	87
UDOM CURRICULUM (DSEE)	4079	4,023	4,023	30	729	2,497	767	55
TIE CURRICULUM (DSEE)	3,216	3,188	3,188	3	170	1,886	1,095	32

Table 1 shows that 3,216 (99%) candidates under TIE curriculum passed the examination and 32(1%) failed. Under the UDOM curriculum 4,079 (98.65%) candidates passed while 55 (1.35%) failed.

Since the UDOM curriculum was in transition (2018 and 2019), the detailed analysis was done on the performance of the candidates who sat for examination using TIE curriculum only.

Generally, the presentation of 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 and recommendations. The attachment containing the percentage of candidates' scores in each question is given in the appendix.

Throughout this report, the candidates' performance is categorized into three groups. The grouping is based on the following percentage ranges: 70 – 100 = Good, 40 – 69 = Average and 0 – 39 = Poor. The candidates' performance in each topic is summarized in the Appendix.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This part is divided into two sections as in the question paper. Section A analyses short answer questions while section B analyses essay questions. The detailed analysis is as follows.

2.1 SECTION A: OBJECTIVE QUESTIONS

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

2.1.1 Question 1: Conceptualizing Education

The question required the candidates to describe four objectives of adult education in Tanzania. The question was attempted by all 3,216 (100%) candidates of which 37 (1.2%) scored 0 to 1 mark, 36 (1.1%) scored 2 marks and 3,143 (97.7%) scored from 3 to 4 marks. Generally, the performance of candidates in this question was good as 97.7% of them scored above average as shown in Figure 1.

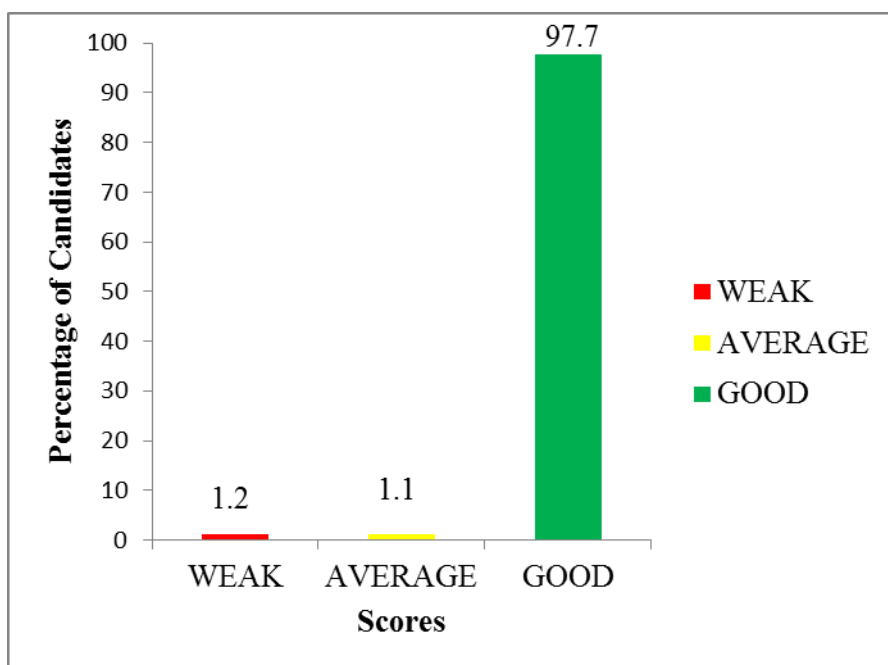


Figure 1: *The candidates' performance in question 1.*

Analysis of the responses from the candidates who scored from 3 to 4 marks, reveals that they were able to describe four objectives of adult education in Tanzania while few could give four correct responses. The correct responses were such as; *to eradicate illiteracy, sustain post literacy and numeracy, promote the acquisition and development of basic knowledge and functional skills relevant to personal development and life in the community and lay down the foundations for life long education. Others include ensuring the realization of the basic human rights of education for all and to complement formal education.*

The candidates in this group showed adequate knowledge of the subject matter as they managed to write correct responses as follows: *to provide skills needed by adults to improve efficiency in their working places, to reduce illiteracy rate in Tanzania, to produce skilled personnel who can work properly, to train adult life skills in controlling environment, enable every person in the country is able to read, write and count.* Extract 1.1 is a sample of responses from a candidate who described correctly four objectives of adult education in Tanzania.

1	(i) Adult education aims at reducing number of illiteracy am within the member of Community
	(ii) Adult education aims at introducing and improving self confidence within the student
	(iii) Adult education aims at encouraging the spirit of working within their Community
	(iv) Adult education aims at encouraging the respect and low love among themselves and others in the Community

Extract 1.1: A sample of a correct response from a candidate who provided correct descriptions of the objectives of adult education in Tanzania.

On the other hand, some of the candidates who scored from 1 to 2 marks mixed correct and incorrect answers while other gave only one to two points which was contrary to the requirement of the question. For instance, one candidate gave only one point out of four by writing *to be able to manage their environment*. Generally, most of the candidates in this category had a similar weakness in presenting their responses.

Further analysis of the candidates who scored 0 mark shows that some wrote irrelevant responses while others could not write anything implying that they had no knowledge on the concept asked. Extracts 1.2 shows an example of irrelevant answer.

1	i) Observation → This is the method of getting knowledge through seen or by seen. and then make more practice in order to increase more understanding of skills and attitude.	
	ii) socialization; People can acquire knowledge and skills through socialization or sharing of materials in the society. Example own People were understanding on how to wear through socialization	
	iii) Inquiry mind; Means that adult education can get knowledge through clearing the ideas from other people and to make it by practicing	
	iv) By doing (Practical): Adult education can get the knowledge through practical or by doing and lead to the generation of knowledge	

Extract 1.2: A sample of irrelevant response from a candidate who described methods of teaching in adult education instead of objective of adult education in Tanzania.

2.1.2 Question 2: *Education Trends in Tanzania and other Countries*

This question required the candidates to explain briefly four ways in which classroom instruction can prepare learners to be self-reliant. The analysis shows that all 3216 candidates attempted this question of which 1,927 (59.92%) candidates scored from 0-1.5 including 662 (20%) who scored a zero mark. The candidates who scored from 2 to 2.5 marks were 742 (23.07%) and 547 (17.1%) scored from 3 to 4 marks. The performance of the candidates in this question was poor because 1927 (59.92%) scored below average as shown in Figure 2.

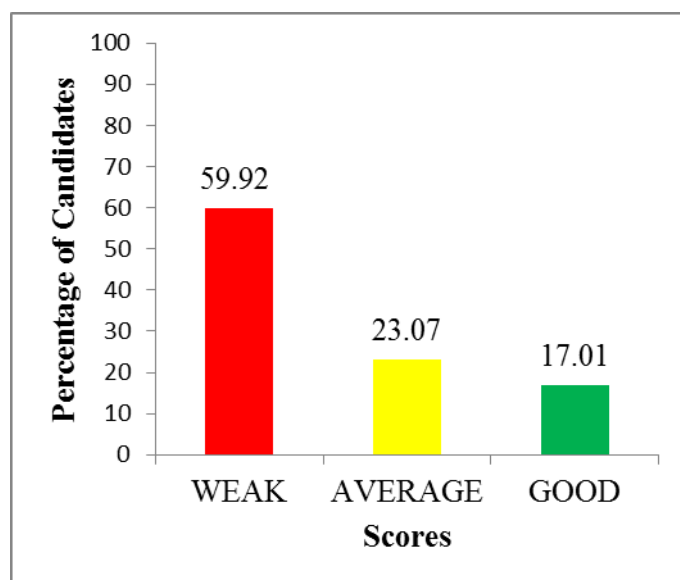


Figure 2: *Trend of the candidates' performance in question 2.*

The candidates whose scores ranged from 3 to 4 marks were able to explain correctly four ways in which classroom instruction can prepare learners to be self-reliant. Analysis shows that, few candidates who scored full marks were able to present relevant responses to this question due to sufficient knowledge of the subject matter. Examples of relevant responses include: *Through integrating education with work, through using knowledge and skills acquired in the class, it allows a learner to acquire skills and knowledge which help him or her to employ himself or herself, to encourage understanding rather than memorization.* Apart from giving correct answers, these candidates showed capabilities in writing skills with minor grammatical errors. Extract 2.1 shows a sample of a correct response from a script of a candidate.

2.	(i) It creates the learner to acquire skills and knowledge which help him or her to employ himself or herself.
	(ii) It creates the learner to confident where can able to make his or her own decision on what to do.
	(iii) Through classroom instruction develops the cognitive ability of the learner to think what work can able to do.
	(iv) It helps the learner to be creativity of different activity.

Extract 2.1: A sample of a correct response from the script of a candidate who explained four ways in which classroom instruction can prepare learners to be self-reliant.

On the other hand, some of the candidates who scored from 2 to 2.5 marks mixed correct and incorrect responses while other failed to provide all the four points as per question. Their responses reflected partial knowledge of the subject matter as well as poor mastery of the language. However, the majority of the candidates in this group managed to give relevant responses such as: *integrate education with work because can help a learner to practice what he/she learn in a classroom with real situation*. Other answers were characterised by used of poor English example of such responses included *"through acquiring system of administration and leadership from teacher so as to be used as self in their home"* and; *"classroom should be talk all the time"*

Further analysis indicates that, the candidates who scored from 0 to 1.5 marks had insufficient knowledge of the subject matter. Some of them failed to understand the demand of the question. Only few candidates scored one out of the four required points while the majority wrote irrelevant points as shown in extract 2.2.

2.	2/- Act confidently
	2/- discipline
	2/- respect
	2/- language uses

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

2.1.3 Question 3: *Education Trends in Tanzania and other Countries*

The question demanded the candidates to outline four situations which lead to the development of the Education and Training Policy (ETP, 1995) in Tanzania. All 3,216 (100%) candidates attempted this question. Among them, 2,235 (69.5%) scored from 0 to 1.5 marks, 630 (19.59%) scored from 2 to 2.5 marks and 351 (10.91%) scored from 3 to 4 marks. Generally, the performance in this question was poor as 2,235 (69.5%) of all the candidates scored below average as illustrated in Figure 3.

