



## **EXAMINATIONS COUNCIL OF ZAMBIA**

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### **2022 Teacher Education Performance Review Report**

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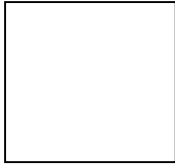
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## Foreword



The Examinations Council of Zambia (ECZ) has made significant strides in Teacher Education examinations. The ECZ conducts teacher training examinations for Early Childhood Education, Primary and, Secondary School teaching. Many Colleges of Education have shown willingness to sit the examinations set by the ECZ. The examinations do not only provide a basis for certification and progression but valuable feedback on the quality of teacher training and the teachers produced.

In this regard, the ECZ reviews performance of candidates after every examination cycle. The aim of the review is to provide important information on candidate's performance, from which decisions, both at Policy making and implementation levels could be made. This report provides a comprehensive overview of candidates' accomplishments, strengths, weaknesses, trends, and challenges of those who sat the TED Examination in 2022. The notable trend in Teacher Education examination is low candidature especially at Early Childhood level. Generally, candidates who performed exceedingly in the 2022 examination showed understanding of the subject content as evidenced by relevant and correct responses to questions, clarity in explanations, fluency in language use and orderly presentation of work. In contrast, those who did not perform well, lacked mastery of the subject matter and exhibited challenges in expressing themselves. It is, therefore, hoped that this report, provides valued feedback that will inform stakeholders on candidates' performance during 2022 academic year for decisive measures to improve teacher education in the country.

Dr. Michael Chilala

Executive Director

**Examination Council of Zambia**

## Acknowledgements

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9. Mr. Milimo Mweemba, Information and Documentation Officer

Finally, we would like to thank Teacher Education Colleges, cooperating partners, bilateral agencies, non-governmental organizations, teacher unions and other stakeholders for their continuous support and interest in such reports. We desire this collaboration to continue.

Shadreck Nkoya  
Director - Research Planning and Information Department (RPI)  
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## 1.0 Teacher Education Examinations at Examinations Council of Zambia

### 1.1 Background

Teacher education assessment conducted by Examinations Council of Zambia (ECZ) are for a three-year teacher education diploma programme. There is College based assessment which includes continuous assessment and end of year examinations. End of year examinations in some courses in first and second year are conducted by college while two for each of these years are centrally set by the ECZ. In third year of all the courses are centrally set.

Early Childhood Teacher's Diploma programme has a total of 10 centrally set examinable courses covering a period of three years. In first and second year, students sit two centrally set courses in each year and 6 in third year. The Primary Teacher's Diploma programme has 12 centrally set examinable courses covering a period of three years. In first and second year, students sit two centrally set courses in each year and 6 in third year. The Junior Secondary Teacher's Diploma courses have a variation in number of courses examinable in a period of three years across the 15 subject specialization areas. On average there are 8 to 12 centrally set courses. Two courses are taken in first and second year and the rest 4 or 6 are taken in third year.

A teacher who graduates from an institution that administers these teacher education examinations is expected to facilitate acquisition of the intended knowledge, skills and values in the learners at any of the three mentioned levels; Early Childhood Education, Primary School and Junior Secondary School.

This report reflects 2022 performance of Teacher education candidates in Teacher Education programmes

### 1.2 Assessment Structure for Teacher Education Courses:

There are two assessment structures for teacher education programmes. The first is College based assessment that has Continuous Assessment (CA) or courses work assessed during the teaching and learning and end of year one and two examinations for some courses. The second is the ECZ centrally set examinations done at the end of every year.

During processing of results, a composite score of CA and end of year examination is generated as the final grade a candidate obtains in a particular course. Practicals are part of the Continuous Assessment, and candidates are scored during Teaching and Learning. The end of year examination is a theory examination paper and has three Sections; Section A has multiple choice questions, Section B requires semi- structured or short answer or one-word answer and Section C requires answers in essay form., the paper is marked out of 100.

This report focuses on the results of the 2022 Grade 12 School Certificate Ordinary Level Examination, which is divided into two main parts. The first part presents an overview of the examination results, while the second part provides a detailed analysis of the performance in each subject.

## 2.0 2022 Early Childhood Education Teachers' Diploma Year I Examination

The candidature and performance in the Early Childhood Teacher's Diploma for the 2022 Year one examination was as follows:

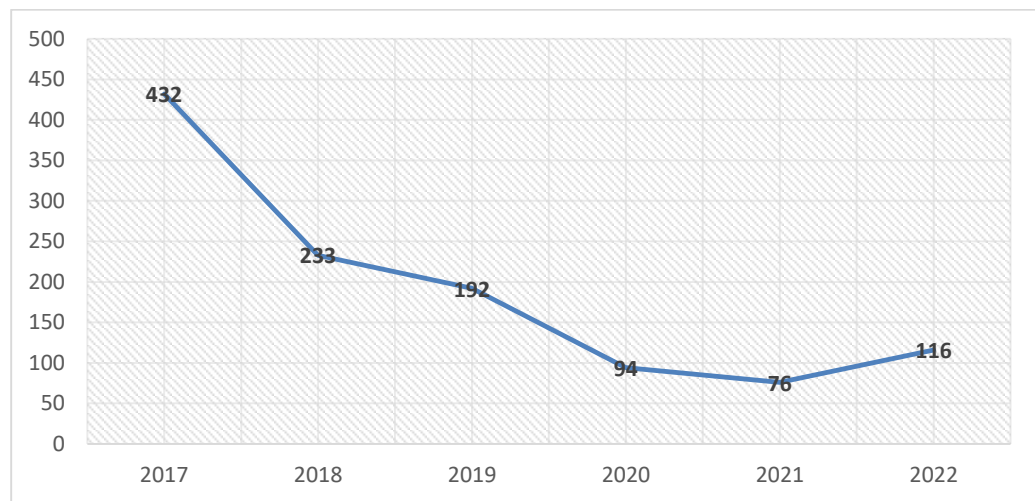
### 2.1 Candidature by Sex

- 2.1.1 One hundred Sixteen (116) candidates registered for the 2022 Early Childhood Teacher Education year one examination. About 84.84 percent (98) of the registered candidates were females and **15.51** percent (18) were males. The 2022 candidature increased by about 34.48 percent (40 candidates) when compared to 2021.
- 2.1.2 Out of the 116 registered candidates, 109 candidates representing **93.97** Percent sat the examination. Of the 109 candidates, 92 (84.40%) were females and, **17** (15.60%) males. In comparison to 2021, the 2022 proportion of candidates who sat the ECE year one examination decreased by **2.08** percentage points.
- 2.1.3 In terms of absenteeism, 7 candidates representing **6.03** percent of the registered candidates were absent from the examination. When compared to 2021, the absenteeism rate in 2022 ECE Year I examinations increased by 2.08 percentage points.



2.1.4 More female candidates were absent from the ECE Year I examinations than their male counterparts.

2.1.5 The five- year trend analysis indicates that candidature for ECE year 1 has been reducing. However, the trend changed in 2022 as it took up an upward turn.



*Figure 1: Trend in ECE Year 1 candidature (2017-2022)*

## 2.2 General Performance

2.2.1 Of the candidates that sat the 2022 ECE year one diploma examination, 87 (**79.82%**) obtained clear pass, 18 (16.51%) proceeded and there was no referred candidate. One candidate was recorded in repeat (0.92%) and 3 (2.75%) were excluded. In comparison to 2021, the 2022 proportion of clear pass decreased by 9.24 percentage points from 89.04% in 2021.

2.2.2 In terms of proportions of clear passes obtained by College, David Livingstone and Kasama College of Education recorded 100 percent clear pass proportions. Mansa College of Education did not record any clear pass at this level.

2.2.3 The mean scores in all ECE year one courses in 2022 were above the pass mark of 40 percent except for Information and Communication Technology just like it was last year, 2021.

- 2.2.4 Further most of the courses recorded a decrease in performance ranging from 0.04 percentage points for Sociology of Education and Child Psychology (Lowest decrease) to 8.52 percentage points for Health Education (Highest decrease). Pre- Environmental Science Education I, Mathematics Education I and Literacy and Languages Development Education I recorded increases of 7.52; 4.99 and 4.4 percentage points in that order.
- 2.2.5 The highest mean score in the 2022 ECE Year One examination was recorded in Pre- Environmental Science Education I at 63.53 percent lower last year Health Education at 68.55 percent. The second highest was Early Child Teaching Method and Production of TL Aids at 63.11 percent. The lowest mean score was recorded in Information and communications Technology at 37.89 percent. This state of affairs was the same even during the 2021 Examination.

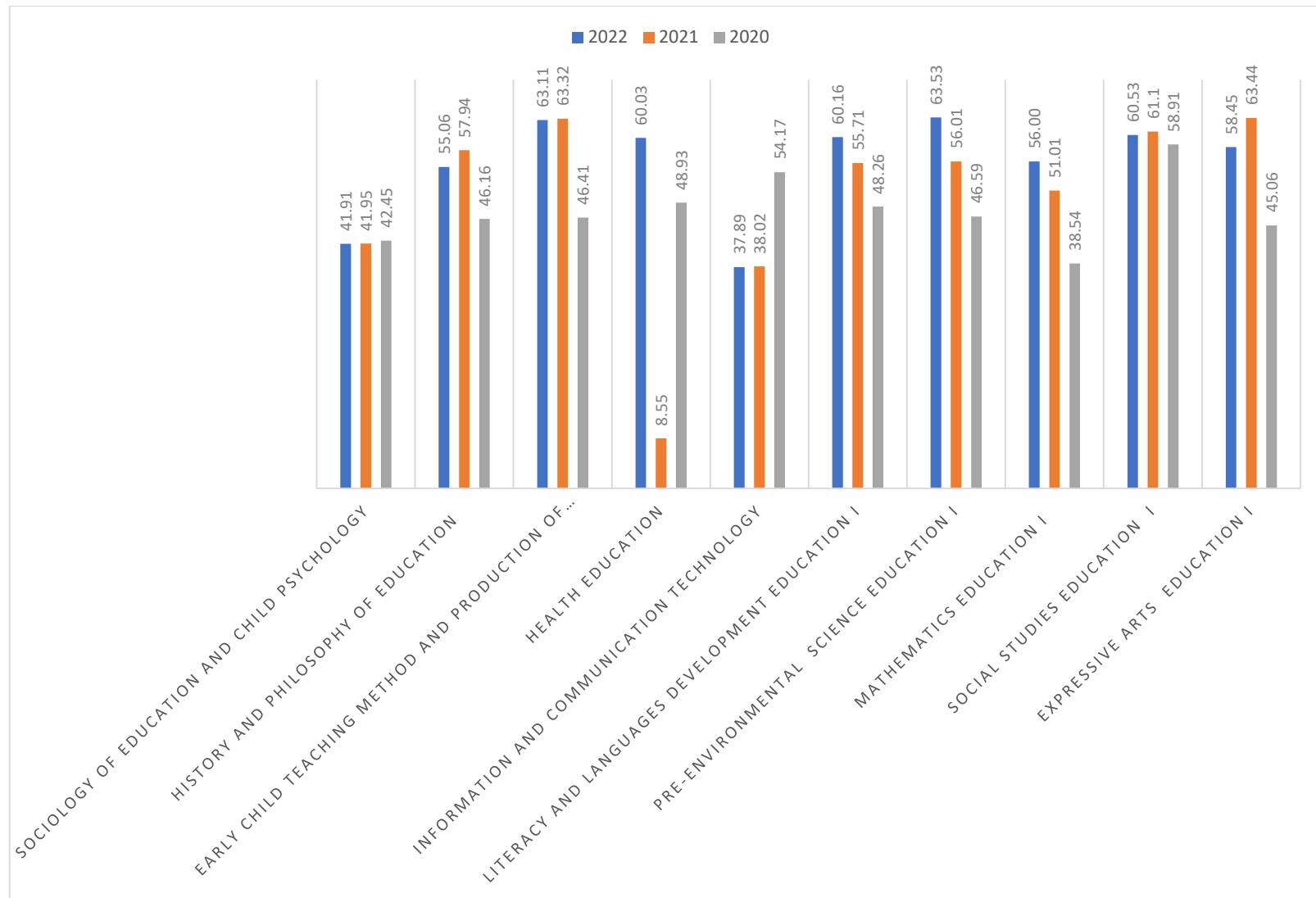


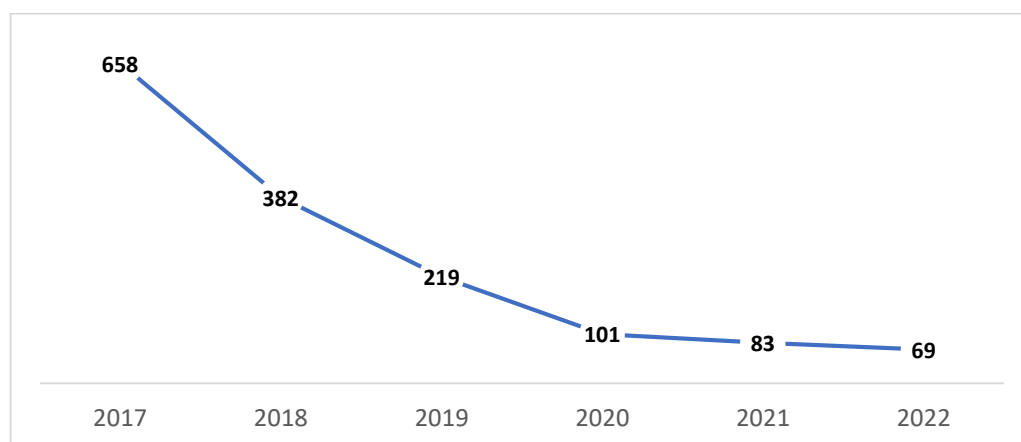
Figure 2: 2022; 2021 and 2020 Mean Scores of Courses offered at ECE Year I

### 3.0 Early Childhood Education Teacher Diploma Year II Examination

The following courses were offered in year two diploma program for ECE: Special Education Guidance and Counselling, Early Education Management and Organization, Literacy and Languages Development Education II, Environmental Science Education II, Pre- Mathematics Education II, Social Studies Education II, Expressive Arts Education II.

