

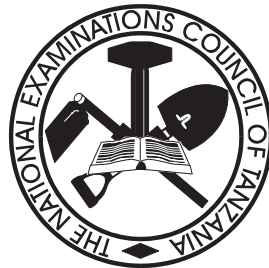
**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR  
DIPLOMA IN SECONDARY EDUCATION EXAMINATION  
(DSEE) 2018**

**761 EDUCATIONAL PSYCHOLOGY  
GUIDANCE AND COUNSELING**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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COUNSELLING**

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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Items Response Analysis (CIRA) for the 2018 Diploma in Secondary Education Examination (DSEE) in Educational Psychology, Guidance and Counselling. The report provides feedback to student-teachers, tutors, parents, policy makers and the public in general, on the performance of the candidates and how effectively the instructional goals and objectives were met.

The Diploma in Secondary Education Examination marks the end of two years of teaching course. It is a summative evaluation which, among other things, shows the effectiveness of the education system in general and education delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to student teachers in their two years of Diploma in Secondary Education.

In this report, factors which contributed to the achievements and failure of candidates to answer questions correctly have been analyzed. The analysis shows that the candidates with high scores deserved it as they provided appropriate responses. They were able to understand requirements of the questions. They had basic knowledge on the subject matter as well as English language proficiency and essay writing skills. However, the candidates with low scores portrayed low competence in those areas.

The feedback provided is expected to be an eye opener to the educational administrators, school managers, tutors and student-teachers to identify and take more proactive and proper measures to improve candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and members of the public in general that can be used for improving future examiners' reports. Finally, the Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report.



Dr. Charles E. Msonde  
**THE EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report aims at providing feedback about performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2018 in Educational Psychology Guidance and Counselling subject. A total of 2,181 candidates sat for the examination, out of which 1,274 candidates were using University of Dodoma (UDOM) curriculum and 907 were using the Tanzania Institute of Education (TIE) curriculum. The examination tested the candidates' competences in assisting learners with special learning needs, analysing human development in teaching and learning and how to integrate the learning theories in teaching and learning process. The general performance of the candidates was good as Table 1 shows.

**Table 1: Performance of Candidates in Educational Psychology, Guidance and Counselling**

Candidates type	Candidates sat	Number of Candidates and Percentage					
		Passed	Grades				
			A	B	C	D	F
ALL (DSEE)	<b>2,181</b>	2,174	3	254	1,601	316	6
		99.72	0.14	11.65	73.44	14.50	0.28
UDOM Curriculum	<b>1,274</b>	1,268	0	104	967	197	6
		99.53	0.00	8.16	75.90	15.46	0.47
TIE Curriculum	<b>907</b>	906	3	150	634	119	0
		100.00	0.33	16.56	69.98	13.13	0.00

**Table 1** shows that all candidates (100/%) under TIE curriculum passed the examination while 99.53 percent of the candidates under the UDOM curriculum passed. However, there were no candidate under UDOM curriculum who passed at A grade.

Since the assessment for the candidates who are pursuing DSEE using UDOM curriculum is in transition; in this report, the detailed analysis was done on the performance in individual examination questions and topics based on the candidates who sat for examination using TIE curriculum only.

In the TIE Curriculum, the Educational Psychology Guidance and Counselling examination consisted of two (2) sections A and B. There were ten (10) questions in section A, that were compulsory. Candidates were required to provide short answers for each question. Section B had six (6) essay questions from which candidates were required to choose and attempt four (4) questions only. The candidates were instructed to attempt a total of fourteen (14) questions in all sections.

In this report, the analysis of the questions is based on the category of the question items that is, short answer items and subjective items. In short answer items, the performance of the candidates is regarded as *Weak* if the scores range from 0 to 1.5 marks, *Average* if the scores range from 02 to 2.5 marks, and *Good* if the scores range from 03 to 04 marks. For subjective question items the performance of the candidates is regarded as *Weak* if the scores range from 0 to 5.5 marks, *Average* if the scores range from 06 to 10 marks and *Good* if the scores range from 10.5 to 15 marks as per grade range categories shown in Table 2.

**Table 2: Score Range**

S/N	Category of the items	Score Range		Definition
1	Objective question items. Section A	0 - 1.5	0 - 39	Weak
		02 - 2.5	40 - 69	Average
		03 - 04	70 - 100	Good
2	Subjective question items. Section B	0 - 5.5	0 - 39	Weak
		06 -10	40 - 69	Average
		10.5 - 15	70 - 100	Good

**Table 2** shows the candidates score range and its definitions in terms of Good, Average and Weak

Moreover, the report presents the tasks of each question; not only that but also, the analysis of candidates' weak, average and good responses. The sample of responses from candidates' scripts have been inserted in respective questions to illustrate their responses. When making interpretations of the candidates performance, three colours will be used in tables, charts and figures whereby Green colour will represent good performance, Yellow (Average performance) and Red (Weak performance).

Furthermore, the judgment of whether the general performance of the question is good, average or weak is based on the two third ( $\frac{2}{3}$ ) and one third ( $\frac{1}{3}$ ) of the candidates who got the items right. The question is rated as Good if at least two third ( $\frac{2}{3}$ ) of the candidates got the question right, Weak if only one third ( $\frac{1}{3}$ ) or less than ( $\frac{1}{3}$ ) of the candidates got the item right and it is Average if the percentage of candidates who got the item right exceeds one third ( $\frac{1}{3}$ ) but less than two third ( $\frac{2}{3}$ ). Finally, the report provides the performance of candidates in each topic, conclusion and recommendations.

## **2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION**

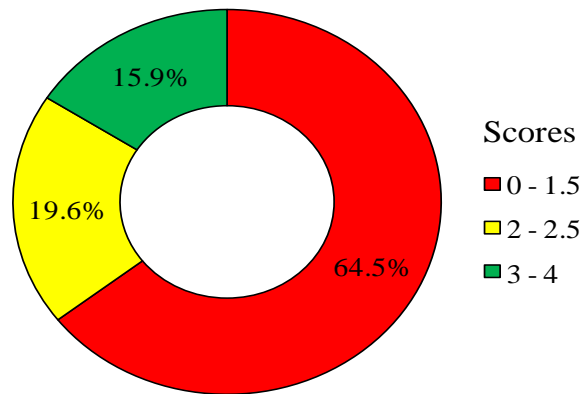
### **2.1 SECTION A: Short Answers Questions**

This section consisted of objective type items which required the candidates to supply short answers only. There were ten (10) compulsory questions in this section whereby each question was worth four (04) marks. The total marks for the entire section was forty (40) marks out of one hundred (100) marks.

#### **2.1.1 Question 1: Learning in School Setting**

The question consisted of two parts (a & b). In part "a" the candidates were required to define the term memory whereas in part "b" they had to describe three stages involved in memory processing. Each response was carrying one (01) mark, making a total of four (04) marks.

The question was attempted by 907 candidates (100%) whereby 585 candidates (64.5%) scored from 0 to 1.5 marks, 178 candidates (19.6%) scored 02 to 2.5 marks and only 144 candidates (15.9%) scored 03 to 04 marks. Therefore, the candidates' general performance in this question was weak, since only 144 candidates (15.9%) scored from 03 to 04 marks. **Figure 1** explains the performance of the candidates in question 1.



**Figure 1:** Trend of the Candidates' Performance in Question 1

Further, the analysis of candidates' performance in this question shows that, those candidates who scored from 03 to 04 marks understood the demand of the question and had knowledge on the subject matter as they managed to define the term memory and mentioned the stages involved in memory processing as shown in Extract 1.1

#### Extract 1.1

1	(a) Memory can be defined as the retention of information over time	
	(b)(i) Encoding; This stage involves various ways in which information are being entering to the memory for example through rehearsal, reading	
	(ii) Storage; this is the second stage in which memory after being imparted are stored. And it is divided into three types which are sensory memory, short term memory and long term memory	
	(iii) Retrieval; This is the stage whereby the information stored either in long term or short term memory are being applied.	

Extract 1.1 is a response from a candidate who defined memory and mentioned the three stages involved in memory processing (Encoding, Storage and Retrieval).

However, those candidates who scored from 02 to 2.5 marks managed to define and mention the stages involved in memory processing without describing them as per demand of the question, hence their performance was average. Similarly, 585 candidates (64.5%) exhibited weak performance by scoring 0 to 1.5 marks. These candidates did not

understand the requirement of the question and lacked sufficient knowledge on memory and learning. They did not manage to define and write the types of memory as applied in the teaching and learning process. Extract 1.2 shows a response of a candidate who wrote the stages involved in memory processing instead of the types of memory .

### Extract 1.2

1.a	Memory, refers to the process of be nfr vel the learned information for the future user.
b/	The following are the three stages of memo ry processing.
i/	Sensory memory, This is the stage of memory where by the learned information does not being kept to the mind as the result of forgetting.
ii/	Short term memory This is the process where by learned inform ation are being retrieval for short time of period.
iii/	Long term memory This is the process where by the learned information is being retrieval to the memory for a long time of period for the future use.

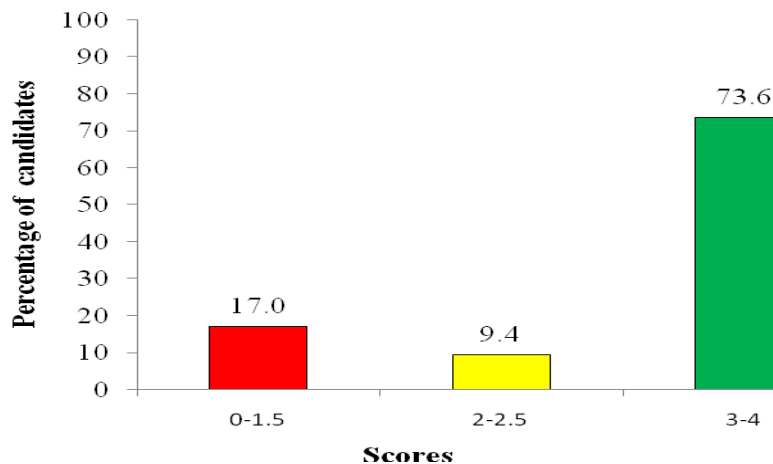
Extract 1.2 is a response from a candidate who wrote types of memory instead of three stages of memory processing.