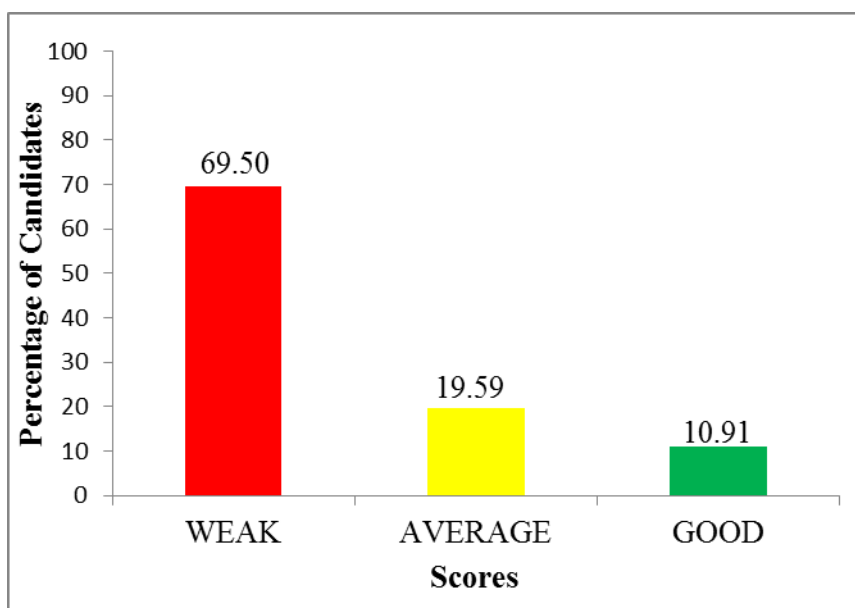
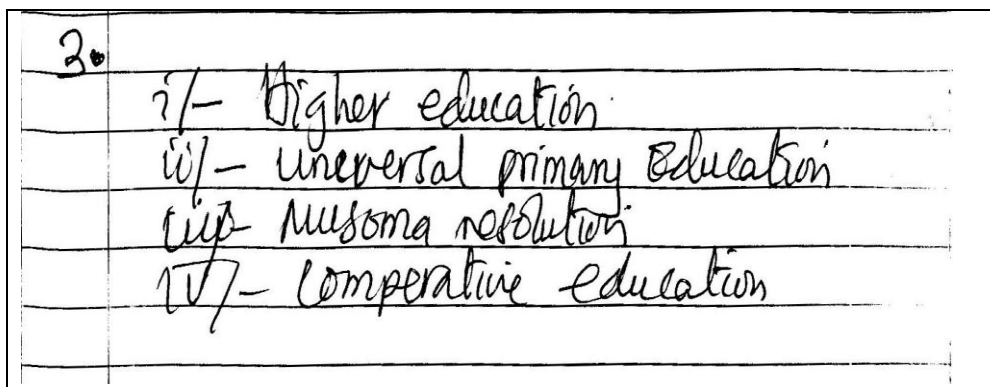


Figure 3: *The candidates' performance in question 3.*

The candidates who scored from 0 to 1.5 marks failed to understand the demand of the question and others had lack of knowledge on the subject matter where this question was derived. Some of them related the question with the topic which deals with stages of development taught in History

subject; the *transformation from socialization to capitalism*. Other gave the answer related multiparty system by writing; *introduction of multipart system in Tanzania and the introduction of globalization. Nationalization of schools, abolition of rational education, changes of agents, example political leaders*. The candidates were not aware that the concept is related to Development Studies but not Foundations of Education. Other candidates wrote *changes of curriculum* which were not relevant to the demand of the question.

However, the analysis shows that only few candidates could manage to score one out of the required points while others gave irrelevant responses such as “constitutional amendments” changing in national policy from single party system to the multiparty. Extract 3.2 represents a sample of an incorrect response.



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

On the other hand, the candidates who scored 2 to 2.5 marks had inadequate knowledge of the subject matter. These candidates mixed relevant and irrelevant responses which indicated partial knowledge on the factors which lead to the development of the (ETP, 1995). For example, one candidate wrote the following; *to promote the use of science and technology during the teaching and learning process, the government wanted every citizen to get education on equality especially male and female*

Further analysis revealed that the candidates who scored from 3 to 4 marks had sufficient knowledge on the situations which lead to the development of the Education and Training Policy (1995) in Tanzania. The correct responses were such as *shift from the early policies of 1960s to 1980s which had placed*

strong reliance on government control of the economy and the public sector, there was a need for a wide coverage of common understand of global issues and the need for a new policy that would accommodate the transformation of education and training policies to deal with formal and non-formal education and training, the macro policies which were already stated had revolved around with diverse issues such as the nationalization of investment, liberalization, entrepreneurship and self-reliance in Extract 3.2 shows similar correct responses.

Q3:	<p>Education and training policy. Refer to the past and up to date statement or series of statement which explain the action and reaction which can be taken in order to run the education system.</p> <p>The following are situation which lead to the development of Education and Training Policy in Tanzania (1995)</p> <p>(i) Introduction of Multipartyism system in Tanzania. That is means the first democratic election to with more than one party was held in 1995. Hence it influence the development of education and training policy.</p> <p>(ii) Expansion of the education system. That is, means during 1995; Many wards schools it was constructed. This situation made possible to the development of Education and training policy.</p> <p>(iii) Technological Development. During 1995 Tanzania it was adopted to a new technology caused by the spread of globalization. This situation makes possible development of Education and training policy in order to copy with the situation.</p> <p>(iv) Population increase. In 1995 the number of people in Tanzania they were high as compared to the last time especially during the 1970's. This situation force the development of Education and training policy in order to accommodate the number of children in schools.</p>
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Extract 3.1: A sample of an incorrect response from script of a candidate who wrote four situations which lead to the development of the Education and Training Policy (ETP, 1995)

2.1.4 Question 4: Historical Development of Education in Tanzania

The candidates were required to summarize four (4) aims of the African indigenous education. This question was attempted by all 3,216 (100%) candidates of which 180 (5.6%) scored from 0 to 1.5 marks, 198 (6.16%) scored from 2 to 2.5 marks, and 2,838 (88.25%) scored from 3 to 4 marks. The general performance in this question was good since the majority scored above average. Figure 4 summarizes the performance statistics.

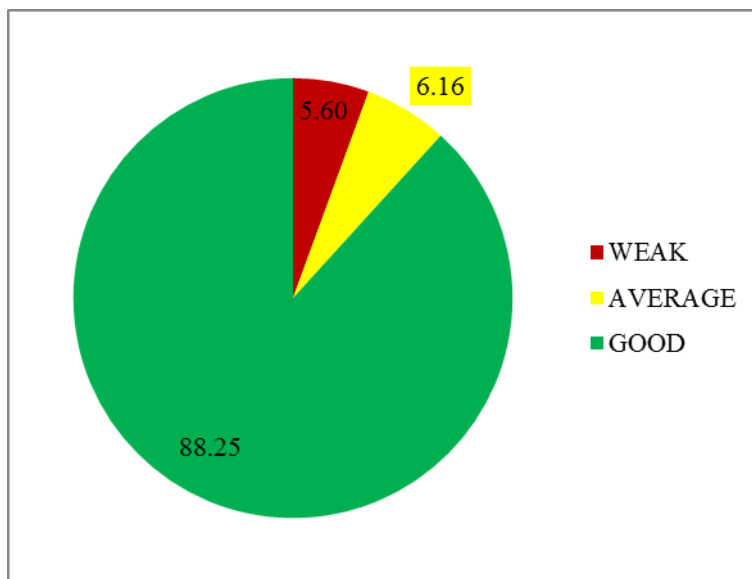


Figure 4: The candidates' performance in question 4.

The data analysis shows that the candidates who scored from 3 to 4 marks managed to summarize the aims of the African indigenous education by writing responses like: *as to preserve the cultural heritage of the extended family, clan and the tribe; familiarising the members of the younger generations (children and youths) to their physical environment and teaching them how to control and use the environment successfully and productively. Also, it aimed at explaining to the youth that their own future and their community depend on the understanding and perpetuation of the institutions, laws, language and values inherited from the past.*

Also, it saved at instilling the accepted standards and beliefs governing correct behaviour and expressive goals while creating unity and consensus and preserving the cultural practices of the given community over time

(maintaining status-quo). Extract 4.1 depicts a sample of a response of a candidate who was able to provide relevant responses.

4.	<u>Aims of Indigenous Education</u>
	(i) It was aimed to preserve their cultural heritage
	(ii) It was aimed to equipping to younger social and traditional, spiritual values.
	(iii) It was aimed prepare youngest to solve social problem of our daily life
	(iv) It was aimed to prepare the young to perform social responsibility of the society and community.

Extract 4.1: A sample of a relevant response from a script of a candidate who managed to summarize four aims of the African indigenous education.

On the other hand, the candidates whose scores ranged from 2 to 2.5 marks indicated a partial knowledge of the subject matter. Some of the candidates mixed relevant and irrelevant responses while others outlined fewer correct points. Majority of the candidates failed to write four aims of African indigenous education as the question demanded. Thus they ended scoring low marks. Some of the responses from the candidates were: *functionalism-African education was given to the particular individual so as to master the certain activities according to his/her gender, communalism-young children were taught that the major means of production shared equally by all community, perennials-young African obtained and received education that helped them to maintain and defend their culture, preparedness-education aimed to prepare individual according to their gender for instance man taught to hunt and securing the community*. These responses revealed inadequacy of knowledge on the aims of the African indigenous education. The candidates' scores varied depending on the explanations of the correct points.

The candidates whose score ranged from 0 to 1.5 marks revealed to lack knowledge concerning the aims of African indigenous education therefore

some of them they wrote fewer correct points while others gave incorrect points. Analyses also showed others failed to understand the demand the question hence they wrote incorrect points about the disadvantages of colonial education by giving answers like: *to increase discrimination between African and European, to educate boys rather than girls, to provide education to the child of chiefs and leaders, to colonize the African nation easily, to increase religiousism in the country*. Extract 4.2 is a sample of responses from the script of a candidate who failed to summarise the aims of African indigenous education.

4.	Four aims of African indigenous education
	- It was authoritarian
	- It was culturally oriented.
	- It was evaluated oriented
	- It was universal

Extract 4.2: A sample of irrelevant responses from a script of a candidate whose answer was based on features rather than aims of African indigenous education.

2.1.5 Question 5: Philosophy of Education.

The question demanded the candidates to give two (2) differences between ethics and aesthetics. All 3,216 (100%) candidates attempted this question. Among them, 1,227 (58.15) scored from 0 to 1.5 marks, 795 (24.72) scored from 2 to 2.5 marks and 1,194 (37%) scored from 3 to 4 marks. Generally, the performance of candidates in this question was average as 1,989 (61.85%) candidates scored above pass mark as summarized in Figure 5.

