

## AN ANALYSIS OF 8<sup>TH</sup> GRADE STUDENTS' ACHIEVEMENT IN TRANSITION FROM PRIMARY EDUCATION TO SECONDARY EDUCATION (TEOG) EXAM<sup>1</sup>

### TEMEL EĞİTİMDEN ORTAÖĞRETİME GEÇİŞ (TEOG) SINAVINA GİREN 8. SINIF ÖĞRENCİLERİN BAŞARILARININ İNCELENMESİ

İkramettin DAŞDEMİR<sup>2</sup>

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**Abstract:** The purpose of this study is to examine the relationship between the achievement scores gotten by the eighth grade secondary school students in the first and second term TEOG examination results and to determine the achievement score differences in terms of gender. Non-experimental correlational and causal comparative research designs are used. This research was carried out with 150 8<sup>th</sup> grade students (76 males and 74 females) taking TEOG exam in 5 different schools in 2014-2015 education year. The data were analysed with SPSS 22,00 program. The results of the study revealed that students did not perform well in English and mathematics courses. Female students were more successful than male students in terms of Turkish, mathematics, and English courses and there was a high correlation between the same courses both in the first term and second term, Considering different courses, the correlation between Turkish and Revolution of History courses were the highest but it was determined that the lowest correlation was between the Religious Culture and Ethics courses and Mathematics and Science courses..

Keywords: *Gender, Student success, TEOG exam*

**Özet:** Bu araştırmanın amacı, ortaokul sekizinci sınıf öğrencilerinin birinci ve ikinci dönem TEOG sınav sonuçlarındaki başarı puanları arasındaki ilişkiyi incelemek ve cinsiyetler açısından başarı puan farklılığını tespit etmektir. Araştırmada, deneysel olmayan nedensel karşılaştırma ve ilişkisel araştırma desenleri kullanılmıştır. Araştırma, 2014-2015 eğitim-öğretim yılında 5 farklı okulda TEOG sınavına girmiş toplam 150 (76 Erkek, 74 Kız) sekizinci sınıf öğrencisi ile gerçekleştirilmiştir. Veriler SPSS 22,00 programı kullanılarak analiz edilmiştir. Araştırmanın sonucunda, öğrencilerin Matematik ve İngilizce derslerinde istenilen ölçüde başarılı olmadıkları, kız öğrencilerin Türkçe, Matematik ve İngilizce derslerinde erkek öğrencilerden daha başarılı oldukları, birinci ve ikinci dönem aynı derslerdeki başarı oranları arasında istatistiksel açıdan yüksek bir ilişki olduğu, farklı dersler arasında ise en yüksek ilişkinin Türkçe dersleriyle İnkılap tarihi dersleri arasında, en düşük ilişkinin ise Din Kültürü ve Ahlak Bilgisi derslerinin Matematik ve İngilizce dersleri arasında olduğu tespit edilmiştir.

Anahtar Sözcükler: *Cinsiyet, Öğrenci başarısı, TEOG sınavı*

### Introduction

Exams which have become a part of the education system in our Turkey cause the school age children to compete with each other. Assessment and evaluation activities are one of the important issues of education which determines whether education has reached its goals or objectives and also makes contribution to their development (Çeçen, 2011). Assessment and evaluation activities are not only associated with written exams, oral exams held or homework

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<sup>22</sup> Atatürk Üniversitesi, Kazım Karabekir Eğitim Fakültesi, Fen Bilgisi Eğitimi, [ikramettindasdemir@gmail.com](mailto:ikramettindasdemir@gmail.com).  
ORCID ID:0000-0002-4007-7614

