EXAMINATIONS COUNCIL OF ZAMBIA

2023 TEACHER EDUCATION EXAMINATION PERFORMANCE REPORT

Suggested Citation:

The Examinations Council of Zambia (ECZ) (2023). Teacher Education Examination Performance Review Report, ECZ.

For further information, please contact:

The Executive Director

Examinations Council of Zambia

P. O. Box 50432

Lusaka

The Examinations Council of Zambia conducts examinations for the Early Childhood Education Teachers Diploma, Primary Teachers' Diploma and Secondary Teachers' Diploma Programmes in the colleges that follow the Ministry of Education Teacher Education Curriculum.

Annually, ECZ conducts comprehensive analyses of candidate performance in these programmes. The objective is to provide feedback and data that can inform policy and operational decisions. This report highlights the performance of the candidates who took the 2023 Teacher Education Examinations. It presents insights into candidature and performance trends across subjects, genders, years of study, and programmes.

It is our hope that this report will serve as a valuable resource for enhancing teaching and learning practices, as well as informing policy development in Teacher Education.

Dr. Michael Chilala
Executive Director
Examination Council of Zambia

Acknowledgements

Contents

1.0   2023 Early Childhood Education Teacher Diploma Year I Examination

The performance of candidates who took the Early Childhood Teacher's Diploma first-year examination in the 2023 academic year was as follows:

1.1   Candidature by Sex

1.1.1   A total of 198 candidates registered for the first-year examination of Early Childhood Teacher Education in 2023. Of these, 81.31 percent (161 candidates) were females, while 18.69 percent (37) were males. The candidature for 2023 increased by 41.41 percent (82 candidates) as compared to the previous year, 2022.

1.1.2   Out of the 198 candidates who registered for the ECE year one examination, 187 of them took the examination, which is 94.44% of the total. Among these 187 candidates, 152 (94.41%) were females, and the remaining 35 (5.59%) were males. Compared to 2022, there was an increase of 41.71% in the proportion of candidates who took the ECE year one examination in 2023.

1.1.3   In the 2023 ECE Year I examination, 5.56% of registered candidates were absent, which is 0.47% lower than the previous year.

1.1.4   Female candidates (5.59%) had a higher absence rate than males (5.41%) in ECE Year I exams.

1.1.5   The 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 up until now.

Figure 1: Trend in ECE Year 1 candidate entry (2017-2023)

1.2   General Performance

1.2.1   Of the candidates that sat the 2023 ECE year one diploma examination, 151 (80.75%) obtained clear pass, 29 (15.51%) proceeded; 1 (0.53%) referred, 1 (0.53%) repeat and 5 (2.67%) were excluded. In comparison to 2022, the 2023 proportion of clear pass increased by 0.93 percentage points from 79.82% in 2022.

1.2.2   In terms of proportions of clear passes obtained by College, Solwezi College of Education recorded 100 percent clear pass proportions just like it was in 2022.

1.2.3   The mean scores for nine out of the ten ECE year one courses in 2023 were above the pass mark of 40 percent except for Information and Communication Technology (ICT) just like it was last year, 2022.

1.2.3   Just like it was during the 2022 session, most of the courses (seven out of ten) recorded a decrease in performance ranging from 0.66 percentage points for History and Philosophy of Education (Lowest decrease) to 6.36 percentage points for Mathematics Education I (Highest decrease).

Sociology of Education and Child Psychology, Expressive Arts Education I and Social Studies Education I recorded increases of 7.24; 4.63 and 1.19 percent respectively.

1.2.5   The highest mean score was recorded in Expressive Arts Education I at 63.08 percent. For 2022, the highest was Pre- Environmental Science Education I at 63.55 percent. The lowest mean score was recorded in Information and communications Technology at 33.10 percent. This state of affairs in ICT has been the same for the past 3 to 4 years. There is need to investigate it.

	Sociology of Education and Child Psychology	History and Philosophy Of Education	Early Child Teaching Method and Production Of T/L Aids	Health Education	Information and Communication Technology	Literacy and Languages Development Education I	Pre-Environmental Science Education I	Mathematics Education I	Social Studies Education I	Expressive Arts Education I
2023	49.15	54.4	57.78	54.21	33.1	55.21	57.99	49.64	61.72	63.08
2022	41.91	55.06	63.11	60.03	37.89	60.16	63.53	56.00	60.53	58.45
2021	41.95	57.94	63.32	8.55	38.02	55.71	56.01	51.01	61.1	63.44

Figure 2: 2023; 2022 and 2021 Mean Scores of Courses offered at ECE Year 1

2.0   2023 Early Childhood Education Teacher Diploma Year II Examination

The performance of candidates who took the Early Childhood Teacher's Diploma examination at second year for the 2023 academic year was as follows:

2.1. Candidature by Sex

2.1.1 There were 115 candidates who registered for the examination. Of these, 99 (86.09%) were females and 16 (13.91%) males.

2.1.2 Only 100 candidates (86.96% turnout) out of the 115 who registered for ECE Year II diploma sat for the examination. Absenteeism rate for 2023 stood at 13.04 percent.

2.1.3 Candidature increased by 0.4 percent during the 2023 session as can be seen in figure 3.
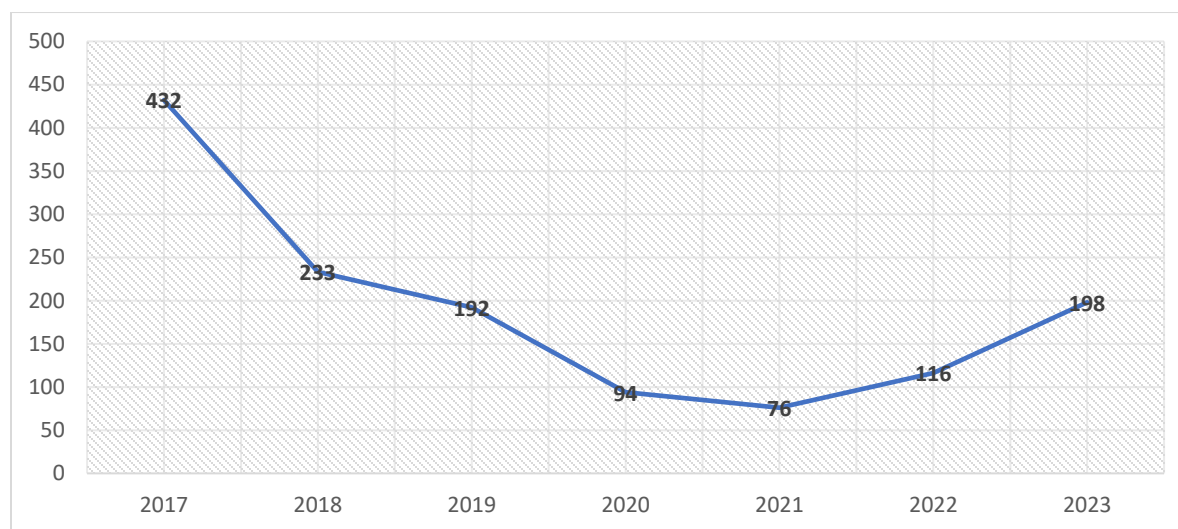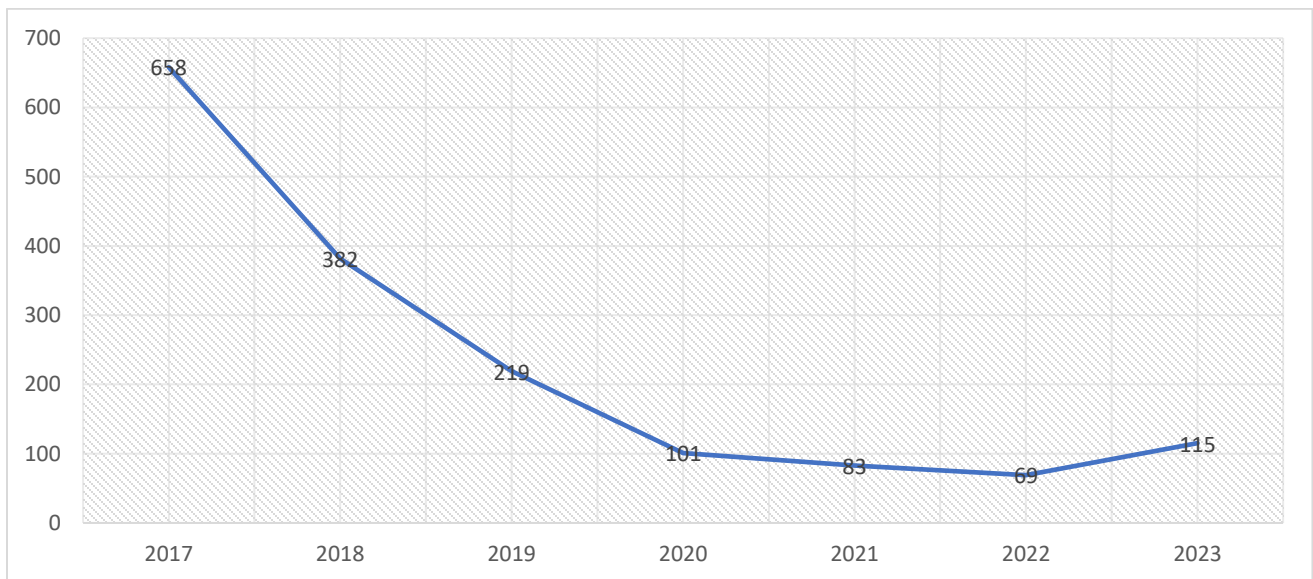

Figure 3: Trend in ECE Year 2 candidature (2017-2023)

2.2   General Performance

2.2.1 Of the 115 candidates that sat the 2023-year II ECE diploma examination, 76 (76.00%) obtained clear pass; 24 (24.00) proceeded; No candidates were recorded in the, Referred, Repeat and Exclude categories.

2.2.2   In terms of proportions of clear passes obtained by Colleges, Mansa College of Education and Kasama recorded 100 percent.

2.2.3   The mean scores in all the seven ECE year II courses in 2023 were above the pass mark of 40 percent just as it was in 2022. However, five out of the seven courses at this level recorded decrease in performance of between **11.48** (highest decrease) and **0.21** (lowest decrease).

2.2.4   In terms of improvement in performance, Special Education guidance and Counseling and Early Education Management and Organization recorded increase in performance of **7.09** and **2.34** percent during the 2023 ECE Year II examination.

2.2.5   The highest mean score was recorded in Expressive Arts Education II at **63.33** percent. The second highest was Pre-Environmental Science Education II at **63.30** percent.

2.2.6   The lowest mean score in 2021 was recorded in Pre-Mathematics Education ii at **51.50** percent.

	Special Education Guidance and Counselling	Early Education Management and Organisation	Literacy and Languages Development Education II	Pre-Environmental Science Education II	Pre-Mathematics Education II	Social Studies Education II	Expressive Arts Education II
2023	55.47	57.86	54.56	60.3	51.5	58.24	60.33
2022	48.38	55.52	58.77	61.38	62.98	65.10	63.79
2021	42.95	56.06	51.29	63.26	56.76	63.09	54.15

Figure 4: 2023, 2022 and 2021 Mean Scores of Courses offered at ECE Year II

3.0   2023 Early Childhood Education Teacher Diploma Year III Examinations

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

3.1   Candidature by Sex

3.1.1   There were 65 candidates who registered for the 2023 Early Childhood Teacher Education Third Year Exams. These included 52 females and 13 males, representing a 29.67% decrease from 2022. Sixty-four (64) out 65 registered candidates sat the ECE year III examination.

