

Revista Romaneasca pentru Educatie Multidimensionala

Romanian Journal for Multidimensional Education

ISSN: 2066 – 7329 (print), ISSN: 2067 – 9270 (electronic)

Coverd in: Index Copernicus, Ideas RePeC, EconPapers, Socionet, Ulrich
Pro Quest, Cabel, SSRN, Appreciative Inquiry Commons, Journalseek, Scipio,
EBSCO, CEEOL

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Revista Romaneasca pentru Educatie Multidimensionala, 2013, Volume 5, Issue 2,
December, pp: 119-129

The online version of this article can be found at:

<http://revistaromaneasca.ro>

Published by:

Lumen Publishing House

On behalf of:

Lumen Research Center in Social and Humanistic Sciences

The Role of Motivation in School Evaluation. Teachers and Students - Partners in the Assessment Process

Carmen Maria CHIȘIU¹

Abstract

School evaluation is one of the educational activities with a strong contribution to pupil's personality structure, especially to young pupils. We wanted this experiment to have an argument for an assessment conducted following the principles of humanistic psychology, where the teacher and the student are partners to prove what he/she knows and what he/she can do with the knowledge accumulated by the student. The proposed experiment is conducted in a 4th form, under various conditions: test paper in order to determine the expression of various capacities, without receiving a grade; announced assessment, unannounced evaluation with grades, which are taken into account at the end of the school situation. Sets of samples were used for evaluations, developed by Foundation for evaluation in education aiming curriculum core content and competencies. The results were interpreted and were used to demonstrate that the variables that increase motivation and performance are the optimal conditions for achieving assessment. The experiment confirmed that the motivation of performance occurs especially when the subject knows that his actions will be judged by a standard of achievement and the result of his action will be subject to assessment. It was also confirmed that the relation of partnership between the teacher and the students leads to better results. It is preferable that the student should be informed about school experiences and he should know their purpose.

Keywords:

performance motivation, school performance, partnership, optimal evaluation, evaluation source of teaching

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Conceptual

Motivation is considered as the set of dynamic factors that determine an individual's behavior. Motivation, according to, law of Yerkes - DODSON "proportional increases performance only up to a point, after which begins a stagnation and even a decline

Performance motivation is the desire to achieve successful performance in a valued social action. It is characterized by a tendency to do everything that can be done to get the best possible performance. This form of motivation has been studied a lot by D. Mc. Clelland and J. Atkinson. According to their observations it manifests itself especially when the subject knows that his actions will be judged by a standard of achievement and the result of his action will be subject for assessment.

School performance is identified with the results of school holding a maximum rank at a time. Evaluation is the process of obtaining information about the student's level of achievement of age-specific performance standards and discipline, of their materializing in order to develop assessments.

Internal evaluation is operated by the same person who was responsible for training.

External evaluation is performed by someone other than the one that was responsible for training.

Description of study–experiment

Theme Study

The impact on school performance which different levels of performance motivation have determined by evaluating and scoring paper (external evaluation, internal evaluation).

The problem considered in question

What is the level of academic performance achieved by students when they know that:

- their paper will be assessed by a strange person, the purpose is to establish the level of achievement of different capacities - Experiment 1;
- the paper will be assessed by the class teacher, the goal is to determine the level of achievement of various capacities - Experiment 2;

- the paper will be assessed by the class teacher, it will be assessed with a grade which will count at the end of the school situation; the test paper was not announced - Experiment 3;
- the paper will be assessed by the class teacher will be assessed with a grade that will matter at the end of the school situation, the test paper was announced the day before, experiment 4.

It is a motivation for performance the fact that the test paper:

- is designed to measure the achievement of learning objectives;
- will be assessed and marked by a stranger with a grade;
- will be assessed and marked by the class teacher, but unannounced;
- will be announced, assessed and marked by a qualifier that will be used to complete the school situation by the class teacher, or cause distress and therefore these issues reduce school performance? What role does the student prefer in the evaluation process? What is the optimal situation for his proximal manifestation?

The aims of the experiment

- Measurement of performance levels conducted by students in the 4 situations;
- Comparing the levels of performance achieved in the 4 cases;
- Capturing the causes variation in the level of performance in the experiment.

Hypothesis

According to studies conducted by D. Mc. Clelland and J. Atkinson, performance motivation occurs particularly when the subject knows that his actions will be judged by a standard of achievement and the result of his action will be subject to assessment.

Sample experiment

24 students of a 4th form, from a middle school in urban areas. It was used a sample improbable, of intentionality, considering, the 4th form as representative for small to middle school age. The sample became panel. The same group participated at the entire experiment.

The tools used

It was used a set consisting of 4 samples prepared by the Foundation for evaluation in education in an interdisciplinary manner, aiming to set mandatory levels for 4th grade, the subjects being Romanian language, mathematics and science, and a questionnaire that included 11 questions about students' opinion about the conduct of assessment in the classroom, the attitude of parents towards their school results in the perception that they had on-study experiment.

