Teachers attitudes towards student assessment during group work in primary education-Qualitative study

Original scientific paper

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Abstract

The main purpose of this research is to obtain the attitudes of teachers regarding the assessments of students during group work in primary education, while collecting data throught qualitative study, with a focus on current findings, shortcomings and difficulties, the benefits of carrying out the assessment during group work and effectiveness in achieving results. The instrument that we used to collect the data is semi-structured interview, connected with 15 primary education teachers. From the reviewed literature as well the qualitative study, we have taken the attitudes of teachers regarding the evaluation of students during group work while we have analyzed and presented as topics on the tables.

As a conclusion we found that teachers attitudes and the reviewed literature are close to the purpose of this research, the benefits that students have during the assessment when they work in groups. The research is important because it helps teachers, educational researchers, parents and school leaders, who can benefit from this research.

Keywords: assessment, group work, school, students, teachers.

A lot of research tell us that group work in primary education and student assessment during group work are connected in a lot of aspects: achieving results for curricular field, achieving results for teaching subjects, achieving results for lessons, this is also related with social, cultural, comprehensive aspect, communication between students etc.

As reflected on the research of the authors Forsell atl. (2020), here in the group work there are many factors that affect the students assessment. In this research we will deal with *Teachers attitude regarding students*

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assessment during group work in primary education, mainly from the pedagogic point of view focusing on the advantages that group work has, the students assessment during group work, the difficulties that we encounter during realization of the assessment during group work, benefits that students have during assessments when they work in groups.

The main purpose of this study is to obtain the attitudes of teachers regarding the assessments of students during group work in primary education. The suitability of the purpose of this research and the treatment of the problem of group work assessment, where student's assessment is essential which should be adapted to the purpose of the assessment (Hargreaves, 2007).

Group work occurs when students sit in common groups in the classroom, when students work together, showing students as collaborators, group work can be used in all areas of curriculum, including teachers at different stages of the lesson through group work by keeping a balance of the group by the students themself and the teacher, to realize a fair assessment of group work for all the students (McKeown, Stringer, & Cairns, 2016).

Literature Review

Assessment of group work in classroom refers to the collaboration between students, good organizations of groups in the classroom, students practice their skills in groups to achieve learning outcomes in the learning process. Assessment of the students requires careful thinking and planning, where group assessment has a special importance on students assessment. Assessment should start from the assessment goals and should take into account teaching and learning methods in context which teaching takes place and expectations from students. Assessment plans begin with a clear articulation of the program mission, goals and learning outcomes across the curriculum (MASHT, 2020).

Assessment of group work is a particular importance when it is well organized in the learning process, teachers often see the assessment of students in the group work very challenging and complicated, but it has it's own benefits too that help the teacher in realizing the classroom assessment (Baines, Blatchford, & Chowne, 2013). The role

of group work assessment is to determine results that students will achieve according to the level of the curriculum that students are in, where the results of the group work assessment can be used from the teachers for different needs for the school (Mohzana, Merla, Boari, Hudain, & Kamaruddin, 2023). However in the study of Karin and Chiriac (2011) the teachers attitude are shown where they say that it is difficult to measure exactly what we want, showing that during students assessment of group work the product and the process are distinguished, however teachers prefer to talk about the product rather than the assessment process. The product that has been assessed by teachers was: the content, the final product of group work as well as the report, while the process that was assessed was: the cooperation of students during the group work, the activity and communication of students.

The size of groups in classroom is also related to the teachers tasks that they gave to the students, knowledge's that students will receive as well as the organization that teacher made and the form of class assessment (Baines, Blatchford, & Kutnick, 2008).

The benefits of working in groups are great incrasing personal responsibility, socialization within groups, tissue expectations, appreciation of each other, sharing of tasks within group, sharing information resources within the group, students learn many peers (Gillies, 2003). Group work on primary education does not mean it necessarily raises cooperation, or students work together, often this provokes opposition among students within the group (Veldman, Doolaard, Bosker, & Snijders, 2020; Kutnick & Berdondini, 2009). Benefits from group work is also shown in the research of Amber (2021), where is shown that students that worked in groups in sorting the blocks received higher ratings during the tests than those who did individual work in their classes.

How to assess the work of students in groups during learning process, for it is quiet clear to the teacher, being guided by how students ask questions during the discussion, how derive hypotheses related to the learning unit, suggesting teachers to keep a checklist to observe each student when giving feedback during group work, record the students discussion by taking notes or by means of

video recording (analyzed later), prepare students to give selected opinions in order to oriented (Osies, 2020).