#### 3.1 Candidature by Sex

- 3.1.1 There were 70 candidates who registered for the examination. Of these, 56 (81.16%) were females and 13 (18.84%) males.
- 3.1.2 Of the 70 who registered for ECE Year II diploma, 69 sat for the examination.
- 3.1.3 Only one (01) candidate was absent from the entire examination representing 98.57percentage turnout.
- 3.1.4 Candidature has continued to decrease over the past six (6) years as can be seen in figure 3.

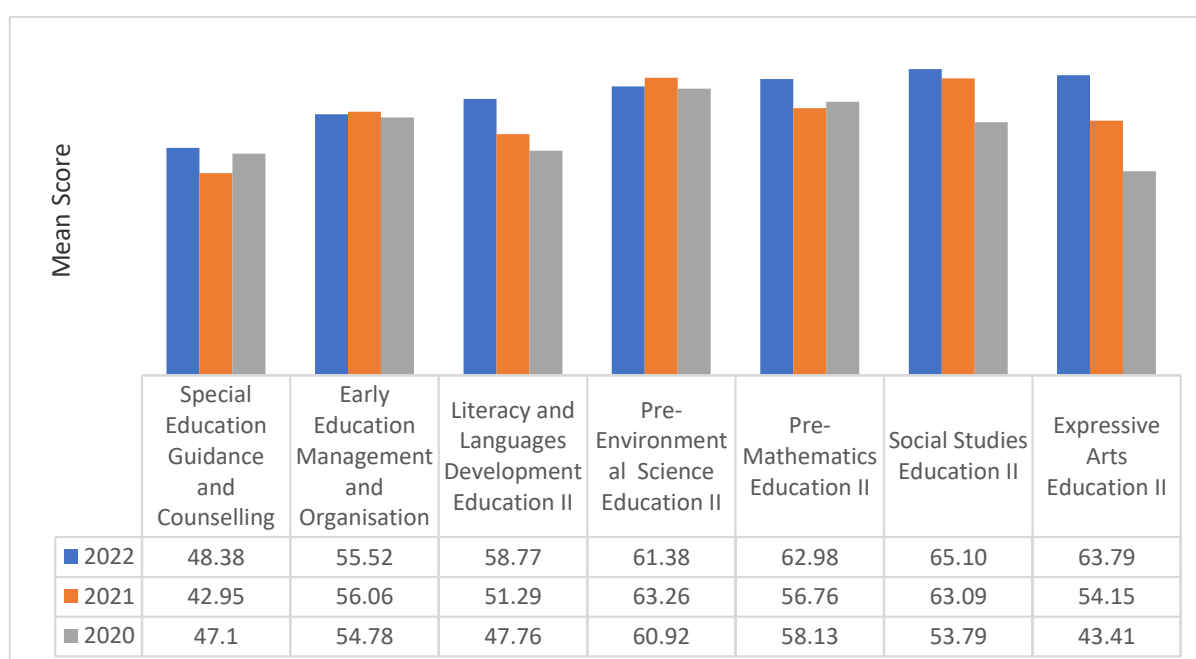


*Figure 3: Trend in ECE Year 2 candidature (2017-2021)*

#### 3.2 General Performance

- 3.2.1 Of the 69 candidates that sat the 2022-year II ECE diploma examination, 68 (98.55%) obtained clear pass and 1 proceeded. No candidates were recorded in the fell, Referred, Repeat and Exclude categories.

- 3.2.2 In terms of proportions of clear passes obtained by College, all the colleges recorded 100 percent apart from Kasama College of Education which recorded 75 percent.
- 3.2.3 The mean scores in all the ECE year II courses in 2022 were above the pass mark of 40 percent just as it was in 2021. Two courses namely: Early Education Management and Organization and Pre-Environmental Science Education II however, recorded decrease in performance of 0.54 and 1.88 percentage points respectively from 2021.
- 3.2.4 In terms of improvement in performance, Expressive Arts Education II recorded the highest improvement by 9.64 percentage points in the 2022 ECE Year II examination.
- 3.2.5 The highest mean score was recorded in Social Studies Education II at 65.10 percent. The second highest was Expressive Arts Education II at 63.79 percent and third was Pre- Mathematics Education II at 62.98 percent.
- 3.2.6 The lowest mean score in 2021 was recorded in Special Education Guidance and Counselling at 42.95 percent.



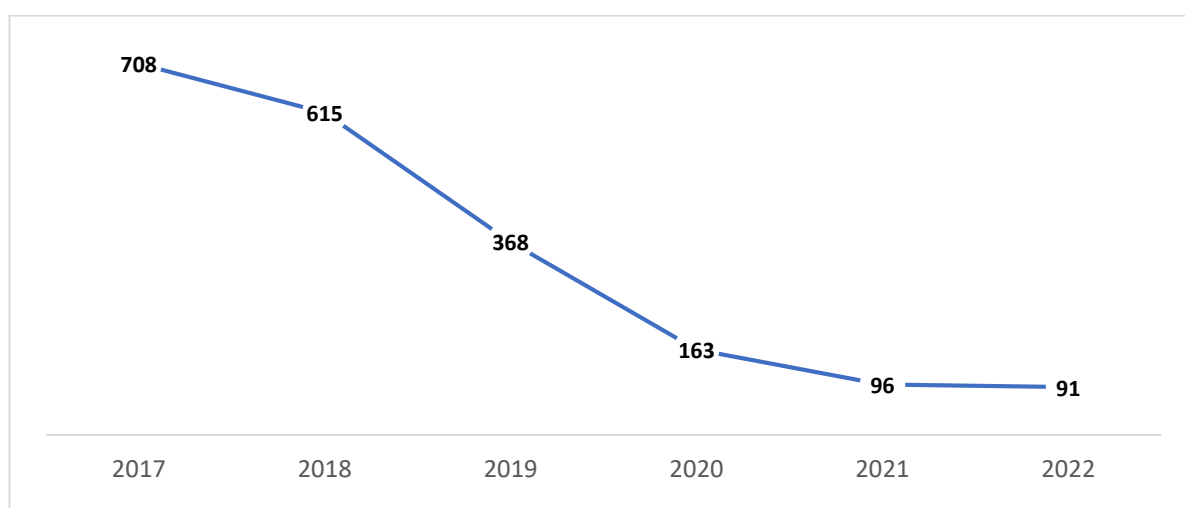
*Figure 4: 2022 2021 and 2020 Mean Scores of Courses offered at ECE Year II*

## 4.0 Early Childhood Education Teacher Diploma Year III Examinations

The candidature and performance of candidates in the ECE Third Year Diploma Examination was as follows:

### 4.1 Candidature by Sex

- 4.1.1 Ninety-two (92) candidates registered for the 2022 Early Childhood Teacher Education Third Year Examinations. These included 69 (75.82%) females and 22 (24.18%) males. When compared to 2021, the 2022 candidature decreased by **5.21** percent.
- 4.1.2 Of the 92 registered candidates, 88 representing **95.60** percent sat the ECE III examination. These included 67 (77.1%) females and 20 (22.99%) males.
- 4.1.3 In terms of absenteeism, four candidates (4.35%) were absent from the examination at this level.



*Figure 5: Trend in ECE Year 3 candidature (2017-2022)*

### 4.2 General Performance

- 4.2.1 Of the 88 candidates that sat the examination, **80 (90.80%)** cleared, **4(4.55%)** proceeded, **1 (1.15%)** repeated and **4 (4.60%)** excluded. No candidate was referred nor repeated. **4(4.55%)** candidates were excluded. David Livingstone, Kitwe and, Mongu Colleges of Education recorded **100** percent clear pass in the 2022 ECE III examination. David Livingstone College of Education also recorded **100** percent clear pass in 2021. Chipata, Solwezi and Kasama

Colleges of education recorded **91.45**, **85.7** and, **66.67** percent respectively.

4.2.2 All the 2022 ECE year III courses recorded mean scores above the 40 percent pass mark. Entrepreneurship III and Expressive Arts Education III in 2022 however, recorded decreases in performance by 13.46 and 5.87 percentage points respectively.

4.2.3 The highest mean score in 2022 was recorded in Literacy and Languages Development Education III at 65.01 percent, followed by Mathematics Education III at 64.50 percent.

4.2.4 In terms of improvement in performance, Literacy and Languages Development Education III in 2022, recorded the highest improvement of 15.00 percentage points. In 2021, the highest mean score was recorded in Literacy and Languages Development Education III (58.74%), followed by Environmental Science Education III at 54.59 percent.

4.2.5 The lowest mean score in 2022 was recorded in Entrepreneurship III at 45.28 percent. In 2021, Literacy and Languages Development Education III recorded the lowest mean score at 50.01 percent.

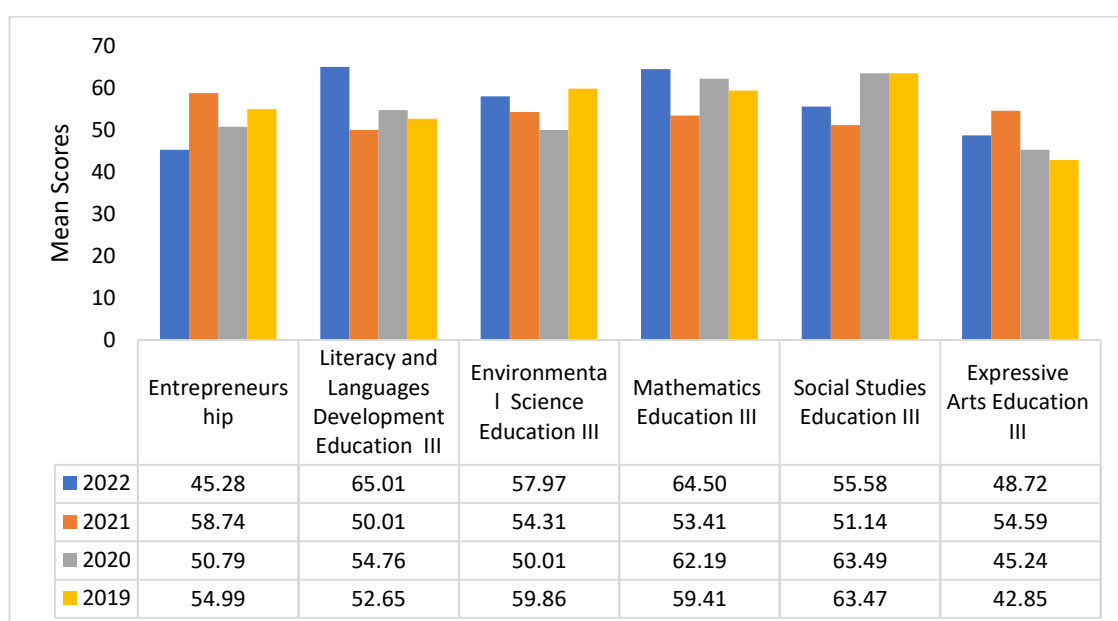


Figure 6: 2022, 2021, 2020 and 2019 Mean Scores of Courses offered at ECE Year III

## 5.0 2022 Primary Teachers' Diploma Year I Examination

The candidature and performance of candidates in the Primary Teacher Diploma year one examination were as follows:

### 5.1 Candidature by Sex

5.1.1 There were 276 candidates who registered for the 2022 PTD First Year Examinations. This represented an increase of **64.49** percent. Of the 276 registered candidates, 185(67.03%) were female and 69 (32.97%) were male.

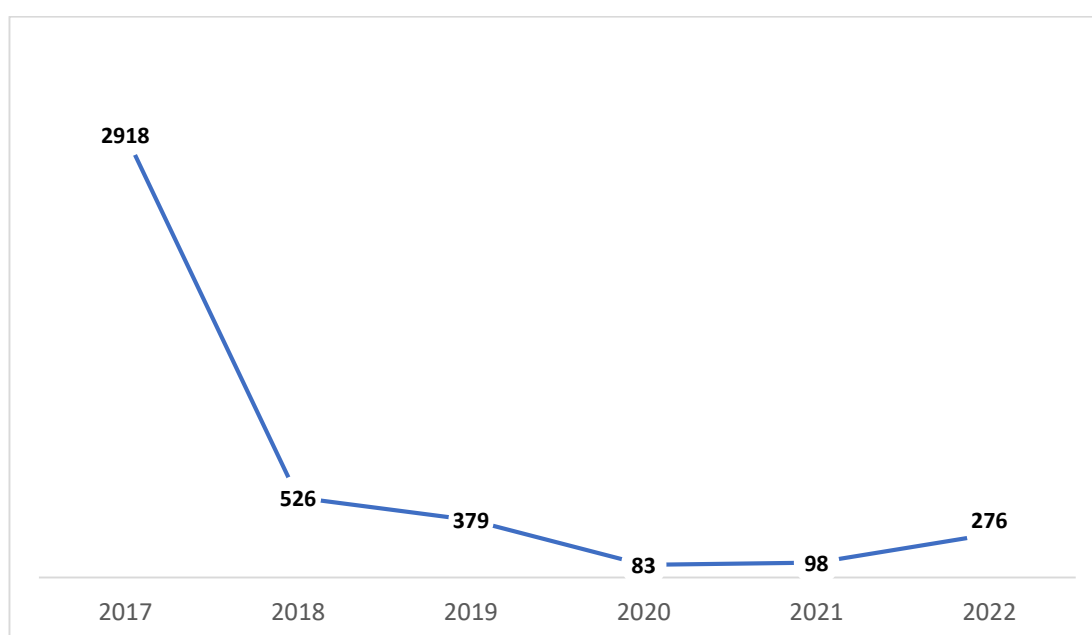


Figure 7: Trend in PTD Year 1 candidature (2017-2022)

5.1.2 Out of the 276 registered candidates, 254 candidates representing 92.00 percent sat the examination.

5.1.3 Twenty-two (22) candidates (18 females and 4 males) altogether representing **7.97** percent were absent from the examination.

