

**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: 2006 a.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).

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SECTION A (40 Marks)

Answer **all** questions in this section.

1. What is the meaning of the term memory?

Memory is the cognitive process of encoding, storing, and retrieving information, enabling individuals to retain and use knowledge over time. In Tanzanian classrooms, memory is essential for students to recall facts, such as historical events like the Maji Maji Rebellion, during exams, supporting academic success and practical application in daily life.

This process involves three stages: encoding, where information is processed; storage, where it is retained; and retrieval, where it is accessed. For example, a Tanzanian student memorizing Swahili vocabulary encodes words during lessons, stores them through practice, and retrieves them during conversations, demonstrating memory's role in learning.

In the Tanzanian educational context, understanding memory helps teachers design strategies like repetition or mnemonics to enhance retention, especially for students in resource-limited schools where memorization is a key learning tool due to limited access to teaching aids.

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

The ego, according to Freud's psychoanalytic theory, mediates between the id's impulses and the superego's moral standards, ensuring balanced behavior. One function is reality testing, where the ego assesses the environment to make practical decisions. In a Tanzanian school, a student's ego might help them choose to study for an exam instead of playing, aligning desires with realistic goals.

Another function is impulse control, managing instinctual urges. For instance, a Tanzanian student might feel angry at a peer but, guided by the ego, chooses to resolve the conflict calmly, maintaining classroom harmony and adhering to school rules.

The ego also facilitates problem-solving by finding realistic solutions. In Tanzania, a student facing academic challenges might use their ego to seek help from a teacher rather than giving up, ensuring they address difficulties constructively.

Finally, the ego integrates personality components to maintain stability. In Tanzanian communities, where cultural values emphasize respect, the ego helps students balance personal desires with societal expectations, such as respecting elders while pursuing individual goals, fostering well-adjusted behavior.

3. Differentiate cross-sectional method from longitudinal method.

The cross-sectional method involves studying different groups of individuals at one point in time to compare characteristics across ages or stages. In Tanzanian schools, a researcher might compare the academic performance of Form One and Form Four students in 2025 to identify differences in cognitive development, providing quick insights into educational trends.

The longitudinal method, in contrast, studies the same group of individuals over an extended period to observe changes. In Tanzania, a researcher might follow a group of primary school students over ten years to track how their reading skills develop, offering in-depth data on long-term educational progress.

The key difference is the time frame: cross-sectional studies are snapshots, while longitudinal studies track changes over time. In Tanzania, cross-sectional studies are more cost-effective for quick policy insights, but longitudinal studies provide richer data for understanding student development, despite being resource-intensive.

4. Explain briefly the causes of learning disabilities.

Learning disabilities can stem from genetic factors, which influence brain development. In Tanzania, a student with a family history of dyslexia may struggle with reading due to inherited neurological differences, requiring specialized teaching strategies like phonics-based instruction to support learning.

Environmental factors, such as malnutrition, also contribute. In Tanzanian rural areas, where food insecurity is common, inadequate nutrition during early development can impair cognitive functions, leading to difficulties in processing information in subjects like mathematics.

Prenatal or early childhood trauma, including exposure to toxins or infections, can cause learning disabilities. In Tanzania, a child exposed to malaria in infancy might face cognitive challenges, affecting their ability to concentrate in class and necessitating targeted interventions.

Socioeconomic factors, like lack of access to quality education, exacerbate learning disabilities. In Tanzania, students in under-resourced schools may not receive early interventions for learning difficulties, such as extra tutoring, leading to persistent academic struggles.

5. What does the term maturation mean?

Maturation refers to the natural, biologically driven process of physical and cognitive development that occurs with age, independent of external influences. In Tanzanian schools, maturation is evident when students develop fine motor skills, like writing neatly, as they grow, enabling them to engage in complex tasks like note-taking.

This process is influenced by genetics and follows a predictable sequence, such as the development of language skills. For example, a Tanzanian child naturally progresses from babbling to forming sentences by age five, which supports their ability to participate in classroom discussions.

In the educational context, understanding maturation helps Tanzanian teachers align lessons with students' developmental readiness, such as introducing abstract mathematics only when students reach the cognitive maturity needed to grasp it, ensuring effective learning.

