

Comprehensive Examination Results — Spring 2025 Initial Programmes

Executive Summary

The Spring 2025 Comprehensive Examination results across the initial teacher education programmes provide important insights into candidate performance and areas requiring intervention, as follows:

- **Primary Education (PRIM):** Performance was consistently strong, with Social Studies, Science and Islamic Studies achieving over 98% of candidates at the Satisfactory or Target level. Social Studies was the strongest discipline, with an average score of 98.17 and no candidates below satisfactory. Arabic showed steady results, with no unsatisfactory scores, though a quarter of candidates plateaued at Satisfactory rather than reaching Target. Mathematics emerged as the weakest area, with 10.1% of candidates below Target and the lowest mean score (89.64), signalling the need for targeted instructional support.
- **Secondary Education (SEC):** Overall results reveal significant challenges. More than one-third (37.2%) of candidates scored below 60%, and only 7.2% exceeded 85%. Social Studies and Islamic Studies were the weakest concentrations, both showing high proportions of low achievers and mean scores at or near the bottom of the scale. By contrast, Mathematics and English performed best, with no candidates scoring below 60% and mean scores of 2.65 and 2.50 respectively, indicating relative strengths in these areas. Science achieved moderate results but still requires improvement.
- **Physical Education (PHED):** Results were concerning, as all candidates scored below 60%. The mean score of 1.00 indicates systemic difficulties within this cohort, necessitating urgent remedial measures and support strategies.
- **Art Education (AED):** This programme displayed the strongest overall outcomes. No candidates scored below 60%, and the mean score (3.62) was the highest among all programmes. A notable proportion of candidates achieved within the upper bands (75–85% and above 85%), highlighting both effective curriculum delivery and candidate proficiency.
- **Special Education (SPED):** Results reveals outstanding academic performance across the entire cohort of 18 students. All students successfully passed the exam, achieving a remarkable 100% pass rate, with the minimum passing score set at 80%. The average performance was 84.56%, ranging from 80% to 92%. The distribution shows that 50% of students scored between 80-84%, while 44.4% achieved scores between 85-89%, and one exceptional student reached 92%. The low standard deviation (4.26%) indicates consistent performance across the cohort, with no student scoring below the passing threshold. These results demonstrate the high level of academic preparedness and uniform excellence among all special education graduates.

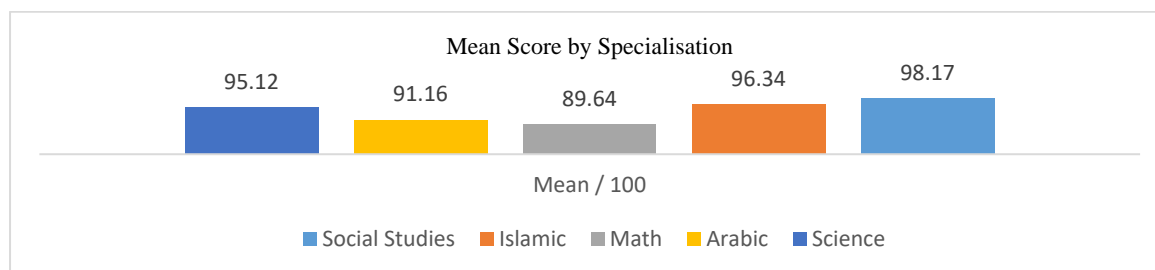
To sum, the comprehensive examination results point to marked variation across programmes. Primary Education and Art Education demonstrate strong and consistent candidate achievement, while Secondary Education, particularly in Social Studies and Islamic Studies, and Physical Education require immediate attention. Mathematics in the Primary programme also stands out as a weaker area. These findings should guide targeted interventions, curriculum adjustments and resource allocation to strengthen weaker concentrations while consolidating areas of success.

Bachelor of Education in Primary Education (PRIM)

This section outlines the overall results for the PRIM program in Spring 2025 highlighting performance trends and comparisons by subject and semester.

