Sınav Salonunda Geçen Zaman ve Öğrencilerin Sınav Puanları: Güney Afrika'daki Mesleki ve Teknik Eğitim ve Öğretim Kolejinde Bir Analiz

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Özet: Sınav, öğrencinin bilgi, beceri ve yeteneğini ölçmek için yapılan bir değerlendirmedir. Öğrencilerin performanslarını belirlemek için verdikleri değerlendirme şekli ne olursa olsun, öğrencilere sınav salonunda geçirecekleri belirli bir zaman verilir. Değerlendirmelerini tamamlayan ve değerlendirildikten sonra aynı puanı veya skoru alan öğrencilerin aynı zamanı harcama ihtimalleri çok düşüktür. Öğrencilerin sınav puanlarını etkileyen; ders içeriği, öğretimde kullanılan stratejiler, sınav koşulları ve öğrencilerin sınavlara hazırlıkları gibi bazı faktörler vardır. Bu çalışmada, araştırmacılar, öğrencilerin sınav sorularını cevaplamada geçirdikleri süre ile bunların performansları arasındaki ilişkiyi araştırmaya çalışmışlardır. Bu çalışmanın katılımcıları basit tesadüfi örneklem tekniği ile seçilmiştir. Kaza sonucu örnekleme tekniği ile, ilk dönem sınavlarının sonunda değerlendirilen dört dersin her birinde sınav senaryosuna giren ilk ve son on öğrenciden veri toplanmıştır. Bu araştırmada seksen öğrenciye ait veriler toplanmaya çalışılmıştır. Araştırmanın seksen katılımcısından veri toplamak için açık uçlu bir anket kullanılmıştır. Araştırmanın bulgularına göre, adayların cinsiyeti ile sınav puanları arasında pozitif, fakat anlamlı olmayan bir ilişki ortaya çıkmıştır. Çalışma sonucunda, sınav ve cinsiyette harcanan zamanın öğrencilerin akademik performansı üzerinde önemli bir pratik etkisi olmadığı sonucuna varılmıştır.

Keywords: İnceleme, biçimlendirici değerlendirme, performans, toplam değerlendirme

Time Spent in Examination Hall and Students' Examination Scores: Analysis from a Technical Vocational Education and Training College in South Africa

Abstract: Examination is an assessment intended to measure student's knowledge, skills and ability. Irrespective of the form of assessment administered to students to ascertain their performance, students are given a specific time to be spent in the examination hall. Students are highly unlikely to spend the same amount of time finishing their assessments and scoring the same point or mark after they have been assessed. There are some factors that influence student's examination scores which include the content of courses, strategies used in teaching, examination conditions and students' preparation towards examinations. In this paper, the researchers sought to investigate the relationship between the duration students spent in answering examination questions and their respective performance. Participants of this study were selected by means of simple random and accidental random techniques. A close-ended questionnaire was used to collect data from the eighty respondents of the study. The questionnaire sought information on starting time for the examinations, finishing time,

duration, participants' gender, age, time of submission of examination script and the duration spent on each paper. Further findings revealed that a positive but non-significant relationship exists between the sex of the candidates and their examination scores. The study concluded that time spent in examination and gender did not have any significant practical effect on students' academic performance. The authors recommended that educational trainers and facilitators should encourage students to prepare well in advance before taking part in examinations.

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1. Introduction

Hall, Hanna, Hannan and Hall (2015, p. 5) have indicated that "first-year students are naive and apprehensive, having just transitioned from secondary to tertiary education, and are therefore motivated to try to learn everything in order to perform well". This may be true, to a large extent, as students prepare and participate in assessments to ascertain their performances in school. Assessments come in different forms depending on the content and the setting, as well as the curriculum prescriptions where the assessment is taking place. However, formative and summative evaluation are the common forms of assessment commonly administered to find out the performance of students in most academic settings in order to ascertain their performance.