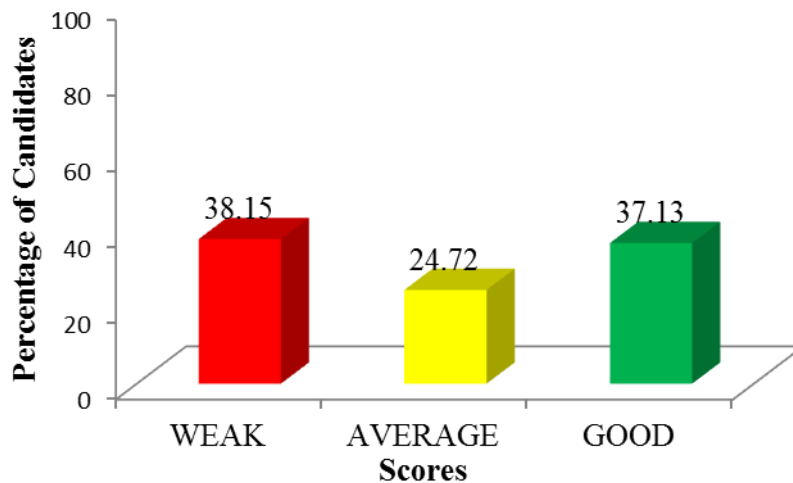


Figure 5: *The candidates' performance in question 5.*

The candidates whose scores ranged from 3 to 4 marks showed adequate knowledge of the subject matter therefore they were able to give correct differences between ethics and aesthetic state. Example of the correct responses were such as; *the focus of ethics is on moral values and human conduct while the focus of aesthetics is the nature of beauty especially in art; and the criteria and standards of evaluating art. Ethics inquires principles and problems of morality while aesthetics deals with judgement about the value of specific forms of music, literature and visual art. Also, ethics is a study of systems and customs in the particular groups of human beings while aesthetics is concerned with values in the realm of beauty and art.*

Moreover, some of the candidates wrote how ethics seeks to answer such questions as: *Does good exist in the mind of an individual? What is a good life for all the people? What is good conduct? What is a standard by which a good conduct is judged? While Aesthetics seeks to answer such questions as: what is beauty? is beauty in the eyes of the beholder or it is in the thing that is being observed? and what is art and what is the purpose of art.* However, variation in their scores depended on the correctness and clarity of their answers. Extract 5.1 illustrates a sample of good responses.

5. Different between ethic and aesthetes	
i) Ethic based on what is right and what is wrong according to society or certain people while aesthetic based on what is beauty and how to obtain it.	
ii) Ethic based on how to impart moral value to the peoples while aesthetic based on art of making different things such as drawing, creating model and so on.	

Extract 5.1: A sample of a correct response in question 3

The candidates who scored from 2 to 2.5 marks managed to answer this question relatively well but provided few correct responses contrary to the demand of question. Some candidates mixed correct and incorrect responses others changed the meaning of the relevant terminology. Moreover, some failed to understand the question. Thus, they could not write correct differences. The candidates' responses showed a partial knowledge in differentiating between ethics and aesthetics as the question demanded.

The candidates who scored from 0 to 1.5 marks lacked knowledge of the topic from which the question was derived, thus majority of the them wrote unrelated responses such as: *ethics concerned with behaviour of the people while aesthetics concerned with existence of the universe, ethics deals with tribe while aesthical deals with all community, ethics involve involuntary action while aesthetic involve with voluntary actions, Ethics deal with appearance of something while Aesthetics prepare something to be look like.* such as: *Ethics are necessity for interaction with other individual while aesthetics are mainly a choice of what you choose to value, ethics deal with what is wrong and what is right while aesthetics it deal with the moral value* Most of the candidates' responses were characterised by grammatical errors and poor presentation. Extract 5.2 is given as an example.

5.	Differences between Ethics and Aesthetics.
i)	Ethics deals with things which are observed and seen while Aesthetics deals with the things which have not observed and seen. Example, God, Heaven, Angel, Satan and others.
ii)	Ethics deals with real things while Aesthetics deals with speculative in nature things.

Extract 5.2: A sample of a response of a candidate who gave incorrect differences between Ethics and Aesthetics

2.1.6 Question 6: Educational Management and Administration

The question required candidates to identify four offences that may lead to teachers' termination from their posts in public services. All 3216 (100%) candidates attempted the question. The performance of the candidates shows that 709 (22.5%) scored from 0 to 1.5 marks, 80 (2.49%) scored from 2 to 2.5 marks, and 2,427 (75.46%) scored 3 to 4 marks. Generally, the performance in this question was good as 75.46 candidates scored above average as shown in Figure 6.

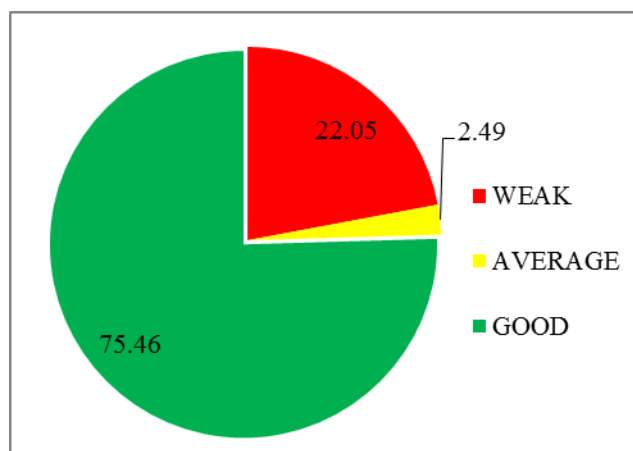


Figure 6: The candidates' performance in question 6.

The candidates whose scores ranged from 3 to 4 marks were able to understand the question requirement. They identified four offences that may lead to the teachers' termination from the post in the public services. The correct response includes *corruption, abortion, fighting among employees and forgery*. Extract 6.1 is a sample of a correct response in this question.

6(i)	Absenteeism
(ii)	Drunkness
(iii)	Involving in sexual relationship with student
(iv)	Engage in Criminal like killing.

Extract 6.1: A sample of the correct response of a candidate who managed identify four offences which may lead to teachers' termination from his/her post in public services.

The analysis shows that the candidates whose scores were average (2 to 2.5 marks) had partial knowledge of offenses which may lead to termination from work as some of them mixed relevant and irrelevant responses. Also, other candidates managed to present only two correct answers out of four points.

On the other hand, candidates who performed poorly (0 to 1.5 marks) either had insufficient knowledge of the subject matter or they failed to understand the demand of the question. As a result, they managed to provide either one correct answer or mixed correct and incorrect offences which may lead to teachers' termination from their posts in public services. An example of response is from one candidate who wrote: *good dressing style, the use of good language, the socialization with community and the presence of good advisers*. Extract 6.2 is a sample of an irrelevant response from the script of a candidate.

06	i) Reclamation of salary
	(ii) Warning through letter
	(iii) Reduction of Grade
	(iv) Stopping work for one month.

Extract 6.2: A sample of an irrelevant response of a candidate who mentioned punishment imposed to offenders instead of identifying four offences that may lead to teachers' termination from their post in public services.

2.1.7 Question 7: Educational Management and Administration

The question required the candidates to explain four rationales for keeping a student's lesson attendance register. The analysis shows that all 3,216 (100%) candidates attempted this question. The performance in this question indicates that 2,726 (84.76%) scored from 3 to 4 marks, 312 (6.62%) scored from 2 to 2.5 marks and 277 (8.61%) scored from 0 to 1.5 marks. The general performance of candidates in this question was good as 2,726 (84.76%) candidates scored above average as illustrated in Figure 7.

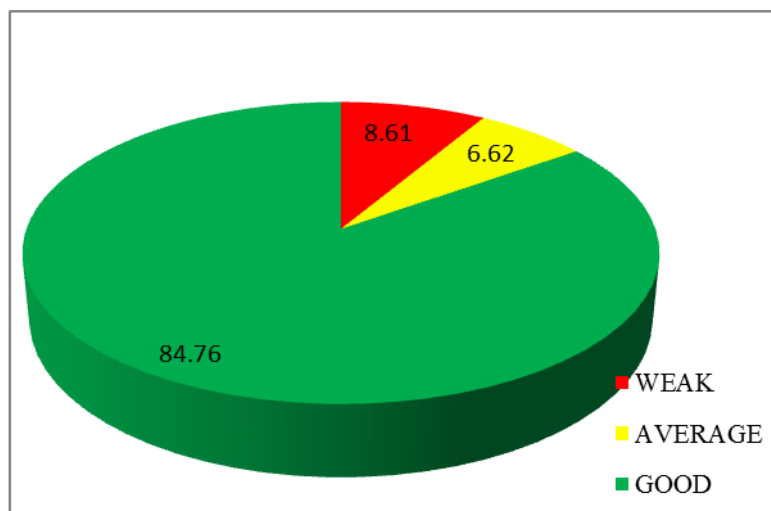


Figure 7: The candidates' performance in question 7.

The candidates whose scores ranged from 3 to 4 marks demonstrated competency on the subject matter. They explained four rationales for

keeping a student's lesson attendance register such as: *This document allows the schools administration to trace the class attendances of individual student whose behaviour has been concerned to class teachers. It is used to manage truancy at given time. It is used to assess students' attendance for short term and long term basis. It is useful to maintain school records for long time. It helps to understand exact number of the students who attended at school at given time.* However, the candidates' scores varied depending on the correctness of their responses. Extract 7.1 illustrates correct responses from a script of candidates who explained four rationales for keeping a student's lesson attendance register.

07.	→ Enable the teacher to have reference for future use.
	→ Helps teachers to know the attendancy list and then number of students who attending to school.
	→ Helps teacher to understand students behaviour.
	→ Enable learner teacher to evaluate student performance.

Extract 7.1: A sample of a correct response of the candidate who explained four rationales for keeping a student's lesson attendance register.

The candidates whose scores from 2 to 2.5 marks mixed relevant and irrelevant responses which indicated partial knowledge of the subject matter. For example, one candidate wrote: *it helps to evaluate behaviour of the students through keeping records in making decision if the students miss behaviour and what action should be taken. It provides feed back to the parents and educational inspectors.* Some of The candidates' responses were characterised by poor organisation due to partial knowledge of the subject matter.

The candidates whose scores ranged from 0 to 1.5 marks revealed incompetence of the subject matter. For example, some candidates provided only one relevant point out of four points while others misconceived the

demand of the question. In addition, most of the answers from these candidates were characterized by grammatical errors due to poor skills in using English language to convey responses. Examples of such responses are: *attendance register are used to prepare the lesson plan, in order to know the lesson which was already taught or not, to provide the basic need for all students equally.* Extract 7.2 below represents a sample from a script of a candidate with incorrect responses.

7.	i/ portfolio
	ii/ feler
	iii/ Duty report.
	iv/ class attendance.

Extract 7.2: A sample of incorrect responses from a script of a candidate who mentioned the tools used for storing records instead of four rationales for keeping a student's lesson attendance register

2.1.8 Question 8: Comparative Education in Tanzania

The question demanded the candidates to explain four points to show relevance of comparative education in Tanzania. The analysis shows that all 3,216 (100%) candidates attempted this question. Among them, 1,411 (43.87%) scored from 3 to 4 marks, 456 (14.18%) scored from 2 to 2.5 marks and 1,349 (41.95%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was average. Figure 8 present data which summarizes the performance in this question.

