Introducing the effect of descriptive (qualitative) and traditional evaluation on mental health of grad 4 students in Tehran’s district 6 in the educational year of 2011-2012

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ABSTRACT: The present research aimed to investigate the influence of relationship between descriptive (qualitative) and traditional (quantitative) assessment on fourth grade primary school students’ mental health in region 6 of Tehran in academic year 2012-2013. The research method was descriptive correlational study sample, fourth grade teachers are there in the sixth district of Tehran, including 400 academic year 2012-2013 are served. Random sampling and stratified proportional sample size given in Table 201 were against farmers and Morgan. The research method was descriptive and the kind of which was a correlation one and the research population were fourth grade primary school teachers including 400 peoples serving in academic y2012-2013 in region 6 of Tehran. The sampling and classification method was relational and the sample size selected including 201 peoples according to Krejcie & Morgan chart. In the research in order to study the relationship between descriptive and quantitative assessments and students’ mental health, two standard questionnaires titled Mental Health and Educational Motivation were used. The validity of the present questionnaires were again surveyed by 10 experts and the reliability of which were obtained after the pilot implementation between 30 persons from statistical population, were obtained and approved by Cronbach’s alpha 0.87 for Mental Health questionnaire and 0.86 for Educational Motivation questionnaire. Then advisor and consular professors approved them. The data collected from completing questionnaires were analyzed using descriptive statistical methods including frequency, percentage, central tendency indicators, dispersion, distribution, and inferential statistics by method of t test, in order to explore presence or absence of the significant difference between variables using SPSS software. The obtained results revealed that: There is a difference between the students’ mental health whose teachers’ method of assessing is descriptive and the student's mental health whose teacher method of assessing is traditional.

Keywords: descriptive assessment, traditional assessment, mental health

INTRODUCTION

Assessment and evaluation are one of the major educational issues. Introducing issues such as providing basic needs of people, attention to growth of individual and his/her needs at every stage of growth, taking into account individual differences of peoples in various aspects of growth and the fact that education should provide growth tools of all individuals, reveal the importance of the assessment. Therefore, assessment is an inseparable part of education, which without its strict continuity, it would be impossible to achieve the desired goals as suitable. At the end of each training program, teachers are interested in assessing and evaluating the changes in student behavior to reveal that, to what size, they achieved to desired goals, so it can be said the goal, program, method, equipment and assessing, are main elements of teaching - learning process and in this among, the role of assessing, is not only monitoring the performance of changes in student behavior, but also is responsible for monitoring the performance of other elements, so the main objective of this process is identifying person and the purpose of identifying person is comprehensive description of him in a way that we can provide appropriate and accurate information towards to his physical and psychological characteristics. There is no doubt that as the collected informations are more regular, more convenient and more accurate, those involved in education are better able to help a person to be able to find a better understand of himself, realizes his issues, takes correct and proper decisions and finds an appropriate solution to his problems.
Problem statement

Educational activities of a country, can be considered as an investment of a generation to the next generations. The main objective of this investment is to development of human resource. In other words, the goal of educational activities, growth of knowledge and potential ability of human. In addition, generally, education is a mean to identify social, economic and cultural problems and realizing appropriate solutions for them (Bazargan, 2001, p.23).

The teaching and learning process has a special place in education which due to the attainment of these process, changes in behavior, knowledge and insight of students are achieved. Measuring these changes is achieved by assessing educational progress. Indeed, educational assessing is a tool for determine the amount of changes in knowledge and insight of students. Or more simply, the objective of assessing is that we find where we’ve been before? What is our desire? How far we’ve gone in this way?

Unfortunately, when we speak about assessment, some kind of pride in teacher's personality and stress on the faces of the students are clearly seen. Concept of assessment often associated with fear and anxiety for students, because for them, success or failure are associated with acceptance or rejection. In other words, improper performance of many teachers about assessment pervades on the education system like a terrifying monster and teachers always use assessment as an instrument of power and create some anxiety and horror in students’ mind with the creation of improper backgrounds. Whereas, assessment is similar to other learning activities, and determines that how much teachers and students are achieved to educational goals (Rastegar, 1967).

Assessment in Iran’s Education, is take places in both traditional and descriptive methods:

Traditional exams, respond to the demands and needs of other peoples than examined ones, due to its structure! They think on students’ Ranking. The method of these exams, are focused on the weaknesses of examined peoples and is not sensitive about student progress. This way, is forced the students to provide predetermined responses. In this process, less attention is applied on relationship survey in real-life survey (Seif, 2004).

