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PATHOLOGY OF QUALITATIVE-DESCRIPTIVE EVALUATION METHOD IN ELEMENTARY SCHOOLS OF IRAN FROM THE TEACHERS' POINT OF VIEW

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ABSTRACT

The purpose of this research was to investigate the pathology of qualitative-descriptive evaluation method in elementary schools in Iran from the teachers' point of view. The research sample included 200 teachers from 24 elementary schools in four districts (3 male and 3 female schools from each district) in Shiraz city. They were selected by using randomized cluster sampling. They completed researcher-developed Qualitative-Descriptive Evaluation Questionnaire. This questionnaire assesses the qualitative-descriptive evaluation harms in five dimensions of feedback, parents, tools, score and evaluation. The results showed that the number of harms in evaluation dimension is more than that of score and feedback dimensions and the number of harms in the parents dimension was more than that of score and feedback and the number of harms in the tools dimension was more than that of feedback dimension. The results also indicated that the attitude of the sixth-grade teachers toward feedback dimension was significantly higher than that of first-grade teachers, and there was a significant difference between the attitude of male and female teachers towards evaluation harms in dimensions of score and evaluation for the favor of males, but its difference with dimensions of tools, parents, and feedback is not significant. Moreover, there were not any differences between teachers` point of view regarding their level of education, their field of study and the district that they worked. Among all dimensions, feedback showed significant correlation with teacher's working experience.

Keywords: *Qualitative-Descriptive Evaluation, Elementary Teachers, Elementary School.*

INTRODUCTION

In the informal sense, the term "evaluation" means judgment on the performance of individuals. It was used first by the Chinese in 10000 BC, but date of the formal evaluation of educational and social programs backs to 19th century and Rice (1895-1905) and Travers (1983) works, in which an evaluation program was organized for implementation on a large scale in educational system of United States (Fitzpatrik et al., 2004: 3). The fact that classroom evaluation is one of the effective factors in the classroom has drawn the attention of many experts in recent years. Many studies have been conducted in the world since 1980 about the evaluation and its implementation and its impact on learning of students (Turner, 2000). In this regard, the shift from quantitative evaluation to qualitative-descriptive evaluation in educational evaluation of the elementary schools in Iran's educational system has also drawn the attention of planners and experts. They realized that the realization of this dynamic correctional process is not practically feasible without deep involvement of teachers and principals at theoretical and practical levels (Hasani, 2014: 11). The qualitative-descriptive evaluation history in some countries backs to 1930, when it was called as social promotion (Sobhanifard, 2002).

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Nowadays, the plan is being implemented in countries such as Japan, New Zealand, Ireland, England, Germany, and Denmark. Many other developed countries have also a decentralized educational system. Such plans or similar plans are being implemented and they can be categorized into this group (descriptive evaluation). Many of the less developed countries, such as Cuba, Fiji, Gambia, Ghana, Jamaica, Bangladesh, and Paraguay are also implementing this plan (Sobhanifard, 2002). A descriptive evaluation plan was carried out in Iran in 1955, but it ceased after a short time without reporting its reasons (Hasani, 2005). This plan began in the academic year of 2003-2004 with the coverage of 200 first-grade classes as a pilot. In the academic year of 2004-2005, this plan covered 500 classes including 300 first-grade and second-grade classes. It also covered 1000 classes, including 500 first-grade and 300 second-grade classes in the academic year of 2005-2006. After conducting studies on the way of implementing this plan by Ministry of Education, the Supreme Council of this ministry approved that this plant to be implemented in the academic years of 2006-2007 and 2007-2008 without any increase in its coverage (Ebrahimi Dinani, 2008). After proving its efficiency at the elementary schools in 2008, its implementation at the national level was approved by the Supreme Council of Ministry of Education. Although its implementation lasts for many years, great number of harms is seen still in its implementation, so that if they are not identified, many of the structural and content developments followed by education system will not be realized. Therefore, the current research was conducted to identify the qualitative-descriptive evaluation harms in all dimensions from the elementary school teachers' point of view.