Among the distinguishing features of group work learning in the classroom are: interaction, direct communication, group socialization, vocabulary mastery, responsibility and individual accountability, group assessment for points and grades (Christie, Tolmie, Thurston, Howe, & Topping, 2009; Pahamzah & Agaj Avdiu, 2022). Also Kosova's curriculum for the preparatory class and primary education writes about the creation of a group work environment by orienting students work and are evaluated during group work (MASHT, 2016).

According to the researcher Musai (2014) one of the shortcoming of the group work has to do with the fact that group assignments are not always rewarded in a transparent way for all students because only one student within the group can show results, while others remain passive and the assessment is done for the whole group and not for the individual who shows the result. The assessment of students work in group should not be taken as basis, nor should the final grade be based on students assessment during their group work according to the study of Stijbos (2016) there are four reasons why final grade should not be based only on the assessment of students when they are working in groups because: it violates individual responsibility of students, a student has a little influence on ability or group formation based on high or low grades, students with low abilities and average abilities benefit more for the results of group work, the results of group are disputed by the students and parents while investigating those results as they came.

The methods that are followed during individual work can also be followed during the assessment of group work, such as: individual performance of group work, assessment criteria, self-assessment of students in group, mutual assessment, assessment scheme etc. (Osmani, 2010; Devolli, Kryeziu, & Bujupi, 2023).

The advantages of group work are many among them: students benefit from bear responsibility for the progress of group work and the results that have been achieved, they develop communication skills, learn to respect each other's opinion even when they think differently, learn from each other, dividing assignments into parts, joining different tissues in it common, students learn to plan collaboratively, learn to function in group, making group decisions, the result of group work is higher then individually, teachers make their teaching more effective by watching students solve problems (Kutnick & Blatchford, 2014).

During group work we also encounter shortcomings which appear as: unequal participation of students, conflict within group, jealousy between students, not accepting tissues from each other, not enough space for individual thoughts, the lack of space for all students, some of students are not given the opportunity to talk at all, decisions are not made quickly, critical thinking is lost, there is no space for creativity, students often deny each other's rights, there is no fair assessment for individuals, some students contribute more, etc. (Xhavara, 2020; Clemans, 2011). The teachers to increase, cooperation in groups of students as well as activities within the group should rely on fostering critical thinking, project based learning, should orient students to get out of formal thinking, students will create an cooperative environment with their peers to achieve results within group (Dërvodeli, 2014; Chiriac, 2014).

The timed-based assessment of group work is very convenient in saving time, usually during group assessment the achievement of the instructional objectives of the field is assessed curricular, group work assessment techniques are specific with the purpose of the assessment (Kryeziu, Avdiu, & Avdiu, 2021). The power of group work assessment where students can be asked to accomplish new and more complex tasks, they work in groups and assess individually, this has a significant impact in their performance recognizing it as the effect of group work assessment and socialization of students during group work (Johnson & Johnson, 2004).

Teachers in primary education plan the assessment of students (Avdiu-Kryeziu & Kryeziu, 2024), the planning of students assessment in primary education, begins with the plan for learning periods, defining this plan on learning topics that will be developed during the corresponding academic period as the academic period is arranged to least,

learning outcomes for learning topics, learning units, methodological aspects of teaching and learning, the resources to be used (information sources for the units lessons that are developed, books, websites, magazines etc.), as well as the assessment is planned for students for the time period (Ahmedi, 2019)

During the planning of the assessment, the methods, techniques and assessment instruments used to assess the achievements of students and to orientate the learning support of the students should be shown. EG assessment with a checklist for evidence of engagement in class, assessment with essays, assessment with tests or summative tasks, assessment with files, assessment with individual or group projects, assessment with photo or albums – depending on the specifics of learning outcomes of the subject (Ambreen, 2021).

Planning the assessment of students in primary education is part of the planning for implementation of the curriculum, since the curriculum in Kosova also provides for the planning of the assessment of students. Learning outcomes, which are an integral part of curriculum implementation planning, are also a point of reference for student assessment planning (Vogrinc, 2020). Knowing that the curriculum built with competencies and the assessment of students is based on the achievement of competencies according to the curriculum, where the implementation of the competency-based approach can hardly be achieved if the relevant competencies are not properly addressed and planned in the assessment systems (Mehmeti, Bytyçi, Zylfiu, & Potera, 2019; MASHTI, 2022).

The Aim of the Study

The purpose of this research is to obtain the attitudes of teachers regarding the assessment of students during group work in primary education, collecting data through a qualitative study, with a focus on current findings, shortcomings and difficulties, the benefits of conducting student assessment during group work, and effectiveness in achieving results.

