



PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS THEIR DAILY EVALUATION PROCESS AT KYRGYZ SCHOOLS

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Abstract

Teachers have a notebook called as journal at Kyrgyz schools. Teacher need to have this notebook in every course sessions. Every teacher is responsible to fill out the appropriate places in this notebook. At the end of the each course hour, teachers ask questions to students about instructed subjects. Teacher selects students randomly to ask questions. Teachers give appropriate point according to the students answer and mark on the journal notebook. The purpose of this survey is to explore the perceptions of students and teachers towards their traditional daily evaluation experiences. Two forms of questionnaire: one for students and another one for teachers were used for data collection from 345 teachers and 324 students in Bishkek, Kyrgyz Republic. Frequencies and Chi Square tests were used for analysing data.

Keywords: daily evaluation, Kyrgyz schools, teachers, students.

KIRGIZİSTAN OKULLARINDAKİ GÜNLÜK NOT VERME YÖNTEMİ HAKKINDA ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ

Özet

Öğretmenin öğrencilere günlük not verdiği her sınıfa ait "Journal" adı verilen sınıf defteri vardır. Her dersin öğretmenin bu defteri derse götürmesi ve defterin kendi dersine ait bölümlerini doldurması gerekir. Öğretmen, ders sonunda öğrencilere işlediği konularla ilgili sözlü soru sorar. Soru sormak için tesadüfi olarak 3-5 öğrenci seçer ve bu öğrencilere journal defterine not verir. Araştırmanın amacı, Kırgız okullarında öğretmen ve öğrencilerin geleneksel günlük not verme yöntemine karşı tutumlarını ortaya koymaktır. Veri toplamak için öğretmen ve öğrenci anketi hazırlanmış ve Kırgızistan-Bişkekte 345 öğretmene ve 324 öğrenciye uygulanmıştır. Verilerin analizinde frekans ve kay kare testi kullanılmıştır.

Anahtar sözcükler: günlük not verme, Kırgız okulları, öğretmenler, öğrenciler.

INTRODUCTION

Kyrgyz is an independent country located in Central Asia, covering approximately 200.000 sq.km of land. Kyrgyzstan shares its borders with Kazakhstan, China, Uzbekistan, and Tajikistan. The population of Kyrgyzstan is around 5 million, with 40 percent of its population living in cities, and 60 percent of its population living in rural areas. The Kyrgyz nationality is dominant in Kyrgyzstan, with Russian another important nationality (Candemir, 2001; Culture and Education Ministry 2001; Ibraeva & Rysalieva, 1999).

Schools in Kyrgyzstan are seen as social institutions to increase the life standards of Kyrgyz citizens following the Soviet era, which was established after Great October Socialist Revolution in 1917 and existed in Kyrgyzstan till 1985 - time of Perestroika. Schools are organised and operated according to Kyrgyz national values as: aspects devoted for studying Kyrgyz history, Kyrgyz literature, Kyrgyz language etc. (Alimbekov, 2001; Özdemir, 2001; Özdemir & Yalın 2002). Schools became more open and diverse: at present time children have a choice to study only the aspects he/she wants to study; moreover, into the school curriculums were included aspects, such as Culture Studies, Religion Studies, which were out during the Soviet time. Currently, Kyrgyzstan is trying to increase the quality of compulsory education. In order to offer quality education services, a well-established measurement system is needed (Ibrayeva, Mambetova & Toktomametov, 1996).

In Kyrgyzstan, students do not get an official note chart at the end of the instructional year. Students and parents are informed about their academic achievement level in an oral way at the end of each quarter. Also, students are required to pass certain exams, which are conducted by the central supervisors in the grades of four, nine, and eleven. Those exams are conducted to measure the level of each student's academic achievement.