### 5.2 General Performance

5.2.1 Of the 254 candidates that sat the 2022 PTD year one examination, 145 (57.09%) obtained clear pass and 79 (31.10%) proceeded. 12 candidates representing 4.72% were referred, 3 candidates (1.18%) repeated and 15 (5.91%) candidates were excluded.



- 5.2.2 Only Sambizga, Central African Baptist College and Rokana College of Education recorded 100 percent pass rate.
- 5.2.3 Eight out of the Nine courses in the 2022 PTD year one examinations recorded above 40 percent mean score except for Educational Psychology & Sociology which recorded 39.01 percent.
- 5.2.4 The highest mean score was recorded in Social Studies Education I at 58.13 percent while the lowest was Education Psychology & Sociology at 38.01 percent.
- 5.2.5 In 2022 PTD Year I, the highest improvement was recorded in Mathematics Education I at 2.87 percentage points from 2021. The highest decrease was observed in Information and Communication Technology by 14.79 percentage points.

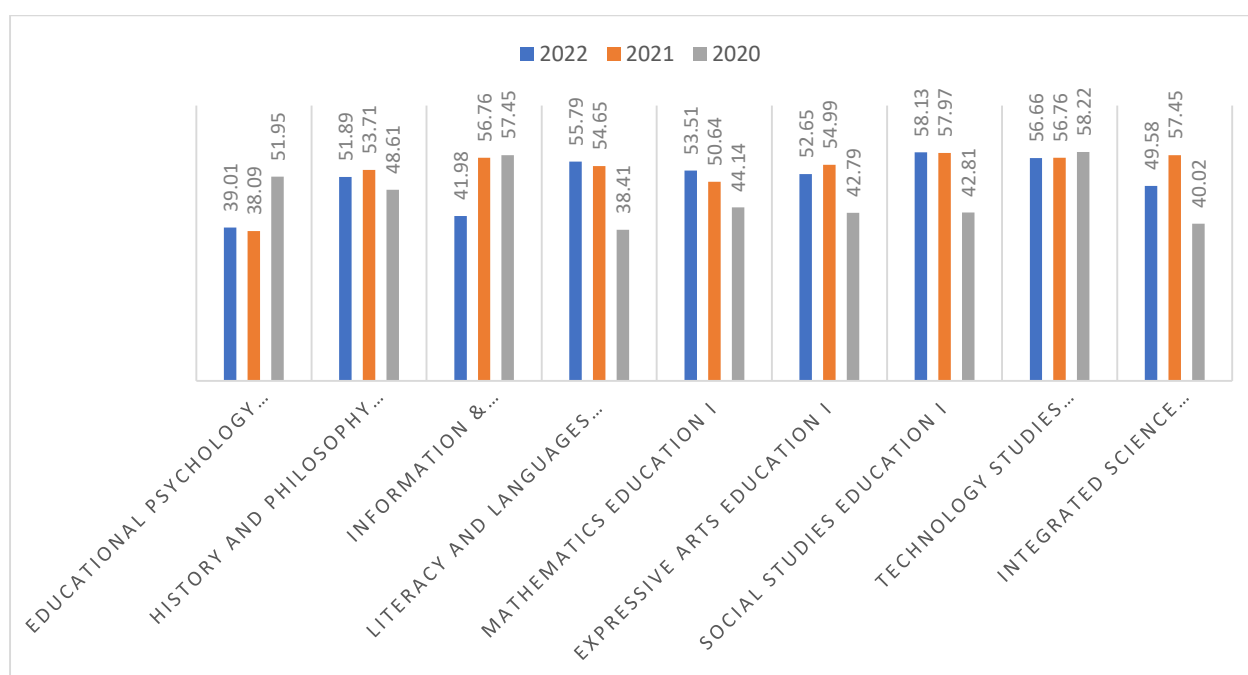


Figure 8: 2022; 2021 and 2020 Mean scores of courses offered at PTD Year I

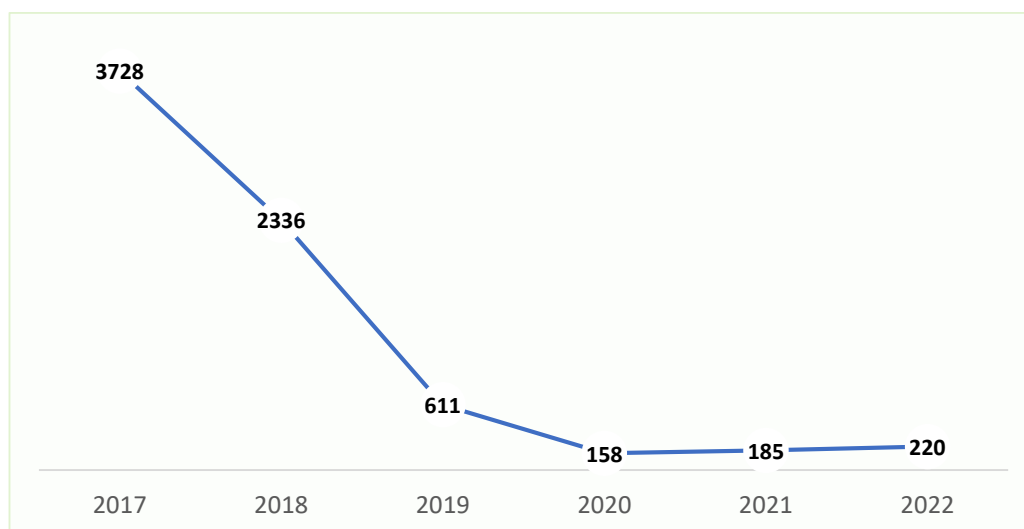
## 6.0 2022 Primary Teachers' Diploma Year II Examination

The candidature and performance of candidates in the Primary Teacher Diploma year two examinations was as follows:

### 6.1 Candidature by Sex

- 6.1.1 A total of 220 candidates entered for the 2022 PTD year two examination. Of these candidates, 149 were females representing

**67.73** percent while 71 were males, representing **32.27** percent. Of the candidates that entered, 179 sat the examination, bringing the rate of absenteeism to **18.64** percent. This indicates a significant increase of **9.99** percentage points in the absenteeism rate from **8.65** percent in 2021.



*Figure 9: Trend in PTD Year 2 candidature (2017-2022)*

6.1.2 Just like in the three previous years, there were more female candidates entering for this examination than male candidates.

## 6.2 General Performance

6.2.1 Of the 179 candidates that sat the 2022 PTD level two examinations, 137 (76.54%) obtained clear pass, 33 (18.44%) proceeded, 2 (1.12%) were referred, 2 (1.12%) repeated and 5 (2.79%) were excluded. Northern College of Education and Rokana College of Education recorded 100% clear pass.

6.2.2 Generally, performance in the 2022 Second Year Primary Teachers' Diploma improved just like in 2021. In 2022 all courses scored above 40 percent mean score.

6.2.3 The highest mean score was recorded in Integrated Science Education II at 63.49 percent while the lowest was Special Education Guidance and Counselling at 49.49 percent.

6.2.4 Seven out of the eight courses recorded an improvement in percentage points. Theory and Practice Of Education recorded the

highest improvement of 21.40 percentage points. This is the course in which performance had drastically reduced in the 2021 examination by over 13 percentage points. The performance in the rest of the courses improved by at least 4 percentage points. Refer to figure 10.

6.2.5 On the other hand, performance in Technology Studies Education II had gone down by 7.36 percentage points.

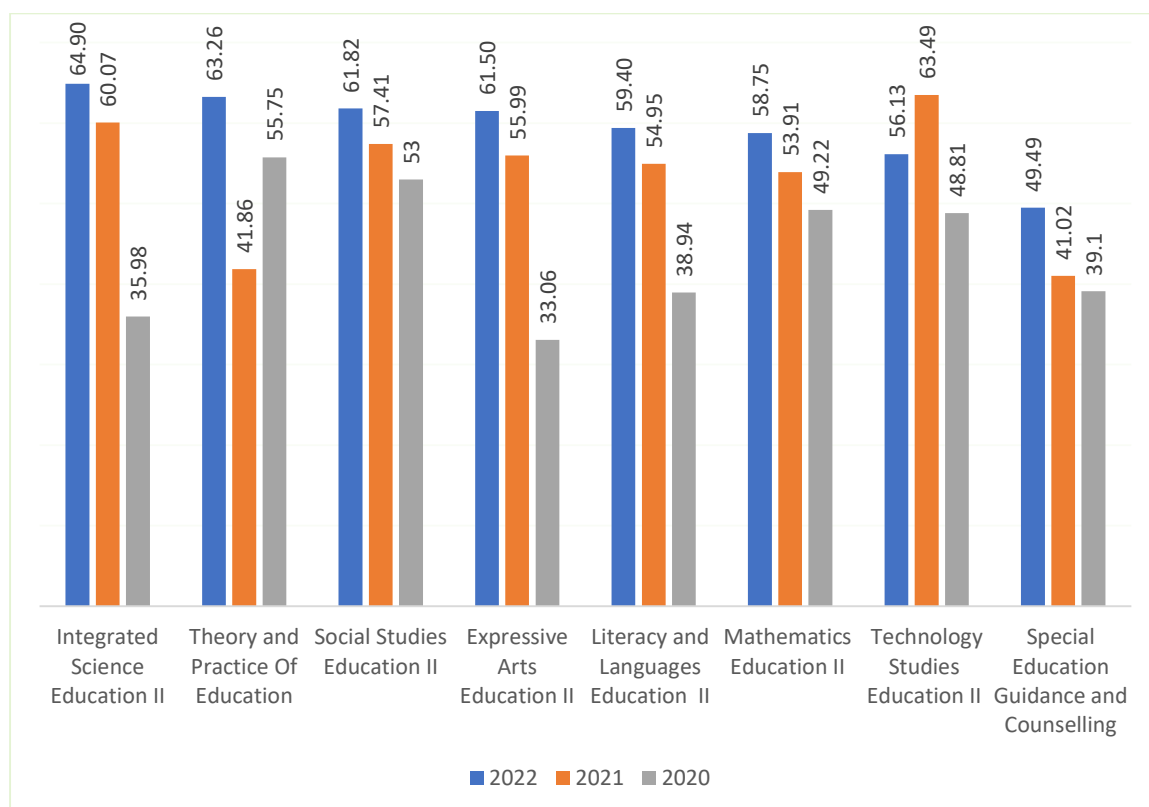


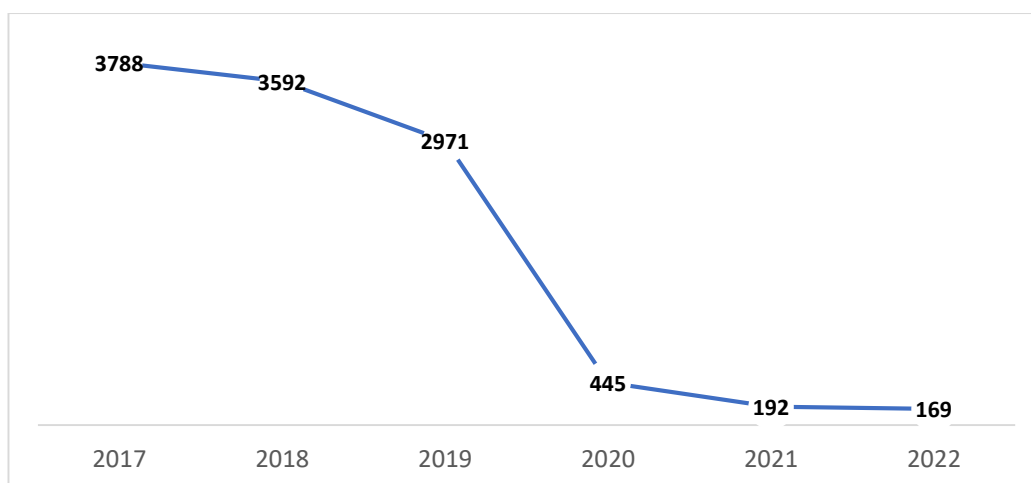
Figure 10: 2022; 2021 and 2020 Mean Scores of Courses offered at PTD Year II

## 7.0 2022 Primary Teachers' Diploma Year III Examination

The candidature and performance of candidates in the Primary Teacher Diploma Year Three examination was as follows:

### 7.1 Candidature

7.1.1 A total number of 169 candidates entered for the 2022 PTD Year Three examination. Of these candidates, 121 representing **71.60** percent were females while 48 representing **28.40** percent were males.



*Figure 11: Trend in PTD Year 3 candidature (2017-2022)*

7.1.2 The number of candidates entering for the Primary Teacher Diploma Third Examination reduced from 192 in 2021 to 169 candidates in 2022. In 2021, candidature reduced from 445 to 192 from 2020.

7.1.3 Like previous four examination years, more female candidates have continued to enter for the examination than males.

