

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2019**

**761 EDUCATIONAL PSYCHOLOGY
GUIDANCE AND COUNSELING**

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2019

**761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND
COUNSELING**

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Item Response Analysis (CIRA) for the year 2019 Diploma in Secondary Education Examination (DSEE) in Educational Psychology, Guidance and Counseling. The report provides feedback to student-teachers, tutors, parents, policy makers and the public in general, on the performance of the candidates and how the instructional goals and objectives were met.

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

In this report, factors which contributed to the achievements and failure of candidates in answering questions have been analysed. The analysis shows that candidates with higher scores provided appropriate responses. They were also able to understand the demands of the questions and had basic knowledge on the subject matter as well as English Language mastery and essay writing skills. On the other hand, the candidates with lower scores portrayed low competence in the examined areas.

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

Finally, the Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report aims at providing feedback on the performance of candidates who sat for the Diploma in Secondary Education Examination (DSEE) in May, 2019 in Educational Psychology Guidance and Counseling subject. A total of 7,270 candidates sat for the examination, out of which 4,079 candidates were using the University of Dodoma (UDOM) curriculum, and 3,191 were using the Tanzania Institute of Education (TIE) curriculum. Three of the candidates who were using TIE curriculum, sat for supplementary examination. The examination tested the candidates' competences in integrating learning theories in teaching and learning process, analysing human development in teaching and learning and assisting learners with special learning needs. The general performance of the candidates was average as Table 1 shows.

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

Candidates type	Candidates sat	Number of Candidates and Percentage					
		Passed	Grades				
			A	B	C	D	F
ALL (DSEE)	7,270	7,080 (97.4%)	0 (0%)	110 (1.5%)	3,808 (52.4)	3,161 (43.5%)	184 (2.5%)
UDOM Curriculum	4,079	3,968 (97.3%)	0 (0%)	26 (0.6%)	1,844 (45.2%)	2,098 (51.4%)	110 (2.7%)
TIE Curriculum	3,191	3,112 (97.5%)	0 (0%)	84 (2.6%)	1,964 (61.6%)	1,063 (61.5%)	74 (2.3%)

In this report, detailed analysis was done on the performance in individual examination question and topics based on the candidates who sat for the examination using TIE curriculum only. This is because the assessment for the candidates pursuing DSEE using the UDOM curriculum was in transition.

The Educational Psychology Guidance and Counseling examination consisted of two (2) sections; A and B. There were ten compulsory questions in section A. Candidates were required to provide short answers for each question. Section B had six essay questions from which the candidates were required to

attempt four questions only. The candidates were instructed to attempt a total of fourteen questions.

In this report, the analysis of the questions is based on the category of the question item that is, short answer items and subjective items. The level of performance of the candidates in each item is regarded as *Weak, Average and Good* based on the marks scored as summarized in Table 2.

Table 2: Score Ranges

S/ N	Category of the Items	Score and Marks Ranges		Remarks
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

Moreover, the report presents tasks in each question; and analysis of the candidates' performance. Samples of responses from candidates have been attached to illustrate their responses. Three colours have been used in tables, charts, figures and appendices whereby Green, Yellow and Red represent good, average and weak performance respectively.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answer Questions

This section consisted of objective type items which required the candidates to supply short answers only. There were ten compulsory questions in this section, and each question carried 4 marks.

2.1.1. Question 1 : Psychology and Educational Psychology

This question required candidates to explain the term (a) Psychology (b) Counseling Psychology (c) Clinical Psychology and (d) Personality Psychology. Each response carried 01 mark, making a total of 4 marks.

This question was attempted by 3,191 candidates (100%) whereby 1,237 (38.8%) scored from 2 to 2.5 marks, 1,194 (37.4%) scored from 0 to 1.5 marks and 760 (23.8%) scored from 3 to 4 marks. Therefore, the candidates' general performance in this question was average, since only 1,997 candidates (62.6%) scored from 2 to 4 marks. Figure 1 illustrates the performance of the candidates in question 1.

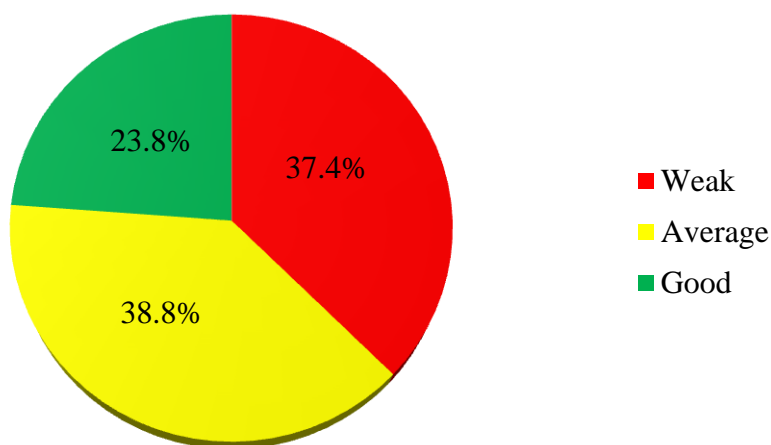


Figure 1: *Trend of the Candidates' Performance in Question One*

The analysis of the candidates' performance in this question shows that, the candidates who scored from 3 to 4 marks understood the demand of the question and had knowledge on the subject matter. Therefore they managed to explain three to four psychological terms as shown in Extract 1.1

21.	(a) Psychology This is the branch of science which deals with the study of human behaviour and mental processes.	
	(b) Counselling Psychology. This is the branch of psychology which describes the process of helping of a individual to accept, and use information and advice so that either can solve the problem.	
	(c) Clinical Psychology. This is the branch of Psychology which deals with the diagnosis and treatment of the problem.	
	(d) Personality Psychology. This is the branch of Psychology which deals with the study of an individual traits characteristics where includes those which can be seen and which can not be seen.	

Extract 1.1: Responses from a candidate who managed to explain the psychological terms.

Conversely, the candidates who scored 2 to 2.5 marks managed to define only two terms clearly hence their performance was average.

Similarly, 1,194 candidates (37.4%) exhibited weak performance by scoring from 0 to 1.5 marks. These candidates did not understand the requirement of the question and lacked sufficient knowledge on Psychology and Educational Psychology. They managed to correctly explain one or none of the psychological terms provided. Extract 1.2 shows responses of a candidate who failed to explain the psychological terms.

1.	a) Psychology This is the study of science that deals with mental ability.	
	b) Counseling psychology These are counselling that are advice and lessons that provided toward a certain issues. They can be individual or group counselling. → Individual counselling, The counselling is done to only one individual between a counsellor and client. → Group counselling, The counselling is done to group of people and there is between a counsellor and clients. Example of counselling HIV/AIDS counselling.	
	c) Clinical psychology This is the kind of psychology that deals with clinical issues.	
	Personality psychology This is the kind of psychology that deals with someone's or individual behaviours. → It is divided into i) Psychosexual and psychosocial personality development. → Psychosexual Personality Was put forward by Sigmund Freud and it lies on some stages like - Oral stage - Anal stage - Phallic stage - Latency stage - Genital stage → Psychosocial development It was under Erick Erickson, it lies on: - Trust and Mistrust - Autonomy vs Shame, doubt - Inferiority vs Industry	

Extract 1.2: Responses from a candidate who failed to explain the psychological terms.

2.1.2. Question 2: Psychology and Educational Psychology

In this question, candidates were required to list 4 ways a teacher may use to make students pay attention during the teaching and learning process. Each point was worth one mark, making a total of 4 marks.

This question was attempted by 3,190 candidates (99.97%) whereby 2,648 (83.0%) scored from 3 to 4 marks, 285 (8.9%) scored from 2 to 2.5 marks and 257 (8.1%) scored from 0 to 1.5 marks. Therefore, the candidates' general performance in this question was good as 2,933 candidates (91.9.0%) scored from 2 to 4 marks. Figure 2. illustrates the candidates' performance in this question.

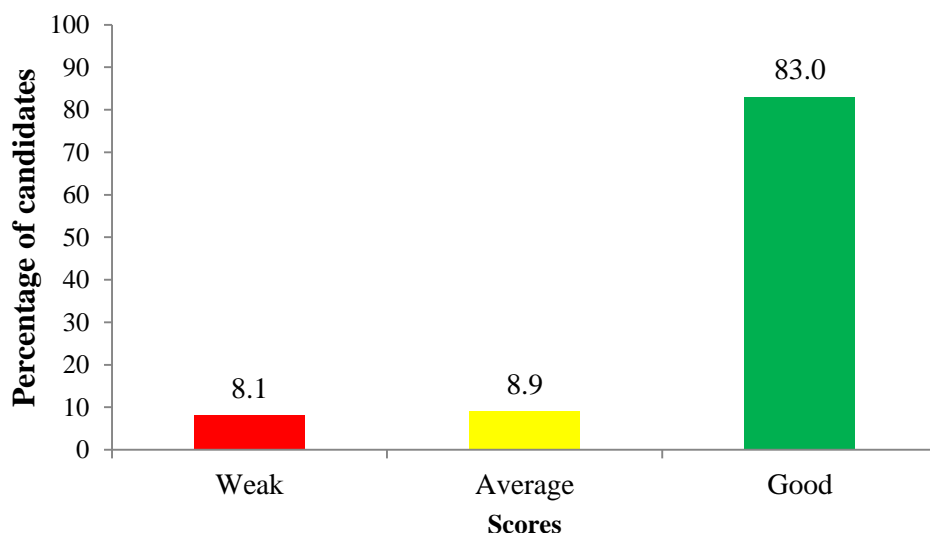


Figure 2: *The Candidates' performance in question Two*

The candidates who scored from 3 to 4 marks understood the demand of the question and demonstrated mastery of the subject matter. They thus managed to list strategies a teachers can use to make students pay attention in the process of teaching and learning. A sample extract of a candidate's script is shown in Extract 2.1.

2.	I/By asking few question which relate to the previous lesson'	
	II/→ To sing the song in order to gain prior knowledge of the learner. (song relate with subject)	
	III/→ To use the aid which reflect or attract the learner and to use participatory methods.	
	IV/→ To give the work in order every body to be participate. Example exercise.	

Extract 2.1: Responses from a candidate who correctly listed strategies to be used by the teacher to make students pay attention during the teaching and learning process

Further analysis of performance on this question revealed that 257 candidates (8.1%) had weak performance as their scores ranged from 0 to 1.5 marks. The candidates had insufficient knowledge on the subject matter and also failed to understand the requirement of the question thereby presenting incorrect answers. For example, one candidate provided teaching methods like *Gallery walk, Role play, question and answers and debate* as shown in Extract 2.2.

