



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2021

FOUNDATIONS OF EDUCATION



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763 FOUNDATIONS OF EDUCATION

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FOREWORD

This report on the Candidates' Item Response Analysis for the 2021 Diploma in Secondary Education Examination for the Foundations of Education subject has been prepared by the National Examinations Council of Tanzania. The aim of this report is to provide feedback to different education stakeholders, including student teachers, tutors, parents, education administrators, college principals, school quality assurers, policy makers and the general public on the performance of the candidates in Foundations of Education subject and the extent to which the instructional goals and objectives were met.

The report highlights some factors that contributed to candidates' higher performance in most topics. The factors include the ability to understand the requirements of questions and the good mastery of competences indicated in the syllabus and the proficiency in the English language. However, candidates with lower scores depicted contrary attributes. In this report, the analysis of each question has been done, and different categories of information concerning candidates' performance have been summarised using figures and graphs.

The National Examinations Council of Tanzania expects that the feedback in this report shall serve as a basis for educational stakeholders to take appropriate measures to improve the teaching and learning. This will ultimately improve candidates' performance in future examinations administered by the Council.

Finally, the National Examinations Council of Tanzania is grateful to all examination officers and other stakeholders who provided valuable assistance in preparing this report



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report shows the performance of candidates who sat for Diploma in Secondary Education Examination in May 2021 in Foundations of Education subject. The examination covered the 2009 Foundation of Education Syllabus for Diploma in Secondary Education. A total of 2,096 candidates sat for the DSEE in 2021 in Foundations of Education, out of which 2,070 (99.90%) candidates passed and 2 (0.09%) candidates failed. This shows an increase in the performance by 0.4 per cent compared to the 2020 DSEE results in which 2,788 (99.89%) passed out of 2,810 candidates.

Table 1 Compares' the performance in the DSEE 2020 and 2021.

Year	Sat	Number of Candidates and Percentages					
		Passed	Grades				
			A	B	C	D	F
2020	2,810	2,788	5	421	2,024	338	3
		99.89%	0.18%	15.10%	72.59%	12.12%	0.10%
2021	2,096	2,070	21	869	1,109	71	2
		98.90%	1.01%	41.98%	62.3%	53.57%	0.09%

The table shows that 2,096 (98.90%) candidates' passed in DSEE 2021, whereas 2,810 (99.8%) candidates passed in DSEE 2020.

The statistical analysis in the table indicates that many candidates (890) got A and B in 2021 grades compared to the year 2020, whereby only 95 candidates got A and B

The examination tested candidates' ability in applying managerial and administrative skills in schools' activities, competence in analyzing and solving contemporary educational problems and understanding professional conduct of the teacher in the practice of education. The examination paper comprised of sixteen questions, in sections A and B. Section A consisted of ten short answer questions, which were compulsory. Each question in section A carried 4 marks. Section B consisted of six essay questions, each 15 marks. The candidates were required to attempt a total of fourteen questions.

The analysis of performance in section A is considered good if candidates score 3 to 4 marks, a score from 2 to 2.5 marks is an average, whereas a score

from 0 to 1.5 marks is a poor performance. In section B, a good performance ranges from a score of 10.5 to 15 marks. A score from 6 to 10 marks is an average performance, and from 0 to 5.5 is a poor performance. The performance in each question and topic is ranked as weak, average and good. That is a range from 0 to 39, 40 to 69, and 70 to 100 are considered , average and good respectively. In charts and appendices red, yellow and green colours have been used in to indicate poor, average and good performance, respectively.

The report shows the performance of candidates in each question showing what they were required to do as well as the strength and weakness in their responses. Samples of candidates' responses have also been used to illustrate good and poor responses. In addition charts and graphs have been used to illustrate candidates' performance in each question.

Generally, the report provides the overview of what candidates were required to do, how they performed and reasons for such a performance.

2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This section presents questions in sections A and B. It also presents the number of candidates who attempted the questions and their performance in each question.

2.1 SECTION A: OBJECTIVE QUESTIONS

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

2.1.1 Question 1: The Concept of Education Management and Administration

The question required candidates to explain two functions of 'educational management' and two functions of 'educational administration'. The question was attempted by 2,096 (100%). The performance of candidates in this question was generally good because 1,993 (95.1%) of the candidates scored from 2 to 4 marks as shown in Figure 1.

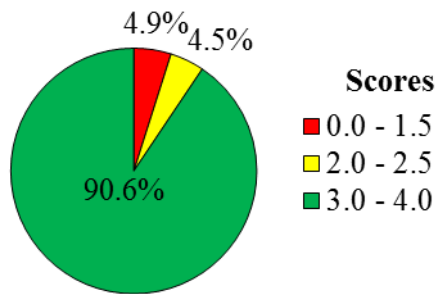


Figure 1: The candidates' performance in question 1

Figure 1 indicates that 1,899 (90.6%) candidates scored from 3 to 4 marks, 94 (4.5%) candidates scored from 2 to 2.5 marks, and 103 (4.9%) candidates scored from 0 to 1.5 marks.

The analysis of the candidates' performance shows that 1899 (90.6%) who scored from 3 to 4 marks had an adequate knowledge of the subject matter. Most of them managed to provide correct responses on the functions of "educational management" such as; helps in organizing educational institutions, helps in controlling and ruling systematically in educational institutions, coordinating in an organization. The following were responses provided for "educational administration": helps in allocation of resources, organizing all activities concerning teaching and learning and staffing the human resource found in the institution according to the need in order to run the activities smoothly. Correspondingly, other candidates wrote; to show unity of direction and to show clear division of labours. Extract 1.1 is a sample of correct responses in question 1.

1.	Two functions of "educational management" and two functions of educational administration are	
	(i) Educational Management	
	- To plan goals and objectives of an institution	
	- To direct all activities in education institution on how to be done and when to be done	
	(ii) Educational administration	
	- To allocate the resources in the educational institution	
	- To make sure that there is proper utilization of the school resources.	

Extract 1.1: A sample of the correct responses in question 1

On the other hand, 94 (4.5%) candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge given that their responses had partial explanations. One of such candidates' partial responses was *executive function and organization function*. Another candidate wrote two relevant points on management part. Other points on "administration" were irrelevant; on management: he/she wrote *coordinating different units in the institution and organizing activities of the institution,*" hes/he on administration: making policies for the institution and maintaining culture and cooperation of the institution.

Moreover, 103 (4.9%) candidates who scored from 0 to 1.5 marks failed to give two functions of "educational management" and two functions of "educational administration" They, presented incorrect responses such as *used to arrange the students in studying by good organization, used to stop noise when student there in class and used to construct test examination, used to stop cheating during the guiding of examination*. Some candidates irrelevant answers such as *"it enables to protect the educational matters from being destroyed"* and *"to control students from getting good performance"* Extract 1.2 is an example of irrelevant responses from a candidate who performed poorly.

1 (i)	Function of education Management	
(i)	It provide the Material For the all country	
(ii)	It prepare the time table of the examination. Example Heda (Matric examination Tanzania National examination council of Tanzania)	
	FUNCTION OF EDUCATION ADMINISTRATION	
(i)	Solve the problem within a school.	
(ii)	It prepare the time table for the school. Example The time table of Terminal examination within A school.	

Extract 1.2: A sample of the irrelevant responses in question 1

In Extract 2.2, the candidate provided general functions of an educational institution instead of the functions of the educational management and education administration.

2.1.2 Question 2: Trends in Educational Development in Tanzania and other Countries

The question requires candidates to show relevance of studying comparative education in Tanzania by giving four points. The analysis showed that 2,096 (100%) candidates attempted the question. The performance of the candidates in this question was good because 1,578 (75.3%) candidates scored from 2 to 4 marks. Figure 2 presents the details.

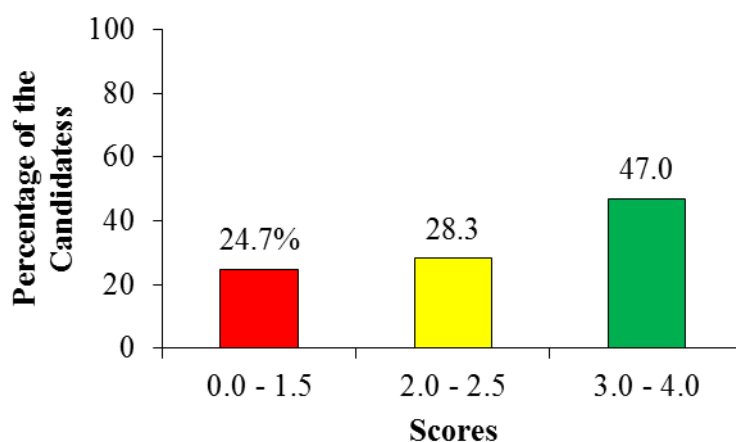


Figure 2: The candidates' performance On question 2

Figure 2 shows 985 (47%) candidates scored from 3 to 4 marks, 593 (28.3%) scored from 2 to 2.5 marks and 518 (24.7%) candidates scored from 0 to 1.5 marks.

The analysis indicates that 985 (47%) candidates who scored from 3 to 4 marks were able to identify four relevance of studying comparative education in Tanzania. They demonstrated sufficient knowledge of the content. Example of correct responses were, *it helps to expose learners with the education of other place or other country, it helps our country to compare the education system with other countries and it helps to make clarification and review the policy of our country education system improvement of teaching and learning methods.* Extract 2.1 is a sample of correct responses from a script of a candidate.

2.	Comperative Education.	
	(i) It helps to know the system of education of other countries.	
	(ii) Helps in making Comparison with ones own Country system of education.	
	(iii) It helps to improve the system of education by realizing the weaknesses and strengths of the education system.	
	(iv) Helps to determine the future of the educational system of the Country.	

Extract 2.1: A sample of the correct responses On question 1

On the other hand, a total 593(28.3%) candidates whose scores ranged from 2 to 3 marks had weakness in their responses. They mixed correct and incorrect responses or their responses were irrelevant to the asked question. An example of such a responses is; *"The structure of education from every country Uganda and Kenya are same as Tanzania because the education level end at tertiary level for all of them (college and universities)"* and *"The summation of education is by examination"*

Moreover, 518 (24.7%) candidates who scored from 0 to 1.5 marks lacked knowledge of the content. Therefore, they failed to understand the requirement of the question. As a result, they wrote irrelevant answers, such as. *the*

curriculum evaluation is Necta in college and secondary level and primary level in Tanzania, it controlled under ministry of education and vocational training cultural factors, and political factors. Extract 2.2 is a sample of the irrelevant responses.