assigned by teachers (Uzoğlu, Cengiz and Daşdemir, 2013). In addition to this, exams administered by the Ministry of Education assess students' performance. One of these exams is transition from primary education to secondary education exam. This exam was first called High School Entrance Exam (LGS) till 2004, then it became Secondary Education Student Selection and Placement Exam (OKS), Placement Test (SBS) between 2008 and 2013 and finally it was changed from Transition from Primary Education to Secondary Education Exam (TEOG) at the beginning of 2013-2014 education year. When Ministry of National Education took central exam decision, they wanted to realize some purposes: to reinforce teacher student and school relationship, to spread out performance evaluation on a continuum, to make teachers' and school's roles more effective in education process, to provide simultaneous implementation of curriculum throughout the country, to reduce the need for out-of-school education settings, to reduce disadvantages caused by one exam via providing make-up, to reduce exam anxiety by spreading it out on a continuum, to monitor and evaluate students' learning outcomes objectively, and to have students manage exam stress (MEB, 2013). MEB introduced TEOG system to realize these purposes. TEOG system is a system which has been implemented by Turkish Republic Ministry of National Education since 2013-2014 education year. According to the system, two exams of the six courses is administered with a central exam sent by MEB. Considering this new system, 8<sup>th</sup> grade student will take 6 different exams from six different courses and they will get a place at a high school with an addition of end-of-year achievement scores to the weighted central exam scores. One of the exams which a teacher administers for 6 main courses (Turkish, Mathematics, Science and Technology, Religious Culture and Moral Knowledge) will be a central exam. The second exam of the courses with three exams and the first exam of the courses with two exams will be centrally conducted. Students take these exams in two sessions in their own schools. Moreover, on condition that a student who cannot take an exam produces a documentation of his alleged excuse, they will be given an opportunity to take make-up exam. Based on all of the examinations taken at the end of the 1<sup>st</sup> and 2<sup>nd</sup> terms, end-of-year achievement grades will be calculated and this score will affect their high school placement score. There will be multiple choice questions (4 options) in the exam. Training successful and qualified young people considering the requirements of the information age is among the goals of national education (Sağlam-Tosun, 2016). With the development of information and communication technologies, innovations have been made in our understanding of education. Different methods of measurement procedures at national and international levels for different grades have been carried out to keep up with the latest developments in our country (Özer, 2009). This measurement procedures have been performed in different ways considering the changes in education system in our country. The common point of all these changes is to have students get a place at an upper education institution via a centralized exam system. Getting a place at a good upper education institution will make contributions to their future education. Thus, it is quite important that students' achievement in different courses and the relationship between these courses must be known. When literature was examined, the researchers found that different studies were carried out about TEOG (Atila and Özken, 2015; Arı and İnci, 2015; Karaca, Bektaş and Armağan, 2015; Kaşıkçı, Bolat, Değirmenci and Karamustafaoğlu,

2015; Sağır 2015; SağlamTosun 2016; Zayimoğlu and Aksoy, 2014). Different dimensions of TEOG were discussed in these studies. Atila and Özeken ( 2015 ) aimed at exploring science teachers' views about TEOG and its reflections on education process. At the end of their research, they stated that science teachers had positive views about TEOG like being compatible with the content, reducing students' anxiety when compared to placement test, increasing teachers' responsibility, and administering the exam in 40 minutes, as written exams, and twice a year. However, they stated that TEOG had some disadvantages like causing lack of motivation for students after the exam, not being distinctive enough in terms of academic achievement, lack of homogeneous distribution of questions considering the learning outcomes, and causing parental pressure on teachers. On the other hand, Karaca, Bektaş and Armağan (2015) conducted a study in which they explored 8<sup>th</sup> grade students' perspectives towards science subjects which were included in the curriculum but not in the central exam. It was found in the study that while all students had negative attitudes towards science subjects which were asked in the exam and in which they lacked interest, only participants with higher academic achievement had positive attitudes towards science topics which were asked in the exams and in which they were curious about. Sağır (2015) carried out a study in which he aimed at revealing school administration's views about the changes made in policies of the school system and education in our country in the last years. The results of the study revealed that school directors stated that it was right to extend compulsory education system and gradually implement it; however, they stated that it would be more suitable to grade the school system as 5+3+4 than 4+4+4 due to the existing infrastructure. Moreover, it was concluded in the study that the pre-school education should not be mandatory because it was more likely to pose problems as students came to the primary school more prepared. Sağlam-Tosun (2016) examined the relationship between the achievements of the 8<sup>th</sup> grade students taking TEOG 1 in Science and Technology course and their genders, types of schools they went to and families' socio-economic conditions. The results of the study revealed that the students' achievement in science courses was not different in terms of gender but there was a difference between the schools they studied in and socio-economic conditions. As a result, it was revealed that different studies were conducted about TEOG in the literature. However, there were not any studies in literature which explored the correlation between the achievement scores of the students taking TEOG exam in Turkish, Mathematics, science, Revolution of History, English, religious culture and moral knowledge courses both in the first and second terms, the differences between the achievement scores in the first and second terms and the achievement score differences between the genders. This study will remedy the deficiency and it will also pioneer the future studies which will be carried out about the reasons for the failure in the courses by determining the students' level of competence in the courses in TEOG exam in the new education system (4+4+4). The study sought to answer the following research questions.

