Analyzing Barriers to the Application of Descriptive Evaluation in Terms of Educational Development and Academic Motivation of Elementary Students in Piranshahr Township

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ABSTRACT

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Keywords: descriptive evaluation, triple areas, evaluation tools, academic motivation and Iran.

Background: Descriptive evaluation pattern is a kind of qualitative evaluation that is running in Iran’s elementary education system since 2002-2003 academic year. Objective: This research which is performed by descriptive method in survey type is intended to recognize barriers to the application of this method in terms of academic development (cognitive, emotional and psychomotor), its tools and academic motivation. Results: two components e.g. “students’ learning is just for learning not to compete” and “students become sensitive toward their classmates’ learning” with the minimum average scores are introduced as barriers to the application of descriptive evaluation pattern in teachers’ viewpoint. Conclusion: Research indicates that running of descriptive evaluation pattern has some barriers in cognitive areas but the existence of barriers in emotional area is not approved.

INTRODUCTION

In Iran’s education system evaluation with current practices is related to more than 80 years ago. This kind of evaluation due to emphasizing on quantitative aspect and results instead of quality and process is criticized by scientific assemblies. In descriptive evaluation pattern instead of using traditional measure (0-20), students’ learning status is expressed qualitatively and different tools such as functional tests, portfolio, check list, formative and process evaluation, self-assessment and peer assessment are used [1]. The meaning of academic development is acquired information or skills about curriculum that usually are measured through examinations or signs or both of them settled by teachers for students [2]. Motivation is the most important factor that teachers can use for students’ learning improvement. Motivation means “the power of creating, maintaining and guiding the behavior” [3]. This research is intended to analyze barriers to the application of descriptive evaluation in terms of educational development and academic motivation of elementary students in Piranshahr Township, Iran, 2013-2014 academic year.

Method of research:

This research is practical in terms of goal and in terms of data collecting method it is descriptive in survey type. Statistical population contains all male and female teachers of elementary period in 2013-2014 academic year that total number of these teachers is equal to 480. Multi-level cluster sampling method is used. Data collecting tools are researcher made questionnaire (recognizing barriers in triple areas), descriptive evaluation tests and standard questionnaire of academic motivation.

Results:

First question: what are barriers to the application of descriptive evaluation in terms of academic improvement in cognitive area?
Results indicate that the most proposed fields in this area are some sentences such as “in this kind of evaluation concepts are not taught just to remember” and “student has self- judgment about learning.” Significant level is equal to (sig= 0.001) that is significant in (p<0.05) level. Thus with 99% confidence it can be approved that the recognized cognitive factors in descriptive part of first question are considered as barriers to the application of descriptive evaluation pattern and seriously these barriers should be removed.

Second question: what are barriers to the application of descriptive evaluation in terms of academic improvement in emotional area?

Results show that among barriers to the application of descriptive evaluation pattern in terms of academic improvement in psychomotor area the component “they tend to see at first and after exercising do it by themselves” has the minimum score with 2.34 average and is considered as the main barrier in this variable. Also the component “they pay more attention to practical things” with 2.47 average is the second barrier in this component.

Third question: what are barriers to the application of descriptive evaluation in terms of descriptive evaluation tools?

Results show that among barriers to the application of descriptive evaluation pattern in terms of academic improvement in psychomotor area the component “they tend to see at first and after exercising do it by themselves” has the minimum score with 2.34 average and is considered as the main barrier in this variable. Also the component “they pay more attention to practical things” with 2.47 average is the second barrier in this component.

Fourth question: what are barriers to the application of descriptive evaluation in terms of academic motivation?

Results show that among barriers to the application of descriptive evaluation pattern in terms of academic motivation the component “parents’ change of attitude led to my learning” has the minimum score with 1.35 average and 0.88 SD is considered as the main barrier in this variable, and the component “school is full of information and communication technology (ICT)” with 1.76 average and 0.82 SD is the second barrier in running this pattern. Results indicate that significant level is equal to (sig=0.000) that it is significant in (p<0.05), so it can be approved with 95% that recognized factors in evaluation in descriptive part of forth question are considered as barriers to the application of descriptive evaluation pattern.

Discussion and conclusion:

Results indicate that cognitive area is due to structural issues in running descriptive evaluation pattern in research society. Also it can be said that the structure of schools and teachers’ mental framework in past are as failure factors of this pattern. Results of this research are not consistent with research results of Kalhor [4], Razm Ara [5], and Black and William [6] in which descriptive evaluation leads to deep learning and self-assessment has important effect on academic improvement, but it is consistent with research results of Amiri [7] which specified that flexibility of descriptive evaluation and its area are not deep in students’ learning and is...
placed in lower levels. In explaining the research results it can be said that schools’ training patterns are following traditional frameworks yet and schools in the Township lack required facilities for practical lessons and these lessons are taught theoretically. Results of this research are inconsistent with research results of Moosavi [8] and Bahrami [9] in terms of descriptive evaluation effect in psychomotor area, but it is consistent with research results of Karimi [10] based on the effect of new method of descriptive evaluation on behavioral performance and students’ skill levels.

REFERENCES