2	Gallery walk	
	Role play	
	Question and answers	
	Debate	

Extract 2.2: Responses from a candidate who failed to understand the requirement of the question

2.1.3. Question 3: Human Development and the Psychology of Teaching and Learning

In this question, candidates were required to briefly describe the types of defense mechanism (Repression, Regression, Displacement and Denial). Each defense mechanism was worth one mark, making a total of 4 marks.

The analysis of candidates' performance in this question showed that the question was attempted by 3,191 candidates (100%), whereby 2,370 (74.3%) of them scored from 0 to 1.5 marks, 426 (13.3%) scored from 3 to 4 marks and 395 (12.4%) scored from 2 to 2.5 marks. The general performance of the candidates in this question was weak as only 821 candidates (25.7%) scored from 2 to 4 marks. Figure 3 shows the trend of the performance of the candidates in this question.

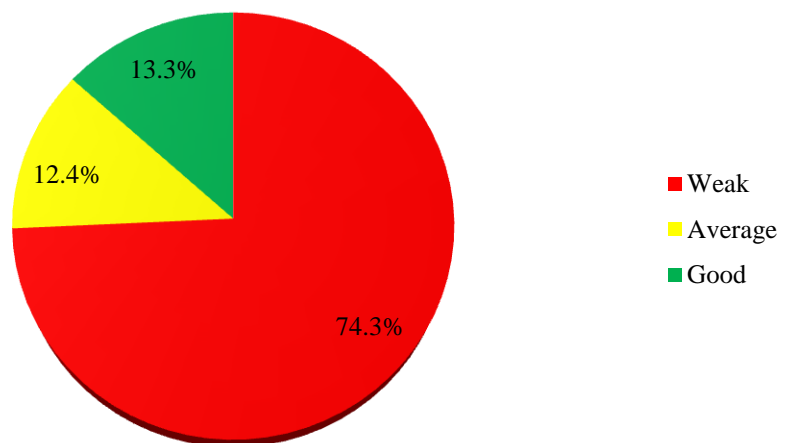


Figure 3: Trend of the Candidates' Performance in Question Three

The analysis of candidates performance in this question shows that 2,370 candidates (74.3%) had weak performance since most of them mixed up the explanation of one defense mechanism with the others. For example one candidate considered the defense mechanism showed by body parts involved in respiration, digestive, circulatory system as well as sensory organs. This might be due to wrong transfer of knowledge from biology subject with that of psychology.

On the other hand, only 426 candidates (13.3%) had correct interpretation of the requirements of the question and the knowledge of the subject matter as their scores ranged from 3 to 4 marks. These candidates managed to correctly describe with examples three to four types of defense mechanisms. Extract 3.1 is a sample of a candidates' response.

• (a) Repression (selective and forgetting)
Is the defensive mechanism whereby individual applying the method that made him to forget the things which cause stress or pain full to him/her Example The man or women lost his or beloved wife or husband tend to marry another one.

(b) Regression (Acting childish).
Is the defensive mechanism whereby the person act as the young children for the sake of being escaping from danger or being favoured by someone. Example When old woman pretend as a kid in order to get food from her son.

(c) Displacement
Is the defensive mechanism whereby the people divert the enmity or hostility from the source to another one Example When the brother slaps his young sister, young sister kicked the cat and the cat start to fight against rat or mouse.

(d) Denial (Refusing the truth).
Is the defensive mechanism whereby the person denial the truth as the means of reducing the shock that has been received Example When a son receive the report of death of his mother he can say that infact my father was serious sick.

Extract 3.1: Responses from a candidate who managed to correctly describe the types of defense mechanisms

Further analysis indicates that 1,642 candidates (51.5%) performed poorly in this question as they scored zero (0) mark in the entire question. They appeared to have insufficient knowledge on the concept and some mixed up functions of the human body organs from Biology subject with that of defense mechanisms as shown in Extract 3.2 .

3.	(a) Repression - the process of defense mechanism that deal with the functions of the organs in the body. For example, how ear work, eye, tongue and other parts of human body.	
	(b) Regression - process of defense mechanism that take place within a human body. For example stomach, Heart, and other parts in a body.	
	(c) Displacement - the process of failure the same part of human body to function. For example, Lungs and other part.	
	(d) Denial - the process of the part of human body to work effectively by the stage to stage. For example, when make digestion to the food in the body.	

Extract 3.2: Responses from a candidate who erroneously described functions of the body organs

2.1.4. Question 4: Psychology and Educational Psychology

In this question, the candidates were instructed to give four reasons as to why psychology is considered science. One (1) mark was allocated to each reason, making a total of 4 marks.

The question was attempted by 3,191 candidates (100%) whereby 1,493 (46.8%) scored from 3 to 4 marks, 953 (29.9%) scored from 0 to 1.5 marks

and 745 (23.3%) scored from 2 to 3 marks. The general performance of the candidates in this question was good as 2,238 (70.1%) scored from 2 to 4 marks. Figure 4 illustrates the trend of candidates' performance in this question.

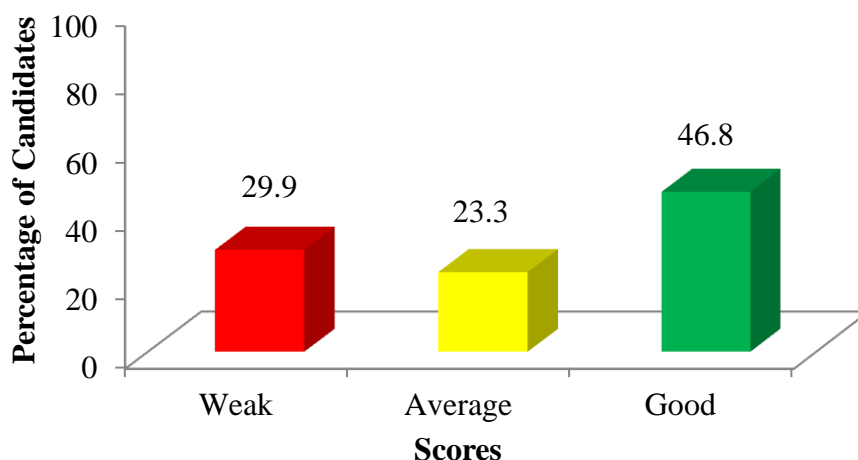
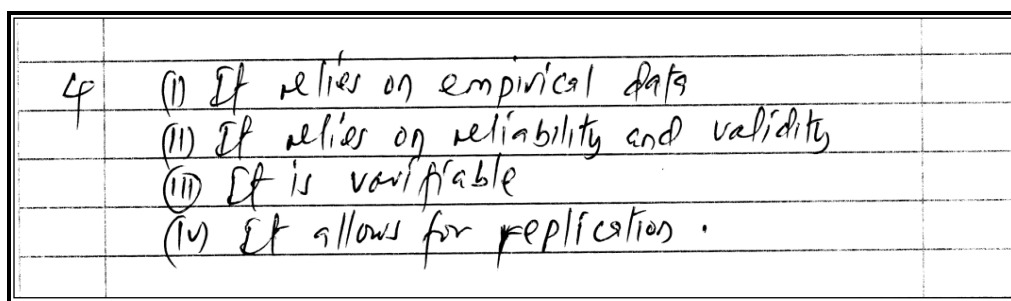


Figure 4: *Trend of the Candidates' Performance in Question Four*

Further analysis shows that candidates who scored 3 to 4 marks understood the demand of the question and depicted good knowledge of the subject matter. Extract 4.1 is a sample of response from a candidate who managed to give four reasons as to why psychology is a science.



Extract 4.1: Responses from a candidate who managed to justify psychology as science.

Nevertheless, 345 candidates (10.8%) scored a zero (0) mark. They showed insufficient knowledge of general psychology and some did not understand the needs of the question. Consequently some of them provided incorrect responses such as importance of psychology instead of justifying psychology

as science. Extract 4.2 shows a sample of responses from a candidate who gave the importance of psychology instead of justifying psychology as science.

4.	i) It explain about living organisms.	
	ii) It solving problem of people.	
	iii) It involve fact, principles, and theory that obtained from scientific procedures.	
	iv) It helps people to be knowledgeable on different things in our societies.	

Extract 4.2: Responses from a candidate who explained the functions of psychology instead of justifying Psychology as science

2.1.5. Question 5: Learning in School Setting

This question demanded candidates to give four points to show the importance of feedback to learners. Each point weighed 1 mark, making a total of 4 marks.

The analysis of candidates' performance in this question revealed that, the question was attempted by 3,191 candidates (100%) whereby 2,495 (78.2%) scored from 3 to 4 marks, 372 (11.7%) scored 2 to 2.5 marks and 324 (10.2%) scored from 0 to 1.5 marks. Generally, the performance of candidates in this question was good as 2,867 (89.8%) of them scored from 2 to 4 marks. Figure 5 demonstrates the trend of the candidates performance in this question.

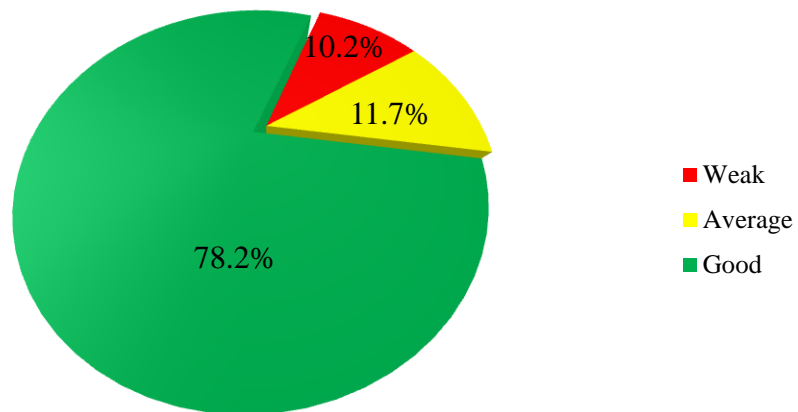


Figure 5: Trends of Candidates' Performance in Question Five

Candidates who scored 3 to 4 marks managed to give three to four points about the importance of feedback to learners. This means that the candidates understood the demand of the question and had good knowledge of the concept of feedback. Extract 5.1 is a sample of good responses from one of the candidates.

5	i) Feedback enhance motivation of learner to learn effectively	
	ii) It help learner to prepare well for another task it helps he perform poorly.	
	iii) Also help the learner to correct their problems.	
	iv) Feedback help the learner to know his/her weakness	

Extract 5.1: Responses from a candidate who managed to identify the importance of feedback to learners

Further analysis indicates that candidates who scored from 0 to 2 marks could not provide relevant responses on the importance of feedback to learners. They either provided undetailed responses or provided features of communication skills. Extract 5.2 is a sample of responses.