3.1.2   In terms of absenteeism, only one candidate (**1.92%**) was absent from the examination at this level.
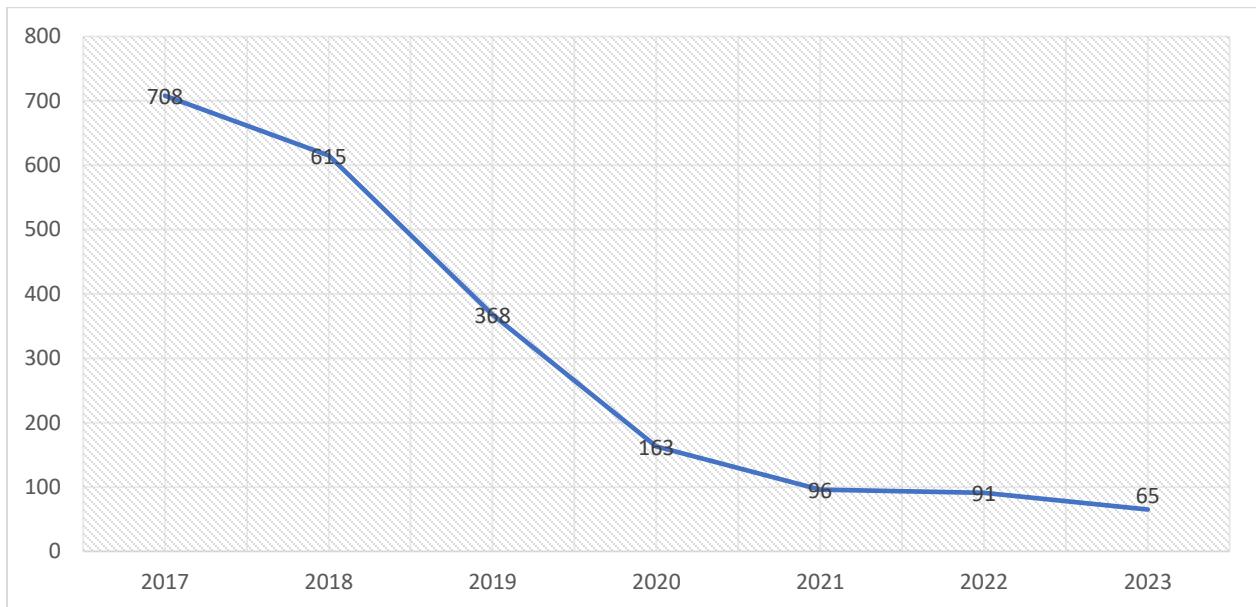
Figure 5: Trend in ECE Year 3 candidature (2017-2023)

3.2 General Performance

3.2.1   Of the 64 candidates that sat the examination, **59 (92.19%)** cleared, **5 (7.81%)** proceeded. No candidate was repeated, referred; or excluded. Mansa Colleges of Education and Solwezi recorded **100** percent clear pass in the 2023 ECE III examination.

3.2.2   Just like it was during the 2022 ECE year III courses, all ECE year III courses in 2023 recorded mean scores above the 40 percent pass mark. Entrepreneurship III, Literacy and Languages Development Education

III and Mathematics Education III recorded decreases in performance of between **0.3 to 10.47** percent.

3.2.3 The highest mean score in 2023 was recorded in Social Studies Education III at **65.37** percent, followed by Environmental Science Education III at **59.15** percent.

3.2.4 With regarded to improvement in performance, Social Studies Education III recorded the highest improvement of **9.79** percent. In 2022, the highest mean score was recorded in Literacy and Languages Development Education III **(65.01%).**

3.2.5 The lowest mean score in 2023 was recorded in Entrepreneurship III at 43.98 percent. During the 2022 session, Entrepreneurship III also recorded the lowest mean score at 45.28 percent.

	Entrepreneurship	Literacy and Languages Development Education III	Environmental Science Education III	Mathematics Education III	Social Studies Education III	Expressive Arts Education III
2023	43.98	64.71	59.15	54.03	65.37	57.54
2022	45.28	65.01	57.97	64.5	55.58	48.72
2021	58.74	50.01	54.31	53.41	51.14	54.59
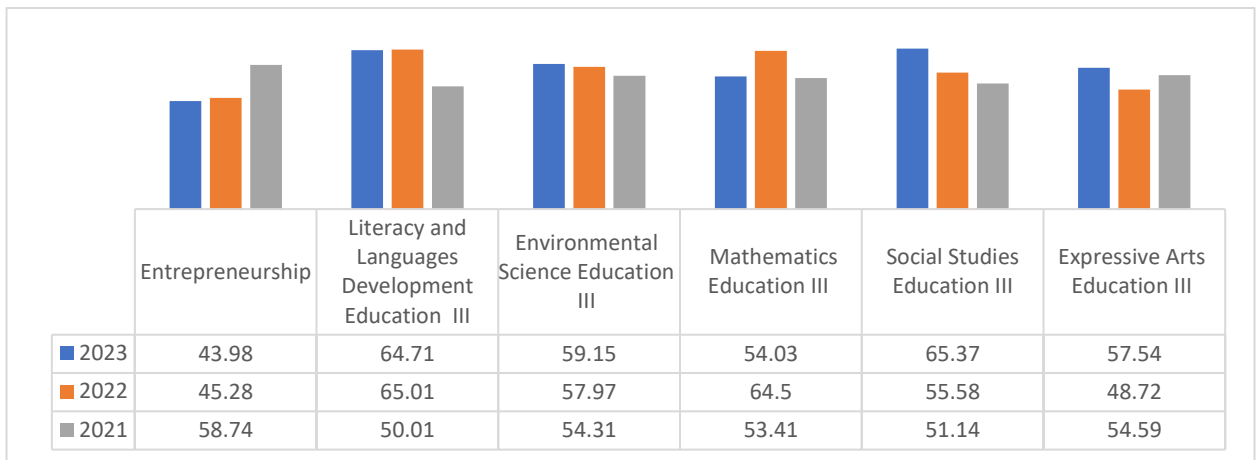
Figure 6: 2023, 2022 & 2021 Mean Scores of Courses offered at ECE Year III

4.0   2023 Primary Teachers' Diploma Year I Examination

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

4.1   Candidature by Sex

4.1.1   There were 977 candidates who registered for the 2023 PTD First Year Examinations. This represented an increase of **71.75** percent. Of the 977 registered candidates, 702(71.85%) were female and 275 (28.15%) were male.
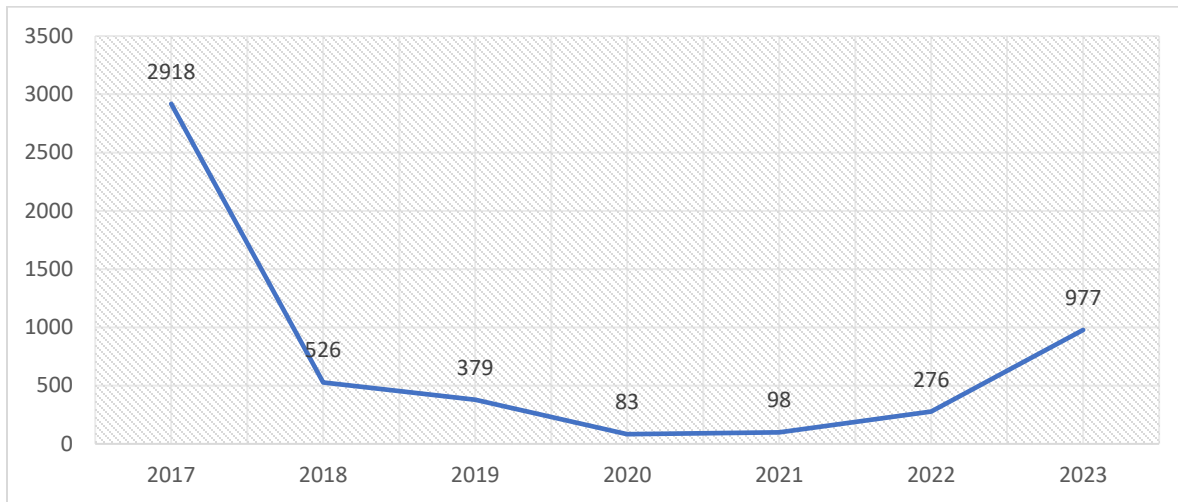
Figure 7: Trend in PTD Year 1 candidature (2017-2023)

4.2.2.   Out of the 977 registered candidates, 896 candidates representing **91.71** percent sat the examination.

4.2.3   Eighty-One (81) candidates (50 females and 31 males) altogether representing **8.29** percent were absent from the examination.

4.2.   General Performance

4.2.1   Of the 896 candidates that sat the 2023 PTD year one examination, 666 (74.33%) obtained clear pass; 140 (15.63%) proceeded; 29 (3.24%) referred; 22 (2.46%) repeated and 39 (4.35%) candidates were excluded.

4.2.2   Sambizga, Kasama and Central African Baptist College recorded 100 percent pass rates.

4.2.3   Seven out of the Nine courses recorded above the 40 percent pass mark. Educational Psychology & Sociology and Information and Communication Technology recorded below **40** percent. They were at **37.65** and **38.12** percent respectively.

4.2.4   The highest mean score was recorded in Expressive Arts Education I at **57.86** percent while the lowest was Education Psychology & Sociology at **37.65** percent.

4.2.5   Furthermore, the highest improvement of **4.35** percent was recorded in Expressive Arts Education. The highest decrease of 7.08 percent was observed in Technology Studies Education I.

	Educational Psychology And Sociology Of Education	History And Philosophy Of Education	Information & Communication Technology	Literacy and Languages Education I	Mathematics Education I	Expressive Arts Education I	Social Studies Education I	Technology Studies Education I	Integrated Science Education I
2023	37.65	49.62	38.12	54.44	48.12	57.86	56.95	49.58	50.42
2022	39.01	51.89	41.98	55.79	53.51	52.65	58.13	56.66	49.58
2021	38.09	53.71	56.76	54.65	50.64	54.99	57.97	56.76	57.45

Figure 8: 2023; 2022 and 2021 Mean scores of courses offered at PTD Year I

5.0   2023 Primary Teachers' Diploma Year II Examination

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

5.1.   Candidature by Sex

5.1.1   A total of **386 candidates** entered for the 2023 PTD year two examination. Of these candidates, **280** were females representing **72.5** percent while **106** were males, representing **27.5** percent. Of the candidates that entered, **367** sat the examination, bringing the rate of absenteeism to **4.92** percent. This indicates a significant decrease of **13.71** percentage points in the absenteeism rate from **18.63** percent in 2022.

