

Examination of the Relation between TEOG Score of Turkish Revolution History and Kemalism Course and Reading Comprehension Skill (An Example of Explanatory Sequential Mixed Design)

Ibrahim YUVACI* Selçuk Beşir DEMİR
Faculty of Education, Cumhuriyet University, Sivas, Turkey

Abstract

This paper is aimed to determine the relation between reading comprehension skill and TEOG success. In this research, a mixed research method, sequential explanatory mixed design, is utilized to examine the relation between reading comprehension skills and TEOG success of 8th grade students thoroughly. In explanatory sequential mixed design researches, the research primarily begins with collecting and analyzing quantitative data. After this first stage, qualitative data are collected and analyzed. In the second stage of the research, qualitative stage, the results of the first stage (quantitative) are followed. The sampling of the research is 586 (304 male, 282 female) 8th grade students in total receiving education in different schools of Sivas in 2015-2016 school year. It is concluded that students who read more and understand what they read achieve more success in TEOG. In the light of the results of this research, considering the fact that TEOG exam system makes reading comprehension skill much more prominent,

Keywords: Reading comprehension skill, Turkish revolution history and Kemalism course, Sequential explanatory mixed design.

1. Introduction

In our day, every society expects its members to whom it entrusts the future to qualify in the required competencies of the age. Accumulation of knowledge constantly increases in a changing and developing world order. Therefore, the youth, builder of the future, is required to incessantly renew themselves. Among all other ways to obtain information, one of the best is reading (Koç and Müftüoğlu, 1998).

Reading skill relates to mental interpretation and construction of visual or written symbols (Özdemir, 1990). Reading skill provides a basis for success in many classes throughout the education life (Bayat, Şekercioğlu and Bakır, 2011). Many researches indicate that there exists a relation between reading comprehension and being successful in math (Albayrak, 2001; Gökteş and Gürbüzürk, 2012; Sertöz, 2003; Tatar and Soylu, 2006), science (Aksoy and Doymuş, 2011; Dindar and Demir, 2006; Oluk and Başöncül, 2009), Turkish (Baş and Şahin, 2012; Çiftçi, 2007) and social sciences (Keskin and Baştuğ, 2010) classes. Considering that all classes necessitate reading, we cannot expect from students having insufficient reading skills and comprehension to be successful in classes (Bloom, 1995). Reading and good reading skills are also involved in measurement procedures (Bayat, Şekercioğlu and Bakır, 2011). It is known that in our education system, students are subject to measurement procedures at any level and it is assumed that students who read much and have a good reading comprehension have higher scores.

The objective of educating individuals who adapt to the changes of the time prompts the Ministry of National Education of Turkey (MEB) to make some innovations in the education system (Dinç, Dere and Koluman, 2014:4). As a result of this new reconstruction, since 2013-2014 school year, Transition From Primary To Secondary Education (TEOG) has been put into effect in the place of the previous placement test (SBS) (MEB, 2013). For class assessment and evaluation processes, learning outcomes of a certain class are used as a baseline. It should be determined whether objectives of the learning outcomes are realized or not. Especially the test method used in centralized exams characterizes a comprehensive assessment and evaluation method to determine whether the learning outcomes are realized or not on a country level (Ceran and Deniz, 2015).

Developments in science and technology rapidly change the expected qualifications of individuals. The skills forming a basis for these qualifications are substantially obtained during the education process. In order to determine the learning outcomes, countries participate in international student success evaluation researches they conduct on a national level to compare their own success level and education system with those of others' and set their strengths and other areas open for improvement. One of these researches is The Programme for International Student Assessment– PISA (Tekir, Öztürk and Eroğlu, 2014). In 2003 and 2006 PISA reading skills evaluations, Turkey was ranked as the 28th country among all 29 evaluated OECD countries. There was a huge difference between the reading skills scores of Turkey and the average scores of successful five countries (Aydın, Erdağ, and Taş, 2014). According to 2009 PISA evaluation, among the 15 years old age group students receiving formal education there was no student who could succeed at the 6th level which indicates the superior reading skills, i.e. comprehending what is read. At this reading comprehension level, one can analyze a text in detail by conceiving both given explicit information and indirect statements/implications well. This level of competency is valued in information societies

(MEB, 2010). This competency area covering high level cognitive skills such as analysis, syntheses and assessment may be an essential indication of a country's full compatibility to information societies. As per 2012 PISA evaluation, 0.3% of the 15 years old age group students receiving formal education in Turkey could succeed at this competency level. While this rate is low when compared to OECD average (1.1%), it indicates an increase in comparison to the previous PISA evaluation (MEB, 2015).