Table 1
PRIM Comprehensive Exam Scores

Subject	% Unsatisfactory	% Needs Improvement	% Satisfactory	% Target	% Unsatisfactory Level	% Satisfactory and Target	Mean / 100
Social Studies	0.00%	0.00%	7.30%	92.70%	0.00%	100.00%	98.17
Islamic	0.00%	1.20%	12.20%	86.60%	0.00%	98.80%	96.34
Math	0.30%	9.80%	22.00%	68.30%	0.30%	90.30%	89.64
Arabic	0.00%	4.90%	25.60%	69.50%	0.00%	95.10%	91.16
Science	0.00%	1.20%	17.10%	81.70%	0.00%	98.80%	95.12



The PRIM Comprehensive Exam Results for Spring 2025 show generally high performance across all subjects, with Social Studies leading and Mathematics emerging as the area needing the most attention. Key findings are as follows:

- **Overall Strengths:** Most subjects achieved more than 95% of candidates at the Satisfactory or Target level. Social Studies (100%), Science (98.8%), and Islamic Studies (98.8%) stand out.
- **Mathematics Weakness:** Mathematics has the highest proportion of candidates below *Target*, with 10.1% falling into Unsatisfactory or Needs Improvement. The average score (89.64) is also the lowest among all subjects.
- **Arabic Moderation:** Although Arabic had no candidates in the Unsatisfactory category, 25.6% were at Satisfactory rather than reaching Target, keeping the average at a moderate 91.16.
- **Consistency:** Social Studies results are exceptional (92.7%) of candidates reached *Target* and none fell below satisfactory, giving the highest average score (98.17).

Subject-Level Insights

- **Social Studies:** Clear strength. Nearly all candidates are performing at Target.
- **Islamic Studies:** High achievement with small room for improvement (1.2% Needs Improvement, average 96.34).
- **Mathematics:** Needs urgent instructional intervention: lowest Target-level achievement and highest gap in competency.
- **Arabic:** Balanced but still weaker than Social Studies and Science; candidates tend to plateau at Satisfactory rather than reaching Target.
- **Science:** Strong performance, nearly on par with Islamic Studies, with only minor improvement areas.

Bachelor of Education in Secondary Education (SEC)

Table 2

SEC Comprehensive Exam Scores

Major	Less than 60%	60-75%	75-85%	more than 85%	Mean
Arabic studies		10.4%	4.4%		2.2973
English		1.6%	1.6%		2.5000
Islamic Studies		16.4%			2.0000
Math		3.2%	6.0%		2.6522
Science		4.4%	3.2%		2.4211
Social Studies	19.2%				1.0000
Total	37.2%	36.0%	19.6%	7.2%	1.9680

Figure 1

SEC Mean Score by Concentration

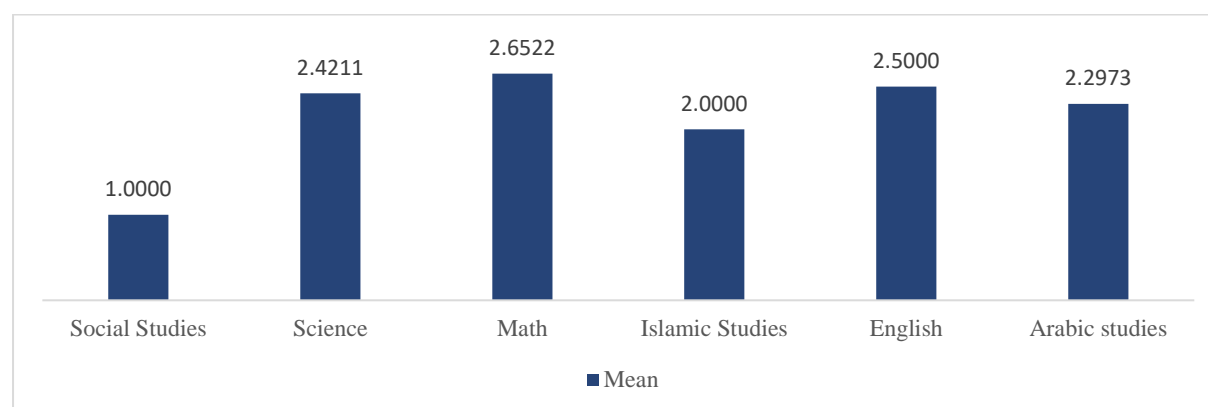


Table 2 and Figure 1 present the results of the SEC Comprehensive Exam scores across six concentrations, with performance distributed across categories ranging from less than 60% to more than 85%. The key findings are as follows:

