

Teacher Perspectives on Secondary School Students' Reactions to School Achievement in the High School Transition System

Burak AYDIN* Hikmet YAZICI**

To cite this article:

Aydin, B., & Yazici, H. (2022). Teacher perspectives on secondary school students' reactions to school achievement in the high school transition system. *Journal of Qualitative Research in Education*, 30, 132-160. doi: 10.14689/enad.30.6

Abstract: This research aims to gain a better knowledge of how the LGS System, which was implemented in 2017 after the TEOG System was withdrawn, reflects student achievement. The case study pattern was used in this study, which was conducted utilizing the qualitative research approach. The criteria sampling methodology is used in this study instead of the intended sampling methods. According to this, the research's study group consisted of 12 instructors who worked in Gumushane Central secondary schools and were given questions from their majors in the new test system. As a data-gathering method, researchers devised a semi-structured interview form. A theme analysis method is used to analyze the study data. The NVivo 11 package application is used to analyze the data. According to the research results, the LGS system is able to distinguish students in the lower, middle and upper quadrants, and the children in the upper quadrants have increased their high level of intellectual talents, motivation and academic achievement. In addition, students in the lower and middle quadrants were found to have decreased motivation, achievement, and self-sufficiency judgments as a result of the system. It was also discovered that students value courses based on their question coefficients and tests. While the TEOG System is generally regarded as beneficial, the exam is memorable and does not adequately acknowledge students in terms of academic achievement, which has been identified as a drawback. The study's findings have led to recommendations for a new assessment system and central and neighbourhood placement.

Keywords: Academic achievement, LGS, TEOG, secondary school, teacher opinion

Article Info

Received:

14 Jul. 2021

Revised:

16 Dec. 2021


Accepted:


12 Jan. 2022

Article Type

Research

© 2022 ANI Publishing. All rights reserved.

*  Corresponding Author: Trabzon University, Turkey, burak.aydin@trabzon.edu.tr

**  Trabzon University, Turkey, hyazici@trabzon.edu.tr

Introduction

In Turkey, major modifications to the system of transition to high schools have been implemented in the recent two decades, and three distinct applications to place them in secondary education institutions were launched in 2017. These are the kinds of placements that are based on the central test score, where you live, and what kind of talent you have (MEB, 2018a). Students who pass the central exam are enrolled in "qualifying" institutions. In contrast, those who do not pass the central exam or do not take it are enrolled in different schools with alternate applications (Gun & Kaya, 2018). The "qualified" schools comprise anatolian, science, social science, and technical programs of vocational and technical anatolian high schools and educational institutions that carry out projects based on the exam's criteria (MEB, 2018a). The first exam was attended by 81.46 percent of students. This suggests that students take the exam in large numbers when compared to local placement possibilities (MEB, 2018b). Even though the new system allows students to choose whether or not to take the exam (Demir & Yilmaz, 2019; Toytok, Eren, & Gezen, 2019), participation in the central exam held in 2019 increased, with a rate of 85.08 percent (TEDMEM, 2020). Despite the intensive application, the ratio of admission to qualified schools receiving students with the exam remained at approximately 10% (Büyükoztürk, 2016; Demir & Yilmaz, 2019).

According to the school tenjanis, the Science, Anatolian, and Social Sciences High Institutions are the first three spots for students enrolled in eligible schools. Anatolian Imam Hatip High Schools and Vocational and Technical Anatolian High Schools follow these inclinations. Anatolian, Anatolian Imam Hatip, Vocational and Technical Anatolian High Schools are the leading three favourites, according to local placement (MEB, 2019). In this instance, the Vocational and Technical Anatolian High Places have become schools where kids who have failed to get into high-quality schools are enrolled (Bozgeyikli, 2019). The resultant table reveals that exam success is important in the placement process, but the necessity for students to be directed based on their interests and talents during school type elections (Gurdogan, 2016; Taskin & Aksoy, 2019) is overlooked. More social and familial expectations are emphasised in central or local locations, in addition to academic success (Cengiz et al., 2014; Sarier, 2016).

Academic achievement is the measurement of how the individual benefited from the academic program with a specific course in the school setting and the progress toward obtaining the desired end (Ozguven, 2014). Academic achievement is a metric (Bahcetepe, 2013) that shows how education affects a student's life. It also refers to how well a student performs in the educational system (Aydin, 2010). Academic accomplishment is a scenario that is affected by several factors. These include demographic characteristics like gender and parental education (Akbasli et al., 2018; Aslanargun et al., 2016; Kilic & Hasiloglu, 2017; Sezer, 2017) as well as psychological variables like anxiety and motivation (Atoum & Al-Momani, 2018; Kayhan, 2017; Polat, 2017; Yildirim, 2000; Zerai, Heydari, & Adli, 2013).

In most nations, academic accomplishment exams are also emphasized (Cakan, 2003) as a basic indicator of educational excellence. As a result, countries are implementing various applications and reforms to avoid falling behind academically. They are attempting to attain greater results in international exams in this manner (Biber, Tuna, Uysal & Kabuklu, 2018). Turkey is one of the countries that encourages its students to take international exams to measure their educational progress. The Turkish student group is taking the PISA and TIMSS exams, which are regarded as international quality measures of human power (MEB, 2013). These international exam scores are one of the criteria used to evaluate the effectiveness of students, teachers, schools, and educational institutions in general (Aydin, Sarier & Uysal, 2013). According to the PISA 2018 findings, which included 79 nations, Turkish students rated 40th in reading, 42nd in mathematics, and 39th in science (OECD, 2019). Despite a large rise in country scores compared to prior PISA exam results (MEB, 2016a) the Turkish student group's reading, math, and science scores remain below the OECD countries' average (OECD, 2019). In the TIMSS data, a comparable table may be seen (MEB, 2016b). In light of this, Turkey's new transition system considers the structures linked with the TIMSS and PISA exams, and the consequences of this are being studied by scholars (Akyürek, 2019; Ekinici & Bal, 2019; Oztürk & Masal, 2020).

The results of national and international exams for the Turkish student group reveal that the MEB's modifications in recent years have been ineffective (MEB, 2015; OECD, 2019). This suggests that exam achievement is not just dependent on system changes, and that several factors that influence student success should be investigated. The study included a thorough examination of how the LGS System, which was established in 2017 after the TEOG System was withdrawn, reflects student progress. Academic performance has been linked to a variety of factors in earlier study (Alam, 2018; Al-Qaisy, 2011; Aydin, 2010; Bek, 2017; Gok, 2015; Mecek, 2017; Shakir, 2014; Uyulgan & Akkuzu, 2017) but, the teacher's perspective on student success has not been adequately explored (Eres & Bicak, 2017; Isler, 2016; Ozdas, 2019a). The present exam's substance and the nature of the issues, on the other hand, are linked to the school's achievement, as finest teachers can see. The quality of the key exam can influence outcomes such as concentration or disregard for schoolwork. The exam's quality has an impact on the teacher's motivation and performance.

For this reason, the following research questions have been developed.

- 1- What are the positive and negative aspects of the TEOG System?
- 2- What effect do the students' academic achievements have on the 10% threshold in the LGS Exam System?
- 3- What does it mean that the central exam results aren't considered in the local placement system?
- 4- What effect do the weighted coefficients of the six courses that make up the LGS Exam have on the school's students' academic achievements?

- 5- How does the absence of questions from specific courses on the LGS Exam affect students' interest and motivation in these subjects?
- 6- When comparing the TEOG and LGS Tests, how are the cognitive levels of the questions assessed?

Method

Research Design

A comprehensive single-state pattern was used to conduct this research, which aimed to examine teachers' perspectives on how the new LGS system represents student progress. The circumstance could be an individual, an event, or a program being implemented in a specific location in the case study pattern of qualitative research patterns (Glesne, 2015). The case study is a qualitative research method that seeks answers to how and why while providing a detailed examination of a phenomena or event (Saban & Ersoy, 2016; Yildirim & Simsek, 2013). According to Yin (2017), the status study is current and is related to a comprehensive review of an ongoing event or circumstance. The state or event chosen here is an example, not an exception. In this study, a holistic single-state pattern was chosen as the teacher's perspective on how the LGS System, which was replaced by the TEOG System in 2017, reflected in the students' school successes. With the holistic single-state design, there is just one situation to consider. In this case, the event or circumstance is examined in depth and detail from a holistic perspective within the context (Yin, 2017: 64). The study's analytical team has established schools in the province of Gumushane where students are preparing the most students for their graduation examinations and successfully answering all TEOG questions. Ethics committee approval was granted by the university where the researchers works (No: 2020- 81614018-000-E.305).

Participants

The study included 12 instructors who worked in four secondary schools in the Gumushane National Education Directorate throughout the 2020-2021 academic year. From the desired sampling approaches, the study employs a criteria sampling strategy. In selecting participants, the first criteria were that the teacher of the courses asked for in the LGS system had prepared students for the TEOG and LGS exams for at least two years, that a student had answered all the questions on the TEOG exam, and that there were an equal number of men and women. Second, she was required to attend in-service training on her subject area in the last two years and received a certificate of completion. Different names were used in the study instead of the actual names of the professors who took part in it. Table one lists the information for the teachers who took part in the study.

Table 1.

Information of the Teachers Participating in the Research

Nicknames	Gender	Educational Degree	Branch	Seniority
Mehmet	Male	Undergraduates	Turkish	4 years
Salih	Male	Undergraduates	Mathematics	12 years
Hasan	Male	Undergraduates	Science and Tec.	10 years
Murat	Male	Undergraduates	Social Studies	9 years
Hamdi	Male	Undergraduates	Religious Culture	12 years
İsmail	Male	Undergraduates	English	12 years
Fatma	Female	Undergraduates	Turkish	9 years
Esmâ	Female	Undergraduates	Mathematics	14 years
Merve	Female	Undergraduates	Science and Tec.	7 years
Ayse	Female	Undergraduates	Social Studies	6 years
Aynur	Female	Undergraduates	Religious Culture	6 years
Zehra	Female	Undergraduates	English	12 years

Data Collection Tool

The data was collected using a semi-structured interview form. Researchers created the semi-structured interview form used in the study. There are five primary questions on the interview form, with two probing questions underneath them. Interviews were performed with teachers who were not part of the literature screening but had similar experience with participants throughout the construction of the interview form, resulting in the creation of eight key questions and the probe questions underneath these main questions. The semi-structured interview form that had been produced was delivered to three qualitative research academics who examined it for scope. Following the academics' donuts, three questions have been deleted. Except for research participants, the draft questions were re-presented to two teachers, and three questions were re-arranged in terms of meaning based on their responses. These studies resulted in a 25-minute pilot study of the semi-structured interview form with a teacher who was not part of the research group, which was completed. This pilot study discovered that certain questions have identical elements, thus necessary measures were made to finish the semi-structured interview style. Telephone contact was made with 12 teachers from four different schools. Teachers were interviewed to see whether they would be willing to take part in the study. Before semi-structured interviews, teachers who volunteered to participate in the study were visited at their places of employment.