In the related body of literature, a research by Güngör (2009) shows that 5th grade students who have a higher academic achievement in Turkish class are the ones read more books. A research by Yiğit (2013) reveals that there is a reading comprehension skill difference amongst 6th grade students when analysed by the following variables: gender, Turkish class GPA and the number of books read in a year. The coherence ability of 8th grade students in verbal lecture is researched by Yıldız (2015) and it is stated that high- and low-scored students in TEOG and Turkish lecture make similar mistakes. Hanedar (2011) makes an observation on book reading habits of 8th grade students and determines the levels of reading comprehension strategies. Güney, Aytan, Kaygana and Şahin (2014) conduct a study on the number of books read by 9th grade students and their academic success. Following the study it is established that there is a positive weak correlation between the number of books read-gender, gender-academic success, and the number of books read-academic success. Bayat, Şekercioğlu and Bakır (2014) attempt to find the relation between reading comprehension and Science class success and the conclusion is there exists a relation between them to some extent. One of the suggestions from Cengiz, Uzoğlu and Daşdemir (2012) to advance success in Science class is have students to read more and more books. Ceran and Deniz (2015) seek for to what extent reading comprehension contributes to solving TEOG questions and it is detected that for many questions, except for math, it is sufficient to have a good reading comprehension and vocabulary without needing class-specific information and outcomes. The study by Mahowald and Loughnane (2016) on 4th grade students determines that the more students read, the more successful they become at reading, oral exams and interviews. Along the same line, Martinez, Aricak and Jewell (2008) deduce that reading affects success. According to Musu-Gillette, Barofsky and List (2015), there is a close relation between learning and reading comprehension. The relation between reading and success in 10th grade students (secondary education) is researched by Cuevas, Irving and Russell (2014), and a meaningful difference is found in the experimental group which lead us to think reading is a required factor for success. Murrah (2010) observes early childhood development stages and reading comprehension of primary school children, and concludes that the preschool students having developed motor skills and attentiveness and the primary school students having good reading comprehension skills achieve success in math and science class in following years. In the research by Anjum (2015) no meaningful correlation between reading comprehension and math class success is found. Yılmaz (2015) observes the relation between reading comprehension skills of 4th grade students and their success in Turkish, math, social sciences, science, and concludes that there is a statistical correlation between reading comprehension skills and success in Turkish, math, social studies, and science classes.

In the related body of literature, TEOG exam is studied considering various variables, and the effect of book reading on success is established along with the relation between reading comprehension in several classes and exam success. However, the effect of reading comprehension on the Turkish Revolution History and Kemalism part of the TEOG exam has not been clarified yet.

Students, parents and educators value TEOG greatly as it determines the future, prospective schools and eventually the choice of profession of millions of students. As TEOG shapes 8th grade students' future, the attributed value is valid. For this new testing system that Ministry of National Education introduced 3 years ago, reading comprehension skills come into prominence. It is known that our country does not excel in reading comprehension in comparison to other countries. In 2003-2006-2009 and 2012 PISA reports, the fact that Turkey fell even further behind OECD countries with regard to reading comprehension skills is obvious. Improving reading comprehension skills means taking TEOG success a step further. The findings of the research have importance for teachers and decision-makers and it is foreseen that reading comprehension skills will become more prominent in terms of class and TEOG success.

With this new testing system (TEOG), exam success of students who read many books and have high level of reading comprehension has aroused interest and an urge to conduct a research on this area is flamed. In this research it is aimed to determine the relation between:

1. Reading comprehension skill and TEOG success
2. Reading comprehension skill and success in Turkish Revolution History and Kemalism course
3. Book reading frequency and reading comprehension level
4. Book reading frequency and TEOG success
5. Book reading frequency and success in Turkish Revolution History and Kemalism course among 8th grade students.

2. Method

2.1 Research Design

In this research, a mixed research method, explanatory sequential design, is utilized to examine the relation between

reading comprehension skills and TEOG success of 8th grade students throughly. In explanatory sequential design researches, the research primarily begins with collecting and analysing quantitative data. After this first stage, qualitative data are collected and analyzed. In the second stage of the research, qualitative stage, the results of the first stage (quantitative) are followed. The researcher interprets how qualitative results enable to explain the first quantitative results (Creswell ve Plano Clark, 2014:9; Creswell, 2003).

2.2 Population and Sampling of the Research

2.2.1 Quantitative Population and Sampling

The population of the research is 5723 8th grade students receiving education in secondary schools of Sivas city center. The sampling of the research is 586 (304 male, 282 female) 8th grade students in total receiving education in different schools of Sivas in 2015-2016 school year. The sampling is defined by 99% reliability co-efficient. In this research, simple random sampling, one of the probabilistic sampling types, which is peculiar to quantitative research methods, is used. Simple random sampling techniques are based on the probability theory and generally produce "good" samplings. A good sampling is the best representative of its population. That is to say, a representative sampling resembles to its population in every aspect except for its volume. A representative sampling is same as its population other than its scale. Although a random sampling is barely a perfect representative of its population, random samplings have almost always the more characteristics of its population compared to non-random samplings (Johnson & Christensen, 2014:217). The names of 47 secondary schools of Sivas city center are written on papers and put in a box. Among them 6 names are randomly chosen to collect data. Sample details are provided in Table 1.

Table-1 Research sample details.

		N	%
Gender	Female	282	48.1
	Male	304	51.9
Age	13	71	12.1
	14	449	76.6
	15	64	10.9
	16	2	.3
Book Reading	Reading	482	82.3
	Non-Reading	104	17.7
Income Status	TRY 0-1.000	54	9.2
	TRY 1.000-1.500	141	24.1
	TRY 1.500-2.000	102	17.4
	TRY 2.000-2.500	79	13.5
	TRY 2.500-3.000	67	11.4
	TRY 3.000-3.500	45	7.7
	TRY 3.500-4.000	34	5.8
	TRY 4.000-4.500	28	4.8
How Many Hours Do You Read?	4.500 and above	36	6.1
	Less than 1 hour	107	18.3
	1 hour	310	52.9
	1-2 hours	117	20.0
	2-3 hours	35	6.0
School	3-4 hours	6	1.0
	4 hours and more	11	1.9
	Şehit Üsteğmen Nizamettin Sungur Secondary School	56	9.6
	Behrampaşa Secondary School	184	31.4
	Selçuk Secondary School	146	24.9
	75. Yıl Secondary School	59	10.1
	Vakıfbank Secondary School	68	11.6
Television Watching	Fatih Sultan Mehmet Secondary School	73	12.5
	0-1 hour	136	23.2
	1-2 hours	185	31.6
	2-3 hours	134	22.9
	3-4 hours	87	14.8
	4-5 hours	25	4.3
Web Surfing	5-6 hours	19	3.2
	I do not spend time on it	6	1.0
	0-1 hour	269	45.9
	1-2 hours	116	19.8
	2-3 hours	77	13.1
	3-4 hours	65	11.1
TEOG Course Participation	4-5 hours	28	4.8
	5-6 hours	25	4.3
	I participated	347	59.2
	I did not participate	239	40.8
	Total	586	100%

2.2.2 Qualitative Research Group

After quantitative data of the research are collected, 6 social studies teachers (3 male, 3 female) who work in quantitative research schools are designated by maximum diversity sampling method and chosen to collect qualitative data in order to examine the relation between reading comprehension skills and TEOG success

thoroughly based on quantitative data.

