Competence in Suitably Use and Fulflling of Psychological Development Files in Primary Schools

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Abstract: The aim of this study is to assist for fulfilling student’s development file appropriately by primary school teacher, determining the utilizing state of educational and instructional of children. Besides, this research aims to guide teachers, parents and high committee. It was emphasized in the structure of National Education system, the ways and the importance of recognizing students and the purpose and the importance of the student’s development files. In this research, 10 village schools, two regional boarding schools, one primary school, two double session and one single session schools (total 16 primary schools) was examined as samples. Development files from 4th and 5th grade class teachers are evaluated and examined in terms of appropriateness. A questionnaire developped for this issue is applied to the teachers who teaches 5th grade classes. After applying questionnaires, the descriptive statistic’s results were obtained in percentages, means and they were shown in tables. The summary of the research’s conclusions are: 1) It is understood that teachers fulfill the student’s development file without apprehending the importance of them. They just follow rules of procedure stated in regulations and they don’t follow the changes of National Education Committee’s decisions. 2) In this research, it was obtained that teachers and parents don’t use the student’s development file effectively and they don’t use this material for student’s recognition and education. As a result, it must be benefited from the student’s development file to increase productivity and it is crucial to adapt certain relationship between teachers and parents in using these files.

Keywords: Student’s development files · psychological development files · primary school

INTRODUCTION

Education begins with cognizing children (students). In this sense a child should be taken into consideration with his/her physiological, psychological, cultural and intellectual development as well as intelligence level, parental and environmental considerations regarding socio-cultural position in order to acquire effectiveness and productivity in the educational process. Without understanding those attributes no effective communication can be established and no motivational techniques can be applied to achieve educational goals.

“Education is a process of intentional terminal behavioural change through an individual’s life”. In this definition the word “terminal” is used to indicate the change’s being designated beforehand. The word “intentionally” is used to indicate that the change doesn’t come into existence by chance but it is managed deliberately. Thus, the distinction between education and domestication is put forward [1].

Education is the fundamental human capital on which the national presence values and developmental factors are constructed. This potential should be assessed thoroughly and be put into service accordingly [6].

It can be inferred from what is mentioned above that education is a deliberate process of an individual’s behaviour change.

Structure of Turkish Educational System: Turkish educational system is divided into formal and non formal structural divisions.

Formal education consists of preschool education, primary education, secondary education and higher education. Non formal education consists of educational activities along with or apart from formal education. Preschool education is for children who are not at the age required for compulsory education yet [2].
Fundamentals of primary education are determined by Law no: 2842. According to this law:

- Primary education is compulsory for children between 6-14 years of age.
- It is compulsory and free of charge for all boys and girls at the mentioned age.

Secondary education has public, vocational and technical fields of at least three years. Every student who has graduated from a primary school has the right to continue a secondary school in accordance with his/her interests and talents.

After his/her graduation from a secondary school a student has the right to attend a higher education institution namely universities and colleges. Higher education lasts for at least two years or more.

The higher education institutions are: 1- Universities. 2- Faculties 3- Institutes 4- Major colleges 5- Application and research centers.

Non-formal education comprises two main fields of general and vocational education that are complementary with formal education to make contributions for the qualifications of fundamental principles and ultimate goals of educational system.

The general goals of National Education System at primary education stage are stated below:

A- From Individual Point of View: Primary education intend to have a child perceive himself as a valuable being with certain interests and talents and to bring him up with strong personality with moral and ethical values. Therefore a citizen who is graduated from a primary school should:

- Acquire basic health care principles with necessary healthy and hygienic habits.
- Be watchful about accidents and act prudently.
- Learn to love and protect all living and dull beings in his environment.
- Read, write and speak Turkish properly and acquire basic literacy and calculation skills.
- Breed anxiety and ambition for learning.
- Acquire rational thinking and right decision making.
- Promote faithful feelings for his homeland.

B- From Human Affairs Point of View: Primary education intend to have the student embrace that he can be happy only by having strong relationship with other members of the society and family and that he can succeed in life only by cooperating with them. Therefore a citizen who is graduated from a primary school should:

- Acquire the responsibilities and mission on his part and apprehend the fundamental principles of a happy family life.
- Learn how to cooperate and live with other members.

C- From Economical Point of View: Primary education intend to give the ideas that manpower is the wealth of a nation and the most productive investment in development process. Therefore a citizen who is graduated from a primary school should:

- Learn the importance of natural resources and manpower in national development and improve a sense of protection for his assets and belongings.
- Apprehend the importance being a conscious consumer in development of countrywide economics.

D- From Social Point of View: Primary education provides an individual with the realization of Republic of Turkey’s being secular, social law state depending human rights and its having indivisible unity. Therefore a citizen who is graduated from a primary school should:

- Feel the pride of being a descendent with honored history.
- Acquire the principles of democracy and live it throughout his life.
- Acquire the importance of science and technology in development of a nation.
- Acquire decent knowledge of affairs with neighbor countries and other parts of the world.
- Stick to the principle of “Peace at home, peace in the world” and tries to realize the aim of reaching the level of modern civilizations [3].

The Importance of Recognizing A Student [5]:

- It sustains motivation through taking his interests and talents into consideration in the educational life.
- It takes self realization and satisfaction of esthetic anxieties into consideration in educational life.
- Teacher takes the physiological, psychological and sociological needs of a student into consideration and help him solve his problems within educational process.
Teacher determines the capacity of the student and evaluates him accordingly.
Teacher gives the hints in teaching process accordingly.
Mutual and beter communication will be established between student and teacher and they can understand each other.
Teacher can change a students learning handicaps and failure into a success.

