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A COMPARATIVE STUDY ON PLANNED AND PERFORMED DESCRIPTIVE EVALUATION IN IRANIAN PRIMARY SCHOOLS: A QUALITATIVE RESEARCH

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ABSTRACT
The present research has been conducted aiming at representing comparative study on planned and performed descriptive evaluation in Iranian primary schools. This research has been categorized as a qualitative research, in which 25 instructors at first to sixth grade of primary school have been selected via purposive method. In this research, the researcher has used interview as a research tool based on aim of research. All the interviews with these 25 instructors were recorded and drafted after elaborating aims of research so as to provide necessary feedbacks for next interviews and/or data saturation. Average period of interview with participants has been about 50 minutes. Data of this research have been qualitative data prepared based on interview. Descriptive-analytic approach has been used to analyze them. In this research, 4 major questions pertaining to aim of research had been designed for interview and several secondary questions had been designed to generalize the data during interview. The major questions have been about desirability of executors' attitude towards descriptive evaluation, their knowledge and skill about performance, preconditions, executive facilities and the relationship between this evaluation and other elements of curriculum. The written interviews were encoded, classified and described and continued till the data saturation. In following, the extracted codes were returned to the participants and confirmed. Further, the revision by experts was used, in a way that the findings were analyzed and the conclusion was given to other researchers who were familiar to educational environment and aim of research as well as qualitative research, whereby the process of research was confirmed. Findings indicated desirability of executors' attitude towards curriculum, yet there is no consistency between knowledge and skill of executors in performance, preparedness of preconditions and executive facilities and relationship between this element and rest of elements of curriculum and the complied curriculum plan.

Keywords: *Descriptive Evaluation, Planned Evaluation, Performed Evaluation, Iranian Primary Schools*

INTRODUCTION
The new age called with any name including age of space, age of atom, age of communication, age of knowledge explosion, has caused the man asks new needs and expectations, that it can meet them with learning updated knowledge, efficient attitude and acquiring the skills such as critical thinking, analysis, interpretation of information, reasoning, induction and optimal use of information in judgment and decision making. What has insisted on sustaining on educational system existing in the past grounded on degree orientation and memory rehabilitation cannot come to realize (Karamalian *et al.,* 2013). At any country, educational system has been mentioned as the most complicated social, economic and cultural sub-systems, mentioned as the only means to access stronger techniques and further development and progress (Ghareh Daghi, 2015). Rapid developments in life seek needing to preparedness to accept development at different dimensions of human life that such thing came come to realize only through learning, so that proper learning requires design, implementation and evaluation so as result in deep, sustainable and effective learning (Bostani *et al.,* 2012). International studies at the area of educational evaluation indicate that many countries have invoked to reforms at their educational system and evaluation system, because most of current problems at education system of country have a close relationship with issue of evaluation, such that if the evaluation is not fulfilled properly and precisely of is fulfilled defectively due to subjective errors under improper understanding, shortage of facilities and

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resources, insufficient dominance of instructors, the governing context on schools and classrooms and instructors' attitude, there will raise so many damages, distracting this valuable pattern which has been designed with the main purpose of improvement in education system and minimizing its efficiency (Mortezaei Nejad, 2004; Hassani & Ahmadi, 2009; Mirza Mohammadi & Hosseini, 2011; Gimba, 2012). Therefore, the big mistake can lie on this fact that only an emphasis has been put on the content of change and the executive processes has been neglected (Tashman & Orily, 2008). This issue that class evaluation is one of the effective factors in improvement of learning at classroom has been widely drawn into attention by scholars in recent years.

Since 1980, numerous studies have been conducted about class evaluation and its effect on learning among students. The research by Lefranceva (2000) has been one of the studies conducted abroad, in which the type of evaluation used by instructors says that the instructors whose educational methods are conducted by means of superficial evaluations foster superficial learners (Seif, 2010) and the instructors who sustain on applying traditional methods have been witnessed with failure in verbal skills of their students under the expected level (Chastain, 1988). Gimba (2012) has perceived that a direct relationship exists between proper methods for class evaluation and better progress of students and improvement in their learning when they are employed effectively. Among internal studies, the study by Hassani (2011) and study by Faraj Alahi and Haghighi (2007) indicated that the group included with descriptive evaluation than a group excluded from such evaluation has worked out better, achieved educational aims successfully.

