THE EXAMINATION OF THE BASIC SKILL LEVELS OF THE STUDENTS' IN ACCORDANCE WITH THE PERCEPTIONS OF TEACHERS, PARENTS AND STUDENTS

Davut Hotaman

PhD., Yildiz Technical University, Faculty of Education, Istanbul, Turkey
davut@yildiz.edu.tr

In this research, the level of possession of the students' basic skills that are anticipated to be cultivated into student by the new elementary education program were evaluated in terms of the perceptions of teachers, parents and students. For the sample groups of this research, the 4th and 5th grade students (527) from 16 schools, the parents (527) of these students and the teachers (148) of the 4th and 5th grade in the districts of Istanbul (Avcilar, Bakirkoy and Sisli), which is the largest city of Turkey, in the academic year 2006-2007, were chosen. The data collected via the research were analyzed by SPSS 15.0 package and the perception points of each 4th and 5th grade students towards the basic skills were assessed. Whether the total perception points of the groups differentiated from one another in each of the sub-dimensions was tested by MANOVA, for each sub-dimension, it was tested by ANOVA; and, to determine the source of the differences, Games-Howell Test was used. The significance level was taken as 0.05 in this research. Through the analyses it was determined that the teachers', parents' and students' perceptions towards the 4th and 5th grade students' possession of the basic skills and all sub-dimensions have a significant difference.

Key Words: critical and creative thinking, communication, researching-interrogating, problem solving and enterprising/assertiveness

INTRODUCTION

Education has two characteristics. The first is to socialize individuals through adapting to the norms, values and institutions of the community. This is natural from many aspects because either cultural transferring or reproduction is necessary for keeping any society alive. As for the second feature of the education is the power of instilling the soul of research skill and questioning the accepted truths. This feature of the education also means that it needs to have the capacity of releasing the human brain from the obsessions of the past and today and communities' development; and the improvement depends on it.

Thus, education is on the one hand transferring the cultural content to young generations. On the other hand it has the feature of growing free and creative brains to question whether that content is true and valid. So, education will force the individuals to find out solutions to social constructions out of the current system by providing them to have the ability of questioning the present values, beliefs, habits, norms of the community. This situation is as important as the first characteristic of the education. The power of the education systems could be evaluated by realizing both of these characteristics successfully. However, what often discussed in our country is that the current education system is far away from realizing these two characteristics.

It is known that our education institutions couldn't respond to the needs in the ever-changing world; and moreover, that they resist changing (Ozkok, 2005). This situation has made the ever-coming education understanding necessary to revise. It is obvious that information alone is not enough for the individual to make him/her the man of the age, the necessity of the person who learns the information, to relate it with new situations, reproduce and develop it. This situation requires the individuals for seeing their knowledge as a source reference and handling with the problems by adapting to the new situations easily in dealing with the problems they have. Moreover the expectations of the communities, employing the education request and the business world are in that way; and, they need individuals who can learn, discuss, think creatively, make appropriate decisions on important issues and find out solutions for the problems (Hansen-Powell, 2007). In addition, the work of education is getting harder and harder in accordance with the quantity and variety of human needs, every skill obtained requires learning one or more new skills immediately after it. In education, learning how to think gained importance, instead of giving and acquiring information. For this reason, in modern schools the people are trying to grow the individuals to think, discuss, produce, know the ways of acquiring information and are applying the education schedules that aim to enable the students gain thinking skills (Serefoglu & Akbiyik, 2006).

With this aim, Turkish Ministry of Education (MEB) has had many enterprises to realize an effective education model, especially in recent years. These enterprises, instead of the ordinary logic making up the ideological basis of our education system, focus on forming an understanding based upon multiple reasons and multiple results (Cinar, Teyfur and Teyfur, 2006). It is the beginning point of an important change of turning from an understanding of education that makes individuals learn by rote, not productive and open to innovations, teacher and book oriented, in which the Traditional Exposition Method is used and that makes the students ineffective by making them just sit in the classroom inactively (Guleryuz, 2001), to an understanding that have

effective guessing, critical and creative thinking, problem solving, causing individuals gain and develop intellectual skills to make them ready for the life and for their next trainings in its center point (Yildirim, Tarim and Iflazoglu, 2006).