7.1.4 Of the 169 candidates who entered, 144 (85.21%) sat the examination, bringing the rate of absenteeism to 14.79 percent. In 2021 absenteeism rate was at 4.69 percent.

## 7.2 General Performance

7.2.1 Of the candidates who sat the 2022 PTD Year Three examination, **105** (72.92%) obtained clear pass, **35** (24.31%) proceeded, **3** (2.08%) repeated, and **1** (0.69%) excluded. No candidate referred. Mansa College, Nkana, Sambizga and Rokana Colleges of Education, recorded 100 percent clear pass.

7.2.2 All the 2022 PTD year III courses except Entrepreneurship (37.81%) and Integrated Science III (31.16%) recorded mean scores above the 40 percent pass mark.

7.2.3 In comparison to 2021, all the 2022 PTD III courses indicated improvements in mean scores except, Entrepreneurship, Mathematics Education III and Integrated Science III.

7.2.4 The highest mean score was recorded in Technology Studies Education III (58.82%) and the lowest in Integrated Science III

at 31.16 percent. Integrated Science III also recorded the lowest mean score in 2021.

7.2.5 The most improvement in PTD III, from 2021 to 2022, was recorded in Literacy and Languages Education III and Technology Studies Education III at 16.63 and 16.13 percentage points respectively. The highest decrease was recorded in Entrepreneurship at 23.60 percentage points.

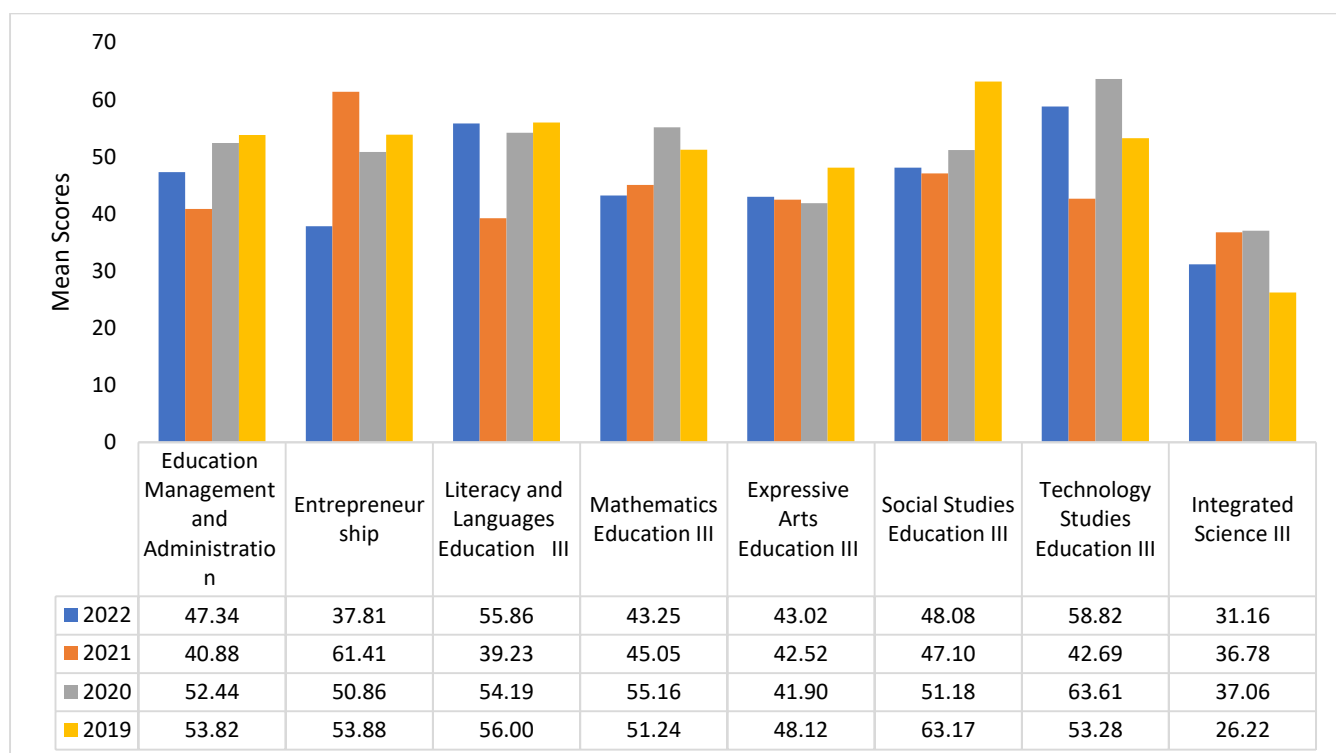


Figure 12: 2022, 2021, 2020 and 2019 Mean scores of courses offered at PTD Year III

## 8.0 2022 Junior Secondary Teachers' Diploma Year I Examination

The candidature and performance of candidates in the 2022 Junior Secondary School Teacher Diploma (JSTD) year one examination was as follows:

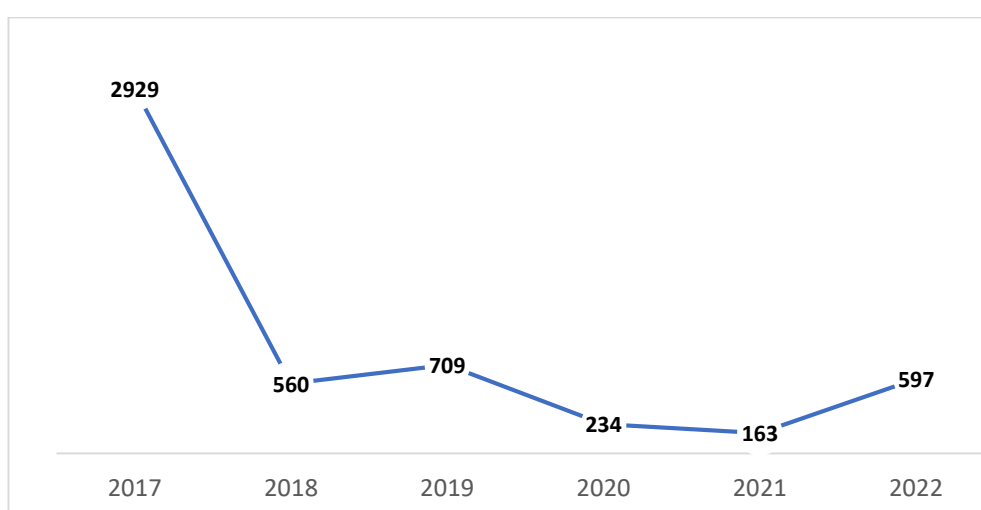
### 8.1 Candidature

8.1.1 A total of 597 candidates entered for the 2022 JSTD year one examination. Of these, 255 (42.71%) were females while 342 (57.29%) were males. In 2022, the number of candidates who entered for the JSTD year one examination increased by 72.70

percent from the 163 candidates who entered in JSTD year one examination in the previous year.

8.1.2 Of the candidates that entered for this examination, 516 (86.43%) candidates sat the examination. Just like in 2021, more male (57.36%) candidates sat for the examination than their female (42.63%) counterparts.

8.1.3 Absenteeism rate was at 13.57 percent. Male candidates who were absent were 46 while females were 35.



*Figure 13: Trend in JSTD Year 1 candidature (2017-2022)*

## 8.2 General Performance

8.2.1 Out of the 516 candidates that sat the 2022 JSTD year one examination, 417 (80.81%) obtained clear pass, 67 (12.98%) proceeded, 8 (1.55%) referred and 6 (1.16%) repeated. 18 candidates (3.49%) were excluded. The proportion of candidates who obtained clear pass in the 2022 JSTD year one examination decreased by 10.69 percentage points from the 91.50 percent recorded in the 2021 JSTD year one examination.

8.2.2 Out of the 14 Colleges that presented candidates for the 2022 JSTD year one examination, 8 Colleges had 100 percent proportion of candidates obtaining clear pass. More colleges recorded 100 percent clear pass in the 2021 JSTD year one examination than in the 2022 JSTD year one examination.

### 8.3 Performance According to Course Categories

Courses were categorized into five categories namely, Educational Courses, Literature and Languages, Natural Sciences, Social Sciences and Business Studies, and Practical Courses. The performance was analyzed based on the Course Categories as follows:

#### 8.3.1 Educational Courses

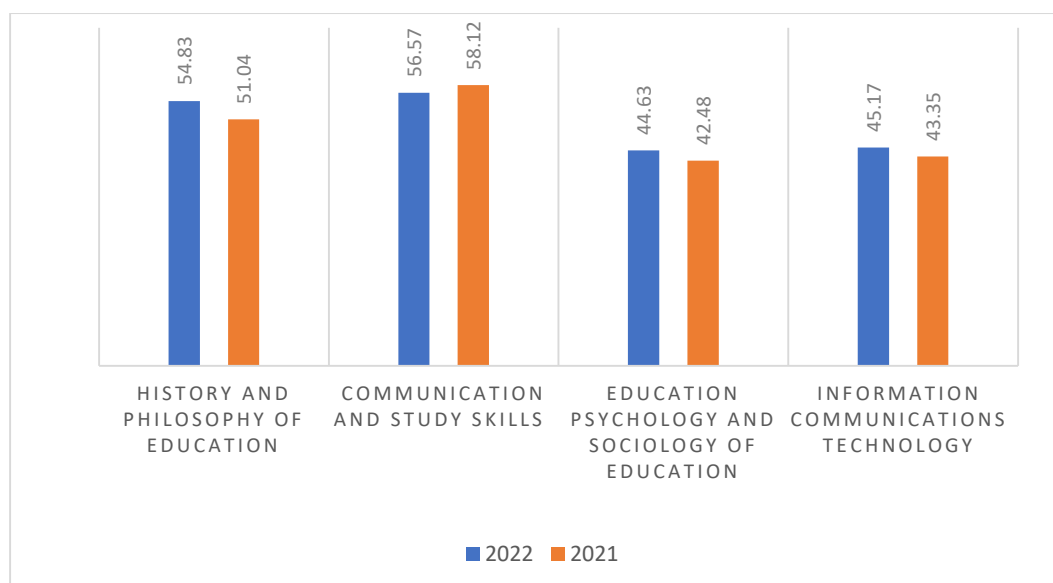
8.3.1.1 Educational Courses offered in first year 2022 Junior Secondary Teachers' diploma include History and Philosophy of Education, Communication and Study Skills, Education Psychology and Sociology of Education, and Information Communications Technology.

8.3.1.2 Education Psychology and Sociology of Education as a course, was examined for the Second time after restructuring the courses. Education Psychology and Sociology of Education were combined to make one course. The mean score was **44.63** percent from **42.48** percent obtained in 2021.

8.3.1.3 Performance in History and Philosophy of Education and Information Communications Technology increased by **3.79** percent and **1.82** percent, respectively (See figure 15).

8.3.1.4 Just like last year, performance in Communication and Study Skills declined from **58.12** percent in 2021 to **56.57** percent representing a **1.55** percent decrease.

8.3.1.5 All the courses in this category recorded mean scores above the pass mark of 40 percent. The mean scores ranged between **44.63** percent and **56.57** percent. In 2021, it ranged between **42.48** and **58.12** percent.



*Figure 15: 2022 and 2021 Mean Scores for Educational Courses*

### 8.3.2 Literature and Languages

#### 8.3.2.1 Courses that make up the Literature and Languages Category

include English Language Teaching Methods I, The Structure of English Language and Linguistic I, Literature in English I, French Teaching Methods I, Introduction to French Language, Introduction to Francophone Literature, Zambian Languages Teaching Methods I, Introduction to Language and Linguistics, and Introduction to Literature in Zambian Languages. However, only English Language Teaching Methods I, Structure of English Language and Linguistic I, and Literature in English I were registered for.

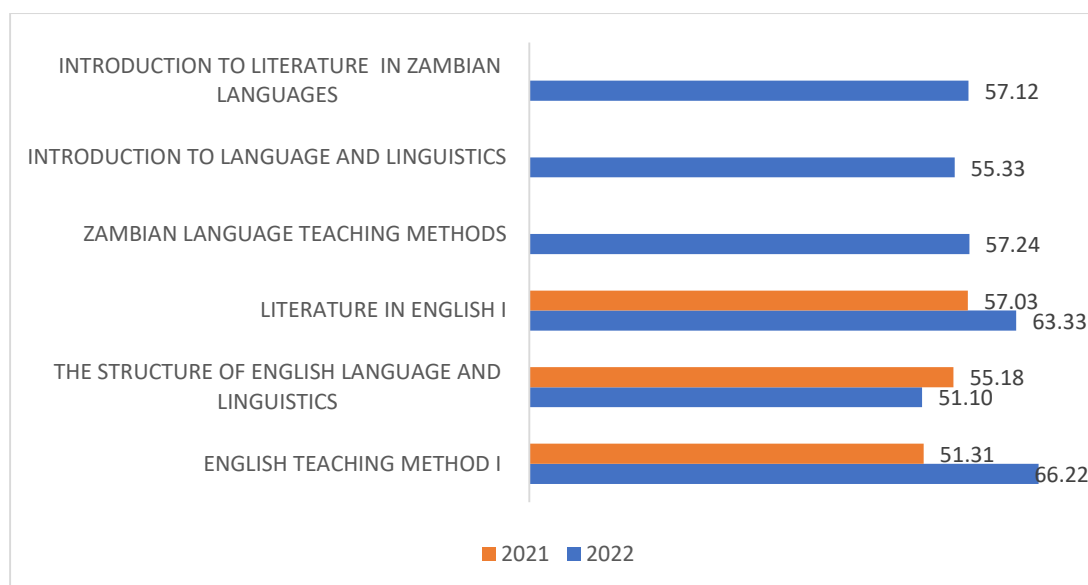
#### 8.3.2.2 All the mean scores were above the pass mark of 40 percent.

