International Journal of Multidisciplinary Research and Development
www.allsubjectjournal.com
Online ISSN: 2349-4182, Print ISSN: 2349-5979
Received: 04-09-2021, Accepted: 21-09-2021, Published: 05-10-2021
Volume 8, Issue 10, 2021, Page No. 12-19

Reflections of students on their preparedness to sit for end-of-year examinations at Solwezi College of education in Zambia

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Abstract
The study aimed at examining students' reflections on their preparedness to pass their exams in their study subjects at Solwezi College of Education in Zambia. A descriptive survey using self-administered questionnaires was employed to collect and analyze data from a sample of 135 students. A systematic random sampling procedure using a lottery draw was used to select study participants. The study findings suggest that most students generally expressed satisfaction with coverage of content in most subject areas except in music. Students also expressed confidence to pass their exams in all subject areas except in music, industrial arts and Physical Education. One major recommendation the study made was that there was need to increase teaching time for subjects which students were not taking at secondary school level but which were being offered at college to bridge the knowledge gap which was seemingly being created by students' inadequate grounding in such subjects.

Keywords: exam preparedness, study area, subject coverage, concept grasping

Introduction

Students' access, preparedness and success are widely debated issues in higher education institutions worldwide. In South Africa, student under-preparedness has become a dominant learning-related cause of low performance in higher education, which is largely blamed on systemic faults of the school sector [Council on Higher Education (CHE) 2013] [6]. These systemic faults include, among others, a poor curriculum, social class and the under-preparedness of teachers, (CHE 2013) [6]. However, a study conducted by Center for Engineering Learning and Teaching [CELT (2015)] on *Assessing Exam Preparedness* among second-year engineering undergraduate students, indicated that, in terms of outcomes, there was potential for students to better understand how to prepare for exams, think deeply about their learning, apply their learning to the real world, evaluate their readiness for professional engineering and think about themselves as professional engineers. In engaging in these reflective activities, there was potential to become more metacognitive and self-directed in their learning. Potentially, students could think ahead to how these concepts would apply to their future careers, not just the applicability to the exam.

It must be noted that it is a requirement by any institution of learning that before students sit for their end-of-year exams, they must be adequately prepared for their exams through teaching and learning, through self-regulated study and through other forms of guidance by lecturers in their various study areas/subjects. Students are periodically given assignments to do and are tested throughout their academic period as part of their continuous assessment in order to check their academic progress. Bord (2008) [4] cautions that exams often are anxiety provoking; many courses favor breadth over depth, and students may be left with only a quick introduction to terms, topics, and theories without the time to properly digest the material, let alone analyze, evaluate, synthesize, or apply it. Worse, students are pressured to study to do well on the exam instead of studying to gain a thorough understanding of the material. This problem is particularly evident in introductory psychology where voluminous material is covered and assessment is primarily in the form of multiple-choice exams. In the same vein, it appeared students' preparation for end-of year exams at Solwezi College of Education (SOCE) in Zambia was not adequate enough to enable them pass these exams. Sadly, this trend of behavior was being observed almost every year from some students who often expressed dissatisfaction with their understanding of concepts and coverage of subject content in some study areas and hence having a feeling that they were not prepared enough to pass their end-of-year examinations. One question the researcher was compelled to ask was: what factors were at play in influencing the students' preparation for end-of-year exams?

Keogh & French (2001) [11] and Speilberger & Vagg (1995) [12] observed that in an exam-conscious environment such as that which is so pervasive in the academic environment, individuals are greatly affected by their exam performance. One's performance in exams affects whether the student will need to retake courses and whether the student will ultimately graduate. As a result, anxiety immediately before and during examining is viewed by many as a pervasive problem. Achieving one's educational and professional goals generally depends on academic performance. Therefore, it is not surprising that most students experience anxiety both before and during exams. As a consequence of their emotional reactions during tests, the level of achievement of many of these students is substantially lower than would be expected on the basis of their intellectual aptitude, (Gonzalez, 1995) [8]. It is from this background that this study was undertaken to assess the level of satisfaction with students' preparation for their end-of-year exams. The purpose was to examine the extent to which students were prepared to pass their end-of-year exams at SOCE. The

study also sought to identify study areas/subjects in which students were least prepared to pass their exams so that lecturers and college management would know where effort for improvements could be channeled in order to enhance students' performance in their exams.

Significance of the study

The study is important because it would inform college lecturers and management on the needy study areas in which students were least prepared to pass their end-of-year exams so that corrective measures could be taken to improve their performance.