Table 2: Qualitative research group details.

	N	Gender		Age			Year			
		Male	Female	25-30	30-35	35-40	0-5	5-10	10-15	15-20
Participant 1	1	X			X			X		
Participant 2	1	X		X				X		
Participant 3	1	X			X				X	
Participant 4	1		X		X			X		
Participant 5	1		X			X				X
Participant 6	1		X		X					X
Total	6	3	3	1	4	1		3	1	2

2.3 Data Collection Tools

2.3.1 Quantitative Data Collection Tools

In the process of collecting quantitative data, TEOG scores and Turkish Revolution History and Kemalism course success details are provided via MEB Information System and Assessment and Evaluation Center Exam System with students' individual passwords. With the personal information form, students receive, gender, book reading details and frequency, family income status, age, time spent on television watching, internet surfing times and TEOG course participation are asked. Reading comprehension skills, on the other hand, are determined through the reading comprehension test developed by Karatay (2011). In the reading comprehension test, a story on an Old Man and Sultan is given and nine multiple-choice test questions are asked to students regarding to this story. The questions such as what the main idea of the story is, which title should be given to the story etc. are prepared to evaluate students' reading comprehension skills.

2.3.2 Qualitative Data Collection Tools

In the process of collecting qualitative data, semi-structured interview form method is used. All the questions in the interview are asked to participants. In order to investigate the answers thoroughly, new questions are produced from the participants' answers. The research questions are generally on book reading details of students, the relation between TEOG success and reading comprehension, the attitude of teachers and students on book reading. The interviews with participants are conducted in a silent setting in order not to impair the interview. The objectives of the research are provided to the participants and it is explicated that personal data will be protected and recorded.

2.4. Data Analysis

2.4.1. Quantitative Data Analysis

The data from "reading comprehension test" used in the research are analyzed in SPSS program. In the analysis of data from the personal information section of the data collection tool, frequency and percentage descriptive statistics are utilized. In the comparisons of TEOG success and reading comprehension skills by book reading, gender, school, television watching, internet surfing and course participation variables, t-test, one way ANOVA and pearson product-moment correlation are used.

2.4.2. Qualitative Data Analysis

All the research interviews are recorded with a tape recorder within the knowledge of the participants. The recorded data are converted into raw text data using Microsoft Word. To analyze the qualitative research data, content analysis method is used. With the help of Nvivo program, the interview forms are analyzed in detail. In order to convey participants' opinions direct quotations are included. The data are initially divided into sections, and then meaningful concepts are developed from these sections. The codes that associate the same concept are unified under the same category. At the last stage, a content integrity is derived from the resulting themes and an interpretation is developed.

