THE PURPOSE OF MEASUREMENT IN EDUCATION

by:
Marites Abilgos Pacquing
Teacher II, Limay National High School - SHS

The problems of educational systems in contemporary schools are the following: measurement of education, educational measurement of culture and measurement of educational outcomes. For measurement of education it compares the performances and achievements of each school. Schools of all levels are assessed and rated according to a number of factors. People often use these ratings to rank the schools in order to determine which one is the best choice for students to enroll and at the same time, the data gathered can be utilized in determining the non-performing schools. The educational outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values. Clear articulation of learning outcomes serves as the foundation to evaluate the effectiveness of the teaching and learning process. It is also based on factual evidences on the other hand, measurement of culture in education can be inferred on the educational practices of each school that will lead to the school identity.

Learnification is the translation of everything there is to say about education in terms of learning and leaners (G. Biesta, 2008). It focuses on learners and learning. In this context, putting the learners at the center of education; they become independent in acquisition of knowledge. Thus, the role of teachers in educative process will become facilitating, mentoring, supporting and guiding learners to access information and create their own knowledge. From this point, new language of learning manifested. There was a remarkable changed from the concept of education to concept of learning, teaching as the facilitation of learning, education as the provision of learning opportunities or learning experiences, student/pupil to learners, adult education to adult learning and permanent education to lifelong learning.
In this concept, it is focused on students how something is learned. It deals with student centered rather than teacher-centered because learnification of education has been accompanied by two related developments, the casting of language learners as consumers of learning experience and the use of advance digital technologies in education. The teacher is not the main source of knowledge because of open sources of information, students may learn in their own capacities. Teachers act as facilitator of learning, it encourages and engages learners to actively participate in learning process.

There are three purpose of education mentioned by Giesta, 2008. First, qualification function of education provides the learners with knowledge, skills, understanding as well as values to become productive citizens. That’s why a school plays a crucial role in honing the individuality of the learners. When the function of education is achieved, it can produce productive and responsible citizens of the society. In contrary, when the function is failed, the outcomes are unproductive and irresponsible citizens. Second, socialization function of education describes as the effects of education. When a learner is equipped with knowledge and skills and then he will become now part of a culture. Socialization is a latent function of the school. Through school, the learners will learn how to deal with each other and communicate with one another to share some belief sand values. It is also play an important role for the continuance and preservation of a particular culture and tradition. And last, subjectification function of education refers as individualism – how educated person acts in the society. It is expected that the actuation of the learners in the community is well mannered. Engaging in the qualification function of education, it has an impact on socialization and subjectification because the kind of knowledge, skills and values may acquire by the learner in the school it will translate to what kind of citizen they will become therefore, if these purposes of education achieve its objectives the learners become productive citizen.

Today many educational institutions are working hard to become more flexible and responsive to address the needs of the society. Any educational system is a system
for promoting learning. All educational institutions are striving to reach a new balance between their social responsibilities and their role as vital cultural institutions and the imperatives of new technologies. In short, schools are reinventing themselves therefore, education is changing not only in the Philippines but it happens around the world. Like the Philippines, in order to become the Filipino students globally competitive, the Deped reformed its curriculum for basic education by adding senior high school curriculum so that senior high school graduates are ready for employment, ready for college/university and capable in doing business. The main purpose of education is to strengthen our mind to deal with different challenges that we might encounter throughout life. We might forget what we have learned that school taught us but the intense effort that we have spent to understand academic materials shaped our mind. In the academe, curriculum was made to serve its purpose, to response what are the needs of the learners congruent to supply the needs of the industries. Teachers are in the front line to execute the curriculum, not only relaying on the specific learning competencies indicated in the curriculum but also to build stronger minds among learners that has an impact on lifelong learning.

References:

Biesta, Gert. (2008). Good Education in an Age of Measurement: on the need to Reconnect with the Question in Education