THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNCELLING

Time: 3 Hours **ANSWERS** **Year: 2013**

Instructions

1. This paper consists of section A and B.

2. Answer all questions in section A, and four questions from section B.

SECTION A (40 Marks)

Answer all questions in this section.

1. Explain two importance of developmental psychology to education experts.

Understanding Growth Stages: One importance is understanding growth stages for tailored education. Science insights enhance teaching effectiveness and stability through age-appropriate learning and educational outcomes in classrooms.

Supporting Learning Needs: Supporting learning needs improves outcomes. Science guidance boosts teaching precision and stability through adaptive education and learning strategies in instruction.

2. (a) Name the three stages of personality development according to Sigmund Freud.

Freud's Stages: One stage is the Oral Stage, focusing on mouth activities. Science development shapes personality, enhancing teaching effectiveness and stability through early learning and educational outcomes in classrooms.

The Anal Stage emphasizes control, improving teaching precision and stability through structured education and learning strategies in instruction.

The Phallic Stage involves identity formation, boosting teaching quality and stability through social learning and educational progress in classrooms.

(b) Differentiate Erik Erickson's from Sigmund Freud's theories of personality development. Give three differences.

Focus: One difference is focus, with Freud emphasizing psychosexual stages. Science libido drives growth, enhancing teaching impact and stability through psychoanalytic education and educational outcomes in learning environments. Erickson focuses on psychosocial stages, improving teaching reliability and stability through social learning and educational strategies in classrooms.

Lifespan Coverage: Freud covers early childhood, while Erickson spans the lifespan. Science scope varies, enhancing teaching precision and stability through comprehensive education and learning tools in instruction.

Conflict Resolution: Freud stresses unconscious conflicts, Erickson emphasizes social resolution. Science approach differs, boosting teaching quality and stability through diverse learning and educational progress in classrooms.

3. Analyze four features of cognitive learning theories.

Active Learning: One feature is active learning, engaging the mind. Science participation enhances teaching effectiveness and stability through involved learning and educational outcomes in classrooms.

Problem-Solving: Problem-solving develops critical thinking. Science skills boost teaching precision and stability through analytical education and learning strategies in instruction.

Memory Processes: Memory processes aid retention. Science recall improves teaching quality and stability through reinforced learning and educational progress in classrooms.

Constructivism: Constructivism builds on prior knowledge. Science construction enhances teaching impact and stability through personalized education and educational outcomes in learning environments.

4. As a Counsellor, explain two situations which can make you refer a client to a specialist. (a) What does the term warmth mean in a counselling session? (b) Outline four expressions which a counsellor can use to bring warmth in a counselling session.

Severe Mental Health Issues: One situation is severe mental health issues, like psychosis. Science complexity requires expertise, enhancing teaching effectiveness and stability through referral learning and educational outcomes in classrooms.

Suicidal Tendencies: Suicidal tendencies necessitate specialist care. Science urgency boosts teaching precision and stability through safety education and learning strategies in instruction.

(a) Warmth: Warmth means showing empathy and acceptance. Science connection builds trust, improving teaching quality and stability through supportive learning and educational progress in classrooms.

(b) Expression - Encouragement: One expression is "I'm here for you," offering support. Science reassurance enhances teaching impact and stability through empathetic education and educational outcomes in learning environments.

(b) Expression - Affirmation: "You're doing great" affirms effort. Science praise boosts teaching reliability and stability through positive learning and educational strategies in classrooms.

(b) Expression - Understanding: "I understand your feelings" shows empathy. Science connection improves teaching precision and stability through caring education and learning tools in instruction.

(b) Expression - Openness: "Feel free to share" invites trust. Science openness enhances teaching quality and stability through inclusive learning and educational progress in classrooms.

5. State two differences between reinforcement and motivation.

Source: One difference is source, with reinforcement being external. Science rewards shape behavior, enhancing teaching effectiveness and stability through structured learning and educational outcomes in classrooms. Motivation is internal, improving teaching precision and stability through self-driven education and learning strategies in instruction.

Purpose: Reinforcement strengthens behavior, while motivation initiates it. Science goals differ, boosting teaching quality and stability through purposeful learning and educational progress in classrooms.

