

**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: 2024

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 **note** 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 **four (4)** marks.

1. Differentiate inductive learning from deductive learning.

Inductive learning is a method where learners observe specific examples, patterns, or cases first, and then draw general rules or conclusions based on those observations. It moves from particular to general, allowing learners to discover rules by themselves through active participation and exploration.

On the other hand, deductive learning starts with the teacher presenting a general principle, rule, or formula to the students. Afterward, learners are given specific examples or exercises to apply the stated rule. This method moves from general to specific and is more teacher-centered.

2. Show the relationship between educational psychology and other branches of psychology.

Educational psychology closely relates to developmental psychology because both study how people grow and change over time, particularly in learning environments. Educational psychology uses developmental theories to understand learners' abilities at different ages.

It also connects with social psychology as both explore how group interactions, peer influence, and social environments affect learners' behavior, motivation, and performance within schools.

Additionally, educational psychology relies on cognitive psychology to understand mental processes like memory, attention, reasoning, and problem-solving, which directly influence how students learn and process information.

Lastly, it links to clinical psychology by addressing emotional, behavioral, and psychological challenges that learners face, offering solutions such as counseling and special support within school settings.

3. Analyze the characteristics of a preoperational child.

A preoperational child, typically aged between 2 to 7 years, is highly egocentric, meaning they struggle to see things from another person's perspective and believe everyone views the world as they do.

These children also engage heavily in imaginative play and often use symbolic thinking, where objects, actions, or words represent other things, such as pretending a stick is a sword.

They demonstrate centration, focusing on one aspect of a situation while ignoring others. For example, they might believe a taller glass holds more water than a shorter, wider one, even if both have the same volume.

Preoperational children also show difficulty in understanding the concept of conservation the idea that quantity remains the same despite changes in shape or arrangement of objects.

Lastly, their reasoning tends to be intuitive rather than logical, relying more on what things look like or feel like rather than applying systematic reasoning to problems.

4. Elaborate the processes involved in encoding information.

Encoding begins with attention, where an individual focuses mental resources on specific information from the environment, selecting what is to be processed into memory.

Next is perception, where the brain interprets sensory input, giving meaning to the information based on prior knowledge and experiences, making it recognizable.

The third step involves transforming the perceived information into a form suitable for storage, such as visual, acoustic, or semantic encoding, depending on whether it's stored as images, sounds, or meanings.

Lastly, rehearsal may occur, where the learner consciously repeats or reviews the information, strengthening the memory trace for better retention and recall later.

5. Explain four characteristics that can be used to identify children with learning disabilities.

One characteristic is consistent difficulty in reading, writing, or mathematical reasoning, where a child struggles despite normal intelligence and appropriate schooling.

Another is poor memory, especially for instructions, names, or sequences, causing them to forget classroom directions or previously learned material quickly.

A child with a learning disability might also show poor concentration, being easily distracted and unable to stay focused on tasks compared to peers.

Lastly, such children may display low self-esteem and frustration, often avoiding tasks they find difficult and showing signs of anxiety or withdrawal during academic activities.

6. Elaborate on the importance of sports and games for enhancing the physical development of the child.

Sports and games strengthen children's muscles and bones through activities like running, jumping, and throwing, promoting overall physical fitness and growth.

They improve motor skills and body coordination by helping children learn how to balance, aim, and control their body movements more effectively.

Participation in games reduces the risk of obesity by encouraging regular physical activity, which burns excess calories and maintains healthy body weight.

Sports also enhance cardiovascular health by improving heart and lung function through aerobic activities, reducing the likelihood of future health issues.

Furthermore, engaging in games builds social skills and teamwork, promoting emotional well-being and teaching children valuable lessons in cooperation, discipline, and leadership.

7. (a) Name and briefly comment on the counselling skill ignored by the counsellor which cause rumors of the client's problem at the school.

The skill ignored is confidentiality. When a counsellor fails to keep a client's information private, it can lead to rumors and gossip within the school, breaking trust and discouraging other students from seeking help. Confidentiality is essential in creating a safe, respectful, and professional counselling environment.

(b) Briefly comment on the other three principles that must be observed by the counsellor for effective counselling session.

One principle is empathy, where the counsellor must genuinely understand and feel what the client is experiencing without judgment, making the client feel supported.

Another principle is acceptance, where the counsellor respects the client's views, feelings, and background, regardless of whether they agree with them, fostering openness in communication.

Lastly, effective counselling requires patience. The counsellor must give the client time to express themselves freely and work through issues at their own pace without being rushed or pressured.

8. Summarize the main ideas of transfer of learning theories.

Transfer of learning theories explain how knowledge, skills, or attitudes learned in one context can influence performance in a different but related situation.

Positive transfer occurs when learning one task improves performance in another, while negative transfer happens when past learning hinders new learning.

Theories also emphasize that transfer is more effective when situations are similar in content or structure and when learners consciously recognize the connections between what they've learned and what they encounter next.

They highlight that meaningful learning, where learners understand concepts rather than memorizing facts, enhances transfer, enabling application of knowledge to solve new problems.

9. Give four distinctive changes happening to boys and girls during the onset of adolescence.

One change is the development of secondary sexual characteristics. Boys grow facial and chest hair, while girls develop breasts and hips broaden.

Another change is rapid physical growth. Both boys and girls experience sudden increases in height and weight during this stage, commonly known as the growth spurt.

