

EXTERNAL MATURA – THE EVALUATION OF TEACHERS OR STRESS FOR STUDENTS

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The external matura has recently, or precisely stated back in 2012, came to life as additional burden for children, especially those within nine year compulsory education. It is also recorded in the new law as an obligatory aspect of the teaching process and refers to the children of the final year of nine-year schooling. Likewise, external matura is also required in the final year of secondary school and is taken after compulsory school matura.

These forms of teaching process are additional burden for the teaching process, bringing the students into a dilemma of thinking – whether their success and the teachers who educated them are valid, how would their external knowledge of two lessons from one subject either improve or ruin their overall success; is it possible that on the basis of 3 subjects that are envisaged for the placement of external matura to obtain a general picture of student's knowledge and the success of the teaching staff for comprehensive schooling during primary and secondary school time.

Keywords: *external, matura, maturity exam, teaching process, system, campaign, psychic adaptation, doktmology, summative rating, composite final evaluation, collective assessment.*

INTRODUCTION

When defining words that determine their meaning, in this case external (lat. Externus), outer, externally; strange; therefore, everything what is contrary to the internal and matura from (lat. Abiturium) the maturity exam in secondary school, higher course exam, matura; then external matura is not by the words of the Minister of Education, Science and Youth in Canton Sarajevo ‘the only way to evaluate the student's knowledge and the work of teaching staff’. In the literal translation of Latin build words: external, foreign and maturational exam does not define the basic idea for evaluating those for whom it is intended.

In order to bring the problem in question closer to reality, then we need to replace external matura with the name external evaluation, which implies (lat. Evaluatio)

determination or evaluation of value of an occurrence, event or thing. Matura (lat. Maturis: zreo) or the maturity exam in some school systems is at the end of secondary school. This mature was once referred to as a high school diploma, as maturity exam and a low school graduation after completing lower secondary school or eight-year school. Matura was also called a higher course exam.

The introduction of an external matura at the lower level of education after nine years of elementary school is just an attempt to return to so called "small matura", although there are no justifications for it. Primary school was, during the 50's of the last century divided into compulsory four-grade education and the eight-grade one, which ended with small matura and was a substitute for the courses with which the graduating students were able to work in deficit professions, upbringing and education included.

In order to incorporate the methodological-didactic evaluation of the external assessment of student's knowledge and the performance of teachers, we performed an analysis of the elements of the teaching process, and in particular the curricula, the expertise of the teachers for the teaching process and the legislative framework of this matter regulated by the Law. Consequently, the content analysis and the rich teaching and learning experience from methodological and didactic practice of the faculty level of the author of this paper constitute the scientific framework and the basic applied method in the processing of this paper.

TEACHING PROCESS – THE SYSTEM OR THE CAMPAIGN

The didactic framework for the acquisition of knowledge is a teaching process. It is a systematic institutionalized, interactive and methodological-didactic process of mastering the prescribed teaching content in order to acquire knowledge, skills, and habits to train students to cope in surroundings, at work and life in general.

The aim of teaching is to create a critical, free, autonomous, creative, humane, educational, multicultural, and every other human personality traits that are open to all present and future progressive changes both personal and social.

The teaching process is a system and its components are:

- A student (a subject of education and training who gains experience in that process)
- Teacher (teaches and focuses on optimizing of knowledge acquisition)
- Teaching content (as the basis upon which knowledge is acquired)
- Objective conditions (space and teaching resources, teaching aids and other equipment).

The success of the teaching process as a system of education largely depends on the aforementioned components in which all are equally involved, where more often the decisive role goes to the curriculum. It is not possible to build upbringing and education on an overdue curriculum. On this occasion, we will keep on the most important components of the teaching process, of which essentials are curriculums and teaching staff.

In the preparation of innovation or the adoption of new curricula, it is necessary to have a wide public debate in order to get answers as to what kind of education and training we need. After the definition of these goals, we are accessing the approach to the development of new curricula and teaching programs. All of these actions should involve everyone, especially those who have deeply entered the essence of education and at the same time eliminate those who, in their educational process, have not gone through the stages of teaching education and faced pedagogical, psychological, didactic and

methodological problems of education. Unfortunately, such were some of the cantonal ministers of education, including Sarajevo canton. Besides, at many faculties of the University of Sarajevo, teaching faculties included, the teaching process is performed by the large number of professors who have not completed teaching courses and therefore did not consume a methodological-didactic and psychological-pedagogical group of subjects. I fear that within ministries of education are working those who, because of the above mentioned fact, do not understand the educational system.

