



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) 2022**

FOUNDATIONS OF EDUCATION



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REPORT ON THE DIPLOMA IN SECONDARY
EDUCATION EXAMINATION (DSEE) 2022

763 FOUNDATIONS OF EDUCATION

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FOREWORD

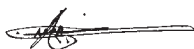
The National Examinations Council of Tanzania is pleased to issue the 2022 Candidates' Item Response Analysis Report on the Diploma in Secondary Education Examination (DSEE) for the Foundations of Education subject. This report intends to provide feedback to student-teachers, tutors, parents, policy makers and the public in general on the performance of the candidates.

The Diploma in Secondary Education Examination marks the end of Diploma in Secondary Education course. It evaluates the effectiveness of the education system in general and education delivery in particular. The candidates' responses to the examination questions is one of the indicators of what the education system was able or unable to offer to the student-teachers in their Diploma in Secondary Education course.

The report highlights some factors that contributed to the candidate's good performance on some of the topics. The factors include; ability to understand the demand of the questions and good mastery of the subject matter in terms of competences indicated in the syllabus. However, the 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 by using graphs and pie charts.

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

Finally, the National Examinations Council of Tanzania is grateful to thank all Examination Officers, examiners and other stakeholders who provided valuable support in the preparation of this report.



Athumani S. Amasi
Executive Secretary

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for Diploma in Secondary Education Examination (DSEE) in May, 2022 in Foundations of Education subject. The examination covered the 2009 Foundation of Education syllabus for diploma in secondary education. A total of 4,422 candidates sat for the Foundations of Education examination, where by 4,354 (99.77%) candidates passed and 68 (0.23%) failed. This shows the decrease in performance by 0.13 per cent as compared to the 2021 results in which 2,070 (99.9%) passed out of 2,096 candidates. Table 1 shows a comparative analysis of the grade performance between 2021 and 2022.

Year	Candidates Sat	Number of Candidates Grades and Percentage					
		Passed	Grades				Failed
			A	B	C	D	F
2021	2096	2070	21	869	1109	71	2
		99.9%	1%	41.4%	52.9%	3.4%	0.1%
2022	4422	4354	1	197	2855	1301	10
		99.8%	0.02 %	4.4%	64.6%	29.4%	0.2%

The table shows that 2,070 (99.9%) of the candidates passed in DSEE 2021, whereas 4,354 (99.8%) of the candidate passed in 2022. The data in the table indicates that few candidates (4.42%) in 2022 got A and B grades when compared to the year 2021 where candidates (42.4%) scored A and B.

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

The performance in each question and topic is ranked as weak, average and good if the percentage of the candidates who passed a particular question it is within the range of 0 to 39, 40 to 69, and 70 to 100 respectively. In addition, red, yellow and green colours have been used in charts and appendices to indicate poor, average and good performance, respectively.

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

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

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This part analyses the questions in sections A and B. It also presents number of candidates who attempted the question and their performance. The analysis is as follows:

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section comprised of ten (10) short answer questions, where the candidates were required to attempt all the questions and each question carried four (4) marks. The analysis of the candidates' responses in this section is as follows:

2.1.1 Question 1: Education

The question required the candidates to identify the criteria to be used in grouping the educated and non-educated individuals by considering their day to today activities in the society. The question was attempted by 4,422 (100%).

The general performance of the candidates in this question was poor because only 1,315 (29.7%) of the candidates scored between 2 to 4 marks. The summary of this performance is shown in Figure 1:

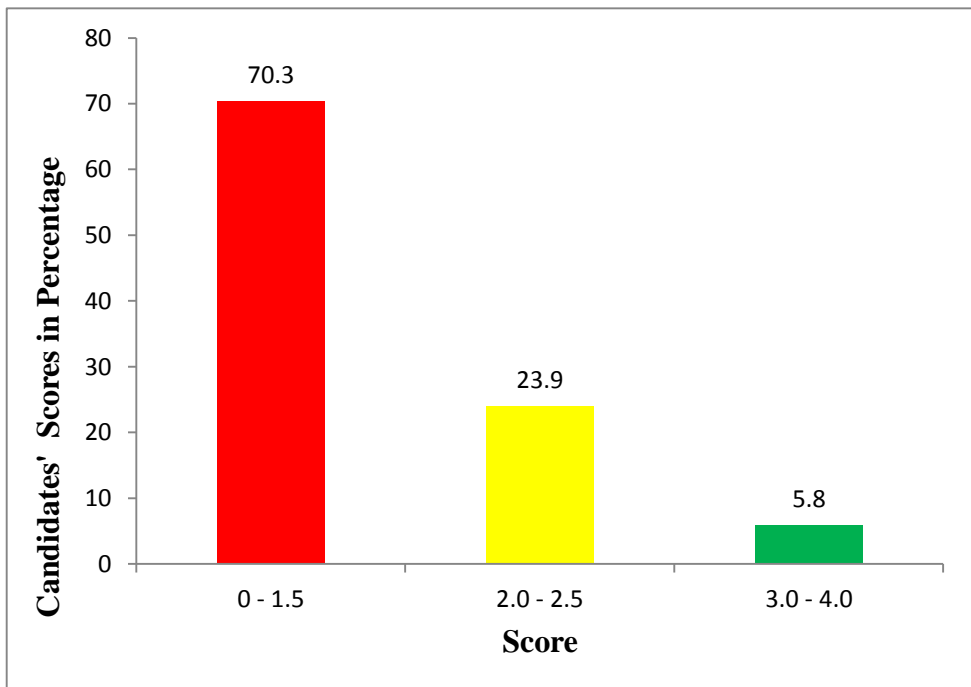


Figure 1: Candidates' Performance on Question 1

Data shows that 258 (5.8%) candidates scored from 3 to 4 marks, 1,057 (23.9%) scored from 2 to 2.5 marks and; 3,107 (70.3%) scored from 0 to 1.5 marks.

The analysis of the candidates' performance in this question was poor because 70.3 percent of the candidates scored from 0 to 1.5 marks. Most of the candidates who attempted this question did not have a clear understanding of the requirement of the question. As a result, most of them failed to explain the criteria used in grouping educated and non-educated persons by considering their day to day activities in the society. Thus, most of them gave incorrect responses based on: *sex of the individuals; age of the individuals; and number of villagers*. Other candidates gave incorrect responses based on provision of education to society such as: *introduction of pre-school to society, introduction of school clubs, building programming school centers in society like academic centers*, instead of grouping educated and non-educated persons based on: *knowledge and skills they possess, ability in decision making, ability to solve problems, ability to argue and think critically and ability to socially interact with*

other members in the community. Extract 1.1 is an example of irrelevant responses from a script of one of the candidates:

1	Different between formal and non-formal education	
	Formal education	Non-formal education:
	(i). It is systematic	(i) It is not systematic.
	(ii) It is structured	(ii) It is not structured.
	(iii) It has a certificate	(iii) It has no certificate
	(iv) It has a limitation of time for study.	(iv) It has no limitation of time to study.

Extract 1.1: A sample of irrelevant responses to question 1.

In Extract 1.1, the candidate provided the difference between formal education and non – formal education. This response was irrelevant in according to the question requirement.

On the other hand, the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge on the subject matter. On this part, analysis indicated that most of the candidates mixed both relevant and irrelevant responses due to inadequate knowledge they possessed. Example of some correct responses they gave was: *educated people have ability to unite the people compared to non - educate person; educated person helps to promote and share ideas about activities in the society.*

Further analysis revealed that those who scored 3 to 4 marks demonstrated the mastery of the content assessed. About 5.8 percent of the candidates managed to provide correct responses as seen in Extract 2.2:

1	(i) Creativity in different things. For example creating different businesses educated have ability compared to non-educat
	(ii) Job Creation in the society, educated people have skills and knowledge in creating jobs.
	(iii) Personality; Means the way person it's, educated person differ from non-educated person through personality they way they look like.
	(iv) Problem solving. Means educated person solve problem him or he self but non-educated person did not have skills and knowledge to solve problem

Extract 1.2: A sample of a correct response to question 1.

Extract 1.2, is an example of relevant responses from a script of one of the candidate who demonstrated good knowledge of the subject matter as per question requirement.

2.1.2 Question 2: Education

The question required the candidates in four points to briefly explain how to convince people that education is important than business. The analysis showed that 4,422 (100%) candidates attempted this question. The performance of candidates in this question was good because 4,322 (97.7%) of the candidates scored between 2 to 4 marks. The summary of this performance is shown in Figure 2:

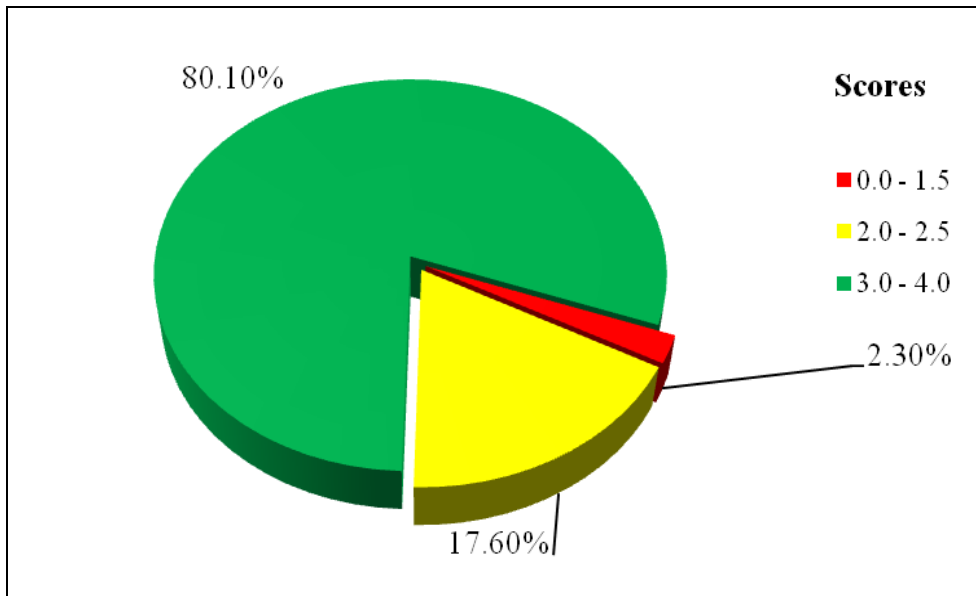


Figure 2: Candidates' Performance on Question 2

Data shows that 3,543 (80.1%) candidates scored from 3 to 4 marks, 779 (17.6%) scored from 2 to 2.5 marks and 100 (2.3%) candidates scored from 0 to 1.5 marks.