The study is also important because lecturers and management would get to know the reasons why students found it difficult to grasp concepts in certain subject areas so that measures could also be taken to correct the situation. Furthermore, the study is important because lecturers and management would get to understand and appreciate the challenges students were facing in the pursuit of their education.

Scope and limitations of the study

The study focused on first year PTD students and second year ZATEC finalists who were preparing to write their end-of-year promotion and final exams respectively at SOCE. The study focused on gathering perceptions of students on college campus on the level of their satisfaction with coverage of subject content and their preparedness to pass their end-of-year exams in the following seven study areas: Mathematics Education (ME), Science Education (SE), Social, Spiritual and Moral Education (SSME), Literacy and Languages Education (LLE), Technology Studies (TS), Expressive Arts Education (EAE) and in Education and Professional Studies (EPS). The assumption was that students were not prepared enough to pass their end-of-year exams in all the subject areas. The study was limited to regular students at Solwezi College of Education only. Students on distance education programme were not included in this study because of the nature of their programme of study which did not allow students to meet their lecturers on a regular basis and whose course duration was longer than that of full-time students. Furthermore, since the study was focused on SOCE only, the findings of this action research might not be generalized to all Colleges of Education in Zambia.

Conceptual framework

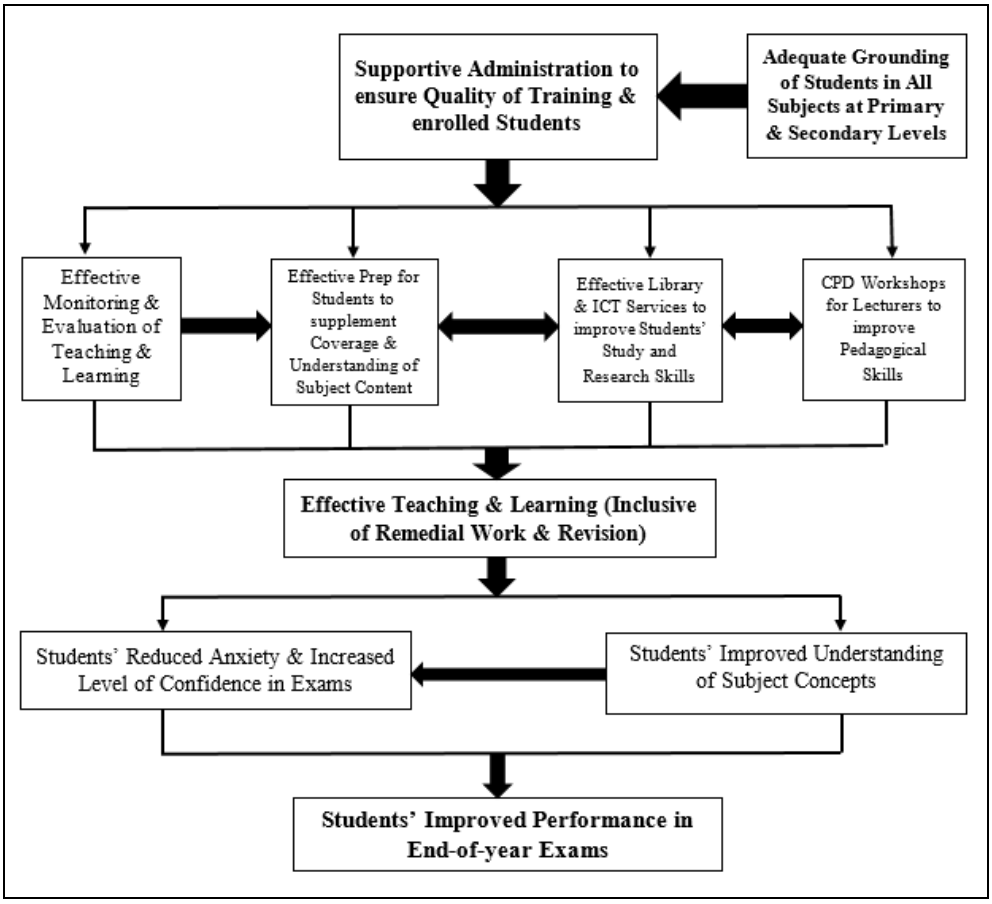


Fig 1: Conceptual framework: Student preparedness to sit for their end-of-year exams