5. Importance of feedback	
(i) It regulate the communication	
(ii) It reinforce the communication.	
(iii) It create/make the sender to be aware of his or her need for requesting.	
(iv) It influence communication	

Extract 5.2: Responses from a candidate who provided communication related materials instead of the importance of feedback

The overall impression drawn from this question is that, while most of the candidates performed well, others exhibited low ability in constructing sentences that could easily convey the importance of feedback to learners. This could be a reflection of candidates' inability to understand 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: Guidance and Counseling

In this question candidates were instructed to describe the qualities of a good counselor. Each point weighed 01 mark, making a total of 4 marks.

The question was attempted by 3,191 candidates (100%). The overall performance was average as only 2,188 candidates (68.6%) scored from 2 to 4 marks. Of these, 1,344 (42.1%) scored from 3 to 4 marks and 844 (26.4%) scored from 2 to 2.5 marks. On the other hand, 1,003 candidates (31.4%) scored from 0 to 1.5 marks. Figure 6 shows the trend of candidates' performance in this question.

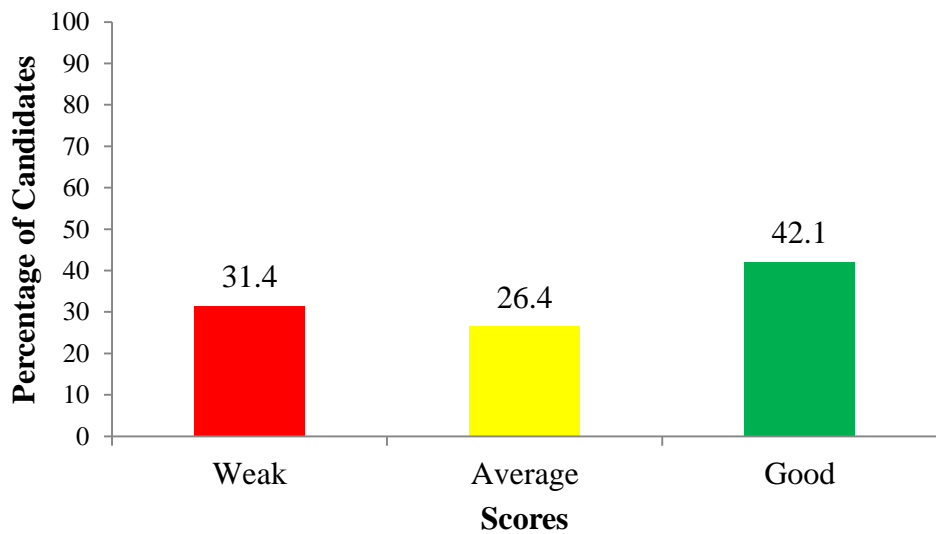


Figure 6: *Candidates' performance in Question Six*

The candidates who scored from 3 to 4 marks understood the requirements of the question and demonstrated mastery of knowledge on guidance and counseling particularly on the qualities of a good counselor. Examples of correct responses given by the candidates include empathy, respect, warmth and trust. Extract 6.1 shows a sample of responses from a candidate who managed to briefly describe the qualities of a good counselor.

6	Qualities of a good counsellor.	
(a)	A good counsellor must be confidential, that is he/she should not expose the problems of his/her counsellor unless there is a need/special circumstances such as permission from the client (counsellor), report needed in court or a client may ^{want} to harm him/herself or other people.	
(b)	A good counsellor should be warmth, this is to say that he/she should be courageous, normal impression, not having harsh face to the client, this may create fear to the client to express the problem.	
(c)	A good counsellor should be respectful, this imply that he/she must respect him or herself and the counsellor/client as the fellow human being who need the help. The counsellor can do so by listening to clients ideas/expressions attentively.	
(d)	A good counsellor should show empathy; by encouraging the client to continue explaining where necessary and telling him/her that he/she is not the only one having a such a problem, that problem will be solved.	

Extract 6.1: Responses from a candidate who managed to describe four qualities of a good counselor

The analysis of the candidates' performance revealed that 205 candidates (6.4%) who scored 0 mark had insufficient knowledge on counseling and poor English language skills. In addition, they lacked knowledge of the qualities of a good counselor. Extract 6.2 shows a sample response from a candidate who failed to describe the qualities of a good counselor.

6.	i) Counsellor is a professional activities	
	ii) Counsellor must to have a client	
	when want to solve the problem	
	iii) Counsellor must to have a good	
	client	
	iv) Counsellor must to have good	
	language to solve	

Extract 6.2: Responses from a candidate who failed to describe four qualities of a good counselor

2.1.7. Question 7: Diversity in Learning

This question demanded the candidates to mention four causes of mental retardation. Each cause was worth 1 mark, making a total of 4 marks. The question was attempted by 3,190 candidates (99.9%) whereby 2,594 (81.3%) scored from 3 to 4 marks, 408 (12.8%) scored 2 from to 2.5 marks and 188 (5.9%) scored from 0 to 1.5 marks. This entails that the overall performance in this question was good as 3,002 candidates (94.1%) who attempted this question scored from 2 to 4 marks. Figure 7 illustrates the trend of performance of the candidates in this question.

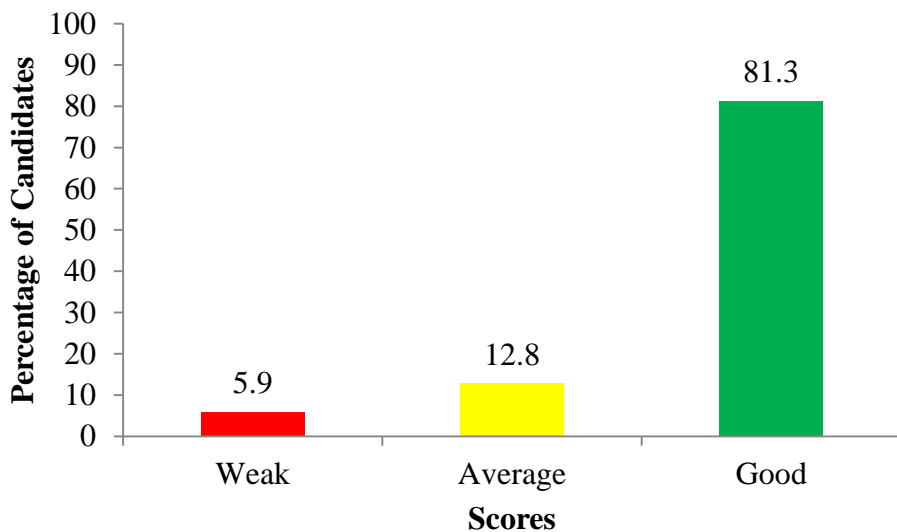


Figure 7: *Candidates' performance in Question Seven*

Candidate who scored from 3 to 4 marks were able to mention three to four causes of mental retardation as demanded by the question. This is shown in Extract 7.1.

17.	Causes of mental retardation	
(i)	Accidents & Brain damage.	
(ii)	Poor nutrition.	
(iii)	Diseases.	
(iv)	Drug abuse.	

Extract 7.1: Responses from a candidate who managed to mention the causes of mental retardation

Further analysis revealed that, 5.9% of the candidates who had weak performance (0 to 1.5 marks) had general knowledge on mental retardation but failed to grasp the demand of the question. For example, one of them wrote the classification of mental retardation such as *mild mental retardation*, *moderate mental retardation*, *severe mental retardation* and *profound mental retardation*. However, the question demanded the causes of mental retardation. Extract 7.2 shows responses from a candidates who failed to mention the four causes of mental retardation.

07	1 Mild Mental retardation (70-50)	
	117 Moderate Mental retardation (50-35)	
	117 Severe Mental retardation (35-25)	
	107 Profound Mental retardation (25-20)	

Extract 7.2: Responses from a candidate who classified mental retardation instead of explaining the causes of mental retardation

2.1.8. Question 8: Learning Theories

This question required candidates to cite two similarities and two differences between classical conditioning and operant conditioning. Each point weighed 1 mark, making a total of 4 marks.

The question was attempted by 3,191 candidates (100%) whereby 1,486 (46.6%) scored from 3 to 4 marks, 918 (28.8%) scored from 0 to 1.5 marks, and 787 (24.7%) scored from 2 to 2.5 marks. This implies that the overall performance of candidates in this question was good as 2,273 (71.2 %) scored from 2 to 4 marks. Figure 8 illustrates the trend of performance of the candidates in this question.

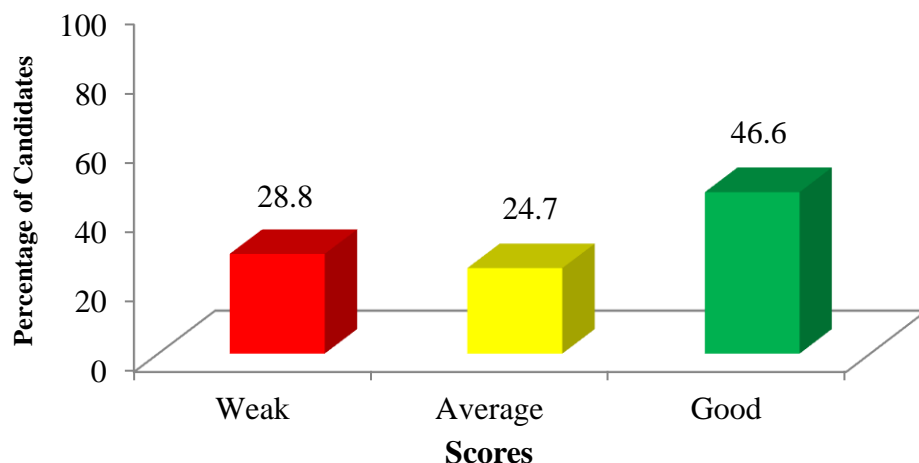


Figure 8: Candidates' Performance in Question Eight

Candidates who scored between 3 and 4 marks were conversant with the concept of classical and operant conditioning as they could explain the differences between the two concepts. Extract 8.1 illustrates relevant responses given by a candidate in this question.

8.	similarities of classical conditioning and operant conditioning.	
	- Both are behaviorists theories.	
	- Both are aimed at conditioning behaviour of animals.	
	differences between classical conditioning and operant conditioning.	
	- classical conditioning introduced by Ivan pavlov while operant conditioning introduced by skinner.	
	- classical conditioning deals with conditioning stimulus, and unconditioned stimulus while operant condition deal with reinforcement and punishment.	

Extract 8.1: Responses from a candidate who managed to cite the similarities and differences between classical and operant conditioning

Further analysis showed that, 918 of candidates (28.8%) who had weak performance (from 0 to 1.5) marks either failed to complete the question or did not attempt it at all. This might imply that, candidates did not understand the demand of the question or lacked sufficient knowledge about classical and operant conditioning. Extract 8.2 shows incorrect responses given by one of the candidates.

