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NEAR EAST UNIVERSITY

TEACHER TRAINING INSTITUTE

PSYCHOLOGICAL COUNSELING AND GUIDANCE

DEPARTMENT
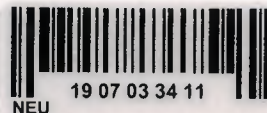
FACTORS AFFECTING THE SUCCESS OF SECONDARY SCHOOL STUDENTS

(LEFKOŞA SAMPLE)

BACHELOR'S DEGREE THESIS

Prepared by

İBRAHİM YAĞAN

Thesis Councelor

Doç. Dr. Aydın ANKAY

LEFKOŞA - 2006

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Eğitim Bilimleri Enstitüsü Müdürlüğü'ne;

İbrahim YAĞAN' a ait; "Ortaokul Öğrencilerinin Okul başarılarını Etkileyen Faktörler " adlı çalışma jürimiz tarafından Rehberlik ve Psikolojik Danışmanlık Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan:
Doç. Dr. Mehmet ÇAĞLAR

Üye:
Doç. Dr. Aydın ANKAY

Üye:
Doç. Dr. Halil AYTEKİN

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Doç. Dr. Mehmet ÇAĞLAR

PREFACE

Education has a big role in the development of the individuals. Scientific developments cause social change, chaos in life, and causes students to cope with many problems through educational process.

Students in secondary school have completed their development, especially their personality completely. So, determining the factors these students cope with will be very important in their personal development. It will help to remove proper and probable problems before they arise. We have tried to find out factors that affect the success of students in secondary school in the schools in Lefkoşa. I hope that the result of the investigation will be helpful to everybody.

I thank to my precious lecturer and counselor Assoc. Prof. Dr. Aydın ANKAY, my valuable lecturer Assoc. Prof. Dr. Halil AYTEKİN, to my colleague Mehmet ASA, who didn't grudge his help in reaching technological possibilities, my colleagues Sibel TÜRKOĞLU and Mehmet Ali BULUT who always supported me throughout my study.

I thank to my Mother, my Father and my family who have always shared my merriment and sorrow all my life. I thank to my beloved wife Hamide YAĞAN, who has always supported and couraged my study, to my sons Ziya and Emirhan, who have been our joy and hope since their birth for their patience altruism.

I thank to the lecturers and directors of the schools in which I carried out my study, and my valuable friends whom I cannot mention here.

İbrahim Yağan   Lefkoşa, 2006

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SUMMARY

It is aimed to find out the influences students' success at intermediate schools in the city centre Lefkoşa in this research.

A questionnaire which has 46 questions is prepared has been applied to 204 students who are in grade three who are from 5 state intermediate schools' in 2005-2006 Education Year.

All results are classified as arithmetical average, standard digression.

At the end of SPSS' s analysis five factors were found out:
1. **Teacher and students,**
2. **Family atmosphere,**
3. **Learning atmosphere,**
4. **Learning opportunities,**
5. **External opportunities,**

In all answers, intermediate schools' students' gender, parents' education, income, ability, and students' success in Turkish, Math, History, Science, foreign language have been searched whether they indicate considerably different or not.

Students;

According their gender; Teacher and students, Family atmosphere, Learning atmosphere, Learning opportunities,

According to monthly income; External opportunities,

According to success in Turkish lesson; Teacher and students, Family atmosphere, Learning opportunities, External opportunities,

According to success in Science lesson; Family atmosphere,

According to success in foreign lesson; Learning atmosphere,

According to success in Maths and History lesson; no important differences are observed between these factors

CHAPTER 1

INTRODUCTION

Many agents forced education to change in terms of aim and function througout the 21st century. Rapid socio-cultural, economical and technological changes, new developments and inventions in the field of science, improvements in human rights have caused an increase in the expectations in education and made a press on the education and forced it to change for benefit of human beings. In the traditional education, an understanding that loads knowledge to the student's mind left its place to a new understanding.

Education, for the contemporary scientific understanding is the most important formation for the individual to improve at the most proper way. In short, it's the improvement process for the individual to improve herself proper for herself – the society. (Yeşilyaprak, 2002:2)

Education is a necessary process for an individual to continue his life, carry out his biological and cultural inheritance to the following generation. This process, at the same time, is a process of gathering the needs to go on the life from the life itself, change some of them, and renew them.

The evaluation process in order to determine the reached aims in education is a quite common used process. Unfortunately; evaluation, by many teachers, directors and inspectors, is perceived as giving mark or controlling. (Baloglu, 2001).

Education started as an activity by mankind. Each family has a function of informal educationalist who teaches the child the rules of life. The rise in the population, new needs, social, cultural, political, educational and economical development of the society, rapid development of science and technology brings out aimed, planned, programmed and organized education.

Thus, formal education that arises foresees training of educationalists who are specialized in learning and teaching, and have them work in schools. (Çelikkaya, 1997: 5).

The aim in education is to supply change in people by having different learning. However, this treatment won't be by chance; the behaviours will be changed on purpose. (Bakırcıoğlu,2000 :3).

Today, not any people or foundation can work without relation of other regularities. Relations and dependence requires the importance of the activities except ordinary and need necessity of individual who can make transactions among disciplines. (Aksu,1995).

No other activity is former than education. It is a basic texture for humanity. Mental products, as well as natural elements, take place in it. (Akyüz,1991). According to Ertürk, education is "a process that makes a change in behaviour of an individual deliberately and by experience." (Ertürk,1991)

Education is obliged to acquire the people new behaviours and cover the needs of the changes. Moreover, education is in charge of acquiring an environment to the individuals to cover his needs. A rapid development is necessary as education has a duty to let the people both adopt the changes and form new changes. (Başaran,1984)

Today, the individuals trained should have the skills of getting knowledge, arrange knowledge, evaluate knowledge, present knowledge, and have communication with others (Akkoyunlu, 1995). The individuals should get an education that will support change them in the expected way and keep up with the age. In an effective learning, the students should be guided according to their interests, abilities and needs taking their individual differences into consideration. In the direction of the orientation, the student will be an active and interactive researcher who solves problem and improves strategy (Aşkar, 1995), and keep up with the age and follow the changes so that he contributes to the changes.

At the end of the education, it is aimed to let the people have new behaviours. How the changing behaviours and by which activities lead us directly to learning task and the learning process in order to get it (Fidan, 1985).

Here, the definitions of learning – teaching and training are thought to be useful. Erden and Akman (1997), defined supporting learning and guidance activity and training as planned and programmed teaching activities.

Civilized society developed various institutions in order to continue with the social life. Schools were established so that education would be institutional. School is the part in which the life – time education is carried out in a planned and programmed way (Varış, 1978).

As known, the success of the student is defined with the grades on the school report, and the grades are accepted as the determining and the most important criteria.

For these reasons, the students in our educational are given experience in agnostic properties, but sensorial and psychomotor are neglected. In the primary school level, in the school reports of the students, in one part the marks take part, and in one part, the evaluations of the behaviours of the student take place. Mostly, we observe that the students whose marks are good have better behaviours (Solmaz, 2002).

The studies done show that there's a meaningful relation between the sensorial features and success. Generally, sensorial features are estimated to explain one fourth of the agnostic success variant.

In our investigation, factors that affect the success of the secondary school students were studied. It was studied whether the sexuality of the students in secondary schools, the socio-economic and cultural of the families and their income, professions and educational status affected the success of the students as well.

PROBLEM STATEMENT

The problem of this investigation is to establish the factors that affect the success of the students.

RESEARCH QUESTIONS

1. Is there a significant difference between the point of view of secondary school students in terms of the factors that affect their success and their gender?

2. Is there a significant difference between the point of view of secondary school students in terms of the factors that affect their success and their mothers' educational level?

3. Is there a significant difference between the point of view of secondary school students in termes of the factors that affect their success and their fathers' educational level?

4. Is there a significant difference between the point of view of secondary school students in terms of the factrs that affect their success and their mothers' profession?

5. Is there a significant difference between the point of view of secondary school students in terms of the factrs that affect their success and their fathers' profession?

6. Is there significant difference between the point of view of secondary school students in terms of the factors that affect their success and their parent's income level?

7. Is there significant difference between the point of view of secondary school students and their success from Turkish lesson?

8. Is there significant difference between the point of view of secondary school students and their success from Mathematics lesson?

9. Is there significant difference between the point of view of secondary school students and their success from Social Sciences lesson?

10. Is there significant difference between the point of view of secondary school students and their success from Science lesson?

11. Is there significant difference between the point of view of secondary school students and their success from Foreign Languages lesson?

THE AIM OF THE STUDY

This research aims at finding out the factors that affect the success of the secondary school students. Five dimensions have been taken into consideration in the study in terms of the factors affecting success of the secondary school students studying at Turkish Republic of Northern Cyprus and factors affecting the students' success mostly have been explored. In the study, gender is the discontinuous variation; level of the students's mother-father education, their monthly income, and success in some lessons are continuous variations.

ASSUMPTIONS

1.   The data gathered from the students reflects the reality.

2.   It is supposed that the point of view of the 204 students that participate as samples should be generalized to Lefkoşa region of TRNC.

3.   The sources, which are used in the study, reflect the truth.

LIMITATIONS

1 . This study has been limited to 204 third year students of 5 governmental secondary schools of Lefkoşa region of TRNC in 2005-2006 academic year.

2. The findings of the study are limited with the method and the responses.

DEFINITIONS

Success: in general, is the step-by-step development of the aims which are important for the individual by the daily programs confirmed. (1997) Success, in our investigation, can be defined as "the marks the student gets from the exams he takes".

Secondary School Education: Secondary School Education, according to the definition which took place in the official newspaper of TRNC November 25, 1996 date and 108 number, consists of at least 6 years of the total education based on the primary school education. The student who completes the primary school has the right to continue the primary school and take benefit of the secondary school education as well as he can.

The aims and duties of the secondary school education are these according to the general aims of Cyprus Ministry of Education:

Getting and protecting social and cultural union in the direction of Atatürk nationalism;

To let all the students recognize the individual and social problems, find solutions to them and let them have the power to support economical, social and cultural progress of the society giving them the minimum common culture;

To prepare the students for the higher education or both profession and higher education or social life and professional fields, training them according to their interests and abilities.

Teacher and Student: are two basic elements of the education. The definition of a successful teacher has many elements. The school where the teacher graduated from, length of service of the teacher, agnostic, emotional, motional level, income, outer appearance of the teacher are effective on the academic success of the student and quality of the education. (Güner,1994). In the student factor, the intelligence, personality,

psychological structure, his family, socio – economical status of the family, and so on are important.

Family Environment: Many researches done show that the family has a great role in the academic success of the student. The educational status and the occupation of the parents, family incomes, their attitude to their child plays an important role.

Learning Environment: The classroom atmosphere, in which the education is performed, is a factor that affects the success. Because, the entire training is confirmed in this atmosphere. Besides, the class in which the school is has an important role. Everything, from the physical appearance of the school and the school menagerie plays a big role.

Learning Possibilities: The school the child attends, teacher, the tools the teacher and more uses can be taken as learning possibilities. These features are an important factor that affects student success.

Outer Possibilities: In this factor, private courses and private schools are commonly mentioned. Today, the private lessons as well as the school he attends affect the success of the student. Moreover, private courses are more affective.

IMPORTANCE OF THE RESEARCH

It is thought that it will be helpful in designating the factors that affect secondary school students and make benefit for the individual, associations and foundations that make studies in this topic. Furthermore, in the arrangement of education – teaching processes, construction of the programs and preparation of educational programs.

The basic elements of the educational process are program and the teacher. The student element is the indicator in what level the program carried out is perceived. For this reason, designating the factors, which affect the success of the secondary school students, is important for the educational

programs. Taking the findings derived from this investigation into consideration, it is thought that the teacher in the system will go over the educational program and thus will provide support reconstruction of the learning and teaching processes.

CHAPTER II

LITERATURE REVIEW

SUCCESS AND FACTORS AFFECTING STUDENTS' SUCCESS

A person, during lifetime; should adapt to his environment, in order to adapt to his environment, he should have some qualifications. An individual should be successful in order to reach his target and make healthy progress. The ones who reach their goals follow their ways, but the ones who can't console themselves with transient satisfactions. In order to be successful, the aim should absolutely be defined and the person should believe this.

As success is a changeable factor, a valid definition cannot be made. However, it can be defined as living a "harmonious – satisfied" life. (Baltaş,1997).

Success is the indicator that shows in what means the student makes use of a certain lesson or academic programs. The success at school can be thought as the average of the marks or points the students get from the lessons in the academic program. (Özgüven, 1998)

There are many factors that affect the success of the student. The factors called "Learning factor" are almost related with physiological, psychological and social conditions. Learning factors affect the "learning state", so the success level of the student positively or negatively. (Ulug, 1990)

School success is also affected by many factors that are "not mental". Among these are, success motivation, anxiety, the qualifications of the family, socio – economic features, the insufficiency of the school and educational circumstances, general environmental and health features, and so on (Özgüven, 1998)

It is possible that, we can examine the factors that affect the school success of the students in two titles as outside school and inside school. The student should be couraged so that he can use his academic potential.

A successful student has an interest to learn and the high marks he gets please him. However, the student who isn't led to academic success has a low or no motivation at school. (Yavuzer, 1993:190-191)

In the points where an individual doesn't realise, the family needs to infer with significant points. The child's being the most successful student may not be important for the child himself whereas the family may consider it very important. The parents may not think that the inspirations made to the child may affect the child's psychology negatively. When the individual understands that the real success is the achievement he gets continually evaluating and competing himself, the parents may be in a position that they can't interfere. (Yörükoğlu, 1994)

WHAT IS THE EXPECTED SUCCESS FROM THE STUDENTS AT SCHOOL?

