

Exploring the Relationship between Continuous and Final Assessments Performance in Economics of Land Development Course

Muhamad Asri Abdullah Kamar^{1*}, Norainah Abdul Rahman², Salbiah Mokhtar³, Raja Norashekin Raja Othman⁴

^{1,2,3}Department of Built Environment Studies and Technology, Faculty of Built Environment, Universiti Teknologi MARA Perak Branch, Seri Iskandar, Malaysia

⁴Center of Studies for Town and Regional Planning, Faculty of Built Environment, Universiti Teknologi MARA Selangor Branch, Puncak Alam, Malaysia

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100800279>

Received: 19 August 2026; Accepted: 24 August 2026; Published: 02 September 2026

ABSTRACT

The objective of this research was to explore the relationship between continuous and final assessments performance in the Economics of Land Development course. This course was chosen because the overall students' academic performance was merely satisfactory. This research applied a quantitative approach by using records of students' marks from the continuous and final assessments. The continuous assessment consisted of a test and the first assignment. While the final assessment was in the form of a final assignment. The data were analyzed using Pearson correlation analysis as embedded in the IBM SPSS Statistics (version 26) software. The findings revealed that the overall continuous assessment indicated a positive correlation with the final assessment. Nonetheless, its correlation was very weak ($r = .030$, $p = .904$ [$p > .05$]). Specifically, the test showed a positive correlation with the final assessment. However, its correlation was very weak ($r = .115$, $p = .639$ [$p > .05$]). Conversely, the first assignment exhibited a negative correlation with the final assessment. Its correlation was weak ($r = -.357$, $p = .133$ [$p > .05$]). This research underscores that the continuous assessment has a non-significant relationship with the final assessment performance because it exhibits a very weak positive relationship. The test has a very weak positive relationship, while the first assignment has a weak negative correlation with the final assessment respectively. These findings shed light in contributing to new knowledge of non-significant relationship between continuous and final assessments in the Economics of Land Development course. Practically, this research provides fruitful insight for the relevant parties to improve the performance of students in both continuous and final assessments, specifically in this course. Hence, future research should be done to determine the factors contributing to the merely satisfactory performance for all assignments and poor performance for the test.

Keywords: academic performance, assignment, continuous assessment, final assessment, test

INTRODUCTION

Academic performance is basically referred to as the scholastic level of a student at a given time (Onihunwa et al., 2018). It is measured from zero to 100 marks, with a failure status for any marks that are less than 50. Academic performance has five levels, which are excellent, good, satisfactory, poor and very poor (Universiti Teknologi MARA, 2021). The excellent level is for marks between 95 and 100. Good and satisfactory categories are for 75 to 94 marks and 50 to 74 marks respectively. The poor level is for marks between 31 to 49. The very poor level is for zero to 30 marks.

Generally, academic performance is assessed based on two types of assessment. Those assessments are continuous and final assessments. Sometimes, scholars refer to formative assessment as another name for the continuous assessment and summative assessment for the latter. Previous research findings asserted that the relationship between continuous assessment and the final assessment in many courses is positive (Okechukwu et al., 2025; Ogundeyi, 2026). Nonetheless, their relationship strengths differ based on several factors like components of continuous assessment, individual or group assignments and different courses.

Nevertheless, the research on the relationship between continuous assessment and the final assessment performance in economics-related courses is scarce, specifically for the Town and Regional Planning program. Thus, a question sparked in this study: is there a positive relationship between continuous and final assessments in the Economics of Land Development course? This course was chosen because the overall students' academic performance was merely at a satisfactory level. Thus, the objective of this research was to explore the relationship between both continuous and final assessments performance in the Economics of Land Development course.

LITERATURE REVIEW

Two types of academic assessments, which are continuous and final assessments are briefly explained below. It is followed by a discussion on several examples of previous research related to the relationship between continuous and final assessments performance.

A Brief Explanation on Continuous Assessment and Final Assessment

Continuous assessment is a structured evaluation of a student's learning achievement over a period (Bray, 2026). It evaluates the progress of students during the course duration (Apaloo et al., 2022). Continuous assessment is a systematic process of appraising students' learning progress by using several ways over a particular period of time (Teachers Guide, 2025). The purposes of the continuous assessment are to provide timely feedback to the student, increase student engagement and support the evaluation process (Lattanzio & Muller, 2024). This assessment includes quizzes, class discussion and assignments (Teachers Guide, 2025).

