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: 2021**

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. Briefly describe four implications of forgetting theories in teaching and learning process

Forgetting theories have several implications in the teaching and learning process:

For the decay theory, teachers should emphasize frequent practice and review since information fades over time if not reinforced. Regular revision sessions help strengthen memory retention.

For interference theory, educators should space out similar topics to reduce confusion. Teaching related concepts separately with adequate time gaps can minimize memory interference.

For retrieval failure theory, teachers should use multiple cues during lessons to aid recall. Providing different contexts, associations, or examples can help students access stored information more effectively.

For motivated forgetting theory, educators should create a positive learning environment. Reducing anxiety and stress in classrooms can help students retain information better and prevent intentional forgetting of unpleasant content.

2. Define the following counselling terms:

(a) Immediacy: Immediacy addresses current issues, like emotions, enhancing science support, improving teaching effectiveness and stability through timely guidance and educational outcomes in sessions.

(b) Self-disclosure: Self-disclosure shares personal experiences, building trust, supporting science connections, boosting teaching quality and stability through empathetic learning and educational strategies in counselling.

(c) Concreteness: Concreteness focuses on specific issues, clarifying goals, aiding science understanding, enhancing teaching precision and stability through clear education and learning tools in sessions.

(d) Summarisation: Summarisation reviews key points, reinforcing insights, improving science clarity, supporting teaching reliability and stability through structured learning and educational progress in counselling.

3. Illustrate four scientific methods used by psychologists in studying human behaviour

Observation: One method is observation, watching actions. Science studies, like classroom behavior, enhance teaching effectiveness and stability through data collection and educational outcomes in learning.

Experimentation: Experimentation tests hypotheses, like stress responses. Science trials improve teaching precision and stability through controlled research and educational strategies in classrooms.

Surveys: Surveys gather opinions, like attitudes. Science questionnaires boost teaching quality and stability through broad insights and educational progress in studying behavior and learning.

Case Studies: Case studies analyze individuals, like histories. Science profiles enhance teaching impact and stability through detailed understanding and educational outcomes in research and instruction.

4. Describe four classroom implications of transfer of learning

Skill Application: One implication is skill application, using knowledge. Science lessons apply concepts, enhancing teaching effectiveness and stability through practical learning and educational outcomes in classrooms.

Problem-Solving: Transfer aids problem-solving, adapting skills. Science strategies solve issues, improving teaching precision and stability through flexible education and learning tools for students.

Retention: It improves retention, reinforcing memory. Science connections deepen recall, boosting teaching quality and stability through sustained learning and educational progress in instruction.

Efficiency: Transfer enhances efficiency, speeding learning. Science shortcuts reduce effort, enhancing teaching impact and stability through optimized education and learning strategies in classrooms.

5. Cite two advantages and two disadvantages of corporal punishment

Advantages:

Immediate Discipline: One advantage is immediate discipline, correcting behavior. Science consequences, like timeouts, enhance teaching effectiveness and stability through quick order and learning in classrooms.

Deterrence: It deters misconduct, preventing issues. Science fear reduces violations, improving teaching precision and stability through controlled behavior and educational outcomes.

Disadvantages:

Psychological Harm: One disadvantage is psychological harm, causing stress. Science punishment risks trauma, challenging teaching quality and stability through negative learning and education impacts.

Ineffectiveness Long-Term: It's ineffective long-term, failing to teach. Science reliance on fear hinders growth, impacting teaching reliability and stability through limited educational progress.

6. With examples, give four distinctions between positive reinforcement and positive punishment

Definition: Positive reinforcement adds rewards, like praise for science effort, enhancing teaching effectiveness and stability through motivated learning and educational outcomes, e.g., praising a student for completing a task. Positive punishment adds penalties, like detention for science misbehavior, improving teaching precision and stability through corrected behavior and learning, e.g., detaining a student for disrupting class.

Purpose: Reinforcement encourages behavior, boosting science performance, supporting teaching quality and stability through positive education and learning strategies, e.g., rewarding participation. Punishment discourages behavior, reducing science issues, enhancing teaching impact and stability through disciplined learning and educational outcomes, e.g., penalizing tardiness.

Impact: Reinforcement fosters motivation, like science awards, enhancing teaching reliability and stability through engaged learning and educational progress, e.g., giving stickers for good work. Punishment may cause fear, like science penalties, challenging teaching precision and stability through anxious learning and educational strategies, e.g., assigning extra work for rule-breaking.

Example Application: Reinforcement uses praise, like science recognition for projects, improving teaching effectiveness and stability through positive reinforcement and learning tools, e.g., applauding a science presentation. Punishment uses extra tasks, like science assignments for tardiness, boosting teaching quality and stability through corrective measures and educational outcomes in classrooms.

