International Journal of Evaluation and Research in Education (IJERE)
Vol.6, No.1, March 2017, pp. 31~37
ISSN: 2252-8822

Investigating The Written Exam Scores' Prediction Power of TEOG Exam Scores

Hakkı Kontaş, Esen Turan Özpolat
Department of Educational Sciences, Adıyaman University, Turkey

Article Info

Article history:

Received January 11th, 2017
Revised February 08th, 2017
Accepted February 11th, 2017

Keyword:

Secondary education students
TEOG score
Written exam score

ABSTRACT

The purpose of this study was to investigate exam scores' predicting Transition from Primary to Secondary Education (TEOG) exam scores. The research data were obtained from the records of 1035 students studying at the first term of eighth grade in 2015-2016 academic year in e-school system. The research was on relational screening model. Linear regression model was used for the analysis of data. The analysis results proved that there was a high level significant relationship between exam scores and TEOG exam scores.

Corresponding Author:

Hakkı Kontaş,
Department of Educational Sciences,
Adıyaman University, Adıyaman/Turkey.
Email: hakkikontas@hotmail.com

1. INTRODUCTION

Raising individuals who can look to events from different perspectives with a critical approach, can produce creative solutions for the current problems and can thing flexibly and analytically has become a need for the countries during the era we live in. The countries have involved into the purpose of meeting the qualified man power the modern era requires. As mentioned by Sönmez [1], humankind will govern the states, plan, found and run the factories, distribute and consume the products, build schools, roads and dams, and create problems related to objects and events and create the solutions of these problems; and therefore humankind should be entrusted with consistent behaviors, and problem-solving knowledge and skills. Because pre-condition of keeping up with the age we live in is to provide new knowledge and skills the modern age requires to the individuals who create the qualified man power as one of the fundamental elements of social development and improvement at an adequate level [2]. The first step of fulfilling this target includes qualified education. For that reason, the need for providing a qualified education according to the requirements of the information and technology era to the children as the inheritors of future by qualified and well-supported educators has increased and become prominent day by day. And a qualified education appealing to the interest and abilities of students and aiming to use flexible, high level thinking skills at schools is actualized with a qualified curriculum [3]. One of the important dimensions of a curriculum aiming to create terminal behavior change in individuals is assessment and measurement in which to what extent the individuals achieve the goals of the curriculum is determined [4]. Whereas measurement is observing a size or property through the appropriate measurement tools and indicating with numbers and symbols [5], assessment is the process of turning measurement results into a criteria and making a judgment [6], [1]. The purpose of measurement and assessment is to measure the quality of behavior change that occurs through learning in individuals, to determine numerically and to evaluate [7]. It was mentioned that success in education should not only be evaluated considering the results students have in exams [8], and central exams

determining the academic education and occupations of the students in the future are remarkable for a better future in Turkey [9]-[10]. Therefore, the request of having a better education in Turkey cannot be considered without a selection and placement system out of exam [11]-[12].

Although success in education should not only be evaluated according to the performances of students in exams, several exams in which success of students was measured and assessed during the process of transition to secondary education as the most important step for selection of future occupation have been held in our country. Frequently changes in exam system have caused material and nonmaterial some disadvantages in terms of parents, teachers, and students, as the leading [13]. Moreover, considering the exams held for admitting students to the secondary education institutions, we can notice that names, content, form, assessment and age groups of the students accepted to the exam have all changed in time. Several exam systems have been experienced under the names of LGS (Transitions to High Schools) in 2000s, OKS (Secondary Education Institutions Exam) from 2004 to 2008, SBS (Placement Test) from 2008 to 2013, and TEOG (Transition from Primary to Secondary Education Exam) from 2013 until now [9], [12], [14-18].