In a research entitled "comparative study of qualitative-descriptive evaluation with child rights system in Iran", Hasani (2014) found that based on existing analyses on the qualitative-descriptive evaluation properties and the results of research conducted in Iran, qualitative-descriptive evaluation is compatible with legal documents related to the rights of children in terms of four dimensions (support, prevention, meeting the needs, and participation), that is, qualitative-descriptive evaluation takes steps in line with realization of these rights. In addition, Hasani and Nosrat Nakuhi (2014) realized that the level of learning and academic achievement of students in the descriptive evaluation group was more than that of students in traditional evaluation group, * but no significant difference was found between students of descriptive evaluation plan and students of the traditional evaluation plan in terms of their self-esteem. Shekari (2014) reported that the most important challenges facing the qualitative-descriptive evaluation plan include lack of justification for teachers and parents, the large number of students, the lack of facilities in accordance with the plan, much time needed to implement the plan, lack of paying attention to plan by teachers, the easy upgrading of students to higher classes, and inadequate indices for assessment of the students.

The study conducted by Mastery and Schmidt (2010) has shown that the use of functional tests has a positive impact on knowledge, attitudes and skills of learners. Anderson, English and Hedrick (2006) also believe that descriptive evaluation is not limited to educational processes and presenting the mechanisms for student achievement, it is used widely in clinical studies and behavioral analysis of exceptional children, but the important point here is that most of the methods used in descriptive evaluation are not explicitly explained.

In addition, (Ndore et al., 2006; Thompson and Iwata, 2001; Volmer et al., 2001) have shown that descriptive evaluation can be an effective tool for describing important interactions among individuals. In their study entitled "the effect of self-assessment on success and the effect of self-

assessment teaching on function of students, Mcdonald and Boud (2003) also found that self-assessment has significant impact on academic performance, continuous progression in learning, and creating motivation for learning.

In their study, entitled "Coping with conflicting demands; assessing the students in elementary schools in the Netherlands", Block et al found that the golden principle in the new approach was "evaluation for learning," not "evaluation of learning." In the new approaches, evaluator does not evaluate the learner but makes him or her sensitive to progress and has respectful perspective to learner and provides positive feedback. This approach stresses on continuous and step by step evaluation rather than "memory-orientation". In a study entitled "assessing the teachers' booklet", Doolittle found that evaluation of students' learning without giving score led to more satisfaction by teachers and students, low anxiety, and mental health. In a study in UK with regard to educational evaluation of leaners by using the booklet, Kemp and Tuperoff (2001) found that using the booklet would enable the learner to be active and independent. It also would create an intrinsic motivation for learners and improve the achievements. Review of literature suggests that it limited studied have been conducted on qualitative-descriptive evaluation, especially in domestic studies, and most of them are theoretical. Most of the domestic studies have investigated the impact of qualitative-descriptive evaluation on student learning, and its relationship with creativity, self-concept, and level of stress and anxiety. However, they have not investigated the harms of qualitative-descriptive evaluation in practice. Even in foreign studies, the advantages of this type of evaluation have been highlighted and problems in realization of the goals have been overlooked. In General, it seems harms of this type of evaluation have not been examined deeply. Therefore, the present research was conducted to investigate the qualitative-descriptive evaluation harm in elementary schools in order to answer the following questions:

1-What is the teachers' attitude towards the harms in qualitative-descriptive evaluation in elementary schools?

2-Is there a significant relationship between the teachers' attitude towards the harm in qualitative-descriptive evaluation and their demographic characteristics (educational grade, gender, education district, field of study, and experience of teaching in elementary school)?

METHODOLOGY

This research is quantitative and descriptive (Razavieh, 2011: 237), conducted by using survey method. The research population included all elementary school teachers in Shiraz city in the academic year of 2016-2017. A randomized cluster sampling method was used to select the research sample. Thus, three male and three female elementary schools were randomly selected first from each of the four districts of Shiraz areas of education, and all teachers in each school completed the research questionnaire. Thus, a total of 200 teachers (63 male and 137 female) from 24 schools (50 teachers from each district) participated in the research, which 31, 24, 34, 31, 36, and 44 of them were teaching in the first, second, third, fourth, fifth, and sixth grades, respectively. The field of study of 115 teachers was elementary education and field of study of 85 of them was non-elementary education. In terms of education level, 50 of them had master and PhD level of education, 115 of them had bachelor and 35 of them had associate and high school level of education. Their age ranged from 28 to 57 years and teaching experience of them was between 6 and 42 years.

