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DEVELOPING THE SELF-ASSESSMENT SKILL IN THE TEACHER TRAINING SYSTEM

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Abstract

A component of the training process aims at developing the specialists' assessment and self-assessment skill. During the seminars on Didactics at the Physical Education specialty we worked on improving the assessment and self-assessment skill. Among the practice manners, we used the written paper in the 14 lessons in order to create exercises for different topics, a work which must end with a self-assessment. The present study was conducted on a group of 66 students at VAUB, using as a research method the bibliographic study, the testing method, the pedagogical observation, the statistical-mathematical analysis, the graphic interpretation and representation. The results of the research revealed a significant improvement in the self-assessment skill, with a more realistic arithmetic mean in the final self-assessment. This is highlighted by the dynamics of the results recorded between the initial teacher and student assessment, which recorded 1.31 points in the Group A and the final score of 0.17 points, while in the Group B there was a difference of 1.30 points in the initial assessment and 0.04 points in the final assessment. The interpretation of the data obtained emphasizes that during the training process, paying particular attention to self-evaluation capacity contributes to the formation of fair and competent specialists who face the development of the future society, culture and civilization.The conclusions highlight the differences between the initial and final self-assessment and emphasize the efficiency of the training process based on the practice of repeated self-assessment.

Keywords: Assessment , self-assessment, development, profession.

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1. Introduction

The professional training process is an act involving the teaching, learning and evaluation activity. The evaluation performed by the teaching staff should be oriented towards the development of the assessment skill on the one hand and on the other hand of the self-assessment skill. Starting from the fact that the training process involves the joint activity of at least two people in which "the purpose of a member of group (A) is to change the member B, and from the fact that the efforts made by A mean an attempt to exercise a management function" (Zlate, 2004), which "implies an exercise of authority, control, decision-making, motivation, strategic planning"(Preda, 2006), we consider that the behavioral training is the target of the formative-educational activity. Occupying "a function, a position and a role in society, ... either in determining performance or in influencing others or a group" (Pieron, 2001) requires a special assessment and a self-assessment skill.

"The ability to influence others in order to achieve professional goals" (Constantin, 2004) requires knowledge and self-knowledge. Today's learning is a complex learning that is done in an organized and direct way, as well as in an unorganized contextual learning in direct social interaction or through electronic devices, but which must, however, have a meaning and coherence. "Coherence is composed of three factors: *understanding*, *control* and *purpose*. "Understanding refers to the extent to which the person can comprehend the situation through which he or she passes and can assign a meaning" or can deal with it. "Control is defined as the ability of the person to perceive the existence of the available internal or external resources", for real, in order to use it in the activity he is preparing for, and "purpose refers to the perception of a necessary or desirable end" (Antonovsky, 1987). All these eventually lead to the manifestation of professional behaviors which are able to carry out their teaching activity efficiently, able to open the mind and the heart of the children to knowledge and to the actual self-knowledge.

The students involved in the process of acquiring professional, teaching / pedagogical skills are endowed with the necessary skills for the particular activity, and the purpose / objective is sufficiently challenging to be able to raise the aspirant's full interest. Nevertheless, "the individual needs to like what he does, the activity is complex enough to force the performer, but not to exceed his/her abilities" (Csikszentmihalyi, 2007). The performer must remain fairly real in his/her self-assessment. "The evaluation process has expanded not only to the results obtained by the students, but also to other economic and social aspects related to the education process and education as a whole" (Dumitriu, 2007). The achievement of these forms of assessment implies the knowledge of: the performance moment, the objectives pursued, the methods and techniques, the functions fulfilled and, last but not least, the effects produced" (Rață, 2008).