The highest mean score was recorded in English Teaching Method I (**66.22%**) followed by Literature in English I (**63.33%**). The least mean score was recorded in the Structure of English Language and Linguistics at **51.10** percent.

#### 8.3.2.3 Performance in English Teaching Method I and Literature in English I

increased by **14.91** and **6.3** percent respectively while that of The Structure of English and Linguistics decreased by **4.08** percent. See figure 16.





*Figure 16: 2022 and 2021 Mean Scores for Literature and Languages*

### 8.3.3 Natural Sciences

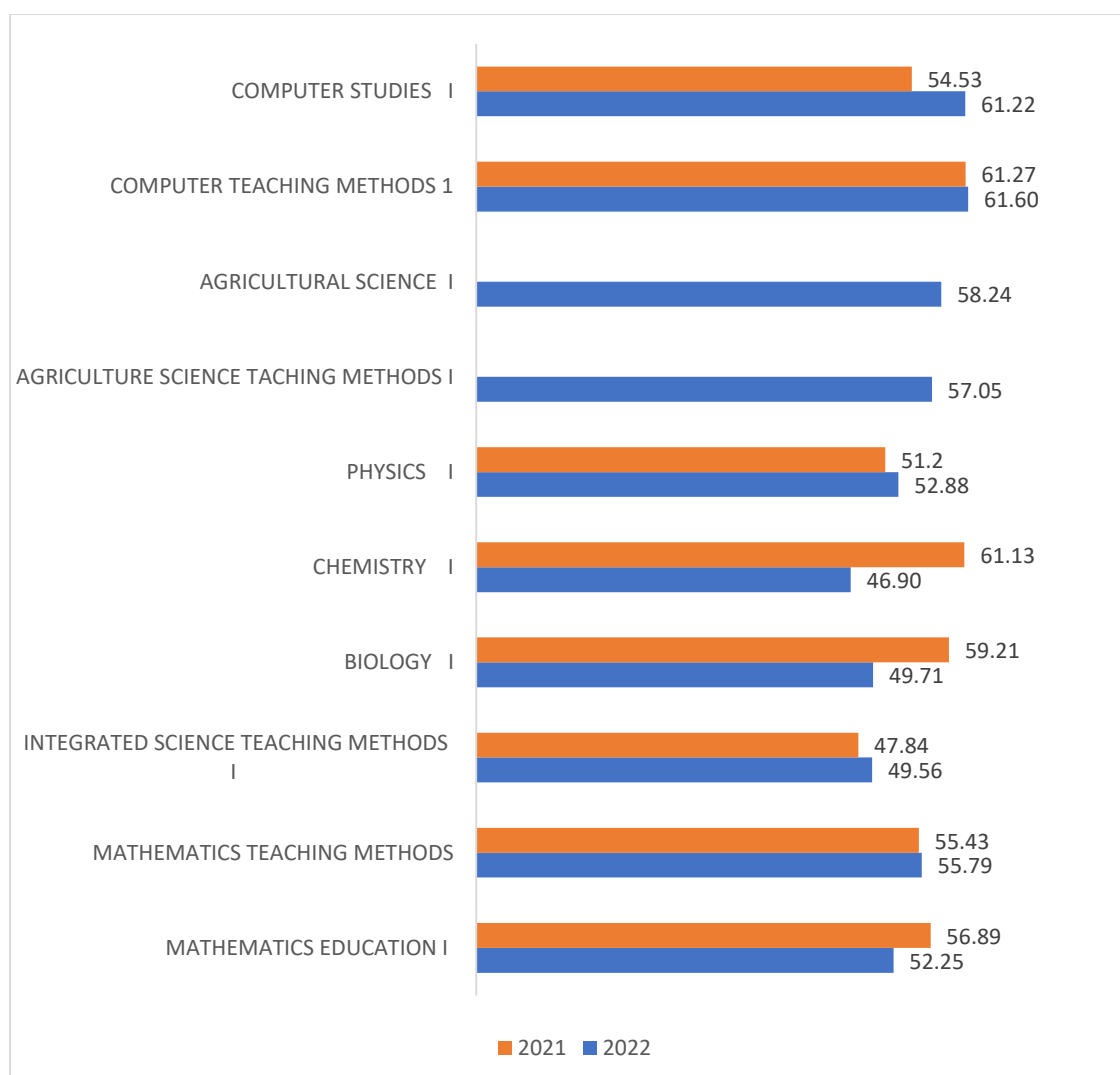
8.3.3.1 This category constitutes of Mathematics I, Mathematics Teaching Methods I, Integrated Science Teaching Methods I, Biology I (Foundation Biology), Chemistry I (Foundation Chemistry), Physics I (Foundation Physics), Agriculture Science Teaching Methods I, Agricultural Science I, Computer Studies Teaching Methods I and Computer Studies I. All the courses were registered for apart from Agriculture Science Teaching Methods I and Agricultural Science I.

8.3.3.2 The mean scores for the Natural Science category ranged from 46.90 to 61.60 percent. In 2021, the range was between 47.60 and 61.27 percent.

8.3.3.3 The highest mean score was recorded in Computer Studies Teaching Methods I at 61.60 percent while the lowest was in Chemistry I at 46.90 percent.

8.3.3.4 For the 2021 Examination, all the courses in this category recorded mean scores above the pass mark of 40 percent. The performance in all these courses marginally increased apart from that of Chemistry I; Biology I and Mathematics

Education I which decreased by 11.42; 9.50 and 4.64 percent in that order.



*Figure 17: 2022 and 2021 Mean Scores for Natural Sciences*

#### 8.3.4 Practical Subjects

8.3.4.1 Courses under this category included Design and Technology Teaching Methods I, Graphic Communication, Home Economics and Hospitality Teaching Methods I, Food and Nutrition I, Fashion and Fabrics I, Home management I, Art & Design Teaching Methods I, Introduction to Art and Design, Graphic Design & Crafts I, Musical Arts Teaching Methods I, Music Theory I, Physical Education Teaching Methods I and Physical Education and Sports I. However,

only Home Economics and Hospitality Teaching Methods I, Food and Nutrition I, Fashion and Fabrics I and Home management I were registered for.

8.3.4.2 The mean Scores for Practical Courses ranged from 45.00 to 76.14 percent from 60 to 69 percent in 2021.

8.3.4.3 The highest mean score was recorded in Introduction to Art and Design at 76.14 percent followed Home Management I (70.48%) while the lowest was recorded in Music Teaching Methods I at 45.00 percent.

8.3.4.4 Physical Education and Sports I, Home Management I and Home Economics and Hospitality Teaching Methods I recorded improvements in performance. (See Figure below):

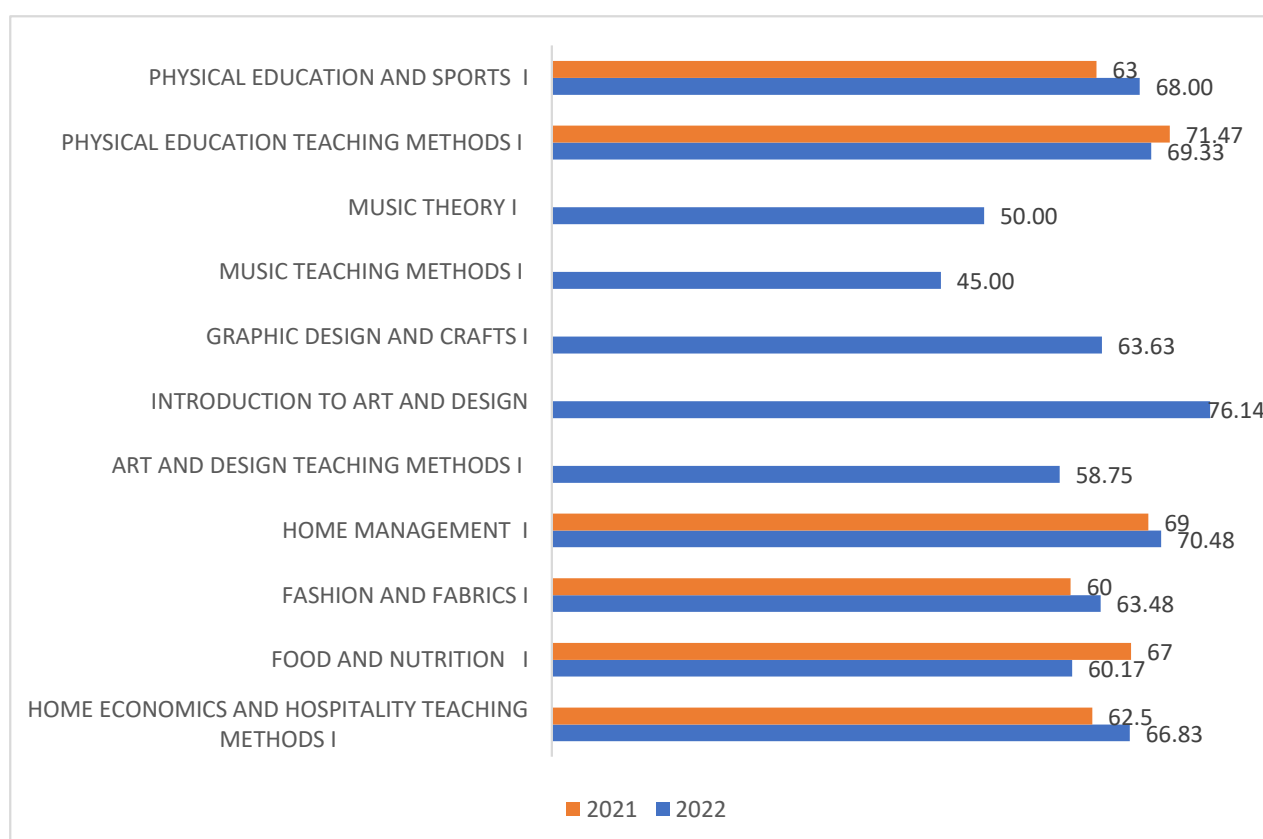


Figure 18: 2021 and 2022 Mean Scores for Practical Subject

### 8.3.5 Social Sciences and Business Studies

8.3.5.1 The following courses constitute the Social Sciences and Business Studies category; Social Studies Teaching Methods I, Social Studies I (Man the Social Being I, Political Development and Governance in Zambia, Man and the Environment I), Business Studies Teaching Methods I, Financial Accounting, Office Management and Religious Education Teaching Methods I, Religious Education I. However, only Social Studies Teaching Methods I, Social Studies I, Religious Education Teaching Methods I and Religious Education I were registered for.

8.3.5.2 The Mean Scores were all above the pass mark of 40 percent. Financial Accounting had the highest mean score at 86.00 percent while Religious Education I recorded the lowest (55.13%).

8.3.5.3 Candidates in the 2022 JSTD year one Examinations, had better mean scores in Business Studies courses than the other subjects. See figure 19.

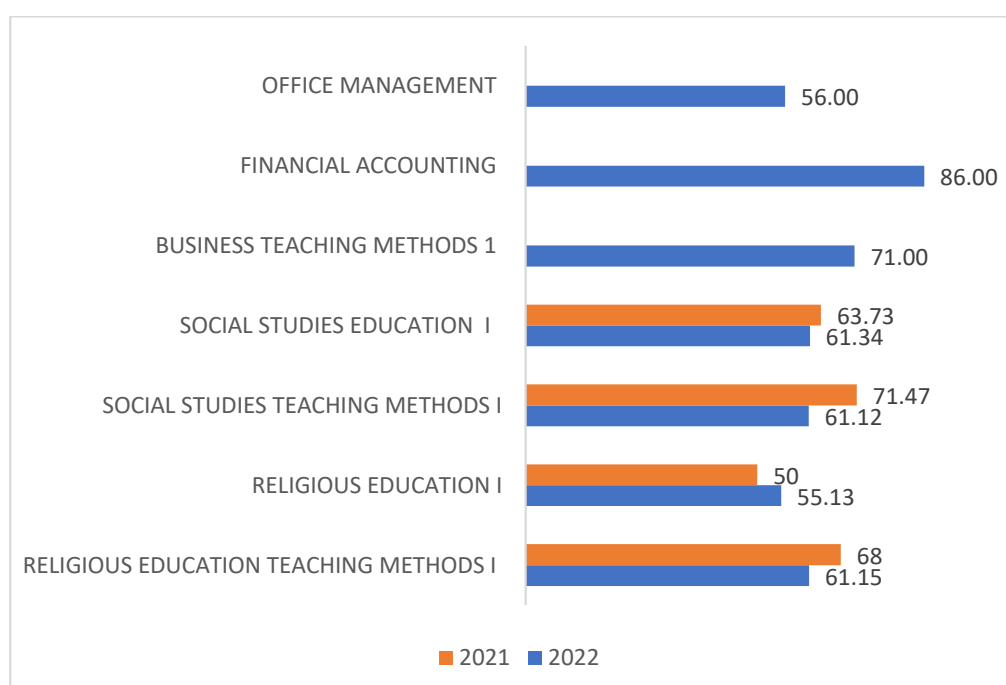


Figure 19: 2022 and 2021 Mean Scores for Social Sciences and Business Studies

## 9.0 2022 Junior Secondary Teachers' Diploma Year II Examination

The candidature and performance of candidates in the Junior Secondary Teacher Diploma year two examinations were as follows:

### 9.1 Candidature

- 9.1.1 A total of 433 candidates registered for the 2022 JSTD Second Year Examination. Of these, 204 (47.11 %) were females while 229 (52.89 %) were males. In 2022, the candidature increased from 191 in 2021 to 433, an increase of over 100 percent.
- 9.1.2 Of the registered candidates, 385 (88.91%) sat the examination. Of these, 188 candidates (48.83%) were female and 197 (51.17%) were males. Despite an increase in the candidature, the proportion of candidates that sat reduced by 7.95 percentage points compared to the 2021 examination.
- 9.1.3 The absenteeism rate was at **11.09** percent. By Sex, 7.84 percent of the registered female candidates and 13.97 percent of the males were absent. Overall, the absenteeism rate had drastically increased by **7.95** percentage points from **3.14** percent in 2021.