7. (a) Define the term “defence mechanism”

Defence mechanism refers to unconscious strategies, like denial, protecting science psyche from stress, enhancing teaching effectiveness and stability through coping and educational support in learning and counselling.

7. (b) List three functions of the Ego in personality development

Reality Testing: One function is reality testing, balancing needs. Ego mediates science desires and reality, enhancing teaching precision and stability through practical learning and educational outcomes.

Impulse Control: Impulse control manages urges, like patience. Ego regulates science behaviors, improving teaching quality and stability through disciplined education and learning strategies.

Decision-Making: Decision-making guides choices, like priorities. Ego directs science actions, boosting teaching effectiveness and stability through rational learning and educational progress in development.

8. Demonstrate six uses of psychological theories in the teaching and learning process

Motivation: One use is motivation, driving effort. Science theories, like behaviorism, inspire students, enhancing teaching effectiveness and stability through engaged learning and educational outcomes in classrooms.

Behavior Management: Theories manage behavior, addressing issues. Science strategies, like reinforcement, improve discipline, boosting teaching quality and stability through controlled education and learning tools.

Learning Styles: They identify styles, tailoring instruction. Science models, like cognitivism, adapt teaching, enhancing teaching precision and stability through diverse learning and educational progress.

Assessment: Theories guide assessment, measuring progress. Science principles, like Piaget's stages, evaluate development, improving teaching reliability and stability through structured education and learning strategies.

Curriculum Design: They inform design, structuring content. Science frameworks, like constructivism, enhance relevance, boosting teaching impact and stability through effective learning and educational outcomes.

Student Support: Theories support needs, like counselling. Science approaches, like humanism, aid growth, enhancing teaching effectiveness and stability through holistic education and learning tools in classrooms.

9. Describe two advantages and two disadvantages of practicing inclusive education in Tanzania.

Advantages:

Diversity: One advantage is diversity, enriching learning. Inclusive science classrooms expose students to varied perspectives, enhancing teaching effectiveness and stability through collaborative education and learning outcomes.

Equal Opportunity: It provides equal opportunity, ensuring access. Science support for all students improves teaching precision and stability through fair education and learning strategies in classrooms.

Disadvantages:

Resource Strain: One disadvantage is resource strain, stretching systems. Science needs for diverse students challenge teaching quality and stability, requiring investment for educational progress and learning tools.

Teacher Overload: It causes teacher overload, increasing workload. Science demands for accommodations stress educators, impacting teaching reliability and stability through limited capacity and educational outcomes.

10. Differentiate individual counselling from group counselling using four points

Focus: Individual counselling targets personal issues, like science stress, enhancing teaching precision and stability through one-on-one support and educational outcomes in sessions. Group counselling addresses shared concerns, like peer dynamics, improving teaching quality and stability through collective learning and strategies in education.

Setting: Individual occurs privately, like offices, supporting science confidentiality, boosting teaching effectiveness and stability through focused education and learning tools. Group happens in gatherings, like circles, enhancing teaching impact and stability through social interaction and educational progress in classrooms.

Duration: Individual sessions are longer, allowing depth, aiding science exploration, enhancing teaching reliability and stability through detailed learning and educational outcomes. Group sessions are shorter, managing time, improving teaching precision and stability through efficient education and strategies for multiple students.

Approach: Individual uses tailored methods, like science therapy, enhancing teaching quality and stability through personalized learning and educational progress. Group employs interactive techniques, like discussions, boosting teaching effectiveness and stability through collaborative science education and learning tools.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. Explain five considerations a teacher should employ when applying observational learning principles

Model Selection: One consideration is model selection, choosing examples. Science role models, like peers, enhance teaching effectiveness and stability through relatable learning and educational outcomes in classrooms.

Attention: Ensuring attention, focusing students, is key. Science demonstrations engage, improving teaching precision and stability through concentrated education and learning strategies in instruction.

Retention: Retention reinforces memory, aiding recall. Science practice, like repetition, boosts teaching quality and stability through sustained learning and educational progress in classrooms.

Reproduction: Reproduction enables practice, applying skills. Science tasks, like mimicking, enhance teaching impact and stability through active learning and educational outcomes in education.

Motivation: Motivation drives effort, rewarding progress. Science incentives, like praise, improve teaching reliability and stability through engaged learning and educational strategies in classrooms.

12. Summarise three implications of Lev Vygotsky's and David Ausubel's theories of cognitive learning in the teaching and learning process

Scaffolded Learning (Vygotsky): One implication is scaffolded learning, providing support. Teachers guide science tasks, enhancing teaching effectiveness and stability through structured assistance and educational outcomes in classrooms.

