

Stakeholders in Assessment and Evaluation: An Analysis of Evaluation in Afghanistan and Its Effects

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ABSTRACT

At first, I want to say something about stakeholders. Stakeholders indicate one type of system or organization in which all members or participants are seen having an interest in its success. Or, stakeholder denotes on a people who work for the success of the education system in schools or other educational places. They are students, teachers, employees, principals, parents, friends, education authorities, policymakers, community leaders, and members, politicians, government test service providers, researchers/Media/Religion, organizations teacher training institutions, local business leaders and school board members. When it is selecting an assessment and evaluation, it is important to consider the needs of all the stakeholders involved. Stakeholders, or persons involved with or invested in the assessment and evaluation process, include students and test-takers, administrators, parents, teachers, instructors, and many others. The Stakeholders map shows a web of potential stakeholders. It may not be possible to meet the needs of all stakeholders in assessment and evaluation. However, it is important to plan with these groups in mind and to find an assessment and evaluation that fit best. I want to review some stakeholders in assessment and evaluation, the impact of effect and I have to analyze the evaluation systems which are followed in Afghanistan. In this study, I have mostly analyzed many evaluation methods that are popular in Afghanistan and are currently being used.

KEYWORDS

stakeholders; assessment; Afghanistan; evaluation; education

INTRODUCTION

In the Afghanistan context, teachers play a vital role in the assessment and evaluation of schools, because Afghanistan does not have board exams, the exams which are led through the government. The teachers implement tests, they make exams questions, they assess students, and they give marks to the students independently without any government regulations. When these teachers teach in schools, they have three kinds of assessments and two kinds of evaluations. Assessment is used in every class session when the teacher enters to class; he/she assesses the previous lesson, and then starts the new class; during the new class he/she asks the duration of new class, the student who does not know this class session, a feedback from the teacher is given to him/her orally. When the teacher terminates every class session, he/she asks the whole session of the class and then they give home assignments to the students. As I mentioned before, two kinds of evaluations are done, evaluation at the beginning of the semester and evaluation at the end of every semester. Evaluation at the beginning of semester shows for teachers who are qualified for the new semester. One who

is not evaluated positively in this evaluation, he/she is not enrolled in the new semester. The second is an evaluation at the end of the semester. This evaluation shows that in which level the learning objectives are, because, the teacher's judge based on their marks and they categorize the students. In the past, the teachers in Afghanistan categorize the students based on marks such as first position, second position, third position, etc. Currently, they use grades, such as grade (A) grade (B), grade(C) and grade (D). Those who get a grade (F), the teachers do not write that this student is failed, but they write *talash beshter* (try more) instead of grade (F).

RESEARCH METHODS

The research method for studying the topic of "Stakeholders in assessment and evaluation, Analysis of evaluation in Afghanistan and effects" can vary depending on the specific objectives and research questions of the study. However, in general, research methods that could be used to explore this topic may include:

- Literature review: A comprehensive review of existing literature on stakeholders in assessment and evaluation, analysis of evaluation methods, and their effects in Afghanistan.
- Qualitative research methods: This may involve conducting in-depth interviews or focus group discussions with key stakeholders such as policymakers, government officials, educators, and students, to gain a better understanding of their perspectives and experiences.
- Quantitative research methods: This may involve conducting surveys or using existing data sources to gather quantitative data related to evaluation methods and their effects.
- Case studies: This approach involves in-depth analysis of specific evaluation projects or initiatives in Afghanistan, to better understand the role of stakeholders in their success or failure.
- Mixed-methods approach: This approach involves using a combination of both qualitative and quantitative research methods to gain a more comprehensive understanding of the topic.

Ultimately, the choice of research method will depend on the specific research questions, available resources, and the researcher's expertise and preferences.