	Difference between		
	Classical condition	Operant condition	
8	- Cognitive developmen	- Involve social development	
	- Advocated by Jean	- Advocated by Sigmund	
	Piaget	freud	

Extract 8.2: Responses from a candidate who wrote about development and cited wrong founders of the theories of classical conditioning and operant conditioning.

2.1.9. Question 9: Diversity in Learning

This question required candidates to identify four indicators of a student with language impairment. Each point was worth 1 mark, making a total of 4 marks.

The question was attempted by 3,191 candidates (100%); and the overall performance of the candidates was weak as only 901 candidates (15.7%) scored from 2 to 4 marks. About 20.4% of them scored from 2 to 2.5 marks and 250 (7.8%) scored from 3 to 4 marks. On the other hand, 2,290 candidates (71.8%) scored from 0 to 1.5marks. Figure 9 illustrates the trend of the candidates' performance in question 9.

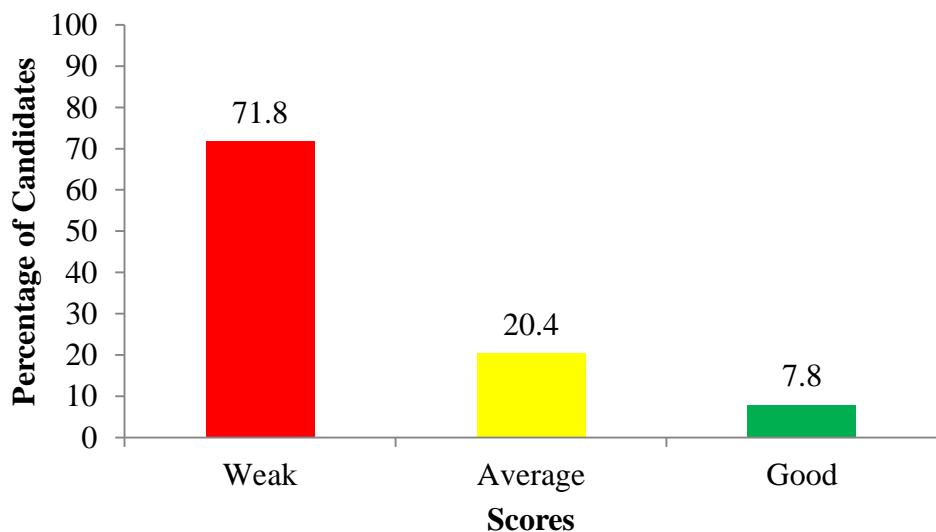


Figure 9: *Candidates' Performance in Question Nine*

The candidates' item response analysis for this question revealed that 250 candidates (7.8%) scored from 3 to 4 marks. The candidates managed to identify indicators of a student with language impairment, which justifies that they had sufficient knowledge and mastery of the subject matter. Example of the correct responses given by one of the candidates are *limited vocabulary, inability to follow instructions, problem of expressing themselves and problem in learning new materials*. Extract 9.1 shows correct responses from one of the candidates.

9	i/ Limited use of vocabularies
	ii/ Inability to follow instructions
	iii/ problem to express him/her self
	iv/ problem in learning new materials and asking questions

Extract 9.1: A sample of Responses from a candidate who managed to identify indicators of a student with language impairment

Further analysis shows that, 2,290 candidates (71.8%) scored from 0 to 1.5 marks, among whom, 802 (25.1%) scored zero (0) mark. This indicates that the candidates either failed to understand the demands of the question or lacked the adequate knowledge about indicators of student with language impairment. Some of the incorrect responses given were such as; *low ability or reading language, low ability of speaking language, low ability of saying language and low ability of analysing language*. Extract 9.2 represents incorrect responses by one of the candidates.

9.	i/ Low ability or reading languages.	
	ii/ Low ability of speaking language.	
	iii/ Low ability of saying language	
	iv/ Low ability of analyzing language.	

Extract 9.2: Responses from a candidate who failed to identify indicators of the students with language impairment

2.1.10. Question 10: Human Development and the Psychology of Teaching and Learning

Candidates in this question were required to state four (4) stages of cognitive development as stipulated by Jean Piaget. Each point carried 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 3,183 candidates (99.7%), of whom 1,498 (47.1%) scored from 0 to 1.5 marks, 1,389 (43.6%) scored from 2 to 2.5 marks and 296 (9.3%) scored from 3 to 4 marks. This indicates that the overall performance of candidates was average as 1,685 (52.9%) scored from 2 to 4 marks. Figure 10 shows the trend of candidates' performance in this question.

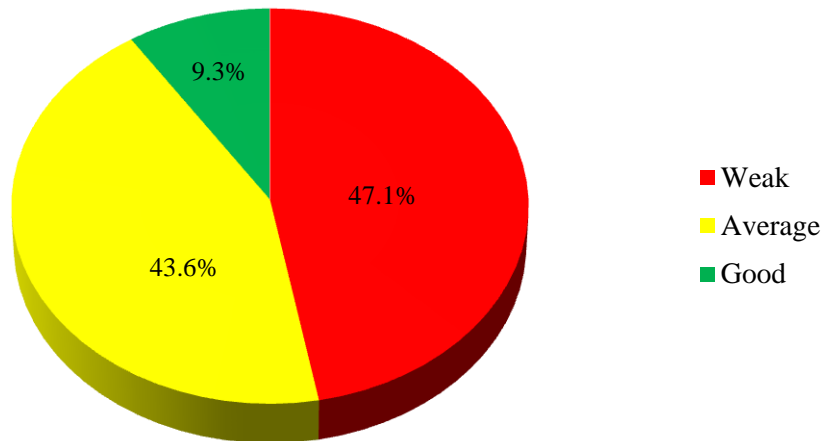


Figure 10: *Candidates' Performance in Question Ten*

Candidates who scored from 3 to 4 marks, understood the demand of the question and had good knowledge of cognitive development. They could thus state three to four stages of cognitive development according to Jean Piaget as shown in Extract 10.1.

10. Four stages of cognitive development according to Jean Piaget.

i/ Sensory motor. It is first stage that occur to an infants from birth to two years. In this stage an infant tends to do symbolic actions and understands that things continue to exist even if they are not seen, touched, heard.

ii/ Pre-Operational stage: It is the second stage of Jean Piaget, which begins from ~~two~~ two years to seven years (2-7 years). It is the period whereby a child develops skills of writing, doing simple work. It is the period of pre-school, whereby a child starts to joining several words and understands the meanings.

iii/ Concrete Operational stage. Is the third or pre-Operational stage which begin from seven years to eleven years of age (7-11 years). Is the stage whereby a child can perform various activities such as school activities and is the stage in which a child can interact with other children and make friendship with them.

iv/	Formal Operational Stage. Is the fourth Piagetian stage where it begins from eleven years to adolescent onwards. It is the stage where a child undergo change in both physically, genetically and biologically. A child starts to develop more skills of life and the interaction with other people in the society increases.
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Extract 10.1: Responses from a candidate who managed to state the stages of cognitive development according to Jean Piaget

Candidates who scored from 0 to 1.5 marks had general knowledge of cognitive development but lacked specific ability to state the stages of cognitive development as stipulated by Jean Piaget. Some of them gave incorrect responses such as psychosexual stages of personality development according to Sigmund Freud. Extract 10.2 shows responses from a candidate who failed to answer the question.

10	Cognitive development	
i/	Oral stage (0-18 month)	
ii/	Anal stage (18m-3 years)	
iii/	Phallic stage (3-7 years)	
iv/	Genital stage (7-11 years)	

Extract 10.2: Responses from a candidate who provided Freudian psychosexual stages of personality development instead of the stages of cognitive development according to Jean Piaget

2.2 SECTION B

This section consisted of subjective items. There were six (6) questions in this section; whereby each question carried fifteen (15) marks. Candidates were required to answer four (4) questions only; making a total of 60 marks for the entire section.

2.2.1. Question 11: Learning Theories

In this question, the candidates were required to analyse four (4) principles of learning according to the Classical Conditioning Theory. Candidates were supposed to give an introduction and conclusion each of which worth ($1\frac{1}{2}$) marks, and the main body with four points, each weighing three (3) marks, making a total of 15 marks.

The analysis of the candidates' performance in this question showed that 528 (84.1%) scored from 0 to 5.5 marks, 88 (14.0%) scored from 6 to 10 marks and only 12 (1.9 %) scored from 10.5 to 15 marks. The question was the least opted since only 628 candidates (19.7%) opted for it. The general performance in this question was weak as only 100 (15.9%) candidates scored from 6 to 15 marks. Figure 11 shows the trend of candidates' performance in this question.

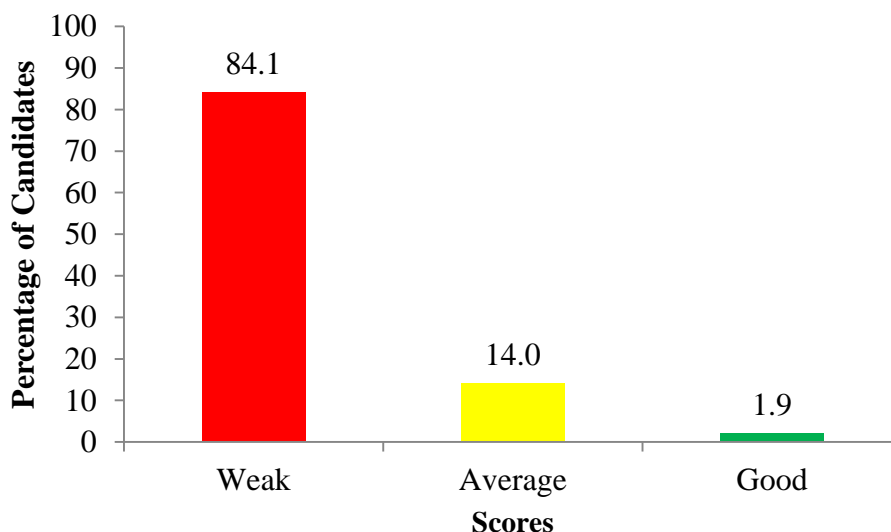


Figure 11: Trends of the Candidates' Performance in Question Eleven

The candidates' performance suggests that, candidates who scored from 10.5 to 15 marks understood the demand of the question and managed to analyse the principles of learning according to classical conditioning theory. These principles were such as *extinction*, *spontaneous recovery*, *stimulus*

generalization and stimulus discrimination. The variation of their scores was determined by strengths and correctness of their analysis. Extract 11 illustrates responses of a candidate who performed well.