Further, a high percent of observations and learning has been allocated to the group included with learning and training process which is associated to high levels of learning in most of cases. Instructors' attitude in proper implementation of descriptive evaluation is so effective, and results from study by Hosseini (2011) indicated that instructors and parents have had a positive attitude towards this evaluation, and instructors have mentioned lack of enough motivation in students, high job burden, little time and numerous number of students as the major factors in implementation of descriptive evaluation. Mirza Mohammadi & Hosseini (2011) have mentioned habit to traditional evaluation by instructors and difficulty of traditional evaluation in acceptance and implementation of descriptive evaluation as the most important factors in implementation of descriptive evaluation. Hosseini (2010) has mentioned instructors' lack of sufficient knowledge from this evaluation as the reason for rise of executive problems. The studies by Kalhor (2009), Heidari (2008), Hamedi (2009), Mir Hosseini (2006), Beirami poor *et al.,* (2011), Khosh Kholgh & Pasha Sharifi (2010), Ahmadi & Hassani (2006), Mohajer & Kermanshahi(2008), Hassani (2011), Mortezaei Nejad (2004) indicated that if descriptive evaluation is performed precisely by means of preparedness of infrastructures and superstructures, it will highly affect numerous components in learning and training students and their mental health. With regard to importance of evaluation in learning and training activity, proposing modern methods at this area and improving knowledge level of instructors and other practitioners for proper implementation of evaluation is an enviable necessity (Babolan *et al.,* quoted from Rezaei, 2011).

Without doubt, how to implement an educational program is more important than how to prepare it. An educational program does not exist so far as it has not been implemented. The best educational programs can result in frustrating results due to incomplete implementation. This is in a way that an incomplete program under proper implementation can result in satisfactory results (UNESCO Advisory Group, 2010). Hence, the main purpose of this research is to compare the descriptive evaluation with what has been implemented in primary schools, that the questions below have been examined to achieve this purpose.

1-whether the executors' attitude towards descriptive evaluation is at desirable level?

2-whether executors' current skills and knowledge to proper and planned implementation of descriptive evaluation is at desirable level?

3-whether the preconditions, conditions, facilities and educations sources have been provided to implement descriptive evaluation?

4-whether the linkage between elements of curriculum and descriptive evaluation is at desirable level?

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Research Method

This research has been categorized as a qualitative research, in which 25 instructors at first to sixth grade of primary school have been selected via purposive method. In this research, the researcher has used interview as a research tool based on aim of research. All the interviews with these 25 instructors were recorded and drafted after elaborating aims of research so as to provide necessary feedbacks for next interviews and/or data saturation. Average period of interview with participants has been about 50 minutes. Data of this research have been qualitative data prepared based on interview. Descriptive-analytic approach has been used to analyze them. In this research, four major questions concerning aim have been designed for interviewing and several secondary questions have been designed for generalizing information. The first question was started with a general question: how is your attitude towards descriptive-qualitative evaluation?, under which the next questions were designed well suited with the participants' response. The interviews were made at a silent room with arranging previous time at institution. Then, the drafted interviews were encoded, classified and described. Similar codes were considered in a cluster and associated clusters were considered in a group, and ultimately similar groups were integrated. Interviews continued till reaching to data saturation. Data saturation was developed through interviewing with participant 12, yet data collection and data analysis were continued till the evolution of groups. Data saturation refers to a level at which new data and information are not obtained by sustaining on interviews. In following, the extracted codes were returned to the participants and confirmed. In addition, revision by experts was also considered such that the findings were analyzed and the conclusion was given to other researchers who were familiar with educational environment and aim of research, whereby the research process was confirmed. The interviewees with their characteristics have been proposed in table below:

Code	Age	Experience	Gender	Education	Code	Age	Experience	Gender	Education
1	44	25	Female	Bachelor	14	46	23	Male	Master Degree
2	39	20	Female	Bachelor	15	50	30	Male	Bachelor
3	43	24	Female	Bachelor	16	38	19	Male	Bachelor
4	38	18	Female	Bachelor	17	45	26	Male	Bachelor
5	48	28	Female	Bachelor	18	43	24	Female	Bachelor
6	49	30	Female	Bachelor	19	45	27	Female	Master Degree
7	35	16	Female	Master Degree	20	40	20	Female	Bachelor
8	36	12	Female	Master Degree	21	47	19	Female	Bachelor
9	43	23	Female	Bachelor	22	44	24	Female	Master Degree
10	39	19	Female	Bachelor	23	35	15	Female	Bachelor
11	40	19	Female	Bachelor	24	49	20	Female	Bachelor
12	36	16	Female	Bachelor	25	46	25	Female	Master Degree
13	43	22	Female	Master degree					

RESULTS AND DISCUSSION
Findings

Here, with regard to the extracted issues and interviewees' responses and interpretation of the content proposed by them, the research questions are considered:

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1-whether the executors' attitude towards descriptive evaluation is at desirable level?
As this question has been an interview to know about the executor's attitude, in this research it was specified that executors have a positive attitude and required motivation in implementation of descriptive evaluation. Yet, a number of interviewees proposed some problems that resolving them can result in increasing their motivation, which the problems include:
-decreasing students' congestion in classrooms
-holding re-learning classes concerning descriptive evaluation for executors
-harmony between content of courses and descriptive evaluation
-harmony between regulations and criteria of implementation and as a result prevention from applying managers' tastes at schools
-decreasing executive plans at primary course and providing facilities for instructors in more effective implementation of descriptive evaluation
2-whether executors' current skills and knowledge to proper and planned implementation of descriptive evaluation is at desirable level?
The results from interview with executors indicate that instructors' awareness about implementation of descriptive evaluation is not enough, that their few skills in applying descriptive evaluation tools and qualitative results of obtained results and representing suitable feedback are not influential. Analysis of this content indicates insufficient trainings and this fact that in-service classes failed to resolve the ambiguities.
3-whether the preconditions, conditions, facilities and educations sources have been provided to implement descriptive evaluation?
The interviewees' responses indicate that unfortunately the preconditions, conditions, facilities and educations sources are not suitable to implement descriptive evaluation, that the interviewees know lack of providing facilities and pre-conditions as the important factors in lack of their success. The aforementioned factors include high volume of books, lack of possibility for deep learning of the content by students, and high congestion of classes. Further, most of interviewees knew this factor as the most important reason for incomplete implementation of this plan.
4-whether the linkage between elements of curriculum and descriptive evaluation is at desirable level?
With regard to results from this research, the problems in implementation of descriptive evaluation widely associate to lack of a proper linkage between elements of curriculum. The interviewees believe that lack of harmony between time and educational opportunities than determined time for learning-training process and lack of change and innovation in learning-training activities well suited with change in descriptive evaluation approach are the most important factors contributing in implementation of descriptive evaluation. Under this view, changing the evaluation approach necessitates changing other elements of curriculum.

Discussion and Conclusion
Education center faces some problems in its process that might derive from abnormality in programs and their content, unawareness and disability of instructor, shortage of work facilities and means, lack of acceptance of plan by instructor as the executor and lack of proper implementation. In this regards, evaluation due to its key role in all the process of education is of a great importance, that design and implementation of each of new programs come to realize under evaluation of previous programs, mentioned that evaluation of the success at any program relies on evaluation. Instructors' awareness and interest in evaluation as well as the existing facilities to implement evaluation have been regarded as the factors that can come beneficial on how to implement and results from it (Pasha Sharifi & Kiamanesh, 2004). Since evaluation likewise other educational activities is expensive, it requires conducting the process of education and evaluation in a path in order than this process results in a desirable result and aim, because if the weaknesses and deficiencies at a program are not revealed on time, a tough problem will raise that will not be simply resolved (Maleki, 2011). Cine instruction has been mentioned as the leading element at any change and development (Hassani, 2004), it cannot ignore the instructors (Fathi & Ajargah, 2009). Results from this research indicated that instructors have a positive attitude towards the

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curriculum, yet the problems including high density of classrooms and high content of lesson contents considered for education and implementation of numerous plans have had negative effects. Results from this research are consistent with the findings of research by Mortezaei Nejad (2004), Hosseini & Mirza Mohammadi (2011) who have known instructors' attitude towards descriptive evaluation effective, yet they have not known it sufficient for successful implementation. Further, findings of the present research indicate that instructors' skill and knowledge in optimal implementation of descriptive-qualitative evaluation are not at a favorable limit, under which the findings indicate the gap between the planned and performed descriptive evaluation, thus procurement of in-service trainings seems essential for retraining the instructors. Further, findings of this research indicate that the preconditions, conditions, facilities at environment and educational resources to implement descriptive evaluation as expected to result in achievement of aims are not provided. Such finding is consistent with the results from research by Beirami Poor *et al.,* (2011), Khosh Kholgh & Pasha Sharifi (2010), Hamedi (2009), Mohajer & Kermanshahi (2008) and Mir Hosseini (2007). With regard to point of view of Mehr Mohammadi (2008) and Linn (2001), it can state that however skill is a precondition to use evaluation tools in students' academic achievement to achieve ability for progress in education system, instructor's success in learning-training process is associated to providing the required factors, phenomena and facilities to a proper implementation.

Findings of the present research concerning alignment of other elements of curriculum and descriptive evaluation indicate that such components have not the necessary correlation to realization of aims of curriculum and minimization of the gap in the planned evaluation. It can search the reason for such a problem in this reality that origin of descriptive-qualitative evaluation lies on structuralism approach in learning. Yet, still a large part of curriculum at primary courses is provided through content and aims originated from behaviorism approaches. This finding is consistent with the findings of research by Beirami Poor *et al.,*(2011) and Khosh Kholgh & Sharifi (2010). A change in evaluation and measurement components at the leading area can influence all the components such as teaching methods concerning the statement "What gets tested, gets taught". This influence goes beyond so far as it has been called a paradigm displacement in education, thus, we hope such paradigm change occurs (Tunstall & Gipps, 1996, Hargreaves, 2001).

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