

**MOTIVATING STUDENTS THROUGH EVALUATION PARTICIPATION (MSTEP) A PROPOSED TECHNIQUE FOR STUDENTS MORALE**

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**Abstract**

The introduction of 'Motivating Students through Evaluation Participation' (MSTEP) a method for improving the morale and motivation of the students in evaluation can help students to decrease their anxiety related to examination. Two different groups of Msc psychology students studying in the department of applied psychology were tested to check the applicability of MSTEP in evaluation announcements. In the experiment two groups were studied number one 37 students of morning session Msc and number two the 37 students of evening session both groups appeared in the examinations of 'History and Systems in Psychology' on the same and on the same day their results were announced. During the announcement of their results as control and experimental groups MSTEP was only administered to 37 students of morning session whereas the 37 students of evening session treated as control group. The results reflect the significant difference between the behaviors of two groups after the announcement of results.

Key words: Evaluation, student morale, MSTEP

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## Introduction

Interest to assess education is something else but to be an evaluation theorist in education like 'Donald Campbell, Julian Stanley, Metthew Miles Michael Huberman. Eleanor Chelimsky, Loic Ellin Datta, Jennifer Creene, Thomas Schwandt, William Shadish, Nick Smith. Blaine Worthen and James Sanders (Alkin) is something else because the field of modern education is so vast and delicate that what to talk about its evaluation its complete review needs a couple of years however, during teaching psychology it was observed that a finding contains the strength to be a foundation for new research avenues in the existing evaluative approach in the field of education.

Human experience as described by Soren Aabye Kierkegaard (1813-1855) is an important aspect of personality growth and approach towards knowledge. It was perhaps the reason that 'adaptation' was more important for John Dewey (1859-1952) so the third force psychology came into being and Abraham Maslow (1908- 1970) insisted on to use the data of healthy human beings for the foundation of new psychology and provided a justification for Carl R. Rogers (1902-1987) to start a unique war in psychology against the established 'authorities' or say 'existing rules' however its nature was different then that of the concept of 'learned ignorance' presented by Nicholas of Cusa (1401-1464). The conclusion of all such approaches was one that 'human experience' is important and it is more important then anything else in human existence, it may be the product of learning or conditioning as insisted by Ivan Mikhailovich Sechenov (1829-1905) and John Broadus Watson(1878-1958), or may be the product of past experiences as described by Sigmund Freud (1856-1939) or it may be the part of persons collective unconscious as an inheritance from the ancestors as Carl Gustav Jung (1875-1961) proposed. Whatever the 'human experience' may be one thing is established in the history of mankind that 'human experience' is very important in human beings life and if so then the bits of human experiences could be important in evaluation and evaluative aspects related to the exiting style of evaluation present in the field of education. (Viney & King 2003)

Assessment and evaluation in the field of education is a regular feature 'A. English and H. B. English (1958) define assessment as 'a method of evaluating personality in which an individual living in a group under partly controlled physical and social conditions, meets and solves a variety of lifelike problems, including stress problems and is observed and rated' (Payne 2003)

Another important aspect of assessment is that it is an important part of teacher's instructional analysis prepared by the teachers that refers to 'the systematic and reflective process of translating principles of learning and instructions into plans for instructional materials, activities, information resources and evaluations' (Patricia Tillman 2005)

The writers of book 'Education Assessment Evaluation and Remedial' pointed out, that 'students grade depends a great deal on values, assumptions and educational philosophy' of students' Moreover, Adler in (Fiest 1985) holds that 'all individuals have their own degree of activity or energy level. This activity level, usually established during childhood, implies no value and no direction. Only when combined with social interest does degree of activity become desirable or undesirable, constructive or destructive, useful or useless' what ever the human state or experience may be it is established that 'before a GCSE grade may be awarded it must be clearly shown how a pupil demonstrated a particular level of attainment?' (Riding 1990) irrespective of evaluating the motivation level of those who are being assessed or are assessing although 'motivation affects cognitive processing motivated students are more likely to pay attention and engage in meaningful learning.' (Ormrod 2003) and as ( Worthington and Jefferson 2005) pointed out that 'students learn more readily when they have a need for the knowledge or the skill being taught and when they perceive the learning as relevant'

