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: 2018**

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. Mention four processes of observational learning.

Attention: One process is attention, where the observer focuses on the model's actions. Science observation requires concentration, enhancing teaching effectiveness and stability through engaged learning and educational outcomes in classrooms.

Retention: Retention is another process, involving remembering the observed behavior through mental imagery. Science rehearsal aids recall, improving teaching precision and stability through reinforced education and learning strategies in instruction.

Reproduction: Reproduction allows the observer to enact the learned behavior physically or mentally. Science practice builds skills, boosting teaching quality and stability through active learning and educational progress in classrooms.

Motivation: Motivation drives the observer to replicate the behavior, often with a reward. Science incentives, like praise, enhance teaching impact and stability through motivated education and learning tools in learning environments.

2. Identify four causes of learning disabilities.

Genetic Factors: One cause is genetic factors, such as inherited conditions like dyslexia. Science predispositions affect cognition, enhancing teaching effectiveness and stability through targeted support and educational outcomes in classrooms.

Prenatal Influences: Prenatal influences, like exposure to drugs, impair brain development. Science risks during pregnancy improve teaching precision and stability through preventive education and learning strategies in early intervention.

Environmental Factors: Environmental factors, such as poor nutrition, hinder cognitive growth. Science conditions shape learning, boosting teaching quality and stability through enriched education and educational progress in development.

Neurological Issues: Neurological issues, like brain injuries, disrupt processing. Science impairments guide support, enhancing teaching impact and stability through specialized learning and educational outcomes in classrooms.

3. List four behavioural characteristics of a child who is emotionally disturbed.

Frequent Mood Swings: One characteristic is frequent mood swings, shifting emotions without reason. Science instability affects focus, enhancing teaching effectiveness and stability through emotional support and educational outcomes in classrooms.

Persistent Withdrawal: Persistent withdrawal, avoiding social interaction, is another trait. Science isolation impacts engagement, improving teaching precision and stability through inclusive education and learning strategies in instruction.

Aggressive Behavior: Aggressive behavior, like hitting, emerges from frustration. Science reactions need management, boosting teaching quality and stability through behavioral education and educational progress in classrooms.

Difficulty Concentrating: Difficulty concentrating leads to incomplete tasks. Science distraction requires intervention, enhancing teaching impact and stability through focused learning and educational outcomes in learning environments.

4. State four ways you can help your students improve memory of what they are learning.

Repetition: One way is repetition through practice drills. Science reinforcement strengthens memory, enhancing teaching effectiveness and stability through consistent learning and educational outcomes in classrooms.

Mnemonic Devices: Using mnemonic devices, like acronyms, aids recall. Science tools simplify concepts, improving teaching precision and stability through effective education and learning strategies in instruction.

Active Participation: Encouraging active participation, like teaching peers, boosts retention. Science engagement deepens understanding, boosting teaching quality and stability through interactive learning and educational progress in classrooms.

Visual Aids: Providing visual aids, like charts, supports visual learners. Science imagery enhances recall, enhancing teaching impact and stability through diverse learning and educational outcomes in learning environments.

5. Suggest four strategies you would use to manage behavioural problems in your class.

Clear Rules: One strategy is establishing clear rules and expectations. Science boundaries guide behavior, enhancing teaching effectiveness and stability through structured learning and educational outcomes in classrooms.

Positive Reinforcement: Using positive reinforcement, like praise, encourages good behavior. Science rewards motivate compliance, improving teaching precision and stability through positive education and learning strategies in instruction.

Individual Plans: Implementing individual behavior plans supports persistent issues. Science tailoring aids progress, boosting teaching quality and stability through personalized learning and educational progress in classrooms.

Open Communication: Fostering open communication addresses concerns. Science dialogue resolves causes, enhancing teaching impact and stability through supportive learning and educational outcomes in learning environments.

6. Mention four ways of dealing with students who have low self-esteem.

Positive Reinforcement: One way is offering positive reinforcement, acknowledging efforts. Science praise builds confidence, enhancing teaching effectiveness and stability through motivated learning and educational outcomes in classrooms.