The assessment called descriptive, is a plan for teaching assessment of primary school students which one of its features, is announcing assessment results in a descriptive manner. Based on this plan, the teacher is seeking informations using a variety of tools and methods, so that he can makes decision about improving student learning and optimization of his teaching methods (Hasani and Ahmadi 2005).

Our findings suggest that providing students’ comfort and emotional and mental health, providing an active environment for students to develop creativity, attention to learners' interests, removing the culture of grade-orienting, eliminating jealousy and competitiveness, strengthen the emotional connection between teacher and students, eliminating the stress and anxiety caused by examination in students, increase in group and participation activities, cause by implementing of descriptive assessment plan, in some cases have been able to influence on more desirability of education and training environment (Mortezaeinejad 2005, Hesarbarani 2006, Abumuhammad 2005, Mousavi 2005, Ahmadi and Hasani 2005).

Since in this assessment, there are no continuous, tedious and stressful exams, mental health in learning environment, is promoted and placed in this learning-based environment and students' self-confidence is also increased and causes to increase students’ participation in discussions (Hasani and Ahmadi, 2005). The researcher intends from this study to answer the following questions in a scientific manner:

- To what extent, the traditional and descriptive methods are related to students' mental health?
- Are students assessed by descriptive method have more motivation for education, or students that assessed by quantitative (traditional) method?
- To what extent, descriptive and quantitative (traditional) assessment methods students are related to the students' anxiety?
- Does descriptive assessment, has been able to promote students' mental health?

Necessity of the research

One element of the educational systems, is change in curricula patterns, and the necessity for this change was highlighted at a conference in 2001. History of adaptive educational system shows that the development of many countries has begun from the assessment system and has spread to the other components.

From the important points in assessment issue, is attention to the field of attitudes and emotions of learners and we should provide application practices in assessment and evaluation of students in this dimension (Rastegar quoted from Ahmadi, 2003).

Emotional and behavioral problems, which are caused by improper education and assessment actions, go society into concern and slow down the human development and growth. Hence, in recent years, great efforts have been done to make changes in the educational and assessment system, but unfortunately, along with these changes, the research has not been done (Bazargan, 2003).
In Iran, form ancient Persia to recent years, assessment was performed through a 0 to 20 scale. For problems of this method, it can noted the sensitivity of parents on grade, twenty-orienting, and unhealthy competition. In other words, Instead focusing on higher goals of education, students’ memories had more importance (Khorshidi, Malekshahi, 2006). Descriptive assessment is a new model that tries to provide a background so that students learn course material in classroom with deeper pleasure (Tarjaninejad and Yari, 2008).

Using descriptive assessment have effects on students and learning environment, each of which is seen as valuable educational targets and education system is seeking to realize them. Some of these effects include: improve learning, build favorable attitudes toward school, improve mental health in classroom, improve self-confidence, improve the morale criticism acceptance in students, increase participation in learning, growth of self-assessment and self-correction skills (Nili, 2001 quoted from the Hasani and Ahmadi).

According to the considered discussions regarding to the importance and role of descriptive assessment in improving teaching - learning process and improving the students’ mental health and, this program will make background of dynamic education for students and to multiple reasons, will lead to the realizing the plan goal that indeed are learning and academic achievement.

**Research objectives**

**The general objective**
the impact of descriptive and traditional (quantitative) assessments on fourth grade primary school students’ mental health of region 6 in Tehran in the school year 2012-2013.

**Secondary objectives**
determine the effect of teacher assessment practices on fourth grade primary school students’ mental health in region 6 of Tehran in the physical symptoms dimension.
determine the effect of teacher assessment practices on fourth grade primary school students’ mental health in region 6 of Tehran in social functions’ disorder dimension.
determine the effect of teacher assessment practices on fourth grade primary school students’ mental health in region 6 of Tehran in depression dimension.
determine the effect of teacher assessment practices on fourth grade primary school students’ mental health in region 6 of Tehran in anxiety dimension.

**Research hypotheses**

**The main hypotheses**
Teachers assessment practices have impact on fourth grade primary school students’ mental health.

**Secondary hypotheses**
Teachers assessment practices have impact on students’ mental health in physical symptoms dimension.
Teachers assessment practices have impact on students’ mental health in social functions disorder dimension.
Teachers assessment practices have impact on students’ mental health in depression dimension.
Teachers assessment practices have impact on students’ mental health in anxiety dimension.

