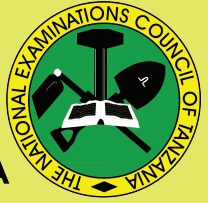**THE UNITED REPUBLIC OF TANZANIA**

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2023
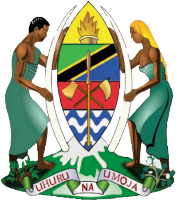
EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

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) 2023

761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

TABLE OF CONTENTS

FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Candidates' Item Response Analysis on the Diploma in Secondary Education Examination (DSEE) in Educational Psychology, Guidance and Counselling subject in 2023. This report has been prepared in order to provide feedback to student teachers, tutors, parents, policy makers and the public in general on the candidates' performance in the subject as well as showing the extent to which the instructional objectives were met.

In this report, the analysis of each question has been done and statistical data have been presented in figures and graphs. Factors for the candidates' good performance and the challenges they faced in answering the examination questions were also presented. 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. Contrarily, the candidates who performed poorly had inadequate competences in the assessed areas, and they misinterpreted the concepts in respective questions.

It is the belief of The National Examinations Council of Tanzania (NECTA) that, the feedback provided in this report will serve as a basis for educational stakeholders to initiate appropriate measures to improve the teaching and learning of Educational Psychology, Guidance and Counselling subject. Moreover, the recommendations made in this report are expected to improve the candidates' performance in the future examinations administered by the National Examinations Council of Tanzania.

Finally, the National Examinations Council of Tanzania is grateful to those who participated in preparing this report.

Dr.Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of candidates who sat for the Diploma in Secondary Education Examination (DSEE) in May 2023 in Educational Psychology, Guidance and Counselling subject. A total of 1,906 candidates sat for the examination. The overall performance in 2023 examination was good since 98.1% of the candidates passed, and only 1.9% failed. In comparison with the 2022 results, the performance of candidates declined by 1.1% since the performance 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 in each question 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 ranged from 0 to 1.5 marks, *Average* 2 to 2.5 marks, and *Good* if the scores ranged from 3 to 4 marks. In Section B, the performance of the candidate is regarded as *Weak* if the scores ranged from 0 to 5.5 marks, *Average* if the scores ranged from 6 to 10 marks, and *Good* if the scores ranged from 10.5 to 15 marks.

Samples of the candidates' responses in each question and figures have been provided to illustrate their responses, and the performance in each question respectively. Colours have been used to show the performance of the candidates in each question and topic whereby *green* indicates good performance, *yellow* for 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.

2.1.1 Question 1: Psychology and Educational Psychology

The question required candidates to make a brief description of the differences between educational psychology and other branches of psychology by giving two points. A total of 1,906 (100%) candidates attempted this question. The general performance of the question is as illustrated in Figure 1.
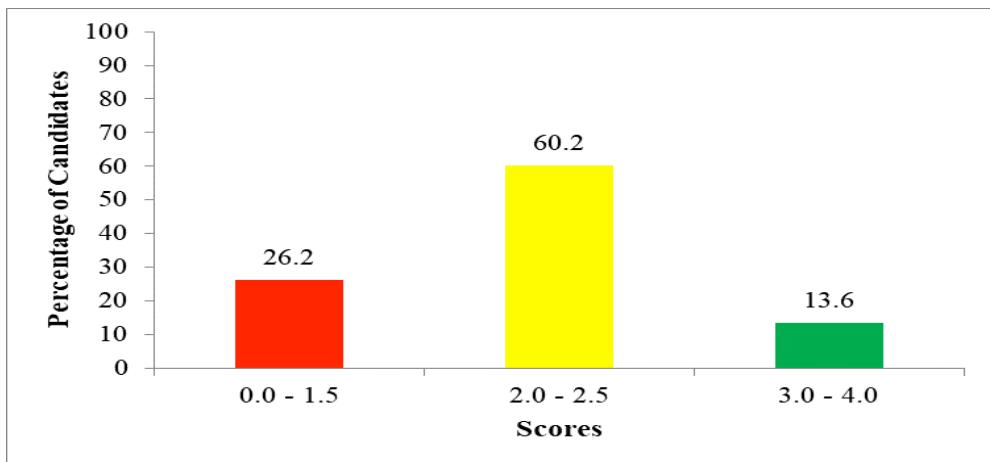

Figure 1: *Candidates' Performance in Question 1*

The statistics in Figure 1 show that the performance of the candidates in this question was good since 1,408 (73.8%) candidates scored 2 to 4 marks and only 499 (26.2%) candidates scored 0 to 1.5 marks.

The analysis of the candidate's performance showed that, candidates who scored 3 to 4 marks displayed sufficient understanding of the concept of educational psychology as well as its differences with other branches of psychology. They identified differences such as; *Educational psychology deals with educational matters relating to teaching and learning while other branches deal with other professions, for example, clinical psychology deals*

with health matters. Educational psychology is the core branch of psychology since all the psychologists from other branches are trained under educational psychology; Educational psychology deals with educational matters only while other branches deal with issues apart from education, for example, clinical psychology. Extract 1.1 is a sample of a correct response from one of the candidates.

Extract 1.1: A sample of a correct response to question 1.

Moreover, the candidates who performed averagely managed to outline correctly one difference based on the definition of educational psychology. Furthermore, some candidates in this category provided incomplete differences by only negating the characteristics of educational psychology. For example, one candidate wrote: *educational psychology deals with education while other branches do not* and hence did not score full marks.

On the other hand, the candidates who had weak performance failed to explain the differences between educational psychology and other branches of psychology. Their responses were such as; *Educational psychology is the work of psychology while other branches are the work of educators; Educational psychology leads people to change behaviour according to truth and reality while other branches leads to improve reality in the life situation; Educational psychology is systematic while other branches are not; Educational psychology is empirical while other branches are not; Educational psychology is characterized by ethical while other branches does not characterize by ethical.* Similarly, other candidates explained the significance of educational psychology for example, one candidate wrote: *Educational psychology helps to solve the learning difficulties* and *it helps to know how teaching and learning takes place.* Extract 1.2 shows a sample of an incorrect response from one of the candidates.

Extract 1.2: A sample of an incorrect response to question 1.

In Extract 1.2, the candidate explained some branches of psychology without elaborating how they differ from educational psychology.

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

In this question, the candidates were required to support the statement that ordinary-level students need to be given adequate correct information about sex by giving four points. The question was attempted by 1,906 (100%) candidates. The general performance is as illustrated in Figure 2.
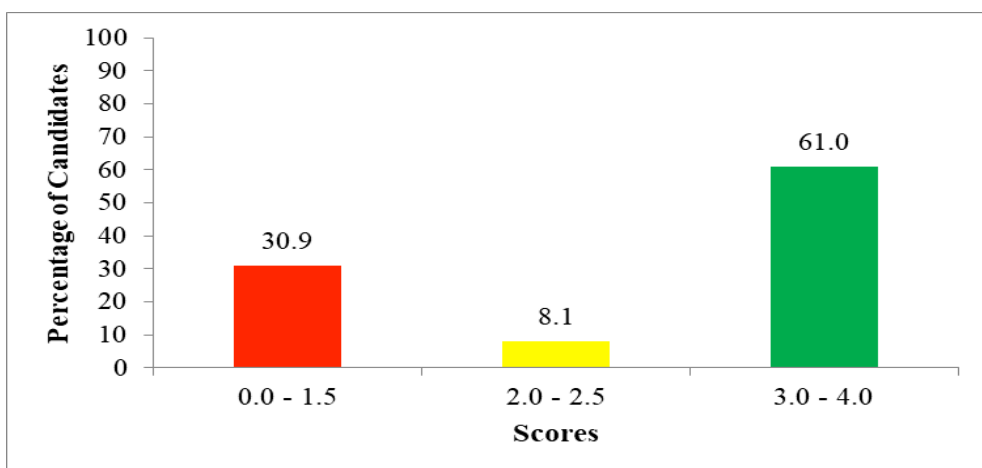

Figure 2: *Candidates' Performance in Question 2*

4

The statistics in figure 2 show that the performance of the candidates in this question was average since 1,307 (69.1%) candidates scored from 2 to 4 marks and 589 (30.9%) candidates scored 0 to 1.5 marks.

The analysis of candidates' performance shows that the candidates who had good performance gave 3 to 4 reasons for giving sex information to ordinary-level students. The responses given were; *To enable them to protect themselves from diseases, especially sexually transmitted diseases; to enable them not to engage in love affairs which might cause early pregnancy; To enable them to overcome sexual desires; To reduce irresponsible sexual behaviour amongst students; To maintain sexual health of the learners for their future life.* It is evident that, these candidates had adequate knowledge of the relevance of correct sex information among ordinary level students. Extract 2.1 shows a sample response from one of the candidates.

