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: 2015**

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. Compare and contrast classical conditioning and operant conditioning.

Classical Conditioning: One aspect is classical conditioning, where a neutral stimulus is paired with an unconditioned stimulus to elicit a response. Science associations, like Pavlov's dogs, enhance teaching effectiveness and stability through reflexive learning and educational outcomes in classrooms.

Operant Conditioning: Operant conditioning involves reinforcing or punishing behavior to shape actions. Science consequences, like Skinner's box, improve teaching precision and stability through voluntary learning and educational strategies in instruction.

Similarity: Both use stimulus-response mechanisms to influence behavior. Science principles align, boosting teaching quality and stability through consistent education and learning progress in classrooms.

Difference: Classical is involuntary, while operant is voluntary. Science control varies, enhancing teaching impact and stability through adaptive learning and educational outcomes in learning environments.

2. State four points to consider before administering punishment to a misbehaving student.

Severity: One point is considering the severity of the offense. Science proportionality ensures fairness, enhancing teaching effectiveness and stability through just learning and educational outcomes in classrooms.

Intent: Assessing the student's intent is crucial. Science motivation guides response, improving teaching precision and stability through empathetic education and learning strategies in instruction.

Alternative Methods: Exploring alternatives like discussion is key. Science options reduce harm, boosting teaching quality and stability through constructive learning and educational progress in classrooms.

Consistency: Ensuring consistent application maintains equity. Science uniformity supports discipline, enhancing teaching impact and stability through reliable education and educational outcomes in learning environments.

3. Outline four factors affecting pre-natal development.

Nutrition: One factor is maternal nutrition, impacting fetal growth. Science diet affects health, enhancing teaching effectiveness and stability through health education and educational outcomes in classrooms.

Exposure to Toxins: Exposure to toxins, like alcohol, harms development. Science risks guide prevention, improving teaching precision and stability through safety learning and educational strategies in instruction.

Maternal Stress: Maternal stress influences fetal well-being. Science emotions affect outcomes, boosting teaching quality and stability through stress management and educational progress in classrooms.

Genetics: Genetic factors shape fetal traits. Science heredity informs support, enhancing teaching impact and stability through personalized education and educational outcomes in learning environments.

4. Briefly explain how a teacher can use love and belongingness level of Maslow's hierarchy of needs in teaching and learning process. (Give four points).

Group Activities: One way is using group activities to foster belonging. Science collaboration builds connections, enhancing teaching effectiveness and stability through social learning and educational outcomes in classrooms.

Positive Relationships: Building positive teacher-student relationships creates love. Science rapport boosts engagement, improving teaching precision and stability through supportive education and learning strategies in instruction.

Peer Support: Encouraging peer support strengthens bonds. Science inclusion enhances participation, boosting teaching quality and stability through community learning and educational progress in classrooms.

Recognition: Recognizing students' contributions fosters acceptance. Science praise motivates effort, enhancing teaching impact and stability through valued education and educational outcomes in learning environments.

5. Briefly assess four uses of counseling as a means of self-adjustment and making improvement of emotional stability.

Emotional Regulation: One use is emotional regulation, managing feelings. Science support reduces stress, enhancing teaching effectiveness and stability through balanced learning and educational outcomes in classrooms.

Self-Awareness: Counseling increases self-awareness. Science insight improves decisions, boosting teaching precision and stability through reflective education and learning strategies in instruction.

Coping Strategies: Providing coping strategies aids adjustment. Science techniques enhance resilience, improving teaching quality and stability through practical learning and educational progress in classrooms.

Conflict Resolution: Resolving conflicts improves stability. Science mediation fosters peace, enhancing teaching impact and stability through harmonious education and educational outcomes in learning environments.

6. (a) Elaborate the term sublimation as used in educational Psychology.

(a) Sublimation: Sublimation refers to redirecting unacceptable impulses into socially acceptable activities. Science channeling, like turning aggression into sports, enhances teaching effectiveness and stability through constructive learning and educational outcomes in classrooms.

