

**SciVerse ScienceDirect**

Procedia - Social and Behavioral Sciences 29 (2011) 452 – 459

Procedia
Social and Behavioral Sciences

International Conference on Education and Educational Psychology (ICEEPSY 2011)

The study of effectiveness of descriptive evaluation in 1st and 2nd grade of primary schools in region 3 of Tehran

Ensieh Pouladi^a, Dr. Afsaneh Zamani Moghadam^b^a*M.A. Student in Educational Administration Science And Research Branch Islamic Azad University (Tehran, IRAN) encypouladi@gmail.com*^b*Educational Department Science And Research Branch, Islamic Azad University (Tehran, IRAN) afz810@gmail.com*

Abstract

Basic purpose of this study is investigating effects of evaluation on educational performance of primary school children in region 3 of Tehran. 164 teachers from simple random sampling is chosen. This study is applicable purposely and in "Descriptive" method is navigating. The tool was used in this study is researcher-based questionnaire. In this presumptive method, "K square" examination and independent sample t test and Levene's test has used for continuous measuring. Data analysis indicated: - descriptive evaluation decreases students' stress. - descriptive evaluation increases educational performance. - descriptive evaluation increases teachers' satisfaction.

© 2011 Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/3.0/).

Selection and/or peer-review under responsibility of Dr Zafer Bekirogullari.

Keywords: Stress, educational performance, teacher's satisfaction

1. Main text

1. Introduction

Educational organizations severely need to have their own programs evaluated to realize their objectives so that it can be cleared to how well the operations and measures are compatible with their predicated criteria and standards. Educational evaluation is a method to compare current situation with desirable one. In general, two basic quantitative and qualitative evaluations are employed to evaluate the achievement of the students.

2. Presenting the problem

In traditional method to evaluate the students' learning level, quantitative criteria are applied. This method has its own shortcomings including:

- ✓ harassing examinations and scores;
- ✓ paying less attention to the educational activities and attempts while paying too much attention to successfulness;
- ✓ separating learning from evaluation;
- ✓ paying no attention to the learning problems or barriers and merely considering the final scores; and
- ✓ being restricted to evaluating students and data. (Bazargan, Abbas, 2003)

Descriptive evaluation plan, known as Qualitative Evaluation aiming at removing scores, is an innovative experience resulted from action, now is being conducted at the primary school level in Iran. This plan was implemented and evaluated in the form of a pre-test in 2002-03.

Among its merits, the followings can be mentioned (Hasani, Muhammad, 2006):

- ✚ reducing the anxiety and rivalry among students;
- ✚ rising students' interest in learning and teaching level of teachers;
- ✚ considering continuous processing evaluation; and
- ✚ paying attention to deep-learning

3. Importance & Necessity of the Research

Regarding this fact that traditional evaluation aged 80 in our country, the education authority has turned to descriptive evaluation in order to remove and compensate the shortcomings of traditional method and this plan is an innovative one in educational system nationwide. Thus, assessing to what extent the respected goals are realized and detecting the existing gap between what has been expected and what has been practically realized is considered very important in this study. Therefore, recognizing the problems and barriers on the way of descriptive evaluation and presenting corrective treatments to remove the current failures is very critical in promoting the educational objectives through the country. (Seif, Ali Akbar, 2003)

The aim of this research is to survey the effectiveness of using descriptive evaluation in the primary schools in Iran in such a sense that how well educational system has been successful in achieving its goals through applying this method in the primary schools.

4. The History of Research in Iran & the World

Van Evera in (2004) had a research conducted, whose results showed that the feedback of quantitative evaluation creates significant increase in the personal proficiency of students studying in junior high school.

The investigations done by professor Paul Black & Dylan Wiliam (2001) suggest the positive effect of constructive measurement or measuring for learning on learning process of students as well as their promoted learning –

instructing process. Measuring for learning, emphasizing the needs of the students while not focusing on exam-based learning, causes learners learn better.

Akbar Rezaei in (2006) conducted a research, titled by '*the effect of descriptive evaluation on cognitive, affective, mental-motor features of the grade 3 students studying in of primary schools in Tehran.*'

Samad Razmara had a research in (2006) by the title of '*a study on the role of descriptive evaluation in reducing students' anxiety and their achievements.*'

5. Research Questions

The questions raised for this research are as following:

Q I: *Does descriptive evaluation reduce the students' stress at primary school level?*

Q II: *Does descriptive evaluation improve the students learning at primary school level?*

Q III: *Does descriptive evaluation increase the satisfactory level of the primary school teachers?*

6. Research Method

In this study, the research method is a descriptive -survey. To collect data, a research-made questionnaire containing 22 questions was used. To measure the validity of the questionnaire, various procedures and as usual, concerned references and similar researches were corporate in addition to the experts' views. Since the questionnaire was designed in the form of Likert Scale and in fact, it is an attitude-testing one, the most suitable method to measure the validity coefficient is Cornbach- α coefficient. The validity coefficient for this questionnaire was 0.877 which is between good and acceptable reliabilities.

