

A STUDY ON THE IMPACT ON TEACHERS OF THE SCHOOL ADMINISTRATORS DURING THE PROCESS OF "TEOG"

Öğrtm. Özge Göçer
Akdeniz Üniversitesi
ozgegocer07@hotmail.com

Öğrtm. Ece Balçık
Pamukkale Üniversitesi
ece_balcik@yahoo.com.tr

Abstract

The "The Transition from Basic Education to Secondary Education " (TEOG) exam is applied to all 8th grade students twice in an education year. It is applied first in the 1st semester and second in the 2nd semester. The score of the exam is written as a result of second exam in every education period for all the disciplines. TEOG questions are prepared based on learning outcomes in such a way that students will be able to interpret, analyze, think critically, estimate results, solve problems in their class achievements. We can consider the two dimensions that the result of this measurement test. These two dimensions which are student and school (administration and teachers) are affected from the result. The importance of examining for the student is; it affects transition to the next level of education. In school dimension, we can say that the school is effective when the students can gain learning outcomes in class activities. The TEOG exam is an indication of the effectiveness of a successful school. Effective school is measured with the effectiveness of the teacher that works there. The purpose of this research is to measure the teachers' personal perceptions of the process of TEOG and to examine the school administrations' effect on the teachers of TEOG exam results / probable outcomes in order to increase the effectiveness of the school in the process of TEOG examinations. The sample of the research consists of a group of 100 teachers from various branches of the schools selected by random assignment in Antalya province / district / villages.

Keywords: Secondary Education, Basic Education, TEOG, Psychological Empowerment, Repression, School Management.