11	<p>Classical Conditioning Theory was proposed by Ivan Pavlov. He was conducted experiment of studying the behaviour. In his experiment he used dog to study the behaviour of than can be learned and shaped. Pavlov based on overt behaviour which is measurable and observable behaviour. Classical condition theory is the one of behaviourism theory in Learning theory.</p> <p>The following are the principle of learning according to classical conditioning theory:</p> <p>Extinction, Refers to the disappearance of conditioned response. For example according to his experiment when he was used a food and bell the dog salivate even if only bell ring without food but the dog shows response but at a certain time the conditioned response disappeared this means when he was tried to ring a bell the dog does not salivate. This shows extinction of conditioned stimulus.</p> <p>Spontaneous recovery, Refers to the reappearance of conditioned stimulus response which has been extinguished/extracted. In his experiment when a response extincted once again the time the response appeared again. And the dog continue to salivate.</p>	
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	<p>Stimulus generalization, it occurs when a person / dog generalize ideas because of conditioning stimulus. for example in his experiment he used bell as a stimulus and the dog respond to it by salivating, at a certain time a dog salivate when hearing the sound similar to the sound of bell because A dog fail to generalize idea. for example a child who has fear in stuffed ^{white} rabbit he will continue to fear even he saw a white toy rat because fails to generalize ideas.</p> <p>Stimulus discrimination here a dog have a capacity of generalizing idea, in which a dog can differentiate a sound of bell and that of may be ton when ring. So ability of a dog to differentiate those two stimuli is what we call stimulus discrimination. Example, in this principle a child can differentiate white rabbit and a white toy rate, because have ability of discriminating ideas.</p> <p>Finally, classical conditioning theory brough a great contribution in learning school situation to students, he was emphasized the use of bell in schools, following school time table, learning should be organized from simple to complex.</p>	
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Extract 11.1: A sample response of a candidates who analysed the principles of learning according to the classical conditioning theory

Some, 528 candidates (84.1%) scored below 6 marks, representing weak performance. The candidates seemed to have failed to understand the demand of the question due to either lack of sufficient knowledge or poor English language proficiency. Poor English might have hindered them from constructing correct sentences when analyzing the principles of learning according to the classical conditioning theory. Some candidates also provided irrelevant answers such as approaches of learning like; *behaviorism learning*

approach, cognitivist learning approach, social learning approach and humanism leaning approach. This is attached in Extract 11.2.

11	<p>Learning refers to the process of transfer or generate knowledge from one person to another. The following below are the four principle of learning according to Classical Conditioning Theory there are:-</p> <p>Behaviourism learning approach; Classical you show that behavior is very important through learning because available of good performance for students therefore behaviorism is the among principle of learning.</p> <p>Cognitivism learning approach this it help to know what knowledge use you use through teaching learners according the environment available in certain area.</p> <p>Social learning approach; according to classical conditioning theory it show that social learning through learning is very important because it help presence of good organization through learning.</p> <p>Humanism learning approach; classical you show that humanism through learning is very important because it encourage the performance of students.</p>	doc only
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	Generally, principles learning is	
	help to conduct learning process	
	according the environment available	
	in the place therefore should be	
	maintain for every one through tea	
	ching.	

Extract 11.2: A sample of incorrect response from a candidate who focused on general learning approaches instead of the principles of learning according to the classical conditioning theory

2.2.2.Question 12: Learning in School Setting

In this question, candidates were required to demonstrate three (3) advantages and three (3) disadvantages of transfer of learning to students. Candidates were supposed to provide an introduction and conclusion each worth (1½) marks, and six (6) points showing the advantages and disadvantages of transfer of learning each of which weighed two (2) marks, making a total of fifteen (15) marks.

The question was attempted by 2,451 candidates (76.8%) whereby, 1,456 (59.4%) scored from 6 to 10 marks, 690 (28.2%) scored from 0 to 5.5 marks and only 305 (12.4%) scored from 10.5 to 15 marks. The general performance of candidates in this question was good as 1,761 (71.8%) of them scored from 6 to 15 marks. Figure 12 illustrates the candidates' performance in this question.

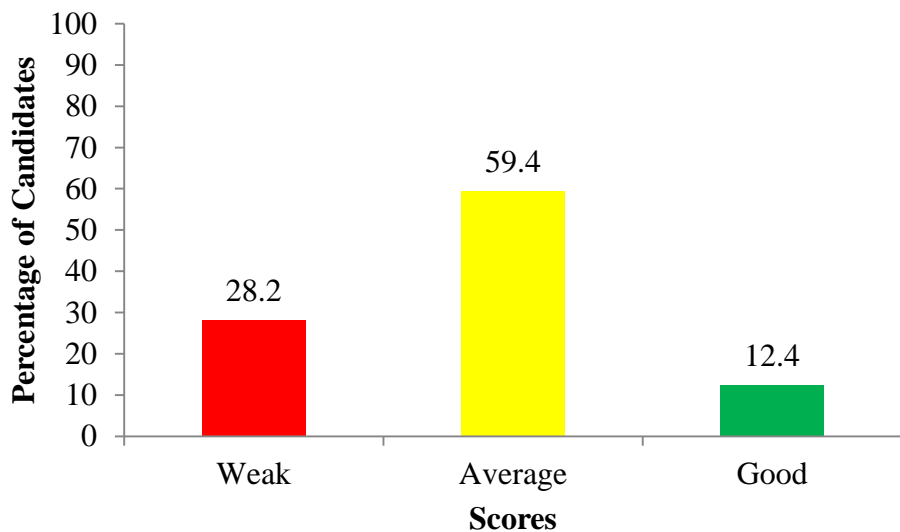


Figure 12: *Candidates' Performance in Question Twelve*

The analysis revealed that candidates who scored from 10.5 to 15 marks had knowledge of transfer of learning and good essay writing skills. The candidates were able to summarize most or all of the advantages and disadvantages of transfer of learning such as; assisting in coordinating ideas, helping learners to master concepts in relation to the acquired knowledge and helping learners to be creative. Disadvantages included encouraging rote learning, false generalization which may lead to wrong conclusions and insufficient academic information. Extract 12.1 presents a sample of a candidate's correct responses.

12. Transfer of learning is the integration of knowledge from learned concept to the another content OR is the application of previous knowledge to the new content. Transfer of learning can be far & near, vertical & horizontal and negative, zero and positive transfer of learning.

The following are the advantages of transfer of learning to students.

It helps in coordinating ideas. Transfer of learning helps a student to coordinating ideas through application of previous knowledge to new concept example through positive transfer of learning helps a student to coordinating ideas.

Help a learner to master the concept in relation to acquired knowledge. Also through transfer of learning make the learner/student to understand early and master the concept due to the previous acquired knowledge and this simplify the learning after process also learner can benefit as can keep long term memory.

Transfer of learning helps a student to be creative. Due to the application of the previous knowledge to the new knowledge this welcome creativity and - curiosity to the students because students think and try to assimilate the knowledge hence build creativity to the students.

The following are the disadvantages of transfer of learning.

Forgetting may occur. During integration or application of previous knowledge to new content student can forget the previous knowledge due to the different factor example emotional factor like stress and also due to interference theory.

	It encourage rote learning. Also transfer of learning encourage cramming capacity because a student can come so that to apply the previous knowledge to the new concept and cramming is not a good way as it cause the student to failure to understand the concept of the certain matter / topic .	
	False generalization can lead to wrong ^{result or} product. Also if the previous knowledge acquired by the student is false and transfer of learning is done can lead negative impact as can lead to the wrong result or product.	
	Generally, There are some ways which can be used to promote transfer of learning in classroom situation such as, Discourage rote learning by using good and attractive teaching aids, Use and select good strategies, methods and techniques of teaching that may lead all student to understand, Learning should connect strongly to the environment so that students can apply in real life situation and use the real and relevant examples.	

Extract 12.1: Responses from a candidate who managed to give correct response on the advantages and disadvantages of transfer of learning to students

In addition, 690 (28.2%) candidates had poor performance as their scores ranged from 0 to 5.5 marks. This may be due to insufficient knowledge and failure to meet the requirements of the question. Most of the candidates did not manage to provide correct advantages and disadvantages of transfer of learning to students while few wrote one or two correct advantages or disadvantages. Extract 12.2 represents incorrect responses from one of the candidates.

12	Transfer of learning is a process in which a student masters the concept taught during teaching and learning process. There are advantages of transfer of learning as they 1 stated first it helps a student to keep memory of the lesson learnt. A student will have the concept of the taught after the lesson being completed. Second it enhances understanding to a learner. During teaching a student gets the concept such that they can understand the lesson. Third is conceptualization during teaching and learning process, while the is transfer of learning the student builds up a concept in such a way that he/she can develop to have a knowledge of the topic/subtopic concerning. Following are disadvantages of transfer of learning first difficult to cramming, since it is something new to him/her so make him a barrier or complication of the terms used like difficult vocabulary. Second it is difficult to interpret the concepts. Since to get the concept need time and sensible manner so there is a barrier in a interpretation of message as information to the brain. last is lack of knowledge capacity in brain as space (IQ) that hinder a student to grasp knowledge by understanding the lesson. Therefore transfer of learning is good to him once a person as a student work hard to understand the concept, memorize things easy and conceptualization in such a way these they can help him/her to have high achievement to good performance for his future.	
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Extract 12.2: Responses from a candidate with insufficient knowledge on the tested concepts

2.2.3.Question 13: Learning Theories

In this question, candidates were required to show with example how Benjamin Bloom's hierarchy of intellectual functions assists teachers in setting learning objectives. Candidates were expected to give an introduction and conclusion each worth (1½) marks, and six (6) points of intellectual functions according to Bloom. They also had to give an example of leaning objective in each level, each carrying two (2) marks, making a total of fifteen (15) marks.

The analysis of candidates' performance revealed that, 880 candidates (27.6%) opted for this question. Their general performance was average since, 560 candidates (63.6%) of those who attempted it, scored from 6 to 15 marks whereas, 337 candidates (38.3%) scored from 6 to 10 marks and 223 candidates scored from 10.5 to 15 marks. Furthermore, 320 candidates (36.4%) scored from 0 to 5.5 marks. Figure 13 illustrates the candidates' performance in this question

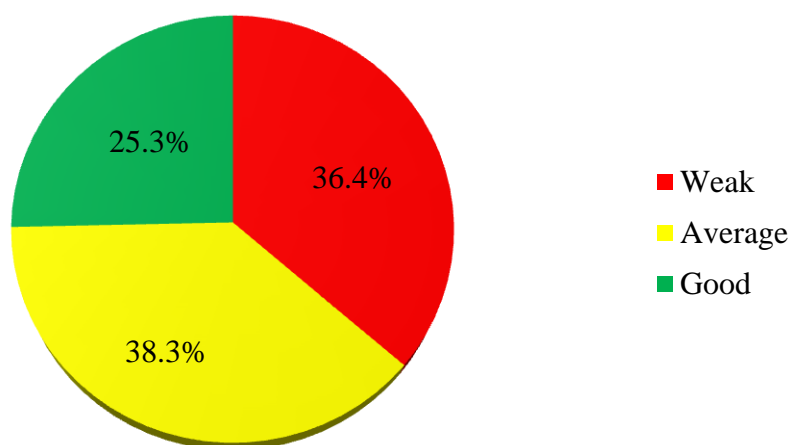


Figure 13: *Candidates' Performance in Question Thirteen*

The candidates' item response analysis for this question revealed that, this was the second least opted essay question since only 880 candidates (27.6%) opted it. Most of their scores ranged from 6 to 10 marks (38.3%). Among them, 223 (25.3%) scored from 10.5 to 15 marks since they managed to give some responses which were congruent with the demands of the question. They also managed to show with examples how Bloom's hierarchy of intellectual

functions assist teachers in setting learning objectives. Extract 13 .1. shows a example of correct responses from a candidate.