6. Give the meaning of the terms: (a) Extinction, (b) Spontaneous recovery.

(a) Extinction, in behavioral psychology, refers to the gradual weakening and disappearance of a conditioned response when the conditioned stimulus is repeatedly presented without the unconditioned stimulus. In a Tanzanian classroom, if a student stops receiving praise for raising their hand (previously rewarded), the behavior may decrease, demonstrating extinction as the association weakens.

(b) Spontaneous recovery is the reappearance of an extinguished conditioned response after a period of rest, without further conditioning. In Tanzania, a student who stopped raising their hand due to extinction might suddenly resume the behavior weeks later when the teacher inadvertently praises them again, showing the response was not fully eliminated.

These concepts are vital in Tanzanian education for managing classroom behavior, as teachers can use extinction to reduce undesirable actions and be aware of spontaneous recovery to maintain consistent reinforcement strategies.

7. Propose four ways through which you can enhance memory of your learners.

One way to enhance memory is using mnemonic devices, which help students associate new information with familiar cues. In Tanzanian classrooms, a teacher might teach students to use acronyms to remember the regions of Tanzania in geography, making recall easier during exams.

Another method is encouraging active learning, such as group discussions or hands-on activities. In Tanzania, students practicing science experiments, like mixing chemicals, are more likely to remember concepts due to experiential engagement, strengthening memory through practical application.

Repetition and spaced practice also improve memory. In Tanzanian schools, teachers can schedule regular reviews of key topics, like Swahili grammar, over weeks, helping students consolidate information in long-term memory for better retention during national exams.

Finally, creating a positive emotional environment enhances memory. In Tanzania, a teacher who fosters a supportive classroom, such as praising effort, reduces student anxiety, enabling better focus and retention of lessons, like historical facts, during class.

8. Human behaviour is a result of the relationship between two things. Name them.

Human behavior results from the interaction between nature (genetic factors) and nurture (environmental influences). Nature refers to inherited traits, such as a Tanzanian student's natural aptitude for music, which influences their behavior in creative activities like school performances.

Nurture involves external factors, like upbringing and education. In Tanzania, a student raised in a supportive family that values education may exhibit disciplined behavior in school, such as completing homework, due to environmental encouragement.

The interplay of these factors shapes behavior in Tanzanian classrooms, where teachers must consider both a student's innate abilities and their home or school environment to foster positive behaviors and academic success.

9. Describe two uses of Social Psychology.

Social psychology helps understand group dynamics to improve classroom interactions. In Tanzanian schools, teachers use social psychology to manage peer relationships, such as resolving conflicts during group projects, fostering cooperation and reducing bullying among students.

It also informs strategies to influence positive behavior through social norms. In Tanzania, social psychology guides campaigns encouraging students to adopt punctuality by highlighting how peers value timeliness, creating a school culture that supports academic discipline.

10. Write short notes on the term “continuous schedule.”

A continuous schedule, in behavioral psychology, refers to reinforcing a behavior every time it occurs, promoting rapid learning. In Tanzanian classrooms, a teacher might praise a student every time they answer a question correctly, quickly reinforcing participation.

This schedule is effective for establishing new behaviors, especially in early learning stages. For example, in Tanzanian primary schools, rewarding students consistently for reading aloud builds confidence and fluency in language skills.

However, continuous schedules may lead to dependency on rewards, so Tanzanian teachers often transition to intermittent reinforcement to maintain behaviors, like praising only occasionally once the habit is established, ensuring long-term engagement.

SECTION B (40 Marks)

Answer **two (2)** questions from this section.

11. “Parents are amongst important institutions that influence children’s social development.” Provide four arguments to justify the statement in the Tanzanian context.

Parents shape children’s social development by modeling behaviors and values. In Tanzania, parents who demonstrate respect for community traditions, such as greeting elders, teach children to adopt these behaviors, fostering social harmony in school and community interactions.

They provide emotional support, which is crucial for social skills. In Tanzanian families, parents comforting children during challenges, like exam stress, build confidence, enabling students to form positive relationships with peers in school settings.

Parents also influence peer group interactions by guiding children's social choices. In Tanzania, parents advising against negative peer influences, like truancy, help students choose friends who support academic and social growth, enhancing their school experience.