Extract 2.1: A sample of a correct response to question 2.

Moreover, the candidates with average performance displayed an average understanding of the rationale for giving correct sex information to ordinary level students hence their scores ranged from 2 to 2.5 marks. For example, some of them provided one or two reasons of which one is correct and the other is wrong hence, did not score full marks.

Further analysis shows that, candidates with weak performance did not understand the requirements of the question. For example, one candidate wrote secondary sexual characteristics during puberty such as; *enlargement of breasts, increase in muscle size, deep voice* and *menstruation.* Others wrote the effects of engaging in unsafe sex while some elaborated on the term 'sex'. Similarly, some confused sex with gender, gender equity and equality whose responses were: *Equal opportunities to be leaders in school and government, equal participation, equal rights before the law, to make gender balance during group discussion inside the class, to avoid gender*

discrimination into the society, to maintain equality in the society, to maintain gender equity in the society, and *to have a division of labour.* Extract 2.2 illustrates a sample of an incorrect response from one of the candidates.

Extract 2.2: A sample of an incorrect response to question 2.

In Extract 2.2, the candidate provided some measures to alleviate the risks of unsafe sex and family planning instead of explaining why ordinary-level students should be given adequate and correct information about sex.

2.1.3   Question 3: Learning in School Setting

This question required candidates to show the application of behaviour and its expected future outcome with reference to negative reinforcement and punishment. The question had two parts in which part (b) and (c). Part (b) required candidates to supply negative reinforcement and future behaviour from the displayed behaviour *"Student turns homework in on time"* while part (c) required candidates to suggest punishment and future behaviour from the given behaviour "Student turns homework late." A total of 1,906 (100%) candidates attempted the question in which the general performance is as shown in Figure 3.
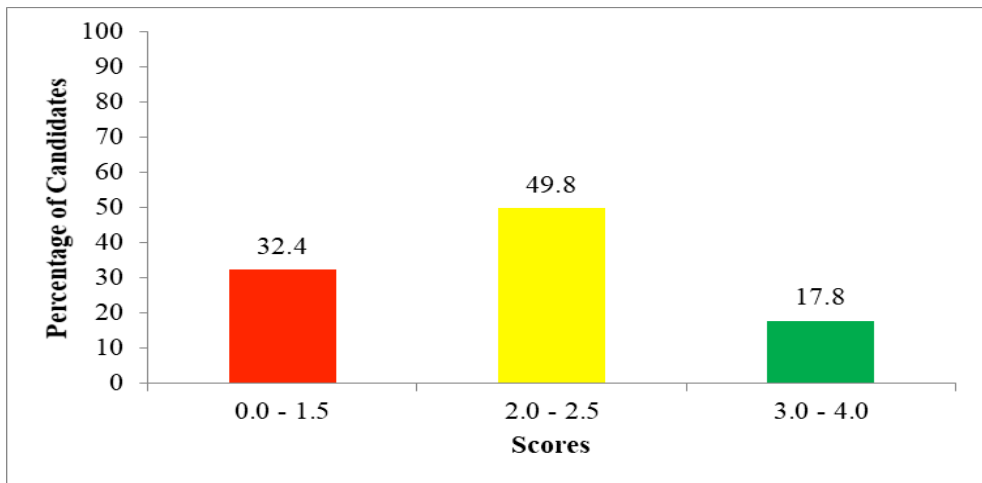
Figure 3: *Candidates' Performance in Question 3*

In Figure 3, statistics show that the performance of the candidates in this question was average since 1,289 (67.6%) candidates scored from 2 to 4 marks whereas 617 (32.4%) candidates scored 0 to 1.5 marks.

Candidates who scored 3 to 4 marks had sufficient knowledge of negative reinforcement and punishment in shaping children's behaviour. These candidates provided the correct behaviour and its related consequences as required. Extract 3.1 shows a sample of a correct response from one of the candidates.

Extract 3.1: A sample of a correct response to question 3.

Further analysis of the candidates' performance reveals that candidates whose scores ranged from 2 to 2.5 marks had average mastery of reinforcement and punishment in shaping children's behaviour. This is because they only managed to provide the correct punishment and its

7

expected future behaviour but failed to give the correct negative reinforcement.

Moreover, the candidates with weak performance displayed inadequate knowledge of negative reinforcement and punishment and hence scored from 0 to 1.5 marks. These candidates did not understand that reinforcement usually strengthens behaviour despite being negative, unlike punishment which decreases or stops a behaviour. For instance, some candidates' responses for negative reinforcement and expected future behaviour were:

(b) Behaviour   Student turn homework in on time

   Negative   *Teacher does not appraise the student; the*
   reinforcement   *teacher reduces the number of tasks for*
                       students to attempt; teacher gives more
                       homework activities; teacher refused to mark

   Future behaviour   *Student fail to ask more questions to the*
                       teacher; students turn homework in on time
                       continuously; student turn homework out of
                       time

Other candidates in this category failed to understand the requirement of the question hence, provided responses not relating to the context of the question such as; *parents removing television, teacher does not mark homework, the teacher delays to mark, the teacher does not praise the student, parents give the child reward* as negative reinforcement. Extract 3.2 is a sample of the candidate's incorrect response to the question.

Extract 3.2: A sample of an incorrect response to question 3.

Extract 3.2 shows that the candidate failed to differentiate negative reinforcement from punishment. This candidate did not understand that unlike reinforcement, punishment decreases or stops the occurrence of certain behaviour.

2.1.4 Question 4: Learning in School Setting

The question required candidates to briefly describe two types of memory displayed by Jangala in a physics lesson (sensory and long-term memory). This question was attempted by 1,906 (100%) candidates. The general performance is illustrated in Figure 4.
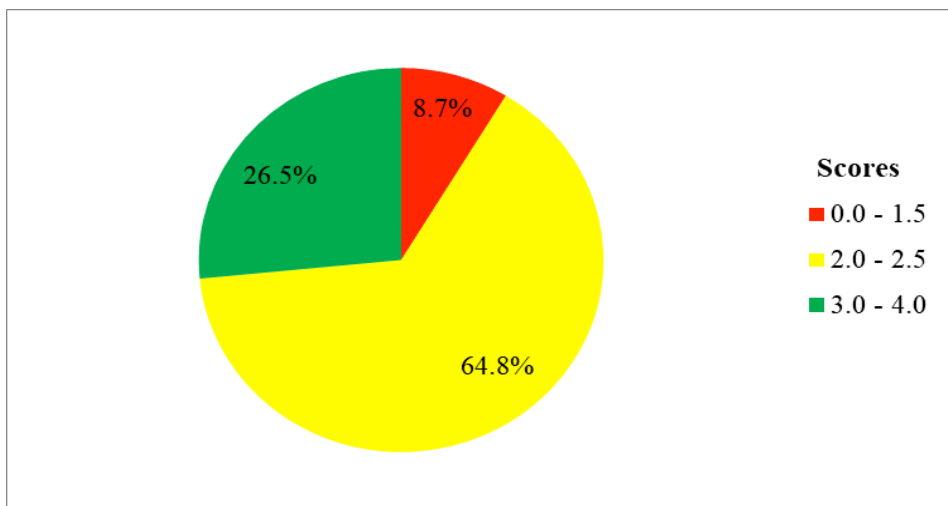
Figure 4: *Candidates' Performance in Question 4*

Statistics in Figure 4 indicate that the performance of the candidates in this question was good since 1,741 (91.3%) candidates scored from 2 to 4 marks while only 165 (8.7%) candidates scored 0 to 1.5 marks.

The candidates who had good scores (3 to 4 marks) explained clearly the two types of memory displayed. This is evident that they had sufficient knowledge and skills of the types of memory in learning as their responses were; *Sensory memory is the type of memory that receive a lot of information through sensory organs and loses it within a few second; Long term memory is the type of memory that holds information acquired from various sources for a long period*. Extract 4.1 is a sample of a correct response from one of the candidates.

Extract 4.1: A sample of a correct response to question 4.

On the other hand, candidates who scored averagely explained correctly long-term memory but mixed sensory memory with short-term memory. For example, one candidate wrote; *sensory memory is the type of memory which encode, store and retrieve the information for short period of time may be 2 minutes to 4 minutes*. This candidate did not know that the duration of sensory memory is a brief moment of a few seconds only.

Further analysis reveals that candidates with weak performance had inadequate knowledge of the types of memory in learning. They failed to identify the types of memory displayed and hence provided an explanation of other types of memory such as; *sensorimotor memory, negative and positive memory, linear and sequential memory, long period and short period memory, active and passive memory, profound and moderate memory, primary and secondary memory, iconic and echoic memory, high-level capacity and low-level capacity memory, working memory* and *cognitive memory*. Similarly, others wrote the ways of improving memory for example, *the use of mnemonic aids, regular practices* and *repetition.* The majority of candidates in this category confused short-term memory with sensory memory. These candidates did not know that sensory memory, unlike short-term memory, holds information in its original sensory form not much longer than a brief time when one is exposed to visual, auditory and other sensations. Extract 4.2 is a sample of an incorrect response from one of the candidates.

