

The Influence of the Teachers' Gender and Working Experience on the Monitoring and Evaluation of the High School Students' Achievements in the Republic Of Macedonia

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Abstract

The processes of didactic innovation of the objectives, contents and methods for pure realization of the teaching process, embrace the component for monitoring and evaluation of the students' achievements. Actually, as all the other changes in the teaching process are caused, not only by the new understanding of the education sciences, but also by the large economical, cultural, social and political changes in our society, so is the system for monitoring and evaluation of the students achievements greatly influenced by the social evaluation system, as its subsystem. The society, whose previous (socialistically based) evaluation system fell apart, hasn't managed to build new evaluation system yet, adequate to all the other changes in it. What will the testing and the assessment be like in one school or in the teaching process in a specific school subject, depends greatly, and very often only (no matter of the demands of the normative acts by which they are regulated), on the way they are taken into consideration by the teachers in that school, what kind of teaching they perform as well as how they teach the students and how the students learn. This is the reason why in the frames of this research we study the impact of the gender and working experience of the teachers on the already existing system's functionality for monitoring and evaluation of the high school students' achievements. In that order, 110 teachers from different nationalities from the area around municipality Gostivar are surveyed, bearing the fact that the highest percent of them 56,25% still prefer the oral examination, and also the percent is highest 67,76% among those focused on the examination of the reproductive knowledge. The reforms that are carried out in the frames of the educational system of the Republic of Macedonia need thorough researching of the current condition and the reasons that generate the previously mentioned condition, as well. These researches contribute in greater orientation towards the quality of the students' achievements and the studying processes as well, but not only towards the studying results, i.e. in the focus of the studying process appear the educational outputs which enable students acquiring competencies.

Keywords: Evaluation, students' achievements, Curriculum, Didactic innovations

1. Introduction

Many well-known authorities in this particular field indicate towards the need of thinking about the assignation, methods and forms for examination and assessment of the students' achievements which come as a result from the new understanding about the knowledge, learning and studying as well. (Vilotijevikj, 2004). They claim that in the frames of the overall changes in the educational systems in the world, changes in the monitoring, examination and evaluation system should be included. They also think that while constructing a new system for monitoring and evaluation of students' achievements, it is obligatory to start from the inseparable unity of the basic components of the educational process and above all from the mutual correlation of the basic concepts: studying, learning, knowledge, examination and assessment.

The need for a new doctrine, new paradigm or a new culture in the field of monitoring and evaluation of the students' achievements is a subject that has been talked about in the last fifteen years in our country, and not only it is talked about more often, but certain changes are already started or are being introduced. It is about a process of transition from the traditional and psychometric towards process-oriented or pedagogical – psychological approach in the monitoring and evaluation of the students' achievements. (Adamcheska, 1997)

The process-oriented approach in the monitoring and evaluation of the students' achievements starts from the process-oriented and process of understandings of the knowledge, learning and studying. The aim of this approach is to provide the students building knowledge and skills based on feedback which enables improvement in the studying and getting better results as well. That is why, one of the tasks of the process-oriented approach is to elaborate and describe the processes that are happening in the frames of a certain activity and to become aware of how different types of knowledge are constructed in order to be able systematically to

motivate themselves during the learning process, while being monitored and examined. Because of that the monitoring and evaluation of the students' achievements in the process-oriented approach has first of all diagnostic and formative nature. (Andreev, 1995)

In this case, subject of monitoring and evaluation are not only the students' learning results, but also the various cognitive processes which enable them to acquire new knowledge. This means that, it is examined how the student thinks, plans and resolves problems, how the student studies, thus emphasizing the process over the result i.e. it is important the student to learn to study, to acknowledge, to build new knowledge and skills on its own and not only currently acquired knowledge.

Other feature of this approach is that it has the individual in the center i.e. the student and his/her personal development. The development of the student's competencies is observed and evaluated within these frames. That is because in the core of the contemporary learning concept is the individualized cognitive learning process i.e. the individual's improvement in acquiring knowledge, which results in directing the examination of the knowledge and other achievements towards monitoring of its complex individual result. (Grgin, 1989)

That is one more significant feature of this way of monitoring and evaluation of the individual's achievements i.e. his/her comparison with himself/herself. i.e. comparing the current achievements with the achievements at the beginning of their studying.

According to this approach, the monitoring and evaluation of the achievements is carried out in context similar or close to the daily routines, through the following ways:

- Practical examination and assessment- while emphasizing the testing of the student's capability to apply the knowledge and skills in concrete problem situations, for instance: using of microscope, playing an instrument, delivering and applying of information, data collecting, processing and analyzing, etc.
- Portfolio usage.
- Group assessment of the team work results i.e. cooperative studying in group or pairs with a special accent on every student's contribution, member of the group.

