Examining the Turkish course success of secondary students in the context of various factors with the structural equality model (SEM)

a Selvi DEMİR*

a Kilis 7 Aralık University, Kilis, Turkey

Abstract

This research was created in order to detect the indirect, direct and total effects of some factors affecting the academic success of secondary school students in Turkish courses. Concordantly, in the research, the explanatory and predictive relationships between students' individual verbal expression self-efficacy perceptions, group verbal expression self-efficacy perceptions, motivation towards school and demographic characteristics (gender, number of siblings, education level of parents) as well as various variables (number of books at home, number of book pages read daily, the daily television watching frequency and daily internet use frequency) and academic success in Turkish lessons were examined. In the study group of the research, there are 506 eighth grade students studying in seven public secondary schools in the city center of Kilis. The data obtained were analyzed with a structural equation model to reveal the indirect and direct causality between internal and external variables through structural equations. As a result of the research, individual verbal expression self-efficacy perceptions and motivation towards school have only indirect effects on students' academic success in Turkish lessons, group verbal expression self-efficacy perception, number of siblings and father's education level have only direct effects. Besides, gender, the number of books at home and the number of daily book pages read have both indirect and direct effects on the academic success of students in Turkish lessons. However, in the study, it was detected that individual verbal expression self-efficacy perceptions, gender, number of books at home, number of daily book pages read, and motivation towards secondary school had indirect and/or direct effects on group verbal expression self-efficacy.

Keywords: Turkish course; academic success; secondary school; structural equality model (SEM)

* Corresponding author: Selvi DEMİR. ORCID: 0000-0002-7043-7414
 E-mail address: slvdmr@gmail.com

1. Introduction

1.1. Introduce the problem

Academic success, expressing the general academic averages or achievement test scores of the students (Fan & Chen, 2001), is among the goals desired to be achieved in Turkish education, as in other disciplines. In fact, bringing the education system to a better level by questioning how to improvement the academic success of students, identifying the variables causing failure and producing solutions on how to eliminate them has almost always been the main aim of the studies in the area of education (Uzun & Çokluk Bökeoğlu, 2019).

In addition to the forceful relationship between academic success and socioeconomic status in Turkey, it is known that socioeconomic status is the most important variable determining students' performance at primary school level (Oral & McGivney, 2014). The results of both international and national studies reveal that students whose parents have a higher socioeconomic level (Anıl, 2009; Chiu, 2007; Karabay, 2012; Kocaman, 2009; Sun & Bradley, 2012; Polat, 2009) and a higher education level (Anıl, 2009; Karabay, 2012; Özer, 2009; Wang, 2004) are more likely to be successful.

Beside this, it would be an incomplete evaluation to limit the academic success of students only to socioeconomic or demographic characteristics. Thus, there are findings that the affective characteristics of students have a decisive influence on their academic success. Affective characteristics affect the effort to take an active role in the process of learning and student achievement (Erden& Akman, 2011; Klomegah, 2007; Özkan & Yıldırım, 2013; Tok, 2008). Interest, attitude, motivation, awareness, self-confidence, self-efficacy perceptions are some of the affective factors. Senemoğlu (2009) points out that characteristics such as academic attitude, academic self, and interest in the mastery learning model are defined as affective input characteristics and that these characteristics have the power to explain 25% of the differences in student achievement. When the results are taken into account of the student survey in the current and comprehensive study titled "Turkish-Mathematics-Science Student Achievement Monitoring Research (TMS-AMR)-I: 2019 4th Grade Level", it has been deciphered that "there are significant and positive relationships between students' learning motivation, their self-confidence, their parents' interest in education and their subtest scores" (MNE, 2019).

Motivation included in the affective characteristics expresses the resource power required for the individual to take action and take action (Akbaba, 2006). When considered from the point of view of students, motivation for school refers to the resource power required to ensure the attendance of students to school, to comply with school rules and to fulfill their school-related responsibilities expected from them. There are various studies (Alderman, 2004; Boyd, 2002; Linnenbrink & Pintrich, 2002; Khalila,

2015) revealing that motivation is effective on students' academic success and performance.

While speaking (verbal expression) and writing constitute expression skills of language, reading and listening constitute comprehension skills. People who are social beings resort to different ways such as verbal, written and non-verbal communication in order to convey their feelings and thoughts, to express themselves, in short, to communicate with each other. However, among these, verbal expression skills are preferred more than other skills in order to convey the feelings, thoughts and wishes of the individual (Temizyürek, 2007). Among the main purposes of Turkish education given in secondary schools in Turkey is the acquisition and development of four basic language skills, and among these basic language skills, verbal expression is the skill bringing the student together with daily life and enables them to socialize. Despite this, unfortunately, there is a student profile that is afraid to speak in schools, has a limited vocabulary and has not developed verbal expression skills (Kara, 2009). As a matter of fact, although there are Turkish lessons at every level of education from primary education to the end of higher education, it is emphasized in many studies that there are various problems in language use (Alyılmaz, 2010; Çalhan, 2012; Demir, 2020; Gür, 2011; Kara, 2009; Kundakçı & Kapağan, 2015; Şahin, 2007). Although it is witnessed that the verbal expressions of a small number of individuals are sufficient in social life, the inadequacy of verbal expression in both schools and academic studies draws attention. However, as in other fields, it is important to know the level of proficiency of individuals for the language they use in language teaching. Because, regardless of the field, the individual's feeling of self-sufficiency positively affects his achievement in that field. Therefore, determining the competencies related to language use in ensuring achievement in Turkish course; if any, elimination of deficiencies or errors improvement of teaching style will open the path for the improvement and development of the teaching style and will strengthen the hand of the educators on the functionality of the education provided. One of the competencies related to language use is the perception of verbal expression self-efficacy. Perception of self-efficacy is individuals' belief in how they feel, behave, think and motivate themselves (Bandura, 1997; Zimmerman, 1995). In fact, studies conducted within the scope of different disciplines have concluded that as the level of self-efficacy perception increases, the academic success of the individual also increases (Aydın, Demircan & İnnalı, 2015; Baş & Şahin, 2012; Ekici, 2005; Zimmerman, 1995). Verbal expression self-efficacy perception, on the other hand, can be defined as the belief in the power of verbal expression or verbal expression skill (Demir & Börekçi, 2022) or the perception of the individual's ability to use verbal expression skills (Oğuz, 2016).

