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An Investigation into Examination-Type Preferences of Primary School Students in Relation to Various Variables

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ABSTRACT

Purpose: Many teachers make assessment and evaluation without taking into account the preferences of the students. However, for a qualified assessment and evaluation activity, it is very important to take into account the individual differences, individual needs, and choice of exam types when determining the type of exam. This study seekeds to determine examination-type preferences of 4th grade primary school students and whether these differed depending on gender, and the location of the school, and to reveal the reasons of students' preferences related to examination types.

Methods: The study group of this relational research model was composed of 208 4th grade students. Convenience sampling was used to determine the study group. In this study, "Examination-Type Preference Questionnaire" was used to determine the examination types preferred by students while "Interview Form" was employed to find out the causes of their examination-type preferences. To collect the data of the study, quantitative and qualitative research methods were applied.

Findings: It was determined that students preferred multiple choice tests most whereas they preferred written examinations least. It was also determined that there was no significant relationship between examination types preferred and gender of students, and location of the school.

Implications for Research and Practice: Studies that will make use of other variables should be carried out related to examination-type preferences. In addition, a similar study on a larger sample can be used to determine alternative assessment and assessment competencies of classroom teachers.

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Introduction

The determination of what levels of success have been achieved through education is important in that it can pilot future educational activities. The determination of which student has failed or which level of success has been achieved requires the assessment and evaluation of behavioural changes in the relevant student (Kilic & Cetin, 2018). To make the right decision about students, true value judgments should be made regarding student success. It is crucial to perform accurate observations or measurements via accurate assessment criteria to make true value judgments (Turgut & Baykul, 2015). It is possible to remark that success of the education system is influenced by not only activities but also assessment and evaluation instruments and approaches (Gultekin, 2011). It is of importance that teachers use examination types based on their positive as well as negative points in terms of assessment and evaluation. It is also essential for teachers as examiners to determine which examination types are preferred, and their reasons for students who are supposed to frequently confront examinations throughout their education (Tezbasaran, 2017).

For the purpose of satisfactorily providing knowledge, skills and values available in the curricula, it is indispensable to implement teaching approaches in which students can be active, choose learning environments and tools, monitor the process of acquiring skills, and which control the progress of students (Ministry of National Education, 2017). Therefore, learning and teaching process and assessment-evaluation activities should be coordinated and consistent. Assessment and evaluation are significant to determine to what extent students achieve targeted knowledge, skills and competences and to overcome shortcomings and things learned incorrectly. What is crucial in assessment and evaluation activities should be to reveal how students know what they learn, and what they can do rather than what they know. In this context, there should be an assessment and evaluation process that is oriented to provide continuous feedback and correction with the aim of monitoring students during the learning-teaching process, guiding them, identifying and resolving learning-related problems, and supporting meaningful learning (Ministry of National Education, 2015). In this case, teachers are supposed to perform not only result-oriented assessment and evaluation activities but also assessment and evaluation activities that centre the tendencies of the time and individual differences.

Assessment and evaluation are carried out to determine to what extent students achieve certain qualities, behaviours, knowledge, skills and abilities as a result of educational activities (Atilgan, 2017; Metin & Ozmen, 2010). It is essential to make use of assessment and evaluation methods and techniques accurately in education to develop the education system, determine existing deficiencies and provide sufficient feedback (Acar, 2018). The first measuring method that is primarily associated with the assessment of student success is generally exams such as classical exams, multiple choice tests, true-false questions, matching questions, homework, and oral examinations (Demir, 2012). Examination types in today's education system come in various forms such as written examinations, true-false questions, short answer questions, oral examinations, and multiple choice tests. Examination types employed in education have advantages as well as disadvantages depending on a great many

qualities such as relevance to the targets and behaviours assessed, the practicability of examinations, and the objectivity and reliability of the scoring (Atilgan, 2017; Turgut & Baykul, 2015).

During the education and training process, student success is frequently preferred to be evaluated via multiple choice tests, short answer questions, written and oral examinations, and the assessment and evaluation process is regarded as a separate activity from the education and training process (Ozdemir & Beyaztas, 2018). However, assessment and evaluation process is an indispensable part of the education and training process, which is performed at every single stage of the education and training process (Gelbal & Kelecioglu, 2007). This requires application of assessment and evaluation instruments, methods and approaches that enables monitoring of students' performances, knowledge, skills and attitudes along with conventional methods during the education and training process. Examination types and the quality of examination types can be influential in determining learning approaches of students (Brown & Wang, 2014).