Final assessment is a tool to assess cumulative knowledge of students at the end of a course (Okechukwu et al., 2025). The purpose of the final assessment is to assess a student's understanding of the subject (Singhanian Education Services, 2026). Final assessment has four components that are examination, presentation, project and portfolio (Stanford University, 2024). Briefly, the examination is used to evaluate the students in terms of remembering information and understanding the concepts. The presentation is utilized to assess the ability of students to speak and interact with their audience. The assessment of project focuses on the understanding and skills of students such as creating plans, documents or objects. The portfolio assesses the students' attitude and creativity through the collection of documents, objects or artifacts.

Previous Research on Relationship between Continuous and Final Assessments Performance

Previous research findings discovered that the relationship between continuous assessment and the final assessment performance in many courses is positive. Nonetheless, the relationship strengths vary according to different continuous assessment components, courses and group of students. Those studies exhibit at least three categories of relationship strength which are strong, weak and mixed relationships.

Strong positive relationships have been noticed from the research findings of Okechukwu et al. (2025), King (2023) and Apaloo et al. (2022). For instance, Okechukwu et al. (2025) discovered that continuous assessment shows a strong positive correlation with the examination result in an educational statistics course. King (2023) found that online continuous assessment is positively related to the final examination achievement in an accounting course. He asserted that a strong positive correlation is observed between five times of continuous assessment tests and the final examination performance. Moreover, Apaloo et al. (2022) have analyzed the correlation between continuous assessment and the final achievement of accountancy students. They revealed that the continuous assessment has a strong positive correlation with the final score of those students.

Conversely, some researchers found that weak positive relationships existed between continuous assessment and the final assessment. For example, Agbonkpolo et al. (2020) discovered that continuous assessment is positively associated with the final examination of health and physical education students. However, they concluded that the continuous assessment practices and personal studies of students show weak relationships with the final score. Furthermore, Kamar et al. (2026) disclosed that the continuous assessment shows a positive relationship with the final examination result in the land law and administration course. The continuous assessment has two group assignments. Nevertheless, those assignments merely exhibit a very weak relationship with the final examination performance.

Moreover, some previous research shows that mixed positive relationships happened between continuous assessment and the final assessment. It is because the relationships consisted of strong, weak, very weak, moderate relationships as well as no significant relationship at all, depending on different assessment components, courses and group of students. For instance, Ogundeyi (2026) has carried out research on the correlation between continuous assessment and the final examination in the Faculty of Education, University of Abuja, Nigeria. Two main groups of courses have been analyzed which are the primary education studies courses and the social studies education courses.

Initially, he discovered that continuous assessment shows a positive relationship with the final examination result in the primary education studies courses. Nevertheless, the strengths of the correlation differed based on two academic sessions. The relationship between continuous assessment and the examination results in the primary education studies courses during the 2016/2017 academic session was very weak. The correlation between continuous assessment and examination in the primary education studies courses during the 2017/2018 academic session was moderate.

He also found that a positive relationship existed between continuous assessment and examination scores in the social studies education courses during the 2016/2017 academic session. However, the relationship was very weak. Moreover, there was no significant relationship between continuous assessment and examination performance in the social studies education courses during the 2017/2018 academic session (Ogundeyi, 2026).

Tanko et al. (2026) found that the continuous assessment shows a positive relationship with the final examination result in the general studies education English courses. Nonetheless, the strength of correlations differed according to three courses. They asserted that there was a strong significant relationship between continuous assessment and final examination in both general English III and general English V courses. Conversely, there was a weak significant relationship between continuous assessment and the final examination in the general English IV course.

Mahlan et al. (2025) revealed that continuous assessment is positively correlated with the performance of final examination in a statistics course. Nonetheless, the relationship strength differed based on three components of continuous assessment. Moderate relationships were observed between a group assignment as well as a test and the final examination. However, a group-based assessment may not accurately measure the student's individual achievement (Mahlan et al., 2025). Moreover, a quiz exhibits a weak relationship with the final examination.

