

The Effect of Implementing Descriptive Evaluation Design on Self-Esteem of Male Students of Elementary School

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ABSTRACT: The purpose of this study was to investigate the effect of implementing descriptive evaluation design on self-esteem of male students of elementary school. The research method was descriptive from a comparative type. The statistical population of this study was male students of elementary school in four Shiraz districts (districts 1, 2, 3, 4) in 2009-2010 that according to the Morgan table, 400 persons were randomly divided into 200 males in the descriptive evaluation design (from the first to the fifth grade) and 200 males in the traditional evaluation design (from the first to the fifth grade of elementary school) were selected as samples. To collect data, self-esteem questionnaire of Pep et al (1989) was used. The findings showed that there is no significant difference between the traditional and descriptive evaluations in terms of self-esteem, there is a significant difference between the descriptive and traditional evaluation in terms of academic degree, but in terms of scale, physical scale, family scale and social scale, there is not a meaningful difference. The result of the study is that, with the elimination of descriptive evaluation problems in schools, it can be used as an effective evaluation in the education community.

Keywords: Self-Esteem, Academic Achievement, Educational Quality.

INTRODUCTION

Educational scholars in our country believe that educational quality is affected by the global conditions and also the challenges facing the educational system. One of the most important issues that decision-makers and policy-makers face and they need to answer are these questions:

1. How do students learn better? This question focuses on improving the quality of the learning process in the school.
2. How is learning about its psychological aspects institutionalized in a student? It shows the learning and its impact on the student's personality and the individual's influence on the community.
3. How can teachers be better educated? This question is intended to improve the teaching process.

The evaluation system is one of the essential components of the educational system and the link between the two components of learning and teaching.

It is assumed that educational evaluation is one of the main and effective factors in improving the quality of education. Undoubtedly, studies also show the effect of such an issue (Hassani & Ahmadi, 2005). From distant times and especially in the current situation, the score of twenty is very much a matter for families and students. This causes unfavorable competition between students and the emergence of consequences such as scoring and stress,

trying to score even in unconventional ways, and ultimately reducing student performance. In descriptive evaluation, the criterion score is not decisive, and this factor reduces students' test anxiety, improves the quality of learning, improves their self-esteem and their mental health. It should be noted, however, that descriptive evaluation does not mean the elimination of the test, but rather as an addition that can be effectively utilized (Ahmadi, 2005).

Applying a descriptive evaluation design and creating sequencing, educational, evaluation-educational system will make the person's competence grow and learners learn how to use the lessons learned in difficult and unfamiliar situations, this is the ability to decide and it will grow in person. Our educational system has also paid more for qualitative and descriptive evaluation. The plan emphasizes the appropriateness of the two methods and their impact on student performance. Creating any evaluation program is a shared responsibility of teachers and students, and the highest benefit is when all individuals are responsible and interested in setting up a program or evaluating the company. The study of how to evaluate traditional and descriptive, categorizing, determining the criteria and benefits and deficiencies of each of these projects by examining a group of students to determine the desirable and qualitative evaluation benefits and improving the quality of learning in improving the mental health of the environment that it will be addressed in this design (Seif, 2002). According to the mentioned materials regarding the descriptive evaluation of the United Nations World Document (May 10, 2003), it states: "Creating a child-friendly learning environment, with the help of children, in which they feel secure, against abuse, violence and discrimination are encouraged, they encourage them to learn. On this basis, happy and joyful education and learning that in the healthy environment is recognized as the right of children is one of the important components of the learning environment in the evaluation system. Contrary to the ethical principles and values that educational evaluation methods cause to children's stress and abuse, they should, in the event of such a situation, change the methods of assessment and transform them into a calm, healthy and happy environment. The value of evaluation is so much that people even consider it to be investment in human beings and progress (Bazargan, 2001). Therefore, it is very good that considering the importance of evaluation and the defects that are in the traditional evaluation, there is a different kind of evaluation and by providing an opportunity for learners with self-reflection and creativity approaches to improve the quality of teaching and learning and take the path of excellence. Therefore, the present study sought to investigate the effect of descriptive evaluation design on the self-esteem of the male students of elementary school.

MATERIALS AND METHODS

The research method was descriptive from a comparative type. The statistical population of this study was the male students of elementary school in four Shiraz districts (districts 1, 2, 3, 4) in 2009-2010. According to the Morgan table, 400 persons were randomly divided into 200 males in the descriptive evaluation design (from the first to the fifth grade) and 200 males in the traditional evaluation design (from the first to the fifth grade of elementary school) were selected as samples. In the stage of research implementation, after providing a preliminary description of the measurement tool and the purpose of the test, how to respond to the tests for participants was explained in detail. In the case of ethical considerations, after obtaining consent from the individuals and providing the necessary information, they were assured that the information received would be used only in this research and would be protected from any abuse. The following questionnaires were used to measure the variables of the research.

