

**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: 2023

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).

maktaba.tetea.org



SECTION A (40 Marks)

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

1. Make a brief description of the differences between educational psychology and other branches of psychology by giving two points.

Educational psychology focuses specifically on how people learn and retain knowledge within educational environments. It studies how learners develop intellectually, socially, emotionally, and behaviorally in classroom settings and how teachers can improve instructional methods based on this understanding.

Other branches of psychology, such as clinical, social, or industrial psychology, deal with broader areas unrelated to teaching and classroom learning. For example, clinical psychology focuses on diagnosing and treating mental health problems, while social psychology examines how people behave in groups or societies. Educational psychology remains centered on teaching and learning processes.

2. Support the statement that ordinary-level students need to be given adequate correct information about sex by giving four points.

Providing accurate sex education to ordinary-level students helps them understand the physical, emotional, and social changes they experience during adolescence. It prepares them to handle these changes with confidence and promotes healthy personal development.

Correct information reduces the risks of early and unintended pregnancies, sexually transmitted infections (STIs), and HIV/AIDS. When students are informed, they are more likely to make responsible decisions regarding their sexual health and relationships.

Sex education also helps dispel myths, misconceptions, and culturally rooted misinformation about sexuality. It encourages open, respectful discussions and helps students distinguish between facts and misleading beliefs that can influence risky behaviors.

Furthermore, giving students proper sex education builds their capacity to respect themselves and others. It fosters awareness of rights, consent, and personal safety, empowering them to protect themselves from sexual abuse and exploitation.

3. (a) Show the application of behaviour and its expected future outcome with reference to negative reinforcement and punishment.

Negative reinforcement involves the removal of an unpleasant condition after a desired behavior occurs, which increases the likelihood of repeating that behavior in the future. For example, if a student is allowed to skip a tedious chore after completing homework on time, the removal of the chore serves as negative reinforcement, making it more likely that the student will turn in homework punctually again.

Punishment, on the other hand, involves presenting an unpleasant consequence after an undesirable behavior to discourage its recurrence. If a student is given detention for being disruptive in class, the unpleasant experience of detention acts as punishment, reducing the chances of future classroom disruptions.

(b) Supply negative reinforcement and future behaviour from the displayed behaviour “Student turns homework in on time”

Negative reinforcement in this case could be the teacher removing the requirement for the student to stay after school for extra study sessions. The future behavior is that the student continues turning in homework on time to avoid the unpleasant task of staying after school.

(c) Suggest punishment and future behaviour from the given behaviour “Student turns homework late.”

A suitable punishment could be reducing the student’s participation marks or assigning additional homework as a penalty. The future behavior expected is that the student will strive to submit homework on time to avoid facing the penalty again.

4. Briefly describe two types of memory displayed by Jangala in a physics lesson.

Jangala could display short-term memory by recalling definitions or examples presented earlier in the lesson. This type of memory temporarily holds small amounts of information and is active for brief periods while processing immediate classroom content.

He might also demonstrate long-term memory by accurately answering questions based on lessons learned in previous weeks. Long-term memory stores information permanently and allows Jangala to retrieve knowledge about physics concepts he learned earlier.

5. Design four special education programmes to accommodate students with special cognitive abilities.

A gifted learners’ enrichment programme can be established to provide advanced content and creative tasks that challenge students with higher cognitive abilities, keeping them engaged and encouraging independent thinking.

A remedial instruction programme would support students with learning difficulties by offering individualized lessons, additional practice, and tailored resources to help them catch up with peers in specific academic areas.

An inclusive learning support programme would integrate students with various cognitive abilities into mainstream classes while providing extra help through peer tutoring, modified tasks, or the assistance of a resource teacher.

A mentorship programme for talented students can link them with professionals or older students who excel in similar areas. This approach provides exposure, guidance, and motivation for these students to develop their abilities fully.

6. Identify four strategies that could be applied to assist a student in mastering volume conservation skills.

Providing hands-on activities with different containers filled with liquids or solids helps students understand that volume remains constant despite changes in container shape, reinforcing the concept through direct experience.

Using consistent questioning techniques during practical demonstrations encourages students to explain their observations and reasoning, gradually improving their understanding of conservation concepts.

Involving students in prediction activities where they guess outcomes before conducting experiments fosters critical thinking and deepens their conceptual understanding when they see actual results.

Reinforcing lessons with visual aids such as diagrams, charts, and animated videos illustrating the principle of conservation of volume strengthens memory retention and makes abstract concepts more concrete.

7. Explain four benefits of counselling services in addressing behavioural problems and low self-esteem among students.

Counselling services provide a safe environment where students can express their feelings and challenges without fear of judgment. This openness helps them identify personal issues affecting their behavior and emotional well-being.

It enables students to develop problem-solving and coping strategies. Counsellors guide learners in handling stress, peer pressure, and academic frustrations, reducing disruptive behavior and promoting self-confidence.

Counselling supports students in building positive relationships with teachers and peers. As students learn communication and social skills, they become better adjusted, which improves classroom cooperation and friendships.

By addressing personal insecurities and behavioral difficulties, counselling contributes to improved academic performance. Students with healthy self-esteem and managed behavior are more focused, motivated, and engaged in learning activities.

8. Explain the benefits of using Bloom's taxonomy of educational objectives in preparation of teaching and learning activities.

Bloom's taxonomy provides a structured framework for teachers to set clear, measurable learning objectives, ensuring that lessons are well-organized and focused on achieving specific cognitive, affective, or psychomotor goals.

