

Examination of the Relation between Teog Score and School Success in Terms of Various Variables

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Abstract

The aim of this study is to examine the relation between TEOG score and Grade Point Averages from TR History of Revolution and Kemalism course. The study was carried out with correlation survey design, which is one of the non-experimental research methods. The universe of the study is composed of 588 8th grade students in secondary schools in Sivas city center. The sample of the study is composed of 303 male and 285 female 8th grade students. Study data were collected via logging on MNE Information System and Exam Result Announcement System of Measurement, Assessment Center with the students' own passwords. Besides, using a personal information form, personal information like the age, gender, parent education level and income level was collected. Data obtained from Information System of MNE and Exam Result Announcement System of Assessment and Evaluation Center were analyzed using PASW 18.0 package software, and the data, which has a parametric distribution, was statistically analyzed. Besides, to examine the relation between TEOG score, GPA and Academic Score from T.R. History of Revolution and Kemalism course, Pearson product-moment correlation statistics were used. As a result, no significant difference between gender, age and school success was found. Significant difference between students' family income level and parent education level was found. As a result of correlation analysis conducted to determine the relation between students' scores in TR History of Revolution and Kemalism course, TEOG score and Grade Point Average (GPA), it was concluded that the relation between them was significant.

Key Words: TEOG, parent education level, family income level, graduation grade, achievement score in tr history of revolution and kemalism course

1. Introduction

In the modern world, technological advancements and the need for individuals who do not fall behind the requirements of the time, make sense of information and use it, made it a must for countries to update their education systems (Gültekin and Anagün, 2006: 2; Kasapçopur et. al., 2010: 7; Turan, 2005: 2). Such updating efforts to meet the conditions and requirements of the modern times are reflected in educational policies, which determine how education system will be shaped and what kind of educational changes will be made in that country (Erginer, 2006:13; Sağlam, Özüdoğru and Çıray 2011:18; Şadioglu, 2013:16).

The objective of training individuals who keep up with the requirements of the time forced Ministry of National Education to make some improvements (Dinç, Dere and Koluman, 2014:4). As a result of initiatives of MNE to reconstruct education system, a change in transition to secondary education was introduced (Education Reform Initiative Report, 2013:1). From 2012-2014 Educational year TEOG (Transition from Basic Education to Secondary Education) exam replaced SBS (Placement Test) applied in the previous years (MEB, 2013). The real purpose of this new system is to measure student's success in an extended period of time rather than based on a momentary performance (Eraslan, 2013:1). In the placement, 30% of the mean of the Grade Point Average of the 6th, 7th and 8th grades and 70% of the central exam scores given at the end of the 8th grade are taken into account (MEB, 2013). TEOG exam is given by teachers each term of the 8th grade for six fundamental courses. Students take the exams which include question from Turkish, Mathematics, Science and Technology, TR History of Revolution and Kemalism, Foreign Language and Religious Culture and Moral Knowledge subjects. In the multiple choice exam, incorrect answers do not influence the number of correct answers and the mean score calculated based on GPA and the score on the central exam

taken in the 8th grade determines which high school the student can attend and thus central placement to secondary education is realized (MEB, 2013). With the introduction of this new exam system, students' school success was incorporated to the transition to secondary education process, which raised the need for examining the relation between school success grade and TEOG exam score.