According to the rule and regulations of compulsory education in Kyrgyzstan, students can fail at any grades but in practice it is not common to fail. All students pass the grades. Usually, teachers do not conduct tests to evaluate students during the course sessions; however, teachers have a notebook called journal. Teachers need to have this notebook during every course sessions. Every teacher is responsible to fill out the appropriate pages in the journal notebook. At the end of each course, teachers ask students about the instructed subject. Getting feed back, teacher picks students randomly to ask questions. Teacher gives an appropriate point according to the students' answer and mark in the journal notebook. However, students think that teacher would not ask them at least few weeks whenever they asked to answer the teacher's questions. This situation is one of the weakest parts of the daily evaluation of the students. At the end of each session and at the end of the academic year average of the total points is given as passing grade of the year. This system is coming from the Soviets' era and currently is being used in Kyrgyz Republic. Recent times, modern tests techniques are also advised to be used for evaluating the instruction Kyrgyz schools (Ibrayeva, Mambetova & Toktomambetov, 1996).

Measurement and evaluation is very important part of the schooling process (Erginer, 2000; Gözütok, 2000). It can be only known what we teach and what the students have learned by using measurement and evaluation process (Küçükahmet, 2005). Also, we know how far we reached the instructional objectives by employing measurement and evaluation techniques. There are many different types of test modern techniques for measurement and evaluation of the instruction learning process.

METHOD

Purpose and sub purposes: The purpose of this survey is to explore the perceptions of students and teachers towards traditional daily evaluation experiences. Sub problems of the survey can be presented as follows:

1. What are the perceptions of teachers towards traditional daily evaluating experience?
 - a) Is there any difference between the perceptions of teachers and their gender?
 - b) Is there any difference between the perceptions of teachers and their experience at work?
 - c) Is there any difference between the perceptions of teachers and their teaching subject?
2. What are the perceptions of students towards traditional daily evaluating experience?
3. Are there any relations between perceptions of teachers and students towards daily evaluating experience?

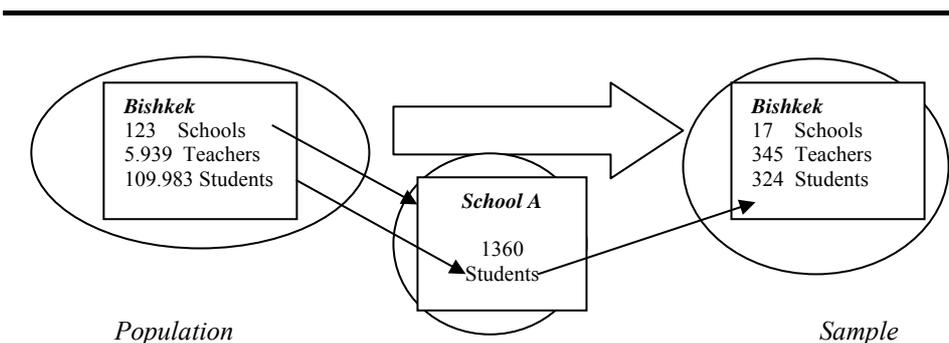
Measurement and evaluation in schooling process are very important for knowing how much we are close to the instructional objectives. In Kyrgyz Republic, measurement and evaluation are much more different than in the other places; thus, measurement and evaluation are conducted in Kyrgyz schools by daily evaluating experience, a kind of daily oral exams.

Model: This study is a descriptive study in its nature. No intervention or experimental study was conducted.

Population of the study: This study is conducted in Bishkek, Kyrgyz Republic. The population of the survey is 123 schools, 5.939 teachers, and 109.983 students (KR National Statistic Committee, 2006).

The sample of the study: Sample I (teachers) includes 345 teachers who teach in grades one to eleven and work in 17 schools in Bishkek, it was randomly selected. Sample II (students) included 324 students of eight and ninth grades of the schools. Samples of students were drawn from only one out of 123 schools because of some limitations, such as permission from school administration. In Figure 1, sampling procedure is presented.

Figure 1. Sampling Procedure



For data collection purpose, a questionnaire has been developed by the author for obtaining the perceptions of teachers and students toward daily evaluating process in Kyrgyz schools.

Data analysis is made according to the purpose and sub purposes of the survey. Frequencies and Chi Square tests were used to analyze the data.

RESULTS AND FINDINGS

Findings of the survey are presented according to the purpose and sub purposes of the study.

Perceptions of Teachers towards Daily Evaluation Procedures

Perceptions of the teachers are presented in Table 1. In general perceptions of the teachers are positive towards the daily evaluation.