**RESEARCH METHOD**

This study, is descriptive of correlation type. It is descriptive because examine the research variables in present time and since the researcher determines the relationship between variables, it is from correlation type.

**Statistical population**
In the present study, statistical population, are fourth grade primary school teachers in Region 6 of Tehran (including 400 peoples) that have been served in 2012-2013 school year.

**STATISTICAL SAMPLE AND SAMPLING METHOD**

Statistical sample in the present study is determined to 201 peoples based on Krejcie & Morgan table and since the number of male and female students are various in different schools, sampling method was done in a cluster and random manner.
DATA COLLECTION METHOD

Data collection in this study was done in two ways:

LIBRARY METHOD

by using library method (reading books, theses, articles, publications and Internet in line with the research topic ranging from Persian and Latin) collected by researcher who noted the sources in the References in this work.

FIELD METHOD

in this method in order to achieve the desired data, researcher-made questionnaire in the natural field of research (school) were distributed among teachers and data regarding to this method, were analyzed in chapter 4 and interpreted in chapter 5.

Measuring tools
Mental Health questionnaire
education’s motivation questionnaire

A 28-questions form of mental health questionnaire, which are used in this study, has the advantage that it can be applied on all members of society. This questionnaire as a tool can be used to determine the probability of mental health presence in a person and has four subscales: physical symptoms, anxiety and insomnia, disorder in social function and depression.

Data analysis

First assumption

there is a difference between physical symptoms aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

<table>
<thead>
<tr>
<th>Index Groups</th>
<th>Numbers</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
<th>Significant level.</th>
<th>t</th>
<th>Degrees of freedom</th>
<th>Degrees of freedom</th>
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<tbody>
<tr>
<td>Descriptive assessment</td>
<td>168</td>
<td>13.66</td>
<td>4.78</td>
<td>1.094</td>
<td>0.307</td>
<td>-</td>
<td>199</td>
<td>000</td>
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<td>5.64</td>
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</table>

the mean values show that the physical symptoms aspect of mental health for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in physical symptoms aspect, descriptive assessment method is better than traditional method for students.

Second assumption

there is a difference between social function disorder aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

<table>
<thead>
<tr>
<th>Index Groups</th>
<th>Numbers</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
<th>Significant level.</th>
<th>t</th>
<th>Degrees of freedom</th>
<th>Degrees of freedom</th>
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<td>7.73</td>
<td>7.083</td>
<td>0.975</td>
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<td>199</td>
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<tr>
<td>Quantitative assessment</td>
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</table>

The mean values show that the social function disorder aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in social function disorder aspect, descriptive assessment method is better than traditional method for students.
Third assumption

There is a difference between depression aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

Table 3. Summary of t-test calculations regarding to the third assumption.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Numbers</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
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<th>Degrees of freedom</th>
<th>Degrees of freedom</th>
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<tr>
<td>Descriptive assessment</td>
<td>168</td>
<td>6.25</td>
<td>2.899</td>
<td>1.277</td>
<td>0.307</td>
<td>0.172</td>
<td>199</td>
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</tbody>
</table>

The mean values show that the depression aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in depression aspect, descriptive assessment method is better than traditional method for students.

Fourth assumption

There is a difference between anxiety aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

Table 4. Summary of t-test calculations regarding to the fourth assumption.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Numbers</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
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<th>t</th>
<th>Degrees of freedom</th>
<th>Degrees of freedom</th>
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</tbody>
</table>

The mean values show that the anxiety aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in anxiety aspect, descriptive assessment method is better than traditional method for students.

Fifth assumption

There is a difference between mental health of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

Table 5. Summary of t-test calculations regarding to the fifth assumption.

<table>
<thead>
<tr>
<th>Groups</th>
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<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
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<th>Degrees of freedom</th>
<th>Degrees of freedom</th>
</tr>
</thead>
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<td>23.12</td>
<td>8.138</td>
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<td>199</td>
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<td>Quantitative assessment</td>
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<td>10.546</td>
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</tbody>
</table>

The mean values show that the mental health for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in mental health aspect, descriptive assessment method is better than traditional method for students.

Sixth assumption

There is a difference between educational motivation of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method.

Table 6. Summary of t-test calculations regarding to the sixth assumption.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Numbers</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F-Statistics</th>
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<th>Degrees of freedom</th>
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<tbody>
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<td>0.020</td>
</tr>
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</table>
The mean values show that the educational motivation for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in educational motivation aspect, descriptive assessment method is better than traditional method for students.