Collection of Data

The interviews were done in peaceful situations where teachers would ease their classrooms, utilizing the freshly released semi-structured forms. Participants are informed that their identities will be kept confidential and that the information collected

will not be shared with anyone outside the study. Interviews with teachers typically last between 25 and 35 minutes.

Analysis of Data

In Microsoft Word, 300 minutes of voice recordings from this study involving 12 participants were turned into transcripts. Each participant's transcripts were then imported into the NVivo 11 application. Thematic analysis is a way of analyzing data. The method of detecting, interpreting, and reporting themes within patterns is known as thematic analysis (Gibson & Brown, 2009). The goal of thematic analysis is to find common themes in a dataset and effectively define the subject or cases under consideration (Attride-Stirling, 2001). According to Braun & Clarke, (2006) thematic analysis consists of 6 phases. The first stage is the researcher's or researchers' understanding of the data set. In this regard, researchers moved talks with 12 individuals from a voice recorder to a Microsoft Word environment for each participant. After that, each participant's interview materials were read three times from beginning to end, and a concept was proposed. The second stage is carefully reading all of the interview documents and encoding the pertinent ones. Researchers have read all of the data and encoded it following the study questions at this point. The generation of categories from the provided codes is the third stage. Another researcher redid encoding alongside researchers at this point. The comparisons revealed that the researchers' encoding was overlapping. Researchers categorized the generated codes and developed categories by grouping comparable codes at this stage. The fourth stage is the creation of themes. Researchers have analyzed the coding procedure as well as the categories and themes that have been generated at this point. The categories and themes created with the other person in charge of coding were reviewed at this point and agreement was reached. The naming of themes is the sixth stage. Researchers have designated the four themes that have been produced with the entire procedure in mind at this point. The findings were written at the sixth step.

Credibility and Ethics

In qualitative research, the ideas of credibility and consistency are used rather than the concepts of validity and reliability used in quantitative research (Lincoln & Guba, 1985). Any quantitative idea of validity in the real world can have various implications for different civilizations and individuals (Maxwell, 2018: 122) has led qualitative persons to avoid using the concept of validity. In quantitative research, credibility is thought to be equal internal validity (Yildirim & Simsek, 2013). Lincoln & Guba (1985) advocate long-term contact, deep-focus data gathering, diversification, expert evaluation, and participant confirmation to boost credibility. In this regard, the research interviews were performed in a cordial and mutually trusting environment voluntarily. The interview tapes were played again to the participants after the interviews were completed.

Furthermore, from collecting study data to the analysis, two qualitative research professionals have been in regular communication. Two specialists examined the

encoding of data, the creation of categories from codes, and the extraction of themes from related categories. This ensures that the process is completed successfully. The reinterview material was returned, and some of the codes and categories created were modified based on expert recommendations. In addition, verbatim statements from participants that best reflected the theme were obtained to confirm the results.

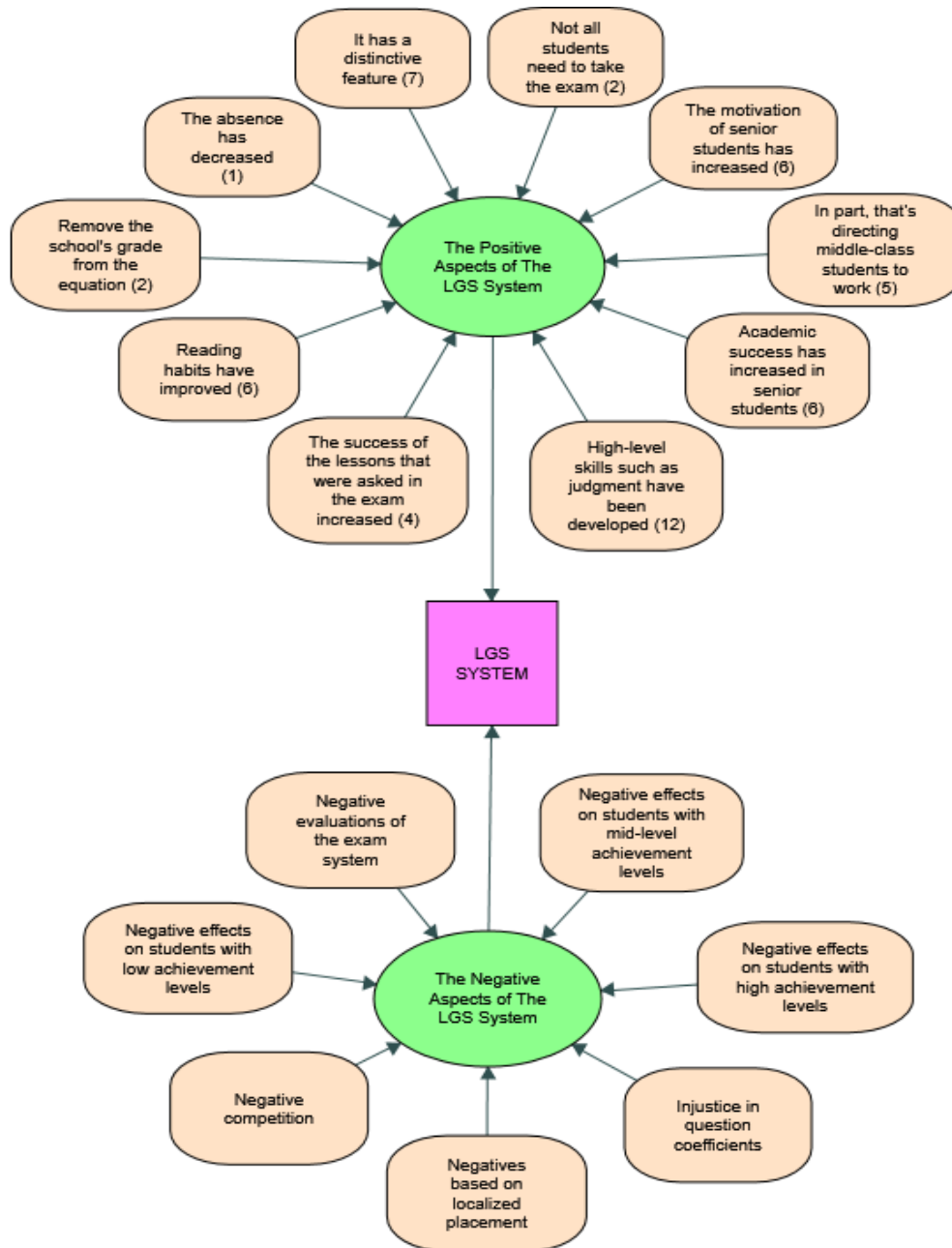
Consistency is another concept utilized to determine the research's nature. Consistency is utilized instead of reliability (Yildirim & Simsek, 2013: 305). All operations from the beginning to the finish of the investigation have been outlined in this framework. Furthermore, the coding was done by two professionals. Researchers came together during the coding process to rethink the portions they encoded differently, and they made a distinction between the codes. Following the coding process, the researchers produced categories and topics. Two researchers have reunited as part of this process to see if the categories and themes they've generated are compatible. Researchers have agreed upon different categories and themes.

Results

The findings were provided based on the themes that emerged from the study's analysis of the teacher's perspectives on the impact of the LGS system on academic progress. Four key topics have been developed based on thematic analysis. These topics are covered under the LGS System and the TEOG System headings. Positive aspects of the LGS system, bad aspects of the LGS system, positive characteristics of the TEOG system, and negative elements of the TEOG system are among the themes developed. Furthermore, the negative features of the LGS System have been organized into seven categories with sub-categories within each category. Figure 1 depicts the primary topics and categories developed for the LGS system.

Figure 1.

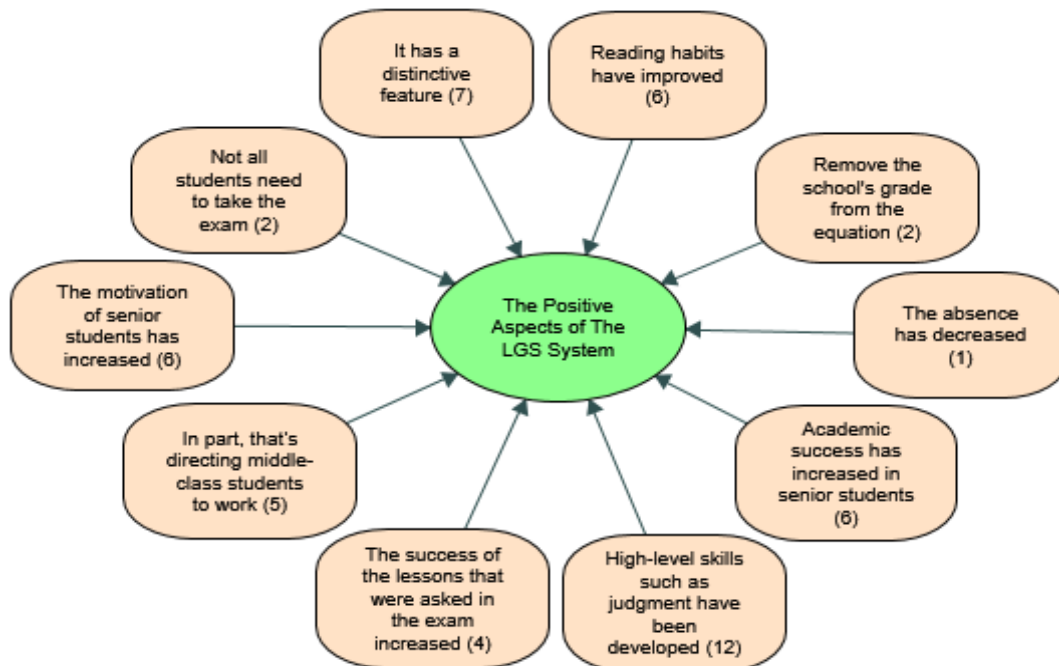
Themes and Categories Connection with the LGS System



The Positive Aspects of The LGS System

The theme of the LGS system's positive aspects has been divided into ten sub-categories. Figure 2 illustrates the key groups.

