Ulakbilge
Sosyal Bilimler Dergisi

INVESTIGATION OF THE ROLE OF TEACHERS' FEATURES IN DETERMINING THE STUDENT COURSE SUCCESS

Davut HOTAMAN[1]

[1]Doç. Dr., Yıldız Teknik Üniversitesi, davut@yildiz.edu.tr, ORCID: 0000-0002-8715-2650

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Abstract

If we define education as a "deliberate culturing" process, then it is clear that all educational activities need to be planned. Planning in education is pre-designing and organizing which of the educational activities to choose in order to achieve specific educational goals, why and how to make them available to students, what auxiliary and complementary resources and tools to use, and how to evaluate the achieved results. Teachers, who are the implementers of these programs, are one of the main inputs of the education system, as they closely monitor the output or product of the planned and scheduled educational application. In order to reach the most accurate and detailed evaluations about the quality of the outputs, teachers must examine the product from all aspects and collect data with the most accurate assessment tools for evaluation. The purpose of this study is to determine the extent to which teachers monitor and evaluate the observable in-class and out-of-class behaviors of students in the process of determining students' course success. In this respect, since the research is descriptive, singular scanning was used as a method. The research was carried out on volunteer class and branch teachers working in primary, secondary and high schools. This research is important in terms of emphasizing the need to consider the observation based in-and-out-of-class behaviors of the students in determining their course success. According to the results obtained, it was determined that while evaluating their students, teachers' levels of considering the students' observable in-and-out-of-class performance variables differed significantly according to the teachers' gender, field/branch, seniority and level/type of school in which they were assigned.

Keywords: Education, course success, assessment, evaluation

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Introduction

Communities invest in education in order to enrich their life processes, utilize their resources effectively, compete with other societies and guarantee their future. Education is an indispensable requirement for the individual's social cohesion and development and is one of the most important variables in preparing the individual and society for the future. In this sense, education can also be seen as a "deliberate culturing process". When the definitions related to education in the literature are examined, it is seen that the common points of these definitions are "realizing the targeted behavior changes targeted by the society through planned activities" (Bilen, 2012; Demirel, 2019; Görgen, 2014; Morrison at al, 2004 ; Ornstein & Hunkins, 2009; Variş, 1996). Among these definitions, Ertürk's definition of education is accepted the most. Ertürk (1984, p.12) defines education as "the process of intentional and desired behavior change in the individual's behavior through his own experiences". This is a commonly used definition that includes formal education. The education process in every country is open to individuals in need of education. Training is a planned and deliberate process and is expected to be carried out according to the plans made. However, there is no guarantee that all planned educational activities will always yield expected results. Therefore, there is a need for continuous control of whether the plans are delivering the expected results. Failure of planned activities to achieve its goal means a waste of money, labor, energy, and thus, time.

Education is a series of planned activities. Therefore, all of the educational activities are carried out within a program, and plans designed for this purpose are called educational programs. An educational program consists of objectives, content, educational situations (learning experiences) and assessment (Bilen, 2012; Demirel, 2019; Görgen, 2014; Ornstein &Hunkins, 2009). In education programs, first of all, the properties that are decided to be acquired by the student, namely the goal-achievements, are determined. These goal-achievements are desired characteristics that are approved by the society, decided to be brought to the individual and can be achieved through education (Bilen, 2012; Demirel, 2019; Ertürk, 1984; Görgen, 2014; Ornstein &Hunkins, 2009; Variş, 1996). The second element of the education programs includes the characteristics that the target-achievements indicate, the third element is the educational status (learning experiences) and the fourth and the last element is the evaluation. Evaluation, which is the last element of the education programs, is the stage of checking whether or not the target-achievements determined to be given to the students at the beginning of the process are translated into student behavior. No matter how effectively the training process is planned, it is required to determine whether the expectations are met by looking at the outputs at the end of the process (Baykul, 2000; Baykul, 2010; Baykul ve Turgut, 2015; Ertürk, 1984; Kan, 2015; Linn & Miller, 2005; Ornstein &Hunkins, 2009).

In order to be able to evaluate the education process, it is necessary to perform assessment procedures first. Assessment is done in order to determine to what extent an object or individual has a certain quality or feature (Kan, 2015, p.2). To this end, assessment tools that will determine whether the behaviors that are decided to be given to the student and desired to be given through education, are organized and applied to the students in the process and at the end of the process. That is to say that the behavioral changes acquired in the process are determined and then, expressed with numbers and symbols. Assessment and evaluation processes are the only way to shed light on making positive or negative decisions about planning, implementation and therefore the appropriateness of their output. In this sense, evaluation is an indispensable part of the education and training process (Başol, 2013, p.3; Kan, 2015; Popham, 2002; Turgut & Baykul, 2010, p.69;). The variables that are tried to be observed or assessed in education are generally psychological variables like success, talent, interest, responsibility, motivation, perception, etc. The physical qualities of many of these variables are unknown and therefore their physical dimensions cannot be defined (Kan, 2015, p.2). Various assessment methods and techniques are used to assess and define these variables. The teacher should analyze the situations that are indicators of learning products that cannot be directly observed and follow these indicators. Effective monitoring of this process is very important in terms of teacher competencies (Gronlund, 2002).

