



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) 2022**

**EDUCATIONAL PSYCHOLOGY,
GUIDANCE AND COUNSELLING**



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**761 EDUCATIONAL PSYCHOLOGY,
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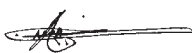
FOREWORD

The National Examinations Council of Tanzania is pleased to give feedback on the evaluation of the Diploma in Secondary Education Examination (DSEE) in Educational Psychology, Guidance and Counselling subject. The candidates' Item Response Analysis (CIRA) for the year 2022 offers feedback to student teachers, tutors, parents, policy makers and the public in general on the candidates' performance in Educational Psychology, Guidance and Counselling subject.

The report presents the factors for the candidates' good performance and the challenges they faced in answering the examination questions. The candidates with good performance had 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 various questions. Contrary, the candidates who performed poorly had inadequate competences in the assessed areas, and misinterpretation of the concepts in respective questions.

The National Examinations Council of Tanzania (NECTA) expects that the tutors and other stakeholders will benefit from the feedback provided in this report. They can initiate appropriate measures to improve the teaching and learning of Educational Psychology, Guidance and Counselling subject. Moreover, the recommendations made in this report will improve the candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank those who participated in making this report.



Athumani S. Amasi

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of candidates who sat for the Diploma in Secondary Education Examination (DSEE) in May 2022 in Educational Psychology, Guidance and Counselling subject. A total of 4,422 candidates sat for the examination. The overall performance in 2022 examination was good since 99.2% of the candidates passed, while the only 0.8% failed. In comparison with the 2021 results, the performance of the candidates increased by 0.3% whereby in 2021 the performance was 98.9% while in 2022 was 99.2%.

The examination consisted of two (2) sections; A and B with a total of 14 questions. Section A consisted of 10 short answer questions, and section B consisted of four (4) essay questions. The candidates were required to attempt all the questions whereby section A carried forty (40) marks while section B carried sixty (60) marks.

In this report, the analysis of the candidates' performance was classified into weak, average and good in both sections A and B. For Section A, the performance of the candidate is regarded as *Weak* if the scores range from 0 to 1.5 marks, *Average* 2 to 2.5 marks, and *Good* if the scores range from 3 to 4 marks. In Section B, the performance of the candidate is regarded as weak if the scores range from 0 to 5.5 marks, *Average* if the scores range from 6 to 10 marks, and *Good* if the scores range from 10.5 to 15 marks.

Sample of the candidates' responses in each question and figures have been provided to illustrate their responses, and the performance in each question respectively. Appendix (i) shows the candidates' performance in each topic in 2022. Besides, colours have been used to show the performance of the candidates in each questions and topics whereby *green* indicates good performance, *yellow* average performance, and *red* for weak performance.

It is expected that the report will be useful to educational stakeholders, tutors and student teachers to improve the teaching and learning process in Educational Psychology, Guidance and Counselling subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answers Questions

This section consisted of ten (10) questions in which the candidates had to provide short answers. Each question carried four (04) marks making a total of forty (40) marks for this section.

2.1.1 Question 1: Human Development and Psychology of Teaching and Learning

The question had two parts; (a) and (b). Part (a) required the candidates to identify two processes of cognitive adaptations from the scenario which states that “When a 2 years – old child sees a goat, she/he calls it a dog, but later he/she realizes that the two are different.” In part (b), the candidates had to distinguish the two processes of cognitive adaptations experienced by the child in (a). A total of 4,422 (100%) candidates attempted this question. The general performance of the question is classified as weak since only 2,461 (33.0 %) candidates scored from 2 to 4 marks, as illustrated in Figure 1.

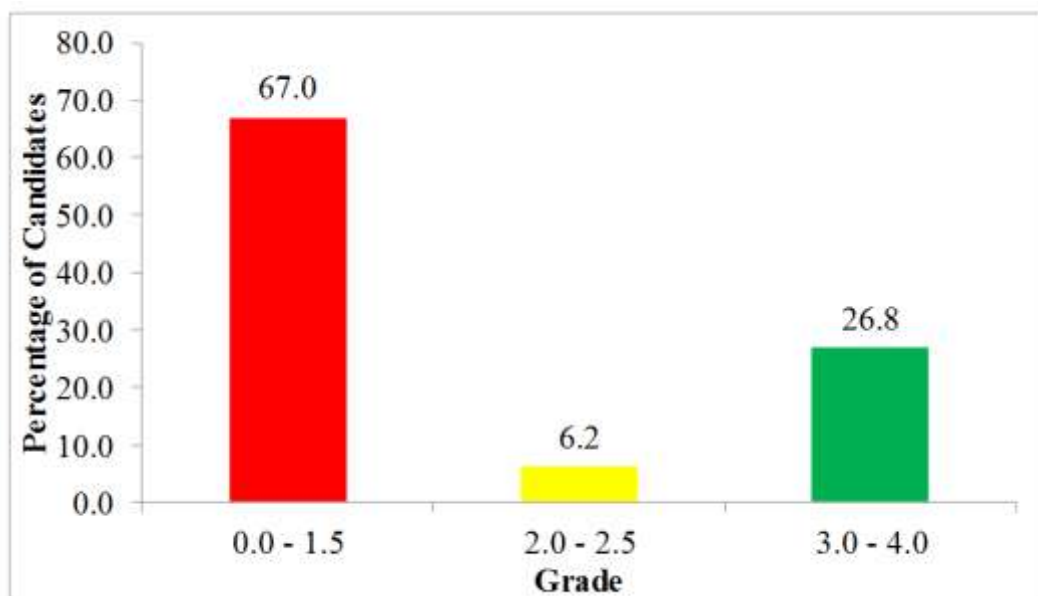


Figure 1: *The Candidates' Performance to Question 1*

The analysis of the candidate's responses showed that most of the candidates (67.0%) scored from 0 to 1.5 marks due to insufficient knowledge on Cognitive Development. Therefore, they failed to understand the cognitive adaptation in regard to cognitive development. Some of them were not able to give out the two processes of cognitive adaptations experienced by the child according to the scenario given. For example, one candidate wrote the two categories of bloom taxonomy which are knowledge and understanding, instead of assimilation and accommodation in part (a). In part (b), the candidate explained the differences between knowledge and understanding instead of the differences between assimilation and accommodation. These candidates were not aware that assimilation is the cognitive process by which the child integrates the already existing schema to fit into the new information, while accommodation is the processes of changing the already established cognitive schema into the light of new information (stimulus), assimilation allows a child to generalize information with similar characteristics but accommodation allows the child to discriminate information depending on the added characteristics, assimilation is the lower level of cognitive development adaption whereby few schemas exist, whereas accommodation is an advanced level of cognitive development and assimilation precedes accommodation, the child has to undergo assimilation before accommodation. Other candidates mentioned the first two stages of cognitive development in part (a) and its difference which are sensory motor and pre operational stage in part (b). Also, others outlined the characteristics of a child in pre operational stage in part (a) and its differences in part (b).

Generally, these candidates did not recognize that a 2 – years old child who sees a goat for the first time and calls it a dog he/she tries to assimilate a picture of a dog with that of a goat which is existing in his/her mind. The act of doing so is referred to process of *assimilation*. Moreover, those who failed to recognize the second process which is *accommodation*, did not understand that when a child realizes that the two are different, it means that it has changed totally the established cognitive structures about the picture of a dog that he/she has and that of a goat. Also, these candidates failed to distinguish the two processes of cognitive adaptations experienced by a child, as they did not recognize them from a scenario given. However, other candidates for this category were able to list one process, and failed to distinguish them as instructed by the question, hence scored low marks. Extract 1.1 shows a sample of incorrect responses from one of the candidates.

(a)	(i) classical conditioning
	(ii) Operational conditioning.
(b)	(i) Classical conditioning; Is the conditioning in which children/learner is passive WHILE operating conditioning; Is the conditioning in which learner is Active
	(ii) Classical conditioning; There is no rewarded and punishment to occurrence of behaviour WHILE Operating conditioning; It involve reward and punishment to every occurrence of behaviour.
	(iii) classical conditioning; Behaviour is controlled by stimulus WHILE operation conditioning; Behaviour is controlled by sequencing.

Extract 1.1: A sample of the candidate's incorrect responses to question 1.

In extract 1.1, the candidate wrote the two important forms of learning according to behaviourism theory in part (a), instead of two processes of cognitive adaptations. He/she also wrote its differences in part (b), instead of the differences between assimilation and accommodation.

On the other hand, 1,185 (26.8%) candidates whose performance was good scored from 3 to 4 marks. These candidates exhibited sufficient understanding of cognitive adaptations process as they were able to identify the two cognitive adaptations and distinguish them. These candidates were able to recognize that when a 2- years old - child sees a goat and calls it a dog, refers to the *assimilation process* because a child was able to integrates the picture of a dog and that of a goat in his/her mind. Also, they were able to understand that when a child realizes that the two animals (goat and dog) are different, it means that it has changed the established cognitive structures of the picture of the goat to the dog which is referred to as *accommodation process*. Moreover, they managed to differentiate assimilation from accommodation process in part (b) as follows: *assimilation is the cognitive process by which the child integrates the already existing schema to fit into the new information*, while *accommodation is the processes of changing the already established cognitive schema into the light of new information (stimulus)* assimilation allows a child to generalize information with similar characteristics, but accommodation allows the child to discriminate information depending on the added characteristics, assimilation is the lower level of cognitive development adaption whereby few schemas exist whereas accommodation is an advanced

level of cognitive development and assimilation precedes accommodation, the child has to undergo assimilation before accommodation. Extract 1.2 is a sample of the correct responses from one candidate.

1	(a) The two processes of cognitive adaptation are experienced by the child are:-
	(i) Assimilation
	(ii) Accommodation
	(b) The distinguish between two cognitive adaptation are:-
	Assimilation: This is the situation in which a child use existing cognitive structure (schema) to a new situation.
	While
	Accommodation: This is a situation of changing existing cognitive structure (schema) to a new situation.
	Assimilation, use less knowledge to interpret things.
	While
	Accommodation, use much knowledge to interpret things.

Extract 1.2: A sample of some of the correct candidate's responses to question 1.

Extract 1.2 displays the correct responses from a candidate. However, the second difference between assimilation and accommodation is not correct since it is not true that assimilation uses less knowledge, while accommodation uses much knowledge. Both processes use knowledge in integrating new information and changing cognitive structures so as to fit in the new information.

Moreover, few candidates (6.2%) performed averagely as they scored 2 to 2.5 marks. These candidates had average mastery of the subject matter hence, managed to outline correctly two processes of cognitive adaptations experienced by a child, but failed to distinguish them accordingly.

2.1.2 Question 2: Diversity in Learning

In this question, the candidates were required to point out four ways which can be used to identify gifted and talented students in the class. The question was attempted by 4,422 (100%) candidates. The general performance of the candidates was good as 4,310 (97.4%) candidates scored from 2 to 4 marks. Figure 2 illustrates the candidates' performance in this question.

