

## PERCEPTION OF POPULATION EDUCATION TEACHER ON CONTINUOUS ASSESSMENT SYSTEM

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### ABSTRACT

**Background:** This study provides the insights of teachers in the significance of continuous assessment system (CAS) for students. Continuous assessment means 'the regular evaluation of the learning process'. This form of testing can be counted in whole, in part or not at all in the students' final scores. The ultimate objective of continuous assessment is to increase the learning effect. Research (Dochy & McDowell, 1997) has indicated that continuous assessment has a greater learning effect than does test only at the end of the learning process. Objectives of this study are to find out the perception of population teachers on continuous assessment system practice, to explore the problems in the implementation of CAS and to recommend pedagogical implications based on the findings of the study.

**Methods:** This study is based on analytical research design. Data was collected from informants by using questionnaire (structured and semi-structured). Out of 35 community schools 40 teachers were selected using simple random sampling procedure. There are 40 teachers who are teaching population education in 35 community schools. Responses of each open ended question was collected, listed, and analyzed separately.

**Results:** Majority of the respondents 57.5 percent strongly agreed to the statement that CAS decreased the students absent rate in class. Similarly, 50 percent of the teachers strongly agreed with the statement that CAS reduced the dropout rate of students. Data shows that highest percentage (45%) strongly agreed with the statement that CAS helped in effective in teaching learning activities, whereas only 2.5 percent of them totally disagreed. Maximum percentage (65%) of the teachers agreed with the statement that CAS is effective for the encouragement and inspiration of students.

**Conclusion:** The data reveals that the continuous assessment system (CAS) is very effective to enhance the achievement of the learners. Besides, it helps in decreasing the students absent rate as well as reducing the dropout rate. In making teaching learning effective CAS plays a vital role. Portfolio of each student proved to be very influential in the remedial feedback to learners which helps to improve their learning level. Insufficient resources (e.g., human, financial) are the challenging factors for effective CAS program which needs to be conquered.

**Keywords:** Assessment, Curriculum, Evaluation, Perception, portfolio

### Introduction

Continuous assessment of a learner's progress could be defined as a mechanism whereby the final grading of learners in the cognitive, affective, and psychomotor domains of learning systematically takes place account of all their performances during a given period of schooling (Anikweze, 2005). Airasian, (1991) describes continuous assessment as an approach that should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. Formative assessment has been an informal activity for a very long time in some classrooms and countries around the world. In 1971, Bloom et al;(1971) moved formative assessment into a more formal space when they wrote a book entitled 'Formative and Summative Evaluation of student learning' in which they described a view of education in which the primary purpose of schooling was the development of the individual. In their view, assessment and evaluation were a part of learning, and classroom teachers played a prominent role in using evaluation to improve and extend student learning. In the last two decades, formative assessment has been taken up in practice and policy around the world. In-country after country, formative assessment or assessment for learning has been infused into or adopted for educational assessment and evaluation policies or practices. Since 2001 a group of researchers, policymakers and professional development facilitators from several countries have been meeting every three or four years to share, examine and explore assessment for learning a wide range of contexts (Klenowski, 2009).

### Historical Review of CAS in Nepal

There is no long history of CAS practice in Nepal. Periodic exams did not fully reflect the capacities and skills of the learners. Learners often dread these periodic tests. CAS is an ongoing process of assessing student achievement and progress. It provides information to develop good results for students and helps to improve the current state of the teaching process. Nepal has been involved in Education for All and has improved the quality of education for the past four and a half decades. There have been several attempts to implement this slogan although it has not materialized yet. Nepali, P. (2012) carried out research on "Challenges in Implementing Continuous Assessment System". The main purpose of the study was to find out the teachers' challenges on implementation of a continuous assessment system. The sampling population of this study were 60 primary level teachers of the government aided schools.

### Results

Data shows that highest percentage (45%) strongly agreed with the statement that CAS helped in effective in teaching learning activities, whereas only 2.5 percent of them totally disagreed. Maximum percentage (65%) of the teachers agreed with the statement that CAS is effective for the encouragement and inspiration of students.

