

# Differences in Teachers' Opinions of Grading Styles in Croatian Language Classes in Lower Grades of Primary School

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## Abstract

*The objective of this empirical research was to identify differences in opinions of grading styles applied in Croatian Language classes that exist between teachers teaching in lower grades of primary school, and with respect to their teaching experience and level of education completed. The research was conducted in February 2010 and included 160 teachers from central and district schools in the Bjelovar-Bilogora County. The results related to teaching the Croatian Language show that there are statistically significant differences based on work experience between teachers in the opinion that numerical and descriptive grades should be combined in grades 3 and 4. The research also revealed no statistically significant difference between teachers in lower grades of primary school in attitudes towards descriptive and numerical grading with respect to the level of education attained. The results suggest that teachers are not supportive of descriptive grading. This paper is a contribution to the search for new docimological solutions characterised by the prevalence of descriptive, analytical grading.*

**Key words:** *Croatian Language classes; descriptive grading; grading; numerical grading.*

## Introduction

Back in 1937 Bujas argued that grades were not a criterion reliably reflecting students' true academic merit. Furthermore, he said that he hoped advancements in science would bring about a reform and new solutions in school grading methods. Grading methods from the time his paper had been written to the current one are virtually identical and there appears to have been no observable breakthrough in the field.

Matijević (1993) argues a school grade calls for an analysis of students' level of satisfaction with themselves because the schools' role is to create more satisfied future citizens. He further points out that by the end of each quarter or term it is useful to analyse the grades awarded in order to establish uniform grading criteria when using the synthetic five-grade grading scale.

Grading in the first four years of compulsory education in Croatia is numerical. However, it has not always been like this. In the 1980s grading in all the school subjects was descriptive. Moreover, in the 1960s grades were descriptive in the so-called pedagogical subjects, and numerical in all the others (Matijević, 2004).

In the handbook by Matijević et al. (1983) it is argued that the system of monitoring and descriptive grading of students in the first four years of primary school is part of accomplishing the real purpose of evaluating the educational process. It is also argued that a numerical grade synthetically embraces the knowledge, competence, as well as conditions in which they have been gained, whereas a descriptive one is aimed at an analytical representation of students' achievement. Descriptive grading also represents an effort towards eliminating the negative effects of competition that normally characterises numerical grading. In addition to this, by using descriptive grading students are not categorised into five categories as each student's performance is elaborated in a dozen sentences and a number of words. The handbook also points out that many people with children who have started school speak about the advantages of numerical grading over the descriptive one.

In Strugar's *Koncepcija promjena odgojno – obrazovnog sustava u Republici Hrvatskoj* [An Approach to Changes to the Croatian Educational System, 2002] there are references to developed countries applying descriptive monitoring and grading of students and thereby yielding positive results and experiences. In this "approach", which has never been applied, although it received support from a number of prominent experts, there was a recommendation to introduce descriptive monitoring and grading in the first years (the first three-year cycle) of compulsory education. The author also writes about the fears of both parents and teachers (who see descriptive grades as a threat to their authority), as well as about a lack of justification for them given the fact that this type of grading is applied in almost all the developed countries and yields positive results.

Shalaway (1998) discusses the issue of efficient grading. It involves so much more than just handing out a test than needs to be filled in with students' answers. It is in fact a process that takes place before, during, as well as after class and the awarding of grades. It involves monitoring a student's progress. Also, it provides students and their parents with an insight into a student's performance. It can also motivate students to strive for achieving better results. As opposed to traditional grading methods, this one takes into consideration different learning styles that individual students may have.

Rudner and Schafer (2002) discuss fundamental concepts related to grading. In their view, grading is essentially a process of professional assessment. It is based on separate, but interconnected principles of evaluation and measurement parameters. Grading affects students' motivation level and learning, but includes mistakes as well.

Bežen (1989) says that the problem of assessment in the fundamental books on pedagogy, didactics and methodology has not been systematically analyzed. He points out that student assessment is narrowed down to testing and grading and fails to assess a student as an individual and his overall performance. The author also mentions the problem of credibility/lack of credibility of numerical grades and the controversial issue of descriptive grading.

The same author (as cited in Matijević, 2004) emphasises six variables for monitoring and grading in primary school Croatian Language classes: reading, writing, speaking, mastery of concepts and facts, creative use of language, and responsibility and neatness. Vladimira Velički (as cited in Matijević, 2004) categorises the components of grading in the Croatian Language and Literature classes as following: grammar content, orthographic content, and expression and creative use of language. Velički further calls for reconsidering the justifiability and meaning of numerical grades by asking whether the names used for these grades have the same meaning for children now as they used to have originally, or have they lost this meaning due to the generous “giving away” of grades in the final grades of primary school. Velički proposes a new categorization based on three degrees: “excellent effort“, “satisfying performance“ and “needs improvement“. She says that these degrees can be represented by symbols A, B, C, which would serve as feedback to students. According to Velički, numerical grading would be replaced by 3 degrees which would avoid strict categorization of students into grades 1-5. This would imply abandonment of numerical grading and a step towards the descriptive grading system as used in a majority of developed educational systems around the world.

Bežen (2008) emphasises the fact that in the Croatian system there are no set assessment standards for any of the subjects taught. He also notes that in 2007 an external standardised system of assessment was introduced, which is set to secure recognition of standardised assessment and lead to elimination of influences of subjective school grades on students’ progress. It is also set to encourage standardisation of grading during primary and secondary education. Bežen also offers a sample of descriptive assessment of performance in the first grade of primary school Croatian Language class at the end of the school year.

Krek (2009) puts forward an interesting opinion expressed by surveyed parents on the choice of grading methods in primary school. Given the choice, parents would opt for numerical grading in all the different stages of primary school education. Numerical grading in the first three grades of primary school got the support from 64% parents surveyed, with the percentage rising over 85% when it came to grading methods in grades 4 to 6. These interesting data could be attributed to parents’ insufficient familiarity with the problem of grading and the fact that they are accustomed to numbers as the shortest possible feedback which, in their view, is “easily“ interpreted and not time-consuming.

These references by renowned experts on methodology reveal certain tendencies towards abandoning numerical grades in favour of descriptive ones, primarily in the first years of primary school education. It will be interesting to see if class teachers in

lower grades of primary school are in favour of the numerical or descriptive grading system in the Croatian Language class.

Performance in these subjects is assessed by lower class teachers or sometimes higher class teachers (for example, Music in the fourth grade). Interesting fact is that teachers with more than 20 years of teaching experience went through first-hand experience of changes in grading styles that took place in the mid-1980s. It was then that the grading model suddenly changed and was replaced by descriptive grading in all the subjects. It will be very interesting to observe whether years of teaching experience exerts an influence on preferences as to grading methods in the given school subjects during the first years of compulsory education.

