

Implications of graduation exam on student outcomes

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ABSTRACT

During the past two decades , reforms in education have been associated with programs , textbooks , objectives of student achievement, high school curricula and new teaching models .

A concern in Albanian high schools is continuation of the University. From year to year the number of students is growing, but it is a busy period and converted with stress. Duty of all responsible institutions is to influence the professionalism, healthy and the right education and professional advise on youth and adults. Duty of all responsible institutions is to influence the professionalism, healthy and right education, professional advise on youth and adults . Children do not lose their human rights by overcoming the threshold of the school . Thus, for example, education must be provided in a manner that respects the inherent dignity of the child, it enables the child to express his views freely and to participate in life. Education should be offered in a way that respects the limits on school discipline and promote global citizen . Talent must develop their skills in the highest degree . Gifted child should be supported to enable it to be great in science , art , social life , etc . Teachers should know the nature of the students and to enable them to cope with life's challenges.

Choosing a career is one of the most important decisions for human life .Inadvertently and unconsciously we captive talent, the great scientist, the famous artist, military strategist.

Keywords: *State graduation exam, education , credits, merit - preference system , global citizen .*

Introduction

Assessment of student achievement has been a challenge that has accompanied the Albanian education throughout his route .When talking about the final assessment of student achievement problem becomes somewhat more subtle and it is likely to become even more controversial in terms of objectivity when it comes to the State exam graduation which were previously called Maturity Examinations. For too long, results plummeted in the selection of candidates for admission to the University .

The education system was affected by corruption and should take measures to prevent it, because that reflected a sort of indifference to the teachings and focus on finding friends, who can intervene to finalize their goals .Wanting to fight corruption in the education sector, to improve the quality of teaching, learning, education system in Albania is steadily reformed in accordance with state and prospects of development but also the fulfillment of the aspirations of Albania's integration into Europe .

Reforms have been like in structure and content. They help all school actors to define their role . One of the biggest reforms and is quite curved State exam graduation. She was born based on the scheme " Anticorruption " and put the education system on the same standards.

These are two features that make exam graduation so important.

It was such a big difference in the procedure of assessment of students' knowledge, but not only, as State Matura should be seen as a process. The procedure is something very mellow, but not only, as State exam graduation should be seen as a process. As procedure is something very mellow, but it is difficult to realize, taking in consideration infrastructure , cost and human nature .

The legal basis for the fight against corruption in this segment fully exists.

Is there the will to enforce the law ?

It remains to be seen by others, who are competent of such issues, while I am trying to shed light about that what brought in our conditions such a difference.

State Matura is a unified standard of exams, of which three required and two elective compulsory which confirms the completion of secondary school (http://www.arsimi.gov.al/files/userfiles/matura/2015/Urdheri_dhe_Rregullore_e_MSH_2015.pdf)

State Matura is an educational system that is connected with final exams where young people (aged 17 , 18 or 19)perform at the end of their secondary education in Albania. It was established by the Ministry of Education and Science of Albania in 2006, as a project that will avoid corruption, lack of control, favoritism that had characterized the examination system .

Matura or a similar term (maturity , the maturity , Maturita, Maturità, Maturität, Marypa) is the common name for the exit of exam in high school in school or " degree of maturity " in various countries, including Albania, Austria , Bosnia and Herzegovina , Bulgaria, Croatia , Czech Republic , Hungary, Italy , Kosovo ,Switzerland (<https://en.wikipedia.org/wiki/Matura>)

The purpose of the survey

1. Detect whether the State Matura and subject of geography has influenced to enhance the quality of education .
2. To submit quantitative and qualitative data indicators , to provide comparisons between the results of students.
3. Argue the validity of this procedure through the effectiveness of this process .

The study will give us the possibility of making a real impression related with the impact of MSH in student outcomes and in subject of geography in State exam graduation by the facts that are found by the search in fields and the necessary documentation, which is made available .

Methodology

The general hypothesis :

State Matura has affected the performance and educational achievements of students and teachers .

Research questions

1. What is the State Matura ?
2. What are the innovations of State Matura ?
3. Does the geography affects the educational outcomes of students in State Matura ?

Research methods and techniques

Among the specific methods that will be used in this research are :Theoretical analysis methods , methods of pedagogical documentation , methods of analysis of the conversation ,compare methods , descriptive methods, case study, method of SWOT needs , etc .

Sample

The study was conducted in Maqellara and Peshkopi high school. . Population : students , teachers , parents and leaders in Maqellara and Peshkopi high school.

The size of the sample. Search of the problem in theoretical plan we have achieved by consulting the literature and other sources, therefore support the implementation of the tasks, the scope and research methods is paved and ways of organizing of researches . Sample size $p = P \times 10\%$

Sample Size : students, teachers , parents , psychologists , DAR inspector , coordinator of the NGO .

Comparison of the results of State Matura with the results of Maturity exams.

We should note that the Maturity Exams were a simple average of the grades that students ensure through writing and orally , while in State Matura have just the grade taken in a written examination .

As teachers admit there was subjectivity in the grade in Maturity exams but not very high.