Therefore, lack of sufficient knowledge about the concept “memory” as applied in the teaching and learning process as well as failure to understand the demand of the question, made the candidates perform at unsatisfactory level of the question.

### 2.1.2 Question 2: Psychology and Educational Psychology

In this question, the candidates were required to give four (4) reasons for psychologists to use animals in studying human behaviours. Each reason was worth one (1) mark, making a total of four (4) marks.

The question was attempted by 907 candidates (100%) whereby 154 candidates (17.0%) scored from 0 to 1.5 marks, 85 candidates (9.37%) scored from 02 to 2.5 marks and 668 candidates (73.6%) scored 03 to 04 marks. This implies that, the overall performance of this question was good as most of the candidates (73.6%) got the question right as shown in **Figure 2**



**Figure 2:** The Candidates' Performance in Question 2

Those candidates who scored 03 to 04 marks understood the demand of the question and demonstrated mastery of the subject matter i.e. principles and ethics of psychology as applied in research and experiments by enhancing accuracy, objectivity and safeguarding human welfare. They managed to give reasons for psychologists to use animals in studying human behaviours as per sample extract of a candidate's script shown in Extract 2.1

### Extract 2.1

2	(i) It is easy to control their behaviour	
	(ii) They show some behaviour similar to human	
	(iii) It is <sup>easy</sup> for animals to respond rather than human being	
	(iv) It is easy to get animals compare to human being	

Extract 2.1: is a response from a candidate who managed to give the correct reasons for psychologists to use animals in experiments instead of human beings.

Further analysis of performance on this question revealed that, 154 candidates (17.0%) had weak performance as their scores ranged from 0 to

1.5 marks. They lacked sufficient knowledge on the ethics involved in the psychological research and experiments. Also, they failed to understand the requirement of the question to the extent that, they presented incorrect answers such as; *"help in doing experiment, to find the truth of information and simplify the collection of data"* as shown in a sample response in Extract 2.2.

### Extract 2.2

2	1. So that it can help in investigation	
	• Also help in doing experiment.	
	• To find the truth of information	
	• It simplify the collection of data	
	example a rat.	

Extract 2.2 is a response from a candidate who wrote general advantages of research tools instead of reasons for psychologists to use animals in experiments as an alternative of human beings.

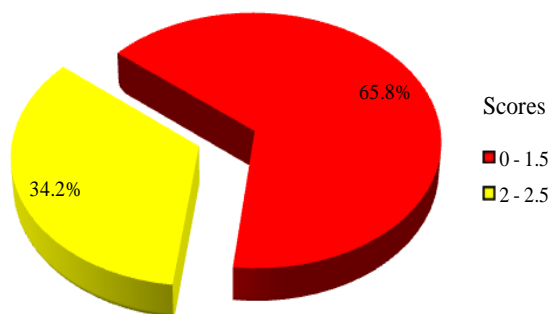
### 2.1.3 Question 3 : Learning Theories

In this question, the candidates were required to explain briefly four teaching strategies a teacher may use to teach the learners at the formal operational stage of cognitive development. Each strategy was worth one (1) mark, making a total of four (4) marks.

The findings of the analysis of candidates' performance revealed that, the question was attempted by 907 candidates (100%) whereby 597 candidates (65.8%) scored from 0 to 1.5 marks and 310 candidates (34.17%) scored from 02 to 2.5 marks. There were no candidates (0%) who scored 03 to 04 marks. This reflects that, the general performance of this question was weak as the candidates' maximum scores for the entire question was 02 to 2.5 marks out of 04.

**Figure 3** gives more illustrations of the candidates performance in this question.





**Figure 3:** Trend of the Candidates' Performance in Question 3

The analysis of candidates performance analysis in this question shows that, 597 candidates (65.8%) had weak performance because most of them focused on the general teaching strategies but lacked sufficient knowledge on “formal operation” as a stage of cognitive development and its characteristics as applied to teaching and learning process. Therefore, the candidates were unable to identify and show how the teaching strategies could be used in teaching learners at “formal operation” stage of cognitive development. Extract 3.1 is a sample of a candidate's response who managed to explain teaching strategies.

### Extract 3.1

3.	teaching strategies may used when teaching formal operational learners is :-	
	i. Role play strategies : This is the method of acting during the lesson, since formal operation is the stage when the child start to engage in their activities	
	ii. Demonstration strategies : This is the strategies where the teacher act then the learn observe and imitate	
	iii. Dramatization technique strategies: also is a strategies when the teacher show drama to the child then the child observe and practice.	
	iv. Gallery walk work, since child can learn more through observation or visualization.	

Extract 3.1 is a response from a candidate who wrote the general teaching methods instead of specific teaching strategies a teacher may use to teach the learners at the formal operational stage of cognitive development.

The analysis further indicates that, 412 candidates (45.4%) performed poorly in this question as they scored zero (00) in the entire question. They seemed to have not understood the demand of the question and had insufficient knowledge on the concept of “formal operational learners”. These candidates ended up writing the general teaching strategies without explaining them as shown in Extract 3.2.

### Extract 3.2

3	is Discussion	
	iii Question and answers	
	iv Role play	
	v Case study.	

Extract 3.2 shows a response from a candidate who responded to the question yet lacked language ability to clarify and link the teaching strategies with the formal operation as a stage of cognitive development.

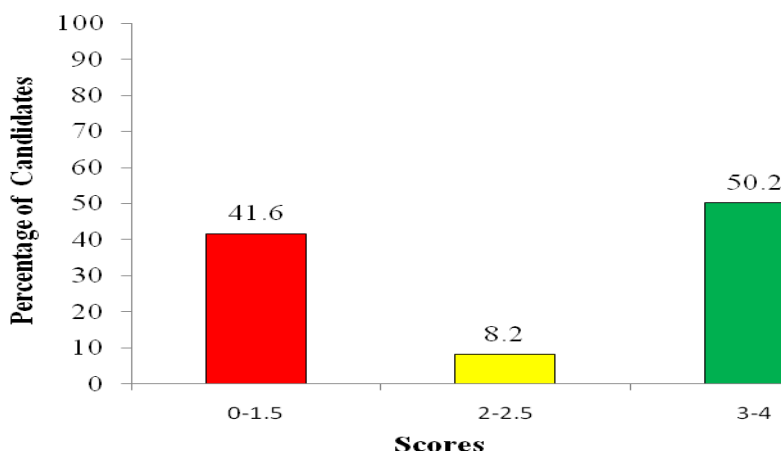
Therefore, the candidates’ failure to understand the demand of the question and insufficient knowledge about the concepts of formal operational learners contributed to their weak performance in this question.

### 2.1.4 Question 4: Human Development and Psychology of Teaching and Learning

In this question, the candidates were instructed to outline four characteristics of human personality. One (01) mark was allocated for each point, making a total of four (4) marks.

This question was attempted by 906 candidates (99.8%) and its general performance was average since 455 candidates (50.2%) who attempted it scored 03 to 04 marks. Also, the analysis of performance for this question shows that 74 candidates (8.2%) scored 02 marks and 377 candidates (41.6) of them scored from 0 to 01 marks which is the weak performance.

**Figure 4** shows the trend of candidates' performance in this question.



**Figure 4:** Candidates' Performance in Question 4

The candidates who scored 03 to 04 marks understood the demand of the question and depicted good general knowledge on personality of a human being. This could be attributed to the fact that personality is an integral part of humanity and the teaching profession insists on good personality. Therefore, the topic was of good interest to most of the candidates. Extract 4.1 illustrates a sample of a candidates' responses who managed to write characteristics of human personality; such as *human personality can be inherited and modified*.

#### Extract 4.1

4	Characteristics of human personality are:-	
	(i) Personality includes what you can see and-	
	what you can not see:-	
	(ii) It start from heredity and continue with	
	environment.	
	(iii) It allow modification	
	(iv) It show sum total of what a person really-	
	is.	

Extract 4.1 shows a response from a candidate who managed to write the correct characteristics of human personality.

Inspite of good scores observed, still there were 329 candidates (36.3%) who scored zero (00) marks. They responded to the question by using common sense to characterize human personality. These suggested responses such as *neat appearance, politeness and clothing instead of*

*understanding personality as a pattern of thoughts, emotional and behavioral manifestation over time.* Likewise, while the question demanded the general characteristics of personality, other candidates mentioned different types of personality such as: *Id, Ego and Super Ego; Tall, short, aggressive, sanguine; Introvert and extrovert.* Extract 4.2 shows a sample of a response of a candidate who wrote general characteristics of a human being instead of characteristics of personality

#### **Extract 4.2**

4.	Characteristic of human personality	
	i) to have good appearance	
	ii) to have their own wearing style	
	iii) to be independent	
	iv) want to look like no one and to use polite language.	

Extract 4.2 is a response from a candidate who gave the general human being behaviours instead of the characteristics of human personality.

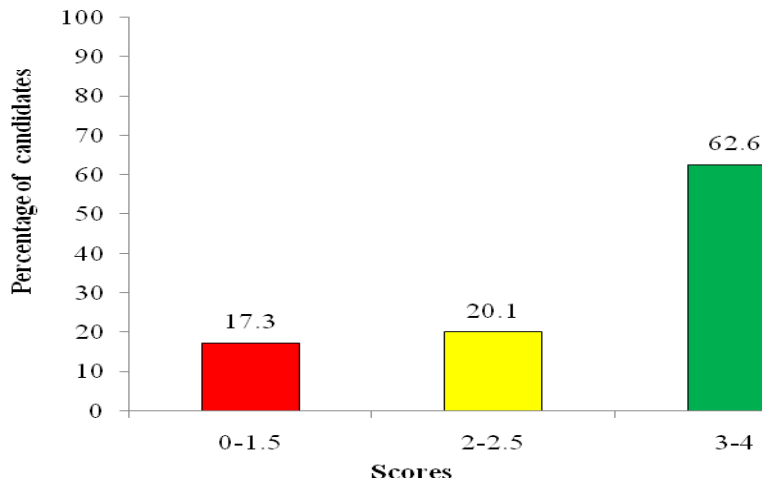
On the other hand, inability to understand the demand of the question and lack of sufficient knowledge about the human personality seemed to be the core reasons for the candidates' weak performance in this question.

#### **2.1.5 Question 5: Learning in School Setting**

In this question, the candidates were required to give four (4) differences between intrinsic and extrinsic motivation. Each point weighed one (1) mark, making a total of four (4) marks.