The data analysis indicates that majority of the candidates (80.1%) had good performance they scored from 3 to 4 marks. These candidates had good and sufficient knowledge about the topic. They were able to described how to convince young business individuals that education is important than business. Examples of correct responses provided include; *education instills the individuals with knowledge, skills and values that cherished by the given society; education helps individuals to bring about useful changes in society; education helps to provide directive on how can fit in the society, education expands mental ability and provide other life skills needed in the society.* Extract 2.1 shows a sample of correct responses from one of the candidate.

2	
	(i) Education promotes the cultural heritage from one generation to another of which helps to preserve our culture
	(ii) Education promotes social and community development
	(iii) Education helps in eradicating illiteracy, diseases and poverty in the community
	(iv) Education promotes actual self actualization among the people.

Extract 2.1: A sample of correct responses to question 2.

On the other hand, 17.6 percent of the candidates who scored between 2 and 2.5 marks had weaknesses on their responses. They mixed correct and incorrect responses showing that they had moderate knowledge about the topic. Examples of such responses are; *“Education reduces the illiteracy of the people; education helps to acquire employment.”* Despite the responses being correct, the question demanded four points, which were not all offered in this case.

Moreover, the candidates who scored from 0 to 1.5 marks lacked adequate knowledge of the subject matter. Therefore, they failed to understand the demands of the question. The candidates failed to explain how to convince young individuals that education is more important than business. For example, one of the candidate wrote the factors which increase social interaction between young individuals through; *socialization, sports and games and transfer of learning*. Some of the candidates gave advices about business such as: *by advising them business can perish away, encouraging them by giving loans, through providing them good school accommodation*. Other candidate wrote factors which promote teaching and learning process such as: *to have more experience, to have good decision making, to have polite language to the customers*. Extract 2.2 is a sample of the irrelevant response.

2	(i) Business it helps to get more money for a short period of time (ii) Through business it helps to get basic needs. (iii) Business it helps to increase government revenues through taxation. (iv) It helps to solve problem of unemployment, or it reduce the loss of employment of
---	---

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

In Extract 2.2, the candidate provided the importance of business instead of education contrary to the demand of the question.

2.1.3 Question 3: Philosophy of Education

The question demanded the candidates to reflect on John Dewey's ideas on the goal of education and recommend four pedagogical practices that teachers should consider in teaching and learning process. The analysis showed that all 4,422 (100%) candidates attempted this question. The performance in this question was average because 2,374 (53.7%) candidates scored from 2 to 4 marks. The summary of this performance is shown in Figure 3.3

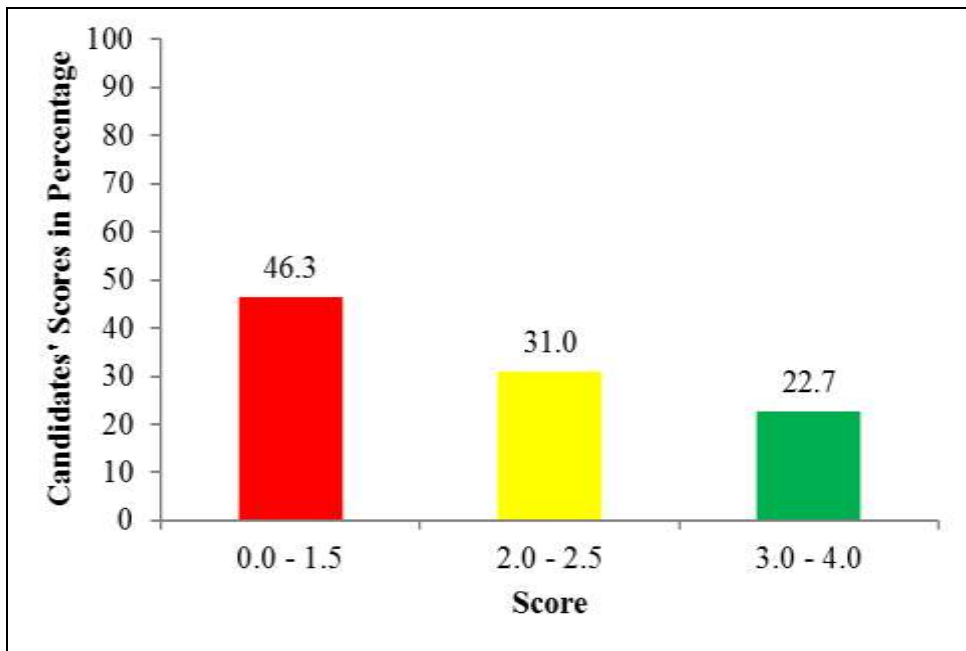


Figure 3: A trend of candidates' Performance on Question 3

Statistics shows that a total of 1,004 (22.7%) candidates scored between 3 and 4 marks, 1,370 (31%) scored 2 to 2.5 marks and 2,048 (46.3%) scored 0 to 1.5 marks.

The analysis of candidates' responses showed that 22.7 percent of the candidates who passed had adequate knowledge and mastery of the subject matter. They understood the demand of the question which enables them to recommend specific pedagogical practices by reflecting on John Dewey's ideas. Extract 3.1 is an example of a correct response from a script of one candidate.

3	
	(i) Supportive conducive environment that supports the process of teaching and learning
	(ii) Students to learn through practice rather than theoretically (theory)
	(iii) Student to learn through their own personal interest.
	(iv) Student Students should learn through personal experience.

Extract 3.1: A sample of correct responses to question 3.

On the other hand, 3.1 percent of the candidates scored from 2 to 2.5 marks which suggest that they had an average knowledge of the subject matter. They mixed relevant and irrelevant responses which indicated their moderate understanding on pedagogical practices that should be considered during the process of teaching and learning.

Further analysis showed that 46.3 percent of the candidates who scored from 0 to 1.5 marks had inadequate knowledge of the subject matter. Some of them failed to understand the demand of the question thus, wrote the factors to consider during preparation of teaching such as: *preparation of teaching and learning aids, preparation of scheme of work and lesson plan, selection of appropriate teaching and learning methods*. Other candidates in this group stated the points given by the philosophers without associating with pedagogical practices such as: *categorizes education in the society known as republic, for him what is true today can be false tomorrow, He said education is the reconstruction and reconstitution of democracy*. Hence, the candidates did not know that pedagogical practices reflecting on John Dewey's ideas are such as; *“to teach students on how to adjust to change; encourage creativity; education should reflect interest of the child; and teachers should enhance cooperation within the school and*

classrooms.” Extract 3.2 is an example of incorrect response to the posed question from a script of a candidate:

3	
	i. For him What is true today can be false tomorrow
	ii. He said education is not important in life but rather itself start from birth to death.
	iii. He categorize education in the society know as republi c.
	iv. He said education is the reconstruction and reconstitution of democracy.

Extract 3.2: A sample of incorrect response to question 3.

Extract 3.2, contains responses from a candidate who gave different ideas of philosophers instead of recommending the pedagogical practices reflecting John Dewey’s ideas.

2.1.4 Question 4: Trends in Educational Development in Tanzania and other Countries (1967 to date)

The question required the candidates to validate the statement “Successful current industrial development in Tanzania cannot be separated from the values of education for self-reliance” as proposed by Julius K. Nyerere. The question was attempted by 4,422 (100%). The general performance of candidates in this question was poor because only 1,379 (31.2%) candidates scored 2 to 4 marks. Figure 4 summarizes the candidates’ performance on this question:

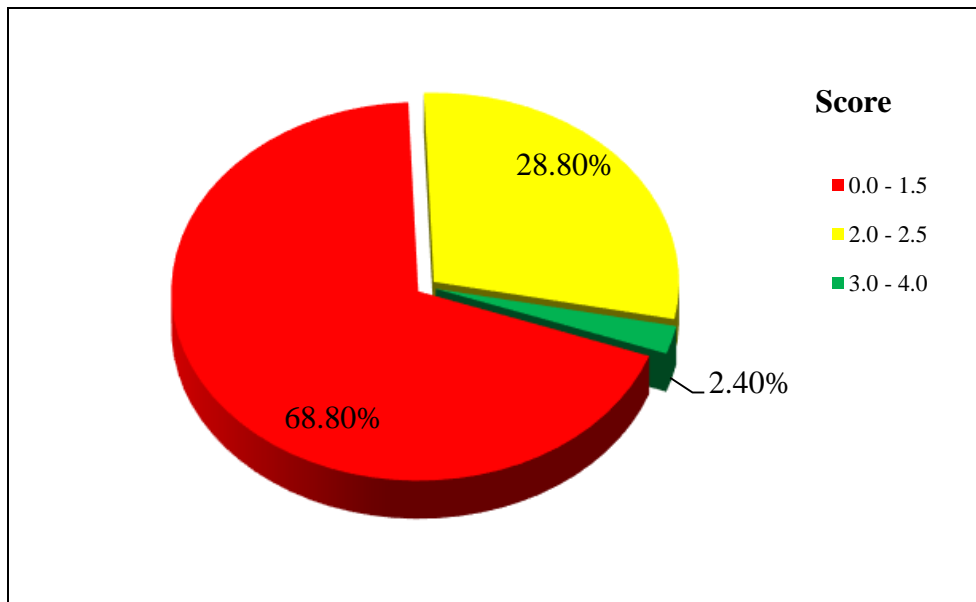


Figure 4: *Candidates' Performance on Question 4*

Data shows that only 105 (2.40%) of the candidates scored between 3 and 4 marks, 1,274 (28.80%) scored 2 to 2.5 marks; and 3,043 (68.80%) scored 0 to 1.5 marks.