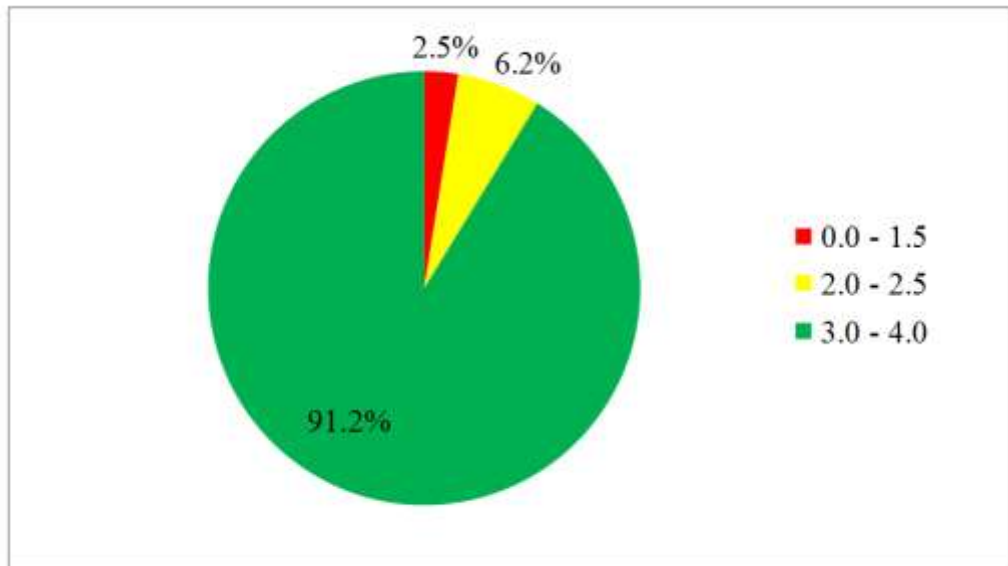


Figure 2: *The Candidates' Performance to Question 2*

Data in figure 2 indicates that the majority of candidates (91.2%) had good performance as they were able to identify 3 to 4 ways that can be used to identify gifted and talented students in the class. The responses of these candidates include the following: *By using general intelligence ability: The use of IQ score to see whether the gifted and talented learners perform above the average, Using special abilities: Teachers has to place them in other areas like music, arts and mathematics as a criterion for special programmes, By observing their creativity and originality: Creativity show their ability to think about something in a novel and un-usual way and to cope up with unique solution to problems, By using classroom academic achievement score: These students always perform to the highest, By parents nomination: through parent nomination the students can also be identified by parents for the unusual things that they do at home and by peers nomination: peers can participate in identifying them too through unusual ways they approach learning activities.* Such correct responses imply that the candidates in this group had adequate knowledge about the topic of *Diversity of Learning*. Extract 2.1 shows a sample response from one of the candidates.

2	4 ways that we use to identify gifted and talented student in the class
i	Self-evaluation
ii	Achievement Score
iii	Teacher evaluation
iv	classmate evaluation

Extract 2.1: A sample of the candidate's correct responses to question 2.

Moreover, other candidates (6.2%) scored from 2 to 2.5 marks because they had an average understanding of the various ways which can be used to identify gifted and talented students in the class. For example, some of them managed to point out only two ways, instead of four as the question required. Others provided two correct ways and mixed up with the characteristics of learners with hearing or visual impairment. For example, one candidate wrote the correct two ways which are: *by using peer nomination* and *parent's nomination*, and mixed up with two characteristics of learners with visual impairment which are: *they put the book close to their eyes when reading* and *their eyes are watery* hence, did not score full marks.

Further analysis shows that few candidate (2.5%) scored from 0 to 1.5 marks, since they failed to understand the requirements of the question. For example, one candidate pointed out the characteristics of learners with visual impairment which are: *their eyes are watery and inflamed*, *their eyelids may be swollen*, *they hold the book very closer to the eyes when reading* and *they walk very carefully*, instead of the ways which can be used to identify gifted and talented learners in the class such as: *parents' nomination*, *peers' nomination*, *by using classroom achievements*, *by observing their creativity* and *by using general intelligence ability*. Also, other candidates listed the four domains of human development which are: *Intellectual*, *Social*, *Affective* and *Emotional*, while others gave the meaning of gifted and talented learners, instead of the four ways which can be used to identify them. Extract 2.2 illustrates incorrect responses from one of the candidates.

2	i. Grouping
	ii. Enrichment
	iii. Acceleration
	iv. Experiences

Extract 2.1: A sample of the candidate's incorrect responses to question 2.

The responses in extract 2.2 show that the candidate identified three ways of ensuring maximum interaction in teaching and learning process among gifted and talented learners, instead of the four ways for identifying them in the class.

2.1.3 Question 3: learning in School Setting

This question intended to assess the candidates' ability to use various techniques for improving learners' memory. The candidates were required to develop four techniques apart from rhyming which can be used to assist the students to improve their memory. A total of 4,422 (100%) candidates attempted the question. Generally, this is among the well performed questions since 3,273 (74.0%) candidates scored from 2 to 4 marks, as shown in Figure 3.

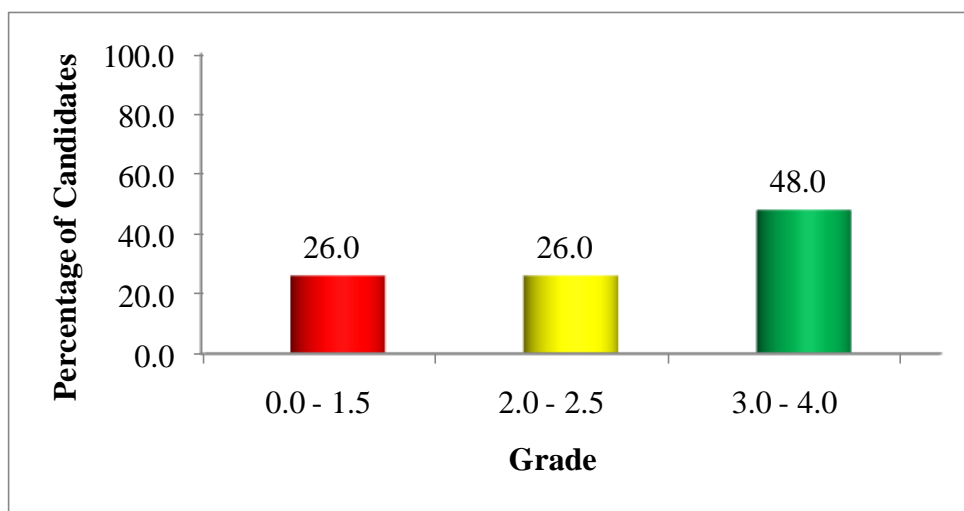


Figure 3: *The Candidates' Performance to Question 3*

The analysis of the candidates' responses shows that 48.0% of the candidates had good performance as they scored from 3 to 4 marks. These candidates had

sufficient skills and good mastery of the techniques which can be used to assist the students to improve their memory. Those who managed to score full marks provided the correct techniques such as: *Organizing, Chunking, Elaboration, Mnemonic strategies, Practices, Encourage and motivate students to remember what is being taught by the way of understanding, rather than simplify, memorizing and repetition/rehearsal*. Extract 3.1 demonstrates a sample of correct responses from one of the candidates.

3	(i) Practice. During teaching and learning process student should learn by doing in order to improve their learning and be able to recall easy.
	(ii) Repetition. When teaching learner a teacher must make a repetition to student on what he/she have taught through asking questions.
	(iii) Use of teaching aids. Also this may enable learner to improve their memory since teaching aid interest them to learn but also motivating them.
	(iv) Motivating learners. for example to those answered well the questions during teaching and learning process should be given reward.

Extract 3.1: A sample of the candidate's correct responses to question 3.

Further analysis of the candidates' responses reveals that 1,149 (26.0%) candidates who scored averagely from 2 to 2.5 marks had average mastery of the subject matter and understanding of the requirements of the question. Most of these candidates had given just 2 techniques out of 4 while others mentioned without elaborating them. Similarly, some of them mixed up the techniques and types of memory thus did not score full marks.

However, 1,149 (26.0%) candidates displayed inadequate knowledge of the various techniques used in improving memory among the learners therefore, they scored 0 to 1.5 marks. For instance, one of the candidates mixed up between reading strategies and techniques for improving memory. His/her responses were: *Intensive, extensive, scanning and skimming strategies* instead of *Organizing, Chunking, Elaboration, Mnemonic strategies, practises, repetition/rehearsal and encourage and motivate students to remember what is being taught by the way of understanding rather than simplify memorizing*. Also, other candidates wrote teaching techniques such as *group discussion, questions and answers, lecture methods, study tour, seminar*

method and lecture method. Therefore, these candidates were not aware that reading strategies and teaching techniques are used to assist readers or learners to remember successfully what they have learnt or read respectively. However, they are not the general techniques used for improving memory.

Furthermore, other candidates failed to interpret the requirements of the question. They mixed up the three types of memory and the ways for assisting students to improve their memory. Their responses are; *sensory memory, short term memory and long term memory.* Others managed to give one or two out of four techniques, whereas others provided two techniques but, failed to show how they can be used to assist learners to improve their memory hence scored 1 mark. Extract 3.2 is a sample of the candidate's response who did not understand the needs of the question.

3	(i) Diagnosis
	(ii) synthesis
	(iii) follow-up
	(iv) phagnosis

Extract 3.2: A sample of the candidate's incorrect response to question 3.

In extract 3.2, the candidate mentioned four stages that a counsellor should follow if he/she opts to use Counsellor Centred Approach in guidance and counselling process instead of the four techniques which can be used to assist the students to improve their memory.

2.1.4 Question 4: Learning Theories

This question assessed the candidates' ability in applying the learning theory propounded by Edward Thorndike in the real life experience. The question had two parts; (a) and (b). Part (a) required the candidate to state two laws that describe student teachers' active participation in bonanza. In part (b), candidates were required to state the law that describes student teachers' underperformance in whatever game/sport they were involved in. This question was attempted by 4,422 (100%) candidates. The general performance of the candidates was considered as weak since few candidates (38.8%) scored from 2 to 4 marks. Figure 4 illustrates the performance of the candidates in this question.