5.1.2 Just like in the three previous years, there were more female candidates entering for this examination than male candidates.
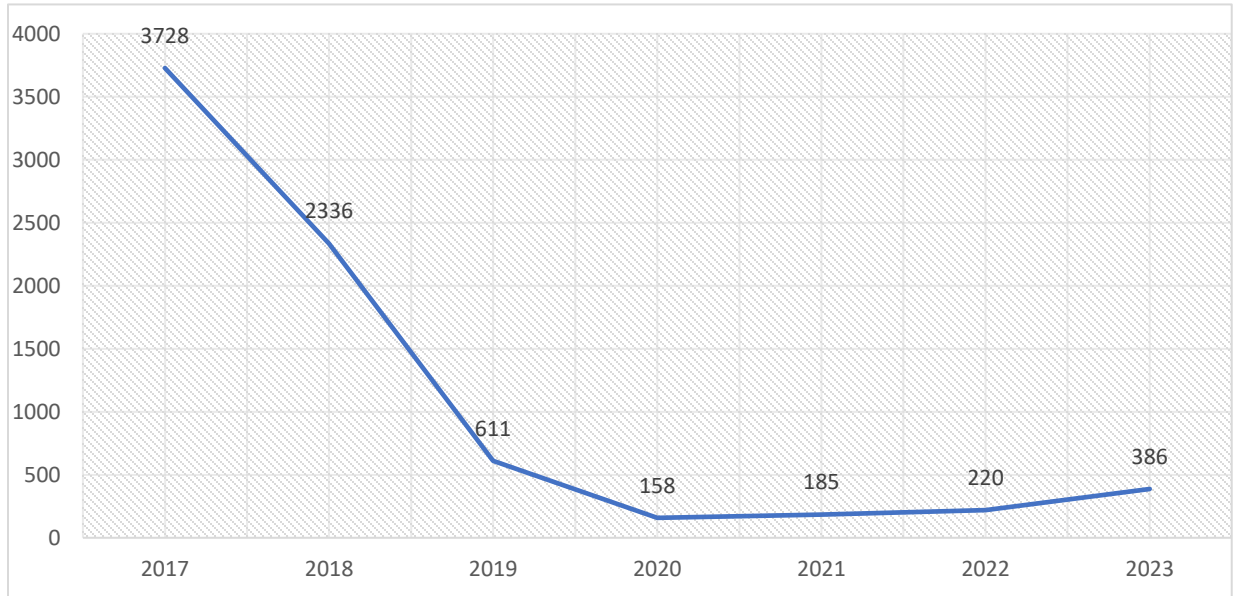
Figure 9: Trend in PTD Year 2 candidature (2017-2023)

5.2 General Performance

5.2.1 Of the 367 candidates that sat the 2023 PTD level two examinations, **338 (92.10%)** obtained clear pass, **26(7.08%)** proceeded, none was referred, **2 (0.54%)** repeated and **1(0.27%)** were excluded. Nkana, Central Baptist, Sambizga, Evergreen and Rokana Colleges of Education recorded **100%** clear pass.

5.2.2 By and large, performance in the 2023 Second Year Primary Teachers' Diploma declined as most of the courses (six out of the eight courses) recorded reductions in their mean scores. Just like 2022 all courses scored above 40 percent mean score.

5.2.3 The highest mean score was recorded in Expressive Arts Education II at **63.40** percent while the lowest was Mathematics Education II at **49.20** percent.

5.2.4 Two out of the eight courses recorded an improvement in percentage points. Special Education guidance and Counseling recorded the highest improvement of 5.40 percent while the worst reduction in performance of 13.56 percent from 2022 was recorded in Integrated Science Education II.

5.2.5   By and large, performance in the 2023 Second Year Primary Teachers' Diploma declined as most of the courses (six out of the eight courses) recorded reductions in their mean scores. Just like 2022 all courses scored above 40 percent mean score.

5.2.6   The highest mean score was recorded in Expressive Arts Education II at **63.40** percent while the lowest was Mathematics Education II at **49.20** percent.

5.2.7   Two out of the eight courses recorded an improvement in percentage points. Special Education guidance and Counselling recorded the highest improvement of 5.40 percent while the worst reduction in performance of 13.56 percent from 2022 was recorded in Integrated Science Education II.

	Integrated Science Education II	Theory and Practice Of Education	Social Studies Education II	Expressive Arts Education II	Literacy and Languages Education II	Mathematics Education II	Technology Studies Education II	Special Education Guidance and Counselling
2023	51.34	63.05	61.75	63.4	56.63	49.2	55.13	54.89
2022	64.90	63.26	61.82	61.50	59.40	58.75	56.13	49.49
2021	60.07	41.86	57.41	55.99	54.95	53.91	63.49	41.02

Figure 10: 2023; 2022 and 2021 Mean Scores of Courses offered at PTD Year II

6.0 2023 Primary Teachers' Diploma Year III Examination

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

6.1   Candidature

A total number of **266** candidates entered for the 2023 PTD Year Three examination. Of these candidates, **193** representing **72.56** percent were females while **73** representing **27.44** percent were males.
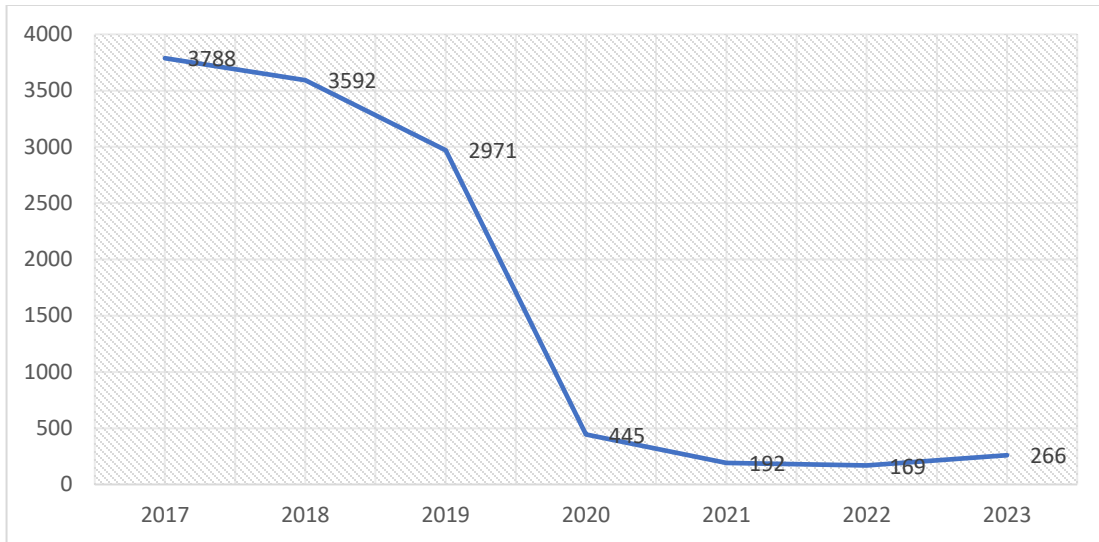
Figure 11: Trend in PTD Year 3 candidature (2017-2023)

6.1.1 The number of candidates entering for the Primary Teacher Diploma Third Examination increased from 169 in 2022 to **266** candidates in 2023. In 2022, candidature reduced from **192** to **169** from 2021.

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

6.1.3 Of the **266** candidates who entered, **261 (98.12%)** sat the examination, bringing the rate of absenteeism to **1.88** percent. In 2022 absenteeism rate was at **10.42** percent.

6.2 General Performance

6.2.1 Of the candidates who sat the 2023 PTD Year Three examination, **196** (75.10%) obtained clear pass, 55 (21.07%) proceeded, 6(2.30%) were referred, **2 (0.77%)** repeated, and **2 (0.77%)** excluded. Nkana, Evergreen, and Central Baptist Colleges of Education recorded 100 percent clear pass.

6.2.2 Most of the 2022 PTD year III courses except Integrated Science III **(28.13%)** recorded mean scores above the 40 percent natural pass mark.

6.2.3 Just like it was in 2022, the highest mean score was recorded in Technology Studies Education III **(54. 20%)** and the lowest in Integrated Science III at **28.13** percent. It is important to note that Integrated Science III has been recording the lowest mean scores for the past three years.

6.2.4 The most improvement **6.72** percent was recorded in Education Leadership and Management the highest decrease of **4.62** percent was recorded in Technology Studies III.

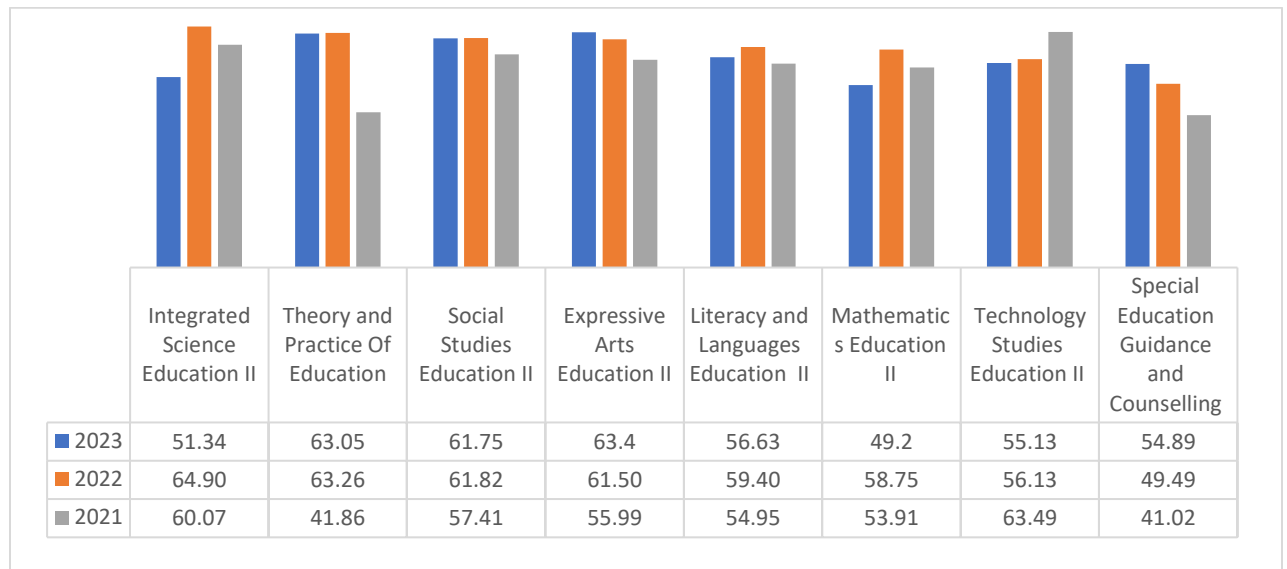|	Education Leadership snd Management	Entrepreneurship	Literacy and Languages Education III	Mathematics Education III	Expressive Arts Education III	Social Studies Education III	Technology Studies Education III	Integrated Science III
2023	54.06	42.41	51.65	40.93	48.64	50.04	54.20	28.13
2022	47.34	37.81	55.86	43.25	43.02	48.08	58.82	31.16
2021	40.88	61.41	39.23	45.05	42.52	47.1	42.69	36.78

Figure 12: 2023, 2022, 2020 and 2021 Mean scores of courses offered at PTD Year III

7.0 2023 Secondary Teachers' Diploma (STD)Year I Examination

The candidature and performance of candidates in the 2023 Secondary School Teacher Diploma (STD) year one examination was as follows:

7.1. Candidature

7.1.1 A total of 449 candidates entered for the 2023 STD year one examination. Of these, 230 (51.22%) were females while 219 (48.78%) were males. In 2023, the number of candidates who entered for the STD year one examination decreased by 24.79 percent from the 597 candidates who entered in STD year one examination in the previous year.

