

## THE EMOTIONALITY OF STUDENTS AND THE EVALUATION OF LEARNING OUTCOMES

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**Abstract:** Every successful teacher is aware that his behaviour, lectures, comments, expressions of judgements, and appreciation of achievements among students is constantly followed by students. Starting from this conclusion, the teacher should be aware that his comments, judgments, assessment, significantly influence the student's self-confidence and enthusiasm in the learning process. For this reason, the teacher should be maximally constructive when giving feedback to the student. For a teacher, constructiveness as a way of behaving, is especially important in situations when working with students with learning difficulties and who do not achieve the expected results. The delivery of the teacher's comments about the engagement and learning of a student should be well thought out in order not to cause a counter-effect, or a downside in his work and progress. If the teacher wants to comment on the achievements and the progress of the student, it would be most appropriately and most productively if those comments are presented in the direction of his greater engagement and work rather than on his personality and his psycho-physical characteristics on which his advancement would depend.

This survey has an aim to show that by independent evaluation of the achievements and accomplishments of their classmates, students can better understand the learning goals and outcomes required from them and at the same time they are encouraged to develop skills for real monitoring and assessment of the realization of learning goals and outcomes.

**Keywords:** behaviour, evaluation, emotionality, teacher, student, learning skills, learning goals, personality, assessment, achievements.

### 1. INTRODUCTION

#### **Assessing students' achievements oriented towards the manner of learning**

The learning process when evaluating student achievements should represent a starting point for teachers. This means that when planning the implementation of the teaching process with all its components, including the evaluation of the students, the teachers should take into account the data related to the progress of the students.

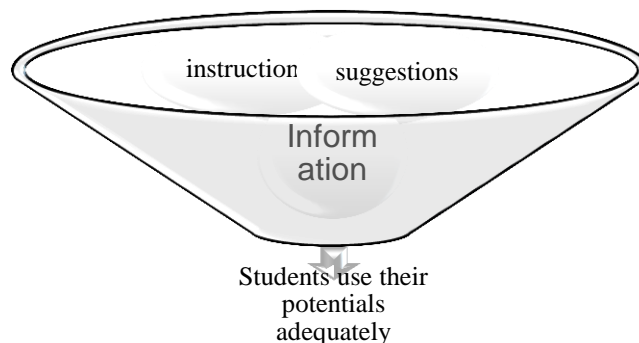
The student should be given tasks that will encourage his development and will "pull" him to the "zone of next development".

Students, as an important factor in the educational process should be timely and properly informed by the educational and professional staff of the school about what they are learning, and why they should learn it. Students also need to know how to learn, and this means how they can properly monitor, value, and promote their own learning.

#### **The importance of teachers' suggestions aimed toward the students for efficient use of their own potentials**

Teachers should continuously inform the students about their progress. At the same time, students should receive appropriate suggestions from teachers on how to rationally plan the time associated with the way of further mastering the teaching material.

*Figure 1: Adequate use of students' potential*



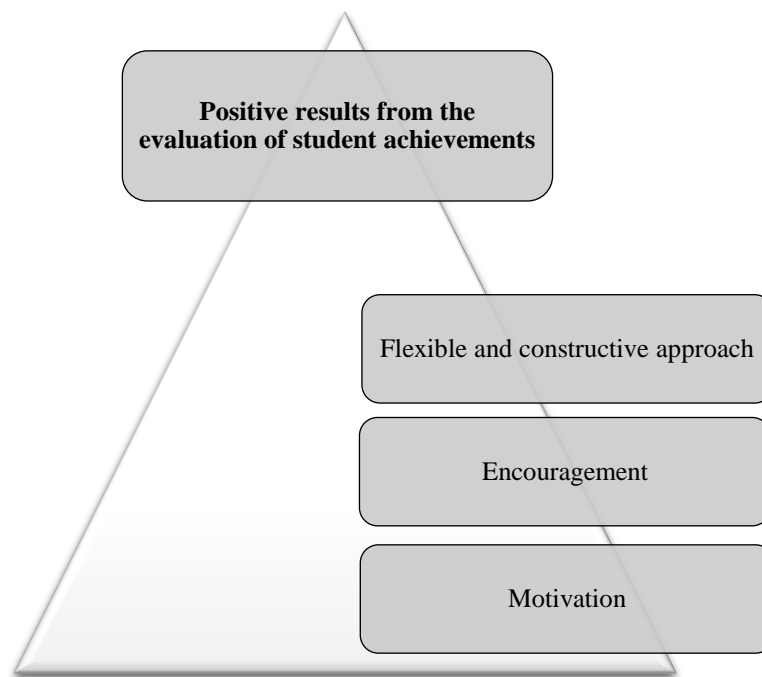
Obtaining concrete and clear results expected by the teacher implies an adequate identification of what exactly the teacher expects the student to achieve. The results are not a description of what the students are doing but of what they are achieving (Danielson C., (2013): “The framework for teaching evaluation instrument”, 2 edition, page 23,24).