In the existing system of compulsory basic and secondary education based on the concentric circles of knowledge expansion, there are enough elements to systematically monitor the educational progress of students in the teaching process. That implies a completely didactic-methodical shaping of the teaching process, based on the complete preparation of the teaching staff for the processing of new contents, exercises, repetitions and evaluation of acquired knowledge.

It is a system of actions that guarantee the realization of the goals of the teaching process and make a complex networked system that gives a complete picture of the student in the teaching process. It is gained at all stages of the formation of the teaching process, and in particular by checking, which makes systematic observation of student's achievements in mastering the specific program of a given teaching subject.

Evaluation, whether performed during the entire teaching process or after the curriculum is finished, is a process that collects the necessary data for the purpose of documenting student achievement in mastering the curriculum. Verification is an important link in the didactic-methodological design of the teaching process both for teachers and parents, as this procedure determines the quality and quantity of the achieved results. In addition, by evaluation we observe the performance of the students relationship to the teaching process, which is the basic indicator of the success of teachers and parents who actively assist in the realization of the teaching process.

Throughout the school year, the teacher was able to individually analyze each student's achievement, of course taking into account the psychological and other imbalances that students can have during the teaching process. The curriculum minimizes the role of the student's campaign work, especially if it's about classes with a small number of students. Hence, evaluation as a link to the teaching process is an invaluable form of grading the knowledge carried out by teachers.

Teachers are certified pedagogical workers, who have graduated from the appropriate educational institutions, or faculties, and have passed the professional exams for independently conducting the teaching process for elementary or subject-based teaching. They are responsible to the teaching councils and higher institutions to carry out their activities. Periodic examination of teachers' work is determined by the law and normative acts of the school. In this regard, the examination of the work of teachers on the basis of students' achievements at external matura is questionable and cannot give the expected results.

Undoubtedly a question arises: why is not everyone evaluated who works in the government services in important and responsible places, and not just teachers who honorably and honestly do their job?

External matura is a campaign that does not enter the didactic-methodical instrumentation of the formation of the teaching process, but is an expression of the current psychological state of the students, especially those in elementary school. Achieving success at external matura is not a complete picture of student achievement as the one gained during

a teaching process that, as emphasized, is a system rather than a campaign to assess the work of a teacher. External matura is the goal to itself in the way of turning the attention to the competent institutions that deal with the law of education.

If we are striving for European integration then we should follow examples from the educational policy of the advanced countries of this association. The far-sighted overview of this education policy in some countries in the European Union does not foresee external evaluation, as recently carried out by the Sarajevo Canton Ministry.

Thus, in Germany, after elementary school or real school, students can have vocational training or continue secondary school education in form of Gymnasium (up to grade 12). This school ends with matura that allows studying at Universities. In Austria, the general upper secondary school (Gymnasium) includes a four-year lower and four-year higher degree ending in maturity testing. In France, the last grade of gymnasium or the last level of vocational high school ends with matura or last degree of crafts or exams. In the UK, in the last 2 years, students are preparing for a Certificate of Completion of Secondary School.

In Sweden, at the end of the ninth grade, a state matura is taken at only three subjects: Swedish, English language and Mathematics. The matura is scored and those who receive 10 or more passing points (up to maximum of 20 points) receive a certificate of successfully passed matura. This is not a traditional way of testing, but how the children understood the essence of the problem they were addressing to be assessed or that the written grade was certified by a numerical grade. The Swedish school system is free, whereby two teachers come per one student, who follow the talents of a child or their excellence for particular area or profession.

The previous analysis of curricula, especially those resulting from comparisons with some of the countries of the European Union, excludes external matura, as a mandatory and current way of gaining insight into the student's knowledge and the work of their teachers. This is a campaign that is a purpose and a goal to itself.