7.1.2 Of the candidates that entered for this examination, 431 (95.99%) candidates sat the examination.

7.1.3 Absenteeism rate dropped to 4.01 percent from 13.57 percent in 2022.
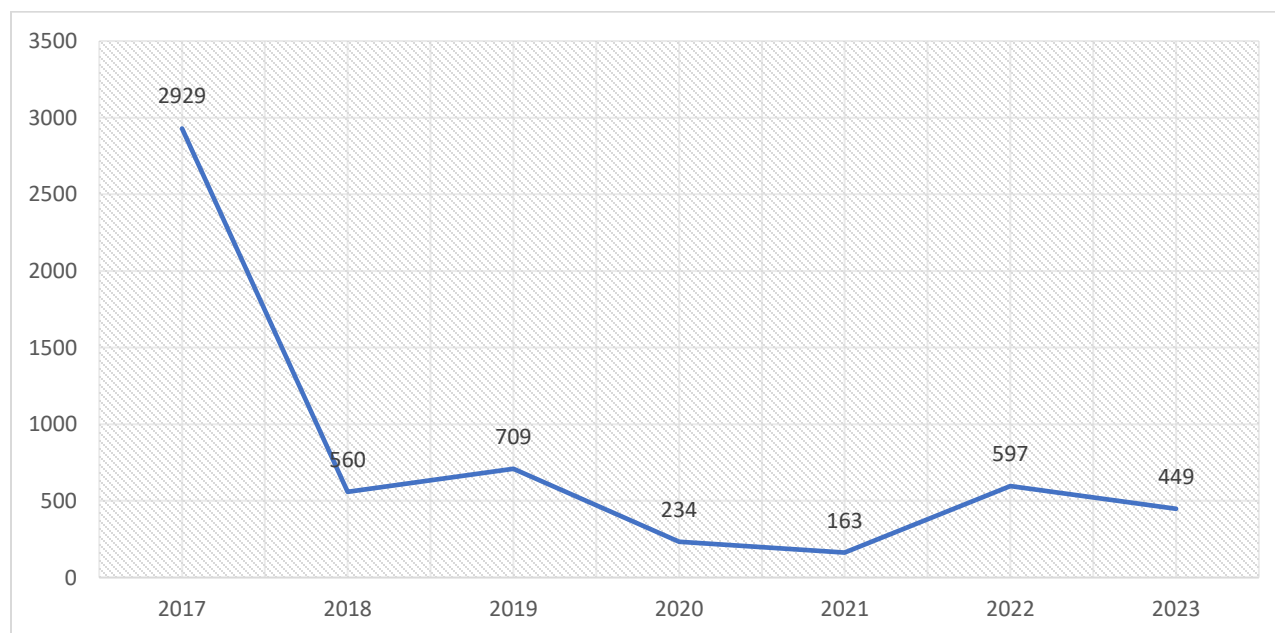
Figure 13: Trend in STD Year 1 candidature (2017-2023)

7.2 General Performance

7.2.1 Out of the 431 candidates that sat the 2023 STD year one examination, 355 (82.37%) obtained clear pass, 68 (15.78%) proceeded, 2 (0.46%) referred and 1 (0.23%) repeated. 5 candidates (1.16%) were excluded. The proportion

of candidates who obtained clear pass in the 2023 STD year one examination increased by 1.56 percent.

7.2.3 Out of the 13 Colleges that presented candidates for the 2023 STD year one examination, only Nkana College had 100 percent proportion of candidates obtaining clear pass.

7.3 Performance According to Course Categories

7.3.1 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:

Educational Courses

7.3.2 Education Psychology and Sociology of Education as a course, was examined for the third time after restructuring the courses. Education Psychology and Sociology of Education were combined to make one course. The mean score was **42.5** percent from **44.63** percent obtained in 2022.

7.3.3 Performance in History and Philosophy of Education; Communication and Study Skills and Information Communications Technology increased by **3.87; 1.94** and **6.78** percent, respectively (See figure 15).

7.3.4 Performance in Education Psychology and Sociology of Education declined from **44.63** percent in 2022 to **42.50** percent representing a **2.13** percent decrease.

7.3.5 All the courses in this category recorded mean scores above the pass mark of 40 percent. The mean scores ranged between **42.48** percent and **58.70** percent. In 2022, it ranged between 44.63 and 56.57 percent.

	HISTORY AND PHILOSOPHY OF EDUCATION	COMMUNICATION AND STUDY SKILLS	EDUCATION PSYCHOLOGY AND SOCIOLOGY OF EDUCATION	INFORMATION COMMUNICATIONS TECHNOLOGY
2023	58.7	58.51	42.5	51.95
2022	54.83	56.57	44.63	45.17
2021	51.04	58.12	42.48	43.35
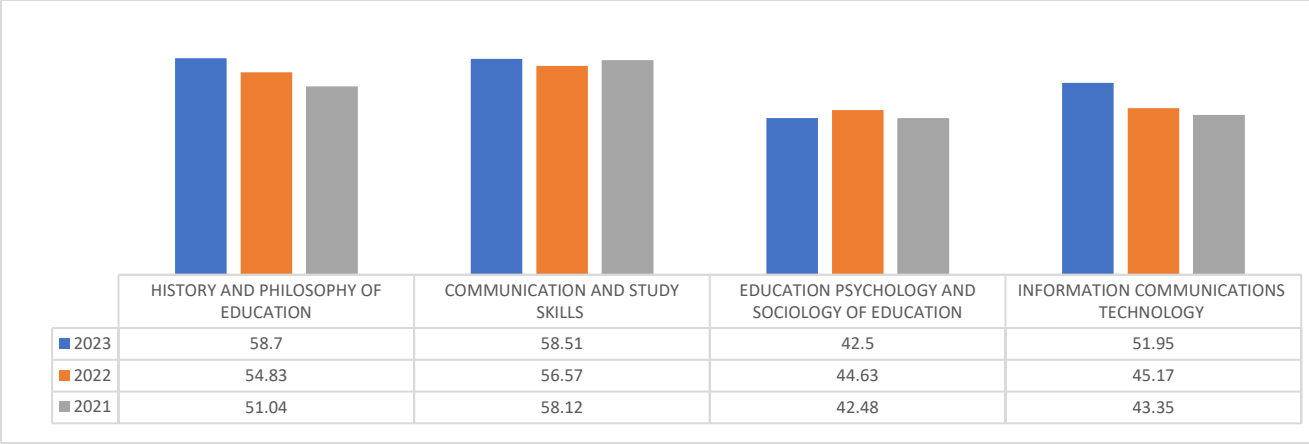
Figure 14: 2023 2022 and 2021 Mean Scores for Educational Courses

Literature and Languages

7.3.6   Just like it was during the 2022 session, all the mean scores in this subject grouping were above the pass mark of **40** percent. The highest mean score was recorded in Zambian Languages Teaching Method I **(69.72%)** followed by Literature in English I **(65.20%).** The least mean score was recorded in Introduction to Literature in Zambian Languages at **47.22** percent.

7.3.7   Performance in Zambian Languages Teaching Method I and Structure of English Language and Linguistic I increased by **12.72** and **7.48** percent respectively while that of Introduction to Literature in Zambian Languages and Introduction to Language and Linguistics decreased by **9.9 and 6.83** percent. See figure 15.

	ENGLISH TEACHING METHOD I	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS	LITERATURE IN ENGLISH I	ZAMBIAN LANGUAGE TEACHING METHODS	INTRODUCTION TO LANGUAGE AND LINGUISTICS	INTRODUCTION TO LITERATURE IN ZAMBIAN LANGUAGES
2023	63.00	58.58	65.20	69.72	48.50	47.22
2022	66.22	51.10	63.33	57.24	55.33	57.12
2021	51.31	55.18	57.03			
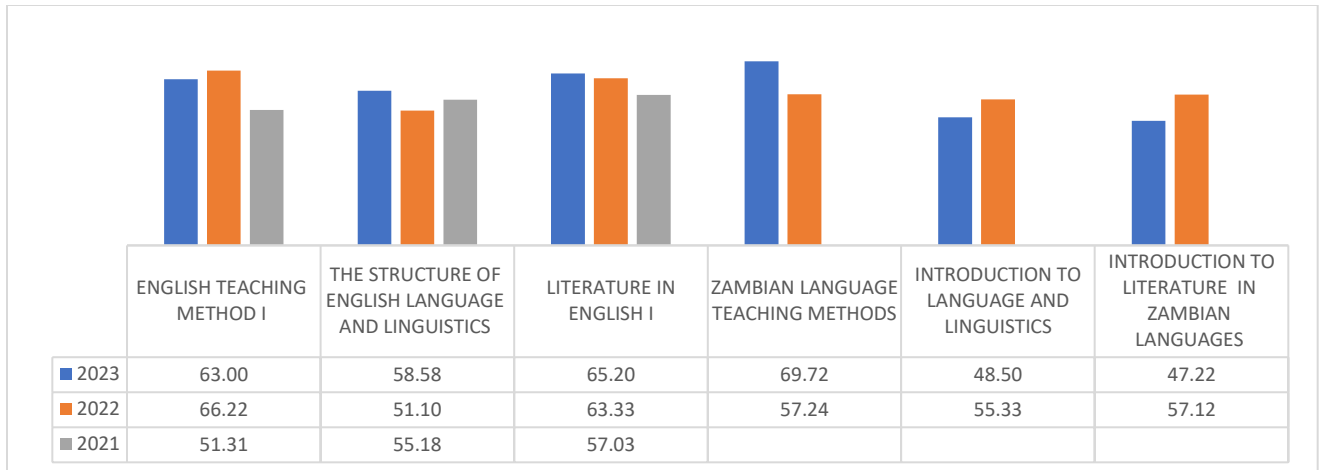
Figure 15: 2023, 2022 and 2021 Mean Scores for Literature and Languages

Natural Sciences

7.3.8   The mean scores for the Natural Science category ranged from **44.86** to **63.07** percent. In 2022, the range was between **46.90** and **61.60** percent.

7.3.9   The highest mean score was recorded in Mathematics Teaching Methods I at **63.07** percent while the lowest was in Physics I at **44. 86** percent.

7.3.10 During this session, all the courses in this category recorded mean scores above the pass mark of **40** percent. The most improvement of **12.99** percent was recorded in Chemistry I and Mathematics Teaching Methods at whose improvement stood at **7.28** percent from last year.

	MATHEMATICS EDUCATION I	MATHEMATICS TEACHING METHODS	INTEGRATED SCIENCE TEACHING METHODS I	BIOLOGY I	CHEMISTRY I	PHYSICS I	AGRICULTURE SCIENCE TACHING METHODS I	AGRICULTURAL SCIENCE I	COMPUTER TEACHING METHODS 1	COMPUTER STUDIES I
2023	53.69	63.07	45.16	50.05	59.89	44.86	58.30	61.90	58.14	55.71
2022	52.25	55.79	49.56	49.71	46.90	52.88	57.05	58.24	61.60	61.22
2021	56.89	55.43	47.84	59.21	61.13	51.2			61.27	54.53

Figure 16: 2023, 2022 and 2021 Mean Scores for Natural Sciences

Practical Subjects

7.3.11 There were no candidates registered for this subject grouping during the 2023 examination session.

Social Sciences and Business Studies

7.3.12 The Mean Scores were all above the pass mark of 40 percent. Office Management had the highest mean score at **68.41** percent while Religious Education I recorded the lowest **(52.67%).** This represents a **12.41** percent increase in performance.

7.3.13 The most reduction of **24.12** percent in mean performance was recorded in Financial Accounting from **86.00** to **61.88** percent in in 2023. This drop is too much and therefore needing to be investigated.

7.3.14 Six out of the Seven courses at this level recorded decline in performance of between **0.45** to **24.12** percent. See figure 17.

	RELIGIOUS EDUCATION TEACHING METHODS I	RELIGIOUS EDUCATION I	SOCIAL STUDIES TEACHING METHODS I	SOCIAL STUDIES EDUCATION I	BUSINESS TEACHING METHODS 1	FINANCIAL ACCOUNTING	OFFICE MANAGEMENT
2023	59.67	52.67	60.67	57.14	65.19	61.88	68.41
2022	61.15	55.13	61.12	61.34	71.00	86.00	56.00
2021	68	50	71.47	63.73			
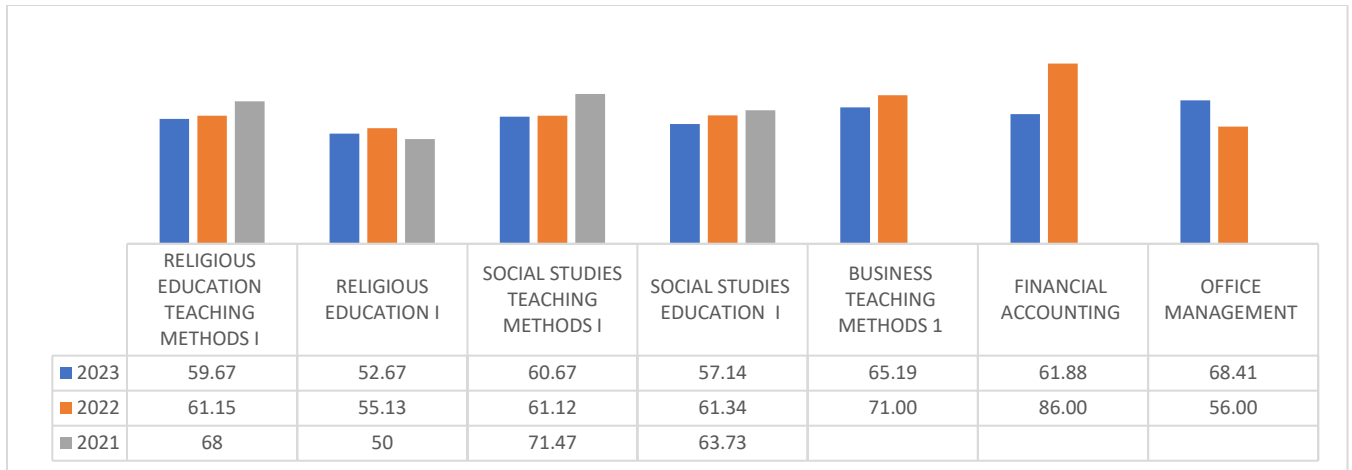
Figure 17: 2023, 2022, and 2021 Mean Scores for Social Sciences and Business Studies

8.0   2023 Secondary Teachers' Diploma (STD)Year II Examination

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

8.1. Candidature

8.1.1   A total of 509 candidates registered for the 2023 STD Second Year Examination. Of these, 237 **(46.56%)** were females while 272 **(53.44 %)** were males. In 2023, the candidature increased from 433 in 2022 to 509, an increase of **14.93** percent.