Extract 4.2: A sample of an incorrect response to question 4.

Extract 4.2 shows that the candidate explained wrongly the types of long-term memory instead of sensory and long-term memory.

2.1.5 Question 5: Diversity in Learning

The question required candidates to design four special education programmes to accommodate students with special cognitive abilities (gifted/talented). The question was attempted by 1,906 (100%) candidates and the overall performance is as shown in Figure 5.
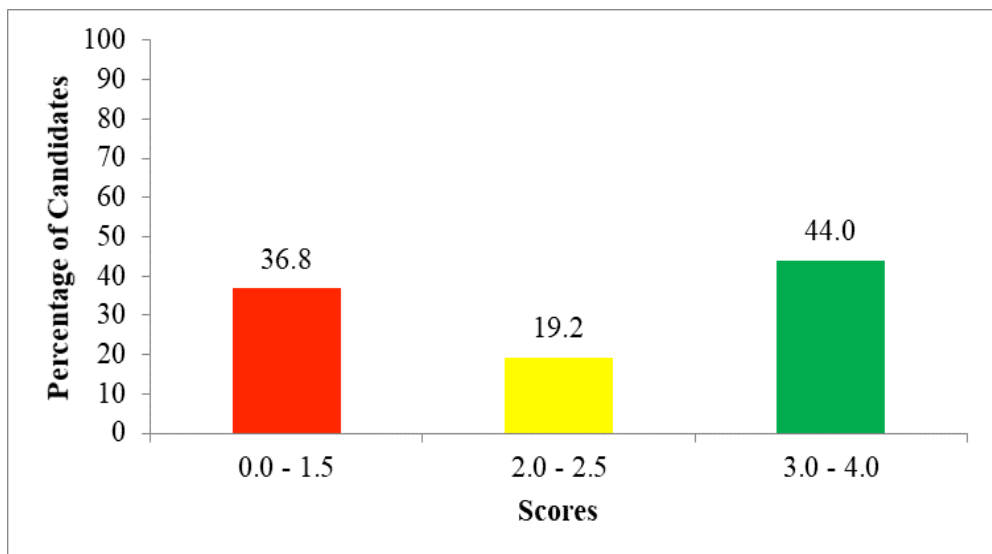

Figure 5: *Candidates' Performance in Question 5*

11

Data in Figure 5 shows that the performance of the candidates in this question was average since 1,204 (63.2%) candidates scored from 2 to 4 marks while 702 (36.8%) candidates scored 0 to 1.5 marks.

The candidates with good performance had essential knowledge and skills for handling learners with special cognitive abilities (gifted/talented). They suggested appropriate special educational programmes to help students with special cognitive abilities such as *special classes or schools, ability grouping, acceleration, enrichment, challenging them with difficult questions, teaching them challenging topics or subject* and *engage them in discussions or debates of controversial issues*. Extract 5.1 is a sample of a candidate's correct response to the question.

Extract 5.1: A sample of a correct response to question 5.

Moreover, the analysis of performance indicates that candidates with average scores managed to suggest two educational considerations for the gifted students. Other candidates in this category mentioned the name of such special programmes, for example, *acceleration, enrichment, special classes*, *special schools* without elaborating how the programmes could be effected.

lastly, candidates who had weak performance did not understand the requirements of the question hence wrote the ways of identifying gifted

students, such as *intelligence test, peer nomination* and *special ability test.* Others wrote observational learning principles which are; *attention, retention, production* and *motivation.* Yet, others suggested teaching methods/strategies such as; *study tours, effective teaching aids* and *the use of practical activities* instead of special programmes to accommodate the gifted/talented students. Moreover, other candidates in this category misinterpreted the question and thus, provided the characteristics of gifted and talented students, such as *high intelligence quotient, creativity and problem-solving abilities, easy mastering of content, being ahead in all learning activities, higher grades and performance.* Extract 5.2 is a sample of one of the candidates' incorrect response to the question.

Extract 5.2: A sample of an incorrect response to question 5.

Extract 5.2 shows that the candidate wrote some study skills and habits instead of special education programmes to accommodate the gifted students.

2.1.6 Question 6: Human Development and Psychology of Teaching and Learning

The question required candidates to identify four strategies that could be applied to assist a student in mastering volume conservation skills. Candidates who attempted this question were 1,906 (100%) and the general performance is shown in Figure 6.
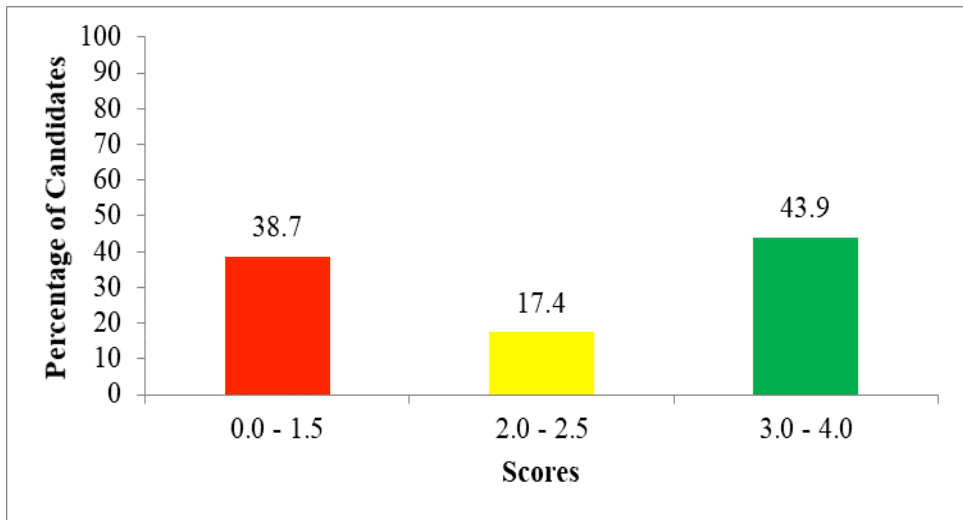
Figure 6: *Candidates' Performance in Question 6*

Statistics in Figure 6 show that the performance of the candidates in this question was average since 1,169 (61.3%) candidates scored from 2 to 4 marks whereas 737 (38.7%) candidates scored 0 to 1.5 marks.

The analysis of candidates' performance shows that candidates who had good scores demonstrated adequate knowledge and skills of addressing the challenge of lack of conservation skills among students during pre-operational stage of cognitive development. They suggested strategies, such as *to teach the child measuring instruments with different scales and shapes but the same amount of liquid; To provide opportunity for a child to use different containers to measure the volume of liquid;* and *to teach a child different characteristics of objects/instruments*. Extract 6.1 is a sample of a candidate's correct response to the question.

6	Strategies to be applied:
	(i) Using teaching aids appropriately is a quantitative way.
	(ii) Teaching is inquiry orientation where the learner will be required to learn by doing Example measuring the amount.
	(iii) Using simulation that shows the actual process of filling the two glasses which is narrow and wide.
	(iv) Demonstrating the process of filling the two glasses then asks the student also to demonstrate hence teaching from known to unknown.

Extract 6.1: A sample of a correct response to question 6.

Moreover, the candidates with average scores provided two strategies for assisting students to develop conservation skills, such as *using appropriate teaching aids for volume measurement, through practical,* and *active involvement of learners in teaching* but missed the others. It is evident that these candidates had average knowledge and skills of addressing lack of conservation skills.

On the other hand, candidates who had weak performance in this question failed to interpret the requirements of the question. They explained the general principles of teaching without specifying how they can be used in addressing lack of conservation skills. For example, one candidate wrote strategies, such as *teaching from simple to complex, using teaching aids, using examples,* and *meaningful learning.* Also, others mentioned the four principles of observational learning which are; *attention, retention, reproduction* and *motivation/reinforcement.* Moreover, some explained the processes of learning, such as *assimilation, accommodation, adaptation,* and *equilibration,* because these concepts relate to cognitive development. Other candidates in this category explained some participatory teaching strategies/methods, such as *group discussion, Jigsaw, presentation, case study, observation, role play* and *dramatization* without specifying how they can be used to address lack of conservation. Extract 6.2 is a sample of an incorrect response from one of the candidates.

Extract 6.2: A sample of an incorrect response to question 6.

Extract 6.2 shows that the candidate provided some strategies for accommodating learners with hearing impairments instead of the strategies to assist students in mastering volume conservation skills.