With this aim The Ministry of Education has had some enterprises for an education schedule that will realize the second characteristic feature of education successfully, and put the new primary school plan that it has made its first application into practice. In this schedule, the basic skills that especially the young generations need to have are explained orderly and the work of each lecture for obtaining-developing these skills is also explained. It is expressed that this schedule which is based on the Instructional Learning Approach, will realize a serious climax in Turkish education system (Cinar, Teyfur and Teyfur, 2006)

Basic Skills

Designating the new schedule 'creative thinking, critical thinking, problem solving, communication, research-interrogation, enterprising, deciding, using the mother tongue truly, effectively and appropriately and the skills of using information technologies", it has been explained which of the skills each lecture will serve and how much it will serve. In this research, seven of the basic skills that are mentioned above have been studied upon.

The skill is explained as 'proficiency, ability, and the proficiency of doing something' or 'the capability of doing a work or activity appropriately' (Kaptan at al, 2007). To put the skills into work, it is important that the individuals have certain tendencies. Because, the tendencies guide to the behaviors and skills, that is; it is the individual's tendency of searching, looking for the certainty, taking intellectual risk and thinking critically in addition to the intellectual skills and abilities that make the individual a thoughtful person (Serefoglu & Akbayir, 2006). The information stands for memorizing or understanding the extent of the lecture. Skill is to use the memorized or understood information in a way of practice (Spence, 2003). Development of the skills is more related to the learning in the level of knowledge. A skill is a new structure that consists of the combination of lots of information and contains the usage of this information. Thinking is 'the disciplined shape of conceptualizing, practicing, analysis, making synthesis and evaluating the observation, experience, intuition, logical assumption and the information obtained from the other ways (Ozden, 2003).

The Skill of Thinking Critically

Generally, the critical thinking is 'the ability of constructing and commenting on the discussions appropriately' and specifically 'the ability of deciding the certain claims as acceptable, estimating the proofs, estimating the logical truthfulness of the results, consisting of against discussions and other hypothesis' (Craft, 2003). On the other hand, Enis defined 'the critical thinking' as 'logical thinking focused on deciding what to do and what to believe', Watson and Glaser as 'the ability to determine the individuals' supposition, hidden beliefs, values and manners', Smith as 'judgment focused on accepting or rejecting the claims' (Cited in; Serefoglu and Akbayir, 2006), the ability of critical thinking is defined as 'analyzing the expressions, realizing the unexpressed thoughts, realizing the prejudgments, searching for the various expressions of thoughts' by Serefoglu and Akbayir (2006). According to Fisher (1995), the term 'critical thinking' doesn't have a negative meaning; it emphasizes the evaluation of the reasons. Skills of critical thinking provide evaluation power and problem solving and so, intellectual development to the individuals.

The Skill of Thinking Creatively

Creativity is a process of thinking and defined as the ability of making connections between the relations never made before and producing, new experiences, new and original thoughts and new patterns in a schema. According to Riza (2000), creativity is the way of demolishing already existing structures, being open to other people's lives, getting out of what we have got used to, stepping to the unknowns, breaking the imposed thinking style and producing a new style, finding out various alternative solutions to a certain problem, getting out of the path that the other people follow, inventing a new unknown method and finding out the tool which is useful for the people. Creative individuals see the world in a special way for them to shape and organize it. There are people that define creativity as the enterprise or the realizing process to find out the existing thing instead of creating a non-existing thing. According to them, seeing what everyone sees but thinking what nobody has thought before and enterprising to do what nobody has done before consists of the origin of the creativity. According to Devis (2006), the first things that come to our minds when the issue is creativity are innovation, the power of dreaming and inventing. According to Craft (2003), the creativity is connected to the understanding of the thinking area and cannot be thought as an ability which could be moved.

The Skill of Communication

Language is the most developed and the only mean of communication of transferring an emotion, a thought and a dream to the other people.