8.1.2   Of the registered candidates, 476 **(93.52%)** sat the examination. Of these, 219 candidates **(46.01%)** were female and 257 **(53.99%)** were males.

8.1.3   The absenteeism rate was at **6.48** percent. By Sex, **7.59** percent of the registered female candidates and **5.59** percent of the males were absent.
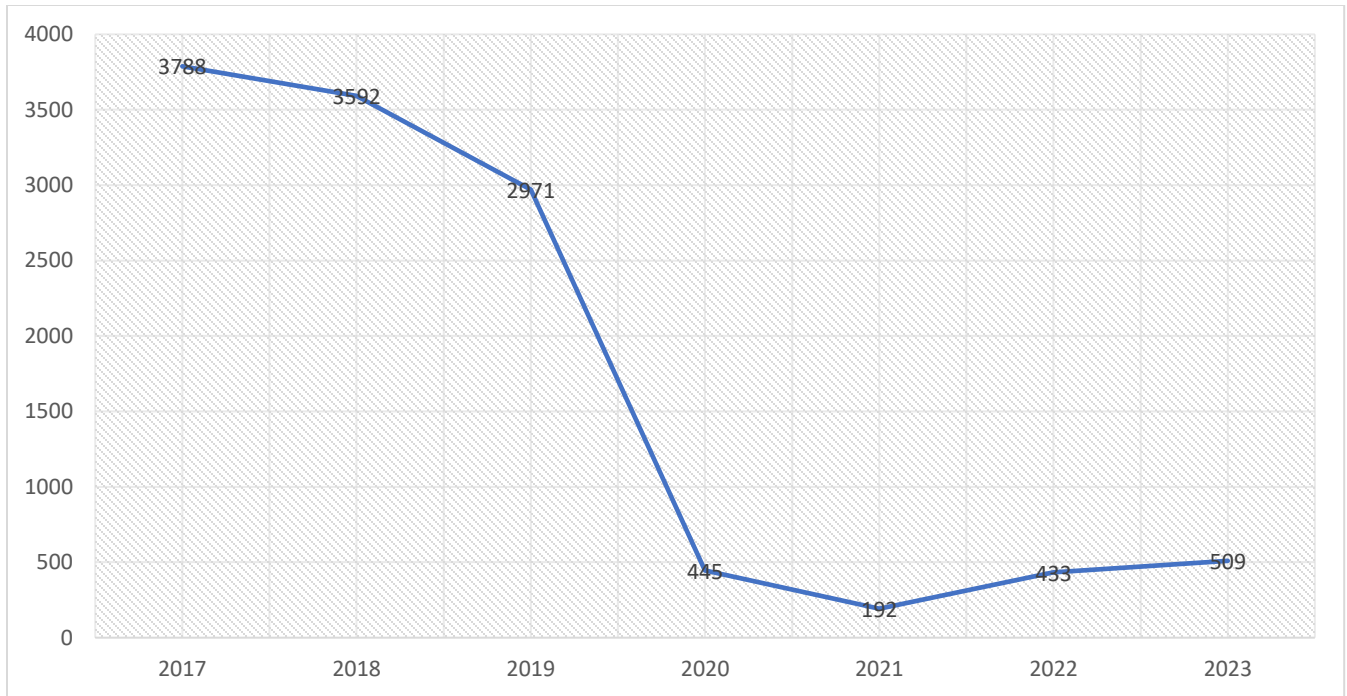
Figure 18: Trend in STD Year 2 candidature (2017-2023)

8.2   General Performance

8.2.1   Of the candidates that sat the 2022 STD Second Year examination, 439 (92.23%)
clear pass, 32 (6.72%) proceeded, 1 (0.21%) repeated and 4 (0.84%) excluded. No one was
referred. In comparison to 2022, the proportion of students that obtained a clear pass
reduced by 6.00 percent.

8.2.2   Out of the 12 Colleges that presented candidates for the 2022 STD year two examination
4 Colleges (David Livingstone, Kitwe, Rokana and Evelyn Hone) had 100 percent
proportion of candidates obtaining clear pass.

Educational Courses Mean Scores

8.2.3   The highest mean score in this category was recorded in Special Educational
Guidance and Counselling (59.46%). Special Educational Guidance and
Counselling recorded a 9.25 percent increase from 2022.

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

	2023	2022	2021
■ SPECIAL EDUCATION GUIDANCE AND COUNSELLING	59.46	50.12	44.92
■ CURRICULUM STUDIES AND ASSESSMENT	50.25	51.65	46.19
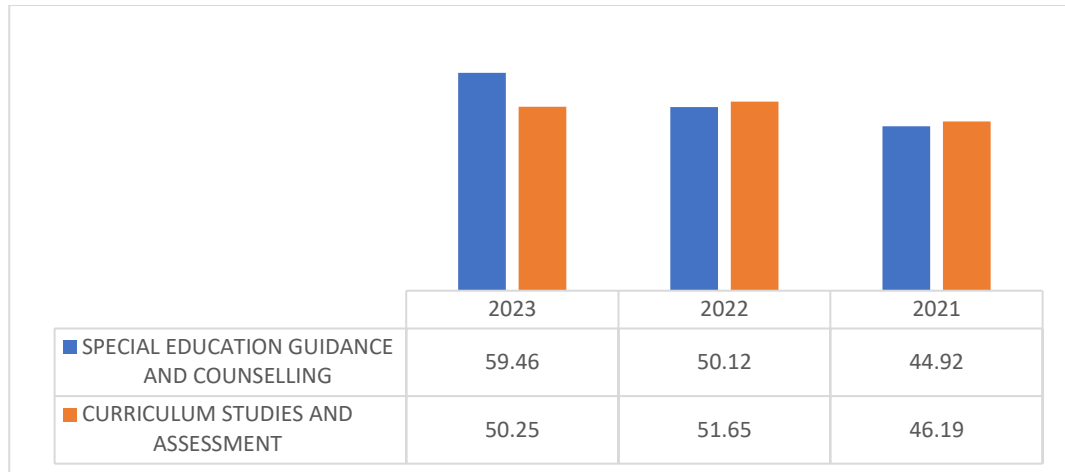
Figure 19: 2023, 2022 & 2021 Educational Courses Mean Scores

Literature and Languages

8.2.5 The mean scores ranged between 52.41 to 65.57 percent in 2023 from 53.39 to 61.91 percent in 2022. The 2023 range was better than the 2022 one. However, all the mean scores were above the natural pass mark of 40 percent for both 2022 and 2023.

8.2.6 The highest mean score was recorded in Literature in English II at 65.57 percent while the least mean score was recorded in The Phonology and Morphology of Zambian Languages at 52.41 percent.

8.2.7 In comparison with the 2022 STD year II examination, three out of six courses that had candidature in 2023 recorded a decrease in performance of between 0.53 to 3.28 percent.

	ENGLISH TEACHING METHODS II	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS II	LITERATURE IN ENGLISH II	ZAMBIAN LANGUAGES TEACHING METHODS II	THE PHONOLOGY AND MORPHOLOGY OF ZAMBIAN LANGUAGES	ORAL AND WRITTEN LITERATURE IN ZAMBIAN LANGUAGES
■ 2023	60.64	57.29	65.57	56.27	52.41	57.55
■ 2022	61.17	53.39	56.49	61.91	55.69	56.44
■ 2021	64.55	57.82	61.67			
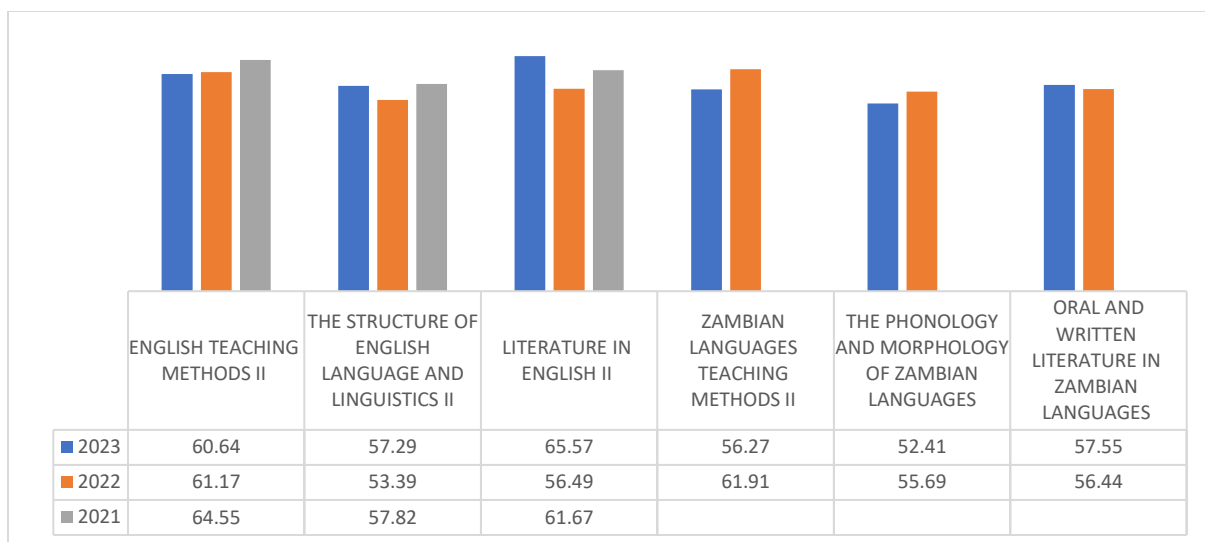
Figure 20: 2023, 2022 and 2021 Literature and Languages Percentage Mean Scores

Natural Sciences

8.2.8 The mean scores ranged between **53.37** to **69.80** percent in 2023 from **49.50** to **64.60** percent in 2022. The 2023 range was better than the 2022 one. However, all the mean scores were above the natural pass mark of **40** percent for both 2022 and 2023.

8.2.9 The highest mean score was recorded in Mathematics Teaching Methods II at **69.80 from 64.60** percent in 2022. Chemistry II recorded the least mean score of 53.37 percent.

8.2.10 Biology II; Chemistry II, Agriculture Science Teaching Methods II; Mathematics Teaching Methods II, Integrated Science Teaching Methods II, Integrated Science Teaching Methods II, Computer Teaching Methods II, recorded improvement in their mean performance during the 2023 session. The improvement ranged between 2.07 and 11.81 percent.

The rest of the courses recorded a decline in the mean scores with Agricultural Science II, topping the list at 5.49 percent.