3. Process Diagram

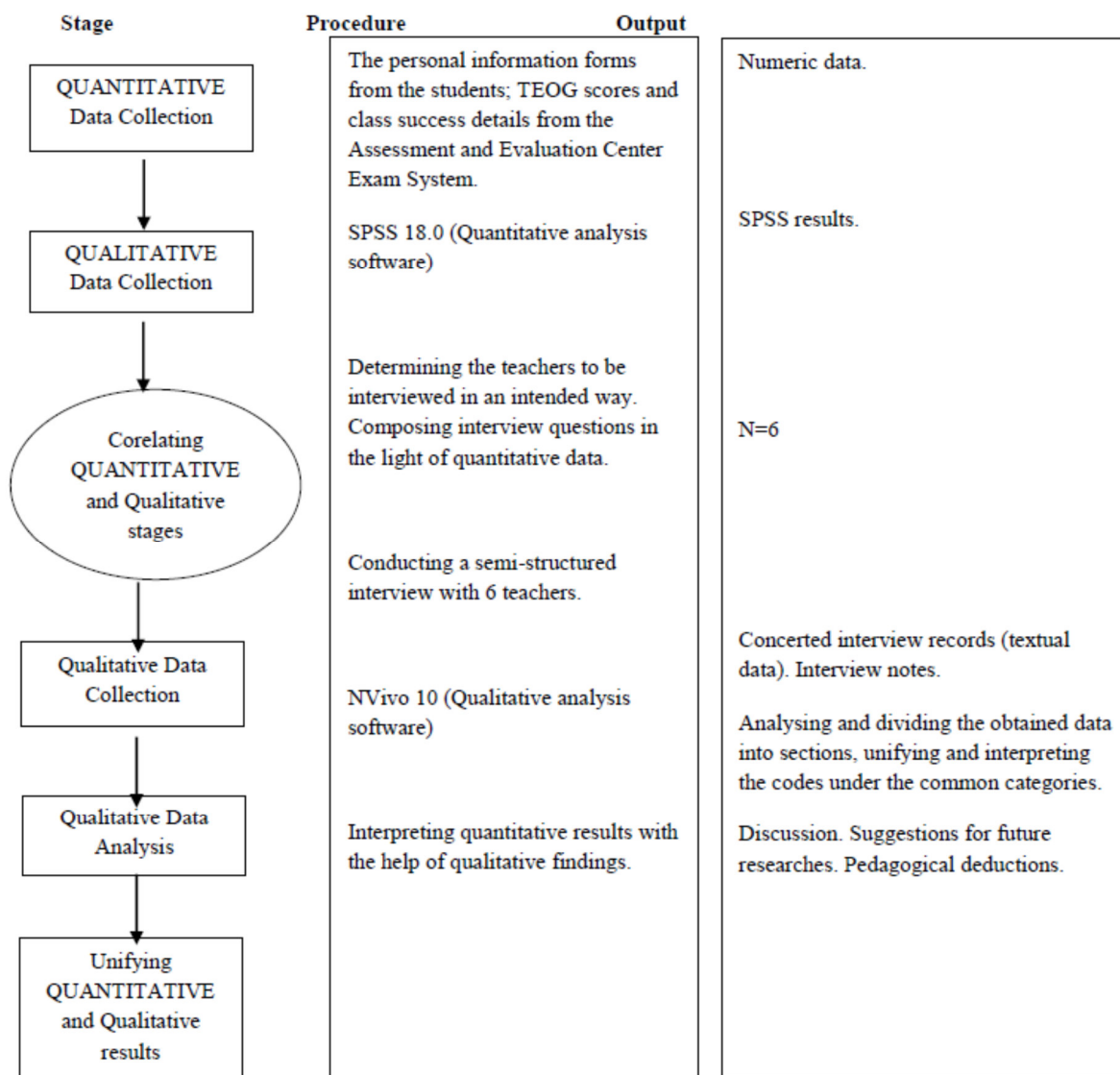


Figure 1. The Diagram of the Explanatory Design of this Research

Findings And Commentaries

In this section, the data from “the reading comprehension test and personal information form” and semi-structured interview form are interpreted. The findings and comments on the research are compiled in the framework of the sub problems of the research.

1. The Findings from The Reading Comprehension Test and The Personal Information Form.

The participating 8th grade students are researched from the viewpoint of book reading details, monthly level of income, time spent on television watching and internet surfing, and TEOG course participation, and findings are interpreted.

Table 3. The results of t-test indicating the relation between reading comprehension and gender

Variable	N	\bar{X}	S _x	sh	t	p
Gender						
Female	282	1.0709	.25715	.01531	-6.739	.000
Male	304	1.2763	.44791	.02569		
Total	586					

When Table 3 analyzed, in the result of t-test ($t=6.739, p=.000 < 0.05$) made to determine whether there is a meaningful relation between book reading details and gender of the students, it is concluded that there is a meaningful relation between book reading and gender in male students' favour. As a result of the research it is revealed that male students read more books than the females. The participating male students answer the question

“Do you read book” in the affirmative more than the female students.

Table 4. The t-test indicating the relation between TEOG scores and gender

Variable						
Gender	N	\bar{X}	S_x	sh	t	p
Female	282	62.5709	24.23279	1.44304	-1.809	.071
Male	304	66.2171	24.51844	1.40623		
Total	586					

When Table 4 analyzed, in the result of t-test ($t=1.809, p=.072 > 0.05$) made to determine the relation between TEOG scores of the students and the gender variable, no meaningful relation between them is found. It is noted that the gender variable does not affect TEOG success of male and female students. We can state that TEOG scores do not change depending upon gender.

Table 5. The t-test indicating the relation between gender and reading comprehension test

Variable						
Gender	N	\bar{X}	S_x	sh	t	p
Female	279	6.30	1.684	.101	.003	.997
Male	303	6.30	1.687	.097		
Total	586					

When Table 5 analyzed, in the result of t-test ($t=.003, p=.997 > 0.05$) made to determine the relation between gender and the 9-question reading comprehension test, no meaningful relation between gender and reading comprehension test scores is found.

Table 6. The t-test indicating the relation between TEOG course participation and TEOG scores

Variable						
TEOG Course Participation	N	\bar{X}	S_x	sh	t	p
I participate	347	69.5533	22.43525	1.20439	6.275	.000
I do not participate	239	57.0711	25.34632	1.63952	6.136	.000
Total	586					

When Table 6 analyzed, in the result of t-test ($t=6.275, p=.000 < 0.05$) made to determine the relation between the variable of TEOG course participation and TEOG scores, a meaningful relation is found. In the result of t-test, it is concluded that the students who participate in the course score higher in TEOG. The average TEOG score of ($N=347$) students participating in the course is ($x=69.55$) while that of non-participating ($N=239$) students is ($x=57.07$). There is a direct proportion between TEOG course participation and TEOG scores. According to those results, we can state that TEOG course obtains its goal and increase success in TEOG exam.

Table 7. The t-test comparing TEOG course participation and reading comprehension test

Variable						
TEOG course participation	N	\bar{X}	S_x	sh	t	p
I participate	344	6.56	1.545	.083	4.630	.000
I do not participate	239	5.92	1.799	.116		
Total	586					

When Table 7 analyzed, in the result of t-test ($t=4.630, p=.000 < 0.05$) made to determine the relation between the variable of TEOG course participation and reading comprehension test scores, a meaningful relation is found. ($N=344$) of 8th grade students in research denote that they participate in TEOG course and ($N=239$) of them do not participate in any course. It is observed that TEOG course participants score higher in the “reading comprehension test”. When we look at 9-question reading comprehension test, the average score of course participants is 6.56 while that of non-participants is 5.92.