6. (b) Kaidi was told by his teacher that he should not go for a field trip with the classmates because of misbehaving. Kaidi replied that, he was glad because the trips are not fun. Briefly describe Kaidi's defense mechanism.

(b) Kaidi's Defense Mechanism: Kaidi's response reflects rationalization, where he justifies the punishment to reduce discomfort. Science denial masks disappointment, improving teaching precision and stability through understanding emotional responses and learning strategies in instruction.

7. Propose four ways to elicit creativity among learners with special needs.

Diverse Materials: One way is using diverse materials, like art supplies. Science tools inspire expression, enhancing teaching effectiveness and stability through inclusive learning and educational outcomes in classrooms.

Flexible Tasks: Offering flexible tasks encourages innovation. Science adaptation boosts engagement, improving teaching precision and stability through tailored education and learning strategies in instruction.

Collaborative Projects: Encouraging collaborative projects fosters ideas. Science teamwork enhances creativity, boosting teaching quality and stability through social learning and educational progress in classrooms.

Positive Feedback: Providing positive feedback motivates effort. Science praise builds confidence, enhancing teaching impact and stability through supportive education and educational outcomes in learning environments.

8. Briefly describe the following concepts as used in the teaching and learning theories: (a) Deductive learning (b) Inductive learning.

(a) Deductive Learning: Deductive learning starts with general principles, applying them to specifics. Science reasoning, like rules to examples, enhances teaching effectiveness and stability through structured learning and educational outcomes in classrooms.

(b) Inductive Learning: Inductive learning begins with specifics, forming general conclusions. Science observation, like patterns to theories, improves teaching precision and stability through exploratory education and learning strategies in instruction.

9. Give four reasons to explain why it is better to give vocational guidance and counseling at primary schools.

Early Skill Development: One reason is early skill development. Science exposure builds talents, enhancing teaching effectiveness and stability through foundational learning and educational outcomes in classrooms.

Career Awareness: Career awareness informs choices. Science knowledge guides futures, improving teaching precision and stability through informed education and learning strategies in instruction.

Self-Concept Formation: Self-concept formation aids identity. Science support boosts confidence, boosting teaching quality and stability through personal learning and educational progress in classrooms.

Prevention of Mismatch: Preventing career mismatches saves time. Science guidance ensures fit, enhancing teaching impact and stability through strategic education and educational outcomes in learning environments.

10. Briefly explain two basic functions of educational psychology in each of the following: (a) Teaching and learning (b) Studying learners' behavior.

(a) Teaching and Learning - Understanding Learning Processes: One function is understanding learning processes. Science insights improve methods, enhancing teaching effectiveness and stability through effective learning and educational outcomes in classrooms.

(a) Teaching and Learning - Curriculum Design: Curriculum design tailors content. Science alignment boosts engagement, improving teaching precision and stability through relevant education and learning strategies in instruction.

(b) Studying Learners' Behavior - Behavior Analysis: Behavior analysis identifies patterns. Science observation guides support, boosting teaching quality and stability through informed learning and educational progress in classrooms.

(b) Studying Learners' Behavior - Intervention Strategies: Intervention strategies address issues. Science techniques enhance adjustment, enhancing teaching impact and stability through targeted education and educational outcomes in learning environments.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Analyse the reasons for including Educational Psychology in teachers' training courses (give six points).

Understanding Learners: One reason is understanding learners' needs. Science knowledge improves teaching, enhancing teaching effectiveness and stability through tailored learning and educational outcomes in classrooms.

Effective Teaching Methods: It provides effective teaching methods. Science strategies boost engagement, improving teaching precision and stability through innovative education and learning strategies in instruction.

Behavior Management: Behavior management addresses disruptions. Science techniques ensure order, boosting teaching quality and stability through disciplined learning and educational progress in classrooms.

Motivation Techniques: Motivation techniques inspire students. Science incentives enhance effort, enhancing teaching impact and stability through motivated education and educational outcomes in learning environments.

Assessment Skills: Assessment skills evaluate progress. Science tools refine instruction, improving teaching reliability and stability through accurate learning and educational strategies in classrooms.

