

Evaluation by the School Managers of Raising Program in Primary Schools (RPIPS)

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ABSTRACT

This research was conducted to find out how school managers consider Raising Program in Primary Schools (RPIPS). Within the context of the study, there are 303 students; %29,04 of them are from foreign countries, %2,97 of them are refugees and refugee students, %1,65 of them are children of nomadic and seminomadic families, %4,29 of them are children of seasonal agricultural laborers and lastly, %59,08 of them are consisted of other students. School managers that took part in this student group were listened for their ideas and final data was analyzed accordingly. Scanning Model is used as a research model. According to data gained from the research and findings obtained from the ideas of school managers, it was concluded that goals of RPIPS, principles of the program, type and content of the program and approaches to measurement and evaluation are effective, but it was also found out that program's special goals are hardly effective.

Keywords: Raising Program, Primary Schools, School managers

INTRODUCTION

Being disadvantaged can be described as one of the most negative emotions that cause inequality among social classes. Being disadvantaged is related to individual, cultural, economic, social and educational impossibilities that mostly emerge in micro economic environments (Özbaş, 2018)

According to Kazu, Disadvantaged groups are generally connected to each other and feed from each other. For instance, uneducated individuals remain unemployed and unemployed individuals are devoid of social security and welfare often. Being disadvantaged is defined regarding gender, poverty, ethnical group and race. The banning of individuals' access to opportunities that they easily benefit from makes individuals disadvantaged. Information, education and health can be given as examples. Disadvantaged groups may encounter several obstacles while accessing opportunities in the society they live. This problem and social dimension of physically-handicapped people should not be ignored. Thinking that offering more financial support and government help alone will help is not enough. Social studies regarding such problems should be conducted (Kazu, 2019).

Disadvantaged groups being one step behind in academy will have negative impacts on next generations. Students that started their lives from a disadvantaged position are unlikely to be successful in academy comparing to advantaged students and this makes opportunities in labor market restricted. So, chances for disadvantaged students to change their social status are decreasing. Education is one of the most important means that is used to optimize living conditions of next generations and their opportu-

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nities. It was observed that children of highly educated families are successful at academic education and that their physiological health is good as well (Case, 2002; Tansel, 2004; Ermisch & Pronzato, 2011). Besides all these, students who gain more skills and knowledge are more likely to step into a career that can help them to get out of this disadvantaged position with the regulation of social and economic conditions.

Within this context, students that show high academic performance and that are originally from socio-economically disadvantaged classes are started to be observed. These kinds of students are called "resistant students" in literature. Findings obtained from the research conducted on resistant students reveal that these students help policy makers and other stakeholders in education to improve the academic success of disadvantaged students (Dinçer & Oral, 2013).

Organization for Economic Cooperation and Development determines whether students are economically advantaged or disadvantaged in the context of PISA studies according to economical-social-cultural status index. It is seen that students that show low performance in PISA are mostly the disadvantaged ones that are on the lower end of socioeconomic spectrum. It was revealed that a group of students that are socioeconomically disadvantaged performed well according to PISA data. This proves that it is possible to overcome the obstacles. Although high-performing disadvantaged students are on the lower end of socioeconomic spectrum, they can still perform on the upper levels (OECD, 2010).

Krajcik ve Blumenfeld (2006) states that students study more and learn better when they are motivated to learn at school. Students and parents that experience such situations seek solutions that can function as a support for education carried out at school. In case students don't achieve the intended success, education should be supported. When these supportive education attempts happen outside school, it may bring economic burden to parents. According to Sarier, government should consider education and training as a primary duty; it should aim to have a common conscious where each citizen is a thinking individual by making it possible for individuals to receive scientific education under equal conditions. Equality of opportunity is one of the most basic requirements for a country to be a social state (Sarier, 2010). State-sponsored courses are offered to students in different countries around the world.