We come across school failure starting from the primary school period to the university period of a student. There are many reasons for school failure. But the as the families don't know these reasons, they think that it is because of the child himself.

The school expects a significant interest and working period from the student; the student should show the results that (s)he studies and learns. The success at school or a being dismissed from school will affect the entire life of the student. (Ergün, 1987:58-59)

If we want to examine the reasons of failure at school;

Individual reasons: includes the hereditary features and the individual properties of the students.

Reasons arise from family; includes the topics such as the educational status, living, professional, social status of the family.

Reasons arise from the quality of the school; includes the opportunities of the school such as tools and equipment, the quality of the teacher.

Economic reasons: includes the topics such as the income of the family, the opportunities they have. (Tezcan, 1984:385)

Factors except school; are television watching habits of the students, the computer usage at home, the socio-economical status of the family, the basic demographic features, the values and norms of the group in which the student is and so on. Among the factors at school are the quality of the educational programs, the sufficiency of the school directors and educational specialists, the level of the class, the type and the quality of the lesson, the quality – quantity of the educational tools, and so on. These factors shelter many factors that affect success. (Burgaz, 2002)

The culture we live in evaluates the human according to his success. The cultural pressure starts in the primary school period and the student is called as successful or unsuccessful. (Baran, 1995)

School success is an indicator that is determined according to the superiority academically determined. School is a place where the students gain agnostic improvement, knowledge and the atmosphere prepared to reach academic superiority.

The marks that are accepted as superior signify school success whereas the marks that are accepted as inferior signify school failure. The marks the students get at school are more significant in evaluating the school success more than the behaviours of the students. A student who always misbehaves at school but has good marks doesn't fail. (Özbacı, 1996)

A learning activity should be confirmed in an aimed way so the students will be successful as long as an effective and positive learning environment is achieved.

An affective and positive learning should be constituted provided dealing up and arranging many educational elements together. Learning can be resulted as an expected way connected with the child or teacher being the centre, the child's mental structure, the physical condition of the environment, efficient use of time, class atmosphere, the methods and techniques the teacher uses, constructing learning centres, proper evaluation etc. (Akyol, 2000)

The individual should be interested in and developed with his intelligence, special abilities etc but with every aspect (Davaslıgil, 1996)

Evaluation, which is a process to determine in what means the aims were reached, is a common used process. Regretfully, evolution is perceived by giving marks to the students by the administrators and teachers. (Baloglu, 2001)

Success is a sign, which signifies in what means the teacher and student reached, related with each teaching topic. (Başhan, 1990)

In the first stage, the factors that affect success should be known and fixed so that success that is expected fro the student confirms. In the following phase, factors that increase success should be supported removing the factors that affect success. (Snowman, 1993)

Factors affecting student success are a general topic and they are a lot in number. But, these factors can be dealt with in five main topics.

1- Teacher and Student

2- Family Environment

3- Learning Environment

4- Learning Opprtunities

5- External Opprtunities

Teacher and Student:

The teaching and learning in relation to the educational institutions constitute and training job is profession of teaching. Teachers have been the first responsible ones for the students to learn the expected behaviours and consolidate the gained behaviours. (Başaran, 1994:76).

Teacher is the person who guides and supplies learning. Learning is a result derived by the individual himself and learning occurs as a result of the experiences. The teacher's duty is to arrange the experiences and evaluate whether the student using various educational methods and techniques derives the expected behaviours. (Fidan, Erden, 1994:76)

Class and school is the most important place where the effective student – teacher interaction occurs. Class is an atmosphere where the teachers and students share their experiences and knowledge in a proper arrangement in order to reach educational aims. (Başar, 1994)

The position and sufficiency of the teacher cannot be looked down on, in what means technology is developed, computerized education, use of modern tools and devices increase; as the most general aim of education is to "make the individuals effective in the society" because the student learns to socialize, use the knowledge he learns at school to daily life, and be an individual useful for the society.

A teacher is a doctor who takes the class' pulse, a referee who makes the rules to confirm proper for the life, an orchestra chef who seizes the harmony inside the class (Jones and Jones, 1982)

Many researchers see the teacher as a factor that affects the student success. The basic of the education is based on teacher – student relation. Unless these relations are in the expected level, a proper education is not possible even if the aim, topic, environment and other educational elements are properly prepared. The teacher who appreciates the students will have them love him. Here, that love is the first condition for the educational environment. (Binbaşıoğlu, 1994; 230)

Many agents take place in the learning – teaching environment. These agents can be enumerated as teacher, student, school, program, educational environment, educational management, family and environment. The most important and the most critical of these is the teacher. Because, teacher is responsible for arranging and executing these educational processes necessary for an efficient classroom management. The behaviours in the classroom that affect the success in learning and teaching are the effective classroom management (Sönmez 1994:108)

A teacher, with positive manners, who can increase the student success should know the individual features of the students and have healthy communication. Positive teacher behaviours such as making the lesson attractive, keeping the student alert and interested in the lesson, rewarding, having them love the lesson with the methods such as homework evaluating, knowing the psychology of the student, choosing proper educational *management, making the students gain study habits will increase the academic* success of the student. (Uluğ, 1993:52)

Having the students participate in the lesson, giving importance to their feelings, appreciating their participation in the lesson (thanking), sharing them in the class and trying to agree with them will affect the interaction positively. (Çakmak, 2000: 33-34)

The basic of the education is based on teacher – student relation. Unless these relations are in the expected level, aim, topic, environment, and the other educational elements are well prepared, a healthy education cannot be healthy. A teacher who appreciates students will have them love him. Here, this love is the first provision of the education. (Binbaşıoğlu, 1994; 230)

As Cooper, 19S7, Doyle, 1980, Green, Aydın from 1986 (1998) quoted, the definitions of behaviours of a successful teacher who feels pleasure from teaching are stated below.

A- From the Character Point of View:

1. Feels pleasure from learning and teaching.

2. Is energetic, healthy and productive.

3. Has emotional and intellectual maturity.

4. Has self-confidence.

5. Is far from excitement, anxiety, and tension.

6. Is objective when evaluating the students.

7. Shows love and care to the people around.

8. Feels pleasure from being with the students and leads this companion to positive aims with love.

9. Is enthusiastic, willing and tidy,

10. Is straight and neutral.

11. Is calm, tolerant and social.

12. Has the skill to get in touch with others.

13. Is witty, logical and sensitive.

B- From the Social Adaptation Point of View:

1. Has an understanding that can raise the professional prestige of the teachers and a civilized life understanding.

2. Is aware that there may be learning difficulties or trouble in behaviours among the students because of individual differences. Shows an objective, determined, and impartial attitude.

3. Organizes the students in order to motivate them and organizes proper experiences.

4. Gets in touch with the students in humanistic, equal, democratic approach, not in a commanding, sovereign attitude.

5. Gives the faculty to the students of recognizing themselves and original personalities.

6. Has the teaching style of learning and sharing.

7. Uses the learning – teaching principles and methods effectively.

8. Does his duties on time and regularly.

9. Observes the individual improvements of the students and helps them.

10. Is open to the points of views and suggestions of the students, in educational subject as well.

11. Plans the teaching in an understanding devoted to the interests, expectations and needs of the students.

12. Has a loving and assistant attitude in understanding and removing the learning difficulties of the students.

13. Has a creative and leading discipline understanding.

14. Has a professional foresight of intuiting behaviour problems.

15. Is highly sensitive and sensible for training himself.

16. Is careful in reaching the sources of knowledge and taking benefit of them.

17. A teacher should be the teacher of the student not the lesson.

18. Should accept the student as the centre and should take care of his interest and ability.

19. Each student has different interests and abilities, so a teacher who wants to be should know his teachers (agnostically, emotionally, in a psychomotor way and socially) and determine his departure from this point of view.

20. When the teacher knows the students, their mental conditions, emotional features, and social relations, he will be more successful.

In student factor, individual differences are caught by eye. Each student has a different personality.

Personality "is something peculiar of the factors that affect the feelings, thought and behaviour styles of an individual. (Baymur, 1994)

In the general definitions that have been made up to now, personality has been evaluated as "the whole of features that differentiate an individual bodily, mentally and psychologically from others". Else, personality is the whole of the emotional, thought, attitude and behaviour characteristics that differentiate an individual from others. According to Enç, personality is "the penetrating scanty integrity of psychological, bodily and physiologic features of an individual".

If we examine a child according to his childhood period, definition of the personality is very complex to make for a child. In most of the studies done devoted to the individual differences of children's psychology, it is stated that the interaction style of children arise due to their temperament – habits. (Ültanır; 2003:92)

In passing to the 2nd rank of the primary school, the student is in the effort of passing from childhood to adultery, psychic improvement, a permanent disintegration, and an effort of searching self – respect. In the beginning of life, devotion to mother decreases. Tend of decrease gains speed with physical and sexual inclination. Literature mentions of this new period with different names. These are pre-pubescence, pre-adolescence, adolescence, the commonly used is puberty (Pullukçu, 1994)

In pre – adolescence, as a result of high growth, the individual usually:

1. Male students have an intention to prove themselves,

2. Female students have an intention of sentimentality and benevolence,

3. The interests tend to opposite sex or other people apart from the family members.

In this period, as well as individual differences, although they share the same cultural environment, the male and female children show different features. The individual, now, got out of childhood and has new interests. Despite not being an adult yet, his interest for earth increases and he loses his interest for his family.

In this period, conflicts in the regularity of school and study start. Disharmony for norms of school and family appears. (Ataç, 1991)

The girls and boys enter puberty period in different ages. Girls and boys should be considered differently due to the features of this period.

The Features of the Male Adolescents:

In this period, the teenage boys are interested with their bodies. Bodily changes increase.

As they can't analyse their own feelings, they don't give importance to the feelings of others. They can hate other children, as they are basically different. This hatred can turn into aggressive behaviour.

Group interaction is preferred to being alone in testing their courage. They like being with their equals, and tend an unbearable inclination in this way. Their attitude to their parents also changes. The male child tends to alienate from his mother and be close to his father

Formal thought takes progress in this period by the support of the lessons. Their ability to make plans for the future and organizational abilities

increase; and they tend to have scientific approach to events and gain interest to discoveries. They tend to read fantastic and adventure books.

The Features of the Female Adolescents:

Girls are different from the boys mentally and in progress. The girls start this period two years before boys. In the beginning, they show similar tendencies with the boys, but later, they tend to stay alone and have negative attitude. They become more passive, calmer than the boys. The girls are more unsuccessful than the boys.

Being in a group is not as much as the boys. The friendships corrupt and are reformed. The people she likes change. First, she likes her mother and teacher, but then she starts liking stars and famous people.

In this period, they have lack of confidence. In addition to this, they tend to stay away from their families and start to argue with their families.

Success and Personality:

Scientists have tried to establish the personal features of individuals in their scientific studies. The successful people are, generally, the ones who can take responsibilities, think well before giving a decision, be proud of their success and who don't dread by failure.

Furthermore, it was stated in the studies done that highly successful or successful students have low anxiety level. The personality of the individual may be one of the reasons that he is successful in this level; the effect of the motivation shouldn't be forgotten. The individuals who are ambitious, tidy, responsible and self–confident are mostly successful.

In addition to this, it is interesting that the individuals who are highly motivated and the individuals who are successful have the similar features. (Köse, 1998)

Besides, in the studies done using different scales, it is seen that the individuals who are successful have the features evaluating conditions, having self – definition, using time properly, determining the aim, listening and knowing to be silent, demanding help, searching the reasons in himself not in other reasons, and having a regular family life. (Baltaş, 1997) Another point in success – personality dimension, successful people has features of being determined and devoting themselves to their studies. (Davaslıgil, 1990)

If we think through dimension of success or failure, successful students are cheerful, easily harmonious, having social features, behaving logical. On the contrary, unsuccessful students are seen to be autistic, inharmonious, pessimistic, and angry. (Özben, 1996)

In the point of success and personality, the student may think that he may think that his potential is not sufficient. In this point, the student will fail as a result that the student doesn't understand himself positively. (Arseven, 1986)

2. **Family Environment:**

Family is the smallest unit that reflects the qualities of the society. The family has an important place in the physical and physiological improvement of the child. The education starts in family. The autonomy of the child depends on the attitude of the family. The child learns to share, attend life effectively, and have peaceful and harmonious life in the family. (Solmaz, 2002)

The socio – cultural and economic structure of the family, and discord in the family are the factors that affect the success of the student directly. (Kepçeoğlu, 995)

Among the reasons of the failure reasons of the student that arise from the family are forcing the students over their abilities, humiliating the child, punishing

the child, telling his failure to his face, making comparison against. (Büyükkaragöz, 1990:32)

These also are the parents' attitudes that affect the self – confidence of the child. Safety emotion reflects of approving or disapproving of the child of himself, and the belief of the child in what means he is successful, talented, and valuable.