02.	i/	Pre-primary education. 02 years
		↓
	ii/	Primary education. 07 years
		↓
	iii/	Secondary education. 04 years
		↓
	iv/	University education. 3 ⁺ years

Extract 2.2: A sample of the incorrect responses in question 2

In Extract 2.2, the candidate provided the structure of formal education system in Tanzania instead of the relevance of studying comparative education in Tanzania.

2.1.3 Question 3: Education

The question required candidates to elaborate six characteristics of formal education which differentiates it from other forms of education. The analysis shows that 2,096 (100%) candidates attempted this question. The performance in the question was good because 2,045 (97.5%) candidates scored from 2 to 4 marks. Figure 3 presents the candidates' performance in question 3.

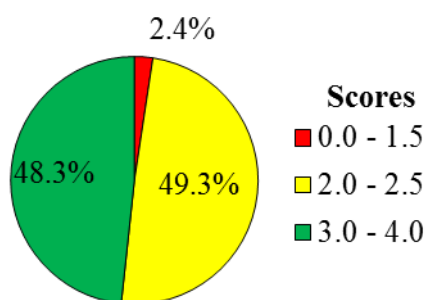


Figure 3: Trends of the candidates' performance in question 3

Figure 3 indicates that 1,013 (48.3%) candidates scored from 3 to 4 marks, 1,032 (49.2%) candidates scored from 2 to 2.5 marks and 51 (2.4%) candidates scored from 0 to 1.5 marks, respectively.

The analysis of the candidates' responses indicates that 1,013 (48.30) candidates who scored from 3 to 4 marks had sufficient knowledge of the characteristics of the formal education as they were able to write relevant responses such as, *formal education as it is provided in special places such as in schools, colleges and universities formal education has a well-defined syllabus for the provision of education, there are trained people who are responsible to provide education*” also “*Formal education has specific time to complete certain level for example; primary education 7 years, secondary education for 4 years and advanced level for 2 years*. Extract 3.2 is an example of correct responses from a script of a candidate who provided relevant characteristics of the formal education.

03:	Characteristics of formal education.	
(i)	It is complete structured and well organized.	
(ii)	It takes place through institution like schools and colleges.	
(iii)	It defines and identify intended learning outcomes.	
(iv)	It follows curriculum content and its components.	
(v)	It takes place within a given period of time. Example four years of ordinary level.	
(vi)	It is top-down structure i.e follow principle educational management and administration.	

Extract 3.2: A sample of the correct responses in question 3

On the other hand, 1,032 (49.2%) candidates who scored from 2 to 2.5 marks showed inadequate knowledge of the subject matter. They mixed relevant and irrelevant responses, which indicates' partial knowledge of the formal education. Such candidates' responses were such as, *it was formal education, it was racial discrimination, it has examination from the NECTA and certificate, it's under the Ministry of Education, Science and technology, it has curriculum, it's have timetable subject and other wrote it was few Africans enrolled at school.* Additionally, some candidates in this group provided illogical responses.

Further analysis shows that 51 (2.4%) candidates whose scores ranged from 0 to 1.5 marks lacked knowledge on the concept of formal education. Hence, they failed to understand the demand of the question. Some of them demonstrated poor writing skills. The sentences had many grammatical errors such as *it was periodic in nature ie life time long*, and they wrote incorrect responses such as *it have no curriculum, it was gender type i.e. based on one sex.* Extract 3.2 presents a sample of incorrect responses.

13	Characteristics of formal education
	which differentiate from other forms
	of education.
	1) It was formal education
	2) It was racial discrimination
	3) It was Pyramid in shape
	4) It was few African enrolled

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

In Extract 3.2, the candidate provided the characteristics of the colonial education instead of the characteristics of formal education which differentiate it from other forms of education.

2.1.4 Question 4: Historical Development of Education in Tanzania

The question required candidates to outline two strengths and two weaknesses of African indigenous education. The question was attempted by 2,096 (100%) candidates. The general performance of the candidates in this question was good because 1,959 (93.5%) candidates scored for 2 to 4 marks. Figure 4 summarizes the candidates' performance in this question.

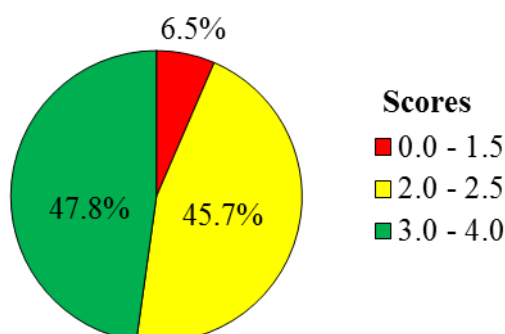


Figure 4: The candidates' performance on question 4

In Figure 4; 1,001 (47.8%) candidates scored from 3 to 4 marks, 958 (45.7%) candidates scored from 2 to 2.5 marks; and 137 (6.5%) candidates scored from 0 to 1.5 marks.

The candidates' items responses analysis shows that 1,001 (47.8%) candidates who scored from 3 to 4 marks managed to outline two strengths and two weaknesses of African indigenous education. Examples of correct responses from the scripts of the candidates were; *it was practical in nature, which helped learner to adopt situations of the society like different knowledge and living style skills, it is not documented or written down, the education provided orally but not in written form so as can change time to time.* Similarly, some candidates wrote *it was not based on gender discrimination whereby all gender provided education accordingly to their racial, it was help people to master his/her environment, it was cultural conservative.* Extract 4.1 depicts a sample of correct responses.

4.	④	strength of African indigenous education.	
	(I)	it was practical in nature; which helped learner to adopt situations of the society like different knowledge and living style skills.	
	(II)	It defended the Culture of The society; for example wearing style, or respect to the elders.	
	(b)	weakness of African Indigenous education.	
	(I)	it is not documented or written down, the education provided orally but not in written form so as can change time to time.	
	(II)	It lack uniformity; The education differ from one society to another according to the nature and culture.	

Extract 4.1: A sample of the correct responses in question 4

On the other hand, 958 (45.7%) candidates who scored from 2 to 2.5 marks indicated a partial knowledge of the subject matter. Some of the candidates mixed both relevant and irrelevant responses while others outlined only a few

correct points. Moreover, some of the candidates failed to outline both two strengths and weaknesses of African indigenous education. Thus, they ended scoring average marks. Their responses were: *it helps to prepare young for future generation* and *it helps to build the habit for hard work*. The incorrect weaknesses were such as: *it leads the biasness/discrimination* and *it lead to the destruction of culture*.

Further analysis indicates that 137 (6.5%) candidates whose scores ranged from 0 to 1.5 marks lacked knowledge of the strengths and weaknesses of African indigenous education. Some candidates in this category mixed the concept of indigenous education with formal education; as they presented responses such as, *based on classes* and *introduction of Kiswahili and English as language of instruction*. Furthermore, others failed to understand the requirement of the question. However, some of the candidates wrote fewer correct points than the required. Examples of responses from the candidates were such as, *construction of schools and other institution, aimed in serving whites* and *it was racial segregation, based on sons of people only, and based on white people only*. Extract 4.2 is a sample of irrelevant responses from a script of one of the candidate.

4.	Strength of African indigenous Education	
	i/ Provision of knowledge	
	ii/ Provision of social services	
	Weakness of African indigenous Education	
	i/ Based to sons people only	
	ii/ Based to white people only	

Extract 4.2: A sample of the irrelevant responses in question 4

In Extract 4.2, the candidate provided the strengths and weaknesses of the colonial education or formal education, instead of giving the strengths and weaknesses of the African indigenous education.

2.1.5 Question 5: Trends in Educational Development in Tanzania and other Countries

The question required candidates to explain briefly the purpose of Education for Self-Reliance Policy in Tanzania by giving four points. The question was attempted by 2,095 (99.95%) candidates. The general performance in the question was good, 89.5% scored 40 and above. Figure 5 summarizes the performance in the question.

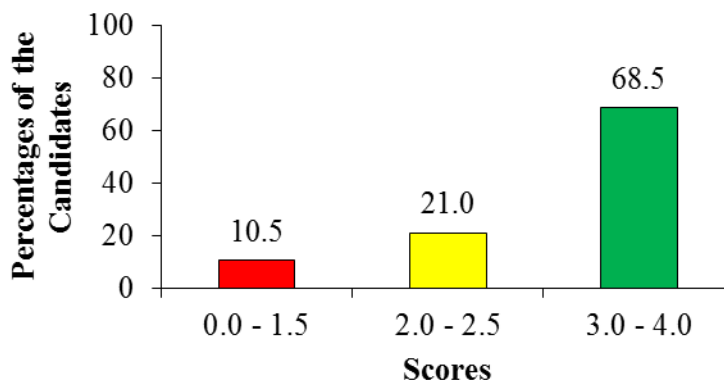


Figure 5: The candidates' performance on question 5

As shown in figure 5, 1,436 (68.5%) candidates scored from 3 to 4 marks, 440 (21%) scored from 2 to 2.5 marks, and 219 (10.5%) candidates scored from 0 to 1.5 marks.

The analysis shows that 1,436 (68.5%) candidates who scored from 3 to 4 marks managed to provide correct answers on the purpose of Education for self-Reliance Policy (ESR) in Tanzania. Their responses include: *to create learners who will full fill the needs of the society, As they can socialize with people in improving the life standard, To create knowledge, skills and ability of solving different problems to the society. To integrate theoretical knowledge into practical work, it means to apply knowledge from the class to the practical.* Extract 5.1 presents an example of good responses.

0.5	Purpose of ESR in Tanzania.	
	i. To prepare learner to work	
	- education for self reliance prepare people to work	
	due to practice, learning by doing.	
	ii. To reduce dependence ratio.	
	- due to education for self-reliance Tanzania	
	reduce dependence ratio due to preparation of people	
	to work.	
	iii. To integrate education with work	
	- This it means that learning education can be	
	functioning to the real life situation	
	iv. To Increase production and development.	
	- This due to integration of education with work	
	force learners to produce so as to increase	
	production then development occur.	

