

## Teachers' Views on the Use of Technology in Appraisal of the Students

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### Abstract

**Purpose of the Study:** This study is to determine the thoughts of teachers about the use of technology in defining the individual. Getting to know the individual constitutes the first purpose of guidance services, and the main purpose of getting to know the individual should be to introduce himself to the individual.

**Method:** Qualitative research method was used in this study. In this study, the use of individual recognition test techniques with technology was investigated. A two-hour workshop was organized for teachers on the use of individual recognition techniques such as who is it and sociometry in the computer environment. Thirty teachers who participated in the workshop answered the questions about the use of technology in getting to know the individual.

**Findings Conclusion:** At the end of the interviews, the teachers reached the themes of getting to know students effectively, helping students, reaching more students, using the technique of getting to know more individuals, keeping, and confidentiality.

**Recommendations:** It is important to benefit from technology for the widespread and effective use of individual recognition techniques in order for teachers to get closer to their students. Future studies may also be on the use of technology in non-test individual recognition techniques.

**Keywords:** Counseling, Appraisal of Student, Technology

### Introduction

Human, it is a social entity with both bio-physiological, psychological and socio-cultural characteristics. Psychology is the scientific study of mind and behavior. Psychology involves the study of conscious and unconscious phenomena, including feelings and thoughts (Sommers-Flanagan & Sommers-Flanagan, 2004). It is a comprehensive academic discipline that crosses the boundaries between the natural and social sciences. By connecting the discipline to neuroscience, psychologists seek to understand the emergent properties of the brain. As a social science, psychologists aim to understand the behavior of individuals and groups (Fernald, 2008).

The practice of assisting individuals in discovering and developing their educational, professional, and psychological potential in order to attain optimal levels of personal satisfaction and societal usefulness is known as guidance counseling, naming counseling, and mentoring (Agarwal, 2007). The assumptions underpinning, first, that each individual has the right to design his or her own future, and second, that reasonably mature and experienced members of the community are accountable for guaranteeing this, make counseling a fundamentally democratic notion, theory, and practice. Everyone's decision will benefit both them and society. The counseling philosophy assumes that these objectives are mutually beneficial rather than diametrically opposed. It is not the role of those who advise children

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and young people to balance individual needs with societal obligations. Rather, it is directing the individual to options supplied by his environment that will best meet his unique wants and objectives (Biritanica, 2005).

Counseling is an inherently ambiguous profession. It's done by people who can't decide what they want to call themselves, what credentials they need to practice, or even what the best way to practice is—whether to deal with feelings, thoughts, or behaviors; whether to be primarily supportive or confrontational, whether to focus on the past or the present. Furthermore, therapy clients are unable to define their issues, what counseling can and cannot achieve for them, or what they desire when it is completed (Kottler & Brown, 1996).

Psychological counseling and guidance are branches of science aimed at helping individuals. In order for the assistance provided to the individual to contribute to the reflections that have an impact on social processes, it is very important to carefully focus on the studies and their results. Recently, studies on individual recognition techniques have attracted attention and applied in many fields. In addition to school environments, it has started to be seen as one of the useful areas with an increasing trend, as one of the areas that attract attention in the field of health services, support for the family institution, ensuring and increasing institutional success in the workplace (Bor, Ebner-Landy, Gill, & Brace, 2002). However, these services, which will directly affect people's life activities and help create positive social effects, have not yet been advanced to a sufficient level in our country. Techniques of getting to know the individual are still obligatory in Turkey to stay in limited areas such as social cohesion, individual satisfaction and career choice in schools.

It is founded on a set of principles developed via research (Sinnema, 2005) and validated by experimental work in schools. Table 1 below lists and discusses these principles.

**Table 1 Principles and Elaborations of Appraisal (Assessment / Evaluation) of Students**

Principle	Elaboration
Students' learning is the emphasis of appraisal.	<ul style="list-style-type: none"> <li>. Any teacher's evaluation is based on how well students learn.</li> <li>. Teachers and school leaders understand their students' learning requirements in connection to goals outlined in the general curriculum and valued by the students, their families, and their wider society (the wider world).</li> </ul>
Appraisal is an inquiry-based process that investigates the connection between teaching and learning.	<ul style="list-style-type: none"> <li>. Appraisal takes a close look at how instructors' actions affect students' learning.</li> <li>. Teachers can use rigorous inquiry to assess what they need to do to address their students' learning needs and whether their existing methods are assisting them in achieving the critical objectives highlighted.</li> </ul>
Data is used to inform appraisals.	<ul style="list-style-type: none"> <li>. Throughout the assessment process, data is utilized to ensure that everyone understands how students are performing in regard to the learning objectives that are valued.</li> <li>. Teachers and school officials are familiar with a variety of technologies for collecting and analyzing data on their pupils. Information regarding social and affective elements of learning, as well as cognitive results, are included in the data.</li> <li>. Teachers and school administrators also understand how to organize data in order to track changes over time.</li> <li>. Teachers may analyze the impact of changes to their practice on</li> </ul>