Test of five scales of self-esteem of Pope et al (1989): This questionnaire was published internationally by Pop et al, in 1989. They obtained alpha coefficient 90% with 101 subjects and with a shorter form of alpha 84% with 80 subjects. In the study of Francis et al (1998), Cronbach's alpha is 92%. This questionnaire was translated into Farsi by Gholam Ali Afrooz (1994), and then a preliminary study was carried out on a number of elementary students, and some terms have been made on it. The implementation of the final form of the test, the statistical indices, including the internal validity of the test and the Cronbach's alpha, were calculated equal to 94%. Also, Tajabadi (1992) provided it with a Cronbach's alpha 92%. This test consists of 60 questions that are able to measure the academic, physical, family, social subscales and lie detector (Biyabangard, 2005). Independent t-test was used to analyze the data. In all analyzes, the significance level was considered as $p < 0.05$.

RESULTS

The results of Kolmogorov's test showed that data distribution was normal ($p > 0.05$). Independent t-test was used to compare self-esteem and its sub-scales between traditional and descriptive evaluation nodes. The results are presented in Table 1. It can be seen that there is a significant difference between traditional and descriptive

evaluation only in terms of the dimension of educational scale of self-esteem in male students. The attention to the mean column indicates that the mean of the self-esteem scale of the students with descriptive evaluation ($M = 13.4570$) is more than that of the students with a traditional evaluation ($M = 12.5301$). This difference is significant ($MD = 0.92693$) and is statistically significant at the level ($p < 0.05$). There was no significant difference between traditional and descriptive evaluation in other dimensions of self-esteem in the male students ($p > 0.05$).

Table 1. Investigation of the difference of descriptive and traditional evaluation in terms of dimensions of self-esteem among male students of elementary school.

Variable	Type of evaluation	N	Mean	SD	Difference of means	t	df	p
General analogy	Descriptive	200	14.2688	2.76519	-0.07545	-0.265	375	0.791
	Traditional	200	14.3443	2.69647				
Educational scale	Descriptive	200	13.4570	2.79203	0.92693	3.280	375	0.001
	Traditional	200	12.5301	2.71704				
Physical scale	Descriptive	200	13.5161	2.32548	-0.15054	-0.830	375	0.528
	Traditional	200	13.6667	2.24913				
Family scale	Descriptive	200	12.6989	2.15499	0.17980	0.782	375	0.430
	Traditional	200	12.5191	2.21345				
Social scale	Descriptive	200	9.5108	2.28802	0.28124	1.291	375	0.216
	Traditional	200	9.2295	2.06536				

DISCUSSION AND CONCLUSION

The purpose of this study was to investigate the effect of the implementation of descriptive evaluation design on the self-esteem of male students of elementary school. The findings showed that there is no significant difference between traditional and descriptive evaluation in terms of self-esteem in male students. Here are some reasons to explain. Firstly, the descriptive evaluation design has not been able to make fundamental changes to the way of study, and yet this project has many problems. For example, traditional teacher-centered assessment practices focus on all activities, and students are just the presenter, while in the descriptive evaluation of the purpose of the crucifixion, the teacher and the students work together to design and develop a curriculum. This means that the teacher and the students will make decisions on learning content, activities, learning and evaluation. Obviously, this desirable goal in the education system of the country is still far from reachable and far from it. In our country and even in the descriptive evaluation design, not only students but also their teachers do not play a role in creating and compiling learning content and so students with the descriptive and traditional design are not the same. On the other hand, the project is run by teachers who have, for many years, traditionally assessed their students and have taken it fully. Therefore, they probably have not yet found a proper insight and attitude toward the descriptive design. They still do not have a special place for students and they probably will not allow students to express themselves. Coopersmith (1967) concluded in his research that high self-esteem children are those who express themselves with self-esteem and enjoy their talents and creativity and are not easily influenced by environmental factors. In studies by Stang (1972), the correlation between self-esteem and the person's perception of his ability was confirmed. So it seems that there is still a lot of work to be done in this area. On the other hand, the role of parents should not be ignored. Elementary students are heavily influenced by their parents' reactions and behaviors. The findings suggest

that there are more powerful variables than descriptive or traditional evaluation design that affect students' self-esteem. Perhaps the most important are parents of students. The findings showed that only the significant difference between traditional and descriptive evaluation was only in terms of dimension of self-esteem. There are no significant differences in the other dimensions of self-esteem in male students. This finding clearly shows that descriptive evaluation has not been able to affect all aspects of students' self-esteem and has only been able to influence the dimension of the academic scale of self-esteem, which is the closest concept to evaluation and school environment than other dimensions. Self-esteem is an individual's self-assessment as a student. Therefore, it can be said that generally, students with descriptive evaluation plans have been able to some extent meet their advanced educational standards. This finding is consistent with the findings of Zare (1994) and Ostadi (1995) but does not conform to the findings of Fatehi (2005) and Khaksari (2006). Perhaps the cause of this difference can be attributed to the type of test to assess self-esteem and also the difference in the age groups studied.

Conflict of Interest

The authors declare no conflict of interest.

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