

OBJECTIVITY OF TEACHERS IN ASSESSING THE POSTS OF STUDENTS IN ELEMENTARY SCHOOLS IN THE REGION OF TETOVO

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Abstract

The reality and transparency of assessment are significant issues in our education system. It motivates students to achieve better success results, and actively engage in the process of evaluation. Therefore, teachers should be impartial, objective, positive, open, and ready to provide support and assistance to students in the evaluation process. Fair assessment gives all students an equal opportunity to demonstrate success and collect points that are comparatively valid for all students. The assessment should be realistic, corresponding to the quality and quantity of the student's knowledge. The teacher should know how to evaluate realistically and objectively, overcoming any obstacles that can prevent him from using objective criteria in evaluation. Each assessment should be an incentive for students to work harder. The purpose of the research was to understand how objective and transparent the teachers are, and whether they try to treat students equally. The main goal of this paper is to show the extent to which teachers try to be objective and realistic when evaluating the achievements of students. Starting from the goals, the tasks of the research, and the complexity of the problem, we decided to apply an inductive, deductive, comparative, and statistical method. For our research, we conducted surveys using questionnaires for both teachers and students. We collected data from 210 teachers and 210 students in elementary schools in the region of Tetovo. From the obtained results, we concluded that teachers should create a working atmosphere and stimulate the acquisition of knowledge. That is why we appeal to all teachers that the grades they give should be realistic, objective, stimulating, and public because only such grades will enable students to acquire knowledge that will be permanent and will enable the development of the student's personality.

Keywords: objectivity, evaluation, students, teachers, achievements.

1. Introduction

Assessment should not be understood only as a means of measuring the level of knowledge acquisition, but much more broadly. It should include areas where changes in students' motivation, interests, attitudes, abilities, work habits, and more influenced by educational efforts, can be observed. It practically means that the assessment should include the overall results of the educational work. Checking and evaluating students' achievements can be understood as a kind of pedagogical dialogue between the teacher and the student about the quality of learning, teaching, and knowledge (achievements). This unique kind of two-way communication provides feedback that enables a better diagnosis of the difficulties encountered by the student in the learning process. We consider the implementation of the objective assessment of students' achievements in elementary school, which is the subject of our research, from two aspects, namely: from the aspect of the accumulated scientific knowledge related to this problem and from the aspect of the empirical findings that are obtained with the research on the current state of the implementation of the assessment of the achievements of elementary school students.

The theoretical or scientific goal refers to the perception of the situation in our elementary schools in terms of the objective implementation of the checking and evaluation of the student's achievements, i.e., to what extent the teachers tried to be objective and transparent when evaluating the student's achievements.

The practical goal derives from the data obtained with this research, which can shed light on the influence of formative assessment in the motivation of teachers to have more responsibility and seriousness in monitoring the activities of students and to encourage them during the teaching work, to monitor continuously, check and evaluate students and at the same time record regularly received feedback from students.

The research obtained a rich fund of relevant empirical data for understanding the current situation regarding the application of the objective and transparent assessment of the students' achievements, that is, whether the teachers in their daily work is checked, evaluated, and recorded regularly, objectively and in a transparent way the students work and at the same time tried to adhere to the key features of the assessment.

Also, this paper has been given space to elaborate on the student evaluation as a process carried out by the teacher, considered from the aspect of professional-pedagogical competencies of teachers and their ethical responsibility about the evaluation of students.

In connection with our interests, we have formulated the research hypothesis: most teachers are objective and try to treat all students fairly when checking and evaluating their achievements.

The hypothesis is verified based on answers received from a survey of 210 teachers and 210 students from seven elementary schools in the region of Tetovo.

2. Literature review

„Assessment is an act through which the teacher manifests himself as a teacher and as a person “

Contemporary society reflects its demands and directions about the modernization of education where we encounter many challenges. One of them is the *objective checking and evaluation of students' knowledge and achievements*. Evaluation of student achievements is a very important integral part of the entire educational process. It is, without a doubt, a necessary and irreplaceable way of obtaining data that ensures the realization of the extent to which the educational goals that are planned to be realized during the teaching process have been achieved and at the same time is an integral part of the school's work planning. It is the process of obtaining information about how a student learns. Assessment includes the collection and use of information to optimize teacher teaching and student learning and to improve the teaching process and student achievement. According to Popovski, K. (2005), *assessment is an organic part of the educational process. The grade materializes and defines the level of achievement of each student in a certain activity.*" (Поповски, К., 2005: 30). Evaluation is the process of making judgments about the student's achievements in a certain area and evaluating them with the help of grades, as a result of the evaluation process.