Also, discord in the family environment in which the student can not feel love and interest affect the study of the child negatively (Yavuzer, 1992) In addition, whatever the atmosphere in question is, the attitude the family will show either to success or failure of the child is very important. (Büyükkaragöz, 1990)

It is stated that the parents who motivate their children and do this continually with positive behaviours, rewarding them, loving and letting them free bring up highly motivated children. (Ülküer, 1989)

The socio – cultural structure of the family, economic structure, and discord in family are the factors that affect the success of the student. The academic success of the child will be affected positively when the family has a balanced and regular interaction. In a healthy family environment, the child finds parents understanding, believing and closely interested in the child. In the families sufficient emotional and social interaction environment don't exist, the success of the child is affected negatively. In these families where the child cannot get love and interest sufficiently, the child is negatively affected. (Tezcan, 1991)

The social status of the family also affects the success of the child. In the school success of the children, the communication inside the family, the professional life of the parents, and the social level the family belongs to etc. play a great role. (Ergim, 1994)

The families belonging to upper socio – cultural class pay attention to the activities of their children. They discuss the importance of learning at school with their children and reward their children when they are successful. It is seen that the families belonging to lower socio – cultural

class get less education when compared with the families belonging to upper socio – cultural class. It should be stated that they have lack of motivating and guiding the child.

In addition, in the families belonging to lower socio – cultural class, the daily language used isn't proper, so it is one of the factors that prevent the student to be successful (Özbacı, 1996)

The child gets the wish to study and achieve in the family environment. The family consolidates the child of desire to study and achieve. The child gets the effort of interest of achievement with the love he gets from his parents. (Yörükoğlu, 1986:60)

Among the factors that affect the academic factor are the hereditary characteristics and individual features are in question. Especially, as school is an academic study place, success depends on the intelligence level, mental potential of the student. The researches done show that school success and academic success has a dense relation

In some occasions, the school failure that is thought to be because of lack of intelligence should arise from the slow learning speed. These children are the ones learning and developing more slowly than their friends. The children having slow developing and learning speed should be educated specially. (Razon, 1981: 38)

According to Mayer, success motivation is totally produced in the family; the child is educated in the topics of freedom and self – control (Tatlıcan, 1990)

Özgüven (1970) states that the children of the authoritarian families may be less free and successful, whereas the families who support their children without forcing them may be a positive affect.

Yörükoğlu in (1989), stated that the democratic, the children of economical families have more self – confidence and more free attitudes. (Yörükoğlu, 1989)

Parents shouldn't panic due to low marks that are because of low academic success, should search for its reason first, and should search for solutions with their children. They should support their children trusting, showing close relation to them, and rewarding them when they are successful (Yavuzer, 1993:206-207)

Different studies support these ideas.

Hofmann, Rosen and Lıppıtt, in their study in 1960 about the attitudes of the parents, stated that the children forcing the parents, but at the same time, in cursing degree, defining them tolerant were seen to be more successful academically, friendly, successful in making friendship, following directives, being group leaders. (Küçükturan, 1987)

Yavuzer, summarizing a series of studies, states that the children who grow up in an understanding and free family environment have more efficient, more enterprising, creative attitudes and say their thoughts freely in their friendships, whereas, the children who grow up in a stricter family environment state an aggressive structure, have difficulties in stating their inner world. (Yavıızer, 1981)

3. Learning Environment:

Class and school are the first to remember when you think of learning environment.

School is a totally organized institution. Many factors, such as education the staff got and the model of the building may be reason of choice. The quality existing at school will affect firstly the student. But, today as the quality is marketed in terms of financial possibilities, not every individual will make benefit of quality. A layer formed due to economical power brings a social – privilege.

Individuals who try to constitute themselves will affect negatively from this privilege. The alienation of the low socio – cultural layer and minority group

children to the learning environment arises because of the discord between the family environment and school.

Furthermore, the teachers make a differentiation between students giving less time and care to the students of low socio – cultural layer and more time and care to the students of middle layer.

School should have sufficient tools and devices, substructure, and other materials. The physical problems at school also affect the success of the students. The attitude of the teachers and administrators can also be shown among the factors that affect the success of the students. (Başaran, 1994)

School expects a certain interest and working form from the student; the student should show the results that he studies and learns. School success and failing and being dismissed of school will affect the entire life of the student. (Ergün, 1987: 58-59)

School, not only provides knowledge to the students, but also lets them socialize on a large scale. Helping the students have a more positive personality concept plays a vital role. Wrenn (1980), dwells upon three types of behaviours perceived about this improvement:

a) Dwelling upon personal evaluation and getting notice.

b) Developing positive thought over life and other people.

c) Improving attitude of taking other people into consideration.

Especially; approving of expected behaviours, diminishing of unexpected behaviours, not living shame are important in the student to feel better. Teachers are there because they should reward the students when they behave well, not punish them when they behave badly. These kinds of behaviours get most of the problems, encountered inside and outside the school, to be prevented. According to Clemes and Bean (1980, four factors affect the self respect of the students. (Galip, 2002) these are:

1. Relations: Forming of the child positive relations with others and being accepted and respected that way is an indicator that the child's belonging to some groups. This state is affected by the interaction in the group.

2. Being unique: The children feel themselves "unique" when others realize their special power and characteristics. All children need to be special and unique. Children are characteristically affected by being realized by others.

3. Poverty: A child should experience by his behaviours that he self – controls himself. The child can feel his personal power, which he uses to continue his life, when he experiences these behaviours. The child should believe the personal power that guides his life.

4. Being a model: Being a model, taken into consideration, shown as a sample are important for a child.

In the basis of the success is, more than ninety per cent, emotional intelligence. In the basis of the emotional intelligence is self – respect, that is self-confidence that the individual believes he can success. Academic or mental acuteness, which takes knowledge as basis, contributes to success only 4 – 5 per cent. A person having high self – respect can explore the deficiency of knowledge. (Goleman, 1998)

The parents having low socio – economical level may expect their children to be so obedient and dependent that this may prevent the children to get self-control, be energetic, be curious, express themselves, be self-confident and autonomous. In the parents having middle socio – economical level, expectations appropriate for the improvement of the child are in question.

The expectations of the parents from their children are determined by their behaviours in bringing up their children. In the families having low socio – economical level, father is the authority in the relations of husband – wife and parents – children. In training the child, physical punishment and scolding are some of the negative techniques. That kind of discipline harms the self – confidence of the child and this will lead to fail at school. (www.**psikolojikrehberlik**.com)

4. Learning Opportunities:

The possibilities in hand affect learning as well as the environment. These possibilities depend on the school, teacher of the student and many other things. When the teacher uses different teaching methods in the class, this will help the students. This way, individual differences aren't ignored. Teaching method appropriate for each student is used. Thus, learning, consequently, student success will be provided.

The teacher will provide a system that increases the student success using different types of teaching methods from time to time. Of course, this is possible as long as the teacher should be overlooking his subject and different types of teaching methods.

Besides, there shouldn't be a problem in classroom management.

The possibilities of the school are also affective in the success of the student. The school administration should be democratic; the mission of the school should be clear and applicable. The school administration affects also the management in the class. The physical appearance of the school, the open space, library, and the social activities arranged are all possibilities for a student.

5. External Opportunities:

Today, guiding the student is required in letting the student be successful. How the student should study in a productive way, what he should take care of, how much he should study for each lesson are some of them. Here we come across guidance services.

Guidance services help the student who comes across learning difficulties, and also they tell about the productive learning methods. This is in the basis of the student – centred education. Teaching to learn is aimed.

Today, private courses are also institutions that are very important. They work like efficient schools mission being clear, using time efficiently, creating a competitive atmosphere among the students, focusing on the academic success, and rewarding superior success.

The schools aim to improve the student entirely whereas the public courses (as their mission require) aim to improve the motivation and performance of the student in only a specific field. Improving the motivation and performance in only a specific field becomes easier by increasing the j-knowledge of the student. The most important indicator of this is that these courses get the students classifying them according to exams.

As Caner (1986) stated, these courses get the students who are "already successful and teach them to succeed in environments such as tests". As a matter of fact, as Duman and Avcı stated, "30% of the data are separated to learn, and 70% of the data are separated for the practices available for the entrance exams" (Duman, Avcı, 1990) Schools are the places where the student gets the basic knowledge he should get.

When we look from this side, the public course supposes that the successful student knows at least 70% of the topics. Furthermore, the public courses stimulate the already existing knowledge by the tests and activate this passive knowledge. In other words, "the student should be interact with the elements of the educational stated provided for him and be in an effort to learn." (Fidan, 1986)

At school, not every student is expected to join the lesson, because the plain expression method and the crowded class prevent this. As a matter of fact, in the secondary schools and high schools, the reasons of failure are the crowded classes, number and quality of teachers. (Özden, 1963)

The private courses have as few students as possible in the classes. Also, they have branch teachers (not present in secondary schools) train the students. The branch teachers train the students especially the subjects that will be asked

in the exam, each teacher follows the topic he is responsible for. This way, the lessons the teacher is responsible for become fewer.

Besides, the private courses activate the teachers getting them work (prepare questions etc) and being more successful. There's a unity of aim among the teachers.

RELEVANT STUDIES AND PUBLICATIONS

Many investigations that investigate the relation of the various factors in education and the academic success have been made. Steinberg, L. and others (1988)

Searched the relation of the friends of the student outside the school and especially his family and saw that there is a meaningful difference between the social level of the family and school success; the relation between family structure and working mother status and academic success, contrary to what is thought, is in a very low level.

In a study done by Education and Science Labourers trades union, the teachers were shown as the reason of failure. 40% of the 2500 students having 1–5 low marks told that "The lack of the teacher, the teachers telling the lesson without necessary tools and devices, the teachers not making experiments" were the reasons of them to have low marks. (Yenieğitim, 2005)

There are many proofs that show that they are differences among the students due to learning. This judgement is beyond doubt. Moreover, there are proofs that the differences that arise in the third level of primary school increase in the following years. Many researches done in many years show that these differences do not disappear. (Bloom, 1964)

Again these researches show that the differences between a group of students remain the same through years.

Solmaz, in 2001–2002 educational year examined the factors that affect the success of primary school students of the 8th level in primary schools in the centre of Balıkesir for his bachelor's degree thesis.

In a study including 66 students of the 3–6 level of primary school and his families, Grolnıck, S. and Ryan, M. (1989), examined the relations between the manners of the guiding, attitude, courage of the parents over the three-dimension child and academic success and found out that; there was a positive relation between the encouragement of the child and the academic success, there was a positive relation between the participation of the mother and the academic success, there was not a positive relation between the participation of the father and the academic success.

According to a study Türker did in 1971-72 educational year over high school students, the families having high socio-economic level are interested in the success of their students, they wish their children to have a good education so take care of their lessons. (Türker, 1972)

Jayaradne, T. (1987), who examined the affects of the educational level of the parents over the academic success of the children, found out that the mothers who are high school or university graduates have a positive affect on their daughters.

Terman, Gasgh, Morgen, Gowan and Borislow, in their studies they did in various years, found out that the successful students are more self – confident, more positive than the unsuccessful ones at the beginning that they will succeed. (Özgüven, 1974)

Bhatnagar, K. and Sharma, M. (1992) made a research over 189 Indian students in the classes of 9, 10 and 11 in order to determine the relation between the educational levels of the families and academic success; and they determined a meaningful relation between the academic success of the child and the education level of the mother.

Gough (1949), Govvan (1955,1957,1960) Barret (1957) Westfall (1958) and Bovvman (1959) state that when the students' strong reading and arithmetic skills, using their time and money in a good way, and having planned working abilities affect their success. (Özgüven, 1974)

There are different studies that show the private courses increase the success.

According to a study Özgüven did in the level of university, it was stated that the students who attended the private courses, they were more likely to enter the universities by the foreign language averages in their first three choices than the ones who didn't attend these courses. (Özgüven, 1977)

In a study done by Hannein, it was determined that 15% of the unsuccessful students at school were apart from their parents, 54% of the students living with their families failed whereas 54% parents living away from their parents failed.

According to Terman, Frankel, Astın and Nichols, the students are affected positively when they are from families having high socio-economic level and academic education level; whereas they are affected negatively when they are from families having low socio-economic and academic education level. (Özgüven, 1979)

In a study Fidan did aimed at working place and time on the students of the fifth class of primary school, the success of the students in science lesson increase when they study at home.

The students who study science at home for three hours are seen to be more successful than the students who study one or two hours. (Uluğ, 1981)

The researches in the high school and university level also support these. In a study Celkan did in the university level, the income level of the family and the education level of the parents are social class criteria that affects success positively. (Celkan, 1983)

William, E. and Radın, N. (1993), the study investigating the long – period effects of the father helping to bring up the child and mother working outside on the academic success, included 32 unbroken, and as a result, the mother working outside is predictor than the father participating to bring up a child in academic success, and the children expected success at most when the mother worked part-time.

In a research done by Bornova Anatolian High School Guidance Services, the professions of 2417 students' fathers were examined, and 18% of the fathers were self-employed, 14,6% were teachers, 14,3% were engineers. 25% of the mothers were housewives, 22% of them were teachers. The findings support the findings of Duman (1984).

Duman established great similarities in the occupations and educational status of the parents of students that attend a course before they take the Anatolian High School exam and that don't attend. According to this, in both groups, 70% of the fathers were university or academy graduates, and again in both groups, occupations that are well paid such as doctor, lawyer, architect, engineer, contractor are in the first rank.