EXTERNAL MATURA – LEGAL FRAMEWOK

Education is defined by the Law and thus, the monitoring, evaluation and the grading of students (Article 5), based on the curriculum (Article 24). It should be noted that the Law did not designate the bearer of innovation and adoption of Curricula and programs, even though it had to do so, because the Cantons are the carriers of the education system, and which are, where I speak about the subject of Geography, but I believe the others are as well: completely anachronized, overdue, unattractive, outdated and unusable.

The same article in paragraph 8 provides for an external matura in the final class, which is set out in the Ordinance, issued by the Minister. In the following articles, which is specifically regulated by Art.54, which refers to the evaluation of the Law on Primary Education and Education of the Canton of Sarajevo is not mentioned, let alone elaborated as external matura, as one of the ways of evaluating students.

The law provides for self-evaluation and external evaluation of the management and teaching staff of the school (Articles 51 and 52), as provided by a special Rulebook on Self-Evaluation and External Evaluation Criteria issued by the minister. The same is not found on the official page of the Ministry and we cannot comment on whether the success of the students at external matura evaluates the work of teachers.

The law on Primary education and education of the Canton of Sarajevo does not prescribe the way of successful completion of the education, so there is no external matura,

as a special aspect of the external evaluation of students and teachers. Neither the law on secondary education in the conditions for enrollment of elementary school students does not specify the passed external matura.

By the law on secondary education, art. 59, if it's true what is stated from the document downloaded from the internet page, the completion of secondary education envisages that students who successfully completed the fourth grade are placed in addition to regular and external matura. By all means, it is right to ask what the use of the external matura is after regular school matura.

The laws on upbringing and education at the level of primary and secondary education give great incentives to the Minister for the adoption of special regulations and rules of procedure. And while this text was being prepared for publication, the statement was made on the social networks that the Minister has changed the curriculum for some subjects and thus increased the number of lessons, which is certainly inadmissible without comprehensive activity on innovations and the adoption of new curriculums. Education and upbringing are a serious social reality to be treated by the fast and palliative solutions to meet the demands of individuals and certain groups.

The choice of subjects and the validity of the appraisal of students' knowledge on external matura

Ordinance on the taking the external matura Art.2, determine the goals of matura, which value 'knowledge, skills and abilities that students have acquired during nine years of elementary education based on curricula and program'. The ordinance names the subjects that are taken on external matura namely mother tongue and literature (Bosnian, Croatian and Serbian), the first foreign language and mathematics.

Notwithstanding the importance of the mentioned school subjects, they are not representative on the basis on which one gets the complete picture of the student, especially his personal skills. In addition, the choice of subjects for external maturity has circumvented the areas of human, natural and other social sciences. Teachers who submit matriculation subjects are exposed to criticisms (positive or negative) compared to teachers of other school subjects.

The question is whether these school subjects or areas that can fully define the level of student knowledge. Also, the question arises whether the choice of subjects for external matura allows evaluation of knowledge (total school knowledge), abilities (for example, recognition of plants in nature, reading of maps, etc.) and skills (such as motor skills or learner talents for various aspects of sports, art, and others).

The ordinance does not specify to whom and why such evaluations are of use; the predicted maturational subjects do not verify the students in their first professional orientation of continuing education for the different profiles of secondary education of primary school students in secondary school or faculty student of high school.

Criteria for choosing teachers and school materials for external matura process

In the chapter 'matural authorities' referring to the selection, scope of work and competences of the cantonal commissions for matures, the selection criteria of the members, which are appointed by the cantonal Minister, are not listed. Are those teachers whose

students have achieved the best results in competitions and goals so far, or is the criterion for the success of the commission members acquired during the studies or something else!

PSYCHOLOGICAL ADAPTATION OF STUDENTS TO EXTERNAL EVALUATION OF TOTAL SCHOOL MATERIAL

External matura as an additional form of the curriculum, which belongs to the evaluation of the school population at the beginning of adolescence, is a burdening process. Students of this age are facing the demands of the environment, parents and teachers, when we expect mature and adult behavior (*take the responsibility, you are no longer a child!*), and in other situations we treat the same person as a child (*It's not for you, you're still a child!*).