The statistics as clearly shown in Figure 4 suggest that, majority of the candidates (68.80%) had weak performance as they scored low marks from 0 to 1.5. These candidates had insufficient knowledge on the subject matter. Also, they failed to understand the requirement of the question. One of the candidate wrote the reformation of education after independence such as: *Increased the enrollment of pupils in primary school, to avoid illiteracy of people, to expand education system, elimination of fees in school, provision of science and technology.* Moreover, other candidates misinterpreted the question and wrote things education would promote in society such as; *to promote development of agricultural sector, to solve the problem of unemployment, promote the development of infrastructure and to promote development of education.* Thus, they failed to associate the education for self – reliance proposed by J.K Nyerere and the current industrial development in Tanzania. Extract 4.1 is a sample of irrelevant responses from a script of a candidate:

4	Because:-
	(i) Tanzania there is shortage of Capital to Develop Industrial It self.
	(ii) Tanzania have poor Science and Technology.
	(iii) Tanzania up to now day they have poor - Transport and Communication.
	(iv) In Tanzania up to now day they have poor traditional believe.

Extract 4.1: A sample of poor responses to question 4.

Extract 4.1, contains responses from a candidate who wrote the challenges that hinder education development in Tanzania instead of validating the statement that “Successful current industrial development in Tanzania cannot be separated from the values of education for self-reliance” as proposed by Julius K. Nyerere.

On other hand, the candidates who scored from 2 to 2.5 marks, had moderate understanding of the topic. They lacked enough knowledge and skills on the subject matter. As a result, some of the candidates mixed both relevant and irrelevant responses when associating education for self-reliance and the current industrial development in Tanzania.

Further analysis indicated that the candidates who scored from 3 to 4 marks showed sufficient knowledge and mastery of the subject matter. They had sufficient competences on the education for self reliance policy as proposed by J.K Nyerere as associated with the current industrial development in Tanzania. Example of Extract 4.2 depicts a sample of correct responses:

4	i) It help to equip people love of work, due to self reliance promote people love of work which increase performable in industrial activities.
	ii) It encourage people to be responsible. Through self reliance people are responsible in performing work as they independent so as increase productivity in industry.
	iii) It make people to be creative; People being creative through self-reliance policy which handle the running of industrial development.
	iv) It help to increase productivity, as when people perform their duties industrial activities are increased.

Extract 4.2: A sample of good responses to question 4.

In Extract 4.2, a candidate correctly validated the statement that education for self-reliance cannot be separated from the current industrial development in Tanzania.

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

The question required the candidates to briefly show how the Tanzania education system was positively implemented under the policy of Education for self-reliance in four points. The question was attempted by 4,422 (100%) candidates. The general performance in the question was good since 3,251 (73.5%) candidates scored 2 to 4 marks as summarized in Figure 5:

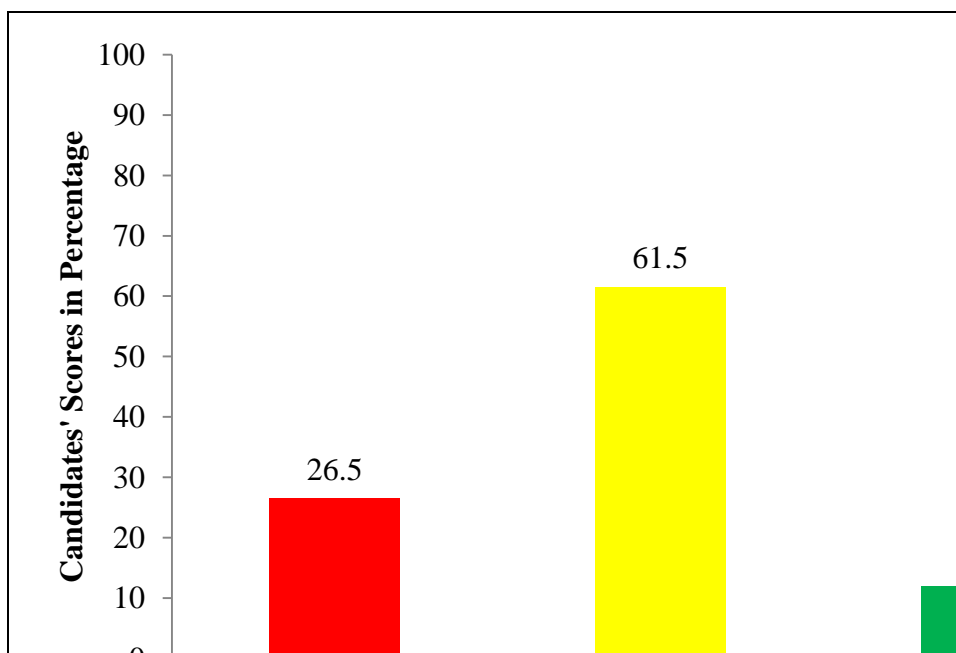


Figure 5: Candidates' Performance on Question 5

Data in Figure 5 shows that 533 (12%) of the candidates scored from 3 to 4 marks, 2,718 (61.5%) from 2 to 2.5 marks and 1,171 (26.5%) from 0 to 1.5 marks.

The analysis indicated that 533 (12%) candidates who scored from 3 to 4 marks provided the correct responses demonstrating clear understanding about the topic. These candidates had ability to show the ways in which the education system was positively implemented under the education for self-Reliance Policy (ESR) in Tanzania. The relevant responses included: *The education provided is equal to all people within a Tanzania; education provided is to prepare an individual to a good member in a society; eradication of illiteracy among Tanzania communities; enhance cooperation among learners.* Extract 5.1 presents an example of good responses:

5	Tanzania education system was positively implemented by the policy of education for self reliance, this is because,
i/	The education provided is equal to all people within a Tanzania. which is implemented by the policy of education for self reliance.
ii/	Education should provided in Tanzania is to remove ignorance to the people so as to be able to fight against reality which was contributed in Education for self reliance.
iii/	Education provided is to prepare and individual to be a good member of a society.
iv/	Education provided to the people in order to remove or reduce poverty in the country.

Extract 5.1: A sample of correct responses to question 5.

On the other hand, the candidates who scored from 2 to 2.5 marks had varied strengths and weakness in their responses. Their responses reflected partial knowledge on the subject matter as well as language incompetence. Most of the candidates managed to give a minimum of two few relevant responses such as; *education should encourage active participation of the learner to enhance development, education practices must prepare learners for life and services in the villages and rural areas.*

Further analysis indicated that the candidates who scored from 0 to 1.5 marks lacked knowledge of the subject matter, thus gave responses that had several weaknesses. Some of them failed to figure out the requirements of the question and wrote the function of government in educational system such as: *provision of free primary education, building of community school for every ward, building school laboratories in every ward, building vocational training centers.* Extract 5.2 is given as an example of irrelevant response from a script of the candidate.

5	
	(*) There are four system of Tanzania education which are
	(i) primary education - 7 years
	(ii) Secondary education - 4 years
	(iii) Advanced education - 2 years
	(iv) Higher level education - 3 ⁺ years.

Extract 5.2: A sample of incorrect responses to question 5.

In Extract 5.2, the candidate explained the levels of education in 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 the candidates to show how management can be assisted in maximizing the school funds. A total of 4,422 (100%) candidates attempted the question. Generally, the performance of the candidates on this particular question was poor as only 259 (5.9%) managed to score between 2 to 4 marks as shown in Figure 6:

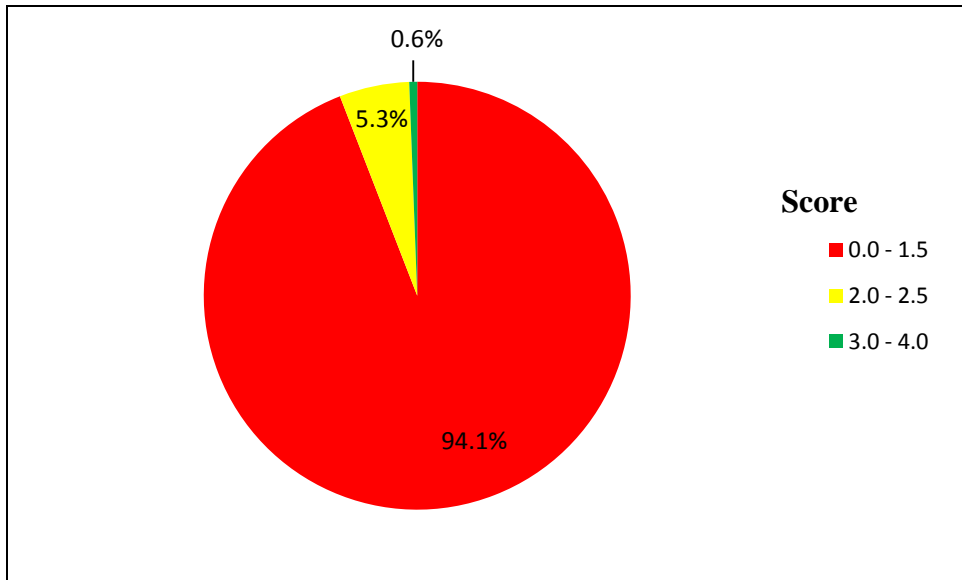


Figure 6: Candidates' Performance on Question 6

Data shows that 0.6 percent of the candidates scored from 3 to 4 marks, 5.3 percent scored from 2 to 2.5 marks and 94.1 percent scored from 0 to 1.5 marks.

The analysis of these figures indicated that 94.1 percent of the candidates who performed poorly they failed to understand the demands of the question. Some of the candidates wrote the basic management functions such as; *planning, organizing, controlling, directing, cooperating and developing*. Other candidates wrote *the provision of education to teachers, through staff meeting, through preparation of school calendar, promotion of education for self reliance*, rather than suggesting the approaches that can be used to assist the management in maximizing the school funds such as: *to advise school management team to initiate donation from non-government organization i.e. NGO's, individuals and religion organization, to find support from international organization such as UNICEF, UNESCO, FAO and others, to initiate productive project such as livestock keeping, crop farming, canteen and shop and through various forums such as in graduation ceremonies or parent day visits*. Extract 6.1 is given as an example of irrelevant response from a script of a candidate:

6	
(i)	To Improve The performance of school in order to attract other pop people which can help by provide funds. It is very Important If we can prove performance of school which can help to attract other people.
(ii)	To prepare good strategies which can to maximizing The school funds. It is very Important If we can prepare The good strategies which can help to get funds.
(iii)	To Make good Co-operation between Community and school Community They able to provide funds in school so If we can Make good Co-operation It can able to Improve The funds in school.
(iv)	To prepare special committees which with Maximizing school funds. we prepare the good committees which is special for go maximizing school funds.

Extract 6.1: A sample of incorrect responses to question 6.