In relevant literature, in a study by Kablan (2010) and Bahar (2011), it was concluded that the relation between graduation grade and KPSS score is significant. Karakaya (2011) investigated the relation between ÖSS scores' (university entrance exam) and academic success of the students in teacher training programs and concluded that raw ÖSS exam scores predicted students' academic success at a low level. Marchant and Poulson (2005) examined the relation between high school graduation exam scores and SAT exams and found that high school graduation exams highly predicted SAT exam scores. In a study conducted by Özcan (2005), the contribution of state schools and private education institutions to LGS (Transition to Higher Education) exam and concluded that state school and private education institutions made positive contribution to LGS exam scores. In a study by Sevindik (2009) on the relation between exam scores and placement exam (SBS) and it was concluded that increase in academic success scores lead to increase in SBS scores. From another aspect, Ötken (2012) examined the effects of variables like parents and teacher on students' success on 7th grade the placement exam (SBS) and concluded that parents and teachers could have positive influence on students SBS success. Sürer (2014) examined the effect of Self-Regulation skills on TEOG exam success and it was concluded that self-regulation skills had positive effect on TEOG exam scores. Kramer (2012) studied the relation between parent behavior control and academic success and found that positive parent behaviors increased academic success and negative parent behaviors decreased academic success. Lawrence and Lawrence (2014) examined the effects of personality types on academic success of secondary school students and concluded that there was a positive relation between personality type and academic success of secondary school students. Duckworth and Seligman, (2006), Linveret et al., (2002) examined the influence of gender on academic success and found that the academic success of female students was slightly higher than that of male students. As a result of a study by Özkal & D'Aoust (2008), Kerres & Kilpatrick (2006), Tomul & Savaşçı (2012) studied the effect of family income level of students' on academic success and concluded that increase in family income level increased academic success of students and decrease in family income level decreased academic success of students. Besides, Kerres & Kilpatrick (2006), Tomul & Savaşçı (2012) examined whether social support from the social environment is influential on students academic performance and concluded that social support by the people in their social environment positively affected academic performance of the students. Davis Kean (2005) studied the effect of family income level, education level and behaviors on students' success, and found that high income level and education level of parents and parents' positive behaviors towards the child have positive effect on students' academic success. In their study Şeker, Çınar, Kaya (2004) as in Davis Kean (2005) study, examined the effect of factors like parent income level, education level on university students' academic success and unlike Davis Kean (2005) found that variables like parents' income level and education level did not affect students' academic success. Besides, it was found that female students were more successful than male students. Shapiro (2009) examined the relation between Parent Education Level and academic success and found that there was a significant relation between Parent Education Level and individual's academic success.

In the literature, various selection and placement exams were examined in terms of various variables but there is not any study that examines the relation between TEOG score and GPA as TEOG (Transition from Basic Education to Secondary Education) exam has been recently introduced.

The meaning attached to TEOG by students, teachers and parents has made it a very important exam because secondary education institution the students are placed as a result of this exam determines the quality of education the students will receive and the occupation preference and thus shapes the future of the students. In this context, the importance attached to this newly introduced exam is obvious. The aim of this study is to examine the relation between the scores on TEOG for TR History of Revolution and Kemalism subject and the GPA for the same subject in terms of various variables.

2. Methodology

2.1 Design of the Study

This study was carried out with quantitative research methods. Quantitative approach is the best approach to test a theory or explanation (Creswell, 2013,20) because it features the advantage of measuring the reactions of a great many people with limited number of questions. In this way, it is possible to compare data and add them statistically (Patton, 2014:14).

The study was designed according to correlation survey design, which is one of the non-experimental survey designs. Correlation survey design is a design where relational statistics is used to measure and describe the relation between two or more than two variables or between some score groups (Creswell, 2013,12).

This study aims to examine the relation between TEOG(exam, GPA and exam scores on TR History of Revolution and

Kemalism course in terms of various variables (age, school, income level etc.). In correlation study, there is no manipulation on the independent variable and the researcher examines the relation between one or more than one independent quantitative variables and one or more than one quantitative dependent variable (Johnson & Christensen, 2012, 42). Therefore, in this study in line with the aim of the study, correlation survey design, which is one of the quantitative research methods, is employed.

2.2 The universe and the Sample on the Study

The universe of the study is the 8th grade students attending secondary school in the city center of Sivas province. The sample of the study is composed of 303 male and 285 female 8th grade students attending Behrampaşa Secondary School, Dört Eylül Secondary School, 80.Yıl Secondary School, 27 Haziran Secondary School, Kazancılar Secondary School, Selçuk Secondary School in 2014-2015 educational year.