6. Define the following terms: (a) Gender (b) Gender equity (c) Gender equality (d) Gender consciousness.

(a) Gender: Gender refers to social roles of male and female. Science identity guides teaching, enhancing teaching effectiveness and stability through inclusive learning and educational outcomes in classrooms.

(b) Gender Equity: Gender equity ensures fair treatment. Science fairness boosts teaching precision and stability through equitable education and learning strategies in instruction.

(c) Gender Equality: Gender equality means equal opportunities. Science parity enhances teaching quality and stability through balanced learning and educational progress in classrooms.

(d) Gender Consciousness: Gender consciousness is awareness of gender issues. Science sensitivity improves teaching impact and stability through informed education and educational outcomes in learning environments.

7. (a) What does the term transfer of learning mean? (b) Mention three types of transfer of learning.

(a) Transfer of Learning: Transfer of learning is applying knowledge to new contexts. Science application enhances teaching effectiveness and stability through versatile learning and educational outcomes in classrooms.

(b) Positive Transfer: One type is positive transfer, where prior learning aids new tasks. Science synergy boosts teaching precision and stability through efficient education and learning strategies in instruction.

(b) Negative Transfer: Negative transfer occurs when old learning hinders new skills. Science interference improves teaching quality and stability through adaptive learning and educational progress in classrooms.

(b) Zero Transfer: Zero transfer shows no effect from prior learning. Science neutrality enhances teaching impact and stability through neutral education and educational outcomes in learning environments.

8. (a) What is the meaning of the term forgetting? (b) List down three situations that may be the cause of forgetting.

(a) Forgetting: Forgetting is the loss or inability to recall information. Science lapse affects learning, enhancing teaching effectiveness and stability through memory education and educational outcomes in classrooms.

(b) Interference: One situation is interference from new or old information. Science overlap improves teaching precision and stability through managed education and learning strategies in instruction.

(b) Lack of Repetition: Lack of repetition causes fading. Science neglect boosts teaching quality and stability through reinforced learning and educational progress in classrooms.

(b) Emotional Stress: Emotional stress disrupts recall. Science pressure enhances teaching impact and stability through stress management education and educational outcomes in learning environments.

9. Identify four social cultural values which promote social behaviour among adolescents.

Respect: One value is respect for others. Science courtesy enhances teaching effectiveness and stability through respectful learning and educational outcomes in classrooms.

Cooperation: Cooperation fosters teamwork. Science collaboration improves teaching precision and stability through group education and learning strategies in instruction.

Community Support: Community support builds belonging. Science unity boosts teaching quality and stability through inclusive learning and educational progress in classrooms.

Tradition: Tradition reinforces norms. Science culture enhances teaching impact and stability through cultural education and educational outcomes in learning environments.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Describe four reasons which make reproductive health services remain an unfulfilled dream among many youths in Tanzania.

Lack of Awareness: One reason is lack of awareness about services. Science ignorance hinders access, enhancing teaching effectiveness and stability through health education and educational outcomes in classrooms.

Stigma: Stigma discourages utilization. Science shame reduces uptake, improving teaching precision and stability through awareness education and learning strategies in instruction.

Limited Access: Limited access due to location limits reach. Science barriers boost teaching quality and stability through improved infrastructure and educational progress in classrooms.

Cultural Barriers: Cultural barriers restrict openness. Science norms enhance teaching impact and stability through cultural sensitivity education and educational outcomes in learning environments.

12. Examine six factors which are necessary in order to achieve a set of planned goals in your school.

Clear Objectives: One factor is clear objectives, guiding efforts. Science clarity enhances teaching effectiveness and stability through focused learning and educational outcomes in classrooms.

Resource Availability: Resource availability supports implementation. Science tools improve teaching precision and stability through equipped education and learning strategies in instruction.

Teacher Training: Teacher training ensures competence. Science skills boost teaching quality and stability through professional learning and educational progress in classrooms.

Student Engagement: Student engagement drives success. Science participation enhances teaching impact and stability through active education and educational outcomes in learning environments.

Monitoring and Evaluation: Monitoring and evaluation track progress. Science feedback improves teaching reliability and stability through assessed learning and educational strategies in classrooms.

Parental Involvement: Parental involvement reinforces goals. Science support enhances teaching precision and stability through collaborative education and learning tools in instruction.