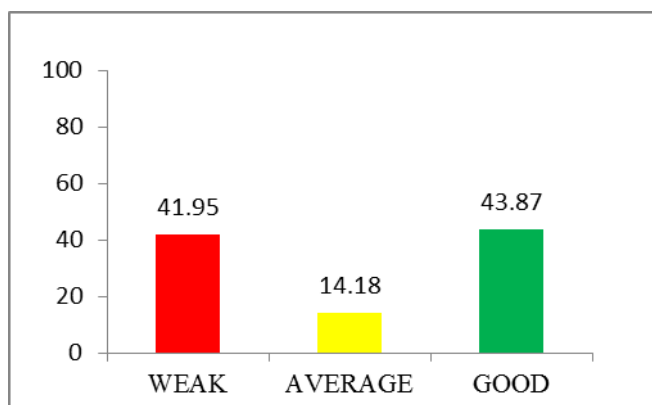


Figure 8: *The candidates' performance in question 8.*

Analysis of the responses shows that the candidates who scores ranged from 3 to 4 marks had adequate knowledge to explain four points on the relevance of comparative education in Tanzania such as: *It helps to understand the educational systems of various countries in the world, it facilitate practical reforms and development plan in the school system, it promotes international attitudes among those who study the structures of various educational systems including cultural practices, economic and social system. It helps to realize common problems facing societies and their sources for examples dropouts, pregnancies and truancy. It helps to know how the level of economic development affects the education system.*

Other candidates wrote: *it improves educational system in Tanzania, it helps curriculum planner to understand the strengths and weaknesses of our education system. It helps to understand how the level of economic development in Tanzania affects the education system. It helps to compare the education system of Tanzania and others neighbouring countries.* Extract 8.1 is a sample of a relevant response.

8	Relevant of comparative education.
	→ It promote international attitude for those who are studies; it means that those students know the education system of various countries.
	→ It helps to know how level of economic affect the education system; this help to identify why countries which have high level in economic have good system of education compare to us.
	→ It helps to realize the common problem facing education system; this identify that all countries faced with the two common problems which are pregnancy and drop-out.
	→ It leads to greater understanding of education system; when someone study the comparative education will identify that education differ system differ from one country to another.

Extract 8.1 A correct response from a script of a candidate who explained four points to show relevance of comparative education in Tanzania.

The analysis showed that the candidates who scored from 2 to 2.5 marks had inadequate knowledge of the subject matter where the question and other candidates in this category mixed correct and incorrect responses. For example one candidate wrote *comparative education help to improve curriculum in Tanzania, it is used to improve educational system*. This response indicates that the candidate had partial knowledge on the concept of comparative education.

Further analysis shows that some of the candidates whose scores ranged from 0 to 1.5 marks had inadequate knowledge of the subject matter while others had a misconception on the demand of the question due to lack of the knowledge though few of them provided relevant responses. Examples of wrong responses were such as; *the curriculum of Tanzania is the same, Both Tanzania both private and public school, certification, our education in Tanzania is relevant to other country such as Kenya because of the issue*

of certification, education system is end in degree while even in other country it is the same but if you need to continuous, the presence of cooperation. Such responses were also affected by poor English Language usage. Nevertheless, there were few candidates who were not able to write any correct point is as shown in extract 8.2.

8.	Four relevance of comparative education in Tanzania.
(i)	Help Health services education
(ii)	Economic activities like industries
(iii)	political education for example multi multipartism
(iv)	social relationship for example intermarriage.

Extract 8.2 A sample of incorrect responses from a script of a candidate who failed to explain four points to show relevance of comparative education in Tanzania

2.1.9 Question 9: Philosophy of Education

The question required the candidates to (a) define axiology and (b) outline three contexts in which axiology are applied in schools. This question was attempted by all 3,216 (100%) candidates whereby 2,743 (58.85%) scored from 0 to 1.5 marks including 736 (23%) who got a 0 mark, 686 (21.34%) scored from 2 to 2.5 marks and 637 (19.81%) scored from 3 to 4 marks. The analysis indicates that the performance of candidates in this question was poor since 1,892 (58.85%) candidates scored below average of the pass mark as shown in Figure 9.

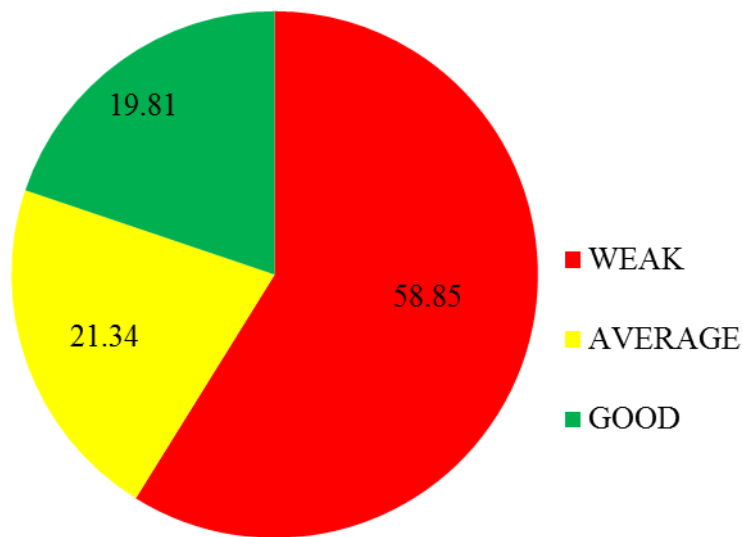


Figure 9: *The candidates' performance in question 9.*

The analysis indicates that few candidates who scored higher marks (3 to 4) demonstrated capabilities to define the term axiology appropriately and also outlined three contexts in which axiology is applied in school settings some of such responses includes: *it concerned with the questions of what is value and how it is ranked. It deals with questions related to the nature of beauty particularly in arts and the criteria and standards of evaluating arts on the areas in which axiology can be applied in school settings they wrote; aesthetics is applied in designing of school uniforms. Subject such as arts, music and literature which are taught in schools is part and parcel of aesthetics. Aesthetics is also used in designing of school environments in particular arrangements of buildings, classroom sitting plans and gardening of flowers in order to make the surroundings more attractive.*

Further analysis shows that these candidates had sufficient skills in conveying knowledge using English Language properly, hence they were able to define axiology: *As the branch of philosophy which deals with what is right and what is wrong within the society. It deals with ethics and aesthetic. Another candidate defines axiology as the branch of philosophy concerned with the study of values it deals with norms, beauty and arts.* Moreover, they provided relevant contextual of axiology and how is applied in school as follow; *Axiology is used in shaping students behaviour, It emphasize good conduct of the students during teaching and learning*

and it promotes good dressing in school. Extract 9.2 illustrates more correct responses.

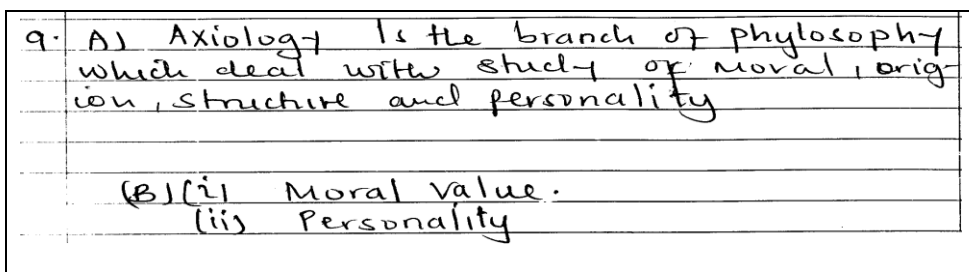
Q9.	(a) Axiology : This is the branch of philosophy which deal with what is right and what is wrong with in the society. It deal with ethics and aesthetics.	
	(b). i) Axiology is applied in correcting disciplinary action as it deal with ethics.	
	ii) Axiology is applied in judging the performance of student in school and finding conclusion.	
	iii) Axiology is applied in whole process of Environmental cleanliness as it deal with Beauty.	

Extract 9.1 A sample of a correct response

The candidates who scored average (2 to 2.5 marks) mixed correct and incorrect responses due to insufficient knowledge of the subject matter. For example, one candidate outlined that, axiology is applied in school as follows; *it can be applied in teaching and learning process, the period of the student adolescent, impossible sexual behaviour, dropout of student studies interest, it aids students to discover some phenomena exist, during referring something, the time of studying and differentiate the branch of philosophy.* The above responses indicated that most of the candidates under this group revealed inadequate knowledge of the subject matter of this question.

On the candidates who scored from 0 to 1.5 marks, some had insufficient knowledge of the subject matter while others failed to interpret the requirement of the question. For example, one candidate wrote an incorrect answer such as: Axiology as a type of *philosophy which deals with reasoning.* another defined Axiology as *the socialization knowledge in the daily life, It is a study of knowledge another while another defined axiology as the branch of philosophy that deals with causes, example, air-craft was crushing what were the causes of air craft crushing.* In part (b) one candidate wrote axiology is applied in schools as follows: *the knowledge get from reasoning, what are reasoning and which thing can from*

reasoning and other irrelevant answers However, analysis indicates that only few candidates were able to give correct responses in either part (a) or (b) of the question. Extract 9.1 is a sample of an irrelevant response from a candidate.



Extract 9.2 one of the incorrect responses in question 9 in part (a) where the candidates were required to define axiology and in (b) they were to outline three contexts in which axiology is applied in schools

2.1.10 Question 10: Educational Management and Administration.

The question required the candidates to outline four merits of planning in the daily operation of educational institutions. The statistics shows that all 3,216 (100%) candidates attempted this question. Among them, 2,743 (85.29%) scored from 3 to 4 marks, 248 (7.71%) scored from 2 to 2.5 marks and 225 (7.0%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was good as majority scored above 69 percent as illustrated in Figure 10.

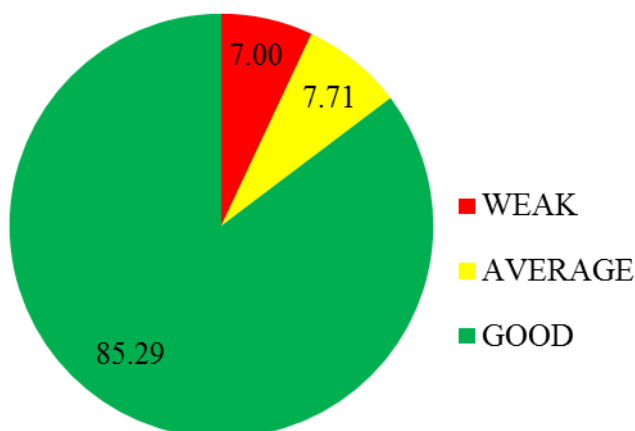


Figure 10: *The candidates' performance in question 10.*

The analysis of the responses indicates that the candidates who scored from 3 to 4 marks had good understanding of the subject matter as they correctly outlined four merits of planning in the daily operation of educational institutions. They gave answers such as *facilitates the process of decision making, helps to eliminate unproductive work hence minimizes unnecessary costs that an institution would incur through planning organization goals can easily be attained , it enables the manager to determine the actual workload to be deployed to the available man power. it helps in the implementation of objectives of institution in proper manner, helps educational administrators to facilitate teaching and learning, it ensures effectiveness in education and time management, it helps to provide good decision making in educational institution as well as to increase efficiency of work in educational institutions.* Extract 10.1 is a sample of relevant responses in this question.

