Reflection on the Evaluative Practices in the Teaching of Administration in Educational Institutions

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Abstract

This study seeks to analyze the evaluative methods adopted by teachers, carried out by students of undergraduate courses in Business Administration in an Institutions of Higher Education located in the mountains of Rio Grande do Sul, Brazil. The methodology in this research has a descriptive character of the type survey and the instrument for data collection was a questionnaire composed of 18 (eighteen) closed questions, applied to 18 teachers of Administration courses during the year 2018, using the quantitative approach for data analysis with the help of descriptive statistics. The results allow us to conclude that there is a sign of change in the evaluation methods applied, where teachers demonstrate the use of other evaluation tools, besides the traditional test, and migrating to more modern and efficient methods.

Keywords: Teacher Assessment; Teaching Administration; Higher Education Institution; Higher Education.

1. INTRODUCTION

This article seeks to know the conceptions and practices of evaluation of the learning of the course of administration in the state of Rio Grande do Sul, located in Serra Gaúcha and compare with the existing literature on the subject.

For Pimenta (2002), education today is the portrait and reproduction of society and, at the same time, the desired society is projected. Higher education sees the importance and urgency of seeking updating, of looking at academics as future professionals working in society. Thus, it is observed the importance of teaching practices in this challenge of education, since the progress in the teaching process depends on the performance of the teacher.

According to INEP data, through CENSUP 2013 (Census of Higher Education), the percentage of people attending higher education represents almost 30% of the Brazilian population in the age group of 18 to 24 years. The state of Rio Grande do Sul registered an increase of 150% in HEIs (Higher Education Institutions) totaling 120 HEIs in 2013, against 47 in the year 2000, according to data from the 2015 Higher Education Map (SEMESP). Also in this report, the Administration course was the second most sought after by students in private HEIs in the state with 45,200 enrollments, losing only to the Law course. In the distance learning modality (DL), the Administration course led the search with 15.6 thousand registered enrollments.

The transformations that have occurred in higher education cannot be separated from the changes in ideas and practices that develop it, as well as from the actors that are the characters of this practice. In addition, these transformations are in accordance with the teaching plan, and it is important to consider the actions aimed at teaching experiences as they are applied, developed and evaluated. Thus, it is essential to rethink the educational practices that serve as a basis for the curricula of courses at the university and the various pedagogical practices exercised by teachers, including assessment.

The objective of this research is to discuss the evaluative practices of teachers in Administration, through methodologies in force, which follows the technological evolution with the objective of offering education and learning of quality in the field of higher education, and which meets the professional demands of the area and society, reinforcing the role of the university in this context.

Thus, this work is divided into two parts. The first part deals with the theoretical framework, which had as its main theme the evaluation of learning, seeking to clarify its process, its methodologies and purposes, focusing on higher education. The second part brings the reality researched, through the result and analysis of the research, where the data obtained with the tabulation of the questionnaire are analyzed, confronting with the theory, to demonstrate the results obtained, after the second part were presented the conclusions.

2 EVALUATION AND THE TEACHING AND LEARNING PROCESS

Evaluation methods should be dynamic and use various tools so that the educational process demonstrates and is effective for the purposes of its objectives. It is ideal that this process is systematic, to achieve progress and be possible to carry out a reflection in practice, to promote improvements from difficulties, new methods or difficulties.

Among the teaching activities, it is evident that the evaluation is one of the fundamental components, because this process is responsible for the formulation of the objectives of the educational methods, in the definition of the contents to be worked on and in the identification of new practices that achieve the proposed objective.

In this way, the evaluation is able, in the pedagogical sense, to build an orientation in the teaching process, throughout the development of practices in the pursuit of the objectives planned by the teacher in the teaching plan.

Then it is noticed that the evaluation does not only mean the attribution of a grade, or quantification, but also the attempt to identify how effective the practices used by teachers were and also to create a pattern of interaction between the teacher and student in the search for reassessing the entire teaching process to meet its purpose.

