

**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: 2008 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. List three developmental stages of human beings during pre-natal development.

The embryonic stage, from conception to about 8 weeks, involves rapid cell division and organ formation. In Tanzania, ensuring pregnant mothers receive proper nutrition during this stage supports healthy fetal development, impacting future cognitive abilities relevant to schooling.

The fetal stage, from 9 weeks to birth, focuses on growth and maturation of organs. In Tanzanian communities, prenatal care to prevent infections like malaria during this stage is crucial to avoid developmental issues that could affect a child's learning capacity.

The germinal stage, from conception to about 2 weeks, involves the formation of the zygote and implantation. In Tanzania, maternal health education ensures this stage progresses well, laying the foundation for a child's physical and cognitive development, essential for school readiness.

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

A merit of a continuous schedule of reinforcement is rapid learning, as every desired behavior is rewarded. In Tanzanian classrooms, praising a student each time they correctly answer a geography question quickly reinforces participation, enhancing engagement in early learning stages.

A demerit is that it can create dependency on rewards, reducing intrinsic motivation. In Tanzanian schools, students accustomed to constant praise for completing homework may stop working without rewards, hindering independent learning in resource-scarce environments.

3. Define the term Psychology.

Psychology is the scientific study of the mind, behavior, and mental processes, aiming to understand how individuals think, feel, and act. In Tanzanian schools, psychology helps teachers address student behaviors, like managing exam stress, to improve academic performance.

It involves systematic observation and experimentation to explain human actions. For example, in Tanzania, psychology guides teachers in using reinforcement to encourage punctuality, ensuring a disciplined classroom conducive to learning.

In the educational context, psychology informs strategies to support diverse learners. In Tanzanian classrooms, it helps teachers adapt lessons for students with learning difficulties, like using visual aids in science, promoting inclusive education.

4. Differentiate a modern teacher from a traditional teacher based on teaching methods.

A modern teacher uses interactive, student-centered methods, such as group discussions and hands-on activities. In Tanzanian schools, they might facilitate debates in civics to encourage critical thinking, engaging students actively in the learning process.

A traditional teacher relies on lecture-based, teacher-centered methods, focusing on rote memorization. In Tanzania, they might dictate notes for students to copy in history lessons, limiting interaction and emphasizing recall over understanding.

The key difference is engagement: modern teachers promote active learning, while traditional teachers prioritize content delivery. In Tanzanian contexts, modern methods better support diverse learners, enhancing comprehension in large classes.

5. Give four reasons why psychology is categorized as a science.

Psychology employs the scientific method, using observation and experimentation. In Tanzanian schools, researchers test theories like motivation's impact on learning by observing student responses to rewards, ensuring findings are systematic and replicable.

It relies on empirical evidence to draw conclusions. In Tanzania, studies on how group work improves social skills in students provide data-driven insights, aligning psychology with scientific standards of evidence-based practice.

Psychology uses objective measurements, like cognitive assessments. In Tanzanian classrooms, standardized tests to evaluate memory in English lessons yield quantifiable results, supporting psychology's scientific approach to understanding behavior.

It predicts and controls behavior based on evidence. In Tanzanian education, psychology helps teachers use reinforcement to predict and encourage student participation in mathematics, applying scientific principles to enhance learning outcomes.

6. Where is the Cerebellum located in the brain, and what is its major function?

The cerebellum is located at the lower back of the brain, below the cerebral hemispheres and behind the brainstem. In Tanzanian students, a healthy cerebellum supports physical activities like sports, essential for holistic development in school programs.

Its major function is coordinating voluntary movements and balance. In Tanzanian classrooms, the cerebellum enables students to write neatly during exams or perform coordinated tasks in physical education, supporting academic and physical performance.

It also contributes to motor learning and cognitive functions. In Tanzania, a student practicing dance movements for a school event relies on the cerebellum to refine skills, demonstrating its role in learning through repetition.

7. Outline four branches of Psychology.

Educational Psychology focuses on learning and teaching processes. In Tanzanian schools, it guides teachers in using interactive methods, like group projects in science, to cater to diverse learners in large, resource-limited classrooms.

Clinical Psychology addresses mental health issues. In Tanzania, clinical psychologists in schools support students with anxiety, offering counselling to improve emotional well-being and academic focus, especially during exam periods.

Social Psychology studies how social interactions influence behavior. In Tanzanian classrooms, it helps teachers manage peer dynamics, like reducing bullying through cooperative activities, fostering a positive learning environment.

Developmental Psychology examines growth across the lifespan. In Tanzania, it informs teachers about age-appropriate tasks, ensuring secondary students are ready for abstract concepts like algebra, aligning with their cognitive development.