Research Questions

To achieve the aim of the research, three research questions are posed:
What attitudes do teachers have regarding the assessment of students during group work?
What are teachers attitudes about the benefits, shortcomings and difficulties for the realization of student assessment during group work?

Research Methodology

The research was developed through qualitative methodology, qualitative research does not include statistical or numerical analysis, the research is focused on the attitudes of teachers for the assessment of students during group work in primary education (Mohajan, 2018; Marx, 2023). The research follows qualitative design, we have focused on connecting the theory with practice of realizing the assessment of students during group work, taking the attitudes of teachers (Smith & Sparkes, 2016).

Participants

The research was carried out with 15 teachers who work in different schools in Republic of Kosova, who have more than five years of experience in teaching. The teachers who participated in this research were deliberately selected by interviewing teachers who have longest experience in teaching. Purposive sampling is when we select the participants in the research, a purposive sample gives special importance to the research to get the best out of the research, based on the characteristics of the participants that are important to the research (Rai & Thapa, 2015). We selected elementary school teachers who have more than five years of work experience and who practice the form of group work and assess students during this work (Ames, Glenton, & Lewin, 2019). In table number 1, the data of the participants in the research are presented such as: gender, work experience, qualification, the code that we find in the research.

Table 1.
The structure of the interviewees

No	Gender	Work experience	Qualification	Code
1	F	10	BA	T1
2	F	8	BA	T2
3	F	15	BA	T3
4	F	24	MA	T4
5	F	6	BA	T5
6	F	13	BA	T6
7	M	19	BA	T7
8	F	22	BA	T8
9	M	30	MA	T9
10	M	17	BA	T10
11	F	9	BA	T11
12	F	16	BA	T12
13	F	28	BA	T13
14	M	33	MA	T14
15	F	11	MA	T15
Total	15			

Instruments

For the realization of this research, we used as the instrument the semi-structured interview, a more exploratory instrument, generally based on the guide, it focuses on the main topic, it goes deep into the discovery of the research which emerges from the interaction of two individuals (Ruslin, Mashuri, Rasak , Alhabsyi, & Syam, 2022). The semi-structured interview questions were designed in order to obtain teachers attitudes about student assessment during group work in primary education. In the development of semi-structured interviews the researchers followed the instructions from Bailey (2008), the questions are open for the participants to express themselves freely and share their experiences, they are not limited only to the questions, but are free to express themselves from the knowledge they have, we may also be shown new topics for future studies by transcribing the data through repeated and careful listening, which facilitates the extraction of data during the analysis that is planned in the researchers time. The participants in the research participated voluntarily, willingly, without compensation, before the interview we informed participants about the semi-structured interview produced with which they agreed (Naz, Gulab, & Aslam, 2022).

The reliability of semi-structured interviews depends on several factors: consistency in questions, interviewer neutrality and data analysis. Qualitative method by means of flexible and exploratory semi-structured interviews, allows in-depth exploration of topics by combining structured questions with the freedom to explore new topics. Insurance of reliability includes adherence to best practices such as: sustainability e questions, minimizing the biases of the interviewer and the use of analysis techniques complete data. Additional practices such as pilot testing, member checking, and triangulation enhance further reliability, making semi-structured interviews a powerful approach and systematic for collecting detailed and rich data. In this research we have followed a semi-structured interview guide with defined questions allowing some flexibility of the interviewer during the answers to the questions. Below are the questions for the semi-structured interview conducted with the teacher:
1. What are the attitudes of teachers regarding the assessment of students during group work?
2. How do you assess students during group work?
3. Assessment of students in groups, is it regulated by the curriculum or other supporting documents?

4. Do you plan to evaluate the students when they work in groups?

5. What is assessed when students work in groups?

6. What techniques do you use when working in groups?

7. What are the shortcomings of carrying out evaluation during group work?

8. What are the difficulties in carrying out the assessment during group work?

9. How do students benefit from the assessment that is done during group work?

Validity and Reliability

To ensure the validity and reliability of the research, we relied on the study based on the suitability of the research instruments, the research methodology, the research question, the sample and the analysis of the data from the research in suitable with the final results of the research, the correlation of research finings bring validity and reliability (Leung, 2015). To ensure the validity and reliability of this research, before conducting the interview we obtained the consent of the participants, showed them all the procedures, read the research questions, compared the finings with the review literature, received opinions from a university expert in this field and carried out the research (Aung, Razak, & Nazry, 2021).