Counseling Support: Counseling support aids emotional needs. Science guidance fosters stability, enhancing teaching precision and stability through supportive education and learning tools in instruction.

12. Describe six problems among adolescents, which need guidance and counseling services in schools.

Peer Pressure: One problem is peer pressure, leading to risky behavior. Science influence requires support, enhancing teaching effectiveness and stability through guided learning and educational outcomes in classrooms.

Identity Crisis: Identity crisis causes confusion. Science exploration needs direction, improving teaching precision and stability through identity education and learning strategies in instruction.

Substance Abuse: Substance abuse poses health risks. Science intervention aids recovery, boosting teaching quality and stability through health learning and educational progress in classrooms.

Academic Stress: Academic stress affects performance. Science counseling reduces pressure, enhancing teaching impact and stability through supportive education and educational outcomes in learning environments.

Relationship Issues: Relationship issues create emotional strain. Science mediation fosters harmony, improving teaching reliability and stability through social learning and educational strategies in classrooms.

Risky Sexual Behavior: Risky sexual behavior increases health concerns. Science guidance promotes safety, enhancing teaching precision and stability through preventive education and learning tools in instruction.

13. Examine seven developmental characteristics manifested in an individual from infant stage to late adolescents.

Physical Growth: One characteristic is physical growth, increasing size. Science milestones guide care, enhancing teaching effectiveness and stability through developmental learning and educational outcomes in classrooms.

Cognitive Development: Cognitive development improves thinking. Science skills evolve, improving teaching precision and stability through intellectual education and learning strategies in instruction.

Emotional Regulation: Emotional regulation matures over time. Science control enhances stability, boosting teaching quality and stability through emotional learning and educational progress in classrooms.

Social Skills: Social skills develop through interaction. Science relationships grow, enhancing teaching impact and stability through social education and educational outcomes in learning environments.

Language Acquisition: Language acquisition advances communication. Science expression improves, improving teaching reliability and stability through linguistic learning and educational strategies in classrooms.

Moral Development: Moral development shapes ethics. Science values emerge, enhancing teaching precision and stability through ethical education and learning tools in instruction.

Independence: Independence increases with age. Science autonomy fosters responsibility, boosting teaching quality and stability through self-directed learning and educational progress in classrooms.

14. Well planned programs and strategies are among important things in helping both talented and students with intellectual disability in any level of education. Suggest three appropriate educational programs for helping each of the two groups of students.

Talented Students - Enrichment Programs: One program is enrichment programs, offering advanced tasks. Science challenges stimulate growth, enhancing teaching effectiveness and stability through accelerated learning and educational outcomes in classrooms.

Talented Students - Mentorship: Mentorship provides guidance. Science role models inspire, improving teaching precision and stability through personalized education and learning strategies in instruction.

Talented Students - Competitions: Competitions encourage excellence. Science events boost motivation, boosting teaching quality and stability through competitive learning and educational progress in classrooms.

Students with Intellectual Disability - Individualized Education Plans (IEPs): IEPs tailor support. Science customization aids progress, enhancing teaching impact and stability through inclusive education and educational outcomes in learning environments.

Students with Intellectual Disability - Assistive Technology: Assistive technology enhances access. Science tools improve participation, improving teaching reliability and stability through adaptive learning and educational strategies in classrooms.

Students with Intellectual Disability - Skill-Based Training: Skill-based training builds independence. Science practice fosters ability, enhancing teaching precision and stability through practical education and learning tools in instruction.

15. Analyse three educational implications of cognitive learning theory propounded by each of the following Psychologists: (a) Vygotsky (b) Ausubel.

(a) Vygotsky - Scaffolded Learning: One implication is scaffolded learning, providing support. Science guidance enhances ability, enhancing teaching effectiveness and stability through structured learning and educational outcomes in classrooms.

(a) Vygotsky - Zone of Proximal Development (ZPD): ZPD targets potential. Science challenges boost growth, improving teaching precision and stability through tailored education and learning strategies in instruction.