Teachers awarding grades in various subjects have varying levels of education (qualifications). It will therefore be interesting to find out whether their preference as to grading methods changes depending on the level of their education, that is to say whether the teachers with higher education degrees are more supportive of grading models that are different from the ones preferred by their colleagues with the lower level of education completed.

What should be mentioned at this point are the grading models used in the countries in close geographical proximity to ours. We will take a brief look at the grading systems which are in use in Slovenia and Austria.

Grading in Slovenian primary schools is significantly different from the one applied in the first years of compulsory education in Croatia. In the first stage of primary school (grades 1 through 3) students' performance is assessed in a descriptive manner. In the second (grades 4 through 6) and the third stage (grades 7 through 9) a numerical system is used (*Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli*, 2008).

Slovenia has implemented, certainly not without difficulty, radical reforms in its educational system, including the grading models, thereby abandoning the traditional model that Croatia still refuses to give up. These changes introduced to the grading system have surely contributed to Slovenia's very high rankings in all of the three categories of the PISA student assessment survey (OECD, 2006). Slovenia has thus managed to "outstrip" Croatia, which was left lagging behind in its very modest (below average) place in the rankings.

Primary school education in Austria lasts for four years and compulsory education goes on for nine. All the subjects in Austrian primary schools are assessed numerically (*The Education System in Austria*, 2008).

Another point that needs to be observed is the number of lessons students are taught in these countries' respective mother tongues. The total number of these language lessons is higher in both countries. The number of Slovenian Language classes is significantly higher. In the first grade of primary school, compared to the Croatian system, the number of mother tongue lessons is higher by one period per week, whereas in the second and third grades it is two (*Predmetnik devetletne osnovne šole*, 2008).

In Austria there are 7 mother tongue lessons a week, which means two periods a week more than in Croatia throughout every school year. The annual statistics of the

overall number of mother tongue lessons offered to students therefore shows substantial differences between the two countries (Lehrplan der Volksschule, 2012).

## **Research Objective and Problems**

The objective of this empirical research was to identify the differences in opinions with regard to assessment in Croatian Language classes between teachers in lower grades of primary school, depending on their years of experience and level of education attained.

### ***Problems***

1. To explore whether there are differences between teachers in lower grades of primary school when it comes to their attitudes towards assessment in Croatian Language classes with regard to years of their teaching experience.
2. To explore whether there are differences between teachers in lower grades of primary school when it comes to their attitudes towards assessment in Croatian Language classes with regard to the level of education attained.

## **Research Hypotheses**

### ***Hypothesis 1***

It is assumed that there is a difference in attitudes towards grading in Croatian Language classes between teachers in lower grades of primary school with regard to years of their teaching experience and that there will be changes in preference for descriptive or numerical grading.

According to conventional opinion, teachers with more teaching experience (31 years and more) are more reluctant to adopting changes, so the assumption is that they will opt for the currently applied form of grading (numerical), whereas teachers with less work experience will be more favourably inclined towards descriptive grading.

### ***Hypothesis 2***

It is assumed that there are no differences between teachers in lower grades of primary school when it comes to attitudes towards grading in Croatian Language classes based on the level of education attained. The assumption is also that there will be no changes in preference for descriptive or numerical grading.

Regardless of the level of education completed, teachers have been grading and assessing students' progress in Croatian Language classes descriptively and numerically for a number of years. Therefore, it is presumed that there are no differences in their opinions stemming from the level of education attained.

## **Method**

### ***Respondents***

The survey included a total of 160 teachers teaching in lower grades of primary school. The sample is convenient as the schools selected are those from the Bjelovar-Bilogora County.

## Instruments

The survey questionnaire was created on the basis of years-long experience of teaching Croatian and studying the relevant literature. In the first part of the questionnaire the teachers were asked to fill in the information about years of school teaching experience and level of education attained.

The questionnaire included:

- 2 closed-ended questions about respondents' personal information (years of teaching experience, level of education completed),
- 5 statements aimed at asking opinions.

The respondents had to specify their level of agreement with each of the statements on a Likert-type scale. The meaning of numbers was specified at the beginning of the questionnaire, while below each statement there is a scale offered with points 1 through 5 with the ends explained (1 – completely disagree, 5 – completely agree). The respondents were supposed to circle only one number.

## Results and Discussion

Frequencies and basic descriptive results for the main responses to questionnaire statements in the research have been calculated.

As can be seen from Table 1, both the lowest and highest values were achieved for all of the statements.

The highest average value ( $M = 3.9$ ) was achieved for two features (*“Numerical and descriptive grading should be combined in Croatian classes“* and *“In grades 3 and 4 numerical and descriptive grading in Croatian classes should be combined“*).

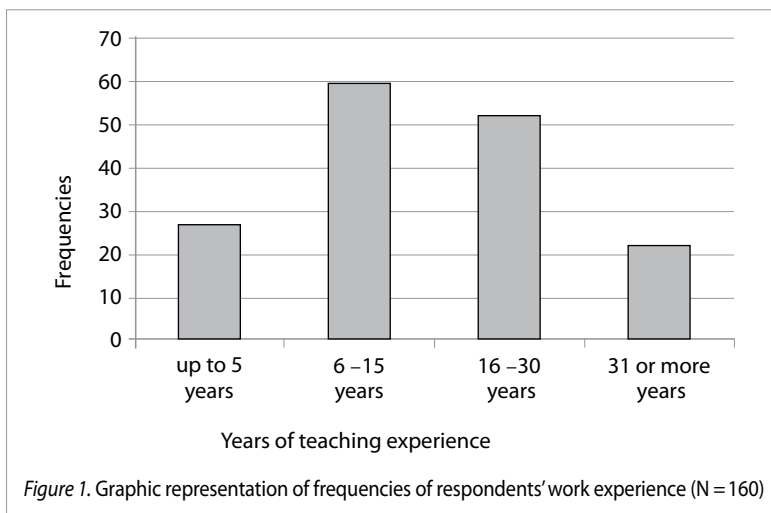
Table 1.