The analysis of candidates performance in this question revealed that, the question was attempted by 906 candidates (99.8%) and their general performance was average, as 567 candidates (62.6%) who attempted it scored from 3 and 4 marks; 182 candidates (20.08%) scored an average of 2.0 marks and 157 candidates (17.3%) scored 0 to 1.0 marks.

**Figure 5** gives an illustration that, despite the fact that, 62.6% of the candidate scored 3 to 4 marks the general performance for the question remained at the average level because the performance did not make two third ( $\frac{2}{3}$ ) of the total candidates who got the question right.



**Figure 5:** Trends of Candidates' Performance in Question 5.

The candidates who scored from 03 to 04 marks managed to differentiate intrinsic from extrinsic motivation in a tabular form. This implies that, the candidates had understood the demand of the question and had general knowledge on the concept of motivation. They exhibited competence in differentiating intrinsic from extrinsic motivation as shown in a sample of candidate's response presented in the Extract 5.1

### Extract 5.1

5. The following are the differences between intrinsic motivation and extrinsic motivation.	
Intrinsic motivation	Extrinsic motivation
(i) Is the internal arousing individual to do things	Is the external arousing individual to do thing.
(ii) It is include internal feelings	It is include external feelings.
(iii) Obviously it can not be easily to observe	It can be easily to observe.
(iv) Awake the internal emotion	Awake the external emotion

Extract 5.1 is a response from a candidate who managed to write the differences between intrinsic and extrinsic motivation.

Similarly, those candidates were able to show application of the concepts in the teaching and learning process. It appears that, the topic was of interest to most of the candidates as motivation has been a catalyst during the teaching and learning processes at all levels of education.

However, the analysis of the sampled scripts shows that, candidates who scored zero (00) to one (1.0) mark lacked ability to provide sufficient responses in differentiating intrinsic and extrinsic motivation as applied in learning. They either provided fewer responses or failed to attempt the question at all as per attached sample script in Extract 5.2

#### Extract 5.2

5.	a. Intrinsic motivation is the internal feeling of an individual which brings desire to do something while
	Extrinsic is the external reinforcement like gifts or reward
	b. Intrinsic motivation depends on personal advice
	But Extrinsic depends much on others advice.

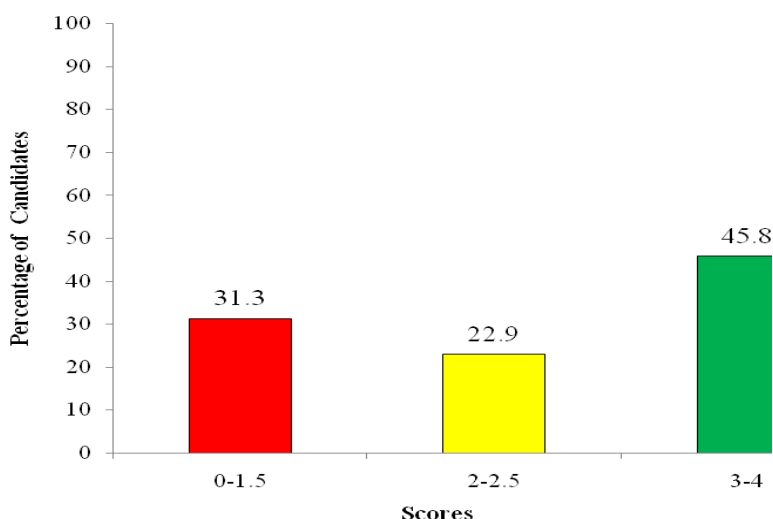
Extract 5.2 indicates a response from a candidate who failed to write a clear differences between intrinsic motivation and extrinsic motivation.

The overall impression for this question is that, while most of the candidates performed well, others had weak scores. They exhibited low ability in constructing adequate sentences that could easily convey the differences between the two related types of motivation. This is a reflection of candidates' inability to understand the demand of the question; lack of sufficient knowledge on the subject matter and lack of English language proficiency to express their ideas accurately.

#### 2.1.6 Question 6: Diversity in Learning

In this question, the candidates were instructed to list four (4) strategies a teacher can use to accommodate students with physical disabilities at school. Each point weighed one (01) mark, making a total of four (4) marks.

The question was attempted by 99.8% of the candidates whereby the overall performance was average as only 45.8% of the candidates who attempted the question scored from 03 to 04 and 22.8% candidates earned 2.0 to 2.5 marks while 31.3% of them scored 0 to 1.5 marks. **Figure 6** provides an outlook on how the candidates' performance has been distributed in this question.



**Figure 6:** Distribution of Candidates' Performance in Question 6

Those candidates who scored 03 to 04 marks understood the requirement of the question and demonstrated mastery of knowledge on diversities in learning, particularly the needs of the learners with physical disabilities. An example of the correct response given by the candidates as strategies a teacher may use to accommodate the learners with physical disabilities are such as *ensuring special sits in the classroom, provision of supportive devices i.e. wheelchairs and orthopedic shoes; guidance and counselling*. Extract 6.1 shows a sample of candidate's response where by a candidate managed to write strategies which can be used by a teacher to accommodate students with physical disabilities at school.

#### Extract 6.1

6	(i) Ensuring special sit in the classroom	
	(ii) Provision of supportive devices such as wheelchairs, orthopedic shoes and Bajaj	
	(iii) Guidance and Counselling	
	(iv) Provision of special care such as food during the school time rather than going to their homes and giving shelter at school like hostels.	

Extract 6.1 presents a response from a candidate who wrote the correct strategies to accommodate learners with physical disabilities at school.

Moreover, the analysis of the candidates' performance identified 108 candidates (11.9%) who scored zero (00) mark in the entire question. Insufficient knowledge on disabilities and lack of competence to streamline the characteristics and requirements of learners with disabilities in each category were the reasons for such a weak performance. For example; some of the candidates mixed up the strategies for accommodating gifted and talented learners and wrote enrichment and acceleration instead of writing strategies to accommodate learner with physical disabilities at school. This is exemplified in Extract 6.2

#### Extract 6.2

6	i) Participate them in sport and games Montalys	
	ii) Question and answers	
	iii) Discussion	
	iv)	

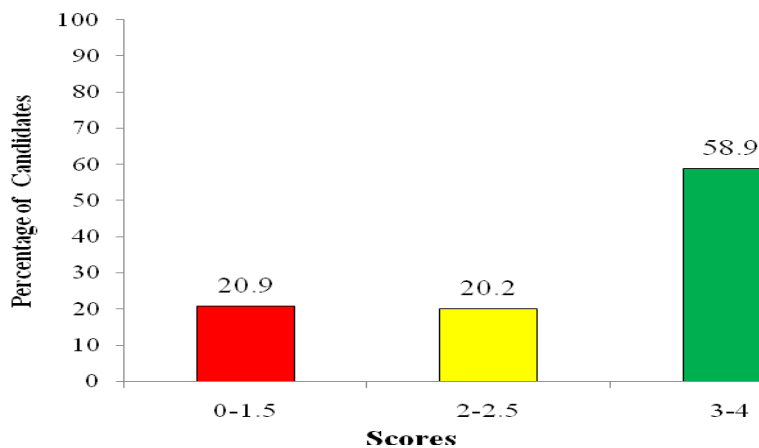
Extract 6.2 is a response from a candidate who mentioned basic social skills needed by people with disabilities instead of the strategies to accommodate learners with physical disabilities at school.

#### 2.1.7 Question 7: Guidance and Counselling

In this question, the candidates were required to identify four (4) principles of counselling services. Each principle was worth one (01) mark, making a total of four (4) marks. The question was attempted by 906 candidates (99.8%) whereby 189 candidates (20.9%) scored from 0 to 1.5 marks, 183 candidates (20.1%) scored from 02 to 2.5 marks and 534 candidates (58.9%) scored 03 to 04 marks. This implies that, the overall performance of this question was average as only 58.9% of the candidates who attempted the question scored 03 to 04 marks.



**Figure 7** illustrates the trends of the candidates' performance in this question.



**Figure 7:** Candidates' Performance in Question 7.

However, 58.9% of the candidates who scored from 03 to 04 marks were able to identify the principles of counselling services as demanded by the question and they managed to write the correct responses as shown in Extract 7.1

#### Extract 7.1

7. i)	Client voluntarily consult The counsellor
	Client consult The counsellor voluntarily
	ly no one can force her or she
	ii) Counseling is The professional relationship whereby client and counsellor
	working together to solve The client problem.
	iii) In counseling There is no physical
	barriers but Psychological barrier
	is there. Here Psychological barriers is an
	invariable because client have some problems
	to expose to counsellor and counsellor
	receive This problem whether they can hurt.
7. iv)	The use of counselling skills is essential
	during The counseling example understanding as basic skills.

Extract 7.1 is a response from a candidate who managed to write correct responses on the principles of counselling services.

The analysis further, revealed 20.9% of the candidates had weak performance as their scores ranged from 0 to 1.5 marks. These candidates seemed to have general knowledge on counselling but lacked specific knowledge on the principles of counselling. They managed to write supportive counselling skills such as Empathy, Confrontation, Summarization, Warmth and Politeness. Others lacked ability to differentiate the principles from types of counselling as exemplified by a sample of a candidates responses in Extract 7.2

#### Extract 7.2

7	ii	
	iii health counselling	
	iv Educational Counseling	
	v) behavioural Counseling	

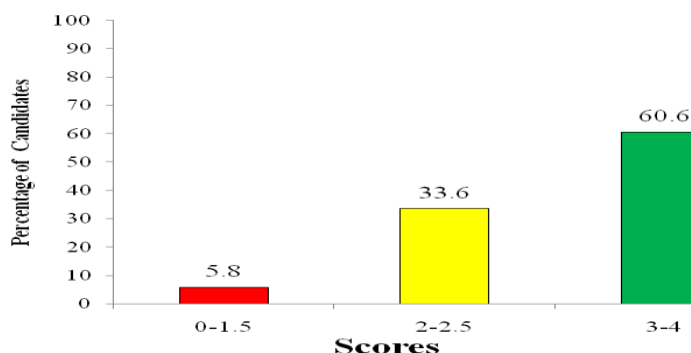
Extract 7.2 reveals a response from a candidate who wrote types of counselling instead of counselling principles.