When the current national studies on Turkish course academic success is examined, it is possible to reach many studies dealing with the subject from various angles. For instance; there are studies examining the effects of socio-economic characteristics of students (Gelbal, 2008; Kılıç &Haşımoğlu, 2017); attitude towards Turkish lesson

(Kazazoğlu, 2013); student and school characteristics (Güvendir, 2014); various methods, approaches or learning styles (Akçay & Şahin, 2012; Arslan & Babadoğan, 2005; Gümüş & Buluç, 2007; Maden & Dinç, 2017; Özerbaş & Öztürk, 2017); geometry self-efficacy (Çağıran Gülten & Soytürk, 2013) on the Turkish course academic success. It is seen that the existing studies, each of which is valuable in the name of the field, mainly consist of studies evaluating the Turkish course academic success from one or several aspects, and therefore approach the subject from a limited perspective. However, as mentioned before, since there are various conditions (socioeconomic status, affective characteristics, various variables, etc.) affecting academic success, studies in which these situations are evaluated together are needed in order to reach more realistic consequences.

In the current research, the achievements of secondary school students in Turkish lessons; "verbal expression self-efficacy perceptions, motivation towards school, demographic characteristics such as gender, number of siblings, parents' education level, and variables including the number of books at home, the number of pages of books read daily, the frequency of watching television daily and the frequency of daily internet use" were questioned. In the meantime, within the scope of the research, it is also aimed to examine the mediating role of individual verbal expression self-efficacy perceptions and group verbal expression self-efficacy perceptions on Turkish academic success (TAS). Therefore, answers to the following related questions are being sought:

- "What is the magnitude and direction of the direct and mediating effects of secondary school students' individual verbal expression self-efficacy perceptions on their Turkish course academic success?"

- "What is the magnitude and direction of the direct and mediating effects of the group verbal expression self-efficacy perceptions of secondary school students on their Turkish course academic success?"

- "The magnitude of the direct and indirect effects of the variables of secondary school students' motivation towards school, gender, number of siblings, parental education level, number of books at home, number of pages of books read daily, frequency of watching television daily, frequency of daily internet use on the Turkish course academic success and what is the direction?"

2. Method

This research is a descriptive study aims to determine secondary school students' perceptions of verbal expression self-efficacy, their motivation towards secondary school, and the effect of various variables (gender, number of siblings, number of books at home, education level of father, education level of mother, number of pages of books read, frequency of watching television daily, frequency of daily internet use) on Turkish course academic success through the structural equation model.

2.1. Participant (subject) characteristics

The participants of the research are 506 eighth grade students studying at 7 different secondary schools (*SS1, SS2, …*) in the city center of Kilis in 2021-2022 academic year. 55.5% (n=281) of the students aged between 12-14 are girls and 44.4% (n=225) are boys.

Table 1. Introductory information about the study group

Secondary School	Gender		Total
	Girl	Boy	
SS1	49	40	89
SS2	61	49	110
SS3	36	27	63
SS4	35	25	60
SS5	38	28	66
SS6	38	30	68
SS7	24	26	50
Total	281	225	506

2.2. Sampling procedures

The approval of the research ethics committee was obtained before the data of this research were collected. In addition, all participants were informed about the subject and scope of the research before the research. The students involved in the study gave their consent and participated on a voluntary basis.

2.3. Data collection tools

Information about the data collection tools used in this research is given below.

2.3.1. Personal information sheet
Participants' "gender, number of siblings, number of books at home, father's education level, mother's education status, number of book pages read, daily television watching

frequency, daily internet usage frequency, and Turkish course academic success" were collected through the "Personal Information Form" created by the researchers.

2.3.2. Secondary school verbal expression self-efficacy perception scale

"Secondary School Verbal Expression Self-Efficacy Scale" (SSVESS), one of the data collection instruments of the research, is a four-point Likert-type measurement tool developed by Demir and Börekçi (2022). "Secondary School Verbal Expression Self-Efficacy Perception Scale", consisting of two sub-dimensions consists of 27 items; "individual verbal expression self-efficacy perception" consisting of 12 statements and "group verbal expression self-efficacy perception", which does not contain reverse items, consists of 12 statements. Factor loading values of all items are .44 and item-total correlation values are above .34. The answers given to each item of the scale, which is a four-likert type, correspond to scores ranging from 1 to 4. The lowest score that can be obtained for the entire scale is 27; the highest score is 108. For the "Secondary School Verbal Expression Self-Efficacy Perception Scale", it was detected that the TLI was 0.91 and the CFI was 0.92. The TLI and CFI indices being above 0.90 and the RMSEA value of 0.05 below 0.08 corresponds to a good fit. Besides, it is seen that the Chi-Square (x^2) value is 1098.769 and the df value is 323. When the explained variance ratios of the SSVESS were examined, .23 (23%) of the "individual verbal expression" (IVE) dimension and .37 (37%) of the "group verbal expression" (GVE) dimension were explained. All factor loadings and explained variance rates were statistically significant at the .01 level. When the internal consistency coefficients were examined, it was found that .81 for the "individual verbal expression" dimension and .83 for the "group verbal expression" dimension of the scale. In addition, it was detected that the reliability coefficient (Cronbach's alpha) value of all items was .89. These reliability coefficient values obtained show that SSVESS is a reliable scale (Demir & Börekçi, 2022).

2.3.3. Academic motivation scale for secondary school students

"Academic Motivation Scale for Secondary School Students", one of the data collection tools of the research, is a measurement tool developed by Vallerand and his friends (1989) based on "Theory of Autonomy" and adapted into Turkish by Yurt and Bozer (2015). This scale consists of seven subscales: "intrinsic motivation to know", "intrinsic motivation to success", "intrinsic motivation to experience stimulation", "internally reflected extrinsic motivation", "extrinsic motivation-external regulation", "determined extrinsic motivation" and "lack of motivation". The Cronbach's alpha values calculated for the sub-dimensions vary between 0.61 and 0.80. The factor load values of all items in the scale, which consists of a total of 28 items, vary between .48 and .80. The answers given to each item of the seven-likert-type scale correspond to scores ranging from 1 to 7. The lowest score that can be taken from the scale is 28; the highest score is 196. The Chi-Square (x^2) value of the "Academic Motivation Scale for Secondary School Students" adapted into Turkish was found to be 778.88, sd= 325, CFI=0.90, GFI=0.86, AGFI=0.83,

SRMR=0.06, RMSEA=0.06. A good fit corresponds to a TLI and CFI indices above 0.90 and a RMSEA value of 0.06 below 0.08. These reliability coefficient values obtained show that the "Academic Motivation Scale for Secondary School Students" is a reliable scale (Yurt & Bozer, 2015).