Extract 5. 1: A sample of the correct responses in question 5

On the other hand, 440 (21%) candidates who scored from 2 to 2.5 marks had several weaknesses in their responses. Their responses implied impartial knowledge of the subject matter and low language competence. The candidates only managed to give a few relevant responses such as *help to provide skills to the learner to understand the natural resources and reduce poverty, to solve the problem of unemployment to the young generations which cause problem to the society, integration of education and work, integration of theory and practical and to remove dependence in their society and also in family.*

Further analysis indicates that 219 (10.4%) candidates whose scores ranged from 0 to 1.5 marks lacked knowledge of the subject matter. Most of the candidates in this group failed to identify the requirement of the question. Example of their responses were such as, *used to create Arusha declaration in 1,976, used to perform of Ujamaa village, used to create socialism in Tanzania.* They also faced a challenge grammatical errors and poor presentation of responses. Extract 5.2 is an example of irrelevant responses from a script of a candidate.

5.	To explain briefly the purposes of Education for Self-Reliance Policy (ESR) in Tanzania.	
	i/ Establishment of Adult Education: This is the purposes of Education for self-reliance policy in order to reduce illiterant rate.	
	ii/ Provision of Small industry development organization: In order to employment of economic sectors.	
	iii/ Changing in Curriculum: In order to change the education policy.	
	iv/ Provision of Education institution for example NECTA.	

Extract 5.2: A sample of the incorrect responses in question 5

In Extract 5.2, the candidate explained the function of Tanzania Institute of Adult Education, Tanzania Institute of Education and National Examination Council of Tanzania instead of explaining the purpose of Education for Self-Reliance Policy in Tanzania.

2.1.6 Question 6: Educational Management and Administration

The question required candidates to outline four merits of planning in the daily operation of educational institutions. A total of 2,096 (100%) candidates attempted the question. Generally, the performance of the candidates in this question was good, as 2008 (95.8%) scored from 2 to 4 as shown in Figure 6.

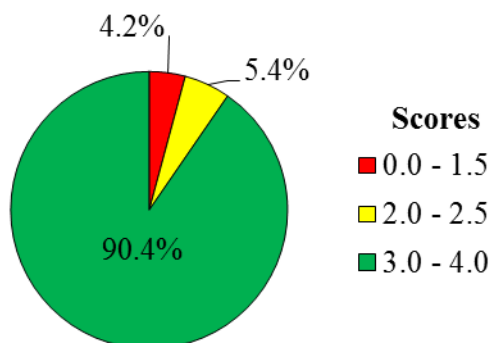


Figure 6: The candidates' performance on question 6

Figure 6 shows the performance of the candidates in question 6 whereby ,894 (90.4%) candidates scored from 3 to 4 marks, 114 (5.2%) scored from 2 to 2.5 marks, and 88 (4.2%) candidates scored from 0 to 1.5 marks, respectively.

The analyses of the candidates' responses indicate that 1,894 (90.4%) candidates who scored from 3 to 4 marks had adequate knowledge of the subject matter given that they understood the requirement of the question. They gave correct merits of planning in the daily operation of educational institutions. Example of the candidates' responses include; *It helps in budgeting of all resources that will be used in controlling the institution, helps in allocation of resources according to the specific need in a certain area of an educational institution, Planning ensure well organization of education activities and other wrote that it helps to identify the proper ways, methods and strategies in achieving the set standard goals of an educational institution.* Extract 6.1 is a sample of correct responses.

Q.	Merits of planning in the daily operation of educational institutions.	
(i)	Helps in budgeting of all resources that will be used in controlling the institution.	
(ii)	Helps in allocation of resources according to the specific need in a certain area of an educational institution.	
(iii)	Helps to set standards to be attained in educational institution.	
(iv)	Helps to identify the proper ways, methods and strategies in achieving the set standard goals of an educational institution.	

Extract 6.1: A sample of the correct responses in question 6

On the other hand, the analysis shows that 116 (5.2%) candidates who had average scores from (2 to 2.5 marks) portrayed partial knowledge of the merits of planning in daily operation of educational institutions. They presented only two correct points out of the four points required. Others mixed relevant and irrelevant points. An example of candidate who managed to give two points wrote; *help to achieve effectively the goal and help in supervision*

Further analysis indicates that 88 (4.2%) candidates who performed poorly in the question from (0 to 1.5 marks) had insufficient knowledge of the subject matter. They failed to understand the demand of the question. As a result, they provided irrelevant merits of planning in the education institutions. A sample of their responses is; *It Improve social services, make unit to remember and to give direction of starting*. Extract 6.2 is a sample from a candidate who provided irrelevant merits of planning in the daily operation of educational institution.

6	1) It helps to get the information properly	
	2) It helps to make the other information of teachers in teaching process	
	3) It helps and make the responsibility of hardworker	
	4) It give the development of education and increase of student performance	

Extract 6.2: A sample of the incorrect responses in question 6

In Extract 6.2, the candidate explained unrelated responses concerning merits of planning in the daily operation of education institutions as to get feed such as *information properly, information of teachers*.

2.1.7 Question 7: Philosophy of Education

The question required candidates to identify four limitations of “The teacher-centered approach” in the teaching and learning process. The analysis shows that 2,096 (100%) candidates attempted this question. The performance of the candidates in this question was good because 1,921 (91.6%) scored 40 per cent and above. Figure 7 depicts the candidates’ performance.

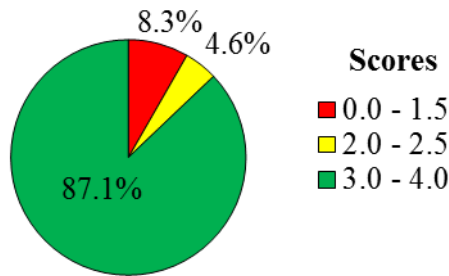


Figure 7: The candidates' performance on question 7

The data presented in Figure 7 indicates that 1,826 (87.1%) candidates scored from 3 to 4 marks, 95 (4.5%) scored from 2 to 2.5 marks, and 175 (8.3%) scored from 0 to 1.5 marks.

The analysis of the candidates' responses shows that 1,826 (87.1%) candidates whose scores ranged from 3 to 4 marks identified between three to four correct limitations of the teacher-centered approach. This implies that they understood the requirement of the question. The candidates' correct responses include; *It treats students as a tabularasa with no anything in their mind, it does not encourage critical thinking to the learners, it limits students in participating during teaching and learning meaning do not allow students contribution, It may cause student to lose interest in the lesson.* Extract 7.1 is a sample of correct responses from candidate who identified the correct limitations of the teacher-centered approach.

7.	i/ It limit students in participating	
	ii/ during teaching and learning mean	
	iii/ do not allow student part contribution	
	iv/ It may is easy to student to forget	
	on the subject mater taught	
	v/ It may cause student to loose interest	
	on the lesson.	
	vi/ it influence ^{rote} memorization rather than under	
	standing.	

Extract 7.1 A sample of the correct responses in question 7

Furthermore, 95 (4.5%) candidates whose scores ranged from 2 to 2.5 marks had partial knowledge of the limitations of using the teacher-centered approach. For example, one candidate wrote, *it sometimes boards, it does not encourage seriousness, deals with only teacher concept, teacher should be display all curriculum materials and to prepare the notes to the learners, learner is not allowed to search the curriculum materials and the teacher does not believe our students.*

Moreover, further analysis revealed that 175 (8.3%) candidates whose scores ranged from 0 to 15 marks were incompetent in the topic of the Education Management and Administration. Such candidates provided only one relevant point out of four points. Others misconceived the requirement of the question. Hence, they presented incorrect answers. Examples of the candidates' incorrect responses were such as *it enables teacher to teach a huge parts of the topic, it saves time it leads to the coverage of the content at the short time, the learner have enough time to make revision, rigid of curriculum, large number of the students, poor infrastructure e.g. class, chairs and lack of teaching and learning materials/resources e.g. text book*, Extract 7.2 present an example of irrelevant responses in this question.

7	(i) Problem approach / Thematic approach	
	(ii) Case study approach	
	(iii) Area study approach	
	(iv) Historical approach.	

Extract 7.2 A sample of the irrelevant responses in question 7

In Extract 7.2, the candidate mentioned some of the means of collecting data and methods of teaching and learning instead of identifying the limitations of the teacher-centered approach in the teaching and learning process.

2.1.8 Question 8: Educational Management and Administration

This question required candidates to briefly explain one responsibility of a teacher to: (a) a child, (b) his/her professional, (c) a community and (d) the employer. The question was attempted by 2096 (100%) candidates. The performance of the candidates in this question was generally good because 1,905 (90.9%) scored 2 and above marks. Figure 8 summarizes performance in the question.

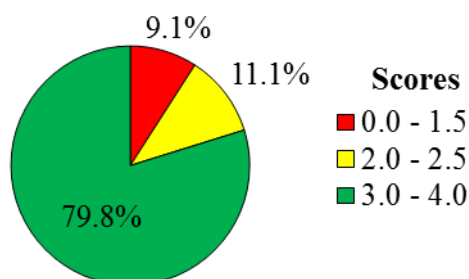


Figure 8: The candidates' performance in question 8

The presented in Figure 8 shows that 1,672 (79.8%) candidates scored from 3 to 4 marks, 233 (11.1%) scored from 2 to 2.5 marks and 191 (9.1%) scored from 0 to 1.5 marks.

The analysis indicates that 1,672 (79.8) candidates who scored from 3 to 4 marks had adequate knowledge of the subject matter. In part (a) they were able to explain the responsibility of a teacher to a child as well as the responsibility of a teacher to his profession, to the community and to the employer. Examples of the correct responses were; *a teacher is responsible to teach a child and take care of her/him. A teacher is responsible to adhere with the professional code of conduct against his/her profession. A teacher is responsible socialize and integrate with the community accordingly* and others wrote *A teacher is responsible to fulfill and perform the duties and responsibilities as assigned by the employer*. Extract 8.1 is a sample of the correct responses.

08.	Responsibility of a teacher to.	
	(a) a child.	
	→ He/she should be able to impart knowledge and skills to the child.	
	(b) His/her Profession.	
	→ He/she should be accountable and responsible according to and depending on their profession and professional code of conduct.	
	(c) A Community.	
	→ He/she should cooperate and interact with the member of the society by engaging in different community events.	
	(d) The employer.	
	He/she should respect and follow the regulations developed by his/her employer by fulfilling their responsibility.	

Extract 8.1: A sample of the correct responses in question 8

On the other hand, the analysis shows that 233 (11.1) candidates who scored from 2 to 2.5 marks had inadequate knowledge of the subject matter because they provided a few correct answers or mixed relevant and irrelevant responses.