2.1.7 Question 7: Guidance and Counselling

In this question, the candidates were required to explain four benefits of counselling services in addressing behavioural problems and low self-esteem among students. A total of 1,906 (100%) candidates attempted the question. The overall performance of the candidates in this question is as illustrated in Figure 7.

Figure 7: *Candidates' Performance in Question 7*

Statistics in Figure 7 reveal that candidates' performance in this question was good since 1,677 (88%) candidates scored from 2 to 4 marks while only 229 (12%) candidates scored 0 to 1.5 marks.

The candidates who scored from 3 to 4 marks explained correctly the four benefits of counselling services for addressing students' behavioural problems and low self-esteem. Their responses were: *To improve self-esteem, to help them learn how to cope with problems, help to modify the behaviour of learners, to motivate students to get good performance,* and *to solve various problems they are facing*. Extract 7.1 is a sample of a candidate's correct responses.

Extract 7.1: A sample of a correct response to question 7.

Further analysis shows that, candidates who scored averagely explained two points out of four while others confused the benefits of counselling services with the significance of psychology and educational psychology in general.

On the other hand, the weak performance in this question was attributed to inadequate understanding of the importance of counselling services in school setting as they wrote the objectives of psychology, such as *describing, explaining, predicting,* and *changing or controlling behaviours of the students*. Other candidates misinterpreted the question hence, explained the significance of educational psychology, such as *to help teachers in selection of teaching and learning strategies, selection of appropriate age-level*

teaching aids, selection of teaching methods and *how students learn.* Extract 7.2 is a sample of an incorrect response from one of the candidates.

Extract 7.2: A sample an incorrect response to question 7.

Extract 7.2 shows that the candidate explained the benefits of individual counselling instead of the benefits that counselling services would bring to students.

2.1.8 Question 8: Learning Theories

The question required candidates to explain the benefits of using Bloom's taxonomy of educational objectives in preparation of teaching and learning activities. A total of 1,906 (100%) candidates attempted this question in which the general performance is as illustrated in Figure 8.
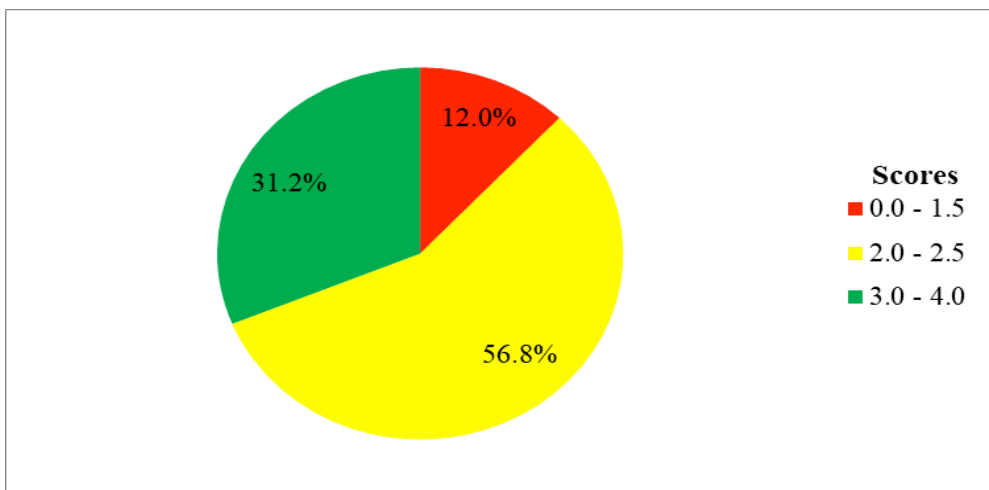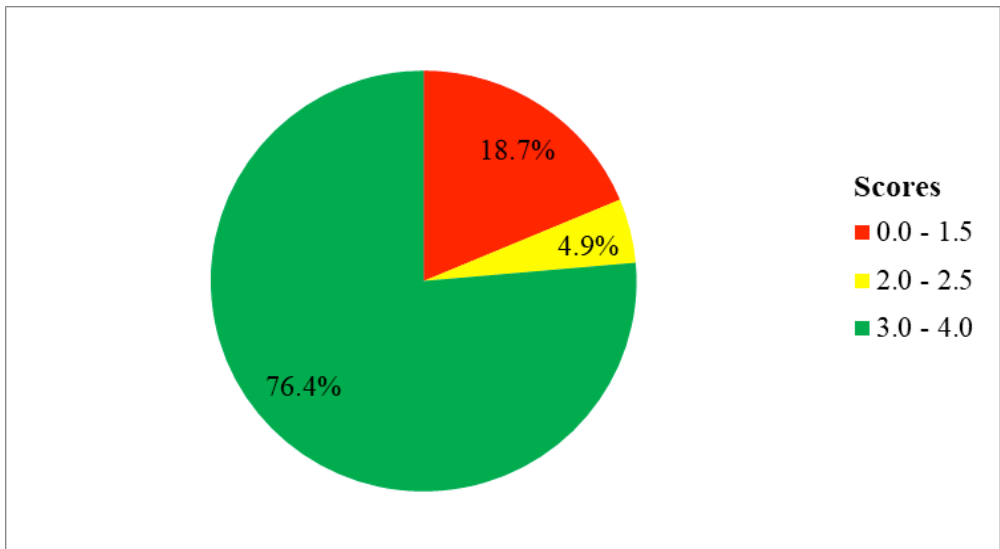

Figure 8: *Candidates' Performance in Question 8*

Statistics in Figure 8 indicate that the performance in this question was good since 1,550 (81.3%) candidates scored from 2 to 4 marks while only 356 (18.7%) candidates scored 0 to 1.5 marks.

The candidates who had good scores demonstrated adequate knowledge and skills of the Taxonomy of educational objectives as suggested by Benjamin Bloom. They explained correctly four benefits of using the taxonomy among teachers, such as *it helps to construct the table of specifications during the construction of a test or examination, it helps the teacher in evaluating the lesson thereby determining the ability of learner in recalling or applying the lesson content, it helps the teacher in asking the students relevant questions in relation to the objectives, it helps in assessing learners in cognitive and psychomotor domain*. Extract 8.1 shows a sample of a correct response from one of the candidates.

Extract 8.1: A sample of a correct response to question 8.

Moreover, the candidates with average scores explained correctly only some of the benefits of Bloom's taxonomy in preparation of teaching and learning activities. Others mixed the benefits of preparing teaching and learning activities with the benefits that teachers would get in using Bloom's Taxonomy of educational objectives to prepare teaching and learning activities.

Further analysis reveals that, weak performance of candidates in this question was caused by misinterpretation of the question. Their responses were based on mixed concepts on the importance of educational psychology and uses of instructional materials, such as *it builds good relationship between the learner inside or outside the learners, it provides confidence to*

the teacher, it increases communication skills in teaching and learning activities, it helps in time management and punctuality, it helps in the development of curriculum, it helps in career guidance and counseling for proper selection of career, it helps to understand mental problems of the students, and *it helps to identify problem of one student to another.* Furthermore, others outlined the characteristics of specific objectives such as *specific, measurable, attainable, realistic* and *time bound* because these are the benchmark for stating educational/specific objectives. Extract 8.2 shows a sample of an incorrect response from one of the candidates.

Extract 8.2: A sample of an incorrect response to question 8.

In Extract 8.1, the candidate explained some significance of educational psychology instead of the benefits of using Bloom's Taxonomy of educational objectives.

2.1.9 Question 9: Diversity in Learning

In this question, the candidates were required to give four strategies they would use to teach a student with behavioural disorder. This question was attempted by 1,906 (100%) candidates. The general performance in this question was weak since all 1,906 (100%) candidates scored from 0 to 1.5 marks. None of the candidates scored from 2 to 4 marks.

Weak performance in this question indicates that the majority of the candidates lacked adequate knowledge of dealing with students' behavioural disorders. They failed to suggest appropriate strategies of addressing the challenge when teaching such students. For instance, some of them described strategies, such as *conditioning, guidance and counselling, maintaining good*

relationship, active participation, the use of punishment, motivation and reinforcement, checking active attendance, and *special seats to make him afraid of disturbing others* instead of *breaking assignments into shorter segments; repeat and simplify instructions about in-class and homework assignment; supplement verbal instruction with visual instruction as well as demonstrating what they are expected to do; stating clear expectations and giving the child immediate feedback; connecting learning to real-life experiences; providing opportunities for the student to get up and move around.* Others wrote the general principles of teaching and learning such as *motivating learners, using teaching aids, teaching from simple to complex, using participatory approaches, setting class rules, proper organization and management of class* and *using simple language.* These candidates did not understand that these principles are applied under normal circumstances and that there are specific strategies for teaching learners with behavioural disorders.