Israel, one of the countries implementing the after-school education program, aims to fulfill the potential of disadvantaged students and low-profile students in their academic career. Courses are implemented in various stages of education which are supported by ministry. These programs have three basic goals; optimizing the success of students with the best education applications, providing activities to receive feedback from disadvantaged students and support them, and providing a secure environment for young people and preventing risky behaviors (Ben Rabi ve Amiel, 2010).

In another US program, the levels of academic achievement among students of different ethnic backgrounds were minimized. The programs applied in this country do not only contribute to the students academically, but also to contribute to the socialization of the students. Therefore, there are various programs related to music and sports in these programs (Nelson, 2016).

Turkish Ministry of Education first shut down after-school training centers on September 1, 2015 to provide equality of opportunity and turned the convenient ones into private schools. Supportive Courses and Training Courses substituted for these training centers and were freely offered to students who want to self-develop and study for exams. Practice of supporting and raising formal and common education courses started in the 2014-2015 academic year. Within the scope of this application; "offi-

cial/private middle schools connected to National Ministry of Education, Islamic middle schools, courses for students and students in public / private secondary schools are offered under the responsibility of non-formal educational institutions; whereas courses for trainees are offered under the responsibility of the Public Education Directorates within the scope of non-formal education. (Madde 1.2)" (MEB, 2015).

According to Ministry of Education, a qualitative improvement or the most important indicator of quality is about reducing socio-economical changes' effect on determining quality of education and lastly, offering the whole society quality education. A number of improvements should be carried out in order to give everyone an equal and quality education in Turkey. While significant progress has been made in access to education, serious efforts are needed to increase quality and eliminate inequalities, and the need to take necessary measures to address risks is emerging. Planning a new system in order to reveal the individual learning needs of the students towards reading, writing, reading comprehension skills, natural numbers and four operations learning areas, and to support the students can be considered as a positive step in increasing the quality of education (MEB, 2018).

Raising Program in Primary Schools (RPIPS) is a precaution program that first started in the 2018-2019 academic year. It aims to support students psychologically and to minimize the lack of 3rd or 4th grade students who couldn't reach the intended level of achievement in basic skills of Turkish and in learning areas of Math's.

Problem Statement

What are the School managers' opinions on the effectiveness of Raising Program in Primary Schools (RPIPS)?

Sub-Problems

1. What are the School managers' views on the realization of RPIPS's specific objectives?
2. What are the school managers' views on the implementation level of RPIPS's principals?
3. What are the school managers' views on the type and content suitability of RPIPS?
4. What are the school managers' views on whether the implementation of RPIPS is carried out according to measurement and evaluation approaches?

METHOD

Environmental scan is used as a research model. The universe of this research is composed of school managers who take care of courses in primary schools in Tarsus/Mersin where RPIPS is implemented. All 49 school managers in the sample of the research were tried to be contacted and it was only received feedback from 42 of them.

Data was obtained through scales such as Program's Special Aims, Program's Principals, Program's Type and Content, Program's Measurement and Evaluation Approaches. Scale was prepared based on RPIPS application brochure made by Ministry. In the first part of the scale, there are personal information and 13 questions towards measuring special aims of the program. Within the second part of the scale, there are 6 questions towards measuring program's principals. In the third part of the scale, there

are 10 questions towards measuring program's type and content whereas in the third part, there are 11 questions towards measuring program's measurement and evaluation. Data acquired from scales were analyzed via computer. When all the scales were evaluated, reliability coefficient of the scale with 40 entries was calculated as alpha 933. Judging by these values, both values calculated on the whole scale and its sub-dimensions prove that scale used is highly reliable.

FINDINGS

Table 1.