In Noble and Smith's (2015) study, examples of how to create validity and the reliability of the qualitative work, based on the results of the research they are in accordance with the researched literature or the results of other researchers. To ensure reliability of this research research questions, semi-structured interview, topics, sub-themes were prepared by researching the literature which is related to the research topic, findings in various local and international researches, documents on student assessment and findings from our research. As for our qualitative research, the data were analyzed by two researchers, where as criteria for conducting the interview were the details on the participants, their characteristics and findings from research. To ensure research consistency, participants were coded to retain confidentiality on the answers received, this has enabled the participants to express themselves freely. To ensure reliability the interviews were recorded, transcribed, analyzed and at the end they were given to the participants to read to verify and ensure any ambiguity related with research.

Ethics

Ethics approval was given by the directorates of the schools where the research was conducted. Participants were formally invited and declared by singing forms giving their consent to participate in the research. The participants were informed in time that participation in this research is voluntary and they are not obligated to participate in the study, they can withdraw at any time during the research. The participating teachers of this research agreed to participate voluntarily, the researchers guaranteed confidentiality assuring them that the data from the research will be coded, also the participating teachers were informed about all research procedures (Stutchbury & Fox, 2009).

Data Analysis

The data analysis, the researchers used the steps according to Creswell (2012), transcribing the interviews, then analyzing them, after the analysis the data were divided according to the importance and themes presented in the research. We grouped the data from this research into 3 sub-themes derived from the research questions, the literature review is presented more specifically in table 2.

Procedure

The researchers conducted a semi-structural interview with 15 primary education teachers, where each teacher was interviewed independently, the teachers felt quite free to express their opinions, the research was carried out in the period January-February 2024 in the schools which the research participants work as teachers. The interviews were conducted without interrupting the teaching process, after the teaching process, organizing them in the facilities where they work to save time for the teachers.

Results

The research that we have carried out with primary school teachers aims to the obtain the attitudes of teachers regarding the

assessment of students during group work in primary education, to highlight these attitudes we have collected data through a qualitative study, focus on current findings, shortcomings and difficulties, benefits of conducting student assessment during group work. In the selection of questions for the interview, we are based on the reviewed literature, the purpose of the research, the experiences of the teachers. We presented the data from the research in topics and sub-topics in table no. 2

Current Findings

Attitudes of Teachers Regarding The Assessment of Students During Group Work

Taking the attitudes of the teachers regarding the evaluation of the students during group work, we analyzed these data focusing on the attitudes, where the teachers indicated that the students are cooperative, the evaluation criteria should be clear for the students, mutual evaluation should be carried out during working in groups, being specifically expressed as:
"While working in groups students must be cooperative for the realization of group assessment"(T1)
"The teacher, when evaluating in a group, should take as a basis the individual abilities of the students for the final evaluation" (T3)
"Evaluation criteria must be made clear in order to receive a fair evaluation within the group" (T4)
"Assessment of students for group work helps students in the development of socialization and the sharing of responsibilities during their learning" (T5)
"Most of the time, work in groups is taken as a kind of competition between groups, not giving individual assessment" (T8)
"The weight of the group assessment, the assessment as an individual within the group, the self-assessment made by the students as well as the assessment of each other must be determined" (T11)
"During group work, we usually value the student who presented the tasks more" (T12)
....I think that group assessment is not very safe for assessing the performance of students within the group, because not everyone engages"(T13)
"I think that working in groups should be done on purpose, because all competencies

within group work are affected" (T14)
"During the work with students, we usually practice the work of students in groups, and as a result we also evaluate the work in groups, in order to see if the students are able to grasp the learning outcomes for each curriculum area and each subject apart"(T15)

The Realism of Student Assessment During Group Work

The teachers carry out the assessment of the students in the group according to the criteria they have set during the planning of the assessment, this has been well shown by the teacher T2 by enumerating some of the ways they evaluate the students in the group. We have listed the most concrete answers below:
"With their commitment, each student taking part based on the answer and the activity they do in the group" (T2)
"We assess students during group work through personal diaries, checking activity within the group, displays of student work activity, checking tasks, and using appropriate assessment instruments for group work" (T3, T5)
"Through the checklist, rubrics, self-assessment and mutual assessment" (T6)
"Teachers can use the same methods they use for individual assessments" (T7)
"...group work should be a goal, because all competencies within group work are affected even during the assessment" (T10)
"Giving space to all students within the group - inclusiveness" (T12)
"We evaluate by observing group work and see the abilities of each individual within the group"(T13)
"By observing the group and seeing which student is more active" (T14)
"He does the group assessment every time he works with the form of group work, following the engagement of each student individually, but also as a group" (T15).

