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RESEARCH ARTICLE

CONTINUOUS ASSESSMENT AS A GOOD PREDICTOR OF ACTUAL PERFORMANCE

Mercy Apaloo, Daniel Kombat, Yahaya Mohammed

Kumasi Technical University, Business Block, Kumasi, Ghana.
**Corresponding Author Email: amladymercy@gmail.com; dankombat82@gmail.com*

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ABSTRACT

Continuous assessment is a system for grading students' performance throughout the cognitive, emotional, and psychomotor domains of learning. Academics, educational administrators, and policymakers use continuous assessment as a measurement and evaluation technique that has a positive impact on students' performance at the end of their examination. Thus, the study looks at the link between continuous assessment and students' end-of-semester exam scores at Kumasi Technical University's (KsTU) in the Department of Accountancy and Accounting Information Systems. The study used a correlational design as its research approach. The study population comprises third year Higher National Diploma Accounting with computing students in the Department of Accounting Information Systems and Accountancy at Kumasi Technical University (KsTU). The data was gathered and analysed using students' test analysis and the descriptive research method of Pearson's correlation coefficients (r) in SPSS version 26. It was revealed that there was a significant difference in the values, mean score of actual performance, and the value of 3. Regular and proper administration of continuous assessment will boast the students' actual performance.

KEYWORDS

Predictor, Continuous Assessment, Students, Examination, Performance.

1. INTRODUCTION

Continuous assessment is a system for grading students' performance throughout the cognitive, emotional, and psychomotor domains of learning (Ali et al., 2021; Day et al., 2018; Samson and Allida, 2018). Continuous assessment is an educational evaluation type that evaluates a pupil's progress during the course duration. It is frequently utilized as a substitute for the traditional final examination method (Adewumi and Monisola, 2013; Durowojum, 2014; Faremi and Faremi, 2020). Continuous assessment is defined as a learning performance associated with a module course that is distinct from examinations and is escorted by the regular response (Anyor and Abah, 2014). Academics, educational administrators, and policymakers use continuous assessment as a measurement and evaluation technique (Kola and Taiwo, 2014; Montolio, 2015; Onihunwa et al., 2018; Rana and Zubair, 2019; Tuunila and Pulkkinen, 2015). According to a study, the goal of continuous evaluation in Nigeria's new educational system is to provide a child with an all-encompassing education (Denga, 2004).

This, he believes, might encompass the student's aptitude, attitude, achievement, emotions, character, vocational skills, and hobbies, and that putting too much focus on a single area at others' expense is not the goal, nonetheless rather a denial of the policy's goal. Students' assessment is done always with a purpose in mind (Alufohai and Akinlosotu, 2016; Dejene, 2019; Musa, 2020; Ramon-Muñoz, 2015; Sanz-Pérez, 2019). The gathered results are used for the purpose for which they were collected (Abdur-Rafiu et al., 2020; Aftab and Tariq, 2018; Berhe and Embiza, 2015). Is there, however, a link between continuous assessment and students' end-of-semester exam scores at Kumasi Technical University's (KsTU) Department of Accountancy and Accounting Information Systems? Grounlund for example, emphasized the issue of continual assessment as it relates to education (Grounlund, 1981). Students' performance and continuous assessment at secondary schools 'A' level in Uganda's Masaka District, was highlighted in a recent study (Mwebaza, 2016).

The researcher used a descriptive design survey on 460 sample participants, comprising 300 students, 100 teachers, and sixty studies directors, who were chosen to contribute to the research. Group-focused discussions, structured interviews, and questionnaires were employed in the research (FGD). According to the study's findings, constant assessment boosts pupils' academic achievement. The study also demonstrates that continual assessment assists teachers in evaluating their own performance and teaching efficacy. The work went into great detail about the many assessment instruments that were utilized and how important they were. However, the researcher drew his sample from a variety of fields rather than elaborating on the relationship between individual subjects. Adekeye conducted research in Kwara State, Nigeria, on the link between Junior School Certificate Examination Results and Continuous Assessment Scores (Adekeye, 2011). The researchers also wanted to see how each Junior School year affected performance on the Basic Education Certificate Examination.

A total of 540 people were chosen for the study from 18 secondary schools in Nigeria's Kwara state. Pearson's product-moment independent 'to-test, Correlation 'r,' and regression multiple analysis were used to examine the data. It was discovered that continuous evaluation accurately forecasts the achievement of the student at three years' end of Junior Secondary School, particularly among male pupils. Continuous assessment usage scores as achievement of student predictor in the Certificate Examination of Basic Education is consistent with findings (Adekeye's, 2011). Despite the fact that the researcher gathered perspectives from a variety of schools, his investigation was not limited to a single topic. In another study, researchers looked into the impact of continuous assessment on senior secondary school pupils' academic performance in Nigeria's Edo State

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(Atondo et al., 2019). The researcher created a well-structured questionnaire for hundred participants in Oredo Local Government Area secondary schools. Simple percentage analysis was used to understand the results.