The role of assessment in assessing the performance of students cannot be overemphasized. In this regard, Dwyer (2005) defines assessment as a process through which we can ascertain the skills, content and habits students have been exposed to through collection and analysis of data. It is emphasised that the essence of administering assessment is to change or improve the curriculum or strategies of teaching in order to improve learning among students. Similarly, assessment to Frye (nd.), is simply a way of examining our own performance or where others assess the accountability of our performance. In agreement with Frye's assertion, assessment is seen as a way of gathering and analysing data on students' learning in order to confirm, improve teaching and learning and also to help improve upon subsequent educational experiences (Angelo & Cross, 1993; Bardes & Denton 2001).

As indicated earlier, assessment can be categorised into two forms which are formative and summative (Angelo & Cross, 1993; Bardes & Denton, 2001,). However, the locus of this study is on the duration students spend when engaged in summative assessment and its relationship with their performance because the length of time spent in exams is very crucial to students as well as teachers. Time allocated to formal exams is normally within two to three hours per paper for students above the high school level. This time slot in exams is given so students can demonstrate what they have learned in the course of the semester or term. It is believed that some students expend all the time allocated to them in the examination hall whiles others try hard to finish before time duration allocated for subjects they are being examined in. The differences in the duration of time individual students spend during exams emanated from certain factors that influence and possibly their exams scores are likely to be dependent on certain factors. These factors Barbaricks & Ippolito (2003) believe include but not limited to planning, hours studied outside lectures and students' self-confidence.

Walvoord (2010) outlines three basic steps in assessment as; articulating learning goals, gathering information about how well and why students are achieving goals and lastly using the information for improvement. The essence of assessment is illuminated in Walvoord's (2010) three basic steps in the sense that articulating learning goals equates the process of setting standards and objectives in assessing the performance of students. The second step is where the real process of assessment takes place to arrive at the overall performance of the students, while the last step brings to the fore the essence of assessing performance, thus to change or improve the content, strategies and forms of assessment if need be.

Summative assessment, for the purpose of this study, is explained as being an evaluation conducted after a taught course with emphasis on summarizing what has been taught (Andersson, Ahlberg, & Roxå, 2012). Summative assessment is comprehensive in nature and provides a way of checking for accountability at the end of a programme (Angelo & Cross, 1993; Bardes & Denton, 2001). In agreement with a strong caution from Prendergast (2008, p. 2) that "performance is a very slippery, ephemeral and contested term", the

researchers in this study strictly used data collected from first-year students during their first-year examinations that took place in May and June 2015 to examine students' speed in exams and their performance. Hence, findings were derived from analysis of the data collected during the examination period and their respective examination scores.

1.1. Statement of the Problem

Examination is an essential part of one's educational career. It helps supervisors or teachers to have ideas about a student's knowledge of certain subjects. It also compels students to learn. Examinations are fundamentally a test of individual's ability to make the most of available to show off as much as possible and collect all the point he/she can (Allen, 2014). Exams are basically conducted for assessment of students, to assign grades or rank students in terms of their abilities. Getting good exams scores is indeed a valuable quality. It is an indication that the student is able to express his thought and ideas to a manner other can understand (Roediger et al, 2011). Students' performance is influence by certain factors. There is a plethora of literature in the area of students' academic performance (Alanzi, 2014; Chaplin & Norton, 2015; Elliot & Thrash, 2002; Jin & Wen-Chung, 2014; Kuan-Yu Preradović & Kosić-Jeremić, 2015) focusing on some contributing factors such as hours studied, good lecture notes, regular lectures, etc. However, none has been located that explored the time students spend in the examination hall and their performance. Therefore, in order to fill this gap, the researches sought to establish the relationship between time spent in examination halls and their respective examination scores.

1.1.2. Objectives of the Study

The study sought to:

1. Examine the relationship between the speed of candidates in examination and their performance.

2. Examine the influence of gender on students' performance in examinations.

1.1.3. Hypothesis

The hypotheses that guided the study were to as follows:

H1: There would be a significant mean difference between the examination scores for the early submitters and the normal submitters.

H2: There would be no significant mean difference between the examination scores for males and females.

