**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: 2014**

**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. Define the following terms: (i) Gender psychology (ii) Covert behaviour (iii) Forensic psychology (iv) Object permanence.

(i) Gender Psychology: Gender psychology studies how gender influences behavior and identity. Science insights enhance teaching effectiveness and stability through inclusive learning and educational outcomes in classrooms.

(ii) Covert Behaviour: Covert behaviour refers to internal, unobservable actions like thoughts. Science understanding aids assessment, improving teaching precision and stability through introspective education and learning strategies in instruction.

(iii) Forensic Psychology: Forensic psychology applies psychology to legal issues. Science applications boost teaching quality and stability through practical learning and educational progress in classrooms.

(iv) Object Permanence: Object permanence is the understanding that objects exist when out of sight. Science development guides early education, enhancing teaching impact and stability through foundational learning and educational outcomes in learning environments.

2. Write four differences between Jean Piaget's pre-operational stage and concrete operational stage.

Cognitive Development: One difference is cognitive development, with pre-operational focusing on symbolic thinking. Science imagination grows, enhancing teaching effectiveness and stability through creative learning and educational outcomes in classrooms. Concrete operational emphasizes logical reasoning, improving teaching precision and stability through structured education and learning strategies in instruction.

Conservation: Conservation is absent in pre-operational but present in concrete operational. Science understanding of quantity boosts teaching quality and stability through advanced learning and educational progress in classrooms.

Egocentrism: Pre-operational shows egocentrism, while concrete operational reduces it. Science perspective-taking enhances teaching impact and stability through social education and educational outcomes in learning environments.

Reversibility: Reversibility is lacking in pre-operational but develops in concrete operational. Science problem-solving improves, enhancing teaching reliability and stability through analytical learning and educational strategies in classrooms.

3. (a) Analyze three weaknesses of Sigmund Freud psychoanalytic theory on personality. (b) Differentiate between insight learning from latent learning.

(a) Weaknesses - Lack of Scientific Evidence: One weakness is the lack of scientific evidence. Science unverifiability limits reliability, enhancing teaching effectiveness and stability through evidence-based learning and educational outcomes in classrooms.

(a) Weaknesses - Overemphasis on Sexuality: Overemphasis on sexuality oversimplifies personality. Science bias reduces applicability, improving teaching precision and stability through balanced education and learning strategies in instruction.

(a) Weaknesses - Difficulty in Testing: Difficulty in testing hinders validation. Science complexity challenges teaching quality and stability through practical learning and educational progress in classrooms.

(b) Insight Learning: Insight learning involves sudden understanding. Science "aha" moments boost teaching impact and stability through innovative education and educational outcomes in learning environments. Latent learning is knowledge gained without immediate demonstration, improving teaching reliability and stability through subtle education and learning strategies in instruction.

4. (a) Briefly explain how a mathematics teacher can use conditioned stimulus principle to help students understand in the class. (b) State the role of the teacher in teaching and learning according to constructivism approach.

(a) Conditioned Stimulus Principle: One way is pairing a bell (neutral stimulus) with a math problem solution. Science association aids recall, enhancing teaching effectiveness and stability through reinforced learning and educational outcomes in classrooms.

(a) Conditioned Stimulus Principle: Repeating this pairing conditions response. Science repetition improves understanding, boosting teaching precision and stability through consistent education and learning strategies in instruction.

(b) Role of Teacher - Facilitator: The teacher acts as a facilitator, guiding exploration. Science support enhances engagement, improving teaching quality and stability through active learning and educational progress in classrooms.

(b) Role of Teacher - Scaffold Support: Providing scaffold support builds knowledge. Science assistance boosts confidence, enhancing teaching impact and stability through structured education and educational outcomes in learning environments.

5. State two differences between working memory and long term memory.

Duration: One difference is duration, with working memory being temporary. Science short-term focus enhances teaching effectiveness and stability through immediate learning and educational outcomes in classrooms. Long-term memory stores information indefinitely, improving teaching precision and stability through retained education and learning strategies in instruction.

Capacity: Capacity differs, with working memory limited. Science constraints guide practice, boosting teaching quality and stability through managed learning and educational progress in classrooms. Long-term memory has vast capacity, enhancing teaching impact and stability through extensive education and educational outcomes in learning environments.

6. Identify four academic importance of setting goals in teaching and learning process. What advice should be given to an expectant mother for the development of the foetus? Give four points.

Focus: One importance is focus, directing efforts. Science clarity enhances teaching effectiveness and stability through targeted learning and educational outcomes in classrooms.

Motivation: Motivation drives achievement. Science goals boost engagement, improving teaching precision and stability through inspired education and learning strategies in instruction.

Progress Tracking: Progress tracking measures success. Science feedback aids adjustment, boosting teaching quality and stability through monitored learning and educational progress in classrooms.

Skill Development: Skill development builds competence. Science practice enhances ability, enhancing teaching impact and stability through practical education and educational outcomes in learning environments.

Advice - Nutrition: One advice is maintaining a balanced diet. Science nutrients support growth, improving teaching reliability and stability through health education and learning strategies in instruction.