Table 8. One Way Anova test results on TEOG success of schools

Schools	n	x	ss	sh	F	p
1.Şehit Üsteğmen Nizamettin Sungur Secondary School	56	52.9464	24.06009	3.21516	11.344	.000
Behrampaşa Secondary School	184	68.7500	23.65075	1.74356		
Selçuk Secondary School	146	71.3699	22.51069	1.86300		
75. Yıl Secondary School	59	60.2542	24.30808	3.16464		
Vakıfbank Secondary School	68	65.0735	22.91276	2.77858		
Fatih Sultan Mehmet Secondary School	73	51.5068	23.82933	2.78901		
Total	586	64.4625	24.42871	1.00914		

*1-2, 1-3, 1-5, 2-4, 2-6, 3-4, 3-6, 4-6, 5-6

When Table 8 analyzed, in the result of one way ANOVA test ($F=11.344, p=.000 < 0.05$) made to compare schools in terms of their TEOG success, meaningful differences are observed. To suggest in which groups these meaningful differences are observed, Post Hoc test is conducted. Among the research participants, the most successful school is Selçuk Secondary School ($x=71.36$). It is followed by Behrampaşa Secondary School ($x=68.75$). Vakıfbank Secondary School ranks at number 3 ($x=65.07$), 75. Yıl Secondary School at number 4 ($x=60.25$),

Nizamettin Sungur Secondary school at number 5 ($x=52.94$), and Fatih Sultan Mehmet Secondary School brings up the rear ($x=51.50$). The average of students participating in the reserach is 64.46 .

Table 9. The relation between income status and TEOG success

Income Status	n	x	ss	sh	F	p
TRY 0-1.000	54	44.9074	22.53908	3.06718	12.935	.000
TRY 1.000-1.500	141	55.2837	22.65244	1.90768		
TRY 1.500-2.000	102	67.0588	22.44193	2.22208		
TRY 2.000-2.500	79	71.5823	21.74362	2.44635		
TRY 2.500-3.000	67	65.0000	24.93932	3.04682		
TRY 3.000-3.500	45	74.5556	21.28866	3.17353		
TRY 3.500-4.000	34	72.9412	23.22869	3.98369		
TRY 4.000-4.500	28	74.2857	21.59022	4.08017		
TRY 4.500 and above	36	77.5000	22.75647	3.79275		
Total	586	64.4625	24.42871	1.00914		

When Table 9 analyzed, in the result of one way ANOVA test made to determine the relation between the variable of income status and TEOG success, it is found that there is a meaningful relation between income status and TEOG scores ($F=12.935$, $p:.000 < 0.05$). Post Hoc test is conducted to determine in which group's favor is this meaningful difference. Based upon the data in the table, it is understood that the more declared income gets, the more TEOG scores are achieved. That is to say, there is a direct proportion between income status and TEOG scores. The average TEOG score of the students marking TRY 0-1.000 ($n= 54$) is ($x= 44.9074$) . The relation between income status and the average TEOG scores is as follows: with TRY 1.000-1.500 income ($n=141$), the score is ($x=55.28$); with TRY 1.500-2.000 income ($n=102$), the score is ($x=67.05$); with TRY 2.000-2.500 income ($n=79$), the score is ($x=71.58$); with TRY 2.500-3.000 income ($n=67$), the score is ($x=65.00$); with TRY 3.000-3.500 income ($n=45$), the score is ($x=74.55$); with TRY 3.500-4.000 income ($n=34$), the score is ($x=72.94$); with TRY 4.000-4.500 income ($n=28$), the score is ($x=74.28$). The average TEOG score of the students who mark the highest option, TRY 4.500 and above, ($n=36$) is ($x=77.500$).

Table 10. One Way Anova test results on the relation between book reading frequency and TEOG success

Book Reading Frequency	n	x	ss	sh	F	p
I do not read book	107	62.7103	27.09418	2.61929	1.424	.214
1 hour	310	64.9355	24.30581	1.38048		
1-2 hours	117	62.0085	22.09950	2.04310		
2-3 hours	35	70.4286	24.14330	4.08096		
3-4 hours	6	60.8333	21.31119	8.70026		
4 hours and more	11	77.2727	24.01704	7.24141		
Total	586	64.4625	24.42871	1.00914		

When Table 10 analyzed, in the result of one way ANOVA test made to determine the relation between the variable of book reading frequency and TEOG success, no meaningful relation between more book reading and TEOG scores ($F=1.424$, $p=.214 > 0.05$) is found. The average TEOG score of the students marking "I do not read book" option ($n=107$) is ($x=62.71$), for 1 hour reading ($n=310$) the average score is ($x=64.93$), for 1-2 hours reading ($n=117$) the average score is ($x=62.00$), for 2-3 hours reading ($n=35$) the average score is ($x=70.42$), for 3-4 hours reading ($n=6$) the average score is ($x=60.83$), and for 4 hours and more reading ($n=11$) the average score is ($x=77.27$).

Table 11. One Way Anova test results on the relation between book reading frequency and reading comprehension test scores

Book Reading Frequency	n	x	ss	sh	F	p
I do not read book	105	6.02	1.995	.195	1.2009	.412
1 hour	309	6.29	1.605	.091		
1-2 hours	117	6.47	1.600	.148		
2-3 hours	35	6.54	1.421	.240		
3-4 hours	6	6.50	1.378	.563		
4 hours and more	11	6.45	2.252	.679		
Total	583	6.30	1.683	.070		

When Table 11 analyzed, in the result of one way ANOVA test made to determine the relation between the variable of book reading frequency and the reading comprehension test success, book reading frequency and reading comprehension test results are compared and no meaningful difference is found ($F=1.2009$, $p=.412 > 0.05$). The test score of the students marking "I do not read book" option ($n=105$) is ($x=6.02$), for 1 hour reading ($n=309$) the test score is ($x=6.29$), for 1-2 hours reading ($n=117$) the test score is ($x=6.47$), for 2-3 hours reading ($n=35$) the test score is ($x=6.54$), for 3-4 hours reading ($n=6$) the test score is ($x=6.50$), and for 4 hours and more reading ($n=11$) the test

score is ($x=6.45$). Based upon the data, no meaningful relation between book reading frequency and reading comprehension test result is found.

