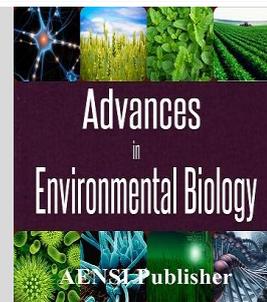




AENSI Journals

Advances in Environmental Biology

ISSN-1995-0756 EISSN-1998-1066

Journal home page: <http://www.aensiweb.com/AEB/>

The Investigation of the Satisfaction of the Primary School Teachers from the Portfolios of the Descriptive Classes of the Primary Girl Schools in MARAND City During 2013-2014 Educational Years

¹Khadijeh Ebrahimzadeh Yamchi and ²Kamal Koohi

¹Department of Educational Sciences, Marand Branch, Islamic Azad University, Marand, Iran

²PHD, Department of Sociology, Tabriz University, Tabriz, Iran

ARTICLE INFO

Article history:

Received 21 November 2014

Received in revised form 4 December 2014

2014

Accepted 3 January 2015

Available online 16 January 2015

Keywords:

quality-descriptive testing, portfolio, self-confidence, self-assessing, responsibility, educational progression, teachers' satisfaction

ABSTRACT

The main purpose of the present study was to investigate the degree of satisfaction of the primary school teachers from the portfolio of the descriptive classes of the girl primary schools in MARAND City. The present study was an applied study purposefully; it was also a descriptive study regarding to its nature and it was a scale-based study methodologically. The statistical population of the study includes the whole teachers of the girl students of MARAND Primary Schools about 318 people and the statistical sample using Morgan Table was 175 ones in this study. A questionnaire made of the researcher was applied to gather the related data. Cronbach alpha was also applied to measure the validity of the questionnaire variables that the degree of the validity was obtained 0.7 in this case. Hence, it could be stated that these allocated options for the variables of the study were acceptable for the related validity in the study. Also the reliability of the questionnaire was obtained by the confirmation of the experts in this study. After gathering the related data, the results of the study showed that the degree of the teachers' satisfaction from the descriptive classes was in moderate to high levels and there was observed a significant correlation between the degree of teachers' satisfaction, self-confidence, responsibility, self-assessing and students' educational progression.

© 2015 AENSI Publisher All rights reserved.

To Cite This Article: Khadijeh Ebrahimzadeh Yamchi and Kamal Koohi., The Investigation of the Satisfaction of the Primary School Teachers from the Portfolios of the Descriptive Classes of the Primary Girl Schools in MARAND City During 2013-2014 Educational Years. *Adv. Environ. Biol.*, 9(2), 1114-1118, 2015

INTRODUCTION

The process of the educational progression testing is a comprehensive process that has been carried out by the related people in the process of teaching-learning (such as teacher and student) using different methods such as diagnosis testing, representing testing and compressive testing as well as the application of various tools such as written and verbal tests, registration and observation, functional tests and lesson tasks. It also is judged by the educational progression and the degree of the targets and lesson plan supplementation and some other teaching-learning changes based on lesson plan and educational targets of the national lesson plans.

The descriptive testing is a plan for testing the primary school students' educational progression because one of the most important features of the testing results is carried out based on the same description process [7]. Today, the rapid progression of the changes particularly in the information and communication issues has been forced inevitable requirements into communities especially regarding to the educational systems; for the reason, this has made the requirement of the educational rehabilitation and recovery double in relation to the lesson plans. However the lack of supervision and accurate control of the lesson plan affairs cannot lead to the effective changes in this regard. The testing system is one of the most fundamental factors of every country in the world. This not only affects on the students' learning cases but also it will influence on the whole activities and methods of achieving activities at school settings potentially.