Figure 2.

The Positive Aspects of The LGS System

According to all of the teachers who took part in the study, the LGS System has helped students develop high-level skills. Zehra Teacher's thought on the subject "...the reworking of school textbooks and the presentation of subjects to youngsters in this manner has greatly aided critical thinking and the development of high-level abilities..." it was stated in. The new system aids in the development of kids' high-level mental abilities, Teacher Ayse "He encourages the pupil to read and think more deeply. Kids are now more likely to develop their cognitive skills on multiple levels rather than just one..." she explained the situation in the form. According to the Teachers Ayse and Zehra, the textbooks, in conjunction with the new method, are designed to increase the students' high degree of mental abilities. Furthermore, the exam's questions were designed to assess their abilities in areas such as comprehension, analysis, and critical thinking, leading to activities such as reading, thinking, and comparison.

Seven of the study's participants believe the new exam system has a distinguishing trait. Esma Teacher's idea on this matter "...there's clearly something unique about the system at the moment. For children who can think, apply their thinking abilities, read, assess what they read, and criticize, I believe it is a really fair system..." she stated. To illustrate the distinction of the exam, Salih Teacher "Students claim that I am good in arithmetic because I can answer complex questions. We argued that in the TEOG system there is not much difference between the best and the normal students. After all, they both managed to do 20 math problems in almost 20..."utilized his statement. Teachers are expected to be able to discern students who comprehend, analyze, and assess the new system's reading from those who do not. In addition, six professors

identify students' academic achievements and motivations in the higher quadratic language. Here's how the Merve teacher sees things:

"...As a result, I believe it is a good thing that this system has been replaced. In terms of student success, with the change in the exam system, kids who truly wanted to go to a really good school, who really wanted to succeed, who really wanted to compete, were more driven and started studying more for the exam. As a result, I believe their success has increased."

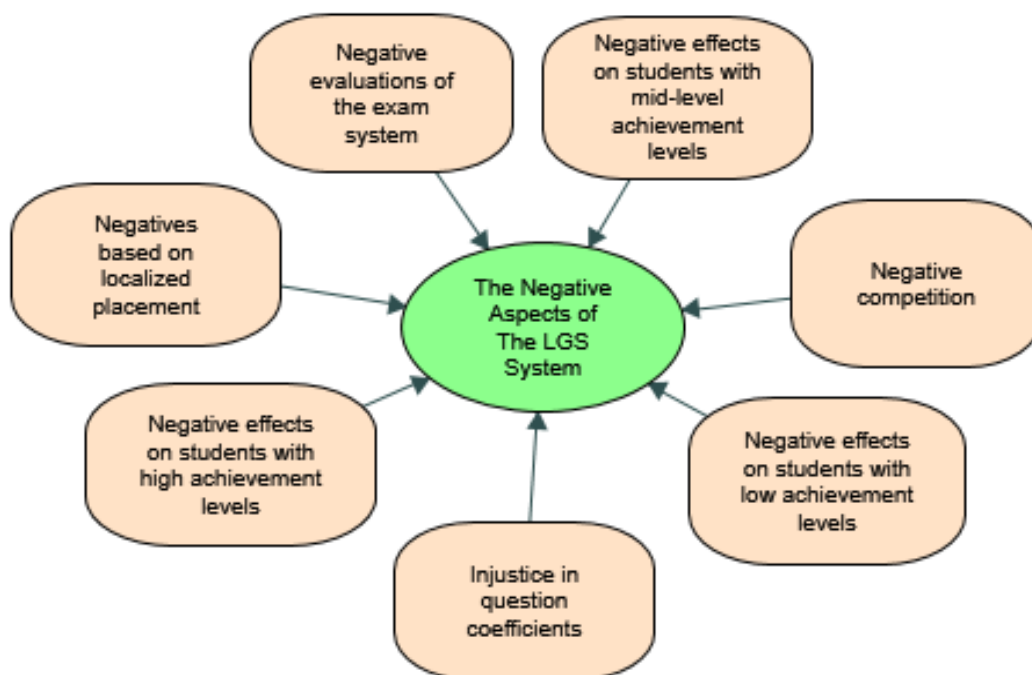
When the instructors' perspectives were evaluated, they claimed that the majority of teachers had distinguished my upper quadrangle students, raised their interest and drive for the exam courses, and improved their high-level mental talents, such as critical thinking.

The Negative Aspects of The LGS System

The issue of negative characteristics of the LGS system has been divided into seven sub-categories. Figure 3 illustrates the key groups.

Figure 3.

The Negative Aspects of The LGS System



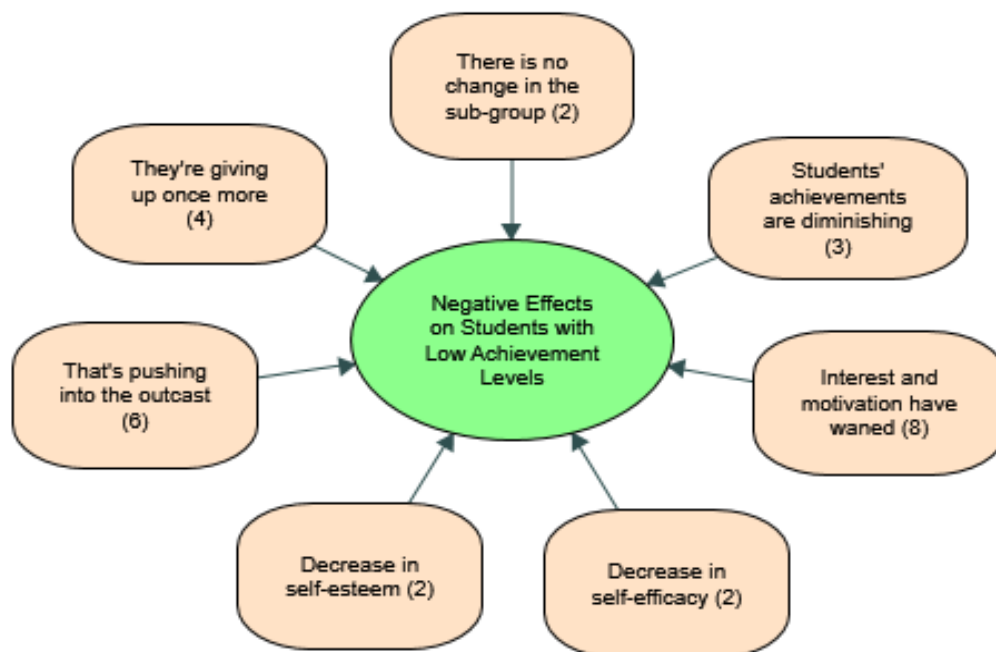
The LGS system's negative aspects are divided into seven sub-categories, each with its own heading. The first group, which has a negative impact on low-achieving students, is described below.

Negative Effects on Students with Low Achievement Levels

Seven codes have been created under the LGS system's category of negativity on students with a poor degree of success. In Figure 3.1, the appropriate codes are shown.

Figure 3.1.

Negative Effects on Students with Low Achievement Levels



Eight teachers believe that the LGS system has decreased the subgroup's students' interest and motivation. In this regard, Mehmet Teacher said "When students in the subgroup believe they will not be placed in any institution with the central exam, they are reset to direct motives...." in the form of a statement. "Preparing for the exam and diminished eagerness at the moment of study," he responded when asked what he meant by "resetting motivation". Regarding the students in the sub-group's decreased motivation, İsmail Teacher assessed the situation as follows: "This group is the group that LGS System has affected the hardest in terms of both academic progress and motivation...". According to teachers Hamdi, Murat, and Merve, the higher the cognitive level of the questions, the lesser the students' interest and motivation. Students in the sub-group lose interest and motivation during the process, leading to exclusion. This can lead to a variety of issues over time. Fatma teacher, for example, stated that "...Because the system has been trying to pull the kids out of their heads, and when you can't get them to the class, I'm here, and they tell you to notice me in a new way. This is frequently a matter of self-discipline." in his own words.

The teacher's perspectives on the shift in the sub-interests, group's motivations, and academic achievements varies. Despite the teacher's claim that the children in the under-interested group have become fewer, Mehmet and Fatma claim that there has

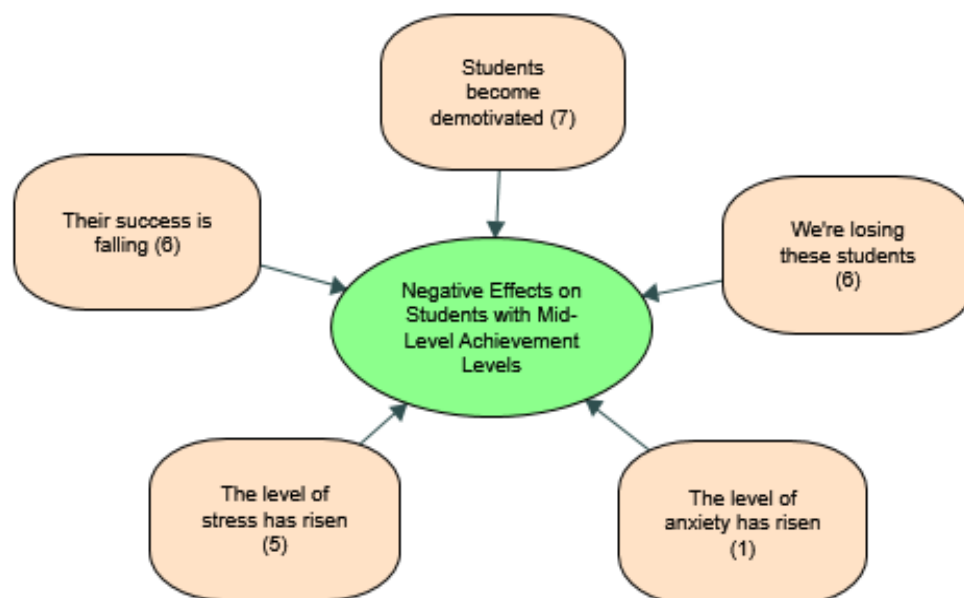
been no change in this group. Despite the teacher's assertion that the kids in the sub-interests group's and motives have dwindled, Mehmet and Fatma Teacher claim that there has been no change in this group. Mehmet Teacher "...for the subgroup, I don't believe anything has changed. They're the same as they were previously in the systems. So I don't believe they have a systemic issue with motivation, success, or point of interest...." he expressed his thoughts.