According to Anil and Acar (2008), primary school teachers mostly make use of multiple choice tests as well as performance projects. Besides, teachers prefer to employ conventional assessment instruments due to reasons such as insufficient amount of time, crowded classes, and limited knowledge about employing these instruments. Kaya (2004) states that social sciences teachers generally prefer classical written examinations with less questions whose responses are long since they believe that a reliable examination requires expertise about which they feel inadequate. Ozenc and Cakir (2015) found in their study that teachers mainly employ conventional assessment and evaluation methods. Particularly, as being central examinations that enable students to proceed to a next level of education, multiple choice tests are the most preferred examination types by teachers as well as students (Onder, 2008; Pehlivan, 2011). Comprising products of the education life, the term learning is in fact a distinctive work that embodies distinctive methods for every individual. Expecting every single student to learn a subject via uniform methods means to totally ignore individual differences in education. Recent studies have focused on how individuals learn, and have consequently found out that students learn through different ways and follow particular strategies (Colak & Fer, 2007). It has also been determined from these studies that examination-type preferences have a relationship with their learning characteristics (Dogan & Kutlu, 2011).

Modern education systems take notice of students' learning characteristics, assessment perceptions and examination-type preferences through the convergence of education and assessment processes (Birenbaum, 1997). Every teacher certainly has an examination type which s/he thinks is easy to employ and in which s/he feels competent. However, assessment is far beyond preparing and employing an exam. Thus, it is thought that teachers ought to assess students bearing in mind underlying reasons of their examination-type preferences. And yet, teachers tend to be insistent on employing their own preferences of examination types though they are well-aware of students' examination-type preferences (Zoller & Ben-Chaim, 1998). Assessment and evaluation practices requiring various knowledge and experience are possibly

implemented poorly by teachers (Gocer, 2018). Kilic and Cetin (2018) identified the examination-type preferences of students and variables that affect these preferences, and revealed whether learning approaches and exam anxiety influenced students' preferences or not. Although there are a great many studies that have investigated the relationship between exam formats and performance (Bal, 2012; Birenbaum, 2007), there are a few studies focusing upon exam formats related to examination-type preferences (Birenbaum, 2007; Gharib & Phillips, 2013; Watering & Rijt 2006). It is also observed that studies related to examination-type preferences are mainly carried out by researchers other than Turkish researchers (Kilic & Cetin, 2018).

This study is significant in that it contributes to both active participation of students in the process, and the application of accurate assessment instrument through the determination of examination-type preferences of students. Furthermore, this study is expected to help teachers reduce negative effects of exam anxiety on students, and assess real performance of students by employing more than one examination type rather than focusing on a single examination type. This study is also expected to make a contribution to the field of education, decision makers and practitioners of the field of education in relation to paying attention to learners' individual differences, experiences, needs and examination-type preferences for an assessment and evaluation activity of quality, scrutinizing national as well as international exams and diversifying exams, developing an understanding of employing exams not for making judgments of students but for guiding students, parents and teachers along with a support for academic, social and cultural development, ensuring that the individual unearths, exercises and fosters his/her existing potentials, skills and capacity, and favouring the preference of examination types which are avant-garde, versatile that allow for evaluation activities over the preference of conventional tests.

This study seeks to determine examination-type preferences of primary school students and whether these differ depending on gender, and location of the school, and to reveal the reasons of students' preferences related to examination types. Following questions will be responded based on this purpose:

1. Which examination type is preferred by students most?

2. Is there a significant relationship between preferred examination type and gender of students?

3. Is there a significant relationship between preferred examination type and location of the school?

4. Why do students prefer a certain examination type more or less?

Method

Research Design

This study was a relational research model aiming to determine examination-type preferences of primary school students, and whether these differed depending on gender, and location of the school, and to reveal reasons of students' preferences related to examination types. Karasar (2016) states that the relationship between two or more variables is determined in relational research models, which is one of the general survey models.

Research Sample

The study group was composed of 208 4th grade primary school students enrolled at primary schools located in Altınordu and Gülyalı districts of Ordu province during the academic year 2018-2019. As student success is evaluated based on exam scores of the 4th grade of primary schools (Ministry of National Education, 2014), 4th grade students were taken into the scope of the study. Convenience sampling method was preferred to determine the study group. Being preferred by a majority of researchers in the literature, this method is used to select the easiest elements to form the sampling from the target population (Baltaci, 2018). This method is based on available and easily and quickly accessible elements (Patton, 2015). In addition, a diversity-place sampling was performed by giving preference to female and male students enrolled at schools both in the city centre and in districts and villages to determine the study group (Gray, Williamson, Karp & Dalphin, 2007). The study group was formed homogeneously in terms of age, academic achievement and grade levels. Participation in the study was on a voluntary basis. With the thought that it would not be ethical, real names of students were not used, and instead, names of participant students were coded as S1, S2,…S208 (in which "S" refers to the initial of the word "student" in English). Demographic characteristics of participants are given in Table 1.