In this study, random sampling method, which is one of the probability based sample types in quantitative research methods, is used. Random sampling techniques are based on probability theory and generally produce "good" samples. A good sample is the one which represents its universe the best. In other words, apart from its quantity the sample chosen is similar to the universe it is chosen from. Although randomly chosen samples are rarely perfect representatives of the universe, random samples always have more representative feature compared to non-random samples (Johnson & Christensen, 2014:217). Information with regard to the sample is given in Table 1.

Table 1. Descriptive Information with Regard to the Sample

School	N	Gender		Percentage in the total Sample
		Male	Female	
Behrampaşa	106	59	47	18%
Kazancılar	66	28	38	11,2%
4 Eylül	87	48	39	14,8%
27 Haziran	78	33	45	13,3%
Selçuk	147	76	71	25%
80.yıl	104	59	45	17,7%
Toplam	588	303	285	100%

2.3 Means of Data Collection

Study data were collected via access to MNE Information System and Assessment and Evaluation Center on the internet using the students' personal passwords. Data were collected from MNE Information System and Assessment and Evaluation Center Exam Result Announcement System. Besides, personal information like the age, gender, parent education level and parent income level etc. was collected using personal information form.

2.4 Data Analysis

Data collected from MNE Information System and Assessment and Evaluation Center Exam Result Announce System were submitted to statistical analysis using PASW18.0 package software. Data which have parametric distribution was submitted to t-test, one-way variance analysis and frequency, percentage, arithmetic means were found in line with the sub problems of the study. Moreover, to examine the relation between TEOG score, GPA and the score from TR History of Revolution and Kemalism course, Pearson product-moment correlation statistics were used. As for significance test of data, $p < 0.05$ was determined as the significance level. Data obtained as a result of these processes are interpreted with tables.

3. Findings and Interpretation

Findings obtained within the scope the study aim are presented in the tables below together with their interpretations.

Table 2. Results of t-Test with Regard to the Relation between TR History of Revolution and Kemalism Course Score GPA and TEOG Score

		Gender	N	\bar{X}	Ss	T	P
TR History of Revolution and Kemalism Course Score	Male		303	78,70	10,6744	1,241	,101
	Female		285	79,75	9,66759		
Grade Point Average (GPA)	Male		303	78,63	9,28861	,735	,650
	Female		285	79,19	9,04966		
TEOG Score	Male		303	548,78	99,6577	,423	,318
	Female		285	552,12	94,1595		

When Table 2 is examined, it is seen that as a result of t test, which was conducted to find out whether there is a significant difference between TR History of Revolution and Kemalism Course Scores in terms of gender it was found

out that there was not a significant difference between male and female students ($t=1.241, p=0,101 > 0,05$). Besides, no significant difference was found between GPAs in terms of gender ($t=735, p=0,650 > 0,05$). No significant difference was found between TEOG Scores in terms of gender ($t=423, p=0,318 > 0,05$).

Table 3. Results of t-Test with Regard to the Relation between TR History of Revolution and Kemalism Course

	Age	N	\bar{X}	Ss	T	P
TR History of Revolution and Kemalism Course Score	14	514	79,12	10,2695	,563	407
	15	74	79,83	9,7770		
Grade Point Average (GPA)	14	514	78,81	9,0516	,622	,072
	15	74	79,52	9,9975		
TEOG Score	14	514	548,50	97,8684	1,232	,450
	15	74	563,35	89,9860		

Score, GPA and TEOG Score in terms of Students Age

When Table 3 is examined, as a result of t-test conducted to find out whether TR History of Revolution and Kemalism scores of the students differed significantly in terms of age ($t=,563, p=0,407 > 0,05$), it was found that there is not a significant difference in terms of age. Besides, no significant difference was found in GPA in terms of age variable ($t=,622, p=0,72, > 0,05$). In terms of age, there is no significant difference between TEOG scores in terms of age variable ($t=1,232, p=0,450 > 0,05$).

