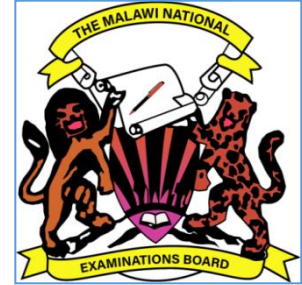


THE 41ST AEAA CONFERENCE



INVESTIGATING IMPACT OF SCHOOL BASED ASSESSMENT IN NATIONAL ASSESSMENT

D. Nampota (dnampota@unima.ac.mw), F. Chilunga (fanchilunga@yahoo.com),
E. Masoambeta (emasoambeta@maneb.ac.mw) A. Chimbalu (achimbalu@gmail.com)

MALAWI NATIONAL EXAMINATIONS BOARD

Introduction

In African countries, the educational landscape is evolving, with increasing emphasis on comprehensive assessment practices to evaluate student-learning outcomes. While national examinations are crucial for measuring student achievement there are more skills which are not assessable in pen and paper examinations. As such, Continuous Assessment (CA) promises for a more holistic approach to assessment. A carefully managed integration of CA into high-stakes national examinations can significantly enhance holistic evaluation while safeguarding the integrity and fairness of the results. This study presents the feasibility, benefits, and challenges of incorporating CA results into national examinations within the education systems in Teacher Training Colleges (TTCs) in Malawi.

Problem statement

CA provides opportunity for educational evaluators to assess a wide range of skills which are otherwise not assessable with paper and pencil examinations. such skills include critical thinking, creativity, performance tasks, speaking and listening skills among others. Unfortunately, many educational systems in Africa only focus on summative assessment for their national examinations. The migration to integrate school-based assessment outcomes into high-stakes national examination outcomes is exciting, however its practical implications in different countries is a reality which calls for thorough knowledge and preparation. At present, no studies are known to have been conducted in this area to guide the educational systems in African countries to dovetail CA with national examinations. There is no documented information on the impact integration of CA with NE in Africa.

Objectives

1. To evaluate the validity and reliability of integrating school-based assessment (SBA) outcomes with high-stakes national examination results in Southern African countries.
2. To identify and analyze best practices and successful models for integrating SBA outcomes into national examinations, both within Southern Africa and globally.
3. To understand the perspectives, concerns, and attitudes of key stakeholders (educators, students, parents, and policymakers) towards the integration of SBA outcomes into national examinations.
4. To assess the capacity-building needs of schools and educators for the effective implementation and management of SBA.
5. To analyze the impact of integrating SBA outcomes on educational outcomes, student performance, and teacher practices in Southern African countries.

Methodology

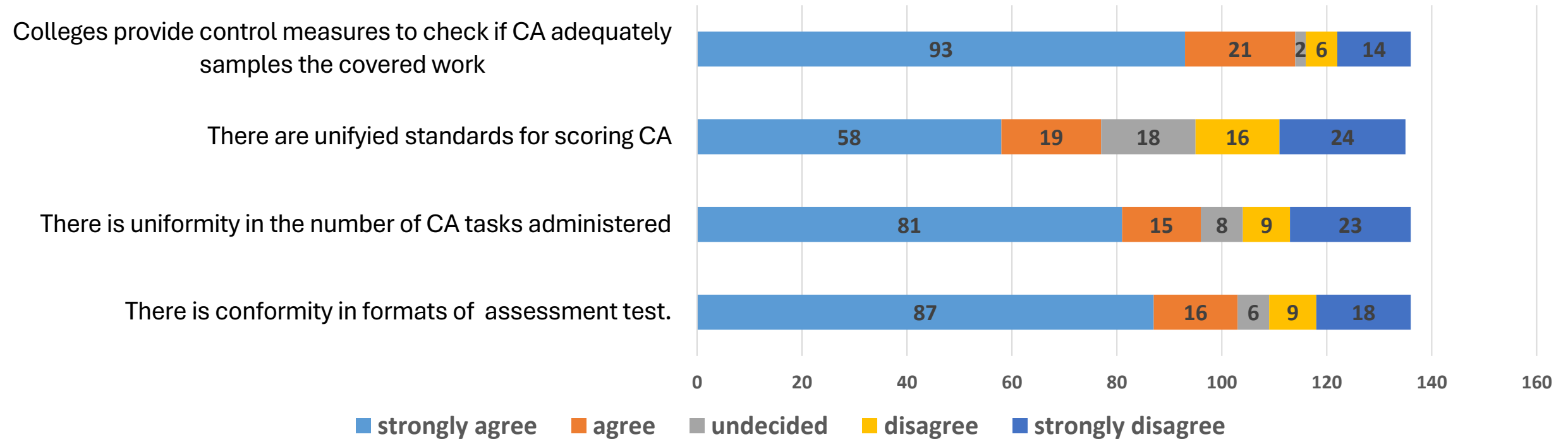
- The study used mixed research design.
- Data collection tool were Google forms.
- Targetted population were lecturers and students of Teacher Training Colleges (TTCs). This was because in Malawi integration of continuous assessment in the national assessment is practiced in the TTCs and currently rolling out in secondary schools.
- Convenience sampling was used, which captured 136 and 922 lecturers and students research participants.
- Quantitative data was analysed using Ms Excel and SPSS, while themantic analysis was used for the qualitative data