The conceptual framework as illustrated in Figure 1 shows the researcher's conceptualization of how students could improve their understanding of subject concepts in order to increase their confidence levels and be able to sit for their end-of year exams without any anxiety. The researcher envisioned that students' adequate grounding in all subjects (especially practical subjects) at primary and secondary levels, along with having an incorruptible and supportive college administration, would add to the quality of training and students enrolled into the college. It is important to notice that there are four main interventions or inputs needed to improve students' understanding of concepts and raise their confidence levels to enable them to sit for their exams with maximum confidence and these are 1) CPD

workshops for lecturers in order to improve their pedagogical skills, 2) Effective library and Information and Communication Technology (ICT) services in the college to improve both students' and lecturers' study and research skills, 3) Effective prep for students to supplement coverage of subject content and improve their understanding of subject content, and 4) An effective monitoring and evaluation (M & E) mechanism to monitor the implementation of teaching and learning among students and lecturers in the college. The researcher further envisaged that once these aforementioned interventions or inputs were put in place and implemented accordingly, teaching and learning would subsequently improve. This would, in turn, improve students' understanding of subject concepts and subsequently increasing their level of confidence to pass their end-of-year exams. With the increased level of confidence among students, the researcher envisaged that there would be a corresponding improvement in students' overall performance in their end-of-year exams.

Materials and Methods

Description of the study area

Solwezi College of Education, which was then called Solwezi Teachers' Training College (STTC), is located in Solwezi district which is one of the eleven districts in North-western province of Zambia. The college was opened in 1977 with a handful of students who were enrolled to train in the certificate qualification for primary school teaching. In 2014, the college phased out the ZATEC primary certificate programme and subsequently introduced a Primary Teachers' Diploma (PTD) programme for primary school teaching which is still being offered up to now. Solwezi district covers a total surface area of 30,361 square kilometres and has a total population of 265,789 people according to the national census conducted in 2000, (GRZ-CSO, 2000). Solwezi district also has a total of 45 primary schools and 15 community schools and one trades institute all spread across the district. The population explosion in the district has further exerted pressure on education facilities resulting in crowded classrooms, inadequate staff accommodation, inadequate water and sanitation facilities, desks, learning materials and teachers.

Research design

The research design took a blended approach through the use of both qualitative and quantitative approaches to avoid the limitations of a single design. Specifically, the study used the survey method of data collection. There are several ways of administering a survey. Within a survey, as reported by Ary, Jacobs & Sorensen (2010) [1], different methods can be used for different parts but this study limited itself to one survey method of self-administration in which respondents were required to fill out the questionnaires on their own but with guidance from the researcher and his assistants.

Target population and sampling

The target population was all the 447 students at SOCE who were pursuing certificates and diplomas in primary school teaching. Out of this total number of students, 279 were first-year students who had been enrolled to pursue a Primary Teachers' Diploma (PTD) programme while the remaining 168 were second-year Zambia Teacher Education (ZATEC) final-year students who were pursuing a Primary Teachers' Certificate (PTC) programme. A systematic random sampling procedure using a class-to-class raffle/lottery draw was employed in the selection of students to answer the questionnaires. The purpose of using this technique was to give equal chance of participation to all participants. Ary, Jacobs & Sorensen (2010) [1] define random/probability sampling as the kind of sampling in which every element in the population has an equal chance of being selected. The possible inclusion of each population element in this kind of sampling takes place by chance. Using the lottery method, the researcher randomly selected 87 PTD students and 48 ZATEC students to participate in the survey. Thus, an average number of 11 to 16 PTD students per class and eight ZATEC students per class were randomly selected to participate in the survey. This brought the total sample size of students who were required to answer the questionnaires to 135. The college enrolment list of students, which was obtained from the college admissions office, acted as a sampling frame from which this study sample was drawn. This helped provide a breakdown on the number of students enrolled per class (Refer to the demographic information in Tables 1 & 2 for statistical details).

Table 1: Student-respondents by course and year of study

Course	Year of study	Frequency	Percent
PTD	1	87	64
ZATEC	2	48	36
Total		135	100

Table 1 shows number of respondents who participated in the action research on the basis of their course and year of study. The study sample comprised 87 first year PTD students and 48 second year ZATEC students, bringing the total sample to 135.

Table 2: Student-respondents by Gender

Gender	Frequency	Percent
Male	69	51
Female	66	49
Total	135	100

Table 2 shows number of respondents who participated in the action research on the basis of gender. A total of 69 male students were randomly picked for interviews against a total of 66 female students, bringing the total sample to 135.