Extract 6.1, is a sample of irrelevant response from a candidate who provided the strategies to improve performance of the school instead of suggesting the ways in which management can raise funds.

On the other hand, the analysis showed that 234 (5.3%) candidates who had average scores of 2 to 2.5 marks gave responses which portrayed partial knowledge on the subject matter. The candidates mixed both correct and incorrect responses on the approaches that would be used to assist the management in maximizing the school funds.

Despite the poor performance of the candidates in this question, a few candidates (0.6%) scored from 3 to 4 marks. These candidates had adequate knowledge on the subject matter. Hence, they understood the demand of the question as a result gave correct responses on how to assist the management in maximizing the school funds. Extract 6.2 is a sample of correct responses.

6	
	(i) Through supervising the education for self reliance eg school economic project such as agriculture.
	(ii) Through contributions from parent's student in the community.
	(iii) Donations from non-government organization.
	(iv) Through international organizations for example UNICEF and UNESCO.

Extract 6.2: A sample of correct responses to question 6.

2.1.7 Question 7: Educational Management and Administration

The question required the candidates to give four disciplinary measures that would be taken against the teachers that do not attend their workplace for some days without permission. The analysis showed that 4,422 (100%) candidates attempted this question. The general performance of the candidates in this question was average because 1,971 (44.6%) scored from 2 to 4 marks as depicted in Figure 7:

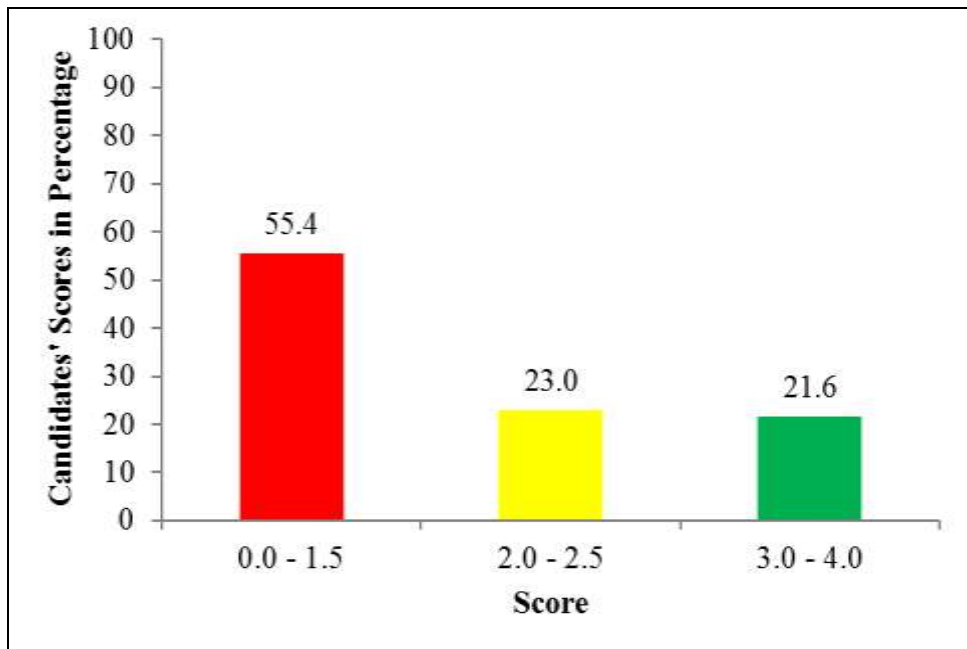


Figure 7: Candidates' Performance on Question 7

Data in figure 7 shows that 953 (21.6%) candidates scored from 3 to 4 marks, 1,018 (23%) scored from 2 to 2.5 marks; and 2,451 (55.4%) scored from 0 to 1.5 marks.

The analysis of candidates' responses showed that 55.4 percent of the candidates who performed poorly lacked knowledge about the topic of the education management and administration. Hence, most of them tried to assume possible regulations and laws that would be used to discipline teachers instead of giving disciplinary measures that would be taken against such behavior. Some suggested: *to formulate laws for those who does not attend at work place, taking guidance and counseling before taking any action keeping rules and regulation that they are supposed to being followed as the workers.* Other candidates explained things which prevent teachers to misbehave such as: *To all problems facing teachers, provide teachers' attendance for each school, provide assessment form to teachers every month.* Extract 7.1 is an example of irrelevant responses in this question:

7	
	(i) Development of disciplinary action for those who not attend in the work
	(ii) Emphasize responsibility and accountability
	(iii) Encourage love of work.
	(iv) Encourage to respect their work.

Extract 7.1: A sample of irrelevant responses to question 7.

In Extract 7.2, the candidate explained the code of conducts of teachers at work place instead of identifying the disciplinary measures that would be taken for absenteeism at workplace.

Furthermore, the candidates who scored from 2 to 2.5 marks indicated moderate knowledge on managerial and administrative skills. So they gave both relevant and irrelevant responses in disciplinary measures that would be taken for absenteeism at workplace.

Further analysis of the candidates' responses showed that the candidates who scored from 3 to 4 marks had enough knowledge about the content assessed. They understood the requirements of the question and thus, gave the correct responses of the disciplinary measures to curb absenteeism at workplace. Extract 7.2 is a sample of correct responses from a script of candidate:

7
i) warning - This is the information provided so as to discourage such type of behavior
ii) Rebuke. This is the disciplinary measure where by a teacher is provided warning in a friendly way.
iii) Reduction of grade. The grade of certificate can be deteriorated.
iv) Denial of payments for the days of absenteeism. Here the the teachers salary is reduced.

Extract 7.2: A sample of correct responses to question 7.

2.1.8 Question 8: Philosophy of Education

This question required the candidates to give four metaphysical issues that enable a teacher to speculate about teaching. The question was attempted by 4,422 (100%) candidates. Generally, the performance of the candidates in this question was poor because only 1,729 (39.1%) scored 2 to 4 marks as summarized in Figure 8.

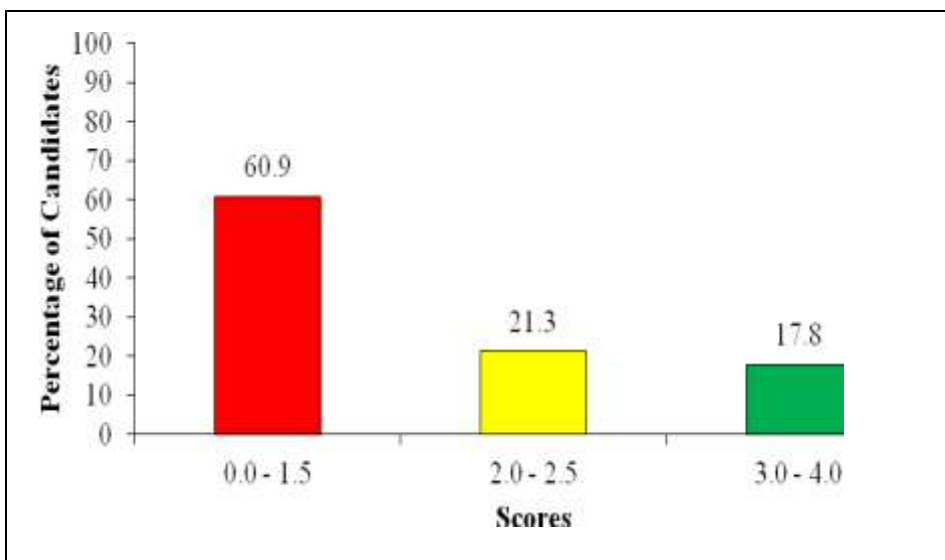


Figure 8: Candidates' Performance on Question 8

The statistics show that 787 (17.8%) candidates scored from 3 and 4 marks 942 (21.3%) scored from 2 and 2.5 marks and 2,693 (60.9%) scored from 0 and 1.5 marks.

The analysis of the scores indicated that 60.9 percent of the candidates who scored from 0 to 1.5 marks lacked knowledge of the subject matter on the topic of philosophy of education. They were unable to give correct responses of metaphysical issues such as; *Cosmology, the study of material nature; theology, study of religious belief; anthropology, study of man as an object and as a subject; ontology, and the study of existence*. For example, one candidate wrote the factors to be considered during preparation for teaching such as: *Scheme of work, lesson, lesson notes, teaching aids, teaching and learning strategies*. Most of the candidates did not understand the demand of the question and hence failed to identify the four metaphysical issues that enable teachers to speculate about teaching. They wrongly wrote about: *Revealed knowledge, rational knowledge, empirical knowledge, authoritative knowledge*. Extract 8.1 is an incorrect response from a script of a candidate.

8	#less
	i/ Teaching and learning skill
	ii/ Knowledge of Content\$
	iii/ Managing and organization skill
	iv/ Language 'Content skill' for teaching

Extract 8.1: A sample of incorrect responses to question 8.

In Extract 8.2, the candidate provided the skills mastered during teaching and learning process instead of identifying the four metaphysical issues that enable teachers to speculate about teaching.

On the other hand, analysis shows that the candidates who scored from 2 to 2.5 marks had moderate knowledge of the subject matter. As a result, some of them mixed relevant and irrelevant responses such as: *ontology*, *axiology*, *theology* and *thigmology*. And other candidates listed correct four metaphysical issues but gave wrong definitions.

Further analysis indicated that the candidates who scored from 3 to 4 marks had adequate knowledge about philosophy of education. They gave correct metaphysical issues about teaching. Extract 8.3 is a sample of the correct responses:

8	(i) Cosmology ÷ It deals with the nature of material reality. for example what is the origin of the earth's. (what is real?).
	(ii) Theology ÷ It deals with believers. It questions existence of God. The go God exist or not
	(iii) Anthropology ÷ this involve the study of man and object. Questioning where the man come from.
	(iv) Ontology. This involve the existence of the thing. It deals with speculation of existing things.

Extract 8.2: A sample of correct responses to question 8.

2.1.9 Question 9: Historical Development of Education in Tanzania (Mainland and Zanzibar)

The question required the candidates to show how colonial education differed from post-colonial education in Tanzania. It was attempted by 4,422 (100%) candidates. The overall performance in this question was good as 2,706 (61.2%) candidates scored from 2 to 4 marks. Figure 9 illustrates the trend of performance of the candidates in this question.