10	(i) planning enhance proper utilization of institutional resources .
	(ii) Planning reduce conflicts among members of institutions
	(iii) planning provides a good basis implementing of education goals
	(iv) planning provides a chance to prepare for action of implementing educational goals. (For example to find suggested materials for implementation of the programme .

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

Further analysis showed that the candidates who scored from 2 to 2.5 seemed to have partial knowledge of the subject matter as some of them mixed relevant and irrelevant responses while others outlined fewer correct examples of such as: *It enables people to get education and to be creative, it helps to improve standard of education in the society, planning helps to prepare budget and to achieve educational goals.* Incorrect responses were such as *it supervises the right of employees in Tanzania*

for example TSD, planning education and training policy for example, the ministry of education and technology.

The candidates who scored from 0 to 1.5 marks had several weaknesses in their responses. Some of such responses were characterised by unclear meaning and implication of the concepts, due to failure to understand the demand of the question and lack of knowledge of the subject matters. For example one candidate wrote incorrect responses such as *consuming much time to prepare, it is difficult to collect errors, it cannot be quality because prepare for short time, it is difficult to evaluate*. Moreover, some of the candidates' responses in this group were characterized by incompetence in using English Language as most of the sentences had unclear meaning related to the subject matter. Extract 10.2 is a sample of irrelevant responses.

10	Merits of planning educational Institutions
	i) To eradicate poverty in the country
	ii) To Improve Living Standard of people
	iii) To equip people with education for self-reliance
	iv) To Increase Income in the country.

Extract 10.1: An incorrect response from a script of a candidate who wrote advantages of education institutions instead of merits of planning in education institutions.

SECTION B: ESSAY TYPE QUESTIONS

This section comprised six (6) essay questions out of which the candidates were required to attempt four (4) questions. Each question had a weight of 15 marks making a total of 60 marks.

2.1.11 Question 11: Historical Development of Education in Tanzania.

The question required the candidates to analyse five methods of teaching indigenous education. It was among the least opted questions, attempted

by 1,325 (41.2%) candidates. Out of these, 696 (36.49%) scored from 10.5 to 14 marks, 871 (46.6 %) scored from 6 to 10 marks and 330 (17.45%) scored from 0 to 5.5 marks. Generally, the performance of candidates in this question was good as 1,561 (82.55 %) candidates were able to score at least 40 percent of the marks as shown in Figure 11.

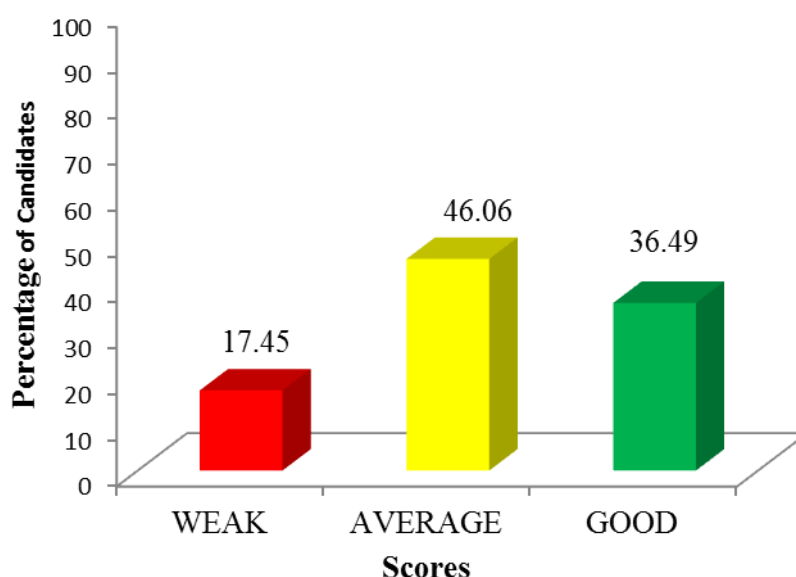


Figure 11: *The candidates' performance in question 11*

The candidates whose scores ranged from 10.5 to 15 marks managed to analyse five methods of teaching indigenous education such as: The use of oral norms of literature such as storytelling, proverbs, riddles, poems and songs. Lecture messages were verbally given to the learners who were expected to listen, observe and later do as instructed. The process was repeated when the need arose. Observations and imitations were commonly used; the young learnt a lot by coping from the adults and peers. Cultural functions such as ceremonies and sorrow were also used as delivery methods.

The analysis shows that majority of candidates in this category analysed all points. The knowledgeable candidates managed to elaborate methods of indigenous education correctly. As well, they demonstrated ability to analyse methods of teaching indigenous education and ended with relevant conclusions respectively as illustrated in Extract 11.1.

11	Elaborate five methods of teaching African indigenous education	
	African indigenous education thus is the education provided among African people for the purpose of transmitting cultural values within the member of the society from one generation to another generation, also to emphasize cooperation and unity among people	
11	This kind of education have been provided by elder to the young people before the colonial period. Also every one has right to get education but the education provided is different according to the nature of environment. it base more on practical matters. The following are the ways a method used in teaching African indigenous education:- Role play; this is the way in which African education was provided where the young people were taught to act through different kind of role play, as some they taught how to defend the society so as to become the army, therefore this lead young people to act how the army defend and after getting these skills of defending the society they perform these role play and they later now become defender of the society. Traditional dances and ceremonies also through tradition and ceremonies these African tend to transmit their cultural value from one generation and to another, as in these ceremonies the young people were taught different cultural values, norms, customs and tradition and through these they maintain cultural values and young people get skills about culture. Practical activities, also this is the method used in teaching African indigenous education as people were taught more through practical depending on the nature of environment example the people who are	

Extract 11.1: A correct response from a script of a candidate who was able to analyse five (5) methods of teaching indigenous education.

Moreover, the candidates whose scores ranged from 6 to 10 marks had partial knowledge of the subject matter. The candidates' responses showed strengths, riddles, poems and songs and lecture messages. For example

some of the candidates elaborated *the methods of teaching the Africans indigenous education and gave relevant explanation of some method used by African indigenous educator to teach the young*. However, the candidates' scores in this category differed depending on the strength of the explanation they wrote.

The candidates who performed poorly failed to analyse five methods of teaching indigenous education as they provided irrelevant responses. Examples of their responses are: *teaching without any kind of segregation, think pair shares, preparedness, jig saw fit methods, socialism and project study method*. Extract 11.2 shows a sample of irrelevant responses.

11	<p>Indigenous Education is the type of education where by one country tries to learn or to compare education progress of another country. For example Tanzania tried to compare education curriculum of South Africa. The following are the methods used when teaching African Indigenous Education.</p> <p>Through using guest speaker who can able to explain his or her curriculum of how learning progress goes to his or her country. That cause student to understand well the lesson.</p> <p>Through internet materials when searching difference history of education of a certain country and watch to learners that to get the knowledge in proper way.</p> <p>Through using mass media like watching television because now days some media have an education session that cause to learn that process. Examples of mass media are Radio, Television.</p> <p>Through using using reference materials like book which bring clear history about education of a certain country ^{now} goes.</p> <p>Through using jig saw fit method of teaching which give chance to learners to done in more details the curriculum implemented to other countries when we compare with our curriculum.</p> <p>All in all through using internet material you can learn more comfortable about indigenous education because you can watch how other countries infat their education.</p>
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Extract 11.2 An incorrect response from the script of a candidate who analysed the facilities which enhance teaching instead of analysing five (5) methods of teaching indigenous education.

2.1.12 Question 12: Sociology of Education

The question required the candidates to (a) define sociology of education and (b) show how each of the sociological factors affect education in Tanzania: (i) Experience (ii) Beliefs (iii) Conservatism and (iv) Poverty: It was opted by 2,266 (95.21%) candidates of which 388 (16.30%) scored from 10.5 to 15 marks, 1878 (78.91%) scored from 6 to 10 marks and 114 (4.79%) scored from 0 to 5.5 marks. Data indicates that the performance of candidates in this question was good. Figure 12 gives a summary of the data.

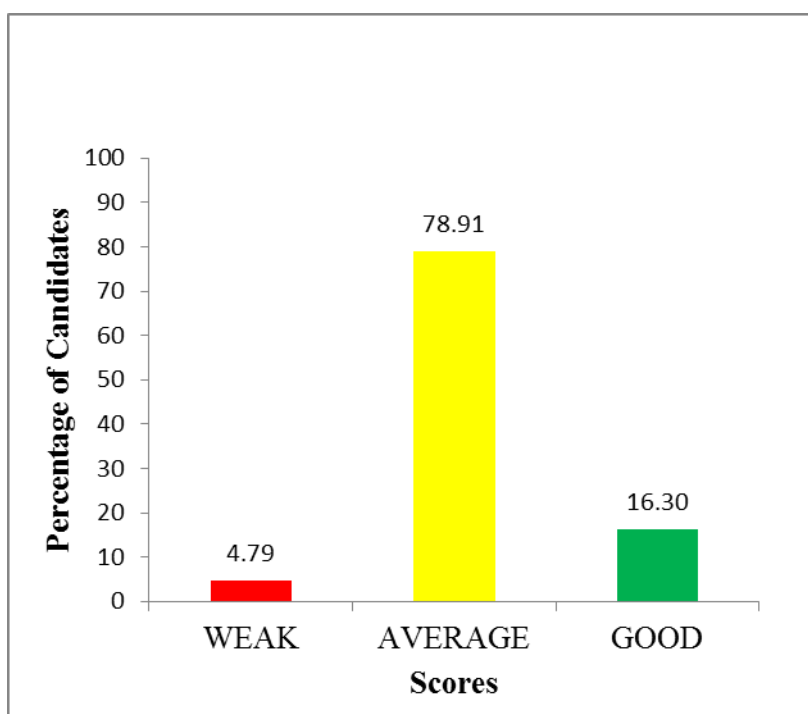


Figure 12: *The candidates' performance in question 12.*

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 able to define the term Sociology of education as a branch of sociology that deals with learning environments which includes the social characteristics of the pupils, schools and their surroundings affecting academic success correctly. Moreover, these candidates showed how each of the sociological factors affects education in Tanzania. (i) Experience (ii) Beliefs (iii) Conservatism (iv) Poverty.