Research tools

To examine the descriptive-qualitative evaluation harms, qualitative-descriptive evaluation questionnaire developed by the researcher was used. First, based on the sources and previous studies as well as interview of 8 qualitative-descriptive evaluation experts, 8 parents, and 8 teachers of the elementary school, five dimensions (feedback, parents, tools, score, and evaluation) were identified in the qualitative-descriptive evaluation method that is performed in Iran elementary Schools. In total, 50 items were designed and they were answered on a 5-Likert scale ranging from 1 (completely disagree) to 5 (completely agree). Finally, the final questionnaire with 29 items and five dimensions was developed after examining the items and eliminating the similar items and performing a confirmatory factor analysis (will be discussed later).

Results of confirmatory factor analysis of the questionnaire

A confirmatory factor analysis was used to examine the validity of the questionnaire dimensions by using LISREL software.

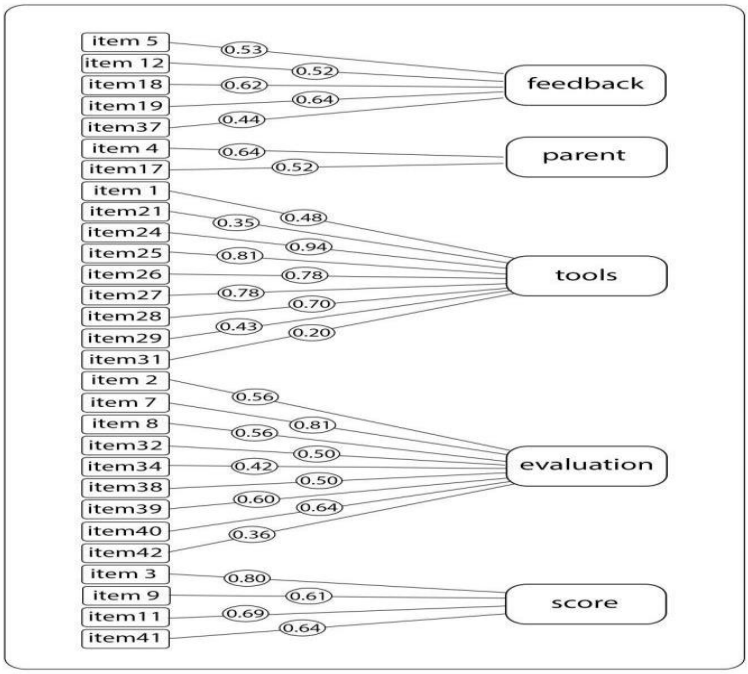

Figure 1: Confirmatory factor analysis of questionnaire dimensions

According to Chart 1, in the feedback dimension, there are items 5 (0.53), 12 (0.52), 18 (0.62), 19 (0.64) and 37 (0.44) and item 35 was eliminated. In the parents dimensions, they are items 4 (0.64) and 17 (0.52), and the item 16 was eliminated. In the tools dimension, there are items 1 (0.48), 21 (0.35), 24 (0.94), 25 (0.81), 26 (0.78), 27 (0.78), 28 (0.70), 29 (0.43) and 31 (0.20); and item 23 and 22 were eliminated due to the low factor load. In the evaluation dimension, there are items 2 (0.56), 7 (0.81), 8 (0.56), 32 (0.52), 34 (0.42), 38 (0.50), 39 (0.60), 40 (0.64) and 42 (0.36) and no item was eliminated. Moreover, in the score dimension, there are items 3 (0.80), 9 (0.61), 11 (0.69) and 41 (0.64), and no item was eliminated.

Reliability of Research Tool

Cronbach's alpha was used to examine the reliability of research tool. The results are presented in Table 1.

Table 1: Cronbach's alpha coefficients for dimensions and whole questionnaire

dimensions and whole questionnaire	Cronbach's alpha coefficients
Feedback	0.60
Parents	0.45
Tools	0.78
Evaluation	0.72
Score	0.65
Total	0.87

As shown in Table 1, alpha coefficients for dimensions of feedback, parents, tools, evaluation, score, and total is 0.60, 0.45, 0.72, 0.65, and 0.87, respectively.