<p>Appraisal develops information that is linked to the professional learning requirements of teachers.</p>	<p>their pupils by interacting with data from many points in time.</p> <ul style="list-style-type: none"> <li>. Instructors and school administrators look into the link between teaching and learning to see what new knowledge and skills teachers might need to satisfy the requirements of their pupils.</li> <li>. They react to this knowledge by setting new evaluation objectives, considering how to attain them, and deciding how to track progress toward those goals.</li> <li>. Appraisal goals and subsequent professional learning programs meet both individual teachers' learning requirements as well as the needs of the whole school community.</li> <li>. They are built on a foundation of information and abilities that instructors already possess and may pass on to others.</li> <li>. If the required knowledge is not available inside the school community, school administrators seek beyond the building to discover where it could be and how they might obtain it.</li> </ul>
<p>The goal of assessment is to make things better (for both the appraisee and the appraisal process).</p>	<p>One of the most important goals of assessment is to enhance practice.</p> <p>While appraisals frequently reveal concerns and problems, the emphasis on data and evidence ensures that evaluation discussions leave people feeling optimistic about solving challenges with colleagues to better serve their students.</p> <p>Leaders and appraisers enhance their school's evaluation procedures by combining their appraisal experience with school self-review.</p>
<p>Individual responsibility and accountability are emphasized during the appraisal process.</p>	<p>While the school is responsible for the kids' learning as a whole, assessment emphasizes the impact of individual instructor.</p> <p>Individual instructors are held accountable and liable for the children in their classes thanks to appraisal.</p> <p>Appraisal for learning implies that these educators will be given the assistance they require to improve their performance.</p>
<p>The necessity of school-wide collaboration and collective accountability is recognized in appraisal.</p>	<ul style="list-style-type: none"> <li>. Teachers do not move alone; they have opportunity to reflect on their experiences with others, especially in professional dialogues.</li> <li>. Their assessment goals are linked to the school's overall goals and are tracked alongside them.</li> <li>. This idea requires leaders to link evaluation with school self-review mechanisms.</li> <li>. For parents and whanau, this entails collaborating with their children's instructors.</li> <li>. Underpinning it is a care ethic - the concept that all students are 'our kids,' and that we all share the obligation and privilege of assisting them in reaching their full potential.</li> </ul>
<p>Appraisal is thorough, allowing for genuine change and exploration of what works and what doesn't.</p>	<ul style="list-style-type: none"> <li>. During appraisals, teachers and school administrators are open and honest with one another, forming the trusting connections that are important for deep learning.</li> <li>. There are possibilities to experiment with various ideas and techniques to examine how they improve student learning results.</li> <li>. Such investigations are nonetheless thorough; challenging topics are handled, and clear expectations are set for pupils who are not performing as well as they should.</li> </ul>
<p>Appraisal is ingrained</p>	<ul style="list-style-type: none"> <li>. Appraisal isn't something you do once a year as a duty that's</li> </ul>

in the organization and is carried out on a regular basis. unrelated to what's going on in the classroom. . The appraisal targets are examined on a regular basis throughout the year. . Regular observations and conversations within the context of planned professional learning give data on which assessment choices and reports are based.

### **Recognizing Human, Technology, and Individual**

As a biopsychosocial being, human needs techniques to recognize the individual in order to recognize the biological side of cells, blood, tissues, organs and systems, the psychological side that creates emotions, thoughts and behaviors, and finally the social side that creates relationships.

A group of students who experience mild food poisoning from recess will show common behaviors such as distraction, flushing, and vomiting. Students will be able to experience feelings such as mourning, loneliness and meaninglessness with the loss of their pet. Students whose parents are working will be able to show different tendencies in the friend environment in order to gain the attention they cannot get in the home environment. Substance abuse, bullying, and reckless behavior can cause undesirable problems for many students. Individual and group counseling interventions will also impose a large workload on all specialists involved with students. Diagnosis, intervention, and monitoring of all these student qualities are almost impossible to achieve with classical methods using paper and pencil. From storing the interviews in a digital environment to observing the applied test results in a few seconds, the biggest assistant of the experts is technology and education technologies in the school environment.