1. What are the students' average scores of the TEOG exam both in the first term and second term?

2. Is there a statistical difference between the students' average scores of the TEOG exam both in the first term and second term?

3. Is there a statistical difference between the genders considering the average scores of the TEOG exam both in the first term and second term?

4. What is the correlation between the students' first term courses?

5. What is the correlation between the students' second term courses?

6. What is the correlation between the students' courses in the first term and the second term?

dir.

### **Method**

In this research, non-experimental causal comparison and relational research designs were used. Relational research design was used to examine the relationship between students' TEOG-1 and TEOG-2 scores. The causal comparison design was used to determine difference between students' TEOG-1 and TEOG-2 scores and scores related to genders. Correlational research determines the degree of relationship between two or more variables (Karasar, 2000). Causal comparison is intended to determine the causes of differences between groups of people, their outcomes, conditions and participants without any intervention (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012)

### **The Study Group**

The population of the study consists of the 8<sup>th</sup> grade students studying in the black sea region province. Criterion sampling, one of the purposeful sampling techniques, was determined from the study group. In this phase, a non-random sampling is taken. This sampling is easily selectable from available and feasible unit (Büyüköztürk et al., 2012). This study was carried out with 150 8<sup>th</sup> grade students (76 males and 74 females) taking TEOG exam in 5 different schools in the 2014-2015 education year. In the correlation analysis, it is general opinion that the total number of data is almost 20 times the number of variables (Nakip, 2003) and this condition has been provided in our study

### **Data Analysis**

The correlation was utilised to determine the relationship between the scores, a dependent t-test was used to determine the relationship between the mean scores in the first term and second term, and an independent t-test was administered to detect the score differences between the genders for data analysis. The data were analysed using the SPSS 22,00 program.

## Findings

The findings related to the data from the research study were presented in tables.

Table 1: *First and Second Term TEOG Exam Score*

Lessons	First Term TEOG Exam Score		Second Term TEOG Exam Score	
	$\bar{X}$	SD	$\bar{X}$	SD
Turkish	65,93	23,950	72,27	22,507
Mathematic	43,37	24,244	50,10	23,348
Science	60,40	22,154	63,33	29,038
Religious Culture and Ethics	84,07	22,190	81,30	22,334
English	50,70	26,209	50,33	26,939
History of Revolution	61,77	25,245	66,27	24,338

When the TEOG exam scores in the first term are viewed in Table 1, it is found that the highest mean score belonged to religious culture and moral knowledge course(=84,07) and the students got the lowest mean score from Mathematics course (X=43,37).When the second term TEOG scores are examined, it is revealed that still the highest mean score belonged to religious culture and ethics course (X=81,30) and the students got the lowest mean score from Mathematics course (X=50,30). Dependent t-test was used to determine whether or not there was a statistically significant difference between the students' mean scores in the first term and the second term (Table 2)

Table 2. *First and Second Term Dependent t-Test Results*

Lessons	Term	N	$\bar{X}$	SD	df	t	p
Turkish	I.	150	65,93	23,950	298	- 2,360	0,019*
	II	150	72,27	22,507			
Mathematic	I	150	43,37	24,244	298	-2,450	0,015*
	II.	150	50,10	23,348			
Science	I	150	60,40	22,154	298	-0,984	0,326
	II	150	63,33	29,038			
Religious Culture and Ethics	I	150	84,07	22,190	298	1,076	0,283
	II.	150	81,30	22,334			
English	I.	150	50,70	26,209	298	0,119	0,905
	II	150	50,33	26,939			
History of Revolution	I	150	61,77	25,245	298	1,572	0,117
	II.	150	66,27	24,338			

When the data in Table 2 were examined, it was found that there was a meaningful difference between the students' Turkish and Mathematics scores regarding the first term and the second term but the difference between the scores of science, religious culture and moral knowledge, English, and Revolution of History courses was not statistically significant. Moreover, independent t-test was administered to determine whether or not students' first terms and second term TEOG scores were different considering gender. The results of independent t-test were given in Table 3 and Table 4.