Adolescents also undergo emotional changes, becoming more self-conscious, sensitive, and interested in forming relationships beyond their family circle.

Lastly, there are mental and intellectual developments where abstract reasoning, critical thinking, and decision-making abilities improve, allowing adolescents to understand complex issues and future consequences.

10. Develop four teaching strategies which will be used in teaching students with learning disabilities.

One strategy is using multi-sensory techniques, combining visual, auditory, and tactile materials to help learners absorb content through different senses.

Another is breaking information into smaller, manageable steps, ensuring the learner grasps one concept before moving to the next to reduce overwhelm and confusion.

The third strategy involves providing immediate and specific feedback, helping students correct mistakes quickly and reinforce what they learn correctly.

Lastly, teachers should use repetition and regular revision, allowing students with learning disabilities more opportunities to practice and remember information effectively.

SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (15)** marks.

1. Explain six qualities that a counsellor must possess to conduct an effective counselling service.

A good counsellor must possess empathy. This is the ability to understand and feel what the client is going through without judging them. Empathy helps the counsellor to build trust and create a safe environment for the client to express themselves freely.

The counsellor should have patience. Counselling is a process that requires time. Some clients may be slow in opening up or understanding advice, so the counsellor must give them enough time without showing frustration or rushing the session.

Confidentiality is another essential quality. A professional counsellor must keep the client's information private and avoid disclosing it to others. This builds trust between the counsellor and client and encourages openness during sessions.

Good communication skills are vital for a counsellor. They must be able to listen attentively and respond in a clear, supportive, and respectful manner. Effective communication helps both parties understand each other and makes the counselling process productive.

A counsellor should have integrity. They must be honest, sincere, and uphold strong moral principles during counselling. This ensures that the client receives genuine and trustworthy guidance.

Lastly, a good counsellor must be emotionally stable. Since counselling involves dealing with people's emotional and sometimes traumatic issues, the counsellor must manage their emotions and remain calm, supportive, and unbiased at all times.

2. **Elaborate on five psychosexual stages of personality development as proposed by Sigmund Freud. Also, show the consequences that a child is likely to face if conflicts remain unresolved in each stage.**

The first stage is the Oral stage, which occurs from birth to about 1.5 years. During this stage, pleasure is derived from the mouth through sucking, biting, and feeding. If conflicts like overfeeding or underfeeding occur, the child may develop oral fixation, leading to behaviors such as nail-biting, smoking, or excessive eating in adulthood.

The second is the Anal stage, between 1.5 to 3 years. Pleasure focuses on controlling bowel and bladder movements. If toilet training is too strict or too lenient, it can lead to anal-retentive traits like stubbornness and obsessiveness, or anal-expulsive traits like messiness and recklessness later in life.

The third is the Phallic stage, from 3 to 6 years, where pleasure centers on the genitals. Children experience attraction toward the opposite-sex parent (Oedipus or Electra complex). If this is not properly resolved, it may result in problems with authority and difficulties in forming healthy relationships in adulthood.

The fourth is the Latency stage, from 6 years to puberty. Sexual urges are repressed, and children focus on social and intellectual development. Unresolved conflicts in earlier stages may manifest in this period as low self-confidence, lack of curiosity, or social withdrawal.

The fifth and final stage is the Genital stage, from puberty onwards. Sexual urges reawaken and are directed toward others. If earlier conflicts remain unresolved, individuals may experience difficulties in establishing mature, loving, and balanced adult relationships.

3. **Justify how classical and operant conditioning principles of generalization, discrimination and extinction serve the same purpose in teaching and learning processes.**

In both classical and operant conditioning, generalization allows learners to apply a learned response to similar situations. For example, if a student learns to respond positively to praise in one subject, they may generalize this behavior to other subjects, promoting a consistent learning attitude.

Discrimination in both principles helps learners distinguish between appropriate and inappropriate behaviors. A student can learn when to ask questions and when to remain silent, depending on different classroom contexts, improving discipline and appropriate participation.

Extinction works in both forms of conditioning by weakening and eventually removing undesired behaviors when they are no longer reinforced. If a teacher ignores attention-seeking behaviors like unnecessary noise-making, such behaviors may reduce over time, maintaining classroom order.

These principles help teachers modify student behaviors, encourage desired actions, and manage classroom discipline effectively by applying rewards and consequences appropriately.

Finally, both classical and operant conditioning aim to strengthen positive learning habits and discourage negative ones, supporting academic success and social adjustment within the school environment.

4. **Explain five strategies to be used to enhance meaningful learning among concrete operational students.**

The first strategy is using real objects and practical demonstrations. Since concrete operational learners understand better through hands-on activities, showing them actual items makes abstract concepts clearer and relatable.

Secondly, teachers should use visual aids such as charts, maps, and diagrams. These learners benefit from seeing things physically represented, which enhances understanding and memory retention.

A third strategy is organizing group discussions and cooperative learning activities. Concrete operational students learn effectively by interacting, sharing ideas, and solving problems together, promoting teamwork and collective reasoning.

The fourth strategy is sequencing learning activities from simple to complex. Since these learners are developing logical thinking, starting with easier concepts and gradually introducing harder ones helps them build confidence and competence.

Lastly, encouraging active questioning and reasoning strengthens their ability to think critically. Teachers should pose problems, ask learners to explain their answers, and guide them to justify their reasoning based on observable evidence.