The Assessment Of Students In Groups Is Regulated By The Curriculum Or Other Accompanying Documents

The regulation of students' learning during group work is regulated by the documentation used by the teachers from education, the teachers whose curriculum

foresees these studies and they think on the basis of these documents. You can find the teachers' answers below:

"The Kosovo curriculum envisages working in groups and gives the possibility of assessment until students work in groups" (T1)

"The instructions and documents that enable us to implement the curriculum and planning also enable us to assess the students until they work in groups" (T2)

"The primary education curriculum does not specify the form of assessment, but recommends working in groups, as the most effective form in the learning process, and from this, we as teachers create our conviction to plan and assess through group work" (T5 , T7)

"The curriculum does not have any special process for assessing students for group work because all the principles that are followed for individual evaluation can also be followed for group assessment, even though group assessment has some challenges compared to individual one" T8, T10)

"Assessment of group work is also foreseen in the curriculum" (T13)

"Assessment in groups is done with accompanying documents and with the criteria determined by the teacher himself" (T14)

Planning for the Evaluation of Students When They Work in Groups

Knowing that the teachers plan to carry out the assessment for each school year, they gave this in their answers:

"During the planning for the lesson, as well as the planning for the evaluation, either for the evaluation period or for the final evaluation, I always plan the evaluation of group work" (T3)

"...because if I don't plan the evaluation of the work in groups of students, then I have a hard time identifying the students who contributed to the group's tasks"(T4)

"We plan because as a consequence of not planning we demotivate them for the other work we plan for the future" (T5,T7)

"I really made the evaluation criteria on how to evaluate group work, the commitment of each student..."(T6)

"We plan the evaluation of the students for each school year, with the evaluation planning that the teachers do, they anticipate

that the students will be evaluated even when they work in groups" (T9,T10)

"Planning is done because one way of evaluation is also when students work in groups, because we have the realization of different projects in groups where we evaluate the students, also the student receives an evaluation individually" (T12)

"Yes, I plan the evaluation, for example, I set criteria and take notes, who wrote, who expressed opinions, who colored, etc. depending on the activity in the group" (T14)

"Teachers plan their work and the evaluation of students, they do this planning themselves or through professional activities, at the same time they also plan the evaluation of students when they work in groups" (T13, T15)

When Students Work in Groups we Can Assess

With their answers, the teachers showed us specifically what they value when students work in groups:

"Usually we evaluate students' attitudes, values, knowledge, communication skills, psycho-physical abilities for their work and contribution to the group" (T2)

"Cooperation, division of responsibilities in the group, individual contribution to group work"(T3,T4)

"Before they start the work, the evaluation criteria are determined which we will use for evaluation, e.g. The quality of the presentation, the responsibility of teamwork, their cooperation and contribution to the project, the realization of the group's goal" (T5, T7)

"Achieving results per curriculum area, per subject, per lesson" (T6,T8)

"Critical thinking, expression, speaking, engagement, ideas, creativity, writing, collaboration, etc."(T9)

"Individual work of group members, because this way you can draw an overview or result for that student" (T10)

"Self-confidence, cooperation, critical thinking, opportunity for socialization" (T13)

"...can use an individual component in group work" (T14)

Techniques we Use When Working in Group

The teachers declared that the development of the learning process flows better when they use different teaching

techniques, this also helps us when we work in the form of group work using different teaching techniques, for the development of critical thinking, inclusiveness of students, raising self-confidence, the all-round shaping of the child, the opportunity for self-evaluation, mutual evaluation, the techniques that we use during group work enable us to do this, the teachers expressed as:

"The techniques we use in groups are jigsaw I and II; Venn diagram; I want to know, I learned; Cooperative learning; Gallery tour etc. Which help me discover the children about their knowledge"(T1)

"Depending on the topic that is being developed, I also use techniques such as: Discussion groups of experts; Role playing and simulation etc."(T2)

"It is understood that each technique has its own progress, while working in groups I used different techniques, it depends on the tasks in the group, I can use: the cluster; Small group discussions; Guardianship (this helps us when students have learning difficulties)"(T4,T6)

"Usually, to include all the students in the group, we use the technique: Role play; Cooperative learning; Cluster, which also help me for evaluation"(T7)

"The development of critical thinking, the interaction between students, but also the evaluation is done during group work, based on some techniques we realize the following: Concept map; Group discussion; Mixed pieces"(T10,T12,T13)

"Knowing that group work allows us to understand that students work together, therefore we must also adapt the techniques we use during group work and to give the possibility of group work evaluation: The hand of the mind; Venn diagram; Cluster"(T15)

Shortcomings and Difficulties of Student Assessment During Group Work

Group work requires careful preparation and management to ensure that all students have a successful experience and achieve the learning outcomes of the lesson, are linked to domain outcomes and curricular competencies, this also has their own shortcomings and difficulties, for which the interviewed teachers have attitudes, and for the shortcomings, but also for the difficulties, you can find their attitudes below.