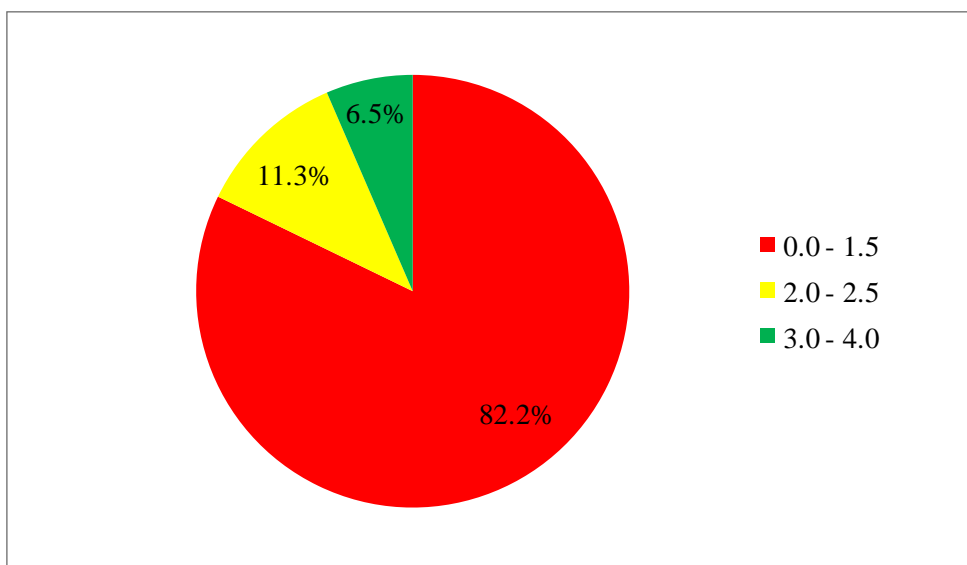
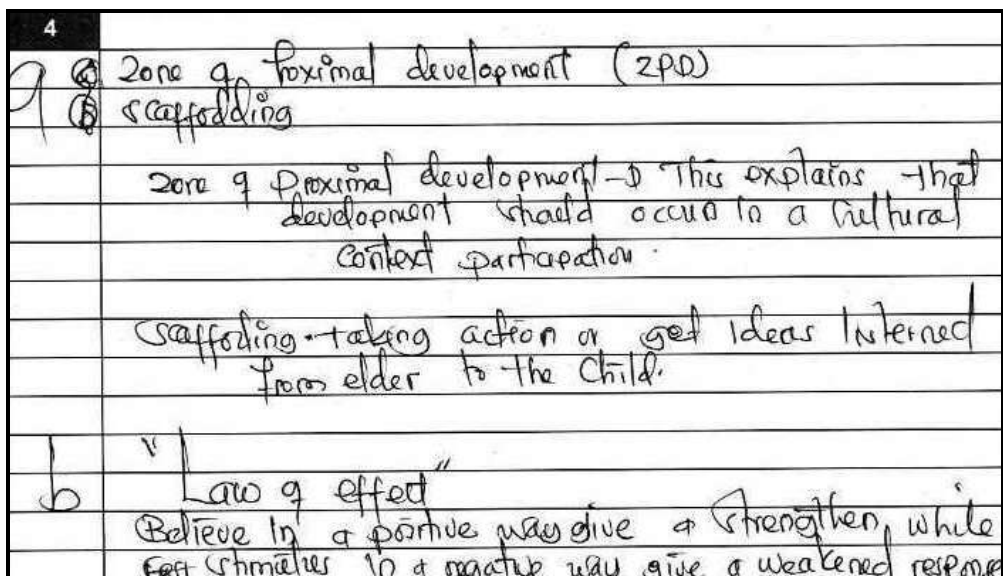


Figure 4: *The Candidates' Performance to Question 4*

Figure 4 shows that, the majority of candidates (82.2%) had weak performance as they scored from 0 to 1.5 marks. One among the reasons for their weak performance included inadequate knowledge on the laws of learning as propounded by Edward Lee Thorndike. Some candidates stated incorrectly the two laws that describe student teachers' active participation during the bonanza week in part (a). For instance, one candidate provided the answers as follows: (a)(i) *law of exercise states that responses to a situation may be strongly connected on the situation depending on the interests of a learner* instead of law of readiness which states that “*in a given situation where a person is ready or prepared to engage in certain behaviour and provided with an opportunity to engage in such a behaviour the whole experience will be pleasing.*” In part (a)(ii) the candidate stated the law of readiness states that; *a learner satisfaction is determined by extend of participatory on the action* instead of the law of effect which states that *the association between a stimulus and a response will be strengthened or weakened depending on whether a satisfier or an annoyer follows the response.* The candidate mentioned correctly the law of exercise in part (a)(i) but failed to state it. The candidate stated the law of exercise because he/she was not aware that this law does not describe student teachers' active participation during the bonanza week because they are active due to preparedness, and the rewards received from their tutors. However, the candidate stated the law of effect as the law that describes student teachers' underperformance in part (b). The response provided was *the law of effect state that as “more the learners make exercise as more they become perfect”* instead

of the law of readiness which states that; *if a person is not ready to engage in a certain behaviour, yet is forced to do so then the end result will be annoying*. Generally, the candidate had inadequate knowledge about the three laws of learning as he/she stated them interchangeably.

Moreover, other candidates in this category misinterpreted the question. Most of them explained the stages of moral development according to Kohlberg in part (a) and (b) which are (a)(i) *good boy nice girl orientation*, (ii) *law and order orientation*, and (b) *good boy nice girl orientation*. Also, others identified three levels of moral development which are: *pre- conventional, conventional and post conventional theory*. These candidates wrote the stages and levels of moral development because they thought that student teachers were active because it is a good moral to obey tutor's instructions. Therefore, the student teachers were active because their tutor coached them to be so. In addition, there were other candidates who wrote the two categories of motivation "*intrinsic and extrinsic motivation*". These candidates were not aware that the question asked about the two laws that describe student teachers' active participation, and not the categories of motivation which driven the learners to be active. Extract 4.1 is a sample of incorrect responses from one of the candidates.



Extract 4.1: A sample of the candidate's incorrect responses to question 4.

In extract 4.1, the candidate misinterpreted the question hence provided two ideas developed by Vygotsky's in his theory of cognitive learning in part (a), instead of stating the two laws that describe student teachers' active

participation during the bonanza week. Also, the candidate stated the *law of effect* as describing student teachers' underperformance in whatever game/sport they were involved in, instead of the *law of readiness*. Generally, the candidate stated the idea of Vygotsky in part (a) because he/she was not aware that the psychologist who developed the three laws of learning is Thorndike, and not Vygotsky. Moreover, he/she was not aware that the student teachers underperform because they are not prepared, and had no interest to play.

Despite the candidates who had weak performance, there were 500 (11.3%) candidates who got average performance as they managed to state two laws in part (a), and failed to state the other law in part (b). Also, some managed to state the laws in both parts, but failed to relate them with the scenario given hence, scored from 2 to 2.5 marks. This implies that they had inadequate knowledge and skills on Edward Thorndike's laws of learning.

On the other hand, 287 (6.5%) candidates displayed requisite knowledge and skills about the three laws of learning thus, they stated correctly them in both parts. These candidates had used well their knowledge of the theories of learning to state the Thorndike's laws of learning from the provided scenario, hence scored 3 to 4 marks. In part (a), they managed to state the two laws that describe student teachers' active participation which are: (i) *Law of readiness states that "in a given situation where a person is ready or prepared to engage in certain behavior and provided with an opportunity to engage in such a behavior the whole experience will be pleasing. From the scenario, the student teachers who actively took part in sport activities were much influenced by their interest and readiness in sports activities* and (ii) *Law of effect states that the association between a stimulus and a response will be strengthened or weakened depending on whether a satisfier or an annoyer follows the response. From the scenario, sport master was rewarding best performances hence the rewards to student teachers strengthened their attention and hence maintained activeness behavior in sports.* Also, they stated the law that describes student teachers' underperformance in whatever the game/sports they were involved which is the *law of readiness. The law states that if the person is not ready to engage in certain behavior, yet is forced to do the end result will be annoying. The students who under performed in the scenario were less interested in sports activities, their readiness was very low. Hence influenced their performance to be good.* Extract 4.2 is a sample of a candidate's correct responses to the question.

4	(a) ① The law of readiness ; It is the Thorndike's law of learning which describes about preparation to somebody or the learner in learning. The Teacher students were read to participate in Sport Bonanza.
	② The law of effects Is the law that describe what happen after the teacher student to involve in sport were so enjoyed and do according to their best.
	③ The law of effect, it can discourage the student teacher's underperformance and bring to hate hate sports.
	④ The law of readiness, teacher students who want be read to do it next to what lesson after the Bonanza.

Extract 4.2: A sample of the candidate's correct responses to question 4.

2.1.5 Question 5: Human Development and Psychology of Teaching and Learning

In this question, the candidates' ability on using school – based programme in helping the students to cope with adolescence challenges was measured. The candidates were required to show how a school based programme can help students to cope with adolescence challenges. The question was attempted by 4,422 (100%) of the candidates. The overall performance of this question was good since 3,656 (82.7%) candidates scored from 2 to 4 marks as shown in Figure 5.

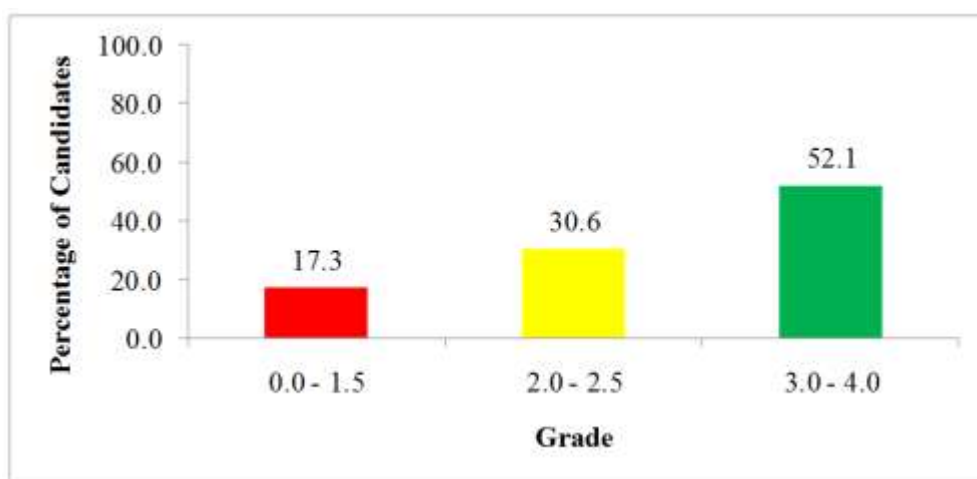


Figure 5: Candidates' performance to question 5.

The analysis of candidates' responses reveals that more than half (52.1%) who attempted the question had adequate knowledge about the subject matter, and good understanding of the needs of the question thus, provided correct responses and scored from 3 to 4 marks. They were able to show how a school – based programme can help students to cope with adolescence challenges in 3 to 4 points. They provided answers like; *by providing sex education to the students, launching sports and games programmes so as to keep them busy, establishing community outreach services, establishing recreational programmes, establishing educational /sensitization programmes and keeping the students busy in entrepreneurial and self-reliance activities*. Extract 5.1 is a sample of a candidate's correct responses to the question.

	(i) Through encouraging sport and games at school
	(ii) Through providing education to them on negative effects of irresponsible sexual behaviour
	(iii) Through guidance and counseling immediate after bad behaviour has been shown
	(iv) Through keeping them busy by giving them alot of work to perform.

Extract 5.1: A sample of the candidate's correct responses to question 5.

Moreover, 1,352 (30.6%) candidates demonstrated average performance as they scored from 2 to 2.5 marks. Some of these candidates were able to show how a school - based programme can help students to cope with adolescence challenges in 1 to 2 points. Other candidates mentioned the correct four points, but failed to clarify them. Also, others mixed up the 2 correct points which show how a school- based programme can help students to cope with adolescence challenges, hence they did not score full marks.

Further analysis of the candidates' responses indicates that, 766 (17.3%) candidates had weak performance in this question as they scored 0 to 1.5 marks. Some of them did not understand the needs of the question as they explained the challenges faced by adolescents, instead of showing how a school-based programme can be used to help adolescents to cope with their challenges. For example, they wrote: *Increased sexual desire, they crave for independence from parents, they accept the peers advice rather than parents, creating identities, loss of interests in studies, changing their personalities*

and engaging themselves in favourite activities, instead of by providing sex education to the students, launching sports and games programmes so as to keep them busy, establishing community outreach services, establishing recreational programmes, establishing educational /sensitization programmes and keeping the students busy in entrepreneurial and self-reliance activities. These candidates did not understand that the question requirements to show how a school – based programme can help adolescents to cope with their challenges and not the challenges that face students in the adolescence period. Similarly, other candidates explained the importance of school - based programme such as; *it helps adolescents to choose career, develop academically, improve life skills and control of sexual desires.*

In addition, other candidate mentioned the factors affecting pre-natal development such as; *drug abuse, disease, poor nutrition and psychological violence.* Others explained the types of punishment which are *response cost, timeout and suspension.* These candidates associated their responses with the word “challenges” as used in the question. For instance, the factors affecting prenatal stage can be referred as the challenges of prenatal stage and punishment as an act a teacher can use to deal with students with challenges in schools.