Table 3. *First Term of TEOG Gender Scores Independent t-Test Results*

Lessons	Gender	N	$\bar{X}$	SD	df	t	p
Turkish	Males	76	62,24	24,061	148	- 1,933	0,055
	Female	74	69,73	23,392			
Mathematics	Males	76	38,75	23,482	148	-2,401	0,018*
	Female	74	48,11	24,252			
Science	Males	76	58,16	22,581	148	-1,259	0,210
	Female	74	62,70	21,616			
Religious Culture and Ethics	Males	76	81,97	22,775	148	-1,172	0,243
	Female	74	86,22	21,515			
English	Males	76	46,12	24,585	148	-2,197	0,030*
	Female	74	55,41	27,144			
History of Revolution	Males	76	60,66	25,747	148	-,544	0,587
	Female	74	62,27	24,842			

When the data in Table 3 were examined, it was determined that the female students' Mathematics and English mean scores were statistically meaningful when compared to male students but their mean scores in Turkish, science, English, and Revolution of History were not statistically meaningful. Moreover, it is revealed that the differences between the female students and male students' achievement scores in Turkish course were statistically quite close to significance level

Table 4. *Second Term of TEOG Gender Scores Independent t-Test Results*

Lessons	Gender	N	$\bar{X}$	SD	df	t	p
Turkish	Males	76	68,09	22,861	148	- 2,336	0,021*
	Female	74	76,55	21,453			
Mathematics	Males	76	46,51	22,554	148	-1,924	0,056
	Female	74	53,78	23,725			
Science	Males	76	59,08	29,186	148	-1,833	0,69
	Female	74	67,70	28,419			
Religious Culture and Ethics	Males	76	79,01	22,745	148	-1,274	0,205
	Female	74	83,65	21,807			
English	Males	76	44,67	26,272	148	-2,662	0,009*
	Female	74	56,15	26,542			
History of Revolution	Males	76	63,22	25,674	148	-1,559	0,121
	Female	74	69,39	22,634			

When the data in Table 4 were examined, it was determined that while female students' mean scores in Turkish and English were statistically meaningful compared to male students, the female students' mean scores in Mathematics, science, English, and Revolution of History were not statistically meaningful. Correlation analysis was performed to determine the correlation of the courses with each other in TEOG exam results. The analysis results were presented in Table 5 and Table 6.



Table 5. *First Term TEOG Scores Correlation*

First Term TEOG Scores Correlation	Turkish (T1)	Mathematics (M1)	Science (S1)	Religious Culture(R1)	English (E1)	History of Revolution(H1)
Turkish (T1)	1,000	,686	<b>,838</b>	,788	,726	,829
Mathematic (M1)	,686	1,000	,715	<b>,441</b>	,693	,636
Science (S1)	<b>,838</b>	,715	1,000	,722	,730	,813
Religious Culture(R1)	,828	<b>,441</b>	,722	1,000	,605	,767
English (E1)	,726	,693	,730	,605	1,000	,761
History of Revolution(H1)	,829	,636	,813	,767	,761	1,000

When the correlation between the first term TEOG achievement scores was examined in Table 5, it was determined that the highest correlation was between Turkish and science courses ( $r=0,838$ ) and the lowest correlation was between Mathematics and Religious Culture and Moral Knowledge courses ( $r=0,441$ ).

Table 6. *Second Term TEOG Scores Correlation*

Second Term TEOG Scores Correlation	Turkish (T2)	Mathematics (M2)	Science (S2)	Religious Culture (R2)	English (E2)	History of Revolution(H2)
Turkish (T2)	1,000	,647	,810	,775	,762	<b>,837</b>
Mathematic(M2)	,647	1,000	,766	<b>,502</b>	,741	,696
Science (S2)	,810	,766	1,000	,643	,779	,805
Religious Culture(R2)	,775	<b>,502</b>	,643	1,000	,567	,750
English (E2)	,762	,741	,779	,567	1,000	,737
History of Revolution(H2)	<b>,837</b>	,696	,805	,750	,737	1,000

When the correlation between the second term TEOG achievement scores was examined in Table 6, it was determined that the highest correlation was between Turkish and Revolution of History courses ( $r=0,837$ ) and the lowest correlation was between Mathematics and Religious Culture and Moral Knowledge courses ( $r=0,502$ ). Moreover, correlation analysis was performed to determine the relationship of the courses with each other in TEOG exam results. The analysis results were presented in Table 7.

