

Comparison the effectiveness of descriptive and traditional evaluation on students' self-esteem and creativityNarges Abotalebi¹, Sakine Eslami¹, Sakine Nourani², Masome Sahrapeyma¹, Khadije Mosavi¹¹.(M.A) Educational Psychology, University of Mazandaran Cultural (Sisters)².(M.A) Persian Literature, University of Mazandaran Cultural (Sisters)Eslami_s@yahoo.com

Abstract: This study performed with the purpose of comparing the effectiveness between 2 methods of descriptive and traditional evaluation on self esteem and creativeness of primary students of Mazandaran province. The research is applicable from purpose viewpoint and descriptive in kind of causal-comparative from method viewpoint. Statistical community consisted of all fifth grade elementary girls students in the Mazandaran province in 2011-2012 school years. For sample selection of descriptive and traditional evaluation on students were used of cluster sampling method. This is the first between different geographical regions of the Mazandaran province (East, West and Central), Central region and then randomly selected from among 15 education districts in this region, 2nd area of sari and finally of the 105 school this area, all fifth grade students Nuzhat school (n = 30) as traditional design performer and all fifth grade students of Hazrat Amene school (n = 30) as the description design performer were randomly selected. The sample size was 60 people totally. Research tool had self-esteem and creative Abedi questionnaires. For data analysis was used T-test for independent groups and multivariate analysis of variance (MANOVA). Results suggest that the self-esteem and creativity among students in the traditional style and descriptive evaluation there is a significant difference. The use of a descriptive evaluation of the traditional evaluation in raising self-esteem and creativity of the students was impressive.

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Introduction

The main concerns of policymakers were quantitative expansion of education, not long ago. In recent years, these concerns gradually grew in "Access to Education" to the more fundamental issue of "quality" back into place, and the quality is a matter of concern to policymakers. Activities to improve the quality of education, it is undoubtedly more complex bit of work to develop. Because there are so many factors in improving the quality of in-service training to improve curriculum reform are included. All these reforms should lead to improved learning in the classroom. One of the most important factors in improving learning in the classroom and perhaps one of the results of all the reforms are aimed at improving quality, evaluating academic class (Hassani, 2010).

Assessment and evaluation of students nationally, a lever for school reform and improve the teaching and learning of key elements to be considered. In traditional education, assessment, and the last step is to decide on the basis of high academic improvement students are used to. Evaluation is an integral part of and alongside the teaching - learning process is to classify the students are focused on guiding their learning. Evaluation of changes in the classroom to improve student learning,

a phenomenon can be observed today in most of the world (Sharifi, 2004).

The global reach of our education evaluation system should be reviewed. Our current system relies rather because of the psychological and cognitive and emotional development, physical and economic background can be seen in the light of this evaluation. We need a system to evaluate different aspects of the children are grown and they have to learn to live together, live together and live better assist (Bani Asad, 2005).

This is why it is said: If you want to improve the education system, to improve methods of measuring and evaluating (Sharifi, 2002). In connection with the evaluation study, there are different views; according to Schreiner (2012) evaluation can be a complex operation, however, to determine the effectiveness of educational materials or judgments about a person's competence necessary to looks. There are a number of ways that you can make the evaluation process to be effective and desirable, and that's what we're evaluating it depends.

Accordingly Dadighat (2012) in his article noted that teachers, as part of the final evaluation, lesson plans, and to determine how the students are learning. Evaluation serves several purposes, primarily as a trainer in first lets students know what

they know, how they progress, and in the end, after learning how to run.

Hall (2012) believes that "academic assessment includes a systematic evaluation of systematic instructional activities and assessment components include training programs, plans and objectives of school education.

Gay (1991) is believed that a systematic process to evaluate the systematic collection, analysis and interpretation of the data is known. In order to determine whether targets have been achieved or are being achieved.

Although seemingly different definitions, but they all rely on the fact that if given or implied to use the term "systematic" implies that it is evaluating the planning is done by the evaluation of any activity does everyday accidental.