The purpose of the evaluation is to objectively determine the degree of success of the application in a certain process (Bursalıoğlu, 1987). A judgment is made based on the data obtained in this process (Turgut & Baykul, 2010). If a judgment will be made about the student's academic success, evaluating the student's every behavior of academic origin will increase the reliability and validity of the judiciary. For this purpose, it is emphasized that the observable in-school and out-of-school academic performance indicators accentuated in this research can be used for a valid and reliable judgment in determining student's course success. Therefore, by evaluating the students

while taking into account their course grades, which are the markers of their academic achievement, and their observable performances both in and out of the class during the process, will contribute to the creation of more accurate judgments about the student (Başol, 2013). Assessment and evaluation processes in educational systems are important not only in terms of determining the academic success of the student, but also in revealing whether the required qualified manpower is reached (Stiggins, 1999). In addition, another aim of assessment is to improve and support student learning. A sensitive, accurate, appropriate, supportive assessment and evaluation is an indispensable part of all learning processes (Başol, 2013; Burke, 1994; Kaptan, 1999; Stronge, Tucker and Hindman, 2004; Tan, 2006; Vural, 2004).

The Aim and Importance of the Study

The purpose of this study is to determine the extent to which teachers working in public schools take into account observable variables based on classroom and out-of-class performance in determining students' course success. When deciding about students' course success, considering all kinds of student data will increase the validity and reliability of the assessment. This research is important in the sense that it emphasizes not only in-class and end-term classical or complementary assessment processes, but also the fact that student behaviors that require performance in and out of class should be taken into consideration.

Problem:

To what extent do teachers consider observable classroom and out-of-class performance variables when determining students' course success?

Sub Problems:

Do the observable classroom and out-of-class performance indicators that are taken into account in determining the academic success of the student differ according to the gender of the teachers?

Do the observable classroom and out-of-class performance indicators considered in determining the academic success of the student differ according to the branch of teachers?

Do the observable classroom and out-of-class performance indicators considered in determining the academic success of the student differ according to the seniority of the teachers?

Do the observable classroom and out-of-class performance indicators that are taken into account in determining the academic success of the student differ according to the level of the school where the teachers work?

Method

In this study one of the survey methods, "single screening" is used; moreover, this research is descriptive because it determines which and to what extent direct observation based variables have been used by the teachers working in the Ministry of National Education in order to consider the students' course success. Screening models provide a quantitative or numerical description of trends, attitudes or views across the population through studies on a sample selected from a population (Creswell, 2017; Karasar, 2005). In screening studies, information is collected from a wide audience using answer options determined by the researcher (Fraenkel & Wallen, 2006). This method is used in researches trying to describe and explain what events, objects, assets, institutions, groups and various fields are (Kaptan, 1998), and the aims in these models are usually expressed in question sentences (Büyüköztürk, 2016). Single screening, which is one of the screening models, is known as the research model for determining the occurrence of variables individually or in quantity (Yin, 2003). In this type of model, the variables of the event, substance, individual or subject of interest are described (introduced) separately (Kıncal, 2010; Yıldırım & Şimşek, 2011). In addition to instantaneous case determinations, temporal developments and changes can also be determined with single screening models (Karasar, 2005).

Population and Sample

The population of this research consists of teachers working in primary, secondary and high schools in Güngören district of Istanbul. The sampling of this research was 203 classroom teachers working in primary schools, 139 teachers working in secondary schools and 204 branch teacher working in high schools who were determined by the "simple random sampling" method and agreed to cooperate for research.

Table 1. Demographic Features of the Sample

Variables		f	%	f	% (Total)
Sex	Female	336	61,5		
	Male	210	38,5	546	100.0
Field/Branch	Classroom Teacher	196	35,9		
	Branch Teacher	350	64,1	546	100.0
Seniority	(1) 0-5 Year	95	17,4		
	(2) 6-9 Year	116	21,2		
	(3) 6-9 Year	82	15,0	546	100.0
	(4) 6-9 Year	77	14,1		
	(5) 6-9 Year	100	18,3		
	(6) 6-9 Year	76	13,9		
School Type	(1) Primary School	203	37,2		
	(2) Secondary School	139	25,5	546	100.0
	(3) High School	204	37,4		