*Descriptive results relating to questionnaire statements on opinions of grading in Croatian Language classes*

	N	Min	Max	M	SD
In Croatian classes in grades 1-4 grades awarded should be descriptive only	159	1	5	1.6	0.79
In Croatian classes numerical and descriptive grades should be combined	159	1	5	3.9	1.24
In grades 1 and 2 grades awarded in Croatian classes should be descriptive only	159	1	5	2.0	1.05
In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined	160	1	5	3.9	1.23
In grades 3 and 4 grades awarded in Croatian classes should be descriptive only	159	1	5	1.6	0.78

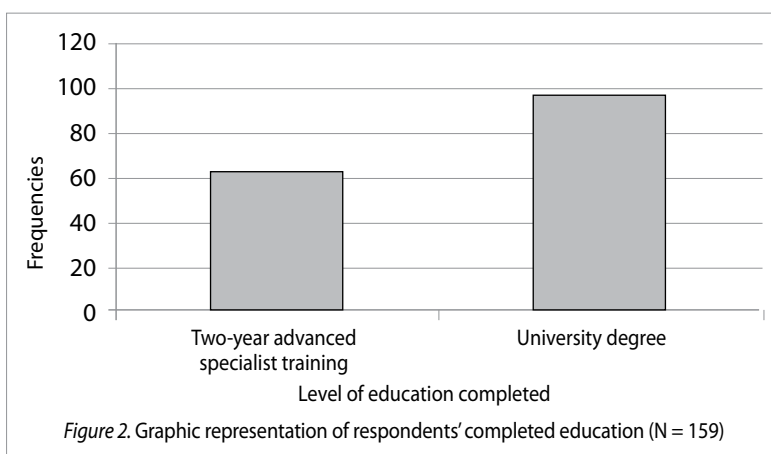
The lowest average value is 1.6 and was also achieved for two different features: *“In Croatian classes in grades 1-4 grades awarded should be descriptive only“* and *“In grades 3 and 4 grades awarded in Croatian classes should be descriptive only“* (Table 7). The average value of feature *“In grades 1 and 2 grades awarded in Croatian classes should be descriptive only“* is 2 ( $SD = 1.05$ ).

Frequencies have also been calculated for two independent variables – years of teaching (work experience) and level of education completed.



This graphic representation indicates a normal graphic distribution of the years of respondents' teaching experience.

As can be seen from Figure 1, the largest number of respondents have been teaching from 6 to 15 years (N = 59). A somewhat smaller number of respondents have been teaching from 16 to 30 years – a total of 52 respondents. The smallest number of surveyed respondents is of those who have been teaching for over 31 years (N = 22). There were also some respondents participating in the survey who have been employed at school for less than 5 years (N = 27).



A positive graphic distribution indicates that there was a prevalence of respondents with a university degree over those with advanced specialist training (Figure 2). There was a total of 96 participating surveyed respondents holding a university degree and only 63 with two years of advanced teacher training.

### **Research on Differences Between Teachers Who Teach in Lower Grades of Primary School in Their Attitudes Towards Grading in Croatian Language Classes with Regard to Years of Their Teaching Experience**

In order to test the hypothesis and identify differences between teachers who teach in lower grades of primary school in their attitudes towards grading in Croatian Language classes with regard to years of their teaching experience, we have come up with a one-way analysis of variance in responses to questionnaire statements which are aimed at opinions on grading in Croatian Language classes.

Table 2.

*Descriptive data and significance of differences in average values obtained for the statement that "In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined" with regard to respondents' work experience*

Years of work experience	N	M	SD	F	p = 0.05
up to 5	27	4.1	0.87	3.3	p<0.05
6-15	59	3.8	1.1		
16-30	52	4.1	1.19		
31 or more	22	3.2	1.74		

Respondents with most work experience yielded the lowest average value of 3.2 (SD = 1.74). The F-ratio thus obtained (F = 3.3; p<0.05) is statistically significant, which means that there are statistically significant differences between teachers in their opinions of the statement that numerical and descriptive grades should be combined in the third and fourth grade Croatian classes with regard to years of their teaching experience.

In order to determine which groups of respondents are statistically significantly different in their opinion on the issue of combining numerical and descriptive grades in the third and fourth grade Croatian classes, we have calculated the differences between their average values and tested the significance by means of a Scheffe's test. The results are shown in Table 3.

Table 3.

*Significance of differences between average values for the statement that "In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined" with regard to respondents' work experience*

Years of experience (I)	(J) Years of experience	Difference (I-J)	p = 0.05
up to 5 years	6-15	0.24	p>0.05
	16-30	-0.02	p>0.05
	31 or more	0.89	p>0.05
6-5	16-30	-0.27	p>0.05
	31 or more	0.65	p>0.05
16-30	31 or more	0.91	p<0.05

The only statistically significant difference between average values has to do with the opinion that numerical and descriptive grades should be combined in the third and



fourth grade Croatian classes and is identified between teachers with 16-30 years of teaching experience and those who have been teaching at school for over 31 years. It is set at 0.91;  $p < 0.05$ .

The difference between average values between respondents with more than 31 years of teaching experience and those with up to 5 is set at 0.89, but is of no statistical significance. There is also a somewhat greater difference between opinions held by teachers with over 31 years of teaching experience and those with 6-15, but the difference also has no statistical significance (Table 3).

The smallest difference between average values of feature "In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined" was obtained between the respondents with up to 5 years of school teaching and those with 16-30 years of employment (Table 3).

Given the fact that the statistically significant difference was obtained only in one questionnaire statement (as shown in the tables) referring to forms of grading in Croatian Language classes, the hypothesis can only be confirmed partly. We can thus conclude that there is a work experience-based difference between teachers in their opinion on combining two grading styles in grades 3 and 4 of primary school. In line with the hypothesis, the lowest average values referring to this feature were obtained among teachers with the most extensive work experience.

### ***Research on the Differences Between Teachers Who Teach in Lower Grades of Primary School in Their Attitudes Towards Grading in Croatian Language Classes with Regard to the Level of Education Attained***

Table 4.

*Descriptive data and the significance of differences in average values of the feature "In grades 3 and 4 grades awarded in Croatian classes should be descriptive only" with respect to the level of education*

Level of education completed	N	M	SD	t	p = 0.05
Two-year advanced specialist training	62	1.6	0.86	0.15	p > 0.05
University degree	96	1.6	0.75		

Table 5.

*Descriptive data and the significance of differences in average value of the feature "In Croatian classes numerical and descriptive grades should be combined" with respect to the level of education attained*

Level of education completed	N	M	Sd	t	p = 0.05
Two-year advanced specialist training	62	3.9	1.28	0.12	p > 0.05
University degree	96	3.9	1.22		

Table 6.

*Descriptive data and the significance of differences in average values of the feature "In grades 1 and 2 grades awarded in Croatian classes should be descriptive only" with respect to the level of education attained*

Level of education completed	N	M	SD	t	p = 0.05
Two-year advanced specialist training	62	2.0	1.09	0.43	p > 0.05
University degree	96	2.0	1.04		

Table 7.

*Descriptive data and the significance of differences in average values of the feature "In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined" with respect to the level of education completed*

Level of education completed	N	M	SD	t	p = 0.05
Two-year advanced specialist training	63	3.9	1.24	0.52	p > 0.05
University degree	96	3.8	1.23		

Table 8.

*Descriptive data and the significance of differences in average values of the feature "In grades 3 and 4 grades awarded in Croatian classes should be descriptive only" with respect to the level of education completed*

Level of education completed	N	M	SD	t	p = 0.05
Two-year advanced specialist training	62	1.6	0.82	0.19	p > 0.05
University degree	96	1.6	0.76		

All the t-ratios obtained show no statistical significance, thus proving that there is no statistically significant difference between teachers who teach in lower grades of primary school in their attitudes towards grading styles in all the statements.