Testing methods of the learned issues are the main factors of students' learning investigation; when teachers' expectations are focused on keeping the lesson contexts, students will get ready to respond to the same process potentially. Although teachers' expectations is very effective in the way of students' activities, but the

expectations of the educational ministry will be roughly effective in this process. The educational ministry compares the students' grades based on the districts or provinces performance; hence, the officials and teachers should consider the educational context to estimate and meet the whole related expectations trying to conduct the students towards the certified lesson issues. This phenomenon has been transferred into a basic problem of the educational affairs influencing on the whole aspects of the students such as the growth of cognitive, social, emotional and physical issues [5]. But now by establishing the descriptive testing in many various areas of the country, the educational status has been completely changed in this pavement. The plan of the descriptive testing is mainly aimed at qualitative testing trying to eliminate the grade and giving a new attitude and experience in the Iranian educational system. This plan has been supplemented as a pre-plan during 2002-2003 educational years [1]. The pattern of the descriptive testing not only increases the students' mental growth but also it is paid attention to other aspects such as the growth of social, emotional and physical dimensions in this case. A teacher gives students' educational status as well as their performance and behavior regarding to the mentioned fields. This report should be calculated accurately without any exaggeration and any other positive statements. In this report, there have been given these following statements:

Taking care of the sanitary remarks, obtaining physical suitable habits, cooperation with others, acting the school regulations, respecting others, participating in discussions and negotiations; these are the same expectations that have been regarded in the descriptive testing patterns trying to pay attention to the students' personality growth. These expectations have been completely ignored in the traditional educational system [2]. In the new approach being called the qualitative testing, the deepest learning features and issues have been paid attention. Hence, teacher and learner are being motivated or provoked to have the discussions and subjects deeply; this permits a teacher to find the most comprehensive recognition from his or her own learner. The descriptive testing shows a qualitative testing or tendency and the ranking-based scale has been applied instead of the number-based scale (0-20) [14]. Tyler (1950) considers the testing process as the determination of the educational targets adaptation and the lesson performance. One of the most important features of the primary school testing issues is subjected to the descriptive-qualitative testing affair that is coincident or compatible with the national lesson plan and the educational fundamental documentaries systems. The portfolio that has been considered as one of the newest approaches of modern testing, it has been also paid attention in the Descriptive-quality Assessment potentially. The concept of the portfolio is subjected to the leather purse that artists, painters, musicians and scenarists used to apply it traditionally; any final drafts of the artistic works were put into these purses. In other words, the final aim of a teacher from the related portfolio is that the same teacher should be able to give the students' attitudes, skills, abilities and growth of the mental issues of the related students [4]. Pine has defined the portfolio preparation subjected to represent three following phases:

First phase: organizing and arranging and planning

Second phase: collecting and selecting the observations

Third phase: assessment and giving the feedback

Bukli *et al* [12] believed that these portfolios have different targets including the representing or phase-based measurement, processing measurement to support and give the related services to the teaching-learning processes, optimizing the educational grade, selection people, giving the related certificate, final measurement and responsibility of teachers, principals and educational peers. These portfolios include teacher's activity and all-inclusive portfolios. Klnovski regarding to the targets of the portfolio stated that one of the most important purposes of the portfolio is to support the process of leaning-teaching potentially. The measurement of a portfolio in this status is very powerful playing a key role in measuring the related process. This kind of measurement can meet the learners' requirements specially raising their self confidence and motivation in higher levels. The conceptual and processing measurements have the highest reliability while they do not require the same level of the reliability. Chung [13] regarding to the portfolios features believes that a one portfolio should have developing, bilateral value, optional, reflecting, trust ability and personally features. He believes that the portfolio is a special period for growing learners and students' ability. A portfolio gives a bilateral or mutual value for teachers and students potentially. The portfolio gives the related opportunity for the whole students to select any context in their portfolio. This can reflect any documents. Hence, the whole learners can investigate and assess their affairs trying to reflect them. The portfolio shows students' real works or reflects their performance in this pavement. It is a kind of personal learning and registration of the learning growth based on the personal methods organizing these affairs potentially. As a result, the personal context and personal style can be reflected in the students' portfolio. Bloxham and Vest showed that students appreciate the descriptive testing tools efficiently. Therefore the learning of students is roughly increased when they use the descriptive tools. The supplementation and completion of the related plan is not only is to eliminate the traditional testing limitations but also it will consider the mental considerations efficiently reducing students' stresses and increasing their self esteem. In the other hand, the descriptive testing critics may question the basics of the educational progression testing theories in regardless of the educational purposes as well as the new learning theories such as the effects of the score in persuading parents' motivational factors and students' courage for getting the score and the separation of the cute and weak students together [9]. The portfolio is subjected to getting out of teacher