According to the same author, the activity of assessment in school practice is especially relevant when there is a need to determine the correctness of the performance of certain intellectual or practical operations of students and their results. The teacher should try to adapt the student as much as possible in the learning process, to help achieve the goals. Classes become more dynamic, creative, powerful, and free. With these slightly different approaches to learning, all students are engaged, they are team players, leaders, and evaluators, students are critical, but also self-critical, they express their opinions in a different, open-minded, and democratic way. They require a stimulating learning environment that will allow them to develop their affinities and qualities. Therefore, it can rightly be said that the process of assessment is ultimately a process of communication between the teacher and the students. Students need to know what the teacher is looking for with the assignment and what feedback they expect. Every teacher needs to understand students' misconceptions interests, attitudes, and values. Students should be allowed many different ways to demonstrate what they have learned.

Therefore, during formative assessment, teachers have the task of providing students with constructive feedback objectively and transparently based on which they will direct their learning process further and understand mistakes as learning opportunities and gradually fix them.

From all of this, we can conclude that the objectivity of assessment is one of the significant problems in our education. It motivates students to achieve better success, and calmly engage in the procedures of checking and evaluation, therefore teachers should be impartial, objective, positive, open, and ready to give support and help students in the evaluation process. A fair assessment is an assessment that gives all students an equal opportunity to demonstrate success and collect points that are comparatively valid for all students. Teachers are obliged to permanently monitor and record the success of students. With their behavior in the evaluation process, they should be an example for the students and avoid any situation that may represent unprincipled behavior during this process. If the teacher is indifferent to the success of the students, and if he shows that he does not care whether the student knows or does not know, then such an attitude has a negative impact on the learning and activity of the students. There should be cooperation and a humane relationship between the student and the teacher.

If the above is properly respected, it will result in a pedagogical framework, which will give the process of checking and evaluation a modern character. And to achieve this, practical and concretely applicable solutions will have to be found as quickly as possible because checking and evaluating the knowledge, achievements, and development of students is a very serious and scientific problem, which we face every day in pedagogical practice. It is the driving force for the active involvement of the student in the learning process. It should take place in a positive atmosphere aimed at the learning process and achievement of the students. This statement supports the fact that the grade means a mark of the individual student-teacher as representatives in the educational process, it even represents a mark beyond these frameworks.

The objectivity and transparency of assessment is one of the significant problems in our education. It motivates students to achieve better success, and calmly engage in the procedures and procedures of checking and evaluation, therefore teachers should be impartial, objective, positive, open, and ready and give support and help to students in the evaluation process. A fair assessment is an assessment that gives all students an equal opportunity to demonstrate success and collect points that are comparatively valid for all students. Teachers are obliged to permanently monitor and record the success of students. The assessment should be realistic, corresponding to the quality and quantity of students' knowledge. Teachers should create a working atmosphere and should stimulate the acquisition of knowledge. (Зенуни-Идризи, В., 2020: 141) If the teacher is indifferent to the success of the students, and if he shows that he does not care whether the student knows or does not know, then such an attitude has a negative impact on the learning and activity of the students. There should be cooperation and a humane relationship between the student and the teacher. If the above is properly respected, it will result in a pedagogical framework, which will give the process of checking and evaluation a modern character. And to achieve this, practical and concretely applicable solutions will have to be found as quickly as possible because checking and evaluating the knowledge, achievements, and development of students is a very serious and scientific problem, which we face every day in pedagogical practice.

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3. Research methodology and data

The purpose of the research was to understand how objective and transparent the teachers are, and whether they try to treat students equally.

According to the character, the research is empirical, monodisciplinary, and quantitative-qualitative research. Starting from the goals and tasks of the research and the complexity of the problem, we decided to apply an inductive, deductive, comparative, and statistical method. For the needs of the research, the survey was used as a technique for collecting empirical data, and as an instrument, a questionnaire for teachers and a questionnaire for students. According to the needs of the research, 210 teachers and 210 students from seven elementary schools were surveyed in the region of Tetovo.