Multiple definitions of the evaluation indicated a significant effort to understand the differences in opinion of experts in different fields to be practical. In this regard, there are two approaches in the evaluation study based on the traditional approach of using quantitative measures. The model is qualitative and descriptive approach and tries to focus on the depth and quality of students' overall learning and a description of a learning situation that led them to offer amendments to improve and develop their skills, knowledge and attitudes to students (Bani Asad, 2005).

Traditional evaluation system of education in our country due to problems such as limited education purposes, limiting creativity, interpersonal competition, destructive negative attitude, cheating, anxiety, recurring basis, human capital and material losses caused by repeated and social and emotional damage, most students will be ranking the weaknesses student relies on the student's progress is critical (Rastgar, 2003).

The traditional approach, derived from the one-dimensional look at the training and education function to transfer knowledge to students. This has seriously affected the educational system of the body shall be evidenced by tims studies (1999), which suggests it is remembering and understanding of Iranian students are high -level, in such a way the use of conceptual knowledge among the nine participating countries, won first place, but the skills to build hypotheses, data analysis, problem solving and applying scientific tools and methods to investigate the nature and environment are extremely low because of the 9 participating countries were ranked eighth (quoting by Asfijany, Zamani and Nasrabadi, 2009).

The Study of International Reading Literacy (PIRLS) in 2001 showed that Iranian students in math, from 26 countries, ranking 25th in

science, among 24 countries, ranking 23 and the development of reading literacy among 35 countries out of 32 have been achieved (Karimi, 2004). Iranian students poor performance in these studies, serious attention to terminology and improving the quality of public education and the educational issues raised and led to the Ministry of Education's mission is to provide the basis for evaluation of a plan to change from first to third grade to take action. The project entitled descriptive evaluation was developed and implemented (Seifi Moghaddam, 2008).

Today, study on creative documentary about the self and its relationship with other variables has been conducted, part of the results of studies conducted confirmed that the method can evaluate the students' abilities in creativity and boost their self-esteem is effective.

Many researchers Milligram (19961), and Gorey (1990), traditional teaching of the most important obstacles to the development of creativity in education knows, some other researchers Renzulli, (1993) and Mello (1996) also emphasized that an instructional system, the traditional system should be changed and should be directed towards creative learning (quoted by Daneshpazhu and Farzad, 2006). A review of the research literature shows that due to short-lived descriptive evaluation, limited research has been done on this subject, some of which are mentioned in this article:

Salehi (2010) in their study showed that the students academic progress evaluation plan description of the plan of evaluation of students' academic traditional achievement (quantities). However, students' self-evaluation plan described by the students' evaluation plan, there is a significant difference. Rouhani study (2007), the results suggest that the assessment and evaluation strategies used in descriptive evaluation, the conditions required achieving the educational goals of the students involved in the development of innovative practices that provide a description of the evaluation plan. A Hassanzadeh finding (2010) has shown that a relatively large descriptive evaluation of the innovation and development of latent talents of the students is effective.

Mohammadi (2005) Results from data analysis showed a significant difference between the self-esteem of students who have been assessed by means of descriptive. There has been a traditional method of assessing students' knowledge. Findings Niknam (2007), indicating the absence of a difference between self-esteem and creativity of students in the traditional descriptive and quantitative evaluation results Shirmohammadi (2009) also showed that the creativity variable (flood, flexibility, originality, and expansion) difference between description and

evaluation of students' eligible student does not qualify for quantitative evaluation.

A background of overseas study also suggests similar findings are mentioned. Merkhofer (1995) and Stephenes (1991) showed that as genetic tests and other tests can provide feedback to students on their performance shall be increased and if the students raise test stage before the test, they will acquire the necessary preparation. (Quoted by Abdullahi, 2009).

In 1997, a group of teachers in England Educational Assessment, Evaluation group calling itself. Convinced of the need for policy makers to approach the evaluation of student achievement, and in-depth investigations began. They found that within a year of intensive work, formative assessment strategies (growth) enhances the development of standards and this is especially true of students whose abilities are less tangible and the results of Van Evera (2004) feedback from formative assessment showed a significant increase in the personal income students in the school creates (Quoted by Abdullahi, 2009).