Vasconcelos (2000) defines the evaluation of teaching-learning as a "process", because according to the author the teacher will follow the construction of the student's knowledge, instead of simply judging him in a certain situation.

The evaluative practice is one of the most efficient tools to act or control behaviors, attitudes and beliefs among students, and in many moments being positive or negative in their development possibilities, by the way it is applied and perceived importance has as a function the social inclusion or exclusion, through the bureaucratic and legal issues impregnated in its use.

In many cases, what makes the process of alternative assessments more difficult is management by the educational institution with a high level of authoritarianism and bureaucracy. Normally, the evaluation process is labeled as a process of extreme sacrifice, both for the evaluated and for the evaluators. In some educational institutions, the amount of mandatory content is pre-determined, with the definition of an expected date for the application of the test. This situation promotes an exhaustive situation of automatic correction of a high number of tests and quantification, through the grade, mainly in teachers with several subjects.

The assessment process should not be closed with the assignment of a grade, to determine the level of knowledge absorbed in the teaching and learning process. The purpose of the assessment is to make an analysis of the information, to which it is continuously being aggregated throughout the development of the teaching and learning process, which can be used to develop a critique of the teaching method applied.

According to Luckesi (1995), the evaluation directs the object in a dynamic path while the verification "freezes" it. Thus, in order to develop the evaluation process, we necessarily have to verify, but later we need to take an attitude in order to change the situation verified, then we will be evaluating.

According to Benjamin Bloom, an important researcher in the field of learning, especially in the evaluation of learning, the evaluation can be classified into three categories: somative, diagnostic and formative (BLOOM; HASTINGS; MADAUS, 1983, p. 8).

The Somative evaluation is a very general evaluation, which serves as a support point to assign grades, classify the student and transmit the results in quantitative terms, done at the end of a period (BLOOM; HASTINGS; MADAUS, 1983, p. 100).

The denomination somative evaluation is questioned by Luckesi (2005, p. 1), who argues that, instead of somative evaluation, we should use the expression final results, considering that "these results will always be positive if they were effectively constructed as the desired results". Thus, he suggests that it is

designating the somative assessment, we refer to practices in which the end of the educational process becomes more important than the process itself.

The Diagnostic Assessment is based on the student's knowledge, strategies and personal experiences to detect their needs and difficulties, allowing the teacher a more detailed analysis of the learning process.

Machado (1995, p. 33) observes that "The diagnostic evaluation enables the educator and student to detect, throughout the learning process, their failures, deviations, their difficulties, in time to redirect the means, resources, strategies and procedures in the desired direction" (MACHADO, 1995, p. 33).

Formative assessment is the provision of data that will be used to improve the training and performance of the student throughout the learning process. Summative assessment refers to the information at the end of this process.

Thus, through the formative assessment it is possible to verify whether the established objectives were achieved by the students, as well as collect data so that the teacher can perform a recovery work and improve their procedures (HAYDT, 2008).

It is perceived then that the act of evaluating should not only be a mechanism to be applied at the end of a learning, but should be a continuous process, where it can have a monitoring and guidance to really ensure the effectiveness in the process of teaching and learning.

3. ASSESSMENT INSTRUMENTS IN HIGHER EDUCATION

With the same level of importance as the learning method, but much less addressed in themes in teaching, the form of evaluation of the teaching and learning process, represented by the evaluative instruments, represent how important the effectiveness of the content taught is. These methods or instruments should not be considered as a neutral or merely technical activity, but rather dimensioned by a theoretical model of teaching, science and education, reflected in pedagogical practice.

The practice of evaluating teaching and learning processes should occur through the pedagogical relationship that involves the proposed objectives and in behaviors, attitudes and skills of teachers and students. As an evaluator of this process, the teacher interprets and assigns meanings and meanings to the evaluation, producing knowledge and representations about the evaluation and about his role as evaluator, based on his own conceptions, experiences and knowledge (SORDI, 2001; CHUEIRI, 2008).