FINDINGS; Evaluating the Validity and Reliability of CBA in TTCs

- Quality Assurance measures are taken for college based assessment for valid components at the national level
 - Assessment tasks/examinations are validated by some authorised officer before they are administered.
 - External examiners assess quality of examinations papers including adequate sampling of syllabi
 - Examinations items are moderated by panel of subject experts
 - Grades/scores can be challenged by students and anonymous examiner is hired for remark
 - There are written guidelines unto which all assessment tasks adhere to
 - Grades/scores are presented and defended by lecturer before some panel.

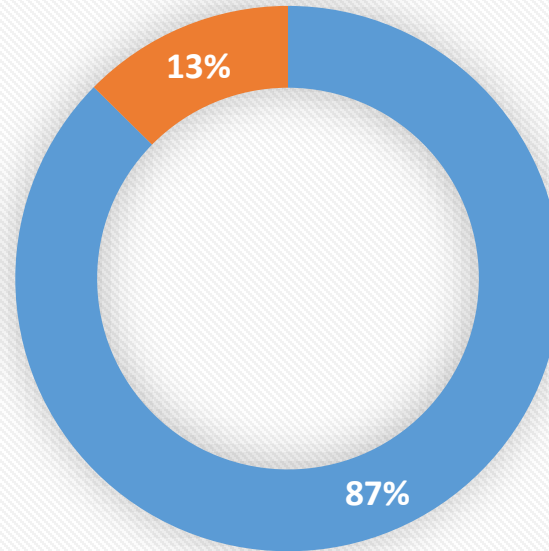
FINDINGS; Evaluating the Validity and Reliability of CBA in TTCs