4. Results

To find out how teachers evaluate students, whether they try to be objective, and whether they act fairly and consistently with all students when checking and evaluating the students' achievements, can be concluded from the results shown in *table number 1*.

Table no. 1. Teachers' attitudes about objectivity in the assessment of student achievements during the teaching process

Do you try to be objective and transparent with all students, when checking and evaluating your students' achievements?		Class teachers		Subject teachers		Total:	
		f	%	f	%	f	%
a)	Yes, always	76	72,38	85	80,95	161	76,67
b)	Sometimes	16	15,24	10	9,52	26	12,38
c)	No, never	0	0,00	0	0,00	0	0,00
d)	Depending on the need	13	12,38	10	9,52	23	10,95
<i>Total:</i>		105	100,00	105	99,99	210	100,00

$\chi^2=2,28$	$df = 2$	$p > 0,05$
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When analyzing the data shown in *table no.1*, we note that the majority of surveyed teachers, i.e. 76.67%, declared that they always try to be objective and transparent and act fairly and consistently with all students when checking and evaluating the student's achievements, while the percentage of surveyed teachers is visibly lower (12.38%), who stated that they sometimes try to treat all students fairly, when evaluating their achievements.

The same is the case with the answers received in the fourth category of answers (10.95%), where it is noted that, depending on the need, they try to be objective and transparent during the evaluation and act fairly towards all students when evaluating the achievements of the students, and not one stated that they never try to be fair to all students in terms of evaluating their achievements. Therefore, the great importance of this situation for the teaching process is indisputable. Supporting this claim is the value of the Xi-square test (χ^2), which is 2.28, which is not statistically significant and shows that there is no significant difference in the answers received by the class and subject teachers, regarding this question.

To have a more realistic picture, i.e. to obtain additional knowledge regarding whether teachers respect this important standard of evaluation, i.e. whether teachers are realistic and transparent when evaluating students' achievements, we asked the students a similar question, which was: *Does the teacher tell you the grade and does he treat all students fairly?'*". The processed answers regarding this question are shown in table no.2.

Table no.2. Students' attitudes about objectivity in the assessment of the student's achievements by the teachers during the teaching process

Does the teacher tell you the grade, and does he/she treat all students fairly?	Students	
	f	%
a) Yes, always	124	59,05
b) Sometimes	59	28,09
c) No, never	3	1,43
d) Deepening on the need	24	11,43
<i>Total:</i>	210	100,00

When a similar question is considered, from the perspective of the answers given by the students, the indicated data show that the largest percentage of the total surveyed students, i.e. 59.05 %, stated that the teachers always tell them the grade and try to treat all students fairly when checking and evaluating their achievements, while the percentage of surveyed students (28.09 %) is smaller, who stated that teachers sometimes tell them the grade and try to treat all students fairly when evaluating their achievements. Similar to this data, is the result obtained for the fourth category of answers, where it can be seen that 11.43 % of the students surveyed said that the teachers, depending on the need, tell them the grade and try to treat all students fairly during the assessment about their achievements, while the number is quite small, i.e. in the indicated results it can be seen that only 1.43 % of the examined students claim that the teachers never tell them the grade and do not try to treat all students fairly when checking and evaluating their achievements.

All the presented data and their analysis represent empirical findings, which confirm our hypothesis, that: *Most teachers are objective and try to treat all students fairly when checking and evaluating their achievements* ‘‘.

4. Conclusions

The obtained results are presented and analyzed about the set hypothesis, the results are compared, and a conclusion is drawn based on that. While, in the research, the hypothesis is supported by relevant empirical findings obtained by the research. The results of the analysis and comparison of the theoretical scientific materials and the conducted research fully justify the need to seriously analyze the data obtained from this research, because gives us a realistic picture of the conditions in elementary schools during the objective and transparent assessment of students' achievements.

The results of this research can be a good basis for further research in the field of checking and evaluating student achievements and can also affect the quality of the educational process. The conclusions and recommendations of this research can be used in the direction of undertaking future activities for a better implementation of the formative assessment of the student's achievements in the teaching process.

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