Through research, conducting a search for the history of education systems and evaluation practices, it is essential to observe that from the sixteenth century to the nineteenth century the practice of evaluation occurred as a way for the student to account for the content learned through repetition (SOUSA; ALAVARSE, 2003). In Brazil, during the nineteenth century the educational process was still developed in traditional methods: "a teacher who transmits knowledge accumulated by humanity and systematized logically, it is up to the student to decorate the lessons and repeat them, disciplined, in the exercises" (SOUZA, 2012, p. 241- 2).

The education practices remained for a long time without updating, and all their methods were performed in the same way. The content passed in an expository way to the student, who in turn memorized what had

been received information and later was submitted to an accountability with the teacher. Pimenta and Anastasiou (2002) state the existence of the habitus, when they analyze the permanence of the traditional model of teaching, which still marks the teaching practice in higher education. For these authors, the concept of habitus is equivalent to repeated practices without reflection for many generations and, therefore, they were institutionalized, that is, became official, being seen as the only way to develop teaching and learning. For Vasconcellos (2003), such practices have been used by teachers for so long that they are accepted as if they were natural.

Thus, the assessment practices carried out within the classrooms, when they prioritize tests that apparently only aim to measure, quantify, verify and even classify the students' learning, reinforce a complex and sensitive ideology of control and serves as parameters of social behavior.

The importance of evaluation instruments, despite their usefulness in certain situations, seems to be overestimated (LACUEVA, 1997). In a way, the overvaluation of the instrument would be reinforcing the traditional form of evaluation, although for this study it is more important why and for what it is evaluated, than the how.
According to Ludke (1995), unfortunately what is frequently seen is a reductive identification of the term evaluation to the concept of proof.   The test is preferred in higher education courses among the various instruments used in the assessment. Some educators are concerned with finding a certain form of assessment, usually related to the construction of efficient tests, associating assessment with tests or exams.

Since evaluation is the central process of effective teaching, it is through it that we can find out whether the planning of proposed teaching activities resulted in the proposed learning objective. An assessment in an ideal model is necessary to interpret, in an efficient way, what the evaluated know and what they are able to do with regard to the proposed content.

According to Masetto (2003), the higher education teacher is no longer a transmitter of knowledge, but rather a mediator in the learning process of the student, because in this segment of education there is a new perspective in the relationship between teacher and student.
In recent years, there has been a high increase in the number of HEIs, consequently increasing the number of teachers. The demand for teachers was not sufficiently met to meet the needs of the market, with an excess of students by subjects, dissatisfaction and wear and tear on the part of teachers (MARTINS, 2008). Still for this author, there is a disqualification of teachers who, associated with the flexibility and precariousness of employee and work relationships, further aggravate this evaluation process (MARTINS, 2008).

In this sense, it is necessary that the teacher evaluator uses evaluative instruments that will contribute both to teaching and learning. Various assessment instruments or techniques can be used to assess the student's progress. "As assessment is a learning-driven process, it can be deduced that the learning objectives are the ones that will define assessment techniques" (MASETTO, 2003, p. 159).
Many of the theoretical references present in the assessment practices normally used are related to the association with the requirements of the planned contents, analyzing, through exams, the achievement of these objectives by the students; the assessment is seen as separate from the learning process, summarizing its application and its result. Thus, the tendency is to think of evaluation as a judgment of performance in function of the achievement of the proposed educational objectives (SOUZA, 1991).

In addition to the proof, Masetto (2010) shows other instruments or assessment tools that can be practiced in higher education by teachers, such as: the case study, and that "this technique aims to assess the knowledge and its application to a particular problem situation [...]" (MASETTO, 2010, p. 168). The case study also serves to assess skills and attitudes, according to the objectives that are proposed).