They presented relevant responses on the ways that sociological factor effects education. Extract 12.1 is an example of relevant responses.

12.	(a) Sociology of education can be defined as the field of study that interlinks between the society and education matters. So there is an interaction between the educational system and the society.	
(b)	(i) Experience; this is one of the factor that affect education due to factor that most of the people now day have different learning experiences. forexample a teacher is teaching a certain concept while a student have a certain learning experience opposite to a teacher, there will	
12	(b)(i) be Contradiction of ideas to a student. Therefore experience can be considered as one of sociological factor affect education in Tanzania.	
	(ii) Beliefs; different people have their own beliefs and perspective. forexample the belief of pregnant woman not allowed to eat eggs to some of tribes, so if a teacher is teaching in the class educating the people of that particular tribe that eggs is very potential, they can't belief to what a teacher is teaching, Hence that is one of the sociological factor affect education in Tanzania.	
	(iii) Conservatism; also this can be considered as one of sociological factor affect education in Tanzania because most of people conserve their own way ideology, which later on bring confusion in educational system. Therefore Conservatism can be considered as one of sociological factor affecting education in Tanzania.	
	(iv) Poverty; this is situation of lacking basic needs such as food, clothes and shelter. so if Poverty exceed in large extent most of children fail to attend to school due to lack of basic needs. forexample a student may be dropped out from school due to lack of school fees. Hence Poverty can be considered as one of the sociological factor affecting education in Tanzania.	

Extract 12.1: A sample of a good response from a candidate who was able (a) to define sociology of education and (b) show how each of the sociological factors affect education in Tanzania: (i) Experience (ii) Beliefs (iii) Conservatism and (iv) Poverty.

Furthermore, the performance of the candidates whose scores ranged from 6 to 10 marks revealed inadequate knowledge of the subject matter. Some of the candidates managed to define sociology of education and showed how each of the sociological factors affects education in Tanzania. However, some of the candidates provided partial explanations of sociological factors contrary to the requirements of the question. For instance, they wrote, *poverty is sociological factor that affect education because it make some student stay home because have no school fees*. The scores varied depending on the correctness of the elaboration of the points.

Further analysis indicated that some of the candidates who scored from 0 to 5.5 marks seemed to lack knowledge of the subject matter. Therefore they failed to link correctly how each of the four sociological factors affect education in Tanzania. Others failed to identify the requirement of the question hence they gave incorrect responses. Extract 12.2 is a sample of incorrect responses.

12	(a) Sociology of Education - There is the relationship between the community and education - institution. These can be schools, community, and societies	
	(b) The following are the factors for how that affect education is - Tanzania. These experience Beliefs, conservatism and poverty can affect education in Tanzania by the following factors.	

12(b) Experience it create ~~Good~~ relationship in the community: The one who get experience in the community it can create a good relationship between people in the community. So these experience it can be for instructing, creating new thing and throughout teaching in the community.

Enable to get employment opportunities: Through engagement in different areas it can spread up of employment opportunities to the people, so the people with experience it can be employed in the community without seems for background but seems for only experienced that they have in the hand. And beliefs it affect education by the following:

Killing of some people in the community: Through beliefs of some people it can affect education by which some of the students were failure to go to schools because of some belief in the community so through that it can spread up the education system to failure to fulfill their intended needs.

Helps to protect them from enemies: Belief affect education in different ways but some of the societies they beliefs in different irresponsible activities in the community.

12 (b) Conservation it increase Moral values in the community: so the available Conservation it can increase the moral values in the community thus why some of the community does not sent their some of sex into school it because of their moral values of their community. And poverty affect education in Tanzania by the following.

Increase Early Marriage: Through poverty most of Tanzanian they engaged in different irresponsible activities in order to gain some needs but in other way it affects Education system.

Increase of Moral erosion in the Community: Through ways of poverty alienation it can be spread up of moral erosion in the community and hence to the schools environment so among the causes of mass failure is poverty at individual levels and national levels.

Generally: those discussed it the sociological factors affecting education in Tanzania but some were not those like politics, religion, taboos traditional, custom and norms and also factors influencing like Early Marriage female genital mutilation and others.

Extract 12.2; A sample of responses from the script of a candidate who failed to link correctly how experience, beliefs, conservatism and poverty can affect education.

2.1.13 Question 13: Educational Management and Administration

The question required the candidates to analyse six key managerial roles of heads of secondary schools in Tanzania.

It was the most opted as 2,864 (89.1%) candidates attempted it. The general performance indicates that 1,980 (69.13 %) scored from 0 to 5.5, 712 (24.86%) scored from 6 to 10 marks, and only 172 (6.01%) scored from 10.5 to 15 marks. Generally, the performance of candidates in this question was poor as 69.13% of them scored below average of 40 percent. Figure 13 summarizes the performance of the candidates in this question.

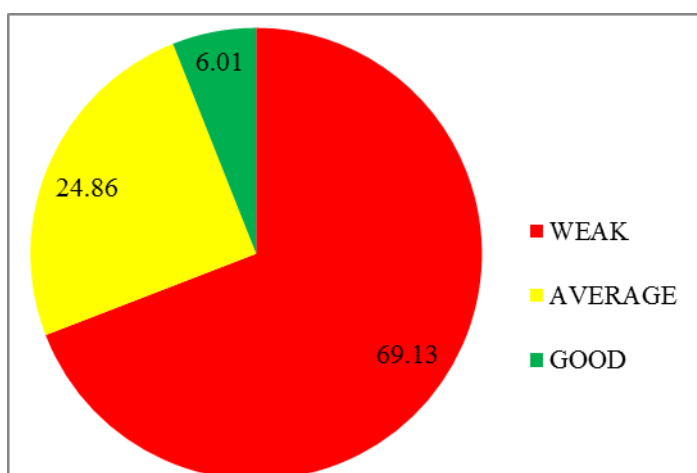


Figure 13: *The candidates' performance in question 13*

The analysis of the candidates' responses indicated that those whose scores ranged from 0 to 5.5 marks had inadequate knowledge of the subject matter and they gave no points on managerial skills of heads secondary schools in Tanzania. Others misconceived the demand of the question, therefore they gave unexpected answers. For example, one candidate gave an incorrect response like: *to ensure peace is detained at school, to ensure good discipline at the schools, to mark lesson plan of the teachers, creating school committee, formulating school government, collecting school contribution*. Their responses were characterized by poor organization of the points.

In addition, the candidates' responses in this group lacked relevant introductions, conclusions and had a weak elaboration of points.

Moreover, some of them outlined few correct points' while others gave irrelevant responses as shown in extract 13.1

13	<p>Managerial^{er}; is a process of planning, organizing and controlling certain roles in the schools</p> <p>A Managerial roles of head of secondary schools in Tanzania as follows</p> <p>Ordering of books, reference books so as can be used by teachers during process of teaching and learning process as the aids</p> <p>Creating schools committee; Head of schools are responsible to create some committee, chair scholar, power authority in order to get helped if he/she are not around also even if he around if you know your responsibility you will do</p> <p>Implementation of government policy; should implement the policy of government, Mission vision of school, school motto all these head of school should implement it</p> <p>Telling parent meeting and board of school the school time table should locate the day which will be parent meeting in order to solve various problem of their students which is very important</p>
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13	<p>Taking parents contribution ^{funds} to the schools for aim of building classes, dormitory which enable student to live in a safe place</p> <p>Making decision; A head of school can make decision by identifying the problem, then gather the information, Action plan and then make decision</p> <p>Therefore. There some equipments needed in schools human material Finance, Material physical and infra structure.</p>
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Extract 13.1 A response of one of the candidates who provided incorrect answers on the managerial roles of head teacher in Tanzania

Moreover, the analysis shows that the candidates who had an average score (6 to 10 marks) had partial knowledge of the subject matter hence some of them mixed relevant and irrelevant responses. Others analysed only few correct responses such as *controlling school management and administration and use of school funds and communication, planning schedule for daily operation in order to ensure smoothly running of organization.*

Further analysis indicates that the candidates who scored from 10.5 to 15 marks had appropriate knowledge of the subject matter from where the question was derived. They managed to analyse six key managerial roles of heads of secondary schools in Tanzania such as *planning, organizing, staffing, directing, coordinating, controlling, communication and motivation.* These candidates demonstrated competency in essay writing skills as they organised the essay into introduction, main body and conclusion and they elaborated well with relevant examples as shown in extract 13.2.

13.	<p>Educational management refers to a process of allocating the resources in a particular Institutions so as to meet the objectives or goals that are educationally. The following are the managerial roles of heads of secondary schools in Tanzania.</p> <p>Planning, refers to a process of putting strategies and work on them so as to reach or meet a particular objectives. This is one of the roles of heads of schools in Tanzania they are planning in different matters about the schools.</p> <p>Directing, this is another role of heads of Secondary schools in Tanzania they are directing the resources available such as he or she locate this resource should be used in this way and that should be used in that way.</p> <p>Staffing, heads of Secondary Schools in Tanzania have a role of combining different resources</p>
13.	<p>from different angles or places and allocate them on how they could be used with an Institution.</p> <p>Coordinating, also this another role of heads of secondary schools in Tanzania where by they link teachers themselves so as to work together and also link the teachers and the parents so as to know the development or to work together so as to influence the development of a student.</p> <p>Controlling, this is a process of putting the resources under good utilization or use of the materials at a minimal amount but giving a maximal results. The heads of schools must ensure that they controlling the resources.</p> <p>Budgeting of the funds of the school; as a head of a school this is another role that you are required to do for the sake of your school. You have to know what amount of money that your school use per week or in one month and even in a year.</p> <p>Hence, the heads of secondary schools in Tanzania play a big part or role in the managerial activities of the schools, but this roles do not complete depending on him or her only because there are roles that needs cooperation from the parents and also from the teachers (staff).</p>

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

2.1.14 Question 14: Philosophy of Education

The candidates were required to explain the relevance of Plato's ideas for the education system in Tanzania.

This question was most skipped by the candidates as it was only attempted by 1,550 (48.2%) candidates. Out of these 181 (11.69%) scored from 10.5 to 15 marks, 978 (63.10%) scored from 6 to 10 marks, and 391 (25.23%) scored from 0 to 5.5 marks. The data indicates that the performance of the candidates was good as 1,159 (74.77%) scored 40 percent and above. Figure 14 below summarizes the performance.

