THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2021

EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

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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 2021 Diploma in Secondary Education Examination (DSEE) in Educational Psychology, Guidance and Counselling subject. This report was prepared to provide 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. 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 or unable to offer to student teachers in their Diploma in Secondary Education programme.

The analysis of candidates' responses showed that the performance in Educational Psychology, Guidance and Counselling in 2021 was good. This performance was contributed by the candidates' good mastery of the subject matter, ability to understand the requirements of the questions as well as logical flow of ideas and arguments in responding to the various questions. However, the performance of some candidates was weak because of inadequate competences in the assessed areas and misinterpretation of the concepts in respective questions.

The feedback on the performance of candidates from this report is expected to be a reflective tool for the educational stakeholders notably college administrators, tutors and student-teachers to identify the weaknesses and take appropriate 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 intends to give feedback on the performance of candidates who sat for the Diploma in Secondary Education Examination (DSEE) in May 2021 in Educational Psychology Guidance and Counselling subject where 2,096 candidates sat for the examination. The examination tested the candidates' competences in integrating learning theories in teaching and learning process, analysing human development in teaching and learning, guiding and counselling learners for their individual growth and adjustment and assisting learners with special learning needs. The general performance of the candidates was good as 2,049 candidates (98.9%) who sat for the examination passed.

The examination consisted of two (2) sections A and B. Section A consisted of ten (10) compulsory objective type question which required candidates to give short answers whereas section B consisted of six (6) essay type questions from which the candidates were required to attempt any four (4) questions. The candidates were instructed to attempt fourteen (14) questions whereby section A carried forty (40) marks while section B carried sixty (60) marks.

Analysis of questions in this examination is based on the category of the question item, which is short answer items and essay items. The level of performance of the candidates in each item is regarded as *Weak, Average or Good* basing on the candidate's scores for each section as summarized in table 1.

Table 1: Category of Questions

S/N	Categories of Items	Scores per items	Total marks ranges	Remarks
1.	Objective question items (Short Answer)	0-1.5	0-39	Weak
		2-2.5	40-69	Average
		3-4	70-100	Good
2.	Subjective question items (Essay)	0-5.5	0-39	Weak
		6-10	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 colour codes have been used in tables, figures and appendix whereby Green, Yellow and Red represent Good, Average and Weak performance respectively.
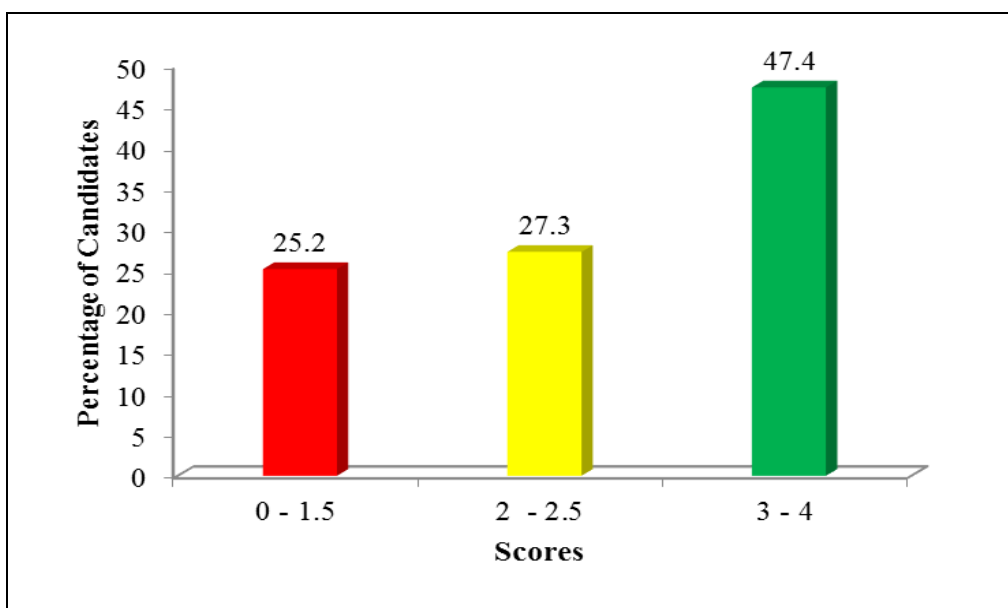
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answers

This section consisted of ten (10) objective type items in which the candidates had to provide short answers each weighing four (4) marks.

2.1.1 Question 1: Diversity in Learning

The question required candidates to elaborate the given psychological terms which were: (a) At risk children (b) Disability (c) Exceptional children and (d) Special Education. The question was attempted by 2,096 candidates whereby the candidates' general performance was good as 74.7% scored from 2 to 4 marks as illustrated in Figure 1.

Figure 1: The *Candidates' Performance on Question 1*

Figure 1 shows that 47.5% of the candidates scored from 3 to 4 marks, 27.3% scored from 2 to 2.5 marks and 25.2% scored from 0 to 1.5 marks.

The analysis of candidate's response showed that the candidates (47.4%) had sufficient understanding of the psychological terms asked in regard to learners' diverse educational needs at school setting that call the attention of the teachers and the school administration in general hence scored from 3 to 4

marks. Extract 1.1 shows a sample of correct responses from one of the candidates.

Extract 1.1: A sample of a candidate's correct responses in question 1.

Moreover, candidates (27.3%) whose performance was average scored from 2 to 2.5 marks. These candidates displayed sufficient understanding of some of the terms asked such as *Disability* and *Special Education* but misinterpreted the other terms for example *At risk children,* and *Exceptional children* as used in Diversity in Learning hence did not score full marks.

On the other hand, candidates (25.2%) displayed misconceptions of the psychological terms asked thus scored from 0 to 1.5 marks. Besides, these candidates had insufficient understanding of the terms asked as used in diversity in learning as evident from their responses such as; *At risk children are those children with probability to die, Disability are those individuals do not able to do something for example learning and seeing, Exceptional*

Children are children who need care and intensive guidance, Special education is education provided to people with psychological problem. Other candidates provided incorrect elaboration of the terms for example, *At risk children: are those children which have mental problem; is a child who is risk in mental process because it does not pay attention, it is very difficult to speak and also it need assistance; are those children who have mental retardation; are children who lack special care from their parents or guardian; are children who are faced with different problem such as impairment which affect learning process. Disability: refers to people who are mental abilities deviate to low performance; refers to the children having unique in case of appearance and personality. Exceptional children are those children who live without any disabled part in their body; are children who have been isolated from the other due to their impairment. Special education is the education provided for adjusted children to achieve their own goals; is the type of education which is provided to disabled people.* Extract 1.2 shows incorrect responses from one of the candidates.

Extract 1.2: A sample of a candidate's incorrect responses in question 1.

Extract 1.2 shows that the candidate has written incorrect elaboration of the psychological terms asked instead of *At risk children are those children who are not yet identified as having a disability but are considered to have a greater than usual chance of developing disability*; *Disability is a condition characterised by functional limitations that impede typical development as a result of physical or sensory impairment, impairment on difficult in learning*

or social adjustment; Exceptional children are those children whose performance deviates from norm, ether below or above to the extent that special educational programming is needed; Special education is individually planned, systematically implemented and carefully evaluated instruction to help learners with special needs achieve the greatest possible personal self-sufficiency and success in the present and future environment.

2.1.2 Question 2: Human Development and Psychology of Teaching and Learning

The question required candidates to describe four intellectual capabilities of a concrete operational child. A total of 2,096 candidates attempted this question. The candidates' general performance was weak as 8.1% scored from 2 to 4 marks. Figure 2 illustrates the candidates' performance in this question.
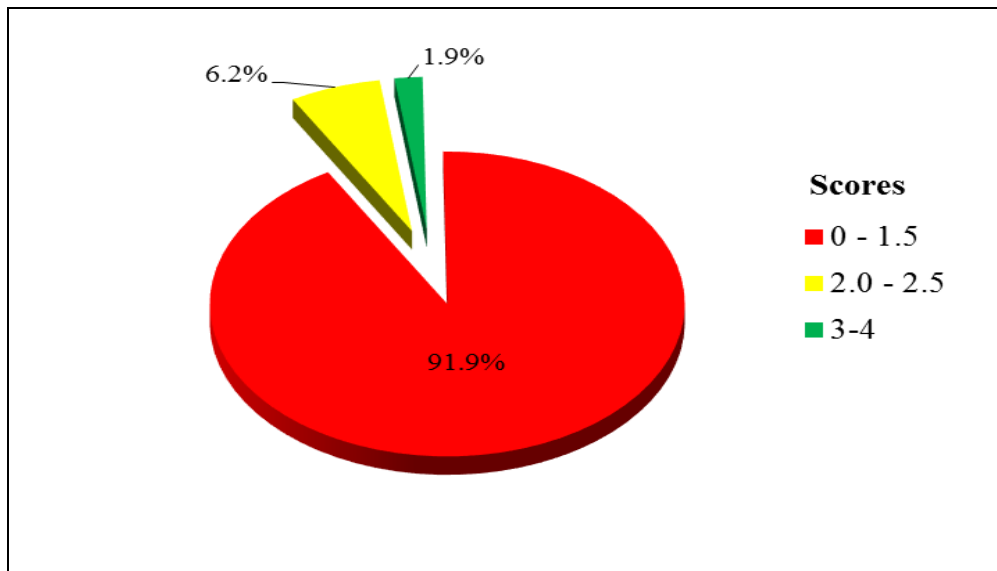
Figure 2: *The Candidates' Performance on Question 2*

Figure 2 indicates that 91.9% of candidates scored from 0 to 1.5 marks, 6.2% scored from 2 to 2.5 marks whereas 1.9% scored from 3 to 4 marks.

The analysis of the candidates' responses shows that the candidates (91.9%) did not understand the intellectual capabilities of a concrete operational child. Some of the candidates used wrongly their knowledge of mental retardation as intellectual capabilities of a concrete operational child hence mentioned the groups of mental retardation such as; *Mild mental retardation* (70-50), *Severe Mental retardation* (50-35), *Moderate mental retardation* (25-35), and

Profound mental retardation (25-15). Moreover, there were candidates who provided intellectual capabilities of children in other stages of cognitive development including sensorimotor, pre-operational, and formal operational. Besides, some candidates mentioned the processes used by individual to adapt to the environment such as *assimilation, accommodation* and *organization* while others described the ways of assisting children with intellectual impairment such as *teaching them life skills and social interaction skills.* Extract 2.1 shows a sample of incorrect responses from one of the candidates.

Extract 2.1: A sample of a candidate's incorrect responses in question 2.

Extract 2.1 shows that the candidate mixed some moral aspects with cognitive capabilities of children at different levels of development instead of describing intellectual capabilities of a concrete operational child such as *conservation: understanding that some characteristics of an object stay even though the object might change in appearance, seriation: ability to arrange objects by increasing or decreasing size, classification: ability to grasp objects with some similarities within larger category,* and *reversibility: ability to retract thinking* hence scored low marks.

Further analysis of the candidates' responses indicated that 6.3% of candidates who scored from 2 to 2.5 marks had an average understanding of the subject matter. They managed to mention some of the intellectual capabilities of concrete operational children but failed to provide adequate description of each capability. For example, some of them mentioned aspects such as *"classification" "conservation", "reversibility"* and *"seriation"* without elaborating them hence did not score full marks. Others described correctly only two out of the four characteristics.

On the other hand, the candidates (1.9%) managed to provide the correct description of the intellectual capabilities displayed by a concrete operational child as stipulated by Jean Piaget. Some of their responses were such as; *they*

can classify objects basing on similarities and differences, they can distinguish living things from non-living things (decline of animism), they can think and reason logically and *they are unable to think in abstract terms.* Extract 2.2 illustrates correct responses from one of the candidates.