Mgejwa (2023) has conducted research on the correlation between continuous assessment and final examination performance for two groups of accountancy students. The first group was a basic technician certificate in accountancy students. The second group was the ordinary diploma of accountancy, year one students. He discovered a mixed correlation between continuous and the final assessments for those groups. He revealed that there was a moderate positive correlation between continuous assessment and the final examination achievement for basic technician certificate in accountancy students. Nevertheless, an insignificant correlation was found between continuous assessment and the final examination for the ordinary diploma of accountancy year one students.

Onihunwa et al. (2018) asserted that continuous assessment has a positive relationship with the final examination achievement of computer science students. But the relationship strength differed based on

continuous assessment components. The most positive relationship was the practical, while the least was the test (Onihunwa et al., 2018).

Those several earlier studies in different courses provide a strong motivation to conduct this study. It is because the relationship between continuous and final assessments in the Economics of Land Development course, specifically in the Town and Regional Planning program, has not been discovered yet. Thus, the following part describes the methodological aspect of this research.

METHODOLOGY

This exploratory research applied a quantitative approach by using records of students' marks from the Economics of Land Development course during the March–August 2023 semester. This batch consists of 19 students. Initially, this course exposes undergraduate Part 06 students in the Town and Regional Planning program to the economics aspect of land development as they relate to town planning. The course was chosen for this study because it was noticed that generally the students' academic performance was merely satisfactory.

The marks from both continuous and final assessments are the main source of data for this research. The continuous assessment consists of a test and the first assignment. The final assignment acts as the final assessment. Both assignments are in the form of group work. The test contributes to 40 per cent of the mark, while each assignment has 30 per cent of the mark. In total, this course has three assessments with 100 per cent of the mark. Thus, the students' performance for this course was analyzed according to those marks.

Due to small number of students for this cohort, all performance data of them were analyzed in this research. Although a small number of students limit the statistical power, this research was done to explore the early findings of the relationship between both continuous and final assessments in this course. The future study should increase the number of students to improve the research findings.

The data were analyzed using Pearson correlation analysis as embedded in the IBM SPSS Statistics (version 26) software. Prior to correlation analysis, a descriptive analysis was carried out to summarize the performance of students based on different assessments. After that, the relationship between independent and dependent variables was analyzed using the correlation analysis. The independent variable consists of an overall continuous assessment, a test and the first assignment, while the final assessment acts as a dependent variable.

This research utilized the Pearson Product-Moment correlation analysis to measure the relationship. It is due to the type of data being in the form of ratio for both independent and dependent variables (Chua, 2006). It is assumed that in linear relationships, the increase of score in independent variables will increase the score of a dependent variable. The relationship was measured by observing the correlation coefficient value, r . The r -value is between +1.00 and -1.00 (Chua, 2006). A value of +1.00 indicates a perfect positive relationship between independent and dependent variables, a value of -1.00 indicates a perfect negative relationship, while 0.00 indicates no linear relationship.

FINDINGS AND DISCUSSION

This part reveals the findings of analysis for the undergraduate Part 06 students in the Town and Regional Planning program who took the Economics of Land Development course during the March–August 2023 semester. Those exploratory findings comprise of the performance of students according to different assessments and the correlation analysis. Those findings are briefly discussed below.

Performance of Students according to Different Assessments

Briefly, the performance of 19 students according to different assessments is shown in Table 1. It contains the mean of marks and standard deviation for the overall continuous assessment, a test, the first assignment and the final assessment. The mean of marks and standard deviation for the overall continuous assessment are 60.263 and 4.8873 respectively. Specifically, The mean of marks for the test is 49.211 and its standard

deviation is 9.5399. The mean of marks for the first assignment increased sharply to 71.316, while its standard deviation plummeted to 2.2621. Moreover, the mean of marks for the final assessment rose slightly to 76.316 with the standard deviation stationary at 2.2621. These descriptive explanations provide a clearer understanding of students' performance based on different assessments and complement the findings of correlation analysis in the next section.

Table 1: Mean of Marks and Standard Deviation for the Assessments

Assessments	Mean of Marks	Standard Deviation
Overall continuous assessment	60.263	4.8873
Test	49.211	9.5399
First assignment	71.316	2.2621
Final assessment	76.316	2.2621

Findings of Correlation Analysis

The findings revealed that the overall continuous assessment showed a positive correlation with the final assessment (Table 2). However, its correlation was very weak ($r = .030$, $p = .904$ [$p > .05$]).