Negative Effects on Students with Moderate Achievement Levels

Under the LGS system's category of negative on students with middling success, 5 codes have been generated. In Figure 3.2, the appropriate codes are shown.

Figure 3.2.

Negative Effects on Students with Mid-Level Achievement Levels



Of the seven teachers in the middle group who think the students are losing motivation, Mehmet Teacher said, "they can't give up on the ground or the sharia..." it's what he called it. When asked what he meant by the statement, "They can't get into my center slice, or they want to get into my neighbourhood zone, and when they can't, their morale and motivation suffer. The boy says I can't do what I do because I'm a failure..." he expressed himself clearly. Students in the middle group may lose motivation and get disengaged in the process. Fatma Teacher "...I'm especially sorry for the students from the middle class. They work hard, but when they understand they won't be able to get into the 10% slice, they can end the process more unpleasantly" used the terms to explain the circumstance. Fatma Teacher, with a pained expression on her face, conveyed this. Middle-level students' loss of interest and academic achievement can

lead to a rise in stress levels during the process. The following is the Hasan teacher's take on the situation:

"A total of 200 pupils will be enrolled. At school, I can't get into 60 people. I think I won't be able to get in because there are so many schools. As a result, he becomes more agitated, and when the other students break the rope, the student will quit up, and the problem will worsen, especially in the last few months..."

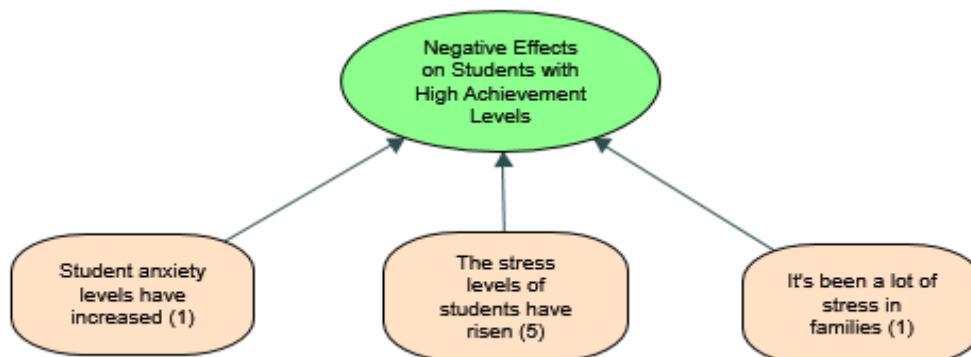
Students experience worry and anxiety as their academic achievements decline. According to the teachers, Students who achieve a medium level of achievement are unable to enter the 10% slice, and their passion for the courses is lessened. There is also a drop in academic success as a result of this condition.

Negative Effects on Students with High Achievement Levels

Three codes have been defined under the LGS system's category of negative on kids with a high level of accomplishment. In Figure 3.3, the appropriate codes are shown.

Figure 3.3.

Negative Effects on Students with High Achievement Levels



According to the five teachers who took part in the study, exam stress increases for students who have taken the exam. With her statement on the matter, Esma Teacher "...Students in my 10% slice of the class are overly stressed" clarified the situation. Fatma Teacher "...the kids in the higher quadrangeas are under a lot of stress as a result of this system..." describes the situation by indicating the impact of stress on students. Hasan Teacher used the "metaphor of dreams on childrens" to illustrate the exam stress. When asked what he wanted to portray with the concept of nightmares, Hasan told the teacher that "the test stress was to explain the harmful influence on youngsters". Teacher Zehra explained that the LGS exam causes exam anxiety and stress among students because "the new system and exam anxiety were supposed to be for the children, but I do not think that's the case. Students' anxiety has not decreased, but rather increased."

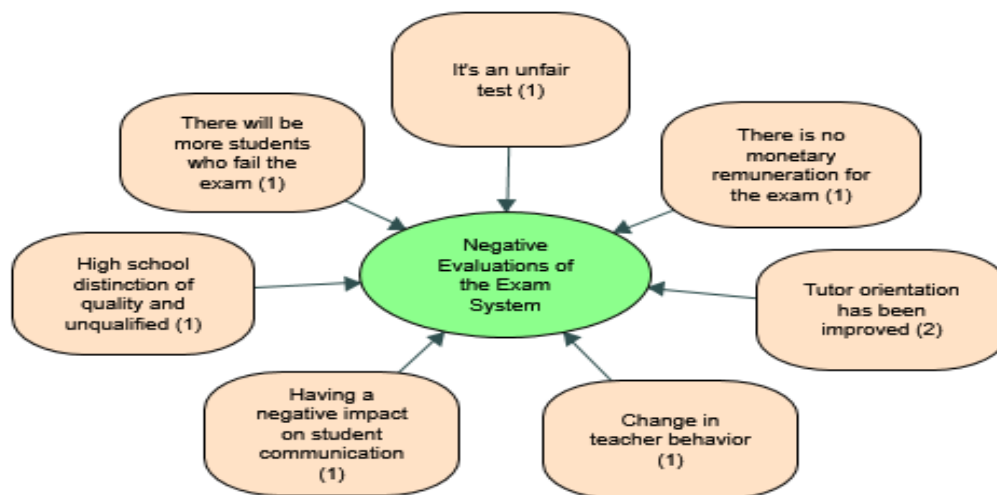
In the judgment of the teacher, the new examination system has been observed to enhance rather than decrease student stress. Furthermore, the exam has caused concern among students throughout time.

Negative Evaluations of the Exam System

Seven codes have been generated under the negative assessment category for the exam system. In Figure 3.4, the appropriate codes are shown.

Figure 3.4.

Negative Evaluations of the Exam System



According to Hamdi and Esma Teacher, one of the drawbacks is that the new approach has led to students taking more individual classes. Esma Teacher has been in this situation *“unfortunately, this approach is also driving a lot of private classes...”* she explained it in her words. Merve Teacher *“I'm afraid there will be too many kids who fail this exam. 90% of people admit that the exam was a failure. Despite making a sincere effort to be decent, the student is initially dismissed as a failure. Because if you didn't get in my percentage, you failed”* expressed the scenario in his words for the large number of students who will fail in the new system. New systems can be referred to as a special course from here on. In addition, the number of students the system will fail due to the low schools to be entered through the central exam is higher. Stating that it is not right to unqualification the schools for students who are outside central placement, Ayse Teacher stated the following:

“...And, whether he likes it or not, this will have a bad impact on his high school life. So, whether you want to or not, if you first decide on quality or unqualified, qualified or unqualified high school, you're already building a bad perception in the learner. This child, I believe, will have a detrimental impact on the child because his self-perception will be harmed in his future education.”

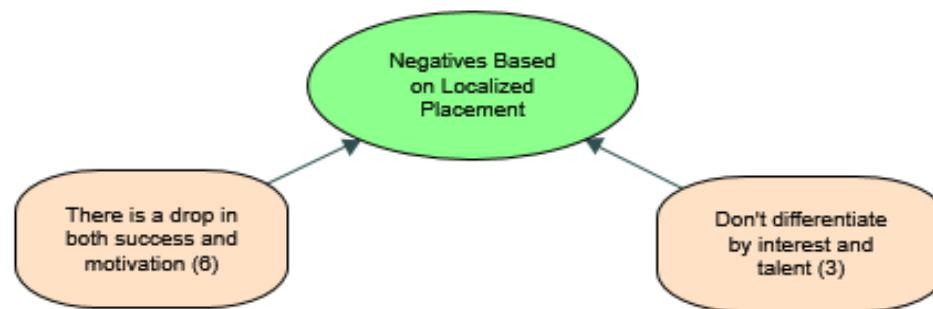
Expressing schools as qualified or unqualified may result in students developing negative attitude toward school.

Negatives Based on Localized Placement

Based on localized placement, two codes have been developed within the category of negatives. In Figure 3.5, the appropriate codes are shown.

Figure 3.5.

Negatives Based on Localized Placement



Six of the study's participants blamed the lack of interest and drive on the harshness of the neighborhood placement application and their inability to parse it according to their interests and talents. The viewpoint of Aynur Teacher on the subject "...I mean, the kid claims that I'll be attending this school regardless. As a result, he stops studying and opts for the easy way out, which has a direct impact on the course's success and motivation" she issued a statement. Ayse Teacher "The neighbourhood placement app isn't working for me. There should be a few more changes. We chose this team well, so central placement is fine. Still, we also need to be able to differentiate the remaining 90% of the team based on their interests and abilities" for not using the neighborhood placement system to sort children according to their hobbies and talents. She made use of his words. Students' motivation is being stifled by the belief that they will inevitably enroll in a school. As a result, the process may not be successful. Furthermore, according to Mehmet Teacher, the local docking system and students cannot be put according to their interests and abilities:

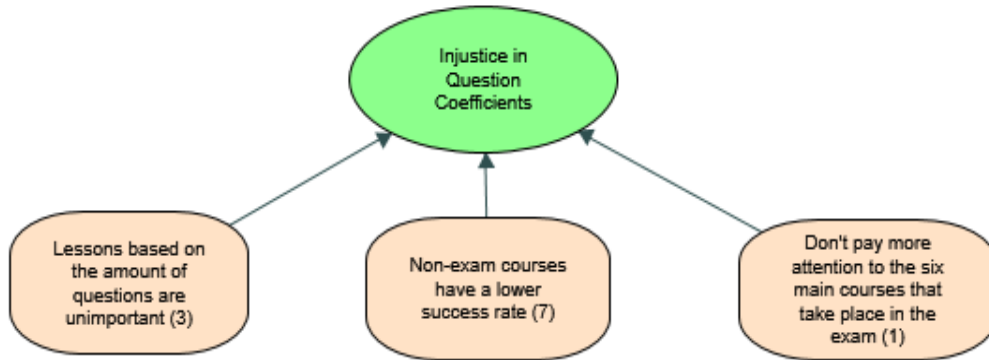
"A better placement policy may be created, especially for the broad audience participating in neighbourhood placement, which is a negative aspect of the system that I believe should be addressed, when compared to the kids' interests and talents. The rationale of the neighbourhood placement is automatically documented in the nearest school to the boy's residence. They could also attend a variety of vocational high schools. A student who has established into a vocational high school may be more suited for Anatolian high school, or vice versa. I believe that an arrangement in this frame would be appropriate. This area can be viewed as a disadvantage of the installation."

Injustice in Question Coefficients

Under the category of unfairness, three codes have been created in question coefficients. In Figure 3.6, the appropriate codes are shown.