TEOG is an exam including 6 lessons (Turkish, mathematics, science and technology, religion and moral knowledge, English and revolution history and Kemalism) in terms of its content. TEOG exam in which there are 20 each question for each lesson is held periodically, and has the chance of excuse exam for the students who cannot take the exam. It is possible to mention that TEOG is a less stressful exam rather than the previous ones due to having such a property [8]. In a study carried out by Erol [15], it was concluded that TEOG exam was more comprehensive and less stressful in terms of its being coherent with lesson acquisitions and introducing innovations that would decrease exam anxiety and stress. Furthermore, in their research, Öztürk and Aksoy [19] concluded that students expressed positive views upon TEOG exam. Common exams are held in a way involving the curriculum lectured according to the academic calendar for the lessons with two exams in the first and with three exams in the second stage; for that reason, this exam can be regarded as an acquisition assessment exam rather than an elimination-listing exam in contrast to the previous ones. In contrast to the aforementioned positive views related to TEOG, Öztürk and Aksoy [19] argued this exam system to be abandoned. In the regulation of Ministry of National Education (MoNE) upon TEOG exam, the expression of "the questions are prepared in a quality measuring critical thinking, analyzing, problem solving, inference, interpreting and similar skills of the students depending upon determined acquisitions of the curriculum lectured until the date when the exam is held" related to the questions is stated [9]. Although it is a fact that TEOG fairly assess each student, TEOG has not been regarded as the unique criteria for transition to the secondary education; the effects of school written exam scores are regarded, as well. Therefore, the scores taken from written exams as the acquisition assessment exams held in schools and the scores taken from TEOG accepted as the central acquisition exam are accepted to be coherent with each other for the students to be admitted to a good secondary education institution. In order to understand whether such a coherence is presence or not, it is necessary to determine whether it is possible to closely predict TEOG scores considering the first written exam scores of the lessons with 3 written exams in a term. According to Ertürk [20], assessment enables to determine whether educational activities serve to their purpose or not, whether they have negative outputs, and whether energy is wasted or not during the activity process.

When the national studies in the literature were reviewed, several researches on TEOG exam were found. However, majority of these researches discussed only one of the lessons included in TEOG exam, and investigated this in terms of different variables. Some of these researches evaluated TEOG exam according to the views of students [19], [21], and some other evaluated considering the views of teachers [15], [17],[22]. Moreover, there were also studies discussing the views of both students and teachers upon TEOG exam [16]. One study discussing the views of parents beside the views of students and teachers on TEOG exam was also found [23]. Furthermore, there were also studies investigating the questions of a specific lesson in TEOG exam from several aspects [24-27]. When the studies carried out upon TEOG were reviewed, the studies investigating the content validity of the specific lessons in TEOG exam were also noticed to be present [17], [28].

When the aforementioned studies on TEOG were considered and the literature was reviewed, no study investigating the prediction power of exam scores eighth grade students took from their lessons upon Transition from Primary to Secondary Education (TEOG) exam scores was founded. However, there was a study carried out by Parlak and Tatlıdil [29] investigating the relationship between final term achievement scores 8th grade students took from Turkish, mathematics, science, social sciences and English lesson exams and 8th grade SBS exam scores.

During the educational process, central examinations are held by the MoNE in order to determine to what extent students acquired the attainments in the curriculum that are required to be fulfilled by the individuals and the level of their acquisition. The level of success students achieve in these exams is remarkable in terms of students' further academic life and shaping their future. Because such exams in our

country are so important in terms of future of the students, prediction power of exams upon TEOG was investigated in order to determine prediction power of exams upon further academic exam success of the individuals. Purpose of this research was to determine whether written exam scores held from the lessons within the scope of TEOG in the eighth grade predicted TEOG scores, and the level of this prediction.

2. RESEARCH METHOD

2.1. Research Model

Relational screening model was used in this research which was carried out for determine to what extent written exam scores of the secondary education students predicted TEOG scores. Relational screening models aims to determine the presence and/or level of change between two or more variables [30].

2.2. Study Group

The research data were obtained from the records of 1035 eighth grade students studying at 7 secondary education schools in province of Adıyaman. The distribution of the study group according to the schools was presented in Table 1.

Table 1. Distribution of the Study Group According to the Schools

Schools	Frequency (N)	%
1	257	24.8
2	137	13.2
3	134	12.9
4	104	10.0
5	226	21.8
6	121	11.7
7	56	5.4
Total	1035	100

2.3. Collection of Data

In order to collect research data, the scores secondary education eighth grade students took from six lessons' written exams and the scores taken from the first stage of TEOG exam were included into the study. The scores taken from written and oral exams after the explanation of TEOG exam scores were excluded from the research. The scores taken from TEOG exam are took the place of second written exam for the lessons with three written exams during a term, and took the place of the first written exam for the lessons with two written exam (Table 2).