#### 2.1.8 Question 8: Human Development and Psychology of Teaching and Learning

In this question, the candidates were asked to give a brief description of four (4) measures to prevent gender oppression, discrimination and stereotyping in school setting. Each point weighed one (01) mark, making a total of four (4) marks.

The question was attempted by 906 candidates (99.8%) whereby, 53 candidates (5.8%) scored from 0 to 1.5 marks, 304 candidates (33.5%) scored from 02 to 2.5 marks and 549 candidates (60.5%) scored 03 to 04 marks. This gives a reflection that, the overall performance for this question was average.

**Figure 8** give an explanation on the trend of the candidates performance in this question.



**Figure 8:** The Trend of the Candidates' Performance in Question 8

The candidates who scored from 03 to 04 marks were conversant with the concept of gender as social relation. Furthermore, the candidates' knowledge about the subject matter was enhanced by the fact that, gender is among of the cross-cutting issues being emphasized by the media, governmental and non-governmental organizations hence its knowledge can be obtained in and outside the classroom setting. Extract 8.1 illustrates a relevant response given by a candidate in this question.

#### Extract 8.1

Q.	Gender oppression, discrimination and stereotyping in school setting are those situations which show the presence of untreatment of among of one. Gender either boy or girls so the following the way of overcome this problems in school setting are follow:	
	To provide education about all people or sex all equal regardless race, sex, ages which may maintaining gender equality in school setting.	
	To prohibit all bad culture which teach some student stop to community with their study like female genital mutilation, early marriage and forced labour.	
	To formulate various organizations or club which concentrating against gender discrimination and gender oppression in school.	
	To allow all sex or gender to participate in all decisions making like involving in participatory method and on different groups discussion in school.	

Extract 8.1 is a response from a candidate who wrote a relevant response on measures to curb gender oppression, discrimination and stereotyping in school setting.

It was further noted that, 5.8% of the candidates had weak performance as their scores ranged from 0 to 1.5 marks. This is due to either inability to accomplish the question demand or not attempting the question. It is implied that, they either did not understand the requirement of the question or they lacked sufficient knowledge about gender issues as shown in Extract 8.2

#### Extract 8.2

8.	Education should be provided to the learner about it	
	Teacher should show of impact of that kind.	

Extract 8.2 is a response from a candidate who absolutely did not write measures to prevent gender oppression, discrimination and stereotyping in school setting.

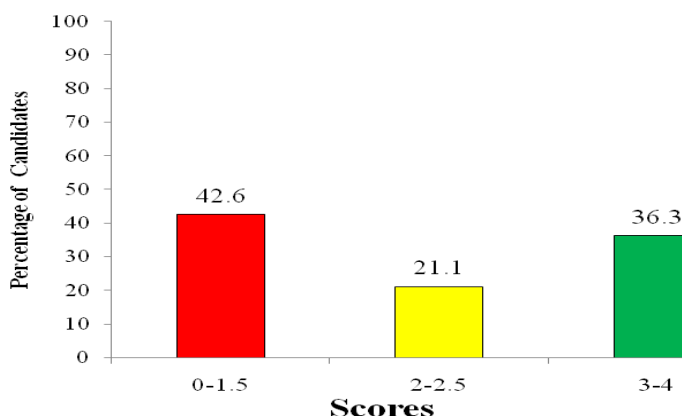
In this analysis, lack of English language proficiency has been observed to be a hindrance in understanding and attempting the question. For example, one candidate gave the following responses to the question: “*Abide bad social cultural practice.....*” instead of “*abandon bad social cultural practices...*”, “*Formulation of rule and low....*” instead of “*Formulation of rules and laws...*” as well as “*education should be provided to the learner about it*” instead of “*Leaners should be educated about gender oppression, discrimination and stereotyping*”.

#### 2.1.9 Question 9: Learning Theories

In this question, the candidates were required to give four (4) advantages of discovery leaning to students. Each point was worth one (01) mark, making a total of four (4) marks.

The question was attempted by 100% of the candidates whereby the overall performance for the question was average as 329 candidates only 36.27% of those who attempted the question scored 3.0 to 4.0 marks; 21.1% of them scored from 2.0 to 2.5 marks and majority of them (42.6%) scored marks ranging from 0 to 1.5.

**Figure 9** gives an illustration on the trend of the candidates' performance in question 9



**Figure 9:** Candidates' performance trend in question 9

The candidates' item response analysis for this question revealed that, 329 candidates (36.3%) scored 03 to 04 marks. This implies that these candidates had sufficient knowledge on the concepts of discovery learning as they managed to write advantages of discovery learning to the students. Example of the correct responses given are such as; *to create everlasting memory, it promote the cooperation among learners, it expand knowledge of the learners and it makes learners to be creative*. Extract 9 indicates a response from a candidate who wrote the correct response as per the demand of the question.

#### Extract 9.1

9	i/ It creates everlasting memory because the students can use all five sense of organ.	
	ii/ It promote the cooperation among themselves due to the effectively use of their knowledge and skills on discovering some issues	
	iii/ It expand knowledge to the learner due to the fact that their mind become creative towards learning process	
	iv/ It enables them to become creativeness, due to their use of mind to discover a certain issue in learning process.	

Extract 9.1 is a response from a candidate who wrote the advantages of discovery learning to the students.

It can however be noted that, 386 candidates (42.6) scored from 0 to 1.5 whereas, among them, 141 candidates (15.5%) scored 0 marks. These candidates either failed to understand the demand of the question or lacked sufficient knowledge about discovery learning as most of their responses were based on the general advantages of psychology and educational psychology, while lacking specific skills related to discovery learning. The attached Extract 9.2 reveals a response from a candidate justifying the weak performance observed in this question.

### Extract 9.2

9	Four advantage of discovery learning to students	
	(i) It help to know the special children which	
	are gifted and talented.	
	(ii) It help to know the behaviour of each-	
	students.	
	(iii) It help to identify special problem which-	
	face learners or student in learning.	
	(iv) It help to determine the level of the student in learning.	

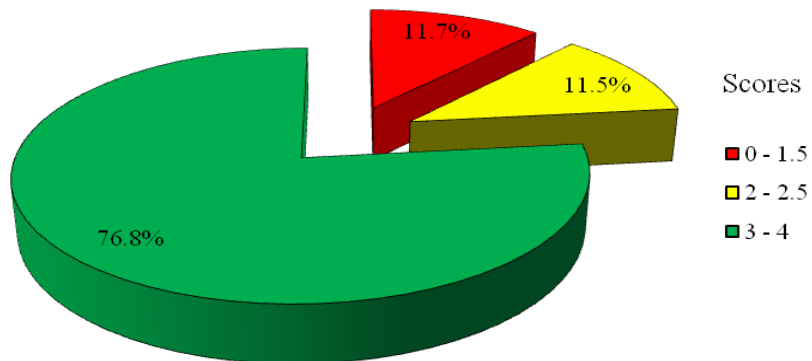
Extract 9.2 is an example of a response from a candidate who mixed the concept of discovery learning with that of general advantages of psychology and educational psychology.

### 2.1.10 Question 10: Guidance and Counselling

In this question, the candidates were demanded to identify four (4) advantages of individual counselling. Each advantage was carrying one mark, making a total of four (4) marks.

The findings of the analysis of candidates performance revealed that, the question was attempted by 906 candidates (99.8%) whereby, 696 candidates (76.8%) scored from 03 to 04 marks; 104 candidates (11.47%) scored from 02 to 2.5 and 106 candidates (11.7%) scored 0 to 1.5 marks. This reflects that, the overall performance was impressive as the candidates' maximum score for the entire question was 03 to 04 marks out of total marks of 04.

**Figure 10** illustrates the trend of candidates performance in this question.



**Figure 10:** Candidates' Performance in Question 10

For those candidates whose scores ranged from 03 to 04 marks understood the demand of the question and had good knowledge on counselling. They showed great ability to identify the advantages of individual counselling as shown in extract 10.1

**Extract 10.1**

10	(i): Individual counselling promote more confidentiality.
	(ii): Help to promote freedom of expression between clients and counsellor.
	(iii): Individual counselling do not cost free because do not need surface area as group counselling which need area
	(iv): It is easy to reach solution compared with group counselling which allow discussion and case study.

Extract 10.1 indicates a response from a candidate who provided correct responses on the advantages of individual counselling.

However, there were 106 candidates (11.7%) who scored 0 to 1.5 marks. These candidates had general knowledge on counselling but lacked ability to specifically identify the advantages of individual counselling to the client, counsellor and community as some of them provided the general advantages of guidance and counselling. Other had serious English language incompetence. Extract 10.2 shows a response from one of the candidate who failed to answer the question correctly.

#### Extract 10.2

10. (i)	Enable individual to select appropriate	
	Course	
(ii)	Enable individual to select appropriate	
	Career	
(iii)	Enable individual to <sup>work</sup> hard for example	
	14 student are counselled being motivated	
	and being concentrate in studies	
(iv)	Help individual to escape from risk	
	Impact which can harm her or she	
	like to be infected with HIV/AIDS	

Extract 10.2 is a response from a candidate who provided the general advantages of guidance and counselling instead of specific advantages of individual counselling.



## 2.2 SECTION B

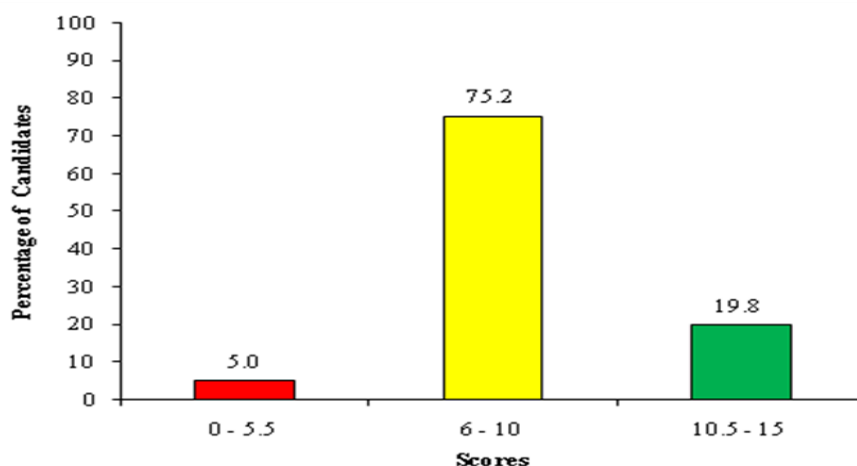
This section consisted of subjective type items which required the candidates to supply subjective answers. There were six (06) questions in this section whereby each question was worth fifteen (15) marks. The candidates were required to answer four (04) questions only making a total marks of sixty (60) marks for the entire section.