Finally, parents transmit cultural norms that shape social identity. In Tanzanian communities, parents teaching children tribal customs, like participating in communal work, prepare them to collaborate effectively in school group activities, reinforcing social development.

12. Assess the use of reinforcement in teaching and learning activities by providing three advantages and three disadvantages.

One advantage of reinforcement is that it motivates students to engage in learning. In Tanzanian classrooms, rewarding students with praise for completing assignments encourages consistent effort, improving participation in subjects like mathematics.

Another advantage is that it shapes positive behavior. In Tanzania, giving extra playtime for good classroom conduct reinforces discipline, creating a conducive learning environment where students focus better on lessons.

Reinforcement also accelerates learning by linking behaviors to outcomes. In Tanzanian schools, praising students for correct answers in science lessons strengthens their understanding, helping them retain concepts for exams.

A disadvantage is that over-reliance on reinforcement can reduce intrinsic motivation. In Tanzania, students accustomed to rewards for studying may lose interest in learning without external incentives, hindering self-directed learning.

Another disadvantage is the potential for unequal application. In Tanzanian classrooms, teachers may unintentionally favor high-performing students with rewards, demotivating others, like slow learners, who need equal encouragement to progress.

Finally, reinforcement can be resource-intensive. In Tanzanian schools with limited budgets, providing tangible rewards like books for good performance may strain resources, making it challenging to sustain effective reinforcement strategies.

13. Examine six qualities of an effective counsellor.

Empathy enables counsellors to connect with students' emotions. In Tanzanian schools, an empathetic counsellor understands a student's stress over family poverty, offering tailored support like scholarship advice, building trust and encouraging help-seeking.

Active listening ensures counsellors grasp students' concerns fully. In Tanzania, a counsellor listening attentively to a student's fears about failing exams can provide specific study strategies, addressing their needs effectively and fostering confidence.

Confidentiality builds a safe space for sharing. In Tanzanian communities, where stigma around issues like HIV/AIDS is prevalent, a counsellor maintaining privacy encourages students to discuss sensitive issues, ensuring effective guidance.

Cultural sensitivity respects students' backgrounds. In Tanzania's diverse society, a counsellor understanding tribal values can offer advice that aligns with a student's cultural context, such as respecting family expectations, making interventions relevant.

Non-judgmental attitude fosters openness. In Tanzanian schools, a counsellor who avoids judging a student for truancy can explore underlying causes, like peer pressure, and suggest solutions, promoting positive behavioral change.

Problem-solving skills help counsellors guide students toward solutions. In Tanzania, a counsellor might help a student struggling with time management create a study schedule, empowering them to balance school and responsibilities effectively.

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

Bruner's discovery learning emphasizes active student engagement, teaching Tanzanian educators to use hands-on activities. For example, students exploring geometric shapes through model-building in mathematics discover concepts themselves, enhancing understanding and retention.

It highlights the importance of scaffolding, where teachers guide students toward discovery. In Tanzanian classrooms, a teacher might provide hints during a history lesson on Tanzanian independence, helping students uncover key events, fostering critical thinking.

Discovery learning encourages linking new knowledge to prior experiences. In Tanzania, teachers can relate science lessons on soil fertility to students' farming knowledge, making learning relevant and facilitating deeper comprehension in agricultural communities.

Finally, it promotes problem-solving skills. In Tanzanian schools, allowing students to experiment with solutions in physics, like designing simple circuits, builds analytical skills, preparing them for real-world challenges like repairing local electronics.

SECTION C (20 Marks)

Answer **two (2)** questions from this section.

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

Using positive reinforcement, a teacher can encourage good behavior. In Tanzanian classrooms, praising students for following rules, like arriving on time, reinforces discipline, creating a positive environment where students are motivated to behave well.

Clear expectations, grounded in educational psychology, set behavioral boundaries. In Tanzania, a teacher outlining rules, such as raising hands to speak, at the start of the term helps students understand acceptable conduct, reducing disruptions.

Applying social learning principles, teachers can model desired behaviors. In Tanzanian schools, a teacher demonstrating respect by listening to students encourages them to emulate this behavior, fostering a disciplined classroom culture.

Finally, addressing misbehavior through restorative practices, like discussions, resolves issues constructively. In Tanzania, a teacher facilitating a dialogue with a disruptive student to understand their actions and agree on better behavior maintains discipline while promoting personal growth.

