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

761 **EDUCATIONAL PSYCHOLOGY, GUIDANCE AND**

COUNSELING

Time: 3 Hour. **ANSWERS** **Year: 2000 p.m**

Instructions

1. This paper consists of sections A, B and C.

2. Answer **all** questions in sections A, two questions in section B and two questions from section C.

3. Cellular phones and other unauthorized materials are **not** allowed in the examination room.

4. Write your **Examination Number** on every page of your answer booklet(s).

1. Define the term Psychology.

    Psychology is the scientific study of human and animal behavior and mental processes. It involves understanding how individuals think, feel, and act in various situations.

    Psychology uses research methods to investigate behavior systematically and to develop theories that explain why people behave the way they do.

    It also applies this knowledge to solve problems in areas such as education, health, work, and relationships, aiming to improve individual and societal well-being.

2. Mention three branches of Psychology.

    One branch is Educational Psychology, which focuses on how people learn and how teaching methods can be improved to enhance learning outcomes.

    Another branch is Clinical Psychology, which deals with diagnosing and treating mental, emotional, and behavioral disorders.

    A third branch is Social Psychology, which studies how individuals' thoughts, feelings, and behaviors are influenced by the presence or actions of others.

3. Differentiate moral development from social development terms based on their meaning.

    Moral development refers to the process through which individuals learn to distinguish between right and wrong and develop values, principles, and ethical behavior.

    Social development involves the way individuals acquire the skills and behaviors necessary for interacting effectively with others, including communication, cooperation, and forming relationships.

    While moral development focuses on ethical decision-making, social development emphasizes interpersonal skills and adapting to societal norms.

4. What does the term maturation mean?

    Maturation is the natural process of physical and mental development that occurs as an individual grows older, largely determined by genetic factors.

    It involves the unfolding of abilities and capacities without the need for special training or learning, such as the ability to walk or speak at certain ages.

    Maturation sets the limits for learning, meaning that certain skills can only be acquired effectively when the body and brain have developed enough to support them.

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5. Outline four disadvantages of group counselling.

    Group counselling may lead to reduced individual attention, as the counsellor's focus is divided among several participants.

    Some members may feel shy or uncomfortable sharing personal issues in front of others, limiting the effectiveness of the session.

    Dominant personalities in the group can overshadow quieter members, preventing equal participation.

    Confidentiality is harder to maintain in a group setting since multiple people are privy to sensitive information.

6. Write one merit and one demerit of continuous schedule of reinforcement.

    A merit of continuous reinforcement is that it helps establish new behaviors quickly because the learner receives immediate feedback and reward for every correct response.

    A demerit is that behaviors learned under continuous reinforcement are more prone to extinction once the reinforcement stops, as the learner quickly notices the absence of rewards.

7. Describe two uses of Social Psychology.

    Social psychology is used to understand and improve group dynamics in workplaces, helping teams collaborate more effectively and reduce conflicts.

    It is also applied in marketing to study consumer behavior and influence purchasing decisions through advertising strategies that appeal to social norms and emotions.

8. Mention four functions of ego as the controlling component of personality.

    The ego mediates between the demands of the id (instincts) and the superego (morals), balancing personal desires with social expectations.

    It makes rational decisions that consider both internal needs and external realities.

    The ego helps control impulses, ensuring that actions are socially acceptable.

    It uses defense mechanisms to protect the individual from anxiety and maintain psychological stability.

9. List any four stages of observational learning.

    Attention, where the learner focuses on the model's behavior and relevant details.

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Retention, where the observed behavior is stored in memory for later use.

Reproduction, where the learner attempts to perform the behavior they have observed.

Motivation, where the learner decides to perform the behavior based on expected rewards or consequences.

10. State two factors that affect cognitive development.

Genetic factors, such as inherited intelligence and brain structure, influence how quickly and effectively an individual can learn and solve problems.

Environmental factors, including education quality, family support, nutrition, and exposure to stimulating activities, also play a major role in shaping cognitive abilities.

11. Evaluate any four lessons that can be learnt from Jerome Bruner's theory of discovery learning in relation to teaching and learning activities.

One lesson is that learners should be encouraged to actively participate in the learning process by discovering information for themselves rather than being given all the answers. This promotes deeper understanding and long-term retention.

Another lesson is that teachers should present information in a way that stimulates curiosity and problem-solving, allowing learners to engage in exploration and inquiry.

Bruner's theory shows the importance of structuring content in a spiral manner, where topics are revisited at increasing levels of complexity to reinforce and expand understanding.