2.4. Data collection and analysis

Scientific ethics and citation rules were followed in the process of collecting and writing the data of this study titled "Examination of Secondary School Students' Turkish Course Success in the Context of Various Factors with the Structural Equation Model (SEM)", and no falsification was made on the collected data. In addition, attention was paid to the fact that the participants were volunteers in terms of compliance with ethical rules. Before applying the data collection tools, they were informed about the research, it was stated that the information obtained would not be used by others, they would only be used in the said research, their personal information would be kept confidential, they had the right to withdraw from the research at any time and participation in the research was voluntary. It took about 20 minutes to fill out the research forms.

In this study, first of all, a theoretical path diagram was developed according to the structural equation model presented in figure 1 within the framework of the current literature review. According to this model, while exogenous variables are "gender, number of siblings, number of books at home, father's education level, mother's education level, number of book pages read, daily television watching frequency, daily internet use", motivation for secondary school, and verbal self-expression competencies with individuals and groups; Turkish course academic success is an endogenous variable. In the study, it is hypothesized that all exogenous variables have direct effects on the endogenous variable. The hypotheses were tested with the structural equation model (figure 1).
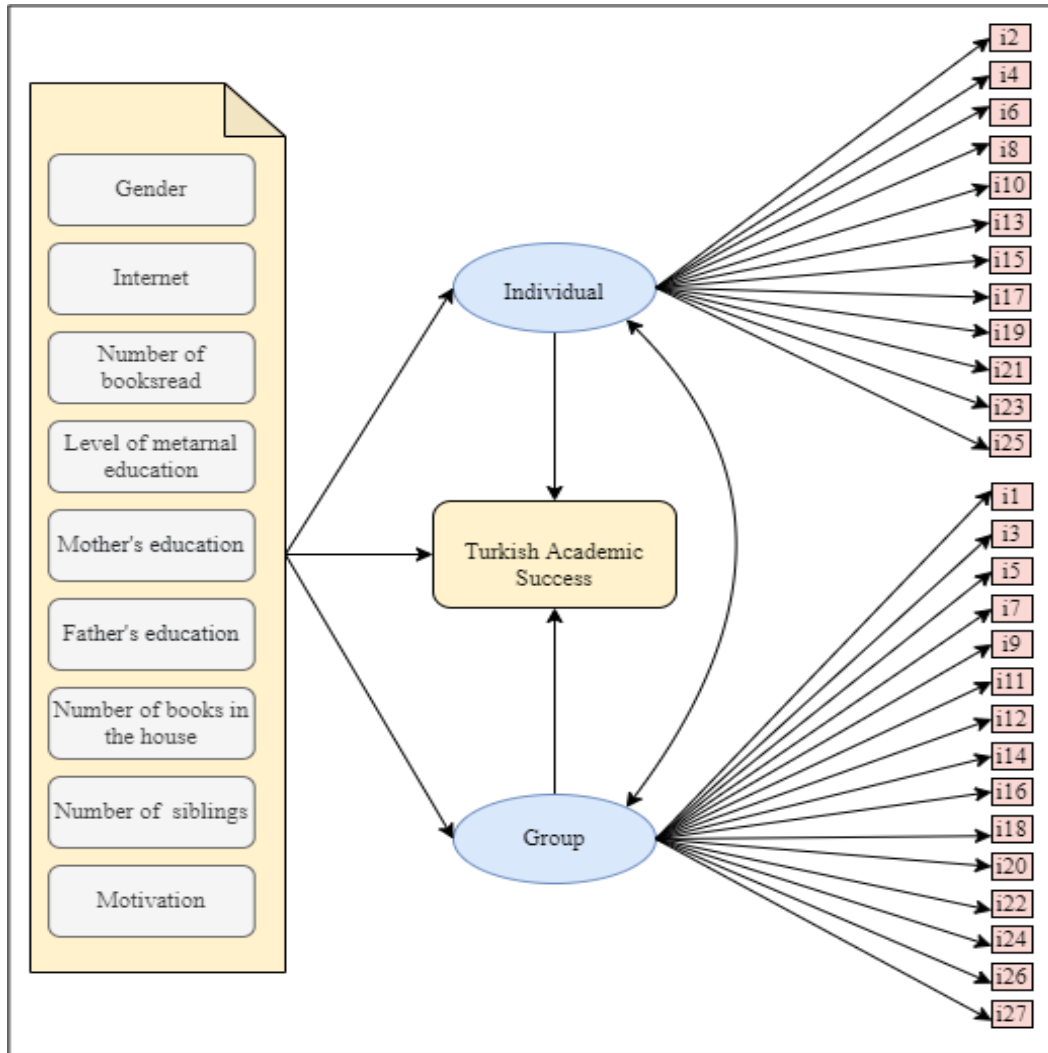
Figure 1. Hypothesized path diagram

In the study, the categorical variables were "gender, number of siblings, number of books at home, father's education level, mother's education level, number of pages of books read daily, frequency of watching television daily, frequency of daily internet use" and verbal expression self-efficacy in individuals and groups; the total score of the motivation towards secondary school was taken and used as a continuous variable in the analysis. In the analysis of the data, Mplus statistical program developed by Muthen & Muthen (2012) was used. Since the hypothesized model did not fully correspond to the data and some effects were not statistically significant (p>.05), this model was revised and the final model presented in figure 2 was reached. The averages and standard

deviations of the total scores of the variables and the correlation values between the variables are given in table 2.