Extract 2.2: A sample of a candidate's correct responses in question 2.

2.1.3 Question 3: Guidance and Counselling

In this question, candidates were required to explain the four stages of a Counselling session. The question was attempted by 2,096 candidates in which the candidates' general performance was weak since only 7.4% scored from 2 to 4 marks as shown in Figure 3.
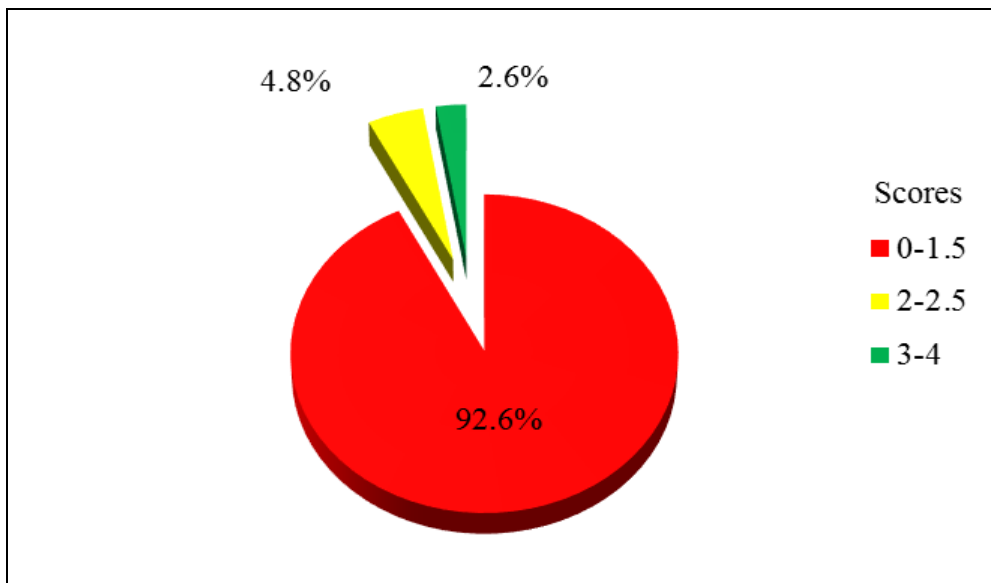
Figure 3: The *Candidates' Performance on Question 3*

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Figure 3 indicates that 92.6% of candidates scored from 0 to 1.5 marks, 4.8% scored from 2 to 2.5 marks while 2.6% scored from 3 to 4 marks.

The analysis showed that, 92.6% of the candidates failed to explain the four stages of a counselling session. These candidates displayed inadequate knowledge of the counselling stages as they explained basic and supportive counselling skills such as "*confidentiality*", *"empathy", "paraphrasing",* and *"summarization*" instead of stages such as *the introduction, exploration of the client's problem, exploration of the strategies to address the problem at hand,* and *choosing the best alternative or option.* Moreover, there were candidates who outlined the types of counselling such as *Client centred, Counsellor centred,* and *Eclectic* while others mentioned the types of counselling such as *career counselling, HIV counselling, Peer or group counselling* and *educational counselling* hence did not score any mark. Extract 3.1 illustrates a sample of incorrect responses from one of the candidates.

```
3.   (i) Analyse
     The counselor analyse detail gain from client inorder
     to Know then they start to solve problem.

     (ii) Informing
     Through this the counselor talk to he/she person
     who a still in different problem.

     (iii) Diagnosis
     To collect all feedback and summarize inorder
     to make good result

     (iv) Data collection
     Through collection of data the counselor should
     collect one only one point which support to solve
     the    problem.
```

Extract 3.1: A sample of a candidate's incorrect response in question 3.

Extract 3.1 shows that the candidate has mixed some stages of counsellor-centred approach and ways of collecting data instead of the stages of a counselling session.

On the other hand, candidates (4.8%) displayed average understanding of the stages of a counselling session as they explained some of the stages such as *the introduction* and *exploration of the problem* but failed to explain correctly the other stages such as *exploration of the strategies to address the problem* and *selecting the best alternative or strategy*.

Further analysis of the candidates' responses showed that 2.6% of candidates displayed adequate understanding of the stages of counselling session hence scored from 3 to 4 marks. For example, they were able to explain stages such as *introduction, exploration (searching the client problem), searching for various solutions to the problem,* and *choosing the best solution to the problem* as shown in Extract 3.2.

Extract 3.2: A sample of a candidate's correct response in question 3.

2.1.4 Question 4: Diversity in Learning

The question required candidates to explain the four causes of intellectual disability. A total of 2,096 candidates attempted this question. The candidates' general performance was average as 50.5 % scored from 2 to 4 marks as illustrated in Figure 4.
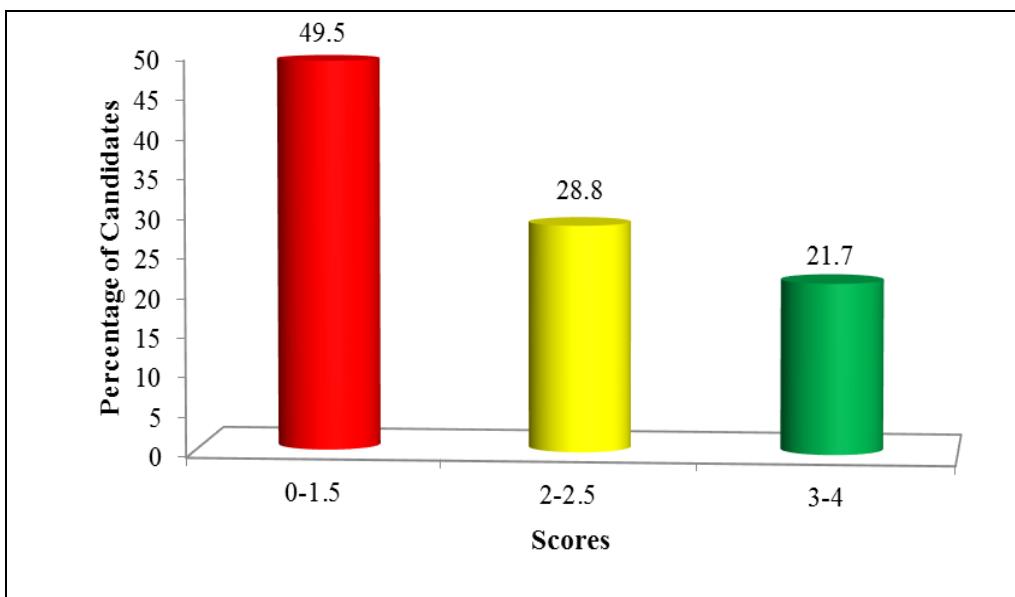
Figure 4: *The Candidates' Performance on Question 4*

Figure 4 shows that 49.5% of the candidates scored from 0 to 1.5 marks, 28.8% scored from 2 to 2.5 marks while 21.7% scored from 3 to 4 marks.

The analysis of the candidates' responses indicates that, the candidates (49.5%) had weak performance thus scored from 0 to 1.5 marks. The reasons for their weak performance included inadequate knowledge on intellectual disability, misinterpretation of the question and limited understanding on learners with intellectual disability. Majority of these candidates' responses were directed to pre-natal and post-natal factors that affect the child's normal development. For example, they mentioned factors such as *stress and anxiety of the mother which makes the failure on thinking, drug abuse for example marijuana, diseases like malaria, poor nutrition, premature birth, old age of the mother during delivery, psychological problem which disturbs normal mind set* and smoking. Most of these factors may affect the child during pre-natal and post-natal period but do not necessarily cause intellectual disability. Extract 4.1 is a sample of incorrect responses from one of the candidates.

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Extract 4.1: A sample of a candidate's incorrect responses in question 4.

Extract 4.1 shows that the candidate misinterpreted the question thus provided some characteristics of learner with intellectual disability instead of the causes of learners with intellectual disability such as *prenatal and postnatal infections, toxins, genetic factors, brain effect due to accident or severe punishment* and *RH-incompatibility*.

Moreover, some candidates (28.8%) had average performance as they managed to identify only two causes of intellectual disability correctly hence scored from 2 to 2.5 marks. The analysis revealed that these candidates had insufficient knowledge and skills on intellectual disability.

On the other hand, the analysis of the candidates' responses showed that 21.7% of the candidates displayed requisite knowledge and skills in the area of subject context thus they identified the causes of intellectual disability correctly. These candidates had used well their prior knowledge and life experiences to explain the causes correctly hence scored 3 to 4 marks. For example, some mentioned the causes such as *excessive alcoholism, infections during pregnancy, down syndrome,* and *accident or injuries on head.* Extract 4.2 is a sample of a candidate's correct responses to the question.

Extract 4.2: A sample of a candidate's correct responses in question 4.

2.1.5 Question 5: Learning in School Setting

The question required the candidates to differentiate semantic and episodic memory by giving four points. The question was attempted by 2,096 in which the candidates' overall performance was weak as only 0.4% scored from 2 to 4 marks as shown in Figure 5.
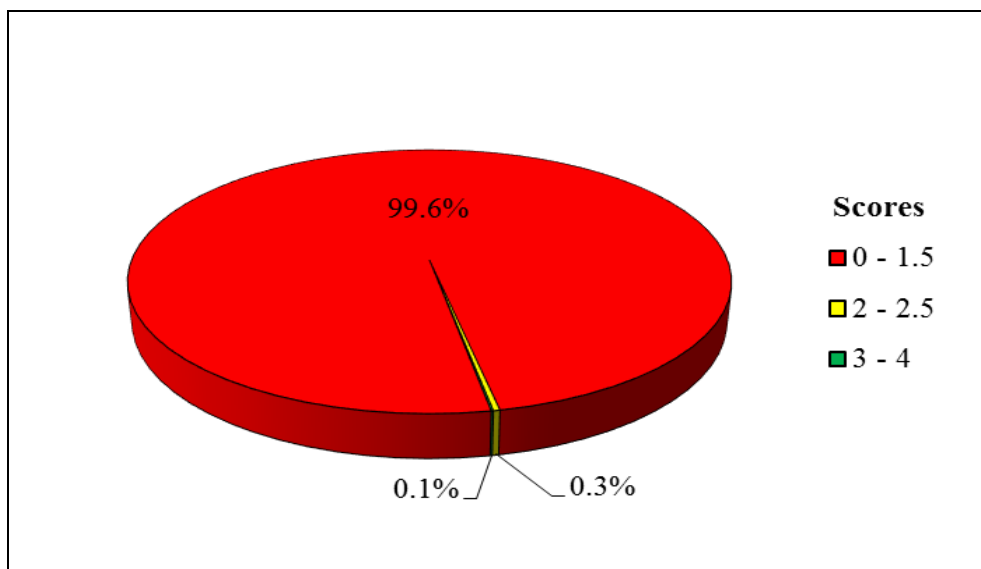
Figure 5: *Candidates' performance on question 5.*

Figure 5 shows that 99.6% of the candidates scored from 0 to 1.5 marks, whereas 0.3% scored from 2 to 2.5 marks and 0.1% scored from 3 to 4 marks.

The analysis of candidates' response revealed that the question was among the poorly performed questions whereby most candidates (99.6%) failed to make distinctions between semantic and episodic memory. These candidates confused semantic and episodic memory with short term and long-term memory because of inadequate understanding of the concepts. Their responses were such as; *Semantic memory: it is a limited storage, its temporarily storage, store information over short period of time, it is passive memory* while episodic memory: *it is unlimited storage; it is permanent storage, store information over a long period of time,* and *it is active memory*. Moreover, there were candidates who used their general knowledge hence provided incorrect responses such as; *Semantic memory: deals with sentence structure and meaning of vocabulary* while *Episodic memory is found seasonally depending on movies, its information consists of words and pictures* instead of *Semantic memory: It is memory for meaning which does*

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not refer to time and place, It is memory for general knowledge about the world, It is more useful and logical and it is detailed. Episodic memory: is memory defined in terms of time and place, It is memory about specific experiences, It is less meaningful and logical and *It is not detailed.* Extract 5.1 illustrates a sample of incorrect responses from one of the candidates.