Data Gathering Tool

In this research, two-dimensional questionnaire developed by the researcher was used as a data collection tool. The first part of the questionnaire consists of four questions to collect demographic / personal data. These are gender, branch, seniority and school level in which they work. In its second dimension, there are fourteen (14) statements regarding the observable performance-based variables inside and outside the school that can be used to determine the student's course success. Each teacher gives a score of 5-1 to show how much they consider these propositions. These in-and-out-of-class performance based observable variables were gathered in a "pool" created with the opinions of fifty (50) cooperating teachers according to their branches, and two groups of similar and different variables were formed according to the branches of the teachers who suggested them. In this way, two observable classroom and out-of-class performance-based lists proposed by classroom teachers and branch teachers were created, and similarities and differences between the two lists were determined and turned into a single list. The level of compatibility between these two lists was determined to vary between 0.59 and 0.73 according to the formula of Cohens Kappa (1960). Kappa coefficient is the statistic that assesses the concordance between the two observers in the evaluation of categorical items (Cohen, 1960; Kılıç, 2015). Therefore, it can be said that the lower limit of the concordance level is in the "medium" range and the upper limit is in the "fairly good" range, so the result emerging according to the branches is at an acceptable "consistency" level. The content validity of the data collection tool is based on the "positive opinion" of the two field education experts. The frequency and percentage values of the categories obtained from each question are presented in a table. Some of the opinions of teacher candidates are also presented in the text.

Gathering and Analyzing Data

The data obtained from the data collection tool were analyzed by using descriptive analysis method. The descriptive analysis approach allows the data to be organized according to the themes posed by the research questions and to be presented by considering the questions or dimensions used in the interview (Yıldırım & Şimşek, 2003). The data collected on teachers' levels of using observable, in and out of class performance-based variables in determining students' academic success was analyzed using SPSS 15.0 statistical analysis program. In the analysis of the data, the views of the teachers determined for each question were converted into percentage (%) and frequency (f) tables, and chi-square was used for two variables to determine whether the observations between groups were distributed differently. Chi-Square is a good-fit (goodness of fit) test for single samples that test whether individuals or objects entering the levels of categorical variables show a significant difference (Büyüköztürk, 2007).

Findings

In this section, the findings related to the research problem are given respectively. Firstly, the data obtained from the sample group are presented as frequency and %s according to demographic variables.

Table 2. Frequency, % distribution and Chi-Square Test Results of observable classroom performance indicators of students that teachers consider according to gender variable.

Always=5	Frequently=4			Sometimes=3		Rarely=2		Never=1				
Performance Indıcators.		(5)		(4)		(3)		(2)		(1)				
	Gender	f	%	f	%	f	%	f	%	f	%	X^2	df	P
(1) I consider the class attendance.	Female	152	45.2	138	41.1	26	7.7	11	3.3	9	2.7	10.96	4	.027
	Male	114	54.3	62	29.5	18	8.6	4	1.9	12	5.7			
	Total	**226**		**200**		**44**		**15**		**21**				
(2).I consider class participation.	Female	241	71.7	86	25.6	6	1.8	0	0	3	0.9	12..33	3	.006
	Male	127	60.5	69	32.9	13	6.2	0	0	1	0.5			
	Total	**368**		**155**		**19**		**0**		**4**				
(3).I consider the question they ask about the class.	Female	182	54.2	113	33.4	37	11.0	4	1.2	0	0	3.57	3	.312
	Male	113	53.8	81	38.6	14	6.7	2	1.0	0	0			
	Total	**295**		**194**		**51**		**6**		**0**				
(4).I consider their communication with me.	Female	72	21.4	116	34.5	104	31.0	20	6.0	24	7.1	29.64	4	.000
	Male	15	7.1	87	41.4	59	28.1	31	14.8	18	8.6			
	Total	**87**		**203**		**163**		**51**		**42**				
(5).I consider their communication with their friends.	Female	33	9.8	92	27.4	118	35.1	72	21.4	21	6.3	6.79	4	.147
	Male	14	6.7	52	24.8	96	45.7	36	17.1	12	5.7			
	Total	**47**		**144**		**214**		**108**		**33**				
(6).I consider their communication with other teachers.	Female	20	6.0	81	24.1	112	33.3	70	20.8	53	15.8	5.88	4	.208
	Male	13	6.2	45	21.4	81	38.6	51	24.3	20	9.5			
	Total	**33**		**126**		**193**		**121**		**73**				
(7)I consider their obedience to school/class rules.	Female	88	26.2	108	32.1	97	28.9	28	8.3	15	4.5	36.57	4	.000
	Male	30	14.3	121	57.6	45	21.4	11	5.2	3	1.4			
	Total	**118**		**229**		**142**		**39**		**18**				
(8). I pay attention to their volunteer participation in class.	Female	79	23.5	117	34.8	91	27.1	28	8.3	21	6.3	2.64	4	.619
	Male	39	18.6	78	37.1	56	26.7	23	11.0	14	6.7			
	Total	**118**		**195**		**147**		**51**		**35**				
(9).I consider their behaviors to discipline.	Female	29	8.6	124	36.9	100	29.8	41	12.2	42	12.5	31.63	4	.000
	Male	32	15.2	37	17.6	80	38.1	43	20.5	18	8.6			
	Total	**61**		**161**		**180**		**84**		**60**				
(10). I take care of my students doing their homework regularly.	Female	160	47.6	104	31.0	36	10.7	22	6.5	14	4.2	14.18	4	.007
	Male	78	37.1	80	38.1	39	18.6	9	4.3	4	1.9			
	Total	**238**		**184**		**75**		**31**		**18**				

