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PSYCHOLOGICAL ASPECTS OF ASSESSING THE MANAGEMENT COMPONENT IN STUDENTS AND ITS DEVELOPMENT

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ABSTRACT

Psychological theory and research have contributed significantly to learning and teaching but have been less frequently applied to student assessment. This article reviews some of the ways in which psychology can be applied to the behaviours involved in assessment, from the formulation of assessment criteria to the reduction of biases and errors in marking. It is argued that one of the most important ways that psychology can contribute to assessment is by providing theory and methods to make implicit influences more explicit. The point is illustrated with examples of how personal construct theory has been used to develop grade descriptors and how judgement analysis has been used to investigate markers' decisions about students' work.

Key words

psychological, student, management, component, development.

The main purpose of this study is to analyse the factorial structure, psychometric properties and predictive capacity for academic achievement of a scale designed to evaluate the time management skills of Spanish high school students. An adaptation of the Time Management Questionnaire was presented to two samples of 350 Spanish high school students. Exploratory and Confirmatory Factor Analysis results from the two samples shows an adequate fit of a three-factor oblique model, as well as its superior explanatory capacity compared to other competitive models considered. This model basically reproduces the structure of the original scale, integrating the subscales on short-range planning, long-range planning, and time attitudes. The psychometric properties of the three subscales also reach satisfactory values. Finally, the predictive capacity of time management skills on academic achievement is examined, especially regarding the scale on Long-range planning. The results are discussed with regard to the prior study on the topic and their instructional repercussions.

Focusing on the Spanish educational context, those school psycholo-gists who carry out their activity in high schools find considerable difficulties in responding

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to the demands of teachers and students withregard to difficulties in studying. Among other things, this is due to thelack of reliable and valid instruments in Spanish that make it possibleto evaluate the dimensions involved in these processes. Therefore, themain objective of this study is to respond to the problem of developingand validating a scale to evaluate time management suitable for usewith students at this level of our educational system (16 to 18 years ofage). Given the conceptual clarity, ease of application and foreseeableusefulness of the TMQ at this educational level, we decided to use atranslation and adaptation of it for Spanish high schools as a jumpingoff point in our study.

Assessing the management component in students involves evaluating their abilities to effectively plan, organize, coordinate, and control tasks and resources. The psychological aspects of this assessment can be multifaceted, encompassing various cognitive, emotional, and behavioral dimensions. Here are some key psychological aspects to consider:

Critical Thinking: Assess students' ability to analyze information, solve problems, and make informed decisions. Decision-Making: Evaluate their capacity to weigh alternatives and choose appropriate courses of action.

Strategic Planning: Measure their skills in setting goals, developing plans, and foreseeing potential challenges. Self-awareness: Assess how well students understand their emotions and recognize their impact on their behavior.

Self-regulation: Evaluate their ability to manage and control their emotions, especially in stressful situations. Empathy: Consider their capacity to understand and relate to others' emotions, which is crucial for effective teamwork and leadership.

Motivation:Intrinsic Motivation: Assess the level of internal drive and passion for achieving goals and tasks. Goal Orientation: Evaluate if students set and pursue challenging goals, demonstrating a commitment to continuous improvement.

Communication Skills:

Interpersonal Skills: Evaluate their ability to work collaboratively with others, resolving conflicts and building positive relationships.

Adaptability and Flexibility: Problem-solving Skills: Assess their capacity to adapt to changing circumstances and find innovative solutions.

Resilience: Evaluate how well students bounce back from setbacks and learn from failures. Leadership and Influence: Leadership Potential: Identify traits that indicate leadership capabilities, such as initiative, accountability, and the ability to inspire others.

Teamwork and Collaboration: Evaluate how well students work within a team, considering their communication, cooperation, and conflict resolution skills.

Time Management and Organization:

Planning and Prioritization: Assess their ability to set priorities, plan tasks, and allocate time efficiently.

Task Completion: Evaluate their consistency in meeting deadlines and completing assignments. Feedback Reception and Integration:

Openness to Feedback: Assess how students receive constructive criticism and integrate feedback for improvement.

Continuous Learning: Evaluate their willingness to learn and develop new skills. To enhance the development of these management components in students, educators can incorporate experiential learning, case studies, role-playing, and real-world projects into the curriculum. Additionally, providing constructive feedback and fostering a supportive learning environment can contribute to the psychological growth of students in the realm of management skills.

Investigating the knowledge of teachers as 'learning specialists' involves understanding how this knowledge functions in the teaching-learning process; more specifically, how teachers apply their knowledge in making decisions, for example, about lesson design or making on-the-spot judgements in the classroom. A set of research studies conceptualises the teaching profession as a 'clinical practice profession' and compares it to the medical profession. Some argue that decision-making is actually a basic teaching skill – decisions are made regularly by teachers while processing cognitively complex information about the student in order to decide alternatives for increasing their understanding. A review of the different models describing teachers' decision-making shows that factors influencing teachers' decisions include antecedent conditions such as students, the nature of the instructional task, the classroom, and the school environment, which combine with teachers' characteristics and cognitive processes to impact the pedagogical decision made. Decision-making is a cyclic process as pedagogical decisions in turn impact antecedent conditions. Empirical research investigating how teacher knowledge is used in decision-making seems to be suggesting that in order to make informed pedagogical decisions, teachers must be able to analyse and evaluate specific learning episodes, in combination with contextual and situational factors, and to be able to connect all this information to their specialist knowledge of the teaching-learning process in order to guide subsequent teaching actions. Thus, making good pedagogical decisions hinges on the quality of the pedagogical knowledge held by the teacher.

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