5.	SEMANTIC MEMORY	EPISODIC MEMORY.
	i. Is the reception of the information	ii. Information come after passing to semantic memory
	ii. Into	
	ii Informations are stored for a short period of time	ii. Informations are stored for a long time
	iii. Information stored can be retrieved immediately for use.	iii. Information stored can be used for the future time.
	iv. It stores information temporary	iv. It stores information permanent for the future uces

Extract 5.1: A sample of a candidate's incorrect responses in question 5.

Further analysis revealed that of all the candidates (2,088) who attempted the question, only 0.4% understood the requirement of the question thus provided some of the distinctions between semantic and episodic memory for example, *Semantic memory: interprets new information, deals with experience or general knowledge, receive information from the environment and it is language memory while Episodic memory: deals with events, it is event memory* and *life-time experience.* Nevertheless, some of their distinctions did not show clearly the differences between the two types of memory.

2.1.6 Question 6: Learning Theories

The question required candidates to identify four elements of which the learning theories are interested in. A total of 2,096 candidates attempted this question. The candidates' general performance was weak since 2.4% of the candidates scored from 2 to 4 marks. Figure 6 shows the candidates' performance in this question.
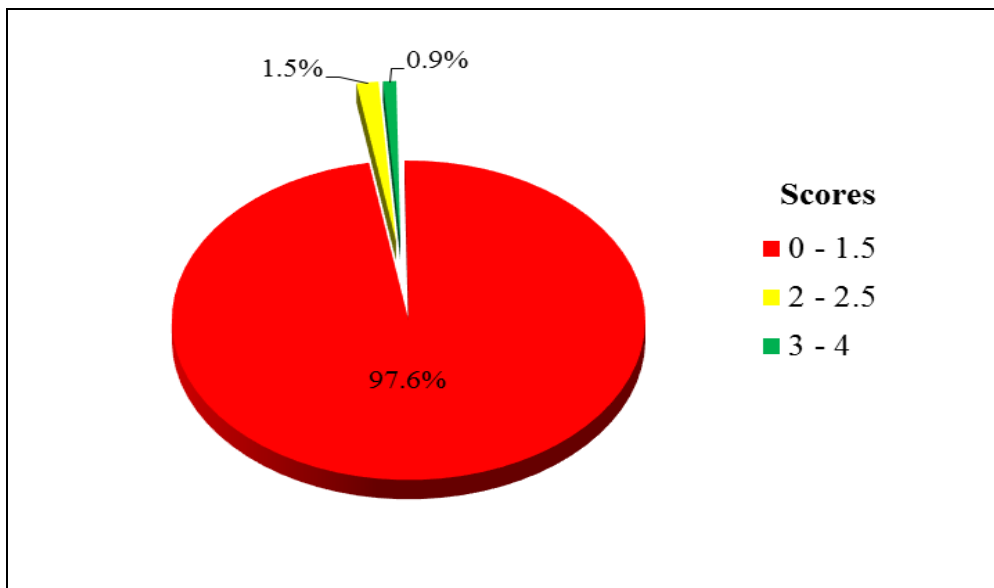
Figure 6: The *Candidates' Performance on Question 6*

Figure 6 indicates that the candidates (97.6%) scored from 0 to 1.5 marks, 0.9% scored from 2 to 2.5 marks and 1.5% scored from 3 to 4 marks.

The analysis of candidates' responses showed that the majority of the candidates (97.6%) did not understand the elements which learning theories are interested in instead they mentioned the types of learning theories, contribution of learning theories and the domains of learning. This was the evident that these candidates had limited understanding of the interests of learning theories in general. Some candidates wrote responses such as *Educational sector, Agricultural sector, Reproductive health care* and *Proper utilization of resource.* Moreover, other candidates provided the characteristics of learning such as *Learning is dynamic, Learning is relatively permanent, Learning involves change of behaviour, Learning is acquired,* and *Learning is a process* instead of the interests of learning theories such as *the occurrence of learning, non-occurrence of learning, speed with which learning occurs, easiness with which learning occurs as well as the learners'*

interest towards learning. Extract 6.1is a sample of incorrect responses from one of the candidates.

6.
(i) Psychomotor learning
(ii) Effective learning
(iii) Diagnosis learning
(iv) Mental learning

Extract 6.1: A sample of a candidate's incorrect responses in question 6.

Extract 6.1 shows responses from a candidate who mentioned some domains of learning instead of elements of which learning theories are interested in hence did not score any mark.

Furthermore, the analysis of candidates' responses indicated that there were candidates (0.9%) who demonstrated average understanding of the subject matter. They mentioned some elements such as *behaviour*, *teaching aids and teaching strategies, motivation, cognitive development, human needs* and *environment* but failed to explain how such aspects are the interests of learning theories as the question required.

On the other hand, the analysis of candidates' response showed that some candidates (2.4%) provided correct responses to the question which is evident that they had adequate understanding of the question as well as wider understanding of the various learning theories. These candidates were able to mention the aspects such as *How the context of learning should be (environment), the organization of the subject matter for easy learning, active participation of learners, and the instructional strategies as well as how the objectives should be.* Extract 6.2 is a sample of the candidate's correct responses.


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(i) How the change of behaviour occurs.?
(ii) How the change of behaviour retained?
(iii) How the change of behaviour produced?
(iv) How the acquisition of new knowledge occurs.

Extract 6.2: A sample of a candidate's correct responses in question 6.

2.1.7 Question 7: Psychology and Educational Psychology

In this question, the candidates were required to explain why psychology qualifies to be a science by giving four points. The question was attempted by 2,096 candidates in which the candidates' general performance was good since 75.7% of the candidates scored from 2 to 4 marks as shown in Figure 7.
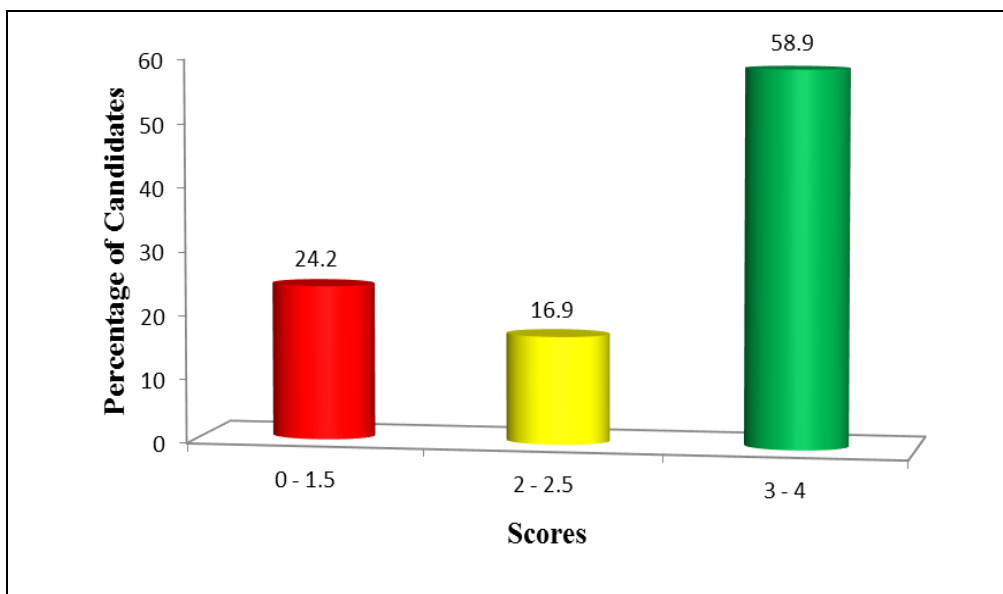
Figure 7: *The Candidates' Performance on Question 7*

Figure 7 shows that 58.9% of candidates scored from 3 to 4 marks, 16.8% scored from 2 to 2.5 marks while 24.2% scored from 0 to 1.5 marks.

The analysis of candidate's response revealed that the candidates (58.9%) were able to provide three to four qualities that make psychology a science. These candidates demonstrated adequate understanding of the subject matter as shown in their responses such as: *It relies on empirical evidences, it follows scientific procedures of data collection and analysis when finding solution, it involves experimentation, it is valid and reliable in its conclusions, it is verifiable, it is universal in its explanation, it relies on objectivity.* Extract 7.1 is a sample of correct responses from one of candidates.

Extract 7.1: A sample of a candidate's correct responses in question 7.

On the other hand, the candidates (24.2%) displayed inadequate understanding of the qualities which make psychology a science hence scored 0 to 1.5 marks. These candidates provided scientific procedures of investigation such as *problem identification*, *hypothesis testing*, *data collection* and *data analysis*. Others mentioned data collection tools and methods such as survey, questionnaires, observation and case study. Moreover, some of them mentioned the qualities such as *it involves critical thinking, it is done through observation, it solves qualitative and quantitative psychological problems* instead of *It allows replication, Its data and information are empirical, uses scientific and systematic procedures in analysing human behaviour, universal explanation and it is objective* and *avoids generalization of data or information*. Extract 7.2 illustrates a sample of incorrect responses from one of the candidates.

7.	Reasons to qualifies psycholog to be a Science
	i. It uses observation method, this is a scientific method of collecting data. Psychology uses this methods in different ways. Foristance observational learning theory.
	ii. It uses case study method, This is the way to prove that psychology is a science because it uses case study in its operations. Foristance a counselor can use a certain group to understand the certain problem facing the society.
	iii. It uses Interview method as a scientific method of geting information. Foristance in guidance and counseling there is individual counseling which uses interview methods.
	iv. It uses Cross-sectional method as a scientific method. This is the way of using a single person to study the group behaviour. Example in education a teacher can use one student to study the behaviour of the class.

Extract 7.2: A sample of a candidate's incorrect responses in question 7.

Extract 7.2 shows that the candidate mentioned some methods of collecting data in research instead of explaining why psychology is a science.

Furthermore, candidates (16.8%) whose scores ranged from 2 to 2.5 marks demonstrated average understanding of the subject matter. They mentioned some of the reasons why psychology is a science but displayed limited ability to explain the concepts clearly. There were some who explained only two reasons correctly for example *validity* and *the use of scientific procedures in studying behaviour* but failed to provide the other reasons hence scored average marks.

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

The question required candidates to explain four effectiveness of studying personality for prospective teachers. The question was attempted by 2,095 candidates whereby the overall performance was good since 70.9% of candidates scored from 2 to 4 marks as shown in Figure 8.
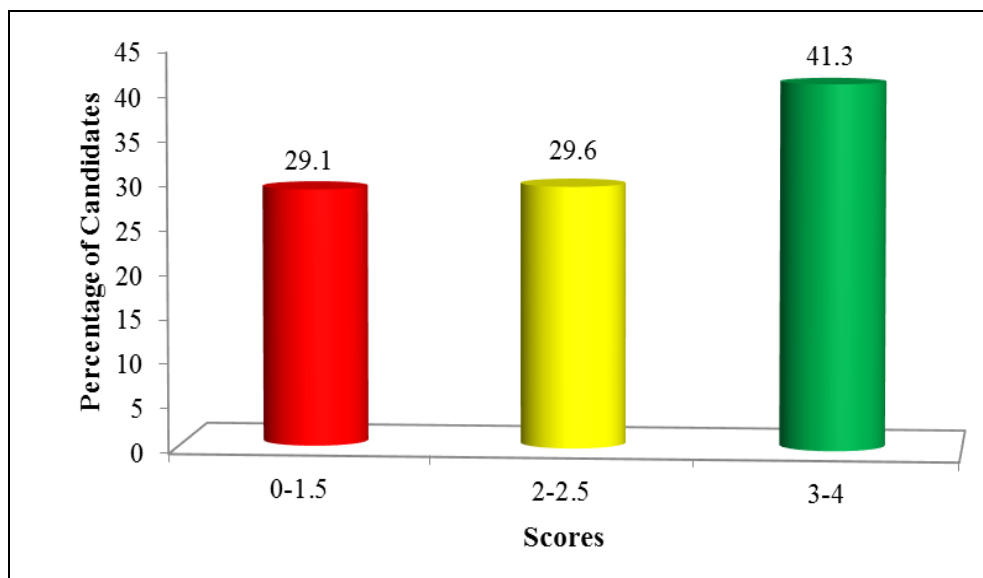
Figure 8: The *Candidates' Performance on Question 8*

Figure 8 indicates that 41.3% of the candidates scored from 3 to 4 marks, 29.6% scored from 2 to 2.5 marks while 29.1% scored from 0 to 1.5 marks.