Self-assessment in the teacher training system is an exercise which helps to stimulate professional training and it is the first step in raising awareness of the competent professional skill training. There are no people enrolled in a vocational training program not wanting to improve their knowledge, but there are people who are more insistent, more persistent, more diligent, but also some who are more reluctant, lazy, shy, yet with a good impression about them. There are successful personalities who continually struggle with their own strengths to become better, more capable, and there are personalities who are satisfied with a little. The self-assessment skill in particular is one of the factors driving the evolution of a human personality, and it is generally the dynamism of the development of society. Overestimation as well as underestimation represent, compared to real assessement, the harmful factor that hinders the achievement

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of a good career. The idea of conducting this research came from the discussions which took place during the seminars with the students.

2. Problem Statement

The study had the *aim* to highlight the formation of the self-assessment skill in two groups, different in age and experience. In this respect, within four months, during the seminars, the components of the experimental and control groups had the task of executing a practical written work, in which they carried out a self-assessment at the end. Its importance is justified by the special attention which trainees are treated with, but also by the important role in the general education process of the young generation in increasing professional performance or in preventing overestimation.

3. Research Questions

This research starts from clearing out the following questions: Does the students' self-assessment skill improve in training? Is the self-assessment skill better in the students experienced in the education system than for the less experienced students in this field?

4. Purpose of the Study

In order to clarify these questions, we considered it necessary to verify the following *hypotheses*: a) if students take a written paper with debated and discussed problem solving, which is self-assessed by students and evaluated by the teacher during the 14 seminars (conducted for 4 months, a seminar a week), this can improve the self-assessment skill; b) if in the two experimental groups, group A with experience in the educational system and in group B without experience in the educational system, a self-assessment and assessment process is performed during the 14 seminars, it leads to the improvement of the self-assessment skill, better for group A.

5. Research Methods

In this paper, we used the following research methods: documenting, pedagogical observation, testing, experiment, data recording and processing method and graphical method. As statistical indicators we have chosen the arithmetic mean, the standard deviation, the maximum value and the minimum value.

This study was conducted on 66 subjects from "Vasile Alecsandri" University of Bacău, aged 19-48, participants in the seminars of the Specialty Didactics in Physical Education, divided into two groups. Group A comprised 33 students with experience in the educational system (teachers already teaching in the educational system) and group B comprised 33 students with no experience in the educational system (i.e. Since the formation of the assessment and self-assessment skills in the teacher training system has a decisive role in the evolution of the educational system, we consider that the theme is topical and was based on an evaluation protocol, according to the evaluation centralizer. In the seminars, besides the training of the professional competencies, we also followed the training of assessment and self-assessment. The research verified whether the self-assessment competence / skill could be improved after writing a paper at the end of each seminar, where self-assessment was also a task. Understanding the significance of this daily task requires and determines the involvement in solving it, and expresses the extent to which the subjects being

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investigated are challenged by the ambition to be as good as possible and to know themselves best, to be worthy of investment and commitment ‖ (Antonovsky, 1987). The *assessment* of the progress, after a period of 4 months of training and professional skill training, underlines the improvements in the individual and group self-assessments and highlights the effectiveness of the strategy.

6. Findings

6.1. Research results

The results for self-assessment, recorded by the subjects of the two groups (experimental and control) in the initial and final testing, can be found in table no. 1. The students were initially and finally evaluated (S1 and S2), and the teachers evaluated initially and finally (P1 and P2).

Table 01. Results for self-assessment and assessment of 2 groups A and B, initial testing and final testing