During the daily working activities related with the students, the teachers detect certain inconsistencies and weaknesses in them. Those should be pointed out by teachers, accompanied by suggestions on how to overcome those weaknesses and transform them into strengths. In undertaking specific activities to eliminate and overcome the weaknesses of students, teachers should be very careful and take into account the developmental period of students, especially their emotional and social capacity. For that purpose, teachers should try to encourage students to improve their work through appropriate examples and situations according to the developmental period and the age of the students. Consequently, in working with students, teachers should point them out and at the same time emphasize their strengths and advise them on how to continue to develop and maintain those strengths.

**The impetus and impact of motivation during the assessment of students’ achievements**

In working with students if positive results related to the process of their evaluation are to be achieved, teachers should practice and apply a motivating approach towards the students. wherein in regards to the mastery of the teaching material, promotion and positive results will be highlighted at the expense of failure, poor results and lagging behind.

*Figure 2: Positive results from the evaluation of students' achievements as a result of motivation, encouragement and flexible and constructive approach*



Teachers need to adequately apply motivational strategies in order to provide an appropriate direction tailored for mastering the teaching material through individual and group work, especially for discouraged and under-motivated students (Wentzel R. K., (2013) “Motivating Students to Learn”, Routledge, page 7-8).

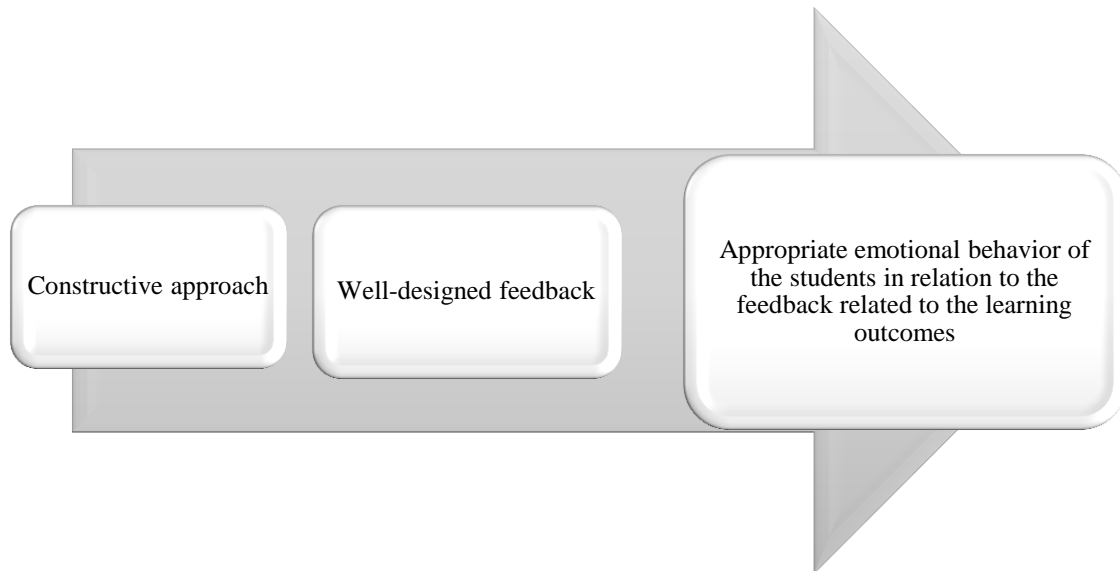
Comparing students who are not successful in learning with those who are successful in that field generally has a negative effect on their further learning and motivation. The absence of motivation oriented by teachers towards students can negatively affect the overall educational process, with occurrence of negative results and achievements among the students, not only in the part where they were already evidenced. On the contrary, the trend of negativity among the students will be also evident in the fields wherein it was not present until then.

In the process of evaluation of students' achievements, the teacher should be extremely skilled and successfully master this subject in order to be able to positively and motivationally influence the students who have achieved bad results in a given situation. With such skills, required of a successful teacher, he will be able to maintain high motivation among the students and through a flexible and constructive approach to redirect the current negative energy from failure into motivating activities that will create conditions for increased commitment.

**Students' emotionality and the assessment of learning achievements**

Every successful teacher is aware that his behavior, lecturing, commenting, judging and evaluation of student achievements is constantly monitored by students. Based on this conclusion, the teacher should be aware that his comments, judgments, assessment, significantly affect the student's self-confidence and enthusiasm in the learning process. Therefore, the teacher should be as constructive as possible when giving feedback to the students. Constructiveness as a way of teachers behavior is especially important in situations when working with students who have obvious learning difficulties and do not achieve the expected results.