### CAS and Students' Absent Rate

To find out the relationship between CAS and students' absence rate, teachers were asked if CAS reduced students' absence rate. The responses found are presented in the following table:

Table 1: CAS and Students' Absent Rate

Statements	Respondents	Percentage
Strongly Agree	23	57.5
Agree	15	37.5
Undecided	1	2.5
Disagree	1	2.5
Strongly Disagree	0	0.0
Total	40	100

Note: Res. = Response, % = Percent

Table no. 1 shows that, 57.5 percent of the total respondents strongly agreed to the statement that CAS decreased the students' absent rate in class. Likewise, 37.5 percent of them only agreed to the statement, 2.5 percent of them were undecided and the equal percentage (2.5%) disagreed with the statement. So, it can be concluded that the continuous assessment system decreases the students' absent rate in class.

### Role of CAS in Reducing the Dropout Rate

In order to find out the role of CAS in reducing the dropout rate, they were asked whether the CAS reduced students' dropout rate or not. The responses found are presented in the following table:

Table 2: Role of CAS in Reducing the Dropout Rate

Statements	Respondents	Percentage
Strongly Agree	20	50
Agree	18	45
Undecided	1	2.5
Disagree	1	2.5
Strongly Disagree	0	0.0
Total	40	100

Table no. 2 Shows that, 50 percent of the teachers strongly agreed with the statement that CAS reduced the dropout rate of students and 45 percent only agreed, whereas 2.5 percent disagreed. 2.5 percent of them were undecided about the statement. This shows that most of the teachers agree CAS reduces the dropout rate of students.

### Role of CAS in Effective Teaching Learning Activities

In order to find out the role of CAS in effective teaching learning activities, the teachers were asked whether CAS helped in effective teaching learning activities or not. The responses found are presented in the table below:

Table 3: Role of CAS in Effective Teaching Learning Activities

Statements	Respondents	Percentage
Strongly Agree	18	45.00
Agree	19	47.5
Undecided	2	5.00
Disagree	1	2.5
Strongly Disagree	0	0.00
Total	40	100

Table no. 3 shows that, 45 percent of the respondents strongly agreed with the statement that CAS helped in effective in teaching learning activities, whereas only 2.5 percent of them totally disagree. Majority of them, 47.5 percent agreed with this statement but 5 percent of them were not sure. Thus, it can be concluded that CAS makes teaching learning effective.

### Role of CAS for Students' Encouragement and Inspiration

In order to find out the role of CAS for students' encouragement and inspiration, the teachers were asked whether CAS helped in the encouragement and Inspiration to the students or not. For this statement the responses found are presented in the table below:

Table 4: Role of CAS for Students' Encouragement and Inspiration

Statements	Respondents	Percentage
Strongly Agree	11	27.5
Agree	26	65.5
Undecided	1	2.5
Disagree	2	5
Strongly Disagree	0	0.0
Total	40	100

Table no. 4 Shows that, 27.5 percent of answerers strongly agreed to the statement Encouragement and Inspiration are the key points for the progress of the students in CAS but 2.5 percent of them were undecided. Up to 65 percent of them agreed with the statement, whereas 5 percent of them strongly disagreed with the statement.

Continues assessment system is compulsion for better progress in teaching learning activities in every teaching institution. Every teacher should take their teaching profession as their passion and they must be responsible towards pupil and nation as well. Modern evaluation system and technology is essential in teaching.

### Conclusion

The outcome of the study is that the teachers claim that the continuous assessment system (CAS) decreases the student's absent rate, dropout rate and repetition rate in the class room. But several factors like inadequate training, monitoring, supervision, and technical knowledge are making it complicated while practicing by the teachers. Similarly, huge number of students, unwillingness of teachers, disinterested students, parents, and other concerned stakeholders are also a big challenge. Insufficient resources (e.g., human, financial) are also challenging factors for effective CAS program.

Methods like observation, project work, portfolio, attendance, class work and behavior change are applied while practicing CAS. Encouragement and inspiration are the key points of CAS and the teachers are using different sorts of tests (e.g., diagnostic test, class test, objective test, class work, tuition) to assist the weak learners. The more flexible CAS is, the more risky it can be (i.e., promotion of weak students without adequate knowledge). Even though CAS is very effective in maintaining the details of students which further helps in motivating them, it is difficult to put into the practice. This requires a lot of time and hard work that can be very demanding to the practitioners.

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