From documents that have been entrusted to study I have taken an example from 2003 to 2015.

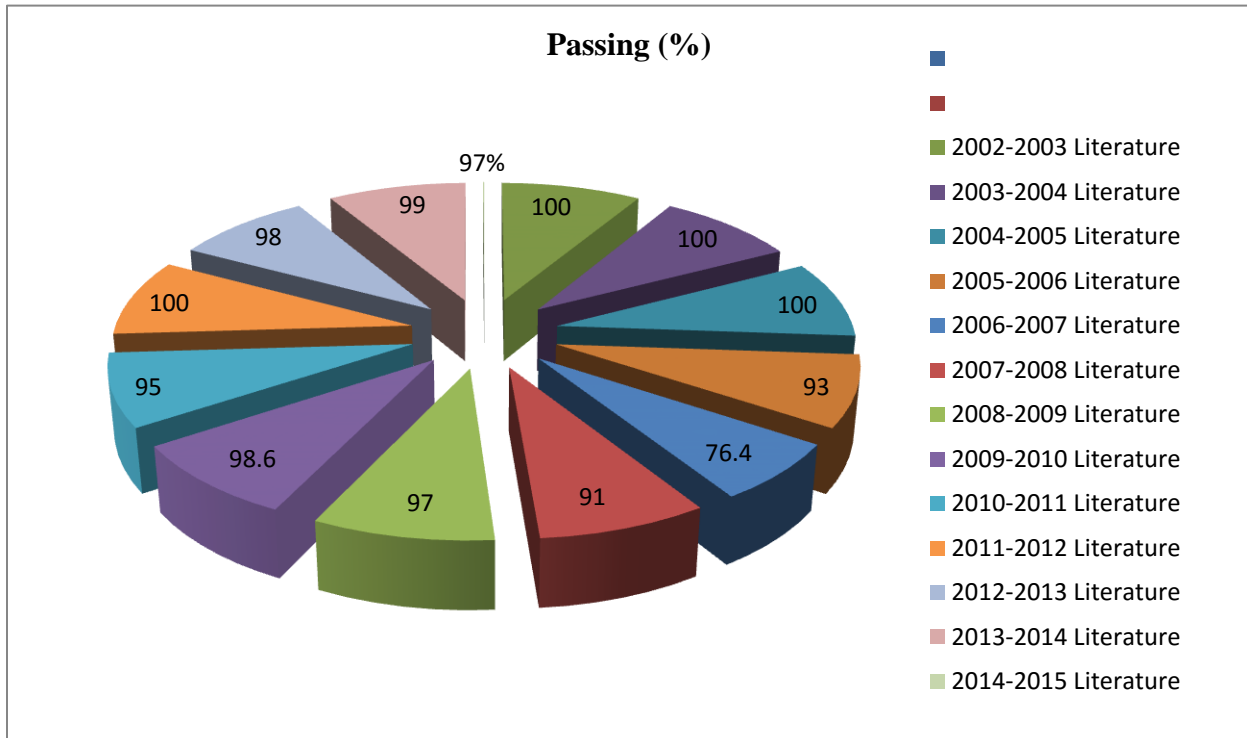


Figure 1 : Results in Literature

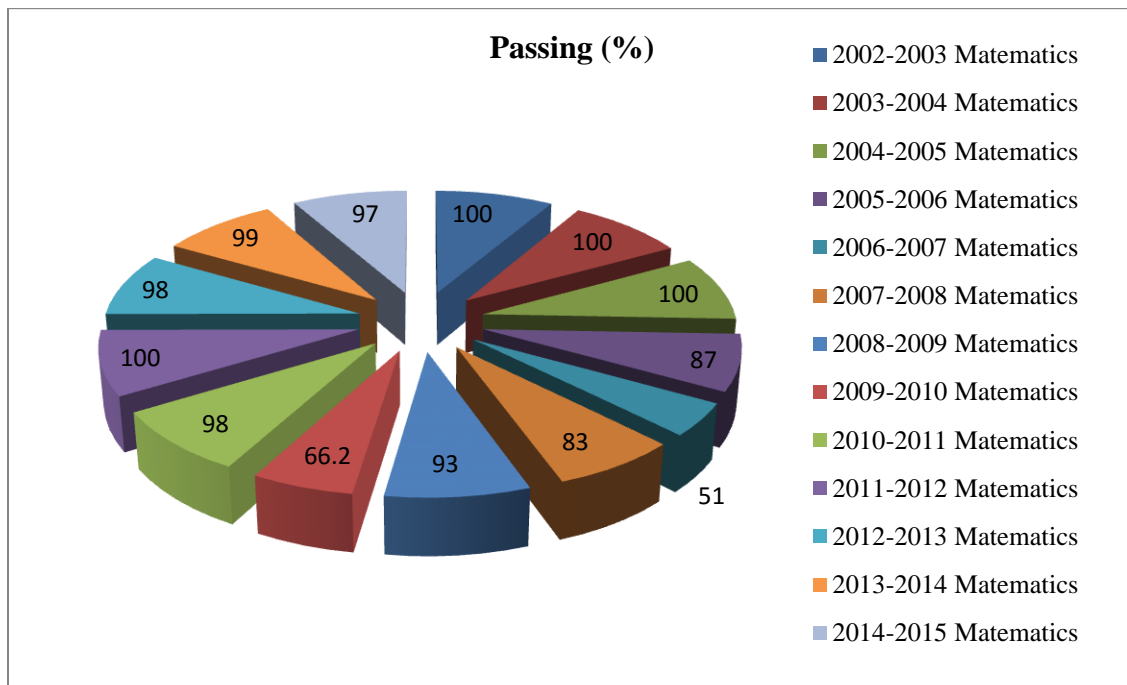


Figure 2 : Results in Mathematics

By the figures on the subject of literature we say that the change is not very pronounced ,while in