Table 1

Information Related to the Demographic Characteristics of Participants

Variables		**N**	**%**
Gender	Female	93	44.71
	Male	115	55.29
Location of the school	City Centre	97	46.65
	District	74	35.57
	Village	37	17.78

Research Instruments and Procedures

In this study, "Examination-Type Preference Questionnaire" and "Interview Form" were used to determine students' examination-type preferences and the underlying reasons of them, respectively. Data collection tools were developed by the researchers of the study. This study includes most frequently used examination types

at schools which are written examinations, multiple choice tests, short answer questions, true-false questions, and matching questions (Tan, 2019).

Interviews were projected based on dimensions including preparation of the interview form, its testing, arrangement of the place and time of the interviews, and realization of interviews (Yildirim & Simsek, 2018). The interview draft, created by taking opinions of 3 lecturers that were experts in the field, was tested on 3 parents, 3 teachers and 5 students that did not take part in the sample but had things in common, and problems encountered were resolved with addition, exclusion of and changes in some of the questions.

Quantitative and qualitative research techniques were used to collect the data. As a quantitative data collection tool, the "Examination-Type Preference Questionnaire" was given to participants, and they responded it under the supervision of the researchers. Participants were given 5 to 8 minutes to respond. To determine the opinions of students related to examination types they prefered most and least, participants' responses given to questions "Why do you prefer this examination type more?" and "Why do you prefer this examination type less?" were recorded. Interviews of about 15 minutes were carried out in a room provided by the school administration and recorded with the consent of participants.

Data Analysis

To analyse the data obtained in the study, frequency, t-test, and One Way Variance Analysis were used. T-test and ANOVA were used to determine whether there was a significant relationship between the two groups by comparing the means of both groups, and to compare more than two groups ,respectively. First of all, frequencies and percentages related to the examination-type preferences of students were calculated through the data obtained from the questionnaire, and rates related to preferences were determined. Then, the reason why students preferred or did not prefer these examination types was determined. Content analysis technique was used to analyse the qualitative data obtained from the interviews with students. Being a technique that summarizes statements in the text within less content categories by coding with open rules (Weber, 1990), content analysis is to organize and interpret resembling data in a way to make them understandable for readers by integrating them under certain themes and terms (Yildirim & Simsek, 2018). Main themes were identified through the data obtained from quantitative and qualitative data collection tools, and some interviews with students were directly given.

The reliability of data in the study was carried out through participant conformation, corresponding expert analysis and inter-coder reliability processes (Boyatzis, 1998; Cresswell, 2013; Lincoln & Guba, 1985; Miles, Huberman & Saldana, 2018). The validity and reliability of the qualitative dimension of the study was tested in the light of cogency, transmissibility, consistency and approvability criteria (Yildirim and Simsek, 2018). In this study, data obtained were first described systematically, logically, consistently and clearly with direct quotations where necessary, and then descriptions made were explained, interpreted, compared, and examined regarding cause-effect relationship to reach a conclusion.

Results

Findings Related to the Most Preferred Examination-Types (Written Examinations, Multiple Choice Tests, Short Answer Questions, True-False Questions and Matching Questions)

Data related to the most preferred examination types are given in Table 2.

Table 2

Examination-Type Preferences of Students

Examination Types	*f*	%
Multiple choice Tests	147	70,67
True-False Questions	28	13,46
Short Answer Questions	17	8,17
Matching Questions	10	4,81
Written Examinations	6	2,88
Total	208	100

Table 2 highlighted that 70,67%, 13,46%, 8,17%, 4,81% and 2,88% of students preferred multiple choice tests, true-false questions, short answer questions, matching questions and written examinations, respectively.

Findings Related to Whether There Is a Significant Relationship Between the Preferred Examination Type and Gender of Students

Table 3 includes data related to whether there is a significant relationship between the preferred examination type and gender of students.

Table 3

T-Test Results Related to the Relationship Between the Preferred Examination Type and Gender of Students

Gender	**N**	**Mean**	**Standard Deviation**	**t**	**p**
Female	93	12.46	2.21	1.12	.15
Male	115	18.89	2.98		

Table 3 demonstrated that there was no significant difference between the preferred examination type and gender of students at a confidence level of .05 [$t_{(208)}=1.12$, $p>.05$].