Procedure:

After obtaining a license from the College of Education and Psychology of Shiraz University and the Education Ministry of Fars province, the researcher attended at schools and spoke with teachers and ensured them that the results would remain confidential, and finally, after obtaining the consent of the subjects, they completed the questionnaire. After collecting the data, in order to answer the first question, repeated measures analysis of variance was used to analyze the dimensions of evaluation in the teachers group, and Bonferroni test was used to determine the significance in each of the dimensions. In the second question, Multivariable Analyze of Variance was used for difference between male and female, field of study, education grade, level of education, district, and correlation coefficient test was used for experience of teaching in elementary school and work experience in Education.

RESULTS

Table 2 presents the statistical indices of the mean, standard deviations and the number of the students based on educational grade

Table 2: statistical indices of qualitative-descriptive evaluation dimensions based on academic grade

Grade	dimension	mean	SD	n
First	evaluation	٣٣/٦٥	٤/٠١	٣١
Second		٣٣/٢٩	٦/٩٤	٢٤
Third		٣٣/٩٤	٥/٦٢	٣٤
Fourth		٣٢/٤١	٥/٤١	٣١
Fifth		٣٤/٨٣	٤/٦٨	٣٦
sixth		٣٥/٧٩	٥/١١	٤٤
total		٣٤/١٥	٥/٣٣	٢٠٠
First	tools	٢٩/٠٩	٥/٣٦	٣١
Second		٢٩/٦٢	٥/٩٦	٢٤
Third		٢٩/٦٧	٥/١٥	٣٤
Fourth		٣٠/١٢	٥/١٠	٣١
fifth		٢٩/١٣	٤/٦١	٣٦
sixth		٣١/٢٠	٥/٠٠	٤٤
total		٢٩/٨٩	٥/١٥	٢٠٠

First	parents	۷/٤٥	۱/۸٤	۳۱
Second		۷/۷۹	۱/٥۸	۲٤
Third		۷/۷٦	۱/۷۷	۳٤
Fourth		۷/۷٤	۱/۷٦	۳۱
fifth		۷/۸۸	۱/۳۲	۳٦
sixth		۸/۲۹	۱/٥٤	٤٤
Total		۷/۸٥	۱/٦٤	۲۰۰
First	feedback	۱٦/۰۰	۳/۱۷	۳۱
Second		۱٦/۸۳	۳/۷٤	۲٤
Third		۱۷/۱٤	۳/٤۰	۳٤
Fourth		۱۷/٥۱	۳/۷٤	۳۱
fifth		۱۷/۰۰	۳/٦٦	۳٦
sixth		۱۸/۷٥	۳/۱۰	٤٤
total		۱۷/۳۱	۳/٥۲	۲۰۰
First	score	۱۲/۳۸	۳/۹٦	۳۱
Second		۱۳/۲۰	۳/۲۸	۲٤
Third		۱۳/۰۰	۳/۲٤	۳٤
Fourth		۱۳/۹٦	۳/۲۷	۳۱
fifth		۱۳/۸۰	۳/۳۷	۳٦
sixth		۱٤/٦٥	۲/۹٤	٤٤
Total		۱۳/٥۹	۳/۳۸	۲۰۰

Table 3 presents the statistical indicators of the mean, standard deviations and the number of harm with regard to gender of the sample group.

Table 3: Statistical Indices of different dimensions of qualitative – descriptive evaluation based on gender

gender	dimensions	mean	SD	n
Male	evaluation	۳٦/۱٥	٤/۲۹	٦۳
female		۳۳/۲۲	٥/٥۲	۱۳۷
Total		۳٤/۱٥	٥/۳۳	۲۰۰
male	tool	۲۹/٥۰	٤/۷٥	٦۳
female		۳۰/۰٦	٥/۳۳	۱۳۷
Total		۲۹/۸۹	٥/۱٥	۲۰۰
male	parents	۸/۱۱	۱/۲٥	٦۳
female		۷/۷۳	۱/۷۸	۱۳۷
Total		۷/۸٥	۱/٦٤	۲۰۰
male	feedback	۱۷/۸۲	۲/۹۹	٦۳
female		۱۷/۰۸	۳/۷۲	۱۳۷
total		۱۷/۳۱	۳/٥۲	۲۰۰
male	score	۱٤/۹۳	۳/۰۰	٦۳
female		۱۲/۹۷	۳/۳۷	۱۳۷
total		۱۳/٥۹	۳/۳۸	۲۰۰