Deficiencies in ihe Realization of Assessment During Group Work

During group work when we evaluate, we encounter deficiencies that are present when students work in groups, students are not all activated, improper socialization, sometimes there is no inclusiveness, these are the teachers' attitudes:

"The shortcomings of group work are that often those students who have been better prepared try to make the group do better and work on individual work, another drawback is the lack of engagement of the whole group" (T2)

"Students' work in groups for assessment has some shortcomings that we as teachers face, among them is the lack of activation of the whole group when the assessment for group work is in question" (T3,T4)

"...students often experience negative things during the evaluation because their work was not evaluated"(T5)

"Not all give opinions, some students are reluctant to speak when working in groups" (T5)

"The assessment is based on the work of the whole group and it is difficult to get information about each student" (T6,T8)

"It depends on the members of the group, often there is only one student who works, while the others do not, and the assessment is minimal for him, these students feel bad emotionally, they are upset about the assessment they receive within the group"(T7)

"Often the students have complaints because some students have been overestimated while others have been underestimated for the work they have done in the group" (T10)

"The shortcomings are present, but among the ones we can highlight is the selection of group members, the unwillingness of all students to contribute to the given task, the creation of noise even though it is natural in group work, noise and which comes as a result of group work, passivation of students, and not rewarding deserving students"(T12,T13)

"...students within the group do not cooperate for the tasks assigned to them"(T14)

"Deficiencies are the means of work and expression of any child who has difficulties" (T15)

Difficulties in Carrying Out Assessment During Group Work

Group work is a daily part of the learning process, but during group work we also evaluate the students, and this part also has the difficulties that appear during the evaluation, the interviewed teachers have expressed their views on this issue, their views have appeared ongoing:
Assessment of group work has some difficulties such as:

"The ethics of group work does not allow the individual to be placed above the group, the answer given by one of the members of the group is drawn up by the group, the organization of group work itself does not has the main purpose of evaluation, but encouraging discussions within the group, socialization and the creation of collective work habits in the division of responsibilities" (T1,T3,T4)

"It is often confused who did the task, the students do not show the right creativity within the group, jealousy within the group, some may take credit for the work they did not do, some students are more persistent and receive evaluation without merit, uncertainty during evaluation" (T5,T7)

"Difficulties for group work assessment are present to us as teachers, but what we face most often is improper planning for assessment, and if we don't plan well, we often face the unexpected from students. Therefore, we are asked to first plan and then evaluate the work in groups" (T9)

"The main difficulty is the evaluation of the individual because the formulation of the answers is a joint contribution of the group, concretization of the evaluation" (T10)

"...students who we think are at a low level, show a higher level of skills, and vice versa"(T11)

"The biggest difficulty is evaluating the students individually within the group because it is a problem to get a real grade for them, since they have been helped by other students in the group" (T13,T14)

"Discipline in the group, the student who is not included in the group, does not have inclusiveness" (T15)

Student Benefits From Assessment During Group Work

In order to achieve a successful teaching, teachers use a multitude of different forms, methods, techniques to achieve results and to evaluate students, one of the forms of work where the learning process is realized is the form of group work. Working in groups made students benefit, because: Responsibility does not fall on the individual but on the group, communication between students is freer, students do not feel bad even if they do not give any answers, the opportunity to learn is good because the answers are formulated by the group itself. The benefits of group assessment is good because all group members are equal. Teachers' attitudes regarding the benefits of students from assessment during group work:

"Students benefit from willingness and cooperation to continue" (T1)

"...through joint learning, cooperation, sharing of roles, getting to know each other better, developing empathy....appreciating each other..."(T3)

"They benefit a lot because they become self-confident, more communicative, more creative, more critical, more visual"(T4)

"In some cases even weak students can benefit, but this can influence them to cooperate within the group, so that they also contribute to the good of the group, receive positive evaluations"(T5)

"They develop communication skills, teamwork, mutual learning, take individual responsibility for the joint contribution, learn the responsibility of progress and the result of group work" (T7)