13.	<p>Benjamin Bloom's hierarchy of intellectual are cognitive domain which help teacher in formulation different learning objective. This was suggested by the Benjamin Blooms. There are three domains of Benjamin bloom taxonomy which are psychomotor domain, affective domain and cognitive domain. The following are Benjamin Bloom's hierarchy of intellectual functions assisted teachers to setting learning objectives.</p> <p>Knowledge, is the lowest level in cognitive domain. This help a teacher to assess the ability of the student to recall and memorize something which have learned. For example. a teacher can state objective " By the end of 40 minutes the student should be able to list four branches of Psychology Correctly "</p> <p>Comprehension, is the cognitive level which enable the learner to compare things and identify the things. The teacher can use the comprehension to make the objectives in setting learning as " within 40 minutes the student should be able to label four parts of the structure of microscope. Correctly "</p> <p>Application, is the cognitive level which enable the student to apply what have learned in other context. The teacher can use this application level to construct objective like " By the end of 40 minutes the student should be able to test the presence of starch in sample of food given Correctly "</p>	
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	Analysis, is the cognitive ability of the student to differentiate and compare things in a learning context. The teacher can use this analysis level to state the objective as follows " By the end of 40 minutes the student should be able to list two difference of classical conditioning and operant conditioning correctly "	
	Synthesis, here the student develop the ability of constructing the learned content and from the point of view construct the know ledge. The teacher can use Synthesis level to state the objectives as follows " By the end of 40 minutes a student should be able to construct the table of specification correctly "	
	Evaluation, is the highest level of intellectual functioning which involves the reasoning and making a judgement to the learned concept. The teacher can use this level of evaluation to state objectives as " By the end of 40 minutes student should be able to discuss 6 point on the impact of colonialism correctly "	
	Therefore, It is important for a teacher to use Benjamin Bloom's hierarchy of intellectual functions to set the learning objective of the students. The effective use of cognitive domain in teaching and learning process that will increase the understanding to the student	

Extract 13.1: A sample of responses from a candidate who managed to give relevant answers on how Bloom's hierarchy of intellectual functions assist teachers in setting learning objectives

On the other hand, 320 candidates (36.4%) scored from 0 to 5.5 marks. These failed to provide all or most of the required Blooms intellectual functioning with examples of learning objective in each level. They also had poor mastery of the subject matter on cognitive domain. Some of them gave wrong responses such as; *discrimination in learning, rule of learning, stimulus and response, signed of learning and concept of learning*. Extract 13.2 presents a poor response from a candidate.

13	<p>Learning is the process of change in behaviour to observation and experience that learning was the purposive, transferable to the immediate and later to the student that was the Benjamin Bloom to the hierarchy. By the following the Benjamin Bloom's hierarchy of Intellectual functions assists teacher in setting learning objectives that was the Cognitive, Effective, Psychomotor that to deal with Benjamin Bloom that was the.</p> <p>Concept of learning - This is the first point that was the Benjamin Bloom's hierarchy of Intellectual functions assists teachers in setting learning objective that was the concept of the learning to the Bloom's stage of the Benjamin and clear the concept of the learning that was the good point to the learning to purpose and the transferable.</p> <p>Discrimination of learning - This is second point that was Benjamin Bloom hierarchy of Intellectual function assists teachers in setting learning objective that was the discrimination of learning that to help the people and to get the discrimination to do the Bloom.</p> <p>rule of learning - This is the Benjamin Bloom hierarchy of Intellectual function assists teacher in setting learning objective that rule of learning to the help the people to rule of learning that to Bloom.</p>	
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	<p>Signed of learning. This is the Benjamin Bloom's hierarchy of Intellectual Functions assists teacher in setting learning objectives that was the signed to the learners that to learn the people to the signed of the learn that was the goal point to learn for people. to the signed and to change the signing of the learners that was the swap point.</p> <p>Stimulus and responding. This is the Benjamin Bloom's hierarchy of Intellectual Functions assists teachers in setting objective that was the stimulus and responding to the student that was the Bloom's hierarchy of Intellectual Function to the strong but function responding to the learners.</p> <p>Concept of learning - This is the Benjamin Bloom's hierarchy of Intellectual Functions assists teacher to the concept of the learners to get the change of behaviour from to the experience that was the concept of the learners.</p> <p>Finally Learning is the process of change behaviour observation to the experience that was the concept of learning, stimulus, responding, Discrimination of the learning, rule of learning that was the signed of learn that and the Cognitive, Effective, psychomotor Bloom to the learners that was the teacher in learn.</p>	
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Extract 13.2: Responses from a candidate who failed to show how Bloom's hierarchy of intellectual functions assist teachers in setting learning objectives

2.2.4.Question 14: Learning in School Setting

In this question, candidates were instructed to analyse six features of an effective classroom teacher. Candidates were expected to write an introduction and conclusion each worth (1½) marks, and six points on features of an effective classroom teachers, each carrying 2 marks, making a total of 15 marks.

The candidates' item performance analysis indicates that, this question was attempted by 2,930 candidates (91.8%). It is among the most opted questions. The general candidates' performance for the entire question was good since 1998 (68.2%) candidates of those who attempted it scored from 10 to 15 marks, 601 (20.5%) scored from 6 to 10 marks and 331 (11.3%) candidates scored from 0 to 5.5 marks. Figure14 illustrates the candidates' performance in this question.

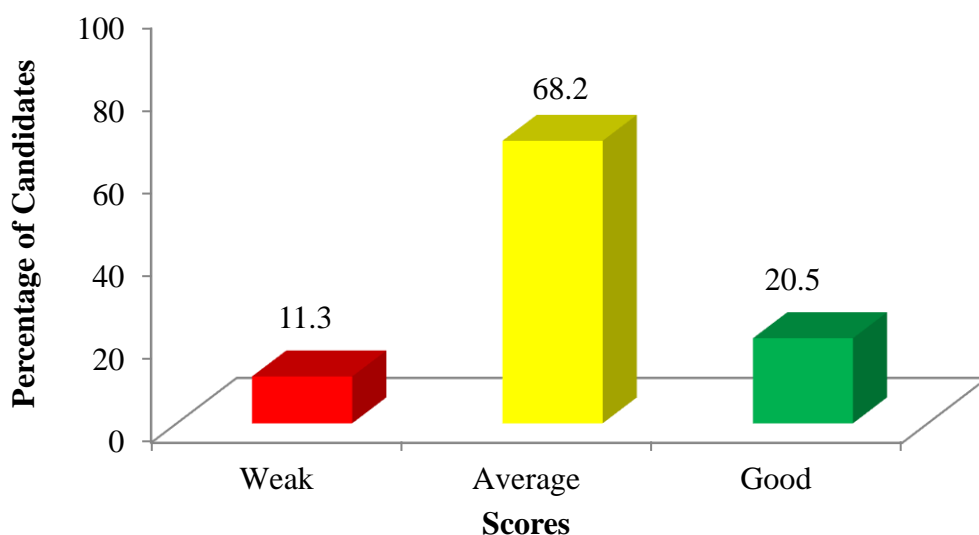


Figure 14: *Trend of the Candidates' Performance in Question Fourteen*

Further analysis showed that, the candidates whose scores ranged from 10.5 to 15 marks understood the demands of the question and had adequate knowledge of features of an effective classroom teacher. Those scored from 10.5 to 14 marks, failed to analyse all the six features of an effective teacher.

Extract 14.1 shows correct responses from a candidate who managed to analyse the features of an effective classroom teacher

14.	<p>Effective teacher ; Is a qualified person who master all teaching skills and obey all code of conduct which are put by Teacher's service department.</p> <p>The following are characteristics when any teacher have we can identify as effective classroom teacher .</p> <p>Knowledge of the content ; An effective teacher must have a knowledge on a subject matter in which he or she taught so as to make learners to understand well . Example a teacher of Mathematics must have knowledge of different calculations based on Mathematics .</p> <p>Teaching techniques ; Some times when you use one method of teaching students fail to understand so as an effective classroom teacher must use different Methods . Example when a teacher enter in the class afternoon and students tired he or she use teaching technique of asking questions so as to make them active to study .</p> <p>Good communication skills ; An effective classroom teacher must communicate well with students or staff members and not to use abusive language .</p> <p>Management and organization skills ; management skills is very important for an effective teacher because it help to control resources in a school if he or she given work to direct student or if he or she delegated a position by another teacher .</p> <p>Ability to build good relationship with students ; An effective teacher must live with students like father and their children or Mother and her children and not involve in sexual relationship with students .</p> <p>Personality ; An effective teacher must look good, neat and not use abusive language to students . this makes students to respect him or her teacher . Example when beat students because they are dirty even you are not wash your clothes they do not respect you .</p> <p>Generally a teaching is a professional so when all teachers obey these features the education system of our country will be good .</p>
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Extract 14.1: Responses from a candidate who managed to analyse the features of an effective classroom teacher.

Further analysis shows that, candidates who scored from 6 to 10 marks had some knowledge but did not understand the demands of the question. It was also found that 331 candidates (11.3%) scored between 0 and 5.5 marks. These candidates did not understand the demands of the question and lacked sufficient knowledge on the features of an effective classroom teacher. For instance, one candidate wrote the features of an ineffective classroom teacher instead of that of an effective one. Extract 14.2 shows incorrect responses from one of the candidates.

14	<p>An effective classroom teacher is the one who do not conduct the class without considering the qualification of teaching professionals the following are quality of ineffective teacher in the class.</p> <p>The one who conduct biasness in the class, ineffective teacher always create bias to his or her students. Is the one who looks Superior student s to the expense of poor students in the academic performance.</p> <p>The one who lacks knowledge of Conducting the class. ineffective teacher lacks the skills of conducting the class example he or she can fail to silence the class or organization of the class.</p> <p>The one who conduct the class harshly ineffective teacher is the one who treats his or her students harshly example he give student's heavy punishment.</p> <p>The one who do not listen student's problems, ineffective teacher always do not listen to students who having individual problem example the problem of learning disability.</p> <p>The one who engage with students in bad relations. ineffective teacher sometime engage in bad relationship with his students which lead to student failure of academic performance eg toxic relationship. (sexual intercourse).</p> <p>The one lacks the knowledge of solving student's conflict at school environment.</p>	
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Extract 14.2: Responses from a candidate who wrote the features of ineffective classroom teacher instead of those of an effective one.