Table 1. Perceptions of Teachers toward Daily Evaluation Procedures

Perceptions of Teachers	Usually		Seldom		Never		Total	
	f	%	f	%	f	%	f	%
1. Suitable for evaluating the instruction	184	60.1	108	35.3	14	4.6	306	100
2. Increases student academic achievement	223	67.6	97	29.4	10	3.0	330	100
3. There are negative aspects of daily evaluation	51	16.5	209	67.6	49	15.9	309	100
4. Students are happy with the daily evaluation	175	56.8	105	34.1	28	9.1	308	100
5. Preference of exams over the daily evaluation	170	51.8	132	40.2	26	7.9	328	100

According to Table 1, more than 60% of the teachers express that ‘daily evaluation is suitable for evaluating the instruction’. Also more than 67% of the teachers agree that daily evaluation procedures can help to increase student academic achievement. In accordance with these two results, more than 83 percent of the participants believe that they do not usually have problem with the daily evaluation procedures. More than 55% of the teachers express that their students are happy with the daily evaluation procedures. In contrast with the previously presented items, more than 50% of the teachers prefer examination to the daily evaluation.

Gender of Teachers and their Perceptions

In order to find out the relations between gender and the perceptions of teachers towards daily evaluation process, chi square test were used. It is found that female teachers and male teachers have significantly different perceptions toward daily evaluation process.

Table 2. Gender of Teachers and their Perceptions towards Daily Evaluation Process

Item	Gender	N (%)	Level of Participation			Ch. Sq. Value	Sign.
			Usually	Seldom	Never		
Item 1	Female	N (%)	155 (62.8)	82 (33.2)	10 (4.0)	7.503	.023
	Male	N (%)	12 (42.9)	12 (42.9)	4 (6.0)		
Item 2	Female	N (%)	180 (67.9)	79 (29.8)	6 (2.3)	10.596	.005
	Male	N (%)	17 (58.6)	8 (27.6)	4 (13.8)		
Item 4	Female	N (%)	145 (58.5)	82 (33.1)	21 (8.5)	6.156	.046
	Male	N (%)	11 (40.7)	10 (37.0)	6 (22.2)		

According to figures in Table 2, female teachers think that (a) daily evaluation process is suitable for evaluation, (b) daily evaluation helps to increase academic achievement and (c) students are happy with the daily evaluation more than male teachers do.

Experiences of Teachers and their Perceptions

In order to find out relations between professional experience and the perceptions of teacher toward daily evaluation process, chi square tests were used. It is found that professional experience of teachers and their perceptions toward daily evaluation process make difference.

Table 3. Experiences of Teachers and their Perceptions toward Daily Evaluation Process

Item	Experience	N (%)	Level of Participation			Ch. Sq. Value	Sign.
			Usually	Seldom	Never		
Item 3	1-7 year	N (%)	27 (26.0)	60 (57.7)	17 (16.3)	19.118	.004
	8-14 year	N (%)	10 (13.3)	58 (77.3)	7 (9.3)		
	15-21 year	N (%)	7 (13.2)	31 (58.5)	15 (28.3)		
	22+ year	N (%)	4 (8.2)	38 (77.6)	7 (14.3)		

According to figures in Table 3, experienced teachers think that there are negative aspects of daily evaluation process less than experienced teachers do.

Teaching Subject of Teachers and their Perceptions

In order to find out relations between teaching subject of teacher and their perceptions toward daily evaluation process, chi square test were used.

Table 4. Teaching Subject of Teachers and their Perceptions toward Daily Evaluation Process

Item	Teaching Subject	N (%)	Level of Participation			Ch. Sq. Value	Sign.
			Usually	Seldom	Never		
Item 4	History	N (%)	15 (45.5)	12 (36.4)	6 (18.2)	24.350	.018
	Kyrgyz Lang.	N (%)	33 (68.8)	14 (29.2)	1 (2.1)		
	Foreign Lang.	N (%)	20 (47.6)	18 (42.9)	4 (9.5)		
	Nature. Sc.	N (%)	16 (61.5)	8 (30.8)	2 (7.7)		
	Math.	N (%)	21 (52.5)	15 (37.5)	4 (10.0)		
	Class. Teach.	N (%)	28 (77.8)	5 (13.9)	3 (8.3)		
	Other	N (%)	19 (37.3)	24 (47.1)	8 (15.7)		

According to figures in Table 4, teachers of classroom, Kyrgyz language, natural sciences, and maths much more positively think that “students are happy with the daily evaluation” than other branch teachers do.