Data collection methods

The researcher used the survey method in which self-administered questionnaires were distributed to collect data from all the sampled students. This was the quickest way of getting round all the students and collecting the required data within the shortest time possible. The selected students filled out the questionnaires in secluded classrooms which were monitored by some members of the college Research and Continuing Professional Development (CPD) committee. This was done in order to provide independence and privacy in answering questions.

Data analysis methods

The qualitative data were analyzed via theme analysis or thematic coding while quantitative data were analyzed via descriptive statistics. Quantitative data display and analysis involved using frequency tables, graphs, pie charts and sometimes using a combination of both tables and graphs

that were carefully drawn using Microsoft Excel. Some ZATEC students who were not part of the study were invited to help with tallying and calculation of percentages with the guidance of the researcher.

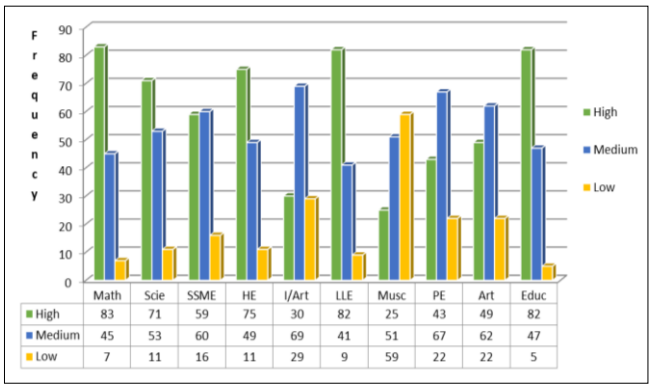
Ethical considerations

Participants to this action research were treated with respect they deserved and consent was obtained from them before administering questionnaires to them. In addition, all participants had the right to understand what the researcher was doing and the researcher, in turn, was obliged to share the action research findings with them by disseminating the findings to them and by depositing a copy of the same findings in the college library. Therefore, before administering questionnaires to participants (students), clearance was obtained from SOCE administration.

Results and Discussion

Presentation of Results

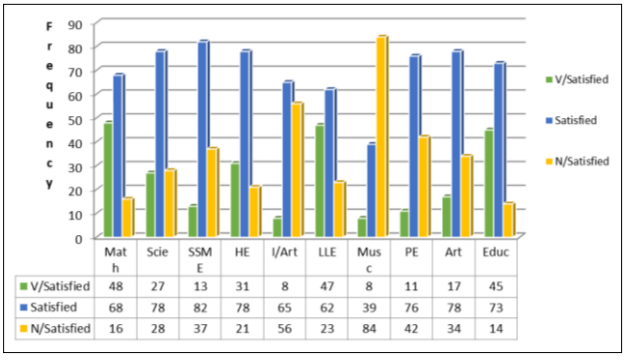
Students' preparedness to pass their end-of-year exams



	Math	Scie	SSME	HE	I/Art	LLE	Musc	PE	Art	Educ
High	83	71	59	75	30	82	25	43	49	82
Medium	45	53	60	49	69	41	51	67	62	47
Low	7	11	16	11	29	9	59	22	22	5

Fig 2: Students' level of grasping concepts in study areas/subjects

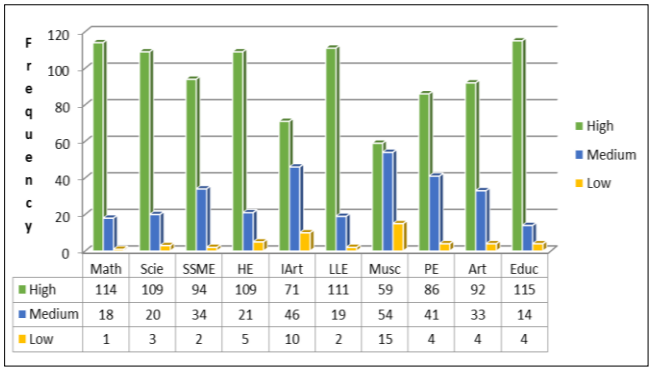
Figure 2 shows students' level of grasping/understanding concepts in each of the subjects and the results suggest that most students found it easy to grasp concepts in mathematics, education, LLE, HE and science although, at the same time, a considerable number of students had difficulties understanding concepts in music, industrial arts and partly in PE and art and design.