2.2.5.Question 15: Diversity in Learning

In this question, candidates were required to briefly explain four features of gifted and talented students and to suggest three educational programmes to assist them in teaching and learning. Candidates were expected to give an introduction and conclusion each worth 1½ mark, main body containing 4 features each worth 01½ marks and three educational programmes each worth two marks, making a total of 15 marks.

The analysis of candidates' performance in this question revealed that, 2,826 candidates (88.6%) attempted the question; and their general performance was good as 2,642 (93.5%) scored from 6 to 15 marks. Moreover, 1,956 scored from 6 to 10 marks and 686 (24.3%) scored from 10.5 to 15 marks. Furthermore, 184 candidates (6.5%) scored from 0 to 5.5 marks. Figure 15 shows the trend of the candidates' performance in this question.

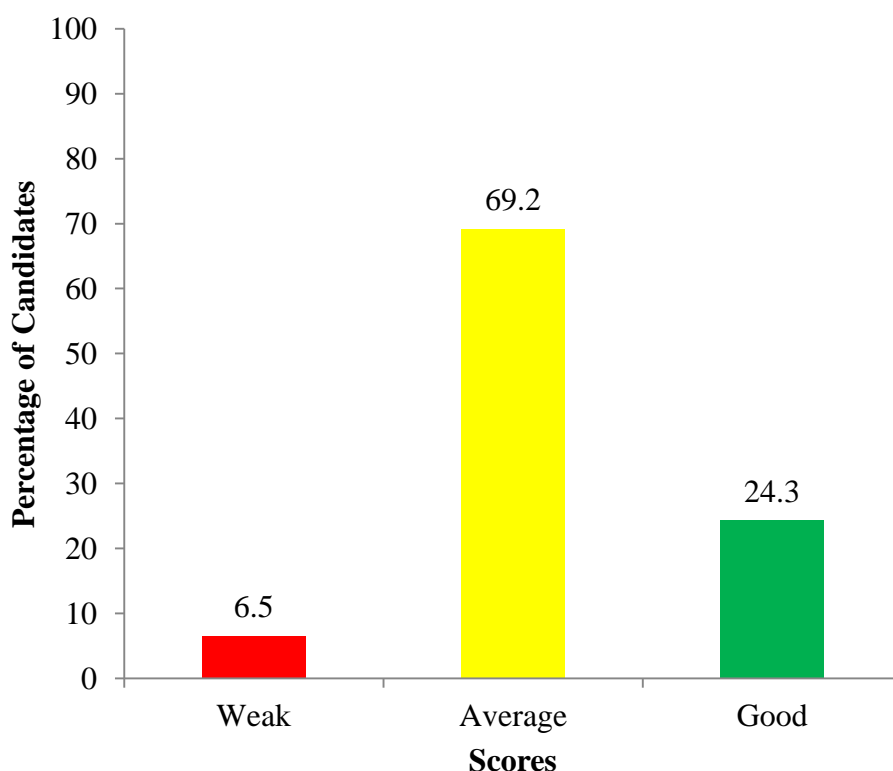


Figure 15: *Trend of the Candidates' Performance in Question Fifteen*

The candidates' item response analysis for this question found that, candidates who scored from 10.5 to 15 marks had sufficient knowledge on the features of gifted and talented students as they even managed to suggest educational

programmes to assist the students in teaching and learning. In addition, they understood demands of the question. However, those who failed to score full marks, could not either explain some features or suggest correct educational programmes suitable for gifted and talented students. Extract 15.1 shows a candidates' correct responses to this question.

15. Gifted and talented students, is the categorization of the exceptional children whose performance elevates from the normal level. These kind of the children have high performance deviates from the normal. There are three types of the gifted and talented students which are better Mind or edetic children, these group of children they can perform many tasks even if is difficult to them, the second group of the gifted and talented are creative type, these children normally use their experience they have and creating something also the last category is problem solver, these group of the gifted they normally use their principle to solve different problem facing them even for the community.

The following are the features of the gifted and talented students in teaching and learning process:-

They are problem solver, the gifted and talented students normally have ability to solve different problem facing them and even for school setting problem they are finding the cure method to deal with it, they do not fail to get the solution concerning with those problem applying different method for cure that problem.

They are more challenging, these kind of the student normally asking more questions to the teacher and another questions are coming from the beyond of the subject matter. gifted and talented students they are seen more challengeable even to their society surrounds them.

They have high Intelligent quotient (IQ), these kind of the student they normally possess high intelligent quotient which is above 120 and their academically performance elevates from the normal being high, and when need to get the Intelligent quotient of the student will be taking the formular known as
$$IQ = \frac{MA}{CA} \times 100\%$$

	<p>They are critical thinkers, the gifted and talented children in learning process, they are more critical thinker has high ability to think different things and develop many questions also develop them selves different skills and knowledge of the creating something.</p> <p>Apart from the features of the talented and gifted students also there are educational programs to assist them in teaching and learning process as explaining below as follows:-</p> <p>Ability grouping, these is the educational program to help talented and gifted students, these strategies is by giving them special classes, grading them to the special schools like Tabora, Iringa girls. when grouping these children taking them away from their normal classes and giving their own classes and schools will be better for them to improve more in their learning.</p> <p>Enrichment, these is the strategy of helping talented and gifted students by providing providing for them more activities to do keeping them busy with task all the time. Even though they taken home, their parents should give them manual work to do in order to keep him or her busy, you should not leave him / her to take rest, even in the class when a teacher giving task to the question, the gifted person should be double of other students.</p> <p>Acceleration, These is the process of shortening the time of studying to the gifted and talented students when you have already identifying such student in your class, you should give chance to them to move the class so as to continue with other subjects rather than being to the same class, while all things he/she know and another one which is not belong to that class.</p> <p>To sum up the above, gifted and talented students they are normally seen as witch in the society, they are seen as the sign of show off and more challenging. so the one needs to identify these students are ministry of education, parents, peer groups and teachers in teaching and learning process.</p>	
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Extract 15.1: Responses from a candidate who managed to explain the features of gifted and talented students and suggested correct educational programmes to assist them in teaching and learning

The 184 candidates (6.5%) who scored from 0 to 5.5 displayed weaknesses in essay writing skills and poor mastery of knowledge of gifted and talented students and programmes to assist them in teaching and learning. Some mixed up features of gifted and talented students with that of children with mental retardation/intellectual impairment and hearing disabilities. Some of the incorrect responses given were like; *they do not understand well, have problem in hearing, can't collaborate with others, use body language, let them sit in*

front, and use enough voice when teaching. This indicates that the candidates had general knowledge of exceptional children but failed to grasp the demands of the question as shown in extract 15.2.

15	<p>Gifted and talented students are the se students who are not Understand well and stubborn students within the classroom. Sometime he/she can have some problems such as mental problem. Below there are following four features of gifted and talented students.</p> <p>She/he is not Understand well; It means that gifted and talented students all of them are not Understanding well within the classroom. so the teacher can be active to sampled to them.</p> <p>She/he is not hearing well. another features of gifted and talented students are not hearing well withi n the Classroom. so the teacher can be particular to teach them in order to be Understanding well.</p> <p>She/he use body language in teaching and learning process. Also among of the features of gifted and talented students are use body language in order to understand well the reason within the Classroom.</p> <p>She/he can not Collaborate with others; Also among of the features of the gifted and talents students are not Collaborate with others within the Classroom. so sometime he/she can be cool and it's easy to Unders tand well within the Classroom.</p>	
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	<p>Apart from that the features of gifted and talented students below there are following three suggestion educational programs to assist them in teaching and learning process.</p> <p>To use enough voice within the classroom: Among of the suggestion which using to them it's to use enough voice when you teach or in teaching and learning process.</p> <p>To use body language within the classroom: Also another of the suggestion to gifted and talented students are using body language or the teacher to use body language in teaching and learning process for example touch, small body motion.</p> <p>To take them in front: Also among of the suggestion to them gifted and talented students it's to take them in front in order to hearing the teacher and also to get knowledge in the teaching and learning process.</p> <p>Generally the teacher is the one who are helps them the gifted and talented students to make their helps understand well with other students.</p>	
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Extract 15.2: Responses from a candidate who wrote about the features of intellectual and hearing disabilities instead those of gifted and talented students

2.2.6. Question 16: Human Development and the Psychology of Teaching and Learning

In this question candidates were required to examine seven effects of irresponsible sexual behaviours among students. Candidates were expected to give an introduction and conclusion each worth $\frac{1}{2}$ mark and seven (7) effects of irresponsible sexual behaviours among students each worth two (2) marks, making a total of fifteen (15) marks.

The analysis of candidates' performance shows that this was the most opted essay question as 3,017 candidates (94.5%) opted it. Furthermore, the analysis reflects that 1,494 candidates (49.5%) scored from 6 to 10 marks, 1307 candidates (43.3%) scored from 10.5 to 15 marks and 216 candidates (7.2%) scored from 0 to 5.5 marks. The general performance was good as 2,801 candidates (87.8%) scored from 6 to 15 marks. Figure 16 shows the trend of the candidates' performance in this question.

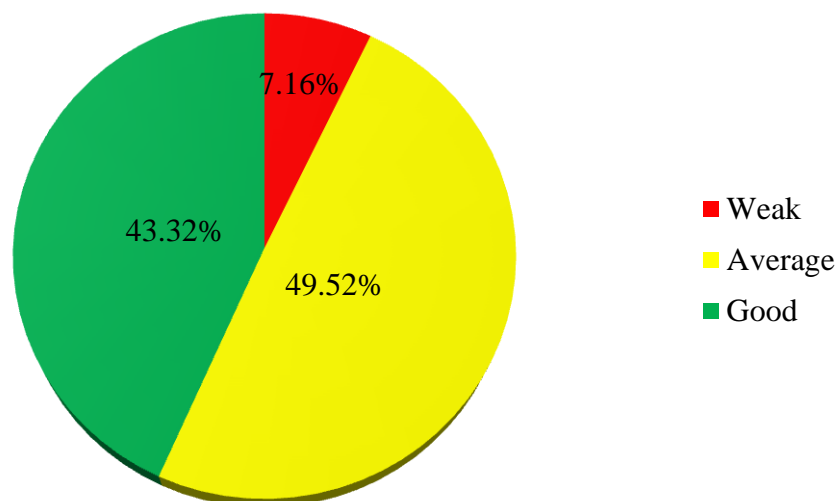


Figure 16: *Trend of Candidates' Performance in Question Sixteen*

The candidates whose scores ranged from 10.5 to 15 marks understood the requirements of the question; and had knowledge on irresponsible sexual behaviours. They thus managed to examine the effects of irresponsible sexual behaviours among students such as; *can cause sexual transmitted disease, can cause conflict in family and society and leads to school dropout. They also mentioned that it leads to early and unplanned pregnancy and reduction of man power due to death from various infections and leads to early marriage.* Extract 16.1 indicates an example of such responses.