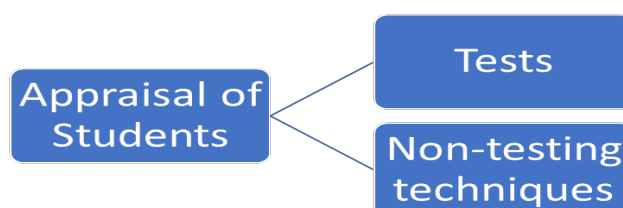
Technology is the knowledge used to expand human capabilities and meet human needs. Technology is people's use of the natural world for their own purposes. Technology is anything done to make life easier using science (Bugliarello, 2000). From the pictograms on the cave walls, to the clay tablets, to the bird's pen, to the touch screen, human beings are in an effort to transfer their existence to future generations in different social formations. Getting to know the individual and especially the student (appraisal of student) is basically helping the student to make healthy decisions by discovering himself better. Not only world but also Turkey becoming more crowded than ever. However, it is stated that the population of Turkey is 78 million 741 thousand 53 people as of 31 December 2015 (TUIK, 2015). In an ideal school environment, it is desirable to have one guidance counselor for every 250 students (Uşaklı, 2000). New incidence such us large amount of emigration to Turkey can be added this dramatic situation. However, considering the population of Turkey and the ideal ratio of students and counselors, it shows that it is not possible to get to know the individual in schools in a healthy way. Classroom environments where 24 students are considered ideal generally exceed this number, and in big cities, classrooms with 60 students are encountered. In this case, it necessitates the use of technology in individual recognition services.

It has been used with world education technologies for more than 50 years. In the mid-1990s, it is seen that programs written in DOS environment were used on subjects such as anger management and assertiveness, especially when the use of the internet was just beginning to become widespread. Today, especially test techniques are written with the EXCEL program.

The use of computers in individual recognition services, which is very important in education, brings speed, sensitivity, continuity and reliability to processes. The computer is used for the

preparation and application of tests used in individual recognition, the extraction of statistical information about the results, and the creation and storage of question banks.

No matter how modern the school and classroom environment is equipped with modern equipment and technology, first of all, the professional equipment of the teacher is important. This indicates that the sensitivities about teacher training are not in vain. Especially in basic education, the person who spends more time with the student than with his/her family is the teacher. Considering this, the contribution of teachers to students' not only cognitive but also psycho-social development can be understood. Tests and non-test techniques are generally used to identify the individual (Dürüst,, Uşaklı & Yılmaz, 2020).



**Diagram 1 Appraisal of Students**

Diagram 1 illustrates division of appraisal of students. There are two ways to get know students these are tests and non-test techniques. This study focused on utilizing computer technology in tests of appraisals.

Usakli (2015) states that using Individualized memory stick (I Stick) is highly influential on student motivation. Whatever the exceptionality, students are positively affected I Stick. I Stick is useful for collect, follow up, interpret, and draw conclusion records about students on their motivation. Utilizing computer technologies in student registrations alleviates the workload of teachers and counselors. Future studies should conduct among different age, sex, and domains such as anxiety, social emotional learning. I stick is using high technology in appraisal of students.

### Method

Qualitative research is described as an iterative process in which the scientific community has a better grasp of the phenomena researched by establishing new meaningful distinctions as a result of getting closer to the phenomenon (Aspers & Corte, 2019). Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. So, 30 teachers selected for the study. These teachers are involved in faculty-school cooperation.

Qualitative research's validity and reliability are two of the most important characteristics of its quality (Thakur & Chetty, 2022). There are three methods for validity of qualitative research these are employing moderator, triangulation and responded validation. The teachers were interviewed individually and in small groups.

Quantitative research incorporates reliability metrics, which require the researcher to demonstrate that the method and results are repeatable. In qualitative research, on the other

hand, dependability encompasses a wide range of paradigms, with the feature itself being epistemologically counter-intuitive and difficult to define (Thakur & Chetty, 2022).

Reliability tests for qualitative research can be established by techniques like: refutational analysis, use of comprehensive data, constant testing and comparison of data, use of tables to record data, as well as the use of inclusive of deviant cases.

In this study triangulation used for validity to conduct research from multiple perspectives, to conduct research from multiple perspectives by Multiple individuals analyzing the same data and reliability this is done by ensuring credibility, transferability, dependability, and confirmability. Interviews with teachers were recorded with permission. The recordings have been transcribed. The records were asked to the teachers where they should be added or removed by making them read.

The study group consist of 30 teachers. They joined two hours workshop on using technology in appraisal of students. Then they interviewed with three questions. Are you use appraisal of students? Do you use technology at school? What do you think about using technology for appraisal of students?