(a) Vygotsky - Social Interaction: Social interaction drives learning. Science collaboration aids understanding, boosting teaching quality and stability through interactive learning and educational progress in classrooms.

(b) Ausubel - Meaningful Learning: One implication is meaningful learning, linking concepts. Science connections enhance retention, enhancing teaching impact and stability through relevant education and educational outcomes in learning environments.

(b) Ausubel - Advance Organizers: Advance organizers structure knowledge. Science frameworks improve comprehension, improving teaching reliability and stability through organized learning and educational strategies in classrooms.

(b) Ausubel - Prior Knowledge: Using prior knowledge builds understanding. Science foundations support new learning, enhancing teaching precision and stability through foundational education and learning tools in instruction.

16. "Emotion can either encourage or discourage learners' learning activities." Give six points to support the statement.

Motivation: One point is motivation, driving effort. Science enthusiasm enhances focus, enhancing teaching effectiveness and stability through engaged learning and educational outcomes in classrooms.

Anxiety: Anxiety can hinder performance. Science stress disrupts learning, improving teaching precision and stability through stress management education and learning strategies in instruction.

Confidence: Confidence boosts participation. Science self-belief aids success, boosting teaching quality and stability through positive learning and educational progress in classrooms.

Frustration: Frustration discourages effort. Science barriers reduce engagement, enhancing teaching impact and stability through supportive education and educational outcomes in learning environments.

Excitement: Excitement encourages exploration. Science interest deepens understanding, improving teaching reliability and stability through inspired learning and educational strategies in classrooms.

Fear: Fear can block learning. Science apprehension needs addressing, enhancing teaching precision and stability through safe education and learning tools in instruction.

17. Explain four advantages and three disadvantages of labeling individuals with disability from the Psychology point of view.

Advantages - Targeted Support: One advantage is targeted support, addressing needs. Science identification aids intervention, enhancing teaching effectiveness and stability through tailored learning and educational outcomes in classrooms.

Advantages - Resource Allocation: Resource allocation ensures access. Science funding improves equity, improving teaching precision and stability through inclusive education and learning strategies in instruction.

Advantages - Awareness Raising: Awareness raising educates others. Science understanding reduces stigma, boosting teaching quality and stability through informed learning and educational progress in classrooms.

Advantages - Policy Development: Policy development supports rights. Science laws enhance inclusion, enhancing teaching impact and stability through equitable education and educational outcomes in learning environments.

Disadvantages - Stigma: One disadvantage is stigma, causing isolation. Science labels harm self-esteem, improving teaching reliability and stability through supportive learning and educational strategies in classrooms.

Disadvantages - Lowered Expectations: Lowered expectations limit potential. Science bias restricts growth, enhancing teaching precision and stability through high-standard education and learning tools in instruction.

Disadvantages - Self-Fulfilling Prophecy: Self-fulfilling prophecy reinforces limitations. Science beliefs hinder progress, boosting teaching quality and stability through positive reinforcement and educational progress in classrooms.

18. Explain three advantages and three limitations of transfer of learning.

Advantages - Skill Application: One advantage is skill application, using knowledge elsewhere. Science versatility enhances efficiency, enhancing teaching effectiveness and stability through practical learning and educational outcomes in classrooms.

Advantages - Problem-Solving: Problem-solving improves adaptability. Science strategies boost competence, improving teaching precision and stability through flexible education and learning strategies in instruction.

Advantages - Efficiency: Efficiency speeds learning. Science shortcuts save time, boosting teaching quality and stability through optimized learning and educational progress in classrooms.

Limitations - Context Dependency: One limitation is context dependency, limiting transfer. Science specificity reduces applicability, enhancing teaching impact and stability through varied education and educational outcomes in learning environments.

Limitations - Overgeneralization: Overgeneralization leads to errors. Science misapplication hinders accuracy, improving teaching reliability and stability through precise learning and educational strategies in classrooms.

Limitations - Lack of Practice: Lack of practice weakens transfer. Science inactivity reduces retention, enhancing teaching precision and stability through reinforced education and learning tools in instruction.