Table 2. TEOG exam's being Accepted as Exam According to the Lessons

	Turkish	Mathematics	Science and Technology	Religion and Moral Knowledge	Foreign Language	Revolution History
First Exam	Written Exam	Written Exam	Written Exam	TEOG	Written Exam	TEOG
Second Exam	TEOG	TEOG	TEOG	Written Exam	TEOG	Written Exam

2.4. Data Analysis

In order to determine to what extent exam scores predicted TEOG scores, regression analysis was used for the analysis of the research data. Linear regression that is a type of regression analyses can be used to analyze data from experimental or nonexperimental designs. Bivariate linear regression computes an aquation that relates predicted Y scores to X scores [31].

3. RESULTS AND ANALYSIS

The findings related to the research were mentioned below, and obtained data were presented in Table 3, Table 4, Table 5.

Table 3. Descriptive Statistics and Correlations of Exam Score and *TEOG* Exam Scores According to the Type of Lesson

	Turkish 1	Turkish 2	Mathematics 1	Mathematics2	Science1	Science 2	Religion and Moral Knowledge1	Religion and Moral Knowledge 2	Foreign LAnguage1	Foreign Language 2	Revolution History 1	Revolution History 2
Turkish 1	1											
Turkish 2	.808*	1										
Mathematics 1	.681*	.674*	1									
Mathematics 2	.712*	.727*	.806*	1								
Science 1	.742*	.740*	.744*	.740*	1							
Science 2	.745*	.791*	.731*	.750*	.808*	1						
Religion and MK 1	.764*	.790*	.621*	.613*	.705*	.748*	1					
Religion and MK 2	.698*	.684*	.591*	.582*	.629*	.663*	.733*	1				
Foreign Language 1	.711*	.692*	.680*	.695*	.707*	.676*	.603*	.590*	1			
Foreign Language 2	.708*	.699*	.656*	.696*	.704*	.692*	.635*	.575*	.806*	1		
Revolution History 1	.750*	.770*	.660*	.691*	.720*	.782*	.772*	.644*	.659*	.696*	1	
Revolution History 2	.709*	.696*	.671*	.654*	.685*	.728*	.669*	.661*	.650*	.644*	.777*	1
$\bar{X}$	74.16	66.66	63.45	51.75	69.32	65.81	82.27	82.06	69.05	64.81	66.79	69.23
SD	22.19	22.64	27.68	27.43	23.01	22.53	21.41	18.08	23.62	24.70	24.20	23.51
N	1035	1035	1033	1035	1035	1035	1035	1034	1026	1026	1034	1029

* p< .01

When Table 3 was analyzed, the highest correlations were determined to be between written exam scores of Turkish and science lessons and TEOG exam scores (.81), and the lowest correlations were found to be between exam scores of religion and moral knowledge (.73) and revolution history and Kemalism (.77) exam scores and TEOG exam scores.

Table 4. Regression Analysis Results of Turkish Exam Score and *TEOG* Exam Score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	5.559	1.448	-	3.838	.000
Turkish Exam Score	.824	.019	.808	44.032	.000
R=.808	R^2=.652	$F_{(1, 1033)}$=1938.847		p=.000	

According to the analysis results in Table 4, the amount of relationship between Turkish lesson exam score and TEOG exam score was R= .808, R^2= .652; explained variance was F(1, 1033)=1938.847, and the level of significance was p<.001.According to these results, 65% of the variance related to TEOG exam Turkish score could be stated to be explained through the written exam scores taken from this lesson.

Table 5. Regression Analysis Results of Mathematics Exam Score and *TEOG*Exam Score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	1.106	1.263	-	.875	.382
Math Exam Score	.799	.018	.806	43.783	.000
R=.806	R^2=.650	$F_{(1, 1031)}$=1916.927		p=.000	

According to the analysis results in Table 5, the amount of relationship between mathematics lesson exam score and TEOG exam score was R= .806, R^2= .650; explained variance was F(1, 1031)=1916.927, and the level of significance was p<.001.According to these results, 65% of the variance related to TEOG

exam mathematics score could be stated to be explained through the written exam scores taken from this lesson.

Table 6. Regression Analysis Results of Science Exam Score and *TEOG* Exam Score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	10.961	1.311	-	8.359	.000
Science Exam Score	.791	.018	.808	44.070	.000
R=.808	R^2=.653	$F_{(1, 1033)}$=1942.126	p=.000		

According to the analysis results in Table 6, the amount of relationship between science lesson exam score and TEOG exam score was R= .808, R^2= .653; explained variance was F(1, 1033)=1942.126, and the level of significance was p<.001.According to these results, 65% of the variance related to TEOG exam science score could be stated to be explained through the written exam scores taken from this lesson.