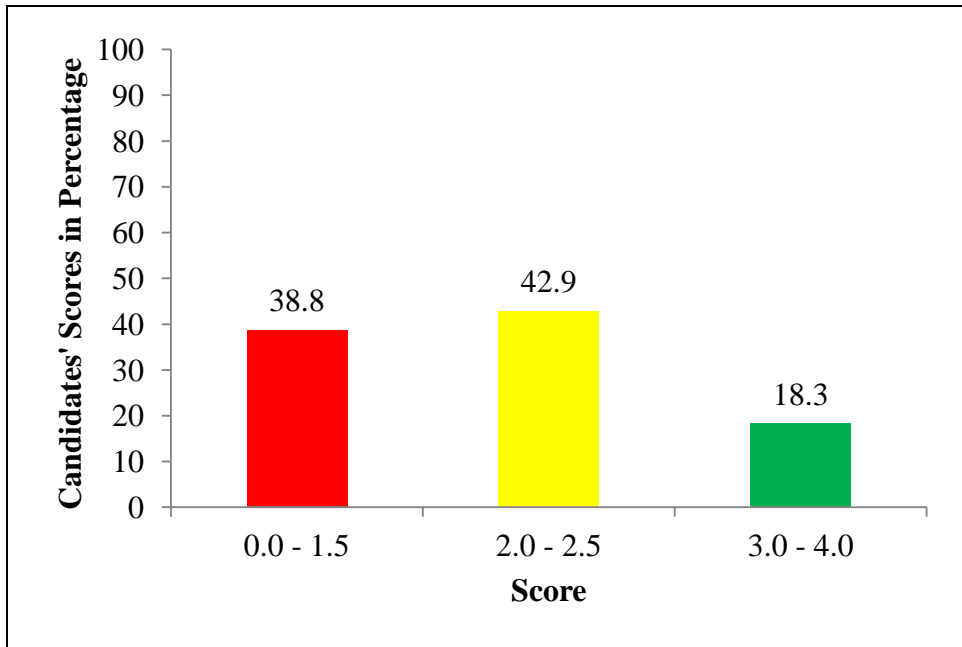


Figure 9.1 Candidates' Performance to Question 9

Analysis of the data shows that 808 (18.3%) candidates scored from 3 to 4 marks, 1,898 (42.9%) scored from 2 to 2.5 marks and 1,716. (38.8%) scored from 0 to 1.5 marks.

The analysis indicated that 38.8 percent of the candidates who scored from 0 to 1.5 marks had insufficient knowledge about the content assessed. Some of them failed to interpret the requirements of the question and gave the difference between colonial education and post colonial education based on the curriculum implementation and not the education offered. Some of the wrong responses given were such as: *Colonial education consider gender while post colonial education did not consider about gender, colonial education consume time while post colonial education save time, colonial education base on age and level of learners while post colonial education did not consider age and level of learners.* Extract 9.1 is a sample of irrelevant responses from the script of a candidate.

9	(1) Colonial education refer to the kind of education that.	
	Colonial education	post-colonial education
	(i) It was using syllabus	3) There is no syllabus
	(ii) Use professional teacher	- There is no professional teacher
	(iii) It involve evaluation to the learner	- There is no evaluation to the learner
	(iv) It was them call in nature	- It was practicaly in nature

Extract 9.1: A sample of incorrect responses to question 9.

In Extract 9.1, the candidate considered the difference between post-colonial education and colonial education basing on curriculum and how it is practiced.

The candidates scored from 2 to 2.5 marks showed moderate knowledge of the subject matter. Some of them gave correct responses on one side instead of contrasting education from colonial education from post-colonial education. For example, one candidate wrote; *colonial education was based on discrimination; colonial education was not systematic; colonial education based on the interest of the colonialist*. Such explanations show that the candidates had moderate knowledge of the subject matter.

The candidates who scored from 3 to 4 marks understood the requirements of the question and demonstrated good mastery of the content on historical development of education in Tanzania. As a result, the candidates had ability to give the differences between the colonial education and post-colonial education. Examples of the relevant responses were such as; *colonial education prepared young people to serve the needs of colonial system while post – colonial education prepares learners to serve their own nation; colonial was designed to heavily submissive attitudes and white collar jobs while post – colonial education is designed to produce self – reliant individuals*. Extract 9.2 is a sample of relevant responses for question 9.

9		
	Colonial Education	Post Colonial Effect
i/-	It was based on colonial culture (curriculum)	- Support Tanzanian Culture (Curriculum)
ii/	was segregative and discrimination in nature (pyramid in shape)	- All people were give / are given education (NO Segregation)
iii/	few afro Tanzanian Teachers were employed	- Created more employment for national teachers
iv	It was was given for the Colonial benefit and not Tanzania	- Skills and Knowledge given is for individual benefit and social development.

Extract 9.2: A sample of correct responses to question 9.

2.1.10 Question 10: Sociology of Education

The question required the candidates to formulate five strategies for reducing the number of school dropout due to the prevalence of ineffective social factors. The statistics showed that the question was attempted by 4,422 (100%) candidates. The performance of the candidates in this question was average because 2,494 (56.4%) candidates scored from 2 to 4 marks as shown in Figure 10.

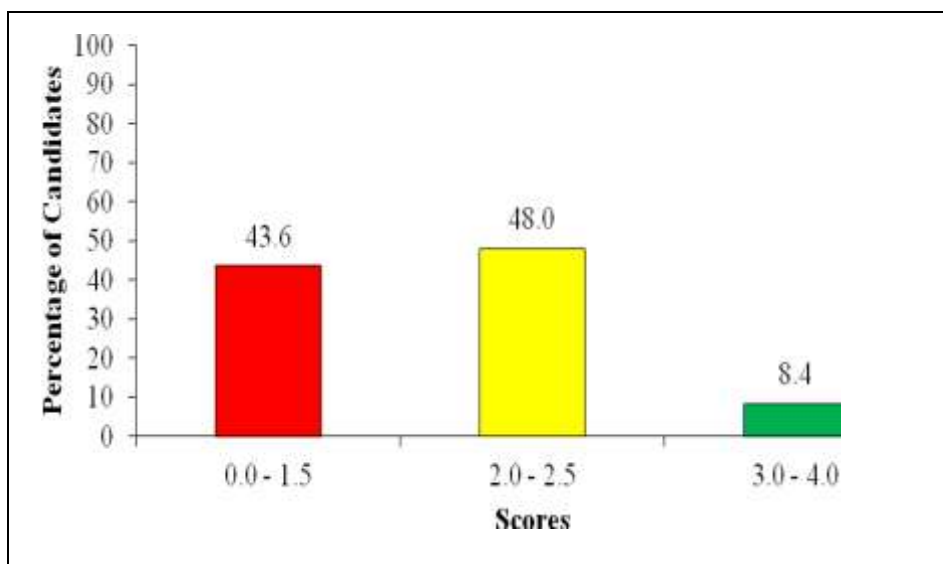


Figure 10: *Candidates' Performance on Question 10*

Data shows that 370 (8.4%) of the candidates scored from 3 to 4 marks, 2,124 (48%) scored from 2 to 2.5 marks, and 1,928 (43.6%) scored from 0 to 1.5 marks.

The analysis showed that the candidates with good performance on this question had adequate knowledge of the subject matter. Hence, they were aware of the key strategies used to reduce the number of dropouts in schools. Some of the correct responses wrote by the candidates were: *Prevention of bad cultural practices such as early marriage, creating friendly environment and meeting with community members, provision of good social services such as food at school, healthy care, reward and motivation to students, through guidance and counseling strategies.* Extract 10.1 is one sample of relevant responses from a script of the candidates:

10	Strategies are
	i) Improvement of Schools Environment- Such as building
	ii) Toilets and Other Services in the School
	iii) Availability of Teaching and Learning material
	(resources) in the Schools
	iiii) Improvement of Infrastructure Such as road inside
	to serve learners who live far away from the
	School.
	v) Encourage love between teachers and student and
	avoids unnecessary punishment that will instill fear.
	vi) Development of School programs such as sports and
	games to create interest of learning to the students.

Extract 10.1: A sample of correct responses to question 10.

Further analysis showed that 48 percent of the candidates who scored average marks had inadequate knowledge of the subject matter tested. Some managed to explain only few strategies used to reduce the number of dropout in schools on contrary to the requirement of the question.

Moreover, the candidates who had weak performance revealed to have insufficient competences on the subject matter. Some of them had failed to understand the demands of the question as a result, they wrote ways to improve values in the society such as; *avoiding food taboos, avoiding HIV/AIDs disease among the people, traditional beliefs and taboos, improvement in language, religious to provide moral values, political stability*. This made some of candidates fail to present key strategies for reducing the number of dropouts due to the prevalence of ineffective social factors. Extract 10.2 is a sample of irrelevant responses from the script of a candidate.

10	(i) Presentation
	(ii) Question and answer.
	(iii) Practical
	(iv) Brainstorming.

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

In Extract 10.2, the candidate mentioned four strategies of teaching and learning instead of explaining the key strategies to reduce the number of dropout in schools.

2.2 SECTION B: ESSAY QUESTIONS

This section comprised of four (4) essay questions. The candidates were required to attempt all questions. Each question had a weight of 15 marks making a total of 60 marks for the entire section.

2.2.1 Question 11: Education

The question required the candidates to suggest five factors that can influence the provision of quality education in Tanzania. A total of 4,422 (100%) candidates attempted the question. The general performance of the candidates in this question was good because 4,197 (94.9%) candidates scored from 6 to 15 marks as shown in Figure 11.