Further analysis indicates that 191 (9.1%) candidates who scored from 0 to 1.5 marks lacked knowledge of the subject matter given that they failed to identify the responsibility of a teacher to (a) a child, (b) his profession, (c) to a community and (d) to the employer their responses were such as, *paying taxes, to reward the citizen who do better in society, to respect the law, teacher can't teach in order to get wages that help them in operating their family, teacher can teach a learner to be also a teacher, doctor or pilot and it help the employer to good relationship to each other*. Some of the candidates explained the meaning of the concept instead of giving the responsibilities; their responses were such as *a child refers to the people who dependent on*

the basic needs to the parent like clothes, shoes, food and shelter in the family. Community refer to closed relationship of the language background in politically, socially, and economic aspect of the people in the societies.

Additionally, most of the candidates' responses were characterized by grammatical errors and poor organization of thought such as, to follow the teacher code of conduct, to respect he or she, the teacher should improve his/her employment, teachers used to give different advice the community concern to the reduction matter in order to improve performance of the society, to facilitate learning Extract 8.2 an example of the irrelevant responses from a script of the candidates.

Q 8	(A) A Child refers to the people who dependent on the basic needs like parent like clothes, shoes, food and shelter in family.
Q	(C) Community refers to the closed relationship of the language background in politically, socially, and economic aspect of the people in the societies.
Q	(B) Further professions, is the person who specialized in knowledge matter like Education, Psychology, studies, lawyers study is profession.
Q	(D) The employer is the person who giving other people employment opportunities in the societies.

Extract 8.2: A sample of the incorrect responses in question 8. In Extract 8.2, the candidate provided the definition of a child, profession, community and employer instead of explaining one responsibility of a teacher in each item.

2.1.9 Question 9: Sociology of Education

The question required candidates to explain how each of the following items influences education in Tanzania: (a) Politics, (b) Technology, (c) Taboo and (d) Conservatism. It was attempted by 2,095 (99.95%) candidates. Generally,

the performance in the question was good because 1631(77.8%) had 40 and above per cent; as summarized in Figure 9.

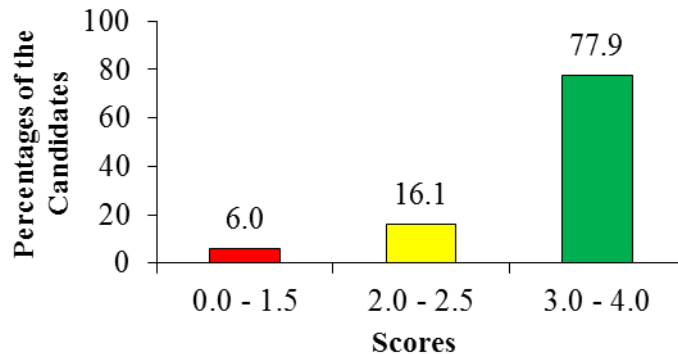


Figure 9: *The candidates' performance in question 9*

The analysis of data in Figure 9 shows that 1,631 (77.8%) candidates who scored from 3 to 4 marks had a good performance, 338 (16.1%) candidates had average scores, ranging from 2 to 2.5 marks and 126 (6%) whose scored ranged from 0 to 1.5 marks performed poorly.

The analysis shows that 1631 (77.8%) candidates who scored from 3 to 4 marks were capable of explaining how (a) Politics (b.) Technology (c) Taboo and (d) Conservatism influence education in Tanzania. Examples of the good responses were such as, *technologies in Tanzania bring positive changes in education for example the use of multimedia in teaching and learning activities. Politics; each political phase in the country comes with some effects in education system which brings positive and negative changes to education system. Conservatism; this is the sense of being stagnant over the old system. Tanzania has a sense of being conservative over long time something which is lowering education of Tanzania, example failure to use the Swahili language in teaching and learning in all levels of education.* Extract 9.1 is sample of the relevant responses in question 9.

09	The way the following item influence education in Tanzania.	
	(a) Politics: During political affairs they might influence the buildings of schools centres or donations of educational materials like books. This improves education in Tanzania.	
	(b) Technology: This influence positively and negatively. Positive influence of education by technology is the use of computerized materials to aid teaching. Using of internet and (web site) to gather or seek for educational issues. Technology simplified the education of Tanzania on delivering process.	
	(c) Taboo: Some taboos has influenced positively the education of Tanzania, that who ever who got education now days is believed to be respected. Which inturn keep the education of Tanzania grow.	
	likewise many taboos goes against depending on the cultural society believes.	
	(d) Conservatism: This is the sense of being stagnant over the old system. Tanzanian has a sense of being conservative over long time system which is lowering education of Tanzania. Example: Failure to use the same language of teaching and learning in all levels of education.	

Extract 9.1: A sample of the correct responses in question 9

A total of 336 (16.1%) candidates whose scores ranged from 2 to 2.5 marks showed inadequate knowledge of the subject matter. For example, one of such candidates provided the following responses; *politics control what students learn in schools, it leads to the changes of curriculum, it helps curriculum*

developed. Technology: use of computers, phones, network and internet in teaching and learning process. Taboo: this are the cultural practice that make some cultural in the society to provide education to the boys only rather than girls; decide the kind of education to be imparted to children. and conservatism is the situation of conserving education matters in the society this influence education in Tanzania by conserving good cultural value Such explanations show that the candidates had moderate knowledge of the subject matter

Further analysis indicates that 126 (6%) candidates whose scores ranged from 0 to 1.5 marks had insufficient knowledge of how politics, technology, taboo and conservatism influence education in Tanzania. Thus, they failed to interpret the requirement of the question. For example, one candidate wrote incorrect answers such as, *Politics, to prepare the student for village life due to education for self-reliance, politics through seminars and free gathering of the people for political matters of a certain parts in the country. Hence education is provided and influenced. Conservatism helps the learner to management and conservation of the natural resources, conservatism through museums and historical sites the students even adults people the visit to observer different things from museums and Historical Sites Hence education influenced, taboo through elders to declared to specific people not allow to do something or eating even participating in the society, hence influence education.* Extract 9.1 is a sample of the irrelevant responses from a script of one of the candidates.

9.	Ways in which each of the following influence education in Tanzania.	
	@ Politics	
	- through educating people how to participate in various political matters	
	b Technology	
	- through making high interest to the people to creat and producing things technologically	
	c Taboo	
	- through educating learners about the effects of various taboos presence in each society	
	d Conservatism	
	- through ensuring the passage of education from one generation to another.	

Extract 9.2: A sample of the incorrect responses in question 9

In Extract 9.2, the candidate explained the functions of politics, technology, taboo and conservatism instead of briefly explaining how these items influence education in Tanzania.

2.1.10 Question 10: Historical Development of Education in Tanzania

The question required candidates to enumerate four features of traditional African education. The analysis shows that the question was attempted by 2,093 (99.9%); only three candidates skipped it. The performance of the candidates in the question was good because 1891 (90.3%) candidates scored above 40 per cent. Figure 10 present the performance in question 10.

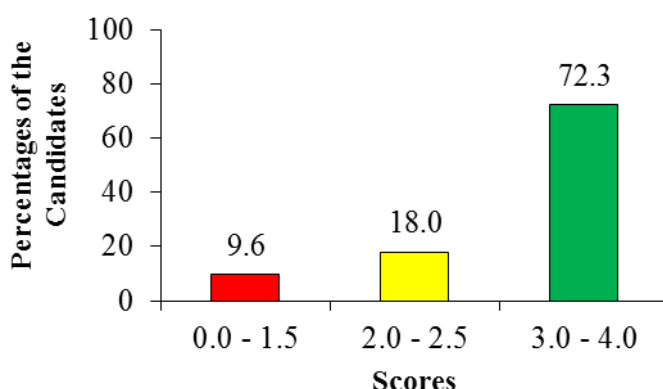


Figure 10: The candidates' performance in question 10

Data presented in Figure 10 shows that 1,513 (72.2%) candidates scored from 3 to 4 marks, 378 (18.0%) candidates scored from 2 to 2.5 marks and 202 (9.6%) candidates scored from 0 to 1.5 marks, respectively.

The analysis shows that 202 (9.6%) candidates whose scores ranged from 0 to 1.5 marks had several weaknesses in their responses. Some failed to understand the requirement of the question while others showed insufficient knowledge of the features of traditional African education. The candidates' responses were characterized by unclear meaning. For example, one candidate wrote incorrect responses such as, *it favored men to be the leaders of the society, low production, it uses racial discrimination, it uses pyramid in shape, practionalism, functionalism, socialism, it was segregative in nature & it was pyramid shape in nature, schools and colleges are constructed to the area with development in economic activities, it was given by classes among the people: the tradition education there is classes*

among people example women or girls, discrimination, is segregation, that means there is racial segregation among the African education according to the rise and colours, unevenly distribution, it means traditional education distributed in any sector. Similarly, the candidates' showed low proficient in English. The sentences were poorly organized and vaguely presented. Extract 10.1 is a sample of the incorrect responses from a script of the candidates.

10	(i) Segregation in nature,	
	(ii) Racism	
	Education can given in ration to the people in the Society'	
	(iii) Discrimination	
	Education can discriminate but all son of chief are get education.	
	(iv) White colour job	
	All parents who have job their children also can get education.	

Extract 10.1: A sample of the incorrect responses in question 10

In Extract 10.1, the candidate enumerated the four features of colonial education instead of the traditional African education. The responses were such as are *white colour jobs*, *racism*, *discriminating* and *racism*

Further analysis shows that 378 (18.0%) candidates who scored from 2 to 2.5 marks had inadequate knowledge of the subject matter. Some managed to explain only a few features of the traditional African education contrary to the requirement of the question. Examples of the responses are; *they are providing according to age and level, every child should get traditional education, they are provided according to tribalism*. Moreover, some of the candidates managed to present only two correct points out of four. Examples of such response are: *had no written curriculum* and *it was mainly emphasizing cultural conservatism from one generation to another*.

Moreover, the analysis shows that 1,513 (72.2%) candidates whose scores ranged from 3 to 4 marks had adequate knowledge of the subject matter. Hence, they were aware of the features of the traditional African education. The correct responses are such as, *there were no drop out, everybody was required to learn- no segregation and the members of the community were a part of the teaching force and they did not receive any payment.* Extract 10.2 is a sample of relevant responses from a script of the candidates.