The analysis of candidates' responses showed that candidates (41.3%) answered the question correctly which shows that they had adequate knowledge about the usefulness of personality psychology for the prospective teachers. Some of their responses were such as; *it helps the teacher to deal with different personality of students, it helps them to determine the personality of learners in the class, it helps them to know different personality characteristics of learners, it helps them to understand the change of personality behaviour of the learners and it helps them to design suitable teaching style that fits the learner's personality.* Extract 8.1 shows correct responses from one of the candidates.

8.   Effectiveness of studying personality

i) To know different behavour possesed by individual person

ii) To understand the personal identification that varies from one person to another.

iii) To get skills on how they can deal with the student of a certain specific character and behaviour.

iv) Studying for personality psychology helps teacher to identify the different needs of person due to specific personality.

Extract 8.1: A sample of a candidate's correct responses in question 8.

On the other hand, 29.6% of the candidates performed averagely as their scores ranged from 2 to 2.5 marks. The candidates demonstrated average understanding of the subject matter as they explained some of the usefulness of personality psychology to prospective teachers. Moreover, their explanations consisted of usefulness of studying other domains of human development such as physical and cognitive hence did not score full marks.

Further analysis of candidates' responses revealed that 29.1% of the candidates scored from 0 to 1.5 marks in this question. These candidates misinterpreted the requirement of the question. For example, they provided characteristics of personality and the importance of studying educational psychology in general instead of the usefulness of studying personality psychology to a prospective teacher. Others provided incorrect responses such as: *It helps to understand knowledge and skills; it helps to understand growth and human development and mental IQ of human being* instead of usefulness of studying personality psychology such as; *It helps prospective teachers to study personal factors that influence people to do things the way they do, Enables prospective teachers to study environmental factors that influences students' attributes, Enables prospective teachers to analyse social*

factors and how they influence learner's attitudes and behaviour and *Enables the prospective teachers to design appropriate intervention programmes suited to ones personality make up.* Extract 8.2 shows a sample of incorrect responses from one of the candidates.

Extract 8.2: A sample of a candidate's incorrect responses in question 8.

Extract 8.2 shows the responses from the candidate who explained how personality can be studied instead of the effectiveness of studying personality for prospective teachers hence scored no marks.

2.1.9 Question 9: Human Development and Psychology of Teaching and Learning

The question required candidates to give four characteristics of pre-operational child as stipulated by Jean Piaget's Cognitive learning theory. A total of 2,096 candidates attempted this question. The candidates' general performance was poor since only 9% of the candidates scored from 2 to 4 marks as shown in Figure 9.
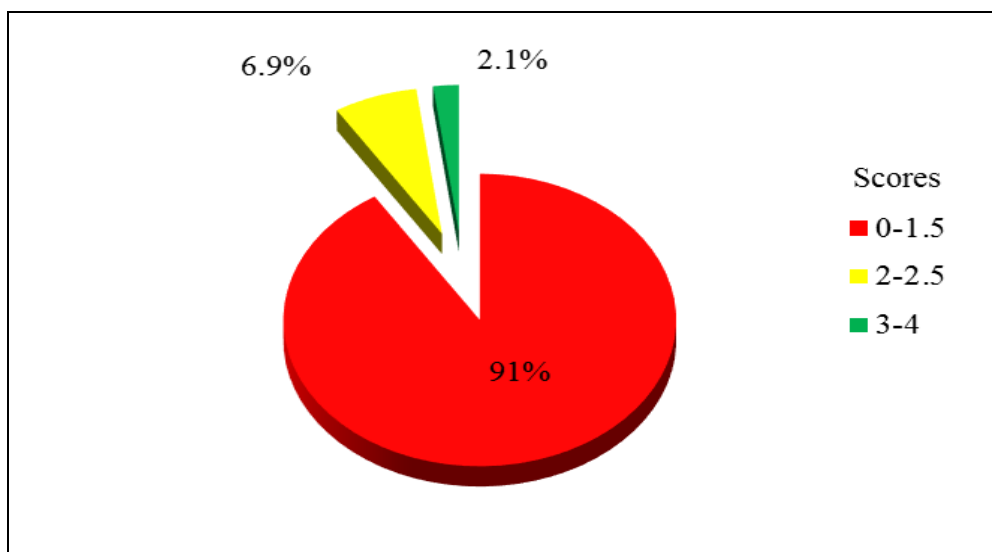
Figure 9: *Candidates' performance on question 9.*

Figure 9 shows that 91% of candidates scored from 0 to 1.5 marks, 6.9% scored from 2 to 2.5 marks while 2.1% scored from 3 to 4 marks.

The analysis of candidate's responses revealed that majority of the candidates (91%) were not able to give the characteristics of a pre-operational child. These candidates provided the characteristics of children in other stages of cognitive development such a sensorimotor, concrete and formal operational. For example, some candidates provided characteristics such as: *circulation, repetition of actions, abstract thinking, imitation,* and *ability to sit and speak.* In addition, some mentioned moral development characteristics of children such as *the child has inability to differentiate good from bad, the child do as he/she is told the adults for fear of being punished, the child understand that what interested adults is good and what annoys them is bad* instead of characteristics such as *they begin to represent the world with words or images, they fail to perform reverse activities, classification and*

conservation, they show egocentrism and *having intuitive rather than logical thought*. Extract 9.1 shows a sample of one of a candidate's incorrect responses.

> a. i) Sensory Intellectual are used by Child for sucking, his or her thumb, smill of mother, ridding his leg.
>
> ii) Selfishness, a child show the behavior of belonging every thing in the Sorrounding area.
>
> iii) Practiceness, the child can start to fall down the object in order to know what will happen
>
> iv) Growth rapidly, a child can grow faster Starting to sit, overctow and starting to walk within a year.

Extract 9.1: A sample of a candidate's incorrect responses in question 9.

Extract 9.1 shows that the candidate mixed behavioural characteristics and physical capabilities of children at different stages of development instead of the characteristics of a pre-operational children. Besides, language barrier hindered the candidate to explain his/her arguments appropriately.

Moreover, there were candidates (6.9%) whose performance were average as their scores were from 2 to 2.5 marks. The candidates failed to give all the characteristics of a pre-operational child. Some of them mentioned less than four and others mixed the characteristics of children in other stages of cognitive development. The analysis of their responses indicated that they had limited skills and knowledge of Jean Piaget's cognitive development stages in general.

Furthermore, analysis of candidates' responses revealed that the candidates (2.1%) provided correctly the distinctive features of children at pre-operational stage. This is evident that, the candidates understood the requirement of the question and had good mastery of the subject matter. They were able to mention characteristics such as *inability to distinguish animate*

and inanimate objects, they cannot think logically, symbolic thinking and lack of conservation. Extract 9.2 is a sample from one of the candidate's correct responses.

Extract 9.2: A sample of the candidate's correct responses in question 9.

2.1.10 Question 10: Learning in School Setting

In this question, the candidates were required to explain four ways that can be used by teachers to reinforce their student's academic achievements. A total of 2,096 candidates attempted this question. The candidates' general performance was weak since 5.3% of the candidates scored from 2 to 4 marks as shown in Figure 10.
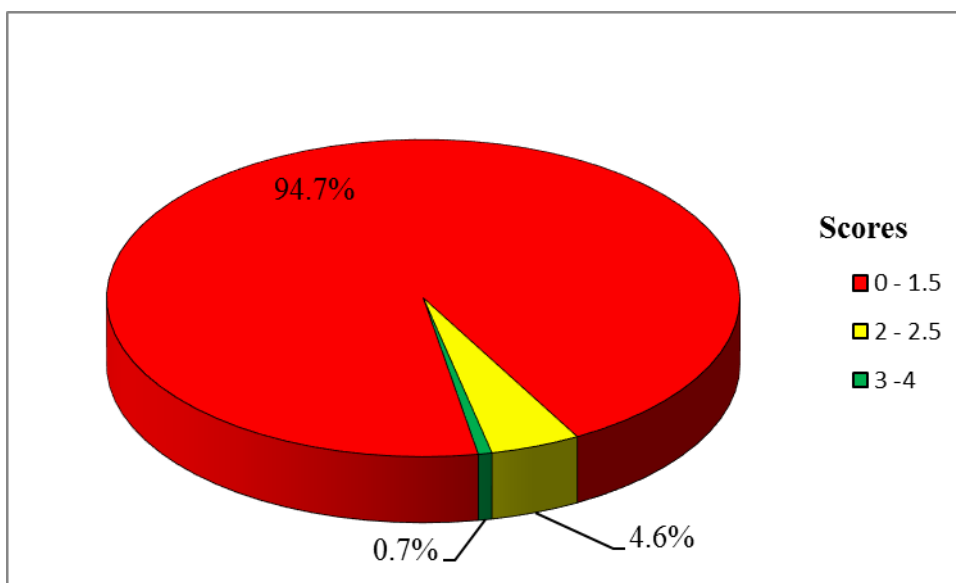
Figure 10: The *Candidates' Performance on Question 10*

Figure 10 indicates that 94.7% scored from 0 to 1.5 marks, 4.6% scored from 2 to 2.5 marks whereas 0.7% scored from 3 to 4 marks.

The analysis of candidates' responses indicated that most of the candidates (94.7%) failed to provide the four ways teachers can use to reinforce student's academic achievement which shows that they had poor mastery of the subject matter. Majority of them misinterpreted the requirement of the question thus they provided the types and schedules of reinforcement, teaching strategies such as group discussion, question and answers, think pair share and brainstorming, and the ways of enhancing learners' morality. For example, most candidates who suggested punishment as a way of reinforcing student's academic achievement did not understand that punishment decreases undesirable behaviours rather than increasing it thus it is not applicable in this context.

Similarly, other candidates provided responses such as; *through entertainment whereby teachers can entertain their students, trial and error, give them many tasks to do, through giving summary of the lesson, to evaluate teachers' effectiveness in implementing curriculum,* and *through evaluating teaching strategies and methods,* instead of the ways to reinforce student's academic achievement such as *by helping students set their own learning goals and work for them, by convincing students to understand the importance and interest level of the materials they are learning, by making*

student understand what they are supposed to do, how they will be evaluated and what consequences of success will be, as well as *by providing clear, immediate and frequent feedback to students.* Extract 10.1 shows a sample of incorrect responses from one of the candidates.

Extract 10.1: A sample of a candidate's incorrect responses in question 10.

Extract 10.1 shows that the candidate explained assessment tools instead of explaining the ways of reinforcing students' academic achievements hence scored no marks.

Moreover, the analysis of candidates' responses revealed that 4.6% of the candidates scored from 2 to 2.5 marks. These candidates displayed average skills and knowledge of the subject matter. Some of these candidates managed to provide only some of the ways of reinforcing student's academic achievement but mixed with the ways of enhancing morality such as; *punishment, constructive reflective thinking, guidance and counselling* and *motivation.* Some mentioned the ways such as *spending much time with them, through tests and examinations, to make the content simple and using*

good language to learners without explaining what they meant in relation to the question.