Findings Related to Whether There Is a Significant Relationship Between the Preferred Examination Type of Students and Location of the School

Table 4 contains data related to whether there is a significant relationship between the preferred examination type of students and location of the school.

Table 4

Variance Analysis Results Related to the Preferred Examination Type and Location of the School

	SS	***df***	***MS***	***F***	***p***
Intergroup	98.82	4	9,12		
In-group	1422.24	84	19.36	.99	.09
Total	1563.29	88			

SS: Sum of Squares, ***df:*** Degrees of freedom, ***MS***: Mean Square

It was seen from Table 4 that there was no significant difference between the preferred examination type and location of the school at a confidence level of .05 [F=.98, P>.05].

Findings Related to the Reason Why Students Preferred a Certain Examination Type More or Less

Themes deducted from students' responses given to questions "Why do you prefer this examination type more?" and "Why do you prefer this examination type less?" to identify the reason why students preferred a certain examination type more or less as well as some of the interviews with students were presented below:

In the study, findings of the most preferred and least-preferred exams were listed under the themes of convenience, difficulty, precision and prevalence. While research findings were presented as themes and sub-themes, participant expressions were also included in order to better understand the sub-themes. The findings related to themes and sub-themes are presented in Table 5.

Table 5

Themes and Sub-Themes Related to the Most Preferred and Least Preferred Exams

Themes	***Sub-themes***	***f***
Convenience	The answer can be estimated in multiple choice tests.	145
	It's easier to work on multiple choice tests.	123
	In the multiple-choice tests, the answers remind the answer.	102
	More questions can be solved in multiple choice tests.	91
	Our hands do not get tired of multiple choice tests.	73
	Multiple choice tests are evaluated faster than teachers.	58
	Total	**592**

Table 5 Continue..

Themes	*Sub-themes*	*f*
Difficulty	It is difficult to work with the examinations.	135
	Written examinations need to write quickly to grow.	130
	Our hands are very tired in written examinations.	115
	Written examinations cause unsightly writing to be broken.	102
	It is not possible to predict the answer in written examinations.	82
	Written examinations take a lot of time.	68
	The correct answer in written examinations is not certain.	55
	In written examinations, teachers can make incorrect valuations.	26
	Total	**713**
Precision	In multiple choice tests, answers are final.	143
	Evaluation of multiple-choice tests is closed to teacher intervention.	131
	Students can calculate the score in multiple-choice tests.	96
	In multiple-choice tests, the teacher cannot make an incorrect.	38
	In multiple-choice tests, the teacher cannot take sides.	21
	Total	**429**
Prevalence	Written examinations are already in fashion.	152
	All books have multiple choice tests.	126
	The central examinations are not in the form of written examinations.	106
	All major exams are conducted in the form of multiple-choice tests.	97
	Multiple choice tests are performed in other countries.	83
	Total	**564**

It was seen from Table 5 that the views of the students on the theme of convenience were repeated 592 times, their views under the theme of difficulty 713 times, their views under the theme of difficulty 429 times, and their views under the theme of prevalence 564 times. The most repeated sub-theme under the theme of convenience was the sub-theme, "the answer can be predicted in multiple choice tests", the most repeated sub-theme under the theme of difficulty was the sub-theme, "it is difficult to work in written examinations", the most repeated sub-theme under precision was the sub-theme "answers are final in multiple choice tests", and it was observed that the most repeated sub theme under the current theme was the sub theme "written examinations are already out of fashion".

Theme 1. Convenience

S2. *Multiple choice tests are easier.*

S9. *It is more convenient to study for multiple choice tests.*

S24. *You can guess the answer in multiple choice tests*

S45. *Choices remind you the answer in multiple choice tests.*

S49. *The answer is already among the choices in multiple choice tests*

S126. *You can answer many questions in a short time in multiple choice tests.*

S132. *You can come up to the answer even if you are not sure of the answer in multiple choice tests.*

S204. *Teachers can announce the results faster in multiple choice tests.*

Theme 2. Difficulty

S5. *It is difficult to study for written examinations.*

S8. *You have to go over the whole book as you do not know the exact part of the book from which questions will be asked in written examinations.*

S49. *You have to act quickly to complete the exam in written examinations.*

S64. *If you do not have a good handwriting, teachers take point off in written examinations.*