Table 4 presents descriptive statistics (mean, standard deviation and number) for each of qualitative-descriptive pathology dimensions based on four districts of Ministry of Education

Table 4: Statistical indices of different dimensions of qualitative – descriptive evaluation pathology based on district of Ministry of Education

district	dimensions	mean	SD	n
1	tool	۲۹/۰۸	٤/۸۱	٥۰
2		۲۹/۰۲	٥/۳۰	٥۰
3		۳۱/٤۰	٥/٤۷	٥۰
4		۳۰/۰٦	٤/۷٦	٥۰
total		۲۹/۸۹	٥/۱٥	۲۰۰
1	Parents	۷/٤٤	۱/٥٥	٥۰
2		۸/۲۰	۱/٦۰	٥۰
3		۷/۷٦	۱/۷۳	٥۰
4		۸/۰۲	۱/٦۲	٥۰
total		۷/۸٥	۱/٦٤	۲۰۰
1	feedback	۱٦/۸٤	۲/۹٤	٥۰
2		۱۷/۰٦	٤/۱۲	٥۰
3		۱۷/٦۲	۳/٤۷	٥۰
4		۱۷/۷٤	۳/٤٦	٥۰
total		۱۷/۳۱	۳/٥۲	۲۰۰
1	Score	۱۳/۰٤	۳/۲٦	٥۰
2		۱۳/٦۰	۳/٥۳	٥۰
3		۱۳/۷۲	۳/۷۲	٥۰
4		۱٤/۰۰	۲/۹۹	٥۰
total		۱۳/٥۹	۳/۳۸	۲۰۰
1	evaluation	۳۳/٥۸	٤/٤۹	٥۰
2		۳٤/۲۲	٥/۱۷	٥۰
3		۳٤/۳٦	٦/٤٥	٥۰
4		۳٤/٤٤	٥/۱٥	٥۰
total		۳٤/۱٥	٥/۳۳	۲۰۰

Table 5 presents the means, standard deviations and the number of respondents in the variable of teachers' attitude towards qualitative-descriptive evaluation and its dimensions according to the field of study.

Table 5: Statistical indices of different dimensions of qualitative- descriptive evaluation pathology based on field of study

field of study	dimensions	mean	SD	n
elementary	tools	۲۹/۸۹	٥/۱٥	۱۱٥
other		۲۹/۸۸	٥/۱۹	۸٥
total		۲۹/۸۹	٥/۱٥	۲۰۰
elementary	parents	۷/۷٦	۱/٥۹	۱۱٥
other		۷/۹۷	۱/۷۰	۸٥
total		۷/۸٥	۱/٦۲	۲۰۰
elementary	feedback	۱۷/۲۱	۳/۷۰	۱۱٥
other		۱۷/٤٤	۳/۲۷	۸٥
total		۱۷/۳۱	۳/٥۲	۲۰۰
elementary	score	۱۳/٥٦	۳/٦۰	۱۱٥
other		۱۳/٦۲	۳/۰۸	۸٥
total		۱۳/٥۹	۳/۳۸	۲۰۰
elementary	evaluation	۳٤/۳۸	٥/۲۷	۱۱٥
other		۳۳/۸۳	٥/٤۳	۸٥
total		۳٤/۱٥	٥/۳۳	۲۰۰

Table 6 presents the means, standard deviation and the number of respondents in the variable of teachers' attitudes towards the qualitative-descriptive evaluation harms and its dimensions based regard to education level