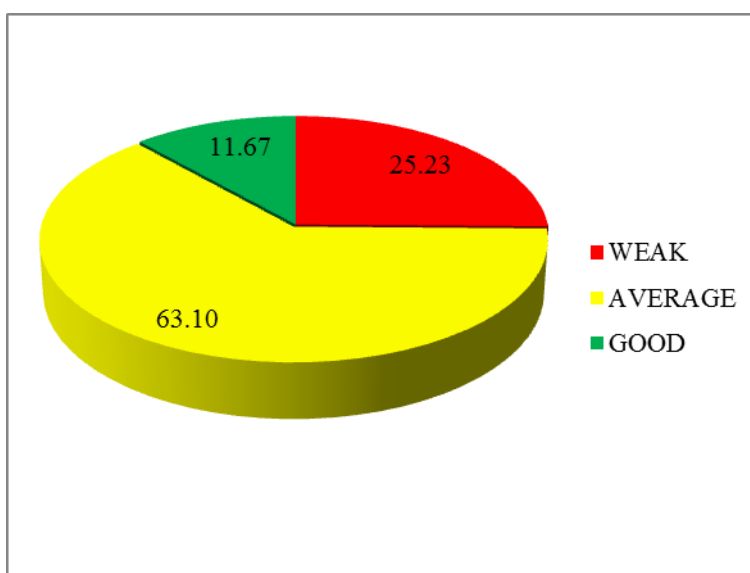


Figure 14: *The candidates' performance in question 14*

The analysis shows that the candidates who scored from 10.5 to 15 marks were able to understand the demand of the question and had sufficient knowledge to relate the relevance of Plato's ideas in the education system in Tanzania. Based on that they wrote correct answer like Plato's ideas advocate in building a strong and just society, there must be sound political and educational system that will prepare its citizens for their respective functional roles, categorization of the three groups of children to assist learners in the learning process, consider individual differences of the children in which each learner is treated and effectively prepare them for their future. Also the roles of child-centred curriculum orientation as opposed to societal and discipline curriculum orientation and discovering as

well as resolving confronting challenges in everyday life. In addition, it is used to decide areas and positions in which one would best be trained for the service of many in the society. Plato's ideas help educational planners to initiate diverse specializations of learners depending on the capabilities and interest.

Knowledgeable candidates provided relevant responses which were also characterized by relevant introduction, conclusion and clear explanations of points. However, some of the responses had grammatical errors. Extract 14.1 is given as an example of relevant response.

14.	Plato (428 - 348 BC) was the friend of socrate hence influenced by his ideas on explaining philosophical concepts. His ideas is relevant to many education systems including Tanzania.
	The following are the relevance of plato's ideas in the education system of Tanzania;-
	Existence of ministry of education, according to Plato, he suggested that, there must be sound political system and sound education systems so as to meet the needs of the society, therefore, the ministry of education implement the educational policies made by the government so as to meet the needs of the society.
	Intergration of theory and practice in the education curricula; Plato emphasized that there must be an intergration of theory and practicals so as to make learning process effective. This is relevant as even our curriculum also emphasize on it.
	Special programmes for gifted and talented students, in Tanzania there are special schools for gifted and talented students such as Tabora girls and boys schools where special educations consideration is prov-

	ded to them. To him, these students	
14.	considered as Golden boys and girls whose special education will prepare them to be critical thinkers, rulers, philosophers and alike.	
	Existence of provision of vocational training centres such as VETA, SIDO and alike, Plato suggested that, the iron girls and boys (dullers) should receive special training such as sewing, carpentry, masonry and other manual works.	
	Great room for joining of soldiers training, the education system of Tanzania give a wide room for joining training to become soldiers and police. This implies the Plato's idea on silver boys and girls where he suggested that, because they are less gifted but physically fit should receive special program for preparing them to become soldiers and alike.	
	By conclusion there are other philosophical ideas that are relevant to education system of Tanzania according to philosophers like Marra Montessori, John Comensow, J.K. Nyerere and so many.	

Extract 14.1: A relevant response of Plato ideas for education system in Tanzania from a candidate who answered well.

Furthermore, the analysis observed that the candidates who scored from 6 to 10 marks had a misconception between Plato ideas and other philosophers, especially Julius Kambarage Nyerere and Maria Montessori. For example, one candidate wrote; *education should prepare the learners to be independent*, while others wrote *improvement of educational policy which is a philosophical idea of Julius Kambarage Nyerere*.

On the other hand, analysis indicates that candidates whose scores ranged from 0 to 5.5 marks had inadequate knowledge of the subject matter therefore; they failed to provide correct answers relating to Plato's ideas in

education system in Tanzania. Some of these candidates had poor mastery of the subject matter and poor skills in essay writing. They also had poor English language skills hence they failed to elaborate their points clearly. An example of irrelevant responses was: *money doesn't immediately satisfy the necessities of life*. Others mentioned points without providing any explanations such as *Plato oppose poverty, this Plato they oppose poverty in the society so in Tanzania they oppose poverty in order people or country develop due to reduce poverty in society so this relevant*. In addition, these candidates' provided irrelevant introductions and conclusions. Extract 14.2 illustrates a poor response of a candidate.

14	<p>Plato is the psychologist which engage in education system and socially as well as economic.</p> <p>The following are the ideas of Plato in education system relevant in Tanzania.</p> <p>He emphasize Unity or cooperation, This is the idea of Plato who emphasize strong unity in the society so this is very relevant in the edit Tanzania so in Tanzania they emphasize strong unity or good relationship between one people to another.</p> <p>He oppose oppression, Plato they oppose oppression which occur in the society so as well as in Tanzania they oppose oppression so this is very relevant idea of Plato in Tanzania.</p> <p>He oppose poverty, This Plato they oppose poverty in the society so in Tanzania they oppose poverty in order people or country develop due to reduce poverty in society so this is relevant.</p>
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14	<p>He emphasize social services, Plato they emphasize social services such as health, water in order to afford the needs of people but this is relevant in Tanzania because the social services is very important.</p> <p>He emphasize self education or self reliance, Plato ideas they emphasize self education so that all people can not depend from other as well as in Tanzania people they get self reliance.</p> <p>He emphasize the employment to the people, Plato idea they emphasize employment to the people so this is relevant in Tanzania because people in Tanzania they want to get employment in order to afford their basic needs.</p> <p>Therefore this are the ideas of Plato in education system in Tanzania but also there are many philosophical ideas which relevant to the education of Tanzania such as every Maria Montessori they assist good environment of learning to student.</p>
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Extract 14.2: A sample of irrelevant responses from a candidate who explained the relevance of Nyerere's philosophical ideas instead of Plato's ideas for the education system in Tanzania.

2.1.15 Question 15: Educational Management and Administration

This question required the candidates to evaluate six professional codes of conduct for teachers in Tanzania.

The question was among the most opted question as it was attempted by 1,643 (51.1%) candidates. The statistics shows that 836 (50.9) scored from 0 to 5.5 marks out of which 3.7% scored 0 mark, 451 (27.45%) scored from 6 to 10 marks and only 21.7% scored from 10 to 15 marks. The analysis indicates that the performance of the candidates in this question was average as shown in Figure 15.

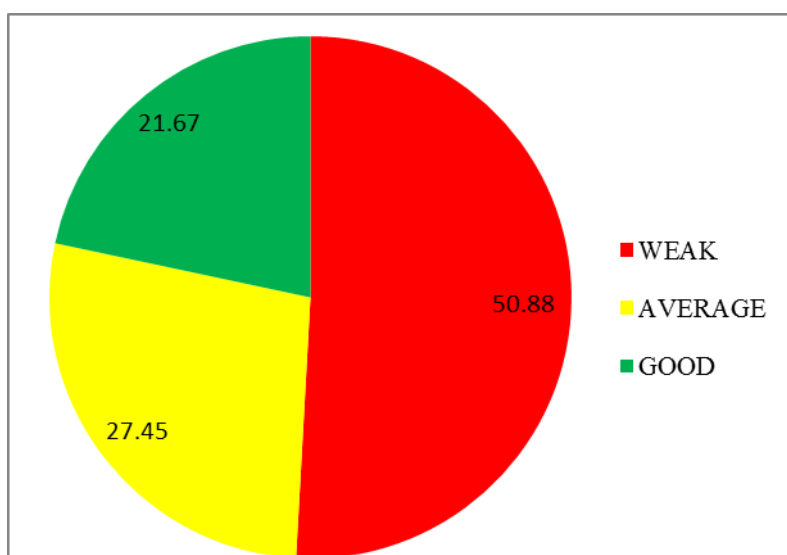


Figure 15: *The candidates' performance in question 15*

The analysis of responses showed that the candidates who scored from 0 to 5.5 marks wrote irrelevant responses such as: *having knowledge and skills of the content, having skills on teaching and learning, should have skills on how to manage and; wearing style or address*. Additionally, some of the candidates' responses show lack of knowledge of the subject matter while others failed to interpret the question. Thus, they provided irrelevant points. Moreover, the candidates' responses lacked relevant introduction and conclusion of their essay, For example, one of the candidates provided irrelevant conclusions such as; *However there a lot of teacher in Tanzania but the ministry of education and vocational training they always promotes youth to become the teachers so teachers is very important for the community development though they have a lot of challenges*. Extract 15.1

shows an example of the response characterised by a misinterpretation of the question.

13.	<p>Education is a social process which is involved in arrangement of human and material resource in programme of education and using these resources carefully to achieve an objective. Professional this is the personal how specific in one thing is to teaching or learning for example professional of education measurement in research or geographic. The following is the professional code of conduct for teacher in Tanzania.</p> <p>Planning, Professional code of conduct for teachers in Tanzania must be you have planning how to conduct in professional and how to state in teachers education.</p> <p>Communication Also communication is the one thing which code of conduct for teacher because communication is the best thing which help people to develop in any thing which you going to do this is the good principles of professional teacher in Tanzania.</p> <p>Organization, Also the principle which to conduct professional teacher It must be to organized by people on this the professional to make good in very perfect in teachers in Tanzania.</p> <p>Motivating, Also the professional teacher in Tanzania must have good motivating people or student for example in classroom must something good is professional teacher to know how motivating student.</p> <p>Controlling, Also controlling should be allow in professional teacher who could control of student and how controlling your self in student behaviour and many thing which occur</p>
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15	in teaching people this are one for professional code of conduct for teacher in Tanzania is controlling.
	Co-ordinating, Also this the principle which occur in professional teacher in Tanzania because the student must have co-ordinating and make happy teaching this the goal professional.
	In generally professional code of conduct for teacher in Tanzania this the principles which occur in the teacher professional because this teacher must have motivating people must organisation and planning this is the professional code of conduct for teacher in Tanzania.

Extract 15.1: a sample of an incorrect response from a candidate who provided the role of leaders in an organisation instead of writing on the professional code of conduct for teachers in Tanzania.

Moreover, the analysis indicated that the candidates who had an average scored (6 to 10 marks) mixed relevant and irrelevant points in their explanations. Some of them managed to write relevant introduction, few correct illustrations of the points and ended without conclusions. Also, some candidates in this category used *rules* and *laws* to define the code of conduct while others gave aspect of code of conduct instead of codes of conducts for teacher.