Contrarily, other candidates demonstrated inadequate knowledge about the roles of a school- based programme in helping adolescents. They wrote the concepts related to the subject which are not correct responses according to the question. For instance, one of the candidates responded to the question by writing; *through motivation, punishment, reinforcement and imitation.* Extract 5.2 is a sample of the candidates’ responses who attempted the question without considering its requirements.

5	show how a school-based programme can help student to cope with adolescence challenges? Give four points
	i/ Through punishment of the bad behaviour
	ii/ Through reward of good behaviour
	iii/ Through uncounscious Imitation
	iv/ Through cognitive reflective thinking.

Extract 5.2: A sample of the candidate’s incorrect responses to question 5.

The responses in extract 5.2 show that the candidate misinterpreted the question. She/he mentioned four ways which can be used in promoting morality among students, instead of showing how a school based programme can help students to cope with adolescence challenges. This implies that, she/he considered most challenges facing adolescents are about violation of moral issues hence, generalized that the school based programme should feature moral issues to help them cope with their challenges.

2.1.6 Question 6: Guidance and Counselling

The question required the candidates to assess two qualities missed by a counsellor who has been very sympathetic and having little tolerance and ability to withhold unnecessary disclosure in the process of guidance and counselling. The candidates who attempted this question were 4,422 (100%). The general performance was weak since only 879 (19.8%) candidates scored from 2 to 4 marks. Table 1 shows the candidates' performance in this question.

Table 1: Candidates Performance to Question 6

S/N	Range of scores	Total no. of candidates	Percentages of Candidates
1.	0 - 1.5	3543	80.7
2.	2 – 2.5	749	16.9
3.	3 - 4	130	2.9

The analysis of the candidates' responses indicates that, many of them (80.7%) scored from 0 to 1.5 marks because they failed to interpret the requirements of the question. Their responses based on explaining the qualities of a good counsellor such as; *communication skills, sense of ethical values, high level of trustworthiness, rich in cultural background, high degree of tolerance, knowledge of his/her own personality, courageous in solving odd problems, intellectually ability and having interests in human beings as individual rather than things*. They were supposed to assess *lack of confidentiality* and *empathy* as the two missed qualities. These candidates did not understand that the qualities that were missed by a counsellor who was very sympathetic and having little tolerance, as well as the ability to withhold unnecessary disclosure in the process of guidance and counselling are *confidentiality* and *empathy*. They explained the other qualities of a good counsellor which were not related to a scenario given. Extract 6.1 is a sample of incorrect responses from one of the candidates.

6	i/ Tolerance.
	An effective counsellor should have high tolerance so as to solve problems facing people.
	ii/ closure
	An effective counsellor should be closer with problems for any clients and finding a way of solving it by giving advice to the client.

Extract 6.1: A sample of the candidate's incorrect responses to question 6.

Extract 6.1 shows responses from one of the candidates who explained other qualities of a good counsellor, instead of the qualities that were missed by a counsellor who has been very sympathetic and having little tolerance as well as the ability to withhold unnecessary disclosure. Therefore, she/he did not score any mark.

Furthermore, the analysis of candidates' responses indicates that 16.9% of candidates who attempted this question had average understanding on the subject matter. They mentioned the qualities missed by a counsellor who has been very sympathetic and having little tolerance as well as the ability to withhold unnecessary disclosure in the process of guidance and counselling, others were able to provide correctly only one quality.

Conversely, 130 (2.9%) candidates provided correct responses to the question which is evident that they had adequate understanding of the question as well as sufficient knowledge about the sub topic of *Counselling*. They were able to assess the two qualities missed by a counsellor as presented by the question which are *empathy* and *confidentiality*. Extract 6.2 is a sample of a candidate's correct responses.

6	The following are qualities that lack mirror is the process of guidance and counseling.
	(i) Empathy
	✓ This means being on the client's shoes, i.e. taking the client's problem as if it is yours. This increases/makes a counselor be trusted with a client. So lack mirror's empathy.
	(ii) Confidentiality
	✓ also lack of mirror's confidentiality, because this is one of the principles of counselling that it should be conducted in a confidential environment.

Extract 6.2: A sample of the candidate's correct responses to question 6.

2.1.7 Question 7: Learning Theories

In this question, the candidates were expected to describe four disadvantages of operant conditioning theory in the process of teaching and learning. A total of 4,422 (100%) candidates attempted the question. The general performance of the candidates in this question was average since 1,878 (42.5%) candidates scored from 2 to 4 marks, as shown in Table 2.

Table 2: Candidates Performance to Question 7

S/N	Range of scores	Total no. of candidates	Percentages of Candidates
1.	0 - 1.5	2544	57.5
2.	2 - 2.5	1861	42.1
3.	3 - 4	17	0.4

Table 2 shows that 57.5% of candidates were not able to provide disadvantages of operant conditioning in the process of teaching and learning hence scored from 0 to 1.5 marks. Some of those candidates demonstrated inadequate understanding of the subject matter. Therefore, they provided important concepts and principles which can be used in the field of learning as proposed by classical conditioning theory which are: *Spontaneous recovery, extinction, stimulus generalisation and stimulus discrimination*. They were to provide the disadvantages of operant conditioning such as; *the whole approach places too much emphasis on external control of student's behavior, it is not the reward*

or punishment that changes the behavior but rather the belief or expectations that certain actions will be rewarded or punished, when teachers spend a lot of time using applied behavior analysis, they might focus too much on students conduct and not enough on academic learning, the behavioral theories do not give adequate attention to cognitive processes involved in learning and the behavior will not be motivated if a teacher will not use rewards and praises.

Moreover, other candidates stated the disadvantages of the experiment which was conducted in the theory of Operant Conditioning instead of the disadvantages of the theory in the teaching and learning process. For instance, one candidate wrote: *the experiments consume time, it is more expensive to conduct, it is complicated to conduct according to our school environment and it used a single kind of animal*. Generally, the candidate did not understand that he/she was supposed to show disadvantages of the theory in relation to teaching and learning process, and not the experiment which was conducted. Similarly, other candidates misinterpreted the question, thus provided incorrect responses. One candidate wrote the advantages, instead of the disadvantages of the operant conditioning theory, whereas the other one explained the disadvantages of cognitive theory of learning. Extract 7.1 is a sample of a candidate's incorrect responses.

7	Advantages of Operant Conditioning Theory in teaching and learning.
i)	It helps teachers to improve teaching and learning strategies and methodology
ii)	It help to shape learner's behavior, so as they can live according to the environment change
iii)	It helps teachers to know learner's achievement in learning process
iv)	It helps to build personality of the learners and to know them.

Extract 7.1: A sample of the candidate's incorrect responses to question 7.

From extract 7.1, the candidate failed to interpret the needs of the question as he/she gave out the importance of operant conditioning in points (i) and (ii), instead of its disadvantages in the teaching and learning process. However,

points (iii) and (iv) clarified the importance of studying educational psychology course in the process of teaching and learning.

Conversely, 41.6% of the candidates who scored from 2 to 2.5 marks. Some were able to provide correctly 2 points out of 4 whereas other candidates provided 2 correct points mixed with the advantages of operant conditioning, instead of the disadvantages, hence failed to score full marks.

There were very few candidates (0.4%) who had good performance. These were able to provide 3 to 4 disadvantages of operant conditioning theory in the teaching and learning process such as: *the whole approach places too much emphasis on external control of student's behavior, it is not the reward or punishment that changes the behavior but rather the belief or expectations that certain actions will be rewarded or punished, when teachers spend a lot of time using applied behavior analysis, they might focus too much on students conduct and not enough on academic learning, the behavioral theories do not give adequate attention to cognitive processes involved in learning and the behavior will not be motivated if a teacher will not use rewards and praises.* Extract 7.2 is a sample of a candidate's correct responses.

7	
	Disadvantage of operant Conditioning are following
	i) The behaviour are extincted when Condition eliminated
	ii) They depend on Stimulus - response operational
	iii) It need much time since it is a long term process of a learner to acquire a Particular expected behaviour
	iv) It does not Consider Intellectual ability of an individual but only observable behaviour which hence lead to make complexity in it's applicati on during teaching and learning process.

Extract 7.2: A sample of the candidate's correct responses to question 7.

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

This question required candidates to explain the four importance of child's moral and emotional development. This question tested the candidates' competences on moral and emotional development. A total of 4,422 (100%) candidates attempted this question. Generally, the performance of the candidates was average since 2,544 (57.6%) scored from 2 to 4 marks. Figure 6 illustrates the candidates' performance in this question.

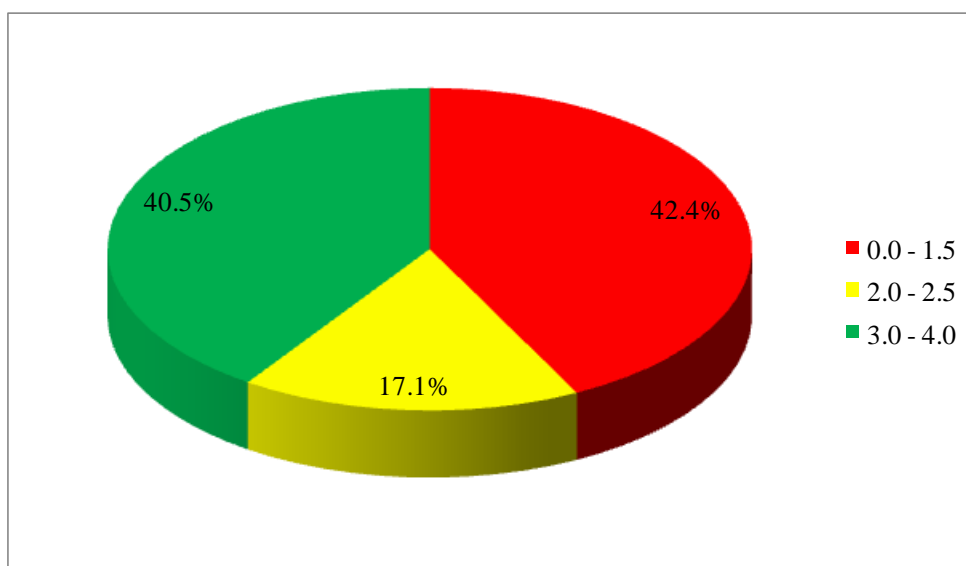


Figure 6: The Candidates' Performance to Question 8

The analysis of candidates' responses reveals that 42.4% scored from 0 to 1.5 marks. These candidates misinterpreted the requirements of the question. They provided essentials for good presentation instead of the key points which should be considered in the presentation if he/she have been invited by the Ward Development Officer to address the parents on the importance of child's moral and emotional development. This implies that the candidates refereed the concept of presentation as used in the question instead of the key issue to be presented (the importance of child's proper moral and emotional development). Hence, they provided the general essentials for a good presentation. For example, one candidate responded as follows: *nature of the audience, number of the audience, enough voice and time limits for the presentation, instead of proper moral and emotional development of the children is useful in controlling teaching and learning processes in the classroom, improves personality of the children, maintain peace and love:*

children with proper moral and emotional development become agents of peace in school, home and society, simplifies parenting, it is useful in attachment and socialization and leads to the development of the spirit of commitment. Similarly, other candidates explained the content to be presented which is not the requirements of the question. For instance, one candidate wrote the meaning of *moral development, emotional development and child growth*. Others mentioned the four stages of cognitive development which are: *sensory motor, pre operational, concrete and formal operational stage*. Extract 8.1 shows a sample of incorrect responses from one of the candidates.