Given the fact that no statistically significant difference has been obtained in the features referring to opinions on grading styles in Croatian Language classes between teachers with different levels of education completed, we can confirm the hypothesis and conclude that there is no statistically significant difference between teachers teaching in lower grades of primary school in their opinions on descriptive and numerical grading in the Croatian Language classes in terms of their education level.

Although in the past there were not many discussions on and changes to grading in Croatian classes, the beginning of this century was marked by ideas of abandoning numerical grades in Croatian classes and by discussions about introducing the descriptive grading system (Bežen, 2008; Matijević, 2004). This is why we decided to see if teachers with different levels of work experience will voice a different opinion on grading in Croatian Language classes. Our presumption was that there would be

such a difference and that teachers with less extensive experience would be more in favour of descriptive grading, in view of the new and current theories focusing on that subject matter. Given the results obtained, we can only partly confirm our hypothesis. The results that comply with the hypothesis put forward are the lowest average values among teachers with the most extensive work experience in all the statements referring to opinions on grading styles in Croatian classes.

Teachers in lower grades of primary school equally disagree with introducing strictly descriptive grading in any class. Despite the fact that differences between teachers related to work experience are minor and statistically insignificant, we can still observe that teachers with the least extensive work experience have scored somewhat higher average values compared to others. These results prove to be in accordance with our expectations, given the fact that it was only at the beginning of this century that the discussion started on introducing descriptive grading in Croatian Language classes. Croatia had an experience with descriptive grading in the 1980s, which surely had an effect on the results achieved among the respondents with longer work experience.

Somewhat bigger differences between teachers with different levels of work experience were observed in relation to combining descriptive and numerical grades in Croatian Language classes. Although the average values obtained indicate agreement of a majority of teachers with such a grading system, teachers with more extensive teaching experience still obtained somewhat lower scores. The attitude towards combining numerical and descriptive grading was tested by means of two statements: *"In Croatian classes numerical and descriptive grades should be combined"* and *"In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined"*. Despite the fact that the results achieved were similar in relation to both statements, statistically significant differences were found only in relation to the feature *"In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined"* (Table 2). These results prove the hypothesis proposed, i.e. teachers with more extensive teaching experience were more likely to hold conventional opinions and were more inclined towards more simple forms of grading. Teachers with longer work experience had experience with descriptive grading, the application of which was stopped in response to the pressure exerted by them, which can be attributed to an insufficient level of their preparation for the application of descriptive grading.

On the premise that people with less work experience are more open to participating in training courses and influences of new theories (Bežen, 2008; Matijević, 2004), they are expected to be more open to descriptive grades as forms of assessing students' performance.

As far as education of teachers teaching in lower grades of primary school is concerned, until a few years ago there were two options available – two-year advanced specialist training and a regular university graduate course in teacher education. Our assumption was that regardless of the level of education they attained, teachers have been assessing

and grading students' progress in a descriptive and numerical manner for a number of years, thus resulting in no differences in opinions based on their education level.

The results obtained indicate that teachers with different levels of education attained have similar, even same opinions on systems of grading in Croatian Language classes. These results support our initially formulated hypothesis.

Regarding the use of the descriptive model of grading in all the lower grades of primary school, teachers with different levels of education completed expressed the same attitude of disagreement with this type of grading model. Regardless of the degree and qualifications held, teachers teaching in lower grades of primary school generally share their support of combining descriptive and numerical grades in Croatian Language classes. On the basis of the results obtained, a conclusion can be drawn that the attitudes towards grading styles in Croatian Language classes are probably influenced not only by their education, but by teaching experience as well.

## Conclusions

Here we would like to mention some drawbacks of the research undertaken. One of them is the selection of respondents. Given the fact that the schools were selected, the sample is convenient only and the results obtained cannot be generalized to hold true for all the teachers teaching in the first grades of primary school.

Teachers with the most extensive work experience scored the lowest average values in their responses to all the questionnaire statements related to opinions of grading styles in Croatian Language classes, which supports the proposed hypothesis. However, the hypothesis cannot be fully proven because a statistically significant difference was obtained only in the responses to statement that *"In Croatian classes in grades 3 and 4 numerical and descriptive grades should be combined"*. The hypothesis can therefore be proved only partly and the conclusion can be made that teachers with more years of teaching experience are more inclined towards more simple forms of grading, rather than combining of numerical and descriptive grading systems.

Given the fact that no statistically significant differences were obtained in responses to statements referring to grading styles in Croatian Language classes between teachers with different levels of education attained, the hypothesis is proven and we can conclude that opinions of grading styles are not influenced by the teachers' level of education.

The teachers surveyed believe that grading in Croatian Language classes should be numerical from the very start in the first grade of primary school. A numerical grade should be assessed and clarified descriptively by using words as well. These words, however, should not only be adjectives that represent the grades awarded in numerical form. By continuous professional training teachers should gradually be introduced to an adequate docimological approach based on didactic pluralism. The results of the research clearly demonstrate that teachers are very reluctant to accept changes in forms of student grading regardless of their level of education and school teaching experience.

The results obtained in this research are expected to contribute to identifying the practical context of student grading methods and further clarifying the problem.

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# Razlike u mišljenjima učitelja o ocjenjivanju postignuća učenika iz hrvatskoga jezika u razrednoj nastavi

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## Sažetak

*Cilj ovog empirijskog istraživanja je utvrđivanje razlika u mišljenjima o ocjenjivanju u nastavi hrvatskog jezika između učitelja razredne nastave s obzirom na godine poučavanja i stupanj obrazovanja. U istraživanju provedenom u veljači 2010. godine sudjelovalo je 160 učitelja/ica razredne nastave iz centralnih i područnih škola u Bjelovarsko-bilogorskoj županiji. U rezultatima koji se odnose na nastavu hrvatskog jezika pokazano je da postoje statistički značajne razlike između učitelja u mišljenju da se trebaju kombinirati brojčane i opisne ocjene u 3. i 4. razredu s obzirom na njihov radni staž. Također je pokazano da između učitelja razredne nastave ne postoji statistički značajna razlika u mišljenjima o opisnom i brojčanom ocjenjivanju u nastavi hrvatskog jezika s obzirom na stupanj obrazovanja. Iz rezultata je vidljivo da učitelji ne podržavaju opisno ocjenjivanje. Rad daje prilog traženju novih dokimoloških rješenja u kojima dominira opisno, analitičko ocjenjivanje.*

**Ključne riječi:** brojčano ocjenjivanje; nastava hrvatskog jezika; ocjenjivanje; opisno ocjenjivanje.

## Uvod

Bujas još 1937. godine govori o ocjeni koja nije pouzdano mjerilo stvarnog uspjeha učenika. On, također, izražava nadu da će napredak znanosti donijeti reformu i naći nova rješenja u tehnici školskog ocjenjivanja. Način ocjenjivanja iz vremena pisanja ovog rada i današnji model ocjenjivanja gotovo su identični i izgleda da nije došlo ni do kakvog pomaka.