Figure 3.6.

Injustice in Question Coefficients



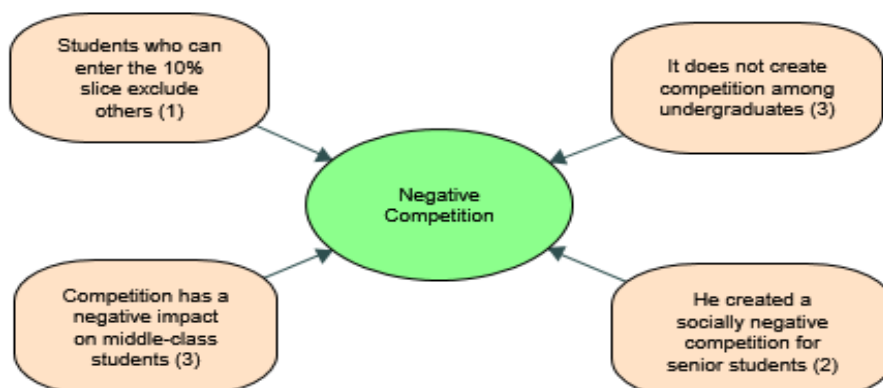
Students' success in non-exam courses has decreased, according to most teachers involved in the injustice of the question coefficient. They claimed that students did not place enough emphasis on these courses. With his words, Fatma Teacher "...I can't say the same for courses beyond the first six because they have no bearing on the central test score, thus after getting a passing mark, the remainder is irrelevant" made it plain. According to the three teachers, students value the courses included in the exam based on the number of questions. The idea of Ayse Teacher on the subject "...Students do not study as much as they should because their Turkish, science, and mathematics coefficients are high, while their English, history, and religious culture coefficients are low" that's what it's all about.

Negative Competition

Four codes have been produced under the negative competition category. In Figure 3.7, the appropriate codes are shown.

Figure 3.7.

Negative Competition



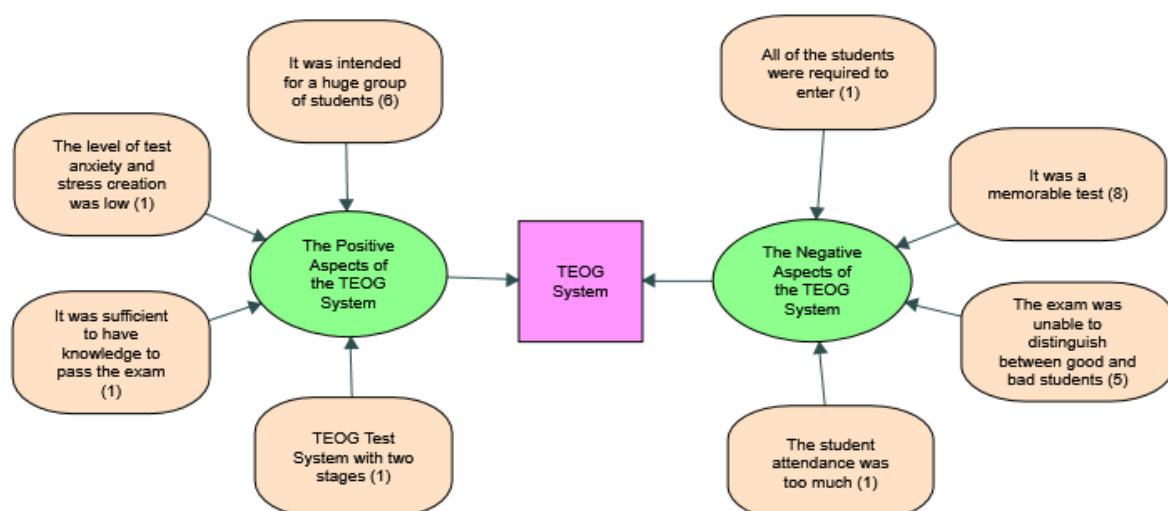
Competition has a negative impact on middle-level students, according to Mehmet, Hamdi, and Hasan Teacher, who took part in the study. Mehmet Teacher has been in this situation *“The middle competition is more of a battle to get into the 10% zone than the people's competition, which, of course, has a negative impact on the competition when it doesn't...”* he explained it to me. When students in the intermediate group are unable to enter the top quadrone they are attempting to attain within the process, they suffer. There is no rivalry because the students in the sub-group are unconcerned about settling into the school. Ismail Teacher *“There is no requirement for kids in the sub-group to compete in the neighborhood placement application. Because the child will be attending the school nearest to his home, there will be no competition”* shared his perspective on the immortality of this circumstance. Fatma Teacher claims that the system fosters bad competitiveness among upper-level language students *“...Due to the small number of students entering my upper quadrangeas, this has heightened rivalry among pupils. As a result, I would argue that they have a negative impact on peer relationships. It weakened the bonds of friendship amongst pupils”* as she explained to me.

Furthermore, according to Zehra Teacher, the exam has positive competition. That's the thought *“There are certain advantages to this, as well as some disadvantages. They do, however, have a positive impact on academic achievement. Because it is through competition that achievement is shared. However, there are social flaws in social relationships”* she explained it in his words.

Two primary themes and four categories are formed under each main topic under the TEOG System title. Figure 4 depicts the primary topics and categories developed for the TEOG System.

Figure 4.

Themes and Categories Discovered in Connection with the TEOG System

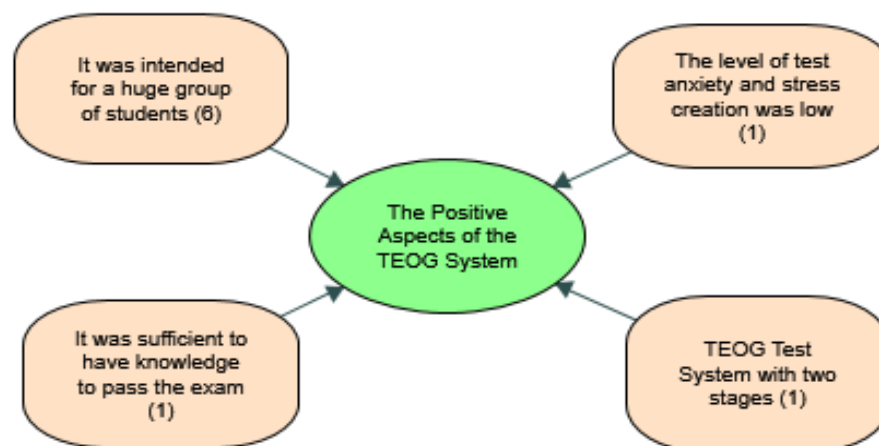


The Positive Aspects of the TEOG System

The theme of the positive qualities of the TEOG System has been divided into four sub-categories. Figure 5 illustrates the key groups.

Figure 5.

The Positive Aspects of the TEOG System



Six of the study's participants believe the TEOG System will appeal to a wide range of people. Teachers claim that the percentage of the exam incorporated into the TEOG System is too high, and that a broader range of students can answer the questions. İsmail Teacher offers her thoughts on the subject "...So the TEOG system's goal mass was substantially larger. It was an exam that appealed to students at all levels". She told it to Aynur Teacher "...The other students, for some reason, remain on the sidelines. Because the LGS system tells me that I should only give the top kids. Kids had this opportunity at TEOG, but it appears that they do not have it at LGS. Because the youngster claims that my teacher is unable to understand my percentage and that he is giving up at the start of his run" in his own terms. Another feature of the TEOG method that teachers like is that the exam is two-staged. Students' stress levels are reduced and their passion for the lectures is maintained when they have the opportunity to compensate in the event of any mistake. Hamdi Teacher's perspective on the matter is as follows:

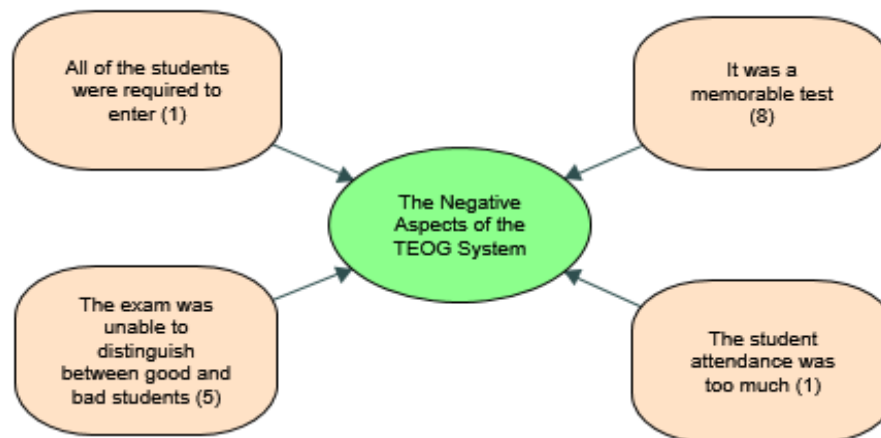
"In the TEOG system, there was a two-stage test. Both in November and April, a test was conducted. As a result, we were able to keep the kids engaged and motivated, and even if they did poorly on the first exam, they could make up for it on the second. However, this is not an option with the LGS system because the exam is not compensated. The youngster can only enter once and, in most cases, succeed, but if his exam performance is poor, I don't know, sick or awful, if something happened to him that day, if he lost a relative, he could find himself in a totally different position than his target when he had a bad test".

The Negative Aspects of the TEOG System

The theme of the TEOG system's negative aspects has been divided into four sub-categories. Figure 6 illustrates the key groups.

Figure 6.

The Negative Aspects of the TEOG System



The TEOG System, according to eight teachers who participated in the study, is based on the heart. The exam questions were designed to assess knowledge and skills at a lower level than technique. Students were able to score without much high-end skill. It was expressed in Mehmet Teacher's perspective on this *"In the TEOG system, a child who could memorize information well could easily take the exam..."* seklinde ifade etmistir. In addition, Salih Teacher thought *"There were so many easy questions in TEOG, such as what were the youngsters doing, and it appeared to be a really high-level success."* he explained it with his sentence. Because the TEOG System couldn't tell the difference between students in lower, middle, and upper language, the Zehra Teacher *"The TEOG system was insufficient in differentiating students' cognitive abilities. As a result, any student who sat down and memorized the numerous pieces of knowledge might succeed in the TEOG system"* used her statements.

Conclusion and Discussion

In this study, the teacher's views on the impact of the LGS system on the academic achievements of secondary school students were examined. As a consequence of the analysis, four key topics emerged. The themes' findings are discussed below.