"In groups, students cooperate, feel equal during the assessment" (T8)

"The teacher, in accordance with the basic principles of assessment, ensures the use of all types of assessment, which are defined as necessary to assess individual and group achievements and development, to identify strengths and weaknesses, as well as the directions of which every student needs help, support and motivation for assessment"(T10)

"Students who do not contribute within the group benefit more. They benefit because they exchange ideas, groups bring innovation and positive evaluations"(T11,T12)

"Students benefit from their own experiences which they show within the group and integrate their knowledge into the group

responses, in this case it is an expression of learning through experience" (T13)
"They benefit from each other, every time those students who are more active help those who are passive and receive positive evaluations in the group"(T14)
"Students, when they know they are

being evaluated, change their behavior and automatically show more structured activities, give careful answers and are able to activate everyone in the group. That's why we don't always tell the students that the answers they are giving are being graded"(T15)

Table 2.
Research topics

Category	Themes	Description
Current findings	*Attitudes of teachers regarding the assessment of students during group work*	- *Collaborator for the realization of the assessment in groups* - *To take as a basis the individual abilities of the students for the final assessment* - *Clear evaluation criteria* - *Group work is taken as a type of competition*
Attitudes of teachers	*The realism of student assessment during group work*	- *To set the weight of the group assessment* - *Evaluation as an individual within the group* - *Group assessment is not much* - *"With their commitment, each student taking part based on the answer and the activity they do in the group" (T2)*
	The assessment of students in groups is regulated by the curriculum or other accompanying documents	- *Through the personal diary* - *Assessment instruments suitable for group work* - *Giving space to all students within the group* - *The abilities of each individual within the group* - *ALONE* - *The Kosovo curriculum foresees group work*
	Planning for the evaluation of students when they work in groups	- *Assessment of students until they work in groups* - *The curriculum does not have any special procedure for evaluating students for group work* - *I always plan the assessment of group work as well* - *Planning is done*
	When students work in groups we can assess	- *We usually evaluate attitudes, values, knowledge, skills* - *Critical thinking* - *Individual work of group members* - *Self-confidence, cooperation, critical thinking, the opportunity for socialization*
	Techniques we use when working in groups	- *Discussion groups of experts; Role playing and simulation* - *It is understood that each technique has its own progress*
Shortcomings and difficulties	*Deficiencies in the realization of assessment during group work*	- *Disadvantages of group work* - *Failure to engage the entire group* - *Assessment for group work* - *Often students experience negative things. Their work has remained unappreciated* - *Not everyone gives opinions* - *Assessment is based on the work of the whole group*
	Difficulties in carrying out assessment during group work	- *It is difficult to get information about each student* - *Some students are overrated* - *Some students are underestimated* - *Selection of group members* - *Making noise* - *Sometimes students within the group do not cooperate* - *Assessment of group work has some difficulties* - *The answer given by one of the group members* - *Socialization and creation of work habits* - *Students do not give proper creativity* - *Jealousy within the group* - *Inadequate planning for assessment* - *The main difficulty is the assessment of the individual*

Table 2.
Research topics - continuum

Category	Themes	Description
Benefits	*Student benefits from assessment during group work*	- *Students gain willpower* - *Cooperation to continue* - *More creative, more critical, more visual* - *Weak students* - *Take individual responsibility for the common contribution* - *They feel equal during the assessment* - *Students who do not contribute within the group benefit* - *Each other* - *They change behavior*

Discussion

The research on the attitudes of teachers regarding the evaluation of students during group work in primary education is based on the reviewed literature and on the practical research with teachers, this research which was carried out through a semi-structured interview. Based on previous studies regarding this issue, we single out the researcher Davies (2009), where he mentioned the advantages of assessment during group work, treating assessment during group work as an efficient way, the author argues that group work is appropriate for evaluation, promotes socialization, new ideas come, evaluation becomes more attractive for students.

The realism of evaluating students during group work, where teachers carry out this process according to the plans they have made for evaluation, the interviewed teachers also mentioned the documents they use when evaluating students during group work, such as: personal diary, control of activities within the group, checking tasks, etc. Also, the Curriculum for Primary Education in Kosovo gives instructions for the documents that must be used during the assessment of students, which can also be used during group work (MASHT, 2016).