Further analysis indicates that the candidates whose scores ranged from 10.5 to 15 made a good analysis of professional code of conduct for teachers in Tanzania. Thus they gave correct, phenomena which show a good masterly of the contents. The response were well organised in introduction, main body and conclusion and they were presented well using good English. The correct responses include *avoid over drink or drink alcohol during work hours, involving themselves in sexual relationships with their students, push or take drugs, absenteeism from the work place for no reason, avoiding to administer corporal punishment to*

the learners, avoiding undertaking any acts of insubordination and involving in criminal offences. Extract 15.2 illustrates a relevant response.

15	<p>To evaluate 6 codes of conduct for teachers in Tanzania</p> <p>Codes of conduct refers to principles and laws which design in order to guide and directing teaching proffesi professional. The following are the codes of conduct as instructed to Tanzania:</p> <p>Avoid overdrinking or drinking during working hours, a professional teacher must avoid drinking during working hours in order to take well his or her responsibility, a drunker teacher may fail to manage his or her time to perform his or her duty during class hours because may fail to organize his or her lesson and this will lead lower the students performance.</p> <p>Leak examination secrets with students, a professional teacher must be able to leak secrets of examination to students, this will help the students to think logical and develop their responses according to the knowledge and skills they have on a certain content</p> <p>Avoid absenteeism in work without permission, a professional teacher must attend to the school in all days instructed, but in any case of absentee may cont consult his or her headmaster in order to get permission of shift from a job, for those teacher who didn't ask permission from fi their ruler may get punishment as the code of conduct instruct kinds of permisson punishment to be given include warning, reduction of grade.</p>
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15.	<p>Avoid sexual building with the students, a professional teacher must respect him or her self and avoid sexual relationship with students because may lead to pregnancy, then a teacher may get harass from the police, and big shame from the society, this problem may lead a student to outdrop from the school</p> <p>Drug abuse, a professional teacher must avoid use of drug, in order to be good role model to the students and to the society the use of drug with a teacher is much shame and humiliation in teaching as a professional, because ^{use} of drug may lead a teacher to be suspected as a criminal and get punishment</p> <p>Administer criminal punishment to the students, as a professional teacher you do not allowed to live the student with improper behave to cooperate with others because this will harm both student and the teacher may fail to guide and control them toward studying, then a teacher must be care when a student develop a criminal behaviour, a teacher must punish him or her at the beginning</p> <p>Therefore code of conduct for teachers in Tanzania is much important in order to run we well the professional.</p>
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Extract 15.2: A good response of the candidate who managed to give six points of professional code of conduct for teachers in Tanzania.

2.1.16 Question 16: Educational Management and Administration

In this question, the candidates were required to explain five ways the heads of school will be used to motivate teachers so as to perform their duties.

The question was opted by 2,530 (78.7%) candidates. The performance in this question showed that 1066 (40.55%) candidates scored from 10.5 to 15 marks, 1,418 (56.05%) scored from 6 to 10 marks, and only 86 (3.4%) scored from 0 to 5.5 marks. In general, the analysis indicates that the performance of the candidates was good as 2,444 (96.6%) candidates scored 40 percent and above. Figure 16 illustrates the performance of the candidates in this question.

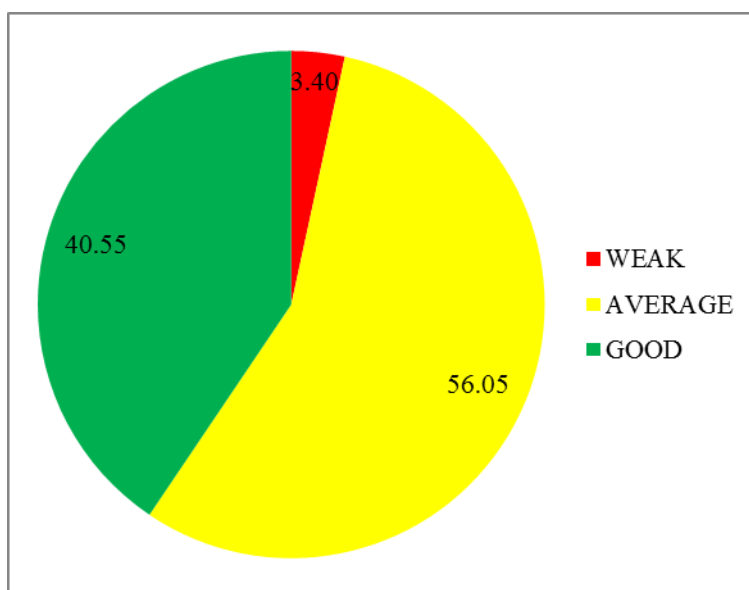


Figure 16: *The candidates' performance in question 16.*

Analysis of the response showed that the candidates who scored from 10.5 to 15 marks understood the demand of the question and had adequate knowledge of the subject matter. This enabled them to explain five ways of motivating teachers. They also showed competency skills and knowledge in essay writing as they described the required points and ended up with relevant conclusions. However, the students' variations of scores in this group were determined by the correctness of their responses. An example of a good response was as follows: *The head of a school must treat all staff*

fairly, listen to their advice, attend the occurring difficulties accordingly, and give them equal opportunities, solving emerging problem timely, recognize hard workers and appreciate extra time or efforts put forth by staff, he/she must be a role model in all aspects such as punctuality. The variation of scores amongst candidates was determined due to relevant introductions, conclusions and explanations of the points. Extract 16.1 is a response from a candidate who was able to give relevant explanations as shown in extract 16.1.

16.	<p>Motivation refers to the internal or external stimuli which initiates behaviour. Motivation can be external or internal, Internal motivation is the one which comes from inside of an individual and the external motivation is initiated by external stimuli followed by rewarding. The following are the ways of motivating teachers to perform their duties.</p> <p>Through rewarding, As a head of mtakija secondary school I will motivate the teachers by giving them rewards to those who fulfill their duties well which will encourage them to do more and it will encourage others who did not perform well to be motivated to do well next time.</p> <p>Through providing incentives, As a head of school I will make sure to provide incentives for the teachers like giving them proper places to stay and other services so as to give them morale to perform their duties well and effectively.</p> <p>Also conducive environment for their proper teaching and learning activities.</p> <p>Through delegation of authority, as a head of school I will ensure proper division of labour at school where it will be proper for the teachers to have different positions in the school so as they can be able to perform their duties accordingly.</p> <p>Through ensuring equal treatment between male and female teachers, as a head of school I will maintain equal treatment between male and female teachers so that both male and female teacher will have equal rights and</p>
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16	equal distribution of activities which will motivate them to perform their duties effectively.
	Through Conducting Staff meetings, as a head of school it will be necessary to conduct staff meetings to digest and solve different problems facing teachers during their way in performing their daily activities so as they can be able to run the school activities well.
	Therefore, head teachers are very important figures in maintaining good school staff development, the teachers can be motivated by the head teacher through the way he/she runs the school.

Extract 16.1: A sample of a relevant response from a candidate who explained well the five ways of motivating teachers to perform their duties.

Moreover, the candidates whose scores ranged from 6 to 10 marks seemed to have insufficient knowledge of the concept. Thus, they gave relevant and irrelevant points with the same answer. Others provided insufficient explanations to justify their arguments while others repeated some of the points which led to lower marks. For instance, one wrote *rewarding, this is the way of strengthen a behaviour*. However, others listed points but failed to clarify due to insufficient knowledge of the topics. Hence, the scores of the candidates varied due to the correctness of presentation of their responses.

On the other hand, some of the candidates who scored from 0.5 to 5.5 marks failed to explain five ways the head of school may use to motivate teachers to perform their duties. For example one candidate wrote illogical explanations such as: *to tell teachers on the effects of laziness, i will tell to students and to them that will force them to work hard and improve performance*. In addition, some of these candidates wrote neither introduction nor did they write conclusion. The candidate responses in this category presented irrelevant answers as presented in extract 16.2

16. Five ways of motivating my teacher to perform their duties

(i) To make sure that the school timetable is followed by every teacher of mtakwira secondary school. As I'm a headmaster I will make sure that every teacher inter in his or her class period for teaching process except to those teacher who will have a permission to be not available in the school due to different issues.

(ii) As a headmaster I will make sure that cooperation is highly available in order to work together with my staff members and which can influence development in case of academic and other sector. Because without cooperation every teacher will not be fulfilled in his or her work.

(iii) To make sure that every departments perform well by selecting the head of department and make sure that his or her supervise in good ways. Example. Physics department, Chemistry, biology, History and so on. Aims to improve learning system at mtakwira secondary school.

16	iv) As a head master of mihakaja secondary school I will make sure that there is a parents meeting together with teachers meeting in order to discuss different issue based on Education system. Such as issue of performance; different activities conducted to that school.
	v) Also I will make sure that there is high performed achieved by the learners in order to improve our educational progressive and to reduce number of student who perform poorly, by help them by solving their problem facing in their studies.

Extract 16.2: A sample of irrelevant responses from the script of a student

3.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH TOPIC

The six topics tested in DSEE 2019 was Conceptualizing Education, Sociology of education, Historical Development of Education in Tanzania, Educational Management and Administration, Philosophy of Education and Education Trends in Tanzania and other Countries. The candidates had good performance in four topics. Data analysis shows that four topics had a highly performance; These are *Conceptualizing Education* (98.8%), followed by *Sociology of education* (95.2%), *Historical Development of Education in Tanzania* (89.9%), *Educational Management and Administration* (73.1%) While two topics had an average performance: *Philosophy of Education* (59.2%) and *Education Trends in Tanzania and other Countries* (42.9) ranked last.

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 (DSEE) 2019 was good. The analysis shows that the candidates' good performance was attributed to factors such as the candidate's mastery of the subject matter and understanding of the demand of the question. However, some candidates had a lower performance.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in future the following recommendations are suggested:

- 5.1 The tutor should make sure that the course of Foundations of Education is exhaustively taught in two years according to the syllabus and should allocate enough time to revise some topics which seem difficult to the candidates.
- 5.2 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 questions so that they can provide related answers.
- 5.3 Tutors should encourage the use of English Language during learning as well as in other communications outside classes so as to boost candidates' proficiency in written English.

Summary of the Candidates' Performance Question Wise

S/N	Topics Examined	Questions Number	% of Pass		Remarks
			Percentage of the candidates who scored 40 percent and above	Average performance per topic in %	
1	Conceptualizing Education	1	98.8	98.8	Good
2	Sociology of education	12	95.2	95.2	Good
3	Historical Development of Education in Tanzania	4	94.4	89.9	Good
		11	85.5		
4	Educational Management and Administration	7	91.4	73.1	Good
		6	77.9		
		10	93		
		13	30.8		
		15	49.1		
		16	96.6		
5	Philosophy of Education	5	61.8	59.2	Average
		9	41.2		
		14	74.7		
6	Education Trends in Tanzania and other Countries	2	40.8	42.9	Average
		3	30.5		
		8	58.1		