8. Explain briefly the causes of learning disabilities in Tanzanian students.

Genetic factors contribute to learning disabilities, affecting cognitive processing. In Tanzanian schools, a student with a genetic predisposition to dyslexia may struggle with reading Swahili texts, requiring specialized interventions like phonics instruction.

Environmental factors, such as malnutrition, impair cognitive development. In Tanzania, where food insecurity affects some regions, inadequate nutrition can hinder a student's ability to process complex subjects like mathematics, leading to learning difficulties.

Prenatal health issues, like exposure to infections, can cause disabilities. In Tanzania, a child exposed to malaria in utero may face cognitive challenges, impacting their ability to concentrate in class and necessitating tailored teaching strategies.

Socioeconomic barriers, like limited access to quality education, exacerbate learning issues. In Tanzanian rural schools, lack of early intervention resources, such as tutoring, can worsen difficulties, making it harder for students to keep up academically.

9. What is the meaning of the term memory?

Memory is the cognitive process of encoding, storing, and retrieving information, enabling retention and use of knowledge. In Tanzanian classrooms, memory allows students to recall historical facts, like the dates of Tanzanian independence, during exams, supporting academic success.

It involves three stages: encoding, storage, and retrieval. For example, a Tanzanian student encodes science concepts during a lesson, stores them through revision, and retrieves them to answer exam questions, demonstrating memory's role in learning.

In Tanzanian education, understanding memory helps teachers design strategies like mnemonics to enhance retention, crucial in schools with limited resources where students rely heavily on memorization for learning.

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

The ego mediates between the id's impulses and the superego's moral standards, ensuring balanced behavior. In Tanzanian schools, a student's ego might help them choose studying over socializing, aligning desires with academic responsibilities.

It facilitates reality testing, assessing the environment for practical decisions. In Tanzania, a student's ego prompts them to seek teacher help for a difficult subject, like chemistry, rather than giving up, supporting academic progress.

The ego controls impulses to maintain appropriate behavior. In Tanzanian classrooms, a student feeling angry at a peer uses their ego to resolve conflicts calmly, ensuring a harmonious learning environment.

It integrates personality components for stability. In Tanzanian communities, the ego helps students balance personal ambitions with cultural values, like respecting elders while pursuing leadership roles in school clubs.

SECTION B (40 Marks)

Answer two (2) questions from this section.

11. (a) What is "labelling" as used in "Diversity of Learning"? (b) Discuss two advantages and two disadvantages of labelling in a school situation in Tanzania.

(a) Labelling in Diversity of Learning refers to identifying and categorizing students with specific learning needs, such as giftedness or disabilities, to provide tailored educational support. In Tanzanian schools,

labelling a student with dyslexia ensures they receive targeted interventions like extra reading time, promoting inclusion.

(b) One advantage is that labelling facilitates targeted interventions. In Tanzania, labelling a student as visually impaired ensures access to braille materials, enabling them to participate in lessons like their peers, enhancing educational equity.

Another advantage is resource allocation. In Tanzanian schools, labelling students with special needs attracts funding or NGO support for tools like hearing aids, ensuring resources meet their specific learning requirements in resource-scarce settings.

A disadvantage is potential stigma. In Tanzania, labelling a student with a learning disability, like intellectual challenges, may lead to peer discrimination, lowering their self-esteem and hindering social integration in the classroom.

Another disadvantage is the risk of limiting potential. In Tanzanian schools, labelling a student as a slow learner may lead teachers to lower expectations, restricting their access to challenging tasks like advanced mathematics, hindering their academic growth.

12. Explain the contribution of the behaviourist school of thought to education in Tanzanian classrooms.

The behaviourist school emphasizes learning through stimuli and responses, shaping Tanzanian education. It promotes reinforcement to encourage positive behaviors. For example, praising students for completing history assignments increases engagement, improving academic performance.

Behaviourism introduced conditioning, like operant conditioning, for classroom management. In Tanzanian schools, rewarding students with extra playtime for good conduct fosters discipline, creating a focused learning environment despite large class sizes.

It supports structured teaching methods, such as repetition, for skill mastery. In Tanzania, using drills to teach English vocabulary ensures students build foundational skills, essential for advancing to complex language tasks.

Behaviourism emphasizes measurable outcomes, guiding assessment. In Tanzanian classrooms, teachers set clear objectives, like mastering scientific concepts, and use quizzes to evaluate progress, aligning with curriculum goals and enhancing learning.

13. Analyze important events that take place during the three parts of a counselling session.

The initial phase of a counselling session involves building rapport and trust. In Tanzanian schools, a counsellor greets a student warmly, explains the session's purpose, and assures confidentiality, creating a safe space to discuss issues like academic stress.

The middle phase focuses on exploring the student's problem in depth. In Tanzania, the counsellor uses active listening and open-ended questions to understand a student's challenges, such as family conflicts, identifying underlying causes and emotional impacts.

