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## Primary School Teachers' Perceptions of School Report

Nida BAYINDIR\*, Levent SEVİ and Aynur ÇUKURCALIOĞLU  
*Dumlupınar University, Kütahya, Turkey*

### Abstract

School report is a document prepared by a teacher to follow up and evaluate a student's progress in lessons throughout a certain educational period. It is also an academic tool that allows the student and parents to be informed about the progress during that time and to see the shortcomings and to take the necessary precautions. The main objective of school report is not to show students' scores or to determine whether they have passed a lesson, but rather, to give information about their current state, to manage their skills by taking their differences into account, to guide them according to their interests, needs and skills, to determine the difficulties and deficiencies they come up against throughout the learning process and to help do away with them. However, if a school report is only considered in terms of scores and so becomes an indicator of students' success or failure, taking the report as a reference, the students whose report shows them successful might consider themselves more accepted, more important and valuable. Those with lower academic success, on the other hand, are naturally driven into a defensive psychology, which causes serious problems because the report has become the main target and is only assessed in terms of scores. The fault of parents and teachers to regard school report as an aim to achieve affects students negatively in many ways and might cause psychological problems in them in the short term. Perspectives arising from wrong responses, worries and fears, comparisons, high expectations, attributing failure to personality, critics without thinking, weathering and unnecessary rewards or punishments once again reveal the importance of school report worry. The research aims to reveal how primary school teachers, the first step of teaching, perceive school report. Teacher's perception of school report is the variable playing a fundamental role in shaping both student's and parents' definition of and expectations from school report. The research encompasses 190 primary school teachers in the city of Kütahya. According to the research results, 62,6% of the teachers think that school report shows the lessons the students are good at and 61,6% think that school report shows the lessons the students are deficient in and their academic progress while 59,5% consider it only as a tool. The teachers don't consider school report as a means of punishment and as the determiner of personality, and they think that it shouldn't be a source of honor or shame. The findings show that primary school teachers' perceptions of school report are mostly positive in favor of students. In this respect, it can be said that they perceive school report relevantly to its purpose. Regardless of the age group of the students, not turning the report period into a trauma is based upon not only teachers' but also parents and students' perception of school report. Primary school teachers should reflect their perceptions of school report to students and parents and should also tell them that school reports are only a route map involving certain indicators in the early period and that all students are precious regardless of their reports. As regards to the school aspect, counsellors should explain the purpose of school report to teachers,

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\* Correspondence: , [nidabayindir@yahoo.com](mailto:nidabayindir@yahoo.com)

parents and students and should provide the required guidance and warnings. When media is considered, the traditional school report understanding should be evaded and by sensitively planning the stress factors of school report like report festivals, awards and ads, it should be reiterated that school report is a documentation of students' mean scores. With the cooperation between the Directorates of National Education and Education Faculties, preservice teachers should be provided such training during theoretical and practical applications of assessment and evaluation lessons that shows school report as a tool depending on a process, uses scientific assessment and evaluation arguments, and gives priority to student psychology and health. Perceptions of students and parents about school report should be researched. School reports that don't only provide quantitative information but also give student success and success areas prominence should be designed; that is, as well as academic scores, school reports should also involve student success, areas requiring progress, parents' roles in teaching process, what students will/should do at school, statistical graphs showing previous success levels, in-class success, expected success levels, thoughts of the teacher, student and parents, study habits, target and suggestions.

**Key words:** Primary school teachers, School report, Perception of school report, Assessment and evaluation

## **Introduction**

One of the most important indicators showing to what extent education programs and teaching-learning activities at school are successful is evaluation and assessment results (Özdemir, 2010, p. 788). Determining whether the behaviors expected to be gained by students at the end of education process are acquired by students or to what extent they are acquired is possible through assessment. As an inseparable and integral element of education, assessment is based on evaluations conducted at the beginning, during and at the end of education process (Çoklar, Vural and Şahin, 2009, p. 36, Gök & Şahin, 2009, p. 130). Seeing the marks showing their performance and success throughout a period also encourages the students.