The interviews with teachers were recorded. The records were transcribed. Doublings and repeating words excluded. With time new romans format there are ten pages gathered with the interview's transcriptions so 5800 words are available for document analysis.

### Findings and Conclusion

Thirty teachers were interviewed for twelve hours. All interviews were recorded. Records have been transcribed. Written records were read and coded by three experts within the framework of qualitative research methods. Code compatibility between experts is 80%. There are four themes on technology-based appraisal of students.

Table 2 illustrates teachers' response on technology using for appraisal of students

**Table 2 Teachers' Response on Technology Using for Appraisal of Students**

Questions	Response	f (Frequency)	% (Percentage)	Samples from Responses
Are you use appraisal of students?	Occasionally when student personal service requires	15	50	At the end of the semester, sometimes the guidance service gives me papers and asks students to fill them out, but I don't know what they do.
Do you use technology at school?	I usually use computer and projector.	20	66.66	I use power point for some lectures. In addition, there are very useful educational videos on YouTube, I make students watch them.
What do you think	It was very interesting	28	93.33	Student recognition tests were a chore for me. We were spending

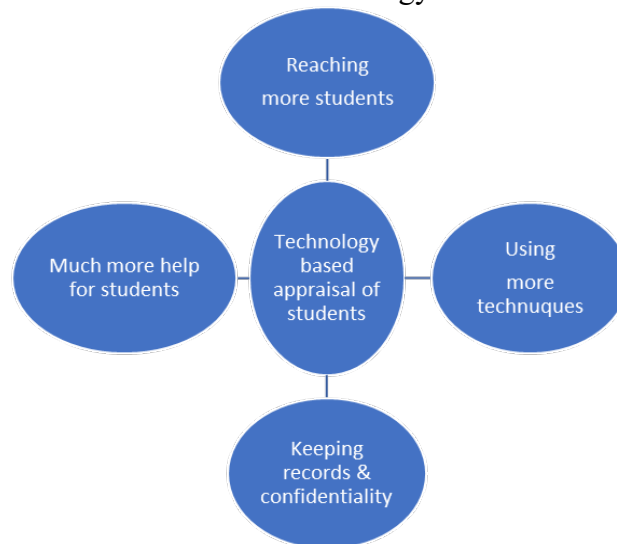


about using technology for appraisal of students? and useful to me; I should definitely take advantage of it.

a lot of time. Performing some tests from the computer allows us to reach more students. We use a lot more learner recognition tests. We contribute more to students' self-knowledge. Student files are more securely stored on the computer than on public dusty shelves. Student information can be easily accessed and used whenever needed.

In Table 2 there are questions asked to teachers and their responses available.

Diagram 2 illustrates the four dimensions of technology based on student's appraisal.



**Diagram 2 Usefulness of Technology Based Student Appraisal**

With the help of technology-based appraisal of students' teachers and counselors can reach more students, they can help more than they used to, they can use more techniques and it will be easy keeping records and confidentiality.

**Conclusions and Recommendations**

The appraisals were made using computer technology such as a USB flash drive, which is a popular and appealing instrument among students. It also offers a number of additional advantages, the first of which is that it may be updated indefinitely. Second, unlike an e-tests on a website, it is a physical and tangible tool that young people may bring with them at any time. However, in order to retain a backup of the data, the C-Stick portfolio on the USB flash drive is also connected to a server over the internet. It's also connected to a management system that allows tutors to distribute materials and competency exams to their students (JES,

2013). This study also parallel with these findings. Teachers found very useful technology in evaluating of tests.

Young people in big cities who frequently drop out of school and end up on the streets because they are unemployed are directed by an organization that teaches them the value of general skills, assists them in their growth, and records their accomplishments in a digital portfolio called C-Stick (memory stick about competencies). The participants in this program enhance their core abilities while also receiving an accreditation for their digital portfolio (Trock, 2009; Van de Maele, 2009). With the help of computer-based appraisal of students can help to reach many of them.

Technology based appraisal of students not only important for student personnel services but also for teachers and administrators. For the sake of students, having much more information about them will positively be effective for their well-being. The more appraisal tests for students the more help for them. Keeping records in internet via computers are more trustworthy and practical in use. Educational policy makers should be aware of the importance of high technology in education especially in guidance services. Computerized or in other words technology-based appraisal of students are important for reaching more students, using more personality or ability tests reaching, keeping, and using records of students.

This study is centered in some techniques of student's appraisal such as guess who and sociometry. Future studies can be conduct in other test and non-test techniques such as personality, ability, and interest tests or inventories and autobiography, drama techniques.

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