School managers' Opinions for the Realization of the Program's Specific Purposes

Suggestions about Specific Purposes of the program	\bar{x}	sd	V
Reading Skill	3,57	0,67	18,70
Listening Skill	3,48	0,74	21,30
Speaking Skill	3,48	0,74	21,30
Writing Skill	3,40	0,73	21,57
Ability to develop positive attitude towards mathematics	3,26	1,01	31,07
Reading Comprehension Skill	3,24	0,73	22,43
Mathematical literacy skill	3,21	0,65	20,07
Ability to develop a self-confident approach to mathematics	3,17	0,85	26,94
Ability to solve deficiencies by taking psychosocial support	3,17	0,76	24,08
Ability to use mathematical concepts in daily life	3,14	0,57	18,01
Ability to understand mathematical concepts	3,12	0,67	21,48
Ability to express their thoughts in the process of problem solving	3,07	0,75	24,27
Ability to express mathematical concepts with different forms of representation	3,05	0,62	20,44

N = 42

In the table, the average of the answers given according to the opinions of the school managers about the realization of the special aims of the primary school education program, largely claims that the specific objectives were realized. School manager's views on reading, listening, speaking, writing, ability to use mathematical terms in real life - special aims of Raising Program in Primary schools- are similar to each other because ($V < 25$). Also, there was a consensus among people that it made a great contribution. Furthermore, because the ability to develop a positive attitude towards mathematics, the ability to develop a self-confident approach to mathematics and the ability to express their thoughts in the process of problem solving is ($V > 25$), views differ.

Table 2.

School managers' Views on the Implementation Level of Program's Principals

Suggestions about Implementation Level of Program's Principals	\bar{x}	sd	V
The parents of the students who were attending IYEP were not charged under any name.	4,79	0,75	15,67
Measures were taken to prevent the students from getting a sense of segregation from their peers during the implementation of the program.	4,19	0,63	15,13
Students in need of IYEP have benefited from the training program in their schools.	4,12	0,92	22,24
Students in need of IYEP are enrolled in the program in line with the deficiencies identified.	3,90	0,82	21,02
Measures were taken to prevent the students from getting a sense of segregation from their peers during the implementation of the program.	3,71	0,99	26,78
Psychosocial support was provided to students in the IYEP.	3,48	0,99	28,58

N = 42

Towards the implementation level of program's principals, school managers highly agree on the idea "some preventive precautions were taken to lessen the effect of peer separation and to detect students that will be assigned to RSIPS. Besides, students within the scope of RSIPS were supported psychologically." But views differ ($V > 25$) in the following question: "Measures were taken to prevent the students from getting a sense of segregation from their peers during the implementation of the program. Psychosocial support was provided to students in RSIPS". Views of school managers differed because ($V > 25$) in the questions. Almost all the school managers agreed on the idea "No parent of student that continue RSIPS Program were charged money". Also, their views are similar because ($V < 25$).

Table 3.

School managers' Views on the Type and Content Suitability of Program

Suggestions about Type and Content Suitability of Program	\bar{x}	s.d.	V
IYEP has been prepared by defining the achievements that are currently being implemented at a minimum level.	4,14	0,84	20,35
IYEP is designed in a modular structure.	4,10	0,79	19,30
Instructional materials prepared in accordance with IYEP are modular.	3,95	0,76	19,32
The achievements in the program have been determined by taking into	3,90	0,82	21,02

account the first four class gains from Turkish curriculum.

The achievements in the program are determined by taking into account the first four grades of mathematics curriculum. 3,81 0,80 21,09

IYEP takes into account individual learning speed. 3,74 0,96 25,79

With the modular design of IYEP, it provides the opportunity to study in accordance with different learning needs. 3,71 0,83 22,47

Instructional materials prepared in accordance with IYEP are coiled. 3,71 0,81 21,67

IYEP provides a fragmented structure suitable for the student's learning needs. 3,69 0,81 21,98

IYEP is constructed in a spiral structure. 3,67 0,90 24,59

N = 42

Towards the type and content suitability of program, school managers highly agree on the idea that RSIPS was prepared with determination of necessary achievements that should be gained at the lowest level from teaching programs that are currently being applied. School managers differ ($V > 25$) from each other in the following question: "The designing of RSIPS in a spiral shape and that it considers individual learning speed". As for the entry "RSIPS is designed in a modular structure and instructional materials prepared according to IYEP are modular", they don't differ that much from each other; their ideas are ($V < 25$) similar.

Table 4.