	Math	Scie	SSME	HE	I/Art	LLE	Musc	PE	Art	Educ
V/Satisfied	48	27	13	31	8	47	8	11	17	45
Satisfied	68	78	82	78	65	62	39	76	78	73
N/Satisfied	16	28	37	21	56	23	84	42	34	14

Fig 3: Students' level of satisfaction with coverage of subject content

Figure 3 shows students' level of satisfaction with coverage of subject content and the results of the graph indicate that most students were satisfied with coverage of subject content in most subjects except in music, industrial arts and partly in PE where a considerable number of students were not satisfied with coverage of subject content.



	Math	Scie	SSME	HE	IArt	LLE	Musc	PE	Art	Educ
High	114	109	94	109	71	111	59	86	92	115
Medium	18	20	34	21	46	19	54	41	33	14
Low	1	3	2	5	10	2	15	4	4	4

Fig 4: Students' level of confidence to pass their end-of-year exams

Figure 4 shows students' level of confidence to pass end-of-year exams and the results of the graph indicate that most students expressed confidence that they would pass their end-of-year exams in most subjects except with a slight decrease of confidence in almost the same subject areas of music and industrial arts where a considerable number of students were not sure as to whether or not they could pass their end-of-year exams.

Table 3: Students' possibility of reliance on examination leakages

Response	Frequency	Percent
Yes	22	18
No	111	82
Total	135	100

Table 3 shows possibility of students' reliance on exam leakages in order to pass their end-of-year exams and the statistics in the table indicate that 82% of students said it was not possible for students to rely on exam leakages in order to pass their exams while only 18% said it was possible for students to rely on exam leakages in order to pass their exams.

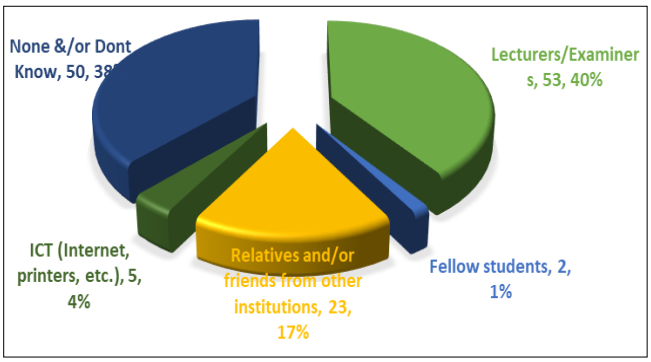


Fig 5: Students' sources of exam leakages

Figure 5 shows students' possible sources of exam leakages and the results of the graph indicate that lecturers, examiners and/or people responsible for preparing exams were perceived to be the major source of exam leakages representing 40% while 22% was shared among ICT users, friends from other learning institutions and fellow students within the college. The remaining 38% of students were not sure of the source of exam leakages. A detailed qualitative analysis of some students' responses indicated that the majority of exam leakage victims were female students who usually connived with their close male lecturers whom they had intimate relationships with.

Table 4: Students' need for a study break

Response	Frequency	Percent
Yes	130	96
No	05	04
Total	135	100

Table 4 shows whether or not students needed a study break before sitting for their end-of-year exams. The statistics from the table indicate that the majority of students said they needed a study break before sitting for their end-of-year exams. Only a small number of students seemed to have been opposed to the idea of having a study break before sitting for their exams.

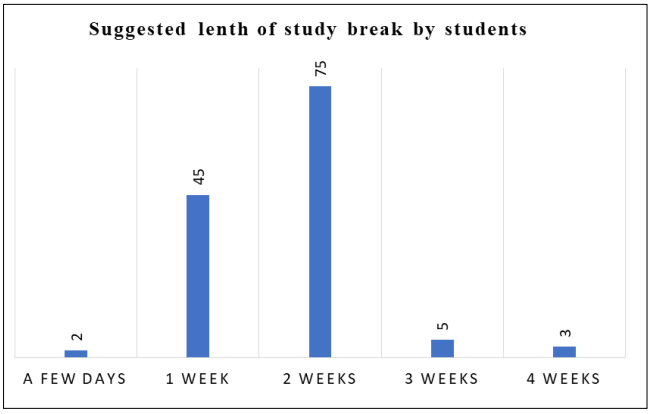


Fig 6: Suggested length of study break by students

Figure 5 shows the suggested length of the study break by students and the results of the graph indicate that the majority of students wanted a study break lasting for not less or more than two weeks to give them ample time to prepare for their exams.