Lubbers (2006) showed that the system is governed thus causing high social emotional atmosphere; the students will achieve higher academic achievement.

Black & Williams (1998), after reviewing 250 articles in the field of classroom assessment, formative assessment can have positive effects on academic performance (at all ages and ability levels have been reported).

In order to observe briefly, from the rest similar research is not here. As there is limited research comparing the effectiveness of traditional descriptive evaluation was conducted on students' self-esteem and creativity and different results have also been achieved.

Accordingly, since the implementation of the project has already passed their test, it is necessary to evaluate the efficiency of various aspects of the study. Considering the above, this study sought to examine the following research questions:

1) Do traditional distinction between descriptive and evaluative self-esteem of students there?

2) Is there a difference between creativity and traditional students are descriptive evaluation?

3) The elements of the creative (fluidity, initiative, flexibility, expansion) elementary students with the traditional evaluation method described there is a difference?

4) Do the components of self-esteem (general, physical, educational, family and community) evaluations for elementary school girls traditional cross is a difference?

Research Method:

Methodology of the study, the research objectives, hypotheses and research questions, a description of the events (causal - comparative). In this study, the researcher plans on fifth grade students in elementary schools province, to investigate. For a description of the sample population of students under the traditional program, it is largely because the number of samples in terms of cost and time doing research on all students not cost, researchers using the sample from the mode of cluster survey was conducted on the number of students. According to the Department of Education, the province has 32 districts. To do so, the geographical extent of the province, it is the third part of the East-West Center, and the downtown area divided randomly selected and then in the region of the 15 areas of education, as the Sari the sample was selected. Among the more than 105 school districts, Nuzhat schools and traditional schools Hazrat Amina as project manager as project manager, and finally a description of the fifth-grade schools as a cluster, randomly selected. Sample size, the presence of these two classes of 30 students in the sample, was 60. In this study on 60 female students, a questionnaire was administered, self esteem and creativity. Data collected using independent t-test and multivariate analysis of variance (MANOVA) was investigated. Data analysis was performed using SPSS software.

Research Findings:

Table 1: Descriptive characteristics of self-esteem

Variable	Index	No.	Ave.	S.D.
	Group			
Self-esteem (total)	Traditional	30	67.3333	11.61190
	Descriptive	30	72.5000	11.12715

The data in Table 1 Descriptive characteristics of self-esteem, self-esteem scores of all students in both traditional and description are

67.3333 and 72.5000, respectively. The standard deviation of both traditional is described 11.61190 and 11.12715, respectively.

Table 2: Descriptive characteristics of creativity

Variable	Index	No.	Ave.	S.D.
	Group			
Creativity scores (total)	Traditional	30	136,302	7,36299
	Descriptive	30	147,322	14,64320

According to Table 2, Descriptive characteristics of creativity, creativity scores of all students in the traditional plan designs mean equal to 136,302 and 147,322. The traditional standard deviation equal to 7, 36299 and the standard deviation is equal to 14, 64320.

Investigation research questions:

The first research question: Is the traditional distinction between descriptive and evaluative self-esteem of the students there?

To investigate the first question, two independent groups t-test was used to study detailed in Table 3 are presented.

Table 3: compares the results of t-tests on students' traditional and descriptive evaluation

Variable	Index	No.	Ave.	S.D.	T	df	sig
	Group						
Creativity scores (total)	Traditional	30	67,3333	11.61190	-2.488	58	0.012
	Descriptive	30	72.5000	11.12715	-	-	-

The data in Table (3) above, the amount $t=-2.488$, $df=58$ in $\alpha=0.05$ level, therefore, the null hypothesis (no difference between the means of two independent groups) is rejected and the research hypothesis is confirmed with 95% certainty.

In other words, the self-esteem of students is different from the traditional descriptive evaluation and comparison of the two groups shows that

students with higher descriptive evaluation of self-esteem.

Question 2: Is there a difference between creativity and traditional students are descriptive evaluation?

To investigate the second question, two groups using independent t-test is described in Table 4 are presented.