The findings demonstrated that pupils who were examined on a regular basis did better than those who were not. It was likewise found that ongoing evaluation can result in the elimination of exam cheating among pupils. It was once again suggested that effective records of student performance be retained in schools. Their study focused on a single subject area (mathematics), with a sample drawn from LGA Makurdi in Nigeria's Benue State, with a focus on Continuous Assessment as Pupils' Achievement Predictor.

Nwachukwu conducted research at the University of Nigeria, Nsukka (UNN) to investigate the link between Junior Secondary School results and Basic Science Continuous Assessment in Nigeria's Enugu State (Nwachukwu, 2005). A quasi-experimental methodology was used on hundred pupils from the Enugu zone for the study. Their Continuous Assessment scores as well as the results of the Basic Certificate Examination were taken into account. The final outcomes of 92 students were shown to be proportionate to their Continuous Assessment Scores. Nwachukwu (2005)'s study is relevant to the current work because it uses continuous evaluation as a student achievement predictor. Pupils were from equal educational levels nonetheless studied a dissimilar subject. The goal of this study is to determine consistency in the amount of continuous assessment as a predictor or determinant of students' performance on end-of-semester exams.

2. Methodology

The study used a correlational design as its research approach. It entails selecting data from the University's records. All third year Higher National Diploma Accounting with computing students in the Department of Accounting Information Systems and Accountancy at Kumasi Technical University (KsTU) in the 2020/2021 academic year group make up the population. The department offers 68 different courses, making the sample size for the study for the year in question 68. However, 48 courses were chosen at random. A panel of four jurors scored the students in order to ensure justice and objectivity in the assessment (two female lecturers and two male lecturers). However, a test was carried out to demonstrate the results' validity, methodology, instruments, and dependability. The data were analysed using the descriptive research method of Pearson's correlation coefficients (r) in SPSS version 26.

3. Results of Findings

To compare the mean of one group of people with a hypothesized number, the actual performance was picked as the test variable. The data was key in as 0-40 representing 1, 41-54 representing 2, 55-69 representing 3, 70-80 representing 4, and 81-100 representing 5. The actual performance score was about 2.73 but in this kind of exam, people normally score 3. In the current study case, people were scoring 52. This 52 is statistically different from 3 (55-69) when the standard deviation and distribution of the data are considered. The researcher has a hypothesis number on the line and that is when we use this sample t-test. The hypothesis number used was 3 (55-69). Table 1 shows that there were 237 observations with 2.73 as mean and 0.757 as standard deviation.

Table 1: One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Actual Performance	237	2.73	.757	.049

In Table 2, the t-test is -5.477 which is way higher than -1.96 and way more extreme than -1.96. There is a significant difference in the values (.000), the mean score of actual performance, and the value of 3. The mean difference is -.269 with a lower confidence interval of -.37 and upper confidence interval of -.17.

Table 2: One-Sample Test

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of The Difference	
					Lower	Upper
Actual Performance	-5.477	236	.000	-.269	-.37	-.17

Table 3 shows that the mean for continuous assessment is 3.36 which is the highest. The average distance a score was from the mean was 1.148, indicating the degree of dispersion (standard deviation) in the distribution. The second mean score (2.73) represents actual performance, with 0.757 being the average distance a score was from the mean, representing the amount of dispersion (standard deviation) that broadly dispersed the distribution.

Table 3: Descriptive Statistics

	Mean	Std. Deviation
Actual Performance	2.73	.757
Continuous Assessment	3.36	1.148

4. Discussion

Findings revealed that people scored 52. This conclusion is consistent with the findings of who found that the Continuous Assessment Score is a good predictor of final year exams (Adekeye, 2011; Nwachukwu, 2005). This 52 is statistically different from 3 (55-69) when the standard deviation and distribution of the data are considered. This is supported by research, which found that there is always a positive association between Continuous Assessment Scores and Final High School Examination Results (Frazer and Beuke, 2011). The continuous assessment had the highest mean. The second mean score was for actual performance. This study supports observation that there is a high level of correlation between Final Year Examinations and Continuous Assessment Scores (Mwebaza, 2016).

5. Conclusion

The degree to which continuous assessment and actual performance are related can be seen by looking at the data. Continuous assessment scores are significant predictors of students' real performance, according to the research. Proper and regular implementation of continuous assessment will, without a doubt, exalt the pupils' actual performance. As a result, continuous assessment scores will be used as a higher gauge of their achievement at the end of their school years.

Recommendations

Based on the study's findings, the following suggestions are made:

1. The Ghana Tertiary Education Commission and the Ministry of Education must establish regular balances and checks to guarantee that distinct continuous assessment methodologies are employed in every Tertiary Institution. A consistent policy on this practice should be highlighted so that every institution benefits.

2. Teachers should be exposed to in-service training in measurement and test-taking abilities. This will go a long way toward accomplishing continuous assessment's stated goals in student final evaluations.

3. Educational institutions should try to persuade instructors to improve continuous assessment in order to determine actual performance.

4. Teachers who are knowledgeable about assessment and evaluation methodologies must be supported, and their knowledge must be put to good use.

5. Parents should be knowledgeable about various evaluation approaches and assist their kids in this area at the lower level.

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