Table 4. One-Way Anova Test Results with regard to the relation between TR History of Revolution and Kemalism Score and Parent Income Level

Family Income Level		N	\bar{X}	Ss	F	P
TR History of Revolution and Kemalism Course Score	Low	43	71,44	9,5600	24,947	,000
	Medium	248	77,34	9,8749		
	High	274	81,28	9,5809		
	Very High	23	89,21	7,3482		
	Total	588	79,21	10,2035		

When Table 4 is examined, as a result of the one-way Anova test conducted to find out whether there is a significant difference between students TR History of Revolution and Kemalism Scores in terms of family income levels ($f=24,94, p=,000 < 0,05$), it is seen that there is a significant difference. While the mean scores of the students whose family income level is low is $\bar{x}=71,44$, the mean scores of the students whose family income level is at medium level is $\bar{x}=77,34$. The mean scores of the students whose family income level is high is $\bar{x}=81,28$. The mean scores of the students with very high family income is $\bar{x}=89,21$.

Table 5. One-Way Anova Test Results with regard to the relation between GPA and Parent Income Level

Family Income Level		N	\bar{X}	Ss	F	P
Grade Point Average	Low	43	71,00	9,4642	32,226	,000
	Medium	248	77,15	8,2944		
	High	274	80,85	8,6779		
	Very High	23	89,39	6,8605		
	Total	588	78,90	9,1699		

When Table 5 is examined, as a result of one-way Anova test conducted to find out whether there is a significant relation between family income level variable and GPA, it was found out that there is a significant difference in GPA ($f=32,22, p=,000 < 0,05$) in terms of family income level. The mean scores of the students whose family income level is low is $\bar{x}=71,00$. The mean scores of the students whose family income level is medium is $\bar{x}=77,15$. The mean scores of the students whose family income level is high is $\bar{x}=80,85$. The students whose family income level is very high is $\bar{x}=89,39$.

Table 6. One-Way Anova Test Results with regard to the relation between TEOG scores and Parent Income Level

Family Income Level		N	\bar{X}	Ss	F	P
TEOG Score	Low	43	458,3023	84,87485	33,120	,000
	Medium	248	532,9274	100,27571		
	Good	274	572,1861	82,54189		
	Very Good	23	650,8261	56,55299		
	Good					
	Total	588	550,3759	96,96416		

When Table 6 is examined, as a result of one way Anova test conducted to find out whether there is a significant relation

between family income and TEOG score ($f=33,120, p=,000 < 0,05$) it is seen that there is a significant difference. While the mean score of the students whose family income level is low is $x=458,30$, the mean score of the students whose family income is at medium level is $x=532,92$. The mean scores of the students whose family income level is high is $x=572,18$. The mean scores of the students whose family income level is very high is $x=650,82$.

Table 7. One-Way Anova Test Results with Regard to the Relation between TR History of Revolution and Kemalism

Parent Education Level		N	\bar{X}	Ss	F	P
T.R. History of Revolution and Kemalism Course Academic Score	None	4	64,50	16,4620	9,404	,000
	Primary School	65	76,24	10,6698		
	Secondary School	147	76,79	9,9395		
	High School	228	79,30	9,7447		
	Vocational School	84	81,52	9,0878		
	University Graduate	55	85,36	9,0704		
	Graduate Level	5	90,00	9,0553		
	Total	588	79,21	10,2035		

Course Scores and Parent Education Level

When Table 7 is examined, it is seen that there is a significant relation between T.R. History of Revolution and Kemalism course score and parent education level. The mean score of the students whose family did not receive formal education is $x=64,50$. The mean score of the students whose parents are primary school graduates is $x=76,24$. The mean score of the students whose parents are secondary school graduates is $x=76,79$. The mean score of the students whose parents are high school graduates is $x=79,30$. The mean score of the students whose parents are Vocational High School graduate is $x=81,52$. The mean score of the students whose parents are university graduates is $x=85,36$. The mean score of the students whose parents hold graduate degrees is $x=90,00$.