Communication is a quite complicated image of human behaviors and consists of motivations, perceptions, tendencies and manners of the speaker and the listener (Yuksel-Sahin, 2005), or the process of making the meaning common by sharing it. The meaning is the product of focusing on the common aims in the aspect of emotion and thought and it is not a stable structure. On the contrary, it is shaped again via the way of interaction between the people. Communication skill includes using the oral communication skills like speaking, listening, reading and writing; in oral skills like body language and sign language effectively and appropriately.

The Skill of Researching and Interrogating

Researching is generally the process of searching, learning, making the unknown known, lightening the dark side, shortly the process of lightening and also could be defined as the process of obtaining the data systematically, analyzing, interpreting, evaluating and making a report of it to find out trustable solutions to the problems. The skill of researching includes realizing and comprehending the problem by asking true and meaningful questions, making a researching plan about what to do and how to do to solve the problem, guessing the results and guessing the probable problems, testing the result and developing the ideas (MEB, 2005). Research skills do not only provide the students with learning about the science but also with learning these skills help them to think logically, asking appropriate questions and looking for the answers and solving the problems they have encountered in their daily lives (German, 1994).

The Skill of Problem Solving

Problem is a new situation of difficulty that the organism cannot deal with his/her already existing reactions (Erden & Akman, 2006), problem solving is an activity which makes it necessary to choose both the knowledge of the subject area and the intellectual strategies appropriate for the situation and to use them (Senemoglu, 2007). As a process, problem solving contains the procedures extending from trial and error to gaining inside-looking and finding the cause and effect relationships. According to Argon and his friends, problem solving includes critical usage of the information to designing and finding solutions to the problems (Argon at al., 2002). It is a systematical data processing in which defining and analyzing a situation and then finding out a solution to these problems and applying it are taught to the students to designate the available problems. The children's problem solving skills can be improved with regular problem solving activities in the school and at home. Problem solving process is designated with taking the J. Dewey's problem solving steps into consideration, in the following sequence: 1) Realizing the problem, 2)

Defining and Militating the problem, 3) gathering data for solution, 4) Constructing trials, 5) Evaluating trials, 6) Reaching the solution (Bilen, 2006; Dincer, 2005; Mc.Murray & Sanft, 2000). In the teaching-learning processes, using the methods based on problems has a considerable effect on the development of the students' skills, such as problem solving, motivation, learning individually, learning independently (Chung & Chow, 2004)*.*

The Skill of Enterprising / Assertiveness

Enterprise includes the skills like making empathy, making good behaviors to human relationships, making plan, applying the plan, taking risks, feeling the necessity of the product that will be needed in any area, planning the product, producing, making market research, and marketing. The skill of enterprising is to produce the necessary and effective manners in the social relationships, communication, business world and the similar areas appropriately and timely or the skills necessary to establish a system with the aim of producing and marketing a desirable pattern or service better (MEB, 2005). Audacity is defined as being able to express the emotions and thoughts obviously, realize other people's emotions, express him/her (Kamaraj, 2004). It is known that enterprising skill is supported by the school schedules and it is influenced by the family atmosphere because of the family's style of growing child (Gander & Gardiner, 2001).

Using the Mother Tongue Truly, Effectively and Appropriately

The skill of using the mother tongue truly, effectively and appropriately contains the skills as being able to understand what he/she reads, sees, listens truly, appropriately and immediately, express his/her emotions, thoughts, desires obviously and clearly, to construct sentences that are appropriate for the rules of the mother tongue, to have an extensive vocabulary and to gain an aesthetic aspect (MEB, 2005). Language is a whole of social symbols, and the relationships between the thoughts are realized by these symbols. As the child's social relationships develop, the language becomes an important tool in making relationships with the other people in society. The child's comprehension of this truth provides using the language better (Ozen 2001). Therefore, the language provides a great help to the students in deciding by interrogating the events around them, evaluating the events by looking from different aspects, becoming socialized and contemporaneous. Because of this, the students need to gain the basic skills about listening, speaking, reading, writing, visual reading and visual presentation (MEB, 2005, p.25). It is the most important subject matter that the reader's transferring the writing to meaning, in the reading process (Vacca at al, 2003). However, reading is not the transformation of the writing to meaning alone; it improves writing at the same time so that the students write when they

are reading. (Richek at al, 2002). There are also determining factors in reading comprehension, such as word power, length of the text, sentence structure and the state of the text whether it is suitable for the level of the students in terms of complexity and structure (Grabe & Stoller, 2002).