This kind of understanding leads towards abandoning of the psychometric-based monitoring and evaluation of students' achievements through knowledge tests, while emphasizing the motivation of the intellectual development and connection between the studying and learning with evaluation while pointing out that the evaluation is not an obstacle in the process of learning but its integral part. Here we speak about fundamental changes in the understanding of series of subjects, connected to the monitoring and evaluation of the students' achievements.

What will one teacher apply in his/ her work, depends on their dominant explicit or implicit understandings for the concept of the curriculum, students understanding about the learning process i.e. how they should study and acquire new knowledge, skills and abilities, but most of all, what kind of concept the teacher has for the knowledge at all, and for the knowledge that students should acquire with the teacher's help, as well. (Marentic -Pozarnik, 2000)

2. Research design

The research conducted in the frames of this study is designed as applied research.

In this research the descriptive method is used in the part of description of the results got from the researching of treated pedagogical phenomena by which we insist on presenting the characteristics of these phenomena. With an aim for complete acquaintance with the legitimacy of the pedagogical phenomena, we intend to find the causal connection. In that order we use the causal method.

The research is established on the systematic non experimental observation. Considering the fact that the collected data are about high school teachers' attitudes, the evaluation scales are used as main instruments.

In the frames of this research the character of the independent variable has: the gender and the working experience. (up to 10 years, from 10-30 years and above 30 years).

Whereas, dependent variables are: the evaluation criteria (whether the teacher has or hasn't got own assessment standards), evaluation techniques, as well as monitoring components, examination, assessment and evaluation.

Considering the importance of this research, the data collection is carried out in two phases.

In the first phase, an insight of the pedagogical record (evidence) of the sample schools is conducted thus data about the level, planning and using of certain forms and ways of the evaluation system in the high schools are collected.

In the second phase, the data are collected through questionnaires given to teachers in all the sample schools.

3. Research sample

The research sample is stratified, simple, random sample, which includes the high school teachers in the area around municipality of Gostivar.

Table 1 Research sample

Nationality	Macedonian	Albanian	Turkish	All
High school				
Comprehensive school	15	30	5	50
Secondary Medical school	3	6	1	10
Secondary School of Economics	11	11	3	25
Secondary Technical school	11	11	3	25
All	40	58	12	110

4. Hypotheses

General hypothesis:

H0: There is a difference in the criteria, components and the techniques of evaluation compared in regard to the teachers' working experience and gender

Alternative hypotheses:

H1. Secondary school teachers do not have stated own standards for measuring students' knowledge and achievements.

H2. Secondary school teachers do not observe (monitor) and evaluate all the components of students' work and studying.

5. Results

Table 2 gives data about teachers' attitudes in regard to the evaluation criteria

Table 2 Assessment criteria analysis

Indicators	Strongly disagree		Partially agree		Strongly agree		No answer		All	
	f	%	f	%	f	%	f	%	N	%
1. I have created own standards about what one student is supposed to know to get a certain grade	1	0,89	40	35,71	71	63,39	0	0,00	112	100,00
2. I don't have certain assessment standards because I act based on my experience and role models of teachers during my schooling, as well.	49	43,75	35	31,25	15	13,39	13	11,61	112	100,00

Based on the results, it can be concluded that the already existing monitoring and evaluation system for students' achievements speaks about absence of criterion assessment based on educational standards i.e. clearly defined meaningful and process-objective educational goals. Namely, the data which show that 63, 39% from the teachers have created own monitoring and evaluation standards for students' achievements, confirms this fact.

In Table 3 are presented data about teachers' attitudes in regard to the assessment components

Table 3 Analysis of the assessment components

Indicators	Strongly disagree		Partially agree		Strongly agree		No answer		All	
	f	%	f	%	f	%	f	%	N	%
1. I assess students' knowledge	2	1,79	24	21,43	76	67,86	10	8,93	112	100,00
2. I assess students' interests about the subject	1	0,89	33	29,46	74	66,07	4	3,57	112	100,00
3. I assess students' working habits (how they work, study, do homework)	3	2,68	38	33,93	70	62,50	1	0,89	112	100,00
4. I assess the knowledge in regard to students' abilities (students who have bigger capacity and they don't use it get lower grade compared to students who gave the same or similar answer but have lower learning capacities)	10	8,93	64	57,14	34	30,36	4	3,57	112	100,00

Based on the acquired data it is noticeable that the teachers are trying to take into consideration not only the students' knowledge 67, 86% but also the students' interests 66, 07% and habits 62, 50%. They only pay less attention to students' abilities 30, 36%.