mathematics we have a significant reduction in quantitative and qualitative indicators compared with maturity exams .

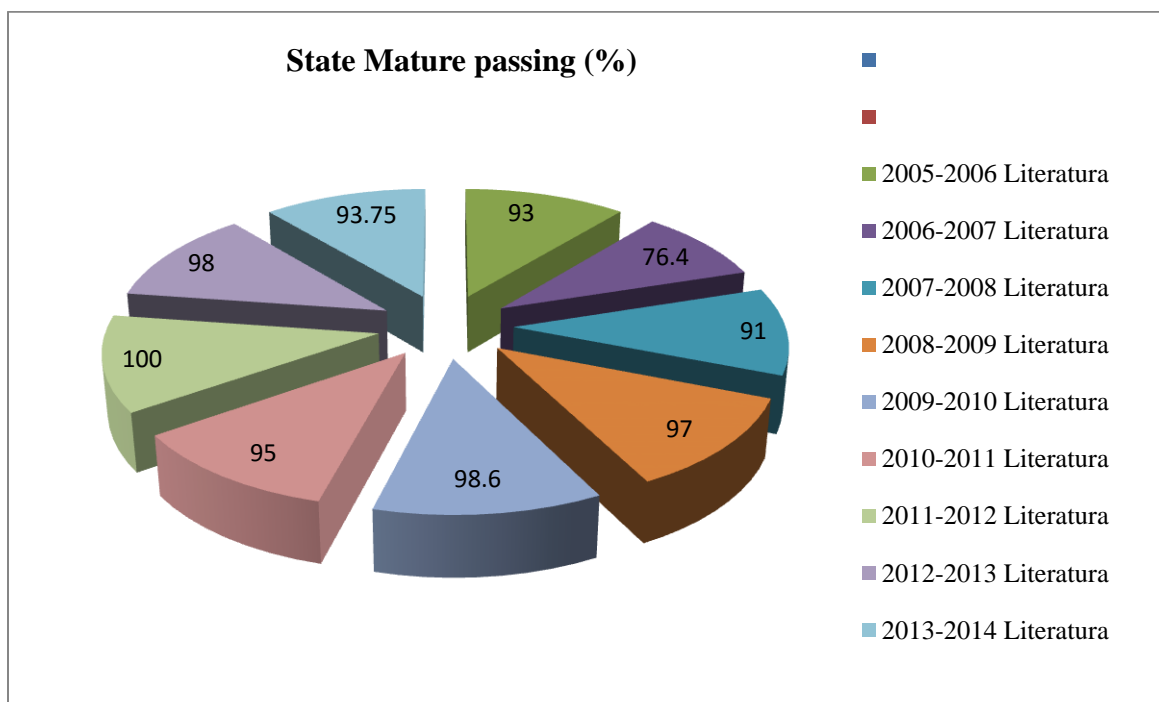


Figure 3 : Passing in literature

We have a motion in passing , as only an year passing is 100% in state matura and average grade moves with few changes , but there are improvements.