For a qualitative education, the changes in the development of students should be evaluated objectively. The objective in evaluation should be determining the access level of students to the expected gains and thus being able to get the necessary precautions timely. Therefore, the teacher achieves providing unbiased and accurate feedback through his/her objective assessment (Acar & Anıl, 2009, p. 355). It is supposed to know whether the education process is successful or not. Early diagnosis of failure and failing individuals while the education process continues facilitates taking the required precautions. Knowing the success level and revealing the failure cases help to plan the similar education activities in the future on more realistic bases (Özdemir, 2010, p. 788).

Evaluation methods used for various purposes are involved in the education environment efficiently and prevalently. The most basic objective of using these methods in the education environment is to bring out student success effectively. While doing this, not one but various methods are used (Çoklar et al., 2009, p. 36). Unlike the traditional evaluation and assessment methods, the new ones in the elementary teaching program are such that monitor student development and regard assessment as a part of learning. During assessment, instead of easily-learned information independent of one another depending on memorizing, meaningful interdependent deep information prevails. The new methods focus on scientific understanding and logic. The purpose of assessment is to not find out what the student hasn't learned but to reveal what s/he has understood. At this point, the teacher is not the only assessor because the



student also participates in the assessment. Above all, the program stipulates using the new evaluation methods along with the traditional ones encouragingly (Acar & Anıl, 2009, p. 355-356).

The structure of evaluation and assessment is mostly determined upon education system philosophy. The basis of the basic philosophy of the 1998 program, the behaviorist approach, is that learners can turn what they have learned into behaviors. 2004 programs are mostly based on constructivism philosophy, according to which a learner constructs the information in his/her mind upon previous experience. Therefore, it is natural that students perceive the same information differently due to their own experience (Kabapınar & Ataman, 2010, p. 777). By force of this approach, instead of teacher-centered teaching, student-centered teaching is adopted; it is aimed to integrate the family and environment into student-teacher and student-student interaction (Gelbal & Kelecioğlu, 2007, p. 136). The teacher is no longer the one who transfers the information to the student directly but the one who guides the learner (Anıl & Acar, 2008, p. 45). In the constructivist approach, evaluation and assessment is a part of the teaching process; functioning not only at the beginning and end of learning but rather, at every important point in the learning process. Compared with the previous approach, more and various evaluation instruments and methods are required. Along with the traditionally used pencil-paper tests, it is possible to assess student performance in every aspect at a wider angle by monitoring student behavior in and out of the class, evaluating his/her interest and attitude and thus involving him/her into the evaluation and assessment process (Gelbal & Kelecioğlu, 2007, p. 136). Thanks to the new program, alternative evaluation and assessment methods and techniques entered the education life. For example, project stands out as one of the evaluation and assessment types (Kabapınar & Ataman, 2010, p. 778).

Alternative assessments are defined as student-centered, meaningful, interesting and up-to-student assessment strategies, beyond the traditional understanding. Compared with the subjective-type question techniques, it is seen that the alternative assessment involves efficient participation and high level thinking. While multiple-choice and true-false questions serve assessing the knowledge that students can memorize, alternative assessment, with a more realistic perspective, determined what students have been able to understand and do. Thus, alternative assessment is complementary for students with different learning styles and contributes to choosing the appropriate assessment type for each student. It is also stated that using different evaluation and assessment strategies in class can not only provide the best way to evaluate various characteristics of students but also raise success motivation and provides more thinking skills, thus increasing academic performance (Duban & Küçükylmaz, 2008, p. 771, Kuran & Kanatlı, 2009, p. 212). At the same time, using multiple evaluation and assessment techniques keeps the student alert and ready in class.

Education is a matter of teamwork and therefore, it is the responsibility of all; not only schools. Family, school, National Education Directorate and the society should all work together in this team. Determining the reasons for failure in students is important in that all the stakeholders in education should provide data for policy makers and enforcers to guide them in their policies (Altun, 2009, p. 568). Interfamilial harmony, supportive parental attitudes and versatility in parent participation into school activities all have important effects on school success. The most important factor separating the failing students with low academic success from the others is that they are deprived of parental support and interest. Parental austerity, inconsistency and conflict are among the other risk factors in lower school success. School success of the students with supportive parents in terms of education is pretty

high (Çelenk, 2003, p. 28). A solid coherence in school-parents-student triangle not only affects the psychological and social life of the student positively but also boosts school success. According to the results of a study by Yanpar (1992), primary school teachers have difficulties in evaluating student success and assessing the results and need in-service training on evaluation and assessment (Çakan, 2009, p.100).