8	
	(i) Through punishment and reward.
	(ii) To be a good role model.
	(iii) Through constructive reflective thinking.
	(iv) Through guidance and counselling.

Extract 8.1: A sample of the candidate's incorrect responses to question 8.

In extract 8.1, the candidate mentioned the four ways which can be used to enhance morality among learners, instead of the four importances of child's proper moral and emotional development.

In contrary, other candidates (40.5%) had sufficient knowledge about the sub topic of *Moral and Emotional Development*, and a good understanding of the requirements of the question, thus scored 3 to 4 marks. These candidates gave out correctly 3 to 4 points which explained the importance of child's proper moral and emotional development such as; *proper moral and emotional development of the children is useful in controlling teaching and learning processes in the classroom, improves personality of the children, maintain peace and love. Children with proper moral and emotional development become agents of peace in school, home and society, simplifies parenting, it is useful in attachment and socialization and leads to the development of the spirit of commitment*. Extract 8.1 shows correct responses from one of the candidates.

8	i) Promote and encourage good behaviour to an individual, enable him or her to be respected and acceptable within the society.
	ii) promote and encourage cooperation with others, due to that will lead or increase productivity because people work as a team.
	iii) increase students performance, because an individual use much time in reading rather than other things.
	iv) Reduce the number of crimes and thefts, robbers because are against good moral and emotional development.

Extract 8.1: A sample of the candidate's correct responses to question 8.

Moreover, 17.1% 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 importances of moral and emotional development to a child, hence did not score full marks.

2.1.9 Question 9: Learning in School Setting

In this question, the candidates were required to describe four ways which can be used in promoting transfer of learning among learners with special needs. This question was attempted by 4,422 (100%) candidates. Generally, the candidates' performance was weak since only 678 (15.3%) scored from 2 to 4 marks as, shown in table 3.

Table 3: Candidates Performance to Question 9

S/N	Range of scores	Total no. of candidates	Percentages of Candidates
1.	0 - 1.5	3744	84.7
2.	2 – 2.5	652	14.7
3.	3 - 4	26	0.6

The analysis of candidate's responses reveals that the majority of candidates (84.7%) lacked enough knowledge about the sub topic of *Transfer of Learning*. They failed to describe the four ways which can be used in promoting transfer of learning among learners with special needs. For instance, some of them described four educational programmes for helping gifted and talented students which are: *Grouping, Enrichment, Acceleration and Special classes*, instead of *by discussing with the students the relevance of the subject/content which they are learning, preparing the lesson which will enable students relate the subject matter with the real life situation, giving students adequate opportunity to practice what they have learned*. Others are; *fostering transfer of learning by drawing students' attention to the relationship between what is known and what is unknown in terms of similarity and continuity, encouraging students to ask questions about the lesson and comment on the lesson covered by the learners and ensuring that the materials are meaningful to them and if the materials can be used in different circumstances*. These candidates referred the gifted and talented students as the students with special needs because they also need special treatments. Therefore, they gave out ways for dealing with them in the teaching and learning process, instead of the ways which can be used in promoting transfer of learning among learners with special needs. Generally, they did not know that gifted and talented students are among students with special needs.

Also, other candidates provided weak points which were related with the teaching and learning process, but not the correct ways which a teacher can

use in promoting transfer of learning among learners with special needs. For example, one candidate wrote: *Constructing curriculum system, they should be arranged according to their needs, using rhyme methods in keeping memory and through other entertainments and sports in schools.*

Moreover, other candidates failed to interpret the needs of the question. Some of them described four ways used to assist learners with physical disabilities, instead of four ways which can be used in promoting transfer of learning among learners with special needs. For instance, they wrote; *ensure accessible location for seating, provide extra time for assessment, ensure laboratory assistance and ensure the common seating place.* Generally, the candidates in this category failed to recognize that the question required four ways which can be used in promoting transfer of learning among learners with special needs, and not educational programmes for gifted and talented students and learners with physical disability. Extract 9.1 shows a sample of one of the candidate incorrect responses.

9	Ways which can be used in promoting transfer of learning among learners with special needs.
	(i) The use of non-verbal communication; this way it used to learners that have hearing impairment, language used here it include shaking of hands and body.
	(ii) The use of loudly voice during teaching :- some learners hear but not hear well if you use small voice.
	(iii) The use of large teaching and learning aids :- this used to help those who have eyes problems.
	(iv) Avoid use examples of organs that some learners lacks in their body :- some learners lacks hand, feet if teacher want to use organ as teaching aid avoid use of organs that lacked by some learners

Extract 9.1: A sample of the candidate's incorrect responses to question 9.

Extract 9.1 shows that the candidate described four ways that a teacher can use so as to ensure maximum interaction in the teaching and learning process among learners with visual, hearing and physical impairments, instead of four ways which can be used in promoting transfer of learning among learners with special needs.

On the other hand, 14.7% of the candidates scored from 2 to 2.5 marks. These candidates displayed average skills and knowledge of the subject matter. Some of them were able to mention all the four ways of promoting transfer of learning among learners with special needs without explaining them, while others explained only 2 ways out of 4. Similarly, other candidates mixed up the ways which can be used in promoting learning among learners with special needs and educational consideration for gifted and talented learners. This indicates that, the candidates in this group had average skills and knowledge about the learners with special needs.

Further analysis of the candidates' responses displays that 0.6% provided the correct 3 to 4 distinctive ways which can be used in promoting transfer of learning among learners with special needs. This implies that, they had understood the requirements of the question, and had a good mastery of the subject matter. They were able to describe ways such as; *by discussing with the students the relevance of the subject/content which they are learning, preparing the lesson which will enable students to relate the subject matter with the real life situation, giving students adequate opportunity to practice what they have learned.* Others were; *fostering transfer of learning by drawing students' attention to the relationship between what is known and what is unknown in terms of similarity and continuity, encouraging students to ask questions about the lesson and comment on the lesson covered by the learners and ensuring that the materials are meaningful to them and if the materials can be used in different circumstances.* Extract 9.2 is a sample of correct responses from one of the candidate.

i)	Use of concrete example during teaching and learning means those example which help the learner to understand both concept of previous and new knowledge.
ii)	Use of the best strategies which emphasize linking of two content and help the student to understand the idea.
iii)	Allow student to make practice in order to student to master the previous and to discover new knowledge.
iv)	Organization of idea means the idea should be arranged from simple to complex in order to allow student to capture the concept effectively.

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

2.1.10 Question 10: Learning Theories

This question was intended to test the candidates' ability on the application of constructivism learning approaches in the process of teaching and learning. The candidates were supposed to give out the four guiding principles which can be used by a teacher who planned to teach basing on constructivism learning approach. The general performance was weak since only 1,715 (38.8%) candidates scored from 2 to 4 marks. Figure 7 indicates the overall candidates' performance in this question.

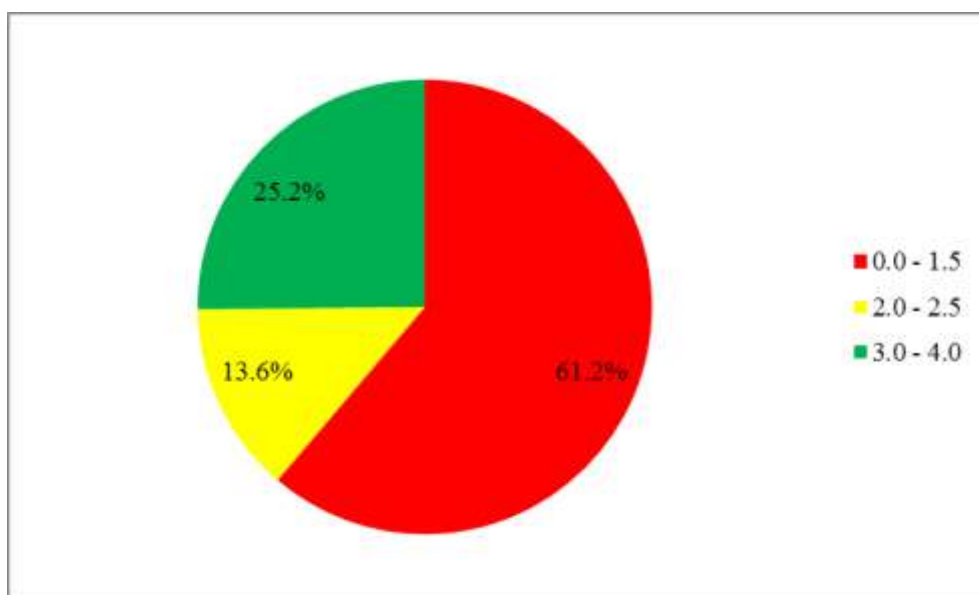


Figure 7: The Candidates' Performance to Question 10

Data analysis indicates that 61.2% of the candidates had inadequate understanding of the guiding principles of constructivism learning approach in the teaching and learning process, hence scored 0 to 1.5 marks. Their responses indicated that they did not have knowledge and skills on the subject matter. Some of them explained things to consider during the preparation of teaching and learning regardless the teacher opts to use constructivism approach such as; *the age of the learner, levels of the learners, nature of the learners, the size of the class and organization of the class*, instead of *learning as an active process in which a learner uses sensory inputs and constructs meaning out of it, students learn as they learn, the crucial action for constructing meaning is mental, learning involves language, learning is a social activity, Learning is contextual, it takes time to learn and motivation is a key component in learning*. Also, other candidates

listed the four theories of learning which are *cognitive theory, social learning, behaviourism and learning according to Robert Gagne*.

However, other candidates explained the implication of various learning theories in the process of teaching and learning such as *learning should be done through doing, learners should be taught from simple to complex, content should be selected according to the learners' level, teachers should use teaching and learning aids and there should be the use of rewards in teaching and learning process*. In general, these candidates responded to the question by just explaining the implications of other theories of learning due to inadequate knowledge about constructivism learning approach. Also, some candidates managed to give out 1 out of 4 principles hence scored low marks. Extract 10.1 is a sample of incorrect responses from one of the candidates.

	i) Acquisition	
	ii) Performance	
	iii) Retention	
	iv) Memory.	

Extract 10.1: A sample of the candidate's incorrect responses to question 10.

In Extract 10.1, the candidate mentioned four steps of observational learning, instead of the four guiding principles which can be considered if a teacher plans to use constructivism learning approach in the teaching and learning process.

Further analysis reveals that 25.2% of the candidates scored from 3 to 4 marks. These candidates had adequate knowledge about the subject matter, and a good understanding of the question's requirements, hence managed to mention 3 to 4 guiding principles such as: *learning is an active process in which a learner uses sensory inputs and constructs meaning out of it, students learn as they learn, the crucial action for constructing meaning is mental, learning involves language, learning is a social activity, learning is contextual, it takes time to learn and motivation is a key component in learning*. Extract 10.2 is a sample of a candidate's correct response to the question.