Statistic population in this research consisted of 278 primary school teachers teaching at 1st and 2nd Grades classes in educational district 3 in Tehran in educational years of 2010-11. 164 out the above subjects were randomly selected based on Morgan Standard Table through a simple random sampling method to regard the confidence level of 95% ($\alpha = 5\%$).

To describe the data; frequency distribution table, percentage, central indexes like *Mean*, *SD* were used while an single-sample *t*-test, independent-group *t*-test and Levene test were used to analyze statistic data.

7. Results

Q-I: *Does descriptive evaluation reduce the students' stress at primary school level?* (Questions 1-8 of the questionnaire)

Regarding Table 1-4, %92.7 of male teachers and %89.1 of female teachers assessed the effect of descriptive evaluation on reducing the stress of primary school students high and very high; respectively, which indicates the desired effect of descriptive evaluation on decrease of the students' stress.

A single-sample *t*-test was used to answer to the Q-I: '*Does descriptive evaluation reduce the students' stress at primary school level?*'

Table 1: Frequency distribution and percent of (male & female) teachers’ answers on the relationship between descriptive evaluation and stress reduce in primary school students

answers Reduced stress		Very high	High	medium	low	Very low	total
		Male teachers	Frequency	19	57	5	1
	percent	%23.2	%69.5	%6.1	%1.2	%0	%100
Female teachers	Frequency	18	55	8	1	0	82
	percent	%22	%67.1	%9.8	%1.2	%0	%100
Total		37	112	13	2	0	164

Table 2: mean and standard deviation of descriptive evaluation on reduced stress and *t*-test

Variable	Mean	SD	<i>t</i> -test	Meaningfulness Level
descriptive evaluation on reduced stress	4.56	0.709	7.1	0.001

As the findings of the above tables show, the mean of descriptive evaluation on reduced stress is 4.56 which was on the scale 5-choice of the Likert Scale; very high=5, high=4, medium=3, low=2, and very low=1. Single-sample *t*-test showed the difference of mean of this variable, 3.5, significant ($t= 7.1, df= 162, P<0.001$) which indicated that descriptive evaluation reduces the primary school students’ stress.

Q II: *Does descriptive evaluation improve the students learning at primary school level?*

Frequency distribution of scores and the diagram of descriptive evaluation on students’ learning improvement are as follows:

Table 3: Frequency distribution and percent of (male & female) teachers’ answers to the relationship between descriptive evaluations on students’ learning improvement in primary schools

answers learning improvement		Very high	High	medium	low	Very low	total
		Male teachers	Frequency	4	68	9	1
	percent	%4.9	%82.9	%11	%1.2	%0	%100
Female teachers	Frequency	7	64	10	1	0	82
	percent	%8.5	%78	%12.2	%1.2	%0	%100
Total		11	132	19	2	0	164

Considering the above table 87.8% of male teachers and 8.6.5% of female teachers assessed the effect of descriptive evaluation on learning improvement of primary school students high and very high; respectively, which indicates the positive effect of descriptive evaluation on students' learning improvement.

To reply to this question which asks whether descriptive evaluation on the students learning improvement at primary school level; a single-sampling t-test was used.

Table 4: mean and standard deviation of descriptive evaluation on *learning improvement* and *t-test*

Variable	Mean	SD	t-test	Meanfulness Level
descriptive evaluation on learning improvement	4.05	0.809	6.75	0.001

As the findings of the Table 4-5 show, the mean of descriptive evaluation on students' learning improvement is 4.05 that was on the scale 5-choice of the Likert Scale; very high=5, high=4, medium=3, low=2, and very low=1.

Single-sample *t*-test showed the difference of mean of this variable, 3.5, significant ($t= 6.75, df= 163, P< 0.001$) which indicated the positive effect of descriptive evaluation on students' learning improvement.

Q III: *Does descriptive evaluation increase the satisfactory level of the primary school teachers?*

Regarding the gained results from investigating about the relationship between descriptive evaluation with the satisfactory level of the primary school teachers, the frequency distribution of scores and the related diagram are as following:

Table 5: Frequency distribution and percent of (male & female) teachers' answers to the relationship between descriptive evaluations on teachers' satisfactory in primary schools

answers teachers' satisfactory		Very high	High	medium	low	Very low	total
		Male teachers	Frequency	17	59	6	0
	percent	%20.7	%72	%7.3	%0	%0	%100
Female teachers	Frequency	16	58	8	0	0	82
	percent	%19.5	%70.7	%9.8	%0	%0	%100
Total		33	117	14	0	0	164

In order to reply to this question asking 'if descriptive evaluation increases the satisfactory level of the primary school teachers', a single-sampling *t*-test was used.