Namely, it is not the same whether one teacher asks questions for a detailed and precise reproduction of the material given in the textbook (what usually includes facts, definitions, rules, definitions etc.) or asks students to show how they understand the learned lessons, how much they are able to apply them in new situations, how they interpret and illustrate them through examples, also to give their own opinions and attitudes in regard to certain issues, to relate the knowledge from different subjects etc. Of course, it is not negligible which method will the teacher use.

In Table 4 is presented data about teachers' attitudes in regard to the techniques which are used for evaluation of the students' achievements.

Table 4 Analysis of the evaluation techniques

Indicators	Strongly disagree		Partially agree		Strongly agree		No answer		All	
	f	%	f	%	f	%	f	%	N	%
1. Oral examination	3	2,68	41	36,61	63	56,25	5	4,46	112	100,00
2. Examination through tests	8	7,14	50	44,64	52	46,43	2	1,79	112	100,00
3. Micro tests (five minutes examination)	15	13,39	60	53,57	23	20,54	14	12,50	112	100,00
4. Examination through essay writing	20	17,86	54	48,21	28	25,00	10	8,93	112	100,00

Based on the data analysis about the evaluation techniques usage it is noticeable that further on the oral examination 56, 25% and examination through tests 46, 43% take considerable place in the evaluation of students' achievements, while the micro tests (five minutes examination) 20, 54% and examination through writing essays 25% are considerably less applied, although their usage (application) can greatly improve the quality of the educational process.

Aiming to diagnose the differences in teachers' attitudes according to their working experience, the Hi-square test is applied, and the data collected are presented in Table 5 and Table 6.

Table 5 Differences in the teachers' attitudes in regard to their working experience

Indicators/ Working experience	Less than 10 years	From 10 -30 years	More than 30 years
1. Evaluation criteria			
1.1. I have made my own standards what is the student supposed to know for every grade	2,65	2,54	2,57
1.2. I don't have evaluation assessment standards, because I act based on my own experience and the role models of the teachers during my schooling	1,55	1,88	1,57
2. Evaluation components			
2.1. I assess students' knowledge	2,74	2,71	2,86
2. 2. I asses students' interests about the subject	2,72	2,62	2,83
2.3. I asses students' working habits (how they work, study, do homework)	2,62	2,60	2,86
2.4.I asses the knowledge in regard to students' abilities (students who have bigger capacity and they don't use it get lower grade compared to students who gave the same or similar answer but have lower learning capacities)	2,21*	2,35	1,86
3. Evaluation techniques			
3.1. Oral examination	2,57	2,63	2,29
3.2. Examination through tests	2,39	2,49	2,29
3.3. Micro tests (five minutes examination)	2,07	2,16	1,71
3.4. Examination through essay writing	2,07	2,18	1,86

If a ranging of the indicators is carried out based on the teachers' attitudes, the only difference that can be noticed is that, in regard to the teachers' working experience there is a connection with the evaluation of the students' abilities, and that is on the level of significance from 0, 05 degrees of freedom, while on the level of

significance from 0, 01 degrees of freedom there is no difference between the teachers' attitudes in regard to the working experience.

Table 6. Differences in the teachers' attitudes in regard to the gender

Indicators/ Gender	Male	Female
1. Evaluation criteria		
1.1. I have made my own standards what is the student supposed to know for every grade	2,58	2,68
1.2. I don't have evaluation assessment standards, because I act based on my own experience and the role models of the teachers during my schooling	1,64	1,68
2. Evaluation (assessment) components		
2.1. I assess students' knowledge	2,71	2,75
2. 2. I asses students' interests about the subject	2,65	2,69
2.3. I asses students' working habits (how they work, study, do homework)	2,54	2,65
2.4.I asses the knowledge in regard to students' abilities (students who have bigger capacity and they don't use it get lower grade compared to students who gave the same or similar answer but have lower learning capacities)	2,28	2,15
3. Evaluation (assessment) techniques		
3.1. Oral examination	2,51	2,60
3.2. Examination through tests	2,48	2,31
3.3. Micro tests (five minutes examination)	2,10	2,06
3.4. Examination through essay writing	2,02	2,13

According to the results it can be seen that there is no statistical significance in any indicator of the difference in the teachers' attitudes from male and female gender.

