

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

761

**EDUCATIONAL PSYCHOLOGY, GUIDANCE AND
COUNSELLING**

Time: 3 Hour.

13th May, 1999 a.m.

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A, **two (2)** questions from section B and **two (2)** questions from section C.
3. Section A and B carries 40 marks each and section C carries 20 marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions in this section.

1. Define the term growth.
2. Outline four advantages of transfer of learning.
3. Distinguish retroactive from proactive transfer of learning.
4. Mention three stages of memory process.
5. Explain four guiding principles of social learning.
6. Describe factors governing phenotype of an individual.
7. Give the meaning of the term memory and outline three kinds of memory storage systems.
8. List any four types of exceptional children.
9. What is the meaning of physical development?
10. Briefly explain by giving four reasons why psychology is categorized as a science.

SECTION B (40 Marks)

Answer any two (2) questions from this section.

11. Analyze two factors that influence personality development.
12. Examine six qualities of an effective counsellor.
13. Compare and contrast classical conditioning and operant conditioning.
14. Summarise the events taking place in each of the three parts of a counseling interview.

SECTION C (20 Marks)

Answer any two (2) questions from this section.

15. Discipline is becoming a serious problem for both experienced and beginning teachers in schools. Explain how you could maintain discipline in your classroom using skills acquired in Educational Psychology.

16. “Every teacher is a counsellor”. Discuss.

17. With relevant examples, discuss the general principles of counselling.

18. When I hear, I forget; when I see, I remember; when I do, I understand. Comment on this statement in relation to the observational theory of learning.