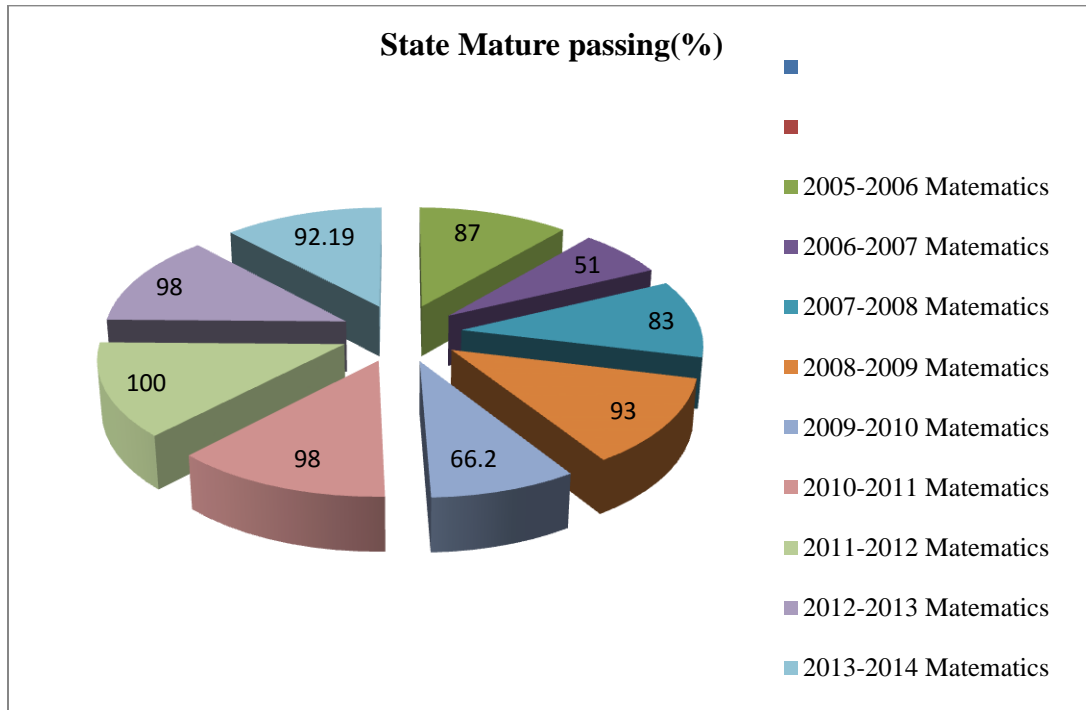


Figure 4 : Passing in Mathematics

Analysis of the Stare Matura 2013-2014 Maqellara high school

Difference of GPA

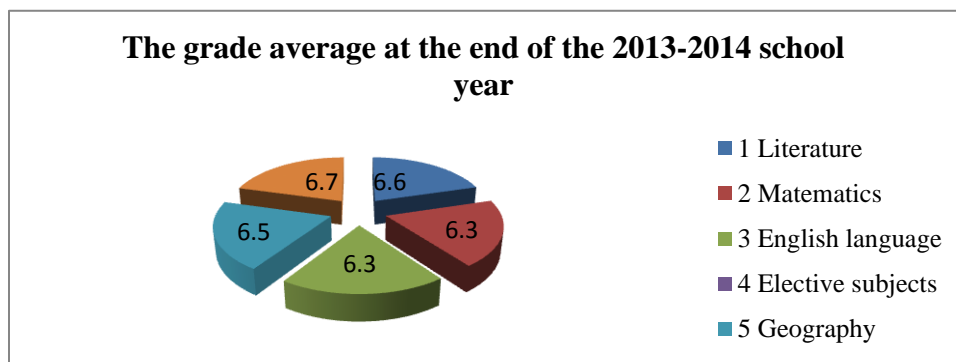


Figure 5 : The grade average at the end of the 2013-2014 school year

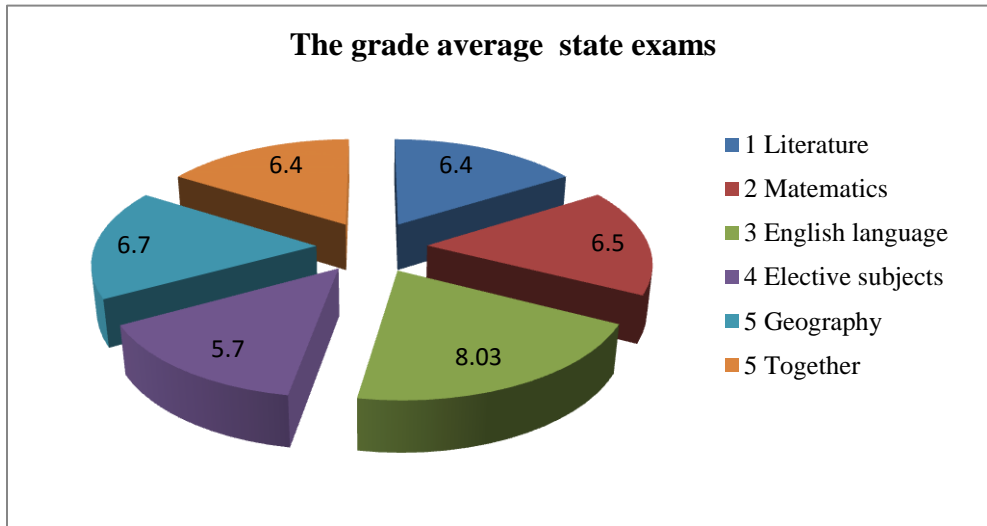


Figure 6 : The grade average in State matura exams.