RESULTS AND DISCUSSION

Students

Learner assessment responds a different set of questions to him/her and it help with learner to know what his/her instructor thinks is the most important, is this learner mastering of the course content, how can this learner improve the way he/she studies in this course and what grade is he/she earning in this course. These questions are answered in the central provinces of Afghanistan because all the educated and professional lecturers are hired in these provinces. When these students are taught by these lecturers, they are assessed and evaluated based on time table daily or in some particular times. When these students are assessed or evaluated professionally and academically, they learn what his/her teacher thinks is the most important, is he/she mastering of the course content, how they improve the way of course studies and what grade is he/she earned in this course. When these students share their ideas, notions, and contemplations during assessment and evaluation, they share their ideas and notions from different aspects of their life, such as economic aspects, moral aspects, rich background, poor background, cultural aspects, political aspects and social aspects of learner. Sharing of ideas from these aspects of learner teach the teacher how to recognize the learners from different aspects of their life and how to assess and evaluate them. This process

is not the same in the countryside of Afghanistan, because in these provinces of Afghanistan folk beliefs and community stand regulations are dominant. The contents of courses in school are taught by teachers, the students are motivated extrinsically, the students are not assessed in classes; the students are not allowed to share one word in class. So, these students are deprived of the above-mentioned issues and they cannot play a key role in assessment and evaluation (Jalil, 2017).

Parents

In some schools of Afghanistan when students are assessed and evaluated in schools; low-level students cannot respond to these kinds of assessments and evaluations, these students complain to their parents and they say, "We do not go to school, our teacher asks different questions, we cannot answer the question and this is a big shame for us". After hearing of these complains, these parents refer to schools, they warn to teachers in schools, and they say, if you ask our children in classes, they will leave the schools and we will create biggest problems for you. In the result, the teacher decides not to ask the questions for these children in schools. We have educated parents in Afghanistan, they tend to monitor the learning objectives of their children, they ask the course contents from their children, the children who cannot respond their questions; their parents provide feedback for them. These parents tend to know the marks or grades of their children in schools; they refer to schools to discuss some problems of their children that why they cannot get suitable marks, they cannot have remarkable learning objectives. These connections and discussions give feedback to the teacher, how to know the culture and socio-economic status of children in schools and how to assess and evaluate different backgrounds of children in schools (Khalid, 2018).

Curriculum Designers

As we know better, every individual has ambitions, ideals, and aspirations in life. Some of them achieved their purposes and some of them cannot achieve those aims. Possibly, they gain their dispositions with limited facilities. Sometimes they decided about aims, which were not conceptualized in the past. Firstly, they design a map for achieving those objectives then they try for getting those goals. Therefore, the curriculum can be topography or mapping to meet the aspirations, wishes, and educational objective of society. The curriculum is a kind of strategy which is designed by providing academic facilities and resources for acquiring particular objectives. In this connection, we must use the current facilities effectively to solve curriculums problems, such as technology, questionnaire and professional curriculum policies. We mentioned that the curriculum is a map to meet educational purposes and solve educational problems of society. When we want to solve every problem, at first we point out that problem and then we design a strategy for its solution to that problem. one of the educational goals of curriculum designers is to assess and evaluate children learning necessities in a country, they try to meet these necessities in schools, those textbooks that they are difficult in schools, the curriculum designers pave the ground for it to solve these difficulties, because complicated and difficult books also create problem for assessment and evaluation especially in Afghanistan schools. I have the experience I was teaching a subject (Curriculum) in TTC. It was translated from an English book. At first, when I studied it, I did not know that subject. When a teacher did not know the textbooks of school, how can he/she assess and evaluate the students based on those textbooks? I recommend the Ministry of education of Afghanistan to hire professional and academic people for curriculum designing to work in this connection. From other hand, Curriculum designers tend to have remarkable learning, moral, economic, social and religious results during assessment and evaluation by teachers, because assessment and evaluation show to

curriculum designers some mistakes in the current curriculum and this process teaches the curriculum designers how to design curriculum for next generation. In the result, I can state that curriculum designers can solve those problems which are pointed out during assessment and evaluation by teachers. When curriculum designers discuss with these teachers about problems of textbooks which are recognized during assessment and evaluation, curriculum designers understand how to design curriculum for next-generation authentically.