The Aim and the Importance of the Research

The aim of this research is to determine the student's level of having the basic skills that the new primary school Schedule aims to make the students gain with the aspect of the perceptions of the teachers, the parents and the students. This kind of evaluation is important since it provides response about the effectiveness of the new primary school Schedule to the persons who decide, practice, to the parents and to the students.

The Problem of the Research

Is there a significant difference between the 4th and 5th class primary school student's skills (critical thinking, creative thinking, communication, researching-interrogating, problem solving, enterprising/assertiveness and using the mother tongue truly, effectively and appropriately).

METHOD

Research Model

In this research, for the basic skills that the new elementary education program aims to make the students gain are evaluated in the aspect of the perceptions of the teachers, the parents and the students, the Skinning Model from the Descriptive Research Model which is the very appropriate one is used. This model has, in its basic aspect, picturing the existing situation totally (Karasar, 2002).

The Group of the Study

In the research, we have studied with three groups consist of the teachers, the parents, and the students. Six primary schools located in each of the districts (Avcilar, Bakirkoy and Sisli) in Istanbul in the academic year 2006 - 2007 and the 4th and 5th classes in these schools have been determined equally and adequately at random. Due to the supposition of the reaction of the scales, our groups consist of 148 primary school teachers, 527 students and 527 parents.

The Tool of Gathering Data

Basic Skills Scale which was developed to be used in this research; is composed of seven sub-dimensions which contain critical thinking (6), creative thinking

(6), communication (6), researching-interrogating (6), problem solving (6), enterprising-assertiveness (5) and using the mother tongue truly, effectively and appropriately (5) and consists of 40 items totally; and aims to determine the student's movements about basic skills according to the perceptions of the teachers, the parents and the students. Conforming to the comparative RVR table values, the range validity rate (RVR=.72) in accordance with the specialist views, to determine the structural validity of the scale, the data regarding 35 scales which were chosen randomly from each of the sample groups were entered in the SPSS statistics program. Kaiser-Mayer-Olkin(KMO)=.82, which shows the sufficiency of the scale number for factor analysis and Barletts test =3013.025, which tests the hypothesis " correlation matrix equals the unit matrix" were significant at the level (p< .000). After the factor analysis using explanatory factor analysis, it turned out that the scale consists of seven sub-dimensions and the 67.78 per cent of the skills which is to be measured are explained (cumulative variance) – first factor variance 11.46 % (R=.71-.80), second factor variance 10.83 % (R=.69-.83), third factor variance 10.38 %(R=.56-.85), fourth factor variance 10.33 % (R=.62-.86), fifth factor variance 10.16 % (R=.62-.82) sixth factor variance 9.13 % (R=.67-.85) and seventh factor variance 5.46 % (R=.44-.94). It was seen that the correlation with test total of each factor total and the correlation cut point of each factor within were over .300. To obtain reliability, it was found as Cronbach Alpha (α) =.93, and also the equivalent length quotient of the scale which has been used in the reliability work in the recent years - Spearman-Brown=.804 and Gutman Spli-half=.804 – were found equivalent. The closeness or the equivalence of these two values was accepted as a confirmation of the reliability of the scale.

Data Analysis

Research data was analyzed with the data analysis program 'SPSS 15.0'. As the scale is Likert type, data entries were made by grading positive articles 5 to 1 and negative ones 1 to 5. Value ranges are as follows: "Always=4.20-5.00", "Often=3.40-4.19", "Sometimes=2.60-3.39", "Rarely=1.80-2.59" and "Never=1.00-1.79". Significance level was set as '.05', which is suitable for the social sciences, when the results were evaluated. Whether there is significant difference between the mean points obtained from the components of the basic skills of the 4th and 5th grade students was tested with MANOVA. For sub-dimension differences, ANOVA values were examined and for determining the source of the differences Post Hoc results of the Games-Howell Test were examined.