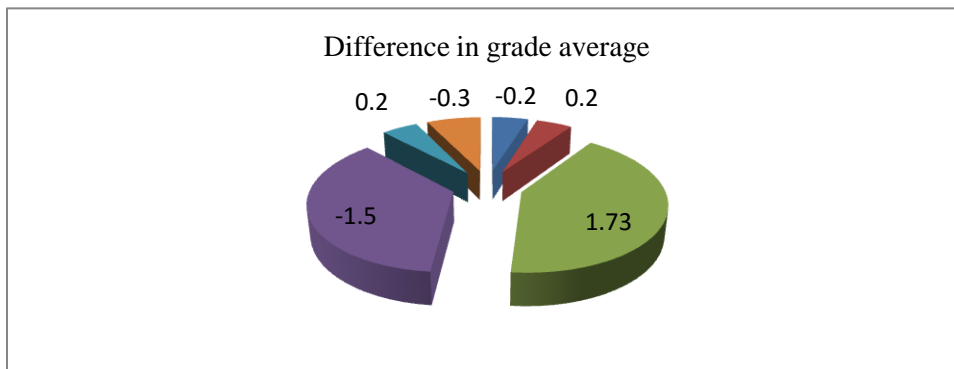


Figure 7 : Difference in grade average

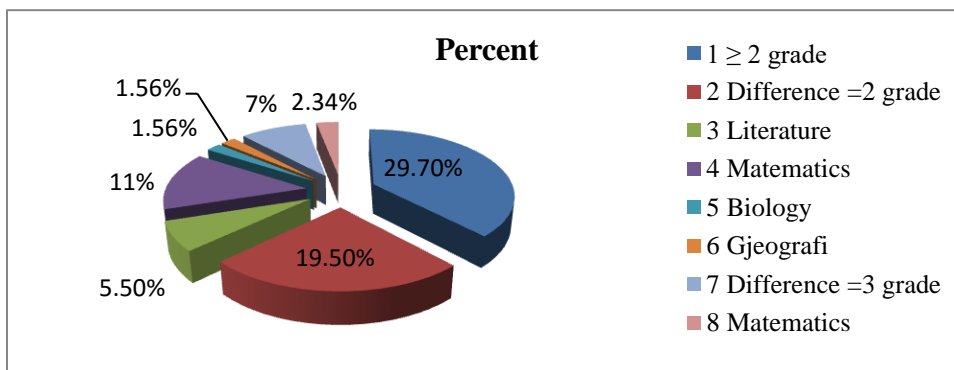


Figure 8 : Difference of annual grades

Analysis of distribution of points

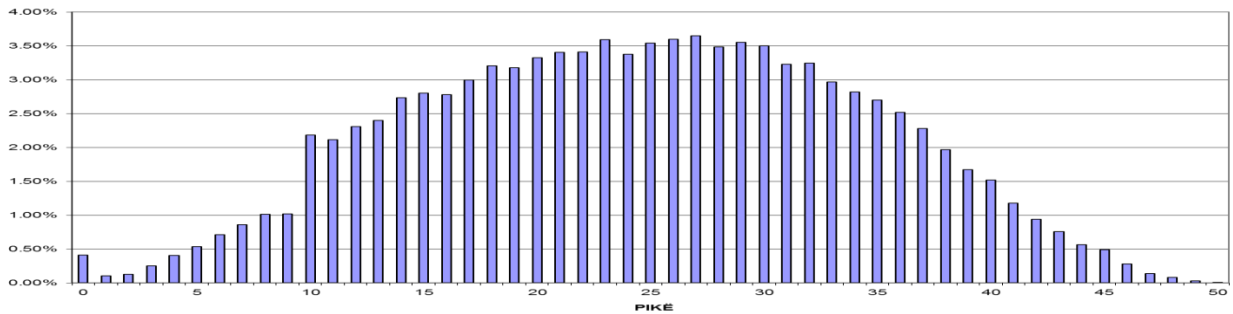


Figure 9 : Analysis of distribution of points in the Albanian Language - Literature

The analysis of distribution of points that:

- 0.5 % of students in total(Grade 10) are in the range of 46-50 points.
- 7.7 % of students get points that are in the range of 0-15 points.
- 40.11 % of students get points That are in the range of 0- 24 points .

So 40 % of students receive points that are less than half the maximum test score (50 points) .