Description of experiment-study

Experiment 1. The first day was given a set of samples by an external evaluator, coordinator professor teaching practice, communicating to students that they will receive a written work in subjects as Romanian language, mathematics and science, work for which they will not be rated. It is intended to test the student's level 4th graders at the time.

Experiment 2. The next day the same set of samples was run by the class teacher, taking into account that each student receives other sample than that already worked. As far as the evaluation was concerned and the aim of taking these tests students were told exactly the same as in the previous examination.

Experiment 3. The third day the same set of samples was taken by the class teacher too, taking into account that each student should get another sample than those already worked. They are told that this time the papers would be evaluated, they would receive grades which would be listed in the class register and would contribute to the semester grade.

Experiment 4. The last day the same set of samples were given with the same concern as each student should get another sample, informing the students that they would be listed in the class register and help to end the situation half. The sample was announced the day before. The questionnaire was given the same day.

Data processing

In table T1 it is centralized the state scores obtained in the four cases.

T1. Table presenting the global situation of the 4 experiments

	Experiment 1	Experiment 2	Experiment 3	Experiment 4
Achieved score	750	762	771	618
Theoretical score	864	864	864	672
Percentage	86.80	88.19	89.23	91.96

The samples have fixed grid and the total score. Each experiment has its own set of 4 theoretical score because of different paging samples and differences in scores between samples. For each experiment we calculated a score achieved by summing the score of each student, after that we calculated the percentage of theoretical achievement score.

Data Interpreting

Under a psychological and pedagogical study, experiment, the diversity of human personality is one of the variables that cannot be kept under control, however we would like to make an interpretation of the data and the responses for assessment tests and questionnaires administered.

There is a growing level of performance achieved by the students:

- in Experiment 2 (internal assessment) from Experiment 1 (external evaluation);
- in Experiment 3 (assessment rating) from Experiment 2 (no rating assessment);
- in Experiment 4 (Assessment announced the day before) comparing with Experiment 3 (unannounced evaluation).

From the questionnaire responses we believe that between the expectations that they have related to the performance achieved when they know that the work is assessed by grade and when they know it will not be marked, 31% think they can work on as well, 58% believe they

can work much better when they are evaluated and 19% believe that the assessment inhibits them as they work less.

All children surveyed are students of the same teacher since the 1st grade. 83% declares that their teacher announces them most times when they will have a test paper and they love this, wishing most of the time of that their papers should be announced each time. Only two of them (17%) gave other answers, they may not have understood the semantic content of the words in the questionnaire.

About the attitude of parents towards the bad marks they receive, most (54%) confess they punish their children, neither rarely nor often. Relatively the same weight had those who are punished, rarely, often, never (15%). Not being specified what a bad grade mean, each had its own reference system. What we can say however, is that between parents and children interviewed there are normal relations, creating a healthy environment without that the fear of punishment to be the main aim in achieving performance.

The issues which most embarrassed them when they get bad marks were the shame for teacher and the dissatisfaction with self. "Self-dissatisfaction" expression of performance motivation on the one hand and, shame for the teacher" teacher unmet expectations, possible cause of image deterioration that the teacher has about it and thus reducing the chances of future performance. We think here of the phrase "I got the evil eye. "

We would have expected that external evaluation among the chosen sample to produce discomfort. They were softly spoken, they were explained the intended purpose, and the result was quite different. They found the first day as the most relaxed (Experiment 1). The most tensioned day seemed to be the one when they wrote the paper that was to be evaluated and which was not announced in advance.

Motivation for performance, a studied form of motivation studied a lot by D. Mc. Clelland and J. Atkinson, who observed that it occurs particularly when the subject knows that his actions will be judged by a standard of achievement and the result of his action will be subject for an assessment, prompted an increase in performance, but as shown by the experiment and tension. Another explanation of the state of relaxation from the first day could be the lack of motivation for

performance in the conditions when they were informed that the results would not be reported to the standard output and would not be noted.

For the last situation, when they wrote the paper that was to be assessed, the performance motivation caused tension but being mentally prepared, by having been notified, lessened the effect of disruptive tension, resulting in the highest level of performance. As their expectation was at maximum performance of the experiment we find no explanation. The participation at this experiment was fully perceived as pleasant and very enjoyable.

Conclusion

The greatest increase in performance, in fact the best results were obtained under conditions in which the paper was announced, the performance motivation representing an aim in the same direction with the psycho-emotional preparation performed prior to the announcement and its goal. This way, the humanist principles are respected, meaning that it is recommended that the teacher and the student are partners in the assessment process, both having the same goal: obtaining objective results, expressing the degree of acquisition of real knowledge and skills of training offered. From the questionnaire given it is observed the same thing: students prefer to be notified for written work. This confirms the hypothesis that performance motivation manifests particularly when the subject knows that his actions will be judged by a standard of achievement and the result of his action will be subject to assessment. It is obvious that the student manifests with the proximity required when he is required to participate actively and consciously in his self assessment, becoming a partner in his development as an individual.

Recommendations

Evaluation has a motivational value: desire for success, fear of failure which are important impulses to learning. The systematic success puts the learning motivation on an upward spiral, while repeated failure can lead to demotivation.