Table 2. Descriptive statistical values of variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1.Turkish	1											
2.Gender	-.267*	1										
3.Number of siblings	-.161*	-.063	1									
4.Number of books	.357*	-.122*	-0.071	1								
5.Father's education	.238*	.05*	-.159*	.351*	1							
6.Mother's education	.177*	.035	-.220*	.343*	.530*	1						
7.Number of pages read	.360*	-.201*	-0.03	.303*	.164*	.105*	1					
8.Using internet	-.090*	.157*	-.069	.014	.076	.124*	-.054	1				
9.Watching TV	-.183*	.092*	.009	-.168*	-.129*	-.090*	-.156*	.182*	1			
10.Motivation	.171*	-.129*	.042	-.001	-.097*	-.137*	.142*	-.112*	-.067	1		
11.IVE	.276*	.007	-.068	.131*	.120*	.051	.176*	-.04	-.079	.211*	1	
12.GVE	.415*	-.183*	-.058	.217*	.099*	.091*	.285*	-.106*	-.121*	.340*	.701*	1
Average	4.00	1.44	2.70	2.24	2.23	1.75	3.38	2.78	2.79	155.33	32.95	44.89
Standard Deviation	1.08	.50	1.15	1.41	1.04	.90	1.71	1.34	1.13	24.48	6.37	7.36

3. Results

3.1. Findings on model data compliance

Model data compliance statistics for the hypothesized model in figure 1 in the current study χ^2 (574)= 4195.944, p=.000; CFI=0.37; TLI=0.31; RMSEA= 0.11 (90%CI: 0.10, 0.11); WRMR=2.888 was found. When these values are evaluated according to the threshold values, it indicates that the hypothesized model does not well correspond with the data. In addition, some of the effects (paths) in this model were omitted from the model because the mother's education level, daily television watching frequency and daily internet usage frequency were not statistically significant (p>.05). However, necessary modifications were made in terms of theory and statistics. Therefore, since the direct effect of motivation towards school on Turkish course academic success was not statistically significant (p>.05), it was excluded from the hypothesized model; but its indirect effect was included in the model. Both the direct and mediating effects of individual verbal expression self-efficacy perception on Turkish course academic success

were excluded from the hypothesized model and added to the model as an indirect effect. Additionally, the indirect effects of father education level and number of siblings on Turkish course academic success were excluded from the hypothesized model. After the changes made, the model was reanalyzed, and the final version of the model was called the "selected model". Model data appropriate statistics for the selected road diagram presented in figure 2 are χ^2 (506)= 933.409, p=.000; RMSEA= 0.041 (90%CI: 0.037, 0.045); CFI=.93; TLI=.92; WRMR=1.219. These values reveal that the preferred model fits well with the data. The variance rates explained for Turkish course academic success, individual verbal expression self-efficacy rates and group verbal expression self-efficacy perception were statistically meaningful (p<.05) and were found to be .23, .80 and .92, respectively.

As stated before, in this study, firstly, a theoretical path diagram was developed based on the structural equation model presented in figure 1 within the framework of the current literature review. However, since the hypothesized model did not fit well with the data, the selected final model presented in figure 2 was obtained in line with the necessary modifications. According to the model in figure 2, the effects of all exogenous and mediating variables on endogenous variables are given in table 3.

Table 3. Indirect, direct and total effect sizes on external and internal variables

Extrinsic Variables	*Internal Variables*		
	IVE	*GVE*	*TAS*
	---	.80*	---
IVE	---	---	*.22*
	---	.80*	.22*
	---	---	.28*
GVE	---	---	--
	---	---	.28*
	---	-.11*	-.17*
Gender statuses	---	---	*-.03*
	---	-.11*	-.20*
	---	---	-.14*
Number of siblings	---	---	---
	---	---	-.14*
		.15*	.18*
Number of books in the house	---	---	.04
	---	.15*	.22*
	---	---	.13*
Father's education	---	---	---
	---	---	.13*
Number of daily book pages read	.13*	.09*	.16*
	---	*.10*￼*	*.05*￼*

	.13*	.19*	.21*
	.24*	.14*	---
Motivation for school	---	*.19**	*.09**
	.24*	.33*	.09*

Note: (*p<.05; indirect effects= "italics", direct effects= "regular", total effects= "bold"; the symbol "---"= the effect isn't included in the model)
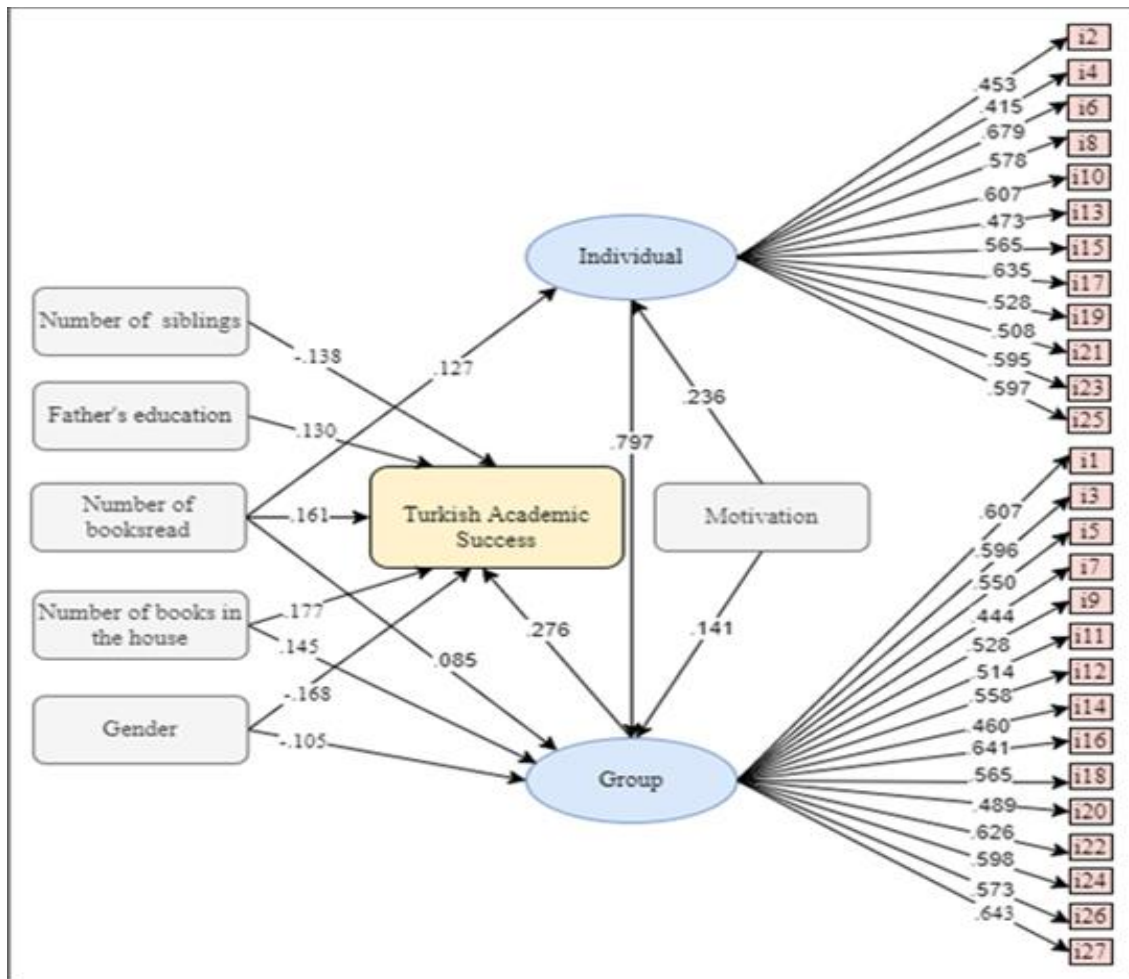