Table 7. *First and Second Term TEOG Scores Correlation*

First and Second Term TEOG Scores Correlation	Turkish (T1)	Mathematics (M1)	Science (S1)	Religious Culture(R1)	English (E1)	History of Revolution(H1)
Turkish (T2)	,869	,606	,798	,791	,725	<b>,798</b>
Mathematic(M2)	,651	,751	,694	<b>,501</b>	,677	,628
Science (S2)	,748	,678	,818	,663	,723	,778
Religious Culture(R2)	,749	<b>,431</b>	,681	,826	<b>,580</b>	,724
English (E2)	,704	,671	,694	<b>,575</b>	,825	,720
History of Revolution(H2)	<b>,793</b>	,614	,770	,784	,686	,814

When the correlation between the first and second term TEOG scores was examined in Table 7, it was determined that the highest correlation was between Turkish-1 and Turkish-2 courses ( $r=0,869$ ) and the lowest correlation was between Religious Culture and Ethics-1 and Religious Culture and Ethics -2 courses ( $r=0,431$ ).

### Discussion and Conclusion

The correlation between the scores of Turkish, Mathematics, Science, Revolution of History, English, Religious Culture and Ethics courses both in the first and second terms in secondary school 8<sup>th</sup> grade TEOG exam score at 2014-2015 were compared. Besides TEOG exam mean scores both in the first term and second term considering gender were compared in this study. The results of the findings revealed that the mean scores of Turkish, Mathematics, Science, and Revolution of History were higher in the second term than the first term and the mean scores of English course were close to one another. Considering the differences between the terms, it was found that there was a statistically significant difference in Turkish and Mathematics courses but there was not a statistically significant difference in Science, and Religious Culture and Ethics courses. It can be stated that considering these results, the knowledge gained from the first term made contributions to the second term courses and this contribution was considerably higher especially in Turkish and Mathematics courses. Moreover, this difference may have resulted from the differences in subjects and questions in the first term and second term. This finding obtained from this study is compatible with the studies carried out by (Abacı- Çaylı, 2015; Sevindik, 2009). In addition, it was determined that mean scores of Mathematics and English were quite low when compared to other courses both in the first term and second term. Based on this result, the achievement in Mathematics and English courses may have resulted from the lack of knowledge they gained in previous years. This finding obtained from this study is compatible with the studies carried out by (Abacı -Çaylı, 2015; Sevindik, 2009). When the students' mean scores considering their gender were examined, it was found that female students' mean scores were higher than male students both in the first term and second term. Moreover, it was determined that girls got statistically more meaningful mean scores in the first term in Mathematics and English courses than boys but their mean scores in Turkish, Science, English, and Revolution of History were not statistically meaningful. In the second term, girls' mean



scores in Turkish and English were statistically more meaningful than boys but their mean scores in Mathematics, Science, English and Revolution of History were not statistically significant. In addition, it was revealed that the differences between the achievement scores of both boys and girls in Turkish in the first term and Mathematics in the second term were statistically close to the level of statistical significance. Regarding these results, it can be stated that girls are more successful than boys and especially, female students are more successful than male students in Turkish, Mathematics, and English courses. It is considered that the families in the region is important for the education of girls. This finding obtained from this study is compatible with the following studies (Arora , 2007. Akt. Pektaş, 2009; Fidan -Dişikitli, 2011; Gürsakal , 2012; Gündüver, 2011; PISA, 2015; Sağlam Tosun, 2016). Dikişikitli (2011) compared the 7<sup>th</sup> and 8<sup>th</sup> grade students' achievement with regard to gender and found that female students were more successful than male students. Moreover, Arora, 2007 (as cited in Pektaş , 2009) organised the TIMSS 2003 data obtained from Mathematics and Science and re-prepared for the 8<sup>th</sup> graders of 46 countries. The results of the study revealed that the females had higher average achievement scores than males in most of the countries. PISA (2015) revealed that females had higher average achievement scores than males in Turkey. It was found in the correlation which was performed to determine the relationship between the courses in the research that the highest correlation was between Turkish and Science in the first term ( $r=0,838$  ) and the lowest correlation was between Mathematics and Religious Culture and Ethics courses ( $r=0,441$ ) in the first term. In the second term, the highest correlation was between Turkish and Revolution of History (0,837) and the lowest correlation was between Mathematics and Religious Culture and Ethics courses (0,502). Moreover, the correlation between Turkish and Revolution of History courses was determined as 0.829 in the first term and it was determined as 0.810 between Turkish and Science in the second term. Considering these results, it can be stated that students' achievement in Turkish course made considerable contribution to their achievement especially in Science and Revolution of History courses. This result can also be explained with the fact that Science and Revolution of History questions included not only knowledge but also interpretation. The reason for a weak relationship between Mathematics and Religious Culture and Ethics courses is that these courses are completely independent of each other. This finding obtained from this study shows compatibility with these studies (Abacı -Çaylı, 2015; Sevindik, 2009)