LECTURERS' PERCEPTION OF CA



FINDINGS; Evaluating the Validity and Reliability of CBA in TTCs

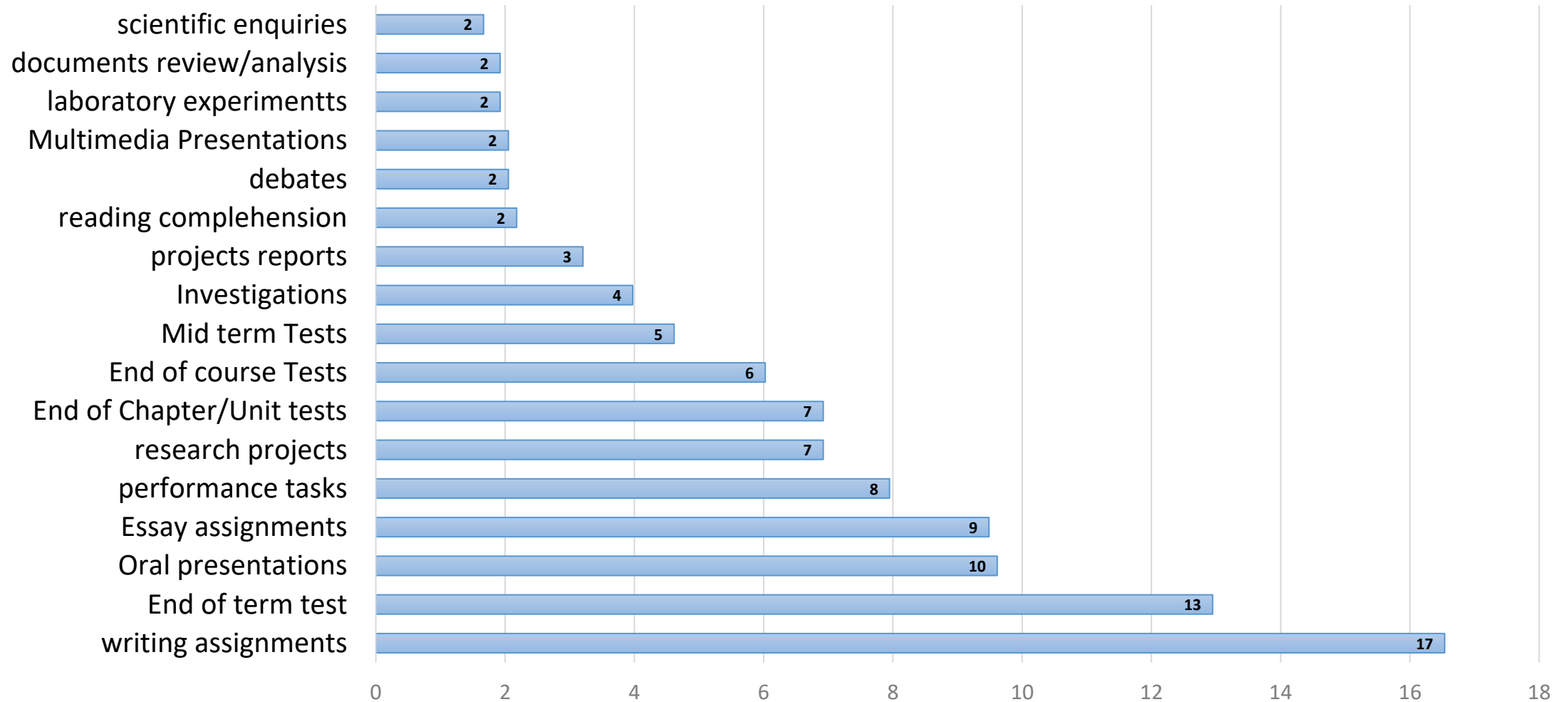
STUDENTS' PERCEPTIONS ON EXAMINATIONS



- College based examinations are perfectly managed such that malpractices are effectively controlled
- College based examinations are managed with a lot of negligence which make CA scores unreliable