FINDINGS

In this section, the data collected with the tools of gathering data is analyzed using the appropriate statistical techniques and the findings were tabled and presented to the reader. In Table I, N values, totals, mean and standard deviations; and in Table 2, the results of the MANOVA test indicating the difference states of the point values of groups.

Table 1: The x, Ss. and Post Hoc Results of Games-Howell Test of Teachers', Parents' and Student's Perception Points Regarding the Basic Skills of 4th and 5th Grade Students

Dependent Variable			*N*	*x*	*Ss*	*(1)*	*(2)*	*(3)*
Critical Thinking	Teachers	(1)	148	3.70	5.40	----	-.20	-3.19*
	Parents	(2)	527	3.65	3.53	.20	----	-2.98*
	Students	(3)	527	4.23	4.10	3.19*	2.98*	----
Creative Thinking	Teachers	(1)	148	3.65	4.86	----	.68	-2.71*
	Parents	(2)	527	3.53	5.04	-.68	----	-3.40*
	Students	(3)	527	4.10	4.31	2.71*	3.40*	----
Communication	Teachers	(1)	148	3.55	5.61	----	-1.58*	-4.36*
	Parents	(2)	527	3.81	4.97	1.58*	----	-2.78*
	Students	(3)	527	4.28	3.71	4.36*	2.78*	----
Researching and	Teachers	(1)	148	3.57	4.87	----	-.27	-3.54*
Interrogating	Parents	(2)	527	3.62	5.80	.27	----	-3.26*
	Students	(3)	527	4.16	4.36	3.54*	3.26*	----
Problem Solving	Teachers	(1)	148	3.61	4.66	----	.75	-2.95 *
	Parents	(2)	527	3.49	5.54	-.75	----	-3.70*
	Students	(3)	527	4.11	4.41	2.95*	3.70*	----
Enterprising /	Teachers	(1)	148	3.71	4.08	----	1.48*	-1.55*
Assertiveness	Parents	(2)	527	3.42	4.61	-1.48*	----	-3.03*
	Students	(3)	527	4.02	3.76	1.55*	3.03*	----
The Mother Tongue	Teachers	(1)	148	3.83	3.68	----	.71	-2.11*
truly, effectively	Parents	(2)	527	3.69	4.94	-.71	----	-2.83*
and appropriately	Students	(3)	527	4.25	3.68	2.11*	2.83*	----

$* = p < .01$

When the table 1. is observed, it is seen that teachers', parents' and student's perception points regarding the basic skills of 4th and 5th grade students – in the sub-dimension skills of critical thinking, creative thinking, communication, researching-interrogating, problem solving, enterprising-assertiveness and using the mother tongue truly, effectively and appropriately – is higher in "student" groups. Therefore, the students' perceptions regarding their own basic skills are more positive than those of teacher and student groups'.

Table 2: The Multivariate Comparison Results of the Groups Regarding the Basic Skills of 4th and 5th Grade Students

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.967	5047.541	7.000	1193.000	,000
	Wilks' Lambda	.033	5047.541	7.000	1193.000	,000
	Hotelling's Trace	26.617	5047.541	7.000	1193.000	,000
	Roy's Largest Root	29.617	5047.541	7.000	1193.000	,000
Groups	Pillai's Trace	.216	20.605	14.000	2388.000	,000
	Wilks' Lambda	.793	21.041	14.000	2388.000	,000
	Hotelling's Trace	.252	21.422	14.000	2388.000	,000
	Roy's Largest Root	.201	34.259	7.000	1194.000	,000

Wilks' Lambda (λ)=0.79, $F_{(14, 2386)}$=21.04, p=0.000<0.01

The MANOVA results of the point values between the groups in Table 2 (teachers, students and parents), shows that the point values of the groups regarding the basic skills of the students constitutes a significant difference (Wilks'λ=0.79, $F_{hesaplanan(21, 2386)}$=21.04, p=0.000<0.01). Here whether all the sub-skills of the students constitute a significant difference together is tested multivariate. The results show that teachers, students and parents constitutes a significant difference together in the all sub-dimensions regarding the basic skills of the 4th and 5th grade students.