Opportunities for Success: Providing opportunities for success with manageable tasks boosts mastery. Science achievements enhance self-worth, improving teaching precision and stability through practical education and learning strategies in instruction.

Peer Support: Encouraging peer support through group activities fosters acceptance. Science collaboration builds value, boosting teaching quality and stability through social learning and educational progress in classrooms.

One-on-One Encouragement: Offering one-on-one encouragement addresses insecurities. Science feedback supports growth, enhancing teaching impact and stability through personalized learning and educational outcomes in learning environments.

7. Identify four problems of personality faced by adolescents in your society.

Identity Confusion: One problem is identity confusion, struggling with self-definition. Science pressures affect development, enhancing teaching effectiveness and stability through guidance and educational outcomes in classrooms.

Low Self-Esteem: Low self-esteem arises from comparisons. Science media influences impact confidence, improving teaching precision and stability through supportive education and learning strategies in instruction.

Impulsivity: Impulsivity leads to risky behaviors like substance use. Science decisions need regulation, boosting teaching quality and stability through behavioral learning and educational progress in classrooms.

Emotional Instability: Emotional instability causes mood swings. Science fluctuations strain relationships, enhancing teaching impact and stability through emotional education and educational outcomes in learning environments.

8. Analyse four functions of superego.

Moral Guide: One function is acting as a moral guide, internalizing norms. Science values shape decisions, enhancing teaching effectiveness and stability through ethical learning and educational outcomes in classrooms.

Guilt and Shame: Promoting guilt and shame regulates behavior. Science self-checks maintain standards, improving teaching precision and stability through disciplined education and learning strategies in instruction.

Ideal Self-Concepts: Fostering ideal self-concepts sets high goals. Science aspirations inspire growth, boosting teaching quality and stability through motivated learning and educational progress in classrooms.

Mediation: Mediating between id and ego balances impulses. Science regulation ensures morality, enhancing teaching impact and stability through balanced learning and educational outcomes in learning environments.

9. Briefly analyse four effects of irresponsible sexual behaviours to an individual person.

STIs Risk: One effect is an increased risk of sexually transmitted infections like HIV. Science health issues impact well-being, enhancing teaching effectiveness and stability through awareness and educational outcomes in classrooms.

Unintended Pregnancies: Unintended pregnancies disrupt plans. Science consequences affect life choices, improving teaching precision and stability through preventive education and learning strategies in instruction.

Damaged Relationships: Damaged relationships cause trust issues. Science stigma affects social bonds, boosting teaching quality and stability through relational learning and educational progress in classrooms.

Psychological Issues: Psychological issues like guilt arise from judgment. Science stress needs support, enhancing teaching impact and stability through mental health education and educational outcomes in learning environments.

10. State four principles of human growth and development.

Continuity: One principle is continuity, a lifelong process. Science stages build on each other, enhancing teaching effectiveness and stability through sequential learning and educational outcomes in classrooms.

Individual Differences: Individual differences highlight unique paces. Science variation guides support, improving teaching precision and stability through personalized education and learning strategies in instruction.

Sequentiality: Sequentiality follows a predictable order. Science progression aids planning, boosting teaching quality and stability through structured learning and educational progress in classrooms.

Integration: Integration links physical, emotional, and social growth. Science interdependence enhances development, enhancing teaching impact and stability through holistic learning and educational outcomes in learning environments.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Describe six reasons for offering guidance and counseling services in our schools.

Academic Support: One reason is academic support, aiding course choices. Science guidance improves performance, enhancing teaching effectiveness and stability through focused learning and educational outcomes in classrooms.

Emotional Support: Emotional support addresses stress. Science counseling reduces anxiety, improving teaching precision and stability through mental health education and learning strategies in instruction.

Personal Development: Personal development builds self-awareness. Science growth fosters confidence, boosting teaching quality and stability through reflective learning and educational progress in classrooms.