In the occupations of the students who attend a special course, housewife is the first, teacher is the second, in the occupations of the students who don't attend a special course teacher is the third. (Duman, 1984)

In another study Duman did, how the students prepared for the Anatolian High School exams was asked, and 46,4% of the students answering the questionnaire "went to special course", 28% "studied themselves", 16,6% "studied with a teacher", 5,2% "studied with friends", 3,5% "joined a course at school". (Duman, 1984)

The students, who self-study, are in the second rank. This state makes us think that the study habits of the students affect the rate of success. As a matter of fact, Duman in his same research (1984), established that, to the students who want to pass the entrance exam, the first advice that can be given to these

students was 'to work in a planned and programmed way', the second advice was to study a lot". Attending a special course was the third advice. (Duman, 1984)

The investigations that examine the relations between teacher behaviours, teaching methods, the individual and emotional features of the student, and the attitudes of the students (Han, 1969), academic conceit presentations (Buran, 1982), their socio-economic and anxiety levels (Şahin, 1985) and factors which aren't mental (Özgüven, 1974) and the academic success of the students can be multiplied. Generally, success was taken as dependent variable.

According to a series of researches done by Coleman, Plovvden, Comber, Keeves, Husen, Purves and Thorndike about the success in education, a great amount of differences were found individually, among groups and internationally.

According to a research Sayın did in 1980 in Ankara, Hacettepe, Ege and Atatürk universities about the socio-economic roots of the lecturers and assistants, it was seen that the lecturers whose fathers were self-employed, industrialists and merchants, directors had more chance to enter the high schools that give education in foreign language.

Hallinger and Murphy (1985), in these studies they fixed the features of the qualified schools, determined that the schools should have their mission understood by everyone, reach a rich educational program standard, create a learning teaching atmosphere, create an understanding giving the students soul of society, flexibility and problem solving skills.

Weber (1985) stated eight features for an efficient school according to the results of the experiments he did. These are; powerful leadership, high expectations for success, proper atmosphere, giving importance to reading, having supplementary reading staff, individualization, evaluation of the student improvement painstakingly, and having to use phonetics in teaching reading.

According to a study Fidan did in the fifth class of the primary class students, when the teacher made experiments, brought the tools and devices to the

class and made excursions related with the lesson etc, the students became more successful. (Fidan, 1986)

Horrison (1968) stated that self – control feeling let the students estimate their success at school whatever their socio-economic level is. (Dönmez, 1986)

In the research Güneysu ve Mağden did over students, of the 4th and 5th level of primary school, chosen by random method in high, middle, and low socio-economic regions of Ankara, it was understood that the families having low socio-economic level loved their children less and punished them more. (Güneysu, Mağden, 1987)

In the research Güneysu ve Mağden (1987) did over 229 male and female students in the different socio-economic regions of Ankara, how parents behaved to their children and the reasons of these behaviours were investigated and these results were found:

a. Parents expect more from their sons.

b. As the number of the children in a family increase, the parents show less interest to their children and punish their children more.

Duman and Avcı, in a study they did, stated that 45,24% of the students they examined went to private schools while they were preparing for the university entrance exam, 54,86 of the students didn't go to that courses because of the economical insufficiency or not having one of these private courses in the district they lived in. The students told that went to these courses because: the school was insufficient (40,39%), they wanted to prepare for to use time a test exam (15,78%), to learn practical solutions for the problems (20,95%), to use time in the exam sufficiently (15,78%). (Duman, Avcı, 1990)

In the bachelor's degree thesis of Deniz Başarır about "The Relation Between Exam Anxiety, Situation Anxiety, Academic Success and Success in Exams of the Students in the Last Level of Secondary School" it was stated that

the students who were highly anxious failed in the exams. The students who had little anxiety did well in the exams and had high academic success. (Başarır, 1990)

In a research Köse (1990) did in 1987–88 educational year over 1354 students, who entered the university entrance exam in 1988, attending schools of 13 public, private and Anatolian high schools, except professional and technical high schools, in the centre of Ankara, it was stated that the students, whose families had good socio-economic (SED) level were good, were more successful than the students whose socio-economic level were not good; that is to say the socio-economic level of the families played an important role in the success level.

In the study Torucu determined the factors that affect the self-respect of the teenagers at the age of 13–14, a meaningful relation in (p<. 05) level was established between the occupation of the father and self-respect. The results show that the self-respect of the students whose fathers are administrators, retired, self-employed and graduates of academy are high whereas the self-respect of the students whose fathers are workers, employees, merchants and industrialists are low. (Torucu, 1990)

According to the research Büyükkurt did over Ankara Atatürk Anatolian High School students, self-respect and success motives of the low and middle socio-economical students were seen to be lower. (Büyükkurt, 1990) According to the research Tertemiz did on the 5th level of the primary school students of TED Ankara College Private High School, it was stated that homework increased success, and especially giving homework and discussing over it increased the success. (Tertemiz, 1991)

According to the research Ballentine did, the basis the student gets from his family and the socio-economic status of the family form the most important factors of the child's performance. (Malkoç, 1991)

The researches done on the school and class atmosphere show that the learning and perception of the students affect their success and attitudes, requires of the students increase the quality of the product in the class so that the student success becomes better. (Açıkgöz, 1992)

According to the research Açıkgöz had in 1980–90 educational year on the 5th level of the primary school students, the learning activities in learning the usage skills of the grammatical usage in foreign language, stated that the learning activities depending on competitions among the groups and giving individual responsibilities to the group members were more efficient than the traditional learning methods without giving the student individual responsibilities. (Açıkgöz, 1992)

Açıkgöz, depending on various investigation results, classified the efficient teacher characteristics as the academic and agnostic improvement of the teacher, the behaviours of the teacher in the class, the personality of the teacher, teacher – student relations, classroom management topics. (Açıkgöz, 1992)

In a study Kısakürek did in university level, attending the course, being active in the lesson, making supplementary studies to the topics learnt in the lesson, motivation, sympathy, the lecturer asking the students' opinions about the lesson and giving importance to the lesson were seen to be influential over the success of the students. (Açıkgöz, 1992)

In a study Morrow and Wilson did over high school students, it was seen that unsuccessful students had more negative family relations than the successful students, the parents behave in a more understanding way to the successful students, praised and accepted the successful students, whereas there was a negative atmosphere in the houses of the unsuccessful students, the parents became more authoritarian and restrictive to these students. (Can, 1992)

In a study Gürşimşek (1992) did over the students of the fourth level of primary school students, it was seen that unsuccessful students informed that their teachers behaved negatively to them and guided them negatively; in other words, the behaviours of the teachers differ according to the success of the students.

According to a research Atalay did, the educational levels of the fathers of the successful students were seen to be above the level in Turkey. 54% of the fathers of successful students and 30% of the mothers of the successful students are faculty or academy graduates. (Aslan, 1993)

In the bachelor's degree thesis of Şadıman Saral named "The Relation Between the Harmony Levels and Academic Success of the Students in Private Trabzon Ata College", it was brought forward that the harmony levels of the students who were successful were high according to the results of the investigation. (Saral, 1993)

In the study Özer did about "The Efficient Learning and Sufficiency of Studying of Anatolian University students", it was seen that the students scored the best in the "anxiety", "choice of the basic thought" and "exam strategies" scales in efficient learning and study behaviours according to the secondary schools they graduated from. These behaviours were seen less in Traditional and Professional High Schools. (Özer, 1993)

According to the results Onur and Superman stated in their study, the individuals who are rather successful adopt academic values; according to Moss, having intellectual activities is directly related with success in adultery. It was stated that the highly successful ones approach the problems and duties in a planned way, and have positive behaviours in solving the difficulties. (Onur, 1993)

Özbilgin stated that the lessons of Turkish, foreign language, maths, and science, which have gradual common points, requires that studying a unit properly will enable the student to understand the following unit better (Özbilgin, 1994)

Öner and İlkkaracan, made a study in 1987–88 educational year over the students who entered one of the most wanted schools and students who couldn't enter that school in the secondary school entrance exam. They found out that two of the differences, between these students of the same socio – economical level, were the time to study for the exam and the educational level of the parents. (Yıldırım, 1994)

With a study Çetin did in a middle level public school in İstanbul, it is seen that the last class of science students are mostly affected according to they attend a private course or not. It is seen that attending a private course

affects the first step point of the university entrance exam 16,67%, the science point in the second level 46,79%, and maths point in 9,27%. (Yıldıran, 1994).

In a research about students done in Hacettepe University, it was stated that the success expectations of the students and the success levels they reach were seen to be close in students the school success reasons in their study strategies and attending the lesson in an interested rate. (Ülgen, 1994)

As Ülgen quotes from the results of Jacobson's investigation; the teachers increase the success of the students they believe to be successful, in order to verify their decisions; and they, whatever the ability level of the student is, use all the methods to increase his success. (Ülgen, 1994)

According to the study Güner did in 4 schools of centre of İzmir, the personal and professional features of the teacher increases the success of the students (Güner, 1995).

Erdinç (1992) determined that the students who perceive their academic autobiographies successful have higher the students who perceive their academic autobiographies unsuccessful (Erdinç, 1995)   In an investigation Şengönül made in three high schools, it was established that the students of Bornova Anadolu Lisesi, whose socio – economic levels are high, that 80% of them study adequately and their families are interested in their lessons. (Şengönül, 1995)

Açıkgöz, who enumerates some of the efficient learning strategies such as trying to abbreviate in a detailed way, finding similarities among the learned things, making inferences (guess, result, generalization etc.) about the topic, underlining through reading, finding the reason–result relation in the learning material, noticing the lack of learning; states that learning strategies should be learnt. (Açıkgöz, 1996)   Bilgin (1997) examined whether the parents perceive the abilities, interests and values of the children in adolescence period coherently or not and consequently, it was seen that mothers perceive the children better than fathers, but even, it is not sufficient.

CHAPTER III

METHOD

In this part, data about the method, research model, population, and samples of the research have been identified separately.

Research Method

This research is a field study.

Research Model

This research is a descriptive study aiming at defining the individual or thing that has existed since the beginning through his/its conditions and as he/it is.

Population and Samples

The population of this study consists of the students studying at 5 governmental primary schools in TRNC Ministry of Culture and Education in 2005 – 2006.

While samples of the study, classification method has been applied. Main steps of selecting the samples were as follows:

1) Election was made through the students of the 3rd class attending governmental secondary schools in Lefkoşa region. The students were selected randomly. Due to this choice, names of the secondary schools are as follows:

Bayraktar Turkish Maarif College

Atleks Sanverler Secondary School

Şht Hüseyin Ruso Secondary School

Bayraktar Secondary School

Demokrasi Secondary School

2) The success of the students can change as they have a difference in each school.

3) The research was applied to 241 students in 5 Governmental Secondary Schools. The responds of 37 students, who didn't answer some of the questions, gave answers haphazardly or didn't fill in the personal information were considered as invalid and weren't evaluated. According to this treatment, 204 students were evaluated due to their responds.

Distribution of students according to their sexuality was shown in Table – 1.

Table-1

Distribution of Students Due to Their Sexuality

GENDER	N	%
Female	104	51
Male	100	49
Total	2004	100

It can be seen from Table-1'that 51% of the students are female, 49% of them are male.

Table-2

Distribution of Students Due to Their Mothers' Educational Level

MOTHER EDUCATION	N	%
Primary School Graduates	37	18,1
Secondary School Graduates	34	16,7
High School Graduates	92	45,1
University Graduates	41	20,1
Total	204	100,0

As we can understand from Table 2, 18,1% of their mothers are graduated from primary school, 16,7% of them are graduated from secondary school, 45,1% of them are high school graduates and 20,1% of them are university graduates.

Table-3

Distribution of Students Due to Their Fathers' Educational Level

FATHER EDUCATION	N	%
Primary School Graduate	40	19,6
Secondary School Graduate	37	18,1
High School Graduate	69	33,8
University Graduate	58	28,4
Total	2004	100

As we can understand from Table3, 19,6% of their fathers are graduated from primary school, 18,1% of them are graduated from secondary school, 33,8% of them are high school graduates, and 28,4% of them are university graduates.

Tablo-4

Distribution of Students Due to Their Mothers' Profession

MOTHER OCCUPATION	N	%
Housewife	93	45,6
Official – Officer – Policewoman	37	18,1
Teacher	3	1,5
Engineer – Doctor – Lawyer	5	2,5
Self – employed	66	32,4
Total	204	100,0

As we can understand from Table 4, 45,6% of the mothers of the students in the investigation are housewives, 32,4% of them are self – employed, 18,1% of them are engineers – doctors – lawyers, 2,5% of them are engineers, 1,5% of them are teachers.

Tablo-5

Distribution of Students Due to Their Fathers' Occupation

FATHER OCCUPATION	N	%
Worker	26	12,7
Official – Officer – Policeman	65	31,9
Teacher	7	3,4
Engineer – Doctor – Lawyer	15	7,4
Self – employed	91	44,6
Total	204	100,0

As we can understand from Table 5, 44,6% of the fathers of the students in the investigation are self – employed, 31,9% of them are engineers – doctors – lawyers, 12,7% are workers, 7,4% engineers, doctors, lawyers, 3,4% are teachers.

Tablo-6

Distribution of Students Due to Their Families' Income Level

INCOME STATUS	N	%
Lower	90	44,1
Middle	82	40,2
Upper	32	15,7
Total	204	100,0

As we can see in Table 6, 44,1% of the students have lower, 40,2% of them have average, 15,7% of them have high income level. The students have generally low income.

Tablo-7

Distribution of Students According to Their Success in Turkish lesson

TURKISH	N	%
Very good	8	3,9
Good	52	25,5
Average	85	41,7
Poor	59	28,9
Total	204	100,0

As we can see in Table 7, 41,7% of the students are average, 28,9% of them are poor, 25,5% are good, 3,9% are very good.