School reports are the traditional way of informing parents about students' school success (Çelenk, 2003, p. 31). The most important outcome expected from a student is academic success (Çil, <http://www.kariyerpenceresi.com>). Another way of informing parents about students' school performance is filing the students' work samples at school. These files should include students' work samples assessed by the teacher, teacher's opinions about students' reading activities and students' writing samples (Çelenk, 2003, p. 32).

In order to determine the perceptions and deficiencies in this area and take the necessary precautions, teachers' perceptions about school report should be determined. This research is important in revealing the perception of school report which is the longitudinal indicator of student progress and letting school report be regarded as an evaluation and assessment instrument as it is really worth.

## Method

The sampling of this descriptive research, aiming to determine how primary school teachers perceive school report, was composed of primary school teachers working at the state schools in the city of Kütahya during 2015-2016 education period. The sampling was decided upon ease of access. The research encompassed total 190 primary school teachers teaching 1st-2nd-3rd classes. The data were gathered through a one dimensional questionnaire of 50 items developed by the researcher. Cronbach Alpha reliability coefficient was found 0,886 and factor analysis was conducted to determine validity as seen in Table 1 below. While data interpretation, items above 50% were taken. The research is limited to the questionnaire items and the applied statistical methods.

## Findings

The table for the perception of primary school teachers about school report is given below.

Tablo 1. Reliability Statistics

Cronbach's Alpha		N of Items					
,886		190					
Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2,908	2,158	4,011	1,853	1,859	0,256	50
KMO and Bartlett's Test							
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.						,791	
Bartlett's Test of Sphericity		Approx. Chi-Square				4223,549	
		Df				1225	
		Sig.				,000	
Scale Statistics							
Mean	Variance	Std. Deviation		N of Items			
145,4000	367,945	19,18189		50			



**Table 2.** It is just an indicator assessing academic works

	Fr	%	$\bar{X}$	SS
Totally agree	24	12,6	2,8474	1,19207
Agree	70	36,8		
Undecided	16	8,4		
Disagree	71	37,4		
Totally disagree	9	4,7		
Total	190	100,0		

**Table 3.** It shows what the student is deficient in

	Fr	%	$\bar{X}$	SS
Totally agree	22	11,6	2,3368	,92708
Agree	117	<b>61,6</b>		
Undecided	19	10,0		
Disagree	29	15,3		
Totally disagree	3	1,6		
Total	190	100,0		

61,6% of the participant teachers think that school report shows what the student is deficient in.

**Table 4.** It shows the lessons student is good at

	Fr	%	$\bar{X}$	SS
Totally agree	23	12,1	2,3316	,94871
Agree	119	<b>62,6</b>		
Undecided	13	6,8		
Disagree	32	16,8		
Totally disagree	3	1,6		
Total	190	100,0		

62,6% of the participant teachers think that school report shows the lessons student is good at.

**Table 5.** It shows whether the student studies or not

	Fr	%	$\bar{X}$	SS
Totally agree	25	13,2	2,5053	1,04272
Agree	93	48,9		
Undecided	28	14,7		
Disagree	39	20,5		
Totally disagree	5	2,6		
Total	190	100,0		

**Table 6.** It is a good feedback for parents

	Fr	%	$\bar{X}$	SS
Totally agree	25	13,2	2,3737	,95527
Agree	104	<b>54,7</b>		
Undecided	30	15,8		
Disagree	27	14,2		
Totally disagree	4	2,1		
Total	190	100,0		

54,7% of the participant teachers think that school report is a good feedback for parents.

**Table 7.** It is student's responsibility

	Fr	%	$\bar{X}$	SS
Totally agree	28	14,7	2,3632	,98653
Agree	102	<b>53,7</b>		
Undecided	28	14,7		

Disagree	27	14,2
Totally disagree	5	2,6
Total	190	100,0

53,7% of the participant teachers consider school report student's responsibility.

**Table 8.** It is a roadmap showing the overall progress

	Fr	%	$\bar{X}$	SS
Totally agree	20	10,5	2,3895	,94611
Agree	112	<b>58,9</b>		
Undecided	28	14,7		
Disagree	24	12,6		
Totally disagree	6	3,2		
Total	190	100,0		

58,9% of the participant teachers consider school report as a roadmap showing the overall progress.