S73. *Our hands are very tired in written examinations.*

S99. *It is impossible to guess the answer in written examinations.*

S135. *You cannot estimate your result as there is no such a definite correct answer in written examinations.*

S190. *Written examinations take much time.*

Theme 3. Precision

S51. *Multiple choice tests include precise answers.*

S74. *You can clearly identify correct answers in multiple choice tests.*

S94. *There is no need for the reading of teachers in multiple choice tests.*

S201. *Teachers do not take sides in multiple choice tests.*

S208. *You know what you do and what results you will get in multiple choice tests.*

Theme 4. Prevalence

S34. *Written examinations are obsolete.*

S66. *All books include multiple choice tests.*

S111. *Nobody employs written examinations anymore.*

S159. *Multiple choice tests are performed in other countries.*

S168. *All major exams are conducted in the form of multiple-choice tests.*

S200. *You need to answer very few questions in written examinations.*

S198. *Multiple choice tests are performed in other countries.*

S203. *Multiple choice tests are employed in all high-stakes tests.*

It was understood from the interviews with students that they preferred multiple choice tests as they were more convenient, had easy to guess answers, had precise answers, were close to the intervention of teachers' evaluation and common in local and central examinations employed in Turkey. On the other hand, it was clearly observed that students did not prefer written examinations as they believed they not only required much writing and lack of precise answers but also they were open to the intervention of teachers' evaluation and uncommon.

Discussion, Conclusion and Recommendations

It was determined in the study that that 70,67%, 13,46%, 8,17%, 4,81% and 2,88% of students preferred multiple choice tests, true-false questions, short answer questions, matching questions, and written examinations, respectively. According to the results of the study, it was observed that the most preferred examination type of students was multiple choice tests. Common use of multiple choice tests in a great many high-stakes tests (central or local examinations) in Turkey affected the preferences of students. The statement by a participant as "Multiple choice tests are employed in all high-stakes tests" proved the issue. The familiarity of students, who prepare for central and local exams with multiple choice tests, may also have an influence on students' preference. Furthermore, another reason of preferring multiple choice tests may be that class teachers mostly prefer multiple choice tests as part of their assessment and evaluation activities (Anil & Acar, 2008). Bal (2009) suggests that the most common assessment instruments are multiple choice tests and short answer questions. While teachers employ multiple choice tests most at secondary level, these are followed by written examinations and mixed examinations (Unlu, Ozturk & Taga, 2014). In this case, common use of multiple choice tests by teachers to assess student success may be another reason of such a preference by students. In the study by Akpinar and Canturk (2018), it was concluded that social sciences teacher candidates prefer multiple choice tests the most and that these preferences are affected by the desire to be successful in examination as well as by exam anxiety. In another study carried out by Tezbasaran (2017), it was determined that multiple choice tests are the most preferred examination types. Sarıgül (2009) states that students' favourite examination type preference is multiple choice tests from which they have high expectations for success while Eser (2011) points out that students prefer written examinations the least. On the other hand, while Cakan (2004) suggest that primary school teachers mostly employ multiple choice tests, Candur (2007) states that teachers employ multiple choice tests more as an assessment instrument.

It was concluded from interviews with students that they tended to prefer multiple choice tests. Content analysis was conducted to responses by students, and their opinions were collected under four themes as "convenience, challenge, precision and up-to-datedness". It was understood from the interviews with students that they preferred multiple choice tests as they were more convenient, had easy to guess answers, had precise answers, were close to the intervention of teachers' evaluation and common in local and central examinations employed in Turkey. On the other hand, it was clearly observed that students did not prefer written examinations as they believed they did not only require much writing and lack of precise answers but they were also open to the intervention of teachers' evaluation, and were uncommon. This was proved by the statements of students such as "Multiple choice tests are easier; you have to act quickly to complete the exam in written examinations; multiple choice tests include precise answers; written examinations are obsolete; multiple choice tests are employed in all high-stakes tests." The study by Ozcelik (2016) corroborates the findings of this study and concludes that the challenge of written expression negatively affects the validity of the written examination type. Furthermore, students express that written examinations cause exam anxiety (Tezbasaran, 2017). It was emphasized in studies along similar lines conducted with teacher candidates and students that students mainly prefer multiple choice tests due to achieving success with elimination or luck factor without even having a command of the subject as choices are available, overachievement with this examination type, guessing their results and common use of this examination type in national exams (Bal, 2009; Bayrak, 2007; Demir, 2012; Eser, 2011; Kilic, 2016; Sahin, Ozturk & Teker, 2015).