	BIOLOGY II	CHEMISTRY II	AGRICULTURE SIENCE TEACHING METHODS II	COMPUTER STUDIES II	MATHERMATICS EDUCATION II	PHYSICS II	AGRICULTURAL SCIENCE II	INTERGRATED SCIENCE TEACHING METHODS II	COMPUTER TEACHING METHODS II	MATHEMATICS TEACHING METHODS II
■ 2023	54.12	53.37	65.61	57.91	55.36	58.52	55.81	66.16	66.46	69.8
■ 2022	49.5	51.3	53.8	55.4	58.2	58.6	61.3	61.8	63.8	64.6
■ 2021	55.25	62.44	60	61.94	54.4	60.72	65.54	57.15	72.14	63

Figure 21: 2023, 2022 and 2021 Natural Sciences Mean Scores

Practical Subjects

8.2.11 The mean scores ranged between **58.00** to **76.25** percent in 2023 from **53.75** to **71.87** percent in 2022. The 2023 range was better than the 2022 one. However, all the mean scores were above the natural pass mark of **40** percent for both 2022 and 2023.

8.2.12 The highest mean score was recorded in Home Economics and Hospitality Teaching Methods II (**76.25%)** while the least mean score was recorded in Graphic Design and Crafts II (**58.00%).**

8.2.13 The most improved mean performance of 8.42 percent was recorded in Drawing Color and Painting I while the most drop-in performance of 14.26 percent was recorded in Food and Nutrition II.

	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	HOME MANAGEMENT II
■ 2023	62.5	58	62.17	70	66	76.25	56.29	66.48	68.71
■ 2022	65.25	65.25	53.75	66.15	62.93	69.09	70.55	69.00	71.87
■ 2021	62	62	67	57	57				

Figure 22: 2023, 2022 and 2021 Practical Subject Mean Scores

Social Sciences and Business Studies

8.2.14 All the courses in this category recorded mean scores above the natural pass mark of 40 percent. This was the same since 2018.

8.2.15 The mean scores ranged between **60.78 to 66.11** percent from **61.79** and **63.98** percent in 2022. The 2023 range was better.

8.2.16 The highest mean score was recorded in R Social Studies Education II at **66.11** percent while the least mean score was recorded in Religious Education II at **60.78** percent.

8.2. 17   The most improved mean performance of 4.32 percent was recorded in Social Studies Education II while the most drop-in performance of 3.2 percent was recorded in Religious Education II.

	SOCIAL STUDIES TEACHING METHODS I	SOCIAL STUDIES EDUCATION II	RELIGIOUS EDUCATION TEACHING METHODS II	RELIGIOUS EDUCATION II
2023	64.79	66.11	63.46	60.78
2022	63.10	61.79	62.13	63.98
2021	65.13	67.1	76	66.57
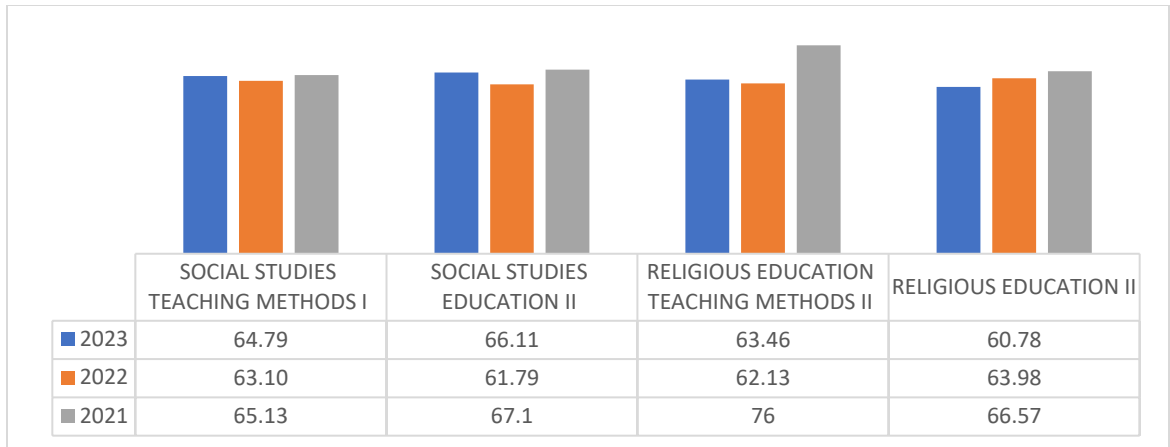
Figure 23: 2023, 2022 and 2021 Social Science Mean Scores

9.0   2023   Secondary Teacher's Diploma Year III Examination

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

9.1   Candidature

9.1.1   A total of 430 candidates who comprised of 224 (52.09%) females and 206 (47.91%) males entered for the 2023 STD Third Year Examination. The number of candidates who registered for the 2023 STD Third Year Examination increased by 36.51 percent from 2022.

9.1.2   Out of the 430 candidates who entered, 413 (96.05%) sat the Junior Secondary Teacher Diploma 2023 Third Year Examination. These comprised 214 (51.82%) females and 199 (48.18%) males.

9.1.3   The 2023 STD Year III absenteeism rate stood at 3.95 percent from 10.99 percent in 2022.

9.2   General Performance

9.2.1   Of the candidates that sat the 2023 STD Third Year examination, 339 (82.08%) obtained clear pass, 66 (15.98%) proceeded; 2 (0.48%) referred, 1 (0.24%) repeated; 5 (1.21%) were excluded.

Only Nkana College of Education recorded 100 percent clear pass rates at this level.

Educational Courses

9.2.1.1 The performance in Entrepreneurship increased from 45.04 percent in 2022 to 49.31 percent in 2023 while that of Educational Leadership and Management decreased to 59.29 percent, from 61.60 percent.

9.2.1.2 Like the 2022 examination, the two educational courses recorded mean scores above the natural 40 percent pass mark in 2023.

	2023	2022	2021
■ ENTERPRENUERSHIP	49.31	45.04	63.2
■ EDUCATIONAL LEADERSHIP AND MANAGEMENT	59.29	61.6	42.67
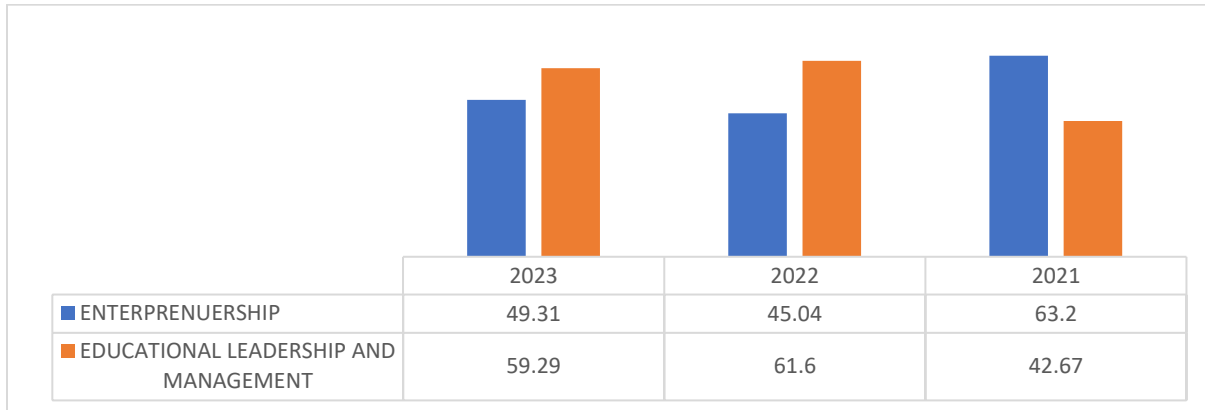
Figure 24: 2023, 2022 and 2021 Educational Courses Mean Scores

Literature and Languages

9.2.1.3 All the Literature and Languages courses recorded mean scores above 50 percent except in '' Structure of English Language and Linguistics III where the mean stood at 42.48 percent.

9.2.1.4 The highest mean Score was recorded in English Teaching Methods III at **63.37** percent. This course also recorded mean score even during the 2022 examination session.

9.2.1.5 Only two out of the six courses in this category recorded improvements ranging between 0.06 and **1.74** percent.

9.2.1.6 The most drop-in performance of 11.46 percent was recorded in the "Structure of English Language and Linguistics III" course.

	ENGLISH TEACHING METHODS III	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS III	LITERATURE IN ENGLISH III	ZAMBIAN LANGUAGES TEACHING METHODS III	THE SYNTAX AND SEMANTICS OF ZAMBIAN LANGUAGES	LITERARY ANALYSIS IN ZAMBIAN LANGUAGES
2023	63.37	42.48	50.82	55.54	50.38	52.54
2022	63.31	53.94	58.5	53.8	61	54.6
2021	49.55	41.62	47.47	44.67	47	40

Figure 25: 2023, 2022 and 2021 Literature and Languages Mean Scores

Natural Sciences

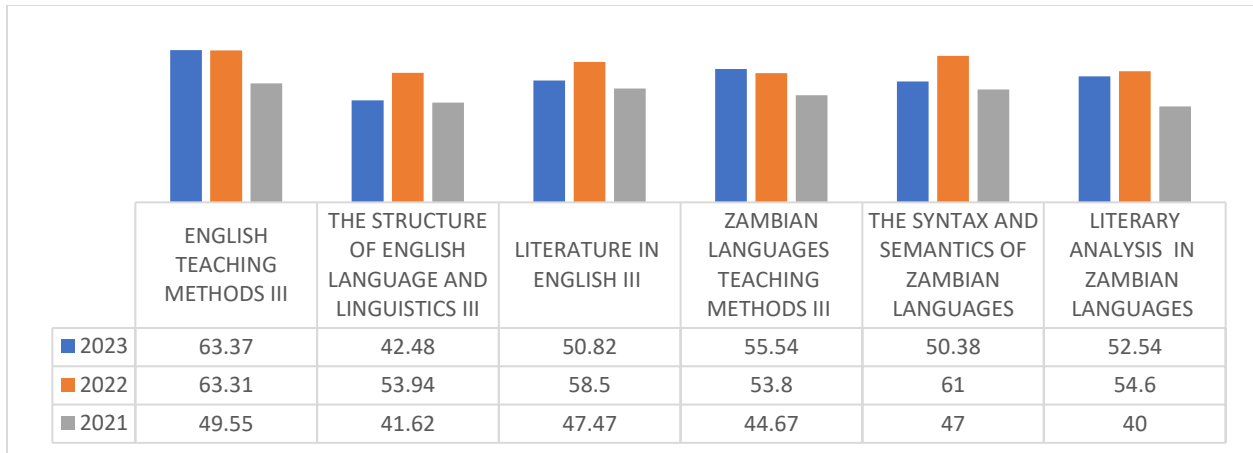9.2.1.7 Mean scores for Natural Science category in 2023 ranged from 32.25 to 66.58. In 2022, mean scores for this category ranged from 33.74 to 64.26.

9.2.1.8 Only Mathematics III (37.22%) and Chemistry III (32.25%) had mean scores below the natural pass mark of 40 percent.

9.2.1.9 Agricultural Science Teaching Methods III recorded the highest mean score at 66.58 percent while Chemistry III had the lowest mean at 32.25 percent.