10.	<p>i) Learners they learn according to their environment. Among the features of traditional African education learner the learn according to their environment for example one who living beside the ocean, they learning how to fish or cultivation and other society they learning how to keep animal and so on.</p> <p>ii) It based on gender : for example girl to learn home activities such as washing, cooking and take care of their children while boys they learn on how to hunt, fishing, constructing and so on.</p> <p>iii) Elders was the source of knowledge transmitting the knowledge to young one. for example education was transmitted from one generation from elders to another generation to youth.</p> <p>iv) Elders Preservation of culture; Another features of traditional African education is that every society they have their culture which lead the youth to learn from elders for example maasai wearing style.</p>	
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Extract 10.2: A sample of the correct responses in question 10

2.2 SECTION B: ESSAY QUESTIONS

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

2.2.1 Question 11: Philosophy of Education

The question required candidates to analyze five epistemological source of knowledge using concrete examples. A total of 1,639 (78.2%) candidates attempted the question. The general performance of the candidates in the question was good because 1,565 (95.5%) candidates scored 40 per and above. Figure 11 summarizes the performance in question 11.

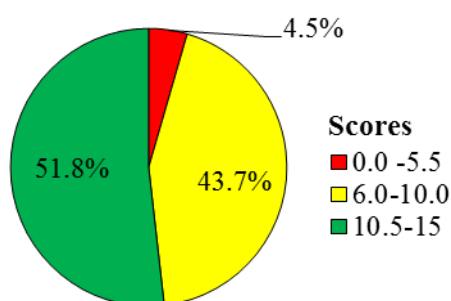


Figure 11: The candidates' performance in question 11

The data presented in Figure 11 show that 849 (51.8%) candidates scored from 10.5 to 14 marks, 716 (43.7%) candidates scored from 6 to 10 marks and 74 (4.5%) candidates scored from 0 to 5.5 marks respectively.

The analysis indicates that a total of 849 (51.8%) candidates whose scores ranged from 10.5 to 14 marks were able to answer this question correctly. Their essay had introduction, main body and conclusion. The analysis of the candidates' responses shows that they had adequate knowledge of epistemological sources of knowledge. They wrote the following responses; *Empirical knowledge: a source of epistemology knowledge which comes from sense organs such as eyes, skin, and nose. This means individuals gain knowledge through seeing, hearing and smelling. Revelation knowledge: a source of epistemological knowledge which obtained from religion through holly books such as Bible and Quran, Authoritative knowledge: a source of knowledge through expertise, intuition knowledge, and rational knowledge: this is a source of knowledge through reasoning. People undergo critical thinking.* Extract 11.1 presents a sample of correct response to question 11.

11	<p>Epistemology is the branch of philosophy which deals with knowledge. Also this is among types of contemporary or modern philosophy which help to know different place where can acquire the knowledge, for example imitation, observing formal education from different sources.</p> <p>Epistemological source of knowledge is the origin where knowledge is extracted or found. The following are the epistemological source of knowledge.</p> <p>Revealed knowledge is the source of knowledge through revelation which are found in different books of divine power like Bible, Quran and other books, this knowledge we can obtain by reading that book of revelation from the super natural power called God and this help people to live with fear to what happen at the end of the earth and also help to liberate people to live well in their earth's.</p> <p>Empirical knowledge, this is a source of knowledge which obtain on sense of organ like eye, nose, skin, tongue and so on. though eye we can observe and see what is going we can acquire knowledge, skin through touch something also we can acquire knowledge through tongue we can test that knowledge and so forth. so empirical knowledge involve all sense of organ.</p> <p>Authoritative knowledge, also source of knowledge which obtain from authority, of power, this can acquire knowledge by skin of command given by the leader. the authorities also sometimes leader can write the books on the plan to give order to direct people and so on.</p> <p>Intuitive knowledge, this is the source of knowledge which obtained through intuition, this can be imagination of something which can help people to acquire that knowledge also through intuition people can intuit something as after that can acquire the knowledge for example imagine if God are not present what could happen on earth is sphere so people is around the earth surface.</p> <p>Rational knowledge, also this is among type of epistemological source of knowledge which people acquire through reasoning, reasoning can be inductive from specific to general or from general to specific which are called deductive reasoning so people can acquire knowledge by reasoning different things.</p> <p>Generally epistemological source of knowledge have about 4 importance in the society. for example to understand the presence of God, it help in critical thinking and curiosity through reasoning and doing experiment through empirical knowledge.</p>
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Extract 11.1: A sample of the correct responses in question 11

Moreover, the analysis shows that 716 (43.7%) candidates whose scores ranged from 6 to 10 marks had partial knowledge of the subject matter. Their responses had several weaknesses. Some of the candidates failed to write correct introduction and conclusion and provided partial explanations of the points. Others provided a few points which lacked clarity due to low proficiency in the English language. For example, one candidate wrote the following introduction: *Epistemological is the branch of philosophy which deals with study of truth and knowledge. Intuition knowledge is the kind of epistemological source of knowledge where by knowledge is obtained by theories, Authoritative knowledge is the knowledge that one acquires from expertise like doctors, teachers and professors.*

Furthermore, 75 (4.5%) candidates whose scores ranged from 0 to 5.5 marks lacked relevant knowledge of epistemological source of knowledge. Examples of their responses are, *Inquiry this is the source of knowledge acquired through using organs such as seeing, testing, listening and touching, adopting this is the way of getting knowledge due to changes of environment example a person who can learn to wear light clothes when there is hot condition, through experiments; through experiment people get knowledge because he/she can get information by seen the real object so he/she get skill on how to use those things inorder to get skill and knowledge, through revolution. this is another method used o acquire source of knowledge by using revolution of some some thing .example student acquire knowledge of evaluation of man through the methods of evolution, through imitation; this is the process of copying knowledge from one source/person to another, through practice; this is another epistemological source of knowledge .* Extract 11.2 is from a candidate who provided wrong responses in question 11.

11.	<p><u>Knowledge</u>; This refers to the mental ability of somebody or an individual is through which an individual identified. This knowledge have several sources which are as follows:</p> <p><u>Exercises / Practices</u>; This may become a source of knowledge since when individual tends to practices a certain thing through repetitions hence makes him/her gain a new knowledge and develop the mind.</p> <p><u>Imitation</u>; This refers to the process of an individual to copy or doing something from someone else, where implies that he/she is acquiring the new knowledge there and to build the mind development.</p> <p><u>Example</u> observing somebody who is playing football.</p> <p><u>Learning situations</u>; Also any individual can acquire the knowledge through the situation of learning. When some body delivering the knowledge and he/she become acquiring that knowledge as it is like in class.</p> <p><u>Experiences situations</u>; The state of being having an experience into some thing/one idea can enhance such individual to acquire the knowledge that may become new one since he/she repeated more. <u>Example</u> experience of using computer.</p> <p><u>Cultural aspects</u>; Through adaptations of a new culture or through cultural practices.</p> <p><u>Innovations</u>; Through being creativity or making different things may lead an individual to acquire a new knowledge and regenerate it. <u>For example</u> when a teacher is innovating a models as a major tool of facilitating teaching and learning process, tends to gain a new knowledge.</p> <p>Therefore these sources of knowledge may shape and increase a new knowledge to an individual and to become a more productive into a society and enhance the development of life situations and technology in generally.</p>	
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Extract 11.2: A sample of the irrelevant responses in question 11

In Extract 11.2 the explained the wide-ranging way of getting of knowledge though learning instead of analyzing epistemological source of knowledge as the question demanded.

2.2.2 Question 12: Philosophy of Education

The question required candidates to describe the significance of including the philosophy of education to the teacher education course. A total of 1,528 (72.9%) candidates attempted the question. Generally, the performance of the candidates in this question was good because 1,506 (98.6%) candidates scored 6 and above marks. Figure 12 illustrates the performance in question 12.

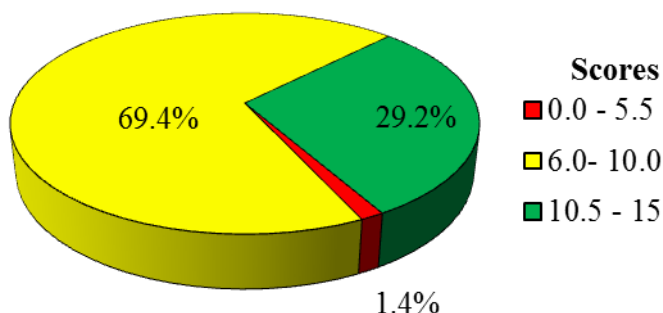


Figure 12: The candidates' performance on question 12

The data presented in Figure 12 shows that 446 (29.2%) candidates scored from 10.5 to 14 marks, 1,060 (69.4%) candidates scored from 6 to 10 marks and 22 (1.4%) candidates scored from 0 to 5.5 marks.

The analysis shows that a total of 446 (29.2%) candidates whose scores ranged from 10.5 to 15 marks had adequate knowledge of describing the significance of including the philosophy of education to the teacher education course. Example of their candidates' responses include; *philosophy helps to solve different problems in educational institutions, it helps in planning some institutional objectives, norms and goals, it helps in the curriculum development, it lead to increase confidence and competence to the teachers and philosophy helps teachers to shape the behavior of his or her learners.* Extract 12.1 is an example of the relevant responses from a script of the candidates.

12	<p>Philosophy is the study of the love within the society and wisdom. Philosophy of education simply means the use of philosophical ideas from different philosophers in provision and improvement of education. Philosophy of education is important to the teacher education course due to the following:</p> <p>Philosophy of education help in development of curriculum, through philosophy of education teacher and other curriculum developers can take development of curriculum for example through idea of J.I. Nyerere help teacher and other curriculum developer to develop new curriculum</p> <p>Philosophy of education help in improving morality and behavior of learner, through theology learner can have belief on what he or she believe like the existence of God due to that help him or her to be free from evil and crime like prostitution and drug abuse</p> <p>Through Logic philosophy of education help teacher to have deductive and inductive reasoning, through asking himself question and get different solution. Therefore philosophy of education help teacher to have logical reasoning and having proper way of solving problems</p> <p>Philosophy of education help in selection of good teaching methodology, for example through the idea of different philosophers like Maria Montessori teacher know the good teaching method and strategies to or to make effective teaching and learning.</p> <p>Philosophy of education help the teacher to go beyond of reality for example through ^{metaphysical} epistemology teacher can know the beyond of reality of nature and other physical features like mountains and others. Therefore philosophy of education help the teacher to know what is beyond of reality through metaphysics</p> <p>Therefore through philosophy of education teacher can facilitate the effective teaching process because have logical thinking, be role model, and know the good teaching methodology with helpful curriculum.</p>
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Extract 12.1: A sample of the relevant responses in question 12

In addition, the analysis shows that 1,060 (69.4%) candidates' whose scores ranged from 6 to 10 marks partially understood the requirement of the question. Some of such candidates outlined points instead of illustrating them.

