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CORRELATION BETWEEN CONTINUOUS ASSESSMENT AND FINAL EXAMINATION PERFORMANCE: THE CASE OF LAND LAW AND ADMINISTRATION COURSE

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Abstract:

Previous scholars have revealed various findings regarding the correlation between continuous assessment and the final examination performance. Some research findings showed that continuous assessment are positively correlated with the final examination performance in various courses. However, the research on the correlation between continuous assessment and the final examination performance in law-related courses is limited especially for the Town and Regional Planning programme. Hence, the aim of this research was to examine the correlation between continuous assessment and the final examination performance in the Land Law and Administration course. This law-related course was chosen because it is thought to be challenging for non-law students, specifically those in the Town and

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Regional Planning programme. This research utilised a quantitative approach by using records of marks of two continuous assessments which are the first assignment, second assignment and one final examination. The data were analysed using Pearson correlation analysis as embedded in the IBM SPSS Statistics software. The Pearson correlation results reveal that the first assignment shows a positive correlation with the final examination performance, but its correlation was too weak ($r = 0.195$, $p = 0.362$ ($p > 0.05$)). Besides, the second assignment shows a positive correlation with the final examination performance, but its correlation was too weak also ($r = 0.069$, $p = 0.750$ ($p > 0.05$)). Moreover, the second assignment has a weaker correlation compared to the first assignment. This research concludes that the continuous assessment which consist of both assignments merely show too weak correlation with the final examination performance. These findings provide useful guidance for educators and curriculum planners seeking to achieve good academic performance both in continuous assessment and the final examination. Hence, further research should be carried out to investigate the suitability of continuous assessment components and factors contributing to poor performance among the students in the final examination.

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Keyword:

Academic Performance, Assignment, Continuous Assessment, Final Assessment, Final Examination, Land Law



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Introduction

The correlation between continuous assessment and the final examination performance in various courses is frequently discussed in higher education research (Al-Maskari, 2015; Faremi & Faremi, 2020; Mahlan et al., 2025). It is believed that continuous assessment is positively correlated with the final examination performance. However, previous scholars have revealed various findings regarding the relationship between continuous assessment and the final examination performance. Some research findings showed that continuous assessment are positively correlated with the final examination performance (Onihunwa et al., 2018; King, 2023), but their strength of correlation are varying according to many factors such as assessment components and different courses.

For instance, generally, Mahlan et al. (2025) found that continuous assessment is positively correlated with the final examination performance in a statistics course. However, the strength of correlations is differed according to three assessment components. Both group assignment and test were merely having moderate correlations with the final examination. While quiz shows a weak correlation with the final examination. King (2023) discovered that online continuous assessment is positively correlated with the final examination performance in an

accounting course. Furthermore, a high positive relationship is seen between five attempts of continuous assessment tests and the examination grade (King, 2023).

Besides, Agbonkpolo et al. (2020) revealed that continuous assessment is positively correlated with examination performance of students studying health and physical education in Egor Local Government Area of Edo State, Nigeria. However, the strength of correlations is differed according to different assessment components. It is reported that both continuous assessment practices and students' personal studies show weak correlations with the students' final grade, while the relationship between teaching effectiveness and the students' final grade is very weak (Agbonkpolo et al., 2020).

Onihunwa et al. (2018) found that various form of continuous assessments is positively correlated with the final examination performance of computer science students in New Bussa, Niger State, Nigeria. Practical had the most positive correlation, while the mid-semester test had the least (Onihunwa et al., 2018). Furthermore, Al-Maskari (2015) discovered that continuous assessments of students studying English Language also positively correlated with the final examination. Nevertheless, a weak correlation was identified between the continuous assessment marks and the final examination marks (Al-Maskari, 2015).

Based on the above-mentioned previous research in various courses, a question arose in this study: is there any positive correlation between continuous assessment and the final examination performance in the Land Law and Administration course? That law-related course was chosen because it is thought to be challenging for non-law students, specifically those in the Town and Regional Planning programme. These students were facing great challenges in understanding the course, with its legal language and terminology. Hence, the aim of this research was to examine the correlation between continuous assessment and the final examination performance in the Land Law and Administration course.

Literature Review

Briefly, the literature review discusses the meaning of academic performance and its level as well as the types of assessment.