2. Theoretical Review

Khalid (2014) has argued that several studies have attempted to identify factors that influence students' performance when learning various subjects, but by virtue of the declaration made by Slavin (2012) that motivation serves as the most important determinant of students' learning, this study is grounded on two motivational theories, namely the achievement motivation theory and the attribution theory. In setting the tone for the achievement motivation theory, Shaffer and Kipp (2014), as well as Slavin (2012), argue that the ability of the individual to participate and succeed in activities depends on their own effort and abilities. They further outline two tendencies that the theory follows, which are first, the expectation to achieve success and second, the need to avoid failure.

Ausubel (1968) had earlier outlined three components of the achievement motivation theory which seem to have been corroborated later by Shaffer and Kipp in 2014. He outlined the following; first, a cognitive drive which is the individuals need to know, understand and solve problems. Second, the need to strengthen the ego where satisfaction is gained through academic performance. With the third being the affiliation component which comes in when the learner strives to win the approval of somebody or a group while striving to succeed. The obvious results of achievement-oriented learning are that students try again until they succeed or as Slavin (2012) puts it, students lose interest in certain activities and channel their energies towards other activities where they are likely to succeed.

Unlike the achievement motivated theory which lays emphasis on the success of students, the attribution theory looks at both success and failure of the student. In the words of Santrock (2013), the attribution theory motivates people to discover the underlying factors that make them succeed or fail in what they do. In essence, the theory narrows in on how people can be made to understand and explain the courses of their successes and failures.

Moreover, Steingberg, Bornstein, Lowe and Rook (2011) and Slavin (2012) agree that the reasons for failure or success are embedded in four factors, which are ability, effort, task

difficulty and luck. Ebersohn, Gouws, Lewis and Theron (2015) explain that ability and effort are internal factors while task difficulty and luck are external factors. A combination of the internal and external factors account for the definition offered by Ebersohn et al. (2015) that motivation refers to the needs, goals and desires that serve as the driving force behind what people do. The current researchers equate Ebersohn et al's (2015) ability and effort to intrinsic motivation while task difficulty and luck are equated to extrinsic motivation.

In summing up, it is advisable to help students accept that success largely depends on internal factors but may also result from external factors. In the same vain they also need to understand that failure is not always by virtue of external factors because internal factors may contribute (Sandtrock, 2013). Per the caution that was given by Slavin (2012), feedback from student assessments influences their self-perception [performance], hence the need to give them accurate feedback on a timely basis.

2.1. Literature Review
2.1.2. Student Preparation

The performance of students in assessments is a result of the efforts they put in their preparation, that's baring all other extraneous variables that may influence their performance. The indication thereof is, all things being equal, adequate preparation will yield positive results and inadequate preparation will yield negative results. In a study to examine the effects of preparation and performance, Preradović and Kosić-Jeremić (2015) established that around 56 percent of mathematics students who took part in a preparation class scored higher than students who did not partake in any preparatory class. Their assertion is an indication of the importance of preparatory classes or in the case of this research, students' preparation towards assessments.

Additionally, Brown and Williams (2015) emphasized the need to use the official language of communication in schools as a way of preparing them for examinations and also find relevant ways of teaching on the part of lecturers, while students also find good ways of studying what is relevant to their course in order to pass their assessments.

Lastly, in developing a framework that will help prepare students to be successful in examinations, Egbert, Hanson-Smith and Chao (2007) advised that students should; be giving opportunity to interact socially and negotiate meaning, be involved in authentic tasks, be giving enough time and feedback, guided to attend mindfully to the learning process, work under minimal stress and anxiety levels, and their autonomy should be supported.

2.1.3. Student Performance

Performance is geared towards achieving a set goal. Earlier researchers have categorised achievement goals into two types, which are task-involved goals and ego-involved goals (Archer, 1994; Elliot & Thrash, 2002), as factors that may affect the performance of students in examinations. Nicholls (1984) explained that the first type of goal is mastery-oriented in that students' ability to succeed is for their own gratification, and not related to what others may feel or think. He further indicated the ego-involved performance is dependent on the performance of others.