Others provided fewer points than the requirement of the question. Moreover, others repeated similar points. A sample of responses in such as, *Philosophy of education helps to solve the fundamental problems in education, it helps to maintain discipline to the learners, it helps to determine the method of teaching, it helps to solve different problems and it increases thinking capacity*. Their scores varied depending on the elaboration of the points.

Further analysis shows that 22 (1.4%) candidates who scored from 0 to 5.5 marks had insufficient knowledge of the subject matter. Therefore, they failed to describe the significance of including the philosophy of education to the teacher education. Example of the incorrect responses they gave were such as; *it helps to improve the living standard of the people, it helps to remove the dependence and to remove illiteracy, it helps to make good cooperation between teacher and students, it helps teacher to know class management, it helps teacher to use teaching and learning materials and techniques*. Extract 12.2 is a sample of such irrelevant responses from a script of the candidates.

12	<p>Philosophy; This is the way of human being can be to determine the reality of something in the world. especially in reasoning, thinking and feeling in order to increase knowledge and skills. The jobs which are the important of including philosophy at education to the teacher education course which are</p> <p>1. It help to increase knowledge and skills; That means through philosophy of education a teacher can increase more knowledge and skills to the student through learning the various materials for example books, pamphlets</p> <p>2. It help to maintain discipline to the learners; That means through philosophy of education a teacher is able to make discipline for all learners who is going wrong to the rule by giving a punishment.</p> <p>3. It help a teacher to use teaching aids; That means through philosophy of education to the teachers it help to understand how can make a teaching aid for example through drawing, picture in order to simplify teaching and learning process.</p> <p>4. It help to make good cooperation between teacher and students; That means through philosophy of education a teacher and student should cooperate together through asking and answering the question or increase more critical thinking to the students.</p> <p>5. It help a teacher to manage a class; That means according to the philosophy of education a teacher learns to manage a class through participation of students by asking the various question, and also by using teaching and learning method through group discussion, question and answer.</p> <p>Generally, philosophy of education to the teacher is very important because it simplify teaching and learning process, also it determine how teacher can be taught.</p>
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Extract 12.2: A sample of the irrelevant responses in question 12

In Extract 12.2 the candidate described the significance of introducing other courses such as Education Psychology, Curriculum and Teaching. He/she provided the following responses: *helped a teacher to use teaching aids, it helps to maintain discipline to the learners and it makes a teacher to manage the class* instead of describing the significance of including philosophy of education to the education course.

2.2.3 Question 13: Philosophy of Education

The question required candidates to explain five advantages of acquiring education through inquiry method. A total of 855 (40.8%) candidates attempted the question. Generally, the performance of the candidates in this question was good because 762 (89.1%) scored from 6 and above marks. Figure 13 present the performance in question 13.

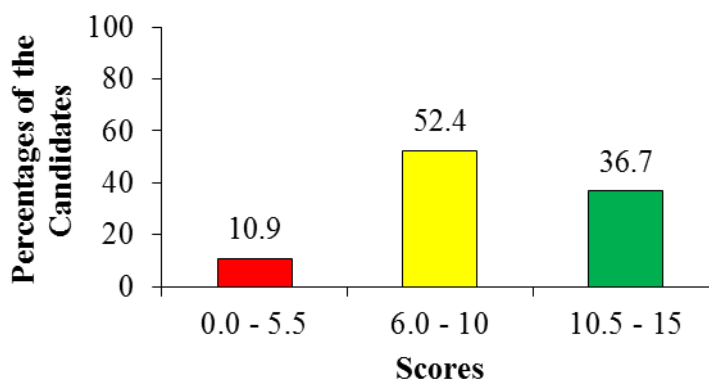


Figure 13: The candidates' performance in question 13

In Figure 13, the analysis shows that 314 (36.7%) candidates scored from 10.5 to 14 marks, 448 (52.4%) candidates scored from 6 to 10 marks and 93 (10.9%) candidates scored from 0 to 5.5 marks.

The analysis shows that 314 (36.7%) candidates whose scores ranged from 10.5 to 15 marks had adequate knowledge of the advantages of acquiring education through inquiry method. They wrote all five points as the question demanded. They wrote correct answers such as; *Inquiry method helps student to get new knowledge when they are investigating on something, it helps a Lerner to keep long time memory, it helps learners to have a proper solution for their problems and it helps the students to deal with different challenges in their life*. The candidates in this group demonstrated proficient skills in essay writing. They provided relevant introduction, conclusion as well as clear

explanations of points. However, their marks varied depending on the quality of their responses. Extract 13.1 is a sample from a script of a candidate who had a good explanation of the advantages of acquiring education through inquiry method.

13	<p><u>Inquiry method</u>; This is the method of acquiring education which involves deep investigation on a certain knowledge.</p> <p>The following are the advantages of acquiring education through inquiry method, which are:</p> <p>It promote deep thinking - capacity; Inquiry method generate thinking capacity to both teacher and students because it involves deep investigation on a certain knowledge.</p> <p>It Create Creativity; inquiry method result to high creativity on the method of obtaining education.</p> <p>Inquiry method rise the interest of learners; This is due to that inquiry method can involve study tour for visiting a certain place for gain knowledge, This can make students to be motivated with learning.</p> <p>Inquiry method helps to obtain accuracy information; This result acquiring knowledge direct from the field to be investigated.</p> <p>Inquiry method helps to solve any problems on education; This is due to obtaining the source of problems on education and collecting information through investigation for the purpose of getting knowledge to solve it.</p> <p>Therefore Inquiry method is the method which can both involves learner and teacher on a certain problems in education, so government must provide funds to enable teachers and students to afford learning in experimental.</p>	
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Extract 13.1: A sample of the relevant responses in question 13

Moreover, a total of 448 (52.4%) candidates who scored from 6 to 10 marks had partial knowledge of the subject matter. Some of such candidates provided appropriate introduction and conclusion. They also provided relevant points but

failed in giving adequate clarification of the points. Additionally, other candidates in this group provided only a few correct responses. Example of the responses include; *inquiry education helps people to be independent, it helps to prepare active students, its help students to integrate what they learn with practice and inquiry method helps in solving a different problem though avoiding eruption of diseases etc.*

Moreover, the analysis shows that 93 (10.9%) of the candidates who scored from 0 to 5.5 marks had inadequate knowledge of the subject matter. Some of the candidates presented fewer points on the advantages of acquiring education through inquiry method. Others wrote illogical explanations which were not related to the subject matter or to the question, such as *Inquiry method helps people to understand the national constitution, to create good relationship to the people and through play and drama.* In addition, only a few of the candidates wrote related introduction and conclusions. The majority of the candidates presented irrelevant answers as presented in extract 13.2.

13.	<p>Education: Refers to the transfer of knowledge from one generation to another. Also it is that we get from the date we born to the date of death. It can be formal, informal or non-formal education.</p> <p>Inquiring: It is among of the way that we get education from the elders and it does not like other methods like socialization and adaptation. This is because:-</p> <p>It does not need any application of modern tools: Example the use of computer. In the inquiry method there was no any application of the modern tools like computer because it is acquired from the elders like our grand father.</p> <p>It is in oral form: In inquiry method no any written document because it is the one that is acquired and not learned. Also it is from our elders who educate use a different ways of life and other issue that happen in our societies like dressing style.</p> <p>It is cheap: This method is cheap because it is different with others and that help a learner to acquire it in a was situation that he or she is away to get some new information of a certain phenomena in his or her society.</p> <p>It does not have special area or place: This method of acquiring education it does not involved in classes or classrooms but it took place in any place, example at home. This is because we get it from our elders and also from other who are not same in age after birth. It is that one kind of education we get.</p> <p>It save time: This method it does not consume time like others. Example socialization. This consume time because it involve the socialization of more people in a certain area and need to the information from someone who is competent among of them to others. This does not need them but it is the who one which save time to the learners.</p> <p>Therefore; Education is an important thing in human's life and it helps to bring changes according to the way of acquiring education in different ways of educational systems as to transfer knowledge for all learners.</p>
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Extract 13.2, A sample of the irrelevant responses in question 13

In Extract 13.2, the candidate explained the advantages of acquiring education through informal, formal and non-formal education instead of explaining the advantages of acquiring education through inquiry method.

2.2.4 Question 14: Education

In question 14 the candidates were required to identify six challenges in the provision of education in Tanzania. A total of 1985 (94.7%) candidates attempted the question. This was among the most opted question in section B and the highest performed question in this paper because 1961 (98.8%) achieved 6 and above marks. Figure 14 present performance in question 14.

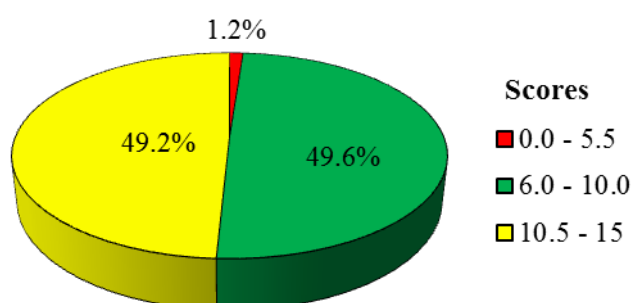


Figure 14: The candidates' performance on question 14

Figure 14 shows that 976 (49.2%) candidates scored from 10.5 to 15 marks, 985 (49.6%) scored from 6 to 10 marks and 24 (1.2%) scored from 0 to 5.5 marks. The general performance of the candidates in this question was good.

The analysis indicates that 976 (49.2%) candidates who scored from 10.5 to 14 marks were able to understand the requirement of the question and demonstrated sufficient knowledge of the challenges in the provision of education in Tanzania. They wrote correct answers such as; *lack of enough teaching and learning materials, poor social services to the teachers, poor cooperation between parents and school administration and teachers also', lack of motivation for teachers and bad custom beliefs*. The candidates' responses in this group demonstrated proficient skills in essay writing. They were able to present relevant introduction, conclusion and clear explanations of points. Extract 14.1 is sample from a script of a candidate who identified the challenges in the provision of education in Tanzania correctly.