**Table 9.** It shapes the future behaviors of the student

	Fr	%	$\bar{X}$	SS
Totally agree	21	11,1	2,6842	1,00542
Agree	68	35,8		
Undecided	55	28,9		
Disagree	42	22,1		
Totally disagree	4	2,1		
Total	190	100,0		

**Table 10.** It gives the student insight

	Fr	%	$\bar{X}$	SS
Totally agree	7	3,7	2,6105	,83311
Agree	92	48,4		
Undecided	63	33,2		
Disagree	24	12,6		
Totally disagree	4	2,1		
Total	190	100,0		

**Table 11.** It determines the final success of the student

	Fr	%	$\bar{X}$	SS
Totally agree	7	3,7	3,2053	1,10553
Agree	59	31,1		
Undecided	32	16,8		
Disagree	72	37,9		
Totally disagree	20	10,5		
Total	190	100,0		

**Table 12.** It is a sum of scientific data

	Fr	%	$\bar{X}$	SS
Totally agree	12	6,3	2,8053	1,00210
Agree	76	40,0		
Undecided	44	23,2		
Disagree	53	27,9		
Totally disagree	5	2,6		
Total	190	100,0		

**Table 13.** It also shows the success of parents

	Fr	%	$\bar{X}$	SS
Totally agree	24	12,6	2,4000	,95286
Agree	103	<b>54,2</b>		
Undecided	28	14,7		
Disagree	33	17,4		
Totally disagree	2	1,1		
Total	190	100,0		

54,2% of the participant teachers think that school report also shows the success of parents.

**Table 14.** It is teacher's opinions

	Fr	%	$\bar{X}$	SS
Totally agree	16	8,4	2,5421	,98444
Agree	103	<b>54,2</b>		
Undecided	27	14,2		
Disagree	40	21,1		
Totally disagree	4	2,1		
Total	190	100,0		

54,2% of the participant teachers think that school report is teacher's opinions.

**Table 15.** It might cause fear

	Fr	%	$\bar{X}$	SS
Totally agree	11	5,8	2,8053	1,02300
Agree	81	42,6		
Undecided	39	20,5		
Disagree	52	27,4		
Totally disagree	7	3,7		
Total	190	100,0		

**Table 16.** It is a follow-up of student progress

	Fr	%	$\bar{X}$	SS
Totally agree	18	9,5	2,3000	,78982
Agree	117	<b>61,6</b>		
Undecided	36	18,9		
Disagree	18	9,5		
Totally disagree	1	,5		
Total	190	100,0		

61,6% of the participant teachers think that school report is a follow-up of student progress.

**Table 17.** It determines student's fields of interest

	Fr	%	$\bar{X}$	SS
Totally agree	12	6,3	2,8632	1,06020
Agree	74	38,9		
Undecided	43	22,6		
Disagree	50	26,3		
Totally disagree	11	5,8		
Total	190	100,0		

**Table 18.** It shows student's deficiencies



	Fr	%	$\bar{X}$	SS
Totally agree	13	6,8	2,5105	,90700
Agree	106	<b>55,8</b>		
Undecided	34	17,9		
Disagree	35	18,4		
Totally disagree	2	1,1		
Total	190	100,0		

55,8% of the participant teachers think that school report shows student's deficiencies.

**Table 19.** It shows the real personality of the student

	Fr	%	$\bar{X}$	SS
Totally agree	1	,5	3,7526	,90669
Agree	23	12,1		
Undecided	32	16,8		
Disagree	100	<b>52,6</b>		
Totally disagree	34	17,9		
Total	190	100,0		

52,6% of the participant teachers don't think that school report shows the real personality of the student.

**Table 20.** It is an instrument for punishment

	Fr	%	$\bar{X}$	SS
Totally agree	1	,5	4,0105	,76973
Agree	9	4,7		
Undecided	22	11,6		
Disagree	113	<b>59,5</b>		
Totally disagree	45	23,7		
Total	190	100,0		

59,5% of the participant teachers don't think that school report is an instrument for punishment.

