

**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: 2007 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. Outline three kinds of memory storage systems.

Sensory memory is the initial storage system, briefly holding raw sensory information. In Tanzanian classrooms, a student hearing a teacher's explanation of a historical event, like the Zanzibar Revolution, retains it momentarily in sensory memory before processing, aiding immediate comprehension.

Short-term memory temporarily holds information for active use. In Tanzania, a student solving a mathematics problem keeps numbers in short-term memory during calculations, crucial for tasks requiring quick recall in resource-scarce settings with limited written aids.

Long-term memory stores information indefinitely for later retrieval. In Tanzanian schools, students recalling Swahili grammar rules learned in previous years during exams demonstrate long-term memory, essential for retaining knowledge across the curriculum.

2. Give four ways that can be applied to identify children with learning problems.

Observing academic performance helps identify learning problems. In Tanzanian classrooms, a teacher might notice a student consistently struggling with reading comprehension in English, indicating a potential learning disability like dyslexia that requires further assessment.

Behavioral observations reveal difficulties. In Tanzania, a student who frequently avoids class participation or displays frustration during mathematics lessons may have underlying learning issues, prompting teachers to investigate further.

Standardized tests can pinpoint specific challenges. In Tanzanian schools, administering basic literacy or numeracy assessments helps identify students struggling with foundational skills, allowing teachers to tailor interventions like extra tutoring.

Parental and peer feedback provides insights. In Tanzania, teachers consulting parents about a student's difficulties with homework or peers reporting their struggles in group tasks can highlight learning problems, enabling early support in resource-limited settings.

3. Differentiate a modern teacher from a traditional teacher based on classroom management.

A modern teacher uses proactive, student-centered classroom management, focusing on engagement and collaboration. In Tanzanian schools, they might use group activities to encourage participation, fostering a positive environment where students self-regulate, reducing disruptions.

A traditional teacher relies on authoritarian control, emphasizing strict discipline. In Tanzania, they might enforce silence through punishment, like extra assignments for talking, which can create fear and limit student interaction in the classroom.

The key difference is approach: modern teachers prioritize motivation and inclusivity, while traditional teachers focus on compliance. In Tanzanian contexts, modern management supports diverse learners, whereas traditional methods may hinder engagement in large classes.

4. Describe factors governing phenotype of individual.

Genetics primarily govern an individual's phenotype, determining physical and behavioral traits. In Tanzania, a student's height or eye color, inherited from parents, reflects genetic influences, impacting their physical appearance and potentially their self-esteem in school.

Environmental factors, like nutrition, shape phenotype expression. In Tanzanian communities, a student with access to a balanced diet may develop stronger physical traits compared to one facing malnutrition, affecting their ability to engage in physical education.

Socio-cultural influences also play a role. In Tanzania, cultural practices, such as dietary habits in rural areas, can influence a student's physical development, like muscle growth, which impacts their participation in school activities.

Gene-environment interactions further govern phenotype. In Tanzanian schools, a genetically predisposed athletic student with access to sports training may excel in physical activities, highlighting how environment and genetics combine to shape observable traits.

5. Briefly explain four reasons why psychology is categorized as a science.

Psychology uses the scientific method, involving observation and experimentation. In Tanzanian schools, researchers test learning theories, like reinforcement, by observing student responses to rewards, ensuring findings are systematic and replicable, a hallmark of science.

It relies on empirical evidence to form conclusions. In Tanzania, studies on memory retention in students learning Swahili grammar provide data-driven insights, supporting psychology's scientific approach to understanding behavior.

Psychology employs objective measurement, such as standardized tests. In Tanzanian education, assessing cognitive development through literacy tests yields quantifiable results, aligning with scientific principles of precision and reliability.

It aims to predict and control behavior based on evidence. In Tanzanian classrooms, psychology predicts how positive reinforcement improves student participation, allowing teachers to apply strategies scientifically to enhance learning outcomes.

6. What is transfer of learning?

Transfer of learning is the application of knowledge or skills learned in one context to another. In Tanzanian schools, a student using multiplication skills from mathematics to calculate expenses in a local market demonstrates transfer, making education practical.

It can be positive, enhancing new learning, or negative, interfering with it. In Tanzania, a student applying English grammar rules to write essays in civics shows positive transfer, while outdated study habits may hinder new learning strategies.

In the Tanzanian context, transfer is crucial for connecting classroom knowledge to real-world tasks, like using science lessons on soil fertility to improve farming, ensuring education supports community development.

7. How does generalization differ from discrimination?

Generalization occurs when a learned response is applied to similar stimuli. In Tanzanian classrooms, a student conditioned to respond to a bell for class changes may react similarly to a similar sound, like a whistle, showing generalization of the response.

Discrimination involves distinguishing between stimuli to respond only to the specific one. In Tanzania, a student learns to respond to the school bell but not to a church bell nearby, demonstrating discrimination by recognizing the distinct stimulus.