3.1 METHODOLOGICAL PROCEDURES

Aiming to understand the current methodology used in higher education evaluations, in Business Administration courses, this study is characterized as being of an applied nature, with a quantitative approach and descriptive purpose. Applied research increases the possibility of understanding and solving organizational problems (HAIR JR. et al., 2005). The research with descriptive purpose consists of a type of conclusive research that seeks to describe, in general, characteristics or functions of the market, and is commonly performed to estimate the percentage of the population that exhibits a certain behavior and perform specific forecasts (MALHOTRA, 2006). Regarding the procedures, a survey was conducted in November 2018, between 20 and 23 days, aiming to gather information provided by a group of interest about the data that is intended to be obtained (HAIR Jr. et al., 2009).

4 ANALYSIS AND INTERPRETATION OF RESULTS

4.1 CHARACTERISATION OF RESPONDENTS

The block of questions called "Profile" has 4 closed questions, which seek to verify the main characteristics of the respondents. It is possible to observe that 77.8% of the interviewees are male, with ages between 36 and 45 years (44.4%) and teaching time from 3 to 5 years (33.3%). Referring to the Discipline Taught in the area of Human Resources (27.7%). Table 1 shows the respective percentages and absolute numbers.

Table 1 - Sociodemographic characteristics of respondents

Demographic Characteristics	Cases (n = 18)	Percentage (%)
Genre		
Male	14	77.8
Female	4	22.2
Age range		
18-25 years	0	0.0
26-35 years	6	33.4
36-45 years	8	44.4
46-55 years	4	22.2
56-65 years	0	0.0
Teaching Time		
up to 1 year	1	5.6
from 1 to 3 years	5	27.7
from 3 to 5 years	6	33.4
from 5 to 10 years	4	22.2
over 10 years	2	11.1

Ministered Discipline

TGA	1	5.5
Operations (production)	2	11.2
Finance	4	22.2
Human Resources	5	27.7
Marketing	2	11.2
Quality	0	0.0
Other	4	22.2

Below are the statistical analyses carried out in order to evaluate the evaluation methodologies currently applied.

4.2 DATA ANALYSIS

The descriptive analysis allows the understanding of data behavior through tables and by identifying trends and variabilities (FÁVERO et al., 2009).   To enable the descriptive analysis, the mean, standard deviation and variance by issue were calculated, as shown in Table 2.

Table 2 - Descriptive Analysis by Question

	Question	μ	s	s^2
Q1	I always try to make use of different evaluation methods and instruments	**5.889**	1.410	1.987
Q2	Generally, my evaluations are tests, with content seen in class, without consultation.	4.222	1.865	3.477
Q3	Generally, my evaluations are tests, with content seen in class, with consultation.	4.056	1.514	2.291
Q4	My evaluations in general are in groups.	2.778	1.437	2.065
Q5	My evaluations in general are in pairs.	3.000	1.495	2.235
Q6	My evaluations in general are carried out through autonomous work.	4.944	1.765	3.114
Q7	I carry out evaluations by reading and interpreting texts.	4.278	1.602	2.565
Q8	I carry out evaluations through discussion and debate of topics and/or problems.	**5.167**	1.465	2.147
Q9	I carry out evaluations through research activities (consultation of encyclopaedias and works of various types and in various media, collection of information from various persons and entities and from other sources, research on the Internet).	4.389	1.195	1.428
Q10	I carry out evaluations through written work (cards, tests, reports, production of creative texts, projects, response to questionnaires, others).	**5.389**	**1.195**	**1.428**
Q11	I perform evaluations through games (functional games, rule games, role-plays, among many others).	4.111	1.844	3.399
Q12	I carry out evaluations through the use of ICT (information and communication technologies) and various other material resources, such as communication media.	4.389	1.685	2.840
Q13	I carry out evaluations through practical work (application, laboratory, manuals and others).	4.444	1.653	2.732

Q14	I make evaluations through physical activities, of plastic, musical expression and others.	**2.389**	**1.243**	1.546

Nota: μ= Mean; s= Standard Deviation Padrão; s²=Variance.