Similarly, some candidates confused behavioural disorder with other disabilities hence proposed strategies, such as *labelling, teaching him or her self-care and self-direction skills, teaching social living skills, teach him/her functional academic skills to help him value education, provide more assignment to keep him/her busy.* Yet, others considered the displayed behavioural disorder as a disciplinary issue thus, proposed corrective measures, such as *removing the student outside the class until the lesson ends, tell him/her to stand in front of the class, punishing him to stop such kind of behaviour, involve his/her parents for such misbehaviour, cooperating with others, give frequent warning, remove him/her from sitting near friends, ignoring such behaviour, letting him/her clean the blackboard, let him write a disciplinary letter that will make him afraid to be dismissed from school* and *reprimand.*

Further analysis reveals that, those who scored 1 mark, only explained one correct strategy concerning the choice of teaching aids, for example *the use of teaching aids that arose the interest of learners to be attentive in listening to instructions well, use of concrete and visual aids such as video designed to attract them and hold their attention.* Extract 9.1 shows a sample of one of the candidate's incorrect response.

Extract 9: A sample of an incorrect response to question 9.

In Extract 9.1, the candidate explained some ways that could be used to shape learners' moral behaviour instead of strategies that could not be used to teach a student with behavioural disorders.

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

In this question, candidates were expected to explain the strategies to be used to foster students' cognitive development in the teaching and learning process. The question was attempted by 1,906 (100%) candidates. The general performance is as shown in Figure 9.

Figure 9: *Candidates' Performance in Question 10*

Statistics in Figure 9 show that performance in this question was average since 906 (47.5%) candidates scored from 2 to 4 marks while 1,000 (52.5%) candidates scored 0 to 1.5 marks.

Analysis of candidates' performance shows that candidates with weak performance had an inadequate understanding of the ways of fostering students' cognitive development. Some of them mentioned the level of the cognitive domain of learning, such as *knowledge, comprehension, application, synthesis* and *evaluation* since the levels relate to cognitive development in learning. Similarly, others in this category mentioned the stages of learning and meaning making processes as suggested by Jean Piaget, such as *assimilation, accommodation, equilibration, disequilibration* and *adaptation.* In general, these candidates did not know that these complementary learning processes play a crucial role at each stage of cognitive development but require different strategies to foster them among students. Moreover, other candidates explained the importance of understanding learners' cognitive level in the teaching and learning process, such as *selection of appropriate teaching materials and aids, choosing the best teaching and learning strategies,* and *consideration of the age level of the learners when teaching.* Also, some candidates misinterpreted the question and thus explained ways of enhancing morality among learners such as *punishment, motivation, reinforcement,* and *being a role model.* Extract 10.1 is a sample of an incorrect response from one of the candidates.

Extract 10.1: A sample of an incorrect response to question 10.

In Extract 10.1, the candidate mentioned the stages of cognitive development by Jean Piaget instead of strategies to foster cognitive development among students in the process of teaching and learning.

On the other hand, candidates who scored averagely described correctly 2 strategies of fostering cognitive development among students but mixed with incorrect strategies, such as *the use of Bloom's taxonomy, improvising teaching materials, through repetition and memorization, use of mnemonic aids, use of positive reinforcement, through solving problems facing them* and *teach them from simple to complex*.

Further analysis reveals that the candidates with good scores displayed adequate mastery of the ways of fostering cognitive development among students, hence provided 3 to 4 strategies, such as *inquiry learning, collaborative learning, interactive activities, encouraging curiosity and creativity among students, and providing more tasks in teaching and learning process*. Extract 10.2 is a sample of a candidate's correct response to the question.

Extract 10.2: A sample of a correct response to question 10.

2.2   SECTION B: Essay Questions

This section had four (4) essay-type questions each weighing 15 making a total of 60 marks. The candidates' performance in each question is categorized as weak if the score ranges from 0 to 5.5 marks, average from 6 to 10 marks, and good if the score ranges from 10.5 to 15 marks.

2.2.1 Question 11: Learning in School Setting

This question required candidates to analyse six motivational strategies to be used to make students value education. A total of 1,906 (100%) candidates

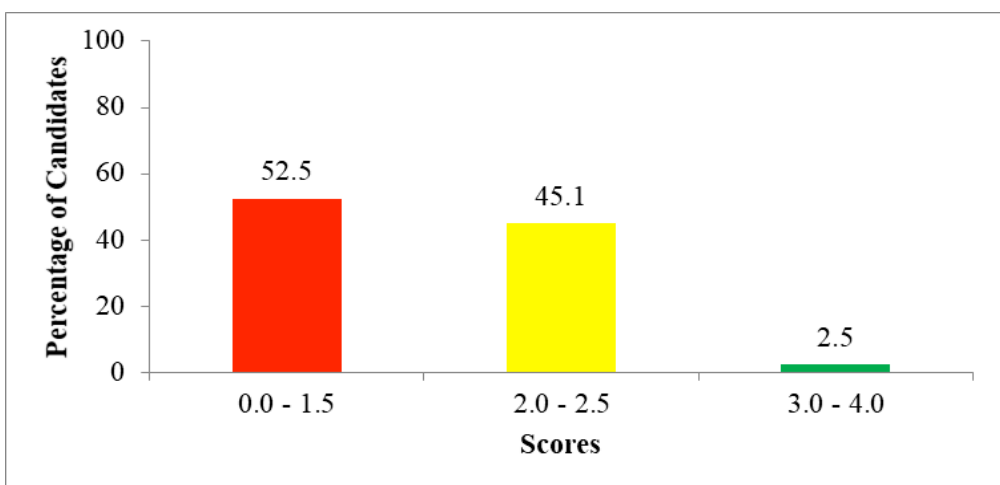attempted this question. The general performance in this question is as shown in Figure 10.
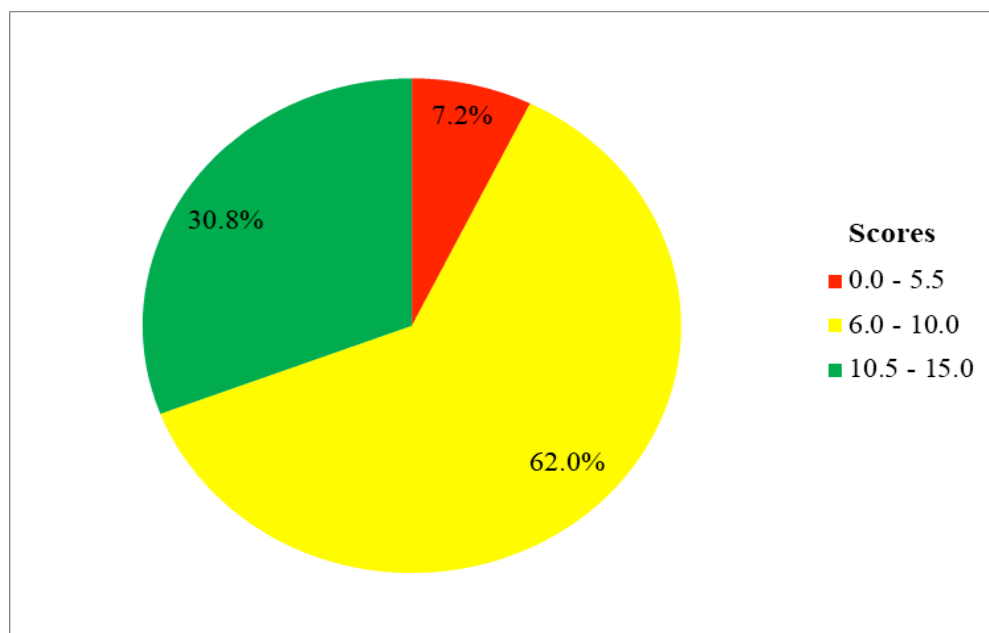
Figure 10: *Candidates' Performance in Question 11*

Statistics in Figure 10 show that, performance in this question was good since 1,768 (92.8%) candidates scored from 6 to 15 marks and only 138 (7.2%) candidates scored 0 to 5.5 marks.

The analysis of candidates' performance indicates that candidates with good scores displayed adequate knowledge and skills of motivation as they recommended appropriate motivational strategies to enable the learners value to education. They wrote motivational strategies, such as *using rewards, reinforcement, provision of immediate feedback on their progress in their course of study, establishment of different educational programmes at school such as sports and games, using real examples of successful people in the society,* and *let them aware of the consequences of failure in real life situation.* In addition, candidates in this category supported their recommendations with relevant real-life examples. Extract 11.1 is a sample of a candidate's correct response to the question.

Motivational strategies refer to the way on how you can motivate the students to value education. The following are the strategies that can be used to make learners to value education these are;

Rainforcement. This is one of the strategies that can be used to make learners to value education and this rainforcement can be positive rainforcement or negative rainforcement due to the condition and the situation of the learner not only that but also

Feed back This is another strategies that can be used to make learners to value education as a teacher you have to give feed back to your learner about their learning example the feed back of their test or examination so that they can determine their level of performance.