**Table 21.** It is an instrument for rewarding

	Fr	%	$\bar{X}$	SS
Totally agree	7	3,7	3,3632	1,10301
Agree	49	25,8		
Undecided	25	13,2		
Disagree	86	45,3		
Totally disagree	23	12,1		
Total	190	100,0		

**Table 22.** It is an instrument of enforcement

	Fr	%	$\bar{X}$	SS
Totally agree	6	3,2	3,3737	1,01957
Agree	39	20,5		
Undecided	42	22,1		
Disagree	84	44,2		
Totally disagree	19	10,0		
Total	190	100,0		

**Table 23.** It is a turning point

	Fr	%	$\bar{X}$	SS
Totally agree	2	1,1	3,7000	,83539
Agree	15	7,9		



Undecided	46	24,2
Disagree	102	<b>53,7</b>
Totally disagree	25	13,2
Total	190	100,0

53,7% of the participant teachers don't think that school report is a turning point.

**Table 24.** It should be a source of pride or shame

	Fr	%	$\bar{X}$	SS
Totally agree	2	1,1	3,6263	,96628
Agree	31	16,3		
Undecided	32	16,8		
Disagree	96	<b>50,5</b>		
Totally disagree	29	15,3		
Total	190	100,0		

50,5% of the participant teachers don't think that school report should be a source of pride or shame.

**Table 25.** It is the goal

	Fr	%	$\bar{X}$	SS
Totally agree	8	4,2	3,4842	1,09702
Agree	38	20,0		
Undecided	26	13,7		
Disagree	90	47,4		
Totally disagree	28	14,7		
Total	190	100,0		

**Table 26.** It is an instrument

	Fr	%	$\bar{X}$	SS
Totally agree	24	12,6	2,3684	,99259
Agree	113	<b>59,5</b>		
Undecided	18	9,5		
Disagree	29	15,3		
Totally disagree	6	3,2		
Total	190	100,0		

59,5% of the participant teachers think that school report is an instrument.

**Table 27.** It assesses the student as a whole

	Fr	%	$\bar{X}$	SS
Totally agree	3	1,6	3,1421	,96818
Agree	56	29,5		
Undecided	54	28,4		
Disagree	65	34,2		
Totally disagree	12	6,3		
Total	190	100,0		

**Table 28.** It shows not only the marks but also student's behaviors

	Fr	%	$\bar{X}$	SS
Totally agree	9	4,7	2,7421	,99831
Agree	93	48,9		
Undecided	31	16,3		

Disagree	52	27,4
Totally disagree	5	2,6
Total	190	100,0

**Table 29.** It determines student's future

	Fr	%	$\bar{X}$	SS
Totally agree	7	3,7	3,4684	1,03205
Agree	34	17,9		
Undecided	34	17,9		
Disagree	93	48,9		
Totally disagree	22	11,6		
Total	190	100,0		

**Table 30.** It is recorded

	Fr	%	$\bar{X}$	SS
Totally agree	20	10,5	2,3474	,88812
Agree	112	<b>58,9</b>		
Undecided	35	18,4		
Disagree	18	9,5		
Totally disagree	5	2,6		
Total	190	100,0		

59,9% of the participant teachers consider school report as an instrument for recording.

**Table 31.** Its scores are the real determiners

	Fr	%	$\bar{X}$	SS
Totally agree	3	1,6	3,1947	,98613
Agree	56	29,5		
Undecided	44	23,2		
Disagree	75	39,5		
Totally disagree	12	6,3		
Total	190	100,0		

**Table 32.** Its scores might be given subjectively

	Fr	%	$\bar{X}$	SS
Totally agree	9	4,7	2,7474	,95362
Agree	84	44,2		
Undecided	48	25,3		
Disagree	44	23,2		
Totally disagree	5	2,6		
Total	190	100,0		

**Table 33.** It affects student's mental health

	Fr	%	$\bar{X}$	SS
Totally agree	6	3,2	2,6158	,92282
Agree	107	<b>56,3</b>		
Undecided	37	19,5		
Disagree	34	17,9		
Totally disagree	6	3,2		
Total	190	100,0		

56,3% of the participant teachers think that school report affects student's mental health.

