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THE EVALUATION-A WAY OF MOTIVATING THE STUDENTS

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***Abstract** The role of evaluation is essential in a context that is an objective image of the progress and can be a valuable indicator in new teaching and learning strategies. Also the evaluation process must be an effective tool in motivating creativity and encourage constantly innovation and the originality of solutions. Evaluation represent a perpetuating and continuous updating of content, a touch of pragmatism, a quantification of value without which education would be ineffective. The assessment with teaching and learning, contribute to the student personality, controlling relationship between them. The evaluation process influences student motivation in learning through many forms and ways that it is done.*

***Keywords:** evaluation, motivation, education, students, teachers, results.*

1. INTRODUCTION

Generally, education system, teaching process are undoubtedly under the value sign. The school's axiological function create and give consistency of this value chain, that comes to perpetuate and secure an original and fundamental way of communication between the educational actors and social actors.

The evaluation is an act of valuing which occurs intrinsic and inseparable to the whole of human activities, but more so the work done in school, seen as a primary axiological swing.

The abstract value doesn't exist. It achieved existence only in relation to human referential. It's an dependence relationship : bi-univocal, which creates value people and is designed to turn them.

Therefore, the evaluation, along long with the other two components of the educational process, contribute to the developing of human beings in plurivalent.

The multifaceted refers to the facts that the evaluation affects the subject's personality without even having to act solitary on an isolated system.

What interests us in this research is the student's motivational subsystem as part of a whole evaluation process. In this study we try to explain the subsidiary of the evaluation process. Sometimes, the act of evaluation, is determining an artificial frame, marked by a remarkable distance between the observed behavior and other likely behavior. The evaluation test can be converted into a manufactured situation, meaning that the student is required to adopt the desired behavior. Of course, if we look at the problem from the positions of contemporary desirability in evaluative act, the student is transformed into a genuine partner of the teacher in the self-evaluation, peer evaluation and control.

The literature mentions a motivational function of evaluation, along with the descriptive, diagnostic and prognostic functions. (Manolescu, 2005:24)

Motivational effect is mediated by the personality of the student and by the existence of the relationship between evaluation and self-evaluation. A clear and well defined relationship between assessment and student motivation can not be established entirely, because, it is the student's personality that mediates and controls the nature of this relationship.

But what interest is the role that assessment plays in influencing students' motivational optimum, which is a pillar of stability in school success.

Each of these and all of them combined can lead to possible three motivational situations, in the act of learning: optimum, "under-motivated" and "overmotivated".

Positive and negative effects in motivational plan are influenced by the ability to correlate the evaluation method with individual features of the group.

Oral evaluations, have already become history in evaluative practice, because they encourage some students and discourage others.

A motivational effect-with later consequences-can determine effects of subjectivism presence in evaluation. Halo effect, may or not, determine the maintaining the current behavior in learning and give satisfaction to the student. Can be the version in which the student accepts the reality of the evaluation situation and found solutions to improve personal performance, a desirable option, which determines the students to indulge in this situation, to rely on generosity of the teacher or the effect of bitter candy, in which the student knows that there is not a juxtaposition between note and performance.

2. RESEARCH METHODOLOGY

2.1 The purpose of this research is to postulate a relevant relationship between

student motivation for learning and evaluation process. In order to obtain an accurate result of school realities, will be realized a survey, based on questionnaire and an interview. The target group of this survey consisted of high school students and teachers who train those students.

2.2 Research objectives

- Negative/Positive changes in motivational plane of the student, generated by the phenomenon of subjectivity in evaluation;
- The effects in behavioral, attitudinal and motivational plane, of scoring process and assessment;
- Adequacy of evaluation strategies to individual psychological features of the students.

2.3 Stages of research

- Stage one- Research based on questionnaire;
- Stage two- Research based on interview.