Teaching and learning material: This is another strategies that can be used to motivate learner in teaching and learning to value education also you have to organize your teaching and learning material tha. Can help learner to value education

Teaching aid used during learning. This is another motivational strategies that can be used to make learners to value education in order to motivate student to make them to value education the teaching aid used during learning should be good and attractive.

Teaching and learning method. This is another motivational strategies that can be used to motivate learners to value education they way your presenting your lesson to the learner during learning also can help them to value the education and archieve the targeted education

Teaching and learning environment. This also is another motivational strategies that can be used to motivate learner to value education the learning environment should be good and attractive to the learner which can motivate them to acquire the required education during learning.

Ther fore all in all motivation can be used to bring both positive and negative result during teat. Learning so we need to motivate learner for the purpose of getting positive result and this can help them to value education

Extract 11.1: A sample of correct responses to question 11.

26

Further analysis reveals that candidates with average scores suggested only three correct motivational strategies that could be used to foster students' behaviour in valuing education. They did not score all points due to inadequate language mastery to elaborate their arguments. Also, they proposed some incorrect motivational strategies. For example, some candidates suggested strategies, such as *using teaching aids, being a role model, selecting of appropriate teaching methods, guidance and counselling, establishing different programmes at school such as sports and games,* and *giving equal chances to participate in learning*. Although some of these responses are correct, these candidates failed to explain how the strategies would make students value education.

On the other hand, students who had weak performance did not understand the requirements of the question. These candidates provided some general principles of effective teaching and learning, such as *using simple, conversant and polite language, provision of tests and examinations which cover all content areas, equal treatment to all learners, teaching from simple to complex, through punishment and using body gestures*. Other candidates in this category misinterpreted the question hence explained participatory teaching methods, such as *group discussion, jigsaw, role play, field trip* and *seminars*. They wrote these responses because of the belief that participatory methods are learner-centered, hence they could make learners build interest in their studies and value education. Extract 11.2 illustrates a sample of an incorrect response from one of the candidates.

11

Education is the transfer of knowledge from one person to another, the impartment of knowledge, skills and attitude from one person to another, from one generation to another, inorder the education to be valuing the different tactics will used. Some learners fail to value the education; The following are the importance of education as the strategies used to achieve the targeted goal.

It make someone to be a professional; The different professional example teachers, Doctor, nurse are prepared and coming from the education product and to p be professional in a particular special area.

It make the someone to be respected: The education bring the full respect in their or our daily life the educated people in our society are daily respected because they seen as the special one rather than uneducated. in e worldwide.

It make the people to love work; through education people love their work to be, this is because the work is prepare them to get money and respect, the people love their work because of their are educated about the work to be example teacher, doctor.

It make the some one to attain their own goal specific because education is the key. also is the bridge of other things this is because without education we not enough to be under Curtain professional work.

Also it help the people to aware about world wide information; This is due to use of different media used as key of getting information about the worldwide, It Make the people to know what happen, future happen and to know what happen for future years this is predicted by different scientist and given to use through Media example Television etc.

However the education is Must be given value than other field in the world because is used as bridge for other bridge the education is start from birth and until the death day so its More important to the people for all generation.

Extract 11.2: A sample of incorrect responses to question 11.

Extract 11.2 shows that the candidate explained the importance or value of education in society instead of motivational strategies to enable learners value education.

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

In this question, the candidates were expected to use Kohlberg's theory of moral development to justify the reasons why people obey laws and orders differently from childhood to adulthood. The question was attempted by 1,906 (100%) candidates whose general performance is as illustrated in Figure 11.
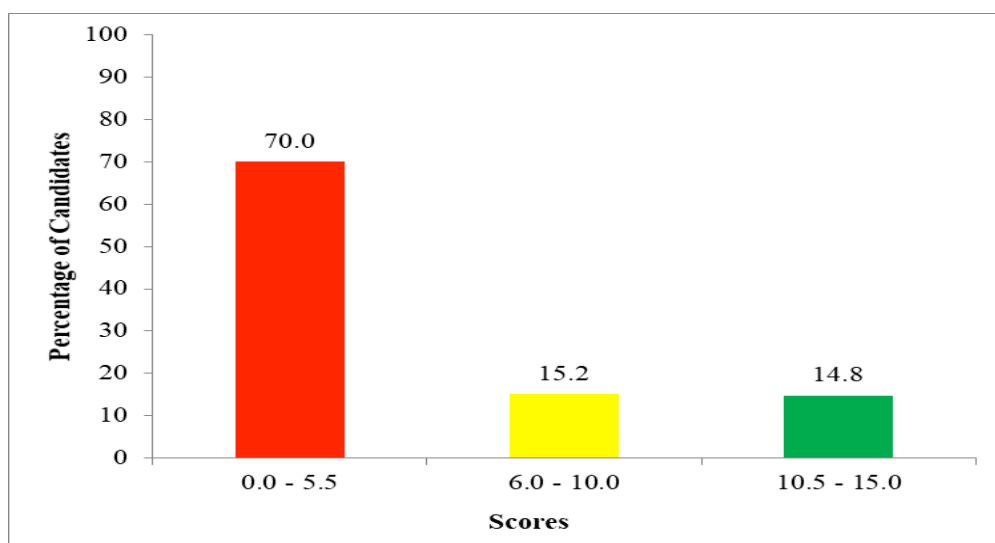
Figure 11: *Candidates' Performance in Question 12*

Statistics in Figure 11 show that the performance in this question was weak since 1,335 (70%) candidates scored 0 to 5.5 marks while 571 (30%) candidates scored from 6 to 15 marks.

Candidates with weak performance wrote general reasons as to why children obey laws: *The fear of consequences of the law, they are always low thinkers, they do not know how to classify things,* and *they are always good listeners*. Other candidates wrote the general factors that might influence an individual's obedience to laws and orders, such as *the nature of culture that an individual belongs, the ideology of the authority, parents, peers and society influences,* as well as *institutional influences*. Although some of these factors are correct, these candidates failed to justify them using Kohlberg's theory of moral development. Moreover, some candidates confused the age approximation of the stages of moral reasoning. For example, one candidate wrote; *Conventional stage (0-2 years), Pre-conventional stage (2-4 years)* and *Post-conventional stage (4-7 years)*. This candidate did not know that the level of internalization of moral decisions at the conventional level is higher than the

pre-conventional level, thus the age proposition is incorrect. Besides, the explanation provided in the proposed stages was incorrect. Extract 12.1 illustrates a sample of a candidate's incorrect response to the question.

Extract 12.1: A sample of an incorrect response to question 12.

In Extract 12.1, the candidate explained some of the psychosocial stages of personality development by Erick Erickson instead of Kohlberg's moral developmental stages.

Similarly, candidates with average performance wrote three correct reasons. Language barriers hindered them to express their ideas correctly in relation to moral reasoning from childhood to adulthood. Other candidates elaborated only the three main levels of moral development which are; *pre-conventional, conventional and post-conventional* but failed to give an explanation of the sub-levels of each stage and how it influences moral decision. Further analysis showed that the majority of candidates in this category were only conversant with *punishment and obedience orientation* and *good – boys, nice girls' orientation* sub-levels.

On the other hand, candidates who had good scores (10.5-15marks) demonstrated sufficient mastery of the stages of moral decision as they explained correctly six stages of moral development in relation to how people obey laws and orders differently from childhood to adulthood. Extract 12.2 is a sample of a correct response from one of the candidates.

12

Moral development; Refers to an ability of a person to identify what is wrong and what is right. According to Kohl berg suggested three theories which are pre-convetional stage, convertional stage and past convertional stage.

The following are the levels which follows under each stage of moral development according to Kohlberg:

Punishment oriented; Under this a child moral develops considering the consequeses where by a child obeys each and every thing with the fear of failing to obey will result into punishment.

Self interest orientation; Under this a child obeys the rules considering his/her interest in which he/she follows on what her/his heart interested on.

Good boys and nice girls; Moral development of a child in this a child obeys laws and rules considering what the group says, so he/she follow on what is being said by the group of people

Law and order orientation; Under this the moral development of a child follows the law and orders that are being set by the society, so they obey on what acceptable by the society at whole.

Social contract; Under this a child moral development follows on social contract so they obey on what is agreed together between them and the social group.

Universal principle; the child moral development is determined through the universal principle in which they follow the human right, so a child will obey on what follows the human right.

Therefore; It is necessary for child observe those stages so as to ensure that they do right things which matchs with the law and rules in the societ

Extract 12.2: A sample of a correct response to question 12.