Figure 2. Selected path diagram and standardized substance factor loads

3.2. Findings on direct, indirect and total effects

The findings related to the direct, indirect and total effects of the variables included in the study are discussed one by one below.

3.2.1. Individual verbal expression self-efficacy perception

Individual verbal expression self-efficacy perception dimension is a sub-dimension of verbal expression self-efficacy perception scale and consists of 12 statements in which students' verbal expression self-efficacy perceptions are measured individually. In this study, all of the items in the individual verbal expression self-efficacy perception dimension were significant and the item factor loads varied between .415 and .679. Therefore, it can be said that all of the item factor loads in the individual verbal expression self-efficacy perception dimension are at an acceptable level. In the current study, it was detected that the perception of individual oral expression self-efficacy perception does not have a direct and significant effect on Turkish course academic success. However, it was found that the perception of individual oral expression self-efficacy perception has an indirect effect (.22) on Turkish course academic success; and it was also detected that this effect was realized through the self-efficacy perception of verbal expression with the group.

3.2.2. Oral expression with a group self-efficacy perception

The self-efficacy perception dimension of verbal expression with a group is another sub-dimension of the verbal expression self-efficacy perception scale and it consists of 15 statements in which students' verbal expression self-efficacy perceptions are measured from the group aspect. In this study, all of the items in the individual verbal expression self-efficacy perception dimension were significant and the item factor loads varied between .444 and .643. Therefore, it can be said that all of the item factor loads in the self-efficacy perception dimension of verbal expression with the group are at an acceptable level. In the present study, it was detected that the perception of self-efficacy in group verbal expression had a significant effect on Turkish course academic success both directly (.28) and as a mediator. In this context, self-efficacy perception of oral expression with the group; individual oral expression mediates self-efficacy perception (.80), motivation (.14), gender (.10), number of books at home (.15) and number of daily book pages read (.09). In addition, among all the given variables, the self-efficacy perception of verbal expression with the group has the most impact on Turkish course academic success.

3.2.3. Motivation for secondary school

According to the selected model, motivation towards secondary school has only an indirect (.10) effect on Turkish course academic success; was found to have no direct effect. It has been determined that the indirect effect of motivation towards secondary school on Turkish course academic success occurs through the perception of self-efficacy in oral expression with the group. Besides, it was detected that the motivation for secondary school had a direct effect on group oral expression (.14) and individual verbal expression (.24), and this effect was statistically significant. Thus, it can be said that the motivation for secondary school has a more direct effect on the perception of individual verbal expression self-efficacy than the group verbal expression self-efficacy perception. However, it is seen that the overall effect (.33) of the motivation towards secondary school on the perception of self-efficacy in group verbal expression compared to the individual verbal expression self-efficacy perception. Moreover, the conclusion reached in the study is that as the motivation for secondary school increased, both the Turkish course academic success and the self-efficacy perceptions of the group and individual verbal expression of the students increased.

3.2.4. Gender

According to the selected model, it was detected that gender (girl=1, boy=2) had both direct (-.17) and indirect (-.03) effects on Turkish course academic success. It was detected that the indirect effect of gender on Turkish course academic success was realized through the perception of self-efficacy in verbal expression with the group. In this context, it was detected that the total effect of gender on Turkish course academic success was -.20 and was statistically significant. The effect of gender on Turkish course academic success was in favor of girls; in other words, it is seen that there is a significant increase in Turkish course academic success in favor of girls in the transition from female students to male students. In addition, it was detected that gender had a direct (-.11) effect on verbal expression with the group and this effect were in favor of girls.

3.2.5. Number of siblings

According to the selected model, it was detected that the number of siblings had only a direct (-.14) effect on Turkish course academic success and this effect was statistically significant. In the study, it was found that as the number of siblings of the students decreased, their Turkish course academic success increased; as the number of siblings increases, it is seen that their Turkish course academic success decreases. In other words, it can be said that there is a significant inverse proportion between the students' Turkish course academic success and the number of siblings.

3.2.6. Father's education

According to the selected model, it was detected that the education status of the father "primary school=1, secondary school=2, high school=3, undergraduate=4" has only a

direct (.13) effect on Turkish course academic success, and this effect is statistically significant. In the study, it was detected that the father's education level of the students increased their Turkish course academic success; it is observed that the academic success of the students in Turkish increases as the education level of the father progresses from primary school to undergraduate, that is, as the education level progresses.

3.2.7. The number of books in the house

According to the selected model, it has been determined that the number of books at home has both a direct (.18) and indirect (.04) effect on Turkish course academic success. It was detected that the indirect effect was realized only through the self-efficacy perception of verbal expression with the group. In this context, it has been determined that the total effect of the number of books at home on Turkish course academic success is .22 and it is statistically significant. Also, it is seen that the number of books at home has a direct (.18) effect on oral expression with the group, and this effect is statistically significant. Moreover, it was concluded that as the number of books in the house increased, the students' Turkish course academic success and their level of self-efficacy in group verbal expression increased as well.

3.2.8. Number of pages of books read per day

According to the selected model, it has been determined that the number of pages of the book read daily has both a direct (.16) and an indirect (.05) effect on Turkish course academic success. It was detected that the indirect effect was realized through the self-efficacy perception of verbal expression with the group. Therefore, it has been determined that the total effect of the number of book pages read daily on Turkish course academic success is .21 and it is statistically significant. Furthermore, it is seen that the number of daily book pages read has a direct effect on group oral expression (.09) and individual oral expression (.13), and this effect is statistically significant. It can be said that the direct effect on the perception of oral expression self-efficacy is higher. However, it is seen that the number of book pages read daily has a greater total effect (.19) on the perception of oral expression self-efficacy with the group than the individual oral expression self-efficacy perception. Moreover, in the study, it was concluded that as the number of pages of the book read daily increased, both the Turkish course academic success of the students and the self-efficacy perceptions of group and individual oral expression increased.