FINDINGS; practices for integrating CBA in National Examinations

PERCENTAGES OF MOST USED ASSESSMENT METHODS



Findings; perspectives, concerns, and attitudes of key stakeholders in CBA

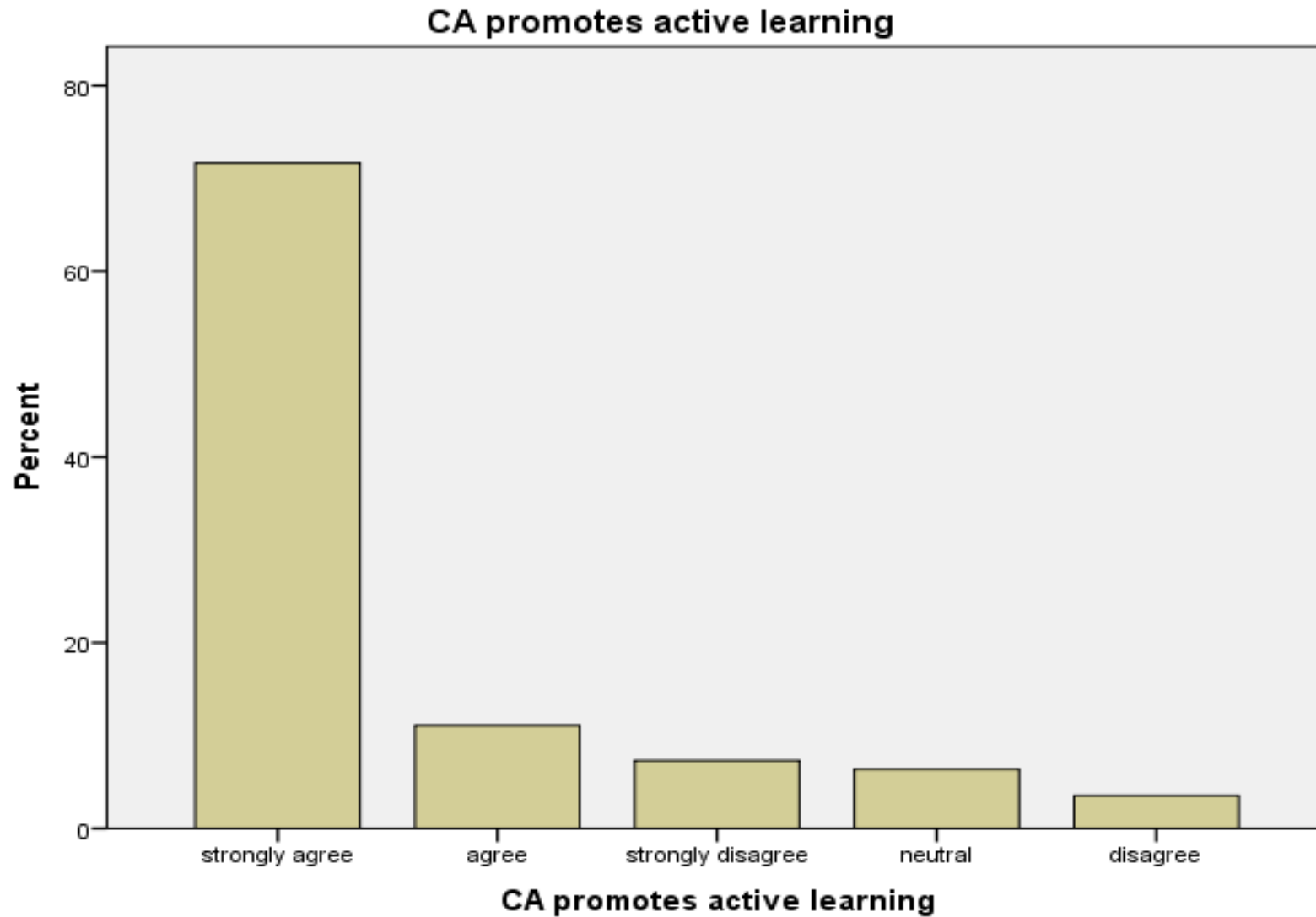
STUDENTS' TRUST IN LECTURERS

We have confidence in the integrity of our lecturers such that assessments are administered and marked processionalary (84%)

We have some lecturers who...

