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; Şadioğlu, 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
This study aims to examine the relation between TEOG (exam, GPA and exam scores on TR History of Revolution) and two or more than two variables or between some score groups (Creswell, 2013, 12).

Correlation survey design is a design where relational statistics is used to measure and describe the relation between people with limited number of questions. In this way, it is possible to compare data and add them statistically (Patton, 2014: 14).

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 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   | X    | Ss   | T    | P   |
|------------------|--------|-----|------|------|------|-----|
| TR History of    | Male   | 303 | 78,70| 10,674| 1,241| .101|
| Revolution and    | Female | 285 | 79,75| 9,6679|      |     |
| Kemalism Course  |        |     |      |      |      |     |
| Score GPA         | Male   | 303 | 78,63| 9,28861| .735 | .650|
|                   | Female | 285 | 79,19| 9,04966|      |     |
| TEOGScore         | 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 ($t=7.35, p=0.650 > 0.05$). No significant difference was found between TEOG Scores in terms of gender ($t=4.23, p=0.318 > 0.05$).

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

| Age | N   | 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 ($t=0.563, p=0.407 > 0.05$), 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 ($t=0.622, p=0.72, >0.05$). 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   | 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 ($f=24.94, p=0.000<0.05$), it is seen that there is a significant difference. While the mean scores of the students whose family income level is low is $X=71.44$, the mean scores of the students whose family income level is at medium level is $X=77.34$. The mean scores of the students whose family income level is high is $X=81.28$. The mean scores of the students with very high family income is $X=89.21$.

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

| Family Income Level | N   | 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($f=32.22, p=0.000<0.05$) in terms of family income level. The mean scores of the students whose family income level is low is $X=71.00$. The mean scores of the students whose family income level is medium is $X=77.15$. The mean scores of the students whose family income level is high is $X=80.85$. The students whose family income level is very high is $X=89.39$.

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

| Family Income Level | N   | 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 High | 23   | 650.8261| 56.55299 |      |     |
|                | Good   | 274  | 572.1861| 82.54189 |      |     |
|                | 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 \( (f=33.120, p=0.000<0.05) \) 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  | 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 Total   | 5  | 90.00 | 9,0553 |       |       |
|                        | 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 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  | x     | Ss    | F     | P     |
|------------------------|----|-------|-------|-------|-------|
| Grade Point Average    |   |       |       |       |       |
| None                   | 4  | 65.00 | 13,154| 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 School      | 84 | 80.40 | 8,6944|       |       |
| University Graduate    | 55 | 84.49 | 9,1325|       |       |
| Graduate Level Total   | 5  | 89.40 | 9,5289|       |       |
|                        | 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\( (f=10.17, p=0.000<0.05) \) 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  | 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  |        |      |
| 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                               |
| P                                 | .696                                              |
| N                                 | 588                                               |
| TR History of Revolution and Kemalism Course Score | Pearson Correlation |
| P                                 | .000                                              |
| N                                 | 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 (GPA)        | TR History of Revolution and Kemalism Course Score |
|----------------------------------|---------------------------------------------------|
| Grade Point Average              | Pearson Correlation                               |
| P                                | .773                                              |
| N                                | 588                                               |
| TR History of Revolution and Kemalism Course Score | Pearson Correlation |
| P                                | .000                                              |
| N                                | 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 |
|------------|---------------------|
| Pearson Correlation | 1.733 |
| *P* | .000 |
| *N* | 588 588 |

| Grade Point Average | Pearson Correlation | 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=0.000< 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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