Perceptions of Students towards Daily Evaluation Procedures

Perceptions of the students towards daily evaluation procedures are presented in Table 5. More than 55% of the participant students think that daily evaluation procedure is ‘suitable for evaluating the instruction’.

Table 5. Perceptions of Students towards Daily Evaluation Procedures

Perceptions of Teachers	Usually		Seldom		Never		Total	
	f	%	f	%	f	%	f	%
1. Suitable for evaluating the instruction	178	55.1	135	41.7	10	3.1	323	100
2. Increases student academic achievement	158	49.4	133	41.6	29	9.1	320	100
3. There are negative aspects of daily evaluation	31	9.6	132	41.0	159	49.4	322	100
4. Students are happy with the daily evaluation	141	44.1	159	49.7	20	6.3	320	100
5. Preference of exams over the daily evaluation	53	16.4	71	22.0	199	61.6	323	100

About half of the students agree that daily evaluation procedure increases the student's academic achievement in general; more than 41% of them agree that daily evaluation procedure seldom increases student's academic achievement. Only 9% of the students think that daily evaluation procedure never increases student's academic achievement.

More than 90% of the participating students believe that usually they do not have any problem with the daily evaluation procedures.

More than 44% of the students are usually happy with the daily evaluation procedures. Around 50% of the students are seldom happy with the daily evaluation procedures. Only, around 6% of the students expressed that they are not happy with the daily evaluation procedures at all.

Relations between Teachers' and Students' Perceptions

In order to find out relations between perceptions of teachers and perceptions of students toward daily evaluation process, Chi Square tests were used.

Table 6. Relations between Teachers and Students' Perceptions toward Daily Evaluation Process

Item	Who	N (%)	Level of Participation			Ch. Sq. Value	Sign.
			Usually	Seldom	Never		
Item 2	Teachers	N (%)	223 (67.4)	98 (29.6)	10 (3.0)	25.159	0,000
	Students	N (%)	158 (49.5)	132 (41.4)	29 (9.1)		
Item 3	Teachers	N (%)	51 (16.5)	210 (67.7)	49 (15.8)	81.186	0,000
	Students	N (%)	31 (9.7)	131 (40.8)	159 (49.5)		
Item 4	Teachers	N (%)	175 (56.6)	106 (34.3)	28 (9.1)	15.079	0,001
	Students	N (%)	141 (44.2)	158 (49.5)	20 (6.3)		
Item 5	Teachers	N (%)	170 (51.7)	132 (40.1)	27 (8.2)	209.625	0,000
	Students	N (%)	53 (16.3)	71 (22.0)	198 (61.5)		

According to the figures in Table 6, perceptions of teachers and perceptions of students towards daily evaluation process significantly differ from each other on four out of five items. However, teachers and students have similar perception about the suitability of the daily evaluation process for the instruction' evaluation.

CONCLUSION AND DISCUSSION

Teachers, to some extent, believe that (a) "daily evaluation is suitable for evaluating the instruction", (b) "daily evaluation process increases the student's achievement", (c) "students

are happy with the daily evaluation process". More than half of the teachers "prefer the exams over the daily evaluation process". In addition, only around 17% of the teachers agree that "there are some negative aspects of the daily evaluation process". There are significant relations between gender, work experience and subject area of the teachers and their perceptions toward daily evaluation process in Kyrgyz schools.

Perceptions of students towards daily evaluation are conflicting. More than half of the students do not believe that "daily evaluation will increase the academic achievement". Also, around half of the students believe that "there is no any negative aspect of the daily evaluation process". More than half of the students prefer the daily evaluation process over the exams conducted from time to time. This result is consistent with the literature (Gosh, 2006). Literature states that daily quizzes at the end of each class session help for a long term remembrance of the content.

This study is pioneer in its nature; for that reason, as a result more studies can be recommended with large number of students and schools in nationwide population.

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