Table 2 gives the results of the variables according to the gender of the teachers which they take into consideration while determining the course success of the students based on observable student performance in the classroom. Considering the table and chi-square (x^2) results applied to the data obtained with the data collection tool, it is seen that "female" and "male" teachers are involved in different practices regarding the variables expressed by questions 1, 2, 4, 7, 9 and 10. In other words, it was observed that while determining the academic success of the student, they differed in considering variables based on observable student performance.

Table 3 contains data on whether the observable classroom performance variables taken into account during the determination of the student's course success differ significantly according to the fields/branches of the teachers. When the related table is analyzed, it was seen that, apart from the 5th question, in the other 9 questions, classroom teachers and branch teachers differed in considering the variables based on observable student performance while determining the academic success of the student.

Table 3. Frequency, % distribution and Chi-Square Test Results of observable classroom performance indicators of students that teachers consider according to their field/branch variable

Always=5	Frequently=4	Sometimes=3				Rarely=2		Never=1				
Performance Indicators.	Field/Branch	(5)		(4)		(3)		(2)		(1)				
		f	%	f	%	f	%	f	%	f	%	X^2	df	p
(1) I consider the class attendance.	Clss. Tchr.	133	67.9	28	14.3	19	9.7	3	1.5	13	6.6	73.500	4	.000
	Brch. Tchr.	133	38.0	172	49.1	25	7.1	12	3.4	8	2.3			
	Total	**266**		**200**		**44**		**15**		**21**				
(2).I consider class participation.	Clss. Tchr.	144	73.5	46	23.5	2	1.0	0	0	4	2.0	16.735	3	.001
	Brch. Tchr	224	64.0	109	31.1	17	4.9	0	0.0	0	0.0			
	Total	**368**		**155**		**19**		**0**		**4**				
(3).I consider the question they ask about the class.	Clss. Tchr.	120	61.2	61	31.1	10	5.1	5	2.6	0	0.0	16.351	3	.001
	Brch. Tchr	175	50.0	133	38.0	41	11.7	1	03	0	0.0			
	Total	**295**		**194**		**51**		**6**		**0**				
(4).I consider their communication with me.	Clss. Tchr.	35	17.9	72	36.7	46	23.5	16	8.2	27	13.8	23.063	4	.000
	Brch. Tchr	52	14.9	131	37.4	117	33.4	35	10.0	15	4.3			
	Total	**87**		**203**		**163**		**51**		**42**				
(5).I consider their communication with their friends.	Clss. Tchr.	21	10.7	46	23.5	79	40.3	36	18.4	14	7.1	3.570	4	.467
	Brch. Tchr	26	7.4	98	28.0	135	38.6	72	20.6	19	5.4			
	Total	**47**		**144**		**214**		**109**		**33**				
(6).I consider their communication with other teachers.	Clss. Tchr.	11	5.6	46	23.5	51	26.0	53	27.0	35	17.9	15.530	4	.004
	Brch. Tchr	22	6.3	80	22.9	142	40.6	68	19.4	38	10.9			
	Total	**33**		**126**		**193**		**121**		**73**				
(7)I consider their obedience to school/class rules.	Clss. Tchr.	50	25.5	78	39.8	38	19.4	21	10.7	9	4.6	14.653	4	.005
	Brch. Tchr	68	19.4	151	43.1	104	29.7	18	5.1	9	2.6			
	Total	**118**		**229**		**142**		**39**		**18**				
(8). I pay attention to their volunteer participation in class.	Clss. Tchr.	35	17.9	69	35.2	46	23.5	36	18.4	10	5.1	30.860	4	.000
	Brch. Tchr	83	23.7	126	36.0	101	28.9	15	4.3	25	7.1			
	Total	**118**		**195**		**147**		**51**		**35**				
(9).I consider their behaviors to discipline.	Clss. Tchr.	26	13.3	42	21.4	66	33.7	30	15.3	32	16.3	15.907	4	.003
	Brch. Tchr	35	10.0	119	34.0	114	32.6	54	15.4	28	8.0			
	Total	**61**		**161**		**180**		**84**		**60**				
(10). I take care of my students doing their homework regularly.	Clss. Tchr.	75	38.3	54	27.6	40	20.4	15	7.7	12	6.1	24.834	4	.000
	Brch. Tchr	163	46.6	130	37.1	35	10.0	16	4.6	6	1.7			
	Total	**238**		**184**		**75**		**31**		**118**				

Table 4 contains data on whether the observable classroom performance variables taken into account during the determination of the student's course success differ significantly according to the seniority of the teachers. When the related table was analyzed, it was seen that, apart from the 6th and 7th questions, the 8 different questions differed in considering the variables based on observable student performance while determining the academic success of the student according to the teachers' seniority status.