2.2.3 Question 13: Guidance and Counselling

The question required candidates to analyse four counselling skills displayed by Salha. A total of 1,906 (100%) candidates attempted this question. The general performance of this question is as illustrated in Figure 12.
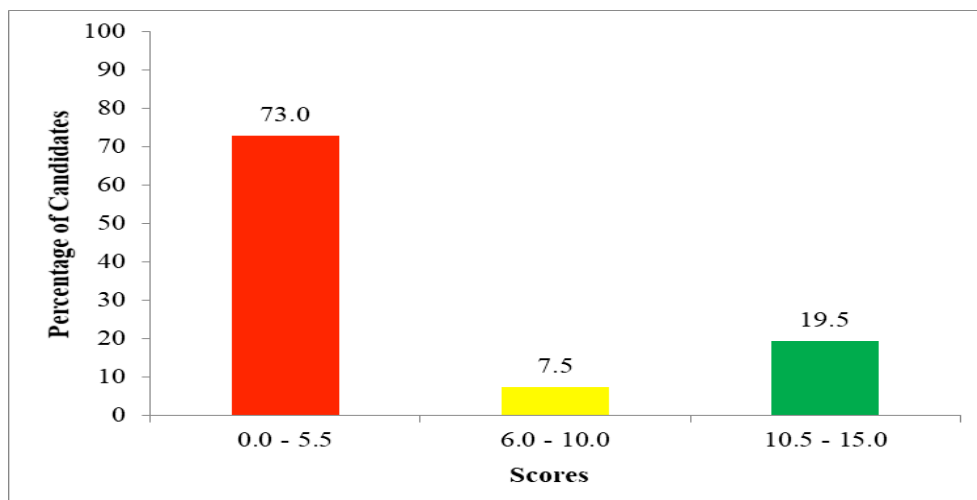
Figure 12: *Candidates' Performance in Question 13*

Figure 12 shows that candidates' performance in this question was weak since only 513 (27%) candidates scored from 6 to 15 marks while 1,393 (73%) candidates scored 0 to 5.5 marks.

Further analysis of candidates' responses shows that candidates whose performance was weak (0-5.5 marks) explained the general counselling skills, such as *communication skills, basic skills,* and *supportive skills* instead of *relationship building, exploration of the client's problem, understanding,* and *action plan*. Other candidates in this category misinterpreted the question, thus explained the counseling approaches such as *direct* and *eclectic*. Also, other candidates wrote incorrect counselling skills which were not required in the question, such as *problem-solving skills, good communication skills, creativity skills, intellectual skills, formative and summative skills, diagnostic skills, evaluation skills, psychological skills* and *social skills*. Other candidates wrote skills that deviated from the question, such as *guidance and counselling skills, to ensure great hope, group counselling skills, peer-counselling skills, analysis counselling skills,* and *client counselling skills*. Extract 13.1 is a sample of one of the candidate's incorrect response to this question.

A counselor; is a person who provides advice to others people about a certain situation that may become harmful to such People. A client is able to express what is wrong to the Counsellor.

A good counselor should develop a good skills of Counselling. The following are the Counselling skills that Salha displayed in the scenario during the process.

Honest; A good counselor should be honest. This will help a client to think and feel free that he/she meet with a right person who can solve his/her problem effectively. Being honest will help a client to express his/her feeling and become easier to help or to solve his/her problems.

A good counselor should be systematic; In such kind of Counseling, Salha showing a Systematic way of Solving Scenario's problem. This will help the client to have well advice from the Counselor. Also being systematic will help a counselor to apply a proper way of solving the client's problems.

Confidenciality; Salha showing Confidencial situation during the process of Counseling scenario. And this is one of the skills developed by Salha. Since the process of Counseling the client involve different confidencial issues, the Counselor should not spread of what told by the client. This is one of the skills developed by a good Counselor.

Good decision making; A good Counselor should develop a good and proper decision making together with the client.

In the process of making decision, the Counselor should find out a proper way of decision and that can encourage the client to agree with him/her. This will help the client to have a proper way of Solving his/her problem easily and effectively.

Therefore; not any person can provide counselling to the client. This is because the process of counseling people needs a special knowledge (education) so as to solve other problems. This is because the counselor is professional. Being professional is what a Counselor can make easier to solve different problem from different clients.

Extract 13.1: A sample of an incorrect response to question 13.

In Extract 13.1, the candidate explained some of the qualities of a good counselor instead of explaining counselling skills asked in the question.

34

Further analysis reveals that those with average scores explained 2 correct counselling skills. It is evident that these candidates had average understanding of the counselling skills displayed. Moreover, others wrote the same explanation for *exploration of the client's problem* and *understanding the client's problem*.

However, candidates whose scores were good elaborated correctly the counselling skills displayed. They also provided relevant examples from the context supported with adequate explanation of each of the required skills. Extract 13.2 illustrate a sample of a correct response from one of the candidates.

Counselling is the branch of psychology which help to solve the problem or copy with the problems of the people in the society example of the problem are orphans, HIV/AIDS and dropout of the students. So counselling skills refers to the skills used by the counsellor to solve the problem or copy with problem of the people, the following are counselling skills that Salha may use to displayed her scenarios such as:-

Relationship building, means the counselor use a chance to welcome a client to the office and greeting each other to show the interest of the presence of the client so Salha as school counselor indicate the relationship building by warmly welcomed the clients.

Exploration of the information, means a counselor make effert to convize the clients to provide all important information which were not given previously in order to solve the problem, example Salha as school counselor make exploration to confronted the client when some details of the issue were not given out.

Understand the clients problems, a counselor should make effert to understand the client's problem so as to help her or him to solve or copy the problems, example Salha as school counselor created a free atmosphere which assured her to understand the problem of the students also setting strategies on how to understand the client's problem.

Action plan, means that a counselor will develop different plan so as to implement the solution of the client's problem in order to solve the problem or to copy with it, example Salha as school counselor developing the action plan by prioritizing the student and reach a consensus for the implementation.

Therefore counseling skills is very important during the counselling session because it make the counselor to provide the solution of the clients effectively if other skills will included such as relax, learn forward and open structure.

Extract 13.2: A sample of a correct response to question 13.

2.2.4 Question 14: Learning in School Setting

This question required the candidates to describe four schedules of reinforcement to be used to alleviate students' over-dependence on the use of continuous reinforcement. A total of 1,906 (100%) candidates attempted this question. The overall performance of this question is as illustrated in Figure 13.
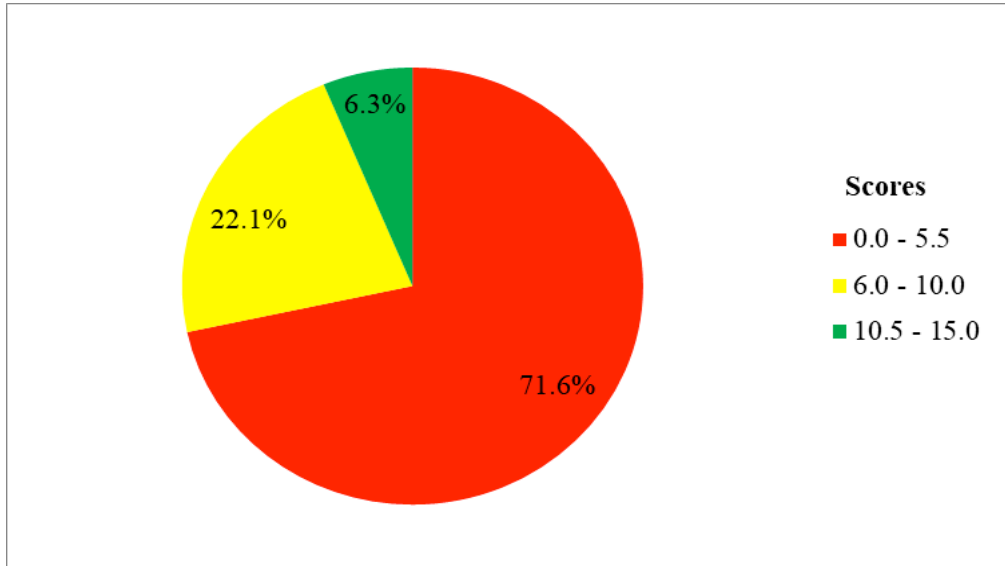
Figure 13: *Candidates' Performance in Question 14*

The statistics in Figure 13 show that, candidates' performance in this question was weak since 541 (28.4%) candidates scored from 6 to 15 marks while 1,365 (71.6%) candidates scored 0 to 5.5 marks.