traditional methods, teacher-based teaching affairs regarding to piling students' homework up and considering the creative and motivational methods based on student-oriented issues [7]. Teacher creates activities based on students' motivation provoking them towards the thinking and activity achievements potentially. Also students give their annual activities to their teacher to show his or her abilities and skills during the educational year. These students put their own homework into a portfolio indicating their progression making the teacher to be aware of his or her activities. Teacher also tries to design some questions asking students to reply them correctly and the students will prepare the most precise answers for the teacher. Indeed, the portfolio is subjected to the nature of the process, learning stream, way of thinking and the degree of students' struggle in the class and out of class settings. This increases the students' creativity and artistic activities making and organizing their personality raising the internal motivation of these students towards the lesson contexts [6]. Although the portfolio should not be considered as the general descriptive testing criterion, but this tool is the core of the descriptive-qualitative testing instrument keeping the whole students' identity regarding to the personality dimensions organizing their identity regularly. The degree of teacher's satisfaction from the testing type and its effect on the students' educational progression is very important in this pavement because teacher plays a key role in the performance of student education issue. Hence, the main purpose of the present study is to investigate the degree of the primary school teachers' satisfaction in relation to the primary classes' portfolios of MARAND City. Hekmatpour [3] concluded that the score based on testing cannot be achieved as usual forms in the nursing colleges because the students will be assessed based on the teachers' mentality without any documented case going towards the same mentality than the objective case. However the scores of the portfolios are real because they have been achieved based on the written observations. Hassani concluded that in the primary educational system of Tehran City the most suitable capacities can be found for changing the educational testing approach. Gholizadeh *et al* [8] concluded that the students of the experimental group include the descriptive and descriptive-qualitative testing plans in compare to the observation group that never received any testing plans in this pavement. They of course showed the highest progression in the science lesson. Therefore it can be stated that there was a significant difference between the educational progression of the natural sciences in experimental groups and observation groups that the girls had showed better progression in this field. Beryy believes that students oriented based on the descriptive testing had showed better educational progression having the meta-cognitive knowledge in this case. Ci and Woo indicated that students in experimental group based on organizing their issues have better learning feedbacks in compare to the traditional educational group. Moss Long and Bookhart showed that the reflection of the students' educational progression and theoretical observations during the supplementation of the plan can play key role in students' educational progression potentially. The carried out studies and the results of these researchers show that it seems that the degree of the teachers' satisfaction from the portfolio is higher than the traditional assessing methods. Also based on the studies, it can be stated that the degree of students' educational progression regarding to the portfolio framework is higher than the traditional methods.

METHODS AND MATERIALS

The present study was an applied study purposefully; it was also a descriptive study regarding to its nature and it was a scale-based study methodologically. The statistical population of the study includes the whole teachers of the girl students of MARAND Primary Schools about 318 people and the statistical sample using Morgan Table was 175 ones in this study. The accidental categorization sampling method is applied to select the sample of the study. A questionnaire made of researcher has been also applied to gather the related data including 37 questions in five dimensions of the self confidence, self assessment, responsibility and educational progression. The validity of the questionnaire is measured by Cronbach alpha method being confirmed by the related experts that is equal 0.95 in this study.

Data analysis:

Due to the information of table 3 regarding to the investigation of the relationship between the degree of teachers' portfolio and students' self confidence of MARAND girl students, the Pearson Correlation is applied being measured $r = 0.812$ at $\alpha = 0.01$ significance level. Hence, there is a significant correlation between the degree of teachers' satisfaction from the portfolio and students' self confidence. That is, by increasing the teachers' satisfaction, the students' self confidence will be also increased, too.