14	<p>Education :- Is the transfer of knowledge skills from one person to another or from different source eg formal education informal education and non-formal education.</p> <p>The following are the challenges which faced the provision of education in Tanzania :-</p> <p>Shortage of capital :- This is the money which is used to run a certain activities. Also Shortage of capital led the education system fail to run or perform its activities effectively and efficiently. eg fail to buy textbook or preparing exam.</p> <p>poor infrastructure :- Also poor infrastructure Especially in rural areas led the provision of education in Tanzania not well developed compared to urban areas. Most of the school in Tanzania are located in remote area whereby the quality insurance can not reach. eg Roads, railways etc.</p> <p>poor motivation :- The government of Tanzania failed to motivate teachers through rewards and certificate and this discourage teachers who sacrifice their time and money to make sure all the students performs well examination. eg Reward</p> <p>Shortage of teaching and learning resource :- Also Shortage of resource led the provision of education to fail because the resource available does not match the number of students in the school or class eg reference materials like textbook, teacher's guide.</p> <p>Early pregnancy :- this is unwanted pregnancy whereby young girls drop out from school due to the pregnancy. The young girls failed to get education and this among the challenges which faced the provision of education in Tanzania.</p> <p>Ignorance :- Most of the parents in Tanzania especially in rural areas are ignorant or illiterate they do not know the value of education. And this is common to the pastoralist societies where young boys or girls are not given priority to study eg pastoralist societies.</p> <p>poor development</p> <p>In Summary :- poor development of science and technology has led to poor provision of education in Tanzania. The developed countries provide education effectively compared to the developing countries like Tanzania.</p>
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Extract 14.1: A sample of the relevant responses in question 14

On the other hand, a total of 985 (49.6%) candidates who scored from 6 to 10 marks had both some strengths and weaknesses in their responses. Some of them were able to identify the challenges in the provision of education in Tanzania. However, their responses had several weaknesses and varied

depending on the strengths of explanations. Some of them failed to write correct introduction and conclusion and gave partial explanations of points. Some of them provided a few points which lacked clarity because of poor proficiency in using the English language. They provided responses such as, *poor in science and technology; thus makes low in science internet, where the internet as on among that contributions to the provision of education. Poor infrastructure, this due to the fact if the school have lack of resources like dest, classes, desks some student will not be involvement with that situation at the end he/she will neglecting the school program so that this is also the challenge which face provision of education in Tanzania.*

Furthermore, a total of 24 (1.2%) candidates scored low marks, ranging from 0 to 5.5. This category of candidates' revealed inadequate knowledge of the subject matter. Some of the candidates wrote less than two points while others failed to identify the challenges in the provision of education in Tanzania. For example, one of the candidates wrote illogical explanations of the following points; *curriculum changes, poor policy of education, selfness*. In addition, only a few candidates were able to write related introduction, main body and conclusion. Extract 14.2 is a sample of the irrelevant answers in question 14.

14.	<p>Education is the knowledge, skills and ideas which is given out to the people in order to get changes from one step to another. Education it can be transmitted from one person to another person through different ways. Examples of ways through which education can be transmitted are, play and drama, socialization, imitation and so on.</p> <p>The following are the challenges in the provision of education in Tanzania. The process of provision of education in Tanzania it is faced by challenges like.</p> <p>Financial barrier: In acquiring education in any society the money is also used for many purposes for example buying of materials like books and so on, it will be so difficult for a children or any person to get education without money. Also in our institution money plays a big part in the whole process of acquiring education.</p> <p>Mind sets. Also many people keeps on mind that education is so difficult so they even to move and bad things in their mind about education and they become laziness in the process of acquiring education.</p> <p>Flexibility: Many people are inflexible to be educated due to some factors that can cause them to become with more beliefs. Flexibility is the process where by a person is willing to do something. So in the case of acquiring education people are being inflexible to be educated due to some factors.</p> <p>Culture: This is the total way of life of a particular people in the society. Culture can be the challenge for the provision of education in the society due to the traditions, norms of a particular society. Education become difficult to a society which beliefs their Gods and not God. Also some society believe that education is not compulsory.</p> <p>Gender: This is the social relationship between male and female. In a certain society gender can be the challenge to acquire education because there is no gender balance between male and female, also gender can cause education to be more meaningful in the society.</p> <p>Technology: This is the application of Mathematics, Science and arts for the benefit. When Technology is low also the process of acquiring education will be low and when the education is highly acquired also the technology is high. But technology can be the challenge of education because more learners they do not flexible to use more advancement technology.</p> <p>Gender: The provision of education in Tanzania is faced by more challenges but there also the measures to be taken by the government in order to against those challenges.</p>
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Extract 14.2: A sample of the poor responses in question 14

In Extract 14.2, the candidate provided the meanings of points instead of identifying the challenges in the provision of education Tanzania. Such irrelevant responses are; *culture this is the total way of life of a particular people in the society* and *Gender this is the social relationship between male and female*.

2.2.5 Question 15: Educational Management and Administration

The question required candidates to describe five strengths of the democratic leadership style. A total of 1,562 (74.5%) candidates attempted the question. Generally, the performance of the candidates in this question was good, as 1,481 (94.8%) candidates had 6 and above marks; as shown in Figure 15.

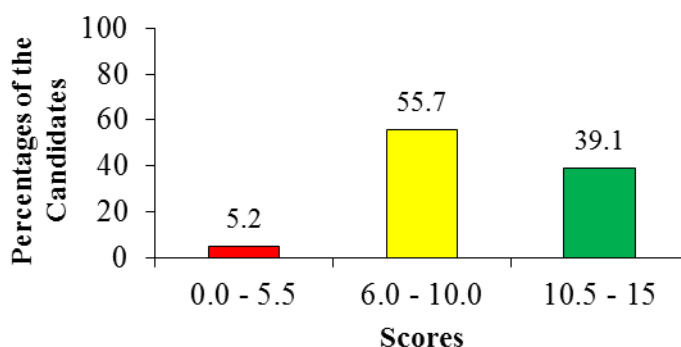


Figure 15: The candidates' performance in question 15

Data analysis in Figure 15 reveal that, 611 (39.1%) candidates scored from 10.5 to 14 marks, 870 (55.7%) scored from 6 to 10 marks and 81 (5.2%) candidates scored from 0 to 5.5 marks.

The analysis shows that 611 (39.1%) candidates who scored from 10.5 to 15 marks had adequate knowledge of the strengths of the democratic leadership style. Thus, most of the candidates in this category presented correct responses and master of the subject matter of the question. The candidates provided correct responses such as; *it enhances human rights, under the democratic leadership style they enhances and protect human rights of an individual person as well as a group rights, it encourages accountability and transparency among the people, helps in promoting freedom of expression etc*. Extract 15.1 is a sample relevant response.

15	<p>Democratic leadership style. This is the kind of the leadership that involve the into action of the people in the society. This kind of the leadership style lead to the division of the power in the country society. The leader can used to direct the people through using of the power of command and the all people in the society obey the order from the leaders. The following are the strength of the democratic leadership style:</p> <p>Accountability and transparency. This is one among of the strength of the democratic leadership style. That the leader and the people must be accountable and transparent in the country. Every one in the community have the chance to have word for the purpose of the development of an individual and country in general.</p> <p>Participation of the citizen. In the democratic leadership style encourage the participation of the citizen in the all economic activities of the government. Example allow the people to engage in the different economic production.</p> <p>It allow economic freedom. Also the democratic leadership style allow the an individual in a country to have the individual economic freedom. Thus say this leadership allow the people to have the own source of the income. Example industries, have the individual school and the companies that used to increase production.</p> <p>Free and fair election. This is due to fact that the people have the chance to be voted and to selecting the leadership that like. Example free and fair election in Tanzania the leader can become through election and all leader is under the law of the country.</p> <p>Rule of law. Also the rule of law is among of the strengths of the democratic leadership; thus there is no one is above the laws even the head of the state is under the law. And the people who go against the law the leader can take action according to the rule and law of the country.</p> <p>Separation of power. The one of the principle of the democratic leadership style is the separation of power. This means that in the democratic leadership every people who in a position take their duties and their responsibility according to the constitution of the government. Thus say in the democratic leadership style there are division of power.</p> <p>To sum up we can say that, The reason upward show the strengths of the democratic leadership style and among of the strengths of democratic leadership is free and fair election, separation of power, economic freedom, rule of law that used to control people in the society for using the free and fair election.</p>	
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Extract 15.1: A sample of the correct responses in question 15

Additionally, the analysis of the candidates' responses shows that 870 (55.7%) candidates who scored from 6 to 10 marks demonstrated partial knowledge of

the subject matter. The scores differed from one candidate to another due to clarity of the responses. Some of the candidates provided partial explanations of the points while others explained a few points on the strength of the democratic leadership style. Examples of the candidates' responses showing partial explanations of points of question include; *democratic leadership style maintains peace among the staff members, democratic leadership style increase morality of teachers in daily teaching and learning activities, spirit and active participation in working environment become high because of democratic leadership.* The scores in this group were determined by the correctness and clarity of the responses.

Moreover, 81 (5.2%) candidates who scored from 0 to 5.5 marks had indicated the lack of knowledge of the strengths of the democratic leadership style. Some of the candidates failed to provide introduction though they outlined few correct points. Some of them candidates failed to understand the requirement of the question. As a results, they wrote irrelevant responses such as; *Multiparty system, Free and fair election, that means people of a certain country under democratic style have right to vote for their political leaders, free mass media, the mass media like radio and television can lead to the transformation of information from one place to another and people can acquire the information from different source.* Additionally, other candidates' responses lacked relevant introduction and conclusion. Extract 15.2 is an example of the irrelevant responses from a candidate who misinterpreted the requirement of the question.

15. Democratic leadership style, this is a style which a leader control the country or state or community through the democratic ways. The following are strengths of democratic leadership style.

It led to the freedom of speech. through democratic leadership style people have opportunity to express their ideas to the leader. because the leaders use democratic style which help a society or people to provide the ideas.

Free and fair election. Even in the process of making election the leaders become through electing or democratic ways that led to maintain democracy within the country.

Freedom of mass media. That through democratic leadership style people are free to use they mass media to provide their ideas like Radio, Television. that because of democratic style of leadership.

provision of social services like health, schools. due to the democratic style of leadership led to provide the social services to the masses because people are free to communicate with the leaders about the different issues.

provision of employment. Even employment will provided to the masses because the style of controlling the people is good. no discrimination or segregation will take place. that led to the people to get employment.

Generally, democratic leadership style led to make changes in increasing the development in the society. Expects improvement of infrastructure that why democratic style of leadership it is a good style of ruling the people.