4. Discussion

In the current study, the direct, indirect and total effects of some factors affecting the Turkish course academic success of secondary school students were determined. In this context, the explanatory and predictive relationships between various variables (number of books in the house, number of pages of books read daily, frequency of watching

television daily and frequency of daily internet use) and Turkish course academic success, as well as students' individual oral expression self-efficacy perceptions, group oral expression self-efficacy perceptions, motivation towards school and demographic characteristics (gender, number of siblings, education level of parents) were examined.

When academic studies are examined, it is observed that students with high academic reputation/achievement have high self-esteem while students with high self-esteem have higher academic motivation, self-confidence, perception of self-efficacy and academic success (Kalkan et al, 2019). Therefore, it is possible to say that there is a positive relationship between academic success, self-efficacy perception and motivation. Perception of self-efficacy is an individual's belief in his or her own skills and abilities to overcome possible difficulties in order to reach the desired level of success in any subject (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). Self-efficacy belief affects the individual's willingness, effort to reach goals, motivation level, not giving up despite difficulties and analytical thinking skills (Sarıer, 2016). Studies show that self-efficacy perception is positively related to academic success (Klomegah, 2007; Liu & Koirala, 2009). Therefore, in the present study, the direct and mediating effects of secondary school students' perceptions of individual oral expression self-efficacy and group oral expression self-efficacy perceptions on Turkish course academic success were tested. In the analyzes made, it was detected that the self-efficacy perception of group oral expression had both a direct and a mediating effect on the Turkish course academic success of the students. In other words, group verbal expression self-efficacy perception both directly affects students' Turkish course academic success and mediates individual oral expression self-efficacy perception, gender, number of books found at home, number of book pages read daily, and motivation for secondary school. Besides, it has been detected that the perception of students has only an indirect and mediating effect on the Turkish course academic success of the students. In this context, while the perception of individual oral expression self-efficacy mediates the number of pages of the book read daily on the Turkish course academic success of the students, it also affects the Turkish course academic success indirectly through group oral expression. In the study conducted by Demir and Börekçi (2021), it was detected that the verbal expression self-efficacy perceptions of secondary school students differ significantly according to the variables of gender, father and mother education level, the number of books at home, and the average number of book pages read daily. Therefore, it can be said that the findings of this study are consistent with the findings of the study conducted by Demir and Börekçi (2021).

It is known that academic studies show that students with high motivation levels achieve higher academic success (Boyd, 2002; Gottfried et al, 2001). In particular, it is observed, "motivation towards school is important in the achievement of secondary school students" (Gülle, 2021, p. 3). Essentially, in this study, the indirect and direct effects of secondary school students' motivation to school on their Turkish course academic success, and only direct effects on individual and group verbal expression self-efficacy were tested.

However, in this study, it was detected the motivation for secondary school did not have any direct effect on the Turkish course academic success of the students, it was indirect, but it had a direct and significant effect on the self-efficacy perception of individual oral expression and group oral expression. This difference between the findings of the studies reveals the need for similar studies on different sample groups.

In scientific studies, it has been revealed that various demographic characteristics, especially the education level of the parents, affect the academic success of the students (Sarıer, 2016). As the education level of any of the parents rises, the academic support they will give to their children also increases (Uzun & Çokluk Bökeoğlu, 2019). It has been determined that students of parents with higher education levels are more likely to be successful (Anıl, 2009; Hazır Bıkmaz, 2001; Karabay, 2012; Lemke et al., 2002; Özer, 2009). However, in the literature, it has been revealed that the academic success of students differs significantly according to the gender variable. Studies show that this difference is in favor of female students (Akbaşlı et al, 2018). In fact, in the present study, the direct, indirect and total effects of gender, number of siblings, and parents' education level on the Turkish course academic success of secondary school students were tested. In the analyzes made, it was detected that gender, father's education status and number of siblings had a significant effect on the Turkish course academic success of students, and this effect was only directly significant. This finding is consistent with the findings of other studies in the literature.

In the literature, there are findings that the number of books at home and the number of daily read book pages are effective on the verbal expression self-efficacy perceptions of secondary school students. As a matter of fact, it has been detected that the verbal expression self-efficacy perceptions of secondary school students differ significantly according to the number of books at home and the number of pages of the book read daily (Demir & Börekçi, 2021). In the present study, it was detected that the number of book pages at home did not have any significant effect on the perception of individual verbal expression self-efficacy. However, it was detected that the number of pages in the book at home had a direct and significant effect on the students' self-efficacy perception of group oral expression and on their Turkish course academic success. It has been determined that the number of daily book pages read has only a direct and significant effect on the students' perception of individual oral expression self-efficacy. Moreover, it was detected that the number of daily book pages read had a significant effect both directly and indirectly on the students' perception of group oral expression self-efficacy and academic success in Turkish. When evaluated from this point of view, it can be said that the number of pages of the book read daily is quite effective on both the academic success of the students and their self-efficacy perceptions of oral expression. As a matter of fact, when the relevant literature is examined, it has been revealed that there is a positive relationship between extracurricular reading habits and academic success at all educational levels from basic education to higher education (Acıyan, 2008; Gallik, 1999;

Kasımoğlu, 2014; Yaman & Suğumlü, 2010). Güngör (2009), who especially examined the relationship between the reading habits of primary school fifth grade students and their Turkish course academic success, determined in his research that there is a positive relationship between reading habits and Turkish course academic success, and that as the habit of reading books increases, the Turkish course academic success also increases.

5. Conclusions

All in all, when only the total effects of group oral expression self-efficacy perception, individual oral expression self-efficacy perception, number of books at home, number of book pages read daily, gender status, number of siblings, father's education level and motivation towards secondary school are considered on the Turkish course academic success of secondary school students, it has been tested that, respectively, group verbal expression self-efficacy perception (.28), individual oral expression self-efficacy perception (.22), number of books at home (.22), number of daily book pages read (.21), gender status (.20 in favor of girls), the number of siblings (-.14 as the number of siblings increases), father's education level (.13) and motivation towards secondary school (.09) are effective. Therefore, among these factors, it was concluded that the perception of verbal expression self-efficacy with the group (.28) was the most effective on the Turkish course academic success of the secondary school students, and the motivation for the secondary school (.09) was the least effective.