Government

I think the Afghanistan government is the only government that it tends to privilege those members of our society who get top marks, grades or test results in schools or universities. This government does not think about that who is qualified for privileges and who is not qualified for privileges in governmental and nongovernmental organs. This government needs to those people who get high marks in their educational career. For instance, one who is hired as a teacher in university or teacher training college, he/she should have 75% of his/her total marks. One who has fewer than 75% percent; he/she is not hired as a teacher in university or teacher training centers. The students in schools and universities try to study for top marks when they are assessed and evaluated. I believe this kind of earning marks in schools motivate the students extrinsically because the students study course contents for getting top marks, but they are not motivated intrinsically to learn course contents for their life.

School Principals

As I mentioned before, that the teacher is independent when he/she assess and evaluate the school's students, school principals do not have any role in assessment and evaluation of students, because the teachers provide questions and they held to test and the give marks to students without any pressure of the head office. Schools principals only provide some facilities of assessment and evaluations that their students should have remarkable marks during these assessments and evaluations. These assessments and evaluation meet two needs of principals in society. First, they want to show that their schools are top among other schools. Second, they are privileged by the Ministry of education. When I was studying twelfth class in our village school, the principal of school tried hard and he worked on marks of students, he always recommend us for getting marks in classes and he said, after graduation of twelfth class you will participate in Kankor exam, I hope you have the top score among the entire schools of our province. Based on these statements in the Afghanistan context, most of the principals encourage the teachers to implement assessments and evaluation to make their school top among other schools (Niyazi, 2012).

Education Authorities

Education authorities in Afghanistan always try to support the members of our country academically, they hold some examinations and tests in schools, the students who get the top marks, they are introduced to schools which are taught by professors and Ph.D. teachers; some of them are sent to foreign countries for effective studies. If it is asked, why they tend to know the marks? The answer is very clear, they recognize the intelligent students to introduce them for effective education at home or in abroad and they are responsible against the government of Afghanistan and government of Afghanistan asks the report of this process. The activities of educational sector staff of Paktika province is influenced by organizational culture (Hafiz, M. S., & Abdul Basheer, A. N, 2021)

Policymakers

When the Taliban regime emerged in Afghanistan, there were political parties who dominated the entire government of Afghanistan even they influenced schools. These parties interfered in schools, they supported these schools financially. When a school work for their interests and it follow their ideas, notions, and contemplations, this school could be called the best among other schools. These parties accommodate their folk beliefs in schools. For instance, the students who were followers of their policy, ideas, and completions, they were assessed positively and they could get the top marks in tests. I think this was a big calamity for our education system, especially for the assessment and evaluation of our school's students. When the Taliban collapsed and Afghanistan Islamic Republic government-dominated, the education system has been changed and the government of Afghanistan decided to pave the ground for the education system to work academically and independently. These schools should not be under pressure of and political parties. As Gandhi states the goal of education that students should not participate in political issues. Now, policymaker tries to work for the betterment of the education system of our country and they tend to have remarkable learning achievements from their education.

Evaluation in the Education System of Afghanistan

Evaluation can be called the basic part of education, and it is the backbone of education. The evaluation which plays a key role in the improvement of different sciences in the world so, it has been appreciated all over the world in the education system of different countries. Afghanistan is one of those countries which strongly appreciate evaluation in the education system of this territory. There are many foundations which evaluate assorted educational centers such as school, universities, etc. There are many different evaluation centers in Afghanistan which work for the enhancement of abilities, effective learning, reviving of hidden talents in the society. This country follows international standards when it evaluates education in different provinces of Afghanistan but there are some gaps in the evaluation system of this Afghanistan. At first, I want to state some of these gaps and then I have some recommendations for them (Roshan, 2016).

Lack of Educationists and Professional People in Evaluations Boards

This is norm of evaluation foundations in Afghanistan these foundations do not hire professional and experienced people in evaluation programs, because if these programs hire educationists, professional and evaluations experienced people, these people will create problems for the members who work in the evaluations sectors, because these people try to do more activities in evaluation of educations and the people of Afghanistan are very easy going, they always try to do short-time work, not for a long time. The second problem in these sectors is, the people who are experienced and professional in evaluation, they do not think about national interests; they think about their interests, they get money from educational centers, not to evaluate the education programs of a school, university, etc. The government should hire professional people to think about national interests, not for their interests.