Table 4. Frequency, % distribution and Chi-Square Test Results of observable classroom performance indicators of students that teachers consider according to their seniority variable.

Always=5 Frequently=4 Sometimes=3 Rarely=2 Never=1

Performance Indicators	Seniority Status	(5) f	%	(4) f	%	(3) f	%	(2) f	%	(1) f	%	X^2	df	p
(1) I consider the class attendance.	(1).0-5	42	44.2	46	48.4	3	3.2	3	3.2	1	1.1			
	(2).6-9	56	48.3	47	40.5	7	6.0	2	1.7	4	3.4	37.786	20	.009
	(3).10-15	42	51.2	24	29.3	12	14.6	1	1.2	3	3.7			
	(4).16-20	34	44.2	27	35.1	9	11.7	5	6.5	2	2.6			
	(5).21-26	46	46.0	38	38.0	10	10.0	0	0.0	6	6.0			
	(6).27-High	46	60.5	18	23.7	3	3.9	4	5.3	5	6.6			
	Total	**266**	**48.7**	**200**	**36.6**	**44**	**8.1**	**15**	**2.7**	**21**	**3.8**			
(2).I consider class participation.	(1).0-5	60	63.2	30	31.6	5	5.3	0	0.0	0	0.0			
	(2).6-9	73	62.9	40	34.5	3	2.6	0	0.0	0	0.0	29.134	15	.015
	(3).10-15	61	74.4	16	19.5	5	6.1	0	0.0	0	0.0			
	(4).16-20	45	58.4	27	35.1	5	6.5	0	0.0	0	0.0			
	(5).21-26	72	72.0	25	25.0	0	0.0	0	0.0	3	3.0			
	(6).27-High	57	75.0	17	22.4	1	1.3	0	0.0	1	1.3			
	Total	368	67.4	155	28.4	19	3.5	0	00	4	0.7			
(3).I consider the question they ask about the class.	(1).0-5	46	48.4	42	43.2	7	7.4	1	1.1	0	0.0			
	(2).6-9	60	51.7	42	36.2	14	12.1	0	0.0	0	0.0	26.843	15	.030
	(3).10-15	46	56.1	30	36.6	6	7.3	0	0.0	0	0.0			
	(4).16-20	40	51.9	28	36.4	9	11.7	0	0.0	0	0.0			
	(5).21-26	53	53.0	34	34.0	8	8.0	5	5.0	0	0.0			
	(6).27-High	50	65.8	19	25.0	7	9.2	0	0.0	0	0.0			
	Total	**295**	**54.0**	**194**	**35.5**	**51**	**9.3**	**6**	**1.1**	**0**	**0.0**			
(4).I consider their communication with me.	(1).0-5	21	22.1	32	33.7	26	27.4	13	13.7	3	3.2			
	(2).6-9	33	28.4	40	34.5	34	29.3	7	6.0	2	1.7	63.058	20	.000
	(3).10-15	11	13.4	41	50.0	18	22.0	4	4.9	8	9.8			
	(4).16-20	8	10.4	33	42.9	24	31.2	8	10.4	4	5.2			
	(5).21-26	3	3.0	35	35.0	37	37.0	13	13.0	12	12.0			
	(6).27-High	11	14.5	22	28.9	24	31.6	6	7.9	13	17.1			
	Total	**87**	**15.9**	**203**	**37.2**	**163**	**29.9**	**51**	**9.3**	**42**	**7.7**			
(5).I consider their communication with their friends.	1).0-5	5	5.3	23	24.2	47	49.5	15	15.8	5	5.3			
	(2).6-9	14	12.1	30	25.9	33	28.4	34	29.3	5	4.3	34.697	20	.022
	(3).10-15	10	12.2	23	28.0	29	35.4	15	18.3	5	6.1			
	(4).16-20	7	9.1	15	19.5	35	45.5	17	22.1	3	3.9			