10	Principles of Constructivism learning approach.
	(i) learning is contextual; This means that learning depend on the environment.
	(ii) Mental is very crucial in learning. - This means that learning required a well mental (functioning mental).
	(iii) Language is very important in learning, means that language promote communications during teaching and learning process.
	(iv) learning must be active; means that learning should involve practical works in order to discourage rote learning.

Extract 10.2: A sample of the candidate's correct responses to question 10.

Moreover, a few candidates (13.6%) scored 2 to 2.5 marks, as they displayed average mastery of the principles of constructivism learning approach. They managed to outline correctly the 2 principles out of 4. Others outlined correctly the 2 principles of constructivism mixing up with those of behaviourism or cognitive theory, hence did not score full marks.

2.2 SECTION B: Essay Questions

This section had four (4) essay type questions whereby the candidates were supposed to answer all. Each question weights 15 marks, making a total of 60 marks. The candidates' performance was considered as weak if the candidates scored from 0 to 5.5 marks, 6 to 10 marks as average performance, and a good performance if the candidates scored from 10.5 to 15 marks.

2.2.1 Question 11: Psychology and Educational Psychology

This question was intended to test the candidates' ability to apply educational psychology in the process of teaching and learning. Candidates were supposed to explain six importance of educational psychology in the teaching and learning process. A total of 4,422 (100%) candidates attempted this question. The general performance in this question was good as 3,785 (85.6%) candidates scored from 6 to 15 marks, as shown in Figure 8.

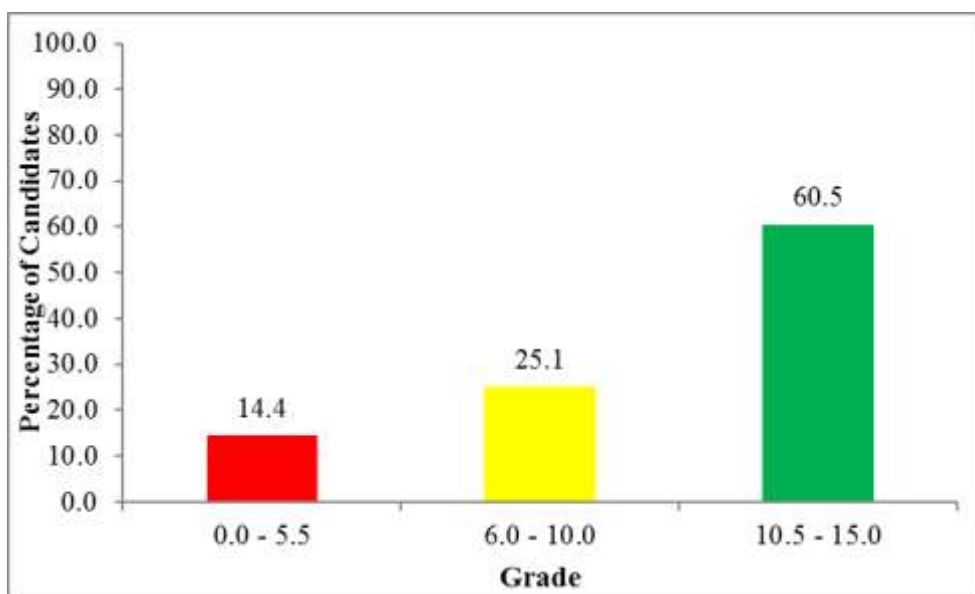


Figure 8: *The Candidates' Performance to Question 11*

The analysis of candidates' responses indicates that 60.5 of candidates scored from 10.5 to 15 marks. These candidates had adequate knowledge about the sub topic of *Educational Psychology*, and a good understanding of the demands of the question. Therefore, they were able to explain effectively the six importances of educational psychology in teaching and learning process such as; *teachers gain the knowledge on how the students learn and the result they exhibit after learning, which in turn improves the learner's performance, it enables teachers on how to keep learners motivated, inspired and interested to learning, teachers benefit from the understanding of human development and apply that knowledge into their daily teaching and learning practices. Others are: it helps teachers to understand the nature of students and the effects of families where these students come from, teachers get the knowledge of adolescence, through educational psychology teachers get to know and appreciate the principles involved in the process of learning and teaching. Additionally; through educational psychology teachers understand that there are many areas that students differ such as gender, height, intelligence or even physical ability and guidance and counselling enable teachers to be aware of the problems/challenges that face students in schools and how to solve them.* In addition, these candidates were able to detailed introductions and conclusions parts in their responses, hence scored good marks. Extract 11.1. is a sample of a correct responses from one of the candidates.

11	<p>Educational psychology is the application of psychology theories in education so as to influence the effective learning. There are many issues that required to be made the learning to be effectively and among of these issues to make sure that the learners are able to complete the different activities and to influence the long term memories that can be power full used and to make the good evaluation to the children. The aspect of a central of education psychology in teaching and learning process are,</p> <p>It help to understand the development of metability of human being (learners), due to the presence of Educational psychology, the teacher can understand the development of a mental ability of his/her student and hence to understand the kind of the learner that his or her are going to teach them.</p> <p>It help to select the good teaching and learning style, due to the presence of understand the different issues of the learner and also can help to identify the kind of teaching that can be useful and hence to make the good evaluation and to make the good presentation to them.</p> <p>It help to identify the types of learner if the fast or slow learner, this also is identify the type of learner and hence to understand which methodology can be use full and hence to understand on how to teach them in order to influence the long term memories to them.</p> <p>It help to solve the problems, due to the presence of psychology it help use to solve the different problems that are found and then to be understandable by all members that are found at a certain place and hence to increase education performance of an individuals so as to create a good chance in performance of a different aspects.</p> <p>It help to select the suitable teaching methodologies, this also is one of the aspect and hence to insure the good aspect on selection of the suitable methodologies that make the student to increase the performance and hence to insure the long term memories that makes them to understand the knowledge better and more use full to them.</p> <p>It help to select the good motivation and favorable punishment this also is one of the aspect of the psychology that select the good method of the punishment of the learner and hence to insure the good memories of the student and to understand the subject content.</p> <p>Finally, improvement of the student performance in the different aspects it depending on how teacher is taught to understand the filing of an individual so as to make them to understand well the lesson and hence to perform well.</p>
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Extract 11.1: A sample of the candidate's correct responses to question 11.

There were some candidates (25.1%) who scored from 6 to 10 marks. These candidates provided some correct importances of educational psychology in the teaching and learning process. Others mixed their explanations with the important aspects which can be included in the presentation of the topic of educational psychology such as *meaning of psychology, origin of psychology and branches of psychology*. This shows that the candidates had partial knowledge about the essentials of educational psychology, as well as misinterpretation of the requirements of the question.

In contrary, 637 (14.4%) candidates performed poorly in this question as they scored 0 to 5.5 marks. These candidates did not understand the requirements of the question. As a result, they failed to explain the six importances of educational psychology in the teaching and learning process. For instance, one candidate wrote things to consider during presentation such as; *the topic, good arrangements of idea, to determine the level of the audience and proper use of language*, instead of the aspects to be included in the presentation of the topic about the essentials of educational psychology. These are; *teachers gain the knowledge on how the students learn and the result they exhibit after learning, which in turn improves the learner's performance, it enables teachers on how to keep learners motivated, inspired and interested to learning, teachers benefit from the understanding of human development and apply that knowledge into their daily teaching and learning practices*. Others are that *it helps teachers to understand the nature of students and the effects of families where these students come from, teachers get the knowledge of adolescence through educational psychology, through educational psychology teachers get to know and appreciate the principles involved in the process of learning and teaching*. In addition, *through educational psychology teachers understand that there are many areas that students differ such as gender, height, intelligence or even physical ability and guidance and counselling enable teachers to be aware of the problems/challenges that face students in schools and how to solve them*. This candidate mixed the aspects to be included in the presentation of the topic about the essentials of educational psychology in the teaching and learning process with the various things to consider during presentation.

Moreover, other candidates wrote the parts of presentation which are *introduction, main body and conclusion*. Generally, the candidates in this category did not read thoroughly the question thus, they answered the question by considering a word “presentation” as used in the question. As a result they wrote things to consider during presentation, and parts of

presentation instead of the aspects to be included in the presentation about the essentials of educational psychology in the process of teaching and learning. However, others explained 2 correct points, but failed to introduce and conclude the question hence, scored low marks. Extract 11.2 illustrates incorrect responses from one of the candidates.

	Aspect are those things that include in your presentation. The following are the aspect of Educational psychology in presentation:-
	Original of psychology; An a presenter Suppose to identify briefly about origin of psychology in order some people to get idea about origin of psychology
	Meaning of psychology; An presenter Suppose to identify the meaning of psychology in order people to get idea of that psychology they deal with what and so on
	Branches of psychology; An presenter Suppose to identify the branches of psychology and mention some branches include Educational psychology
	Psychologist that talk about Education, An presenter Suppose to identify some psychologist that talk about Education and what they say about Education or ways of improving Education
	Meaning of Education psychology; An presenter Suppose to identify briefly the meaning of Education psychology and give some description of that meaning
	Importance of Education psychology; An presenter Conclude the importance of psychology in the process of teaching and learning

Extract 11.2: A sample of the candidate's incorrect responses to question 11.

Extract 11.2 shows the responses from the candidate who misinterpreted the question. she/he wrote some aspects to be included when presenting about a topic of educational psychology, instead of the topic about essentials of educational psychology in the teaching and learning process.

2.2.2 Question 12: Diversity in Learning

In this question, the candidates' competences were assessed on how to ensure maximum interaction of the learners with mental retardation in the process of teaching and learning. The candidates were supposed to develop five strategies the teacher can use when teaching students who cannot spell their own names, having inadequate intellectual abilities in most academic areas, lack sufficient adaptive skills needed for self-care and social responsibility. The question was attempted by 4,422 (100%) candidates. Generally, the performance in this question was weak as only 4,398 (10.6%) candidates scored from 6 to 15 marks, as presented in Table 4.

Table 4: Candidates Performance to Question 12

S/N	Range of scores	Total no. of candidates	Percentages of Candidates
1.	0 - 5.5	3950	89.3
2.	6 – 10	448	10.2
3.	10.5 - 15	24	0.5

Table 4 indicates that 3,950 (89.3%) candidates failed to develop five (5) strategies a teacher can use when teaching learners like Kanunu who was used in the question to represent a student with mental retardation hence, scored 0 to 5.5 marks. Some of them were not able to recognize that, Kanunu is a learner with mental retardation due to his/her characteristics as mentioned in the scenario given. They therefore, provided wrong answers. For example, one candidate wrote irrelevant responses such as: *a teacher should develop the language of each student, allow all students in the class to read what written in the board, teaching learners sports and games, a teacher should not interfere students when explain about something and teacher should prepare debates discussion*. She/he was to respond as follows; *working on improving the self-maintance and social skills, Individualize your instructions to meet their needs, consider using applied behaviour analysis strategies, having positive expectations for the students' learning and be sensitive to his/her self-esteem, always keep in mind the students intellectual functioning and where possible seek for resource support and helping students with intellectual impairment practice making personal choices and to engage in self-determination when possible*. Additionally, the candidate failed to express him/herself due to lack of English language proficiency.