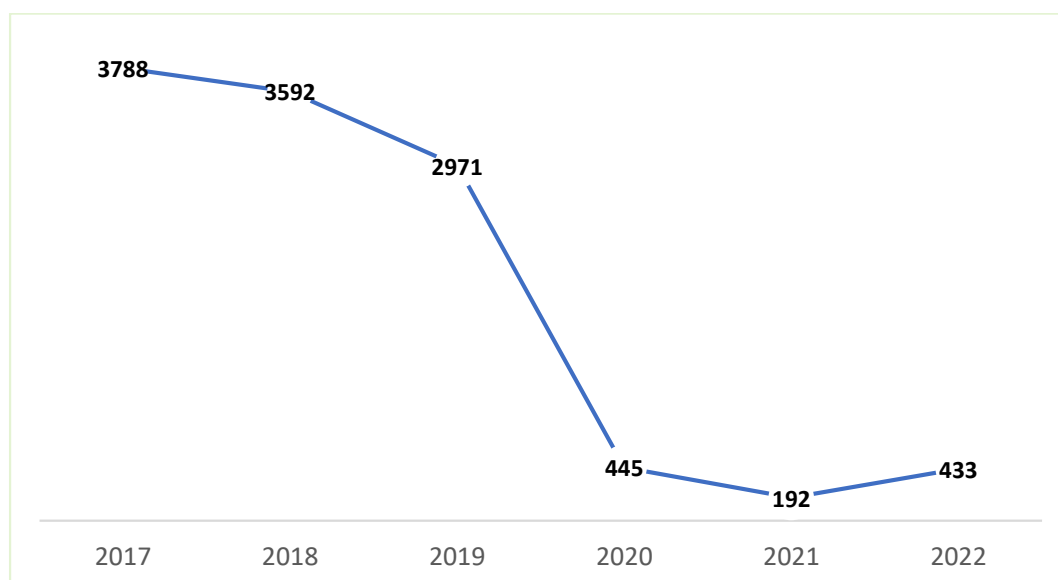


Figure 20: Trend in JSTD Year 2 candidature (2017-2022)

## 9.2 General Performance

9.2.1 Of the candidates that sat the 2022 JSTD Second Year examination, 332 (86.23%) obtained clear pass, 38 (9.87%) proceeded, 3 (0.78%) referred, 7 (1.82%) repeated and 5 (1.30%) were excluded. In comparison to 2021, the proportion of students that obtained a clear pass reduced by 7.82 percentage points whilst that of those that proceeded and repeated increased by 5.01 and 2.00 percentage points respectively.

9.2.2 Out of the 13 Colleges that presented candidates for the 2022 JSTD year two examination, 7 Colleges had 100 percent proportion of candidates obtaining clear pass.

### 9.2.3 Educational Courses Mean Scores

9.2.3.1 Special Educational Guidance and Counselling, and Curriculum Studies and Assessment were the Educational Courses analyzed in this section.

9.2.3.2 Similar to 2021, the highest mean score in this category, in the 2022 JSTD second year examination was recorded in Curriculum Studies and Assessment (51.65%). The performance in these two courses improved by over 5 percentage points. See figure 22.

9.2.3.3 All the two subjects recorded mean scores above the pass mark of 40 percent.

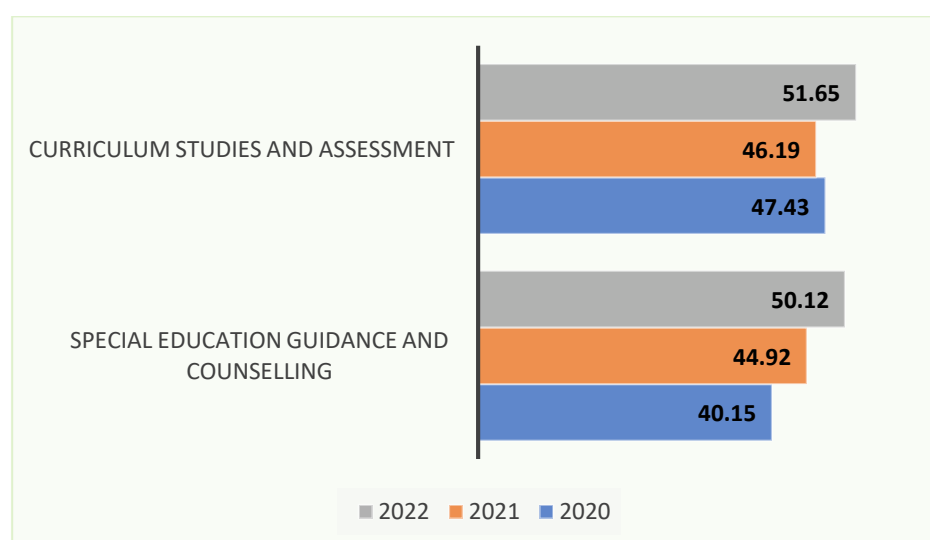


Figure 22: 2021 & 2020 Educational Courses Mean Scores

#### 9.2.4 Literature and Languages

9.2.4.1 Six (3) courses had candidature in the 2022 JSTD year II examination compared to only three (3) in the 2021 JSTD year II examination. These courses were, Literature in English II, The Structure of English Language and Linguistics II, English Teaching Methods II, Zambian Languages Teaching Methods II, Oral and Written Literature in Zambian Languages and The Phonology and Morphology of Zambian Languages.

9.2.4.2 The highest mean score was recorded in Zambian Languages Teaching Methods II at 61.91 percent while the least mean score was recorded in the Structure of English Language and Linguistics II at 53.39 percentage point.

9.2.4.3 In comparison with the 2021 JSTD year II examination, all the three courses that had candidature in 2022 recorded a decrease in performance of at least 3 percentage points.

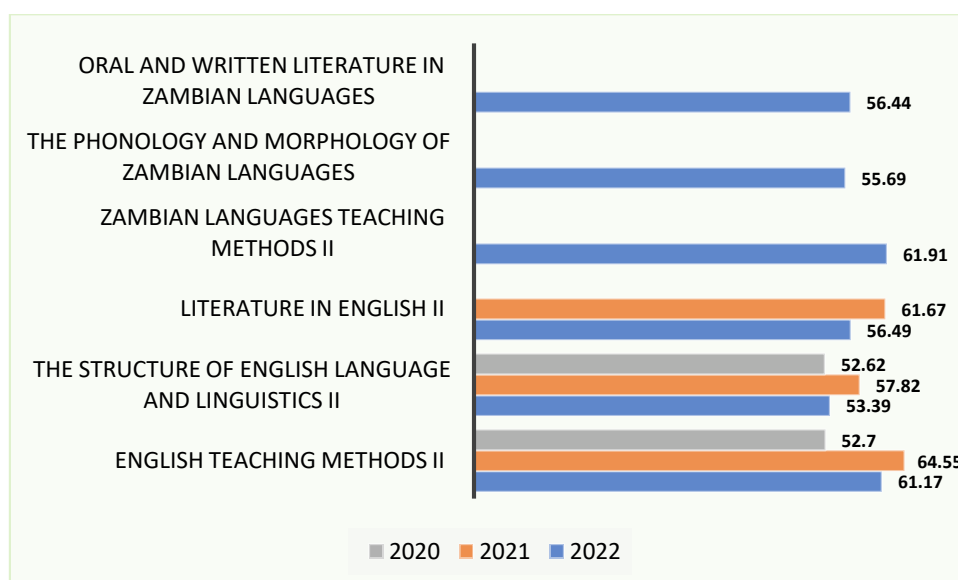


Figure 23: 2021 and 2020 Literature and Languages Percentage Mean Scores

#### 9.2.5 Natural Sciences

9.2.5.1 In this category, the following courses were analyzed: Mathematics Education II, Mathematics Teaching Methods II, Integrated Science Teaching Methods II, Biology II, Chemistry II, Physics II, Agriculture Science Teaching

Methods II, Agricultural Science II, Computer Teaching Methods II, Computer Studies II.

9.2.5.2 The highest mean score was recorded in Mathematics Teaching Methods II at 64.60 percent. Biology II recorded the least mean score of 49.5 percent.

9.2.5.3 In comparison with 2021, three courses namely; Mathematics Education II, Mathematics Teaching Methods II, Integrated Science Teaching Methods II recorded improved performance of 1.6, 3.8 and 4.7 percentage points respectively. The rest of the courses recorded a decline in the mean scores with Chemistry II toping the list at 11.1 percentage points.

9.2.5.4 However, all the courses in this category recorded mean scores above the pass mark of 40 percent.

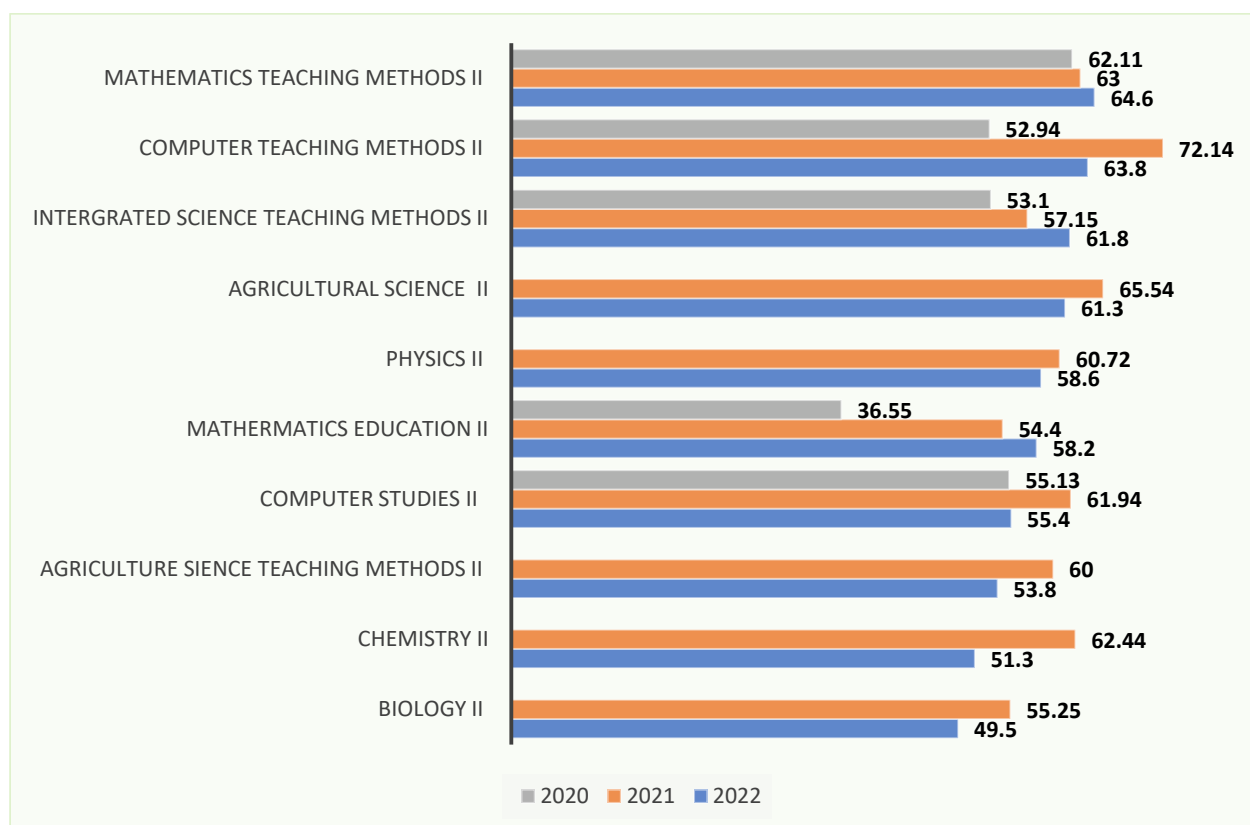


Figure 24: 2021 and 2020 Natural Sciences Mean Scores



#### 9.2.6 Practical Subjects

9.2.6.1 Nine (9) courses had candidature in the 2022 JSTD year II examination compared to only five (5) in the 2021 JSTD year II examination. These courses were Art and Design Teaching Methods II, Graphic Design and Crafts II, Drawing Colour and Painting I, Physical Education Teaching Methods II, Physical Education and Sport II, Home Economics and Hospitality, Teaching Methods II, Food and Nutrition II, Fashion and Fabrics II, and Home Management II.

9.2.6.2 The highest mean score was recorded in Home Management II (71.87%) while the least mean score was recorded in Drawing Colour and Painting I (53.75%).

9.2.6.3 In comparison with 2021, performance in the following courses; Physical Education Teaching Methods II, Art and Design Teaching Methods II, Graphic Design and Crafts II, and Physical Education and Sport II improved by 9.15, 3.25, 3.25 and 5.93 percentage points. Contrastingly, performance in Drawing Colour and Painting I dropped by 13.25 percentage points. However, all the courses recorded mean scores above the pass mark of 40 percent.