Table 3: The Results of MANOVA Analysis of the Difference of the Perceptions of Teachers, Students and Parents Regarding the 4th and 5th Grade Students

Source	*Dependent Variable*	*Type III Sum of Square*	*df*	*Mean Square*	*F*	*Sig.*
Groups	*Critical Thinking	2716.887	2	1358.443	60.276	.000*
(teachers,	*Creative Thinking	3180.813	2	1590.407	71.482	.000*
parents	*Communication	3184.406	2	1592.203	76.683	.000*
and	*Resear. and *Interroe.*	3289.052	2	1644.526	63.047	.000*
students)	*Problem Solving	3767.117	2	1883.559	76.311	.000*
	*Enterpr./Assertiven.	2422.959	2	1211.480	68.688	.000*
	*Mother Tongue truly, effectively and appropriately	2178.528	2	1089.264	59.389	.000*

*p=0.000<0.01

In Table 3, ANOVA results in the MANOVA extension take place. When the ANOVA results is observed in Table 3, there is a significant difference seen in all the sub-dimension skills of critical thinking, creative thinking, communication, researching-interrogating, problem solving, enterprising-assertiveness and using the mother tongue truly and effectively, between the groups at the level p=0.000<0.01. The results of the Games-Howell Test from the Post Hoc Tests, which was implemented to determine the reason of the difference of teachers', parents' and student's perception points regarding the basic skills of 4th and 5th grade students – in the sub-dimension skills of critical thinking, creative thinking, communication, researching-interrogating, problem solving, enterprising-assertiveness and using the mother tongue truly, effectively and appropriately are presented in Table 1.

When the results of the Post Hoc-Games-Howell Test in Table 1 are observed, it is determined that a significant difference takes place in the sub-dimension of critical thinking skills, between the parent, teacher and student groups and the teacher, parent and student groups: in the favor of the students; in the sub-dimension of creative thinking skills, between the parent, teacher and student groups and the teacher, parent and student groups: in the favor of the students; in the sub-dimension of researching-interrogating skills, between the parent, teacher and student groups and the teacher, parent and student groups: in the

favor of the students; in the sub-dimension of problem solving skills, between the parent, teacher and student groups and the teacher, parent and student groups: in the favor of the students; in the sub-dimension of enterprising-assertiveness skills, between the parent, teacher and student groups and the teacher, parent and student groups: in the favor of the students; in the sub-dimension of using the mother tongue truly, effectively and appropriately, between the parent, teacher and student groups and the teacher, parent and student groups: in the favor of the students. As the perception points of teacher and parent groups regarding the 4th and 5th grade students' basic skills are very close to each other, there is no significant difference detected between these two groups.

DISCUSSION

The problems which compel the demands of today's societies require creative and innovative solutions and these kinds of solutions surface as a result of critical and creative thinking, problem solving and communication skills. Development of skills depends mainly on knowledge level learning. A skill is a new structure which contains the combination of more than one type of knowledge and involves putting them into use (Kutlu, 2006, s.17).

The multivariate comparison MANOVA results obtained over the perception points of all groups regarding 4th and 5th grade students' basic skills showed that the perception of the groups regarding students' basic skills differentiated significantly. The statistical values formed as MANOVA extensions are the ANOVA results. These results show that significant differences take place mostly in favor of the students between the perception points of the groups in the sub-skills area of the basic skills. Here, the perception points regarding the students' basic skills are higher than the teacher and parent groups. The students' perceptions regarding the 4th and 5th grade students' basic skills are more positive than those of teachers and parents.