Discussion of Results

Students' preparedness to pass their end-of-year exams

In this study, we examined the level of students' satisfaction with their preparation for end-of-year exams. We identified study areas/subjects in which students were least prepared to pass their end-of year exams. We also established challenges that students were facing in preparing for their end-of-year exams in various study areas/subjects. The study findings suggest that most students generally felt that they were satisfied with the coverage of subject content in most study areas/subjects except in music and industrial arts where they expressed dissatisfaction with the coverage of subject content. Most students felt that they could confidently pass their end-of-year exams in most study areas/subjects except in music and industrial arts again where their confidence levels were low. Most students also felt that they were able to grasp concepts easily in most study areas/subjects except in music and industrial arts where their level of understanding concepts was seemingly low. One of the reasons students advanced for their low level of understanding concepts in music and industrial arts was that they had little or no background knowledge in these subjects because they were learning them for the first time at college.

Study areas in which students were least prepared to pass their end-of-year exams

The study findings suggest that most students found it difficult to grasp concepts and prepare for their end-of-year exams in the following study areas: music, industrial arts and partially in PE. One major reason students advanced for not understanding concepts in music and industrial arts was that they lacked adequate grounding in these subjects because they were learning about them for the first time at college since they were not on offer in most secondary schools. A similar study done by Monnapula-Mapesela (2015: 255-256) on *Students' perception of own preparedness for higher education,* indicated that,

… social and economic inequalities between those who have and those who do not, have actually played a major role in the kind of learners being produced and ultimately fed into universities by the school sector. The affluent no doubt, have better educational choices than the poor who are forced to settle for mediocrity in schools which not only lack basic education infrastructure, do not have text books halfway through the year, depend on unqualified teachers, are wanting in the requisite number of teachers with expertise to teach the subjects they are assigned to teach, but also lack modern teaching and learning facilities, such as computers, to name but a few quandaries.

The study revealed the following as some of the many topics or components of topics in which students had difficulties in understanding/grasping: theories of education in EPS, ratios, proportions and fractions in ME, magnetism and the skeletal system in SE, the Big Bang and evolution theories in SSME, HE and industrial arts components of TS, phonetics and morphemes in LLE and the music and art and design components in EAE. For a detailed list of topics and concepts that posed a challenge to students, please refer to Appendix I of this article.

Challenges faced by students in preparing for their exams

The findings of the study suggest that most students had little or no background knowledge in expressive and practical subjects such as music, art and design, PE, industrial arts and a few contributory subject components in SSME such as history and geography. Most students came with little or no firsthand knowledge about these subjects and that they were learning about them for the first time at college and hence their low performance in them. Students lacked the necessary requisites such as textbooks, teaching and learning aids and laboratory equipment for use when conducting practical lessons in music, PE, industrial arts and HE. A study conducted by Balch (1998) found that students who participate in practice exams have a better idea of how well they would do on the exam without any further practice or studying, allowing them to adjust their studying accordingly or to focus on areas that need more of their attention. This study's findings reveal that students found it difficult to grasp concepts in some subjects such as science and in some components of music and therefore even their assimilation of concepts in these subjects tended to be negatively affected. Students were of the view that their lack of interest in some subjects negatively affected their performance.

The study found that there was some degree of absenteeism from lessons by some lecturers in some study areas/subjects which went on unchecked without any justifiable reason. In some instances, lecturers were found in the habit of giving their students handouts/notes which were rarely explained to them. The study found that some study areas such as SSME

and EAE contained too many subject components which posed a challenge to students who failed to concentrate in all of them. As such, those components in which students had little or no interest tended to suffer. The study findings reveal that low staffing levels in some study areas such as SSME and mathematics resulted in some lecturers being overloaded with teaching periods. This possibly led to a situation where lecturers ended up skimming through the subject content without any clear and detailed explanation of concepts and hence the low performance in these study areas/subjects. The study also found that some students were not happy with period allocation in some study areas/subjects such as PE which had only one period per week and did not have tutorial periods. Some students were also of the view that the study time was not adequate and hence their failure to cover enough work.

The findings of the study suggest that as a result of the challenges outlined in the foregoing, some students tended to engage themselves in exam malpractices. The following were some of the reasons advanced by some students who relied on exam leakages: inadequate coverage of subject content in some study areas/subjects; fear of failing exams due to inadequate teaching and learning; lack/inadequate explanation of topics by some lecturers in some subjects; students' limited time for studies and independent research; students' overzealousness to complete their course; and students' dismal performance in some subjects.