Matijević (1993) govori da uz školsku ocjenu treba vezati analizu zadovoljstva učenika sobom i školom, jer iz škola trebaju izlaziti zadovoljniji budući građani. Nadalje ističe da je na kraju svakog tromjesečja ili polugodišta korisno analizirati dodijeljene ocjene zbog ujednačavanja kriterija ocjenjivanja sintetičkim modelom na skali od pet stupnjeva.

Ocjenjivanje u prve 4 godine obveznog obrazovanja u Hrvatskoj je brojčano. No nije uvijek bilo tako. Naime, 80-ih godina prošlog stoljeća ocjenjivanje u svim predmetima bilo je opisno. Nadalje, 60-ih se godina ocjenjivalo opisno u tzv. odgojnim predmetima, a brojčano u ostalima (Matijević, 2004).

U priručniku (Matijević i sur., 1983) se tvrdi da je sustav praćenja i opisnog ocjenjivanja učenika u razrednoj nastavi dio ostvarivanja prave funkcije vrednovanja odgojno-obrazovnog procesa. Dalje se navodi da brojčana ocjena sintetički sažima znanje, sposobnosti i uvjete u kojima su stečeni, dok se u opisnoj ocjeni nastoji analitički iskazati razina učenikova postignuća. Opisno je ocjenjivanje i nastojanje da se eliminiraju negativni efekti natjecateljskog duha koji prate brojčano ocjenjivanje i uz opisno ocjenjivanje učenici neće biti razvrstavani u pet kategorija, već će uspjeh svakog učenika biti popraćen s desetak i više rečenica i brojnim riječima. U istom se priručniku navodi da mnogi građani čije je dijete krenulo u osnovnu školu iznose prednosti brojčane ocjene u odnosu na opisnu.

*U koncepciji promjena odgojno-obrazovnog sustava u Republici Hrvatskoj* (Strugar, 2002) govori se o razvijenim zemljama koje u svom obrazovnom sustavu imaju opisno praćenje i ocjenjivanje učenika i o iznimno pozitivnim iskustvima s takvim načinom ocjenjivanja. U toj *koncepciji* koja nije zaživjela, a bila je podržavana od mnogih eminentnih stručnjaka, nalazio se prijedlog uvođenja opisnog praćenja i ocjenjivanja u prvim godinama obveznog obrazovanja (prvi trogodišnji ciklus obveznog obrazovanja). Dalje se govori o strahovima roditelja i učitelja (koji opisnu ocjenu smatraju prijetnjom za njihov autoritet), ali i o njihovoj neopravdanosti jer je gotovo u svim razvijenim zemljama na snazi opisno ocjenjivanje učenika i ti strahovi nemaju potvrdu u njihovoj školskoj praksi.

Shalaway (1998) raspravlja o učinkovitom ocjenjivanju. Ono je više od pukog davanja testa koji treba popuniti odgovorima. To je proces koji traje, i prije, i tijekom, i nakon nastavnih jedinica i ocjenjivanja. Tiče se praćenja napretka učenika. Isto tako, ono učenicima i roditeljima daje uvid u učenikova postignuća. Ono isto tako može i motivirati učenike da postižu bolje rezultate. Za razliku od tradicionalnih vrsta ocjenjivanja takav način uzima u obzir razlike u stilovima učenja djece.

Rudner i Schafer (2002) razmatraju fundamentalne pojmove vezane uz ocjenjivanje. Ocjenjivanje je u načelu proces profesionalne prosudbe. Ono se temelji na zasebnim, ali povezanim načelima mjernih parametara i evaluacije. Ocjenjivanje ima utjecaj na motivaciju učenika i njihovo učenje, ali ono sadrži i pogreške.

Bežen (1989) spominje da problem vrednovanja u temeljnoj pedagoško-didaktičkoj i metodičkoj literaturi nije osobito razrađen. Dalje navodi da se vrednovanje učenika svodi na provjeravanje i ocjenjivanje, učenik se ne vrednuje kao ličnost i ne vrednuje se njegov uspjeh u cijelosti. Spominje i problem (ne)vjerodostojnosti brojčane ocjene i dvojbe u vezi s opisnim ocjenjivanjem.

Isti autor (prema Matijević, 2004) ističe šest varijabli za praćenje i ocjenjivanje iz predmeta hrvatski jezik u osnovnoj školi, a to su: čitanje, pisanje, govorenje, poznavanje



pojmovi i činjenica, jezično stvaralaštvo, odgovornost i urednost. Vladimira Velički (prema Matijević, 2004) dijeli komponente ocjenjivanja hrvatskog jezika i književnosti na: gramatičke sadržaje, pravopisne sadržaje, izražavanje i stvaranje. Velički dalje navodi na promišljanje o opravdanosti i značenju brojčanih ocjena, tj. o tome imaju li nazivi tih ocjena za djecu značenje koje su prvotno imali ili su te ocjene izgubile svoje značenje zbog poklanjanja ocjena u završnim razredima osnovne škole. Autorica predlaže i novu podjelu prema tri stupnja: „ističe se”, „zadovoljava”, „treba još raditi na poboljšanju”. Govori da ti stupnjevi mogu biti prikazani uz pomoć simbola A, B, C koji bi služili kao povratna informacija učeniku. Prema Velički, brojčano ocjenjivanje zamijenilo bi se sa 3 stupnja koja ne bi strogo svrstavala učenike u stupnjeve ocjena od 1 do 5. To bi značilo da se ipak napušta brojčano ocjenjivanje i javlja se prijelaz na opisno ocjenjivanje, što je praksa većine razvijenih obrazovnih sustava u svijetu.

Bežen (2008) ističe da u Hrvatskoj ni za jedan nastavni predmet nisu razrađeni standardi vrednovanja. Dalje ističe da je 2007. godine započelo vanjsko, standardizirano vrjednovanje u školama. Ono će afirmirati standardizirano vrjednovanje koje će dovesti do napuštanja utjecaja subjektivnih školskih ocjena na napredovanje učenika i potaknuti standardiziranje ocjenjivanja tijekom osnovnog i srednjeg školovanja. Isti autor donosi i primjer opisnog vrjednovanja postignuća iz hrvatskog jezika na kraju školske godine u prvom razredu osnovne škole.