6. Recommendations

In this study, the direct, indirect and total effects of some factors affecting the academic success of secondary school students in Turkish lessons were determined. It may be recommended to conduct studies with different sample groups in which the said effects are measured. In this way, the findings of this research will gain meaning as they will have the opportunity to compare.

In this research, it was detected that the educational status of the mother did not have any significant effect on the Turkish course academic success of the students. This finding of the research differs in some studies in the literature. Therefore, it is recommended to carry out detailed qualitative or mixed method studies as well as different quantitative studies examining the effect of mother's education status on Turkish course academic success.

There are some limitations of the current research. The fact that the study group is limited to only secondary school students and testing some variables limits the generalizability of the results. In this direction, similar studies can be carried out with students studying at different levels such as primary school, high school and university. In addition, the effects of different variables can be tested.

References

Acıyan, A. A. (2008). *The relations between the reading habits of high-school students and academic success level*. Unpublished master thesis. Istanbul: Yeditepe University.

Akbaba, S. (2006). Eğitimde motivasyon [Motivation in education]. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi [Journal of Atatürk University Kazım Karabekir Faculty of Education],* 13, 343-361.

Akbaşlı, S., Kösece, P., & Balta Uçan, M. (2018). Investigating the views of students related to the effect of school variables upon academic success in terms of various variables. *Scientific Educational Studies, 2*(2), 93-110. **DOI: 10.31798/ses.439740**

Akçay, A., & Şahin, A. (2012). Effect of webquest learning method on academic success and attitude in Turkish lessons. *Journal of Educational Sciences Research, 2*(2), 33-45.

Alderman, M. K. (2004). *Motivation for achievement: Possibilities for teaching and learning.* New Jersey, Lawrence Erlbaum Associates Publishers.

Alyılmaz, C. (2010). Problems of Turkish teaching. *Turkish Studies, 5*(3), 728-749. **http://dx.doi.org/10.7827/TurkishStudies.1629**

Anıl, D. (2009). Factors effecting science achievement of science students in programme for international students' achievement (PISA) in Turkey. *Education and Science, 34*(152), 87-100.

Arslan, B., & Babadoğan, C. (2005). Relationships between learning style preferences and gender, age and success level at 7th and 8th grade. *Eurasian Journal of Educational Research,* 21, 35-48.

Aydın, İ. S., Demircan, U., & İnnalı, H. Ö. (2015). Developing the secondary school students' listening/watching self-efficiency according scale. *International Journal of Languages' Education and Teaching, (Special Issue)*, 1420-1435. **Doi: 10.18298/ijlet.313.**

Bandura, A. (1997). *Self-efficacy: Theexercise of control*. New York, Freeman and Company.

Baş, G., & Şahin, C. (2012). Correlation amongst reading attitudes, writing dispositions and academic success of elementary 6th, 7th and 8th grade students in Turkish course. *Turkish Studies, 7*(3), 555-572.

Boyd, F. B. (2002). Motivation to continue: Enhancing literacy learning for struggling readers and writers. *Reading and Writing Quarterly: Overcoming Learning Difficulties,* 18, 257-277.

Chiu, M. M. (2007). Families, economies, cultures, and science achievement in 41 countries: Country-school and student-level analyses. *Journal Of Family Psychology, 21*(3), 510-519.

Çağıran Gülten, D., & Soytürk, İ. (2013). The relation between 6th grade elementary school students' self-efficacy beliefs and academic achievement in geometry. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi [Journal of Mehmet Akif Ersoy University Faculty of Education], 1*(25), 55-70.

Çalhan, R. (2012). *The effect of collaborative learning method on pre-school teacher candidates' speaking skills.* Unpublished doctoral thesis. Erzurum: Atatürk University.

Demir, S. (2020). *The analysis of middle school eighth grade students' verbal lecture self efficacy perceptions and the evaluation of their discourses*. Unpublished doctoral thesis. Erzurum: Atatürk University.

Demir, S., & Börekçi, M. (2021). The effect of various variables on the perception of verbal lecture self-efficacy of secondary school students. *Journal of Mother Tongue Education, 9*(1), 94-110. **https://doi.org/10.16916/aded.826904**

Demir, S., & Börekçi, M. (2022). Middle school verbal lecture self-efficacy perception scale: validity and reliability study. *Milli Eğitim Dergisi [Journal of National Education], 51*(234), 1161-1180. **https://doi.org/10.37669/milliegitim.814497**

Ekici, G. (2005). Validity and reliability of the biology self-efficacy scale. *Hacettepe University Journal of the Faculty of Education,* 29, 85-94.

Erden, M., & Akman, Y. (2011). *Gelişim ve öğrenme [Development and learning]*. Ankara, Arkadaş Publ.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: a meta-analysis. *Educational Psychology Review, 13*(1), 1-22.

Gallik, J. D. (1999). Do they read for pleasure? Recreational reading habits of college students. *Journal of Adolescent & Adult Literacy, 42*(6), 480-489.

Gelbal, S. (2008). The effect of socio-economic status of eighth grade students on their achievement in Turkish. *Education and Science, 33*(150), 1-13.

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology, 93*(1), 3-13. **https://doi.org/10.1037/0022-0663.93.1.3**

Gülle, A. (2021). Examining school motivations of secondary school students regarding effective participation and responsibility for learning. *International Innovative Education Researcher, 1*(1), 1-17. **DOI: 10.29228/iedres.51081**

Gümüş, O., & Buluç, B. (2007). The effects of cooperative learning approach on students' achievements and interests towards the Turkish course. *Educational Administration: Theory and Practice,* 49, 7-30.

Güngör, E. (2009). *An investigation on the relationship between the reading habits of 5th grade elementary school students and their Turkish lesson academic achievement*. Unpublished master thesis. Adana: Çukurova University.

Gür, T. (2011). *Describing language usage and language attitudes of preservice Turkish teachers with discourse analysis method*. Unpublished doctoral thesis. Erzurum: Atatürk University.

Güvendir, M. A. (2014). Student and school characteristics' relation to Turkish achievement in student achievement determination exam. *Education and Science, 39*(172), 163-180.

Hazır Bıkmaz, F. (2001). *The Factors effected on the science achievement of fourth and fiftth graders*. Unpublished master thesis. Ankara: Ankara University.