	(5).21-26	3	3.0	33	33.0	45	45.0	10	10.0	9	9.0			
	(6).27-High	8	10.5	20	26.3	25	32.9	17	22.4	6	7.9			
	Total	**47**	**8.6**	**144**	**26.4**	**214**	**39.2**	**108**	**19.8**	**33**	**6.0**			
(6).I consider their communication with other teachers.	(1).0-5	6	6.3	22	23.2	41	43.2	19	20.0	7	7.4			
	(2).6-9	7	6.0	25	21.6	38	32.8	28	24.1	18	15.5	21.261	20	.382
	(3).10-15	8	9.8	21	25.6	29	35.4	15	18.3	9	11.0			
	(4).16-20	4	5.2	15	19.5	23	29.9	27	35.1	8	10.4			
	(5).21-26	4	4.0	22	22.0	37	37.0	19	19.0	18	18.0			
	(6).27-High	4	5.3	21	27.6	25	32.9	13	17.1	13	17.1			
	Total	**33**	**6.0**	**126**	**23.1**	**193**	**35.3**	**121**	**22.2**	**73**	**13.4**			
(7)I consider their obedience to school/class rules.	(1).0-5	24	25.3	33	34.7	28	29.5	7	7.4	3	3.2			
	(2).6-9	20	17.2	52	44.8	35	30.2	8	6.9	1	0.9	25.662	20	.177
	(3).10-15	20	24.4	35	42.7	21	25.6	5	6.1	1	1.2			
	(4).16-20	13	16.9	42	54.5	18	23.4	2	2.6	2	2.6			
	(5).21-26	23	23.0	40	40.0	20	20.0	12	12.0	5	5.0			
	(6).27-High	18	23.7	27	35.5	20	26.3	5	6.6	6	7.9			
	Total	**118**	**21.6**	**229**	**41.9**	**142**	**26.0**	**39**	**7.1**	**18**	**3.3**			
(8). I pay attention to their volunteer participation in class.	(1).0-5	17	17.9	29	30.5	33	34.7	6	6.3	10	10.5			
	(2).6-9	35	30.2	42	36.2	29	25.0	5	4.3	5	4.3	56.850	20	.000
	(3).10-15	17	20.7	41	50.0	17	20.7	5	6.1	2	2.4			
	(4).16-20	10	13.0	25	32.5	29	37.7	4	5.2	9	11.7			
	(5).21-26	20	20.0	33	33.0	22	22.0	22	22.0	3	3.0			
	(6).27-High	19	25.0	25	32.9	17	22.4	9	11.8	6	7.9			
	Total	**118**	**21.6**	**195**	**35.7**	**147**	**26.9**	**51**	**9.3**	**35**	**6.4**			
(9).I consider their behaviors to discipline.	(1).0-5	10	10.5	29	30.5	33	34.7	11	11.6	12	12.6			
	(2).6-9	13	11.2	35	30.2	35	30.2	22	19.0	11	9.5	43.552	20	.002
	(3).10-15	10	12.2	18	22.0	35	42.7	16	19.5	3	3.7			
	(4).16-20	3	3.9	29	37.7	31	40.3	11	14.3	3	3.9			
	(5).21-26	18	18.0	31	31.0	19	19.0	17	17.0	15	15.0			
	(6).27-High	7	9.2	19	25.0	27	35.5	7	9.2	16	21.1			
	Total	**61**	**11.2**	**161**	**29.5**	**180**	**33.0**	**84**	**15.4**	**60**	**11.0**			
(10). I take care of my students doing their homework regularly.	(1).0-5	50	52.6	27	28.4	10	10.5	5	5.3	3	3.2			
	(2).6-9	56	48.3	38	32.8	12	10.3	2	1.7	8	6.9	64.105	20	.000
	(3).10-15	28	34.1	37	45.1	13	15.9	4	4.9	0	0.0			