School managers' Views on Whether the Implementation of Program or Carried Out According to Measurement and Evaluation Approaches

Suggestions about Measurement and Evaluation Approaches of program	\bar{x}	sd	V
The student's responses to OBA were processed by the student's own class teacher to the e-school Management Information System, the IYEP Operations Module.	4,69	0,75	15,96
e-school Management Information System The list of students included in the program with the module levels from the IYEP Module was taken by the school management.	4,64	0,76	16,36
The teacher guidelines form includes both the descriptions of the use of the vehicle and the rated scoring key to be used in the evaluation of the items.	4,50	0,74	16,46
In order to determine the shortcomings of the students and decide whether to successfully complete the module and go to an upper module, the activities of IYEP student activity books and additional worksheets are used.	4,40	0,70	15,90

The teacher guidelines form includes both the descriptions of the use of the material and the rated scoring key to be used in the evaluation of the items.	4,40	0,66	15,09
The teacher guidelines form has been used in the implementation and evaluation of OBA.	4,40	0,86	19,46
Students to be included in IYEP and module levels of these students were determined by student identification tool.	4,33	0,87	20,17
In order to achieve objectivity in scoring, the teacher instructions form was used in the application and evaluation of ODA.	4,21	1,09	25,96
Turkish and mathematics students who have taken the 3rd module student assessment tool (ODA) was used.	4,17	1,01	24,24
The teacher guidelines form includes both the descriptions of the use of the material and the graded scoring key to be used to evaluate the items.	4,17	1,06	25,37
The students with special education diagnosis are not included in the determination process.	3,98	1,52	38,28

N = 42

When the school managers' opinions about whether the program is applied according to the measurement and evaluation approaches of the program are examined, almost all of the school managers' report that the measurement and evaluation approaches of the program are applied. In order to provide objectivity in scoring, the teacher directive form was used in the application and evaluation of the SCA, and the student assessment tool (SAT) was used for the students who had taken the module 3 in Turkish and mathematics. School managers' views differ ($V > 25$) towards the following entry: "The teacher guidelines form includes both the descriptions of the use of the vehicle and the graded scoring key to be used in the assessment of substances". School managers' views completely differ ($V > 25$) towards the following entry: "Students with special education diagnosis are not included in the determination process".

DISCUSSION

According to the opinions of the IYEP program, the specific objectives, principles, type and content, assessment approaches are highly effective. In the specific objectives of the program, the school managers stated that the primary education program contributed to the realization of the reading, listening, speaking and writing skills for the realization of the specific objectives of the program. The ability to develop a positive attitude towards mathematics and the ability to develop a self-confident approach to mathematics ($V > 25$) gave differentiated answers. When the principles of the program are examined, preventive measures have been taken to determine the students who will be taken to IYEP and to get the feeling of separation from their peers during the implementation of the program. However, almost all of the school managers ($V < 25$) were unanimously agreed that the parents of the students attending IYEP were not charged under any name. In the type and content of the program, school managers have participated in the opinion that the programs that are already being implemented are prepared by deter-

mining the achievements that have to be at a minimum and that they have been prepared in a spiral structure. The answers of the student to the OBA in the opinions of the assessment and evaluation approach, the students have been confirmed by their class teacher to the e-school Management Information System, the IYEP Transactions Module (V <25). (V > 25) there are differences of opinion among school managers. There are serious differences between schools in practice for students with special education. When the study of the literature is evaluated, mathematical literacy skills of the special aims of the program, ability to use mathematical concepts in daily life, ability to understand mathematical concepts, ability to express their thoughts in problem solving process, illustrative and descriptive visual materials for the ability to express mathematical concepts with different forms of representation books can be prepared. School activities to enable administrators to provide psychosocial support to students can be planned and added to the guide. Students who are diagnosed with special education in IYEP courses can be included in the assessment process to prevent segregation. The effectiveness of the training programs in secondary schools can be investigated. Evaluation of IYEP according to the opinions of teachers and parents can be made. Consensus and separation will also be added to relevant places.

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