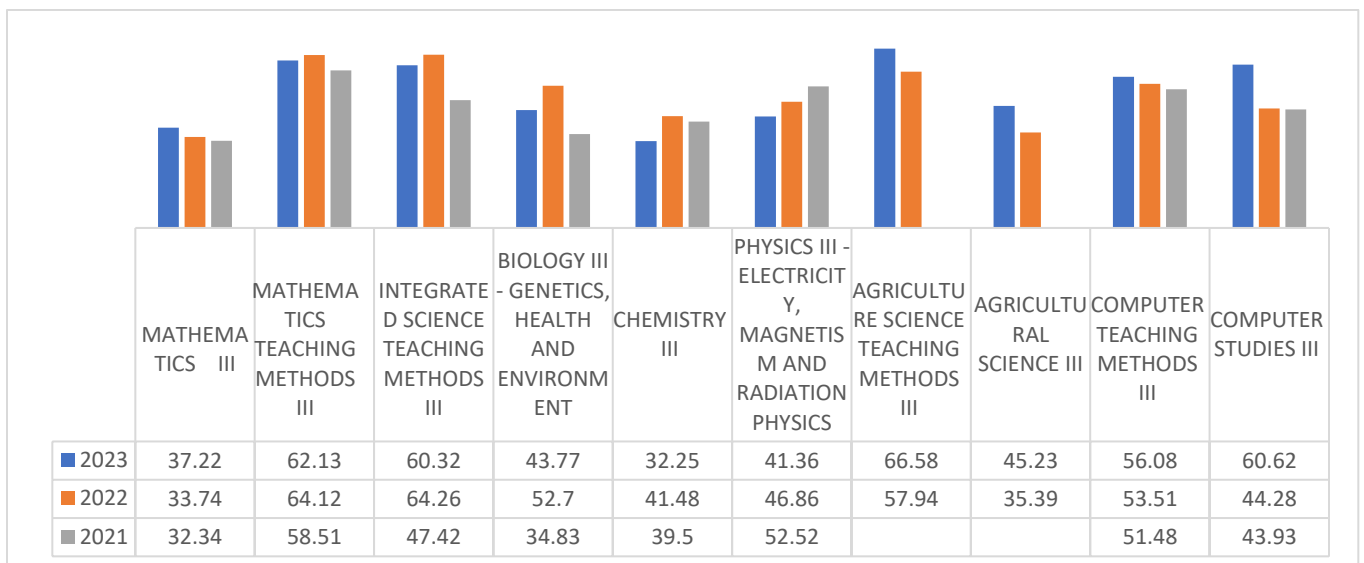|	MATHEMATICS III	MATHEMATICS TEACHING METHODS III	INTEGRATED SCIENCE TEACHING METHODS III	BIOLOGY III - GENETICS, HEALTH AND ENVIRONMENT	CHEMISTRY III	PHYSICS III - ELECTRICITY, MAGNETISM AND RADIATION PHYSICS	AGRICULTURE SCIENCE TEACHING METHODS III	AGRICULTURAL SCIENCE III	COMPUTER TEACHING METHODS III	COMPUTER STUDIES III
2023	37.22	62.13	60.32	43.77	32.25	41.36	66.58	45.23	56.08	60.62
2022	33.74	64.12	64.26	52.7	41.48	46.86	57.94	35.39	53.51	44.28
2021	32.34	58.51	47.42	34.83	39.5	52.52			51.48	43.93

Figure 26 2023, 2022 and 2021 Natural Sciences Mean Scores

Practical Courses

9.2.1.10   All the 9 courses sat by 2023 candidates in this category recorded mean scores above the natural pass mark of 40 percent. The Mean Scores ranged from 48.00 in Drawing Color and Painting to 69.09 percent in Food and Nutrition III. In 2022, mean scores ranged between 34.50 in Teaching Methods in Physical Education III to 57.00 percent in Art and Design III. The 2023 range was better than the 2022 range.

9.2.1.11   The highest mean score in 2023 was recorded in Food and Nutrition III at 69.09 and the least in Drawing Colour and Painting II at 48.00. Teaching Methods in Physical Education III recorded the least mean score in 2022.

9.2.1.12   Physical Education Teaching Method III recorded improved performance of 29.4 percent.

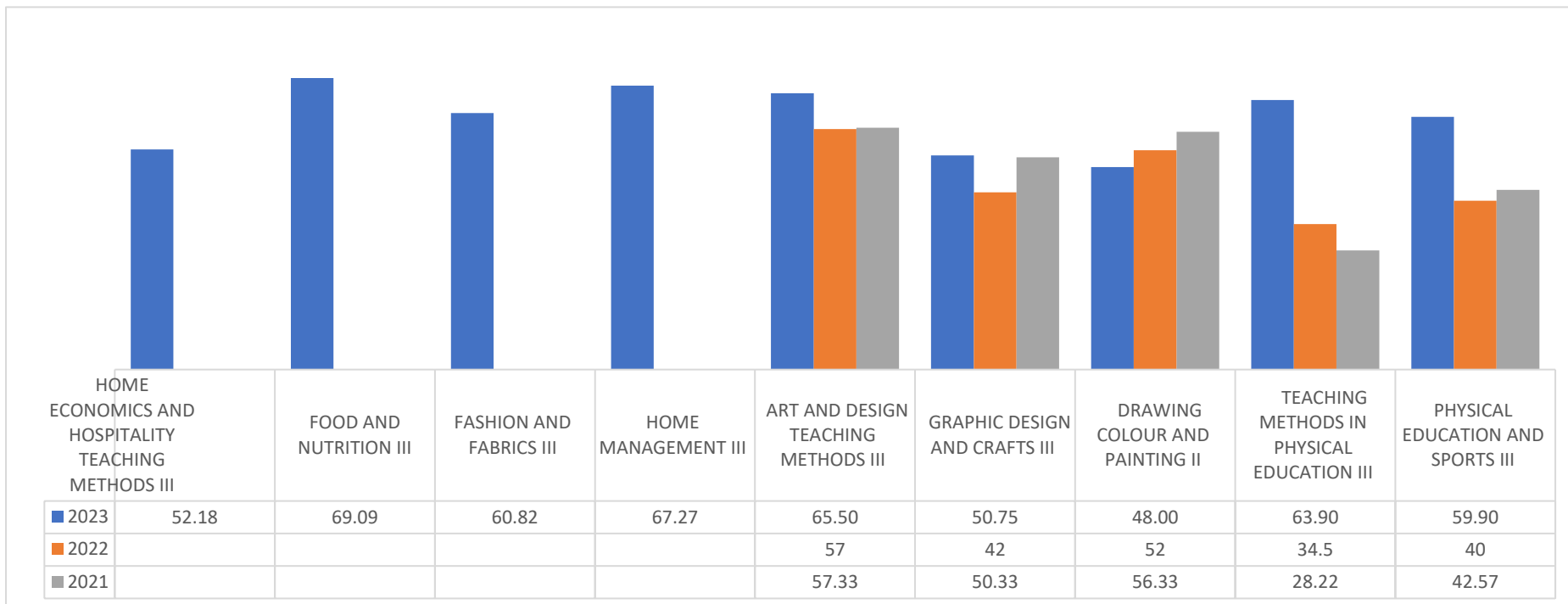|	HOME ECONOMICS AND HOSPITALITY TEACHING METHODS III	FOOD AND NUTRITION III	FASHION AND FABRICS III	HOME MANAGEMENT III	ART AND DESIGN TEACHING METHODS III	GRAPHIC DESIGN AND CRAFTS III	DRAWING COLOUR AND PAINTING II	TEACHING METHODS IN PHYSICAL EDUCATION III	PHYSICAL EDUCATION AND SPORTS III
■ 2023	52.18	69.09	60.82	67.27	65.50	50.75	48.00	63.90	59.90
■ 2022					57	42	52	34.5	40
■ 2021					57.33	50.33	56.33	28.22	42.57

Figure **27: 2023, 2022 and 2021 Practical Courses Mean Scores**

Social Sciences and Business Studies

9.2.1.13   All the Social Science based courses had mean scores above the natural pass mark of 40 percent.

9.2.1.14   Social Studies Teaching Methods III had the highest mean score at 62.91 percent followed by Religious Education Teaching Methods III at 61.09 percent. Religious Education III (56.28 %), like in 2022 had the lowest mean score. However, it is important to note that Religious Education III recorded the most improvement of 17.09 percent from the 2022 mean recorded in 2022.

9.2.1.15   All the courses recorded improvements in performance in 2023. The magnitude of performance improvement ranged from 4.82 percent in Social Studies Teaching Methods III to 17.09 percent in Religious Education III.
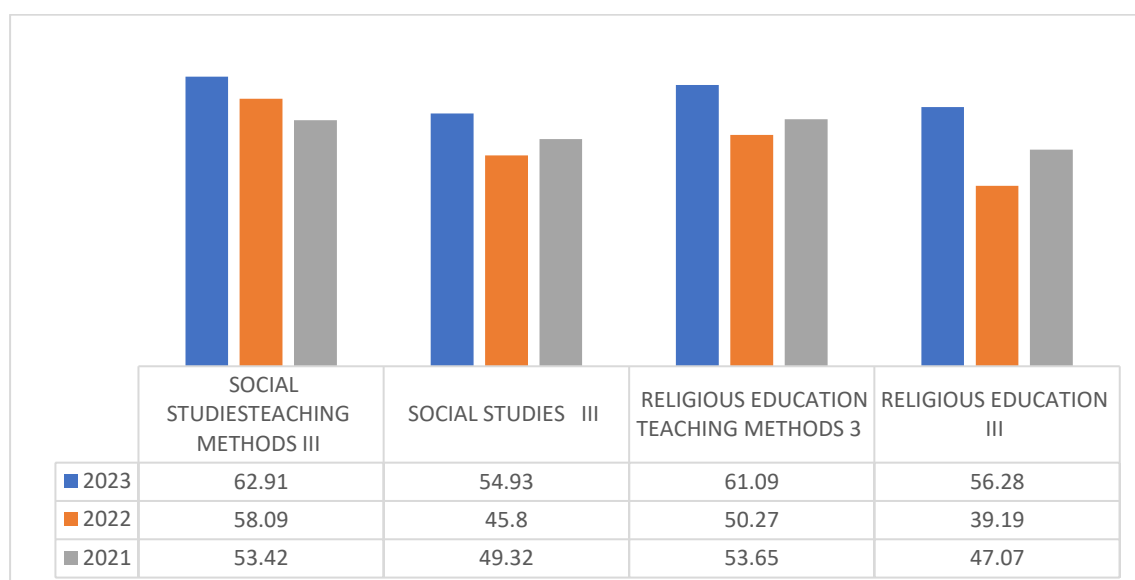

	SOCIAL STUDIESTEACHING METHODS III	SOCIAL STUDIES III	RELIGIOUS EDUCATION TEACHING METHODS 3	RELIGIOUS EDUCATION III
2023	62.91	54.93	61.09	56.28
2022	58.09	45.8	50.27	39.19
2021	53.42	49.32	53.65	47.07

Figure 28: 2023, 2022 and 2021 Social Sciences Mean Scores

10.0   Observations on the 2023 Teacher Education Examinations Performance

10.1   Courses recording Zero Scores

For all ECE and STD courses, no zero score was recorded. However, we had students getting marks as low as 3 out of 100.

At PTD 1, Information & Communication Technology (ICT3103); recorded zero scores.

At PTD 2, Zero scores were recorded in Literacy and Languages Education III (LLE3304).

10.2 Analysis of candidates' performance

10.2.1 Education Foundation Courses

Some courses cut across programs such as Information and Communication Technology (ICT) which is offered at first-year level to candidates in the Early Childhood Education (ECE), Primary Teacher's Diploma (PTD) and Secondary Teacher's Diploma (STD) programs and Special Education Guidance and Counselling (SEG). Educational Psychology and Sociology of Education (EPS) is taken by students pursuing PTD and STD. Theory and Practice of Education (TPE) is offered to PTD students.

10.2.1.1 High Performing Candidates

The following characteristics were displayed by high-performing candidates:

i. The essays in Section C were well developed with concrete examples.

ii. The language used was good and most of the words were spelt correctly.

iii. Candidates displayed a good understanding of the questions.

iv. The handwriting used was clear and legible.

However, performance in questions which were practical in nature was not good even for this category. For example, candidates did not answer correctly a question in the ICT examination that required them to provide a function for calculating the sum and average in a spread sheet.