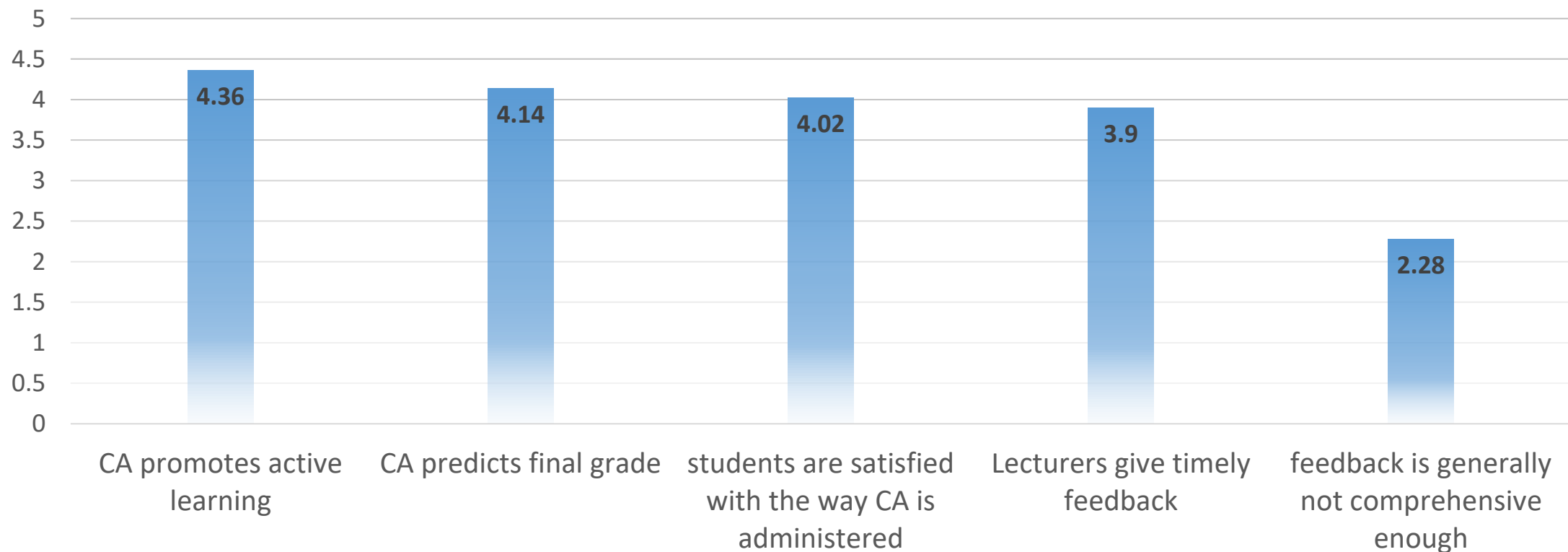
- We have confidence in the integrity of our lecturers such that assessments are administered and marked processionalary (84%)
- We have some lecturers who abuse CA for their own personal gains (16%)

RESULTS: perspectives, concerns, and attitudes of key stakeholders in CBA



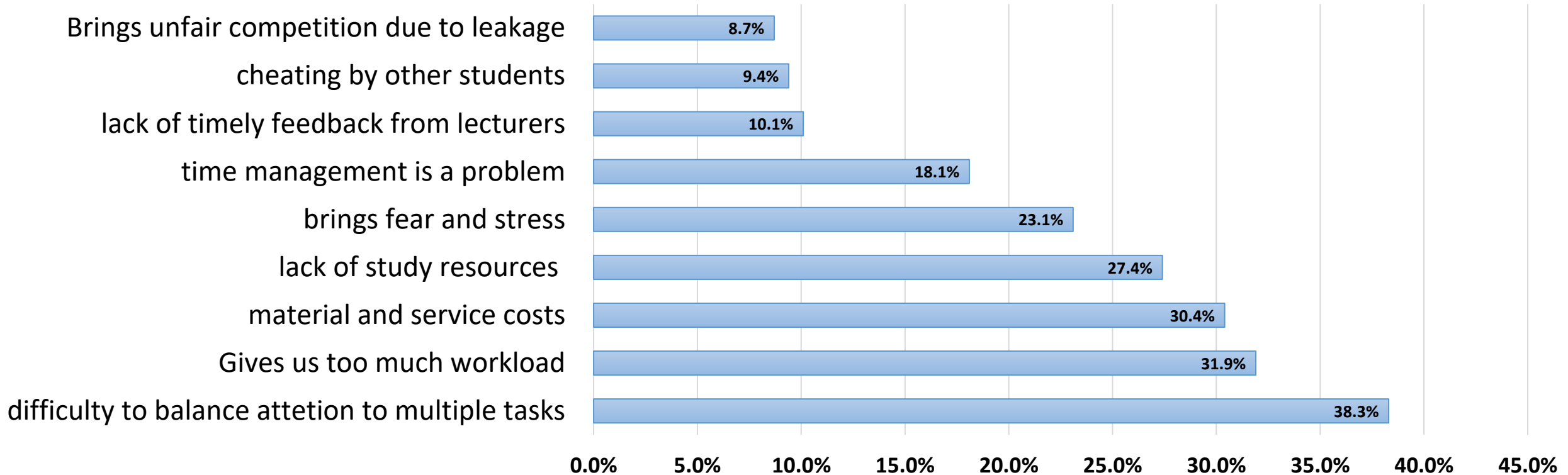
FINDINGS; perspectives, concerns, and attitudes of key stakeholders in CBA