Also, other candidates in this category failed to understand the needs of the question. Some of them explained things to consider when a teacher prepares

teaching and learning aids. For example, one candidate wrote: *size of the class, nature of the learners, availability of materials and specific objectives of the lesson*. Moreover, others wrote 2 correct strategies and mixed with other strategies which are useful for teachers when dealing with learners with hearing impairments such as; *a teacher should guide the students to sit in front of the class so as to hear properly, to face the students while teaching and to give them an extra time in assessment*. Extract 12.1 illustrates a sample of a candidate's incorrect responses to the question.

12 Cont.	<p>Intellectual disabilities is the kind of disabilities which based on mental abilities. Disabilities based on different areas like hearing impairment, visual impairment and Language impairment. In these disabilities Kanunu has a problem of Language disabilities. The following are the strategies that a teacher can use when teaching students like Kanunu.</p> <p>Group discussion; This is the method in which students sit together and discussing activities through speaking the mouth. This will helps a the student to improve Language because every student should participate in their discussion.</p> <p>Through debates; This also is the technique which makes student to improve in speaking and make learners to improve spelling during teaching and learning process. A teacher can create a motion like "Money is better than education" then the students will participate. So this also is the strategies in which a teacher can use so as to develop learning to the students like Kanunu who fails to spell.</p> <p>Questions and answers; A teacher can use this strategy so as to measure understanding of the learners through asking different questions and the students will respond this also technique leads to improve learning for students who have language Problem like Kanunu.</p>
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Extract 12.1: A sample of the candidate's incorrect responses to question 12.

Extract 12.1 shows that the candidate misinterpreted the question as he/she explained various teaching and learning techniques, instead of the strategies that can be used by a teacher when teaching students with mental retardation.

Also, a total of 448 (10.2%) candidates scored from 6 to 10 marks. These candidates provided 2 to 3 correct strategies, while the rest were incorrect. Also, language barrier hindered them to express their ideas correctly in relation to mental retardation. As a result, they did not score full marks. Others mixed their explanations with the strategies used by teachers when dealing with learners who are visually impaired.

On the other hand, very few candidates (0.5%) scored from 10.5 to 15 marks. These candidates demonstrated good mastery of the subject, matter and expressive language skills. They developed correctly 4 to 5 strategies a teacher can use when teaching students with mental retardation such as; *working on improving the self-maintenance and social skills, individualize your instructions to meet their needs, consider using applied behaviour analysis strategies*. Other strategies are; *having positive expectations for the students' learning and be sensitive to his/her self-esteem, always keep in mind the students intellectual functioning and where possible seek for resource support and helping students with intellectual impairment practice making personal choices and to engage in self-determination when possible*. Extract 12.2 is a sample of correct responses from one of the candidates.

	<p>Exceptional children are children who ^{performing} deviate from normal, either positively or negatively, thus special education program for them is need. The following are strategies that teacher can use when teaching students with mental retardation.</p> <p>Teaching them self skill: This involve teaching them how to take care for them self, integrity of cleaning them self, to eat independently, wearing clothes and to wash them.</p> <p>Teaching the social skill: This strategies include how to be have infant of other peoples like elders, but also to be polite and not aggressive.</p> <p>Using teaching method according to their mental capacity: These student have very low mental capacity, so during the teaching is appropriate to use methods that will involve them in teaching and learning.</p> <p>Teaching them communication skill: This include how to spell and pronounce different word and spell appropriately. It will help them improve their communication.</p> <p>Giving them extra time: Due to their difficulties that they face in learning, they need extra time to accomplish home work and other activities such as assignment.</p> <p>By conclusion; Student like Kanner need very close assistance to help them to acquire variety of skill that will help them to compete with education.</p>
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Extract 12.2: A sample of the candidate's correct responses to question 12.

2.2.3 Question 13: Learning Theories

The question tested candidates' competences on the use of cognitive theory in the process of teaching and learning. In this question, candidates were required to show how they can use the Piaget's theory of cognitive development in the process of teaching and learning. A total of 4,422 (100%) candidates attempted this question. The performance of this question was average as 2,410 (54.5%) candidates scored from 6 to 15 marks. Figure 9 shows the candidates' performance in this question.

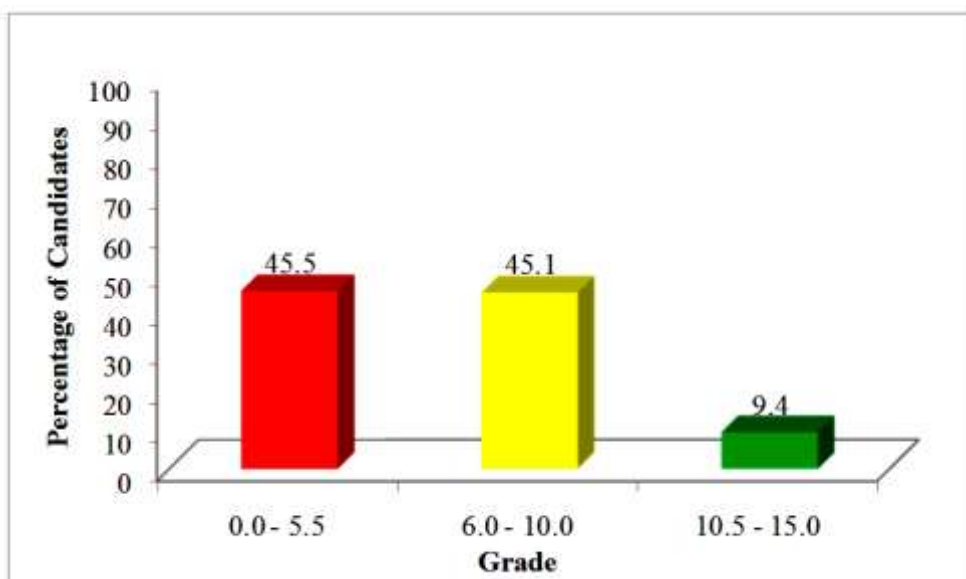


Figure 9: *The Candidates' Performance to Question 13*

The analysis of candidates' shows that, 45.5% of the candidates got weak performance as they scored from 0 to 5.5 marks. The reason for their weak performance included inadequate understanding of Piaget's cognitive development theory in the teaching and learning process. Some of these candidates pointed out the categories of cognitive learning domain as developed by Bloom, instead of the use of cognitive development theory according to Jean Piaget. The responses provided by these candidates were: *remembering, understanding, applying, analysing, evaluating and creating* instead of *the theory which can be used in planning appropriate teaching and learning strategies, preparing and designing teaching and learning aids/resources, designing students' learning activities and tasks designing assessment activities for the students*. Other responses were; *organizing materials or content from simple to complex and in the selection and preparation of teaching materials and the lesson according to the cognitive level of the learners*. In general, these candidates mixed up the categories of cognitive learning domain, and the use of cognitive development theory perhaps due to the use of a word "cognitive" in the question.

Moreover, other candidates provided the use of other theories instead of the cognitive development theory in the process of teaching and learning. For instance, one candidate wrote the uses of behaviourism theory which are: *the use of reinforcement is insisted in the process of teaching and learning, school timetable, bells and the application of punishment should be*

minimized as it increase the frequency of bad behaviour instead of diminishing them. Additionally, other candidates in this group explained the 2 correct points, and two incorrect points about the use of other cognitive theories as developed by Bruner and Vygotsky hence, scored low marks. Apart from that, other candidates failed to interpret the requirements of the question, hence provided the responses which deviated totally from the correct answers, as shown in extract 13.2.

13	<p>Praget's theory of cognitive: This is theory which deals with high intellectual ability. Through we are able to know the different students in terms of educational, cultural and Mental abilities. The following are the stage to be use in order to develop in teaching which are</p> <p>Sensorimotor stage: This is stage which deals with using of sense organ and motor in the way of learning and teaching such as tasted, seeing and touch. So the teacher should be emphasize the students to practice through the sensorimotor. This encourage the learning and teaching to takes effectively.</p> <p>Pre-operational stage: This is stage which deals with increase developed of language to understanding the world. So the teacher are responsible to ensure that the students are get developed of language in order to understand different things in the world.</p> <p>Concrete-operational stage: This is stage which deals with using physical object to understanding the world. Also the teacher are responsible to promote the students to using different physical object in order to get different skills and knowledge and to lead to increase the mental abilities.</p> <p>Formal stage: Here the teacher should be emphasize well the students in the way of think hypothetically about the future life. This increase mental abilities, skills and knowledge to the students which encourage the development in the teaching and learning process also to the country.</p> <p>Scaffolding: Is the process of changing the supporting of level. Through it enable to Motivating the students and act as model that can be imited.</p> <p>Generally: All the above are the how you would use Praget's theory of cognitive development in teaching them effectively. So all teachers are responsible to consider effectively in order to produce the good professional peoples.</p>
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Extract 13.2: A sample of the candidate's incorrect responses to question 13.

The candidate in extract 13.2 explained the four stages of cognitive development theory of learning and the idea of “scaffolding” as proposed by Vygotsky. She/he was required to show how he/she can use the theory in the process of teaching and learning. Also, the explanation of the second stage of *pre operational stage* is incorrect.

Further analysis of the candidates’ responses indicates that, 45.1% scored averagely from 6 to 10 marks. This was the evidence that the candidates had average understanding of the Piaget’s theory of cognitive development, as they provided 2 to 3 correct points instead of 5. Others did not write the introduction and conclusion parts in their essays. Moreover, other candidates mixed up the ideas of Jean Piaget and that of Bruner about the theory of cognitive development, thus failed to score full marks.

On the other hand, few candidates (9.5%) had good performance as they scored from 10.5 to 15 marks. The candidates who belong to this category were able to show how they can use the Piaget’s theory of cognitive development in the teaching and learning process such as: *the theory can be used in planning appropriate teaching and learning strategies, preparing and designing teaching and learning aids/resources, designing students’ learning activities and tasks designing assessment activities for the students, organizing materials or content from simple to complex and in the selection and preparation of teaching materials and the lesson according to the cognitive level of the learners*. Also, these candidates were able to explain their points in detail, and wrote the introductions and conclusions parts in their responses. Extract 13.1 illustrate a sample of correct response from the candidates.

Cognitive development: Refers to the increase in mental abilities (intellectual abilities) results from growth over the life span. It involves the ability of thinking. The following are the ways that I would use Piaget's theory of cognitive development in teaching them effectively:

- In selection of teaching materials: Theory of cognitive development helps in selection of teaching and learning materials based on age and mental abilities of the learners. The materials should be adaptive to all learners.
- In selection of content/instructional objectives: Piaget's theory of cognitive development helps in setting instructional objectives that will cut across or cultural and ethnic background of the students.
- In selecting teaching methodologies and strategies: Piaget's theory of cognitive development helps teacher to select proper teaching methods that will enable him to achieve the instructional objectives based on age and mental abilities of the students.
- The emphasis on learning aids: According to Piaget, the use of teaching aids are very important in the process of teaching and learning. This helps a teacher to teach by using teaching aids like models and charts.
- In understanding nature of the learner: Theory of cognitive development helps a teacher to know the nature of the learner that enables a-

Extract 13.1: A part of the candidate's correct responses to question 13.

2.2.4 Question 14: Guidance and Counselling

This question required the candidates to explain the importance of effective counselling in solving students' problems in schools. A total of 4,422 (100%) candidates attempted this question. The overall performance of this question was good as 3,576 (80.9%) candidates scored from 6 to 15 marks, as illustrated in Figure 14.