The option to prosecute the research with interviews and questionnaires is justified by the next reasoning: research on that we propose is of a qualitative nature and preparation of interview schedules to capture the depth and essential aspects of the problem needs investigating prior the start to obtain quantitative data, predominantly, this is necessary for optimal structuration categories in grid questions, and categories of analysis and interpretation of the next stage of applying questionnaires and the interviews.

French psychologist P. Pichot wrote in *Les tests Mentaux* (1954: 65 cited Chelcea, 2007:212): "The questionnaires are tests consist of a larger or smaller number of questions submitted in writing subjects and covers opinions, preferences, feelings, interests and behavior in specific circumstances. "

A definition of interview is following: "interview is a meeting designed to collect data in which one person – an interviewer-put questions of other people."(Babbie, 2010:367).

Questionnaires were applied to students and teachers. There were produced using mixed and direct questions which is fitting into a number of categories of questions:



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- Results of evaluation/selfevaluation;
- Evaluation strategies;
- Motivation by evaluation process;
- Relationship between evaluation staff and evaluated people;

The number of questions that compile each category wasn't the same as weight, but was a criteria structuring according to the importance, their relevance in research and in structuring a relationship between evaluation and motivation.

Therefore, construction and questionnaire used in investigation are necessary for a better structuring of categories of questions in interview and interview questions to determine a trend before the interviews. After the questionnaires was built the interview, which was based on the same categories that I mentioned above.

What interested us was whether weight categories in interview remains the same as in the questionnaire. Changing the weights depend on the results of the first stage of the investigation, and that is based on a questionnaire. By making based interview survey we shall test the fidelity of the results obtained in the previous stage.

Subjects were students and teachers in high school. After data collection, followed analysis and interpretation, according to the four categories established.

2.4 Results of interpretation. The final stage will consist of extracting conclusions, outlining a type of relationship that is between evaluation and motivation.

All teachers that have been questionnated are teaching in high-school. At question if obtaned results of evaluation tests are the same those that they estimated themselves, 78% from those state that are the same in 51-75%

from all cases, while 38% presume that are the same up to 75%.

The majority of teachers state that there is few situation when the relation teacher-student influenced the result of evaluation, 88%, while only 12% of them think that most of the time their evaluation was changed by emotional reason. For 60% teachers the results of evaluation process point the real level of achieved skills, and they think that they are interesed for grades. The opposite, 4% thinks that the evaluation process don't represent the real level of knowledge. 32% believes that is a very rare situation when the evaluation process highlight the students skills, because sometimes the standars must be lower for better evaluation.

For 72% from respondents, the evaluation represent very largely, a method of student motivation, for 12% that is not so efficient, while for 8% it is a partial motivation or there is no motivation at all.

When they were asked if in the evaluative practice, the modern evaluation methods (project portfolio, homework in classroom) are more motivating for students than traditional ones (oral and written evaluation), 84% say that they are very much motivating while 16% believe that they are largely more attractive than traditional ones.

The proportion of 52% respondents estimated that they do not use the grade power to exert authority, believing that this would be a lack of professionalism and there are other ways to do follow in classroom, while 48% said sometimes resort to such practices as students exhibit inappropriate behavior in classroom, this is one of the means of coercion of students.

Students believe that most or assessment tests are constructed in accordance with the contents taught, but sometimes ignoring the

content. Ways in which students prefer to be evaluated are, the portfolio were they are able to structure information, to record progress in a certain period of time using their creativity and practical assesment which highlights their skills and abilities. Also obtaining prizes and scholarships raises the assessment results because they are more motivated to learn.

3. CONCLUSIONS

The forms and ways through which evaluation is performed, evaluation methods, the frequency of a particular type of evaluation and, consequently, of a particular type of grading, the influence of subjectivism in evaluation and disruptive effects in evaluation and social structure of students and individual

features of each student involved in the evaluation like a agent receiver, vertical relationships are factors which must be analized in describing relationship evaluation-motivation of students.

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