The final phase involves setting goals and planning solutions. In Tanzanian classrooms, the counsellor collaborates with the student to develop actionable steps, like creating a study schedule to improve grades, and schedules follow-ups to monitor progress.

14. Discuss four strategies that a teacher can use to improve memory of learners in a Tanzanian classroom setting.

Using mnemonic devices enhances memory by linking information to familiar cues. In Tanzanian classrooms, teaching students to use acronyms to recall the regions of Tanzania in geography lessons improves retention, especially in schools with limited textbooks.

Encouraging active learning, like hands-on activities, strengthens memory. In Tanzania, students conducting science experiments, such as testing soil samples, retain concepts better due to experiential engagement, crucial in resource-scarce settings.

Spaced repetition, reviewing material over time, improves long-term memory. In Tanzanian schools, scheduling weekly reviews of mathematics formulas ensures students retain knowledge for national exams, addressing challenges of large class sizes.

Creating a positive emotional environment aids memory. In Tanzania, a teacher praising effort in Swahili lessons reduces student anxiety, enabling better focus and retention, particularly for students facing external pressures like poverty.

SECTION C (20 Marks)

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

15. Explain how educational psychology can help address the challenges of large class sizes in Tanzanian secondary schools.

Educational psychology informs differentiated instruction to manage large classes. In Tanzanian schools, teachers use group work to teach science, allowing peer support to address diverse needs, ensuring all students grasp concepts despite limited individual attention.

It promotes effective classroom management strategies. In Tanzania, using positive reinforcement, like praising participation, maintains discipline in large classes, creating a focused learning environment where students engage actively in lessons.

Educational psychology supports active learning methods, like discussions, to engage large groups. In Tanzanian classrooms, facilitating debates in civics keeps students involved, enhancing understanding and retention despite high student-teacher ratios.

It guides assessment techniques for large classes. In Tanzania, educational psychology helps teachers design group-based assessments, like history projects, to evaluate learning efficiently, providing feedback to improve performance in crowded classrooms.

16. Discuss the role of motivation in enhancing academic performance among Tanzanian secondary school students, providing four practical examples.

Motivation drives student effort, enhancing academic performance. In Tanzanian schools, intrinsic motivation, like a passion for science, encourages students to study harder, improving grades in national exams through self-directed learning.

Example: Praising a student for excelling in mathematics motivates them to tackle challenging problems, boosting their performance in the subject and confidence in exams.

Example: Setting clear goals, like mastering five history topics, gives Tanzanian students a sense of purpose, encouraging consistent study and improving their understanding of complex events.

Example: Using real-world applications, like linking economics to market budgeting, motivates Tanzanian students to engage with the subject, enhancing their practical skills and exam results.

Example: Peer recognition, such as applauding a student's contribution in a group project, fosters motivation, encouraging Tanzanian students to participate actively, leading to better academic outcomes.

17. Explain four ways a teacher can use social learning theory to promote positive behaviour among students in a Tanzanian classroom.

Social learning theory emphasizes modeling, where teachers demonstrate positive behavior. In Tanzanian classrooms, a teacher showing respect during discussions encourages students to emulate respectful interactions, reducing conflicts and promoting harmony.

Using peer models reinforces positive behavior. In Tanzania, highlighting a student who helps peers with homework motivates others to adopt cooperative behaviors, fostering a supportive classroom environment.

Reinforcement through observation encourages positive actions. In Tanzanian schools, praising a student for punctuality in front of peers motivates others to arrive on time, leveraging social learning to promote discipline.

Group activities facilitate observational learning. In Tanzania, organizing collaborative science projects allows students to observe and adopt positive behaviors, like teamwork, from peers, enhancing classroom behavior and academic engagement.

18. Discuss the importance of gender equity in the teaching and learning process in Tanzanian schools, providing four practical recommendations.

Gender equity ensures fair opportunities for all students, enhancing learning outcomes. In Tanzanian schools, addressing gender disparities in subjects like mathematics empowers girls to excel, reducing dropout rates and promoting equal academic achievement.

Recommendation: Provide extra support for girls in STEM subjects through after-school tutoring, addressing cultural barriers and boosting their confidence in Tanzanian classrooms.

Recommendation: Train teachers to use gender-neutral teaching methods, like encouraging both boys and girls to lead group discussions in civics, fostering equal participation and leadership skills.

Recommendation: Implement awareness campaigns to challenge gender stereotypes. In Tanzania, educating students about equal capabilities in science lessons reduces biases, promoting equity in academic pursuits.

Recommendation: Ensure equal access to resources, like textbooks, for boys and girls. In Tanzanian schools, prioritizing girls' access to learning materials in resource-scarce settings supports their academic success, fostering gender equity.