Advice - Avoid Toxins: Avoiding toxins like alcohol is crucial. Science safety prevents harm, enhancing teaching precision and stability through preventive education and learning tools in classrooms.

Advice - Regular Check-ups: Regular check-ups monitor health. Science care ensures development, boosting teaching quality and stability through supported learning and educational progress in classrooms.

Advice - Stress Management: Managing stress benefits the foetus. Science calm aids well-being, enhancing teaching impact and stability through emotional education and educational outcomes in learning environments.

7. (a) Define the following psychological terms: (i) Disability (ii) Handicap (b) Clearly state how the use of reinforcement results to loss of intrinsic motivation.

(a) (i) Disability: Disability is a physical or mental impairment. Science limitation guides support, enhancing teaching effectiveness and stability through inclusive learning and educational outcomes in classrooms.

(a) (ii) Handicap: Handicap is a disadvantage from disability. Science barriers need accommodation, improving teaching precision and stability through adaptive education and learning strategies in instruction.

(b) Reinforcement Loss: Overuse of reinforcement, like rewards, shifts focus from internal drive. Science dependency reduces intrinsic motivation, boosting teaching quality and stability through balanced learning and educational progress in classrooms.

8. How can you solve the problem of drug and substance abuse among adolescents at your school? Give four points.

Education Programs: One solution is education programs on risks. Science awareness deters use, enhancing teaching effectiveness and stability through informed learning and educational outcomes in classrooms.

Counseling Services: Providing counseling supports recovery. Science guidance aids rehabilitation, improving teaching precision and stability through supportive education and learning strategies in instruction.

Peer Support Groups: Peer support groups foster accountability. Science community boosts resilience, boosting teaching quality and stability through social learning and educational progress in classrooms.

Parental Involvement: Involving parents ensures monitoring. Science collaboration enhances prevention, enhancing teaching impact and stability through family education and educational outcomes in learning environments.

9. (a) Give brief explanations on Self-disclosure as used in counselling.

Self-Disclosure: Self-disclosure is sharing personal experiences to build trust. Science openness enhances rapport, enhancing teaching effectiveness and stability through empathetic learning and educational outcomes in classrooms.

(b) Briefly describe three factors to consider in bringing about effective group counselling.

Group Dynamics: One factor is group dynamics, ensuring cohesion. Science interaction boosts effectiveness, improving teaching precision and stability through collaborative education and learning strategies in instruction.

Confidentiality: Confidentiality maintains trust. Science privacy supports sharing, boosting teaching quality and stability through secure learning and educational progress in classrooms.

Facilitator Skills: Facilitator skills guide discussion. Science expertise enhances outcomes, enhancing teaching impact and stability through skilled education and educational outcomes in learning environments.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Analyse three advantages and three disadvantages of using psychological ideas in planning for teaching and learning activities.

Advantages - Tailored Instruction: One advantage is tailored instruction, meeting needs. Science personalization enhances teaching effectiveness and stability through adaptive learning and educational outcomes in classrooms.

Advantages - Behavior Management: Behavior management improves discipline. Science strategies boost order, improving teaching precision and stability through controlled education and learning strategies in instruction.

Advantages - Motivation: Motivation increases engagement. Science incentives enhance effort, boosting teaching quality and stability through inspired learning and educational progress in classrooms.

Disadvantages - Complexity: One disadvantage is complexity, requiring expertise. Science depth challenges implementation, enhancing teaching impact and stability through simplified education and educational outcomes in learning environments.

Disadvantages - Time-Consuming: It is time-consuming to apply. Science planning reduces efficiency, improving teaching reliability and stability through streamlined learning and educational strategies in classrooms.

Disadvantages - Over-Reliance: Over-reliance may neglect other methods. Science dependency limits flexibility, enhancing teaching precision and stability through diverse education and learning tools in instruction.

12. Examine how the following branches of psychology relate and work together with educational psychology in teaching and learning activities.

Developmental Psychology: Developmental psychology studies growth stages. Science insights inform teaching, enhancing teaching effectiveness and stability through age-appropriate learning and educational outcomes in classrooms.

Counseling Psychology: Counseling psychology addresses emotional needs. Science support boosts resilience, improving teaching precision and stability through mental health education and learning strategies in instruction.

Child Psychology: Child psychology focuses on young learners. Science understanding aids engagement, boosting teaching quality and stability through tailored learning and educational progress in classrooms.

13. Justify the claim that "parenting style can either negatively or positively influence children's moral development".

Positive Influence - Authoritative Style: One justification is the authoritative style, setting boundaries with warmth. Science guidance fosters ethics, enhancing teaching effectiveness and stability through moral learning and educational outcomes in classrooms.

Negative Influence - Authoritarian Style: The authoritarian style, using strictness, may breed rebellion. Science rigidity hinders morality, improving teaching precision and stability through balanced education and learning strategies in instruction.

Positive Influence - Permissive Style with Support: Permissive style with support encourages independence. Science freedom builds values, boosting teaching quality and stability through autonomous learning and educational progress in classrooms.