Tablo-8

Distribution of Students According to Their Success in Mathematics lesson

MATHS	N	%
Very good	46	22,5
Good	50	24,5
Average	56	27,5
Poor	52	25,5
Total	204	100,0

As we can see in Table 8, 27,5% of the students are average, 25,5% of them are poor, 24,5% are good, 22,2% are very good.

Tablo-9

Distribution of Students According to Their Success in History lesson

HISTORY	N	%
Very good	5	2,5
Good	32	15,7
Average	76	37,3
Poor	91	44,6
Total	204	100,0

As we can see in Table 9, 37,3% of the students are average, 44,6% of them are poor, 15,7% are good, 2,5% are very good.

Tablo-10

Distribution of Students According to Their Success in Science lesson

SCIENCE	N	%
Very good	13	6,4
Good	57	27,9
Average	78	38,2
Poor	56	27,5
Total	204	100

As we can see in Table 10, 38,2% of the students are average, 27,5% of them are poor, 27,9% are good, 6,4'% are very good.

Tablo-11

Distribution of Students According to Their Success in Foreign Languages lesson

FOREIGN LANGUAGE		%
Very good	15	7,4
Good	51	25
Average	73	35,8
Poor	65	31,9
Total	204	100

As we can see in Table 11, 27% of the students are average, 21,5% of them are poor, 25% are good, 16% are very good.

Instrumentation

In this study, the data was gathered by *Likert* Type questionnaire that includes Factors Affecting School Success of the Students.

This scale was improved by Solmaz (2002) in order to determine the factors that affect the school success of the students. A pre – selection form was formed using students' compositions and literature review; and it was examined by experts such as Prof. Dr. Nevzat Battal, Assist. Prof. Dr. Halim Akgöl, Asst. Prof. Dr. İrfan Yurdabakan, Asst. Prof. Dr. Mustafa Güvendi and Asst. Prof. Dr. Vesile Yıldız (n=5) and primary school teachers (n=15). Necessary changes were done through their points of view.

The 51 – item essay was applied to 230 primary school students of the 8th class. Factor Analysis, Item Scale Correlation and Crombach Alpha Reliability Coefficient were calculated.

Items that had more than 30 factor loadings were chosen. 5 items were evaluated as their factor loadings were below 30.

Factor Evaluation was applied only to 46 items chosen and items in the scale were seen to gather in five factors.

Crombach Alpha Reliability Coefficient for the 46 – item scale was seen to be as 0.93. Reliability Coefficients of the lower factors of this scale was given in Table – 12.

Tablo-12

Factors Affecting Success of the Students at School and Alpha Reliability Coefficients

FACTORS	Crombach Alpha Reliability Coefficients
Teacher and Student	0.84
Family Environment	0.79
Learning Environment	0.79
Learning Opportunities	0.77
External Opportunities	0.79

The questionnaire was prepared as five likert type. The positive items were numerated as Strongly Agree (SA) 5, Agree (A) 4, Partially Agree (PA) 3, Disagree (DA) 2, Strongly Disagree (SD) 1. the negative items were numerated as Strongly Agree (SA) 1, Agree (A) 2, Partially Agree (PA) 3, Disagree (DA) 4, Strongly Disagree (AD) 5. From this questionnaire consisting 46 items, the highest point can be 230 whereas the lowest can be 46.

The Alpha Reliability Coefficient that was used in this research was determined as 0.93, factor analysis of the items that exist in this scale were evaluated as 15 at first, but as this hardened the evaluation, it was decided that they should be reduced. Then, the factors were grouped in 5 lower groups. The distribution of the items according to their Factor loadings was shown above.

Factor 1: Teacher and student

I should have a private room in which I can study

I should be willing to learn

I should study for the lesson before the class

My teacher should be friendly to me

My teacher should be willing to teach

My teacher should explain the topics I don't understand

My teacher should not focus only on the course book but also outer sources

My teacher should teach us in a detailed way

My teacher should give us tests

My teacher should use necessary equipment

Guidance services should explain us how to study well

Guidance services should inform us about the schools that select their students through exams

Factor 2: Family Environment

I should have a peaceful family environment.

My family should take care of my problems

My family should let me have short holidays

My family should take care of my lessons

My family should believe that I will be successful

My family should talk to my teacher about the topics I cannot understand

I should be willing to learn

My teacher should make relation between the new topic and the previous one.

Factor 3: Learning Environment

I should study daily.

Our class shouldn't be overcrowded.

There should be laboratory facilities in our school.

Our teacher should give examples about the topic we learn.

Our teacher should lead us to have discussions about the topic.

Our teacher should use time of the lesson efficiently.

Our teacher should be democratically.

Our teacher should take care of my problems.

Our weekly schedules at school should be arranged due to the features of the lesson.

Our school should be ruled impartially.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this part of the research, the findings derived from the analysis done using the statistical techniques concerned with each lower problem explained in the previous part and the comments according to these findings are given.

Findings in Relation to the Factors Affecting the School Success of the Students

The first problem of this research is to define what the factors that affect the student success are. The findings and comments related to these factor tasks are explained in this part of the thesis.

For the solution of this problem, the item averages and standard deviation of the answers of the students were calculated and the findings related to these were given in Table-13.

When the findings in Table 13 were examined, it was seen that in the lower problems of the secondary school students, "having a peaceful family environment" affected 92,7% level, in learning environment lower factor "our teacher should give examples in the topic we learn" affects in 87,7% level, in family environment lower factor group "My family should believe that I will be successful" affected in 86.8% level, in teacher and student environment lower factor group "I should have a private room I should study in" affected in 85,3% level, "my teacher should repeat the topics I shouldn't understand" affected in 83,3% level.

In the family environment factor group, "my school problems should be taken into consideration" affected the school success in 81,4% level, in the teacher and student factor group, "my teacher should be willing to teach" affected in 80,8% level, "my teacher should teach the topic in a detailed way" affected in

78,5%, in the family environment factor group "I should be willing to be successful in the lesson" affected in 77,9% level, in the teacher and student factor group, " my teacher should be behaving like a friend to me" affected in 75,5% level, in the learning environment factor group, "my teacher should be democratic" affected 75%.

In the family environment factor group, "my family should be interested with my lessons" affected the school success in 74% level, in external opportunities factor group, "my teacher should correct my mistakes after each exam" affected in 72,1 level.

In the learning environment factor group, "my teacher should use the time of the lesson effectively" affected the school success in 71,1% level, in the family environment factor group "my family should let me have short holidays" affects in 71,1% level and in the teacher and student factor group "I should pre-study for the lessons" affected in 70,6% level.

Table-13

The Average and Standard Deviation Values of the Items in the Factor Groups That Affect the Success of the Secondary School Students

FACTORS	Item	X	Sd	Affective Degree %
	10	4,41	1,081	85,3
	12	3,87	1,253	70,6
	14	3,11	1,347	44,1
	22	4,09	1,237	75,5
	23	4,35	1,008	80,8
	24	4,32	1,057	83,3
TEACHER AND	28	3,68	1,336	61,2
STUDENT	30	4,20	1,145	78,5
	31	3,75	1,370	60,3
	35	3,74	1,297	70,1
	44	3,78	1,394	65,7
	46	3,73	1,383	65,7

The Continuation of Table –13

FACTORS	Item	X	Sd	Affective Degree %
	1	4,62	0,843	92,7
FAMILY ENVIRONMENT	2	4,21	1,020	81,4
	3	3,94	1,130	71,1
	4	4,04	1,116	74
	8	4,40	0,944	86,8
	9	3,51	1,300	54,9
	11	4,22	1,192	77,9
	27	3,64	1,348	61,8
LEARNING ENVIRONMENT	12	3,50	1,288	55,9
	17	3,36	1,467	50,9
	18	3,34	1,534	52,4
	25	4,50	,885	87,7
	29	3,42	1,357	51,4
	37	4,00	1,164	71,1
	38	4,09	1,177	75
	39	3,83	1,299	65,6
	40	3,74	1,331	66,7
	41	3,76	1,351	66,2
LEARNING OPPORTUNITIES	15	3,53	1,402	57,3
	19	3,17	1,507	47
	20	3,01	1,489	42,6
	21	3,50	1,430	55,9
	26	3,66	1,248	60,8
	32	3,90	1,292	69,6
	36	3,90	1,185	68,6
	42	3,60	1,423	62,8
	43	3,59	1,304	62,7

Continuation of Table-13

FACTORS	Item	X	Sd	Affective Degree %
	5	3,46	1,377	64,4
	6	3,58	1,293	58,9
	7	3,45	1,343	52,9
EXTERNAL OPPORTUNITIES	16	3,64	1,300	58,3
	33	3,95	1,223	72,1
	34	3,91	1,270	70,6
	45	3,73	1,358	65,7

Gender and Student Success

The second lower problem of this research is whether the success of secondary school students depends on sexuality or not. The average and standard deviation of the perception of the secondary school students of the solution of the problem was calculated, and t-test was done in order to determine whether the average of the students was significant or not. The findings derived are given in Table-14.

Table-14

The Relation between the Factors Affecting the School Success of the Students and Gender

FACTORS	GENDER	N	X	Sd	T VALUE	Sig.
TEACHER AND STUDENT	Female	104	48,82	6,92	3,03	SIGNIFICANT DIFFERENCE p<0.05
	Male	100	45,17	9,92		
FAMILY ENVIRONMENT	Female	104	33,49	4,47	2,59	SIGNIFICANT DIFFERENCE p< 0.05
	Male	100	31,62	5,72		
LEARNING ENVIRONMENT	Female	104	38,81	5,79	2,60	SIGNIFICANT DIFFERENCE P< .05
	Male	100	36,25	7,99		

Continuation of Table –14

FACTORS	GENDER	N	X	Sd	T VALUE	Sig.
LEARNING OPPORTUNITIES	Female	104	32,93	5,97	2,60	SIGNIFICANT DIFFERENCE p<0.05
	Male	100	30,72	7,33		
EXTERNAL OPPRTUNITIES	Female	104	26,19	4,32	1,34	NO SIGNIFICANT DIFFERENCE
	Male	100	25,21	5,98		

When the findings in Table-14 are studied, it is seen that the average of the female students are larger than the male students in all the lower factors. In the t-test results done according to determine whether the average of the students according to their sexuality or not, in factor 5th group, it is seen that the difference in the factors except external opportunities are p< .05 level. Among these factor groups, it is seen that the points of view of the girls concerning the success scale items are more positive than the boys. Thus, it can be said that the girls are more willing to learn more than the boys.

The Educational Level of the Mother and Student Success

The educational level of the mothers' were determined in 4 groups as primary school, secondary school, high school, university in order to determine whether the success of the secondary school students shows a difference.

The average and standard deviaton of the perception of the secondary school students among these groups of the solution for the problem according to the success of the students was calculated, and the findings were given in Table-15.

Table-15

The Success Conditions of the Secondary School Students according to Their Mother's Educational Level

FACTORS	Level of Education	N	X	Sd
TEACHER AND STUDENT	Primary School	37	47,00	7,051
	Secondary School	34	47,44	7,951
	High School	92	46,72	9,781
	University	41	47,41	8,334
	Total	204	47,03	8,705
FAMILY ENVIRONMENT	Primary School	37	31,95	4,196
	Secondary School	34	31,97	5,329
	High School	92	32,65	5,671
	University	41	33,46	4,833
	Total	204	32,57	5,201
LEARNING ENVIRONMENT	Primary School	37	36,08	5,423
	Secondary School	34	37,88	7,425
	High School	92	37,59	7,347
	University	41	38,54	7,427
	Total	204	37,55	7,061
LEARNING OPPORTUNITIES	Primary School	37	32,27	5,660
	Secondary School	34	31,88	6,343
	High School	92	31,49	7,118
	University	41	32,24	7,310
	Total	204	31,85	6,752
EXTERNAL OPPORTUNITIES	Primary School	37	25,00	4,314
	Secondary School	34	25,35	5,404
	High School	92	25,24	5,714
	University	41	27,71	4,203
	Total	204	25,71	5,214

Table-16
Variance Analysis Results of the Success Conditions of the Secondary School Students according to Their Mother's Educational Level

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	20,838	6,946	,090	NO SIGNIFICANT DIFFERENCE
	WG	200	15360,986	76,805		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	59,970	19,990	,736	SIGNIFICANT DIFFERENCE
	WG	200	5431,927	27,160		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	123,621	41,207	,824	SIGNIFICANT DIFFERENCE
	WG	200	9996,786	49,984		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	3	24,912	8,304	,180	NO SIGNIFICANT DIFFERENCE
	WG	200	9229,377	46,147		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	3	206,945	68,984	2,598	NO SIGNIFICANT DIFFERENCE
	WG	200	5310,992	26,555		
	GT	203	5517,936	-		

According to Table-16, in all factor groups, a significant difference wasn't found in the solution of the factors that affect the success of the secondary school students according to their mothers' educational status.

The Educational Level of the Father and Student Success

The educational level of the fathers' were determined in 4 groups as primary school, secondary school, high school, university in order to determine whether the success of the secondary school students shows a difference.

The average and standard deviation of the perception of the secondary school students among these groups of the solution for the problem according to the success of the students was calculated, and the findings were given in Table-17.