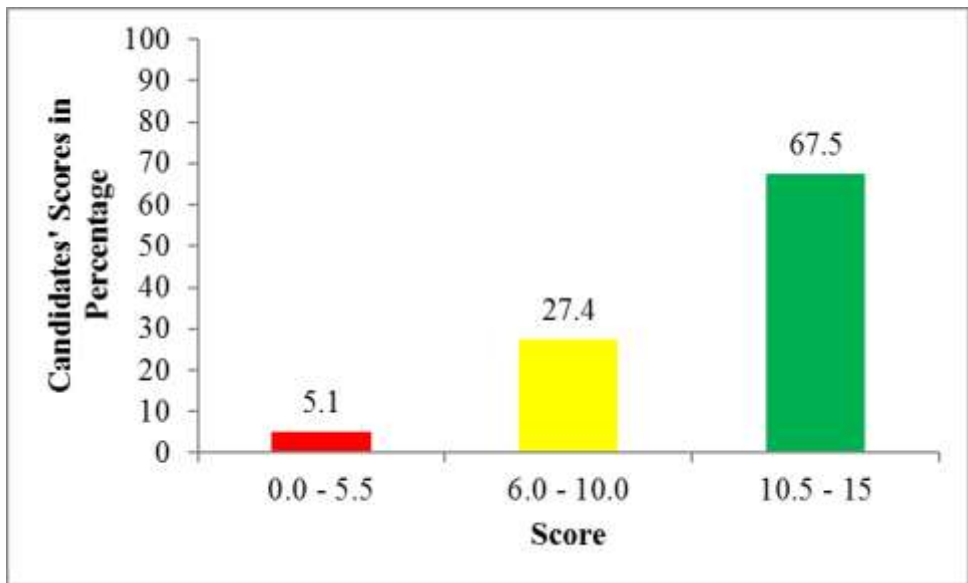


Figure 11: Candidates' Performance on Question 11

The data shows that 2,985 (67.5%) candidates scored from 10.5 to 15 marks, 1,212 (27.4%) scored from 6 to 10 marks, and 225 (5.1%) scored from 0 to 5.5 marks.

Analysis indicated that the candidates who scored from 10.5 to 15 marks demonstrated sufficient knowledge on the subject matter assessed. Most of them were able to answer this question correctly by providing relevant introduction and detailed discussion in the main body and conclusion. They managed to analyse and explain the factors that influence provision of quality education in Tanzania. Extract 11.1 illustrates relevant response for question 11:

Quality education - Is the basic and appropriate education which is satisfactory to the society social, political and economic needs. The following are some of the factors which may influence the provision of quality education to Tanzanian learners.

Availability of teaching and learning facilities or resources. Teaching and learning facilities includes availability of reference materials, text books, teaching aids and all supplementary materials. All this promote quality education as it simplify the teaching and learning process of students.

Presence of good infrastructure. This include infrastructures such as good laboratories, good libraries, dormitories and learning classrooms. Laboratories are very crucial in carrying out different scientific experiments such as titration and distillation, likewise libraries is the core area of learning source that they work together to ensure quality education.

Availability of competent and qualified teachers. Quality of education depends also on the type of the teacher who is implementing it, competent and qualified teachers provide quality knowledge to learners.

Availability of functioning educational administration sectors and proper implementation of the educational curriculum under the guidance of institutions like (TIE) Tanzania institute of education

11 Cont.	
	<p>Expansion of science and technologies in educational sectors. The availability of technologies in education which influences and simplify learning promote quality education. For example the use of computers and projectors for learning demonstrations.</p>
	<p>Never the less the quality of education can be affected by lack of competence teacher poor infrastructures, low level of science and technologies applied in educational institutions and lack of teaching and the learning facilities</p>

Extract 11.1: A sample of relevant responses to question 11.

Moreover, the analysis showed that 1,212 (27.4%) candidates who scored from 6 to 10 marks had partial knowledge of the subject matter and their responses had several weaknesses. Some of the candidates failed to write correct explanations of the points while others provided few points which lacked clarity due to poor proficiency in English language. However, the scores in this category varied depending on the strength of the candidates' self-explanations.

On the other hand, 5.1 percent of the candidates performed poorly. These candidates lacked relevant knowledge on the subject matter. Some of them did not understand the demand of the question. As a result, they provided wrong responses such as: *Quality education provided through memorization, through repetition and practice, through transfer of learning, through discovering and investigation.* Extract 11.2 shows incorrect responses from the candidate.

Education is the key of life is provided in order people to gain knowledge, skills and value so that they can master well their environment which they live. Education is very important as it improve development to both national and personal level also education help individual to conserve and transmit our values, norms and beliefs. The following are the factor that influence provision of quality education in Tanzania

Poor level of science and technology; In now days system of education is developed people learn online also they search different material using their smartphone. But in Tanzania the technology is poor not all people can afford the use of internet in their learning so this make us to have poor quality education.

Poor infrastructure; It include buildings and roads. In many of the village school the infrastructure are poor during rain season students face difficulties to go in school because road are poor but also the buildings allow water to come in, so this make difficult in their learning.

Poor teaching and learning resources; In many of the school the resources for teaching and learning like books are poor so this make difficulties in learning. Also you may find that the books for teaching and learning in the schools are not enough to cater the need of all students especially science teachers students the books are not enough for them to study well. so poor teaching and learning resources influence the provision of quality education.

11 Cont.	Lack of funds ; funds for providing teacher also for buying good teaching and learning resources. When the government have enough fund will make different educational projects to take place well.
	Lack of science teachers ; Life in now days depend much in science and technology so the government should provide employment opportunities to science teachers in order to improve quality of our education.
	Generally ; the government should provide good infrastructure and social services to people in order to have a quality education

Extract 11.2: A sample of irrelevant responses to question 11.

In extract 11.3, the candidate explained the factors which hinder provision of quality education instead of suggesting factors that can influence the provision of quality education in Tanzania.

2.2.2 Question 12: Historical Development of Education in Tanzania (Mainland and Zanzibar)

The question required the candidate to analyse five aspects to include when developing teaching materials on “colonial education” topic. A total of 4,422 (100%) candidates attempted the question. Generally, the performance of candidates in this question was poor because 974 (22%) scored from 6 to 15 marks as shown in Figure 12:

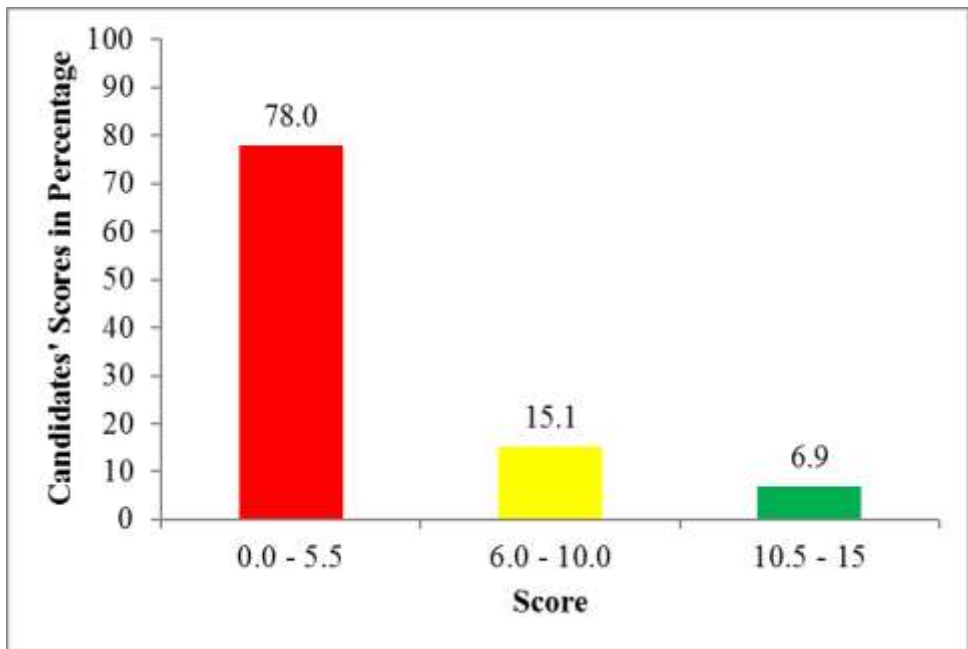


Figure 12: Candidates' Performance on Question 12

Data in figure 12 shows that 307 (6.9%) candidates scored from 10.5 to 15 marks, 667 (15.1%) scored from 6 to 10 marks, and 3,448 (78%) scored from 0 to 5.5 marks.

The analysis indicated that 78 percent of the candidates who scored from 0 to 5.5 marks represent the group of poor performers who did not understand the demand of the question. Also, majority in this category lacked sufficient knowledge on the subject matter. For example, one candidate wrote the criteria of selecting teaching and learning materials such as: *age of learners, portability of teaching and learning aids, and nature of subject matter*. Other candidates explained the effect of colonial education that based on *racial discrimination, based on classes, pyramidal*. Some candidates wrote the ways to obtain teaching and learning materials such as: *Through improvisation, buying them, creating teaching aids, imitation and through literature review*. Extract 12.1 is an example of irrelevant responses from the script of a candidate:

Teaching and learning materials refer to the resources and aids that can be used by a teacher in teaching and learning process. For a teacher to teach effectively he/she should have the materials which will support him or her in one or more ways to teach more effectively.

The following are aspects to be included in the content when developing teaching materials on the topic of "Colonial education".

Class size; In preparation of teaching materials a teacher should consider the size of his/her class, so as to develop materials which are appropriate to the size of learners, therefore the size of class should be considered in preparing teaching and learning materials.

Availability of teaching and learning materials; one should consider availability of materials which he/she is going to use in implementation of the lesson on colonial education, so as to ensure that materials are accessible and well organized to influence logical teaching.

Financial status; Before preparation of teaching and learning resources a teacher should consider make a checkup on the financial amount of money needed to obtain teaching and learning materials so as to make clear budgeting and organization of ideas on which ways can obtain money for obtaining that materials.

Availability of teaching aids; For logical teaching a teacher should possess teaching aids on a particular lesson, therefore before preparation of teaching and learning materials a teacher has to put more consideration on the aids which is suitable which can be used in running teaching programmes and make his/her lesson be meaningful.

Teaching methods; Before preparation of teaching and learning materials a teacher has to know effective

12 Cont.	methods which can be used during presentation and teaching of the topic of "colonial education" knowing and suitable teaching method will guide a teacher in preparation of suitable teaching and learning materials'

Extract 12.1: A sample of irrelevant responses to question 12.

In Extract 12.1, the candidate described the criteria of selecting teaching and learning resources instead of analysing aspects to include when developing teaching materials on “colonial education” topic.

On the other hand, analysis of the candidates’ responses showed that 15.10 percent who scored from 6 to 10 marks understood the demands of the question but had little competences on the content assessed. However, some of the candidates provided fewer points contrary to the demand of the question, Others repeated similar points which revealed that they had inadequate knowledge about the subject matter.