The analysis of candidates' performance indicates that candidates with weak scores had insufficient knowledge of reinforcement schedules in the teaching and learning process. These candidates described incorrect reinforcement schedules, such as *limited schedule, Extinction schedule, Mutual schedule, extinct schedule* and *instinct schedule.* Other candidates in this category wrote some characteristics of reinforcement, for example one candidate wrote: *reinforcement should associate with motivation, should not be discouraging, should be continuous process.* Moreover, some candidates wrote the practices which teachers may use to foster students' learning, such as *provision of examination, tests and quizzes, punishment, provision of rewards, using relevant teaching aids, through repetition, group discussion, field trips* and *songs.* Others misinterpreted the question and thus explained some principles and terms used in classical conditioning such as *generalization, extinction, spontaneous recovery, discrimination, conditioned stimulus (CS), unconditioned stimulus (UCS), conditioned response (CR) and unconditioned response (UCR).* Extract 14.1 is a sample of an incorrect response from one of the candidates.

14 Reinforcement - Refers to the stimulus whole presentation the increase the likelyhood of the good behaviour occur again and again. Reinforcement is given and provided after the good behaviour have been shown. Therefore reinforcement increase the likelyhood and not — initiating the good behaviour. The following are the 4 schedule of reinforcement.

Positive reinforcement - This is one of the schedule of reinforcement. This refers to the stimulus whose presentation increases the likelyhood of the good behaviour to occur again and again. Example of positive reinforcement are rewards, employment, and money. Therefore the schedule of reinforcement.

Negative reinforcement - This is one of the schedule of reinforcement. This refers to the stimulus whose which increases the likelyhood of the good behaviour to occur again as a result of taking away unpleasant things. Example of Negative reinforcement is taking away sticks to those who have Performed better marks. These are the schedule of reinforcement.

~~Positive reinforcement~~ - Primary reinforcement - This is one of the schedule of reinforcement. This refers to the increases the likelyhood of the good behaviour to occur again as a result of giving biological factors ~~taking away pleasant~~ things. Example of primary reinforcement are those biological driven such as foods, water. Primary reinforcement are biological driven Therefore, the schedule reinforcement.

Secondary reinforcement - This is one of the schedule of reinforcement. This refers to the increases the likelyhood of the good behaviour to occur again as a result of environmental factors or extrinsic factors such as money, employment and praises. The secondary reinforcement are external driven. and example of secondary reinforcement are wages, employment, praises and money. Therefore the schedule of reinforcement.

In conclusion, the above are the schedule of reinforcement. The schedule of reinforcement have 1 are general aim to improve and strength the behaviour to likely be occur again and again. Hence very important in the process of maintaining and rapidly improve learning.

Extract 14.2: A sample of an incorrect response to question 14.

In Extract 14.1, the candidate explained the general types of reinforcement instead of reinforcement schedules.

On the other hand, candidates with average scores elaborated some of the reinforcement schedules though language barrier hindered them from giving correct examples and meaning. For example, one candidate wrote: *Fixed ratio schedule is the provision of rewards after a certain period for example one month or two months.* This candidate did not know that in fixed ratio schedule of reinforcement, the focus is on the fixed number of responses rather than time passage. In addition, others failed to differentiate variable interval from variable ratio schedule of reinforcement. For example, they wrote: *Variable interval is a kind of reinforcement schedule in which a desired response of the learner is reinforced or awarded basing on a particular interval number of responses* while *Variable ratio schedule is the type of reinforcement whereby rewards are being provided all the time.*

On the other hand, the candidates whose scores were good demonstrated adequate knowledge of the schedules of reinforcement to be used in a situation where extinction takes place quickly. These candidates had a good command of English language which enabled them to elaborate their arguments with relevant examples and details. Extract 14.2 is a sample of a correct response from one of the candidates.

14 Reinforcement, is the process of strengthening or weakening a certain behaviour to recur. Reinforcement can be positive or negative basing on how it's applied. The following are four schedules of reinforcement.

Fixed ratio. This is a type of schedule of reinforcement where by the behavior of the learners is reinforced after every fixed number of response. Forexample asking questions and providing reinforcement (example clapping hands) after response to every five questions.

Varied ratio. It is another type of reinforcement schedule where by students' behaviour is reinforced after a varied ratio. Example when teacher ask questions and provide awards randomly to those attempted well.

Fixed interval. This is another schedule of reinforcement where by the learners behaviour is reinforced after & every known/defined interval. Example after every five minutes the behavior is reinforced. Also a teacher may provide awards per every annual test for the learners who scored higher marks.

Varied interval. This is the last schedule of reinforcement. At this schedule, the behavior of learners is reinforced for varied or unknown interval. For example during classroom session, a teacher reinforces students who responded well by together of example after three or sometimes after ten or fifteen time intervals.

Generally; Positive reinforcement is provided to the learners for strengthening a certain acceptable behavior to recur while "negative reinforcement" is provided to the the students for weakening a certain unacceptable behavior.

Extract 14.2: A sample of a correct response to question 14.

3.0   PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Educational Psychology Guidance and Counselling examination for the Diploma in Secondary Education Examination (DSEE) in 2023 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 indicated that candidates had good performance in three topics which were *Learning Theories* (81.3%), *Psychology and Educational Psychology* (73.8%) and *Learning in School Setting* (70%). The candidates had average performance in the topics of *Guidance and Counselling* (57.5%) and *Human Development and Psychology of Teaching and Learning* (51.9%). Moreover, candidates' weak performance was observed on the topic of *Diversity in Learning* (31.6%).

Further analysis of the candidates' performance showed that the topic of *Learning Theories* has improved from weak performance (33.0%) in 2022 to good performance (81.3%) in 2023. Similarly, the topic of *Learning in School Setting* improved from average performance (44.6%) in 2022 to good performance (70%) in 2023. Moreover, the topic of *Psychology and Educational Psychology* has maintained a good performance despite the decline of 11.8% from 85.6% in 2022 to 73.8% in 2023.

Moreover, the analysis of the candidates' performance showed that the topic of *Guidance and Counselling* maintained average performance with an increase of 7.1% from 50.4% in 2022 to 57.5% in 2023. Similarly, the topic of *Human Development and Psychology of Teaching and Learning* continued to have average performance although with a decline of 5% from 56.9% in 2022 to 51.9% in 2023. Similarly, there is a decline in candidates' performance in the topic of *Diversity in Learning* from good (74.0%) in 2022 to weak (31.6%) in 2023.

4.0 CONCLUSION

The performance in Educational Psychology, Guidance and Counselling subject for the Diploma in Secondary Education Examination (DSEE) in 2023 was good as 98.1 per cent of candidates passed while only 1.9 per cent failed. The analysis showed that the candidates' good performance was attributed to their abilities to identify the requirement of the respective question and sufficient mastery of the subject matter. Only a few candidates (1.9%) showed inadequate knowledge of the subject matter in some areas.

The decline in candidates' performance from good (74.0%) to weak (31.6%) in the topic of *Diversity in Learning* implies that, many candidates did not acquire the expected competencies on assisting learners with special learning needs particularly behavioural disorders during the course of their study.

5.0 RECOMMENDATIONS

From the observations made in this Candidates' Item Response Analysis for Educational Psychology, Guidance and Counselling subject **(**DSEE) in 2023 report, it is recommended that:

(a) Plenary discussions, debates and case studies should be used in teaching the topic of *Diversity in Learning* to give students more skills and experiences in identifying and assisting learners with special learning needs in the school setting.

(b) Tutors should teach through inquiry and problem-based learning approaches to enable student teachers build adequate skills in addressing learning challenges in relation to content learnt.

(c) Tutors should give student teachers more practice on attempting questions which are context-based, since the majority of candidates who performed poorly misinterpreted the questions.

(d) Tutors should insist on the use of teaching strategies, such as case studies, role plays, interviews, plenary discussions, portfolio for individual critical reflections in the teaching and assessing their students. These strategies will enable student teachers to apply the developed competences in responding to the questions asked in examinations.

(e)   Tutors should encourage their student teachers to read thoroughly and make correct interpretations of questions before attempting them. The analysis of candidates' responses showed that the poor scores among the majority originated from misinterpretations. Moreover, tutors should give student teachers appropriate feedback on their performance in assignments, tests or examinations to improve their skills in attempting questions.

SUMMARY OF THE CANDIDATES' PERFORMANCE IN EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING 2023

S/N	Topic	Performance in each Question			Remarks
		Question	Performance in each Question (%)	Average Performance per Topic	
1.	Learning Theories	8	81.3	81.3	Good
2.	Psychology and Educational Psychology	1	73.8	73.8	Good
3.	Learning in School Settings	3	67.6	70	Good
		4	91.3		
		11	92.8		
		14	28.4		
4.	Guidance and Counselling	7	88	57.5	Average
		13	27		
5.	Human Development and Psychology of Teaching and Learning	2	69.1	51.9	Average
		6	61.3		
		10	47.5		
		12	30		
6.	Diversity in Learning	5	63.2	31.6	Weak
		9	0		