There are not Primary Facilities for Teachers in Schools

Lack of primary facilities in school created problems in Afghanistan because if there are no facilities for evaluating of students in the class, the teacher cannot buy it by their own money, because they have a small amount of salary. The government also does not have attention in this connection. I recommend the ministry of education to support the school in this regard.

The government does not have any program to support the teachers of the school academically (Sharifi, 2015).

This is the big problem in Afghanistan that the government does not work on teachers abilities to enhance their capacities, knowledge, and experience, especially in the evaluation section. I believe if the teacher does not evaluate and it's implementing in school, how they can evaluate the students. So this is the biggest problem in our country. I recommend the government of Afghanistan to support the teachers academically, work on their evaluation experiences, these teachers should be sent to developed countries to study in these countries and experience their evaluation systems (Khosravi, 2019).

Washback Effects

Washback is an academic term which impacts learning and class. In general, Washback can be called all test-effects which influence teachers and learners' behaviors, curriculum design, education system, and teaching materials in the classroom context. These effects could be positive and negative for all the above-stated items. If the resultant consequences are positive for the above-stated issues such as learner and teacher behavior, curriculum design, education system and teaching material that could be positive washback. If the results of the test harm all the above- mentioned issues, especially, these effects harm learners; this means that the students do not do well. This can be called a negative washback. As per instruction of our instructor Professor Anusha what happens when students do not do well? What decisions/actions do policymakers, teachers, parents, curriculum designers, students take? In this section of my term paper, I want to state the decisions/actions of policymakers, teachers, parents, curriculum designers and students that they take these decision/actions against those students who do not do well (Abdullah, 2014: 96)

Teachers

In many schools of Afghanistan test results are a big concern for learners because most of these students cannot have remarkable results, a lot of students are failed in the test. This process harms the students because they became disappointed and after this time they do not study lessons and they cannot go to the next classes. I do not blame learners, but I blame teachers in Afghanistan because most of these teachers do not have information about giving the test and marking criteria. I teach teachers in TTC. One day I said to a teacher to write something on the whiteboard, he could not write dictation (he had spelling mistakes). When a teacher has a spelling mistake in his/ her writing, how can he/she implement tests and how can he/she judge about students marks in the tests. So, this test results harm students. I as a teacher suggest to government of Afghanistan to pick up strong steps in this connection to support these teachers academically and it holds some workshops academic programs to teach these teachers about implementing of tests and criteria of marking (Atmar, A. S, 2013).

Curriculum Designers

Beliefs and thoughts of the author are very significant about providing educational plans, curriculum, and textbooks. For example, the link of curriculum content with philosophical and social properties of one country, therefore curriculum is related strongly by philosophical and social perspectives of a community. Contents of school textbooks must be richened by the beliefs and cultural values of a nation according to the formal curriculum of a country. Unfortunately, this curriculum does not meet the needs of our society because it is imitated in other countries. I studied English book from grade 10 two months ago. That book had difficult words and idioms. If you show it to a university professor for the instruction of yourselves in our country, he/she will not explain it professionally. When we

teach this textbook to the students of grade 10, these students cannot pass the tests of this textbook; realistically it harms the students. Students do not do well. I suggest to the Ministry of education when they publish a new curriculum for our students. Please work in this regard and pay attention to the cultural and social life of people. Remark the philosophical, social perspectives of our authors and people. The curriculum should be conceptualized by people. When students go to educational places, they mean to learn and acquire knowledge. Sometimes they learn but sometimes they face with the textbooks and lecture notes; which cannot be realized. For example, I was teaching a subject (Curriculum) in TTC. It was translated from an English book. At first, when I studied it, I did not know that subject. I suggest the ministry of education not be neglectful in this regard. At first, do not translate other countries curriculum. If you translate that curriculum, please hire professional people in translation board in which the cultural, social, philosophical and educational values are observed by them (Sharifi, 2015: 62).