Again, students' performance may be influenced by factors such as sex, age, nationality, personality trait, high school experience, college grade point average (GPA), approach to studies, course requirements, motivation, time spent on examinations and examination conditions (Alanzi, 2014). Kuan-Yu Jin and Wen-Chung (2014) corroborated this by establishing that latent trait, speed and effort threshold are also factors that affect the performance of students.

In analysing the Theory of the Mind, Chaplin and Norton (2015) established that students who are older than their peers at the same level are more willing to perform because they become more sensitive to criticisms, which to them is demeaning to their self-esteem. As indicated by Ebersohn et al. (2015) students with positive self-concept prepare and perform creditably and the converse holds true for students whose self-concept is negative.

Lastly, results from a longitudinal study by DeBerard, Spielmans and Julka (2004) to examine the predictors of academic achievement among college students, indicated that the relationship between sex and academic performance was not consistent. This again corroborates other findings that the key to is preparation rather than variables such as sex.

2.1.4. Sex and academic performance

In recent times some researchers (e.g. Akour, AL-Baddareen, Alomari, & Duwairi, 2015; Machin & Pekkarinen, 2008; Machin & Pekkarinen, 2008; Holmes, 2007) have argued that females outperform their male counterparts in assessments. For instance, Akour et al (2015) explored Jordanian gender differences in mathematics literacy and found out that 72% of boys and 65% of girls scored below the baseline proficiency level, indicating that girls outperformed boys in the mathematics literacy. Jacobs (2002) cited in Barbarick and Ippolito (2003) also explained in his report for the National Center for Education that on the average girls perform better than boys.

Though these researchers may have a point, they cannot generalize the situation as a plethora of research hold a contrary view. For instance, DeBerard, Spielmans and Julka (2004) did not find any significant difference in their study on the relationship between sex and academic performance on fresh students in introductory psychology and sociology course in a private west coast university. Similarly, studies on 253 pre-service teachers offering integrated science in Nigeria by Afuwape and Oludipe (2008) proved that there was no significant mean difference between the performance of males and females. Liu and Wang's (2005) studied 656 students to investigate the influence of gender on adolescent's academic self-concept in Singapore while Sheard's (2009) attempt to measure the age, gender and hardiness on 134 undergraduate students against their grade point average and in all these studies, gender did not have any significant effect on academic performance. Rather, Sheard's work established that mature-age students outperformed their younger counterparts.

Additionally, researchers such as Berkant (2008), Clemens (2008) and Lin and Overbaugh (2009) have tested different demographic characteristics against the performance of students in different contexts and in all, sex did not have any significant practical effect on the performance of the respondents in their studies.

2.1.5. Time spent during exams and students' performance

Most students and teachers are concerned with time spent in the examination hall because in many cases, especially in the context of this research, students are expected to

justify their stay in the college for the semester that is ending, prove why they should be promoted and also qualify for a bursary. At the same time, the performance of the students is an indicator of how well teachers taught them during the semester. A web page for the University of New England carried an article titled "exams day strategies" which explained that factors that influence students to finish exams within or before the time to perform well are; getting overview of the exams papers, understanding the question, writing answers down (essay) and avoiding time wastage on discussing the answers immediately after the exams.

It has also been argued that when students come to the exams hall not adequately prepared, they tend to lose confidence and panic before, during and even after the exams. This Okpala, Okpala and Ellis (2000) believe affects their exams scores. College students are expected to plan and practice ahead of exams as this is likely to help them achieve good scores (Barbarick & Ippolito, 2003). In studies conducted by some researchers (e.g. Barbarick & Ippolito, 2003; Okpala et al, 2000; Perlmann & McCann, 2002) in the area of time spent preparing, academic efforts and students' perceptions of grade change against performance, it was found that hours studied, careful textbook reading, a quiet studying environment, quality of notes and self -confidence were contributing factors to positive students' performance.

Various studies have also established that the number of hours studied before exams influences students' exams scores (Barbarick & Ippolito, 2003; Dolten et al, 2001; Ukpong & George, 2013). It was also observed in Dolten et al's (2001) study among Malaya university students that time spent in formal studies (lectures, seminars, and laboratory), efforts of students towards exams and number of hours spent preparing for exams also influences students' performance. The foregone gives a clear indication that various authors have contributed to the literature on various factors that influence the performance of students in exams. What still remains missing is the relationship between time spent in exams and the performance of students which the authors of this study sought to establish.