Table-17

The Success Conditions of the Secondary School Students according to Their Father's Educational Level

FACTORS	Educational Level	N	X	Sd
TEACHER AND STUDENT	Primary School	40	47,90	7,292
	Secondary School	37	44,84	9,338
	High School	69	47,57	8,929
	University	58	47,19	8,904
	Total	204	47,03	8,705
FAMILY ENVIRONMENT	Primary School	40	32,95	4,338
	Secondary School	37	31,43	5,795
	High School	69	32,65	5,017
	University	58	32,95	5,580
	Total	204	32,57	5,201
LEARNING ENVIRONMENT	Primary School	40	37,40	6,539
	Secondary School	37	35,32	7,368
	High School	69	37,99	7,132
	University	58	38,57	6,986
	Total	204	37,55	7,061
LEARNING POSSIBILITTES	Primary School	40	33,20	6,198
	Secondary School	37	30,70	6,835
	High School	69	31,58	6,545
	University	58	31,97	7,296
	Total	204	31,85	6,752
OUTER POSSIBILITTES	Primary School	40	25,98	4,543
	Secondary School	37	23,84	5,605
	High School	69	25,67	5,382
	University	58	26,78	4,981
	Total	204	25,71	5,214

Table-18
Variance Analysis Results of the Success Conditions of the Secondary School Students according to Their Father's Educational level

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	229,326	76,442	1,009	NO SIGNIFICANT DIFFERENCE
	WG	200	15152,497	75,762		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	62,419	20,806	,766	NO SIGNIFICANT DIFFERENCE
	WG	200	5429,478	27,147		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	257,489	85,830	1,740	NO SIGNIFICANT DIFFERENCE
	WG	200	9862,918	49,315		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIE S	BG	3	127,417	42,472	931	NO SIGNIFICANT DIFFERENCE
	WG	200	9126,872	45,634		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIE S	BG	3	198,515	66,172	2,488	NO SIGNIFICANT DIFFERENCE
	WG	200	5319,422	26,597		
	GT	203	5517,936	-		

As seen in Table-18, in all factor groups, a significant difference wasn't found in the solution of the factors that affect the success of the secondary school students according to their fathers' educational status.

Mother's Profession and Student Success

In order to determine the success of the secondary school students differ according to their mothers' jobs, groups such as housewife, civil servants – officer, teacher, engineer, advocates, and self–employed were done. Among these groups determined, the average and standard deviation of the scale items related with the

secondary school students' success were calculated and the findings concerned were given in Table-19.

Table-19

The Success of the Secondary School Students According to Their Mothers' Profession

FACTORS	PROFESSIONS	N	X	Sd
	Housewives	93	47,37	8,325
	Civil servants - Officers and Policewomen	37	46,43	10,068
TEACHER AND STUDENT	Teachers	3	52,33	6,658
	Engineers – Doctors – Advocates	5	45,40	3,507
	Self – employed	66	46,77	8,852
	Total	204	47,03	8,705
	Housewives	93	32,38	5,256
	Civil servants - Officer and Policewomen	37	33,62	4,487
FAMILY ENVIRONMENT	Teachers	3	34,33	2,517
	Engineers – Doctors – Advocates	5	32,60	,894
	Self – employed	66	32,18	5,746
	Total	204	32,57	5,201
	Housewives	93	37,34	6,837
	Civil servants- Officer and Policewomen	37	37,32	7,743
LEARNING ENVIRONMENT	Teachers	3	41,00	9,165
	Engineers – Doctors – Advocates	5	35,00	5,000
	Self – employed	66	38,02	7,131
	Total	204	37,55	7,061
	Housewives	93	32,04	6,630
	Civil servants- Officer and Policewomen	37	31,41	7,812
LEARNING OPPORTUNITIES	Teachers	3	31,67	5,508
	Engineers – Doctors – Advocates	5	29,20	4,919
	Self – employed	66	32,03	6,573
	Total	204	31,85	6,752
	Housewives	93	25,19	5,255
	Civil servants- Officer and Policewomen	37	26,73	4,998
EXTERNAL OPPORTUNITIES	Teachers	3	28,67	1,155
	Engineers – Doctors – Advocates	5	24,40	4,336
	Self – employed	66	25,83	5,408
	Total	204	25,71	5,214

Table-20

Variance Analysis Results of the Success of the Secondary School Students according to their Mothers' Profession

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	4	125,715	31,429	,410	NO SIGNIFICANT DIFFERENCE
	WG	199	15256,109	76,664		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	4	63,682	15,920	,584	NO SIGNIFICANT DIFFERENCE
	WG	199	5428,216	27,277		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	4	88,325	22,081	,438	NO SIGNIFICANT DIFFERENCE
	WG	199	10032,082	50,412		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	4	48,136	12,034	,260	NO SIGNIFICANT DIFFERENCE
	WG	199	9206,153	46,262		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	4	99,090	24,772	,910	NO SIGNIFICANT DIFFERENCE
	WG	199	5418,847	27,230		
	GT	203	5517,936	-		

As seen in Table-20, in all factor groups, a significant difference wasn't found in the solution of the factors that affect the success of the secondary school students according to their mothers' profession.

Father's Profession and Student Success

In order to determine the success of the secondary school students differ according to their mothers' jobs, groups such as worker, civil servants – officer, teacher, engineer, advocates, and self–employed were done. Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-21.

Tablo-21
The Success of the Secondary School Students According to Their Fathers' Profession

FACTORS	PROFESSIONS	N	X	SS
TEACHER AND STUDENT	Workmen	26	47,38	6,729
	Civil Servants- Officers and Policemen	65	46,55	9,660
	Teachers	7	49,86	4,914
	Engineers – Doctors – Advocates	15	50,27	5,561
	Self – employed	91	46,52	9,095
	Total	204	47,03	8,705
FAMILY ENVIRONMENT	Workmen	26	33,50	4,198
	Civil Servants- Officers and Policemen	65	32,85	5,400
	Teachers	7	30,57	4,036
	Engineers – Doctors – Advocates	15	33,13	6,610
	Self – employed	91	32,18	5,165
	Total	204	32,57	5,201
LEARNING ENVIRONMENT	Workmen	26	38,04	6,576
	Civil Servants- Officers and Policemen	65	37,54	7,683
	Teachers	7	41,86	4,981
	Engineers – Doctors – Advocates	15	39,00	5,438
	Self – employed	91	36,86	7,061
	Total	204	37,55	7,061
LEARNING POSSIBILITTES	Workmen	26	32,27	6,037
	Civil Servants- Officers and Policemen	65	31,38	7,243
	Teachers	7	34,43	4,429
	Engineers – Doctors – Advocates	15	33,20	7,380
	Self – employed	91	31,64	6,674
	Total	204	31,85	6,752

FACTORS	Workmen	N	X	SS
OUTER POSSIBILITTES	Civil Servants- Officers and Policemen	26	25,88	5,156
	Teachers	65	25,82	5,634
	Engineers – Doctors – Advocates	7	27,00	2,517
	Self – employed	15	27,60	5,552
	Total	91	25,18	5,010
	Workmen	204	25,71	5,214

Continuation of Table- 21

Tablo-22

Variance Analysis Results of the Success of the Secondary School Students according to Their Fathers' Profession

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	4	255,092	63,773	,839	NO SIGNIFICANT DIFFERENCE
	WG	199	15126,731	76,014		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	4	74,301	18,575	,682	NO SIGNIFICANT DIFFERENCE
	WG	199	5417,596	27,224		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	4	211,291	52,823	1,061	NO SIGNIFICANT DIFFERENCE
	WG	199	9909,115	49,795		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	4	96,642	24,160	,525	NO SIGNIFICANT DIFFERENCE
	WG	199	9157,647	46,018		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	4	92,711	23,178	,850	NO SIGNIFICANT DIFFERENCE
	WG	199	5425,225	27,262		
	GT	203	5517,936	-		

As seen in Table-22, in all factor groups, a significant difference wasn't found in the solution of the factors that affect the success of the secondary school students according to their mothers' profession.

Income Level and Student's Success

In order to determine the success of the secondary school students differ according to income level, groups such as lower, middle, higher were done. Among these groups determined, the average and standard deviation of the instrument items related with the secondary school students' success were calculated and the findings concerned were given in Table-23.

Tablo-23

Success Status of Secondary School Students According to their Income Level

FACTORS	INCOME LEVEL	N	X	Sd
TEACHER AND STUDENT	Lower	90	46,04	8,971
	Middle	82	47,01	8,827
	Upper	32	49,84	7,113
	Total	204	47,03	8,705
FAMILY ENVIRONMENT	Lower	90	31,83	5,374
	Middle	82	32,90	5,222
	Upper	32	33,81	4,417
	Total	204	32,57	5,201
LEARNING ENVIRONMENT	Lower	90	36,22	7,082
	Middle	82	37,77	6,900
	Upper	32	40,75	6,501
	Total	204	37,55	7,061
LEARNING OPPORTUNITIES	Lower	90	31,33	6,842
	Middle	82	31,52	6,879
	Upper	32	34,13	5,841
	Total	204	31,85	6,752
EXTERNAL PPORTUNITIES	Lower	90	24,71	5,191
	Middle	82	25,90	5,244
	Upper	32	28,03	4,497
	Total	204	25,71	5,214

Tablo-24

Variance Analysis Results of Success Status of Secondary School Students according to Their Income Level

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	2	340,795	170,397	2,277	NO SIGNIFICANT DIFFERENCE
	WG	201	15041,029	74,831		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	2	107,303	53,651	2,003	NO SIGNIFICANT DIFFERENCE
	WG	201	5384,595	26,789		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	2	490,254	245,127	5,116	SIGNIFICANT DIFFERENCE $p < 0.05$
	WG	201	9630,153	47,911		
	GT	203	10120,407	-		
LEARNING POSSIBILITTES	BG	2	198,338	99,169	2,201	NO SIGNIFICANT DIFFERENCE
	WG	201	9055,951	45,054		
	GT	203	9254,289	-		
OUTER POSSIBILITTES	BG	2	265,259	132,630	5,075	SIGNIFICANT DIFFERENCE $p < 0.05$
	WG	201	5252,677	26,133		
	GT	203	5517,936	-		

Tablo-25

Scheffe Test Results of Success Status of Secondary School Students According to their parent's Income Level

FACTORS	(1) GROUP	(ll) GROUP	Mean Difference	Standar d error	Sig.
LEARNING ENVIRONMENT	Lower (X=46,04)	Upper (X=49,84)	4,52	1,42	SIGNIFICANT DIFFERENCE p<0.05
OUTER POSSIBILITTES	Lower (X=24,71)	Upper (X=28,03)	3,32	1.05	SIGNIFICANT DIFFERENCE p<0.05

According to table 25, in the analysis results of the factors that affect the school success of the secondary school success, it is seen that the difference between Learning Environment and external opportunities is significant in p< 05 level. In the Scheffe Test results in order to find the source of this difference, it is seen that the lower group differentiates from the high-income groups. It can be said that the students having high-income are more positive from the lower groups. It is seen that this is related with the facilities that families supply to their children.

Thus, we can say that the opportunities that children have brings the students success.

Turkish Lesson and Student Success

In order to determine the success of the secondary school students differ according to their success in Turkish lesson, groups such as lower, middle, higher were done.

Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-26.

Tablo-26

Success Status of Secondary School Students According to Turkish Lesson

FACTORS	LEVEL OF SUCCESS	N	X	Sd
TEACHER AND STUDENT	POOR	8	46,50	11,662
	AVERAGE	52	44,02	9,056
	GOOD	85	46,91	8,904
	VERY GOOD	59	49,93	6,716
	TOTAL	204	47,03	8,705
FAMILY ENVIRONMENT	POOR	8	31,75	6,585
	AVERAGE	52	30,85	5,720
	GOOD	85	32,69	4,950
	VERY GOOD	59	34,03	4,499
	TOTAL	204	32,57	5,201
LEARNING ENVIRONMENT	POOR	8	38,25	10,096
	AVERAGE	52	35,69	7,658
	GOOD	85	36,86	6,744
	VERY GOOD	59	40,10	5,854
	TOTAL	204	37,55	7,061
LEARNING OPPORTUNITIES	POOR	8	31,13	9,848
	AVERAGE	52	31,38	6,806
	GOOD	85	31,44	6,547
	VERY GOOD	59	32,95	6,580
	TOTAL	204	31,85	6,752
EXTERNAL OPPORTUNITIES	POOR	8	25,25	6,944
	AVERAGE	52	23,67	5,708
	GOOD	85	26,04	4,714
	VERY GOOD	59	27,10	4,755
	TOTAL	204	25,71	5,214

Tablo-27

Variance Analysis Results of Success Status of Secondary School Students According to Turkish Lesson

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	971,867	323,956	4,496	SIGNIFICANT DIFFERENCE $p<0.05$
	WG	200	14409,957	72,050		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	287,649	95,883	3,685	SIGNIFICANT DIFFERENCE $p<0.05$
	WG	200	5204,248	26,021		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	608,134	202,711	4,262	SIGNIFICANT DIFFERENCE $p<0.05$
	WG	200	9512,273	47,561		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	3	101,365	33,788	,738	NO SIGNIFICANT DIFFERENCE
	WG	200	9152,924	45,765		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	3	340,710	113,570	4,387	SIGNIFICANT DIFFERENCE $p<0.05$
	WG	200	5177,226	25,886		
	GT	203	5517,936	-		

According to Table-27, among the averages that affect the student success at school in Turkish lesson, in the "Teacher and Student, Family Environment, Learning Environment, and External Opportunities" factors, a significant difference is seen in $p < 05$ level. Scheffe Test was done in order to find the source of that difference between these lower factors and the results were given in Table-28.