In this study, it was determined that there was no significant relationship between the preferred examination type of students and their gender. It was also determined by Gundogdu (2012) that there is no significant difference between female and male teachers in preferred assessment instrument. Cetin and Cakan (2010) found that there is no significant difference among points of female and male students in multiple choice tests, performance projects and written examinations. All students have preparatory studies such as studying excessively, question answering, taking pilot tests, and attending courses as education system is based on exams in Turkey. These vigorous efforts, studies and competitions lead to ruling out individual differences among students related to gender and other aspects. Students are perceived as exam-controlled individuals, as a result of which students are hampered from enjoying their individualities, exhibiting their individual differences and prioritizing their interests and abilities. While families show devotion to the exam success, education institutions also put in effort into immensely assisting students. As a consequence, evaluation of every single student via the same examination as an imposition of the exam-oriented system rules out individual differences, and blocks differences in examination-type preferences as well as other issues among students. What is taken into consideration in this case is not the gender of students but the number of questions answered by them or their correct answers. In fact, learning is a distinctive practice that embodies different methods for every individual. Individual differences are ignored where a certain subject is expected to be grasped in the same way for every individual (Colak & Fer, 2007). Giving prominence to individual differences in educational activities is

known to have impact on the examination-type preferences of students (Birenbaum & Rosenau, 2006; Dogan & Kutlu, 2011). In this study, it was found that there was no significant relationship between the examination-type preferences of students and their gender, and that examination-type preferences were connected with gender. It has also been concluded in some studies that multiple choice tests are preferred mostly by male students (Birenbaum & Feldman, 1998).

It was determined in this study that there was no significant relationship between examination-type preferences and location of the school. This possibly arises from the uniformity of examination types employed by class teachers at all schools. Besides, as the concern to pass exams and promote to higher levels of education institutions is common for the whole community, teachers and students who experience the same concern are expected to employ or prefer similar examination types. Test-oriented performance measurement behaviour of the exam-oriented education system is not only observed in schools located in city and districts but also in schools located in villages. Raising awareness of parents and students heads towards eliminating distinction among schools in cities, districts and villages. Furthermore, as teachers are insisting on employing their own examination types regardless of the location of the school or other factors (Zoller & Ben-Chaim, 1988), the location of the school underwhelms examination-type preference in this sense. Anil and Acar (2008) suggest that multiple choice tests are the most common tests used by class teachers. Particularly due to their overuse in central examinations that are employed to enable students to move up into higher levels of education, multiple choice tests are the most widely preferred examination types among teachers as well as students (Onder, 2008; Pehlivan, 2011). Therefore, it is taken for granted that individuals who were educated under an exam-oriented education system and then assigned as teachers under the very same system employ similar examinations and stimulate students to these examinations regardless of location. In fact, at this stage, it is also taken for granted that parents who are also educated and undertake the role of parenting expect a mainly exam-and-success-oriented educational activity regardless of location. As a result of similar views and concerns about the examination types, students may prefer their examination types under the influence of their teachers and parents as influential figures in their life.

This study shows that teachers and central examinations considerably affect the examination-type preferences of students. It was also concluded that examination-type preferences of students were affected by teachers' underuse of assessment and evaluation techniques such as portfolios, performance assessment, projects, self-assessment, peer-assessment, observations, interviews, mind maps, structured-grids, and diagnostic trees (Yesilyurt, 2012), and their overuse of conventional assessment and evaluation techniques such as multiple choice tests, true-false questions, short answer questions and written examinations (Ozenc & Cakir, 2015). Other studies have also demonstrated that conventional assessment and evaluation techniques are employed more frequently by teachers (Birgin, 2010; Gelbal & Kalecioglu, 2007; Gok & Sahin, 2009; Orhan, 2007; Watt, 2005).

Following recommendations can be given based on the findings of the study:

1. To carry out an assessment and evaluation activity of good quality, individual differences, experiences, needs and preferences of learners should be taken into consideration during the process of determining examination types.

2. Exam diversity should be ensured based on individual differences of students without ruling out the form and importance of national and international examinations.

3. Examinations should be employed not for making judgments of students but for guiding students, parents and teachers along with a support for academic, social and cultural development.

4. Studies that will make use of other variables should be carried out related to examination-type preferences. In addition, a similar study on a larger sample can be used to determine alternative assessment and assessment competencies of classroom teachers.