Extract 15.2: A sample of the poor responses in question 15

In Extract 15.2 the candidate described characteristics of democracy instead of describing the strengths of the democratic leadership such as *freedom of mass media, freedom of speech; and free and fair election.*

2.2.6 Question 16: Educational Management and Administration

The question required candidates to elaborate five core functions of the Teachers Service Commission (TSC) in Tanzania. The question was a least opted question. The general performance of the candidates in this question was average as 555 (69.6%) candidates scored 40 per cent and above pass mark; as illustrated in Figure 16.

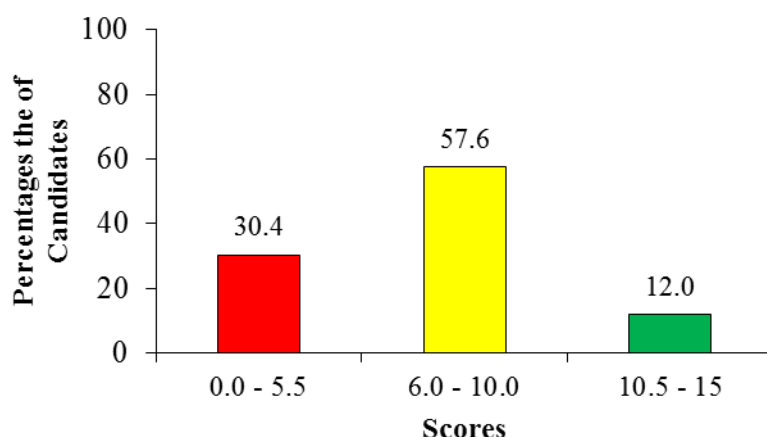


Figure 16: The candidates' performance on question 16

The data presented in Figure 16 shows that 96 (12%) candidates scored from 10.5 to 15 marks, 459 (57.6%) candidates scored from 6 to 10 marks and 242 (30.4%) candidates scored from 0 to 5.5 marks.

Data analysis reveals that 96 (12%) candidates who scored from 10.5 to 15 marks had adequate knowledge of the core functions of Teachers Service Commission. Similarly, they organized their work into three main parts: Introduction, main body and conclusion. They also demonstrated comprehensive skills in essay writing by illustrating all five functions as required by the question. An example of the correct responses from the candidates includes: *Recording information of the employees is among the function of TSC. Putting information; like educational background, copy of certificates etc. Also, setting rules and regulations in order to protect the teaching profession the commission set the rules which govern teachers.* Extract 16.1 is a sample of the relevant responses in question 16

16.	functions of the teachers service commission (TSC) in Tanzania:
	<p>Teachers service commissions (TSC) refers to the department that are responsible in teacher's profession. This is among of agents of education other agents are Tanzania Teacher union (TTU) and Tanzania institute of education (TIE) The following points below are the core functions of the Teachers Service Commission (TSC) in Tanzania:</p> <p>Ensure employment and retirement benefit of a teacher; the core function of Tanzania Teacher Service Commission is to ensure that every teacher get his/her benefit according to the professional requirement during employment and after employment (retirement). Every teacher has a right to get benefit when he/she fulfill his/her responsibility of teaching students. Example after retirement a teacher should be given money according to the work.</p> <p>Keep teachers records; the core function of Tanzania Teacher Service Commission is to keep record of all teachers during the time of employment and after employment (retirement) of a teacher. For example this record include grade of a teacher and the age of working of a teacher in an government institution.</p> <p>To formulate code of conduct of a teacher; Tanzania Teacher Service Commission have responsibility to ensure presence of code of conduct to a profession. This is the value of rules and principle which a member of teaching profession is abide.</p> <p>To provide out punishment for teachers against code of conduct; teachers service commission provide out punishment according to the offense performed by a teacher. Example: when a teacher has performed theft he/she is right to be drawn from his current post without termination of membership.</p> <p>To ensure that teacher fulfill their responsibility; teachers service commission (TSC) has is responsible to ensure that every teacher fulfill his/her responsibility before provision of benefit to his/her work, every teacher should be loyal to the work as directed from the ministry of education science and technology.</p> <p>To sum up teachers service commission play a major role to ensure development of teachers profession also help to ensure that personality of a teacher is that abide well according to the need of profession.</p>

Extract 16.1: A sample of good response in question 16

Furthermore, 459 (57.6%) candidates who scored from 6 to 10 marks possessed partial understanding of the core functions of the Teachers Service Commission (TSC) in Tanzania. Some of the candidates provided two or three

correct points out of the required points. Furthermore, some of them outlined points instead of elaborating points. Others mixed correct and incorrect responses. As a result, they scored low marks. Example, of one partially correct response from a script of the candidates is: *TSC helps to give sickness holiday to the teachers, because of teacher's services. Also, it gives a teacher accommodation through teacher's services commission, all teachers they get accommodation like house near the school.* The score of the candidates varied depending on the correctness and clarity of responses.

On the other hand, the analysis shows that 242 (30.4%) who scored from 0.5 to 5.5 marks were incompetence in the subject matter. They also failed to provide relevant introduction and conclusion and five relevant functions of the teachers Service Commission in Tanzania. Some of the candidates only provided between one and two points which were correct out of five points needed. For example, one candidate wrote illogical explanations such as: *TSC provides salary to the teachers, because it's his main function, to make checkup of to the position of teacher during work, to provide distribution of salaries to the teacher, to employ teacher to the permanent employment, to supply teaching materials to the teacher, to link between head of schools and other leaders of education, used as a tool of curriculum change and development aims at bringing development in the country, help the teacher in their financial problems, it helps to get transfer, it helps to provide teachers loans, it helps teachers to add the level of study, it helps a teacher free chance to establish his or her school.* Extract 16.2 is a sample of the irrelevant answers in this question.

16	<p>Teacher's Services Commission in Tanzania refers to the among of education agency which organised by teachers unity in Tanzania. The function of Teacher's Services Commission are</p> <p>To employ teachers in all level of education the employment of teachers depend on need of teacher in certain level example in Primary, Secondary collage and other government education level</p> <p>To protect teachers right example pay salary on time and other social service like treatment in hospitals by using NPHF card that right observed in order teacher to work well in specific work area.</p> <p>To make suggestion about curriculum they suggest the curriculum which feel the society need and which help positive development by follow the ethic of nation</p> <p>To solve education progress problems through different assessment which help to understand well the students difficult and suggest the methods and techniques of teaching and learning</p> <p>To make sure that teaching and learning process conducted effective according to level of education and the need of curriculum in order to cover the all content on time, at the end when summative evaluation introduced make sure that the unintended goals fulfil well but for those who not teach effectively give punishment.</p> <p>Teacher's Services Commission have many success in education program like all teacher follow the conduct of code of conduct of teacher, cooperation among teacher and form group chama cha walimu Tanzania (CMT), Hard work in teaching and learning process also teacher are good guidance and counseling in the community</p>
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Extract 16.2: A sample of the irrelevant responses in question 16

In Extract 16.2, the candidate elaborated the functions of The President's Office, Public Service and Good Governance (PO PSMGG) such as, *to employ teachers in all level of education*. Likewise, they elaborated the functions of Tanzania Institute of Education such as, *to make suggestion on curriculum* instead of the core functions of the Teachers' Service Commission in Tanzania.

3.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in DSEE 2021 shows that the candidates had a good performance in all six topics given that they scored 40 marks and above. These topics were: *Concept of Education* (98.2%), *Sociology of Education* (94%), *Philosophy of Education* (93.7.0%), *Historical Development of Education in Tanzania* (91.9%), *Trends in Educational Management and Administration* (89.2%) and *Trends in Education Development in Tanzania and other Counties* (82.4.9%). The good performance in these topics is mainly attributed to the candidates' knowledge of the concepts tested and the ability to understand the requirements of questions, and the capability of following instructions and providing correct responses. The comparison of the candidates' performance in each topic in Foundations of Educations between the year 2020 and 2021 is summarised in the appendices.

4.0 CONCLUSION

The analysis of questions as well as topics shows that the overall performance of the candidates in Foundations of Education paper (DSEE) 2021 was good. The analysis shows that candidates presented relevant responses in all sections. Section A required the candidates to write short answers and section B required extended answers. Most of them presented good explanations. Furthermore, the analysis shows the candidates performed well in all questions except in question 16 where they performed averagely. This demonstrates that the candidates had adequate knowledge of the contents and understood the requirement of questions. The candidates who had average performance had partial knowledge of the contents whereas those with poor performance lacked of knowledge of the contents.

5.0 RECOMMENDATIONS

In order to maintain the good performance of the candidates in future examinations, it is recommended that:

- (a) candidates should consistently be emphasized to carefully read and understand the requirements of each question before attempting it during the examinations.
- (b) tutors and student teachers should allocate time for making thorough revision of all topics and provide adequate exercises on competence based questions.
- (c) tutors should provide student teachers with intensive exercise writing skills so as to enable them to develop the capabilities to present well organized and meaningful essays.

Appendix I

Summary of the Candidates' Performance in each Question and Topic in DSEE 2021

S/N	Topics Examined	Questions Number	% of Pass		Remarks
			The Percentages of the candidates who scored 40 percent and above in each question	Average performance in each topic in %	
1	Education	3	97.5	98.2	Good
		14	98.8		
2	Sociology of education	9	94	94	Good
3	Philosophy of Education	7	91.6	93.7	Good
		11	95.5		
		12	98.6		
		13	89.1		
4	Historical Development of Education in Tanzania	4	93.5	91.9	Good
		10	90.2		
5	Educational Management and Administration	1	95.1	89.2	Good
		6	95.8		
		8	90.1		
		15	94.8		
		16	69.6		
6	Trends in Education Development in Tanzania and other Countries	2	75.3	82.4.	Good
		5	89.5		

**Comparison of the Candidates' Performance in each Topic in DSEE
Between 2020 and 2021**

S/N	Topic	DSEE 2020		DSEE 2021	
		Average Percentages of Candidates with a Score of 40% or Above	Remarks	Average (%) of Candidates W with a Score of 40% or Above	Remarks
1	Philosophy of Education	92.0	Good	93.7	Good
2	Sociology of Education	89.28	Good	94	Good
3	Educational Management and Administration	86.0	Good	89.2	Good
4	Historical Development of Education in Tanzania	79.9	Good	91.9	Good
5	Trends in Education Development in Tanzania and other Countries	71.3	Good	82.4	Good
6	Education	70.9	Good	98.2	Good

