

CHAPTER 5

COMPARISON OF ACHIEVEMENTS OF PRIMARY SCHOOL STUDENTS WHO STUDY AT REGULAR AND DUAL TEACHING SCHOOLS IN TURKEY¹

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1. INTRODUCTION

As one of the subsystems of society, education affects other subsystems of society, such as economy, politics, philosophy, population, and is affected by them (Sönmez, 2015). Social structure, on the other hand, can be transferred through education (Celkan, 2018). In other words, education has been recognized as the form of acculturation in a purposeful manner (Oktay, 2018). A curriculum is a system of objective, content, educational conditions, and evaluation activities and relations among these elements (Demirel, 2015). In this respect, the design of curricula can be considered as an educational engineering project. However, curricula result in the long term, and their effects may not be observed in a concrete way, as in engineering projects. The true effect of curricula can only be understood by observing the benefits that individuals provide to themselves and the society.

Variş (1994) listed all the programs from general to private as curriculum, teaching program, lesson program, subject plan. A curriculum is the most general concept covering all activities aimed at achieving the objectives of national education and the school for individuals; a teaching program covers all the work aimed at bringing all knowledge and skills to individuals; a lesson plan covers the work for acquiring special objectives regarding the categories of information in the teaching program. Demirel (2015), on the other hand, listed these concepts from general to specific as curriculum, teaching program, and lesson program.

Ertürk (1982) examined the curriculum as three items in the form of curriculum, target, learning experiences, and evaluation activities; Variş (1994) and Demirel (2015) included the “content” element in these items. Işman and

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5. CONCLUSIONS

In the study that was conducted with the screening model the exam scores received in the Monitoring and Achievement Evaluation Exam received from Gaziantep Provincial Directorate of National Education were used as the study data. The achievements of the primary school 4th grade students in regular teaching schools where the schooling is carried out between 08.50-14.45, and the achievements of the primary school 4th grade students in a double-shift system where schooling is carried out between 06.40-11.45 or 11.50-16.55 were compared in the study. The overall, Turkish, Mathematics, Science and Social Sciences achievements of 400 students in double-shift and regular schools were analyzed with the Independent t-test. As a result, it was determined that the achievements of the primary school 4th grade students in regular teaching school were higher than the primary school 4th grade students who were educated in double-shift system. The primary school 4th grade students in regular teaching schools were more successful in Turkish and Mathematics lessons than the primary school 4th grade students in double-shift system. In addition, it was also determined that the achievements of the students in science and social sciences courses did not differ at significant levels depending on the school's being regular of double-shift.

Based on all these results, the following can be recommended regarding the dual teaching:

- The number of schools with dual teaching should be reduced as stated in the targets of the Ministry of Education.
- Necessary measures should be taken about the achievements status of the students in existing schools still doing dual teaching in the process of gradually reducing schools with dual teaching.

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