The difference lies in scope: generalization broadens responses to similar stimuli, while discrimination narrows responses to specific ones. In Tanzanian education, teachers use these concepts to refine student behaviors, like responding only to specific instructions.

8. Outline four disadvantages of group counselling.

Group counselling may lack privacy, deterring openness. In Tanzanian schools, students discussing sensitive issues like family problems in a group may fear judgment from peers, limiting their willingness to share and reducing session effectiveness.

It can lead to unequal participation. In Tanzania, dominant students may overshadow quieter ones in group counselling, preventing some, like shy students, from addressing issues like exam stress, hindering their support.

Group dynamics may create conflicts. In Tanzanian settings, cultural differences among students in a counselling group can lead to misunderstandings, disrupting discussions and reducing the group's ability to address issues like bullying effectively.

It may not address individual needs fully. In Tanzanian schools, group counselling on academic challenges may not cater to a student with specific learning disabilities, like dyslexia, requiring personalized interventions that groups cannot provide.

9. Define the term growth.

Growth refers to the physical and physiological changes in an individual's body over time, driven by biological processes. In Tanzanian schools, growth is evident when students increase in height or develop motor skills, enabling tasks like writing during lessons.

It includes increases in size, strength, and organ function, influenced by genetics and environment. For example, a Tanzanian student with proper nutrition grows stronger, supporting their participation in physical education activities.

In education, understanding growth helps Tanzanian teachers adapt activities to students' physical capabilities, such as simplifying tasks for younger students with developing motor skills, ensuring effective learning.

10. Distinguish between retrieve and recall.

Retrieval is the process of accessing stored information from memory, often with cues. In Tanzanian classrooms, a student retrieving historical dates during a multiple-choice exam uses prompts like question options to access memorized facts.

Recall involves retrieving information without cues, relying on memory alone. In Tanzania, a student recalling the causes of the Maji Maji Rebellion during an oral exam demonstrates recall by producing facts independently, showing deeper memory engagement.

The difference lies in cues: retrieval uses external prompts, while recall depends on internal memory. In Tanzanian education, teachers use both to assess understanding, with recall indicating stronger mastery of content.

SECTION B (40 Marks)

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

11. Name and explain briefly the hierarchy of human needs as propounded by Maslow.

Maslow's hierarchy of human needs consists of five levels, starting with physiological needs. These include basic requirements like food, water, and air. In Tanzanian schools, ensuring students have access to meals supports their ability to focus on learning tasks like mathematics.

Safety needs involve security and stability. In Tanzania, a safe school environment, free from bullying, allows students to concentrate on studies, such as science experiments, without fear of physical or emotional harm.

Belongingness and love needs focus on social connections. In Tanzanian classrooms, fostering friendships through group activities in civics helps students feel included, enhancing their engagement and emotional well-being.

Esteem needs include self-respect and recognition. In Tanzania, praising students for academic achievements, like excelling in Swahili essays, boosts confidence, motivating them to pursue higher academic goals.

Self-actualization, the highest level, involves realizing one's potential. In Tanzanian schools, encouraging students to pursue passions, like leadership in school clubs, helps them achieve personal growth, enhancing overall development.

12. Analyze two factors that influence personality development in the context of Tanzanian students.

Genetics significantly influence personality development, shaping traits like temperament. In Tanzanian schools, a student with a genetically predisposed calm disposition may handle classroom challenges, like group work conflicts, more patiently, affecting their social interactions.

Environmental factors, such as family and school, also shape personality. In Tanzania, a student raised in a supportive family that values discipline may develop a responsible personality, evident in their punctuality and respect for teachers, enhancing classroom behavior.

13. Examine five principles of good counselling.

Empathy enables counsellors to understand students' emotions, fostering trust. In Tanzanian schools, an empathetic counsellor connects with a student facing family issues, offering tailored advice like stress management, encouraging open communication.

Confidentiality ensures a safe space for sharing. In Tanzania, where stigma around issues like HIV/AIDS exists, a counsellor maintaining privacy encourages students to discuss sensitive concerns, ensuring effective support without fear of exposure.

A non-judgmental attitude promotes openness. In Tanzanian classrooms, a counsellor avoiding judgment of a student's truancy explores underlying causes, like peer pressure, and suggests solutions, fostering positive behavioral change.

Active listening ensures counsellors fully understand clients' issues. In Tanzania, a counsellor listening attentively to a student's exam anxiety can offer specific study strategies, addressing their needs and boosting academic confidence.

Client-centeredness prioritizes students' goals. In Tanzanian schools, a counsellor focusing on a student's desire to improve mathematics performance creates a personalized plan, ensuring interventions align with their aspirations and cultural context.

14. Assume you have been invited to address seminar participants on the importance of educational psychology in the teaching and learning processes. Explain five aspects you could present to the participants in a Tanzanian context.