**Table 34.** It is an instrument for comparison

	Fr	%	$\bar{X}$	SS
Totally agree	11	5,8	2,7895	1,07787

Agree	91	47,9
Undecided	25	13,2
Disagree	53	27,9
Totally disagree	10	5,3
Total	190	100,0

**Table 35.** It is a reason for criticism

	Fr	%	$\bar{X}$	SS
Totally agree	8	4,2	2,9789	1,07869
Agree	76	40,0		
Undecided	30	15,8		
Disagree	64	33,7		
Totally disagree	12	6,3		
Total	190	100,0		

**Table 36.** It is kept as a memory

	Fr	%	$\bar{X}$	SS
Totally agree	21	11,1	2,4211	,93241
Agree	102	<b>53,7</b>		
Undecided	37	19,5		
Disagree	26	13,7		
Totally disagree	4	2,1		
Total	190	100,0		

53,7% of the participant teachers consider school report as an instrument for memory.

**Table 37.** It is an instrument of target

	Fr	%	$\bar{X}$	SS
Totally agree	13	6,8	2,8526	1,04369
Agree	69	36,3		
Undecided	52	27,4		
Disagree	45	23,7		
Totally disagree	11	5,8		
Total	190	100,0		

**Table 38.** It is an instrument for motivation

	Fr	%	$\bar{X}$	SS
Totally agree	21	11,1	2,3211	,87110
Agree	113	<b>59,5</b>		
Undecided	34	17,9		
Disagree	18	9,5		
Totally disagree	4	2,1		
Total	190	100,0		

59,5% of the participant teachers think that school report is an instrument for motivation.

**Table 39.** It should be assessed together with parents

	Fr	%	$\bar{X}$	SS
Totally agree	43	22,6	2,1579	,96845
Agree	103	<b>54,2</b>		
Undecided	19	10,0		
Disagree	21	11,1		
Totally disagree	4	2,1		
Total	190	100,0		

54,2% of the participant teachers think that school report should be assessed together with parents.

**Table 40.** It is open for general criticism

	Fr	%	$\bar{X}$	SS
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Totally agree	15	7,9	2,7895	1,06304
Agree	81	42,6		
Undecided	28	14,7		
Disagree	61	32,1		
Totally disagree	5	2,6		
Total	190	100,0		

**Table 41.** It should be open for general criticism

	Fr	%	$\bar{X}$	SS
Totally agree	14	7,4	3,1053	1,12192
Agree	56	29,5		
Undecided	28	14,7		
Disagree	80	42,1		
Totally disagree	12	6,3		
Total	190	100,0		

**Table 42.** It leads to crime

	Fr	%	$\bar{X}$	SS
Totally agree	5	2,6	3,6684	,95427
Agree	20	10,5		
Undecided	38	20,0		
Disagree	97	51,1		
Totally disagree	30	15,8		
Total	190	100,0		

**Table 43.** It causes personality problems

	Fr	%	$\bar{X}$	SS
Totally agree	8	4,2	3,3105	1,00443
Agree	34	17,9		
Undecided	56	29,5		
Disagree	75	39,5		
Totally disagree	17	8,9		
Total	190	100,0		

**Table 44.** It is a cause of jealousy among students

	Fr	%	$\bar{X}$	SS
Totally agree	16	8,4	2,7368	1,07113
Agree	83	43,7		
Undecided	35	18,4		
Disagree	47	24,7		
Totally disagree	9	4,7		
Total	190	100,0		

**Table 45.** It is a result

	Fr	%	$\bar{X}$	SS
Totally agree	17	8,9	2,8789	1,13206
Agree	70	36,8		
Undecided	35	18,4		
Disagree	55	28,9		
Totally disagree	13	6,8		
Total	190	100,0		

**Table 46.** It is an artificial indicator of success

	Fr	%	$\bar{X}$	SS
Totally agree	22	11,6	2,5263	1,08713
Agree	101	<b>53,2</b>		
Undecided	23	12,1		
Disagree	33	17,4		
Totally disagree	11	5,8		

Total	190	100,0
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53,2% of the participant teachers perceive school report as an artificial indicator of success.

**Table 47. It is a process**

	Fr	%	$\bar{X}$	SS
Totally agree	24	12,6	2,4158	,98709
Agree	103	<b>54,2</b>		
Undecided	28	14,7		
Disagree	30	15,8		
Totally disagree	5	2,6		
Total	190	100,0		

54,2% of the participant teachers consider school report as a process.

