

NATIONAL ASSESSMENT OF BASIC EDUCATION GRADUATES WITH THE EYES OF TEACHERS AND APPLICANTS OF EDUCATION: ANALYSIS OF REASONS FOR NON-PERCEPTION

Lukina Tetyana,
Doctor of Science in Public Administration, Professor,
Chief scientific officer, Institute of Pedagogy,
National Academy of Pedagogical Sciences of Ukraine,
Kyiv, Ukraine

Introductions. The problem of choosing the form and methodology for the final assessment (certification) of graduates at different levels of secondary education is the subject of research by the world scientific community and Ukrainian scientists. In the educational systems of many countries of the world in recent decades processes have been observed aimed at the gradual refusal to conduct final exams in educational institutions in favor of the introduction of various models of national certification (national assessments) of graduates, including the completion of the basic school (gymnasium). The success of the introduction of such changes is influenced by many factors of a political, economic, cultural and other nature, a significant role among which is played by those related to the rejection by the main participants in the educational process of the very idea of such changes.

Aim. To study the significance of the reasons for the negative perception by teachers and applicants of basic education of the idea of introducing state final certification (SFC) in the form of an external independent assessment (EIA) after the 9th grade.

Materials and methods. To identify these causes and the distribution of their weight (significance) for various groups of respondent's questionnaires were developed. The survey involved 104 students of 9th grade (basic school or gymnasium) and 146 teachers of various subjects - mathematics; items of the natural cycle; Ukrainian language; subjects of the humanitarian cycle (history, foreign languages, literature); other academic disciplines. Teachers of four age categories

were represented in the sample of teachers: young people under 30 years old, teachers from 30 to 40 years old, from 40 to 60 years old and over 60 years old. A sample set of teachers was also analyzed for differences in the duration of the pedagogical (professional) work experience.

Results and discussion. The basis of this study was the assumption that the role and place of the participant in the educational process (teacher or applicants of education) influence their assessment of the significance of the reasons for the negative perception of the idea of introducing SFC in the form of EIA after the 9th grade. At the first stage of the research, publications, reporting documents of educational institutions and educational authorities were studied; a series of surveys was conducted to form a list of possible reasons for the negative attitude of the main participants of the educational process to the idea of introducing a new format for conducting SFC. From the found list of causes, those were selected that were most often mentioned in the indicated documents and surveys.

As a result, respondents were offered the following list of possible reasons: a) poor preparation of the predominant number of students in 9th grade; b) unjustified spending of budget funds; c) additional stress for the student; d) the inability to apply an individual approach to the personality and circumstances of a particular student in the assessment; e) the need for much greater efforts to prepare for the SFC; f) the imperfection of the content of the tasks, their focus on the identification of secondary information; g) the need for teachers to change their teaching methods; h) increasing the teacher's responsibility for the results of their professional activities; i) poor motivation of students, lack of interest in most students to study; j) conducting UPE outside the educational institution of the applicant for education by the vast majority of students; k) limited ability of tasks in a test form to measure student's academic achievements; l) distrust of the teacher, his professional competence; m) the uncertainty of students in their plans for further education.

For applicants for education, the formulations of the content of the indicated reasons were adapted to their age characteristics.

To process the results of the study, the MS Excel data analysis software package was used. The research participants were asked to line up (without repetition) the reasons in decreasing order of importance on the formation of a negative attitude towards the idea of introducing SFC in the form of EIA after grade 9th. The reason that, according to the respondent, had the greatest influence was position 1. For each of the reasons, the average values of the obtained estimates were calculated for both groups of respondents. The data are shown in table 1.

Table 1

Average values for assessing the significance of reasons non-perception by respondents of the idea of introducing an external independent evaluation of applicants for education after the 9th grade

Reasons	Teachers	Students	Averages values
a	6,12	6,25	6,19
b	7,77	7,76	7,77
c	4,65	5,67	5,16
d	4,96	7,76	6,36
e	6,46	6,43	6,45
f	6,79	6,02	6,41
g	7,31	7,34	7,33
h	9,72	8,06	8,89
i	4,79	7,7	6,25
j	8,68	7,29	7,99
k	7,52	6,88	7,2
l	10,29	7,2	8,75
m	5,92	6,64	6,28

The graphical representation in figure 1 of the obtained results makes it possible to see the differences in assessments by various groups of respondents of the significance of the reasons for the negative perception of the new format of the SFC at the end of the gymnasium. It was revealed that teachers and applicants of education roughly rank most of the reasons, but some of the factors in different groups of respondents occupy significantly different locations. In particular, according to teachers, the factors associated with the impossibility of applying an individual approach to the personality and circumstances of a particular student (d) for which the difference in ranks was nine positions ($\Delta = 9$), as well as with weak motivation of applicants of education (s) $\Delta = 8$.