Educational psychology helps understand student diversity, enabling tailored teaching. In Tanzanian schools, it guides teachers to use visual aids for slow learners in large classes, ensuring all students grasp concepts like scientific principles effectively.

It informs effective classroom management strategies. In Tanzania, educational psychology helps teachers use positive reinforcement, like praising participation, to maintain discipline, creating a conducive learning environment despite resource constraints.

It enhances motivation through psychological principles. In Tanzanian classrooms, understanding intrinsic motivation encourages teachers to make lessons relevant, like linking agriculture lessons to local farming, boosting student engagement.

Educational psychology supports assessment and feedback. In Tanzania, it helps teachers design tests aligned with learning objectives, like assessing Swahili grammar, providing targeted feedback to improve student performance in national exams.

It promotes inclusive education for diverse needs. In Tanzanian schools, educational psychology guides teachers to adapt lessons for students with disabilities, like using sign language for hearing-impaired students, ensuring equitable learning opportunities.

SECTION C (20 Marks)

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

15. The problem of early pregnancy is becoming rampant among primary and secondary school girls in Tanzania. Discuss four reasons why young mothers should be allowed to return to school after delivery to continue their studies.

Allowing young mothers to return to school promotes gender equality, a critical goal in Tanzania. Denying them education perpetuates disadvantage, but reintegration enables them to complete studies, like Form Four exams, empowering them to pursue careers and contribute to society.

It supports their personal development and self-esteem. In Tanzanian communities, young mothers returning to school to study subjects like civics gain confidence and skills, helping them overcome stigma and build a positive future for themselves and their children.

Reintegration reduces poverty cycles. In Tanzania, educated young mothers are more likely to secure jobs, such as teaching, improving their economic status and providing better opportunities for their children, aligning with national development goals.

It sets a positive example for peers, discouraging early pregnancy. In Tanzanian schools, seeing young mothers succeed academically, like passing national exams, encourages other girls to prioritize education, reducing dropout rates and promoting a culture of learning.

16. (a) By using the classic example, briefly explain how Professor Edward L. Thorndike discovered S-R theory of learning. (b) Explain Thorndike's three primary laws of learning.

(a) Thorndike discovered the Stimulus-Response (S-R) theory through experiments with cats in a puzzle box. In a Tanzanian context, this can be likened to observing how students learn through trial and error, such as a student repeatedly trying to solve a mathematics problem until finding the correct method, forming an association between the problem (stimulus) and solution (response).

(b) The Law of Effect states that behaviors followed by positive outcomes are repeated, while those with negative outcomes are avoided. In Tanzanian classrooms, a student praised for correct answers in science is likely to participate more, reinforcing the behavior.

The Law of Readiness suggests learning is more effective when the learner is prepared. In Tanzania, a student eager to learn English due to career goals engages more readily, improving outcomes compared to an unmotivated student.

The Law of Exercise posits that practice strengthens S-R associations. In Tanzanian schools, regular practice of Swahili vocabulary strengthens students' recall, enhancing language proficiency through repeated exposure.

17. Explain four ways a teacher can use educational psychology to support students with emotional challenges in Tanzanian schools.

Educational psychology emphasizes empathy to support emotional challenges. In Tanzanian classrooms, a teacher listening to a student grieving a family loss and offering encouragement creates a safe space, helping them cope and stay engaged in learning.

Using reinforcement builds emotional resilience. In Tanzania, praising a student for sharing feelings during a civics lesson encourages them to express emotions, reducing stress and fostering confidence to handle challenges like peer conflicts.

Group activities, informed by social psychology, promote emotional support. In Tanzanian schools, organizing collaborative tasks in history lessons helps students with emotional challenges feel included, reducing isolation and boosting well-being.

Counselling techniques, drawn from educational psychology, address emotional issues. In Tanzania, a teacher trained in basic counselling can guide a student with anxiety through goal-setting, like managing study time, improving their emotional and academic outcomes.

18. Discuss the role of educational psychology in addressing the challenges of inclusive education in Tanzanian secondary schools.

Educational psychology guides teachers in understanding diverse learning needs, crucial for inclusive education. In Tanzanian schools, it helps adapt lessons, like using visual aids for hearing-impaired students, ensuring all learners access the curriculum effectively.

It informs differentiated instruction to support inclusion. In Tanzania, teachers use educational psychology to provide extra time for slow learners in mathematics, allowing them to keep pace with peers in inclusive classrooms despite resource limitations.

Educational psychology promotes positive classroom management for diverse students. In Tanzanian schools, using reinforcement to encourage participation from students with disabilities fosters an inclusive environment, reducing exclusion and enhancing engagement.

It supports teacher training for inclusive practices. In Tanzania, educational psychology equips teachers to handle diverse needs, like modifying science lessons for visually impaired students with tactile models, ensuring equitable education for all.