So it can be concluded that 'meaningful learning' is an 'important experience' for students and 'learning something relevant' or 'knowledge' is another 'important experience' and 'the skill being taught' is an important experience and a 'particular level of attainment' is yet another 'important experience' for students. So far the general practices and trends available in education in Pakistan are concerned usually teachers or syllabus committees decide what is 'meaningful learning' and 'how learning is relevant or not'? Moreover, what is 'skill' and what is its learning again usually is the discretion of teachers and education planners and above all what the students 'attained' sometimes is also rests with teachers, education planners and evaluators. Of course good teachers, planners and evaluators usually discuss different matters related to student learning with students, sometimes they also discuss different evaluation processes with the students and of course sometimes they discuss what do they mean by so and so skill but is it

sufficient so far the participation of students in a given learning process is concerned and is necessary?

### Method

The proposed technique of 'Motivating Students through Evaluation Participation' (MSTEP) in a pilot study that was conducted on a group of students of Msc psychology students studying in Government College University Faisalabad and after administration it depicted the potential for its usefulness as a 'motivating' factor for overall 'meaningful learning' among the students moreover the study also supported the process that 'how learning' can be made more 'relevant' for the students to be more motivated to improve the 'level of attainment' in the form of 'results'

MSTEP is a very simple technique and can be used in a very simple manner. It is based on the assumption that participation of students in evaluative process helps the students to improve their motivation to study their respective subjects. In the first ever use MSTEP it was applied to a group of 37 students of Msc Applied psychology who were studying in Government College University Faisalabad in the morning session 2009-11. All the students were told before the announcement of their first mid term examination results that all of them are required to evaluate their performance themselves in both their subjective as well as objective type answers those they attempted in the mid term examination as their own examiners without seeing their answer sheets. The students made their evaluations on the answer sheets similar to the answer sheets used for the preparation of final results by the teachers. After the completion of answer sheets by the students the examiner first announced the assumed results of the students and then announced the original results marked by the examiner comparing both with encouraging remarks like 'well done' 'surprising' 'wonderful' etc where both the results were close to 'similarity' and in case of marked difference between the evaluations between student and teacher evaluation with the remarks like that 'you can further improve your assessment', 'you can assess if you continue to asses' 'you appears to be interested to learn evaluation' etc. After the announcements of the results the students were asked that how do they feel? Above 75% expressed 'positive feelings' about the exercise whereas a very negligible number of students expressed the usual dissatisfaction about the results whereas in case of another group of almost equal number of students from the same institution and department studying in the similar course in the evening session from the same teacher and who were not given MSTEP on the same day

were given the results of the same test in the same paper by the same teacher in the same tone and mood but without using the technique of MSTEP. After the announcement of results the students not only expressed 'usual criticism' about the results almost 60% but also when intentionally asked what about the results and marking above 50% rated the test as difficult.

### Procedure

Beside the potential of the MSTEP technique and its utility after further studies and further evaluating its positive and negative aspects both a few very interesting other features of the present pilot study are worth mentioning it was found that there is a  $P= 0.779$  relationship between the assumed and actual results of the students in case of subjective test assessment score however it was also found that there is a  $P= 0.007$  relationship between the assessment of scores of actual and assumed scores of students in case of objective test scores. The study surprisingly also reflects a few questions regarding the existing procedures for the construction of objective test items because in case of objective test items the presence of use of 'fluke' can not be eliminated. In the same manner the results in case of subjective tests tell another kind of story and rise many questions about the testing system. So far the consideration of MSTEP as a new method or strategy for the teacher's 'checklist' (Stanley Morasky 1980) for revision is too early to be considered however, 'critical analysis of the roots of certain discourse seems logical from critical, cultural perspective' (Paula 2003) Although Naizi & Awan (2005) rightly mentioned referring Parker(1999), saying that 'achieving a balance between regulatory objectives is never easy and for this reason regulators can expect criticism, as public attention focuses on one objective over another'. However, MSTEP is not that difficult as that what Sohaila (2006) reflects in her proposition about 'what becoming human means'? However it appears feasible in Rogers words who says 'when we are able to free the individual from defensiveness, so that he is open to the wide range of his own needs, as well as the wide range of environmental and social demands, his reactions may be trusted to be positive, forward moving, constructive in (Fiest 1985)

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