

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

761

**EDUCATIONAL PSYCHOLOGY, GUIDANCE
AND COUNSELLING**

Time: 3 Hours

ANSWERS

Year: 2022

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. (a) Identify two processes of cognitive adaptations from the scenario which states that “When a 2 years – old child sees a goat, she/he calls it a dog, but later he/she realizes that the two are different.”

The two processes are **assimilation** and **accommodation**.

Assimilation happens when the child first calls the goat a dog because they apply their existing knowledge of dogs to a new but similar animal.

Accommodation occurs later when the child recognizes that the goat and dog are different and adjusts their understanding accordingly.

(b) Distinguish the two processes of cognitive adaptations experienced by the child in (a)

Assimilation is the process of integrating new information into existing cognitive schemas without changing the schema. For example, the child labels the goat as a dog because it fits their existing idea of a four-legged animal.

Accommodation, on the other hand, involves changing or creating new schemas when new information does not fit into existing ones. In this case, the child learns that the goat is different from the dog and updates their understanding.

2. Point out four ways which can be used to identify gifted and talented students in the class

One way is through **teacher observation**. Teachers notice students who demonstrate quick learning, creativity, and exceptional problem-solving skills during lessons.

Another method is through **performance tests or standardized intelligence tests** that measure students' intellectual abilities compared to their peers.

A third way is by evaluating students' **creativity and originality** in tasks such as art, writing, or science projects, identifying those who think outside the box.

Lastly, **peer and parent recommendations** can help identify gifted students since they might observe exceptional talents or interests that are not always visible in the classroom setting.

3. Develop four techniques apart from rhyming which can be used to assist the students to improve their memory

The first technique is **chunking**, which involves breaking down large pieces of information into smaller, manageable units, making it easier to remember.

Secondly, **visualization** helps by encouraging students to create mental images related to the material, aiding recall through association.

Another technique is **repetition or rehearsal**, where students repeatedly practice or review information to transfer it from short-term to long-term memory.

Lastly, **use of mnemonic devices** other than rhymes, such as acronyms or initial letters, assists in remembering sequences or lists.

4. (a) State two laws that describe student teachers' active participation in bonanza

One law is the **Law of Readiness**, which states that learners participate actively when they are physically and mentally ready to perform a task, such as joining games during a bonanza.

Another law is the **Law of Exercise**, meaning that practice strengthens learning and participation. Frequent engagement in activities like games encourages active involvement.

(b) State the law that describes student teachers' underperformance in whatever game/sport they were involved in

The **Law of Effect** explains underperformance. It states that behaviors followed by unpleasant consequences are less likely to be repeated. If student teachers experience failure or negative feedback, they may participate less actively or perform poorly.

5. Show how a school-based programme can help students to cope with adolescence challenges

A school-based programme can provide **counselling services** where students discuss and find solutions for emotional and social challenges such as peer pressure or identity issues.

It can organize **life skills education sessions** that teach decision-making, stress management, and communication, equipping students to handle puberty changes responsibly.

The programme may also include **peer support groups** where adolescents share experiences and support each other, reducing feelings of isolation.

Furthermore, **health education workshops** can inform students about reproductive health, hygiene, and nutrition, helping them make informed choices during adolescence.

6. Assess two qualities missed by a counsellor who has been very sympathetic and having little tolerance and ability to withhold unnecessary disclosure in the process of guidance and counselling

One missing quality is **objectivity**. Being overly sympathetic may cloud the counsellor's judgment, preventing them from providing unbiased advice and necessary constructive feedback.

Another missing quality is **confidentiality**. A counsellor lacking the ability to withhold unnecessary disclosure may break trust with clients, discouraging openness and honesty in future counselling sessions.

7. Describe four disadvantages of operant conditioning theory in the process of teaching and learning

First, operant conditioning often relies on **external rewards and punishments**, which may reduce learners' intrinsic motivation to learn.

Second, it may **encourage rote learning** rather than deep understanding because learners focus on behavior outcomes instead of concepts.

Third, constant use of punishments can create **fear or anxiety** in students, negatively affecting their learning experience.

Lastly, operant conditioning may not work well for **complex cognitive skills**, as it is better suited for simple, observable behaviors rather than abstract thinking.