Subject: Mathematics

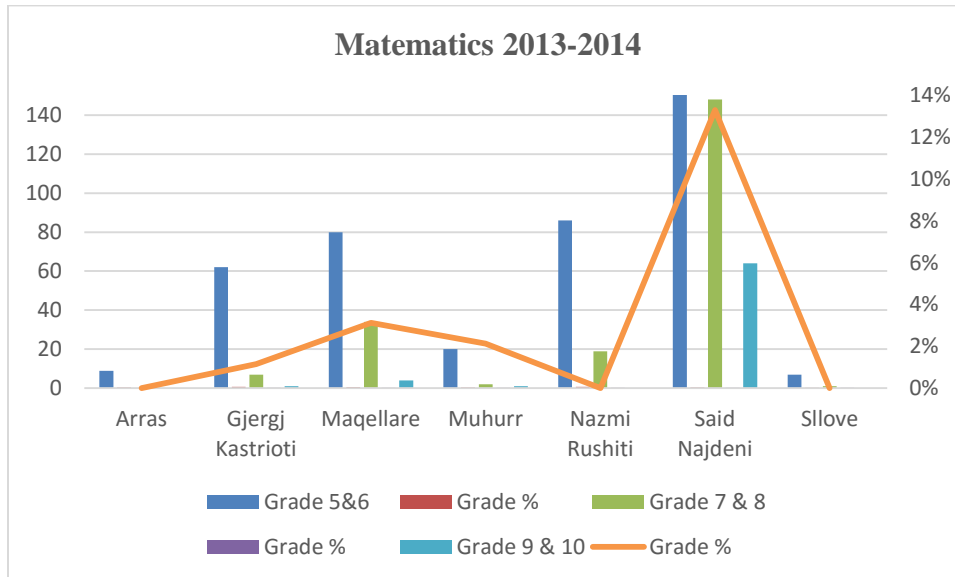


Figure 10 : Mathematics 2013-2014

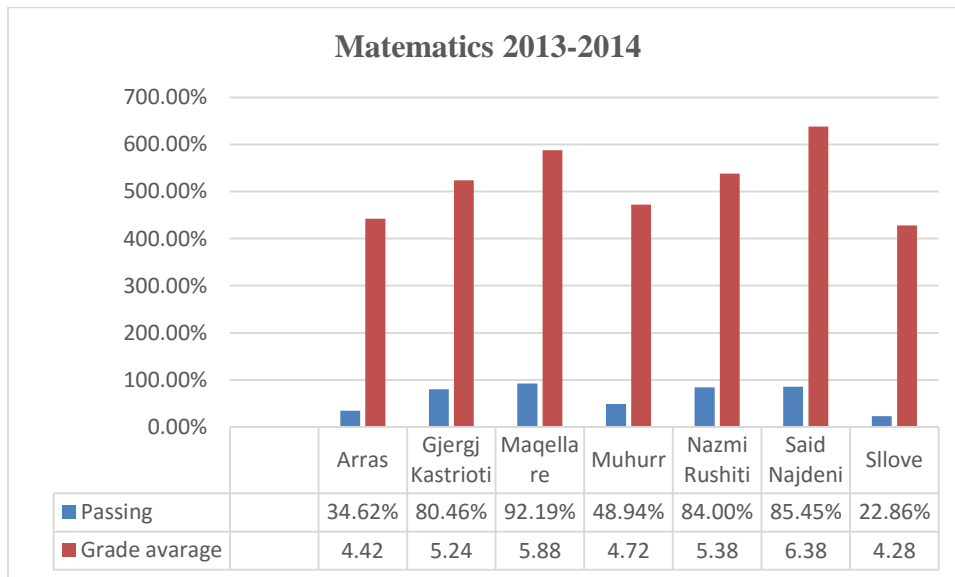


Figure 11 : Mathematics 2013-2014

From this table it appears that lower percentage has Silova, Arras and Muhurr high school. Ranking of schools is based on their GPA : This indicates that the achievement of students in the

matura exam are low

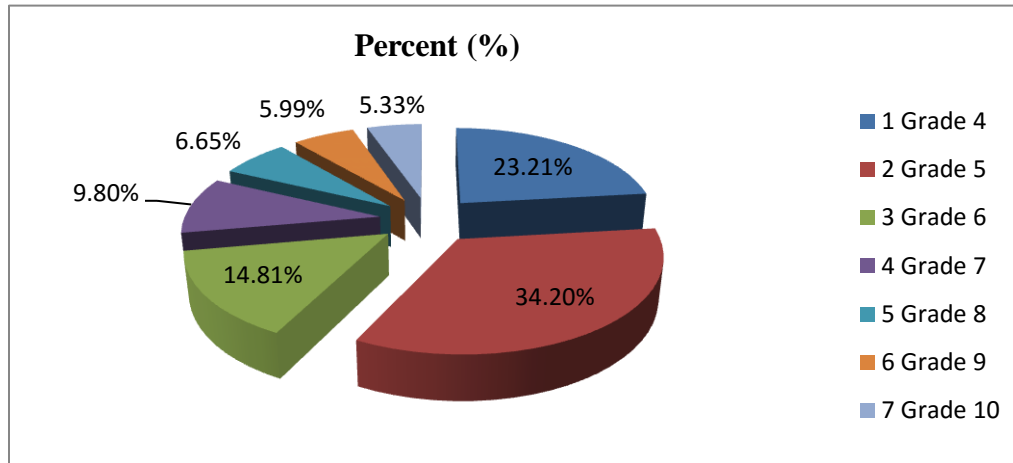


Figure 12 : Mathematics 2013-2014 in national rate

Point Spread

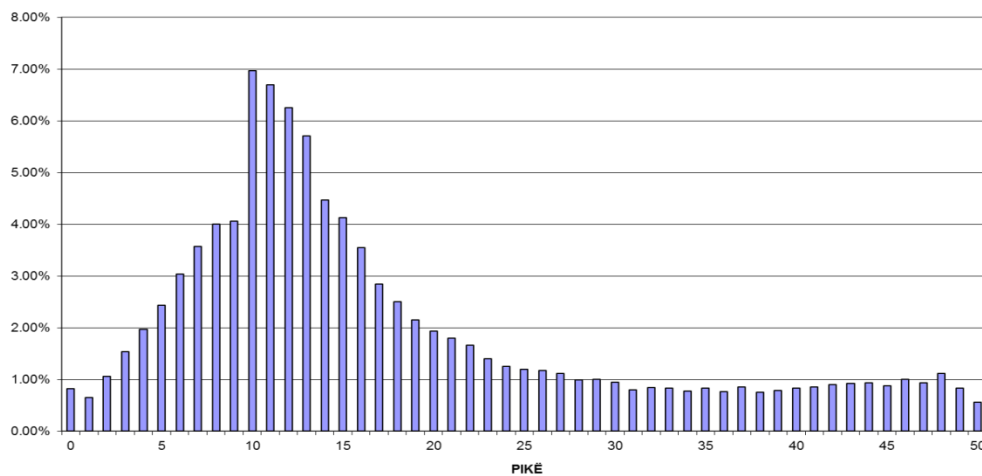


Figure 13 : Analysis of the distribution of scores in Mathematics

26.9 % of students get points that are within the limits 0-9 points, failing to reach the minimum score :10 points . 2.7 % of students get points that are in the 46-50 point margins .