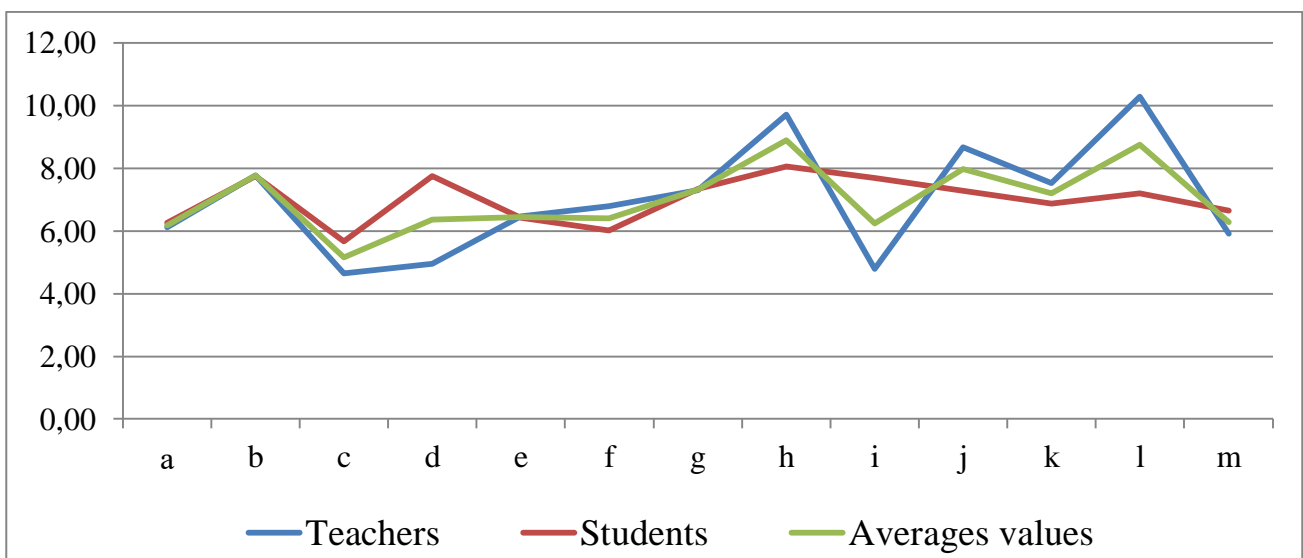


Figure 1. Comparison of the significance of the reasons for the negative perception by teachers and applicants of education of the idea of introducing EIA after the 9th grade (in increasing average values)

At the same time, for applicants for education, the following factors were more significant: distrust of the teacher, his professional competence (l), for which $\Delta = 7$; the imperfection of the content of the tasks, their focus on identifying secondary information (f), for which $\Delta = 5$; conducting UPE outside the educational institution of the applicant for education by the vast majority of students (j) and limited ability of tasks in a test form to measure student's academic achievements (k), for which $\Delta=3$.

In order to get a general picture on determining the significance of the reasons for the negative perception of the idea of introducing national tests in the form of EIA to the completion of the basic school, these reasons were ranked by the average values of the estimates by both groups of respondents (table 2).

Table 2

Ranking the significance of reasons non- perception by respondents of the idea of introducing EIA after grade 9

Rank	Average value	Content of causes
1	5,16	c) additional stress for the student
2	6,19	a) poor preparation of the predominant number of students in 9th grade
3	6,25	i) poor motivation of students, lack of interest in most students to study
4	6,28	m) the uncertainty of students in their plans for further education
5	6,36	d) the inability to apply an individual approach to the personality and circumstances of a particular student in the assessment
6	6,41	f) the imperfection of the content of the tasks, their focus on the identification of secondary information
7	6,45	e) the need for much greater efforts to prepare for the SFC
8	7,2	k) limited ability of tasks in a test form to measure student's academic achievements
9	7,33	g) the need for teachers to change their teaching methods
10	7,77	b) unjustified spending of budget funds
11	7,99	j) conducting UPE outside the educational institution of the applicant for education by the vast majority of students
12	8,75	l) distrust of the teacher, his professional competence
13	8,89	h) increasing the teacher's responsibility for the results of their professional activities

The data in Figure 2 show that for both groups of respondents, the most significant reason for their negative attitude towards introducing changes in the format of conducting SFC after completion of basic school show creased level of psychoemotional state of applicants of education. This results fully consistent with the opinion of the over whel ming majority of 9th grade students regarding their unprepared for pass the final exams in the form of EIA (39,42 %) and the generally negative attitude to EIA at the end of basic school (82,69 %).

At the same time, the vast majority of teachers in the whole support the introduction of technologies of national independent assessments after 9th grade (93,15 %), despite the fact that 60,96 % of teachers consider applicants of basic education not ready for such a test.

Conclusions. The results obtained during the study indicate the need to take into account the possible negative impact of certain factors in the development of methods, technologies, tools and documents on the introduction of a new format for conducting SFC of applicants of basic education in Ukraine. It was revealed that the following factors require the greatest attention: students' psychological unpreparedness for conducting national tests in the form of the EIA, insufficient motivation of the vast majority of applicants and their uncertainty in the plans for further learning, the dominance of certain stereotypes about the need to ensure mandatory individual support and accounting circumstances of the examinees during the final certification in test form the student's learning achievements.