3. Methodology

The quantitative research approach was adopted for this study. The reason for the use of the approach is encapsulated in the words of Maree & Pietersen (2015: 145) who maintained that "quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe to generalise the findings to the universe that is being studied".

3.1. Research Design

Van Wyk & Taola (2015: 168) indicate that the retrospective design "is to conduct, explore or study a phenomenon, event, problem, challenge or situation from available data for a period". To thoroughly probe into the duration of time students spend during exams and their performance, the authors of this study deemed it fit to use the retrospective design to fully explore the issue at stake with the data and literature available.

Sampling Techniques:

The simple random sampling was applied in selecting one out of the five departments in the college for this study. The lottery approach was employed to select one out of the five departments. The five departments were assigned figures. The researcher cut pieces of papers with the numbers on it and placed in a bowl and mixed thoroughly. The researcher selected one of the papers with the number on it to represent the study. This process gave all participants an equal chance of being selected to be part of this study.

Cohen, Manion & Morrison (2007) indicated that non-probability samples are useful for small scale research with one or two schools or groups of students. In that regard the accidental sampling technique was employed to collect data from the first and last ten students who tendered in their examination scripts in each of the four courses they were assessed in during the end of first semester examinations, indicating a sample of eighty students for this study.

Research Instrument

A close-ended questionnaire was used to collect data from the eighty respondents of the study. The questionnaire sought information on starting time for the examinations, finishing time, duration, participants' gender, age, time of submission of examination script and the duration spent on each paper. The percentage score for participants was the last question on the questionnaire but that was obtained only after the scripts had been marked and scores returned to the college, which took roughly two months.

3.2. Data Collection Procedure

After securing clearance from the College Administration to use its students for this study, the lecturers and students were informed of the purpose of the study prior to the commencement of the end of first semester examinations. On the day of the examination, the researchers stood at the exit of the examination hall so that the first ten and last ten students to submit their scripts were made to fill the close-ended questionnaires. For ethical reasons, names of respondents were not used on the questionnaire; rather the researchers used codes to ensure the confidentiality of the participants.

To finalise the data collection process, the researchers had to consult the students' results (broadsheet after it was released in early August. In sum, the researchers spent three months in collecting data through the use of the close-ended questionnaire and the analysis of the broadsheets.

4. Results

Results of the study as stated in the hypotheses below have been presented in Table 1.

HI: There would be a significant mean difference between the examination scores for the early submitters and the normal submitters.

H2: There would be no significant mean difference between the examination scores for males and females.

Table 1. Correlation matrix between dependent variable (examination scores) and independent variables (age, sex and time spent)

Variable	1	2	3	4
(constant)	-			
Age	-0.010	-		
Sex	0.113	0.046	-	
Time spent	-0.313**	-0.043	-0.181	-

***p < 0.01 (2-tailed); (N=80)

Analysis from the correlation matrix observed that a negative but significant relationship exists between the time candidates spend in the examination hall and their exams scores (r = -0.313, P=0.005). Further findings revealed that a positive but non-significant relationship exists between the sex of the candidates and their examination scores. However, a negative association exists between the ages of the candidates and their examination scores.

Similarly, the results that show the relationship between early and normal submitters in terms of their examination scores, stated as hypothesis 1, have been outlined in Table 2.

H1: There would be a significant mean difference between the examination scores for the early submitters and the normal submitters.

Table 2. Independent sample t-test: Significant mean difference between times spent in examination and examination scores

Variable	Time spent	N	Mean exams score	SD	p -value	t - value	Eta-squared
Exams score	Early	22	55.864	20.387	0.152	1.217	0.009
	Normal	58	50.138	13.712	-	-	-

Study findings from Table 2 suggested that there were no significant mean differences in examination scores for early submitters (M=55.864, SD=20.387) and normal submitters [M=50.138, SD=13.712); t (78) =1.448, p =.152]. The magnitude of the examination mean score difference between the early submitters and normal submitters was very small (eta squared =.009).