Table 12. One Way Anova test results on the relation between TEOG success and reading comprehension test scores

Reading Comprehension Test Scores	n	x	ss	sh	F	p
1	4	18.7500	6.29153	3.14576	60.761	.000
2	14	22.8571	10.86885	2.90482		
3	21	29.5238	11.50052	2.50962		
4	42	42.9762	19.19284	2.96152		
5	86	49.4186	20.62863	2.22444		
6	127	62.0866	18.42446	1.63491		
7	146	73.3562	19.02910	1.57486		
8	105	81.9048	16.58865	1.61889		
9	41	85.6098	15.81910	2.47053		
Total	586	64.4625	24.42871	1.00914		

When Table 12 analyzed, in the result of one way ANOVA test made to determine the relation between reading comprehension test scores and TEOG scores, a meaningful relation is found ($F=60.761, p=.000$). The more right answers the participating students give in the reading comprehension test, the higher scores in TEOG they get. The average TEOG score of the students who give 1 right answer in reading comprehension test ($n=4$) is ($x=18.750$), for 2 right answers ($n=14$) the average score is ($x=22.85$), for 3 right answers ($n=21$) the average score is ($x=29.52$), for 4 right answers ($n=42$) the average score is ($x=42.97$), for 5 right answers ($n=86$) the average score is ($x=49.41$), for 6 right answers ($n=127$) the average score is ($x=62.08$), for 7 right answers ($n=146$) the average score is ($x=73.35$), for 8 right answers ($n=105$) the average score is ($x=81.90$), for 9 right answers ($n=41$) the average score is ($x=85.60$). We can state that students who comprehend what they read get higher scores in TEOG. The higher reading comprehension skills students have, the higher TEOG scores they get.

Table 13. The t-test indicating the relation between book reading and income status

Variable	N	\bar{X}	S _x	sh	t	p
Book Reading						
I read	482	3.9295	2.23076	.10161	482	.071
I do not read	104	4.3750	2.49733	.24488	104	.095
Total	586					

When Table 13 analyzed, in the result of t-test ($t=482, p=.071 < 0.05$) made to determine the relation between book reading and income status, no meaningful relation is found.

Table 14. One Way Anova test results on the relation between book reading frequency and income status

Book Reading Frequency	n	x	ss	sh	F	p
I do not read	107	4.2991	2.50364	.24204	1.392	.225
1 hour	310	3.8645	2.20055	.12498		
1-2 hours	117	3.9915	2.20695	.20403		
2-3 hours	35	3.9429	2.37565	.40156		
3-4 hours	6	5.5000	.83666	.34157		
4 hours and more	11	4.8182	3.09251	.93243		
Total	586	4.0085	2.28445	.09437		

When Table 14 analyzed, in the result of one way ANOVA test made to determine the relation between book reading frequency and students' income, no meaningful relation is found ($F=1.392, p=.225 > 0.05$).

Table 15. Pearson Product-Moment Correlation Coefficient Results on the relation between TEOG scores and reading comprehension test

		TEOG Score	Reading Comprehension Test Scores
TEOG Score	Correlation	1	.671**
	P		.000
	N	586	586
Reading Comprehension Test Scores	Correlation	.671**	1
	P	.000	
	N	586	586

When Table 15 analyzed, **in the result of correlations** made to determine the relation between TEOG scores and reading comprehension test results, a meaningful relation and mid-level positive correlations are found ($Correlations= 0.671, p=.000 < 0.05$). The more right answers the students give in the reading comprehension test, the higher average TEOG scores they get.

2. Findings from the Interview

In the interview with 6 social studies teachers, various questions on book reading details of the students, the relation between book reading and success, the relation between book reading and TEOG success are asked. The findings are interpreted below.

With the data analysis 5 main theme are obtained. The themes are as follows: the relation between TEOG success and book reading, the relation between TEOG course and TEOG success, the change in high school entrance exam, class success and gender, and book reading details.

The map showing themes is provided below:

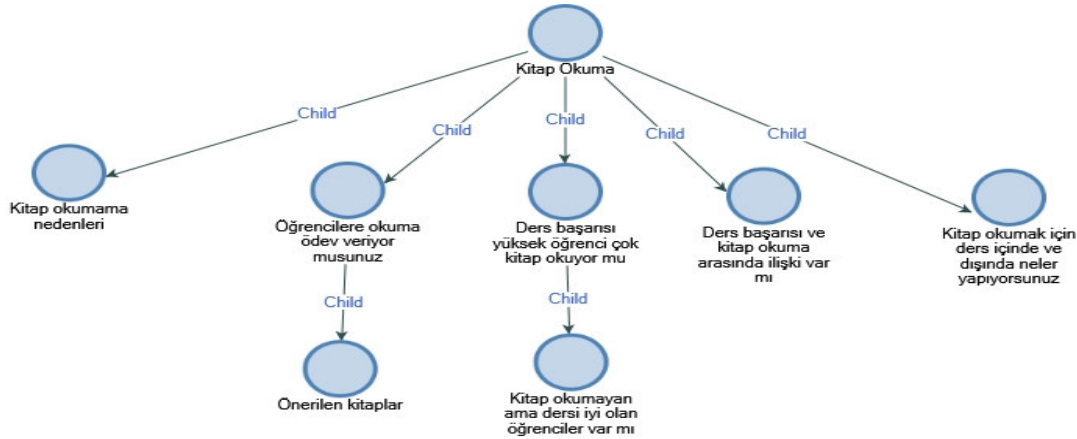


Table 16. The map showing themes

The relation between TEOG success and reading comprehension

In this theme, information on the relation between TEOG success and reading comprehension is obtained. With regard to the relation between TEOG success and reading comprehension, which forms a base for our research, all the participants indicate that a strong relation exists. Participant 2 remarks that all the classes, including math, are related to reading comprehension and because TEOG includes interpretational questions, the importance of reading comprehension should be highlighted. Participant 3 points out that 70% of Turkish Revolution History and Kemalism questions in TEOG is long paragraphs requiring reading comprehension and students who have good reading comprehension skills will perform better at grasping negative question roots, and therefore, their error margin will decrease. Participant 4 remarks that not only TEOG, but also all exams require reading comprehension to achieve success. Furthermore, s/he highlights that students must make interpretation on the informative text given in TEOG; therefore, reading comprehension is essential for exam success. Participant 5 states that in his/her previous school, conferences on reading comprehension and exam success were hold and that reading comprehension is an important requirement for exam success. Participant 6 indicates that there is a direct proportion between reading comprehension and TEOG success, and the reason why a student who do not do tests but get a high score in TEOG is the fact that s/he reads many books.

The relation between TEOG courses and TEOG success

In this theme, information on the relation between TEOG courses and TEOG success is obtained. In the opinion of Participant 1, taking charge in courses, TEOG course contributes to success. Participant 1 states that they have students do tests in TEOG courses benefiting from MEB's plans saying that *"we perceptibly witness courses increase class success"*. Indicating that s/he also takes charge in a TEOG course, Participant 2 predicates that only multiple-choice questions are included in TEOG; for this reason, the ones doing many tests in courses increase their exam success. Participant 3 notes that s/he takes charge in a TEOG course which increase students' exam success. Stating that the weekly course hours of Turkish Revolution History and Kemalism course are not enough, Participant 3 resolves this problem by compensating unfinished subjects in TEOG courses and have students do tests. Participant 4 does not participate in any TEOG course. Nevertheless, Participant 4 mentions the improvement in students and the effect of TEOG courses on success and compensating insufficient weekly course hours. Participant 5 does not participate in any TEOG course, yet still s/he thinks that those courses are helpful. Participant 6 does not participate in any TEOG course this year. Participant 6 considers TEOG courses very beneficial as they offer a compensation opportunity for unfinished subjects and provide a more efficient setting for students to do tests.

The change in high school entrance exam

In this theme, information on the change in high school entrance exam compared to the previous years is obtained. According to Participant 1, in TEOG, interpretive skills come to the forefront in comparison with previous exam systems, OKS and SBS. Hence, reading comprehension gains more importance. Participant 2 does not really differentiate between exams and says: *"All exams are same, but in TEOG long paragraph questions evaluate*

interpretive skills of students more efficiently". However, Participant 2 mention a difference between exams by saying "*While TEOG includes more interpretational questions, OKS and SBS required more knowledge*". Participant 3 indicates that TEOG evaluates students better based on their reading comprehension and while other exams compose of knowledge-based questions, TEOG has interpretational ones. Participant 4 defends that because TEOG embodies many long paragraphs, reading comprehension becomes prominent. Participant 5 propounds that reading comprehension comes to the fore in TEOG in which students are asked to use interpretation more than knowledge. Participant 6 remarks that TEOG puts emphasis on reading comprehension while other exams demand more knowledge.

School Success and Gender Factor

In this theme, the question of gender in respect of class success is queried. According to Participant 1, male students' individual success becomes prominent while female students are regarded as more successful in general. Based on the observations of Participant 2 and 3, female students have a study discipline while males are sloppy. Participant 4 indicates that female students are at a lower level and male students are more intelligent. Participant 5 predicates that male students do not study hard and spend more time with their friends while female students are more organized and read more. Participant 6 suggests that female students are more organized, neat and study harder, but male students are more intelligent.

Book Reading Issues

In this theme, information on book reading issues is obtained. This theme includes questions and answers on book reading assignments for students, genres that teachers suggest, the reasons why students do not read books, book reading activities, and the relation between class success and book reading.

Is there a relation between book reading and class success? All of the participants answer this question in the affirmative. Our participants speculate that there is a direct relation between book reading and class success. *Do you have students who do not read books but are successful in classes?* Participant 1 answers this question as "rarely" and adds: "*I had a student who did not read many books, but had high scores when it came to knowledge questions. However, he had difficulty in interpretational ones*". Participant 2 considers this as an exceptional situation and says "*Not the very intelligent ones, but the ones who study hard become successful*". Participant 3 and 4 indicate that it is possible a student have genetic intelligence, but it is not enough to perpetuate success. They assert that to maintain the success, students definitely have to read. Participant 5 points out s/he had a student who did not read many books, but showed success in classes. Participant 6 does not present an opinion.

Is there any book reading activity you make with your students within or outside of course hours? The respond of Participant 1 is that s/he does not make any activity currently, but in his/her previous school, s/he arranged reading hours. Participant 2 indicates that s/he does not make any activity as weekly course hours are not sufficient. Participant 3 denotes that s/he gives rewards in order to attempt to encourage students to read books. Participant 4 mentions there were reading hours in the school in previous years and the student who read the most books was rewarded for encouragement, and this activity aroused interest among students. Participant 5 states that with the decision of the school principal, reading hours are arranged, they participate in reading contests, and read narratives, poems and stories with students in the last 5 minutes of classes. Participant 6 indicates that in the class of which s/he is the counsellor, s/he creates a class library and asks students to provide book summaries which s/he evaluates and grades. In that way, reading rate increases.