Gaps and implications of the study

The major research gap for this study was that most students lacked adequate grounding in subjects like music, industrial arts, art and design and PE which were not on offer in most secondary schools in Solwezi district. The other research gap was that there were few or no materials and laboratory equipment to use to conduct practical lessons; a situation which resulted in students having few or no practical lessons conducted in subjects such as music, PE, industrial arts and HE. One other research gap was that some study areas such as SSME and EAE were loaded with too many contributory subjects which resulted in students' lack of concentration in some subject components.

The finding that students lacked adequate grounding in subjects like music, industrial arts, art and design and PE implies that students' background in these subjects was weak and therefore there was need to increase either the teaching time or practice time to these subjects to raise them to the same level with other subjects. Lack of materials and laboratory equipment for practical subjects meant that lecturers had difficulties in conducting practical lessons in such subjects and that understanding of practical concepts was either lacking or weak and so there was urgent need to equip concerned study areas with relevant materials for their practical lessons. The finding that some study areas were loaded with too many subject components implies that concentration in each component was weak and therefore there was need to decongest or remove some components to enhance understanding of concepts.

Conclusion and Recommendations

The study concluded that most students were generally satisfied with subject content in most subjects except in music and industrial arts where they expressed dissatisfaction with the coverage of subject content. Most students expressed enough confidence that they could pass their end-of-year exams in most study areas/subjects except in music and industrial arts. The study concluded that most students were able to grasp concepts easily in most study areas/subjects except in music and industrial arts where the level of understanding concepts was seemingly low. One major reason students advanced for the low level of understanding concepts in music and industrial arts was that they lacked adequate grounding in these subjects because they were learning about them for the first time at college since they were not on offer in most secondary schools.

The study recommended that there was need to increase teaching time for music, art and design, industrial arts and any other subjects which were not usually on offer at secondary school level in order to bridge the knowledge gap and offset the imbalance seemingly created by some students' inadequate background knowledge in these subjects. The study recommended that practical lessons in these subjects needed prioritizing and should form the backbone of the teaching and learning process in the concerned subject areas. There was need for lecturers to spend much of their time with students to help them in their various areas of difficult as outlined in this study so that corrective measures could be taken to reduce on low performance in the subject areas. There was need for lecturers to avail their syllabi and schemes of work for the term to students well in advance so that even if lecturers failed to meet their students for lessons for one reason or another, students would easily study on their own. The study recommended that there was need for lecturers to exercise high levels of professional integrity by ensuring that they avoided engaging in any form of activity that would bring their name and the name of the institution into disrepute. Those involved in exam malpractices, be it the distribution of exam leakage to students, sharing of exam content with students and the like, were advised to stop the habit. There was also need to give students ample time to research and go through their notes prior to the commencement of their end-of-year exams. In this vein, most students suggested that two weeks of study break before sitting for their exams would be ideal.

Students also suggested that revision before sitting for their end-of-year exams should be taken seriously by all well-meaning lecturers so that they would be taken through their notes and various past exam papers to enhance their understanding of concepts. This suggestion is supported by (Gurung, 2005) [10] who argues that well-designed review sessions help students organize the material to be studied. Dickinson & O'Connell, (1990) [7] further add that a much stronger relationship has been found between test scores and time spent organizing the course content than with total study time. One way to reach more students in a review session would be to present the material in a different form than it was presented in class. This study's findings suggest that students also felt that it would be helpful to them if lecturers considered conducting mass lectures especially to exam classes to provide a platform where students from different classes would come together to learn from a centralized point and share the skills of every lecturer together. Students also felt that there was need for them to be using laboratories, workshops and ICT rooms on a regular basis to enhance their practical skills. They also felt that college management would do well to consider halting the habit of changing/swapping lecturers regularly because this was disturbing the students' normal learning process.

They felt that there was need for college management to ensure that the library was open most of the evenings possibly up to 21:00 hours to give students enough time to conduct their studies. Students felt that there was also need for college management to monitor lecturers on a regular basis so that they were sure that lecturers were in their classes teaching. They also felt that there was need to improve the lighting system in the college to improve prep time for students. Students felt that there was need for management and all exam supervisors and invigilators to put in place stringent measures to punish students who were found getting involved in any form of exam malpractice to deter would-be future offenders. They also strongly felt that lecturers should conduct formative assessments for students on a regular basis so as to constantly check on their progress and improve performance in their study areas.