Finally, hypothesis 2 below sought to establish the relationship between males and females in terms of their examination scores and the results are presented in Table 3.

H4: There would be no significant mean difference between the examination scores for males and females.

Table 3. Influence of gender on students' examination: Independent samples t-test significant mean difference (gender)

Variable	Gender	N	Mean	SD	p – value	t - value	Eta-Squared
Examination score	Male	27	51.000	16.676	0.777	-0.284	0.001
	Female	53	52.076	15.639	-	-	-

Table 3 reports the findings of an independent t-test that was conducted to ascertain whether gender influences the examination scores of the students. Study analysis showed that there was no significant mean difference for examination scores for males (M=51.000, SD=16.676) and females [M= 52.076, SD= 15.639); t (78) = - .284, P=.777]. The magnitude of the differences in the examination mean scores were negligible (eta squared = 0.001).

5. Discussion of Results

Results emanating from this study makes it evident that early submitters (M=55.864, SD=20.387) scored higher than students who submitted within the normal time (M=50.138, SD=13.712). It can be inferred from this that students are likely to get into examination halls

with their own expectations, which is likely to skew their preparations for the examinations in a certain direction. This finding is in line with Preradović and Kosić-Jeremić (2015) assertion that students who took part in a preparation class scored higher than students who did not partake in any preparatory class. In this regard, it is likely the early submitters could have been involved in learning activities that were purposively geared towards summative assessments.

Similarly, students might have set goals for themselves and this seemingly given them the urge to succeed compared to students without any set goals when writing examinations. To this, Ebersohn et al. (2015) have indicated that students with positive self-concept prepare and perform creditably and the converse is for those with negative self-concept. Nicholls (1984) earlier indicated that students' ability to succeed is for their own gratification and not related to what others feel or think. In most instances, when the school has a reputation for taking student learning seriously and are committed to assuring quality in the conduct of examinations as indicated by Andersson et al. (2012), it may also be possible to suggest that as students complete their tasks in the examination hall to the best of their intellectual ability and remain idle, it is likely that they may be engaged in deviant practices such as either helping their peers or seeking help from them which may put them in trouble with the authorities. Study analysis revealed that H1 was supported by findings of the study. This may be indicative that the early submitters in this study prepared well for their examinations or wanted to satisfy themselves or probably to stay out of trouble with the examination invigilators.

On the part of the normal submitters, who scored lower than the early submitters, it is likely that they were reflecting on answers to provide or they were waiting for some luck to shine on them, which might have eventually eluded them, thus their low performance in comparison with the early submitters. Similarly, Steinberg et al. (2011) and Slavin (2012) asserted that the reasons for failure or success in examinations are embedded in learners' ability, effort, task difficulty and luck. Additionally, a reason that might have accounted for this situation may be attributed to students' own abilities and efforts towards the examinations, as discussed by Ebersohn et al. (2015). Similarly, Shaffer and Kipp (2014)

emphasised that cognitive drive and need to strengthen ego accounts for students' success and this is undoubtedly a reason why the early submitters, who possess both the cognitive drive and stronger ego scored higher than the normal submitters. Kuan-Yu Jin and Wen-Chung (2014) also indicated that latent trait, speed and effort threshold are factors that affect the performance of students are all made bare in this study. Students in this study, who possessed more speed, were able to outshine the slower ones obviously because they also exhibited the other characteristics that featured in Kuan-Yu and Wen-Chung's assertion.

Finally, empirical evidence from the study suggests that H2 was also supported by the study's findings. This indicated that there is no relationship between gender and examination scores. Though the number of female participants (n=53) were more than their male counterparts (n=27),

5.1. Contributions to the Study

This study has confirmed that gender and age have no effect on examination scores, hence, it has thrown light on the fact that stakeholders in the education enterprise should endeavour to ensure equity in the provision of education and the administration of assessments in schools without recourse to any biases as long as issues of gender and age in specific examination halls are concerned. Similarly, awareness on the two variables goes to inform ministries and departments of education to consider variables, other than gender and age, as a basis for segmenting students for examination purposes at the Technical Vocation and Training College level.