*Figure 3: Student emotionality and the assessment of learning outcomes*



Expressing comments about the students' engagement and learning by the teacher's should be well thought out so as not to cause a counter-effect among the students, respectively a downward line in his work and progress. If the teacher wants to make certain comments about the students' achievements and progress, those comments will be most appropriate and productive if they are presented in the direction of his greater commitment and work, than his character and his psycho-physical characteristics on which his progress would depend. The degree of commitment and manner of work can be uplifting for the students if the teacher has a proper and constructive approach towards students' personalities. Conversely, if the approach to the students is inappropriate and in a direct or indirect way, he is informed that his failure and setback in relation to learning is related to his psycho-physical characteristics, then the students will feel completely helpless or with a strong need to protect their own personality and dignity.

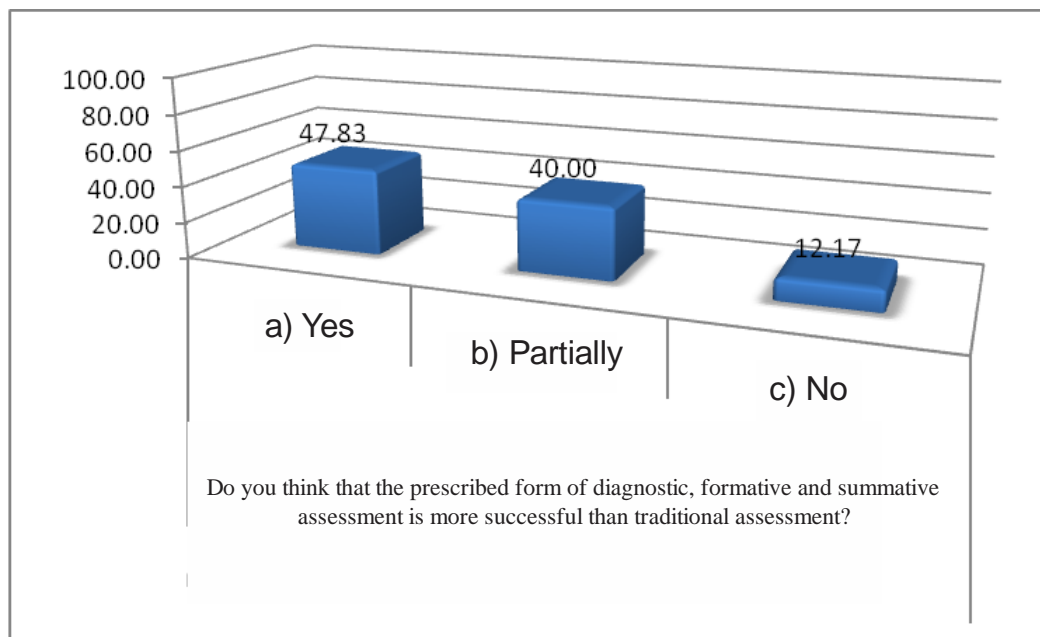
**2. METHODOLOGY AND RESULTS**

Table 1

		f	%
1	Do you think that the prescribed form of diagnostic, formative and summative assessment of students' achievement is more effective than traditional assessment?	a) YES	287 47.83
		b) Partially	240 40.00
		c) NO	73 12.17
Total		600	100

The following is a graphical representation of the obtained data according to table no. 1 given above:

**Graphic display no. 1 - Answers of the teachers from the second educational period on question no. 4 - Questionnaire for teachers**



A significant number of surveyed teachers who teach in the third educational period stated that the new descriptive form of students' assessment is more effective compared to traditional assessment. Regarding this question, the first offered alternative was chosen by 188 teachers out of a total of 600 respondents or 31.33% of the total number of teachers surveyed. For the second alternative, the maximum or 222 of the respondents were determined, which is 37.00% of their total number. They believe that the new prescribed form of students' assessment partially increases the efficiency. A significant number of teachers surveyed in this group have chosen the third alternative, respectively they advocate that the new concept of students' assessment does not represent an improvement. Specifically, 190 of them opted for this alternative, representing 31.67% of the total number of surveyed teachers who teach from seventh to ninth grade.

### 3. DISCUSSION AND CONCLUSIONS

The evaluation process as a system that includes the models of diagnostic, formative and summative evaluation, although it is based on consistency in the application of the envisaged procedures in it, is usually subject to certain changes both in terms of its application and the effects it should have/cause among the students, respectively the process of assessment should have the role of a means of motivation for learning and emotional stability among the students, that will be provided with appropriate approach by teachers, and timely informing students about their achievements.

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