Table 6: Statistical indices of different dimensions of qualitative - descriptive harms based on education level

education level	dimensions	mean	SD	N
Master and PhD	tools	۳۰/۰۰	۵/۱۲	۵۰
bachelor		۲۹/۹٤	۵/۲۱	۱۱۵
Associate and high school		۲۹/۷۰	۵/۱۰	۳۵
total		۲۹/۸۹	۵/۱۵	۲۰۰
Master and PhD	parents	۷/۹٤	۱/٤٦	۵۰
bachelor		۷/۷۹	۱/۷۰	۱۱۵
Associate and high school		۷/۸۸	۱/٦۸	۳۵
total		۷/۸۵	۱/٦٤	۲۰۰
Master and PhD	feedback	۱۷/۸٤	۳/٤۷	۵۰
bachelor		۱۷/۰۱	۳/۵۸	۱۱۵
Associate and high school		۱۷/٤٤	۳/۳۵	۳۵
total		۱۷/۳۱	۳/۵۲	۲۰۰
Master and PhD	score	۱٤/۰۸	۳/۵٦	۵۰
bachelor		۱۳/٤٦	۳/۳۳	۱۱۵
Associate and high school		۱۳/۲۳	۳/۳۳	۳۵
total		۱۳/۵۹	۳/۳۸	۲۰۰
Master and PhD	evaluation	۳۳/٦٤	۵/٤٦	۵۰
bachelor		۳٤/۵۵	۵/۲۵	۱۱۵
Associate and high school		۳۳/۵۵	۵/۵۳	۳۵
total		۳٤/۱۵	۵/۳۳	۲۰۰

First question: What is the attitude of teachers towards the harms in qualitative-descriptive evaluation in elementary schools?

The results of repeated-measures variance analysis to compare the teachers' attitudes toward existing harms in descriptive evaluation in 5 dimensions are presented in Table 7.

Table 7: results of repeated-measures variance analysis to analyze the qualitative-descriptive evaluation dimensions in the group of teachers

Variance sources	Sum of squares	Degree of freedom	Error degrees of freedom	Mean of squares	F	P
qualitative-descriptive evaluation dimensions	56.15	4	796	14.03	50.11	0.0001

According to Table 7, there is a significant difference between the teachers' attitudes towards dimensions of qualitative-descriptive evaluation harms ($p < 0.0001$ and $F = 50.11$).

The results of statistical analysis showed that the number of harms in evaluation dimension is more than that of score and feedback dimensions ($p<0.0001$) and the number of harms in the parents dimension was more than that of score and feedback dimensions ($p<0.0001$) and the number of harms in the tools dimension was more than that of feedback dimension ($p<0.007$).

Additionally, there is no significant difference between the dimensions of evaluation and parents, the score and the feedback, and the score and tools.

Second question: Is there a significant relationship between teachers' attitudes towards the qualitative-descriptive evaluation harms and their demographic characteristics (educational grade, gender, district of ministry of education, field of study, level of education, experience in ministry of education, and experience of teaching in elementary school)?

A. Teachers' attitudes towards the existing harms in the qualitative-descriptive evaluation based on their academic grade

Multivariate analysis of variance was used to examine the difference between teachers' attitude towards the dimensions of qualitative-descriptive evaluation harms in different educational grades.

Table 8: variance analysis effects test for qualitative-descriptive evaluation dimensions based on academic grade

Source of variance	Dependent variable	Sum of squares	Degrees of freedom	Mean of squares	F	P
Educational base	tools	۱۲۰/۸۵	۵	۲۴/۱۷	۰/۹۰	۰/۴۷
	Parents	۱۴/۳۹	۵	۲/۸۷	۱/۰۶	۰/۳۷
	feedback	۱۵۵/۹۵	۵	۳۱/۱۱	۲/۶۰	۰/۰۲
	score	۱۱۶/۵۷	۵	۲۳/۳۱	۲/۰۹	۰/۰۶
	Evaluation	۲۵۵/۸۵	۵	۵۱/۱۷	۱/۸۳	۰/۱۰
	error	۱۶۲۳۷	۱۹۴			
	Total score	۱۵۵۷۳	۱۹۹			

As Table 8 shows, there is a significant difference between the attitudes of teachers regarding their educational grade in the feedback dimension (P = 0.05, F = 2.6).

The results showed that the attitude of the sixth grade teachers towards the feedback dimension was significantly higher than that of the first grade teachers (mean difference of 2.75).