It's the teacher's power as for the student's results to determine him to support or reduce the effort depending on the dynamic results. Experience confirms that assessment creates excitement among students. What can we do to preserve the excitement of our students in the area of

proximal motivation? To create a psycho-emotional environment based on trust and respect, an eased environment.

To do this:

- Use a warm tone, quiet! Tension is transmitted to the student by teacher.
- Help them to make an impression of the complexity and the difficulty of tasks, to make them believe that they can successfully meet the requirements!
- Communicate to students the available time they have, but don't stress them about the over time!
- Give them all the instructions and explanations at the beginning of the test, then do not bother them!
- Create conditions so that there is no temptation to copy (sample sets consisting of 2 or 3 or 4 different topics, as many as you think necessary)! Thus there is no possibility for inspiration from neighbors and it will not be the case to warn or threaten them.

A psycho-emotional climate based on trust and support enables us to measure the student's real acquisition, not the tolerance for stress, as it happens under the circumstances of an assessment under pressure. Evaluation and self-evaluation are experiences that contribute to the formation of self-consciousness. The appreciation obtained by the student in school is assimilated, becoming a landmark in self-esteem in forming the self-image. School grades usually represent intelligence assessments. Dissociation of them in the eyes of students occurs only in higher forms. On the other hand, the appreciation of the teacher is endorsed by the class-group, it is reflected in the sphere of interpersonal relationships in the student's sociometrical status. Help them create a real image about themselves and their peers. (Popa, 2009)

The partnership between teacher and student assessment dialogue gives the opportunity of a dominant formative activities that can assess individual progress. We recommend that several aspects to take into account in the assessment dialogue:

- Formative assessment to be systematic and continuous, integrated in the act of teaching. It should be taken into consideration individual purchases without being compared to the norm group.

- In final evaluations, with the burden of proof, we should let students know our expectations expressed by performance descriptors. On one hand, students will be able to assess themselves and on the other hand they will be able to focus the efforts on their own expectations.
- Students should be taught to appreciate their own benefits as well as their colleagues'.

Example - Comment:

As many times as you can, give your students the opportunity to autocorrect their work through an interactive activity with the desk mate. When I say papers I do not mean strictly evaluation tests, but every independent task done by a student, it may be a test paper but not only. Each, in turn, reads to his colleague or explains him what he worked and makes his own corrections, helping or using the colleague's opinion. This way, the student not only that finds his own mistakes but he has a chance to explain his uncertainties that have caused the error. Why isn't it recommended that the colleague should correct his paper? Because he will see in his colleague a faultfinding. Using the recommended strategy the relationship between students will become one of support and mutual trust. They will be able to place themselves in the classroom, in their proper place, depending on the performance and the effort without aspiring to undeserved positions in the class hierarchy. They will learn to be comfortable with them and their achievements.

Evaluation can be a real source of teaching and learning opportunity. Most of the times while assessing, educators measure student performance, using marks or grades being neglected the decision, an evaluation process that extends the appreciation act in characterization, determination, recommendation and targeting measures to improve the work in stages. This can be a source of learning for the student.

Example-review: After an evaluation test it is recommended an analysis and interpretation of the results obtained using a matrix like the one shown in Table 2. (Popa, 2009)

T2. Assessment matrix

Nr	Student's name	Goal 1	Goal 2	Goal "n"	Acknowledgments. Recommendations
1	N.M.				
2	...				
3	...				

In one dimension (vertically) appear graders and on the other (horizontally) objectives assessed. To each student, we will either use percent (70%) or numeric expression (5 answers of 7), the success achieved by each student for each objective. Analyzing vertical results we can realize that the benchmarks targeted at grade level were not made in a measure to settle and it is recommended to be reintegrated in the unit next to be practiced. Looking horizontally, we can assess the level of achievement of each objective for each student and be able to make judgments and recommendations required for a development program or compensation. The next class will hold a differentiated activity. Students will be grouped according to the performance achieved and to that of catching up or development needs.

It will be made center-groups which come back to Objective 1, groups which return to Objective 2 and so forth. Spins can be made until each student reaches every recovery center group, depending on personal needs. Students who have achieved in the sample, all the goals can work in a development center or can be tutors in the offset groups, depending on the needs and desires which they express. Such an activity is a real way to differentiate, to center student's interests, to put him in the position of an active partner in their own development. (Chișiu, 2012)

Differentiation of learning in the decision as an assessment process is done from the perspective of:

- potential in terms of learning and performance achieved;
- the theory of multiple intelligences. Those with interpersonal intelligence will be satisfied by the interrelationship with the others. People with intrapersonal intelligence are able to develop a personal development program;
- in terms of motivation.

Those who are motivated by the challenge that new, difficult and complex problems create can choose the centers, others who are motivated by the recognition given by others and reward (praise) will accept the role of tutors. This teaching strategy will enable an accurate feedback performance by dividing the objective being pursued, it will make teaching evaluation to be completed which means the decision - each student the necessary recommendations to prevent backlogs at the same time makes it possible to consider evaluation as a source of and opportunity of learning.

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