13. Identify the contribution of educational ideas of the following psychologists: (a) B. F. Skinner (b) Albert Bandura.

(a) B. F. Skinner - Operant Conditioning: One contribution is operant conditioning, shaping behavior with rewards. Science reinforcement enhances teaching effectiveness and stability through disciplined learning and educational outcomes in classrooms.

(a) B. F. Skinner - Behavior Modification: Behavior modification improves classroom management. Science techniques boost teaching precision and stability through controlled education and learning strategies in instruction.

(b) Albert Bandura - Social Learning Theory: Social learning theory highlights observation. Science modeling improves teaching quality and stability through imitative learning and educational progress in classrooms.

(b) Albert Bandura - Self-Efficacy: Self-efficacy builds confidence. Science belief enhances teaching impact and stability through motivated education and educational outcomes in learning environments.

14. Explain four ways of designing teaching and learning activities by using constructivism.

Active Learning: One way is active learning, engaging students. Science exploration enhances teaching effectiveness and stability through hands-on learning and educational outcomes in classrooms.

Collaborative Tasks: Collaborative tasks foster discussion. Science interaction improves teaching precision and stability through group education and learning strategies in instruction.

Problem-Based Learning: Problem-based learning builds solutions. Science challenges boost teaching quality and stability through critical learning and educational progress in classrooms.

Reflection: Reflection encourages self-assessment. Science insight enhances teaching impact and stability through reflective education and educational outcomes in learning environments.

15. By using the following skills, explain how you can make a counselling session effective. (a) Self-disclosure (b) Paraphrasing (c) Confrontation (d) Empathy.

(a) Self-Disclosure: Self-disclosure builds trust by sharing experiences. Science openness enhances teaching effectiveness and stability through relatable learning and educational outcomes in classrooms.

(b) Paraphrasing: Paraphrasing clarifies client statements. Science restatement improves teaching precision and stability through clear education and learning strategies in instruction.

(c) Confrontation: Confrontation addresses inconsistencies. Science challenge boosts teaching quality and stability through honest learning and educational progress in classrooms.

(d) Empathy: Empathy shows understanding. Science connection enhances teaching impact and stability through supportive education and educational outcomes in learning environments.

16. Evaluate six contributions of Jean Piaget's cognitive development theory in education setting.

Stage-Based Learning: One contribution is stage-based learning, matching abilities. Science stages enhance teaching effectiveness and stability through tailored learning and educational outcomes in classrooms.

Active Participation: Active participation builds knowledge. Science engagement improves teaching precision and stability through involved education and learning strategies in instruction.

Adaptation Process: The adaptation process fosters growth. Science assimilation boosts teaching quality and stability through adaptive learning and educational progress in classrooms.

Curriculum Design: Curriculum design aligns with stages. Science structure enhances teaching impact and stability through relevant education and educational outcomes in learning environments.

Teacher Role: The teacher role shifts to facilitator. Science guidance improves teaching reliability and stability through supportive learning and educational strategies in classrooms.

Individual Differences: Recognizing individual differences aids planning. Science variation enhances teaching precision and stability through personalized education and learning tools in instruction.

17. Analyze critically four negative contributions of nurture to the intellectual development of the child.

Overprotection: One negative is overprotection, limiting exploration. Science restriction hinders growth, enhancing teaching effectiveness and stability through balanced learning and educational outcomes in classrooms.

Neglect: Neglect deprives stimulation. Science lack affects potential, improving teaching precision and stability through supportive education and learning strategies in instruction.

Excessive Pressure: Excessive pressure causes stress. Science demands reduce learning, boosting teaching quality and stability through moderated learning and educational progress in classrooms.

Inconsistent Discipline: Inconsistent discipline confuses development. Science variability impacts stability, enhancing teaching impact and stability through consistent education and educational outcomes in learning environments.

18. Describe four ways in which motivation can be made effective in teaching and learning situation.

Goal Setting: One way is goal setting, providing direction. Science targets enhance teaching effectiveness and stability through focused learning and educational outcomes in classrooms.

Positive Reinforcement: Positive reinforcement encourages effort. Science rewards improve teaching precision and stability through motivated education and learning strategies in instruction.

Variety in Activities: Variety in activities maintains interest. Science diversity boosts teaching quality and stability through engaging learning and educational progress in classrooms.

Recognition: Recognition of achievements inspires. Science praise enhances teaching impact and stability through valued education and educational outcomes in learning environments.