10.2.1.2 Average Performing Candidates

In this category, candidates displayed the following;

i. There was poor construction of essays in Section C; no or vague introduction, incomplete or poorly developed points in the main body and lack of proper conclusion.

ii. Candidates in this category generally did well in Section A, multiple choice and Section B, short answer questions but did not do well in Section C, essay type questions.

iii. They did not attempt all the questions in Section B and Section C but attempted all multiple-choice questions in Section A.

10.2.1.3 Low Performing Candidates

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

i. They did not attempt several questions including multiple choice questions in Section A.

ii. Candidates performed poorly across all the three sections.

iii. There was poor sentence construction and wrong spellings especially in essay type questions.

iv. For some of them, the handwriting was neither clear nor legible.

v. Some candidates provided responses that were contrary to the questions being asked. This was especially the case with SEN candidates.

10.2.2 Mathematics and Natural Science Courses - ECE

At ECE students take Pre-Mathematics Education and Environmental Science Education.

10.2.2.1 High Performing Candidates

The following characteristics were displayed by high performing candidates;

i.   They were able to answer questions involving calculations correctly.

ii.   Well explained essays with clearly identifiable points in the main body.

iii.   However, some of the candidates in this category had challenges to correctly interpret the leading terms in some of the questions. For example, in Section C of Pre-Mathematics Education, candidates stated the use of matching in learning Pre-Mathematics instead of describing as required by the question.

iv.   The performance was good across all the three type of questions; multiple choice, short answer and essay questions.

v.   Candidates displayed a good understanding of the questions.

However, performance in questions which were practical in nature was not good even for this category. For example, candidates did not answer correctly a question in the ICT examination that required them to provide a function for calculating the sum and average in a spread sheet.

10.2.2.2 Average Performing Candidates

In this category, candidates displayed the following;

i. Candidates lost marks for presenting answers to essay type questions using bulleted points.

ii. The performance was uniformly average in all the three sections A, B and C.

iii. There was poor construction of essays in Section C; no or vague introduction, incomplete or poorly developed points in the main body and lack of proper conclusion.

iv. Candidates in this category generally did well in Section A, multiple choice and Section B, short answer questions but did not do well in Section C, essay type questions.

v. They did not attempt all the questions in Section B and Section C but attempted all multiple-choice questions in Section A.

10.2.2.3   Low Performing Candidates

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

i. They did not attempt a number of questions including multiple choice questions in Section A.

ii. Candidates performed poorly across all the three sections.

iii. There was poor sentence construction and wrong spellings especially in essay type questions.

iv. For some of them, the handwriting was neither clear nor legible.

v. Some candidates provided responses that were contrary to the questions being asked. This was especially the case with SEN candidates.

10.2.3 Mathematics and Natural Science Courses - PTD

Mathematics and natural science courses at the Primary Teacher's Diploma are Mathematics Education (MED) and Integrated Science Education (ISE). The following is a discussion of students' performance at the three levels.

10.2.3.1 High Performing Candidates

The following characteristics were displayed by high performing candidates;

i. The students generally performed well though some still had challenges in ISE when answering questions with calculations and those requiring interpreting graphs.

ii. In MED, candidates clearly showed all the necessary steps in calculations thereby earning full marks.

iii. Performance in essay questions was exceptional with well-developed essays and well-articulated points that also incorporated appropriate examples.

iv. Performance in Section A was consistently high with an average of 18 out of 20.

v. Candidates in this category attempted all the questions.

10.2.3.2 Average Performing Candidates

In this category, candidates displayed the following;

i. The performance was average in all the three sections.

ii. Candidates had challenges with interpreting graphs and diagrams particularly in ISE. In MED they had challenges in converting from one unit to the other, for example, from meters to kilometers and from meters to hectares.

iii. The handwriting was fairly clear and legible.

10.2.3.3 Low Performing Candidates

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

i. Presented answers to essay type questions in point form.

ii. Candidates did not attempt all the questions including multiple choice questions in section A.

iii. There was poor performance across all the sections.

iv. They failed to answer questions that involved calculations in some cases even avoiding them altogether.

10.2.4 Mathematics, Business, Home Economics and Natural Science Courses - STD

There are several courses in this category in the STD program. The following is a qualitative analysis of candidate performance.

10.2.4.1 High Performing Candidates

The following characteristics were displayed by high performing candidates;

i. Candidates generally performed well on questions that were a challenge for average and low performing candidates. In chemistry for example, candidates did well on questions on organic chemistry.

ii. The candidates attempted all the questions across all the sections.

iii. Candidates presented complete answers that earned full marks in section B.

iv. The essays were well developed with an introduction, main body and a conclusion.

10.2.4.2 Average Performing Candidates

In this category, candidates displayed the following;

i. In chemistry, candidates in this category answered some questions on organic chemistry but had challenges to draw and name isomers of a given

compound. The same challenge was also observed in low performing candidates.

    ii.   The performance was average across all the three sections.

10.2.4.3   Low Performing Candidates

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

    i.   They performed poorly on negated questions such as question 7 in section A of Mathematics Teaching Methods.

    ii.   There was a pattern of poor performance on particular questions like question 3 part (a) in chemistry which required candidates to draw and label a voltaic cell and indication of lack of understanding of the concept.

    iii.   There was average performance in section A but poor performance in sections A and B.

10.2.5 Literacy & Languages, Expressive Arts and Social Studies Candidates' Performance -ECE

Literacy and Languages Development, Expressive Arts and Social Studies Education Courses are summatively assessed at the end of the year 1 and year 2 by colleges and in third year, they are centrally set and marked by ECZ.

10.2.5.1 High Performing Candidates

In this category displayed the following in their work;

    I.   Clarity in explanation of their answers.

    II.   Expressed outstanding interpretation of comprehension questions

    III.   Logical organization of ideas and flow of points in essays.

IV. Correct and relevant responses were given to the questions.

10.2.5.2 Average Performing Candidates

I. Majority of candidates performed well in Section B

II. Fair understanding of questions

III. Concepts were not fully explained, indicating a lack of thoroughness

IV. Did not do well with questions on the higher level of Blooms Taxonomy that required application such as question 3 from section C of Social studies

10.2.5.3 Low Performing Candidates

I. Questions were poorly understood and answered by the candidates.

II. Misinterpretation of the questions especially ones that required application

III. Did not do well with questions on the higher level of Blooms Taxonomy that required application such as question 3 from section C

IV. Failed to define key terms

10.2.6 Primary Teachers' Diploma Social Sciences Candidates' Performance

In primary Teachers Diploma, Literacy and Languages, Expressive Arts and Social Studies Education Courses are summatively assessed at the end of year 1 and year 2 by colleges and in third year, they are centrally set and marked by ECZ.

10.2.6.1 High Performing Candidates

In this category displayed the following in their work;

I. Exhibited required good skills in writing (cohesion and coherence)

II. Clarity in explanation of their answers.

III. Expressed mastery of knowledge and critical thinking skills

IV.   Logical organization of ideas and flow of points in essays.

10.2.6.2 Average Performing Candidates
I.   Concepts were not fully explained
II.   Fair understanding of questions
III.   Did not do well with questions on the higher level of Blooms Taxonomy that required application such as question 3 from section C of Social studies

10.2.6.3 Low Performing Candidates
I.   Didn't attempt all question
II.   Poor language use coupled with wrong spellings
III.   Questions were poorly understood and answered by the candidates.
IV.   Misinterpretation of the questions especially ones that required application
V.   Failed to define key terms

10.2.7 Secondary Teachers' Diploma Performance review in English Languages, Zambian languages

These Courses are summatively assessed at the end of year 1 and year 2 by colleges and in third year, they are centrally set and marked by ECZ.

10.2.7.1 High Performing Candidates

In this category displayed the following in their work;

I.   Good understanding and application of tenses
II.   Exhibited required good skills in writing (cohesion and coherence)
III.   Clear handwriting and correct spellings
IV.   Clarity in explanation of their answers.
V.   Expressed mastery of knowledge and critical thinking skills

10.2.7.2 Average Performing Candidates
I.   Fair understanding of questions
II.   Failed to fully define terms
III.   Questions were not comprehensively answered

IV. Did not do well with questions on the higher level of Blooms Taxonomy that required application

10.2.7.3 Low Performing Candidates

i. Failure to construct good sentences

ii. Poor punctuation

iii. No logical flow of points in their essay

iv. Poor language use coupled with wrong spellings

v. Questions were poorly understood and answered by the candidates.

vi. Low spelling competency

10.2.8 Social Science Education Analysis of Performance for Secondary Teachers Diploma

10.2.8.1 High Performing Candidates

In this category displayed the following in their work;

I. Expressed high subject competence in their work

II. Essay points were presented in a logical flow with relevant examples

III. Exhibited required good skills in writing (cohesion and coherence)

VI. Expressed mastery of knowledge, application and critical thinking skills in the manner the questions were answered.

10.2.8.2 Average Performing Candidates

I. While candidates could answer questions related to knowledge well, they struggled to tackle questions at the higher level of Blooms taxonomy.

II. Fair understanding of questions.

III. The work was presented in a neat and logically organized manner.

IV. Concepts were not fully explained, indicating knowledge gap.

10.2.8.3 Low Performing Candidates

I. Poor organization of responses

II.   Failure to understand the question and the concept being asked

III.   incomplete answers or no responses in most cases

IV.   Failure to construct good sentences

V.   No logical flow of points in their essay

VI.   Poor language use coupled with wrong spellings

10.2.9 **Analysis of Performance for Art and Design**

The candidate performance for Art and Design for 2023 was good considering that the lowest candidate scored 55. Candidates performed very well in sections B and C as compared to section A.

10.2.9.1 Characteristics of high-performing candidates

i.   Essays were presented in a logical flow with relevant examples
ii.   Responses to questions were very exhaustive
iii.   All questions were attempted, and rubrics followed
iv.   Expressed critical thinking skills in the manner the questions were answered
v.   Candidates performed fairly well in all the three sections

10.2.9.2 Characteristics of average performing candidates

i.   While candidates could answer questions related to knowledge well, they struggled to tackle questions at the higher level of Blooms taxonomy

ii.   The work was presented in a fairly neat and logically organized manner

iii.   Concepts were not fully explained, indicating knowledge gap

iv.   Candidates performed poorly in section B compared to Multiple choice questions and essay questions

10.2.9.3 Characteristics of Low Performing candidates

i.   Essays were poorly answered by the candidates and very short.

ii.   Poorly explained points without concrete examples

iii.   Avoided to tackle questions at the higher level of Blooms taxonomy

10.2.10 **Teacher Education Examination Malpractice cases**

During the 2023 Teacher Education examinations, there were eight (8) cases of examinations malpractices. The cases involved smuggling of foreign materials, Assistance and Collusion. ECZ nullified results in all the subjects for five (05) candidates and nullified results in the affected subjects for three (03) candidates.

10.2.11 **Recommendations**

The following are the recommendations based on the observations noted during the conduct, administration and processing of the 2023 teacher education examinations;

i. Lectures need to place more emphasis on helping learners understand the correct way of answering short answer and essay type questions.

ii. While the focus at ECE and PTD is mainly on teaching methodology, there is need to help students to appreciate basic content in mathematics and science as stipulated in the syllabus.

iii. While an extensive training was conducted in 2023 on item writing for lecturers, there is need to also conduct one on marking and reporting assessment feedback.

iv. Learners need help in understanding complex concepts by use of several methods and different examples to carter for differing learning needs.

11.0   Conclusion

The 2023 Teacher Education Examinations were successfully conducted. Candidature improved for most of the programs except for ECE level 3 and STD level 2. Furthermore, just like previous years, most of the candidates performed well in Social Sciences and Practical Subject courses and poorly in Natural Sciences. Generally, Absenteeism rates from the examination was significantly lower just like during the 2022 examination session.