Krek (2009) iznosi zanimljivo mišljenje anketiranih roditelja u vezi s izborom načina ocjenjivanja u osnovnoj školi. Naime, roditelji bi, ako bi mogli birati način ocjenjivanja, izabrali brojčano ocjenjivanje u svim odgojno-obrazovnim razdobljima osnovne škole. U prva tri razreda osnovne škole brojčano ocjenjivanje izabralo bi 64% roditelja, dok se taj postotak, u odabiru načina ocjenjivanja od 4. do 6. razreda penje na više od 85%. Taj vrlo zanimljiv podatak mogao bi se pripisati nedovoljnoj upućenosti roditelja u problematiku ocjenjivanja i navici na brojeve kao najkraću povratnu informaciju koja se, po njihovu uvjerenju, „lako” protumači i ne oduzima mnogo vremena.

Na temelju tih osvrtu uglednih metodičara može se naslutiti da postoje neke tendencije prema napuštanju brojčanog ocjenjivanja i prijelazu na opisno, i to u prvim godinama osnovnog obrazovanja. Bit će zanimljivo vidjeti jesu li učitelji razredne nastave, dakle ocjenjivači djece u prvim godinama njihova obrazovanja skloniji brojčanom, odnosno opisnom načinu ocjenjivanja u nastavi hrvatskog jezika.

Navedene predmete ocjenjuju učitelji razredne nastave ili eventualno predmetne nastave (glazbenu kulturu u četvrtom razredu). Zanimljivo je da su učitelji koji imaju više od 20 godina rada u razredu osjetili promjenu modela ocjenjivanja do koje je došlo sredinom osamdesetih godina prošlog stoljeća. Tada se naglo promijenio model ocjenjivanja i prešlo se na opisno ocjenjivanje svih predmeta (nastavnih područja). Zanimljivo će biti vidjeti utječe li duljina rada u nastavi na preferenciju načina ocjenjivanja navedenih predmeta u prve četiri godine obveznog obrazovanja.

Učitelji koji ocjenjuju predmete imaju i različit stupanj obrazovanja (stručnu spremu). Također će zanimljivo biti vidjeti mijenja li se preferencija načina ocjenjivanja s obzirom

na stručnu spremu, tj. jesu li učitelji koji imaju viši stupanj stručne spreme skloniji modelu ocjenjivanja koji je različit od modela koji preferiraju učitelji s nižim stupnjem stručne spreme.

Ovdje je poželjno spomenuti modele ocjenjivanja u nama geografski bliskim zemljama. Ukratko ćemo spomenuti modele ocjenjivanja u Sloveniji i Austriji.

Ocjenjivanje u slovenskoj osnovnoj školi bitno se razlikuje od ocjenjivanja u prvim godinama obveznog obrazovanja u Hrvatskoj. U prvom odgojno-obrazovnom razdoblju osnovne škole (od 1. do 3. razreda) učenikovo znanje ocjenjuje se opisnim ocjenama. U drugom (od 4. do 6. razreda) i trećem (od 7. do 9. razreda) razdoblju učenikovo se znanje ocjenjuje brojčanim ocjenama (Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli, 2008).

Slovenija je provela, zasigurno ne lako, radikalne reforme u obrazovnom sustavu, a time i u modelu ocjenjivanja odustajući od tradicionalnog modela kojeg se Hrvatska još ne odriče. Te reforme u modelu ocjenjivanja zasigurno su pomogle Sloveniji da se u rezultatima PISA (OECD, 2007) istraživanja nađe na vrlo visokim mjestima u svim trima kategorijama. Slovenija je tako „ostavila” Hrvatsku koja je prema tim istim rezultatima vrlo skromno (ispodprosječno) plasirana.

Osnovna škola u Austriji traje četiri godine, a obvezno školovanje devet godina. Svi predmeti u austrijskoj osnovnoj školi ocjenjuju se brojčanim ocjenama (The Education System in Austria, 2008).

Ne treba zanemariti ni satnicu predmeta koji se odnosi na materinski jezik u navedenim državama. Naime, ta satnica je veća u obje države. Broj sati materinskog jezika (Slovenščine) znatno je veći. U prvom razredu u odnosu na Hrvatsku broj sati materinskog jezika veći je za jedan sat, a u drugom i trećem razredu za dva sata (Predmetnik devetletne osnovne šole, 2008).

U Austriji je nastava materinskog jezika zastupljena je sa po 7 sati nastave tjedno. To je za svaku godinu dva sata više tjedno u odnosu na satnicu u Hrvatskoj. Kada se isto sagleda s godišnje razine zastupljenosti, dolazi se do goleme razlike u satnici (Lehrplan der Volksschule, 2012).

## **Cilj i problemi istraživanja**

Cilj ovog empirijskog istraživanja bio je utvrđivanje razlika u mišljenjima o ocjenjivanju u nastavi hrvatskoga jezika između učitelja razredne nastave s obzirom na godine poučavanja i stupanj obrazovanja.

### ***Problemi***

1. Ispitati postoje li razlike između učitelja razredne nastave u mišljenjima prema ocjenjivanju u nastavi hrvatskoga jezika s obzirom na godine poučavanja.
2. Ispitati postoje li razlike između učitelja razredne nastave u mišljenjima prema ocjenjivanju u nastavi hrvatskoga jezika s obzirom na stupanj obrazovanja.

## Hipoteze istraživanja

### *Hipoteza 1.*

Pretpostavlja se da postoji razlika između učitelja razredne nastave u mišljenjima prema ocjenjivanju u nastavi hrvatskoga jezika s obzirom na godine poučavanja i da će se mijenjati preferencija prema opisnom, odnosno brojčanom ocjenjivanju.

Učitelji s više godina radnog staža, (31 i više) prema konvencionalnom mišljenju, teško prihvaćaju promjene, pa se pretpostavlja da će se odlučiti za postojeći način ocjenjivanja (brojčani), dok će učitelji s manje radnog staža radije prihvatiti opisno ocjenjivanje.

### *Hipoteza 2.*

Pretpostavlja se da ne postoji razlika između učitelja razredne nastave u mišljenjima prema ocjenjivanju u nastavi hrvatskoga jezika s obzirom na stupanj obrazovanja i da se neće mijenjati preferencija prema opisnom, odnosno brojčanom ocjenjivanju.

Učitelji bez obzira na stečeni stupanj obrazovanja ocjenjuju i prate učenikov napredak u nastavi hrvatskoga jezika opisno i brojčano duži niz godina, pa pretpostavljam da ne postoji razlika u mišljenjima s obzirom na stupanj obrazovanja.

## Metode rada

### *Ispitanici*

U ispitivanju je sudjelovalo 160 učitelja razredne nastave. Uzorak je prigodan jer su odabrane osnovne škole Bjelovarsko-bilogorske županije.

### *Instrumenti*

Anketni upitnik za ispitivanje sastavljen je na temelju proučavanja literature i višegodišnjeg iskustva u nastavi hrvatskog jezika. Na početku anketnog upitnika učitelja su trebali dati podatke o godinama poučavanja u školi i stupnju obrazovanja.