Tablo-28

Scheffe Test results of Success Status of Secondary School Students According to Turkish Lesson

FACTORS	(1) GROUP	(ll) GROUP	Mean Difference	Standard error	Sig.
TEACHER AND STUDENT	AVERAGE (X=44,02)	VERY GOOD (X=49,93)	5,91	1,61	SIGNIFICANT DIFFERENCE p< 0.05
FAMILY ENVIRONMENT	AVERAGE (X=30,85)	VERY GOOD (X=34,03)	3,18	0,97	SIGNIFICANT DIFFERENCE p< 0.05
LEARNING ENVIRONMENT	AVERAGE (X=35,69)	VERY GOOD (X=40,10)	4,40	1,31	SIGNIFICANT DIFFERENCE P< 0.05
EXTERNAL OPPORTUNITIES	AVERAGE (X=23,67)	VERY GOOD (X=27,10)	3,42	0,96	SIGNIFICANT DIFFERENCE p< 0.05

The students who are very successful in Turkish lesson stated more positive opinion about the factors that affect their success more than the students who are less successful. These findings were derived from Scheffe Test results. The students who are very successful stated more positive points of view more than the students who are less successful in the factors Teacher and Student, Family Environment, Learning Environment, and External Opportunities. It can be said that the students become more successful in Turkish lesson when they are better in Teacher and Student, Family Environment, Learning Environment, and External Opportunities.

Mathematics Lesson and Student Success

In order to determine the success of the secondary school students differ according to their success in Math lesson, groups such as lower, middle, higher were done.

Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-29.

Tablo-29

Success Status of Secondary School Students According to Math Lesson

FACTORS	LEVEL OF SUCCESS	N	X	Sd
TEACHER AND STUDENT	POOR	46	45,37	9,714
	AVERAGE	50	46,10	8,182
	GOOD	56	47,57	8,663
	VERY GOOD	52	48,81	8,136
	TOTAL	204	47,03	8,705
FAMILY ENVIRONMENT	POOR	46	31,39	5,924
	AVERAGE	50	32,14	4,281
	GOOD	56	32,59	5,562
	VERY GOOD	52	34,02	4,709
	TOTAL	204	32,57	5,201
LEARNING ENVIRONMENT	POOR	46	35,89	8,122
	AVERAGE	50	36,92	6,907
	GOOD	56	37,59	6,572
	VERY GOOD	52	39,60	6,378
	TOTAL	204	37,55	7,061
LEARNING OPPORTUNITIES	POOR	46	30,98	7,154
	AVERAGE	50	31,44	6,990
	GOOD	56	32,30	6,649
	VERY GOOD	52	32,52	6,335
	TOTAL	204	31,85	6,752
EXTERNAL OPPORTUNITIES	POOR	46	24,54	5,932
	AVERAGE	50	25,08	5,291
	GOOD	56	26,18	4,617
	VERY GOOD	52	26,85	4,909
	TOTAL	204	25,71	5,214

Tablo-30

Variance Analysis Results of Success Status of Secondary School Students

According to Math Lesson

FACTORS	VK	Df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	350,815	116,938	1,556	NO SIGNIFICANT DIFFERENCE
	WG	200	15031,009	75,155		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	182,386	60,795	2,290	NO SIGNIFICANT DIFFERENCE
	WG	200	5309,511	26,548		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	364,198	121,399	2,489	NO SIGNIFICANT DIFFERENCE
	WG	200	9756,209	48,781		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	3	78,171	26,057	,568	NO SIGNIFICANT DIFFERENCE
	WG	200	9176,118	45,881		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	3	161,860	53,953	2,015	NO SIGNIFICANT DIFFERENCE
	WG	200	5356,077	26,780		
	GT	203	5517,936	-		

In the analysis of the factors that affect the success of the secondary school students in Math lesson, a significant difference wasn't seen.

It can be said that the students who have different success conditions have similar points of views in Math lesson.

History Lesson and Student Success

In order to determine the success of the secondary school students differ according to their success in History lesson, groups such as lower, middle, higher were done.

Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-31.

Tablo-31

Success Status of Secondary School Students According to History Lesson

FACTORS	LEVEL OF SUCCESS	N	X	Sd.
TEACHER AND STUDENT	POOR	5	44,80	12,775
	AVERAGE	32	47,34	8,154
	GOOD	76	47,42	8,378
	VERY GOOD	91	46,71	9,040
	TOTAL	204	47,03	8,705
FAMILY ENVIRONMENT	POOR	5	31,60	6,841
	AVERAGE	32	32,44	4,690
	GOOD	76	32,54	4,297
	VERY GOOD	91	32,70	5,992
	TOTAL	204	32,57	5,201
LEARNING ENVIRONMENT	POOR	5	35,80	12,377
	AVERAGE	32	37,72	6,639
	GOOD	76	37,05	6,993
	VERY GOOD	91	38,01	7,007
	TOTAL	204	37,55	7,061
LEARNING OPPORTUNITIES	POOR	5	32,20	9,203
	AVERAGE	32	33,25	7,535
	GOOD	76	31,36	6,399
	VERY GOOD	91	31,75	6,668
	TOTAL	204	31,85	6,752
EXTERNAL OPPORTUNITIES	POOR	5	25,00	7,382
	AVERAGE	32	25,69	4,862
	GOOD	76	25,71	5,174
	VERY GOOD	91	25,76	5,330
	TOTAL	204	25,71	5,214

Tablo-32

**Variance Analysis Results of Success Status of Secondary School Students
According to History Lesson**

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	48,707	16,236	,212	NO SIGNIFICANT DIFFERENCE
	WG	200	15333,116	76,666		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	6,951	2,317	,084	NO SIGNIFICANT DIFFERENCE
	WG	200	5484,946	27,425		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	54,360	18,120	,360	NO SIGNIFICANT DIFFERENCE
	WG	200	10066,047	50,330		
	GT	203	10120,407	-		
LEARNING POSSIBILITTES	BG	3	82,895	27,632	,603	NO SIGNIFICANT DIFFERENCE
	WG	200	9171,395	45,857		
	GT	203	9254,289	-		
OUTER POSSIBILITTES	BG	3	2,748	53,953	,033	NO SIGNIFICANT DIFFERENCE
	WG	200	5515,188	26,780		
	GT	203	5517,936	-		

In the analysis of the factors that affect the success of the secondary school students in History lesson, a significant difference wasn't seen. It can be said that the students who have different success conditions have similar points of views in History lesson.

Science Lesson and Student Success

In order to determine the success of the secondary school students differ according to their success in Science lesson, groups such as lower, middle, higher were done.

Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-33.

Tablo-33

Success Status of Secondary School Students According to Science Lesson

FACTORS	LEVEL OF SUCCESS	N	X	Sd.
TEACHER AND STUDENT	POOR	13	47,23	9,506
	AVERAGE	57	45,72	9,704
	GOOD	78	47,04	7,813
	VERY GOOD	56	48,30	8,670
	TOTAL	204	47,03	8,705
FAMILY ENVIRONMENT	POOR	13	33,92	3,989
	AVERAGE	57	31,40	6,546
	GOOD	78	32,15	4,166
	VERY GOOD	56	34,04	4,917
	TOTAL	204	32,57	5,201
LEARNING ENVIRONMENT	POOR	13	38,62	8,461
	AVERAGE	57	36,77	7,402
	GOOD	78	36,63	6,539
	VERY GOOD	56	39,39	6,869
	TOTAL	204	37,55	7,061
LEARNING OPPORTUNITIES	POOR	13	33,38	6,838
	AVERAGE	57	31,68	7,119
	GOOD	78	31,29	6,725
	VERY GOOD	56	32,43	6,463
	TOTAL	204	31,85	6,752
EXTERNAL OPPORTUNITIES	POOR	13	26,38	4,682
	AVERAGE	57	24,49	6,182
	GOOD	78	25,65	4,526
	VERY GOOD	56	26,88	4,991
	TOTAL	204	25,71	5,214

Tablo-34
Variance Analysis Results of Success Status of Secondary School Students
According to Science Lesson

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	189,283	63,094	,831	NO SIGNIFICANT DIFFERENCE
	WG	200	15192,540	75,963		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	235,172	78,391	2,982	SIGNIFICANT DIFFERENCE p<0.05
	WG	200	5256,725	26,284		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	305,720	101,907	2,077	NO SIGNIFICANT DIFFERENCE
	WG	200	9814,687	49,073		
	GT	203	10120,407			
LEARNING OPPORTUNITIES	BG	3	74,964	24,988	,544	NO SIGNIFICANT DIFFERENCE
	WG	200	9179,325	45,897		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	3	166,835	55,612	2,079	NO SIGNIFICANT DIFFERENCE
	WG	200	5351,101	26,756		
	GT	203	5517,936	-		

It is seen that there is a significant difference in p <0.05 level in "Family Environment" among the points of view about the school success in Science lesson.

A finding couldn't be found among the averages in this lower factor in the Scheffe Test results done in order to find out the reasons of this difference. The findings related with the topic are given in Table-35.

Tablo-35

Scheffe Test Results of Success Status of Secondary School Students According to Science Lesson

FACTORS	(1) GROUP	(ll) GROUP	Mean Difference	Standard error	Sig.
FAMILY ENVIRONMENT	Lower (X=35,39)	Upper (X=39,18)	3,79	1,30	**DIFFERENCE SİGNİFİCANT P< 0.05**

As seen in Table-35, the students who are very successful in Science lesson state better points of view more than the students who are less successful.

The students who are very successful in Turkish lesson stated more positive opinion about the factors that affect their success more than the students who are less successful. These findings were derived from Scheffe Test results. The students who are very successful stated more positive points of view more than the students who are less successful in the factors Teacher and Student, Family Environment, Learning Environment, and External opportunities. It can be said that the students become more successful in Turkish lesson when they are better in Teacher and Student, Family Environment, Learning Environment, and External opportunities.

In the analysis of the findings derived from the lower problems of Teacher and Student, Family Environment, Learning Environment, and External opportunities, a significant difference wasn't seen. This state also can be said to be the same as the history lesson in which the students have different success rate.

According to these findings, it can be said that the students who have a good family environment have better success in Science lesson.

Foreign Languages Lesson and Student Success

In order to determine the success of the secondary school students differ according to their success in Foreign Languages lesson, groups such as lower, middle, higher were done.

Among these groups determined, the average and standard deviation of the scale items related with the secondary school students' success were calculated and the findings concerned were given in Table-36.

Tablo-36

Success Status of Secondary School Students According to Foreign languages Lesson

FACTORS	LEVEL OF SUCCESS	N	X	Sd.
TEACHER AND STUDENT	POOR	15	48,20	8,719
	AVERAGE	51	44,96	9,712
	GOOD	73	47,67	7,489
	VERY GOOD	65	47,66	9,073
	TOTAL	204	47,03	8,705
FAMILY ENVIRONMENT	POOR	15	32,53	4,357
	AVERAGE	51	30,96	5,737
	GOOD	73	33,38	3,850
	VERY GOOD	65	32,94	6,026
	TOTAL	204	32,57	5,201
LEARNING ENVIRONMENT	POOR	15	38,53	8,114
	AVERAGE	51	35,39	7,978
	GOOD	73	37,41	5,683
	VERY GOOD	65	39,18	7,141
	TOTAL	204	37,55	7,061
LEARNING OPPORTUNITIES	POOR	15	32,80	7,022
	AVERAGE	51	31,00	7,568
	GOOD	73	31,90	5,895
	VERY GOOD	65	32,23	7,002
	TOTAL	204	31,85	6,752
EXTERNAL OPPORTUNITIES	POOR	15	26,67	4,337
	AVERAGE	51	24,53	5,449
	GOOD	73	25,51	4,845
	VERY GOOD	65	26,65	5,498
	TOTAL	204	25,71	5,214

Tablo-37

Variance Analysis Results of Success Status of Secondary School Students According to Foreign languages Lesson

FACTORS	VK	df	Sum of Squares	Mean Square	F	Sig.
TEACHER AND STUDENT	BG	3	294,839	98,280	1,303	NO SIGNIFICANT DIFFERENCE
	WG	200	15086,985	75,435		
	GT	203	15381,824	-		
FAMILY ENVIRONMENT	BG	3	189,228	63,076	2,379	NO SIGNIFICANT DIFFERENCE
	WG	200	5302,669	26,513		
	GT	203	5491,897	-		
LEARNING ENVIRONMENT	BG	3	427,061	142,354	2,937	SIGNIFICANT DIFFERENCE $p<0.05$
	WG	200	9693,346	48,467		
	GT	203	10120,407	-		
LEARNING OPPORTUNITIES	BG	3	60,022	20,007	,435	NO SIGNIFICANT DIFFERENCE
	WG	200	9194,267	45,971		
	GT	203	9254,289	-		
EXTERNAL OPPORTUNITIES	BG	3	144,789	48,263	1,796	NO SIGNIFICANT DIFFERENCE
	WG	200	5373,147	26,866		
	GT	203	5517,936	-		

Tablo-38

Scheffe Test Results of Success Status of Secondary School Students According to Foreign languages Lesson

FACTORS	(l) GROUP	(ll) GROUP	Mean Difference	Standard error	P
LEARNING ENVIRONMENT	Lower (X=35,39)	Upper (X=39,18)	3,79	1,30	SIGNIFICANT DIFFERENCE $P< 0.05$

As seen in Table-38, in "Learning Factor" among the factors that affect the school success in school in Foreign languages lesson, a significant difference was seen in p <05 level. These findings were derived in Scheffe Test results in order to find out the source of the difference among these averages.