Table 6: mean and standard deviation of descriptive evaluation on teachers' satisfactory and *t*-test

Variable	Mean	SD	<i>t</i> -test	Meaningfulness Level
descriptive evaluation on teachers' satisfactory	4.59	0.709	7.65	0.001

As the findings of the Table 4-5 show, the mean of descriptive evaluation on teachers' satisfactory is 4.59 that was on the scale 5-choice of the Likert Scale; very high=5, high=4, medium=3, low=2, and very low=1.

Single-sample *t*-test showed the difference of mean of this variable, 3.5, significant ($t = 7.65$, $df = 163$, $P < 0.001$) which indicates that descriptive evaluation increases primary school teachers' satisfactory.

8. Discussion and Conclusion

The results of the Q-1 of the research that was about the relationship between descriptive evaluations with the decrease of students' stress show that descriptive evaluation reduces the primary school students' stress. Along with this finding, an investigation was conducted about descriptive evaluations in Yazd Province in educational year of 05-2004. The results of sounding out reveal that 75 percent of executers (teachers) are agreed with the plan and pointed to the positive traces such as reduced stress, increased learning output, and raised qualitative level of learning.

Another research on the correlation between descriptive evaluations titled by "*A Report on the Experimental Implementing of Descriptive Evaluation in Elected Schools Nationwide in Educational Year of 2003-04*" was done. In this report, the decrease of stress has been reported as one of the most important results.

Hoffman (1999), in his research, pointed to this fact that too much emphasizing on the students and the outdated traditional teaching and evaluation methods are among main causes of life quality loss in schools and the health level of students.

The Results of the Analysis of Q-II of the research that was about the relationship between descriptive evaluations with students' learning showed that descriptive evaluation causes students' learning improve in primary schools.

An investigation titled by "*Surveying Teachers' Attitude & Patents' Attitude toward Applying Descriptive Evaluation in 1st & 2nd Grade Students Studying in Primary schools in Tehran in educational Year of 2004-05*" was conducted which aimed at surveying the effect of descriptive evaluation on improving students' behavior and learning, spiritual & mental health as well as parents' interactions with schools and the difficulty of teachers among implementers in schools of educational districts 1, 5, 9, 12, 16 in Tehran (totally 25 teachers & 325 parents). Along with this finding, in (1997), in England, a group of those experts in educational evaluation/assessment under the supervision of Paul Black and Dylan Wiliam found in an investigation that continuous evaluation promotes improvement standards and this is more critical for the students with fewer abilities.

The Results of the Analysis of Q-III of this research showed that descriptive evaluations are a promising reason for the increase of teachers' satisfaction of primary school. Along with this, a research under the title of "*Surveying the Satisfaction Level of Teachers' and Parents' with the Implementing Descriptive (Qualitative) Evaluations in Primary Schools of Isfahan Province in Educational Year of 2007-08*" has been conducted and the mean of teachers' satisfaction was above the medium level(3).

References

- 1- Abou mohammadi.M,Khanghaei.B(2005) Study of primary schools teachers' view about descriptive evaluation in Yazd Province MA.thesis,Yazd university
- 2- Bazargan , Abbas (2003) Some New Mthods in Measuring Learned and Apllying Them in Educational Evaluation, Tehran. Tazkiyeh Press.
- 3- Black.P (2004) working inside the black box.Phi delta kappa September 12(4)
- 4- Black .P & William .D (1998) Inside the black box : Raising standards through classroom Assessment. London: king college.
- 5- Hargreaves, Eleanore , Cambridge Journal of Education, v35 n2 p213-224 Jun 2005
- 6- Hassani.M , Ahmadi (2005),Descriptive evaluation:The new pattern in educational evaluation,Fist ed.Madreseh Press
- 7- Razm Ara.Samad.(2006)study of the role of descriptive evaluation in decrease student's stress and educational improvement in Tehran primary schools, MA thesis,Payam-e noor University
- 8- Rezaei.Akbar(2006) effectiveness of descriptive evaluation on 3d grade of elementrey schools students' cognitional,emotional and psychological properties.PhD thesis,Allameh Tabatabai university

- 9- Seif, Ali Akbar, (2003) Educational Measurement, Assessment, and Evaluation, 3rd edit, ehran, Dowran Publication