Table 4: compares the results of the independent t-test to evaluate students' traditional and descriptive creativity

Variable	Index	No.	Ave.	S.D.	T	df	sig
	Group						
Creativity scores (total)	Traditional	30	136,300	7.36299	-5.20	58	0.000
	Descriptive	30	147,316	14.64320	-	-	-

The data in Table (4) above, the amount $t=5.20$, $df=58$ in $\alpha=0.000$ level, Therefore, the null hypothesis (no difference between the means of two independent groups) rejected the assumption of the research is confirmed with 95% certainty. In other words, the difference between creativity and traditional student evaluations are described. Compare the two groups suggests that students describe the evolution of higher levels of creativity.

Result and Discussion:

The results showed that the implementation of some components of self-esteem and creativity descriptive evaluation of students than the traditional evaluation is performed. Findings with the results of most previous research about the efficacy of self-esteem and creativity descriptive evaluation of the students are in agreement. For example, the research results Mohammadi (2005) and Beigi (2009) evaluated the effectiveness of each

description corresponds to confirm students' self-esteem. Such results can be explained as confidence, the phenomenon has acquired, not innate. Students as future society, people who are sensitive to the unique features of the personality, the focus of the school's classes and forms.

Due to the unique features and general characteristics of the students and teach them proper node can open a lot of problems. The traditional evaluation methods mainly based on the final assessment rolls, the less the power of decision and initiative, creativity and innovation, mental health and mental health of students. The concepts associated with self-esteem or feelings of self-worth individual contract. While, descriptive manner designed to evaluate the choice and the power and where the learners can use maximum potential.

In addition, this study showed that the mean scores of two groups of students with creativity descriptive evaluation of higher levels of creativity.

The result of this study, the results of research conducted by Farajollahi and Haghighi (2004-2005), Rouhani (2007) and Abdullahi (2009) were consistent within the statistical analysis showed that students' descriptive evaluation is to enhance creativity. On account of this, it is noted that "One of the main objectives of our education on students' creative development is planned for. However, despite the importance of this issue for various reasons have less to fundamental research and to foster the creativity of planning students, and it has been a while that we were desperately in need of creative and innovative generation "(Soleimani, 2002). In the traditional teaching method based on the learning content and the means without thinking, students are trained in such a way that no matter how things without thinking, they learn to get good grades. But this type of learning for a creative work, it is useless. But this type of learning for a creative work, it is useless. One of the obstacles for the traditional approach to teaching creative growth is competitiveness. The most obvious form of competition in the education system is exam. Teacher evaluation plan described by a friendly and safe atmosphere in the classroom, students have provided a favorable atmosphere for the development of creativity comforted in class so they can say and without any question that you have in mind, pose, interests, experiences, and their ideas about the goals of the class are allowed to bring their daily work with teachers to discuss. Descriptive evaluation of the class, always "working" on "competition" is preferred, not only to create any competition in the classroom, but what is not in the class of tasks that students should help each other in together to share ideas and creativity and this is the final result to be proud of.

Results obtained from analysis of the components of self-esteem, social self-esteem suggests that students with a more descriptive evaluation of students with traditional assessment. Statistically significant differences were observed in the other cases. The research conducted by Mohamadi (2005), a descriptive evaluation of the impact on self-esteem and behavior in third grade elementary school students of Tehran in agreement and the results of data analysis showed that the social subscale of students who have been more descriptive assessment of students who are assessed using traditional methods. The findings with regard to the important component of quality evaluation model can be explained. People in this type of evaluation, the components of self-esteem and belief in their ability to perform social activities positive interpersonal relations, their social position, and interpersonal relationships, self-esteem in the relationship should realize that this causes an increase in positive