B. Teachers' attitudes towards harms in qualitative-descriptive evaluation based on gender

In order to investigate the difference between qualitative-descriptive harms dimensions in male and female gender, multivariate analysis of variance was used. The results are presented in Table 9.

Table 9: variance analysis effects test for descriptive-qualitative evaluation dimensions based on gender

Source of variance	Dependent variable	Sum of squares	Degrees of freedom	Mean of squares	F	P
gender	tools	۱۳/۴۲	۱	۱۳/۴۲	۰/۵۰	۰/۴
	parents	۶/۰۳	۱	۶/۰۳	۲/۲۵	۰/۱
	feedback	۲۳/۹۵	۱	۲۳/۹۵	۱/۹۴	۰/۱
	score	۱۶۶/۷۵	۱	۱۶۶/۷۵	۱۵/۶۳	۰/۰۰۰۱
	evaluation	۳۷۱/۱۰	۱	۳۷۱/۱۰	۱۳/۸۷	۰/۰۰۰۱
	error	۱۵۶۵۶	۱۹۸			
	Total score	۱۶۲۳۷	۱۹۹			

According to Table 9, there is a significant difference between attitudes of female and male teachers in dimensions of score (p = 0.0001, F = 15.63) and evaluation (p = 0.0001 and F =

13.87). In addition, according to Table 3, the attitude of males to the harms was higher than that of females in the dimensions of evaluation and score.

C. The teachers' attitude towards the existing harms in qualitative-descriptive evaluation based on education district, field of study, and teachers' education level.

The results showed that there was no significant difference between teachers' attitudes towards qualitative-descriptive evaluation harms based on education district, field of study, and education level of teachers.

D. Correlation between the experience of teachers in ministry of education and the qualitative-descriptive evaluation dimensions.

The results showed that only the feedback dimension had a significant correlation with a teacher's experience in ministry of education ($r = 0.22$ and $P < 0.01$). This means that with increasing the teaching experience in ministry of education, teachers' attitudes to the harms in feedback area increase.

E- Correlation between teaching experience of teachers in elementary schools and the dimensions of qualitative-descriptive evaluation

The results showed that none of the dimensions of the qualitative-descriptive evaluation harms had a significant correlation with the teacher's teaching experience at elementary school.

DISCUSSION AND CONCLUSION

The results showed that there is a significant difference between the dimensions of evaluation and the score, feedback and tools for the favor of feedback. Due to lack of knowledge of the teachers about the goals of qualitative-descriptive evaluation and its impact, teachers working in the quantitative evaluation system, the pressure of parents to give a score to their children, and the difficulty of controlling the class due to lack of score and lack of knowledge on the methods of creating the motivation for the course and so on, any problem would be considered as qualitative-descriptive evaluation. Thu, the harms in this dimension would increase. Moreover, in parent dimension, there is a significant difference in score, tools, and feedback in favor of parents. As teachers stated, parents are unaware of the qualitative-descriptive evaluation, and in many cases, teachers face the problem due to changes in their content and methods of teaching and their justification is difficult due to many changes, parents ' grow up in the quantitative system and expect of score from teachers. For this reason, there is greater number of the harms in this dimension form the point of view of teachers.

Since the teachers are more dealing with themselves in the dimension of the tools (checklist, booklet, functional, etc.), they will less likely to face the problem, but in the feedback dimension, they are more directly dealing with student and the parent. Due to elimination of score from educational system and lack of familiarity with types of feedbacks in this dimension, they face with greater number of harms in the tools dimension. There was no significant difference between the dimensions of evaluation and parents, score and feedback, and score and tools. From the point of view of teachers, parents are unaware of qualitative-descriptive evaluation and their justification is also difficult for this reason. In addition, they refer to greater number of harms due to the lack of knowledge of the goals of qualitative-descriptive evaluation in this dimension. For this reason, there is no significant difference between the two dimensions. Additionally, teachers are more likely consider the feedback and score same, and despite the lack of score in

qualitative-descriptive evaluation, they consider it as an assessment tool, so no significant difference was seen between the score and feedback and the tool. The results also showed that the attitude of the sixth grade teachers toward the feedback dimension was significantly higher than that of first grade teachers. From the sixth grade teachers' point of view, there is greater number of harms in the feedback dimension. In addition, in the score dimension, it was also observed that higher-grade teachers consider greater number of harms than lower-grade teachers, as feedback dimension. In explaining the results, it could be stated that it is likely that teachers of different grades have same view with regard to evaluation, tools and parents, but in the feedback dimension, there is need for more control techniques due to increasing the difficulty of content of books and an increase in the students' age.