Regarding to the reasons why students do not read book, participants present their opinions. Participant 1 attributes this issue to technologic tools such as tablet, smartphones and computers. S/he suggests that students spend time on those technologic tools rather than on reading. Participant 2 and 3 highlight the parent factor saying that if father and mother read book at home, students will read too. Participant 4 also attributes this issue to technologic tools, internet and the way parents constitute a role model for students. Participants 5 and 6 do not answer this question.

Except for the Participant 4, all other participants give a negative answer to the question "Do you assign book reading to your students?" Participant 2 complains insufficient weekly course hours and Participant 3 responds as "*Unfortunately, it is a system related problem. Because success is evaluated with tests, we mostly spend time on doing tests.*" Participant 4 denotes that s/he gives book reading homeworks to students and asks them to read at least 5 books in a semi-school year because teachers need to input the names of these books in e-school system. Participant 2 and 4 answer the question which books they suggest to 8th grade students for Turkish Revolution History and Kemalism course. Participant 2 says that "*The books about Turkish War of Independence such as Ateşten Gömlek and Yaban enable students to understand the subject better. Furthermore, students reading these books understand social events of this period better and more clearly realize how society suffered in the war.*" Participant 4 suggests Ministry of National Education of Turkey approved books to students.

Conclusion

When the general results of this research analyzed, made to determine the relation between reading comprehension and TEOG scores of 8th grade students in Turkish Revolution History and Kemalism course, it is concluded that students who read more and understand what they read achieve more success in TEOG. It is a remarkable

conclusion when we think the fact that TEOG shapes the future of millions of students. With regard to gender related research results, there is no meaningful relation between gender and TEOG scores of Turkish Revolution History and Kemalism course. The researchers who have attempted to analyze the relation between gender and success have not been able to get a clear conclusion, but academic success of female students is a bit higher. Şeker, Çınar, Kaya (2004), Demir and Doğan (2015), Duckworth and Seligman, (2006), Linver and oth. (2002). In general, it is concluded that the academic success of female students is higher than that of male students. These results support our research. On the other hand, PISA data also reveal that among OECD countries female students are more successful than male students.

Regarding to the relation between book reading and gender, we conclude that male students read more books while females spend more time on reading. Güngör (2009), Güney et al. (2014) also concludes that female students spend more time on reading, in parallel of our results. With regard to gender related research results, there is no meaningful relation between gender and 9-question reading comprehension test provided to the students.

With regard to the TEOG course participation related research results, it is concluded that the students participating in the TEOG course get higher scores than the rest. Additionally, the students participating in the TEOG course give more right answers in the "reading comprehension test" compared to the non-participating ones. It is concluded that the TEOG course improves the reading comprehension of the students and increase success in TEOG.

With regard to income status related research results, it is deduced that the higher level of income students get, the higher scores they get in TEOG. The lower level of income students get, the lower scores they get in TEOG. D'Aoust (2008), Kerres and Kilpatrick (2006), Tomul and Savaşçı (2012), Demir and Doğan (2015) get the same conclusion. These results support what we have deduced in our research.

With regard to income status related research results, there is no meaningful relation between income status of the students and book reading tendency and frequency. With regard to book reading frequency related research results, there is no meaningful relation between book reading frequency and TEOG success. Furthermore, it is concluded that there is no meaningful relation between book reading frequency and "reading comprehension test" success.

When TEOG scores and "reading comprehension test" scores are compared, the higher scores students get in TEOG, the higher scores they get in "reading comprehension test". There is a direct proportion between the two variables. It is concluded that the higher skill level students get in reading comprehension, higher Turkish Revolution History and Kemalism scores they get in TEOG. Ceren and Deniz (2015) indicate that TEOG includes questions to evaluate students' reading comprehension for all courses, especially for Turkish Revolution History and Kemalism course. And in that way, they highlight the importance of reading comprehension, in furtherance of our research. Additionally, Gökteş (2010) finds a meaningful relation between reading comprehension and academic success in math. It is concluded that the higher skill level students get in reading comprehension, the more academic success they achieve in math, in furtherance of our research. In another research in this area, Bayat, Şekercioğlu and Bakır (2014) study the relation between reading comprehension and science course success and find a meaningful relation between reading comprehension and academic success of science courses. According to this conclusion, the higher skill level students get in reading comprehension, the more academic success they achieve in science, in furtherance of our research. In the result of t-test made to determine the effect of TEOG courses on TEOG success, it is concluded that TEOG courses increase TEOG exam success.

In the light of the results of this research, considering the fact that TEOG exam system makes reading comprehension skill much more prominent, it can be recommended to students to read more, and parents can be asked to provide a good role model in that case. Teachers can also pay attention to their attitude and behaviours in a way that they encourage students to read more. Teachers may assign reading texts to students for in-class activities and ask them to summarize those texts verbally or in written form. In that way students can improve their reading comprehension skills. Project papers could be converted into book reading assignments in which students are asked to summarize or lecture verbally. Moreover, in written school exams, open ended questions may be asked in addition to multiple-choice test questions to enable students to improve their self expression ability. School managements can organize reading days and within the bounds of possibility, authors may be invited to schools to create awareness. Books could be introduced to students by organizing one hour once a week as reading hour. Library excursions can be organized because it is the easiest way for students to access books. In that way, visiting libraries can become a design for students.

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