		Experimental group A				**Initials**	**Control group B**			
Crt. No.	**Initials**	S1	S2	P1	P2		S1	S2	P1	P2
1	A G G-M	9	10	8	8	Ai (H) IC	9	9.6	9	8
2	A G. A	9	9	9	9	B V M	9	9.7	8	8
3	B F. I	8	8	7	8	B (C) V E-I	9	8	8	8
4	B V. E-M	8	7	8	9	B(R) N F-B	10	**9**	8	9
5	B I I	10	8	7	9	B I. I	10	9.5	5	9
6	B G. E-A	10	8.50	9	8	CC A	8	7	8	9
7	B Ș I-R	9	9.75	10	9	C V M-E	10	10	8	8
8	CVO	9	10	9	8	C V A-M	10	10	9	9
9	CGM	10	10	9	9	C N C	9	9	9	10
10	CDR	8	8	8	8	C M M	7	5	6	8
11	CLL-B	10	9.50	6	7	D (L) I A	9	9	8	9
12	CA A-P	8	7	9	8	D(P) A B-E	8	8.5	5	7
13	D N B-E	9	8	7	8	F G B-E	9	8	8	9
14	D G M	7	9.5	8	9	G V R	9	10	9	9
15	D I. S-E	10	9	8	8	H M P	10	9.75	7	10
16	D NA- E	10	9	9	10	H (M)GA	10	9	7	8
17	E (D) F R	10	9.50	8	10	I (M) O-R I	9	9	9	10
18	GC I-E	7	7	6	7	JV A-D	**9**	**9**	**9**	**9**
19	I V C	*10*	9	9	9	L E D-G	9	8	6	6
20	JG M-S	10	8	7	8	MC G	9	8	7	6
21	L V I	10	9	8	8	N DM M	7	8	6	8
22	M I A-B	7	7	6	6	PI E	9	8	9	9
23	M. M	10	9	9	9	PG A-G	9	8	8	8
24	N (C) V L	9	9.8	8	9	PCE	9	8	8	9
25	N U M B	9	7	8	8	R (R)G	9	8	8	8
26	N D A-M	8	7	6	6	RVA	8	6	6	7
27	P D I	10	9.5	7	9	RL A-D	9	10	9	8
28	P D A-A	9	9	8	8	SM N	10	9	9	9
29	P V G	10	8	7	8	S(R) C M-G	9	9	8	8
30	R. R A	8	7.5	7	8	SI A-I	10	8	8	10
31	R (H V) I-	10	8	7	8	S N M	9	9	8	9
32	R (C) G D	10	7	10	10	Ș(U)VN-M	8	6	6	8
33	R I E	10	9	9	9	TO L-I	9	8	8	9
Mean		**9,12**	**8.50**	**7.91**	**8.33**	Mean	9.00	8.49	7.70	8.45
Dev. standard		**1,02**	**1.04**	**1.13**	**0.96**	Dev. Stand.	0.79	1.20	1.21	1.00
Val. max.		**10**	**10**	**10**	**10**	Val. max.	10	10	9	10
Val. min.		**7**	**7**	**6**	**6**	Val. min.	**7**	**6**	**6**	**6**

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6.2. Result interpretation

In making this study, we have assumed that the improvement of the self-assessment skill is a factor influencing the training and professional training process, which is of particular importance for any profession, for this reason the assessment indicators were calculated for the experimental group and the control group separately on self-assessment by students and separately for teacher's evaluation.

In the **experimental group,** the following aspects are observed:

- for self-assessment, the students recorded an arithmetic mean of 9.12 points at the initial self-assessment and 8.50 points at the final one; a standard deviation with an initial value of 1.02 and a final one of 1.04, suggesting a good homogeneity of the group; the maximum value is 10 points for both initial and final testing; the minimum value is 7 points for the two evaluations;
- for teacher's evaluation, an arithmetic mean of 7.91 points for the initial evaluation and 8.33 points for the final one were recorded; a standard deviation with an initial value of 1.13 and a final one of 0.96, suggesting a good homogeneity of the group and even an improvement; the maximum value is 10 points for both initial and final testing; the minimum value is 6 points for the two evaluations;
- at the initial evaluation, the individual grades and the arithmetic mean are higher in student self-assessment than in the teacher's evaluation, and in the final evaluation, there are no longer significant differences between the individual grades and arithmetic mean of the student's self-assessment and teacher's evaluation;
- at the first testing, 5 students and 5 teachers gave the same points to the paper, while at the final Testing, 9 students and 9 teachers gave the same points to the paper;
- the difference between the initial and the final mean is - 0.62 points for self-assessment and +0.42 points for teachers' evaluation, and the difference between the mean for self-assessment and assessment in the initial evaluation is 1.21 points and in the final evaluation is 0.17 points
- we can state that the self-assessment skill of the students has improved, since there is only a difference of 0.17 points between the two final mean values.