The subject: English

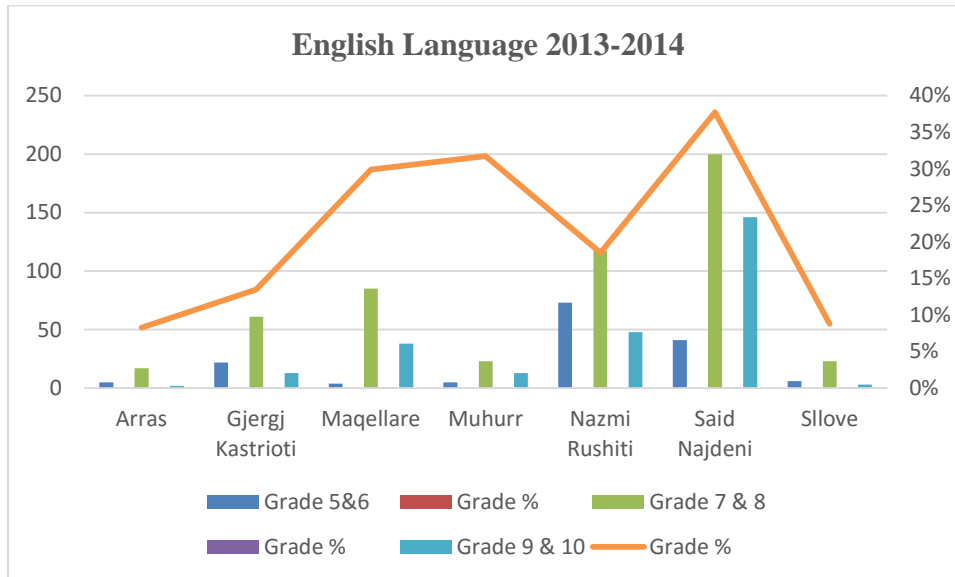


Figure 14 : English Language 2013-2014

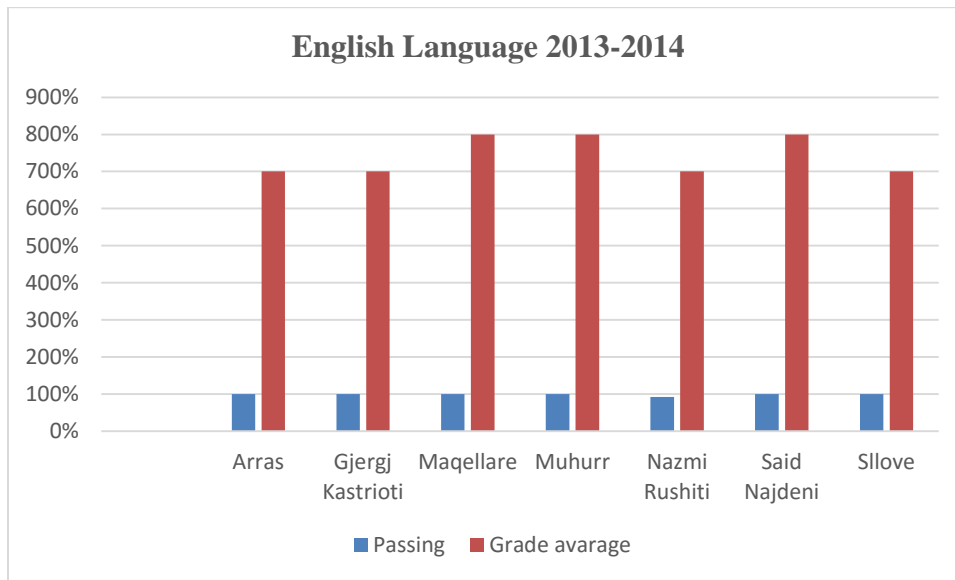


Figure 15 : English Language 2013-2014

Appreciate as positive indicator " Said Najdeni high school" where 37.7 % of pupils are estimated with grade 9 and 10 .