It was found in the study that the correlation between all courses in the first term and second term was higher than the other courses. Depending on this result, it can be concluded that there is a high correlation between the students' achievement in the first term and second term. Moreover, when the relationship between the different courses in the first term and second term were examined, the highest relationship was between Turkish and Revolution of History courses and the least relationship was between Religious Culture and Ethics and Mathematics and English courses. Considering these results, it can be stated that because Revolution of History questions involved both knowledge and interpretation, the achievement in Turkish course could make contributions to achievement in Revolution of History course. It could be concluded that Religious Culture and Ethics course is not very much related to the Mathematics and English

courses. This finding obtained from this study is compatible with the study carried out by (Abacı -Çaylı, 2015). At the end of this study, the following might be suggested:

1. The reasons for students' failure in English and Mathematics courses must be searched.
2. The same study must be carried out with different sampling and they must be compared.

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## Genişletilmiş Özet

### Giriş

Ülkemizde eğitim sisteminin bir parçası haline gelen sınavlar okul çağındaki çocukların birbirleriyle rekabet içerisinde olmasına neden olmaktadır. Eğitimin, amaç ya da hedeflerine ulaşım ulaşılmadığını belirlemenin yanında bunların geliştirilmesine katkı sağlayan önemli hususlardan biri de ölçme ve değerlendirme etkinlikleridir (Çeçen, 2011). Ölçme ve değerlendirme faaliyetleri, yalnızca öğretmenlerin yaptığı yazılı, sözlü sınavlar ya da verdikleri ödevlere ilişkin değildir (Uzoğlu, Cengiz ve Daşdemir, 2013). Bunların yanında Milli Eğitim Bakanlığı tarafından yapılan sınavlarda öğrencilerin başarılarını ölçmektedir. Bu sınavlardan biri de ilköğretimden ortaöğretime geçiş sınavıdır. Bu sınav 2004 yılına kadar Liselere Giriş Sınavı (LGS) 2004-2008 yılları arasında Ortaöğretim Kurumları Seçme ve Yerleştirme Sınavı (OKS) ardından 2008-2013 yılları arasında Seviye Belirleme Sınavı (SBS) ve son olarak da 2013-2014 eğitim öğretim yılında başlanan Temel Eğitimden Ortaöğretime Geçiş (TEOG) Sınavı olarak değiştirilmiştir. MEB'in TEOG sınavına geçiş yapmasının amacı “öğrenci, öğretmen ve okul ilişkisini güçlendirmek, başarı değerlendirmesini sürece yaymak, eğitim sürecinde öğretmenlerin ve okulun rolünü daha etkin kılmak, ülke çapında müfredatın eş zamanlı uygulanmasını sağlamak, okul dışı eğitim kurumlarına yönelik ihtiyacı azaltmak, telafi imkânı sağlayarak tek sınavdan kaynaklanan olumsuzlukları azaltmak, sınav kaygısını sürece yayarak azaltmak, öğrenci kazanımlarını objektif bir şekilde izlemek ve değerlendirmek, öğrencileri sınav stresinden kurtarmaktır” şeklinde ifade edilmektedir (MEB, 2013). Yine Milli Eğitim Bakanlığı'nın amaçları arasında bilgi çağının gerektirdiği nitelik ve başarılı gençler yetiştirmekte vardır (Sağlam-Tosun, 2016). Bilgi ve iletişim teknolojisinin gelişmesiyle eğitim anlayışımızda yenilikler yapılmaktadır. Ülkemizde bu yeniliklere ayak uydurmak için ulusal ve uluslararası düzeyde farklı sınıf düzeyinde ölçme işlemleri yapılmaktadır (Özer, 2009). Bu ölçme işlemi ülkemizde eğitim sitemindeki değişikliklere göre farklı şekillerde gerçekleştirilmiştir (Sağlam-Tosun, 2016). Tüm bu değişikliklerin ortak yanı öğrencilerin merkezi sınav sistemiyle bir üst eğitim kurumuna yerleştirmektir. İyi bir üst eğitim kurumuna yerleşmek, öğrencilerin daha sonraki eğitimine olumlu yönde etki edecektir. Bu nedenle öğrencilerin farklı derslerdeki başarıları ve bu dersler arasındaki ilişkinin bilinmesi oldukça önemlidir. Literatür incelendiğinde, TEOG ile ilgili olarak çalışmaların yapıldığı tespit edilmiştir (Atila ve Özekeni, 2015; Arı ve İnci, 2015; Doğan ve Demir, 2015; Karaca, Bektaş ve Armağan, 2015; Kaşıkçı, Bolat, Değirmenci ve Karamustafaoğlu, 2015; Sağır 2015; Sağlam-Tosun, 2016; Zayimoğlu ve Aksoy, 2014). Yapılan bu çalışmalarda TEOG ile ilgi olarak farklı boyutlar ele alınmıştır. TEOG sınavına giren öğrencilerin, birinci ve ikinci dönem Türkçe, Matematik, Fen Bilimleri, İnkılap Tarihi, İngilizce ve Din Kültürü ve Ahlak Bilgisi derslerinin başarı puanları arasındaki ilişki, birinci ve ikinci dönem başarı puanları arasındaki farklılığı ve cinsiyetler arasındaki başarı ile ilgili bir çalışmaya rastlanmamıştır. Bu araştırmayla bu eksiklikler giderilmeye çalışılarak aşağıdaki sorulara yanıtlar aranmıştır.

