

Original Article

Construction of a Standardized Questionnaire to Detect the Pseudo Evaluation in Elementary Schools

Mahdi Ghorbankhan*
Keyvan Salehi**
Ali Moghaddam Zadeh***

Introduction

Distorting evaluation results is one of the most devastating damage that it threatens the dynamism of any system. The main purpose of this study is to design a Pseudo Evaluation Questionnaire (PEQ) for elementary schools. We conduct two studies for the structure of the PEQ. In the first study, we demonstrate the possible causes of pseudo evaluation in elementary school. In the second study, we use exploratory and confirmatory factor analysis methodologies to examine the factor structure of the PEQ.

Method

In order to achieve research goals, we use exploratory mixed method. In the first study, 30 individuals were selected through Purposeful Sampling and in the second study, 714 teachers were selected through cluster sampling from elementary school teachers in Tehran. We also check its reliability and validity in different ways. For reliability, omega, alpha and marginal coefficients were estimated.

Results

Qualitative data led to the identification of 4 main factors using the Colaizzi method. These main factors are: Teacher professional agency, management and planning, evaluation tools and techniques, interpersonal relationships. In the second study, results of exploratory and confirmatory factor analysis confirmed the structure of Study 1, in addition to providing evidence for the PEQ's predictability. In the next section Graded Response

* Ph.D. Student, University of Tehran, Tehran, Iran.

** Assistant Professor, University of Tehran, Tehran, Iran. *Corresponding Author:*
Keyvansalehi@ut.ac.ir

*** Assistant Professor, University of Tehran, Thran, Iran.

Model (GRM) used to examine the characteristics of items and data fit. The result of this section was that 2 items were removed due to inappropriateness. After a thorough examination of the items, 35 items remained.

Discussion

Overall, the results indicate that the PEQ measures the factors of pseudo evaluation which can help to identify possible causes of pseudo evaluation in elementary schools. By identifying these factors, its consequences can be prevented as much as possible.

Keywords: Pseudo Evaluation, Test Construction, Standardized Questionnaire, Pseudo Evaluation Questionnaire (PEQ), Graded Response Model.

Author Contributions: Dr. Keyvan Salehi was responsible for leading the overall research process. Mahdi Ghorbankhani was responsible for research plan design, data collection and analysis and all authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all dear teachers who have helped us in this research.

Conflicts of interest: The authors declare there is no conflict of interest in this article.

Funding: This research is not sponsored by any institution and all costs have been borne by the authors