16. Irresponsible sexual behaviours;
Are sexual behaviours that are not acceptable in the society such as rapping, homosexual, bestiality, masturbation, prostitution and commercial sexual behaviours. The following are the effects of irresponsible sexual behaviours among students;

It may cause sexual transmitted diseases such as genital herpes, HIV/AIDS, syphilis, gonorrhoea and others.

It cause conflicts in the family and society. Irresponsible sexual behaviour may lead to the conflicts between the students who engaged in this behaviour and his or her parents.

It leads to school drop out; when a student engage in irresponsible sexual behavior can cause a pregnancy which then lead to discontinue with school.

It lead to early and unplanned pregnancy of about under 18 year, where it lead to death during death.

It lead to death; Due to the infection and disease caused by irresponsible sexual behaviour like HIV/AIDS, syphilis, gonorrhoea and genital herpes can lead to death.

It leads to street children; The children with no father are increased in the street due to early pregnancy.

It leads to early marriage; The irresponsible sexual behaviour makes them youth to be sexual aroused, hence early marriage for example masturbation.

Generally; Irresponsible sexual behaviours should be prohibited by the parents, teachers, society or community and even the government by providing education to the youth.

Extract 16.1: Responses from a candidate who managed to examine the effects of irresponsible sexual behaviours among students

Candidates who scored from 0 to 5.5 marks either did not understand the demand of the question or had insufficient knowledge on the effects of irresponsible sexual behaviour among students. Some candidates also gave less effects of irresponsible sexual behaviours than required. One of the candidates provided incorrect responses such as; good performances, respect students who are not engaged in sexual behavior, follow instruction use of proper communication, reduce stress, and reduce transmission of HIV/AIDS.

16:	Irresponsible Sexual behaviour,	
	Is the good behaviour which peoples engaged.	
	Irresponsible Sexual behaviour It involved by the	
	people in the culture or society, The following are	
	effect of irresponsible sexual behaviours among	
	Students are as follows:-	
	Good performance to the learners,	
	Student who are on responsible in sexual behavi-	
	our. It lead good performance to the learner be-	
	cause more time can use to studying so in order-	
	to make good performance in school make sure-	
	you avoid Sexual behaviour.	
	Respect, the student which are	
	not engaged in sexual behaviour can behave-	
	during teacher teaching in the classroom beca-	
	use their are behaviour is good.	
	Follow instruction which given by -	
	parents or teachers, due to this point is the -	
	effect of irresponsible sexual behaviour this-	
	make the parents or teachers to love the life -	
	which live in the society and schools.	
	TO USE Proper language when -	
	communicate with other, can use the good -	
	language to communicate with the people.	

Extract 16.2: Part of a candidate's incorrect responses on the effects of irresponsible sexual behaviours among students.

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Educational Psychology Guidance and Counseling examination comprised of six topics around which the examination questions were organized. The questions were evenly distributed according to the size and importance of the topic. 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 Table 3 below.

TABLE 3: DISTRIBUTION OF QUESTIONS PER TOPIC AND SECTION

SN TOPICS	Questions in sections			% Per Topic
	Section A	Section B	Total	
1 Psychology and Educational Psychology	1&4	-	02	12.5
2 Human Development and Psychology of Teaching and Learning.	3&10	16	03	18.75
3 Learning Theories	8	11&13	03	18.75
4 Learning in School Setting	2 & 5	12&14	04	25
5 Diversity in Learning	7&9	15	03	18.75
6 Guidance and Counseling	6	-	01	6.25
TOTAL	10	06	16	100

Table 3: Distribution of examination questions according to topics and sections.

The candidates' item response analysis indicates that candidates had good performance in the topic of Learning in School Setting (85.6%); and average performance in the Diversity in Learning (69.3%). Performance was also good for Guidance and Counselling (68.6%), Psychology and Educational Psychology (64.4%), Human Development and the Psychology of Teaching and Learning (57.1%) and for Learning Theories (50.3%). This is shown in **Appendix B**.

4.0 CONCLUSION

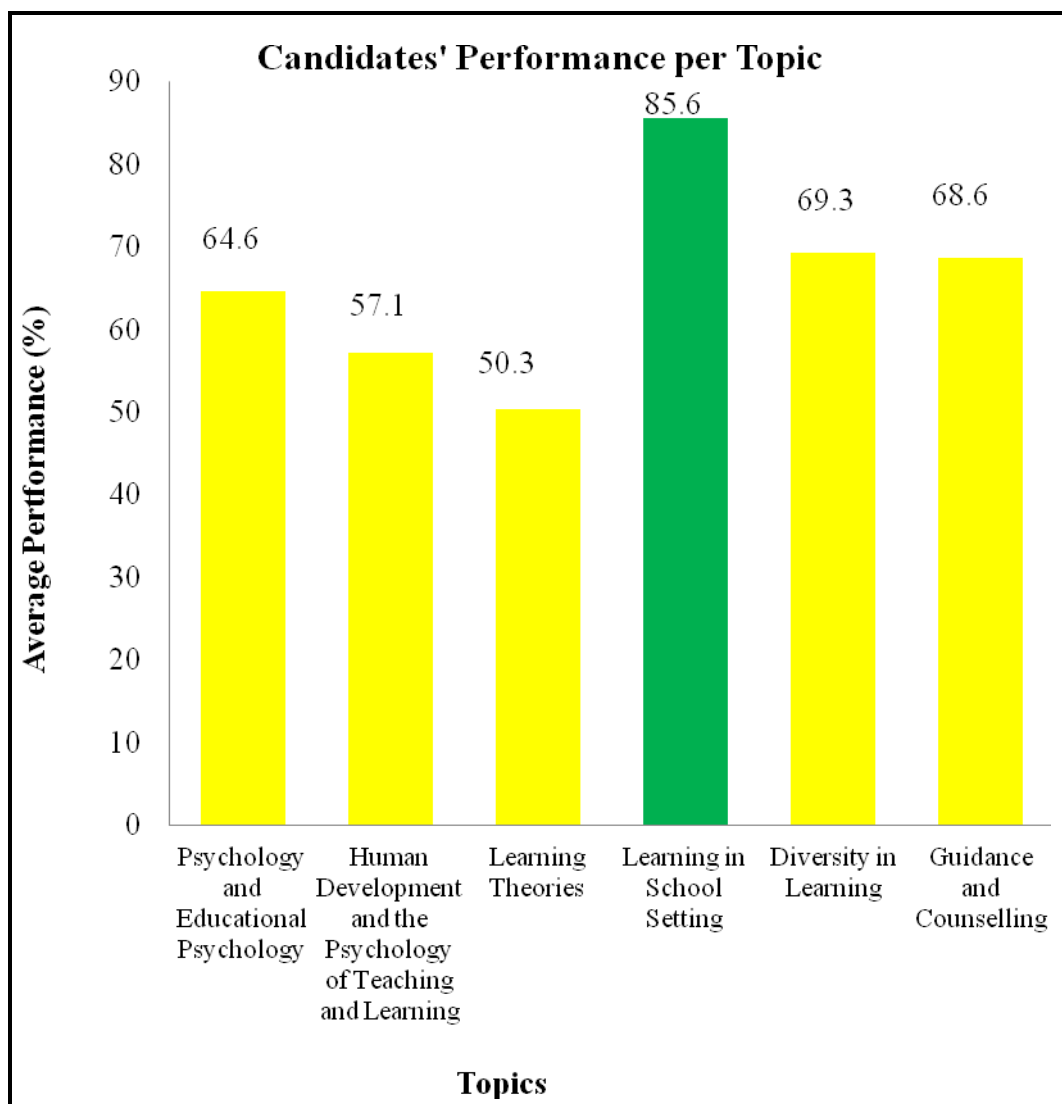
The statistical data analysis shows that the candidates' overall performance in Educational Psychology, Guidance and Counseling for Diploma in Secondary Education Examination (DSEE) in 2019 was average. A total of 3191 candidates sat for the examination, out of whom 3112 (97.5%) passed. The performance in 2019 has decreased by 2.4% as compared to the 2018 performance whereby a total of 907 candidates sat for the examination; and 906 (99.9%) of them passed. The decline in performance may have been contributed by failure to understand demands of questions, poor mastery of English Language and poor essay writing skills.

Further analysis shows that despite the average performance in this subject, some candidates had unsatisfactory. This might be attributed to the candidates' limited ability to identify the demands of the questions, poor knowledge of the subject matter, poor proficiency in English Language and writing skills. Other factors may be rote learning, failure to cover the topics and insufficient teaching and learning resources.

5.0 RECOMMENDATIONS

Based on the observations made through the candidates' item response analyses, this report recommends the following:

- (a) Tutors should advise and assist the student-teachers to improve their English language proficiency. This is important because analysis has shown that some candidates failed the examination because of poor English language skills.
- (b) Competence based approaches should be insisted throughout the teaching and learning process to help student teachers to apply the knowledge they get in solving different problems.
- (c) 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. The use of varieties of teaching and learning methods should also be insisted. This may facilitate the student - teachers' extensive involvement in reading to equip them with knowledge about educational psychology, guidance and counseling.



SUMMARY OF CANDIDATES' PERFORMANCE PER TOPIC FOR DSEE 2019**761: EDUCATIONAL PSYCHOLOGY GUIDANCE AND COUNSELING****Table 4: Summary of Candidates' performance per Topic for 2019**

S/N	Topics Examined	Performance on each Question		Average	Remarks
		Questions Examined	Candidates who scored an average of 40% and above		
1.	Learning in School setting	02	91.9	85.6	Good
		05	89.8		
		12	71.8		
		14	88.7		
2.	Diversity in Learning	07	94.1	69.3	Average
		09	20.4		
		15	93.5		
3	Guidance and Counseling	06	68.6	68.6	Average
4.	Psychology and Educational Psychology	01	62.6	66.4	Average
		04	70.1		
5	Human Development and the Psychology of teaching and Learning.	03	25.7	57.1	Average
		10	52.9		
		16	92.8		
6.	Learning Theories	08	71.2	50.3	Average
		11	15.9		
		13	63.9		
	General Performance			66.2	Average