The students who are very successful in foreign languages lesson stated more positive opinion about the factors that affect their success more than the students who are less successful. The students who are very successful stated more positive points of view more than the students who are less successful in Learning Environment factor.

According to these findings, when the students have better family relations in Foreign languages lesson, they have better success in Science lesson.

CHAPTER V

RESULTS and SUGGESTIONS

This study has aimed at determining the factors affecting school success of secondary school students of Ministry of Education and Culture at Turkish Republic Northern Cyprus.

After the factor analysis of the 46 items of the questionnaire prepared for this study, dimensions of the questionnaire are named as follows:

1. Teacher and students

2. Family atmosphere

3. Learning atmosphere

4. Learning opportunities

5. External opportunities

6. Reliability analysis showed that the questionnaire is reliable (0,93).

5 point Likert type questionnaire has been used. The dimensions of the questionnaire ranged from strongly agree to strongly disagree (strongly agree, agree, partially agree, disagree and strongly disagree). It is identified whether there is a significant difference between secondary school students' responses and

1. Their gender,

2. Their mother's education level,

3. Their father's education level,

4. Their mother's profession,

5. Their father's profession,

6. Income level of their parents,

7. Their success level from Turkish lesson

8. Their success level from Mathematics lesson

9. Their success level from History lesson

10. Their success level from Science lesson

11. Their success level from foreign languages lesson

Findings in relation to Demographic information

1. 51% of the samples are females and 49% of them are males.

2. 18,1% of their mothers are primary school graduates; 16,7% of them are secondary school graduates; 45,1% of them are high school graduates and 20,1% of them are university graduates.

3. 19,6% of their fathers are primary school graduates; 18,1% of them are secondary school graduates; 33,8% of them are high school graduates and 28,4% of them are university graduates.

4. 45,6% of their mothers are housewives; 32,4% of them are self-employed; 18,1% of them civil servants, officer and policewomen; 2,5% of them are engineers, doctors and advocates; and 1,5% of them are teachers.

5. 44,6% of their fathers are self-employed; 31,9% of them are civil servants, officers and policemen; 12,7% of them are workmen; 7,4% of them are engineers, doctors and advocates and 3,4% of them are teachers.

6. 44,1% of them have lower income level; 40,2% of them have average income level and 15,7% of them have higher income level.

7. When considering success level of the samples from Turkish lesson, results have revealed that 41,7% of them have average level of success; 28,9% of them have poor of level of success; 25,5% of them have good level of success and 3,9% of them have excellent level of success.

8. Responses of the samples have showed that 27,5% of them have average level of success from Mathematics lesson; 25,5% of them have poor of level of success; 24,5% of them have good level of success and 22,2% of them have excellent level of success.

9. When considering success level of the samples from History lesson, results have revealed that 44,6% of them have poor level of success; 37,3% of them have average of level of success; 15,7% of them have good level of success and 2,5% of them have excellent level of success.

10. When considering success level of the samples from Science lesson, results have revealed that 38,2% of them have average level of success; 27,9% of them have good level of success; 27,5% of them have poor level of success and 6,4% of them have excellent level of success.

11. When considering success level of the samples from Foreign Languages lesson, results have revealed that 25% of them have good level of success, 27% of them have average level of success; 21,5% of them have poor of level of success; and 16% of them have excellent level of success.

Results showing the responses by the secondary school students in relation to sub-dimensions:

1. There is a significant difference between the gender of the samples and factors affecting the school success which are "teacher and student", family atmosphere", "learning atmosphere", "learning opportunities", and "external opportunities".

2. Mean scores obtained from female students in every sub-dimension are greater than mean scores of male students. Female students' responses in relation to factors of "teacher and student", "family atmosphere" and "learning

atmosphere" are more positive than responses of male students. Therefore, it can be said that learning desire of female students are stronger than male students' learning desires.

3. There is not any significant difference between the mean scores of the factors affecting the school success when profession of the samples' mothers is identified.

4. There is not any significant difference among the profession of the mothers of the samples and the factors affecting the school success in every dimension.

5. There is not any significant difference between factors affecting the school success and profession of the samples' fathers.

6. There is a significant difference between the income level of the samples and the two of the factors affecting the school success which are "learning atmosphere" and "external opportunities" ($p < 0.05$). Scheffe test has been applied to see the reason of this difference and has been found out that there is a significant difference between the samples whose families have lower income and higher income. Perceptions of the samples from higher income in relation to the factors affecting their school success are more positive than the perceptions of the samples from lower income in relation to the factors affecting their school success. This finding is closely related to the opportunities that families offer to their children.

7. It is clear from this finding that there is a significant difference between the opportunities offered to the students and school success.

8. There is a significant difference between three dimensions affecting the school success which are "teacher and student", "family atmosphere", "learning atmosphere" and "external opportunities" at Turkish lesson ($p < 0.05$).

9. Scheffe test has been applied to see the reason of this difference and has been found out that there is a significant difference between the samples that have good success from Turkish lesson and the samples that have average success

from the same lesson.

10. Perceptions of the samples that have good success from Turkish lesson are more positive than the perceptions of the samples that have average success from the same lesson. This finding shows that school success from Turkish lesson is increasing when students are good at their teachers as well as when they have good family atmosphere, learning opportunities and external opportunities.

11. There is not any significant difference between the mean scores obtained from the Mathematics lesson of the samples and the factors affecting the school success.

11. This finding reveals that students who have different school success from Mathematics lesson have similar perceptions.

12. There is a significant difference between one of the factors affecting the school success which is "family atmosphere" at Science lesson ($p<0.05$).

There is not any significant difference between the mean scores of the factors which are "teacher and student", "learning atmosphere" and "external opportunities" at Science lesson. This finding reveals that students who have different school success from Science lesson have similar perceptions and having good as well as positive family atmosphere bring school success at Science lesson.

13. There is a significant difference between the mean score of one factor affecting school success which is "learning atmosphere" at foreign languages lesson. Perceptions of the students who have excellent performance on foreign languages lesson are more positive than the perceptions of the students who have average and poor performance.

Results of dimensions of the questionnaire which are used for the purpose of this study can be summarized as follows:

1. Female students' responses are more positive than male students at "teacher and student" dimension.

Those who have excellent performance respond more positive than those who have average performance at Turkish lesson.

2. Female students' responses are more positive than male students at "family atmosphere" dimension.

Those who have excellent performance respond more positive than those who have average performance at Turkish lesson. Similarly, those who have excellent performance respond more positive than those who have average performance at Science lesson.

3. Female students' responses are more positive than male students at "learning atmosphere" dimension.

Those who have high rate of income respond more positive than those who have lower income.

Those who have excellent performance respond more positive than those who have average and poor performances at foreign languages lesson.

4. Female students' responses are more positive than male students at "external opportunities" dimension.

Those who have high rate of income respond more positive than those who have lower income.

SUGGESTIONS

Following suggestions can be made in relation to the factors affecting student success:

1. Many factors need to be identified at the same time in order to increase the school success of poor students.

2. Since many non-mental factors, which are apart from students' cognitive or competence level, are affecting the academic success of the students, studies need to be concentrated on this direction.

3. It is necessary to know that the reason of being unsuccessful may be related to the atmosphere of students' family or friend as well as attitudes of teachers or school administrators.

4. The most important source of increasing the student school success and giving necessary and healthy assistance to the students is the guidance services at schools. Therefore, it is necessary to make these services strong and widespread in order to be able to use them effectively.

5. Teachers should be careful to the developmental characteristics of the students while doing their lessons; give current and concrete examples to be able to make students comprehend abstract concepts; and do experiments from science and mathematics based lessons to make students comprehend lessons more accurately.

6. Families should observe their children's special attitudes and developments closely and orient them towards their abilities and capabilities.

7. When there is poor performance by the children, it is necessary to search for the reasons of failure without being panic and communicate with the school staff and teachers immediately.

8. It may be possible to do further research on factors affecting students' school success from different education levels and schools.

9. It may also be possible to do further research on personality characteristics of good learners and poor learners studying at secondary schools.

10. While raising teachers, curriculum of Education Faculties should contain more lessons regarding techniques of how to know students as well as branch-specific knowledge.

11. There should be more studies on efforts of families in relation to factors affecting their children's school success.

12. Similarly, there is a need to do further research on models and strategies regarding thinking strategies affecting student school success.

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APPENDICES

NORTH CYPRUS TURKISH REPUBLIC MINISTRY OF
EDUCATION GENERAL SECONDARY EDUCATION
DEPARTMENT DIRECTORATE

09.03.2006

Number: <u>G.O.Ö.D</u> 35/2006

Dear. İbrahim Yağan <u>Rehber Öğretmen</u>
Near East University Lefkoşa.

Your application was examined by <u>Talim ve Terbiye Dairesi</u>, and the application of the inquiry questions, about "The Factors that Affect the Success of Secondary School Students", was seen appropriate for primary school students.

But, before applying the inquiry, a consultation should be done with the Directorate and when it should be done should be determined together.

After applying the inquiry, the results should be transmitted to <u>Talim ve Terbiye Dairesi</u>. Yours respectfully.

Yeter ARSLAN
Müdür

CA/PC

(90) (392) 228 3136 - 228
8187 (90) (392) 227 8639
meb@mebnet.nct

Lefkoşa-KBRIS

APPENDIX -2

INFORM CONSENT FORM

Dear Student,

This questionnaire has been prepared for identifying the factors affecting secondary school students' success and will be used as a thesis study. The aim of the study depends on the honesty and the sincerity of the answers you will give. There are 46 questions below; the first part is **Personal knowledge**, and the second part is **The Factors Affecting Your Success**. Please read each sentence carefully and choose the best choice that is suitable for you. Choose one choice for each question.

In the questionnnaire; there are 5 choices near each question. Put an (X) to the choice that is close to you. Do not think for a long time for each question. Give quick and sincere answers as possible as you can. If you can't decide, choose the first choice you think. Please be sure you answer all the questions.

Thank you for your valuable assistance.

İbrahim YAĞAN

1) Your gender

a) Female ( )   b) Male ( )

2) What kind of school do you attend?
a) Governmental School ( )   b) Private School ( )

3) Your mother's educational level
a) Primary school   ( )   c) High school   ( )
b) Secondary school   ( )   d) University   ( )

4) Your father's educational level
a) Primary school   ( )   c) High school   ( )
b) Secondary school   ( )   d) University   ( )

5) Profession of your mother and father
a)   Your mother:......................
b)   Your father:......................

6) Your parent's monthly income:
a) (Low)   Between 1 billiard – 500 millions- ( )
b) (Middle) Between 1 billiard 501 millions – 3 billiards ( )
c) (High)   More than 3 billiards ( )

7) Your success in the lessons;

	Poor	Average	Good	Very Good
Turkish	( )	( )	( )	( )
Maths	( )	( )	( )	( )
History	( )	( )	( )	( )
Science..................... ..	( )	( )	( )	( )
Foreing language.........	( )	( )	( )	( )

APPENDIX -3

PART II SUCCESS EVALUATION QUESTIONNAIRE

In this part, there are 46 factors. Put an (X) to the choice that suits you most.	I Strongly Agree	I Agree	I Partialy Agree	I Disagree	I Strognly Disagree
1) I should have a peaceful family atmosphere.					
2) My family should take care of my school problems.					
3) My family should let me have short holiday.					
4) My family should take care of my lessons.					
5) My family should let me go to a private institution to have private lessons					
6) My family should buy books for the preparation of the university exam					
7) My family should let me have special lesson					
8) My family should believe that I will be successful					
9) My family should meet with my teachers for the lessons I'm unsuccessful					
10) I should have a private room in which I can study					
11) I should be willing for the lesson					
12) I should make a pre-study for the lesson					
13) I should make daily studies					
14) I should make a pre-study for the topics which we will study in the lesson					
15) I should rest one day before the exams					
16) I should study my lessons in a programmed way					
17) My class should have a small number of students					
18) Laboratories should be sufficient in my school.					
19) School library should be sufficient in my school					
20) Playgrounds should be sufficient in my school					
21) The social activities should be sufficient in my school					
22) My teacher should be a friend to me					
23) My teacher should be willing to teach					
24) My teacher should repeat the topic I don't understand					
25) My teacher should teach us giving examples					
26) My teacher should make group work					

	I Strongly Agree	I Agree	I Partialy Agree	I Disagree	I Strognly Disagree
27) My teacher should make a relation with the new topics and the previously learnt ones.					
28) My teacher should take use of subsidiary books as well.					
29) My teacher should let us have discussion groups					
30) My teacher should teach the topic in a detailed way					
31) My teacher should make test exams					
32) My teacher should announce exam results quickly					
33) My teacher should correct my mistakes after each exam					
34) My teacher should use different methods in the lesson.					
35) My teacher should use tools and devices in the lesson.					
36) My teacher should explain the aims of the lesson.					
37) My teacher should use the lesson efficiently.					
38) My teacher should be democratic.					
39) My teacher should be interested in my problems.					
40) School management should arrange the weekly programme according to the characteristics of the lessons					
41) School management should be impartial in applying the school rules					
42) School management should have meetings with the parents when necessary					
43) School management should improve the physical atmosphere of the school					
44) Guidance services should explain effective study methods					
45) Guidance services should solve the problems I have in the lessons					
46) Guidance services should give information about the schools which get the students by making an exam					

Note: State the topics you should like to share if there are any:

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Thanks.