6. Discussion

The results of the analysis of the teachers' attitudes in regard to the evaluation criteria which show that the teachers make their own evaluation standards for the students' achievements indicate on absence of the criterion – oriented evaluation based on clearly defined meaningful and educational goals.

This results in:

- Discrepancy of the evaluation criteria even among teachers teaching the same subject and from the same school
- it opens space, the students' evaluation and improvement to be carried out with the help of so called normative or statistically deducted criteria i.e. based on the results from certain testing where the grade of each students is dependent on the grades of all the other students
- the collected data speak about giving complete freedom to the teachers in confirming of the evaluation criterion, and that means over-confidence in the teachers' professional competency in regard to this significant question and even bigger responsibility for the validity and objectivity of the grades that are assessed by the teachers based on their own criteria.

According to this we can conclude that the normative evaluation takes dominant place in the teaching practice i.e. assessment based on empirically deducted norms by using informal knowledge tests proclaimed as criteria which takes care more about the group capabilities and potentials, and not for its individuals.

As a result to this, the hypothesis that the secondary school teachers does not have determined standards for measuring of the students' knowledge and achievements.

If we analyze carefully the collected data as attitudes shown by the teachers about the components it is noticeable that the teachers do not have same treatment towards all the evaluation components.

Namely, evaluation of the interests wishes and needs present a much significant component, because it is well known that "the individual is as rich as his needs are rich". But the inclusion of the abilities in the evaluation process leads towards holistic approach which means transition from partially towards complete examination and assessment. (Gojkov, 1997)

This kind of approach means expansion of the observation object, examination and assessment, whereupon more and more are being observed, the cognitive processes are being examined and assessed through many competencies while emphasizing that the process is more important than the result, because it is more important the student to learn to study, to build own new knowledge and skills, and not only if the student acquired some knowledge at the time being. (Jordan, 1996)

According to the previously said, it can be concluded that the secondary school teachers do not observe and evaluate all the components of the students' work and studying, by which the set hypothesis is confirmed.

Based on the data analysis it can be noticed that the teachers show different attitudes and opinions about the applying of the evaluation techniques.

Micro tests i.e. five minute examination is considerably less present although experiences show that it

has many advantages, for instance:

- It puts students in a condition of constant activity
 - enables measuring of productivity and efficiency of the lesson
- enables continuity in the students' observation and improvement and increases the metric value of the grade

From here, we can conclude once more that the teachers most often ask their students to show declarative knowledge, i.e. remembering facts and generalizations and eventually to give some most necessary explanations or illustrations with examples.

According to the analysis, the hypothesis that the secondary school teachers do not apply all the evaluation techniques offered by the dokimology is confirmed.

The results presented in Table 5 and Table 6 aimed to show whether there is a difference in the criteria, components and evaluation techniques in regard to the teachers' working experience and gender. Hi-square test applied for data analysis does not show statistically significant difference in regard to both of the variables.

According to that, it can be concluded that there is no difference in the evaluation criteria, components and techniques in regard to the teachers' working experience and gender, which leads to hypothesis rejection.

7. Conclusions and recommendations

According to the research results it can be concluded that in the secondary schools the traditional approach in students' examination and assessment achievements dominates, where teachers mostly use various methods of oral and written examination, and much less they use methods for practical examination of knowledge through solving authentic tasks.

For that cause, it is recommended:

- Making new book of rules for observing, examination and evaluation of secondary school students' achievements in the Republic of Macedonia, which implies normative regulating of all the components of this system in accordance to the modern achievements of the school dokimology.
- Making standards for the secondary school students' achievements, as a basis for establishment of clear and objective criteria for evaluation of the level of realization of the curriculum goals.
- The Bureau for Development of Education and Pedagogical faculties in the Republic of Macedonia should provide general, thorough and systematic training for the teachers employed in the secondary schools, for qualitative performing of the examination and evaluation of the students' achievements.
- The authorities responsible for the education to raise an initiative for releasing a basic and manual literature in accordance to the contemporary tendencies in the field of examination and evaluation of the students' achievements.

In the following period, the researching need to be directed towards creating conditions for establishing a contemporary monitoring and evaluation system of the students' achievements, which will introduce new forms whose features are objectivity, validity and consistency as well as improving of the quality and conditions where the educational process is carried out.

This type of monitoring and evaluation system will enable achieving of the students' mobility, i.e. horizontal and vertical pass ability as well as mutual connection of the schools. This way, conditions for cooperation with the educational systems of other countries are created, which enables integration of Republic of Macedonia in the regional processes in the European Union, a well.

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