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İlkokul Öğrencilerinin Sınav Türü Tercihlerinin Çeşitli Değişkenler Açısından İncelenmesi

Atıf:

Tas, H., & Minaz, M. B. (2019). An investigation into examination-type preferences of primary school students in relation to various variables. *Eurasian Journal of Educational Research, 81,* 79-98, DOI: 10.14689/ejer.2019.81.5

Özet

Problem Durumu: Çağdaş eğitim sistemleri, öğretim ile değerlendirme süreçlerinin yakınlaştırarak öğrencilerin öğrenme özelliklerini, değerlendirme algılarını ve sınav türü tercihlerini dikkate alır. Her öğretmenin uygulamasının kolay olduğunu ve kendisinin yeterli olduğunu düşündüğü sınav türü mutlaka vardır. Ancak değerlendirme, bir sınavı hazırlayıp uygulamaktan çok öte bir kavramdır. Bu nedenle öğretmenin, öğrencilerinin sınav türü tercihleri arkasında yatan sebepleri bilerek değerlendirme yapmaları önemlidir. Ancak öğretmenlerin öğrencilerinin sınav türü tercihlerinin farkında olmalarına rağmen öğrencilerine kendi tercih ettikleri test türlerini uyguladıkları söylenebilir. Halbuki nitelikli bir ölçme-değerlendirme etkinliği için, sınav türü belirlenirken öğrenenlerin bireysel farklılıklarının, deneyimlerinin, bireysel gereksinimlerinin ve sınav türü tercihlerinin dikkate alınması çok önemlidir. Öğretmenlerin tek sınav türüne odaklanmak yerine, birden fazla sınav türünü birlikte kullanarak, öğrenciler üzerindeki sınav kaygısının olumsuz etkilerini azaltmaları ve öğrencilerin gerçek performanslarını ölçmeleri daha doğru bir eğitimsel davranış olarak değerlendirilebilir.

Araştırmanın Amacı: Bu araştırma, ilkokul öğrencilerinin sınav türü tercihlerini ve bu tercihlerinin cinsiyet ve okulun bulunduğu yerleşim yeri değişkenine göre farklılık gösterip göstermediğini belirlemeyi ve öğrencilerin sınav türlerine ilişkin tercihlerinin nedenlerini ortaya çıkarmayı amaçlamaktadır.

Araştırmanın Yöntemi: İlkokul öğrencilerinin sınav türü tercihlerini ve bu tercihlerinin cinsiyet ve okulun bulunduğu yerleşim yeri değişkenine göre farklılık gösterip göstermediğini belirlemeyi ve öğrencilerin sınav türlerine ilişkin tercihlerinin nedenlerini ortaya çıkarmayı amaçlayan bu çalışma ilişkisel araştırma türünden bir araştırmadır. Bu araştırmanın çalışma grubunu, ilkokulda öğrenim gören 208 dördüncü sınıf öğrencisi oluşturmaktadır. Çalışma grubunun belirlenmesinde kolay ulaşılabilir durum örneklemesi yöntemi tercih edilmiştir. Ayrıca, araştırmada çalışma grubu belirlenirken hem il merkezindeki hem ilçe merkezindeki hem de köylerdeki okullarda öğrenim gören kız ve erkek öğrenciler tercih edilerek çeşitleme-yer örneklemesi yapılmıştır. Bu çalışmada, öğrencilerin sınav türü tercihlerini belirlemek için "Sınav Türü Tercih Anketi" ve öğrencilerin sınav türlerine ilişkin tercihlerinin nedenlerini ortaya çıkarmak için "Görüşme Formu" kullAnilmıştır. Veri toplama araçları araştırmacılar tarafından geliştirilmiştir. Araştırmada, verilerin toplanmasında nicel ve nitel araştırma teknikleri kullAnilmıştır. Nicel veri toplama aracı olan "Sınav Türü Tercih Anketi" katılımcılara dağıtılarak araştırmacının gözetiminde cevaplanması sağlanmıştır. Öğrencilerin en çok ve en az tercih ettikleri sınav türlerine ilişkin görüşlerini belirlemek için katılımcılara "Bu sınav türünü neden daha çok tercih ediyorsunuz?" ve "Bu sınav türünü neden daha az tercih ediyorsunuz?" soruları sorularak verilen cevaplar kayıt altına alınmıştır. Araştırmada elde edilen verilerin analizinde karma yöntem kullAnilmıştır. Araştırmada, ulaşılan verileri analiz etmek için frekans, t-testi, tek yönlü varyans analizi (ANOVA) testi kullAnilmıştır. Öğrencilerle yapılan görüşmeden elde edilen nitel verilerin analizinde içerik analizi tekniği kullAnilmıştır.