On the other hand, 0.7% of the candidates managed to provide the ways that can be used by teachers to reinforce student's academic performance. Their responses indicated the ways that can be used to reinforce student's academic achievement for example, *engaging them in all aspects concerning their learning, identifying their challenges and assist them on how to overcome it, provision of relevant materials or resources that arouse their areas of interests in subjects, providing a range of tasks that challenge the student's knowledge* and *setting achievement goals for each student basing on the level of the student*. Extract 10.2 is a sample of correct responses from one of the candidates to the question.

Extract 10.2: A sample of a candidate's correct responses in question 10.

Extract shows that the candidte was able to explain correctly some of the ways that can be used by teachers to reinforce their student's academic achievement hence scored above 2.5 marks.

2.2   SECTION B: ESSAY QUESTIONS

This section is comprised of six (6) essay questions whereby, the candidates were supposed to answer four (4) questions. Each question had a weight of 15 marks making a total of 60 marks.

2.2.1   Question 11: Educational Guidance and Counselling

The question required candidates to explain seven components of a good school guidance and counselling programme. The question was attempted by 615 candidates in which the general performance was weak as only 5.9% of the candidates scored from 6 to 15 marks as shown in Figure 11.
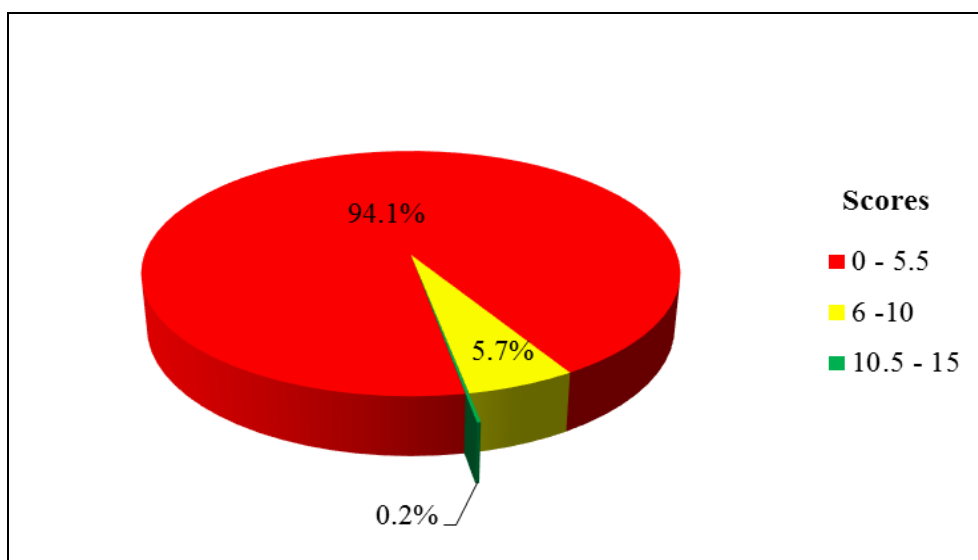
Figure 11: *The Candidates' Performance on Question 11*

Figure 11 indicates that 94.1% of the candidates scored from 0 to 5.5 marks, 5.7 scored from 6 to 10 marks whereas 0.2% scored from 10 to 15 marks.

The analysis of candidates' responses indicated that majority of the candidates (94.1%) failed to explain seven components of a good school guidance and counselling programme. This was caused by failure to understand the demand of the question and confusing the components of school guidance and counselling programme with stages and skills of a counselling session. Some of these candidates explained qualities such as; respect, *empathy, confidentiality and trustworthiness;* stages such as *relation building*, *exploration of the problem* and *understanding the client*

as well as skills such as *confrontation, and self-disclosure* to mean the stages of a counselling session. Moreover, others explained the reasons for conducting guidance and counselling in schools in relation to problems such as *poor performance, solving various students' problems for example conflicts and stress, poor choice of course, family problems, slow learners* and *immoral behaviour*. There were also others who provided some elements which are important in teaching and learning in school setting such as; *subject clubs, sports and games, debate competition* and *interactive media for information sharing* which are not the correct components of school guidance and counselling programme. Extract 11.1 illustrates incorrect responses from one of the candidates.

11. Guidance is the activity of helping an individual in social and self understanding and social interaction between different people within the environment. Counselling is the professional relationship between a counsellor and a client. The following are the components of a good guidance and counselling programme.

Study skills, This is explaining about the different skills that a teacher should help a student in studying where by the student will acquire different strategies to have while studying such as by reviewing the previously study before jump in to the new study.

Remembering and Memory skills, This is one of the component of the good school guidance and counselling programme where by students are being taught different remembering and memory skills such as by using memmonic devices which are used to faster the learning and memory capacity of the students.

Reviewing, This is through having the ability of reviewing different materials by using different books which are found in the school compound. By reviewing it help the student to have an ability of remembering some difficult statements.

Recite, This is done by the students in having the tendency of doing the repetition of the different words when doing the teaching and learning process.

11	Revision, Among of the components of a good school guidance and counselling programme is through doing the revision on different things which might be difficult while studying and this thing is very important in students lives. Example is when a teacher announce about the exam. then the students goes and do the revision then that thing will improve the performance of the students.
	Question, This are the questions which comes in the mind of the student and are the question which are likely to be happening in the upcoming examinations which a students might face. Example is when a student think about different questions and then after going to do the exams then probably he or she will find those questions.
	Repeatition, This is also one among of the component of the school guidance and counselling programme where by the students should have the ability of doing the repeatition of various concepts before going in doing the examinations.
	Generally the components of the good school guidance and counselling programme are very important for the good performance of the students in their school activities or different examinations

Extract 11.1: A sample of a candidate's incorrect responses in question 11.

Extract 11.1 shows that the candidate provided some of the study skills instead of the components of a good school guidance and counselling programme such as: *Proper leadership, Suitable accommodation, Timetable schedule, Adequate provision of resources, Budget and In-service training* hence scored low marks.

Further analysis revealed that some candidates (5.7%) who scored from 6 to 10 marks provided some of the components of school guidance and counselling such as *special building, accommodation, conducive*

environment, school timetable, but mixed their explanations with counselling skills and qualities of counsellors such as; *confidentiality, empathy, honest, trust* and *respect*. This shows that the candidates had partial knowledge of the subject matter.

Moreover, 0.2% of the candidates whose scores were from 10.5 to 15 marks, understood adequately the demand of the question thus they were able to explain effectively the components of good school guidance and counselling programme as shown in Extract 11.2.

11. Guidance and counselling programe: this is the kind of programe which is provided at at the school. And the programe is runned by a special teacher. And this help to reduce stress among the students.

The following are the components of a good school guidance and counselling programme.

Special room: A good school guidance and counselling programe need special room which help the students and teachers to meet and discuss how to solve problem which faced students.

Special trained teacher: Also it need a specialist teacher who have knowledge conserning guidance and counselling. And this help the programe to run effectively eg... phycologist

Reference materials: this are the materials which help both counsellor and client to solve different problems which faced the students. Such materials are like books, magazine etc.

Capital: This is the money which is used to run the programe at the school. Enough capital help to improve school guidance and counselling programe to be in modern way.

Accomodation: Also accomodation is among the factors which help to run the school guidance and counselling programe in effective way. eg provision of funds and divintes.

Conducive environment: Also conducive environment facilitate the good school guidance and counselling programme to run effectively. eg Absence of noise and also good climatic condition also fanour effective counselling.

In Summary: All the component of the good school guidance and counselling it help to improve teaching and learning process at school and solve the problem which faced students eg HIV/AIDS.

Extract 11.2: A sample of a candidate's correct responses in question 11.

2.2.2 Question 12: Learning in School Setting

The question required the candidates to explain six guidelines for effective punishment. A total of 1,704 candidates opted for this question. The candidates' overall performance was average since 59% of the them scored from 6 to 15 marks as shown in Figure 12.
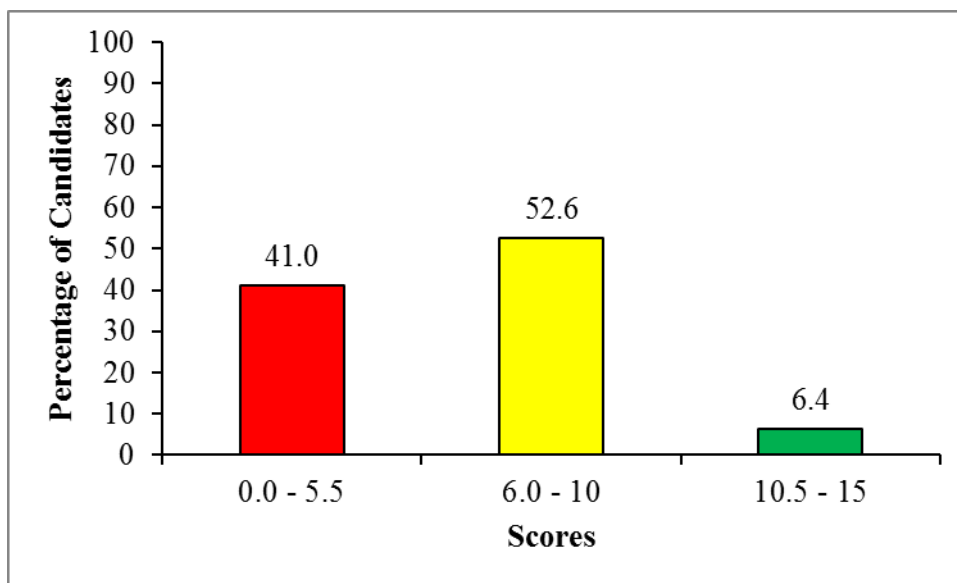
Figure 12: The *Candidates' Performance on Question 12*

Figure 12 indicates that 52.6% of the candidates scored 6 to 10 marks, 41% scored from 0 to 5.5 marks while 6.4% of the candidates scored from 10.5 to 15 marks.

The analysis of candidates' responses showed that 52.6% of the candidates who scored from 6 to 10 marks, provided some of the guidelines for effective punishment correctly. However, language barrier hindered them to express their ideas correctly in relation to effective punishment. For example, they mixed their explanations with rationale and negative impacts of punishment.

On the other hand, 41% of the candidates failed to explain the guidelines for effective punishment hence scored from 0 to 5.5 marks in this question. These candidates had misconception about "effective punishment"; demonstrated limited knowledge of the subject matter and inadequate expressive skills using English language. Some of these candidates explained the effects of punishment for example *it creates hostility, cause*

fear, reduce participation and *violets human rights* while others explained why punishment should be administered instead of the guidelines for effective punishment hence mentioned the purposes such as *to instil discipline, to shape behaviour, to eliminate bad behaviour* and *to instil morale of hardworking*. Furthermore, some candidates provided incorrect guidelines such as *'Do not use sharp tools or objects, do not use fire, do not use acidic liquid chemicals* and *do not use poison to achieve punishment.* Extract 12.1 illustrates a sample of a candidate's incorrect responses to the question.

Extract 12.1: A sample of a candidate's incorrect responses in question 12.

Extract 12.1 shows that the candidate explained how punishment can be used to eliminate undesirable behaviours instead of explaining guidelines for effective punishment such as *apply punishment timely, provide punishment consistently, explain the meaning of punishment given, suggest an alternative behaviour, use of non-corporal punishment* and *use non-corporal punishments* hence scored low marks.