The **control group** has the following aspects:

- for self-assessment, the students recorded an arithmetic mean of 9.00 points at the initial self-assessment and 8.49 points at the final one; a standard deviation with an initial value of 0.79 and a final of 1.20 were recorded, suggesting a good homogeneity of the group; the maximum value is 10 points for both initial and final testing; the minimum value is 7 points for the initial evaluation and 6 points for the final evaluation;
- an arithmetic mean of 7.70 points for the initial self-assessment and 8.45 points for the final assessment were recorded in the teachers' assessment; a standard deviation with an initial value of 1.21 and a final one of 1.00 suggest a good homogeneity of the group and even an improvement; the maximum value is 9 points for the initial testing and 10 for the final one; the minimum value is 6 points for the two evaluations;
- in the initial assessment, the individual grades and the arithmetic mean are higher in the student's self-assessment than in the teacher's evaluation, and in the final evaluation there are no big differences between the individual grades and the arithmetic mean of student self-evaluation and teacher evaluation;

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- at the first testing, 8 students and 8 teachers gave the same points to the paper, while at the final testing, 9 students and 9 teachers gave the same points to the paper;
- the difference between the initial and the final average is - 0.51 points for self-assessment and + 0.75 points for the teachers' assessment, and the difference between the mean for self-assessment and assessment in the initial evaluation is 1.31 points and in the final evaluation is -0.04 points.
- we can say that the self-assessment skill of the students has improved, since there is only a difference of 0.04 points between the two final mean values.

6.3. Discussions

The remarkable progress over time in the field of education demonstrates the need to extend the evaluation process which "is not limited to the finding of the obtained results or to the self-knowledge of these results but it consists in the analysis of each sequence of work with the revealing of the achievements and the critical points leading to the taking of appropriate measures in order to improve the system or the assessed activity" (Dragnea, Bota, Teodorescu, Stănescu, Șerbănoiu, & Tudor, 2006). Comparing the arithmetic mean of the two groups, it can be observed that there is a difference of 0.12 points between the two groups for the self-assessment at the initial evaluation, and at the final evaluation a difference of 0.01 points, so we can say that an improvement of the self-assessment skill in both groups. This improvement, even if it is small, underlines the idea that "the ability to reflect on the effectiveness of one's own activity is progressively built" (Dumitriu, 2003). In addition, in the initial evaluation of the teachers in Group A, there was a difference of 1.31 points, while at the final evaluation one of 0.17 points, and in Group B, a difference of 1.30 points in the initial evaluation and 0.04 points in the final evaluation. These comparative findings emphasize the fact that, during the didactic professional training activity, the competence of self-assessment of the students can be improved, but also the fact that there are no big differences between the group of students with previous professional experience and the group of students who do not have previous experience, which underlines the idea that "the pedagogical act provides the perspective of pedagogical action, in order to create the personality pattern corresponding to the needs of the future society, culture and civilization" (Marţian, 2001).

7. Conclusion

After analyzing and interpreting the data gathered, we believe that giving special attention to the self-assessment skill in the process of professional training plays an important role when it is necessary to train skilled and competent specialists. Given the values of the arithmetic mean for self-assessment in the initial and final evaluations, we can state that the hypothesis according to which *"if students take a written paper with debated and discussed problem solving, which is self-assessed by students and evaluated by the teacher during the 14 seminars (conducted for 4 months, a seminar a week), this can improve the self-assessment skill*" has been confirmed. The hypothesis according to which *if in the two experimental groups, group A with experience in the educational system and in group B without experience in the educational system, a self-assessment and assessment process is performed during the 14 seminars, it leads to the improvement of the self-assessment skill, better for group A* has also been confirmed. Knowing these issues

allows educational training teams to direct the formative process towards an extensive vocational training, to equip graduates with multiple competencies.

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