1. Öğrencilerin birinci ve ikinci dönem TEOG başarı puan ortalamaları nasıldır?
2. Öğrencilerin birinci ve ikinci dönem TEOG başarı puan ortalamaları arasında bir farklılık var mıdır?
3. Cinsiyetler arasında birinci ve ikinci dönem TEOG başarı puan ortalamalarında bir farklılık var mıdır?
4. Öğrencilerin birinci dönem dersleri arasındaki korelasyon nasıldır?
5. Öğrencilerin ikinci dönem dersleri arasındaki korelasyon nasıldır?
6. Öğrencilerin birinci ve ikinci dönem dersleri arasındaki korelasyon nasıldır?

## **Yöntem**

Bu araştırmada deneysel olmayan nedensel karşılaştırma ve ilişkisel araştırma desenleri kullanılmıştır. Öğrencilerin TEOG puanları arasındaki ilişkiyi incelemek için ilişkisel araştırma deseni, birinci ve ikinci dönem TEOG puan farkları ile cinsiyetler arasındaki puan farklılığını belirlemek için nedensel karşılaştırma deseni kullanılmıştır. İlişkisel araştırma, iki veya daha fazla değişken arasındaki ilişkinin derecesini belirler (Karasar, 2000). Nedensel karşılaştırma, insan grupları arasındaki farklılıkların nedenlerini, sonuçlarını, koşullar ve katılımcılar üzerinde herhangi bir müdahale olmaksızın belirlemeyi amaçlayan bir yöntemdir (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2012). Çalışmanın evrenini Karadeniz Bölgesi'nde bir ilde öğrenim gören 8.sınıf öğrencileri oluşturmaktadır. Bu evrenden seçkisiz olmayan bir örnekleme alınmıştır. Bu örneklemede, kolay ulaşılabilir ve uygulanabilir birimlerden seçim yapılır (Büyüköztürk vd., 2012). Bu araştırma, 2014-2015 yılında 5 farklı okulda TEOG sınavına girmiş toplam 150 (76 Erkek, 74 Kız) sekizinci sınıf öğrencisi ile gerçekleştirilmiştir. Korelasyon analizinde toplam veri sayısı değişken sayısının 20 katı kadar olması genel kanı olup (Nakip, 2003), çalışmamızda bu koşul sağlanmaktadır. Verilerin analizinde puanlar arasındaki ilişki belirlemek için korelasyon, birinci dönem ve ikinci dönem puan ortalamaları arasındaki farklılığı belirlemek için bağımlı t testi, cinsiyetler arası puan farklılığını tespit etmek için bağımsız t testi uygulanmıştır. Verilerin analizi SPSS 22,00 programıyla yapılmıştır.