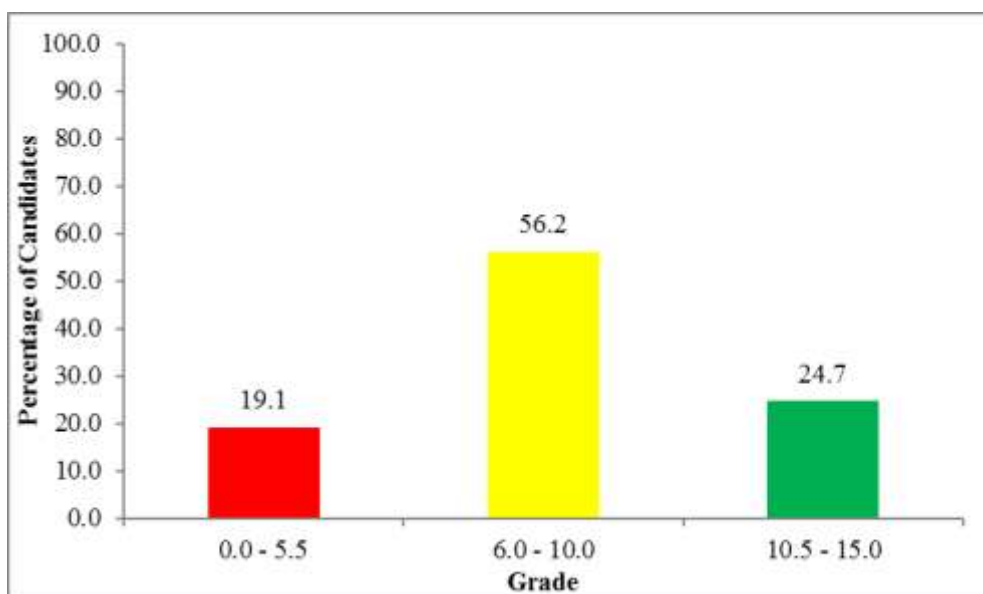


Figure 10: The Candidates' Performance to Question 14

The analysis of responses indicates that the majority of the candidates (56.2%) demonstrated average skills and knowledge about guidance and counselling process as they scored from 6 to 10 marks. These candidates elaborated 3 to 4 importances of effective guidance and teaching in solving students' problems in schools. Besides, they failed to write effective introduction part in their essays. Also, others were able to provide some correct points but were mixed with the qualities of a good counsellor hence failed to score full marks.

Moreover, 24.7% of the candidates performed well by scoring from 10.5 to 15 marks. These candidates had adequate knowledge on the importance of guidance and counselling in schools. Therefore, they were able to provide 4 to 5 correct points such as *it helps students gain insight of the origin and development of emotion difficulties, develop positive or negative sexual attitudes and practices, assist students move towards fulfilling their potential or to achieve an integration of previously conflicting parts of themselves to achieve an integration of previously conflict parts of themselves*. There were also points like; *provide students with skills, awareness and knowledge which will enable them to confront social issues, assist students in opening of education opportunities, those students who receive counselling can adjust themselves in their environmental despite of their physical or mental challenges and counselling helps students to acquire various strategies which will help them to fulfil their goal setting*. Also, these candidates were able to

explain their answers in detail due to good English language proficiency. Extract 14.1 is a sample of a correct response from a candidate.

	Guidance and Counselling
	are all activities that are involved for a
	counsellor to help the client to achieve his
	goal. The process of guidance and counselling
	involves two people a counsellor and the client.
	but it depends on the type of counselling if it is
	group counselling it involves the counsellors and
	that group of people.
	Effective guidance and counselling is sufficient in
	solving students' problems in schools as follows:
	It helps in solving moral
	problems: There are students that they face the
	problem of moral decay in their life. So the
	work of the counsellor at school is to make
	sure that he counsel those students effectively so
	as they can understand what they are supposed
	to do and when the counselling session goes well
	then student will change.
	Effective guidance
	and counselling enables a student in selection
	of better combination of subjects: Each student
	has his own ability so one can choose a
	combination that does not suit her due to the
	influence of peer group so counselling him effectively
	will enable him to choose his own path that is
	suitable for him.
	It helps in solving
	social problems: example some of the students
	cannot socialize with their fellow students because
	maybe they lack some skills of socialization
	therefore through guidance and counselling

Extract 14.1: A part of the candidate's correct responses to question 14.

In contrary, there were 846 (19.1%) candidates with weak performance in this question. These candidates scored from 0 to 5.5 marks due to insufficient knowledge about guidance and counselling in schools. Therefore, they provided irrelevant answers. Some of the incorrect answers which were provided are: *it enables / allow freedom of the students, it enables the*

students to express their ideas, maintains teachers' and students' confidence and it helps to improve the communications. They were required to provide the following responses; It helps students gain insight of the origin and development of emotional difficulties, assist students move towards fulfilling their potential, provide students with skills, awareness and knowledge which will enable them to confront social issues. Others are to develop positive or negative sexual attitudes and practices, assist students in opening education opportunities, controls maladaptive behaviour, and it helps in goal setting.

Besides, other candidates misinterpreted the question and thus provided incorrect answers. Among them, they explained the importance of the course of educational psychology to the teacher which are; *it helps the teacher to know how students react and why, to know the behaviour change of the learners, it helps them in selection of the content, it helps curriculum developer and assist teachers in the selection of the appropriate teaching and learning methods.* These candidates mixed between the importance of the course of educational psychology and guidance and counselling simply because guidance and counselling is a part of the course. Therefore, they failed to give out the specific importances of guidance and counselling process, instead they explained the general importance of educational psychology course.

Also, other candidates elaborated the six stages to be followed by a counsellor who opts to use Counsellor – Centered method when conducting guidance and counselling process. These stages are: *analysis, synthesis, diagnosis, prognosis, counselling and follow up.* However, some of the candidates in this category analysed the basic counselling skills, instead of the importances of effective guidance and counselling in schools. Extract 14.2 is a sample of incorrect response from one of the candidates.

14	<p>Guidance is the assistance or help given to a less individual by the professional individual to cope with their problems. Counselling is the process of help giving advice to someone in order to cope or solve their problems. The following are effective guidance and counselling in sufficient in solving students problems in schools there are:</p> <p>Communication skills. So effective of good guidance and counselling must have communication skills to where it used it communicating with people in solving their problems. So good counsellor must have good communication skills for case of solving problems among the people or students.</p> <p>Summarizing skills. Also good counsellor must have good summarizing skills in order to take note for note taking and to summarizing every thing during the communication while communicating with clients. So these it enable counsellor to have summary and it easy to solve the problem of that clients.</p> <p>Paraphrasing skills. Also good counsellor must have good paraphrasing skills for the case of solving problems. So it help a counsellor to use when dealing with student or people problems.</p> <p>Reflective skills. Also good counsellor must have good reflective skills for the case of solving problems or to cope with clients problems.</p> <p>Self disclosure. Also good counsellor must have good self disclosure for the case of cope with clients problems in order to build good relationship with the clients.</p>
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Extract 14.2: A sample of the candidate's incorrect responses to question 14.

In Extract 14.2, the candidate provided the qualities of a good counsellor, instead of the importances of the effective guidance and counselling in solving students' problems in schools. However, the candidate did not write a conclusion.

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Educational Psychology Guidance and Counselling examination for Diploma in Secondary Education Examination (DSEE) in 2022 covered six topics which were: *Psychology and Educational Psychology*, *Human Development and Psychology of Teaching and Learning*, *Learning Theories*, *Learning in School Setting*, *Diversity in Learning and Guidance and Counselling*. The analysis of the performance indicates that candidates had good performance in two topics which are; *Psychology and Educational Psychology* (85.6%) and *Diversity in Learning* (74.0%).

On the other hand, the candidates had average performance in three topics which are; *Human Development and Psychology of Teaching and Learning* (56.9%), *Guidance and Counselling* (50.4%) and *Learning in School Setting* (44.6%). Moreover, the weak performance was observed in the topic of learning theories (33.0%). The summary of candidates' performance in each topic is provided in the Appendix.

Further analysis of the candidates' performance show that *Psychology and Educational Psychology* and *Diversity in Learning* topics continued to have a good performance from 2021 to 2022. In 2021, the performance was 75.7% and 70.2%, while in 2022 it was 85.6% and 74.0% respectively. Moreover, the *Human Development and Psychology of Teaching and Learning* topic maintained an average performance by an increase of 6.0% from 50.9% in 2021 to 56.9% in 2022.

However, the performance of *Guidance and Counselling* topic increased by 28.8% from 21.6% in 2021 to 50.4% in 2022, while the *Learning Theories* topic continued to have weak performance even though there is an increase of performance by 5.6% from 27.6 in 2021 to 33.0% in 2022.

4.0 CONCLUSION

The performance in Educational Psychology, Guidance and Counselling subject on the Diploma in Secondary Education Examination (DSEE) in 2022 was good as 99.2 per cent of candidates passed. The analysis shows that the candidates' good performance was attributed by their abilities to identify the needs of the questions, sufficient knowledge of the subject matter, and proficiency in the English Language. Only a few candidates (0.8%) showed low abilities in these areas, and which earned them low marks.

However, the *Learning Theory* topic continued to have a weak performance as very few candidates got the marks which ranged from average to good. This topic had three questions which are questions 4, 7 and 10, and the performance was 17.8%, 42.5% and 38.8% respectively. This implies that, many candidates failed to acquire the expected competences during the course.

5.0 RECOMMENDATIONS

According to the observations made in this candidates' Item Response Analysis on Educational Psychology, Guidance and Counselling subject DSEE 2022 report, it is recommended that:

- (a) tutors should insist more on practical approaches/ strategies such as; case studies, plenary discussions, individual portfolio and critical reflections in the teaching and assessing the *Learning Theories* topic. This will enable students to apply the competences developed in responding to the questions asked in examinations.
- (b) the use of debates and case studies for discussion should be used in teaching the topic of *Learning in School Setting* to give students more skills and experience on the real practices in school setting.
- (c) in teaching the *Guidance and Counselling* topic, tutors should use more of roles plays on identified problems, interview on different issues, discussions and portfolio for individual critical reflections on various themes to build students competences on the topic.
- (d) tutors should insist the student teachers to read thoroughly and make correct interpretations of the question before attempting them. This is because the student - teachers who performed poorly had misinterpreted the requirement of the questions. Therefore, tutors should give them several exercises and assignments, mark them and give feedbacks on time so that they can improve their skills in attempting questions.

Appendix

SUMMARY OF THE CANDIDATE' PERFORMANCE IN EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING 2022

No.	Topic	Performance in each question		Average	Remarks
		Question	Candidates who scored an average of 40% and above		
1.	Psychology and Educational Psychology	11	85.6	85.6	Good
2.	Diversity in Learning	2	97.4	74.0	Good
		12	50.5		
3.	Human Development and Psychology of Teaching and Learning	1	33.0	56.9	Average
		5	82.7		
		8	57.6		
		13	54.5		
4.	Guidance and Counselling	6	19.8	50.4	Average
		14	80.9		
5.	Learning in School Settings	3	74.0	44.6	Average
		9	15.3		
6.	Learning Theories	4	17.8	33.0	Weak
		10	38.8		
		7	42.5		