### 2.2.1 Question 11: Psychology and Educational Psychology

In this question, the candidates were instructed to illustrate six (6) ways through which a teacher can apply educational psychology in teaching and learning process. In approaching the question, the candidates were supposed to give an introduction and conclusion each worth  $1\frac{1}{2}$  marks, and six points showing the application of Educational Psychology in the teaching and learning process. Each of the point weighed two (2) marks; making a total of fifteen (15) marks. This was an optional question.

The analysis of the candidates performance on this question shows that, question 11 was among the question with high frequency since 738 candidates (81.4%) opted for it. 555 candidates (75.2%) of those who attempted the question scored from 6.0 and 10 marks, 146 candidates (19.8%) scored from 10.5 to 15 marks and 37 candidates (5.0%) only scored 1 to 5.5 marks. This data indicates that, the candidates' general performance was weak as only 146 of the candidates who attempted the question scored marks ranging from 10.5 to 15.

**Figure 11** shows the trend of candidates performance in this question.



**Figure 11:** Trends of the Candidates' Performance in Question 11

The candidates' performance suggests that, candidates who scored 10.5 to 15 understood the demand of the question and managed to provide applications of educational psychology in teaching and learning process, such as *help the teacher to know the behaviours of the students, help teachers to know what to teach his or her learners, enables teachers to design teaching aids, knowing levels of knowledge required by the students in learning and enables teachers to understand aspects of human development*. The variation of their scores were determined by strengths and correctness of their explanations. Extract 11.1(a & b) illustrates a response of a candidate who performed well.

**Extract 11.1(a).**

11.	<p>Educational psychology is the branch of psychology which deals with the study of students' development. The following are ways a teacher can apply educational psychology in teaching and learning processes.</p> <p>It helps the teacher to know the behaviours of the students. Through the application of educational psychology in teaching and learning processes, the teacher can able to know different behaviours of his or her students.</p> <p>The teacher can know what to teach his or her students. Through the application of educational psychology in teaching and learning process, the teacher can know the required content to teach his or her students.</p> <p>It enables the teacher to design teaching aids. Through the application of educational psychology in teaching and learning processes, the teacher can <del>be</del> able to create teaching aids for teaching his or her students.</p> <p>It facilitates the teacher to determine teaching and learning methods. Through the application of educational psychology in teaching and learning processes, the teacher can able to determine different methods of teaching and learning to teach his or her students for example role play method.</p>	
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**Extract 11.1(b).**

11.	To know level of knowledge required by the students in learning. Through application of educational psychology in teaching and learning processes, the teacher can able to different levels required by his or her student to learn. It enables teacher to understand aspects of human development. Through application of educational psychology in teaching and learning processes, the teacher can able to understand different aspects of development of his or her students from conception to adult. Therefore, educational psychology is very important in teaching and learning processes because, it helps the teacher to determine the problems face his or her students and find solution on those problems.
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Extract 11.1(a & b) present a sample of a candidate's correct response which explains application of educational psychology in the teaching and learning process.

Additionally, 37 candidates (5.0%) scored below 06 marks representing weak performance. Such candidates seemed to have failed to understand the requirement of the question due to either lack of sufficient knowledge or language problem in constructing correct sentences on the application of educational psychology in the teaching and learning process. Extract 11.2 (a & b) provides a response of a candidate who performed poorly.

### Extract 11.2 (a)

	Educational psychology is the applic-
11	ation of psychological ideas in the
	providing education. The following are
	the ways a teacher can apply education
	al psychology in teaching and learning
	process.
	The <del>one</del> one among is by using
	Observation as a way of apply educa-
	tional psychology because in this way
	the learner were study through observable
	different things foreexample: To observe
	the natural environment.
	Another way is to use a questions
	and answers which is protect the learner
	to participate in learning activities
	by answering to questions. foreexample
	Explain the importance of geography.
	Through imitation of the were
	by the learner to imitate about what
	have the teacher done foreexample throug
	h behaviorism theories
	Also Discussion group in this
	way the learner are to be the responsi-
	ble for to discuss the lesson which
	is providing from the teacher as a
	facilitator. foreexample by using the
	Cognitive theory which is based on the
	mental ability # so this way is
	helps the teacher to determine
	the ability of the understanding
	of the learner according to the
	participated in discussion.

**Extract 11.2 (b)**

11	Study tour is the another way	
	which is helps the learner to study	
	according to the real situation. forexamp	
	le to visit at the national part which	
	to be at the motivation and reinforcement	
	nt to the learner to study freely and	
	asking question for more clarification	
	~ Motivation to the learner also	
	It used motivation as a way of to apply	
	the educational psychology in teaching	
	and learning to facilitate more activi-	
	bies in learning process. forexam Extrinsic	
	motivation'	

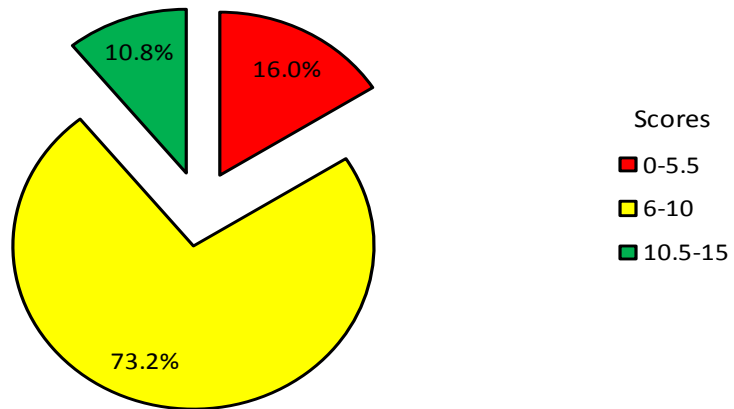
Extract 11.2 (a & b) presents a candidate's incorrect response focusing on discussion, study tour, motivation as well as question and answers instead of application of educational psychology in teaching and learning process.

### 2.2.2 Question 12: Human Development and Psychology of Teaching and Learning

In this question, candidates were required to demonstrate six (6) points on the application of Piaget's theory of cognitive development in teaching and learning process. In attempting the question, the candidates were supposed to give an introduction and conclusion each worth 1½ marks, and six points showing the application of Piaget's theory of cognitive development in the teaching and learning process; each weighing two (2) marks, making a total of fifteen (15) marks.

The question was attempted by 480 candidates (52.9%), 351 candidates (73.1%) scored between 06 and 10 marks, 77 candidates (16.0%) scored from 1 to 5.5 marks and only 52 candidates (10.8%) scored from 10.5 to 15 marks. The general performance in this question was weak since 52 candidates only scored from 10.5 to 15 marks.

**Figure 12** shows the trend of the candidates' performances in summary.



**Figure 12:** *Candidates' Performance in Question 12*

This analysis implies that, candidates with 10.5 to 15 scores had good essay writing skills, mastery of knowledge about Piaget's theory of cognitive development and its application in the teaching and learning process. These candidates were able to write six (6) application of Piaget's theory of cognitive development in teaching and learning process such as, teaching from simple to complex, selection of teaching and learning methods and rewards. Extract 12.1 (a & b) presents a candidate's correct response.

### Extract 12.1(a)

12.	<p>Cognitive development is the ability of human or child mental to have ability to reasoning, recalling, remembering and other signs to indicate that have developed. Piaget's theory of cognitive development tried to explain on how cognitive of human being growing from child level to adult level. Here he tried to show that <del>where</del> a child have low cognitive compared to the adult. The application of piaget's theory of cognitive development in teaching and learning process is follows:-</p> <p>Teach from simple to complex, This is one of the implication of the cognitive theory where by teacher is advised to teach the lesson by starting with the simplest topic to that is difficult since the brain of human being understand from simple to complex.</p> <p>Good organization of teaching and learning material. This is another application of piaget's theory of cognitive. In this context, teacher should make sure that organizing his or her materials so as to make the student to understand well. In this teacher is advice to prepare lesson plan, lesson notes that will help him or her to have a good flow during teaching situation.</p> <p>Teaching and learning aids, this is another application of piaget's theory of cognitive development in teaching and learning. In this, teacher is advised</p>	
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### Extract 12.1(b)

12.	to prepare teaching and learning ends which is relevant to the level of learners so as to make the learner to understand well in simple way.	
	Selection of teaching and learning methods. This is another application of Piaget's theory of cognitive where by teacher is supposed to select teaching methodology which is suitable to the students according to their levels and ages.	
	Reward, this is another application of Piaget's theory in teaching and learning. In this teacher is advised to give motivation to the students by rewarding those who did well. Also through rewarding it will arouse morality to study hard hence provide a good performance.	
	Grouping the students into class according to their ages and levels. This is another application. In this teacher is supposed to make sure that picking his or her students into groups due to their understanding so as to teach them effectively for effective understanding.	
	By summing up is that, in order to provide effective teaching and learning in the class teacher is advised to consider the cognitive development of the learners since students differ in their cognitive. Some understand faster while others understand in slow way.	

Extract 12.1(a & b) is a response from a candidate who managed to write the correct response on application of Piaget's theory of cognitive development in teaching and learning process.

In addition, 77 candidates (16.0%) scored less than 5.5 marks on this question. This might be a reflection of candidates' insufficient knowledge to meet requirement of the question. Some of the incorrect responses written by some of the candidates as application of Piaget's theory in the teaching and learning process include; *the use of demonstration method, teachers are*



advised to consider stages of Jean Piaget's theory and to use punishment as alternative way. These candidates seemed to have confused the general teaching methods with application of Piaget's theory in the teaching and learning process. Extract 12.2 present an incorrect response by one of the candidates.