Further analysis of candidates' responses showed that 6.4% of the candidates scored from 10.5 to 15 marks. These candidates demonstrated good mastery of the subject matter and expressive language skills hence explained thoroughly important considerations to be made when administering punishment such as *fairness, severity, timing (immediacy), consistency, meaningfulness (purpose), age consideration, corrective ability, correlate with the mistake done, should not be detrimental to the health of an individual* as well as *avoidance of corporal punishment.* Extract 12.2 is a sample of correct responses from one of the candidates.

12. Punishment is the act something which when applied to an individual decrease the probability of certain behaviour to occur. There is positive and negative punishment. The following are guidlines for effective punishment:-

Should be timely when someone misbehave. good punishment should be given to individual ~~after~~ immediately after he or she misbehave no waiting time to elapse and come to give him or her punishment.

Should consider age and health status; punishment so as to became more effect a teacher or punisher should consider the health and age of the learner. punishment should be proportional to age and health of an individual.

Should be given with fore thought and not anger - A good punishment should be provided to an individuate when a teacher or punisher are on his fore thought and not anger so as to provide effective punishment.

Should be proportional to offence; so as to have effective punishment an individual should be given punishment according to offence he or she did.

Should be proportional to both individual punished; So as to have effective punishment should be equal or same to all who punished without any bias base ng on intellectual, racial and colour of an individual.

Extract 12.2: A sample of a candidate's correct responses in question 12.

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2.2.3 Question 13: Human Development and Psychology of Teaching and Learning

The question required the candidates to explain three challenges experienced by adolescents and propose three best ways to overcoming them. The question was opted by a total of 2,088 candidates in which the general performance was good as 97.1% of them scored from 6 to 15 marks. Figure 13 shows the candidates' performance in this question.
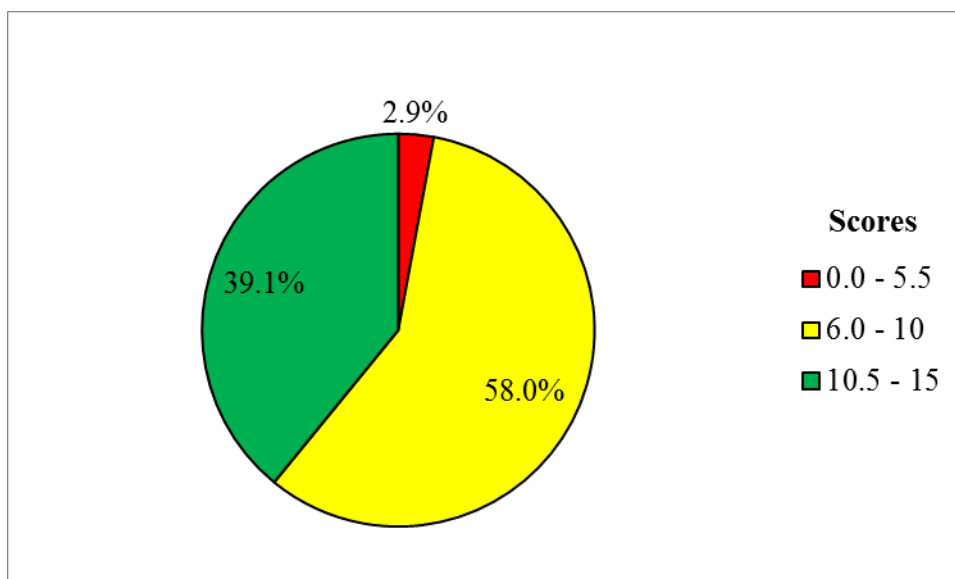
Figure 13: *The Candidates' Performance on Question 13*

Figure 13 shows that 58% of the candidates scored from 6 to 10 marks, 39.1% scored 10.5 to 15 marks, whereas 2.9% scored from 0 to 5.5 marks.

The analysis of candidates' responses revealed that 58% of the candidates were not able to give all the challenges facing adolescents and the ways of addressing them correctly hence scored from 6 to 10 marks. This was evident that the candidates had average understanding of the subject matter. Moreover, the candidates failed to explain clearly their arguments and propositions concerning adolescents' challenges because of a language barrier. For example, some of the candidates mentioned correctly the challenges and ways of addressing them but they failed to support their answers with sufficient explanations.

On the other hand, the analysis of candidates' responses revealed that 39.1% of the candidates were able to explain correctly three challenges experienced by adolescents and the three ways of overcoming them hence scored from 10.5 to 15 marks. Besides, as most of these candidates are adolescents, they easily provided detailed explanations with additional examples from real life experiences. Extract 13.1 illustrate a sample correct response from the candidates.

13	Adolescent is the transitional period from childhood to early adulthood entered at approximately 10-12 years of age and last to about 18-20 years of age. It is also called the foolish period in which children under this stage struggle to be independent and need no advise from parents, teachers and elders. The following are the challenges facing adolescent :-
	Increase of Sexual desire and eager to try Sexual intercourse with opposite Sex. In this Stage the child become highly with feelings of having sex with path partner which led to transmision of diseases such as HIV/AIDS, gonorreh and Syphilis.
	Strive to get independence from parents, teachers and Adults. They found themselves Matured and they are not ready to listen to any one else because they think that they know more than anyone elso. They pay no attention to their parents, teachers and also Adults.
	Creation of identity - Childrent at this stage want to be known and people to identify them so they imitate different behaviours from different people inorder to get identity. Some may adopt bad behaviour such as using drug abuse, engagin in criminal activities and others may adopt good behaviours such as dressing style, hear style, walking style due to good peer group,

The following are the ways to overcome these challenges:-

Provision of education about sexual intercourse, there should be trained people who should be able to provide education to adolescent girls and boys concerning the danger of having sexual intercourse before marriage and also how to take care ~~off~~ of themselves,

Parental support, children at this stage needed to be taken care of, They need support from their parents, ~~to~~ teachers and also adults, parents are required to support them instead of eradicating them, they should play their role as parents to make sure that these children are in straight way.

Keeping adolescent busy, they should be kept busy through engaging in sports, games and other activities that will not give them time to involve in ~~pa~~ bad peer groups.

Therefore adolescent should be given education concerning the danger of having sex and other improper behaviour so that they can live peacefully in the society without being infected with sexual transmitted diseases such as HIV AIDS and Syphilis.

Extract 13.1: A sample of a candidate's correct responses in question 13.

On the other hand, some candidates (2.9%) scored from 0 to 5.5 marks in this question. The reasons for their weak performance included inadequate understanding of the challenges facing adolescents as well as poor mastery of English language to explain their responses correctly. Some of these candidates confused the challenges with physical and biological changes or characteristics such as; *enlargement of breasts, growth of reproductive organs, deep voice, and appearance of beards* as challenges and

"*rewards*", "*punishment*" "*religion*" as the ways of addressing the challenges. Moreover, there were candidates who explained the impact of peer pressure and craving for independence such as *unwanted/early pregnancy, diseases, drug abuse, smoking, alcoholism and drop out from school* as the challenges while others described some aspects such as *forced marriages, poor cultural beliefs* and *gender discrimination* instead of challenges such as *sexual desires, creating identities, engaging in favourite activities, loss of interests in learning and craving for independence* as well as the ways to overcome the challenges such *as set limits of freedom, give them opportunity to know you, adapt your parenting and counselling roles,* and *explain your decision*. Extract 13.2 illustrate a sample of incorrect responses from one of the candidates.

13 Adolescents Refer to the stage of the human or child development which are used to show the age of children is adult that then during the early child hood. These stage it last stage to childs development which is the starting from the 12-18 years old. The adolescents stage this faced by several challenges such as :-

Child to feel their adult level need to helps other's. According to the adult children that are the problems which the childs feels and affect in the minds that comes after given few freedom of praying with other and training into the different activities

Boys feel only have ability to get education then girls. That also problems —

13 | which makes by the childs during the level of adolescents while the especially boys feel only that have rights of being educated.

Childs feel have abilities of making self activities of life. that are the big problems to the adult hood because that express the feelings of childs that need to depend on his/her self because think that have abilities. WHILE There are following the best ways to overcome this problem which are:

The provision of Enough education to the adolescents. The adolescents should be given the education due to ensure that the feelings of adolescents to remove and draw out of thinking in his/her life. example the young brothers and sisters.

The promoting of equal social rights to the adult hood the been childs they are given the equal rights due to remove the Idology of thinking in law attitude of lifes example in education and other basic needs which should provided.

The provision of guidance and Canselling to the adolescents. the guidance should be provided due to ensure the good understanding about the different things to the leaners or childs about the low and bad thinking attitude that were think.

Generally the adolescents stage is affected with more challenges but also there are differents Challenges of adolescents to the childs which are early child adolescent and late child adolescents to the human developments.

Extract 13.2: A sample of a candidate's incorrect responses in question 13.

Extract 13.2 shows that the candidate explained some social and cultural issues such as equity and equality in the society instead of the challenges experienced by adolescents and the ways of overcoming them.

2.2.4   Question 14: Diversity in Learning

The question required candidates to suggest six ways that may be employed by teachers to accommodate students with visual impairment in teaching and learning process. A total of 1,750 candidates opted for this question whereby the overall performance was good since 85.3% of the candidates scored from 6 to 15 marks as illustrated in Figure 14.
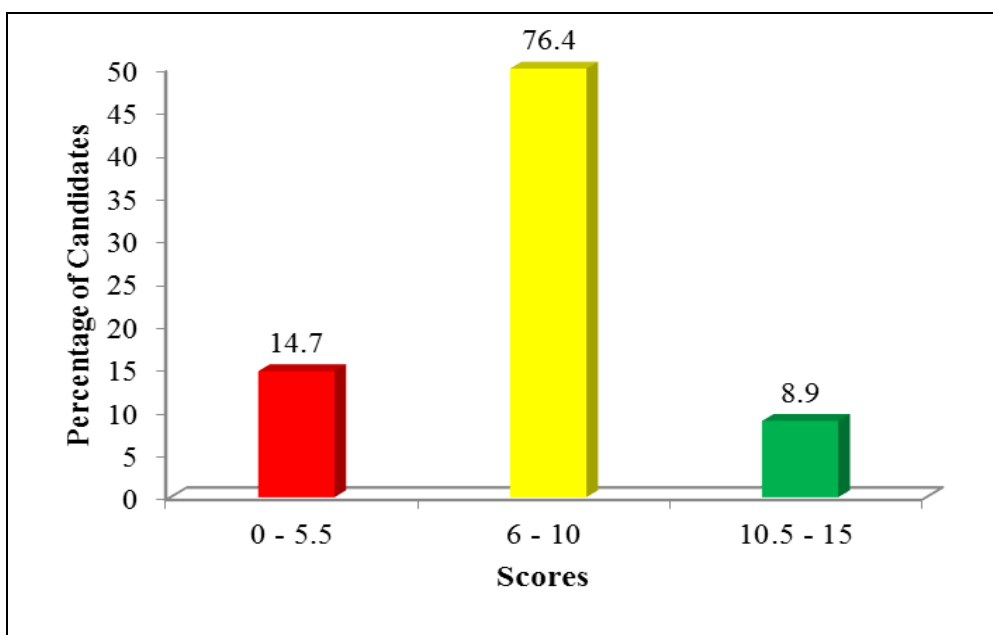
Figure 14: The *Candidates' Performance on Question 14*

Figure 14 shows that 76.4% of the candidates scored from 6 to 10 marks, 14.7% scored from 0 to 5.5 marks while 8.9% scored from 10.5 to 15 marks.

The analysis of candidates' responses showed that the majority of the candidates (76.4%) displayed average skills and knowledge on learners with visual impairment hence scored from 6 to 10 marks. These candidates suggested only three to four considerations to accommodate visual impaired students in teaching and learning process. Besides, some of their explanations and propositions were for other types of impairments.