Table 8. One-Way Anova Test Results with regard to the relation between Grade Point Average s and Parent Education Level

Parent Education Level		N	\bar{X}	Ss	F	P
Grade Point Average	None	4	65,00	13,5154	10,177	,000
	Primary School	65	76,32	9,6016		
	Secondary School	147	76,33	8,1864		
	High School	228	79,41	8,7277		
	Vocational High School	84	80,40	8,6944		
	University Graduate	55	84,49	9,1325		
	Graduate Level	5	89,40	9,5289		
	Total	588	78,90	9,1699		

When Table 8 is examined, it is seen that there is a significant relation between students' parent education level and GPAs ($f=10,17, p=,000 < 0,05$) as the results of one way Anova test suggest. The mean score of the students whose parent did not receive formal education is $x=65,00$. The mean score of the students whose parents are primary school graduate is $x=76,32$. The mean score of the students whose parents are secondary school graduates is $x=76,33$. The mean score of the students whose parents are high school graduates is $x=79,41$. The mean score of the students whose parents are Vocational High School is $x=80,40$. The mean score of the students whose parents are university graduates is $x=84,49$. The mean score of the students whose parents hold graduate degrees is $x=89,40$.

Table 9. One-Way Anova Test Results with regard to the relation between TEOG Scores and Parent Education Level

Parent Education Level		N	\bar{X}	Ss	F	P
TEOG Score	None	4	411,25	103,2388	12,527	,000
	Primary School	65	508,27	106,9378		
	Secondary School	147	521,00	96,9904		
	High School	228	558,84	90,7485		
	Vocational High School	84	572,17	84,0688		
	University	55	610,74	71,9449		
	Graduate Level	5	656,20	59,1202		
	Total	588	550,37	96,9641		

When Table 9 is examined, it is seen that there is a significant relation between students' parents education level and TEOG scores ($f=12,52$, $p=,000 < 0,05$) as a result of one way Anova test. The mean score of the students whose parent did not receive formal education is $\bar{x}=411,25$. The mean score of the students whose parents are primary school graduate is $\bar{x}=508,27$. The mean score of the students whose parents are secondary school graduates is $\bar{x}=521,00$. The mean score of the students whose parents are high school graduates is $\bar{x}=558,84$. The mean score of the students whose parents are Vocational High School is $\bar{x}=572,17$. The mean score of the students whose parents are university graduates is $\bar{x}=610,74$. The mean score of the students whose parents hold graduate degrees is $\bar{x}=656,20$.

Table 10. Pearson Product-moment Correlation Analysis Results Indicating the Relation between Students' TEOG Score and TR History of Revolution and Kemalism Course Score

		TEOG Score	TR History of Revolution and Kemalism Course Score
TEOG Score	Pearson Correlation	1	,696
	P		,000
	N	588	588
TR History of Revolution and Kemalism Course Score	Pearson Correlation	,696	1
	P	,000	
	N	588	588

When Table 10 is examined, it is seen that there is a positive and significant relation between students' TEOG Scores and T.R History of Revolution and Kemalism Course Score as a result of correlation procedure applied ($r=0,69$, $p=,000 < 0,05$).

Table 11. The Results of Pearson Product-moment Correlation Analysis Indicating the Relation between Students' GPA and TR History of Revolution and Kemalism Course Score

		Grade Point Average	TR History of Revolution and Kemalism Course Score
Grade Point Average (GPA)	Pearson Correlation	1	,773
	P		,000
	N	588	588
TR History of Revolution and Kemalism Course Score	Pearson Correlation	,773	1
	P	,000	
	N	588	588

When Table 11 is examined, the results of the correlation procedure, which was applied to see whether there is a significant relation between Grade Point Averages of students and TR History of Revolution and Kemalism Course Score, indicate that there is a positive and significant relation between Grade Point Averages and TR History of Revolution and Kemalism Course Scores of students ($r=0,77$, $p=,000 < 0,05$).