Table 7. Regression Analysis Results of Religion and Moral Knowledge Exam Score and *TEOG*Exam Score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	31.112	1.520	-	20.463	.000
Religion and Moral Knowledge Exam Score	.619	.018	.733	34.627	.000
R=.733	R^2=.537	$F_{(1, 1032)}$=1199.020	p=.000		

According to the analysis results in Table 7, the amount of relationship between religion and moral knowledge lesson exam score and TEOG exam score was R= .733, R^2= .537; explained variance was F(1, 1032)=1199.020, and the level of significance was p<.001.According to these results, 54% of the variance related to TEOG exam religion and moral knowledge score could be stated to be explained through the written exam scores taken from this lesson.

Table 8. Regression Analysis Results of Foreign Language Exam Score and *TEOG*Exam Score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	6.594	1.410	-	4.676	.000
Foreign Language Exam Score	.843	.019	.806	43.630	.000
R=.806	R^2=.650	$F_{(1, 1024)}$=1903.617	p=.000		

According to the analysis results in Table 8, the amount of relationship between foreign language lesson exam score and TEOG exam score was R= .806, R^2= .650; explained variance was F(1, 1024)=1903.617, and the level of significance was p<.001.According to these results, 65% of the variance related to TEOG exam foreign language score could be stated to be explained through the written exam scores taken from this lesson.

Table 9. Regression Analysis Results of revolution history and Kemalism exam score and *TEOG* exam score

Variable	B	Standard Deviation $_B$	β	t	p
Constant	18.923	1.354	-	13.978	.000
Revolution History and Kemalism Exam Score	.754	.019	.777	39.532	.000
R=.777	R^2=.603	$F_{(1, 1027)}$=1562.795	p=.000		

According to the analysis results in Table 9, the amount of relationship between revolution history and Kemalism lesson exam score and TEOG exam score was R= .777, R^2= .603; explained variance was F(1, 1027)=1562.795, and the level of significance was p<.001.According to these results, 60% of the variance related to TEOG exam foreign language score could be stated to be explained through the written exam scores taken from this lesson.

Transition to higher education institutions exams are held for years in order to prepare students studying at secondary education institutions to profession, business life and higher education according to their interests and abilities [32]. According to Süer[9], the exams held at schools and central exams had a remarkable place in lives of students and families who made efforts to have a qualified future in our country. Because quality of education students would have in high schools and even in universities in their further academic life changed according to the scores taken from the exams. For that reason, this research, prediction power of exam scores taken from the relevant lessons (Turkish, mathematics, science and technology, religion and moral knowledge, English and revolution history and Kemalism) by the eighth grade students upon TEOG scores was investigated. The research results indicated that there was a positive significant relationship between TEOG exam scores and written exam scores of the secondary education eighth grade students. When regression analysis results were analyzed, high level significant relationship was observed between TEOG exam scores and written exam scores.

According to the results of this research in which prediction power of exam scores eighth grade students took from the lessons upon TEOG scores, it was concluded that the scores taken from Turkish, mathematics, science and technology, religion and moral knowledge, English and revolution history and Kemalism lessons and scores taken from the TEOG exam predicted the scores taken in these lessons. This obtained result was similar to the result of the study carried out by Parlak and Tatlıdil[28]. Parlak and Tatlıdil[28] concluded that the lessons that had the most significant predicting lessons in explaining the success of 8th grade SBS were Turkish, science and technology lessons. However, prediction power of English lesson that was not included in any central exam system before SBS was found to be lower.

4. CONCLUSION

In conclusion, it was determined that the scores taken from written exams were significant predictors of TEOG exam scores. Obtained results proved that the scores taken from Turkish, mathematics, science and foreign language exams had close values upon predicting the scores taken from TEOG exam. However, written exam scores taken from religion and moral knowledge and revolution history and Kemalism lessons were determined to predict TEOG exam scores at a lower level rather than the other lessons. First exam score of these two lessons were used as the score taken from TEOG exam, and the second exam was held by teachers. Accordingly, in reference to this, teachers were considered to be affected by the scores taken from TEOG exam while determining the written exam scores taken from religion and moral knowledge and revolution history and Kemalism lessons. In reference to this research, the suggestions below could be offered:

a. No adequate researches carried out upon whether written exams held at schools predicted the scores taken from TEOG exam were found in the literature. For that reason, more comprehensive studies upon this should be carried out. So that current information could be obtained on TEOG exam content and exam implementation.
b. Necessary precautions should be taken on scoring school exams more objectively and fairly in order to provide TEOG exam and school exam scores to be more coherent.
c. Success of the students studying at secondary education schools in lessons included in secondary education curriculum but not included in TEOG exam should also be considered within the scope of TEOG exam.
d. Results and suggestions of the academic studies carried out on TEOG and similar exams and school exams should be discussed by MoNE, and could be used for the improvement of measurement and assessment processes.
e. In TEOG exam, open-ended question that could determine the interpretation and analytic thinking skill levels of the students that curriculums aimed should be also asked beside the multiple choice questions. And this would prevent teachers and students to be dependent with tests during the process.

REFERENCES

[1] Sönmez, V. Program geliştirmede öğretmen elkitabı, Ankara: Anı Yayıncılık, 2012.
[2] Yüksel, İ., & Sağlam, M. Eğitimde program değerlendirme, Ankara: Pegem Akademi Yayınları, 2012.
[3] Balay, R. Küreselleşme, bilgi toplumu ve eğitim. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 37(2), 61-82, 2004.
[4] Ornstein, A. C., & Hunkins, F.P. Curriculum: Foundations, Principles and Issues. US: Pearson, 2004.
[5] Akpınar, B. Eğitimde program geliştirme. Ankara: Data Yayınları, 2013.
[6] Özçelik, D. A. Araştırma teknikleri: Düzenleme ve analiz. Ankara: ÜSYM Eğitim Yayınları, 1981.
[7] Başaran İ, E. Eğitime giriş, Ankara, 1994.
[8] Ministry of National Education, [cited 2016 June 14]. Available from: http://oges.meb.gov.tr/docs2104/sunum.pdf