On the other hand, the candidates (14.7%) performed poorly as they scored from 0 to 5.5 marks. These candidates displayed inadequate understanding of the visual impairment and misinterpretation of the demands of the

question because of language barrier. Some of their responses addressed other types of impairments such as physical and intellectual for example the *improvement of infrastructure, facing them when speaking* and *using supportive hearing aids*. Moreover, others suggested basic aspects for effective teaching and learning process such as *teacher's expertise, polite language, cooperative learning, relevant examples* and *good arrangement and organization of classroom and materials* instead of *Learning by doing, Braille reading and writing, Teaching listening skills, Orientation and mobility skills, Modifications of teaching and learning methodologies, teaching recreation and leisure skills* and *teaching visual efficiency skills* Extract 14.1 is a sample of a candidate's incorrect response to the question.

14. Teaching and learning process is the process of the teacher and learner get a knowledge through the different methods and aids in a good physical environment and supportive. Hence, teaching and learning process it have good due to teacher use the well techniques in teaching. The following are the ways that may be employed by teachers to accommodate students with visual impairment in the teaching and learning process are:-

By using syllabus; due to make a series of a concept teacher must use syllabus to make a supportive classroom, through stating logically simple to complex. Hence, teacher must use the syllabus to accomote the students in teaching and learning activities.

By using lesson plan; due to presence of lesson plan in teaching and learning process it make the effective learning due to teacher got at the specific objectives. Hence, lesson plan it help to make a good arrangement of teaching and learning process.

By using lesson notes; also it use the lesson plates for complete the lesson with making the introduction, new knowledge and all lesson development in teaching and learning process. Hence, lesson plates it helps to complete the goals in lesson in teaching and learning process.

By using teaching aids and resources; due to using the interactive and good teaching aids it help to stimulate teaching and learning process with the using a supportive and well teaching aids in a lesson.

Extract 14.1: A sample of a candidate's incorrect responses in question 14.

Extract 14.1 reveals that the candidate provided some fundamental aspects during preparation for teaching as well as some ways of controlling students' behaviour in classroom setting instead of the ways that may be employed by teachers to accommodate students with visual impairment hence scored no marks.

Further analysis of the candidates' responses showed that 8.9% of the candidates understood the demand of the question and thus suggested appropriate measures of assisting learners with visual impairment. These candidates were able to use effectively their prior knowledge and experience of living with visual impaired people in their society hence proposed appropriate ways of addressing their needs in a classroom context. The candidates were able to suggest ways such as *proper seating arrangement, enlargement of their scripts, giving them magnifying lens and*

devices, teach them through practice, using teaching aids which are large enough and concrete (tactile) and to avoid or make minimal use of gestures or body language. Extract 14.2 shows a sample correct response from one of the candidates.

14	Visual impairement refers to a sensory impairement by which an individual/client fails to have a proper sight or not having at all. All these clients are present in our societies and they should not be left out of educational context due to the following ways to accommodate them.
	Encouraging the use of frontal sits. A teacher needs to create a chance for clients/students with visual impairement to sit near to them in front side of the class. This might help the client to have a vision or sight of what is taught rather than being at back of the classroom (It is useful for those will less sight).
	Seeking for visual aids. Since most of visual impairements are corrected to normal simply by having glass ware and lens, then in teaching and learning Em. process to take place equally Teacher should seek/ask for glass ware and lens to be used by clients with difficults in seeing. This act will accommodate the whole class at a time.
	Extension (extra) of time to client with such (visual) impairements. It is easily for an impaired client to be left in normal captuaring of instructions. Therefore.

| 14 | The teacher should allow a chance for those impaired client/student to express their achievement before proceeding with next programs. |

Encouraging the use of special prints. For example large prints, also for blind special tangible/sensible prints. This will assist the clients in class to move in a simultaneous way (impaired and non impaired both at a time understands the teat process).

Employing the use of appropriate media. For instance audio media. This will include learning through listerning. Here the client use other sense organ (eye (ears) to capture information. Therefore teacher must select this media to accommodate students with visual impairements.

Using special computer programmes. For instance vocolized computer keyboard. This involves the sound symbolizing of a certain touched keypad of a computer keyboard. Through this way the blind clients in class are able to fit to the group of non-impaired especially in action of teaching and learning.

By summing up, visual impairement is an inability to see well or even total inability. Impaired students are those student who fails to see totaly or less abled to see. Impaired persons should be admitted to schools and the above ways will help them to acquire education of to be as other normal people in their communities

Extract 14.1: A sample of a candidate's correct responses in question 14.

2.2.5 Question 15: Learning Theories

The question required candidates to explain the applications of constructivism theory in teaching and learning process. A total of 1,034 attempted this question in which the general performance was average as 52.8% of the candidates scored from 6 to 15 marks as shown in Figure 15.
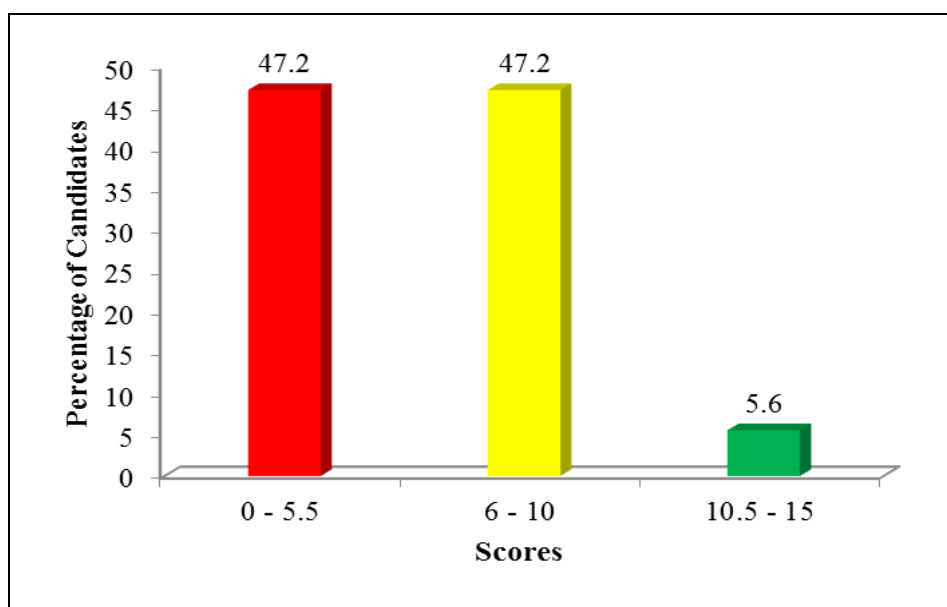
Figure 15: The *Candidates' Performance on Question 15*

Figure 15 shows that 47.2% of the candidates scored from 6 to 10 marks, 47.2% scored from 0 to 5.5 marks whereas 5.6% of candidates scored from 10.5 to 15 marks.

The analysis of candidates' responses showed that 47.2% of the candidates who scored from 6 to 10 marks had partial understanding of the subject matter thus they were able to mention only some of the key aspects of constructivism theory such as *the use of Z.P.D, scaffolding* and *the use of more knowledgeable others* in learning. However, these candidates failed to explain correctly the applicability of those concepts in teaching and learning process as well as the other applications of the theory as the question required hence did not score full marks.

On the other hand, another 47.2% ofc the candidates who opted the question, had weak performance scores from 0 to 5.5 marks. The reasons for their weak performance were inadequate understanding of the

application of social constructivism theory in teaching and learning context; confusing constructivism theory propositions with other learning theories such as cognitivism. Other candidates mentioned some aspects which were not part of constructivism theory such as *selection of teaching aids, making repetition, teacher to be knowledgeable than students, to increase new knowledge such as HIV Aid pandemic, maintaining learners' behaviour, improvement of long memory* and *use of lecture method* hence did not score any mark. Besides, some candidates provided class management skills as application of Vygotsky's social constructivism theory for example, *making the students attentive, organization of the classroom* and *motivating learners*. Extract 15.2 illustrates a sample of incorrect responses from one candidate.

15. Vygotsky's social constructivism theory, this is the theory which deals with the study of behaviour basing on stimul and response. this involved some observation done by Vygotsky in teaching and learning process. hence this theory of learning have its applications in teaching and learning process as follows:

During teaching and learning - process students should avoid to be punished since it is the physical environment which can affects their individual learning achievements. hence should be necessary time to be given a punishment to students.

Motivation is necessary in teaching and learning process since it stimulates the interests of learning to the students. also can increase performance among the students since facilitates competition in order to afford - again the motivation

Maintains the learners behaviour and Panctual in teaching and learning - process, the constructivism theory makes students to be attention in learning by avoiding some disturbances, hence this is useful in teaching and learning process.

Learners should have the conducive environment for teaching and learning process. such as class, seating area, also a distance from home to school. hence when the learners will be with the conducive environment will makes them to learn and affords their learning & needs.

15.	Learner should have a time to think on their own views and ideas, in order to develop their thinking capacity. Also should Master one concept before Moving to another-concept, this helps them to Master the contents that has taught to them.
	Individual abilities should be considered during teaching and learning Process such as singing, Playing football, drawing this helps to develops more skills among students and to have other trainings that helps them to employees themself.
	Generally, the Vygotsky's social constructivism theory of learning it is more Useful in teaching and learning Process, since contributed to other experiences and skills to be developed during teaching and learning-Process.

Extract 15.2: A sample of a candidate's incorrect responses in question 15.

Extract 15.1 shows that the candidate explained some application of behavioural learning theories as well as fundamental principles of teaching and learning instead of the applications of Vygotsky's social constructivism theory of learning such as *The use of Zone of Proximal Development in which teaching should begin toward the zones of upper limit, the use of scaffolding technique to help students to move to higher order thinking skills and knowledge, the use of more skilled peers as teachers, encourage collaborative learning, consider cultural context of learning,* and *monitor and encourage children's use of private speech* hence scored low marks.
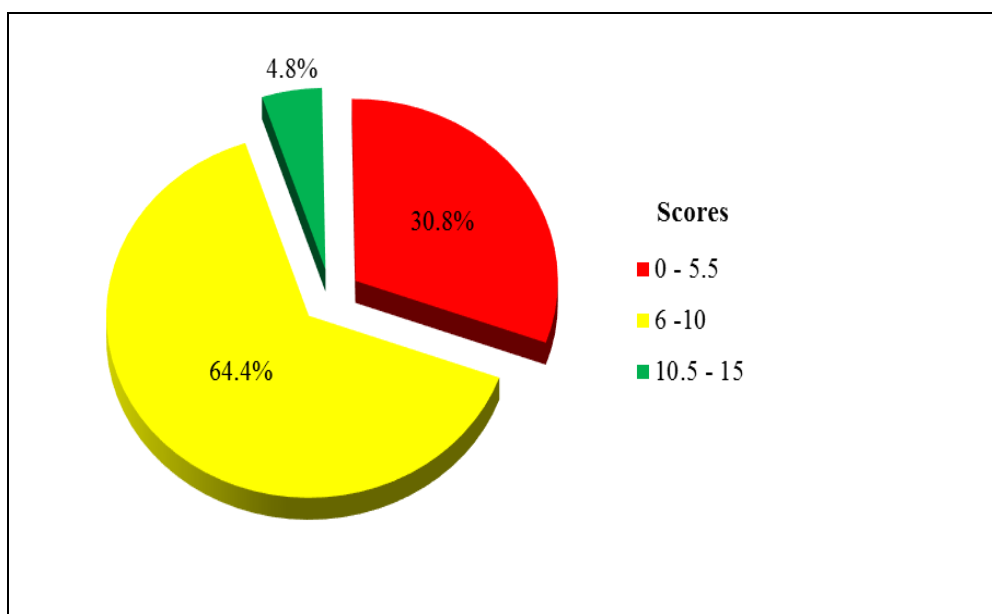
Moreover, the analysis of candidates' responses showed that 5.6% of the candidates answered this question correctly as they were able to provide the applications of Vygotsky's social constructivism theory in learning context which showed that they had sufficient understanding of the subject matter as shown in Extract 15.1.