Academic Performance and Its Level

Academic performance is the scholastic standing of a student at a given time, which refer to the way an individual can show his or her intellectual abilities (Onihunwa et al., 2018). Normally, academic performance is measured from 0 to 100 marks, with any scores less than 50 being considered a failure. Academic performance has five levels, which are excellent, indicating the highest level of performance, followed by other levels, namely good, moderate, poor, and very poor (Universiti Teknologi MARA, 2021). Students who score between 95 and 100 are considered excellent, those scoring between 75 until 94 are considered good, 50 to 74 are satisfactory, 31 to 49 are considered poor, and 0 to 30 are considered very poor. Moreover, marks that are less than 50 represent a failure.

Louis et al. (2016) posited that academic performance has seven grades, namely grade 1 representing 0-29 marks, grade 2 (30-39 marks), grade 3 (40-49 marks), grade 4 (50-64 marks), grade 5 (65-74 marks), grade 6 (75-84 marks), and grade 7 (85-100 marks). Mackintosh-Franklin (2018) categorised academic performance into three groups: grade A, other passing

grades, and failing grades. Moreover, Navas-Gonzalez (2020) classified academic performance into only two categories: pass and fail.

Types of Assessment

Academic performance is measured based on two main assessments, namely continuous assessment and final assessment (Universiti Teknologi MARA, 2021). Assessment refers to any process which measures an individual's knowledge, understanding and skills (Gikandi et al., 2011). Sambell (2016) posited that assessment influences the students' method of study in higher education. Assessment should be considered to enhance learning rather than just to appraise it (King, 2023). Thus, assessment is an important aspect of teaching and learning process.

Al-Maskari (2015) posited that two types of assessments exist which are formative and summative assessments. Moreover, according to Onihunwa et al. (2018), the formative assessment also being understood as continuous assessment, while the summative assessment is being called as the final assessment. The formative assessment is an intervention to improve the student learning process (Al-Maskari, 2015; King, 2023). It is a key component to support the student learning (Schildkamp et al., 2020) and the provision of feedback is very important (Enig, 2013). The feedback gives information that is used to enhance the students' performance or to modify the content and method of teaching (Onihunwa et al., 2018). The purpose of formative assessment is to develop the student learning (Voinea, 2018) during the ongoing semester. Furthermore, the continuous assessment includes measuring students' performance in the form of written tests, laboratory work, workshops, studio work, fieldwork, technical work, projects, assignments, academic training, practical training, industrial training, clinical practice, and so forth (Universiti Teknologi MARA, 2021).

Besides, the final assessment is a formal method to measure learning through comparison with a standard and normally in the form of final test or examination (King, 2023). It has little opportunity for the students to improve their grades as performances are evaluated through the final submission of work, final test or examination at the end of semester (King, 2023). The final assessment, on the other hand, consists of a final test or final examination, which is a written assessment for a particular course at the end of the semester (Universiti Teknologi MARA, 2021). However, previous scholars have assessed academic performance based on various components, such as the final examination (Lukkarinen et al., 2016; Buchele, 2020); quizzes, tests, and final examinations (Noh et al., 2018); and tests, laboratory work, and final examinations (Navas-Gonzalez, 2020).

Methodology

This research utilised a quantitative approach by using academic records from the Land Law and Administration course during the semester of October 2024 to February 2025. Briefly, this course introduces undergraduate of Part 05 students in the Town and Regional Planning programme to land law and land administration in Malaysia as they relate to town planning and development. The course was selected for this research because it was found that students' academic performance was generally satisfactory.

The sources of data were records of 24 students' performance marks. Basically, this course has two types of assessments which are continuous assessment and the final assessment. The

continuous assessment has two assignments while the final assessment has one final examination. Hence, this course has three academic assessments in total. Both continuous assessments are in the form of a group assignment which contribute to 20 per cent of mark respectively. While the final examination marks are 60 per cent. The marks from those assessments were regarded as the students' performance for this course.

The data were analysed using both descriptive and correlation analysis as provided in the IBM SPSS Statistics software. Descriptive analysis was utilised to summarise students' performance across different assessments. Furthermore, the correlation analysis was used to show the relationship between both assignments and the final examination.