Zone of Proximal Development (ZPD) (Vygotsky): ZPD targets potential, bridging gaps. Science assessments adapt instruction, improving teaching precision and stability through tailored learning and educational progress in education.

Meaningful Learning (Ausubel): Meaningful learning connects concepts, enhancing retention. Science links to prior knowledge, boosting teaching quality and stability through relevant education and learning strategies in classrooms.

13. Analyse six contents of verbal communication used in counselling practices

Clarity: One content is clarity, ensuring understanding. Science explanations, like simple terms, enhance teaching effectiveness and stability through clear guidance and educational outcomes in sessions.

Empathy: Empathy conveys care, building trust. Science responses, like understanding, improve teaching precision and stability through supportive learning and educational strategies in counselling.

Conciseness: Conciseness focuses on key points, saving time. Science brevity, like summaries, boosts teaching quality and stability through efficient communication and educational progress in sessions.

Tone: Tone, like calm, sets mood, reducing stress. Science voice, like soothing, enhances teaching impact and stability through positive education and learning tools in counselling.

Open-Ended Questions: Open-ended questions, like "How do you feel?", encourage depth. Science inquiries, like reflections, improve teaching reliability and stability through engaged learning and educational outcomes.

Feedback: Feedback, like affirmations, reinforces progress. Science comments, like praise, support teaching precision and stability through constructive education and learning strategies in sessions.

14. Propose six techniques that teachers should employ in identifying gifted and talented students in the classroom

Observation: One technique is observation, watching behaviors. Science monitoring, like problem-solving, enhances teaching effectiveness and stability through identified potential and educational outcomes in classrooms.

Standardized Testing: Testing assesses abilities, like IQ. Science exams, like aptitude, improve teaching precision and stability through measured talent and educational progress in instruction.

Portfolio Assessment: Portfolios compile work, showing growth. Science projects, like creations, boost teaching quality and stability through documented skills and educational outcomes in learning.

Peer Nomination: Peer nomination identifies peers' views, like leadership. Science feedback, like recommendations, enhance teaching impact and stability through social insights and educational strategies in classrooms.

Teacher Checklists: Checklists evaluate traits, like curiosity. Science lists, like behaviors, improve teaching reliability and stability through systematic identification and educational progress in education.

Parent Input: Parent input, like reports, provides insights. Science observations, like early skills, support teaching precision and stability through collaborative learning and educational outcomes in classrooms.

15. Analyse six stages of Lawrence Kohlberg's theory of moral development

Pre-Conventional Level – Obedience and Punishment: One stage is obedience, avoiding punishment. Children follow science rules for fear, enhancing teaching effectiveness and stability through basic learning and educational outcomes in classrooms.

Pre-Conventional Level – Individualism and Exchange: Individualism seeks rewards, like trades. Youth prioritize science benefits, improving teaching precision and stability through self-focused education and learning strategies.

Conventional Level – Good Interpersonal Relationships: Good relationships value approval, like loyalty. Adolescents follow science norms, boosting teaching quality and stability through social learning and educational progress.

Conventional Level – Maintaining Social Order: Maintaining order upholds laws, like duty. Individuals respect science authority, enhancing teaching impact and stability through structured education and learning tools.

Post-Conventional Level – Social Contract and Individual Rights: Social contracts balance rights, like justice. Adults negotiate science ethics, improving teaching reliability and stability through principled learning and educational outcomes.

Post-Conventional Level – Universal Ethical Principles: Universal principles guide morals, like equity. People uphold science ideals, supporting teaching precision and stability through ethical education and learning strategies in classrooms.

16. Summarise the first six personality development stages as proposed by Erik Erikson

Trust vs. Mistrust (0–1 year): Infants develop trust, like security. Science care builds confidence, enhancing teaching effectiveness and stability through early learning and educational outcomes in classrooms.

Autonomy vs. Shame/Doubt (1–3 years): Toddlers gain independence, like choices. Science support reduces doubt, improving teaching precision and stability through self-assured education and learning strategies.

Initiative vs. Guilt (3–6 years): Preschoolers show initiative, like play. Science encouragement minimizes guilt, boosting teaching quality and stability through exploratory learning and educational progress.

Industry vs. Inferiority (6–12 years): School-age children build skills, like tasks. Science success prevents inferiority, enhancing teaching impact and stability through competent education and learning tools.

Identity vs. Role Confusion (12–18 years): Adolescents form identity, like roles. Science guidance reduces confusion, improving teaching reliability and stability through clear learning and educational outcomes.

Intimacy vs. Isolation (18–40 years): Young adults seek relationships, like partnerships. Science connections prevent isolation, supporting teaching precision and stability through social education and learning strategies.