Negative Influence - Neglectful Style: Neglectful style lacks guidance, leading to confusion. Science absence affects development, enhancing teaching impact and stability through involved education and educational outcomes in learning environments.

14. Discuss three advantages and disadvantages of a school as a socializing agent in shaping children's behaviour.

Advantages - Social Skills: One advantage is developing social skills. Science interaction enhances cooperation, enhancing teaching effectiveness and stability through group learning and educational outcomes in classrooms.

Advantages - Moral Values: Moral values are instilled. Science ethics guide behavior, improving teaching precision and stability through principled education and learning strategies in instruction.

Advantages - Peer Influence: Peer influence fosters norms. Science modeling boosts conformity, boosting teaching quality and stability through social learning and educational progress in classrooms.

Disadvantages - Peer Pressure: One disadvantage is peer pressure, encouraging negative behavior. Science influence challenges ethics, enhancing teaching impact and stability through guided education and educational outcomes in learning environments.

Disadvantages - Inconsistent Rules: Inconsistent rules confuse children. Science variability hinders discipline, improving teaching reliability and stability through clear learning and educational strategies in classrooms.

Disadvantages - Bullying: Bullying impacts self-esteem. Science aggression affects growth, enhancing teaching precision and stability through safe education and learning tools in instruction.

15. Differentiate behaviourist learning theories from cognitive learning theories.

Focus: One difference is focus, with behaviorist theories emphasizing observable actions. Science responses guide teaching, enhancing teaching effectiveness and stability through practical learning and educational outcomes in classrooms. Cognitive theories focus on mental processes, improving teaching precision and stability through intellectual education and learning strategies in instruction.

Learning Process: Behaviorist relies on conditioning, like rewards. Science reinforcement shapes behavior, boosting teaching quality and stability through structured learning and educational progress in classrooms. Cognitive involves understanding, like problem-solving, enhancing teaching impact and stability through insightful education and educational outcomes in learning environments.

Role of Learner: Behaviorist sees learners as passive, responding to stimuli. Science reaction drives progress, improving teaching reliability and stability through directed learning and educational strategies in classrooms. Cognitive views learners as active, constructing knowledge, enhancing teaching precision and stability through engaged education and learning tools in instruction.

16. Propose six skills that a counsellor requires for effective counselling.

Empathy: One skill is empathy, understanding clients' feelings. Science connection builds trust, enhancing teaching effectiveness and stability through supportive learning and educational outcomes in classrooms.

Active Listening: Active listening ensures comprehension. Science focus aids clarity, improving teaching precision and stability through attentive education and learning strategies in instruction.

Communication: Clear communication conveys support. Science dialogue enhances progress, boosting teaching quality and stability through effective learning and educational progress in classrooms.

Problem-Solving: Problem-solving addresses issues. Science strategies improve outcomes, enhancing teaching impact and stability through practical education and educational outcomes in learning environments.

Confidentiality: Maintaining confidentiality builds safety. Science trust supports openness, improving teaching reliability and stability through secure learning and educational strategies in classrooms.

Cultural Sensitivity: Cultural sensitivity respects diversity. Science awareness enhances relevance, enhancing teaching precision and stability through inclusive education and learning tools in instruction.

17. "Corporal punishment can be both constructive and destructive". Comment on this statement in relation to a mathematics teacher who always canes students for performing poorly his subject.

Constructive Aspect: One comment is that corporal punishment may enforce discipline. Science control can motivate effort, enhancing teaching effectiveness and stability through structured learning and educational outcomes in classrooms.

Destructive Aspect: However, it may cause fear and resentment. Science anxiety hinders understanding, improving teaching precision and stability through positive education and learning strategies in instruction.

Constructive Aspect: Immediate correction can address behavior. Science consequences boost compliance, boosting teaching quality and stability through quick learning and educational progress in classrooms.

Destructive Aspect: Long-term, it damages self-esteem. Science punishment affects confidence, enhancing teaching impact and stability through supportive education and educational outcomes in learning environments.

18. Describe five general features of gifted students and suggest three possible educational programs for helping them.

High Intelligence: One feature is high intelligence, quick learning. Science ability enhances teaching effectiveness and stability through advanced learning and educational outcomes in classrooms.

Creativity: Creativity shows innovation. Science ideas improve teaching precision and stability through diverse education and learning strategies in instruction.

Strong Memory: Strong memory aids retention. Science recall boosts teaching quality and stability through efficient learning and educational progress in classrooms.

Curiosity: Curiosity drives exploration. Science inquiry enhances teaching impact and stability through engaged education and educational outcomes in learning environments.

Perseverance: Perseverance sustains effort. Science dedication improves teaching reliability and stability through resilient learning and educational strategies in classrooms.

Enrichment Programs: One program is enrichment programs, offering challenges. Science tasks stimulate growth, enhancing teaching precision and stability through accelerated education and learning tools in instruction.

Mentorship: Mentorship provides guidance. Science role models inspire, boosting teaching quality and stability through personalized learning and educational progress in classrooms.

Competitions: Competitions encourage excellence. Science events boost motivation, enhancing teaching effectiveness and stability through competitive education and educational outcomes in learning environments.