During the research, the teachers claimed that when they design the planning for the lesson, they also plan for the assessment either for the assessment period or for the final assessment, I always plan the assessment of group work, also in the document of the Ministry of Education - for the assessment, there is exactly how to plan student assessment, which is part of the planning

for the implementation of the curriculum, where the learning outcomes are an integral part of the implementation of the Kosovo curriculum, they are a point of reference for the planning of student assessment, including the assessment of students during group work which is part of the daily work of the learning process (MASHT, 2020)

The shortcomings that we have encountered during this research on the assessment of students during group work are: - often students experience negative things during the assessment; - because their work has remained unappreciated, hesitating that they are appraised fairly. Also, in the study of Johnston and Miles (2004) we find it said that group work is often not evaluated based on the contributions given and this affects the final assessment for students during group work.

The findings from the research showed us about the difficulties in carrying out the assessment during group work, where the teachers had difficulties in organizing the group, during planning, you often get confused who has done the task, jealousy within the group, some students are more persistent and get the assessment without merit, uncertainty during evaluation, evaluation of the individual within the group, concretization of the evaluation.

The difficulties that are present during group assessment are also presented in the research of Frykedal and Chiriac (2011) where it is stated "Additionally, the results disclosed that the teachers have difficulties in concretizing and verbalizing what and how much they assess. The teachers also experienced uncertainty and contradictory demands concerning assessment of students

in group work. They were concerned about this difficulty" (Frykedal & Chiriac, 2011, p. 2).

The benefits of students from assessment during group work, from the research that we had as the subject of treatment the teachers' attitudes about the benefits from assessment of students during group work, it was found that students do not take individual responsibility, gain willpower, cooperate more among themselves, communication skills are developed, they learn from each other, they appreciate each other, students who have the lowest results and are more socialized benefit. In the study of Chang and Brickman (2018), the benefits of students from group work are mentioned, emphasizing the benefits of students with lower results who benefit when working in groups with other students, students are more motivated, cooperate, assessment mutual, etc.

Conclusion

Working in groups is an everyday part of the learning process, learning how to work in a group, collaborating in a group is a skill that helps students achieve success when evaluating their group work (Gibbs, 2009).

During group work, students become more communicative, more practical, socialize, group work is when students work together, sit together, discuss each other's opinions, help each other, receive assessment when they work, individual and group assessment, students also self-assess during group work (Scott, 2017).

The attitudes of the teachers regarding the evaluation of the students during the group work showed that the group work stimulates the curiosity of the students to achieve results, for each curricular field and the competencies in general, for the realization of this evaluation the teachers plan according to the curriculum as they plan the evaluation as part of their work, teachers also state that during the evaluation of group work they use different teaching techniques that help this process during implementation (Zhang, Johnston, & Kilic, 2008).

Other researchers can use other methodological approaches to measure teachers' attitudes towards student assessment during group work, such as quantitative research and action research, a different approach through other research instruments, can offer other and different results from this research that we have carried out.

As a conclusion in this research, the attitudes of teachers regarding the evaluation of students during group work in primary education, show that the evaluation of students during group work where students are more cooperative, benefit will, self-confidence, benefit even the weakest students, learn mutual, they show concerns, but during group work there are also shortcomings and difficulties, in this regard the teachers expressed their attitudes during the interview, where the work of some students remains unappreciated, not all students are given space, some students are overestimated , jealousy within the group, improper planning, lack of group discipline, etc. These findings are also supported by the reviewed literature related to this topic, also the needs for additional research are always necessary knowing that human society is developing and similar problems are in the process (Sánchez-Iglesias, Zamorano-Sande, Gil-Izquierdo, & Ruiz, 2020).

This research enriches the existing literature, serves the sciences of education in general, It helps teachers to assess students, providing in-depth knowledge on teachers' attitudes towards the assessment of group work, thus increasing the understanding of how these attitudes affect students' assessment practices. The research provides a picture of balanced benefits of group work and assessment during group work such as: improving communication, support for weaker students, showing that while working in groups may also have challenges such as: unequal participation of students in groups, lack of discipline during group work, focusing on distinguished students in lessons, etc. Moreover, this one research emphasizes the integration of group work assessments into teacher planning and protects the methodological innovations used by teachers during teaching, such as quantitative and student action research, to explore and improve these further practice. By validating and extending existing theories, the research contributes to a more understanding complete group work and assessment of students during group work in educational settings.

Limitations of the Study

The study was limited to primary schools in Kosovo, namely primary education teachers. The participants of this research were a total of 15 primary school teachers, who work with the form of group work and have well integrated the assessment of students from group work. Researchers in the field of education in their studies in the future think to do new research with other measuring instruments, also the sample should be more extended. If we were to use other research methodology and other instruments, we could get other results for this study.

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