Policymakers

The non-existence of job opportunity is another factor for students that they do not do well. If there are job opportunities in our country, the students in schools try to study lessons and try to have remarkable results and are enrolled in universities, they are hired on jobs, but if there are no job opportunities in our country, the students do not do well, they do not study lessons. When they participate in the tests, they will not have good results. This is the duty of policymakers to pave the ground for job opportunities. Lack of teachers' information about tests, assessments, marking evaluation causes that the students do not do well, policymakers have to take the strong decision in this regard. They have to pave the ground for teachers of teacher training programs inside Afghanistan or abroad to enhance teachers teaching capabilities. (Mashkoo, 2018: 147)

Students

When students do not do well in the school context, they will be deprived of higher education. For instance, this is the policy of the government of Afghanistan, one who does not have 75 percent average of total marks of the tenth, eleventh and twelfth grades; he/she cannot enroll him/her in universities of Afghanistan. Many of these students mostly waste time on preparations for the tests. I as a teacher recommend the teachers of these students to pave the ground for their students decide to be critical thinkers, they construct knowledge by themselves. Instead of preparing for the tests, the teacher should work on developing students' cognition (Sharifi & Zabihi, 2015).

Parents

If we refer to education functions, education trains a child, presents sound person to the society, it composes sound society and it transfer experiences of one generation to another generation. If we think about the first function of education, this is the training of children. When animals come into the world, they start their life without any special training and cherished, but the human cannot start his/her life successfully, he/she should be cherished and be trained for a particular time. In this particular period, parents can be called a trainer and cherishers for them. If this period was effective and helpful for the child, this child will be sound. When they go to school, they will have remarkable learning achievements. If this is not trained well, he/she will suffer from his/her life aspects to the date of nature. When they go to school, they will not have an eyeful learning objective in schools. This is one aspect that children are harmed by test results in schools because they are poor background children, they are not qualified in the class of rich background students. Based on this

statement the parents play a vital role in the future of their children, especially on their children test outcomes. Last year, I went to my relatives' house, their two children studied school, they were failed in two subjects; one was failed in biology subject and another was failed in chemistry. When someone came to their home as guests and ask about these two failed children test results, their parents said to the guests, our children are very lazy, they are failed in one, one subject. These two children were very under pressure and unhappy. These two children said to me, we do not go to school for the next year. I as a teacher can claim that educated and keen parents ensure the learning outcomes of those children who do not do well in schools (Zafari, 2014: 95).

Finally, Teachers who implement tests, they have enough information about test giving and marking, curriculum designers design a curriculum for school to be conceptual, school textbooks must be richened by beliefs and cultural values of a nation according to the formal curriculum of a country, policymakers pave the ground for teachers to train the teachers based on international standards of teaching approaches, students construct knowledge by themselves and parents encourage their children for in every aspect of education, these teachers, curriculum designers, policymakers, parents and students will solve the problems of those students who do not do well in schools, especially in test results.

CONCLUSION

However, based on the general knowledge of the topic, the conclusion of such a study would likely depend on the research questions, methods, and findings. Some possible conclusions could include:

1. The involvement of stakeholders in assessment and evaluation processes can lead to more effective and efficient decision-making, better alignment of goals, and increased accountability.
2. There are different evaluation methods that can be used in the Afghan context, including traditional methods such as tests and exams, and alternative methods such as observation, portfolios, and performance-based assessments.
3. The use of evaluation methods in Afghanistan can have both positive and negative effects on students, teachers, and education systems. For example, some methods may lead to increased motivation and engagement, while others may have negative impacts on self-esteem and mental health.
4. There are various challenges to effective stakeholder involvement and evaluation in Afghanistan, such as lack of resources, infrastructure, and capacity, as well as cultural and linguistic barriers.

Overall, the conclusion of a study on this topic would depend on the specific research questions and findings, as well as the context of education and evaluation in Afghanistan.

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opportunity for researchers to recognize the contributions of others and show their appreciation. It is important to be specific and acknowledge the contributions of each individual or organization.

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