To visit the parents in order to determine socio-cultural relations and socio-economical positions.
To obtain information about student’s habits and personality of the student from parents.
To apply intelligence tests along with determining student’s interests and talents.

**The Intent of Development Files:** A development file intend to determine a student’s attendance to an educational programme to choose his profession in accordance with his interests and talents. It also helps the teacher to have students realize weak and strong sides of their personalities and thus solve their problems. It helps the teacher in [4];

- Determining his talents
- Determining his interests
- Understanding his successes in the past.
- Observing physiological and psychological attributes.
- Determining socio-economic position
- Explaining contribution of personal attributes to education.
- Collecting information about his preschool life in case it is needed.
- Apprehending his health history to take precaution steps for his health.

**The Importance of Development Files:** Development files are reference documents from which a teacher can get the information he needs on behalf of the student. Two main items regarding the importance can be signified as follows:

- They are important for orientation and guidance services.
- They are the first available resources to obtain information about student.

**The Ways To Recognize The Student:**

- To know his health history.
- To observe student’s behaviours and affairs in natural circumstances.
- To observe his/her behaviours during a game with friends.

- In the first part there are the place of residence and parents signature.
- In the second part there is student’s identification information
- In the third part there is general information about parents and family.
- In the fourth part there is a sheet of observation on student’s general state of
  Health. Some sections are filled doctor and teacher seperately.
- In the fifth part there are records on the attendance period and correction.
- In the sixth part there is information about personality and character ethic.
- In the seventh part there are the records of success and degrees [2].

**Problem Statement:** Are the development files fulfilled in beneficiary way for present and future assessment of the teacher? Do the teachers benefit from development files?

**Purpose:** The aim of the study to make suggestions on how teachers, principals and parents can make use of these files in terms of students’ educational development.

**Sub Problems:**

- Do the teachers have enough information regulations and educational committee directives on development files?
- Do the teachers get in touch with parents effectively?
- Do the teachers perceive development files as beneficial?
- Do the teachers learn from the records within the files?
- Do the teachers fulfill the files effectively?
- Do the teachers fulfill the files in time?
Assumptions:

- Sample can represent the population.
- This study strictly depends on analysing the files and data derived from each part.
- It is assumed that teachers' answers are neutral and demonstrates their own opinions.
- The instrument developed for this study is valid and confident.

Restrictions:

- Private schools are out of the scope.
- The findings can only be generalized to the primary schools in Van province.
- The study is restricted to the situation stated in problem statement.

Importance of The Study: This study will promote the teachers' level of perception on fulfilling the development files. Teachers, principals and parents will use the files more effectively in order to understand and help the students solve their problems.

METHOD

Population: Population of the study is the primary schools in Van province. The number of those schools are 16.

Sample: In this research, 10 villages in Van city, two boarding region schools, one primary school, two double instruction and one normal school (total 16 primary schools) was examined as samples. It was obtained the student's development files from 4th and 5th grade teachers in primary schools for evaluating them in terms of appropriateness. It was applied a questionnaire on teachers who are teaching 5th grade classes.

Collection of Data:

- In the preparation period of collection of data an expert's opinions are taken.
- Sample development files are taken from mentioned schools and they are examined.
- Every part of the files are examined thoroughly in terms of proper fullfilling and timing.

- Problem statement, sub problems and hypothesis statements are taken into consideration in the preparation of the survey which will have fourteen questions in.

Data Analysis: Following information is aimed to obtain from study [3]:

- Do the teachers fulfill the information about the place of residence properly?
- Do the teachers fulfill the student's identification information properly?
- Do the teachers fulfill the general information about parents and family?
- Do the teachers observe student's general state of health? Do they fill their section properly?
- Do the teachers observe the records on the attendance period and correction?
- Do the teachers fulfill the student's information about personality and character ethics?
- Do the teachers fulfill the record of success and degrees?

FINDINGS AND INTERPRETATIONS

- Do the teachers have enough information regulations and educational committee directives on development files?
- Do the teachers perceive development files as beneficial?
- Do the teachers get in touch with parents effectively?
- Do the teachers get the information from the records within the files?

According to the results pertaining Table 4 teachers cannot benefit from the files properly.
- Do the teachers fulfill the files in time?
- Do the teachers fulfill the files effectively?

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It can be inferred from the Table 1 that only 5% of the teachers know about committee directives and 70% of them know about regulations.

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<th>Table 2: Teachers perception on development files as beneficial</th>
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It can be inferred from the Table 2 that teachers do not perceive development files as beneficial.
Table 3: Teachers getting in touch with parents effectively

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It can be inferred from the Table 3 that teachers do not get in touch with parents effectively.

Table 4: Teachers obtaining information from the records within the files

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Table 5: Teachers fulfilling the files effectively

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It can be inferred from the Table 3 that teachers do not fulfill the files in time.

Table 6: Teachers do not fulfill the files effectively

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As is seen from Table 6 Teachers have difficulties in fulfilling development files. Therefore it can easily be inferred that they teachers do not fulfill the files effectively.

CONCLUSIONS AND RECOMMENDATIONS

Teachers know that the files are fullfilled in compliance with regulations. But they mostly don’t believe the files provide benefit for them. They do not get in touch with parents effectively. They do not perceive development files as beneficial because they do not learn from the records within the files and they do not fulfill the files effectively and in time. Some recommendations for this issue are:

- The importance and main purpose of these files can be explained effectively in seminars and inservice training in summer time. The utilization of these files can be managed hence.
- The importance of school, environment and parents can be emphasized on behalf of the students with the cooperation of teachers with parents as well.
- The inspectors should look for those files during inspections and they can give guidance service to the teachers as well.
- Parents also should utilize the information obtained from the file to have a better knowledge of their children.

REFERENCES

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