



UNIVERSITY EXAMINATIONS

1ST SEMESTER 2025/2026 ACADEMIC YEAR

**SECOND YEAR EXAMINATIONS FOR THE
DEGREE OF BACHELOR OF EDUCATION**

EPS 211: EDUCATIONAL PSYCHOLOGY

STREAM: R

TIME: 2 HRS

DAY: TUESDAY (11.30AM -1.30PM)

DATE: 03/02/2026

THIS QUESTION PAPER CONSISTS OF THREE (7 PAGES)

PLEASE DO NOT OPEN UNTIL THE INVIGILATOR SAYS SO.

INSTRUCTIONS:

Answer Question ONE and ANY OTHER THREE questions

QUESTION ONE (15 MARKS)

1. The central aim of Educational Psychology is MOST accurately reflected in which statement?
 - A. To generate theories of human behaviour without prescribing classroom practice
 - B. To analyse teaching and learning as mutually influencing processes
 - C. To classify learner traits independently of instructional design
 - D. To focus on mental abilities without examining instructional conditions

2. In classical conditioning, learning is BEST described as: _____
 - A. Acquisition of behavioural tendencies through consequences of actions
 - B. Association formed between environmental cues and involuntary responses
 - C. Gradual strengthening of voluntary behaviour through systematic shaping
 - D. Improvement in performance resulting from repeated task execution

3. A hallmark of adolescent development is: _____
 - A. Consistent emotional regulation across social contexts
 - B. Reduced sensitivity to peer norms as independence increases
 - C. Intensified exploration of personal identity and self-concept
 - D. Limited capacity for abstract or hypothetical reasoning

4. A teacher varies pace, tone, and activity formats to sustain learners' attention. This strategy works primarily because it: _____
 - A. Minimizes perceptual interference by lowering stimulus density
 - B. Enhances attentional engagement through systematic stimulus variation
 - C. Decreases cognitive load by limiting the amount of new information
 - D. Prevents habituation by restricting predictability of lesson structure

5. Sensory memory is most accurately described as the stage that: _____
 - A. Maintains attended information for active manipulation
 - B. Preserves encoded information for long-term retrieval
 - C. Momentarily captures unprocessed sensory data in raw form
 - D. Selects information for processing based on prior schemas

6. If a learner's belongingness needs are unfulfilled, the learner is MOST likely to: _____
- A. Display heightened drive toward mastery and self-actualization
 - B. Redirect motivation toward esteem-related achievements
 - C. Exhibit withdrawal or avoidance during group-based activities
 - D. Demonstrate increased academic immersion to compensate
7. Increasing a behaviour because an aversive condition is removed exemplifies: _____
- A. Negative reinforcement
 - B. Positive reinforcement
 - C. Negative punishment
 - D. Response extinction
8. Applying principles of Educational Psychology enables teachers primarily to: _____
- A. Memorise curricular content with greater efficiency
 - B. Anticipate, interpret, and adjust to learner behaviours
 - C. Reduce reliance on pedagogical resources or aids
 - D. Maintain fixed instructional approaches across contexts
9. When a learner applies skills from fraction computation to measuring ingredients while cooking, it best illustrates: _____
- A. Vertical transfer
 - B. Neutral transfer
 - C. Lateral transfer
 - D. Positive transfer
10. The transformation of input into a representational form suitable for memory storage is termed: _____
- A. Retrieval
 - B. Encoding
 - C. Consolidation
 - D. Recognition

11. Forgetting attributed mainly to the weakening of memory traces over time aligns with:
- A. Retrieval failure
 - B. Interference theory
 - C. Decay theory
 - D. Reconstruction theory
12. Individual differences among learners typically arise from variations in ability, interests, and:
- A. Cultural and experiential background
 - B. Seating arrangement within the classroom
 - C. Teacher's personal instructional preferences
 - D. School calendar or timetable structures
13. Effective classroom management aims to ensure that: _____
- A. Students refrain from interacting unless instructed
 - B. Instructional authority remains exclusively with the teacher
 - C. Learning proceeds smoothly with minimal behavioural disruption
 - D. Students depend primarily on the teacher for motivation
14. Simulated learning environments are MOST valuable because they: _____
- A. Function as substitutes for theoretical understanding
 - B. Offer opportunities to rehearse skills under controlled conditions
 - C. Remove risk of learner mistakes entirely
 - D. Eliminate the need for subsequent assessment
15. When learning in one subject interferes with learning in another, the result is: _____
- A. Transfer characterised by the disruption of subsequent skill or concept acquisition
 - B. Transfer that enhances comprehension across related conceptual domains
 - C. Transfer that occurs laterally without significant performance alteration
 - D. Transfer predicated on structural similarity among closely aligned tasks

SECTION B: ANSWER ANY THREE QUESTIONS**QUESTION SIXTEEN (15 MARKS)**

- (a) Explain the concept of reinforcement as used in learning. (2 marks)
- (b) With suitable examples, illustrate how the law of readiness as formulated by Thorndike may influence teaching. (5 marks)
- (c) Examine FOUR effective ways a teacher can use reinforcement to improve student participation. (8 marks)

QUESTION SEVENTEEN (15 MARKS)

- (a) Justify the existence of the term transfer of learning. (2 marks)
- (b) Critically examine FOUR factors that may enhance successful transfer of learning in learners. (8 marks)
- (c) Demonstrate five classroom practices that promote cognitive growth among learners. (5 marks)

QUESTION EIGHTEEN (15MARKS)

- (a) Analyze motivation in the context of learning. (1 mark)
- (b) Examine three differences between intrinsic and extrinsic motivation. (6 marks)
- (c) Demonstrate four strategies teachers can apply to enhance learners motivation. (8 marks)

QUESTION NINETEEN (15MARKS)

- (a) Compare punishment with student reinforcement in educational psychology (2 marks)
- (b) Examine five ways in which punishment can inhibit learning amongst learners in junior secondary schools. (5 marks)
- (c) With examples explain when it is advantageous to usepunishment during classroom instruction. (8 marks)