15. Vygotsky's social Constructivism theory; This is the one of the theory of learning which was explained by Vygotsky. This theory of Vygotsky's social Constructism explain how learning is occuring through social interaction. The following are the application of vygotsky's social constructivism.

Use of Scaffolding; Vygotsky's social Construction emphasize of the use of Scaffolding whereby this the temporary support which is given by parent or a teacher to help the students to do a task. According to Vygotsky's scaffolding can be used by parents to make sure that their children are doing well or better by helping them in their studies.

Use of more knowledgeable enough (MKO) About this. vygotsky believe that any person who have higher understand than the learner can assist the learner to his study. About this any person who knows rather than a learner can be a teacher of a students.

Use of ZPD; This is the distance between what the learner can do without help and what can do with help. About this. vygotsky suggested that the use of ZPD can be used through social interaction where by any person can can help learning to take place.

Learning by using interaction with other. About this learning can be take place to the learner by interacting with other to the community and come up to do better to the school.

The use of Contextualization; About this contextualization can help the learner to learn. Through Contextualization a learner can interact with context and make he/ she to learn.

Further more application of Vygotsky's social Constructivism theory of learning in the teaching and learning process is not avoided because a lot of student learn by using social interaction between themselves or with their parents and so on.

Extract 15.1: A sample of a candidate's correct responses in question 15.

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

The question required the candidates to assess two women practical needs and four women strategic needs as effective ways of empowering and enhancing women's psychological and social wellbeing in Tanzania. A total of 1,142 candidates opted for this question. The overall performance was average as 69.2% of the candidates scored from 6 to 15 marks as illustrated in Figure 16.

Figure 16: *Candidates' performance on question 16.*

Figure 16 shows that 64.4% of candidates scored from 6 to 10 marks, whereas 30.8% scored from 0 to 5.5 marks and 4.8% scored from 10.5 to 13.5 marks.

The analysis of candidates' responses revealed that 64.4% of the candidates whose scores were from 6 to 10 marks, had partial understanding of the subject matter. They only managed to give explanations of few points concerning the women practical and strategic needs. In addition, they mixed some women practical needs with strategic needs in their explanations.

Furthermore, the analysis of candidates' responses revealed that candidates (30.8%) failed to provide women's practical and strategic needs. The

candidates generally displayed inadequate knowledge of the subject matter and inadequate expressive skills using English language. Some candidates mentioned *sex needs* and *education* as women practical needs whereas *food*, *clothes* and *shelter* as practical needs for women. Others mentioned aspects such as *money, availability of market* and *housing* as women practical needs. Similarly, there were some who explained *decision making, education, eradication of Female Genital Mutilation, discourage early marriage, preventing polygamy* and *widow inheritance as women practical needs* and *transparency, tolerance and accountability* Extract 16.1 shows a sample of incorrect responses from a candidate.

16. Needs refers to the situation in which a person or people wants to get something. For example Basic needs are the needs in which a person or people given or gets such as Food, shelter, and clothes cloths. Women practical needs are the needs that performed or given practically to women. The following are the women practical needs.

Psychological and biological needs; These are needs in which a person or women suppose to get. For example Sex, shelter, food so as to get development in the her life span. Psychological needs are needs given psychologically way in which deals with mental of a person.

Defence and security needs; These are needs given to women practically whereby a women should get security and defence from the police, government so as to live peaceful life in the society. Defence and security given to women are such as Property security, family security and also personal defence.

The following are the women strategic needs as effective ways of empowering and enhancing women's psychological and social wellbeing in Tanzania.

Esteem needs; Is the situation in which a women should accept the way she is. Self-esteem needed to

so as to enable them to have respect
off to herself and to others so as to
empower and enhancing social wellbeing
and psychogiza of women.
Self - actualization; Refers
to the situation of understanding different
things in time self - actualization
builds social wellbeing and psychology
of women by understand what is
right and what is wrong. Also to
participate in different activities
so as to build their social wellbeing.
Defence and security
needs, A Women needs are in defence
and security, which will enable them
to live good life and also to partici-
pate peaceful in building their life
expentancy will inwhich will motivate
or enhance their psychology and
social wellbeing.
Generally; All thing
above are the needs of that helps
to understand and solving problems,
Establishment of good relationship,
Create awareness and self - esteem
of the people.

Extract 16.1 A sample of a candidate's incorrect responses in question 16.

Extract 16.1 shows that the candidate explained some general needs of all people in the society regardless of gender instead of assessing women practical and strategic needs because of limited understanding of the subject matter hence scored low marks.

On the other hand, the analysis of candidate's responses showed that 4.8% of the candidates who scored from 10.5 to 13.5 marks understood the requirement of the question. These candidates expressed adequate understanding of women empowerment by considering their practical and strategic needs. Moreover, they managed to make a clear distinction of the two concepts with supportive examples from their societies. Extract 16.2 shows a sample of a candidate's correct responses.

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Women empowering - refers to the process where by women will blublie blublit- rud and identify better so as to avoid gender discrimination, oppression and achieving equality the women empowering and enhancing women's th Psychological and social wellbeing in Tanzania. The following are the ~~ways~~ women practical needs as effective ways of empowering women.

Reducing women work road by providing women water pipeline nearly. This is the way that can help to impowering and enhancing the women in Tanzania is to provide the good social services nearly so as to reduce the women work road through providing the water pipeline nearly.

Provision of good health services. The ways of empowering and enhancing women's is to provide the good health services to the women so that help the women ~~to~~ get the health services near. The health services such as ~~buk~~ building of Hospitals and all issues that can help in empowering and enhancing the women's. **The following** are **the Strategic** needs as effective ways of empowering and enhancing women's psychological and social.

Provide equal opportunities in making decision. The strategic ways of enha- ncing women is to provide equal opportuni ties to the women ~~so as to~~ in different decision making this can help to empowering

of the women because when there is equal chance this can help us to get opportunities in the society

Provide chance to gain equal opportunities of education, The Provision of education to women is the best ways of empowering and enhancing the women's. This because when the women in the society have get education they can help him self to respond their environment.

Provision of employment opportunities. When there is employment opportunities to the women. This can help use the to live without depending to men's. Therefore the best ways to empowering the women is to provide the good ~~tou~~ employment opportunities

Provision of assets to the women's. This is the good strategic ways of empowering women because when the women getting the assets can help us in business activities there for means that the provision of asset to the women they help in improving the business activities in the society

Therefore above are the Practical and strategic needs ways of empowering women because this ways can help the women to Mobilize better and achieving equality in the society

Extract 16.2: A sample of a candidate's correct responses in question 16.

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The educational Psychology Guidance and Counselling examination covered six topics around which the examination questions were set. The questions were distributed evenly basing on time spent in learning and importance of the topic. This implies that, the examination questions were appropriate to the topics covered. A summary of the topics and the number of questions contained in the examination are summarized in Table 3.

Table 3: Distribution of examination questions according to topic and sections

| S/N | TOPIC | QUESTIONS IN SECTIONS | | | % Per Topic |
		Section A	Section B	Total	
1.	Psychology and Educational Psychology	7	-	1	6.25
2.	Human Development and Psychology of Teaching and Learning	2, 8 &9	13 &16	5	31.25
3.	Learning Theories	6	15	2	12.5
4.	Learning in School Setting	5 &10	12	3	18.75
5.	Diversity in Learning	1 & 4	14	3	18.75
6.	Guidance and Counselling	3	11	2	12.5
	TOTAL	10	06	16	100

The candidates' items response analysis indicates that the candidates had good performance in the topic of *Psychology and Educational Psychology* (75.7%), and *Diversity in Learning* (70.2%). Moreover, candidates performed average in the topic of *Human Development and Psychology of Teaching and Learning* (50.9%). On the other hand, candidates performed weak in the topics of *Learning Theories* (27.6%), *Learning in School Setting* (21.6%) and *Guidance and Counselling* (6.6%).

4.0 CONCLUSION

The data analysis showed that the candidates' overall performance in Educational Psychology, Guidance and Counselling for Diploma in Secondary Education Examination (DSEE) in 2021 was good. A total of 2,096 candidates sat for the examination whereby 2,049 (98.89%) passed with scores ranging from B to D.

The candidates' performance in the year 2021 in this subject remained good despite 0.2 per cent decline when compared to 2020 performance in which out of 2,810 candidates who sat for the examination, 2,769 (99.21%) of them passed. The good performance has been contributed by candidates' good mastery of various concepts assessed as well as good understanding on the requirements of the questions. However, some candidates had unsatisfactory performance in this examination because of insufficient understanding of the assessed areas and failure to understand the requirements of the questions asked. Moreover, some of these candidates demonstrated limited skills in responding to questions that required application of the learned content in the context of teaching and learning process.

The analysis of candidates' performance revealed that three topics continued to have a progressive decline in performance from 2019 to 2021. These topics are *Learning in School Setting, Learning Theories* and *Guidance and Counselling*. In 2019, the performance was 85.6%, 50.3% and 68.6% respectively while in 2020 the performance in these topics was 35.2%, 47.1% and 42.2% respectively whereas in 2021 the performance was 21.6%, 27.6% and 6.6% respectively.

However, the topic of *Human Development and Psychology of Teaching and Learning* maintained average performance for three years consecutively. On the other hand, the performance in the topic of *Diversity in Learning* has been good for three years consistently; the reasons being the cross-cutting nature of the topic and tutors' effective strategies in teaching and learning of the topic.

Finally, the National Examination Council of Tanzania expects that this analytical report of candidates' responses will be an eye opener to student teachers and tutors to build awareness of the areas that need improvements in attempting examination questions and ultimately improve the subject performance. The strengths and weaknesses of the candidates' responses should be considered as a learning area for both student teachers and tutors in their teaching and learning practices.

5.0 RECOMMENDATIONS

To improve the subject performance level especially in topics with poor performance, it is recommended that:

(a) Tutors should insist the use of various assessment and teaching strategies suggested in the syllabus such as student portfolio for individual and group reflection, discussions, debates, role-play for critical analysis, interviews and case study in teaching the topics which were poorly performed that is *Learning in school setting*, *Learning Theories,* as well as *Guidance and Counselling.*

(b) Tutors should use a variety of references and supplementary materials such as journal, articles and reflective essays because majority of candidates' responses to the question showed insufficient understanding especially in the topics of *Learning in School Setting, Learning Theories* and *Guidance and Counselling*.

(c) As the majority of the candidates performed poorly because of failure to understand the requirement of the questions asked, tutors should insist the student teachers to read thoroughly and make correct interpretation of the question before attempting it. However, they should give them several exercises and assignment, mark them and give them feedback on time so that they can improve their skills in attempting questions.

(d) Tutors should use strategies like questions and answers, counselling practice and group discussions in teaching the topics of *Learning in School Setting, Learning Theories* and *Guidance and Counselling* which have been performed poorly in three consecutive years.

SUMMARY OF THE CANDIDATE' PERFORMANCE IN EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

No.	Topic	Performance in each question		Average	Remarks
		Question	Candidates who scored an average of 40% and above		
1.	Psychology and Educational Psychology	7	75.7	75.7	Good
2.	Diversity in Learning	1	74.7	70.2	Good
		4	50.5		
		14	85.3		
3.	Human Development and Psychology of Teaching and Learning	2	8.2	50.9	Average
		8	70.9		
		9	9		
		13	97.1		
		16	69.2		
4.	Learning Theories	6	2.4	27.6	Weak
		15	52.8		
5.	Learning in School Settings	5	0.4	21.6	Weak
		10	5.3		
		12	59		
6.	Guidance and Counselling	3	7.4	6.6	Weak
		11	5.9		