In addition, due to the lack of knowledge of the teachers about the types of feedback, more focus on written feedback and the lack of scoring tools to create fear and more control, they are greater number of harms in this dimension from the point of view of higher-grade teachers. Finally, due to not considering the score equivalent to feedback from the viewpoint of most teachers, it is likely that there is greater number of harms from the point of view of higher-grade teachers. In line with results of this research, Beyrami (2014) also concluded that there is a significant difference between the component of feedback and the educational grade. The results also showed a significant difference between the attitude of male and female teachers towards the harms of evaluation in the dimensions of score and evaluation for the favor of males, but no difference was seen in dimensions of tools, parents, and feedback. While teachers deal with parents, due to change in the content of books, parents' involvement, parents' lack of knowledge, etc., it seems that there are similar harms in the dimension of parents' injuries from the viewpoint of male and female teachers. In addition, in the dimension of tools and feedback, there are harms such as teachers' lack of knowledge of functional tests, difficulty in descriptive feedbacks, and so on, and it is not related to gender.

However, in the score and evaluation dimension, it seems that female teachers have accepted qualitative-descriptive evaluation more easily, as their follow-up in festivals and classroom activities is evidence of this claim. However, as males work more than females, they are not familiar with descriptive evaluation and they are looking for their convenience. In addition, due to sense of compassion and more patience of females compared to males in describing the descriptions, it seems that they agree more with descriptive evaluation. Perhaps for this reason, males referred to greater number of harms in these two dimensions. The results of current research are consistent with the results of the research conducted by Shekari, Sobhani Nejad and Behruy (2013), but inconsistent with results of the research conducted by Beyrami (2014). There was no significant difference between teachers' attitudes toward qualitative-descriptive evaluation harms given the ministry of education district. However, in the tools dimension with $p<0.07$, it was for the favor of District 3. While it was expected that teachers of some districts to refer to fewer harms compared to teachers of other districts, such result was not found. It is likely that many teachers are displaced among the districts and according to the observations, there is no significant difference between the teachers of the districts in terms of understanding the qualitative-descriptive evaluation and all are at the same level.

Perhaps for this reason, no difference was seen between their means. However, in the dimension of the tool, based on the personal experience and the theory of other colleagues in District 3, due to the high emphasis of the Ministry of Education on qualitative-descriptive evaluation tools

(booklet, checklist, functional tests, etc.), teachers are also unaware of the goal of this tool and they refer to greater number of harms in this dimension. In explaining the results, it could be stated that as qualitative-descriptive evaluation is not considered at the university education level and given the short life of qualitative-descriptive evaluation, it has not been considered in elementary education and little information of teachers has gained from in-service classes and classroom and group experiences, it is likely that attitude towards harms to be independent from the effect of education level and field of study. The results of this study are consistent with the results of the studied conducted by Shekari, Sobhani Nejad and Behruy (2013), and Kharazmi (2010).

In explaining the significance of relationship between qualitative-descriptive evaluation harms in the feedback dimension and teacher's work experience in ministry of education and non-significance of relationship between dimensions of harms and teacher's experience in elementary school, it could be stated that some experiences of elementary teachers were gained from sources other than elementary schools and they had less experience in elementary school and they believed that there are greater number of harms in feedback dimension. These people are certainly unfamiliar with descriptive feedback, and perhaps the most important problem that people face is these descriptive feedbacks and scoring different from high school scoring method, so they consider that there is greater number of harms in this dimension. In addition, teachers with high experience, skill, and habit of giving feedback through score have no ability of accepting the descriptive feedback system. For this reason, they refer to greater number of harms. However, as elementary teachers are more familiar with qualitative-descriptive evaluation, there is no significant difference between their attitudes towards qualitative-descriptive evaluation harms.

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