LGS questions can now be used to distinguish students from lower, middle, and upper levels based on their academic performance. The majority of the teachers who took part in the study believe that the LGS exam has more difficult complex questions than

the TEOG exam. There are studies in the literature that support this conclusion. For example, based on the Revised Bloom's Taxonomy (RBT), the questions that arose in the Ekinçi ve Bal (2019) LGS Exam, they discovered that the questions that measured the high level of cognitive skills were more present in this system in their analysis. Another study was done by Ozturk & Masal (2020). According to this study, PISA concluded that his study based on the scale of mathematics literacy also has questions in LGS tests held in 2018 and 2019 that assess greater skills levels. Kirnap-Donmez & Dede (2020) compared the differentiation of the questions asked in the TEOG and LGS Exam and found similar research results. According to the Revised Bloom's Taxonomy, the majority of the questions on the TEOG Exam were found in the lower steps of the taxonomy (Altun & Dogan, 2018; Demirci & Gokdeniz, 2020; Gokulu, 2015; Karaman & Bindak, 2017; Topcu, 2017; Yakali, 2016). According to this, the TEOG exam's low level of taxonomy of questions may also imply that the exam's distinction is low. This can also be viewed as a lack of ability to distinguish between kids with lower, moderate, and higher mental abilities. In reality, the poor distinction of TEOG tests has been cited by most teachers as a flaw in the exam.

Teachers who took part in the study believe that the LGS System improves students' academic progress, motivation, and high-level thinking skills in upper language. Because there is a link between reading books and academic accomplishment (Aksoy, 2017) this could be attributed to the fact that students need to read a lot of books in order to pass the LGS exam. Furthermore, children can adapt their working styles, and classroom activities can be useful in developing high-level abilities.

When the teacher's perspectives were investigated, the belief that the LGS System minimized student discontinuity was emphasized. It is reasonable to predict that the central test will reduce attendance, but not in mid-term terms (MEB, 2016) as in the TEOG system, but at the end of the term, as in June (MEB, 2018a). In the study conducted by Biber, Tuna, Uysal, & Kabuklu (2018) teachers have indicated positive views that education and teaching will not be interrupted by taking the exam date into June. In June, being in charge of the curriculum's subjects might be considered one of the variables that positively impact school attendance.

Some teachers have praised the elimination of the significance of the school success score on the central exam score. This could be because some teachers are suspected of misbehaving in written or oral exam evaluations, lowering the school's success score. Furthermore, there is the possibility that factors such as race, school administration, parent and environmental expectations can influence how teachers grade in different schools. The literature is replete with studies that support this conclusion. For example, Atila & Ozeken (2015) found that the previous exam system, TEOG, enhanced teacher pressure. They also discovered that school achievement scores can cause hesitation in the teacher effect's objectivity. Similarly, Gormez & Coskun (2015) determined that school results were not objective since instructors' evaluation processes were not fair enough.

Furthermore, kids who attend public schools have expressed fear that private school students will receive better scores. Both of these studies could be evidence of instructors' apprehensions about using their school grades as part of the LGS exam score. This could explain why the removal of the school success rating effect on the central exam result is seen positively.

Some factors that stand out from the negative aspects of the LGS system are reduced in students' academic achievements, motivations and self-proficiency beliefs. Most teachers think that students with low academic achievement can achieve success if they work because the questions that are usually at the TEOG exam are at a lower cognitive level. As a matter of fact, teachers have expressed their opinion that the TEOG exam is appealing to a large audience. On the other hand, teachers have expressed concern that the LGS system's increased levels of distinguishing questions may jeopardize the idea of impoverished children succeeding. Furthermore, teachers have indicated that the students in the sub-academic group's accomplishments and self-sufficiency ideas have declined. Taking the positive relationship between academic success and self-sufficiency faith (Aydin, Yazici, & Altun, 2018; Feldman & Kubota, 2015; Manzano-Sanchez, Outley, Gonzalez, & Matarrita-Cascante, 2018) into account, these students with low success are in line with your observatory area, where self-sufficiency beliefs are weakened. The TEOG system's low cognitive level of questions indicates the belief that students in the middle group can grow to be better students if they work hard. Their motives have improved as a result of this. According to Celikel & Karakus (2017), the exams given in central schools during the TEOG system were designed to accommodate all levels of students. As a result, more students may succeed in their tests. On the other hand, the LGS exam may have lowered the incentive of mid-level students to achieve due to the great differentiation of the questions in the exam to measure high-level skills. According to Biber et al. (2018), changes in question styles have had a negative impact on students with lower academic achievement. In addition, most students have given up in the process due to their belief that the exam will be difficult, however some students have enabled themselves to care more about the lectures due to their perception that the exam will be difficult. In fact, the teachers who took part in the study claimed that students in the middle group had lost interest and had experienced decreasing academic success over time due to failing to do so while working.

Furthermore, most students have given up in the process due to their belief that the exam will be difficult, however some students have enabled themselves to care more about the lectures due to their perception that the exam will be difficult. In fact, the teachers who took part in the study claimed that students in the middle group had lost interest and had experienced decreasing academic success over time due to failing to do so while working. The study supporting this result was done by Kuzu, Kuzu, & Gelbal (2019). According to this study, it will be a relief for students to be given multiple exams instead of a single exam.

It has been discovered that the stress level of students entering the 10% zone has increased due to the LGS exam system, and that there is unfavorable competitiveness

among students. It has also been discovered that communication amongst students has been harmed. Higher-level students may be more competitive among themselves in order to enter a 10% slice. Results from Ozdas' (2019b) research support this finding. The teachers who took part in the study indicated that they spent the most of their time preparing for the LGS exam and that they did not have time for them. Students' social interactions may be disrupted due to their incapacity to take time for oneself.

Furthermore, student competition might contribute to increased stress levels. As a result, students may appear to be withdrawing from social life, and focusing solely on academic activities is increasing stress and anxiety levels. In the study conducted by Ulusoy (2020) to determine the perceptions of the eighth grade students regarding the exam, the LGS exam was also determined to be stressful, fear, anxiety, difficulty and discomfort for the students. Similarly, central exams are available in the field of studies that show stress and anxiety on students (Acar & Buldur, 2021; Dinc vd., 2014; Sarica, 2019; Zayimoglu-Ozturk & Aksoy, 2015).

Our findings reveal that school separation is a significant issue. When you attend a non-accredited school, you have the impression that you are being evaluated in a distinct category. The situation identified is similar to the results of the work carried out by Korkmaz & Sahin (2019). According to the study, students may feel insecure due to school classifications. In fact, teachers who took part in the survey believe that categorizing schools as qualified or unqualified will help children to be separated. This deconstruction may have a negative impact on the students' sense of their worth.

Local placement is used to register students who cannot enter the 10% zone using the LGS System. According to the proximity status, school achievement score, and school attendance, registration is done one at a time (MEB, 2020). Teachers agree that their location in the community harms students' success and motivation. The results similar to this finding are seen in the work performed by Bakirci & Kirici (2018). In conjunction with the new system, students have the impression that I will be able to go into high school in any way. However, it was discovered that the students' enthusiasm for the course had waned. Some children in the sub and middle groups, in particular, have a significant number of exam questions, and knowing that they will always be placed in a school when they graduate can cause them to lose interest and enthusiasm. Furthermore, some teachers believe that students who do not fall within the top 10% of the neighborhood placement application will not be placed based on their interests and talents. Teachers may have formed this opinion based on address-based placement, which is regarded as a benchmark for local placement but ignores students' interests and talents (MEB, 2018b). The previous exam system, the TEOG system, had the problem that children could not be put in high schools based on their interests and abilities (Zayimoglu-Ozturk & Aksoy, 2015).

Another point expressed by the teachers is the unfairness of their question coefficients. Accordingly, the teachers emphasized that the students evaluate the courses based on the question situation and the question coefficient in the exam. Students are more interested in the courses that have been asked in the LGS exam, and are less interested

in the courses that do not have questions in the exam. In parallel, students may be more motivated and successful than other courses due to the different question coefficients of the courses in the exam. The study supporting this finding was done by Ozdas (2019b). This study has emphasized that students focus on Turkish, maths and science courses, and that other courses are less important. In fact, the points coefficients of Turkish, maths and science courses were four in the LGS exam, while the points coefficients of social information, religious culture and moral knowledge and English courses were one (MEB, 2020). Students may pay more attention to courses with higher scores and less attention to courses with lower coefficients due to this table. This may lead to misunderstandings among students about the importance of the lessons.

Suggestions

- 1- In the LGS system, students have shown less importance to some courses due to the injustice of the question coefficients. Therefore, question coefficients can be more balanced.
- 2- Students' interests and skills can be highlighted by using the policy of closeness to the address as a priority consideration in the neighborhood placement application.
- 3- Students in the middle can expand the number of schools administering the exam to avoid being negatively affected by the process and falling behind in the race.
- 4- The students expressed as a sub-group are indifferent to the courses, thinking they will enter a school with the neighbourhood placement. To prevent this, students can choose schools based on their success in all courses from the fifth grade.
- 5- Schools that are perceived as unqualified can become more qualified, changing the perspective of subgroups and, in particular, middle-class students.
- 6- This qualitatively designed work has been carried out with 12 people. The discoverer sequential pattern from -method research patterns can test research findings in a broader sample group.

Thanks

We thank Rize-Findikli Muammer Cicekoglu Middle School Science Teacher MA. Mustafa DEMIR and Trabzon Univesity Lecturer Prof. Dr. Nedim ALEV for their contribution to the research.

Ethics Committee Approval: Ethics committee approval was received for this study from the Social and Human Scientific Research Ethics Committee Trabzon Univesity (Ref: 2020- 81614018-000-E.305).

Informed Consent: Informed consent was obtained from the participants.

Peer-review: Externally peer-reviewed.

Authors' Contribution: Research study design and implementation, data collection and analysis, drafting the manuscript – B.A.; Critical review for intellectual content and approval of the final version of the manuscript – All authors.

Conflict of Interests: The authors have no conflict of interest to disclose.

Financial Disclosure: The authors declared that this study has received no financial support.