### Extract 12.2

12	<p>information from the day we you born to the day you birth. The following are the application of of the Jean Piaget's Theory cognitive development in teaching and learning process.</p> <p>The use of varieties of teaching aids. This theory proposed that in order the learner to understand should be used teaching aids. As, on our schools did they use the teaching aids to facilitate teaching and learning process.</p> <p>The use of the demonstration methode. In teaching and learning process the teacher advised to use the demonstration to the learner in order to keep permanent memory to the learner.</p> <p>The teacher presenting logical questions or task. Teachers advised with this theory to present logical function to the learners which make them to thinking critically and do not give the open question.</p> <p>The teacher advised to consider the stages of the Jean Piaget's cognitive which are sensory motor stage, pre-operational stage, concrete stage and formal operation stage. This is because each stage help has a way of teaching the learner so as to understand.</p> <p>The punishment used as the alternative way. This theory shows as that the teacher should use punishment as the last alternative in order to to avoid fear to the learners in the process of learning.</p> <p>The teacher allowed students to group the information from the simple to complex. Also this theory advice the teacher to allowed the learners to group the information from the simple to complex</p>	
12	<p>in order to understand easily.</p> <p>Therefore the Jean Piaget's cognitive development has the several stages which the teacher should consider during the teaching process such as sensory motor stage, pre-operational stage and so many others.</p>	

Extract 12.2 is a response from a candidate with incorrect responses. This candidate wrote the teaching strategies instead of application of Piaget's theory of cognitive development in the teaching and learning process

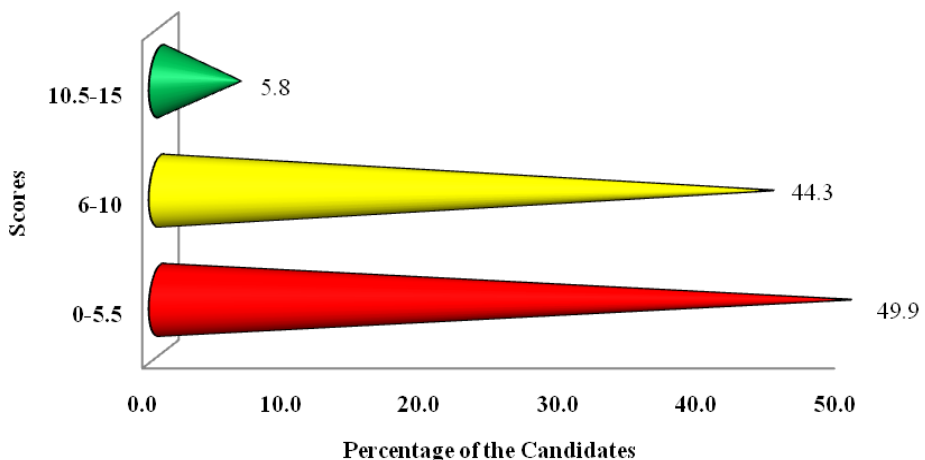
In fact, majority of the candidates did not understand the demand of the question as 427 candidates (47.1%) avoided it, whereas 351 candidates (73.1%) of those who attempted it scored from 6.0 to 10 marks. This gives a reflection that, these candidates had some general knowledge about Piaget's theory of cognitive development but they were not able to demonstrate its application in the real classroom context.

### 2.2.3 Question 13: Learning in School Setting

In this question, candidates were required to examine six (6) motivational techniques which can be used by teachers during the teaching and learning process. In attempting the question, the candidates were expected to provide an introduction and conclusion each worth 1½ marks, and six points on the motivational techniques used by teachers during the teaching and learning process; each point carrying two (2) marks, making a total of fifteen (15) marks.

The candidates' performance analysis revealed that, 690 candidate (76.1%) opted for this question. Their general performance was weak since, only 40 candidates (5.7%) of those who attempted it, scored from 10.5 to 15 marks while 344 candidates (49.9%) scored from 0.5 to 5.5 marks; and. 306 (44.7%) scored from 6.0 to 10.0 marks

**Figure 13** illustrates the candidates' performance in this question.



**Figure 13:** *Candidates' Performance in Question 13*

Furthermore, this analysis indicates that, those candidates who scored 10.5 to 15 marks managed to examine six (6) motivational techniques which can be used by teachers during the teaching and learning process. An example of a good response written by a sampled candidate reads; *using reinforcement, provisional of guidance and counselling, using good and appropriate teaching and learning methods and encouragement like keep it up*. Extract 13.1 presents a good response from a script of a candidate.

### Extract 13.1

13	<p>Motivation is the factor which initiate, control, and maintain response. Motivation can be categorized into two types which intrinsic motivation and extrinsic motivation.</p> <p>The following are the motivational techniques used by teachers during teaching and learning process.</p> <p>Use of int instructional comments such as alert and on top, when teacher use instructional comment during teaching and learning process students may arose interest and keep attention for what teacher say and keep on halher mind for more study.</p> <p>Use of example during teaching and learning process: The use of example during teaching and learning process may lead to the more understanding to the learners. Because by using example even time for delivery information or lesson is reduced due to the gap are filled by examples in the lesson.</p> <p>The use of good methods and strategies which are interactive: The use of participatory method during teaching and learning arose the interest of the learner. the interactive method such as guest speaker, field trip and case study may motivate learners.</p> <p>The use of cues, eye contact, and gesture to signal that something is important. Through using this the teacher tell the students that something is important so the students become attention for what teacher say at that time and through that the students motivated.</p> <p>Do not overlap students with too much explanation: The teacher he/she must make summarization of the lesson in order to arose interest and students become motivated by the lesson.</p>	
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Extract 13.1 is a response from a candidate who managed to write relevant answers on the motivational techniques which can be used by teachers during teaching and learning process.

In the same vein, 344 candidates (49.9%) scored from 0 to 5.5 marks as they only managed to write an introduction by defining the concept of motivation, but lacked sufficient knowledge on motivational techniques as applied in the teaching and learning process. They gave some wrong responses including; *creativity, use of corporal punishment, reading the result to other students and announcing the results*. They also lacked ability to write a good conclusion as shown in a sampled candidate's response in Extract 13.2

### Extract 13.2

13	<p>Motivation is the process of maintaining and making interested with a certain behaviour. The following are the motivational techniques of which teachers can use during teaching and learning process.</p> <p>Through questions and answers; This is motivational technique that motivate learners to learn more effectively because questions are asked on the spot and answers are provided. This can influence the learning and teaching process.</p> <p>Story telling; This can motivate learning in which after studying a certain lesson a teacher tells a story concern with lesson that can motivate learning process because most of the learners want studying through stories.</p> <p>Through group discussion this can motivate student in their learning through sharing of ideas with each other students are motivated to study more and more.</p> <p>Through debates also student may use conversation through debate they learn a lot of things that motivates them in learning process.</p> <p>Through <del>ena</del> role play and game work also through songs and game these these help to facilitate motivation among the learners.</p>
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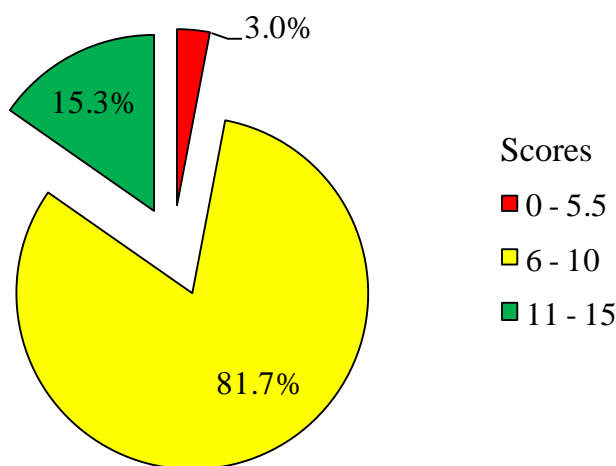
Extract 13.2 shows a response from a candidate who wrote teaching methodologies instead of motivational strategies / techniques which can be used by teachers during the teaching and learning process.

## 2.2.4 Question 14: Human Development and Psychology of Teaching and Learning

In this question, candidates were instructed to recommend six (6) measures to curb adolescents' irresponsible sex behaviours in secondary schools. Candidates were expected to give introductions and conclusions each worth 1½ marks, and six points on the measures to control adolescents irresponsible sex behaviours in secondary school. Each of the six points carried two (2) marks, making a total of fifteen (15) marks.

The analysis of candidates' performance indicates that, this question had highest number of candidates who attempted it compared to other essay questions. 868 candidates (95.7%) had opted for this question. However, the general candidates performance for the entire question was weak since, only 133 candidates (15.6%) of those who attempted it scored 10.5 to 15 marks. The rest 709 candidates (81.6%) scored from 6.0 to 10 marks; and 26 candidates (3.0%) scored from 0 to 5.5 marks. It has also been observed that this question was the interest of many candidates as it was performed well compared to other essay questions.

**Figure 14** gives a summary on the candidates' performance in this question.



**Figure 14:** *Trend of the Candidates' Performance in Question 14*

Furthermore, the analysis reflected that, the candidates whose scores ranged from 10.5 to 15 marks understood the requirements of the question and had mastered the knowledge on measures to curb adolescents' irresponsible sex behaviours in secondary schools. Extract 14.1 shows the correct response from a candidate who managed to write measures to curb adolescents'

irresponsible sex behaviours such as preventing adolescents from pornography, keeping them busy and providing sexual reproductive education

#### Extract 14.1

14.	Adolescents are the persons or people who are in transitional period from young to adult ones. Adolescents are being faced by several problems like drug abuse, Loosing of interests in studies, Craving for independence, sexual related problem, creating identity and breaking laws. The following are the measures to curb adolescents' irresponsible sex behaviour in secondary schools. Preventing them from exposure to the pornography. This means can make the students escape from sex irresponsible behaviour because pornographical pictures and videos creates sense of doing a sexual intercourse when the students watch them they can engage in sexual intercourse. Providing reproductive health education to the students. Under this reproductive health education is where the student can be taught the negative impacts of engaging in sexual intercourse under the age, also the students can be taught different diseases which transmit through sexual intercourse. Keeping them busy. Teachers should make sure they keep the students busy all the time so that can not get time to engage in irresponsible sex behaviour. The <del>teachers</del> teachers can provide different quizzes and exercises to the students so that to make them busy and concentrate in their studies daily. Parents and teachers should be the role models to the children. The teachers and parents should not engage in bad activities like that of irresponsible sex behaviour so that their children students they can copy those behaviour. Providing or giving punishments to the students who seem to engage in irresponsible sex behaviour. Different punishments can be provided such as beating them by using sticks and giving floggings. Explaining the impacts of Mis-behaviour like that of irresponsible sex behaviour. The teachers and parents should explain deeply the outcomes of that bad behaviour. This can help the students in <del>school</del> secondary schools to <del>escape from part</del> escape from participating in irresponsible sex behaviour. All these problems of irresponsible sex behaviour are mostly appears in the period of puberty of an individual student.
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Extract 14.1 shows a response from a candidate who wrote the correct responses on measures to curb adolescents' irresponsible sex behaviours in secondary schools.