Table 2: Relationship between Overall Continuous Assessment and the Final Assessment

Types of Assessment		Final Assessment	Overall Continuous Assessment
Final Assessment	Pearson Correlation	1	.030
	Sig. (2-tailed)		.904
	N	19	19
Overall Continuous Assessment	Pearson Correlation	.030	1
	Sig. (2-tailed)	.904	
	N	19	19

Specifically, the findings disclosed that the test showed a positive correlation with the final assessment (Table 3). Nonetheless, its correlation was very weak ($r = .115$, $p = .639$ [$p > .05$]). Besides, the first assignment exhibited a negative correlation with the final assessment. Moreover, its correlation was weak ($r = -.357$, $p = .133$ [$p > .05$]). It is understood that the first assignment exhibits a weaker relationship with the final assessment compared to the test.

Table 3: Relationship between Test, First Assignment and the Final Assessment

Types of Assessment		Final Assessment	Test	First Assignment
Final Assessment	Pearson Correlation	1	.115	-.357
	Sig. (2-tailed)		.639	.133
	N	19	19	19
Test	Pearson Correlation	.115	1	-.014
	Sig. (2-tailed)	.639		.956
	N	19	19	19
First Assignment	Pearson Correlation	-.357	-.014	1
	Sig. (2-tailed)	.133	.956	
	N	19	19	19

Hence, it is revealed that the overall continuous assessment (that consists of a test and the first assignment) has a non-significant relationship with the final assessment performance because it exhibits a very weak positive relationship. The finding of a weak positive correlation between the continuous assessment and the final assessment was parallel to the findings of Kamar et al. (2026) and Agbonkpolo et al. (2020). However, this finding was contrary to the research of Okechukwu et al. (2025), King (2023) and Apaloo et al. (2022), who discovered that the continuous assessment has a strong positive relationship with the final assessment.

The findings of this exploratory research indicate that some initiatives should be taken to improve the performance of students for both types of assessments. Poor performance in the test can be improved by implementing several choices of efforts such as conducting a re-test, re-visiting the test questions, reviewing the duration of the test session, etc. Satisfactory performance for both assignments can be better evaluated by implementing an individual assignment, rather than a group assignment (Kamar et al., 2026; Mahlan et al., 2025). This is because a group-based assessment may not accurately measure the student's individual achievement (Mahlan et al., 2025). Thus, it is crucial to have a better academic evaluation of an individual student (King, 2023). This is to overcome the absent of individual-level marks for the group assignments.

CONCLUSION AND RECOMMENDATION

The objective of this research was to explore the relationship between both continuous and final assessments performance in the Economics of Land Development course. The key finding of this research was that the continuous assessment has a non-significant relationship with the final assessment performance because it exhibits a very weak positive relationship. Specifically, it is found that the test shows a positive correlation with the final assessment. However, its correlation was very weak. Conversely, the first assignment exhibits a negative correlation with the final assessment. Moreover, its correlation was weak.

This exploratory research contributes to both theoretical and practical aspects. Theoretically, it has discovered a non-significant relationship between continuous assessment and the final assessment performance in the Economics of Land Development course for the undergraduate Part 06 students in the Town and Regional Planning program during the March–August 2023 semester. This is due to a very weak positive relationship between both continuous and the final assessments. Practically, the findings provide fruitful insight for the relevant parties to improve the performance of students in both continuous and final assessments, specifically for the Economics of Land Development course. Thus, the components of continuous and final assessments should be re-visited to increase the achievement of students in the future.

This research is without exception from some limitations like small sample size, merely focuses on the direction of relationship (positive or negative) and the strength of relationship between both assessments. Apparently, the number of respondents was only 19 students. This is due to the small number of enrolled students for that batch. However, the assessments data from all 19 students were analyzed for this research. Hence, future research should be done based on a bigger number of students to obtain a better understanding of the relationship between both assessments in this course. Other potential research also should be considered to determine the factors contributing to merely satisfactory performance for all assignments and poor performance for the test.

ACKNOWLEDGEMENTS

The authors would like to thank the Universiti Teknologi MARA Perak Branch for supporting this research. Thank you also to the Universiti Teknologi MARA Selangor Branch for collaborative efforts in this research.

Ethical Considerations

This research was done in accordance with accepted ethical standards. It did not involve any human participants requiring ethical approval. Besides, this research preserves the anonymity of data.

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