According to the related information of the above mentioned table, there is a significant correlation between the degree of teachers' satisfaction and responsibility of the students. That is, by increasing the degree of teachers' satisfaction, the responsibility of the students will be increased, too. Due to the related information of the above mentioned table, there is a significant correlation between the teachers' satisfaction and students' self assessment issues. That is, by increasing the degree of teachers' satisfaction from the portfolio, the self assessment of Girl Students of MARAND City will be also increased potentially in this regard. Due to the related information of the above mentioned table, there is a significant correlation between the degree of the

teachers' satisfaction and students' educational progression. That is, by increasing the teachers' satisfaction from the portfolio, the students' educational progression will be also increased potentially.

Results:

Table 1: the investigation of the relationship between teachers' satisfaction and self confidence, increase of responsibility and students' educational progression of MARAND girl students.

Self confidence	Pearson correlation coefficient	
Degree of teachers' satisfaction from portfolio	R	0.812
	Sig	0.000
	N	175
	P	0.01

Increase of responsibility	Pearson correlation coefficient	
Degree of teachers' satisfaction from portfolio	R	0.836
	Sig	0.000
	N	175
	p	0.01

Self assessment	Pearson correlation coefficient	
Degree of teachers' satisfaction from portfolio	R	0.880
	Sig	0.000
	N	175
	p	0.01

Discussion and conclusion:

The results of the present study showed that there is a significant relationship between the degree of the teachers' satisfaction from the portfolio and the self confidence of the whole students. This hypothesis has been confirmed. When Fred *et al* in a study titling the teachers' experience from the descriptive testing carried out they considered three fundamental concepts, learning-teaching and mental health as well as students' various personality fields. The results represented that there is a significant relationship between the students' mental health (degree of self confidence) and testing based on the portfolio issues that it confirms the results of the study. Lukas and Murphy in a study titling the high school students' viewpoints of the class setting, investigation of the testing supportive role carried out the main features of the same process. They represented that the existence of a very calm atmosphere having cohesive and supportive cases can balance the students' mental health issues. This also increases the descriptive testing issues that it also is compatible with the results of the present study. Also the results showed that there is a significant relationship between the teachers' satisfaction from the portfolio and students' responsibility and the hypothesis is confirmed. Mahdavi *et al* in a study titling the investigation of the effectiveness of the descriptive testing (portfolio) on the students' responsibility and they showed that the descriptive testing (portfolio) can increase the students' responsibility in the experimental group that it is compatible with the present study results. Also the results showed that there is a significant relationship between the teachers' satisfaction from the portfolio and students' self assessment. Spiller in a study titling the self assessment and teacher's evaluation represented that there is a significant difference between the teacher self assessment and students' self assessment issues that it is compatible with the results of the present study. Finally, the results showed that there is a significant relationship between the teachers' satisfaction and students' educational progression. Gholizadeh *et al* [8] in a study titling the investigation of the testing effects on the educational progression of the natural sciences lesson of the third primary grade school of Lordghan Town concluded that the students of the experimental group including the descriptive and descriptive-qualitative testing had better progression in compare to the observation group that it is compatible with the results of the present study. The traditional testing causes to the humiliation of the whole students due to emphasize on the students' comparison with other criteria such as score in the class setting. This will reduce the self confidence of students. However the descriptive testing tries to eliminate the score preventing any comparison of students and finally it will lead to the promotion and optimization of the whole students' portfolios in this regard.

Also the traditional testing can reduce the agility and potentiality of the students merely emphasizing on the teacher-oriented issues. This also reduces the responsibility of students gradually. The descriptive testing is strongly emphasizing on the student-oriented class atmosphere raising the responsibility of the whole students potentially. These students can determine their own affairs approaching to the purposes in this pavement. The students can be intervened into the descriptive testing issues and they learn how to react on their own performance potentially. It can be stated that the self assessment of students can lead to the success of the related students efficiently. In this kind of testing, the whole struggles of teachers, parents and students will be focused only on the testing process during the year. Therefore, students will find a great opportunity to check their issues or their deficiencies out trying to prohibit any deficiencies to the end of the educational year. When they find their own deficiencies and shortages, teacher will participate in their issues trying to make a better