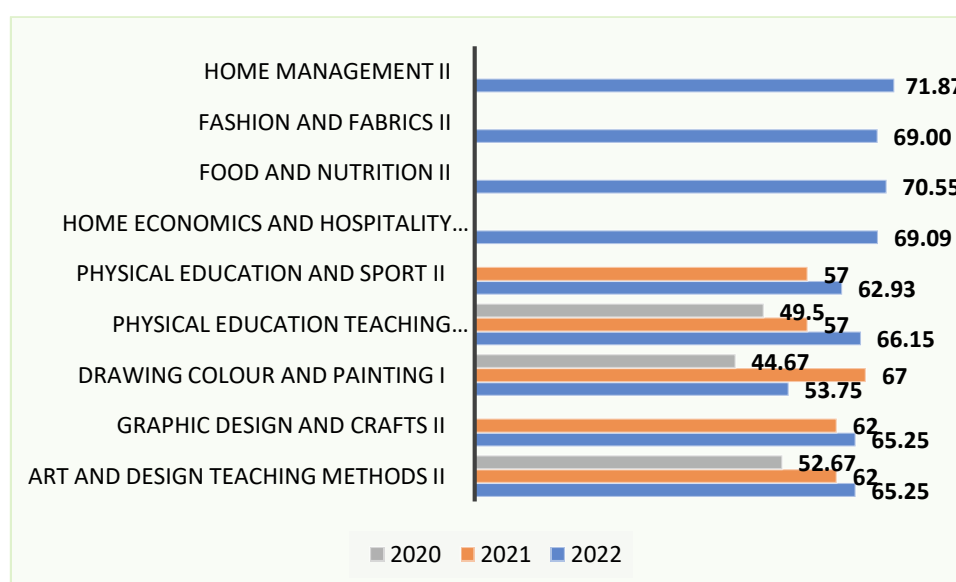


Figure 25: 2018, 2019 and 2020 Practical Subject Mean Score

#### 9.2.7 Social Sciences and Business Studies

9.2.7.1 In this category, the following courses were analyzed:

Religious Education II, Social Studies Teaching Methods I, Religious Education Teaching Methods II and Social Studies Education II.

9.2.7.2 All the courses in this category recorded mean scores above the pass mark of 40 percent. This was the same in 2021, 2020, 2019 and 2018.

9.2.7.3 In 2022, the mean scores ranged between **61.79** and **63.98** percent.

9.2.7.4 The highest mean score was recorded in Religious Education II at **63.98** percent while the least mean score was recorded in Social Studies Education II at 61.79 percent.

9.2.7.5 In comparison with 2021, performance in all the four courses had gone down with the highest drop being recorded in Religious Education Teaching Methods II at 13.88.

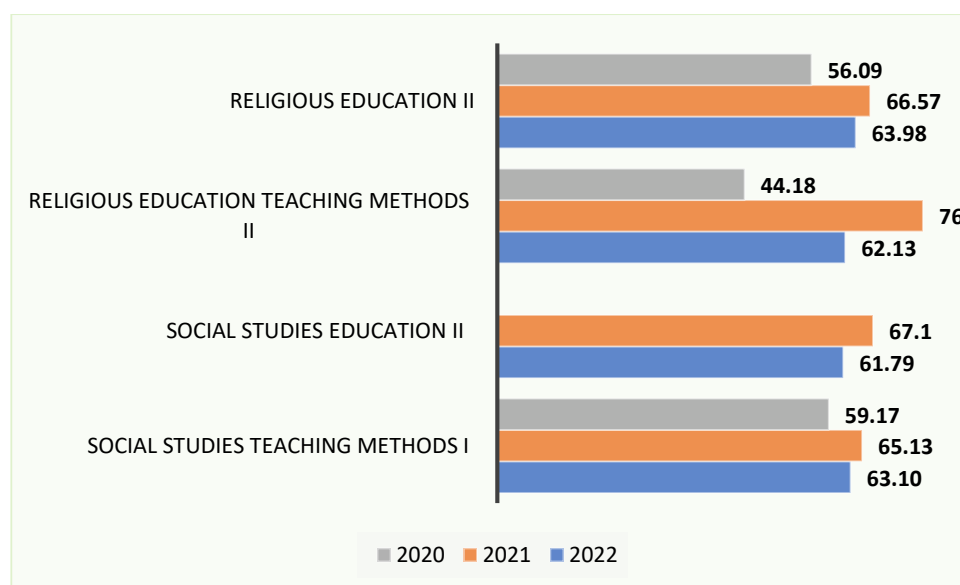


Figure 26: 2021 and 2020 Social Science Mean Scores

#### 10.0 Junior Secondary Teacher's Diploma Year III Examination

The candidature and performance of candidates in the Junior Secondary Teacher Diploma third year Examination were as follows:

## 10.1 Candidature

10.1.1 A total of 273 candidates who comprised of 111 (40.66%) females and 162(59.34%) males entered for the 2022 JSTD Third Year Examination. The number of candidates who registered for the 2022 JSTD Third Year Examination increased by 9.2 percent from 2021.

10.1.2 Out of the 273 candidates who entered, 243 (89.01%) sat the Junior Secondary Teacher Diploma 2022 Third Year Examination. These comprised 106 (43.62%) females and 137 (56.38%) males.

10.1.3 The 2022 JSTD Year III absenteeism rate was at 10.99 percent. This indicated an increase of 4.99 percentage points, from 2021. By gender, female candidates' absenteeism rate in 2022 was at 4.50 percent whilst that of males at 15.43 percent.

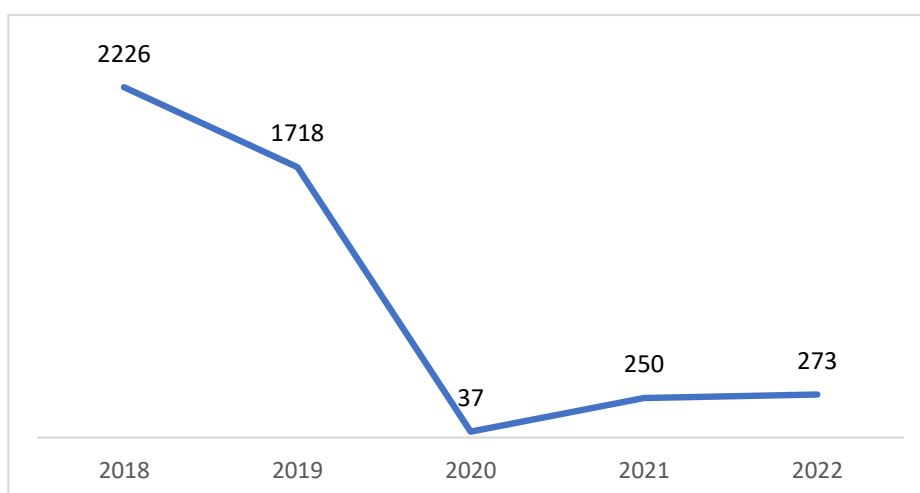


Figure 22: Trend in JSTD Year 3 candidature (2018-2022)

## 10.2 General Performance

Of the candidates that sat the 2022 JSTD Third Year examination, 198 (81.48%) obtained clear pass, 45 (18.52%) proceeded. No candidate was referred, repeated, or excluded. No College recorded 100 percent clear pass rates at this level.

### 10.2.1 Educational Courses Mean Scores

10.2.1.1 Educational Leadership and management and, Entrepreneurship, were the only educational courses that were offered to third years at Junior Secondary Teachers' diploma level.

10.2.1.2 The performance in Entrepreneurship decreased from 63.20 percent in 2021 to 45.04 percent in 2022 while that of Educational Leadership and Management increased to 61.60 percent, from 42.67 percent.

10.2.1.3 Like the 2021 JSTD III examination, the two educational courses recorded mean scores above the 40 percent pass mark in 2022.

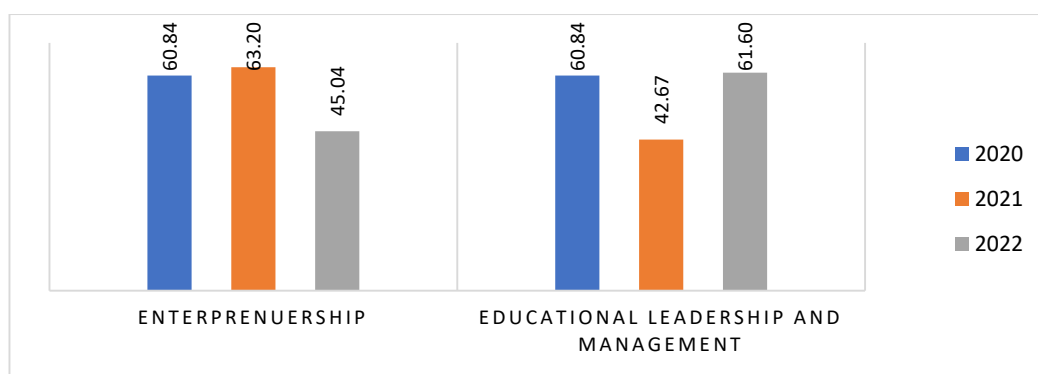


Figure 28: 2022, 2021 and 2020 Educational Courses Mean Scores

## 10.2.2 Literature and Languages

10.2.2.1 All the Literature and Languages courses recorded mean scores above 50 percent in the 2022 JSTD examination.

10.2.2.2 The highest mean Score in the Literature and Languages category was recorded in English Teaching Methods III at 63.31 percent. The Syntax and Semantics of Zambian Languages followed at 61.00 percent.

10.2.2.3 All courses in this category recorded improvements ranging from 9.13 to 14.6 percentage points in 2022, from 2021.

10.2.2.4 There was no candidate that sat for the French courses at this level during the 2021 examination. This was also the case in 2021.

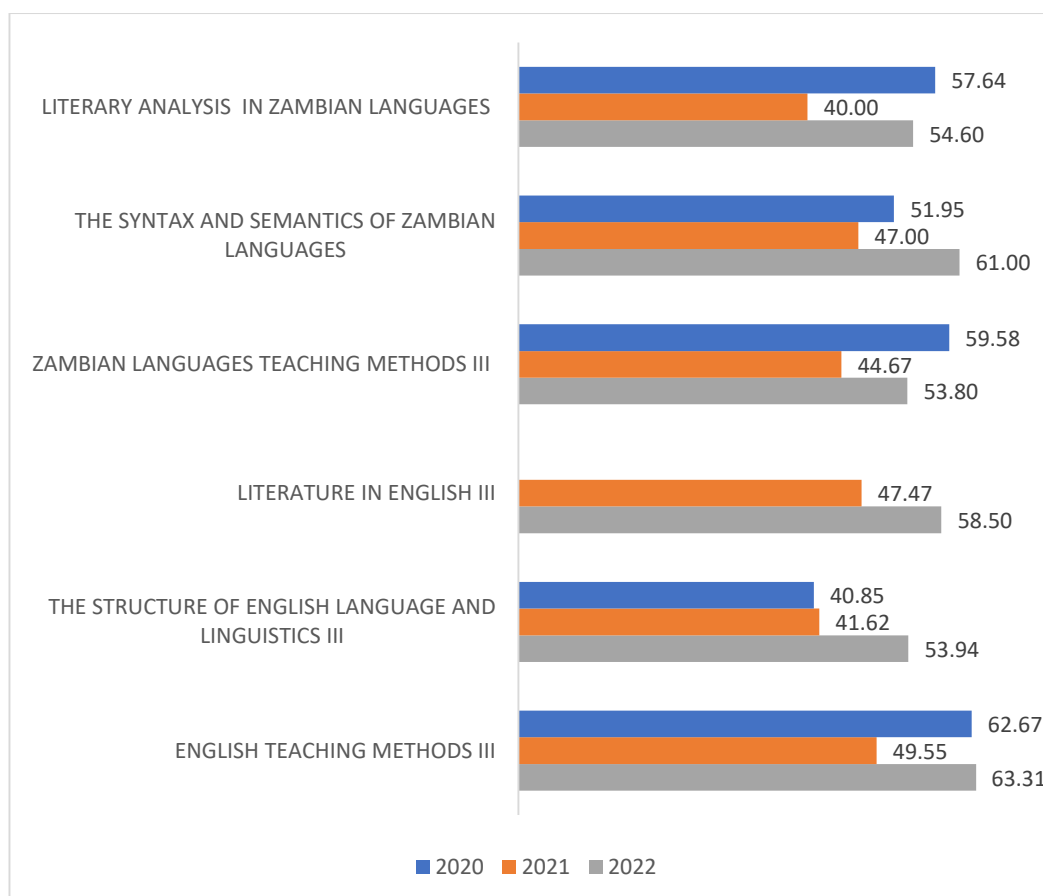


Figure 29: 2022, 2021 and 2020 Literature and Languages Mean Scores

### 10.2.3 Natural Sciences

10.2.3.1 The Natural Sciences Category included Mathematics III, Mathematics Teaching Methods III, Integrated Science Teaching Methods III, Biology III (Genetics, Health and Environment), Chemistry III, Physics III (Electricity, Magnetism and Radiation), Computer Teaching Methods III and Computer Studies III, Agricultural science Teaching Methods III and Agriculture Science III.

10.2.3.2 Mean scores for Natural Science category in 2022 ranged from 33.74 to 64.26. In 2021, mean scores for this category ran from 32.34 to 58.51.

10.2.3.3 All courses in this category except Mathematics III (33.74%) and Agriculture Science III (35.39%) had mean scores above 40 percent.

10.2.3.4 Integrated Science Teaching Methods III recorded the highest mean score at 64.26 percent while Mathematics III had the lowest mean at 33.74 percent.