References

- Acar, M., & Buldur, S. (2021). Fen bilimleri öğretmenlerinin gözünden merkezi sınavlar: Olumlu ve olumsuz etkileri. *Anadolu Journal Of Educational Sciences International*, 390-414. <https://doi.org/10.18039/ajesi.758369>
- Akbasli, S., Kosece, P., & Balta-Ucan, M. (2018). Okul degiskenlerinin akademik basariya olan etkisine yönelik ogrenci goruslerinin cesitli degiskenler acisindan incelenmesi. *Scientific Educational Studies*, 93-110. <https://doi.org/10.31798/ses.439740>
- Aksoy, T. (2017). Okuma aliskanliginin temel egitimden ortaogretime gecis (TEOG) sinavina etkisi. *Ana Dili Egitimi Dergisi*, 571-588. <https://doi.org/10.16916/aded.320284>
- Akyurek, G. (2019). LGS ve TEOG sinavlarinin fen bilimleri dersi ogretim programi ve yenilenmis bloom taksonomisine gore incelenmesi (Yayınlanmamis Yuksek Lisans Tezi). Necmettin Erbakan Universitesi, Konya.
- Alam, M. (2018). Study of academic anxiety and academic achievement across certain demographic factors. *Scholarly Research Journal for Interdisciplinary Studies*, 6(46), 10789-10801.
- Al-Qaisy, L. M. (2011). The relation of depression and anxiety in academic achievement among group of university students. *International Journal of Psychology and Counselling*, 3(5), 96-100.
- Altun, H., & Dogan, M. (2018). TEOG sinavi matematik sorularinin yenilenmis bloom taksonomisine gore incelenmesi. *Sosyal Bilimler Dergisi*, 5(19), 439-447.
- Aslanargun, E., Bozkurt, S., & Sarioglu, S. (2016). Sosyo-ekonomik degiskenlerin ogrencilerin akademik basarisi üzerine etkileri. *Usak Universitesi Sosyal Bilimler Dergisi*, 9(27/3), 201-234.
- Atilgan, H. (2018). Turkiye'de kademeler arasi gecis: Dunu-bugunu ve bir model onerisi. *Ege Egitim Dergisi*, 19(1), 1-18. <https://doi.org/10.12984/eegeefd.363268>
- Atila, M., & Ozeken, O. (2015). Temel egitimden ortaogretime gecis sinavi: Fen bilimleri ogretmenleri ne dusunuyor? *Ondokuz Mayıs Universitesi Egitim Fakultesi Dergisi*, 34(1), 124-140. <https://doi.org/10.7822/omuefd.214999>
- Atoum, A. Y., & Al-Momani, A. (2018). Perceived self-efficacy and academic achievement among jordanian students. *Trends in Technical & Scientific Research*, 3(1), 4-9.
- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1(3), 385-405. <https://doi.org/10.1177/146879410100100307>
- Aydin, A., Sarier, Y., & Uysal, S. (2013). Okul mudurlerinin liderlik stillerinin, ogretmenlerin orgutsel baglilikina ve is doyumuna etkisi. *Kuram ve Uygulamada Egitim Bilimleri*, 13(2), 795-811.
- Aydin, F. (2010). Akademik basarinin yordayicisi olarak akademik gudulenme, oz yeterlilik ve sinav kaygisi (Yayınlanmamis Yuksek Lisans Tezi). Hacettepe Universitesi, Ankara.
- Aydin, B., Yazici, H., & Altun, F. (2018). Yatili bolge ortaokullarında okuyan ogrencilerde kaygi, yalnızlık, oz-yeterlilik ve akademik basari arasındaki iliskiler. *Bayburt Egitim Fakultesi Dergisi*, 13(26), 327-348.
- Bahcetepe, U. (2013). *Ilkogretim sekizinci sinif ogrencilerinin akademik basarilari ile algiladıkları okul iklimi arasındaki iliski* (Yayınlanmamis Yuksek Lisans Tezi). Istanbul Universitesi, İstanbul.
- Bakirci, H., & Kirici, M. G. (2018). Temel egitimden ortaogretime gecis sinavina ve bu sinavin kaldırilmasına yönelik fen bilimleri ogretmenlerinin gorusleri. *Yuzuncu Yil Universitesi Egitim Fakultesi Dergisi*, 15(1), 383-416.
- Bek, H. (2017). Understanding the effect of loneliness on academic participation and success among international university students. *Journal of Education and Practice*, 8(14), 46-50.
- Biber, A. C., Tuna, A., Uysal, R., & Kabuklu, U. N. (2018). Liselere gecis sinavinin ornek matematik sorularina dair destekleme ve yetistirme kursu matematik ogretmenlerinin gorusleri. *Asya Ogretim Dergisi*, 6(2), 63-80.
- Bozgeyikli, H. (2019). *Mesleki ve teknik egitimin gelecegi* (Analiz Raporu: 2019/02). Istanbul: ILKE Ilim Kultur Egitim Vakfi. <https://ilke.org.tr/images/yayin/pdf/meleki-egitimin-gelecegi.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp0630a>
- Buyukozturk, S. (2016). Sınavlar üzerine dusunceler. *Kalem Egitim ve İnsan Bilimleri Dergisi*, 6(2), 345-356.

- Cengiz, G., Akgun, O. E., & Titrek, O. (2014). Ortaogretim kurumu tercihinde ogrencilerle ilgili faktorlerin etkisi. *Sakarya Universitesi Egitim Fakultesi Dergisi*, (13), 100-108.
- Cakan, M. (2003). Genis olcekli basari testlerinin egitimindeki yeri ve onemi. *Egitim ve Bilim*, 28(128), 19-26.
- Celikel, F., & Karakus, M. (2017). TEOG sinavinin matematik dersindeki akademik basariyla iliskisinin ve matematik dersi ogretim sureci uzerindeki etkilerinin incelenmesi. *Necatibey Egitim Fakultesi Elektronik Fen ve Matematik Egitimi Dergisi*, 11(2), 1-18. <https://doi.org/10.17522/balikesirnef.373133>
- Demir, S. B., & Yilmaz, A. T. (2019). En iyisi bu mu? Turkiye'de yeni ortaogretime gecis politikasinin velilerin goruslerine gore degerlendirilmesi. *Abant Izzet Baysal Universitesi Egitim Fakultesi Dergisi*, 19(1), 164-183. <https://doi.org/10.17240/aibuefd.2019.19.43815-445515>
- Demirci, C., & Gokdeniz, M. (2020). TEOG sinavi ingilizce sorularinin ingilizce ogretim programina uygunlugu ve yenilenmis bloom taksonomisine gore siniflandirilmesi. *E-journal of New World Sciences Academy*, 15(1), 1-10. <https://doi.org/10.12739/NWSA.2020.15.1.1C0695>
- Dinc, E., Dere, I., & Koluman, S. (2014). Kademeler arasi gecis uygulamalarına yonelik gorusler ve deneyimler. *Adiyaman University Journal of Social Sciences*, (17). <https://doi.org/10.14520/adyusbd.761>
- Ekinci, O., & Bal, A. P. (2019). 2018 yili liseye gecis sinavi (LGS) matematik sorularinin ogrenme alanlari ve yenilenmis bloom taksonomisi baglaminda degerlendirilmesi. *Anemon Mus Alparslan Universitesi Sosyal Bilimler Dergisi*, 7(3), 9-18. <https://doi.org/10.18506/anemon.462717>
- Eres, F., & Bicak, D. K. (2017). Ortaokullarda ogrenci basarisini artiran ve engelleyen unsurlar. *Akademik Sosyal Arastirmalar Dergisi*, 5(51), 32-45.
- Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average. *Learning and Individual Differences*, 37, 210-216. <https://doi.org/10.1016/j.lindif.2014.11.022>
- Gibson, W. J., & Brown, A. (2009). *Working with qualitative data*. London: SAGE.
- Glesne, C. (2015). *Nitel arastirmaya giris* (A. Ersoy & P. Yalcinoglu, Cev.). Ankara: Ani Yayıncılık.
- Gok, M. (2015). Bisek sehrindeki 9. 10. ve 11.sinif ogrencilerinin akademik basarisini etkileyen bazi faktorlerin analizi. *Manas Sosyal Arastirmalar Dergisi*, 4(1), 75-89.
- Gokulu, A. (2015). Fen ve teknoloji ogretmenlerinin yazili sınav sorulari ile TEOG sınavlarında sorulan fen ve teknoloji sorularinin yenilenmis bloom taksonomisine gore incelenmesi. *Route Educational and Social Science Journal*, 2(5), 434-434. <https://doi.org/10.17121/ressjournal.302>
- Gormez, M., & Coskun, I. (2015). 1. yilinda temel egitimden ortaogretime gecis reformunun degerlendirilmesi. SETA. http://file.setav.org/Files/Pdf/20150116165439_analizteog.pdf
- Gun, M., & Kaya, I. (2018). Turkce ogretmenlerinin yenilenen ortaogretime gecis sistemine iliskin goruslerinin degerlendirilmesi. *The Journal of Academic Social Science Studies*, 7(Number: 71), 67-79. <https://doi.org/10.9761/JASSS7657>
- Gurdogan, A. (2016). Ogrencilerin universite tercihlerini etkileyen faktorler: Ortaca ornegi. *Journal of International Social Research*, 9(42), 1238-1238. <https://doi.org/10.17719/jisr.20164216233>
- Isler, G. (2016). *Anadolu liselerinde akademik basarinin artirilmesine yonelik yoneticiler ve ogretmen gorusleri* (Yayınlanmamış Yüksek Lisans Tezi). Gazi Üniversitesi, Ankara.
- Karaman, M., & Bindak, R. (2017). İlkogretim matematik ogretmenlerinin sınav sorulari ile teog matematik sorularinin yenilenmiş bloom taksonomisine gore analizi. *Current Research in Education*, 3(2), 51-65.
- Kayhan, E. (2017). *Ergenlerde cocukluk cagi travmatik yasantilari ve benlik saygisinin akademik basari ile iliskisi* (Yayınlanmamış Yüksek Lisans Tezi). Beykent Üniversitesi, İstanbul.
- Kilic, Y., & Hasiloglu, M. A. (2017). Sosyoekonomik durumun ogrenci basarisina etkisi (7. sinif Turkce ve fen bilimleri dersleri orneginde). *Yuzuncu Yil Universitesi Egitim Fakultesi Dergisi*, 14(1), 1025-1049. <https://doi.org/10.23891/efdyu.2017.38>
- Kirnap-Donmez, S. M., & Dede, Y. (2020). Ortaogretime gecis sinavlari matematik sorularinin matematiksel yeterlikler acisinden incelenmesi. *Baskent University Journal of Education*, 7(2), 363-374.