	(4).16-20	27	35.1	28	36.4	20	26.0	2	2.6	0	0.0				
	(5).21-26	41	41.0	30	30.0	14.	14.0	15.	15.0	0	0.0				
	(6).27-High	36	47.4	24	31.6	6	7.9	3	3.9	7	9.2				
	Total	**238**	**43.6**	**184**	**33.7**	**75**	**13.7**	**31**	**5.7**	**18**	**3.3**				

Table 5 contains data on whether the observable classroom performance variables taken into consideration by the teachers, in the process of determining the student's success differ significantly according to the schools they teach. When the related table was analyzed, it was seen that, apart from the 5th question, in the other 9 questions, teachers differed in considering the variables based on observable student performance while determining the academic success of the student according to the variable of the level of school they work.

Table 5. Frequency, % distribution and Chi-Square Test Results of observable classroom performance indicators of students that teachers consider according to their school type.

Always=5	Frequently=4			Sometimes=3			Rarely=2			Never=1					
Performance Indicators		(5)		(4)			(3)			(2)			(1)					
	School Type	f	%	f	%		f	%		f	%		f	%	X^2	df	p
(1) I consider the class attendance.	Primary	134	66.0	33	16.3		19	9.4		5	2.5		12	5.9			
	Secondary	79	56.8	35	25.2		15	10.8		4	2.9		6	4.3	117.523	8	.000
	High Schl.	53	26.0	132	64.7		10	4.9		6	2.9		3	1.5			
	Total	**266**	**48.7**	**200**	**36.6**		**44**	**8.1**		**15**	**2.7**		**21**	**3.8**			
(2).I consider class participation.	Primary	145	71.4	51	25.1		3	1.5		0	0.0		4	2.0			
	Secondary	83	59.7	50	36.0		6	4.3		0	0.0		0	0.0	16.157	6	.013
	High Schl.	140	68.6	54	26.5		10	4.9		0	0.0		0	0.0			
	Total	**368**	**67.4**	**155**	**28.4**		**19**	**3.5**		**0**	**0.0**		**4**	**0.7**			
(3).I consider the question they ask about the class.	Primary	119	58.6	65	32.0		14	6.9		5	2.5		0	0.0			
	Secondary	84	60.4	31	22.3		23	16.5		1	0.7		0	0.0	37.620	6	.000
	High Schl.	92	45.1	98	48.0		14	6.9		0	0.0		0	0.0			
	Total	**295**	**54.0**	**194**	**35.5**		**51**	**9.3**		**6**	**1.1**		**0**	**0.0**			
(4).I consider their communication with me.	Primary	35	17.2	71	35.0		49	24.1		19	9.4		29	14.3			
	Secondary	24	17.3	49	35.3		48	34.5		12	8.6		6	4.3	27.212	8	.002
	High Schl.	28	13.7	83	40.7		66	32.4		20	9.8		7	30.4			
	Total	**87**	**15.9**	**203**	**37.2**		**163**	**29.9**		**51**	**9.3**		**42**	**7.7**			
(5).I consider their communication with their friends.	Primary	22	10.8	45	22.2		81	39.9		38	18.7		17	8.4			
	Secondary	9	6.5	46	33.1		53	38.1		26	18.7		5	3.9	9.737	8	.284
	High Schl.	16	7.8	53	26.0		80	39.2		44	21.6		11	5.4			
	Total	**47**	**8.6**	**144**	**26.4**		**214**	**39.2**		**108**	**19.8**		**33**	**6.0**			
(6).I consider their communication with other teachers.	Primary	10	4.9	46	22.7		53	26.1		54	26.6		40	19.7			
	Secondary	7	5.0	39	28.1		46	33.1		25	18.0		22	15.8	35.346	8	.000
	High Schl.	16	7.8	41	20.1		94	46.1		42	20.6		11	5.4			
	Total	**33**	**6.0**	**126**	**23.1**		**193**	**35.3**		**121**	**22.2**		**73**	**13.4**			
(7)I consider their obedience to school/class rules.	Primary	52	25.6	77	37.9		40	19.7		24	11.8		10	4.9			
	Secondary	29	20.9	48	34.5		47	33.8		10	7.2		5	3.6	31.930	8	.000
	High Schl.	37	18.1	104	51.0		55	27.0		5	2.5		3	1.5			
	Total	**118**	**21.6**	**229**	**41.9**		**142**	**26.0**		**39**	**7.1**		**18**	**3.3**			
(8). I pay attention to their volunteer participation in class.	Primary	35	17.2	70	34.5		44	21.7		41	20.2		13	6.4			
	Secondary	52	37.4	29	20.9		43	30.9		3	2.2		12	8.6	83.844	8	.000
	High Schl.	31	15.2	96	47.1		60	29.4		7	3.4		10	4.9			
	Total	**118**	**21.6**	**195**	**35.7**		**147**	**26.9**		**51**	**9.3**		**35**	**6.4**			
(9).I consider their behaviors to discipline.	Primary	24	11.8	46	22.7		66	32.5		32	15.8		35	17.2			
	Secondary	16	11.5	38	27.3		62	44.6		14	10.1		9	6.5	33.158	8	.000
	High Schl.	21	10.3	77	37.7		52	25.5		38	18.6		16	7.8			
	Total	**61**	**11.2**	**161**	**29.5**		**180**	**33.0**		**84**	**15.4**		**60**	**11.0**			
(10). I take care of my students doing their homework regularly.	Primary	76	37.4	52	25.6		48	23.6		15	7.4		12	5.9			
	Secondary	71	51.1	45	32.4		16	11.5		1	0.7		6	4.3	57.254	8	.000
	High Schl.	91	44.6	87	42.6		11	5.4		15	7.4		0	0.0			
	Total	**238**	**43.6**	**184**	**33.7**		**75**	**13.7**		**31**	**5.7**		**18**	**3.3**			

Discussion and Conclusion

Whether the education-training process has achieved the targeted change is determined by assessment and

evaluation processes. Decision makers need assessment and evaluation results for ensuring the accuracy of their decisions, while practitioners need it to teach and students to learn. Therefore, assessment and evaluation processes are important for all education stakeholders. For healthy, correct, valid and reliable evaluations, the student's course success can be determined by taking into account all the correct scales and performance-based variables that are indicators of the academic success of the student. In terms of education, success is the student's achievement of the goals set in the curriculum. Accordingly, each school tries to create the best educational program that will help students achieve these goals. Planning the curriculum, choosing better equipment, directing teachers to specific in-service studies, making use of the latest technological tools and spending money on education are among the activities aimed at increasing student success.