8. Explain the four importance of child's moral and emotional development

Moral development helps children understand the difference between right and wrong, guiding them to behave responsibly and ethically in society.

Emotional development allows children to recognize and manage their feelings, improving self-control and reducing behavioral problems.

Both moral and emotional growth support the development of **empathy and social skills**, enabling children to form positive relationships with others.

Finally, these developments build **self-esteem and confidence**, essential for coping with challenges and achieving personal goals.

9. Describe four ways which can be used in promoting transfer of learning among learners with special needs

One way is by **using real-life examples and practical activities** that relate directly to students' daily experiences, helping them apply knowledge across contexts.

Another method is through **repetition and practice** in different settings to reinforce learning and encourage application in various situations.

Using **multisensory teaching approaches** such as combining visual, auditory, and tactile methods helps learners understand and generalize concepts better.

Lastly, teachers can **provide explicit instructions and prompts** that guide learners to connect new information with what they already know.

10. Give out the four guiding principles which can be used by a teacher who planned to teach basing on constructivism learning approach

One principle is that learning should be **active and student-centered**, where learners construct knowledge through hands-on experiences and exploration.

Another is that teachers should **encourage social interaction and collaboration**, as knowledge is co-constructed through communication with peers.

The third principle is that learning should be **contextualized**, relating new information to learners' prior knowledge and real-world situations.

Finally, teachers need to **facilitate reflection**, helping students think critically about their learning process and outcomes to deepen understanding.

SECTION B (60 Marks)

Answer all questions from this section. Each question carries 15 marks.

11. Explain six importance of educational psychology in the teaching and learning process

Educational psychology helps teachers understand how students learn and develop, enabling them to design lessons that suit different learning styles and stages.

It assists teachers in identifying students' intellectual abilities and learning difficulties, allowing for appropriate interventions and support.

The study of educational psychology informs teachers about motivation, helping them create strategies that encourage and sustain students' interest and effort in learning.

It guides classroom management techniques by explaining how behavior can be shaped and maintained, creating a positive learning environment.

Educational psychology provides insight into assessment methods, helping teachers design tests and evaluate student progress fairly and effectively.

Finally, it supports teachers in adapting teaching methods to suit the emotional and social needs of learners, promoting holistic development.

12. Develop five strategies the teacher can use when teaching students who cannot spell their own names, have inadequate intellectual abilities in most academic areas, and lack sufficient adaptive skills needed for self-care and social responsibility

One strategy is to use **multi-sensory teaching methods**, such as combining visual, auditory, and tactile activities, to reinforce learning through different senses.

Another is to provide **individualized instruction**, tailoring lessons to meet the specific learning needs and pace of each student.

Teachers should incorporate **life skills training**, focusing on practical tasks like personal hygiene, communication, and basic social rules to improve adaptive behaviors.

Using **repetition and routine** helps these students build confidence and retain information by practicing skills regularly in a structured setting.

Lastly, teachers can encourage **peer support and cooperative learning**, where classmates assist and model appropriate behaviors and academic skills.

13. Show how they can use Piaget's theory of cognitive development in the process of teaching and learning

Teachers can design lessons that match the learner's cognitive stage, such as using concrete objects and hands-on activities for children in the concrete operational stage.

They can encourage **active exploration and discovery learning**, allowing students to manipulate materials and experiment, which aligns with Piaget's emphasis on self-initiated learning.

Teachers should promote **social interaction**, such as group work and discussions, as Piaget noted that cognitive development is enhanced by interaction with peers.

Finally, they can create learning experiences that challenge existing schemas, encouraging **assimilation and accommodation** to foster deeper understanding and cognitive growth.

14. Explain the importance of effective counselling in solving students' problems in schools

Effective counselling provides students with a safe and confidential environment to express their feelings and concerns without fear of judgment.

It helps students develop coping strategies for emotional, social, and academic challenges, improving their overall well-being and school performance.

Counselling can identify underlying issues such as learning difficulties or family problems, allowing for timely support and interventions.

It promotes positive self-esteem and decision-making skills, empowering students to take responsibility for their actions and future.

Finally, effective counselling fosters a supportive school climate, reducing behavioral problems and promoting harmonious relationships among students and staff.