Table 5: Topics and concepts students perceived to be difficult to grasp

S/N	Study area	Topics/concepts	
1.	Mathematics (ME)	▪ Theories in mathematics ▪ Psychology & philosophy of mathematics ▪ Ratios, proportions & fractions ▪ Sets ▪ Simultaneous equations & inequations/inequalities ▪ Numerals & place values ▪ Number systems ▪ Angles	▪ Decimals ▪ Statistics ▪ The four operations (addition, subtraction, multiplication & division) ▪ Mensuration ▪ Application of mathematics ▪ Numeration ▪ Conversion of number bases ▪ Methodology of teaching mathematics
2.	Science Education (SE)	Biology ▪ Photosynthesis ▪ The skeletal system ▪ Blood circulatory system ▪ Genetics ▪ Digestive system ▪ Sensory organs ▪ The human body ▪ Reproductive health ▪ Public health ▪ Ecology Agriculture Science ▪ Livestock & animal husbandry	Physics ▪ Magnetism ▪ Force ▪ Electricity Chemistry ▪ Chemical reactions Science Methods ▪ Concepts & body of science ▪ Bloom's taxonomy ▪ Scientific attitudes ▪ Nature of science ▪ Substance abuse (drug abuse)
3.	Literacy and Languages Education (LLE)	▪ PRP course (NBTL, ROC & SITE) ▪ Language awareness ▪ Language acquisition ▪ Functions of language ▪ Phonetics ▪ Phonology ▪ Morphemes	▪ Summary skills ▪ Tenses ▪ Prefixes ▪ Sentence classes ▪ Word classes ▪ Theories of language learning ▪ Grammar ▪ Figurative speech
4.	Social, Spiritual and Moral Education (SSME)	History ▪ Voyages of discovery ▪ Missionary work ▪ Colonization ▪ Bantu migrations Religious Education (RE) ▪ World religions	Geography ▪ The solar system ▪ The Big-Bang theory ▪ Evolution theories Moral Education ▪ Child development ▪ Values and morals
5.	Technology Studies (TS)	Home Economics ▪ Needle work (practical work) ▪ Stitches & seams ▪ Decorative sawing ▪ Fashion & fabrics ▪ Tailoring ▪ Laundry ▪ Food & nutrition ▪ Vitamins, ▪ Nutrients ▪ Food preparation ▪ Refuse, machines, fasteners	Industrial Arts ▪ Metals (practical work) ▪ Geometrical drawing ▪ Prism & Sims ▪ Roofing ▪ Isometric drawing & construction ▪ Technical drawing ▪ Wood work ▪ Heat treatment ▪ Orthographical projection ▪ Tools used

6.	Expressive Arts Eduation (EAE)	Music ▪ Sharps & flats ▪ Accidentals ▪ Key signatures & time signatures ▪ The scale, the staff & the triad ▪ Sharpening ▪ Playing musical instruments ▪ Musical symbols ▪ Composing ▪ Plotting of music ▪ Intervals & cadences Physical Education (PE) ▪ Theories of PE ▪ Locomotor skills (practical work) ▪ Gymnastics ▪ History of PE ▪ Skeletal system ▪ Games: badminton, baseball ▪ Perceptual skills ▪ Balancing skills ▪ Sports & games	▪ PE for ancient people ▪ Physical fitness Art & Design ▪ Practical work ▪ Texture and colors ▪ Types of colors ▪ Sculpture, drawings & still life drawing ▪ Paintings ▪ Clay making ▪ Elements of art ▪ Principles of art ▪ Patterns & modeling ▪ How to use vanishing paint ▪ Metals & designing ▪ Crafts, collage, montage & motif ▪ Method of teaching art ▪ Weaving
7.	Education and Professional Studies (EPS)	Theory & Practice (TP) ▪ Teaching methodologies ▪ Curriculum and types Education Management & Administration (EMA) ▪ Leadership ▪ Organizational structure ▪ Delegation Educational Psychology ▪ Psychology ▪ Theories of learning	▪ Intelligence ▪ Child development ▪ Assessment Special Education ▪ Special education History & Philosophy of Education (HPE) ▪ History of education ▪ Missionary work ▪ Forms of education ▪ Education policies

Acknowledgement
The author would like to acknowledge the assistance rendered by the Principal, Solwezi College of Education. Mr. Tresford Musakanya, for material support without which this action research would not have been conducted.

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