16. “Constructive thinking is essential in making learners perform well.” Discuss this statement in relation to guiding principles of constructivist thinking.

Constructivist thinking emphasizes that learners construct knowledge actively, supporting the statement. In Tanzanian schools, encouraging students to explore scientific concepts through experiments, like testing soil types, fosters critical thinking, leading to better academic performance.

Scaffolding, a constructivist principle, guides students toward understanding. In Tanzania, a teacher providing structured questions during a literature lesson helps students analyze texts, enhancing comprehension and performance in language subjects.

Collaboration, another principle, promotes constructive thinking through peer learning. In Tanzanian classrooms, group discussions on historical events allow students to share ideas, deepening understanding and improving exam results through collective problem-solving.

Finally, connecting learning to real-world contexts, a constructivist approach, enhances performance. In Tanzania, relating mathematics to market calculations engages students, making learning meaningful and boosting their ability to apply knowledge effectively.

17. During the teaching and learning process, a teacher discovers that there are a few ‘slow learner’ students in the class. Advise him which four techniques he should apply in teaching slow learners in a Tanzanian classroom.

Using simplified instruction helps slow learners grasp concepts. In Tanzanian classrooms, breaking down complex topics, like algebraic equations, into smaller steps ensures slow learners understand and build confidence in mathematics.

Providing extra time for tasks accommodates slow learners' pace. In Tanzania, allowing additional time for slow learners to complete reading assignments in Swahili ensures they master content without feeling pressured, improving their learning outcomes.

Incorporating multisensory teaching engages slow learners effectively. In Tanzanian schools, using visual aids, like charts, and hands-on activities, like counting objects in mathematics, helps slow learners process information through multiple channels, enhancing retention.

Peer tutoring fosters support for slow learners. In Tanzania, pairing slow learners with stronger peers for group work in science allows them to learn collaboratively, boosting understanding and confidence through guided assistance.

18. As a classroom teacher, explain how you would use educational psychology to address the increasing cases of bullying among students in Tanzanian secondary schools.

Educational psychology suggests using social learning to curb bullying. In Tanzanian schools, I would model respectful behavior, such as mediating conflicts calmly, encouraging students to emulate positive interactions and reduce aggressive behaviors.

Reinforcement strategies can promote anti-bullying behaviors. In Tanzania, praising students for reporting or preventing bullying incidents, like protecting a peer, reinforces positive actions, creating a culture of kindness in the classroom.

Group dynamics, studied in educational psychology, help address bullying. In Tanzanian schools, I would use team-building activities, like group projects, to foster empathy and reduce cliques, minimizing opportunities for bullying among students.

Counselling techniques, drawn from educational psychology, support victims and bullies. In Tanzania, I would hold private sessions to understand bullies' motivations, like insecurity%BE

18. As a classroom teacher, explain how you would use educational psychology to address the increasing cases of bullying among students in Tanzanian secondary schools.

Educational psychology suggests using social learning to curb bullying. In Tanzanian schools, I would model respectful behavior, such as mediating conflicts calmly during class discussions, encouraging students to emulate positive interactions. By demonstrating empathy and fairness, teachers can influence students to adopt non-aggressive behaviors, reducing bullying incidents in the school environment.

Reinforcement strategies can promote anti-bullying behaviors. In Tanzanian classrooms, praising students for actions like protecting a peer from bullying or reporting incidents reinforces positive behavior. For example, publicly acknowledging a student who helps a classmate feel included fosters a culture of kindness, motivating others to act similarly and decreasing bullying.

Understanding group dynamics, a key concept in educational psychology, helps address bullying. In Tanzanian schools, I would implement team-building activities, such as collaborative group projects in subjects like civics, to foster empathy and reduce cliques. These activities encourage students to form inclusive relationships, minimizing the social hierarchies that often lead to bullying.

Counselling techniques, drawn from educational psychology, support both victims and bullies. In Tanzanian secondary schools, I would conduct private sessions to explore the motivations behind a bully's behavior, such as seeking attention due to family issues, and guide them toward positive alternatives like joining school clubs. Simultaneously, I would counsel victims to build resilience, teaching coping strategies like assertive communication, helping them regain confidence and reducing the impact of bullying.