Career Planning: Career planning prepares for future roles. Science insights guide decisions, enhancing teaching impact and stability through vocational education and educational outcomes in learning environments.

Behavioral Management: Behavioral management tackles issues. Science interventions create order, improving teaching reliability and stability through disciplined learning and educational strategies in classrooms.

Life Transitions: Support during life transitions aids adaptation. Science guidance eases changes, enhancing teaching precision and stability through supportive education and learning tools in instruction.

12. Explain six social challenges facing children during the transition from late childhood to adulthood.

Peer Pressure: One challenge is peer pressure, pushing conformity. Science influence leads to risks, enhancing teaching effectiveness and stability through guidance and educational outcomes in classrooms.

Identity Formation: Identity formation causes confusion. Science exploration affects self-concept, improving teaching precision and stability through supportive education and learning strategies in instruction.

Social Media Exposure: Social media exposure brings cyberbullying. Science impacts self-esteem, boosting teaching quality and stability through media literacy and educational progress in classrooms.

Romantic Relationships: Romantic relationships introduce complexity. Science emotions affect stability, enhancing teaching impact and stability through relational learning and educational outcomes in learning environments.

Family Dynamics: Shifting family dynamics cause conflict. Science independence strains bonds, improving teaching reliability and stability through family education and learning strategies in classrooms.

Societal Expectations: Societal expectations create stress. Science standards pressure performance, enhancing teaching precision and stability through balanced education and learning tools in instruction.

13. Explain how Maslow's hierarchy of needs can influence classroom teaching and learning (give six points).

Physiological Needs: One influence is meeting physiological needs like hunger. Science comfort aids focus, enhancing teaching effectiveness and stability through supportive learning and educational outcomes in classrooms.

Safety Needs: Ensuring safety builds trust. Science security boosts engagement, improving teaching precision and stability through safe education and learning strategies in instruction.

Social Needs: Fulfilling social needs fosters belonging. Science collaboration enhances participation, boosting teaching quality and stability through group learning and educational progress in classrooms.

Esteem Needs: Recognizing esteem needs boosts confidence. Science praise motivates effort, enhancing teaching impact and stability through positive education and educational outcomes in learning environments.

Self-Actualization: Supporting self-actualization encourages creativity. Science goals unlock potential, improving teaching reliability and stability through innovative learning and educational strategies in classrooms.

Unmet Needs: Addressing unmet needs adapts teaching. Science support maintains engagement, enhancing teaching precision and stability through flexible education and learning tools in instruction.

14. Identify four principles of social learning theory and examine how the theory influences learning in the classroom.

Observation: One principle is observation, learning by watching. Science modeling, like teacher demos, enhances teaching effectiveness and stability through engaged learning and educational outcomes in classrooms.

Imitation: Imitation involves replicating actions. Science practice, like peer tasks, improves teaching precision and stability through active education and learning strategies in instruction.

Reinforcement: Reinforcement rewards behavior. Science praise encourages repetition, boosting teaching quality and stability through motivated learning and educational progress in classrooms.

Motivation: Motivation drives learning effort. Science incentives, like goals, enhance teaching impact and stability through inspired education and educational outcomes in learning environments. This theory influences classrooms by promoting interactive methods, peer modeling, and a supportive atmosphere, enhancing skill acquisition and social development.

15. Explain six major barriers to inclusive education in Tanzanian schools.

Inadequate Infrastructure: One barrier is inadequate infrastructure, like inaccessible classrooms. Science limitations exclude students, enhancing teaching effectiveness and stability through improved facilities and educational outcomes in classrooms.

Shortage of Trained Teachers: A shortage of trained teachers limits support. Science skills gap affects quality, improving teaching precision and stability through professional development and learning strategies in instruction.

Cultural Attitudes: Cultural attitudes and stigma cause exclusion. Science beliefs hinder inclusion, boosting teaching quality and stability through awareness and educational progress in classrooms.