As stated in the background of this paper, many influencers of the performance of students in examinations have been used but none was found with regards to time spent in the examination hall. This study will, as a result, contribute to the literature for researchers, as well as a reference document for practitioners and students who will use it as a guide in the preparation and administration of assessments in ways as effective as possible.

Finally, the study has brought to light that the difference between the performance of early submitters and late submitters is not significant so the differences in the duration spent are likely to result from preparation and targets the examinees have set for themselves. This

study will in this regard inform examination administrators to take steps to factor in individual differences and abilities in setting questions so that the differences in time spent on examination papers will not be too significant.

5.2. Limitations of the Study

The duration for this research was three months which made the scope narrower and the participants fewer than anticipated. It is, therefore, recommended that a longitudinal study is conducted to ascertain more factors that affect students' performance during examinations. Also, a qualitative study can be embarked to probe further into the lived experiences of students in the examination hall.

5.3. Conclusion

From the present study, the authors can infer that time spent in examination and gender did not have any significant practical effect on students' academic performance. However, other factors which were not investigated by the researchers may have been responsible for the performance of the students. These factors may include but not limited to learners' ability, ego preparatory effort, task difficulty, or luck.

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Geniş Özet

Sınav, öğrencinin bilgi, beceri ve yeteneğini ölçmek için yapılan bir değerlendirmedir. Öğrencilerin performanslarını belirlemek için verdikleri değerlendirme şekli ne olursa olsun, öğrencilere sınav salonunda geçirecekleri belirli bir zaman verilir. Değerlendirmelerini tamamlayan ve değerlendirildikten sonra aynı puanı veya skoru alan öğrencilerin aynı zamanı harcama ihtimalleri çok düşüktür. Öğrencilerin sınav puanlarını etkileyen; ders içeriği, öğretimde kullanılan stratejiler, sınav koşulları ve öğrencilerin sınavlara hazırlıkları gibi bazı faktörler vardır. Bu çalışmada, araştırmacılar, öğrencilerin sınav sorularını cevaplamada geçirdikleri süre ile bunların performansları arasındaki ilişkiyi araştırmaya çalışmışlardır. Bu çalışmanın katılımcıları basit tesadüfi örneklem tekniği ile seçilmiştir. Kaza sonucu örnekleme tekniği ile, ilk dönem sınavlarının sonunda değerlendirilen dört dersin her birinde sınav senaryosuna giren ilk ve son on öğrenciden veri toplanmıştır. Bu araştırmada seksen öğrenciye ait veriler toplanmaya çalışılmıştır. Araştırmanın seksen katılımcısından veri toplamak için açık uçlu bir anket kullanılmıştır. Ankette, sınavların başlama zamanı, bitiş zamanı, süresi, katılımcıların cinsiyeti, yaşı, sınav senaryosunun sunulma zamanı ve her kağıda harcanan süre hakkında bilgi istenmiştir. Canlı senaryoların iki ay sonra işaretlenmesinin ardından katılımcıların sınav puanları alınmış ve anketlere eklenmiştir. Araştırmanın ana bulguları, erken yayın yapan (M = 55.864, SD = 20.387) ve normal yayıncılar için [M = 50.138, SD = 13.712] sınav puanlarında anlamlı bir farklılığın olmadığını göstermiştir; t (78) = 1.448, p = .152]. Yapılan diğer bulgulara göre, adayların cinsiyeti ile sınav puanları arasında pozitif, fakat anlamlı olmayan bir ilişki ortaya çıkmıştır. Çalışma sonucunda, sınav ve cinsiyette harcanan zamanın öğrencilerin akademik performansı üzerinde önemli bir pratik etkisi olmadığı sonucuna varılmıştır. Yazarlar tarafından eğitmenlerin ve kolaylaştırıcıların sınavlara katılmadan önce öğrencileri iyi hazırlamalarını teşvik etmeleri tavsiye edilmiştir.