Table 12. The Results of Pearson Product-moment Correlation Analysis Indicating the Relation between Students' GPA and TEOG Scores

	TEOG Score		Grade Point Average
TEOG Score	Pearson Correlation	1	,733
	P		,000
	N	588	588
Grade Point Average	Pearson Correlation	,773	1
	P	,000	
	N	588	588

When Table 12 is examined, the Correlation procedure, which was applied to reveal whether there was a significant relation between students TEOG Score and GPA, indicated that there was a positive and significant relation between TEOG Score and GPA (GPA) ($r=0,73$ $p=,000 < 0,05$).

4. Conclusion and Discussion

The following results were reached in this study, which aims to examine the relation between secondary school 8th grade students' TEOG scores and school success in terms of various variables:

When we consider the study result in terms of gender, there is not a significant relation between TR History of Revolution and Kemalism Course Score, GPA and TEOG score and student's gender. However, the TR History of Revolution and Kemalism Course Scores GPA and TEOG scores of the female students are slightly higher than those of male students. When studies examining the relation between gender and success are considered in general, although there is not a clear result, female students are relatively more successful than male students. Şeker, Çınar & Kaya (2004), Duckworth & Seligman (2006), Linveret. et al., (2002) reached the conclusion that female students were slightly more successful than male students. These results support the results of our study.

When we consider the study results in terms of age, there is not a significant relation between TR History of Revolution and Kemalism Course Score, GPA and TEOG score and students' age. However, the TR History of Revolution and Kemalism Course Score, GPA and TEOG scores of the students aged 15 are slightly higher than the students aged 14.

When we examine the results in terms of family income level, there is a significant relation between students' family income level and TR History of Revolution and Kemalism Course Scores of the students. As family income level increases, TR History of Revolution and Kemalism Course Scores increase proportionally. It is seen that TR History of Revolution and Kemalism Course Scores decrease as family income levels decrease.

There is a significant relation between students' family income level and GPA. It was seen that as family income level increased, students' GPA increased and as their family income level decreased their GPA decreased.

There is a significant relation between students' family income level and TEOG scores. As family income levels increase TEOG scores increase as well. D'Aoust (2008), Kerres & Kilpatrick (2006), Tomul & Savaşçı (2012) reached the conclusion that increase in family income level has positive effect on academic success of students and that decrease in income level leads to decrease in academic success. These results support the results of our study.

When we consider the results in terms of parent education level, there is a significant relation between students' parent income level and TR History of Revolution and Kemalism Course Score. As parent education level increase from none to graduate level, students' TR History of Revolution and Kemalism Course Score increased.

There is a significant relation between parent education levels of the students and Grade Point Averages. As family income levels increase, GPA increase as well, and as parent education level decrease Grade Point Averages decrease.

There is a significant relation between parent education levels of students and TEOG scores. As parent education levels increase, TEOG scores increase in parallel, and as parent education levels decrease, TEOG scores decrease as well. In their studies, Davis Kean (2005) and Shapiro (2009) concluded that there was a significant relation between parent education level and academic success and parent education level made positive contribution to child's success. The results of these studies are compatible with the results of our study; however, Şeker et al., (2004), contrary to the results of Davis Kean (2005) and Shapiro (2009), reached the conclusion that parent's education level had no effect on students' success.

While parent education level and family income level are influential on students' academic score, family involvement and support are important for students' academic success. As a result of correlation analysis in their study, Kramer (2012:14); Hill & Tyson (2009, p.20); Underwood (2011, p.42) reached the conclusion that the relation between TEOG scores and TR History of Revolution and Kemalism Course Score is positive and significant.

When the result of correlation analysis of TEOG Scores and GPA of the students was examined, it was concluded that the relation is positive and significant. Kablan (2010) and Bahar (2011), who studied the relation between GPA and KPSS (Public Personal Selection Exam) scores, concluded that the relation between GPA and KPSS score was significant. While Marchant & Poulson (2005) concluded that the relation between high school graduation exams scores and SAT scores was positive, contrary to Marchant & Poulson (2005), Karakaya (2011) found that there was a low level relation between student's (Student Selection Exam) scores.

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