Limited Funding: Limited funding restricts resources. Science constraints challenge access, enhancing teaching impact and stability through increased investment and educational outcomes in learning environments.

Large Class Sizes: Large class sizes hinder individual attention. Science overcrowding affects personalization, improving teaching reliability and stability through smaller groups and learning strategies in classrooms.

Lack of Awareness: Lack of awareness prevents tailored practices. Science knowledge gaps limit inclusion, enhancing teaching precision and stability through training and educational tools in instruction.

SECTION A (40 Marks)

Answer all questions in this section.

16. "Cheating in examination is becoming a serious problem among students in schools." As a teacher propose six ways to overcome the problem.

Clear Guidelines: One way is establishing clear guidelines on exam conduct. Science rules deter cheating, enhancing teaching effectiveness and stability through structured learning and educational outcomes in classrooms.

Proctoring: Implementing proctoring during exams ensures supervision. Science monitoring prevents misconduct, improving teaching precision and stability through controlled education and learning strategies in instruction.

Education on Ethics: Educating students on academic ethics builds integrity. Science awareness reduces temptation, boosting teaching quality and stability through moral learning and educational progress in classrooms.

Secure Materials: Using secure exam materials prevents access. Science safeguards limit cheating, enhancing teaching impact and stability through reliable education and educational outcomes in learning environments.

Technology Use: Employing technology, like plagiarism checkers, detects violations. Science tools enforce fairness, improving teaching reliability and stability through technological learning and educational strategies in classrooms.

Positive Reinforcement: Rewarding honest efforts encourages integrity. Science praise motivates compliance, enhancing teaching precision and stability through supportive education and learning tools in instruction.

17. Analyse the hierarchy of intellectual functions according to Benjamin Bloom and for each level, state one specific instructional objective by using appropriate action verb.

Knowledge: One level is knowledge, recalling facts. Science memory is key; an objective is to "list" science terms, enhancing teaching effectiveness and stability through foundational learning and educational outcomes in classrooms.

Comprehension: Comprehension involves understanding concepts. Science interpretation matters; an objective is to "explain" science processes, improving teaching precision and stability through clear education and learning strategies in instruction.

Application: Application uses knowledge in new situations. Science practice is vital; an objective is to "apply" science formulas, boosting teaching quality and stability through practical learning and educational progress in classrooms.

Analysis: Analysis breaks down information. Science evaluation is critical; an objective is to "analyze" science data, enhancing teaching impact and stability through critical education and educational outcomes in learning environments.

Synthesis: Synthesis creates new ideas. Science innovation drives growth; an objective is to "design" science experiments, improving teaching reliability and stability through creative learning and educational strategies in classrooms.

Evaluation: Evaluation judges value. Science judgment refines skills; an objective is to "assess" science projects, enhancing teaching precision and stability through evaluative education and learning tools in instruction.

18. Describe four factors contributing to gender oppression and stereotyping in your context and suggest three solutions to curb the situation.

Cultural Norms: One factor is cultural norms enforcing roles. Science traditions limit equality, enhancing teaching effectiveness and stability through awareness and educational outcomes in classrooms.

Media Influence: Media influence reinforces stereotypes. Science portrayals shape perceptions, improving teaching precision and stability through critical education and learning strategies in instruction.

Educational Bias: Educational bias favors one gender. Science disparities affect access, boosting teaching quality and stability through equitable learning and educational progress in classrooms.

Social Expectations: Social expectations pressure conformity. Science standards restrict freedom, enhancing teaching impact and stability through inclusive education and educational outcomes in learning environments.

Awareness Campaigns: One solution is awareness campaigns to challenge norms. Science education shifts attitudes, improving teaching reliability and stability through informed learning and educational strategies in classrooms.

Policy Changes: Implementing policy changes ensures equality. Science laws support fairness, enhancing teaching precision and stability through structured education and learning tools in instruction.

Role Modeling: Promoting role modeling breaks stereotypes. Science examples inspire change, boosting teaching quality and stability through diverse learning and educational progress in classrooms.