The Pearson Product-Moment correlation analysis was chosen in this study. It is because this research involves the variables of ratio data (Chua, 2006) which are assignments and final examination marks. A high r-value indicates a strong correlation, conversely a low r-value indicates a weak correlation. Moreover, the r-value is between +1.00 and -1.00 (Chua, 2006). In this research, both assignments serve as independent variables, while the final examination is considered as a dependent variable.

Findings and Discussion

Briefly, this part discusses the findings of the analysis, which consist of the summaries of student's performance across different assessments and the Pearson correlation analysis.

Summarise of Students' Performance across Different Assessments

Table 1 shows the summarise students' performance across different assessments. It comprises of the mean of mark and standard deviation (SD) for the first assignment, second assignment and the final examination. The mean score for the first assignment was 78.25 with the value of SD was 2.2116. The mean score for the second assignment was decreased to 77.25 with the value of SD was increased to 5.5814. While the mean score for the final examination was plummeted to 51.96 with the value of SD was rocketed to 8.4105. These descriptive explanations provide a better understanding of students' performance according to three assessments, supporting the correlation analysis findings.

Table 1: Mean of Mark and Standard Deviation for Each Assessment

Assessments	Mean of Mark	Standard Deviation
First assignment	78.25	2.2116
Second assignment	77.25	5.5814
Final examination	51.96	8.4105

Source: Authors, 2025

Correlation Analysis Findings

The correlation analysis reveals interesting findings about the relationship between both assignments and the final examinations performance. Based on Table 2, the Pearson correlation results reveal that the first assignment shows a positive correlation with the final examination performance, but its correlation was too weak ($r = 0.195$, $p = 0.362$ ($p > 0.05$)). Meanwhile,

the second assignment shows a positive correlation with the final examination performance, but its correlation was too weak also ($r = 0.069$, $p = 0.750$ ($p > 0.05$)).

Moreover, the second assignment has a weaker correlation compared to the first assignment. It shows that the knowledge, understanding and skills of the students in both assignments did not well support the performance of final examination. The findings of weak positive correlations of the assignments were similar to that reported by Al-Maskari (2015) and Agbonkpolo et al. (2020).

Table 2: Correlation between Assignments and Final Examination Scores

Types of Assessments		Final Examination
Final examination	Pearson Correlation	1
	Sig. (2-tailed)	
	N	24
First assignment	Pearson Correlation	.195
	Sig. (2-tailed)	.362
	N	24
Second assignment	Pearson Correlation	.069
	Sig. (2-tailed)	.750
	N	24

Source: Authors, 2025

It shows that the component of the continuous assessment should be revisited to better appraise the scholastic aspect of individual student. It is because both assignments are group-based. Hence, it is difficult to evaluate the individual academic performance. The shifting from group-based assignment to an individual-based continuous assessment like test, individual assignment, etc. must be considered. It is for the purpose of a better appraisal of an individual student's academic ability (King, 2023; Mahlan et al., 2025) before they sit for the final examination.

Conclusion

The aim of this research was to examine the correlation between continuous assessment and the final examination performance in the Land Law and Administration course. This research concludes that both grouped assignments merely exhibit too weak positive correlation with the final examination performance. This finding shows that the component of continuous assessment should be revisited to better appraise the scholastic aspect of individual student. The shifting from group-based assignment to an individual-based continuous assessment like test, individual assignment, etc. should be considered. It is vital to evaluate the individual student's academic ability as a preparation for the final examination.

The contributions of this research are twofold. From a theoretical perspective, it contributes to the growing body of literature by demonstrating the correlation between continuous assessment and performance in the final examination of the Land Law and Administration course. From a practical standpoint, it provides useful guidance for educators and curriculum planners seeking

to achieve good academic performance both in continuous assessment and the final examination.

Further research should be carried out to investigate the suitability of continuous assessment components for individual student appraisal. It is important to really assess the individual knowledge, understanding and skills of the students about this course, besides preparing them for the final examination and their future career paths. Other area of future research also can be done such as the determinants of poor performance among students in the final examination. Many factors are still puzzling, such as students' preparation, revision time, reference materials, level of understanding and examination anxiety. This research has some limitations such as small sample size of respondents, absent of qualitative data of respondents and so forth. It could be improved in future research to better understand the correlation between continuous assessment and final examination performance.

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