- **Overall Performance:** A significant proportion of candidates scored below 60% (37.2%) or within the 60–75% range (36.0%), indicating that many are either struggling or performing only at a moderate level. Only 7.2% of candidates achieved above 85%, highlighting limited high-level attainment.

- **Social Studies:** This concentration recorded the weakest results, with the highest proportion of candidates scoring below 60% (19.2%) and the lowest mean score (1.00), underscoring substantial challenges in this area.
- **Islamic Studies:** Similarly, a considerable share of candidates (16.4%) scored below 60%, with a low mean score of 2.00, pointing to notable academic difficulties.
- **Arabic Studies:** While performance is somewhat stronger, 10.4% of candidates scored below 60% and 4.4% within the 60–75% band, resulting in a modest mean score of approximately 2.30.
- **Mathematics:** Stands out positively, with no candidates scoring below 60%. Only 3.2% fell into the 60–75% category and 6% into the 75–85% category, leading to the highest mean score of 2.65, which reflects comparatively strong achievement.
- **Science:** Shows moderate outcomes, with 4.4% of candidates scoring in the 60–75% range and 3.2% in the 75–85% band. The mean score of 2.42 suggests room for improvement.
- **English:** Demonstrates strong performance, with no candidates below 60%, only 1.6% within the 60–75% range, and a relatively high mean score of 2.50, reflecting consistent academic strength.

In sum, the data reveals considerable scope for improvement across several concentrations, particularly Social Studies and Islamic Studies, where large proportions of candidates scored below 60%. By contrast, Mathematics and English demonstrate stronger outcomes, with higher mean scores and fewer underperforming candidates. The limited proportion of high achievers (above 85%) across all concentrations highlights the need to bolster advanced academic support initiatives to raise performance at the upper end.

Bachelor of Physical Education (PHED)

Table 3

PHED Comprehensive Exam Scores

Major	Less than 60%	60-75%	75-85%	more than 85%	Total	Mean
Physical Education	18.0%				18.0%	1.0000

Figure 2

PHED Comprehensive Exam Scores

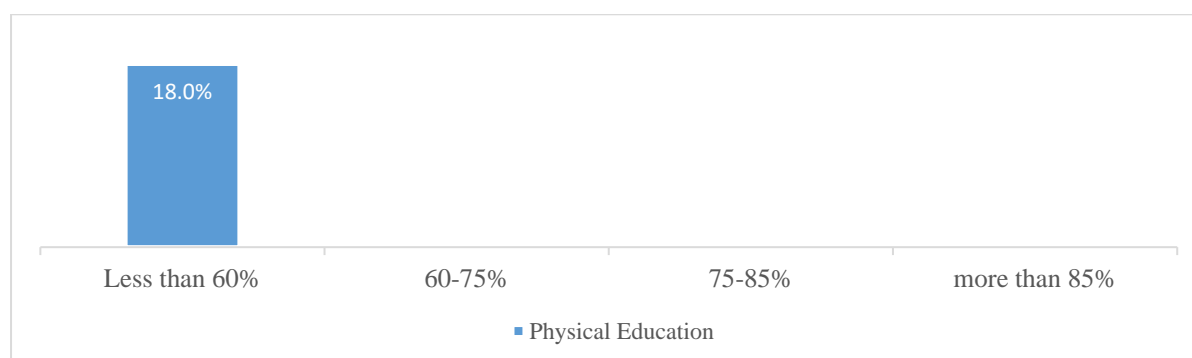


Table 3 and Figure 2 present the SEC Comprehensive Exam scores for the Physical Education concentration. The data show that 18.0% of candidates scored below 60%, with none achieving scores in the higher bands (60–75%, 75–85%, or above 85%). The mean score for the group was 1.0000.