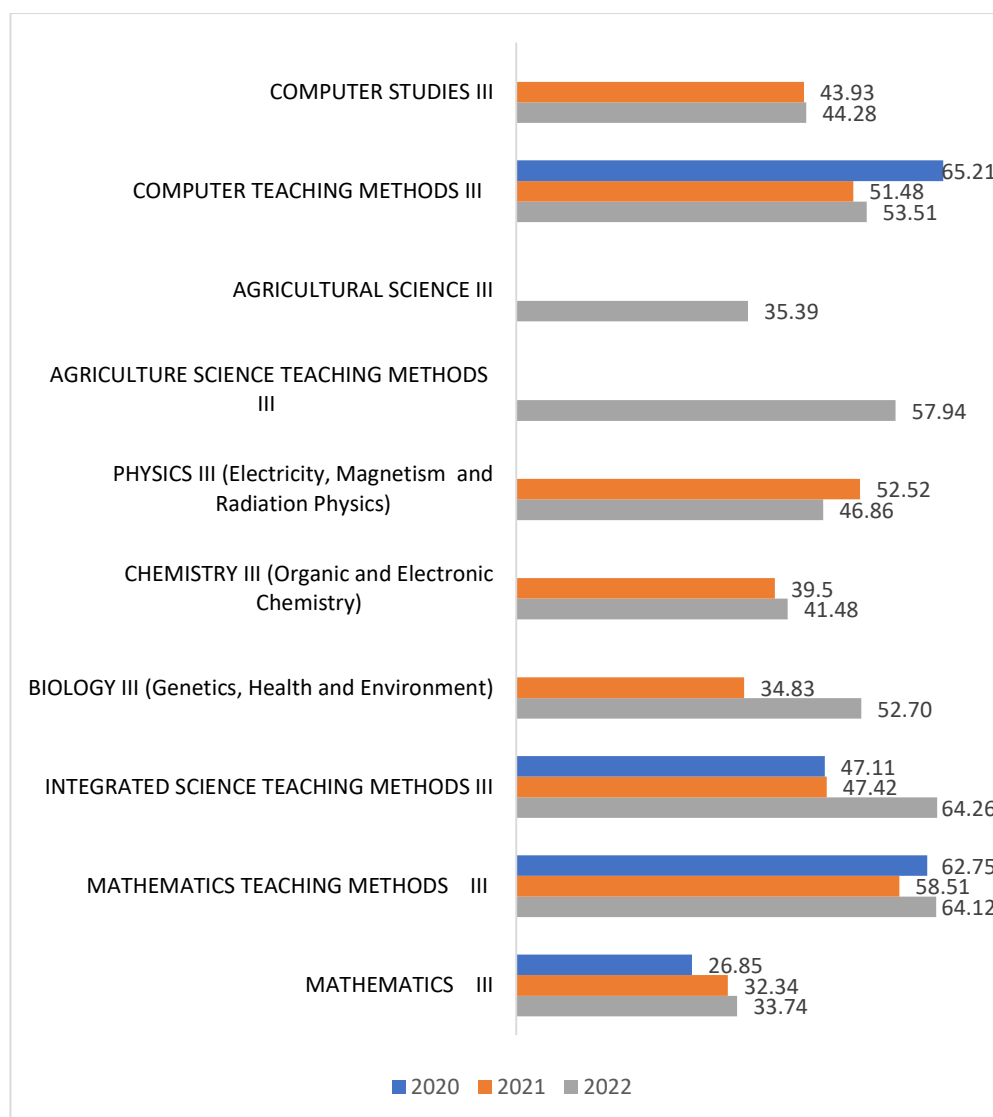


Figure 30: 2022, 2021 and 2020 Natural Sciences Mean Scores

#### 10.2.4 Practical Courses

10.2.4.1 Practical Courses in the 2022 JSTD III examination included, Art and Design Teaching Methods III, Graphic Design and Crafts III, Drawing Colour and Painting III, Teaching Methods in Physical Education III and Physical Education and Sports III.

10.2.4.2 All the 5 courses sat by 2022 candidates in this category except Teaching Methods in Physical Education III (34.50%), recorded mean scores above 40 percent.

10.2.4.3 Mean Scores for Practical Courses in the 2022 JSTD III examination, ranged from 34.50 in Teaching Methods in Physical Education III to 57.00 Art and Design Teaching Methods III. In 2021, mean scores ranged from 28.22 in

Teaching Methods in Physical Education III to 70.5 percent in Food and Nutrition III.

10.2.4.4 The highest mean score in 2022 was recorded in Art and Design Teaching Methods III at 57.00 and the least in Teaching Methods in Physical Education III at 34.50. Teaching Methods in Physical Education III also recorded the least mean score in 2021.

10.2.4.5 Despite recording the lowest mean scores, year in - year out, in this category, in three successive JSTD III examinations, Teaching Methods in Physical Education III was the only course that recorded improved performance in 2022, from 2021.

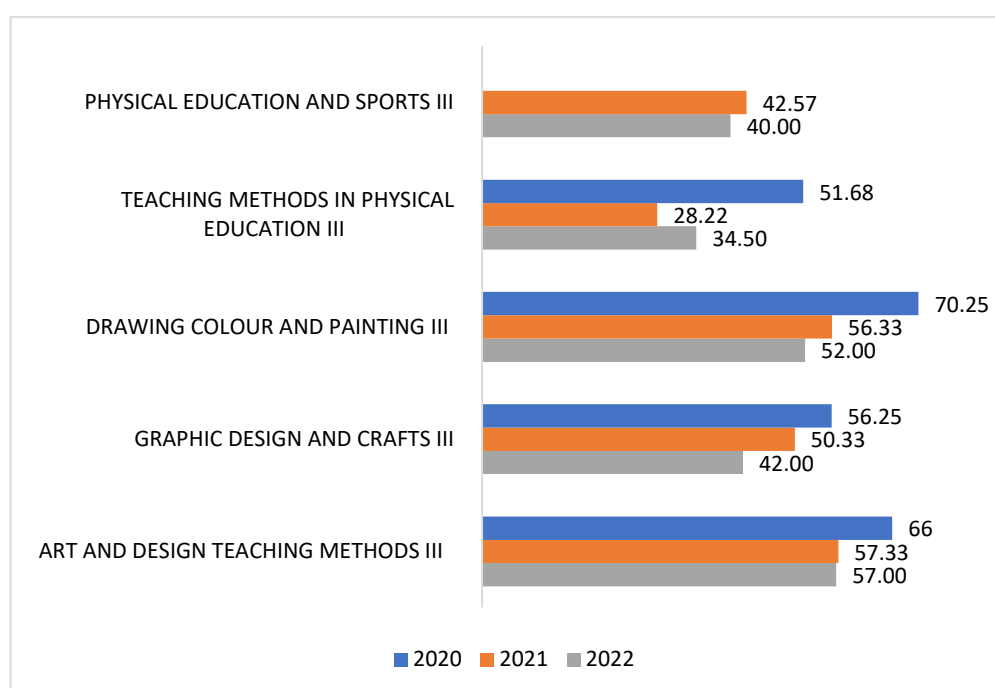


Figure 31: 2022, 2021 and 2021 Practical Courses Mean Scores

#### 10.2.5 Social Sciences and Business Studies

This category had the following courses: Social Studies Teaching Methods III, Social Studies III, Religious Education Teaching Methods III, Religious Education III, Business Studies Teaching Methods III, Micro-Economics and Business and Company Law. Performance in this category of courses was as follows:

10.2.5.1 Social Studies Teaching Methods III had the highest mean score at 58.09 percent followed by Business Studies Teaching Methods III at 50.27

percent. Religious Education III (39.19 %), like 2021, had the lowest mean score.

10.2.5.2 All courses in this category except Religious Education III (39.19 %) had mean scores above 40 percent.

10.2.5.3 All the courses in this category except Social Studies Teaching Methods III recorded decreases in performance in 2022. The magnitude of performance reductions in 2022 from 2021 in this category, ranged from 14 percentage points in Business Studies Teaching Methods III to 3.38 in Religious Education Teaching Methods III.

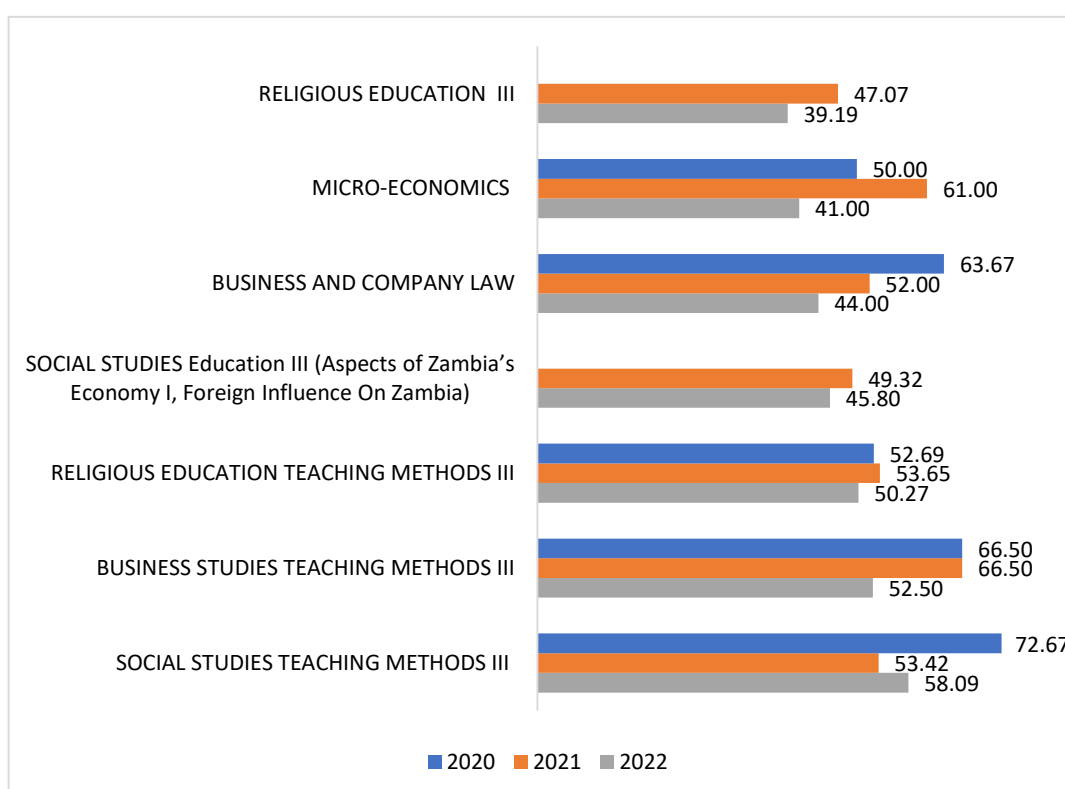


Figure 32: 2022, 2021 and 2020 Social Sciences Mean Scores



## 11.0 Observations on the 2022 Teacher Education Examinations Performance

This section gives highlights on the general conduct and performance of 2022 teacher education examinations including some challenges noted during marking and recommendations.

### 11.1 General Observations and Zero Scores

The setters followed the contents of the syllabus and test specification in the assessment schemes. The performance of the students from all the colleges that attempted the exam was generally good. The teacher education examination was conducted in Public, Private and Grant Aided Mission Colleges of Education.

For all ECE levels, there was no zero score. However, at PTD 1, History and Philosophy of Education (**HPE3102**); and Technology Studies Education I (**TSE3108**), recorded zero scores. At STD 1, Zero scores were recorded in Information Communication Technology (**ICT41005**) and Religious Education I (**RED41204**).

### 11.2 Analysis of candidates' performance

#### 11.2.1 High Performing Candidates

Candidates in this category displayed the following in their work;

- i. Clarity in explanation of work.
- ii. Used good language
- iii. Understood the questions well.
- iv. Gave correct and relevant answers to the questions.
- v. Attempted all the questions
- vi. Handwriting was good and readable

#### 11.2.2 Average Performing Candidates

In this category, candidates displayed the following;

- i. Did well in Section A and Section B.
- ii. Did not do well in Section C.
- iii. Wrote essays in bullet form and in most cases did not cover all the points needed for a particular question.
- iv. Poorly explained points and without concrete examples.

### 11.2.3 Low Performing Candidates

In this category Candidates exhibited challenges in answering questions such as;

- i. Challenges in expressing themselves in terms of language use.
- ii. Poor sentence construction and spellings skills.
- iii. Did not attempt questions they had no idea about.
- iv. The explanations given lacked coherence and cohesion.
- v. Very poor hand writing.
- vi. Punctuation and grammar were a challenge.

### 11.2.4 Recommendations

The following are the recommendations based on the observations noted during the conduct, administration and processing of the 2022 teacher education examinations;

- There is need for ECZ Subject Specialists to follow up students during training time to find out whether marks from CBA are a correct reflection of their actual performance especially in Private colleges.
- Principals in Colleges of education are urged to ensure that lecturers are teaching content which is at the intended level of the candidates.
- Lectures need to place more emphasis on helping learners understand the correct way of answering essay type questions.
- ECZ Subject Specialists could conduct training for Lecturers on marking and setting

## 12.0 Conclusion

The 2022 Teacher Education Examinations were successfully conducted. However, the continued down ward trend in candidature for most of the programs remains a concern including the ECE which is solely run by ECZ. This drop in candidature needs to be urgently and jointly investigated by Teacher Education and Specialized Services (TESS) and the Examinations Council of Zambia (ECZ).

At STD level, most of the candidates performed well in Social Sciences and Business studies and Practical Subject courses as was observed in 2021. Generally, Absenteeism from the examination was significantly lower in the 2022 with higher numbers observed for the STD.