[9] Süer, N. Öz-Düzenleme becerilerinin TEOG sınavı üzerindeki etkisi (Yayımlanmamış yüksek lisans tezi). Yıldız Teknik Üniversitesi, İstanbul, 2014.
[10] Yorgancı, O. K. Sekizinci sınıf Türkçe dersi ortak sınavı sorularının öğretim programına göre değerlendirilmesi (Yayımlanmamış yüksek lisans tezi). Gazi Üniversitesi, Ankara, 2015.
[11] Karaman, E. Okulların TEOG sınavı başarı sıralamaları: TOPSİS çok kriterli karar verme yöntem uygulaması (Yayımlanmamış yüksek lisans tezi). Gebze Teknik Üniversitesi, Gebze, 2015.
[12] Yıldırım, B. Türkiye'deki orta öğretim giriş sınavları (OKS, SBS, TEOG) ile TIMSS sınav sorularının (biyoloji) öğrenci başarıları düzeyinde karşılaştırılması (Yayımlanmamış yüksek lisans tezi). Kahramanmaraş Sütçü İmam Üniversitesi, Kahramanmaraş, 2015.
[13] Akyüz, Y. Türk eğitim tarihi. Ankara: Pegem Akademi Yayıncılık, 2012.
[14] Dalak, O. TEOG sınav soruları ile 8. sınıf öğretim programlarındaki ilgili kazanımların yenilenmiş bloom taksonomisine göre incelenmesi (Yayımlanmamış yüksek lisans tezi). Gaziantep Üniversitesi, Gaziantep, 2015.
[15] Erol, H. TEOG sınavında T.C. İnkılap tarihi ve Atatürkçülük dersi ile ilgili sorulan sorular hakkında sosyal bilgiler öğretmenlerinin görüşleri. Elektronik Sosyal Bilimler Dergisi, 15(57), 548-567, 2016.
[16] Karaca, M. TEOG sınavlarında soru sorulan ve sorulmayan fen ve teknoloji dersi konularına ilişkin öğrenci ve öğretmen bakış açıları (Yayımlanmamış yüksek lisans tezi). Erciyes Üniversitesi, Kayseri, 2015.
[17] Yılmaz, G. SBS ve TEOG sınavındaki söz varlığımızla ilgili türkçe sorularının 2005 Türkçe öğretim programı'ndaki sözcük varlığımızla ilgili kazanımları ölçme yeterlilik düzeyinin öğretmen görüşlerine göre incelenmesi (Yayımlanmamış yüksek lisans tezi). Erzincan Üniversitesi, Erzincan, 2014.
[18] Öztürk, F. Z.ve Aksoy, H. Temel eğitimden ortaöğretime geçiş modelinin 8. sınıf öğrenci görüşlerine göre değerlendirilmesi (Ordu İli Örneği). Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 33(2), 439-454, 2014.
[19] Ertürk, S. Eğitimde program geliştirme. Ankara: H.Ü. Yayını, 1972.
[20] Özkan, E., & Karataş, İ. H. Ortaöğretime geçiş sisteminde yapılan değişikliklere ilişkin öğrenci görüşlerinin analizi. Eğitim ve Öğretim Araştırmaları Dergisi, 5(1), 225-234, 2016.
[21] Atila, M. E., & Özeken, Ö. F. Temel eğitimden ortaöğretime geçiş sınavı: fen bilimleri öğretmenleri ne düşünüyor? Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 34(1), 124-140, 2015.
[22] Şad, S. N., & Şahiner, Y. K. Temel eğitimden ortaöğretime geçiş (TEOG) sistemine ilişkin öğrenci, öğretmen ve veli görüşleri. Elementary Education Online, 15(1), 53-76, 2016.
[23] Arı, A., & İnci, T. Sekizinci sınıf fen ve teknoloji dersine ilişkin ortak sınav sorularının değerlendirilmesi. Uşak Üniversitesi Sosyal Bilimler Dergisi, 8(4), 17-50, 2015.
[24] Cayhan, C., & Akın, E. TEOG sınavı Türkçe dersi sorularının Türkçe dersi öğretim programındaki kazanımlar açısından değerlendirilmesi. Sosyal Bilimler Enstitüsü Dergisi, 1(4), 119-128, 2015.
[25] Karadeniz, O., Eker, C., & Ulusoy, M. TEOG sınavındaki T.C.İnkılap tarihi ve Atatürkçülük dersine ait soruların kazanım temelli olarak değerlendirilmesi. Uluslararası Avrasya Sosyal Bilimler Dergisi, 6(18), 115-134, 2015.
[26] Kaşıkçı, Y., Bolat, A., Değirmenci, S., & Karamustafaoğlu, S. İkinci dönem TEOG sınavı fen ve teknoloji sorularının bazı kriterlere göre değerlendirilmesi. Eğitim ve Öğretim Araştırmaları Dergisi, 4(1), 225-232, 2015.
[27] Koğar, E. Y. & Aygun, B. Temel eğitimden orta öğretime geçiş sınavı (TEOG)'nın matematik temel alanına ait testlerin kapsam geçerliğinin incelenmesi. Pegem Eğitim ve Öğretim Dergisi, 5(5), 667-680, 2015.
[28] Parlak, B., & Tatlıdil, H. 8. sınıf öğrencilerinin okul başarı puanları ile test puanları arasındaki ilişkinin çok boyutlu incelenmesi. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 335-350, 2013.
[29] Karasar, N. Bilimsel araştırma yöntemi. Ankara: Nobel Yayın Dağıtım, 81, 2005.
[30] Green, S.B., & Salkind, N.J. Using SPSS for windows and macintosh (Analyzing and understanding data). New Jersey: Pearson, 275, 2008.
[31] Sarıer, Y. Ortaöğretime giriş sınavları (OKS-SBS) ve PISA sonuçları ışığında eğitimde fırsat eşitliğinin değerlendirilmesi. Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi, 107-129, 2010.

BIOGRAPHIES OF AUTHORS

Kontaş, is an Assist. Prof. Dr. in Department of Educational Sciences, in Faculty of Education, University of Adıyaman, Turkey. He received his Bachelor Degree in Primary School Teaching from University of Bolu Abant İzzet Baysal, Master Degree in Curriculum and Instruction from University of Bolu Abant İzzet Baysal and Ph.D in Curriculum and Instruction from University of Hacettepe, Turkey.

Dr. Turan-Ozpolat was born in Adıyaman on September, 21, 1984. Bachelor of Primary School Teacher Education from Gaziantep University, Turkey. Master of Curriculum and Instruction from University of Gaziantep, and Ph.D in Curriculum and Instruction from University of Gaziantep. She worked as a research assistant in Department of Educational Sciences, Faculty of Education, University of Gaziantep and is currently working as an educational specialist in Department of Educational Sciences, Faculty of Education, University of Adiyaman.