- The 18% figure likely reflects the proportion of Physical Education candidates within the overall sample, suggesting a relatively small cohort.
- Every candidate in this group scored below 60%, raising significant concerns regarding academic performance in Physical Education.
- The mean score of 1.0000 reinforces the extremely weak outcomes observed in this concentration.
- The absence of any candidates scoring above 60% highlights the urgent need for targeted academic support and intervention to address these deficiencies.

Bachelor of Art Education (AED)

Table 4

AED Comprehensive Exam scores

Major	Less than 60%	60-75%	75-85%	more than 85%	Total	Mean
Art Education		4.4%	7.2%	11.6%	3.6207	

Figure 3

AED Mean Score

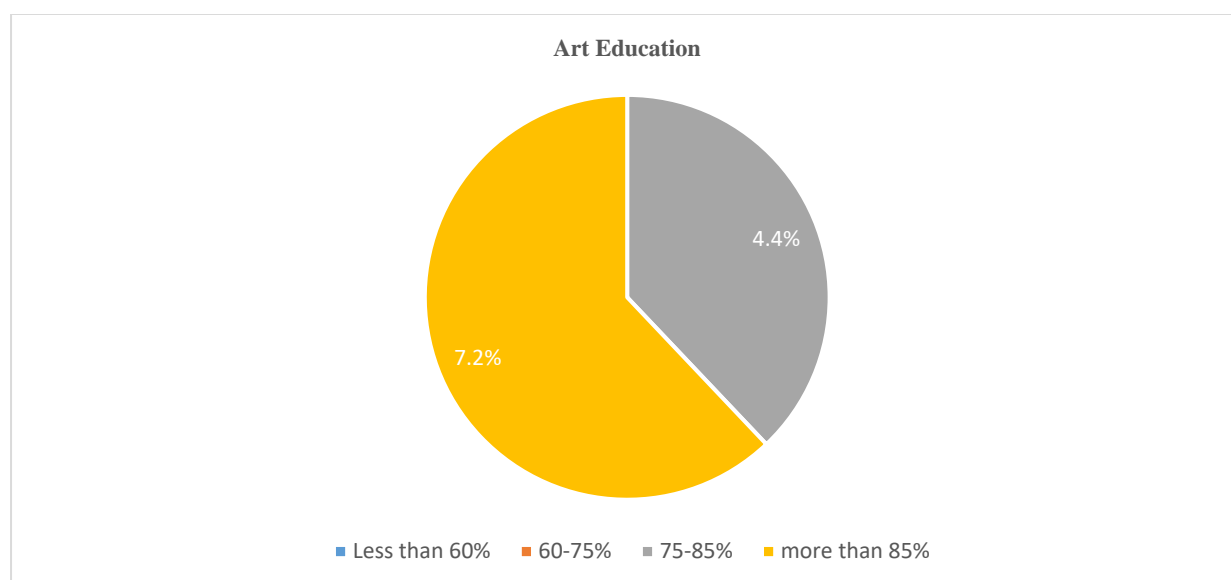


Table 4 and the accompanying figure 3 present the results of the AED Comprehensive Exam for the latest reporting period. The key findings are as follows:

- **Average Performance:** The mean score for Art Education candidates was 3.62 on the scoring scale, reflecting a strong overall performance trend.
- **No Failures:** None of the candidates scored below 60%, indicating that all achieved at least a basic satisfactory level.
- **Moderate Achievement:** A small proportion (4.4%) scored within the 60–75% range, representing candidates requiring moderate improvement.

- **High Achievement:** More substantial proportions of candidates achieved in the 75–85% band (7.2%) and above 85% band (11.6%), demonstrating solid to strong proficiency in the subject.

To sum, all candidates (100%) scored above 60%, highlighting commendable academic achievement in Art Education. The distribution of results, weighted towards the higher score bands, suggests effective teaching and learning practices within the discipline. The figure further illustrates this positive trend. These outcomes provide a strong foundation for consolidating current curriculum strengths, while also pointing to opportunities for introducing strategies to elevate achievement even further.