In this regard, children experience elementary school as a burden, something traumatic, as some boring place. This is particularly affecting, inadequate to today's reality, curricula and programs, which has already been discussed. In order for elementary school to be adequate to the social need, in the past the education process at the level of Bosnia and Herzegovina has been innovated, such as: eliminating offensive content in textbooks; making a common program core and making instructions for writing textbox of a national group of subjects; and the most recent workshops for defining the guidelines for developing learning outcomes in future subject curricula.

One of the positive examples, among others, in the reconstruction of the secondary school system was to relieve students with curriculum, i.e. number of teaching hours of weekly load and eliminating ephemeral teaching content in individual subjects. The first requirement is solved by the substitution of an eight-year into nine-year period of elementary school. The idea of increasing the teaching process for another year was counterproductive since the burdensome program did not disperse teaching material, but on the contrary, the nine-year educational system is additionally burdened with new teaching subjects, and in some subjects the number of teaching hours has increased which, as already stated is continued up until today's day. Likewise, little has been done to eliminate unimportant and burdensome teaching content in curricula.

In addition to all of this, recently introduced external matura as a school system is additional burden and represents a new burden for students, which, as we have seen, has no relevance except impact to the psychological burden of the school population, especially those of final grades, during months of April and May. If this is added to the fact that at this time children of the final grades of primary and secondary schools are at a professional crossroads in choosing future occupations and choices of secondary school and faculty, then we can imagine what kind of psychic anxieties children are experiencing.

All this affects the violation of the rights of children contained in the Convention adopted at the General Assembly of the United Nations on November 20, 1989. The Convention defines children as a subject, an active participant in the process of acquiring knowledge and their own development as opposed to the concept of a child as an object, i.e. passive recipient of care and protection of adults.

It is not known whether a survey or an interview was conducted among the school population on the topic of "Children as a subject of teaching process" in order to get answers to what children think about today's school, curricula, exams, etc. does the ministry have information on the opinions of children at the stage of making concrete decisions concerning the school population.

The problem of external evaluation could be solved in a completely different way that defines dokimology, a science that deals with aggregate or summative assessment of students' educational achievements in schools. The aggregate assessment obtained at an external matura is not the same as the composite final grade that is derived from individual or formal grades and reflects the continuous tracking of students during the year.

INSTEAD OF A CONCLUSION

The score obtained on the external matura is not fully relevant and is only the current quantitative indicator as opposed to the composite rating, which is simultaneously a computational and quantitative indicator. In addition, composite grades have emerged at various stages of students development, and the appraisal obtained at an external matura is a reflection of the current mood of a child where things such as fear, anxiety, accountability and the like emerge, which is invisible in the exam and cannot be a mitigating circumstance at Evaluation of the written test.

The external matura has primary informative function. Considering the measures taken and activities regarding its implementation, it is considered an expensive process, from which, for now, no special benefit is seen. The selected subjects placed on an external matura are not relevant to assess the students; inclination towards specific teaching areas and skills based on their knowledge. The school process is not made up of only the pronounced objects and teachers of the same who are subjects to criticism. It is necessary to note the nonsense of the ministry of education that, in addition to the fact that schools had never before had more educated teaching staff than now, that in time when teachers of secondary education have been replaced by bachelors and masters, the level of expertise is been observed by the external matura.

The external matura resembles the former introduction of admission exams at faculties, which were intended for students of lower achievement in secondary schools. The saying how the grade is not the measure of knowledge, made it possible for them, at least, to illegally pass the entrance examination, bypassing excellent students, who were at least forced to enroll in less popular faculties. If they fail to recognize the successes acquired in schools, then why and to whom they serve. The same could be said to the external matura about it resembling the passing of the exams at the end of the school year so that the testimonies of the former non-certified (un accredited) gymnasiums would be valid.

We have additionally burdened children with new school responsibilities, of which there is no use. In addition, at the external matura, we set tasks before the children, which even the commission is not able to solve. I doubt that the drafters of questions from their subject could solve the tests of the other two subjects. If we look deeper at the tests of external matura that the children deal with, we are claiming that academically educated and those with the highest teaching / academic titles would not be able to successfully pass an external matura. We wonder in the end what kind of children do we want?

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