**Table 48. It is an instrument for threat and pressure**

	Fr	%	$\bar{X}$	SS
Totally agree	7	3,7	3,5368	1,05219
Agree	30	15,8		
Undecided	37	19,5		
Disagree	86	45,3		
Totally disagree	30	15,8		
Total	190	100,0		

**Table 49. It means expensive toys**

	Fr	%	$\bar{X}$	SS
Totally agree	5	2,6	3,7105	,94022
Agree	18	9,5		
Undecided	35	18,4		
Disagree	101	<b>53,2</b>		
Totally disagree	31	16,3		
Total	190	100,0		

53,2% of the participant teachers don't match school report with expensive toys.

**Table 50. Bad school record means studying during summer holiday**

	Fr	%	$\bar{X}$	SS
Totally agree	18	9,5	3,8368	,80980
Agree	26	13,7		
Undecided	115	<b>60,5</b>		
Disagree	31	16,3		
Totally disagree	190	100,0		

60,5% of the teachers don't regard school report as a loss of summer holiday.

**Table 51. It is an ego satisfaction**

	Fr	%	$\bar{X}$	SS
Totally agree	5	2,6	3,5526	1,04140
Agree	33	17,4		
Undecided	35	18,4		
Disagree	86	45,3		
Totally disagree	31	16,3		
Total	190	100,0		

According to the research findings, 62,6% of the primary school teachers thinks that school

report shows the lessons the student is good at, 61,6% think that it shows the lessons the student is deficient in and student's progress while 59,5% regard it as just an instrument. The teachers don't regard school report as an instrument for punishment or as a personality determiner and they think that it shouldn't be a source of pride or shame.

### Conclusion & Suggestions

It is stated in the articles of Regulation Primary Education Institutions about evaluation and assessment that *success of primary school students should be designed as very good-good-needs improvement considering their development levels.* (MEB, 2014). According to the research findings, primary school teachers mostly see school report as an instrument showing student's deficiencies and progress and the lessons s/he is good at. According to primary school teachers, school report is by no means an instrument for punishment, enforcement or a turning point. The findings show that school report perceptions of primary school teachers are generally positive in favor of students. As a matter of fact, there are no assessments reduced to scores in the evaluation parameters in the regulation. In this respect, it can be said that primary school teachers perceive school report in accordance with its purpose. Regardless of the student's age group, it is up to the teachers, parents and students' perceptions of school report for a student not to go through a trauma during school report time. School report is an indication of academic success. It is neither the end of the road nor a turning point. Use of school report as an enforcement-pressure, its threatening the mental health and its preparing a ground for undesired results are pathologic result of great expectations burdened on it. On the other hand, school report perceived as just a transcript without creating exclusion can only be regarded as a motivational instrument. It is not correct for teachers, students and parents to take the school report scores as a reference and assess success upon a document. Rather, the student should be assessed as a whole, his/her progress should be monitored, his/her strong sides should be improved thanks to school report.

Primary school teachers should instill the correct school report perception into students and parents and should tell them that school report is a roadmap including certain indicators at an early stage and the student is more important than all.

In terms of school dimension, school counselors should inform all teachers, parents and students about the purpose of school report and give them the necessary guidance and warnings.

In terms of media dimension, the traditional school report perception should be avoided, it should be reiterated that school report is the transcript showing the mean scores a student has achieved longitudinally and the stress factors related with school report such as school report festivals, awards, advertisements, etc. should be planned sensitively.

With the cooperation of National Education Ministry and education faculties, prospective teachers should be provided with such a training about school report in the theoretical and practical dimensions of evaluation and assessment courses that show school report as an assessment instrument based on process, can make use of scientific evaluation and assessment arguments and give priority to student health and psychology.

Students and parents' perceptions about school report should be determined through research.

School report design should be such that features student's success and progress (not only numeric data). Along with academic scores, school report should also include places showing



student's success, points needing progress, parents roles in the teaching process, things to be done at school, statistical graphs showing the success levels in previous years, in-class performance, expected success levels, opinions of the student, parents and the teacher, study habits, goals and suggestions.

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