solution for them potentially. This progresses the process of the educational progression strongly. One of the most important limitations of the study is subjected to the questionnaire as a tool and the number of the carried out studies in the research population as well as the lack of teachers' consciousness from the results of the scientific issues. For the reason, the reluctantly tried to complete the questionnaire in this study and this makes some exaggerating responses affecting on the results of the study; also the lack of enough cooperation of some people for completing the related questionnaire is one of the most essential limitations of the present study. Due to the results of the first hypothesis having a significant relationship between the descriptive testing and students' self confidence, it is suggested that this testing should be roughly applied in the primary educational system. Due to the results of the second hypothesis, it is suggested to apply the student-oriented method instead of the teacher-oriented issues in order to increase the responsibility of the whole students. Due to the third hypothesis, it is suggested all teachers to increase the degree of the students' self assessment asking them to prepare some questions or questionnaires to indicate their own abilities and skills. Due to the fourth hypothesis, it is suggested all teachers to try to increase the students' educational progression; this makes or permits the whole students to show their own portfolio in a exhibition in order to raise the educational progression in this pavement. According to the results of the study and the degree of the teachers' satisfaction from the portfolio, it is suggested to supplement this plan in other high school courses in other provinces potentially. One of the most challenging and fundamental activities of the educational system is to publish and distribute the results of the descriptive testing indicating the elements of the educational system efficacy being progressed in this pavement. Thus, it is recommended to apply the whole results of the educational progression testing towards the parents to boost the portfolio purposes in this case. So this should be also considered and discussed in the council of the teachers strongly.

REFERENCES

- [1] HassaniMohammad, 2005. manual of the descriptive testing achievement, Publication of the testing contemporary works at educational service
- [2] Hesarbani Zahra, 2006. the descriptive testing a new pattern in educational testing
- [3] HekmatpourDavoud, 2012. the investigation of the testing effect as Portfolio Method on the clinical testing of nursing students in Arak medical training faculty, magazine of the studies and medical development center, 10th period, 1.
- [4] RezaieeFirouz, 2013. manual of the portfolio management, Tabriz, Altin Publication, Azarabadeghan Printing, 1st printing.
- [5] ShokouhiMorteza, Hesarbani Zahra Jahanara Nader, 2009. descriptive-qualitative testing, purposes, features of the primary courses and executive approaches.
- [6] GharehbaghiBahman, 2013. portfolio management, knowing puzzle in the descriptive-qualitative testing, 2nd edit, Tehran, ZendeAndishan Publication.
- [7] GharehbaghiBahman, ShokouhiMorteza, 2010. feedback management, 3rd printing, Tehran, Kourosh Chap Publication.
- [8] GholizadehAzar, Ghanbari Mohammad, Ghanbari Ali, 2012. investigation of the third grade primary school educational progression in natural sciences lesson of Lordghan Town, a research in lesson planning, 9th year, 2nd period, 5.
- [9] KalhorManouchehr, 2004. investigation of the descriptive testing purposes supplementation in Qazvin Province.
- [10] Bloxham, S. and A. West, 2004. Understanding the rules of the game: Marking peer assessment as a medium for developing students' conception of assessment. *Assessment and Evaluation in Higher Education*, 39(6): 721-733.
- [11] Brookhart, Susan, M. Moss, M. Connie, Long. A. Beverly, 2010. Teacher inquiry into formative assessment practices in remedial reading classrooms. *Assessment in Education*, Abingdon, 17(1): 41.
- [12] Buckley, B., J. Coleman, 2010. The educational effects of portfolios on undergraduate student learning: A Best Evidence Medical Education (BEME) systematic review. *Med Teach*, 31(4): 282-98.
- [13] Chang, Chi-Cheng, 2001. A study on the evaluation and effectiveness analysis of web-based learning portfolio, *British Journal of Educational Technology*, 32-4.
- [14] Lubbers, M., 2006. The impact of peer relations on academic progress in junior high schools. *Journal of School Psychology*, 44-6.
- [15] Payne, D.A., 2003. *Applied educational assessment*. (2nded.). Belmont Ca: Wadsworth.
- [16] Taylor, C., 1950. Nursing students' appraisal of their professional portfolios in demonstrating clinical competence. *Nurse Educator*, 34(5): 217-22. Unpublished dissertation.
- [17] Vavrus, I., 1990. Put Port folio to the Test. *Instructor*, 48-53.