## **Bulgular**

Öğrencilerin birinci ve ikinci dönem TEOG sınavındaki ders ortalamalarının en yüksek Dinkültürü ve Ahlak Bilgisi dersine, en düşük ortalamanın ise Matematik dersine ait olduğu görülmüştür. Öğrencilerin birinci ve ikinci dönem TEOG sınavındaki ders puan ortalamaları karşılaştırılması sonucunda; ikinci dönem Türkçe ve Matematik puan ortalamalarının birinci dönemki puan ortalamalarından istatistiksel olarak anlamlı düzeyde yüksek olduğu, öğrencilerin ikinci dönem TEOG sınavındaki Fen bilimleri, Din Kültürü ve Ahlak Bilgisi, İngilizce ve İnkılap Tarihi derslerinin puan ortalamaları ile birinci dönem puan ortalamaları arasında istatistiksel

olarak anlamlı düzeyde bir farklılığın olmadığı görülmüştür. Kız öğrencilerin hem birinci dönem hem de ikinci dönem TEOG sınavında, ders puan ortalamalarının erkek öğrencilerinkinden istatistiksel olarak anlamlı düzeyde yüksek olduğu görülmüştür. Öğrencilerin birinci dönem TEOG sınavındaki ders puan ortalamaları ile ikinci dönem TEOG sınavındaki ders puan ortalamaları arasında yüksek bir ilişkinin olduğu görülmüştür. Öğrencilerin birinci dönem TEOG sınavındaki ders puanları arasında en yüksek korelasyonun, Türkçe ve Fen Bilimleri dersleri arasında, en düşük korelasyonun ise Matematik ve Din Kültürü ve Ahlak Bilgisi dersleri arasında olduğu görülmüştür. Öğrencilerin ikinci dönem ders puanları arasında en yüksek korelasyon Türkçe ve İnkılap dersleri arasında, en düşük korelasyonun ise yine Matematik ve Din Kültürü ve Ahlak Bilgisi dersleri arasında olduğu görülmüştür.

### **Sonuç, Tartışma ve Öneriler**

Bu araştırma sonucunda öğrencilerin ikinci dönem puan ortalamalarının birinci dönem puan ortalamalarından yüksek olduğu tespit edilmiştir. Birinci dönemden elde bilgilerin ikinci dönemdeki derslere katkı sağladığı gerçeğinin bu durumu ortaya çıkardığı düşünülmektedir. Ayrıca bu farklılık, birinci ve ikinci dönem konularının ve sorularının farklılığından da kaynaklanmış olabilir (Abacı-Çaylı, 2015; Sevindik, 2009). Çalışma sonunda kız öğrencilerin TEOG puan ortalamalarının erkek öğrencilerinkinden yüksek olduğu tespit edilmiştir. Bu durum bölgedeki ailelerin kız öğrencilerinin eğitime verdikleri önemden kaynaklandığı düşünülmektedir (Arora , 2007.Akt. Pektaş, 2009; Fidan Dişikitli, 2011; Gürsakal , 2012; Gündüver, 2011; PISA, 2015; SağlamTosun, 2016). Ayrıca bu çalışmada öğrencilerin aynı derslerin birinci dönem puan ortalamaları ile ikinci dönem puan ortalamaları arasında yüksek bir ilişkinin olduğu, farklı dersler arasında ise bazıları arasında yüksek ilişki bazıları arasında düşük ilişki olduğu tespit edilmiştir. Bu durum derslerin birbirleriyle bağımlı ya da bağımsız olmalarından kaynaklandığı düşünülmektedir (Abacı- Çaylı, 2015; Sevindik, 2009). Bu çalışmadan elde edilen sonuçlar, literatürdeki benzer çalışmalarla uyumludur.