Upitnik sadrži:

- 2 pitanja zatvorenog tipa o osobnim podacima ispitanika (godine poučavanja, stupanj obrazovanja)
- 5 tvrdnji za ispitivanje mišljenja.

Zadatak ispitanika bio je izraziti svoje slaganje sa svakom tvrdnjom na Likertovoj skali. Značenje brojeva navedeno je na početku upitnika, a ispod svake tvrdnje ponuđena je skala od 1 do 5 s opisima krajeva skale (1 – uopće se ne slažem, 5 – u potpunosti se slažem). Ispitanici su trebali zaokružiti samo jedan broj.

## Rezultati i rasprava

Izračunali smo frekvencije i osnovne deskriptivne rezultate za glavna obilježja istraživanja.

Kao što je vidljivo iz Tablice 1 za sva obilježja postignuta je i najmanja i najveća vrijednost.

Najveća prosječna vrijednost ( $M = 3,9$ ) postignuta je za dva obilježja „Treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika” i „U 3. i 4. razredu treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika”.

Tablica 1.

Najmanja prosječna vrijednost iznosi 1,6 i postignuta je također u dva različita obilježja “U nastavi hrvatskog jezika od 1. do 4. razreda treba ocjenjivati samo opisnom ocjenom” i “U 3. i 4. razredu treba ocjenjivati isključivo opisno u nastavi hrvatskog jezika”(Tablica 1). Prosječna vrijednost obilježja “U 1. i 2. razredu treba ocjenjivati isključivo opisno u nastavi hrvatskog jezika” iznosi 2 ( $Sd = 1,05$ ).

Izračunali smo i frekvencije za dvije nezavisne varijable: godine rada u nastavi (radni staž) i stupanj obrazovanja.

Graf 1.

Grafički prikaz ukazuje na normalnu grafičku distribuciju obilježja staž ispitanika.

Kao što vidimo iz grafičkog prikaza 1 najviše ispitanika u nastavi radi između 6 i 15 godina ( $N = 59$ ). Nešto manje ispitanika u školi poučava između 16 i 30 godina, točnije 52 ispitanika. Najmanje ispitanika u istraživanju je onih koji u nastavi rade više od 31 godine ( $N = 22$ ). U istraživanju je sudjelovalo i malo ispitanika zaposlenih u školi manje od 5 godina ( $N = 27$ ).

Graf 2.

Pozitivna grafička distribucija ukazuje na to da je u istraživanju sudjelovalo više ispitanika visoke stručne spreme nego ispitanika više stručne spreme (Graf 2). Ukupno je sudjelovalo 96 ispitanika s visokom stručnom spremom, a samo 63 s višom stručnom spremom.

### ***Ispitivanje razlika između učitelja razredne nastave u mišljenjima prema ocjenjivanju u nastavi hrvatskog jezika s obzirom na godine poučavanja***

Kako bismo testirali hipotezu i utvrdili postojanje razlika između učitelja razredne nastave u mišljenjima o ocjenjivanju u nastavi hrvatskog jezika s obzirom na radni staž, izračunali smo jednosmjernu analizu varijance na obilježjima koja se odnose na stavove o ocjenjivanju u nastavi hrvatskog jezika.

Tablica 2.

Kod ispitanika s najviše godina staža zabilježena je najmanja prosječna vrijednost, koja iznosi 3,2 ( $sd = 1,74$ ). Dobiveni F-omjer ( $F = 3,3; p < 0,05$ ) statistički je značajan, što nam govori o tome da postoje statistički značajne razlike između učitelja u mišljenju da se trebaju kombinirati brojčane i opisne ocjene u 3. i 4. razredu u nastavi hrvatskog jezika s obzirom na njihov radni staž.

Kako bismo saznali koje skupine ispitanika se statistički značajno razlikuju u mišljenju da se trebaju kombinirati brojčane i opisne ocjene u 3. i 4. razredu u nastavi hrvatskog jezika, izračunali smo razlike njihovih prosječnih vrijednosti i značajnost testirali Scheffe testom. Rezultati su prikazani u Tablici 3.

Tablica 3.

Jedino je statistički značajna razlika prosječnih vrijednosti u mišljenju da se trebaju kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika u 3. i 4. razredu između učitelja zaposlenih u školi između 16 i 30 godina i onih zaposlenih u školi više od 31 godine, a iznosi 0,91;  $p < 0,05$ .

Razlike prosječnih vrijednosti između ispitanika zaposlenih više od 31 godine i onih zaposlenih do 5 godina iznosi 0,89, ali nije statistički značajna. Postoji i nešto veća razlika u mišljenjima između učitelja zaposlenih više od 31 godine i onih sa stažem između 6 i 15 godina, ali ni ta razlika nije statistički značajna (Tablica 3).

Najmanja razlika prosječnih vrijednosti obilježja „U 3. i 4. razredu treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika“ postignuta je između ispitanika zaposlenih u školi do 5 godina i onih zaposlenih između 16 i 30 godina (Tablica 3).

Kako je dobivena statistički značajna razlika samo u jednom obilježju (prikazano tablicama) koji se odnosi na načine ocjenjivanja u nastavi hrvatskog jezika, možemo samo djelomično potvrditi hipotezu. Zaključujemo da se učitelji s obzirom na staž razlikuju u mišljenju koje se odnosi na kombinirani način ocjenjivanja u 3. i 4. razredu osnovne škole. U skladu s postavljenom hipotezom najniže prosječne vrijednosti u ovom obilježju imaju učitelji s najviše godina staža.

### ***Ispitivanje razlika između učitelja razredne nastave u mišljenjima o ocjenjivanju u nastavi hrvatskog jezika s obzirom na stupanj obrazovanja***

Tablica 4.-8.

Svi dobiveni t – omjeri (tablice 4. – 8.) statistički su neznačajni i pokazuju da ne postoji statistički značajna razlika između učitelja razredne nastave u mišljenjima o ocjenjivanju u svim obilježjima.

S obzirom na to da nije dobivena ni jedna statistički značajna razlika u obilježjima koji se odnose na mišljenja o načinu ocjenjivanja u nastavi hrvatskog jezika između učitelja različitog stupnja obrazovanja, potvrđujemo hipotezu i zaključujemo da između učitelja razredne nastave ne postoji statistički značajna razlika u mišljenjima o opisnom i brojčanom ocjenjivanju u nastavi hrvatskog jezika s obzirom na stupanj obrazovanja.