On the other hand, it has been observed that, majority of the candidates 81.6% scored from 6.0 to 10 marks. This indicates that, those candidates had some knowledge but they lacked skills of explaining their ideas in relation to the demand of the question. However, the analysis of candidates' performance identified 26 candidates (3.0%) who scored marks between 0 to 5.5. These candidates did not understand the demand of the question and lacked sufficient knowledge on measures to curb adolescents' irresponsible sex behaviors in secondary schools. Extract 14.2 shows a response from a candidate who just listed the points without giving the details. This candidate was not able to write an introduction and conclusion as required in essay writing.

#### Extract 14.2

14	The following measures can be used in	
	curbing adolescents irresponsible sex behaviour	
	i) Teaching them life skills	
	ii) By counseling and guidance	
	iii) By punishing	
	iv) Give them productive task to do	

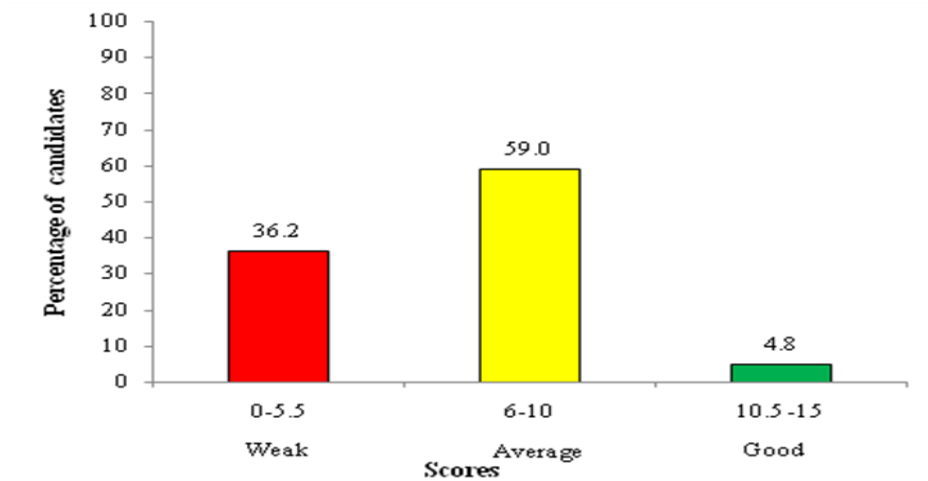
Extract 14.2 shows a response from a candidate who responded to an essay question by just listing the items without clarifying them. This candidate lacked essay writing skills.

### 2.2.5 Question 15: Learning Theories

In this question, candidates were required to explain three (3) advisory points and give four (4) studying strategies to help students overcome the problem of test and examination terror. Candidates were expected to give an introduction and conclusion each worth  $\frac{1}{2}$  mark, three (3) advisory points and four (4) studying strategies to help students overcome the problem of fear and anxiety during test and examination; each carrying two (2) marks, making a total of fifteen (15) marks.

The analysis of candidates' performance found that, 461 candidates (50.8%) attempted the question and their general performance was weak as 272 candidates (59.0%) scored from 06 to 10 marks, 22 candidates (4.8%) scored from 10.5 to 15 marks and 167 Candidates (36.2%) scored 1.0 to 5.5 marks.

**Figure 15** indicates the trend of the candidates' performance in this question.



**Figure 15:** *Trend of the Candidates' Performance in Question 15*

Furthermore, the analysis shows that, 4.8% candidates who scored from 10.5 to 15 marks had knowledge on test and examination phobia as they managed to suggest some pieces of advice and studying strategies to be given to the students to overcome examination phobia. Additionally, they wrote a good introduction and conclusion of the question. Extract 15.1 shows a candidate's correct response for this question.



### Extract 15.1(a)

15	<p>Test and examination. These are tools used in education to assess the progress of the student in a certain course of study and to determine the difficulties and strength of the student. It is also some advice to the student about official test and examinations.</p> <p>The student should like the test and examination because the test and examination help the student to know their weakness in their study and help them to find out the solution.</p> <p>Test and examination is good, because it promotes the learning and studying habit. So it is better to like the test and examination since make the student to study in advance and make them to familiar with different matters and increase competence.</p> <p>Test and examination is good, because it helps the teacher to know their strength and weakness and assess the method they used in teaching and learning process. Also when studying you should follow the following strategies:</p> <p>It is better to formulate group discussion of few members like five members. By so doing will make the student to share different materials they have and what they know to each other.</p> <p>To arrange a personal timetable of studying. Not only rely on group</p>	
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### Extract 15.1(b)

discuss but it is better to have your extra time to pass through what you have learnt in each subject of your studies.

To ask and follow teachers for the question of content which is difficult to you. When you are studying and face difficulties in a certain concept it is better to seek for help.

To create habit of passing to the past papers. When passing on the past paper help you to know different question patterns used in examination so that it help you to build confidence.

It is better to build habit of visiting library and studying different material rather than rely on the notes only. By studying different books help you to get skills and knowledge from other scholars.

Therefore, it is better to do frequently test and examination in order to avoid fear and hopeless.

Extract 15.1 (a & b) presents a response from a candidate who managed to write correct pieces of advices and studying strategies to help students overcome the problem of test and examination anxiety.

Moreover, 167 candidates (36.2%) scored marks ranging from 01 to 5.5. They were not able to find out the requirements of the question as they only managed to provide the meaning of test and focused their answers on test construction rather than addressing the meaning of examination terror (examination phobia) and how to overcome it. Extract 15.2 display a response from a candidate who lacked knowledge of “conditioned response (stimulus - response)” which could be used to explain the relationship between test/examination and students’ terror (phobia). It also shows the candidates’ English language incompetence (grammar and sentence construction problems)

#### Extract 15.2(a)

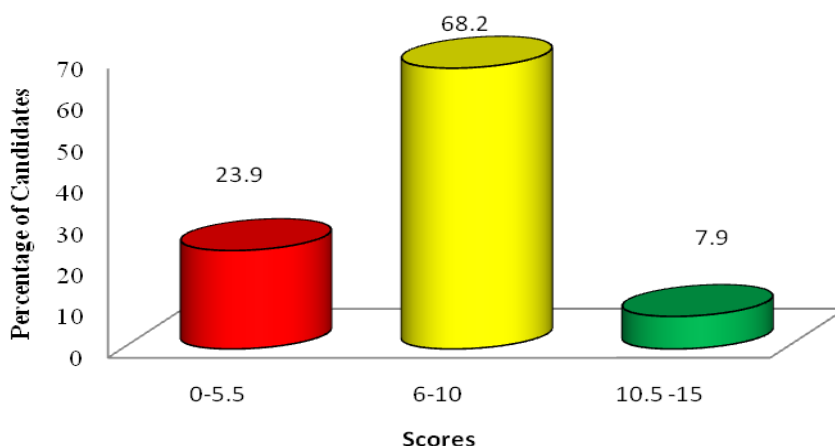
15	<p>Test and Examination, This is the instrument used to measure the student in a particular period of time. The following are the advice of test and examination these are as follows:</p> <p>The teacher must be given the student guidance and counselling. This is my advice in order to help the student in performing the examination or tests.</p> <p>The teacher should be measure the student according to the level. This means that in order to success the performance of the student the teacher must be used the measure test according to the learners level.</p> <p>To use participatory method before giving or given the examination. This means that the teacher use the participatory method in order to boost the performance of the students.</p> <p>Also there were the study the strategies that can be given to student to overcome the problem, these are as follows:</p> <p>The teacher has no using the participatory method in order to perform in the test must be use this participatory method.</p> <p>No guidance and counselling were given in school, this is the challenges that faced student in the test in order to boost the performance of the student you must be teach before giving the test.</p>
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**Extract 15.2** is a response from a candidate who wrote teaching methods instead of studying strategies to help students overcome the problem of test and examination terror.

### 2.2.6 Question 16: Diversity in Learning

In this question, the candidates were instructed to explain by using examples six (6) characteristics manifested by learners with mental retardation in teaching and learning process. Candidates were expected to give introduction and conclusions each worth 1½ marks, and six (6) characteristics manifested by learners with mental retardation, each carrying two (2) marks, making a total of fifteen (15) marks.

The analysis of the candidates' performance shows that, this was the least chosen question by the candidates as only 368 candidates (40.6%) opted for it. The overall performance in this question was weak. Furthermore, the analysis reflects that 251 candidates (68.2%) scored marks ranging from 6.0 to 10. 29 candidates (7.8%) scored marks ranging from 10.5 to 15 and 88 candidates (23.9%) scored marks ranging from 0.5 to 5.5. The trend of the candidates' performance for this question is shown in the **Figure 16**.