- Korkmaz, C., & Sahin, M. (2019). Liselere kayıt sistemine yönelik öğretmen görüşleri. *Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi*, 3(4), 9-20.
- Kuzu, Y., Kuzu, O., & Gelbal, S. (2019). TEOG ve LGS sistemlerinin öğrenci, öğretmen, veli ve öğretmen velilerin görüşleri açısından incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(1), 112-130. <https://doi.org/10.31592/aeusbed.559002>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park: Sage Publications.
- Manzano-Sanchez, H., Outley, C., Gonzalez, J. E., & Matarrita-Cascante, D. (2018). The influence of self-efficacy beliefs in the academic performance of Latina/o Students in the United States: A Systematic Literature Review. *Hispanic Journal of Behavioral Sciences*, 40(2), 176-209. <https://doi.org/10.1177/0739986318761323>
- Maxwell, J. A. (2018). *Nitel araştırma tasarımı*. Ankara: Nobel Yayıncılık.
- MEB. (2013). *PISA 2012 Ulusal On Raporu*. Ankara: T. C. Milli Eğitim Bakanlığı. <http://odsgm.meb.gov.tr/test/analizler/docs/pisa/pisa2012-ulusal-on-raporu.pdf>
- MEB. (2014). *TIMSS 2011 Ulusal Matematik ve Fen Raporu 8. Sınıflar*. Ankara: T. C. Milli Eğitim Bakanlığı. <https://odsgm.meb.gov.tr/test/analizler/docs/timss/TIMSS-2011-8-Sinif%20Raporu.pdf>
- MEB. (2015). *TIMSS 2015 Ulusal Matematik ve Fen Bilimleri On Raporu 4. ve 8. Sınıflar*. Ankara: T. C. Milli Eğitim Bakanlığı. https://odsgm.meb.gov.tr/meb_iys_dosyalar/2017_06/23161945_timss_2015_on_raporu.pdf
- MEB. (2016a). *PISA 2015 Ulusal On Raporu*. Ankara: T. C. Milli Eğitim Bakanlığı. http://odsgm.meb.gov.tr/test/analizler/docs/PISA/PISA2015_Ulusal_Rapor.pdf
- MEB. (2016b). *Ortaöğretim Kurumlarına Gecis Uygulaması Tercih ve Yerleştirme e-Kılavuzu*. Ankara: T. C. Milli Eğitim Bakanlığı. https://www.meb.gov.tr/sinavlar/dokumanlar/2016/kilavuz/2016_Ortaogretim_Kurumlarına_Gecis_Uygulaması_Tercih_ve_Yerleştirme_eKilavuzu.pdf/06.02.2021
- MEB. (2018a). *Ortaöğretime Gecis Tercih ve Yerleştirme Kılavuzu*. Ankara: T. C. Milli Eğitim Bakanlığı. https://odsgm.meb.gov.tr/meb_iys_dosyalar/2018_06/29113510_2018_YILI_TERCY_H_VE_YERLEYTYRME_KILAVUZU.pdf/06.02.2021
- MEB. (2018b). *2018 Liselere Gecis Sistemi (LGS) Merkezi Sınavla Yerleşen Öğrencilerin Performansı (Eğitim Analiz ve Değerlendirme Raporları Serisi 3)*. Ankara: T. C. Milli Eğitim Bakanlığı. https://www.meb.gov.tr/meb_iys_dosyalar/2018_12/17094056_2018_lgs_rapor.pdf
- MEB. (2020). *2020 Ortaöğretim Kurumlarına İlişkin Merkezi Sınav*. Ankara: T. C. Milli Eğitim Bakanlığı. http://www.meb.gov.tr/meb_iys_dosyalar/2020_07/17104126_2020_Ortaogretim_Kurumlarına_İlişkin_Merkezi_Sınav.pdf
- Meccek, S. (2017). *Ustun yetenekli 7 ve 8. sınıf öğrencilerin akademik başarılarına etki eden faktörler* (Yayınlanmamış Yüksek Lisans Tezi). Mehmet Akif Ersoy Üniversitesi, Burdur.
- OECD. (2019). *Programme for International Student Assessment (PISA) Results From PISA 2018*. The Organization for Economic Co-Operation and Development. https://www.oecd.org/pisa/publications/PISA2018_CN_TUR.pdf
- Ozdas, F. (2019a). Lise öğrencilerinin akademik başarılarını etkileyen öğretmen tutum ve davranışları: Nitel bir analiz. *Turkish Studies Educational Sciences*, 14(3), 755-772.
- Ozdas, F. (2019b). Merkezi yerleştirme sınav sistemine ilişkin öğretmen ve öğrenci görüşlerinin değerlendirilmesi. *Mukaddime*, 10(2), 688-707. <https://doi.org/10.19059/mukaddime.509244>
- Ozguven, İ. E. (2014). *Psikolojik testler*. Ankara: Nobel Akademik Yayıncılık.
- Ozturk, N., & Masal, E. (2020). Sınavla öğrenci alacak ortaöğretim kurumlarına ilişkin merkezi sınav matematik sorularının PISA matematik okuryazarlığı yeterlilik düzeyleri açısından sınıflandırılması. *Journal of Multidisciplinary Studies in Education*, 4(1), 17-33.
- Polat, E. (2017). Kaygı düzeyi ve akademik yeterlik inancının akademik başarı ile ilişkisi. *Yönetim ve Ekonomi Araştırmaları Dergisi*, 1-22. <https://doi.org/10.11611/yead.312024>
- Saban, A., & Ersoy, A. (2016). *Eğitimde nitel araştırma desenleri*. Ankara: Ani Yayıncılık.
- Sarica, R. (2019). 2017-2018 eğitim-öğretim yılında düzenlenen üniversite giriş sınav sisteminin ortaöğretim 12. sınıf öğrencilerinin görüşleri doğrultusunda değerlendirilmesi. *MANAS Sosyal Araştırmalar Dergisi*, 8(1), 822-846. <https://doi.org/10.33206/mjss.491703>

- Sarier, Y. (2016). Turkiye’de ogrencilerin akademik basarisini etkileyen faktorler: *Hacettepe University Journal of Education*, 1-1. <https://doi.org/10.16986/HUJE.2016015868>
- Sezer, S. (2017). Ogretmenlerin sinif yonetimi tutumlarinin ogrencilerin gelismisi uzerindeki etkileri: Fenomenolojik Bir Cozumleme. *Hacettepe University Journal of Education*, 1-16. <https://doi.org/10.16986/HUJE.2017031319>
- Shakir, M. (2014). Academic anxiety as a correlate of academic achievement. *Journal of Education and Practice*, 5(10), 29-37.
- Taskin, G., & Aksoy, G. (2019). Ortaogretime gecis sistemi ile ilgili 2000—2018 yillari arasinda calisilmis lisansustu tez ve makalelerin incelenmesi. *Inonu Universitesi Egitim Fakultesi Dergisi*, 633-649. <https://doi.org/10.17679/inuefd.545558>
- TEDMEM. (2020). *2019 Egitim Degerlendirme Raporu* (TEDMEM Degerlendirme Dizisi 6). Ankara: Turk Egitim Dernegi. <https://tedmem.org/yayin/2019-egitim-degerlendirme-raporu>
- Topcu, E. (2017). TEOG Tarih sorularinin yenilenmis bloom taksonomisine gore analizi. *Uluslararası Turk Egitim Bilimleri Dergisi*, 2017(9), 321-335.
- Toytok, E. H., Eren, Z., & Gezen, M. O. (2019). 8. sinif ogrencilerinin sinav hazirlik surecindeki destek aglarinin sosyal ag analizi. *Journal of Turkish Studies*, 14(Volume 14 Issue 2), 801-825. <https://doi.org/10.7827/TurkishStudies.14773>
- Ulusoy, B. (2020). 8. sinif ogrencilerinin liselere gecis sinavi (LGS)’na iliskin algilarinin metaforlar araciligıyla incelenmesi. *Necmettin Erbakan Universitesi Eregli Egitim Fakultesi Dergisi*, 2(2), 186-202. <https://doi.org/10.51119/ereegf.2020.5>
- Uyulgan, M. A., & Akkuzu, N. (2017). Ortaogretim ogrencilerinin akademik basarilarini yordayan kisisel faktorler uzerine bir arastirma. *Bartın Universitesi Egitim Fakultesi Dergisi*, 1211-1226. <https://doi.org/10.14686/buefad.341344>.
- Yakali, D. (2016). *TEOG sinavlarindaki matematik sorularinin yenilenmis bloom taksonomisi ve ogretim programina gore degerlendirilmesi* (Yayinlanmamis Yuksek Lisans Tezi). Adnan Menderes Universitesi, Aydin.
- Yildirim, A., & Simsek, H. (2013). *Sosyal bilimlerde nitel arastirma yontemleri*. Ankara: Seckin Yayıncılık.
- Yildirim, İ. (2000). Akademik basarini yordayicisi olarak yalnızlik sinav kaygisi ve sosyal destek. *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 18(18).
- Yin, R. K. (2017). *Durum calismasi arastirmasi uygulamalari* (I. Gunbayi, Cev.). Ankara: Nobel Akademik Yayıncılık.
- Zayimoglu-Ozturk, F., & Aksoy, H. (2015). Temel egitimden ortaogretime gecis modelinin 8. sinif ogrenci goruslerine gore degerlendirilmesi (Ordu Ili Ornegi). *Ondokuz Mayıs Universitesi Egitim Fakultesi Dergisi*, 33(2), 439-454. <https://doi.org/10.7822/omuefd.33.2.8>
- Zerai, E., Heydari, H., & Adli, M. (2013). The relationship between loneliness and social acceptance and the academic performance of students. *Journal of Life Science and Biomedicine*, 3(2), 171-175.

Authors

Burak AYDIN

Burak Aydin works as a lecturer at Trabzon University, Guidance and Psychological Counseling Center. Research areas: Cognitive Behavioral Therapy, Anxiety Disorders and academic achievement.

Hikmet YAZICI

Hikmet Yazici works as a Professor at Trabzon University Educational Sciences, Guidance and Psychological Counseling Program. Research areas: Collective coping, Smoking Behavior, Motivation and Gifted Individuals.

Contact

Burak AYDIN

Trabzon University, Guidance and Psychological Counseling Center, 61300/ TRABZON

E-mail: burak.aydin@trabzon.edu.tr

Hikmet YAZICI

Trabzon University Fatih Faculty of Education, Educational Sciences, Guidance and Psychological Counseling Department, 61300/ TRABZON

E-mail: hyazici@trabzon.edu.tr