It also teaches that learning is more meaningful when learners can connect new concepts to prior knowledge, making the information more relevant and easier to grasp.

12. Explain the contribution of the behaviourist school of thought to education.

The behaviourist school has contributed techniques such as reinforcement and punishment to shape student behavior and promote positive learning habits.

It has emphasized the importance of practice and repetition in mastering skills, which is applied in activities like drills in mathematics or language learning.

Behaviourists have also introduced measurable objectives and performance-based assessments, ensuring that learning outcomes are clearly defined and evaluated.

Additionally, behaviorist methods have influenced classroom management strategies, helping teachers establish discipline and encourage consistent desired behaviors.

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13. Discuss four reasons why punishment is discouraged in teaching and learning situations. Support your answer with everyday life examples.

Punishment can create fear and anxiety in students, which may hinder learning and reduce motivation to participate in class activities. For example, a student punished harshly for making a mistake may stop answering questions in class.

It may damage the teacher-student relationship, leading to resentment and lack of cooperation. A student who feels humiliated in front of peers may lose respect for the teacher.

Punishment often addresses the symptoms of bad behavior rather than its causes, meaning the problem may return. For example, punishing latecomers without addressing transport challenges will not solve the issue.

It can encourage aggression or retaliation, especially if the student feels the punishment was unfair, leading to further discipline problems in the school.

14. Compare and contrast classical conditioning and operant conditioning.

Classical conditioning involves learning by association, where a neutral stimulus becomes linked to a meaningful stimulus to produce a similar response, as in Pavlov's experiment with dogs.

Operant conditioning involves learning through consequences, where behaviors are strengthened or weakened based on reinforcement or punishment, as developed by B.F. Skinner.

Both involve learning processes and changes in behavior based on experience. However, classical conditioning focuses on involuntary responses triggered by stimuli, while operant conditioning deals with voluntary behaviors influenced by outcomes.

15. Analyze six roles of educational psychology in equipping various Non Government Organizations and society in dealing with HIV/AIDS.

Educational psychology helps NGOs design effective awareness programs by understanding how people learn and retain health-related information.

It provides insights into behavior change strategies, encouraging individuals to adopt safer practices to prevent the spread of HIV/AIDS.

Through understanding motivation, educational psychology aids in developing campaigns that appeal to emotions and personal values, increasing participation in prevention programs.

It helps identify and address misconceptions or stigma surrounding HIV/AIDS, promoting inclusive attitudes in society.

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Educational psychology supports counseling initiatives for people living with HIV/AIDS by guiding approaches that foster resilience and emotional well-being.

It assists in evaluating the effectiveness of interventions, ensuring that resources are used in ways that achieve the greatest impact.

16. Goal setting as a reinforcer in teaching and learning processes is important. Discuss five functions of goal setting in the classroom teaching and learning environment.

Goal setting gives students clear direction and focus, helping them understand what is expected and how to achieve it.

It increases motivation by providing targets that challenge students and give them something to work towards.

Goals help measure progress, allowing both teachers and students to see improvement over time and adjust learning strategies if necessary.

They encourage self-discipline and time management as students work within deadlines to achieve set objectives.

Goal setting fosters a sense of achievement and self-confidence when students meet or exceed their targets, reinforcing positive attitudes toward learning.

17. The needs of students with physical and health impairments are neglected in most schools. As a Headmaster/Headmistress of a certain Secondary school, what educational considerations would you make in order to help these children to have equal educational opportunities with other students?

I would ensure the school has accessible facilities such as ramps, wide doorways, and accessible toilets for students with mobility challenges.

I would provide specialized learning materials, such as Braille books for visually impaired students and hearing aids or sign language interpreters for hearing-impaired students.

Teachers would receive training in inclusive education to equip them with the skills needed to support students with diverse needs effectively.

I would implement flexible teaching methods and assessment strategies to accommodate different abilities, ensuring fair participation and evaluation.

Partnerships with health professionals would be established to provide regular medical support and advice for students with chronic health conditions.

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18. "Constructive thinking is essential in making a learner perform well". Discuss this statement in relation to guiding principles of constructivist thinking.

Constructivist thinking emphasizes that learners actively build their own understanding through experiences rather than passively receiving information.

It encourages problem-solving and critical thinking, which enable learners to apply knowledge to new situations, improving performance.

Constructivist approaches value collaboration, allowing learners to share ideas, challenge perspectives, and deepen understanding through group work.

By connecting new information to prior knowledge, constructive thinking makes learning more meaningful and easier to remember.

This approach also fosters independence, as learners take responsibility for their own learning, developing skills that support long-term academic success.