Iako tijekom povijesti nije bilo toliko rasprava ni promjena o načinu ocjenjivanja hrvatskog jezika, ipak se početkom ovog stoljeća počelo razmišljati o napuštanju brojčanog načina ocjenjivanja u hrvatskom jeziku i raspravljati o prijelazu na opisni način ocjenjivanja (Bežen, 2008; Matijević, 2004). Zato smo odlučili provjeriti hoće li

učitelji različitog staža imati i drugačije mišljenje prema ocjenjivanju nastave hrvatskog jezika. Pretpostavili smo da će razlika postojati i da će učitelji koji kraće rade u školi biti skloniji opisnom načinu ocjenjivanja, s obzirom na nove i aktualne teorije koje se bave tim pitanjem. S obzirom na rezultate možemo samo djelomično potvrditi hipotezu. Rezultati koji su u skladu s postavljenom hipotezom su dobivene najniže prosječne vrijednosti učitelja s najviše godina staža u svim obilježjima koji se odnose na mišljenja u ocjenjivanju u nastavi hrvatskog jezika.

Učitelji razredne nastave podjednako se ne slažu s uvođenjem isključivo opisnog načina ocjenjivanja u bilo kojem razredu razredne nastave. Iako su razlike između učitelja s obzirom na staž male i nemaju statističku značajnost, ipak možemo primijetiti da su učitelji razredne nastave s najkraćim radnim stažem postigli nešto veće prosječne vrijednosti u odnosu na ostale učitelje razredne nastave. Ti su rezultati u skladu s našim očekivanjem, s obzirom na to da se tek početkom ovog stoljeća počelo samo raspravljati o prijelazu na opisni način ocjenjivanja u hrvatskom jeziku. Hrvatska je imala iskustvo s opisnim ocjenjivanjem u 80-im godinama prošlog stoljeća, što je zasigurno utjecalo na rezultat ispitanika s dužim radnim stažem.

Nešto veće razlike između učitelja različitog staža dobivene su kada se govori o kombinaciji opisne i brojčane ocjene u nastavi hrvatskog jezika. Iako dobivene prosječne vrijednosti ukazuju na slaganje većine učitelja s takvim načinom ocjenjivanja, ipak su učitelji s više radnog iskustva u nastavi postigli nešto niže rezultate. Stav o kombinaciji brojčanih i opisnih ocjena provjeravali smo s dva obilježja: „*Treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika*“ i „*U 3. i 4. razredu treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika*“. Iako su postignuti rezultati podjednaki u oba obilježja, statistički značajne razlike postignute su samo u obilježju „*U 3. i 4. razredu treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika*“ (Tablica 2). Ti rezultati potvrđuju postavljenu hipotezu jer pretpostavljamo da će učitelji s dužim radnim stažem biti pretežno konvencionalnog mišljenja, skloniji jednostavnijem načinu ocjenjivanja. Učitelji s dužim radnim stažem iskusili su opisno ocjenjivanje čija je primjena zaustavljena njihovim pritiscima, a što se može pripisati njihovoj nedovoljnoj pripremi za provođenje opisnog ocjenjivanja. Pod pretpostavkom da su ljudi s manje radnog iskustva skloniji edukacijama i utjecaju novijih teorija (Bežen, 2008; Matijević, 2004), onda će i oni biti senzibiliziraniji prema uvođenju opisne ocjene kako bi procijenili učenikove sposobnosti.

Što se tiče školovanja učitelja razredne nastave, do prije nekoliko godina postojale su dvije mogućnosti, više i visoko stručno obrazovanje. Pretpostavili smo da učitelji bez obzira na stečeni stupanj obrazovanja ocjenjuju i prate učenikov napredak opisno i brojčano duži niz godina, pa pretpostavljamo da ne postoji razlika u mišljenjima s obzirom na stupanj obrazovanja.

Pokazani rezultati (tablice 4 – 8) ukazuju na to da učitelji različitog stupnja obrazovanja imaju podjednaka, pa čak i jednaka mišljenja o načinu ocjenjivanja u nastavi hrvatskog jezika. Ti su rezultati i u skladu s našom postavljenom hipotezom.

Što se tiče opisnog načina ocjenjivanja u svim razredima razredne nastave, učitelji različitog stupnja obrazovanja iznijeli su jednake stavove koji se odnose na neslaganje s takvim načinom ocjenjivanja. Bez obzira na stupanj stručne spreme, učitelji razredne nastave uglavnom se slažu s kombinacijom opisnih i brojčanih ocjena u nastavi hrvatskog jezika. S obzirom na dobivene rezultate možemo zaključiti da na mišljenja o ocjenjivanju nastave hrvatskog jezika vjerojatno ne utječe samo obrazovanje već radno iskustvo u nastavi.

## Zaključak

U ovom dijelu rada osvrnut ćemo se na nedostatke provedenog istraživanja. Jedan od nedostataka istraživanja je odabir ispitanika. Budući da su škole bile izabrane, uzorak je prigodni pa ne možemo generalizirati dobivene rezultate na cijelu populaciju učitelja razredne nastave.

Učitelji razredne nastave s najdužim radnim stažem postigli su najniže prosječne vrijednosti u svim obilježjima koja se odnose na mišljenja o ocjenjivanju u nastavi hrvatskog jezika, što je u skladu s postavljenom hipotezom. Ali hipotezu ne možemo u potpunosti potvrditi jer je dobivena statistički značajna razlika samo u obilježju „U 3. i 4. razredu treba kombinirati brojčane i opisne ocjene u nastavi hrvatskog jezika“. Stoga možemo hipotezu samo djelomično potvrditi i zaključiti da su učitelji s dužim radnim stažem skloniji jednostavnijem načinu ocjenjivanja, a ne kombinaciji brojčanog i opisnog ocjenjivanja.

S obzirom na to da nije dobivena ni jedna statistički značajna razlika u obilježjima koja se odnose na mišljenja o načinu ocjenjivanja u nastavi hrvatskog jezika između učitelja različitog stupnja obrazovanja, potvrđujemo hipotezu i zaključujemo da na mišljenje o načinu ocjenjivanja ne utječe stupanj obrazovanja.

U nastavi hrvatskog jezika ocjenjivanje učenika prema mišljenju anketiranih učitelja treba biti brojčano već od prvog razreda. Brojčanu ocjenu treba pratiti i opisno je izraziti i riječima. No, te riječi ne bi trebale biti samo pridjevi koji opisuju ocjenu izraženu brojkom. Permanentnim usavršavanjem učitelje postupno treba uvoditi u odgovarajući dokimološki pristup utemeljen na didaktičkom pluralizmu. Rezultati istraživanja nedvosmisleno pokazuju da učitelji teško prihvaćaju promjene u ocjenjivanju učenika bez obzira na svoju stručnu spremu i vrijeme provedeno u radu s učenicima.

U skladu s rezultatima ovo bi istraživanje trebalo biti doprinos utvrđivanju stanja koje se odnosi na praktično provođenje ocjenjivanja učenika i jasnijem objašnjenju problema.