**Figure 16:** Trend of the Candidates' Performance in Question 16

The analysis of the candidates' performance reveals that, 29 candidates (7.8%) whose scores ranged from 10.5 to 15 marks understood the requirement of the question and had knowledge on the characteristics manifested by the learners with mental retardation. These candidates managed to explain features of mentally retarded students such as; *Attention problem, memory problem, poor academic performance, motivation problem, behavioural problem, organizational problem and developmental problem* as it is seen in the Extract 16.1(a & b)

### Extract 16.1(a)

16	<p>Mental retardation is the condition where by a person IQ is less than 70. It is caused by both genetic factors such as downsyndrom and enviromental factors such as use of drugs, alcohol or accidents. The following are the characteristics manifested by learners with mental retardation.</p>	
	<p>Attention problem. Students having mental retardation have attention problem such that they <del>can</del> cannot be <del>attet</del> attention during process of teaching and learning. For example they can speak or making noise while the process teaching and learning continue.</p>	
	<p>Problem in memory. Students with Mental retardation have a memory problem such as he/she can forget something which have done in class even is short time left.</p>	
	<p>Developmental problems. Students with mental retardation faces problem in the process of development such that their cognitive, social, physical and emotional development become slowly unlike their age.</p>	
	<p>Unnomal poor performance in academic tasks. Mental retardation students are normally characterized by poor performance in academic task, for example a person may perform poorly even in the simplest task given to class.</p>	
	<p>Motivation problem. Mental retardation students are characterized by lack of motivation interest, such that even teacher apply motivation to them, they would not be encouraged to perform better in the next time.</p>	

### Extract 16.1(b)

	Behaviour problem. Mental retardation	
6	Students are characterized with behaviour problems, for example they can mis-behave in the class while teaching and learning takes place <del>as</del> with no fear.	
	Therefore a teacher should recognize a student with mental retardation in the class so as to provide him/her with special assistance care for proper learning	

Extract 16.1(a & b) is a response from a candidate who managed to explain the characteristics manifested by learners with mental retardation in teaching and learning process

However, there were 88 candidates (23.9%) who scored marks ranging from 0 to 5.5. This implies that, they did not understand the requirements of the question as they lacked sufficient knowledge about the characteristics of mental retarded learners to the extent that they merely re-wrote the question without responses. Other candidates provided incorrect responses such as; *desk work, hyperactivity, visual impairment and dyslexia*. Extract 16.(b) exposes a response from a candidate who did not manage to write the characteristics manifested by learners with mental retardation in the teaching and learning process.

## Extract 16.2

16.	Mental retardation: Is among the handicap where by a learner has a mental problem. The following are the characteristics of mental retardation as follows:- Dense work: It means that a person with mental retardation will always have dense work during teaching and learning process. Hyperactivity: It means that a person with mental retardation problem must have hyperactivity. Means he/she can be able to perform more than one activity at a short time even when given one activity he/she can perform, not take a long during teaching and learning process. Visual Impairment: It means that during teaching and learning process a student with mental retardation will be facing problem of reading at the blackboard since he/she is not near the blackboard & he/she can not read. Asylexia: It means that it is the reading problem. A student with mental retardation in teaching and learning process he/she may not be able to read since he/she has a problem of reading either by omitting some letters in the words or adding some letters in the words. Example the word bad a student may read it as dad. All in All: mental retardation must have these features	
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Extract 16.2 is a response from a candidate who wrote types of exceptional learners instead of characteristics of learners with mental retardation.

Thus, candidates who failed this question had limited knowledge on mental retardation and its characteristics as applied to the teaching and learning process.

### 3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Educational Psychology, Guidance and Counselling examination comprised of six topics into which the examination questions were organised. Topics with many content such as human development, had more questions because they have many sub topics to be covered. This implies that, the examination questions were relevant to the topics covered. A summary of the topics and number of question contained in the examination are summarized in the table below:

**Table 3: Distribution of Questions Per Topic and Section**

SN	TOPICS	QUESTIONS PER TOPIC/SECTION			%
		SECTION A	SECTION B	TOTAL	
1	Psychology and Educational Psychology	02	11	02	12.5
2	Human Development and Psychology of Teaching and Learning.	04 & 08	12 & 14	04	25.0
3	Learning Theories	03 & 09	15	03	18.75
4	Learning in school setting	01 & 05	13	03	18.75
5	Diversity in Learning	06	16	02	12.5
6	Guidance and Counselling	07 & 10	-	02	12.5
<b>TOTAL</b>		10	06	16	100

**Table 3** shows the even distribution of examination questions according to topics and sections.

The Analysis of this candidates' performance in each topic shows that, candidates had good performance in the following topics; Psychology and Educational Psychology (88.9%), Guidance and Counselling (83.7%), Human Development (83.3%) and Diversity in Learning (72.3%). On the other hand, the candidates had an average performance in the topics of Learning in School Setting (56.2%) and Learning Theories (51.7%). For detailed information see **Appendix B**



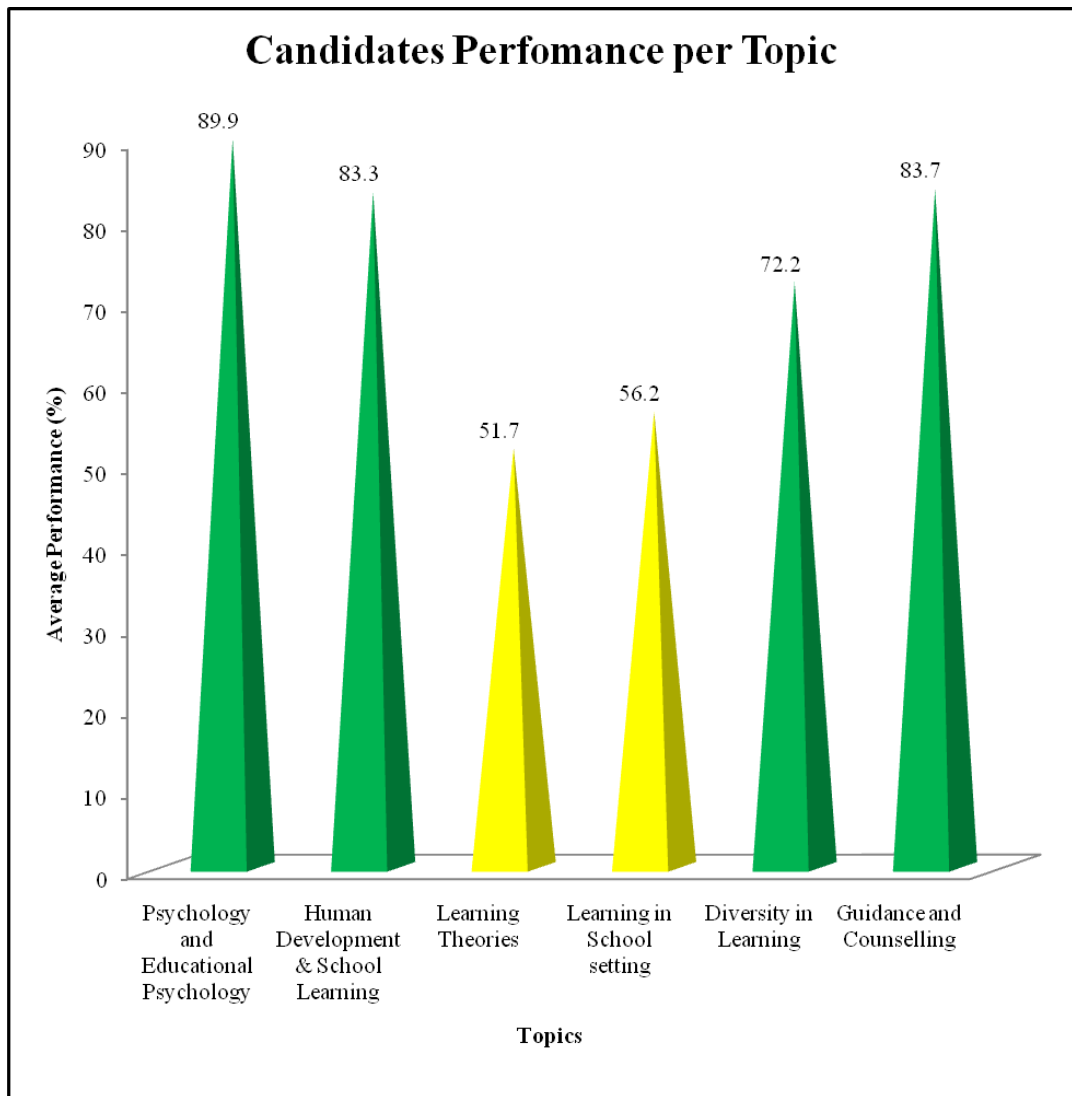
## **4.0 CONCLUSION**

Statistical data analysis for each question shows that the candidates' overall performance in Educational Psychology, Guidance and Counselling for Diploma in Secondary Education Examination (DSEE) in 2018 was good although there were candidates whose performance was unsatisfactory. This might have been attributed to the candidates' limited ability to identify the demand of the questions, knowledge on the subject matter, proficiency in English Language and writing skills.

## **5.0 RECOMMENDATIONS**

Based on the observations made on performance of the candidates, this report recommends the following:

- (a) Tutors should guide the student-teachers in going through all the topics (modules) across the syllabus, enhance mastery of the subject matter and enhance them in application of subject matter in the real life context. This is to ensure that they have enough knowledge and skills that are needed in answering the examination questions.
- (b) Tutors and student-teachers are advised to improve their competence and performance in English language. This would be possible through various ways including the practice of speaking English inside and outside the classrooms, during their group discussions as well as the introduction of essay writing competitions in schools. Also, Communication Skills as a subject must be insisted to student-teachers to whom English is not the teaching subject.
- (c) Tutors should use the competence based approach in the teaching and learning process which nurtures active student-teachers' interest in applying the theories of learning and principles of Educational Psychology as prospective secondary school teachers in the country.
- (d) The teachers' colleges should be equipped with sufficient and relevant teaching and learning resources including; advanced learners' English dictionaries, encyclopedias, books, internet, e-books and journals. This may facilitate the student - teachers' extensive involvement in reading to equip them with knowledge about Educational Psychology, Guidance and Counselling.



**SUMMARY OF CANDIDATES' PERFORMANCE PER TOPIC FOR  
DSEE 2018**

**761: EDUCATIONAL PSYCHOLOGY GUIDANCE AND COUNSELLING**

**Table 4: Summary of Candidates' Performance per Topic for 2018**

S/N	Topics Examined	Performance on each Question		Average performance per topic %	Remarks
		Questions Examined	percentage of candidates who scored an average of 40 and above		
1	Psychology and Educational Psychology	2	83	88.9	Good
		11	94.9		
2	Human Development & Psychology of Teaching and Learning	4	58.4	83.3	Good
		8	94.1		
		12	83.9		
		14	97		
3	Learning Theories	3	34.1	51.7	Average
		9	57.4		
		15	63.7		
4	Learning in School Settings	1	35.5	56.2	Average
		5	82.7		
		13	50.5		
5	Diversity in Learning	6	68.6	72.3	Good
		16	76.08		
6	Guidance and Counselling	7	79.1	83.7	Good
		10	88.3		
	<b>General Performance</b>			<b>72.6</b>	<b>Good</b>