**DISCUSSION AND INTERPRETATION**

**In order to illative analysis of data, we can interpret the findings of this study as follows**

In order to confirm the first assumption, stating that there is a difference between mental health of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between mental health of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the mental health for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in mental health aspect, descriptive assessment method is better than traditional method for students.

In order to confirm the second assumption, stating that there is a difference between physical symptoms aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between physical symptoms aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the physical symptoms aspect of mental health for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in physical symptoms aspect, descriptive assessment method is better than traditional method for students.

In order to confirm the third assumption, stating that there is a difference between social function disorder aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between social function disorder aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the social function disorder aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in social function disorder aspect, descriptive assessment method is better than traditional method for students.

In order to confirm the fourth assumption, stating that there is a difference between depression aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between depression aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the depression aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in depression aspect, descriptive assessment method is better than traditional method for students.

In order to confirm the fifth assumption, stating that there is a difference between anxiety aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between anxiety aspect of mental health for students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the anxiety aspect of mental health for students who their teachers evaluate them in a descriptive method is lower than the students who their teachers evaluate them in a traditional method, i.e. in anxiety aspect, descriptive assessment method is better than traditional method for students.

In order to confirm the sixth assumption, stating that there is a difference between educational motivation of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, t-test was used and the results reflect that there is a difference between educational motivation of students, who their teachers evaluate them in a descriptive method with students who their teachers evaluate them in a traditional method, with this description that the educational motivation for students who their teachers evaluate them in a descriptive method is more than the students who their teachers evaluate them in a traditional method, i.e. in educational motivation aspect, descriptive assessment method is better than traditional method for students.
Suggestions
A: practical suggestions
Among the strengths of descriptive assessment in this study, are reducing the sensitivity of parents about grades, improving the mental health of their students and better efficiency of their educational performance, hence it is recommended to the education officials that perform this scheme in other educational courses such as middle school and high school.

B: suggestions based on research findings
Based on our research findings, which say that implementing descriptive assessment leads to enhancing the mental health, reducing stress and increasing the student’s educational motivation, it is proposed that, its implementation in next academic courses, considered. Also, it is recommended to the education officials of primary school, that they more consider matching between education curriculum with descriptive assessment, and if replacement or reviewing of the education curriculum in this course, are needed, they make necessary measures.

A suggestion to other researchers
It is recommended that the researchers perform researches on the other participants of the above-mentioned plan, including managers, parents, and experts and obtained their viewpoints.
Also it is recommended that they consider other variables such as discipline, classroom management, and ... in other studies.

ABSTRACT: The present research aimed to investigate the relationship between descriptive (qualitative) and traditional (quantitative) assessment and fourth grade primary school students’ mental health in region 6 of Tehran in academic year 2012-2013. The research method was descriptive, the kind of which was a correlation one. The research population were all fourth grade primary school teachers (n = 400) serving in academic year 2012-2013 in region 6 of Tehran. The sampling method was relative stratified and random. 201 persons were selected as the sample size regarding Krijeic and Morgan charts. In the research in order to study the relationship between descriptive and traditional assessment and students’ mental health, two standard questionnaire titled Mental Health and Educational Motivation were used. The validity of the present questionnaires were again surveyed by 10 experts and the reliability of which after administrating test between 30 persons from statistical population, the number 0.87for Mental Health questionnaire and 0.86 for Educational Motivation questionnaire were obtained and approved by Cronbach’s alpha. Then they were approved by advisor and consular professors. The data collected from completing questionnaires was analyzed using descriptive statistics methods including frequency, percentage, central tendency indicators, dispersion and distribution. And inferential statistics was analyzed using t test in order to explore presence of absence the significant difference between variables using SPSS software. The results revealed that: There is a significant relationship between the students’ mental health whose teachers’ method of teaching is descriptive and the student’s mental health whose teacher method of teaching is traditional.

There is a difference between students’ physical symptoms dimension of mental health whose teachers’ method of teaching is descriptive and those whose teacher method of teaching is traditional.
There is a difference between students’ social performance dimension of mental health whose teachers’ method of teaching is descriptive and those whose teacher method of teaching is traditional.
There is a difference between students’ depression dimension of mental health whose teachers’ method of teaching is descriptive and those whose teacher method of teaching is traditional.
There is a difference between students’ anxiety dimension of mental health whose teachers’ method of teaching is descriptive and those whose teacher method of teaching is traditional.
There is a difference between students’ educational motivation whose teachers’ method of teaching is descriptive and those whose teacher method of teaching is traditional.

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