As of today, the tendency of determining one's academic success based on quantitative data is quite common which results in meeting with criticisms such as "the education system turns students into test machines". However, it is considered that the addition to quantitative data, adding qualitative data to the assessment process will mitigate this criticism as well as positively affect the determination of the student's true academic success. Moreover, for students, it is estimated that in determining students' course success, their teachers' knowledge of the observable variables based on performance, their level of attention would positively affect their self-control and participation in the class.

This research was carried out with the assumption that while determining the academic success of the student about the course, instead of going to a result only with the numerical data obtained with the classical assessment tools, considering the performance of the student with regard to the observable course will affect the decisions about the real success or failure of the student positively. Many studies show that teachers lack knowledge and practice in terms of assessment and evaluation (Birgin, 2006; Çakan, 2004; Erdal, 2007; Yapıcı ve Demirdelen 2007; Gözütok Akgün ve Karacaoğlu 2005; Özsevgeç, Çepni ve Demircioğlu, 2004; Yaşar, Gültekin, Türkkan, Yıldız ve Girmen, 2005; Yaşar et al, 2005). However, teachers need realistic feedback on what and how much they can teach. This feedback will also have a quality to guide the next lesson practices. Therefore, it is a professional responsibility and necessity that teachers determine what they teach or what the student learn in a healthy way.

The research findings show that while teachers determine the academic success of students regarding the course, they differ greatly according to gender, area/branch, seniority and the level of school in which they work. It is not deemed suitable for the teaching profession that people who became "teachers" through the same or similar education process, use different assessment and evaluation practices for such an important subject such as assessment and evaluation. It is considered that reaching an adequate level of knowledge and practice in the field will positively affect achieving objective and healthy results. Assessment and evaluation are an important part of every educational process and the basic element of the qualifications search in education. The main purpose of assessment and evaluation is to assess and improve the quality of education. Accordingly, repeatable and reliable evaluation methods should be used. The success of an education system parallels with the evaluation methods suitable to the philosophy of the system.

Suggestions

1. It is thought that it would be beneficial to include teachers in refresher trainings in parallel with the developments and research findings on "assessment and evaluation".

2. Ministry of Education's (MEB) identifying the problems faced by teachers in assessment and evaluation by would shed light on supportive practices.

3. It is estimated that all teachers would be able to contribute to the elimination of the problem by remembering that their profession is "a professional occupation", following the developments in assessment and evaluation, and transferring them to their students.

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ÖĞRENCİ DERS BAŞARISININ BELİRLENMESİNDE ÖĞRETMEN ÖZELLİKLERİNİN ROLÜNÜN İNCELENMESİ

Öz

Eğitimi "kasıtlı kültürleme*"* süreci olarak tanımlarsak, tüm eğitsel faaliyetlerin planlı olması gereği ortaya çıkmaktadır. Eğitimde planlama, belirli eğitim hedeflerine ulaşmak için öğretim etkinliklerinden hangilerinin seçileceğinin, bunların öğrencilere niçin ve nasıl yaptırılacağının, ne gibi yardımcı ve tamamlayıcı kaynak ve araçların kullanılacağının ve elde edilen sonuçların nasıl değerlendirileceğinin önceden tasarlayıp kâğıt üzerinde düzenlenmesidir. Bu programların uygulayıcısı olan öğretmenler, tasarlanan planlı ve programlı eğitsel uygulamanın çıktılarını ya da ürününü en yakından gören ve takip eden eğitim sisteminin ana girdilerinden biridirler. Öğretmenler, çıktıların kalitesi hakkında en doğru ve en detaylı değerlendirmelere ulaşmak için, ürünü her boyutuyla incelemek, değerlendirme için en doğru ölçme araçlarıyla veri toplamak zorundadır. Bu araştırmanın amacı, öğrencilerin ders başarılarının belirlenmesi sürecinde, öğretmenlerin öğrencilere ait gözlenebilir sınıf içi ve sınıf dışı davranışlarını ne derece izleyip, değerlendirmede dikkate aldıklarını belirlemektir. Bu yönüyle araştırma *betimsel* nitelikte olduğundan, yöntem olarak *tarama* modellerinden *tekil tarama* kullanılmıştır. Araştırma; ilkokul, ortaokul ve lisede görevli gönüllü *sınıf* ve *branş* öğretmenleri üzerinde gerçekleştirilmiştir. Bu araştırma, sınıf içi ve sınıf dışı öğrenci davranışlarına ilişkin öğretmen gözlemlerinin ders başarılarının belirlenmesinde dikkate alınmasının önemini ortaya koymuştur. Elde edilen sonuçlara göre, öğretmenlerin öğrencilerin gözlenebilir sınıf içi ve sınıf dışı performans değişkenlerini değerlendirmede dikkate alma düzeylerinin cinsiyete, alan/branşa, kıdeme ve görev yapılan okulun kademesine/türüne göre anlamlı farklılaşma gösterdiği belirlenmiştir.

Anahtar Kelimeler: Eğitim, ders başarısı, ölçme, değerlendirme