Elective subjects

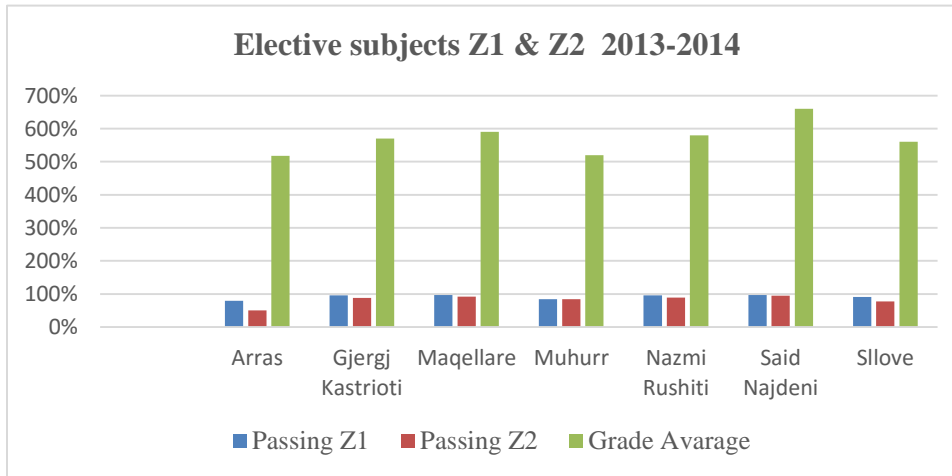


Figure 16 : Elective subjects Z1 & Z2

Conclusions:

1. Results of State Matura 2013-2014 are below the national average .2. The results of Stare Matura 2013-2014 are lower than the State Matura 2012-2013 .

3. The results of the Matura GPA are falling among years.

4. Results of the average grade of schools are falling among years.

5. Reduction of % of the grade 10

6. Increase of % of the grade 4.

7. Geography has the highest indicator in Matura .

8. Most students continue to study Geography branch at different universities

Insurmountable evidence that the State Matura in school affects student achievement .

Study hypothesis is proved:

State Matura has affected the performance and educational achievements of students and teachers .

Analysis of SWOT needs:

achievements:

Strong commitment of students to learn , teachers' commitment in achieving of the objectives with

students in State Matura ,avoidance of corruption of admissions in higher education ,avoidance of fictitious grades, increasing the efficiency of the lesson, reliability in learning process.

Options:

Acceptable infrastructure , trainings, application of sanctions for abuse by administrators or graduate students. weaknesses :

Subjective assessment because of examination only in writing , anxiety , fear , pressure on graduate students often produces jam ,use of technological means, unfair competition , abuse of administrators " kindhearted".

risks:

The use of electronic means higher grades of annual grades , stress , penalties against students in group by copying , penalizing of administrators , ...

Conclusions

Although there have been a lot of progress regarding the evaluation of students in examinations the level of students achievement in State Matura does not seem to achieve a significant improvement .

Quantitative indicators remain less fluctuation , those who have been a little earlier and noticed the same thing and for qualitative indicators . What brought the State Matura ?

1. Avoided fictitious grades, which were noticed before.

Since there was no standard there was a lot of abuse on grade...

2. The assessment of students is close to objectivity .

Having a reference object teachers are closer to objectivity . It is not excluded the case of dismissal of teachers for poor results .

3. increasing of students interest for lessons .State Matura is seen as a challenge for the transition to university .

4. Awareness of the stakeholders of the education system

MAS -DAR - ZA - School are a perfect chain .

5. Greater claim accountability for teachers and parents to students.

Names appear in public and the news gets ingrained.

Names of poor teachers continue the series of meetings till in the next Matura .

6. Improvement of teaching.

State Matura is a test not only for students but also for the teacher . Free consultations for students and charge extra for teachers increased the quality of teaching .

7. Results roughly the same and falling in recent years. From analysis of State Matura national rang most schools are below the national average , which means that State Matura has completed its cycle .

8. Liberalization

Maturity diploma is only two exams that lets you follow those branches where there is a quota free.

These branches not to test newly candidate is not obliged to provide elective exams (not logged means not pay) while the required branches has and will have certainly a test competition , lists and red line that divides the maximum points from the minimum , the work of students in three - four years of high school.

9. Taking of Information

Information is given and taken before an exam candidate , in March, he knows how much it will be the acceptance quota , how much is the fee , which are programs which are requirements of higher school and decided to branch offices and universities from the system " merit - preferences . "

10. Safety

State Matura creates a fair competition , selection of the objectivity and students learn more that grade firstly will not vary according to school and secondly assessment is external and standardized , and this is the essence of Matura .

Through appraisers National Center for Evaluation and Assessment and external supervisors , school A teacher supervising students of B decreases the minimum counterfeiting and copying.

11. Stress

The stress created by the communication of administrators in relation to the remaining time , the large distance from the city administrative units where the exam , parental expectations for results, long time for getting answers ,

Recommendations

From our research it appears that there are two main problems related to Matura

Problems related to Matura :

1. Improvement of quality indicators 2. Application of the regulation of examinations.

From this given situation we give the following recommendations:

1. To work more to increase quality indicators .
2. To Develop consultations on the basis of schedule throughout the year according to the needs of students.
3. To work constantly with the Matura tests .
4. To prepare students psychologically for the exams of State Matura .
5. To paid attention to the design of tests.
Often contain questions out program tests.
6. To train administrators exams.
7. To review assessment in writing and orally.
8. opening of new branches in universities for tourism and environment.

LITERATURE

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