Araştırmanın Bulguları: Araştırmada, öğrencilerin %70,67'sinin çoktan seçmeli test türünde yapılan sınavları, %13,46'sının doğru-yanlış test türündeki sınavları, %8,17'sinin kısa cevaplı test türündeki sınavları, %4,81'inin eşleştirmeli test türündeki sınavları ve %2,88'inin ise yazılı yoklama türünden sınavları tercih ettikleri tespit edilmiştir. Araştırma bulgularına göre öğrenciler tarafından en çok tercih edilen sınav türünün çoktan seçmeli testler olduğu tespit edilmiştir. Öğrencilerle yapılan görüşmelerde, öğrencilerin çoktan seçmeli testleri tercih etme eğiliminde oldukları belirlenmiştir. Araştırmada, öğrenciler tarafından tercih edilen sınav türü ile öğrencilerin cinsiyetleri ve okulun bulunduğu yerleşim yeri değişkenleri arasında anlamlı bir ilişki bulunmadığı belirlenmiştir. Yapılan görüşmelerden, öğrencilerin çoktan seçmeli testleri daha çok kolay olmalarından, cevapları tahmin etmeye olanak sağlamalarından, cevaplarının kesin olmasından, değerlendirmenin öğretmen müdahalesine kapalı olmasından, ülkede yapılan yerel ve merkezi sınavlarda çok sık kullAnilıyor olmasından dolayı tercih ettikleri; yazılı yoklamaların ise çok yazma gerektirmesinden, cevapların kesin olmamasından, değerlendirme aşamasında öğretmen etkisine açık olmasından, yaygın olarak kullAnilmıyor olmasından dolayı öğrenciler tarafından fazla tercih edilmediği tespit edilmiştir.

Araştırmanın Sonuçları ve Önerileri: Araştırmada, öğrencilerin en fazla çoktan seçmeli test türündeki sınavları, en az ise yazılı yoklama türündeki sınavları tercih ettikleri; tercih edilen sınav türü ile öğrencilerin cinsiyetleri ve okulun bulunduğu yerleşim yeri arasında anlamlı bir ilişki bulunmadığı sonucuna ulaşılmıştır. Yapılan çalışmada,

öğrencilerin sınav türü tercihleri üzerinde öğretmenlerin ve merkezi sınavların önemli oranda etkili olduğu söylenebilir. Öğretmenlerin portfolyo, performans değerlendirme, proje, öz değerlendirme, akran değerlendirme, gözlem, görüşme, kavram haritaları, yapılandırılmış grid, tAnilayıcı dallanmış ağaç gibi ölçme ve değerlendirme tekniklerini az kullanmalarının ve buna karşın çoktan seçmeli test, doğru-yanlış test, kısa cevaplı test, eşleştirmeli test ve yazılı yoklama gibi geleneksel ölçme ve değerlendirme tekniklerini çok sık kullanmalarının öğrencilerin sınav türü tercihleri üzerinde etkili olduğu sonucuna ulaşılmıştır. Nitelikli bir ölçme-değerlendirme etkinliği için, sınav türü belirlenirken öğrenenler bireysel farklılıkları, deneyimleri, bireysel gereksinimleri ve tercihleri de dikkate alınmalıdır. Ulusal ve uluslararası düzeyde yapılan sınavların şekli ve önemi göz ardı edilmeden, öğrencilerin bireysel farklılıkları da dikkate alınarak sınav çeşitliliği sağlanmalıdır. Sınavlar öğrencileri yargılamak için değil; akademik, sosyal ve kültürel gelişimlerini destekleyerek öğrencilere, velilere ve öğretmenlere yol gösterecek bir faaliyet olarak yapılmalıdır. Sınavlar, sadece iyi bir okul kazanmak için değil; bireyde var olan gizil güçlerin, yeteneklerin, kapasitenin ortaya çıkarılması, kullAnilması ve geliştirilmesi amacıyla da yapılmalıdır. Okullarda sadece akademik başarıyı ölçen sınavlar değil; hem öğrencilerin öz güvenlerini ve öz denetimlerini geliştirecek hem de onlara öğrenmeyi öğrenmenin yollarını açacak öz değerlendirme, akran değerlendirme ve grup değerlendirmeleri de yapılmalıdır. Sınav türü tercihleriyle ilgili olarak, farklı değişkenlerin kullAnildığı başka çalışmalar da yapılmalıdır.

Anahtar Kelimeler: İlkokul, sınav türü, ölçme ve değerlendirme, sınav kaygısı.