Further analysis indicated that 6.90 percent of the candidates understood the demands of the question thus, managed to analyse the aspects used to develop teaching material on the topic of colonial education. Examples of correct responses provided by the candidates were: *the material will involve the aims and objectives of colonial education; the material will clearly illustrate the characteristics of colonial education; the materials will identify and analyse colonial education policies, the materials will identify some weaknesses of colonial education, materials will broadly elaborate colonial education in terms of its contribution to the modern African education system.* Extract 12.2 is a sample of such relevant responses from the script of a candidate.

Colonial education refers to the system of education that were provided during colonial period. And also it is the type of education were controlled by colonies. It comes after the African Indigenous education. It is structured because it has syllabus, it aimed to saving the colonial interests, it based on discrimination, it prepare learner for productive work and so on. And the following are the five aspects to include in the content of colonial education.

The meaning of colonial education; by defining what is colonial education, who was impart that colonial education, where are conducted and what kind of learners they study that kind of education so, first aspect that I have to consider is providing the meaning of colonial education.

The aims or objectives of colonial education; the second aspects in that content I have to explain the aims or objectives of that colonial education by which the major aims is to ^{save} impart colonial interest in that education. So in developing teaching materials on the topic of colonial education is to explain the aims or goals or objectives of colonial education.

The characteristics of colonial education; the third aspect that I have to consider in that content is colonial education characteristics. And these characteristics are so to impart learner to be productive for work, it was based on racism and segregation, based on discrimination, it aims to save colonial interest, it has structured curriculum because it has passers syllabus.

12 Cont.	<p>Strength of colonial education; the fourth aspect to consider in develop teaching materials on the topic of colonial education is to explain about the strengths of colonial education. For example of that strength are build the school which are used up to date, it provides the useful exeter in our country for example Julius K. Nyerere Mwal. and Aman Abeid Karume, it reduce illiteracy rate and so many strength.</p>
	<p>Weakness of colonial education; the fifth and last aspect that I can use in develop and last teaching a content of colonial education is to provide the weakness of colonial education. For example, it was based in racism and segregation, it was based in gender discrimination.</p>
	<p>By conclude; the colonial education have been abolished after the independence of Tanganyika. By which different policy of training are created and nationalization of school, Introduction of Education for self reliance and so on.</p>

Extract 12.2: A sample of relevant responses to question 12.

2.2.3 Question 13: Sociology of Education

The candidates were required to analyse five sociological principles to consider in constructing the school curriculum. A total of 4,422 (100%) candidates attempted the question. Generally, the performance of candidates in this question was average because only 2,088 (47.2%) scored from 6 to 15 marks as shown in Figure 13:

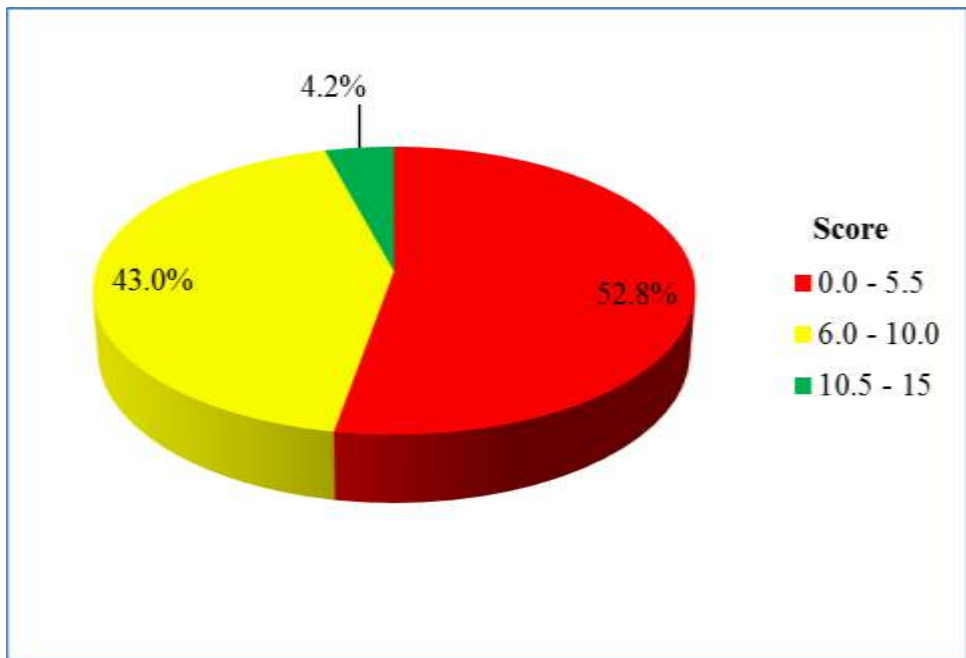


Figure 13: Candidates' Performance on Question 13

Data analysis shows that 187 (4.2%) candidates scored from 10.5 to 15 marks, 1,901 (43%) scored from 6 to 10 marks and 2,334 (52.8%) scored from 0 to 5.5 marks.

The analysis of candidates' responses showed that 52.8 percent of the candidates who scored from 0 to 5.5 marks had insufficient knowledge of the subject matter. Hence, some of them explained the functions of educational management such as *planning, organizing, staffing, leading and controlling*. Others gave illogical explanations which were not related to the subject matter such as; *politics, mass media, language, games and sports, and science and technology as sociological principles*. Generally, majority of them in this category did not understand the demand of the question thus, explained the principles of management by Henri Fayol such as; *division of work, delegation, unity of command, order, direction of command and discipline* instead of giving sociological principles used in constructing school curriculum. Extract 13.1 presents irrelevant responses:

13	<p>Sociology is the study of the society in interacting and solving different problems in society in sociological we have sociologist which are Karl Marx, Max Weber and other sociologists who contribute about society and factors existing in the society and that follow are sociological factors that consider when constructing the school curriculum as follows:</p> <p>Capitalism; that is one among principles which can be considered on constructing the school curriculum you must know ideology used by the certain society like capitalism production of goods and investment you must look ideologies in order to construct school curriculum.</p> <p>Communism; that is another principle you must observe on the certain society in order to construct school curriculum if society are communism cooperate in doing works and achievement of different activities and that is another ideology/principle to observe in order to construct school curriculum.</p> <p>Socialism; that is another sociological principle where by you must consider in order to construct school curriculum because when you construct curriculum must cater the needs of the society therefore according to their needs you must construct the curriculum and that is another principle used.</p> <p>Materialism; that is another principle which used by sociologist where by act as the principle where one must consider before constructing school curriculum which can lead that community to attain the certain goals or achievement.</p> <p>Generally that are principles of sociological that can be considered when preparing or constructing school curriculum for the betterment of the society and I show above that are principles as curriculum constructor you must consider ideology/principles of the society.</p>
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Extract 13.1: A sample of irrelevant responses to question 13.

In Extract 13.1, the candidate described the modes of production in human development as introduced by Karl Marx instead of analyzing five sociological principles to consider in constructing the school curriculum.

On the other hand, 43 percent of the candidates who scored from 6 to 10 marks had insufficient knowledge of the subject matter. Some of them provided appropriate introduction and conclusion and relevant points but lacked adequate clarification on their explanations. Additionally, other candidates in this group analyzed only few correct responses contrary to the demands of the question. Examples of some correct responses were: *Development of advancement of science and technology, educational policy of a nation and cultural values of a society.*

Nevertheless, analysis showed that 4.2 percent of the candidates who scored from 10.5 to 15 marks had adequate knowledge on the topic. They had the necessary skills to analyse sociological principles to consider in constructing the school curriculum as the question demanded. Some candidates' responses in this group demonstrated good proficiency skills because they provided relevant and clear explanations of points. However, the marks varied depending on the quality of their responses. Extract 13.2: is a sample from the script of a candidate who had correct response for this question:

Curriculum is the set of plan and activities to be performed in specific period of time under guidance of school/Teacher. Curriculum may be formal, non-formal or hidden/informal curriculum. There are many sociological principles to consider when constructing school curriculum such as

The need of the society. When you construct curriculum you must consider what the society is, how life is going in the society. Example the society may base much in Agriculture and mining your curriculum must impart knowledge and skills that will facilitate Agriculture activities and mining activities to be more good and efficiently.

Philosophy of a nation. When you construct a curriculum you have to know that the national philosophy directs curriculum. Example in Tanzania, the philosophy is educational for self reliance, therefore the curriculum prepared must produce people who have education but also have self independence means they are able to make their own self employment and running their life individually.

Language. Also it is very very important to use language which is understood to the people and known. Example in Tanzania we just use two official languages which are English and Swahili, that is because they are the common languages used, therefore in construction of curriculum it is not good to use traditional language rather than official language.

13 Cont.	
	<p>To consider advancement of science and technology. Also when design the curriculum its better to know that globalization had take place in our current days instead of using had copy we use soft copy therefore the curriculum must indicate how can we cope applying, and adapt to development of science and technology.</p>
	<p>Religious and culture. Also when we construct a curriculum its more and better to consider our culture and respect our religious example curriculum must support local culture but also should support religious matter by doing that we shall be able to construct curriculum that support and resemble real life situation of Tanzania people</p>
	<p>Therefore when you construct a curriculum you must involves the society so that to know and see what are challenges and what to take into curriculum because latter curriculum it become implemented by the society</p>

Extract 13.2: A sample of relevant response to question 13.