It helps teachers design activities that address different levels of learning, from basic knowledge recall to complex tasks like analysis and evaluation. This ensures that learners develop a range of thinking skills.

Using Bloom's taxonomy encourages balanced lesson planning. Teachers can create activities that promote not only factual understanding but also application, creativity, and critical thinking, making lessons more comprehensive.

It assists in developing effective assessment tools. Teachers can align test questions and assignments with specific learning objectives, making it easier to measure students' understanding and progress accurately.

9. Give four strategies they would use to teach a student with behavioural disorder.

Creating a structured and predictable classroom environment helps students with behavioral disorders feel secure and understand what is expected, reducing anxiety and disruptive tendencies.

Using positive reinforcement to acknowledge and reward appropriate behavior encourages repetition of desired actions and minimizes the occurrence of negative behavior over time.

Developing individualized behavior management plans allows teachers to address the specific challenges of each student, setting personalized goals and strategies suited to their emotional and behavioral needs.

Providing regular opportunities for physical activity and hands-on learning keeps students actively engaged, reducing restlessness and offering positive outlets for excess energy and frustration.

10. Explain the strategies to be used to foster students' cognitive development in the teaching and learning process.

Incorporating problem-solving tasks and open-ended questions in lessons challenges students to think critically, reason logically, and develop independent conclusions, strengthening their cognitive abilities.

Encouraging active participation through discussions, debates, and group projects enables students to share ideas, listen to different perspectives, and refine their reasoning and decision-making skills.

Using visual aids, real-life examples, and demonstrations makes abstract concepts tangible, enhancing learners' understanding and helping them relate classroom content to their everyday experiences.

Providing continuous feedback and reflection opportunities allows students to assess their progress, recognize mistakes, and plan for improvement, nurturing self-awareness and cognitive growth.

SECTION B (60 Marks)

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

11. Analyse six motivational strategies to be used to make students value education.

One effective strategy is setting clear, achievable goals for students. When learners have specific targets to work towards, such as improving their grades, mastering a topic, or winning a class competition, they develop a sense of purpose and are motivated to put effort into their studies.

Another strategy involves linking classroom content to real-life situations. When students see how what they learn applies to everyday life, careers, and solving practical problems, they appreciate the value of education and become more eager to learn.

Providing recognition and rewards for good performance is also a strong motivational approach. Simple acts like praising a student's effort, awarding certificates, or offering small incentives encourage learners to work harder and maintain a positive attitude toward schoolwork.

Creating a supportive and engaging classroom environment helps students feel safe, respected, and valued. A positive atmosphere where learners are encouraged to participate, share ideas, and ask questions boosts their motivation and attachment to education.

Introducing variety in teaching methods sustains student interest. Using discussions, games, group work, videos, and outdoor activities prevents lessons from becoming monotonous and keeps learners actively involved in the learning process.

Lastly, involving students in decision-making about classroom rules and activities gives them a sense of ownership and control over their education. When learners feel their opinions matter, they become more responsible and motivated to take learning seriously.

12. Use Kohlberg's theory of moral development to justify the reasons why people obey laws and orders differently from childhood to adulthood.

According to Kohlberg's theory, children in the pre-conventional stage obey rules mainly to avoid punishment or gain rewards. At this level, a child might follow classroom rules simply to avoid being scolded or to receive praise from the teacher.

As people grow older, they reach the conventional stage, where they value social approval and the importance of law and order. Teenagers and young adults obey laws because they want to be accepted by peers, teachers, and community members, and to maintain social harmony.

In adulthood, individuals often operate at the post-conventional stage, where obedience to laws is guided by personal principles and a commitment to justice. Adults may question unjust laws but follow those they believe uphold fairness, human rights, and the greater good of society.

This progression explains why children follow orders to avoid consequences, teenagers conform to gain approval, and mature adults respect laws based on moral reasoning and personal ethical standards.

13. Analyse four counselling skills displayed by Salha.

Salha demonstrated active listening by giving full attention to the speaker, maintaining eye contact, and showing interest through verbal and non-verbal cues. This skill helps clients feel understood, respected, and encouraged to express themselves openly.

She also applied empathy, putting herself in the client's position to understand their feelings and experiences. By doing so, Salha created a trusting environment where the client felt emotionally supported and less isolated.

Another skill Salha displayed was asking open-ended questions. This approach encouraged clients to share more about their feelings, thoughts, and experiences without feeling restricted, helping to uncover deeper concerns affecting their behavior or emotions.

Lastly, Salha effectively used summarizing and paraphrasing. By restating the client's points in her own words, she clarified their concerns, confirmed her understanding, and ensured the conversation stayed focused and productive.

14. Describe four schedules of reinforcement to be used to alleviate students' over-dependence on the use of continuous reinforcement.

A fixed ratio schedule involves providing a reward after a specific number of correct responses. For example, a teacher might praise a student after every third correct answer, reducing the constant need for reinforcement while still maintaining motivation.

A variable ratio schedule offers rewards after an unpredictable number of responses. This keeps students motivated because they do not know exactly when the next reward will come, making them continue performing desirable behaviors.

The fixed interval schedule delivers reinforcement after a set period, provided the expected behavior occurs. For instance, a teacher may check on students' work every 20 minutes and offer encouragement or points if they are on task.

Lastly, a variable interval schedule gives reinforcement at irregular time intervals. This might involve offering praise or privileges at random moments when students demonstrate good behavior or effort, helping them develop self-discipline without relying on constant feedback.