STUDENTS' PERCEPTIONS ON CBA SCORES ON LIKERT SCALE OUT OF 5



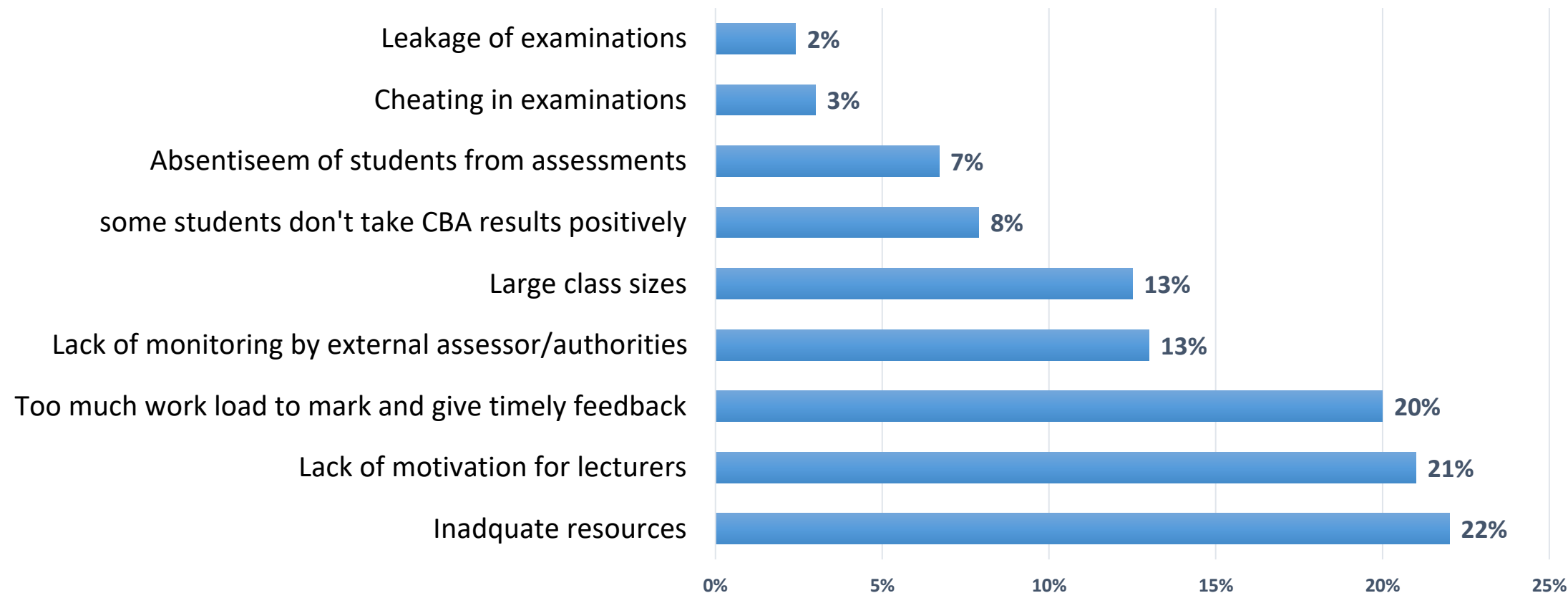
FINDINGS; perspectives, concerns, and attitudes of key stakeholders in CBA

CHALLENGES STUDENTS FACES AS THEY SIT FOR CBA



FINDINGS; perspectives, concerns, and attitudes of key stakeholders in CBA

Challenges expressed by lecturers



FINDINGS; Long Term Benefits of CBA

Development of critical thinking skills: Students learn to analyze and evaluate information, which is useful in professional and personal decision-making.

Preparation for the workplace: CBA helps students adapt to tasks requiring discipline, accountability, and time management.

Encouragement of lifelong learning: Continuous engagement with assessments cultivates a habit of regular study and self-improvement.

Skill enhancement: These assessments build practical skills like research, communication, and teamwork that extend beyond the academic environment.

CONCLUSION

The CBA study has revealed that both students and lecturers in TTCs in Malawi have very positive perceptions about it.

Stakeholders have confidence in the validity and reliability of CBA score because proper procedures are followed in their development and administration

Challenge areas for CBA includes high student to lecturer ratio, lack of incentive for lecturers and shortage of resources.

*Thank
you!*