2.2.4 Question 14: Educational Management and Administration

The candidates were required to elaborate three differences and three similarities between scientific management and administrative theory as applied in school management. A total of 4,422 (100%) candidates attempted the question. The general performance of the candidates on this question was good because 2,666 (60.3%) candidates scored from 6 to 15 marks as shown in Figure 14:

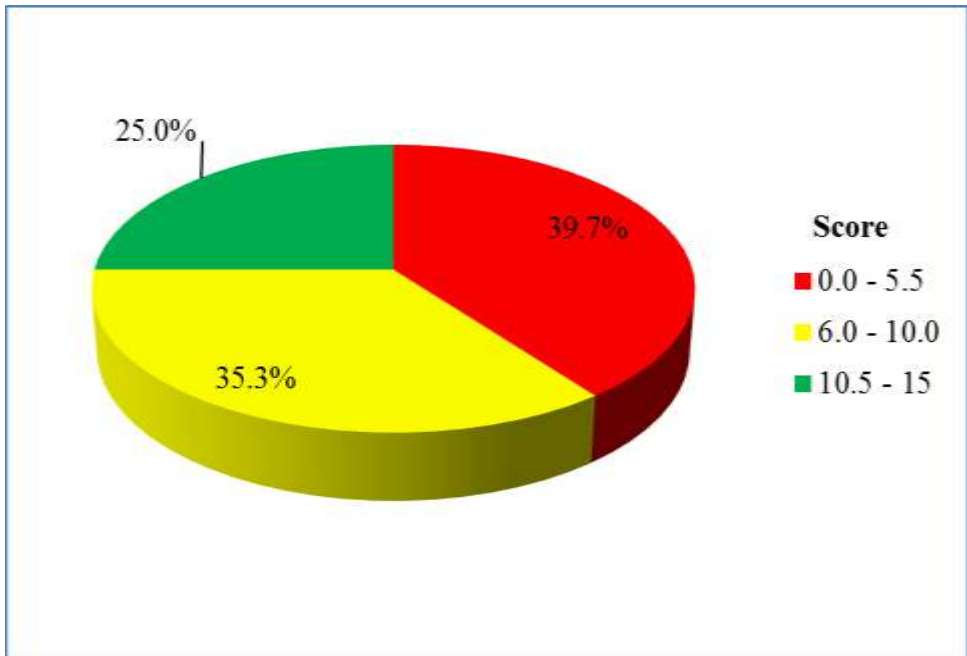


Figure 14: Candidates' Performance on Question 14

Data shows that 1,100 (25%) candidates scored from 10.5 to 15 marks, 1,566 (35.3%) scored from 6 to 10 marks and 1,756 (39.7%) scored 0 to 5.5 marks.

The analysis of the candidates' responses indicated that those who scored from 10.5 to 15 marks understood the requirements of the question and demonstrated sufficient knowledge on the topic. This enabled them to elaborate the differences and similarities between scientific management and administrative theory as applied in school management. Example of relevant responses given by one candidate are such as: *scientific management addresses itself on the problem of worker's organization while administrative theory focuses on the effectiveness and efficiency achieved by modality of conducting tasks, similarities both models emphasize the formal aspects of organization that a role of leadership, authority and hierarch, both models highlighted the role of the manager, both models were primarily concerned with efficiency as the major standard to judge employees' performance.* Extract 14.1 illustrates relevant response for question 14:

Management is the process of maintaining, organizing the resources effectively for the purposes of future use. While Administration is the process of allocating the resources effectively for the people in order to improve the maintenance and organization of resources. The following are the differences between scientific management and administrative theory:

→ Scientific Management deal with maintenance, and organization of resources while administrative theory deal with the application of how to allocate the resources effectively in order to create good management of resources for future use.

Scientific Management are control by the head of school example school revenue, infrastructure and school committee while Administrative theory are control by the staff member according to the level of duties example academic teacher, sport and games teacher, discipline teacher.

Scientific Management deal with all school building which are control by the head of school and give security for other employees while Administrative theory the staff member are responsible to control the activities done in the classroom example teaching activities.

Apart from differences the following are the similarities between Scientific Management and Administrative theory as applied in school Management:

Both scientific management and Administrative theory control the security of resources in the

14 Cont	
	School example human resources, infrastructure, school material
	like books, text materials which are used in the process
	of teaching and learning activities.
	Both scientific management and Administrative
	theory help in the process of improving skills and
	knowledge to the learners between teachers and
	students. They interact each other for the aims of
	improving the level of understanding among the learners.
	Both scientific management and Administrative
	theory use in maintenance and organization of the
	resources for future use effectively in the school
	between head of school and staff member.
	Finally the aims of education management and
	administration is to allocate the resources effectively.

Extract 14.1: A sample of relevant responses to question 14.

On the other hand, the candidates who scored from 6 to 10 marks had both strength and weakness in their responses. Some were able to elaborate the differences between scientific management and administrative theory as applied in school management while others failed to elaborate those differences. In addition, their responses had several weaknesses and varied depending on the strength of their explanations.

Furthermore, the analysis of candidates' responses shows that those who scored from 0 to 5.5 marks lacked adequate knowledge of the subject matter. And others failed to understand the demand of the question thus, wrote illogical explanations on the differences and similarities of scientific management and administrative theory such as: *Scientific management deals with laboratory in which experiments are conducted while administrative theory deals with textbook, magazines and newspapers, scientific management deals with science teachers and learners while administrative theory deals with art teachers and art learners, scientific management deals with preventive measures in judging the worse of an institution while administrative theory deals with*

evaluation of peoples. Similarities both promote cooperation and unity, both have combining teachers and learners during teaching and learning, both have teaching and learning resources and materials. Extract 14.2 is a sample of irrelevant responses given by a candidate:

14	<p>Scientific management is the management of practical and experiment conducted in science subject at the school while Administrative theory are theory that managed theoretically without considering Practices or experiments. So the following are the differences between scientific management and administrative theory which applied in school management are:</p> <p>Scientific management deal with practicals and experiment while Administrative theory deals with theory for example evolution theory but in science for example bisecton and food test.</p> <p>Scientific management deals with science teacher and learners: for example Physics takers, chemistry takers. While Administrative theory deals with Arts teacher and science teacher also science learners and Arts learners for example Biology takers, History takers and etc.</p> <p>Scientific management: deals with laboratory which experiment done and combined with reagent, apparatus and also laboratory tools. While Administrative theory: Deals with only textbook, Magazine, newspaper and all theoretically book by words Not by Practices.</p> <p>Apart from the differences between scientific management and administrative theory also the following are the similarities</p>
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14 Cont.	<p>between scientific management and administrative theory as applied in school management.</p> <p>Both have combining teacher and learners during teaching and learning because learners are depends on teacher so, both scientific management and Administrative theory should have teacher and learner the one who devising and the one who receiving.</p> <p>Both have teaching and learning resources and materials for example text syllabus, textbook and also teacher guide and manual. scientific management cant managed without teaching and learning materials the same as Administrative also cant managed without teaching and learning materials.</p> <p>Both have the head of department like science department and theory department in order to perform the all activities and manage the responsibilities of teaching and learning process.</p> <p>Therefore:- In order to manage both scientific management and Administrative theory should consider organization, planning, coordination and good supervision.</p>
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Extract 14.2: A sample of irrelevant response to question 14.

In Extract 14.2, the candidates' response was completely out of focus as per requirements of the question, suggesting that candidate had limited knowledge and little ability to compare and contrast the two theories in practice.

3.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH TOPIC

The Foundations of Education Examination for Diploma in Secondary Education Examination (DSEE) in 2022 covered six (06) topics. The analysis of performance per topic revealed that the topic of *Concept of Education* (74.1%), which was examined in question 1, 2 and 11 had good performance. The topics of *Trends in Education Development in Tanzania and Other Counties* (52.4%) examined in question 4 and 5, *Sociology of education* (51.8%) examined in question 10 and 13, *Philosophy of Education* (46.4%) examined in question 3 and 8, and *Historical Development of Education in Tanzania* (41.6%) examined in question 9 and 12 had average performance.

Contrary, the topic of *Educational Management and Administration* (36.9%) examined in question 6, 7 and 14 had weak performance. The weak performance in this topic were mainly attributed to the candidates inadequate knowledge on the concepts tested, failure to identify the demand of the respective questions, inability to follow instructions and poor mastery of English Language.

4.0 CONCLUSION

Generally, the performance of the candidates in Foundations of Education subject for Diploma in Secondary Education Examination (DSEE) in 2022 was good since 99.77 percent passed the examination. However, the candidates' performance decreased in all topics as compared to the year 2021. The performance of the candidates in different topics is summarised in Appendices I and II.

The analysis showed that the good performance was in questions 2, 5 and 11 and average performance was in questions 3, 7, 9, 10, 13 and 14 while the poor performance was in questions 1, 4, 6, 8 and 12. The good performance was due to the fact that the candidates had adequate knowledge and skills of the subject matter and clear understanding of the demand of the questions. The candidates who had poor performance had insufficient knowledge of the concepts in the questions, inability to explain points clearly using English language and misinterpretation of some questions.

5.0 RECOMMENDATIONS

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

- (a) Tutors should guide student teachers on how to approach examination questions by giving them frequent exercises, tests, examinations, quizzes and project work as well as provision of immediate feedback for effective learning.
- (b) Tutors should advise Student teachers to use library, e-learning material, surfing material from internet and other sources. These will help them to obtain variety of learning resources, materials and reference books of foundations of education so as to develop different knowledge and skills on the subject matter.
- (c) In teaching the topic of Educational Management and Administration, tutors should use role play on identified problems, discussions and portfolio for individual critical reflection on various themes to build students competence on the topic.
- (d) Tutors should use six levels of intellectual skills which are: Remembering, understanding, applying, analyzing, evaluating and creating according to Bloom's Taxonomy in constructing tests or examinations in college level in order to familiarize prospective candidates with competence based approach.

Appendix I

Summary of the Candidates' Performance on each Topic in DSEE 2022

S/N	Topics Examined	Question Number	% of Pass		Remarks
			Performance in Each Question %	Average Performance per Topic %	
1	Education	1	29.70	74.10	Good
		2	97.70		
		11	94.90		
2	Trends in Education Development in Tanzania and other Countries	4	31.20	52.40	Average
		5	73.50		
3	Sociology of Education	10	56.40	51.80	Average
		13	47.20		
4	Philosophy of Education	3	53.70	46.40	Average
		8	39.10		
5	Historical Development of Education in Tanzania	9	61.20	41.60	Average
		12	22		
6	Educational Management and Administration	6	5.90	36.90	Weak
		7	44.60		
		14	60.30		

Appendix II

Comparison of the Candidates' Performance topic-wise in DSEE 2021 and 2022

S/N.	Topic	DSEE 2021		DSEE 2022	
		Average Performance in Each Topic %	Remarks	Average (%) of Candidates With a Score of 40% or Above	Remarks
1.	Education	98.2	Good	74.10	Good
2.	Trends in Education Development in Tanzania and other Countries.	82.5	Good	52.4	Average
3.	Sociology of Education	94	Good	51.80	Average
4.	Philosophy of Education	93.7	Good	46.4	Average
5.	Historical Development of Education in Tanzania	91.9	Good	41.60	Average
6.	Educational Management and Administration	89.2	Good	39.6	Weak