When the perceptions of groups regarding the 4th and 5th grade students' basic skills in all sub-skill areas were examined according to the ANOVA statistical calculating results one by one; in the sub-dimension of critical thinking a significant difference occurs between the groups and according to the results of Games-Howell Test, it is understood that this difference results from the student groups. The perception points of the student group regarding the students' critical thinking skills area occurs in the following ranges: "Always=4.21 – 5.00" and teachers' and parents': "Often=3.41 – 4.20" and it can be said that both are positive. The significant difference that occurs in the sub-skill area of critical thinking between groups also occurs in the sub-skill area of creative thinking and according to the results of Games-Howell Test; and the reason of

this difference is the student groups again. Despite this difference, the perception points of the students regarding the students' creative thinking skill area along with the perception points of teachers and parents occur at the range "Often=3.41 – 4.20". This range is also a positive one.

It is seen that the perception of the teachers, parents and students regarding the communication skills of the 4th and 5th grades differs significantly and the difference, according to the results of Games-Howell Test, results from the students again. It is determined that the perceptions of the 4th and 5th grade students themselves are higher than those of parents and teachers, in the range "Always=4.20 – 5.00". However, even the parents' and teachers' perceptions are lower, the range is "Often=3.40 – 4.19", which is considered positive, though. When the group perceptions regarding the 4th and 5th students' researching-interrogative skills are observed, it is seen that significant differences occur and the reason is again the students. Despite this difference, students' perceptions regarding the researching-interrogative skills along with the teachers' and parents' perceptions occurs in the range "Often=3.41 – 4.20" and it can be said to be positive.

It is seen that the perception of the teachers, parents and students regarding the problem solving skills of the 4th and 5th grades differs significantly and the difference, according to the results of Games-Howell Test, results from the students again. Despite this difference, the perception points of the student group regarding the problem solving skills of the students along with the teachers' and parents' perception points occur in the range "Often=3.41 – 3.20" and this range can be said to be positive. It is seen that the perception of the teachers, parents and students regarding the enterprising-assertiveness skills of the 4th and 5th grades differs significantly and the difference, according to the results of Games-Howell Test, results from the students again. Despite this difference, students' perceptions regarding the enterprising-assertiveness skills along with the teachers' and parents' perceptions occurs in the range "Often=3.41 – 4.20" and it can be said to be positive.

It is seen that the perception of the teachers, parents and students regarding the using the mother tongue truly, effectively and appropriately skills of the 4th and 5th grades differs significantly and the difference, according to the results of Games-Howell Test, results from the students again. It is determined that the perceptions of the student groups regarding using the mother tongue truly, effectively and appropriately are more positive than those of parents and teachers, in the range "Always=4.19 – 5.00". However, the perceptions of teachers and parents regarding students' using the mother tongue truly,

effectively and appropriately skills occurs at the range "Often=3.40 – 4.19" and it is accepted as positive.

CONCLUSION

When the mean and perception points regarding the 4th and 5th grade students' basic skills are observed, it can be said that all three groups' perceptions are positive. It is obvious that the most positive perceptions belong to the students. The fact that the perceptions of the parents and teachers regarding the 4th and 5th grades are at the same levels makes it obvious that there is consistency in the perceptions of the students' basic skills themselves; and it reinforces the reliability of the results. In addition, the positive ness of the students' perceptions about their own basic skills reinforces this assessment as well. The results obtained, shows that the teachers, parents and the students have positive perceptions about the basic skills that are anticipated to be cultivated into students by the new elementary education program. This is a favorable situation. But it can be misleading that these results belong to a program that is being implemented for two years profoundly. While there are critics to the program from the pedagogies and teachers who implement it, and the research results confirming that this new program is implemented with its principles and ideal essentials without exception; it may not be scientific to assess the results in terms of the effectiveness of the program. Because, there are criticisms that "constructivism is a theory which explains learning, and reflecting these types of knowledge in teaching-learning process is difficult and problematic, that the responsibilities which the teacher has to fulfill in the classroom are explained as slogans and that this is not clear enough for teachers who direct teaching-learning process by traditional practices." While it is favorable that teachers, parents and students have positive perceptions, it shouldn't be forgotten that the results reflect only perceptions. In terms of program assessment, it's a fact that only the perceptions of the teachers, parents and students can't be considered adequate to decide on the effectiveness of a program. Yet, it's important since it directly gives an idea about the way the program is going.

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