attitudes toward social competence and self-esteem is a way to increase social esteem. Another component of the study can be high levels of creativity, fluidity, expansion, innovation and flexibility in the students' evaluation plan include a description of the students in traditional design, could be mentioned. The results of this study with the payoff of the Haghighi study (2004), in his research, he has coordinated and consistent evaluation of the project showed that the class description favorable conditions for the occurrence of creativity to establish. This can be explained by pointing out that the observational constraints of traditional rigid structure that gives to students, are also based on the transmission of knowledge and memories, the possibility of any the intellectual development of, ingenuity, and explore the learn caller claims. As a student be unable to communicate what he had learned and external, while the new approach (quality) education by giving students the freedom to work without constant supervision and to give him a chance to discover issues to the search. The students involved in the learning process to be followed by internal motivations to his creative expression grow. This description of the evaluation plan has been specially favored. Descriptive evaluation tried to change the system to make it flexible enough to evaluate the different learning styles and interests, keeps pace. Teachers assess student project with the intangible, and outdoor activities for creative growth have created. Descriptive evaluation has tried to change the system to make it flexible enough to evaluate the different learning styles and interests, keeps pace (Soleimani, 2002).

Overall, it appears evaluation plan describing the overall change in primary schools than in traditional evaluation based test has been tried as a goal - improving the quality of teaching and learning, focusing on the aims of education place emphasis on the content of the book, the creation of removed from the final exams for sovereignty and self-determination ultimately increase student learning and teaching environment, and reduce mental stress caused by traditional evaluation will follow.

The descriptive evaluation, learning and leisure are considered important. Children are encouraged to class interests, experiences and bring their ideas to the class, they are given job autonomy and the stresses and pressures, and there is no score. Thus it can be said that the evaluation model increases student confidence and creativity. Since the academic assessments described in the evaluation plan will be treated as a learning opportunity, competition and anxiety will fade and not children for success in exams and meet the teachers, but also to contribute to the effort to learn.

Working in partnership interest, confidence and commitment to their work increases are so important. So based on the information obtained from this study can be said, how the lessons learned from the evaluation of students' self-esteem and creativity so that they can effectively plan for students eligible for descriptive evaluation of students eligible for traditional testing initiatives evaluation "Pep" and "creativity. Abedi "did better. The results of this study revealed ideas of designers descriptive evaluation approach enhances self-esteem and creativity of students.

It considers itself to declare that the research study has some limitations that most of them will be as follows:

- 1- The study population was limited to primary pupils. Because the base of the first to fourth grade school year 2011-2012 descriptive evaluation was implemented in all primary schools, so comparing the two evaluation (descriptively and traditional) is possible only in the fifth grade, so the findings can be generalized only to similar populations.
- 2- Lack of cooperation by some of the principals in the questionnaire.

Qualitative evaluation plan, despite the fact that having strong theoretical issues, challenges and problems are in the early stages of implementation. It seems that the following proposals may be effective in reducing challenges.

Recommendations based on research findings:

- 1- According to the impact assessment described in this research on the creativity and self-esteem of students has recommended curriculums to the needs and abilities of learners to be coordinated.
- 2- Teachers will be provided training in the areas of creativity, the creative thinking skills, which gives the teacher the opportunity to accept the changes and innovations, they adapt their resulting in a good atmosphere for learning and creative expression activities students should be provided.

Proposed by other researchers:

- 1- With regard to the role of descriptive evaluation of educational goals and promote creativity and self-esteem of the students in this study as well as previous research found, it's recommended to all scholars, thinkers and researchers on how to succeed by using this evaluation method should dedication.

- 2- Where it could play a role in teachers' attitudes toward descriptive evaluation of the program's success has recommended further research on the attitudes of teachers in the evaluation of the implementation of the project evaluation, to be explored.
- 3- Articles published in the field of traumatic factors in the evaluation of traditional and evaluation of qualitative (descriptive) in various journals to publicize the benefits of the project.

Recommendations based on the experience of the researchers:

- 1- To provide appropriate facilities and conditions for the proper execution of the project, such as reduced student population, equipping them with round tables and chairs for the classroom group activities, tours, and the provision of the students and lower trips Size and fit curriculum necessitates new methods of evaluation.
- 2- Using the methods of educational evaluation Educational evaluation system developed in our country.
- 3- Upgrade procedure to higher educational levels.
- 4- The correct way to hold classes scheduled in-service workshop (instead of theoretical) in order to familiarize teachers with new and creative ways to exchange their ideas and experiences.

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