It is observed that the individual means were concentrated between μ=2.389 and μ=5.88, and the scale options varied between 1 and 7, which indicates that the respondents have their perceptions about the evaluation methodology applied in their disciplines in a median position. The highest mean (5.88) refers to the question "I always try to use different evaluation methods and instruments", followed by "I carry out evaluations through written works (forms, tests, reports, production of creative texts, projects, answers to questionnaires, others)", with μ=5.389. The lowest mean was that of the variable related to assessments through physical activities, plastic and musical expression, and others, which portrays the non-use of this form of assessment in course of Administration, having a mean μ=2.38. The largest standard deviation was (1.865) in relation to the mean, which allows inferring that there may be no significant differences between the teachers' responses.

The dimension "I carry out evaluations through written work (records, tests, reports, production of creative texts, projects, answers to questionnaires, etc.)" has the lowest standard deviation (1.195) and lowest variance (1.428). It can be concluded that this evaluation method is still the most widely used among the administration teachers submitted to this research.

4.3 RESULTS INTERPRETATION

Based on the questions analyzed, the validated attributes were classified into 4 dimensions related to the Evaluation Methodology. Initially, the intention was to assess how much the teachers are concerned with diversifying the evaluation method, represented by question number 1. In the next block, with 2 questions, we tried to understand the relationship between evaluation with consultation or without consultation and in the third block the degree of participants in the evaluation practices. In the last block, with 8 questions, an attempt was made to observe the tools adopted in the evaluation practices. Thus, the questionnaire was represented by 14 questions, divided into 4 blocks for interpretation of the results.

With respect to the concern in the use of different assessment methods and instruments, it is concluded that this factor is being prioritized by the respondents, since this question presented the highest average, which demonstrates a high frequency in the use of different methods and tools in the evaluations performed by the research teachers.

It can be seen from the second block that the methods of application of the evaluations are still well divided, between tests without consultation or with consultation, and that the means are very close (μ=4.22 and 4.05 respectively).

In the third block, it is concluded that the form of application through autonomous studies, i.e., individual tests represent the largest form of methods applied by teachers, with an average of μ=4.94, followed by evaluation in pairs or pairs, with an average of μ=3.00, very close to the third form, which is the application of group tests with an average of μ=2.77.

Finally, the analysis carried out in the last block, which represents the various forms or instruments of evaluation applied by Management teachers in an institution of the gaucho mountain range, points out that evaluations through written works to which fit records, tests, reports, production of creative texts, projects,

responses to questionnaires are still the most used, with an average of μ=5.389, followed by evaluations through discussion and debate of topics and/or problems with an average of μ=5.167, indicating an evolution in active methodologies, which promote this form of teaching and evaluation.

Thus, when considering the results of the analyses carried out, it is possible to infer that a there is an evolution of the evaluative methods, facing the old practices, based on individual evidence and without consultation. It is evident an interest on the part of teachers in the alternation of assessment tools and methods, in which they are suggested by the literature review.

5 FINAL CONSIDERATIONS

Evaluation is part of the teaching and learning process and should be seen as an instrument that will favour advances and surpasses in the teaching and learning process. The assessment is not just an instrument to give the learner a grade, concluding that it is not restricted to the test alone. Masetto (2003) states that specifically in Higher Education, it is necessary for the teacher to think about assessment instruments that can be used in each assessment modality.

Regarding the research, although not conclusive, it can be analyzed that the conceptions and purposes of assessment of learning currently applied, are in a subtle change, which not only serves as a grade assignment, but to effectively evaluate the entire learning process, constant in each content.

From the answers obtained, it was possible to realize that teachers are using methods and performing evaluations for more than one instrument, that is, not only by tests, but also through seminars, works, oral evaluation, among others. Thus, it is observed the need for evaluative instruments aimed at dialogue, in which they can expose their ideas, exchange and share information.

In this sense, it is up to the teacher, in this case of Higher Education in Administration, to use various evaluative instruments to evaluate the student's learning and thus give importance to the evaluative processes and not only for the results to which it was practiced in the recent past and also with this to contextualize and integrate an effective evaluation.

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