Kalkan, A., Bakioğlu, F., & Toprak, Y. (2019). Academic self-confidence scale (ASCS) development: A study of validity and reliability, *Millî Eğitim Dergisi [Journal of National Education], 49*(225), 319-342.

Kara, Ö. T. (2009). The use of drama in the development of speaking skills in the second level Turkish speaking lesson in primary education and an application example. *Afyon Kocatepe University Journal of Social Sciences, 11*(2), 151-163. **http://hdl.handle.net/11630/3771**

Karabay, E. (2012). *Examination of the predictive powers of socio-cultural variables for PISA science literacy by years*. Unpublished master thesis. Ankara: Ankara University.

Kasımoğlu, M. (2014). *Analysing the relationship between the reading habits and the academic achievement of 7th grader secondary school students*. Unpublished master thesis. Kahramanmaraş: Kahramanmaraş Sütçü İmam University.

Kazazoğlu, S. (2013). The effect of attitudes towards Turkish and English courses on academic achievement. *Education and Science, 38*(170), 294-307.

Khalila, R. (2015). The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: mediating and moderating effects. *Nurse Education Today*, 35, 432–438. **DOI: 10.1016/j.nedt.2014.11.001**

Kılıç, Y., & Haşımoğlu, M. A. (2017). The effect of socioeconomic status on student achievement: the case of 7th grade Turkish and science courses. *YYU Journal of Education Faculty, 14*(1), 1025-1049. **http://dx.doi.org/10.23891/efdyyu.2017.38**

Klomegah, R. Y. (2007). Predictors of academicperformance of universitystudents: an application of the goal efficacy model. *College Student Journal, 41*(2), 407-415.

Kocaman, A. (2009). *Sociocultural and socioeconomic status of the family influence on the success of the student's school.* Unpublished master thesis. İstanbul: Beykent University.

Kundakçı, M., & Kapağan, E. (2015). Oral and written text formation problem in teaching turkish as mother language at the secondary education level. *Journal of History Culture and Art Research, 4*(1), 1-18. **DOI: 0.7596/taksad.v4i1.379**

Lemke, M., Calsyn, C., Lippman, L., Jocelyn, C., Kastberg, D., Liu, Y. Y., & Bairu, G. (2002). Outcomes of learning: results from the 2000 program for international student assessment of 15-year-olds in reading, mathematics, and science literacy. *Education Statistics Quarterly, 4*(1), 59-67.

Linnenbrink, E. A., &Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review,* 31, 313-327. **https://doi.org/10.1080/02796015.2002.12086158**

Liu, X., & Koirala, H. (2009). The effect of mathematics self-efficacy on mathematics achievement of high school students. *NERA Conference Proceedings 2009.* 30. **https://opencommons.uconn.edu/nera_2009/30**

Maden, S., & Dinç, A. (2017). The effectiveness of using drama method on student success and retention level in Turkish teaching. *Amasya Education Journal, 6*(2), 454-500.

Ministry of National Education (MNE) (2019). Turkish-mathematics-science student achievement monitoring research (TMS-AMR)-I: 2019 grade 4 level. Ankara, MEB Publ. **http://www.meb.gov.tr/meb_iys_dosyalar/2019_09/23150323_TMF-OBAI-42019_Rapor9.)**

Muthen, L. K., & Muthen, B. O. (1998-2012). Mplus user's guide (7th ed.). Los Angeles, CA. Muthén & Muthén.

Oğuz, A. (2016). Development of oral expression self-efficacy belief scalefor pre-service teachers. *Journal of Educational Sciences Research, 6*(1), 63-86. **http://dx.doi.org/10.12973/jesr.2016.61.4**

Oral, I. & McGivney, E. J. (2014). *Türkiye eğitim sisteminde eşitlik ve akademik başarı araştırma raporu ve analiz [Equality and academic achievement research report and analysis in the Turkish education system].* İstanbul, Eğitim Reformu Girişimi [Education Reform Initiative]. **https://bianet.org/system/uploads/1/files/attachments/000/001/152/original/ESITLIKRAPORUMAYIS2014.pdf?1400755594**

Özer, Y. (2009). *According to 2006 programme for international student assessment (PISA) factors affecting success of scentific and mathematical literacy of students in Turkey.* Unpublished master thesis. Ankara: Hacettepe University.

Özerbaş, M., & Öztürk, Y. (2017). The effect of digital story usage on academic success, motivation and permanentity in Turkish course. *Turkish Scientific Research Foundation (TÜBAV), 10*(2), 102-110.

Özkan, E., & Yıldırım, S. (2013). The relationships between geometry achievement, geometry self-efficacy, parents' education level and gender. *Ankara University Journal of Faculty of Educational Sciences, 46*(2), 249-261.

Polat, S. (2009). Analysis of academic failure on the basis of social inequality. *Education Science Society Journal, 7*(25), 46-61.

Sarıer, Y. (2016). The factors that affects students' academic achievement in Turkey: A meta-analysis study. *H. U. Journal of Education, 31*(3), 1-19. **DOI: 10.16986/HUJE.2016015868**

Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of jobstress and burnout: Mediationan alyses. *Psychology, Applied Psychology: An International Review,* 57, 152-171. **DOI: 10.1111/j.1464-0597.2008.00359.x**

Senemoğlu, N. (2009). Gelişim öğrenme ve öğretim kuramdan uygulamaya [Development learning and teaching theory to practice]. Ankara. Pegem Publ.

Skaalvik, E. M., & Skaalvik, S (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26, 1059-1069. **DOI: 10.1016/j.tate.2009.11.001**

Sun, L. & Bradley, K. D. (2012). A multilevel modelling approach to investigating factors impacting science achievement for secondary school students: PISA Hong Kong sample. *International Journal of Science Education,* 34, 2107-2125. **https://doi.org/10.1080/09500693.2012.708063**

Şahin, İ. (2007). Evaluation of the new primary education 1st level Turkish curriculum. *Primary Education Online, 6*(2), 284-304.

Temizyürek, F. (2007). Progressing speaking ability in second level of elementary education. *Ankara University Journal of Faculty of Educational Sciences, 40*(2), 113-131. **https://doi.org/10.1501/Egifak_0000000175**

Tok, Ş. (2008). The effects of reflective thinking activities in science course on academic achievements and attitudes toward science. *Primary Education Online, 7*(3), 557-568.

Uzun, G. & Çokluk Bökeoğlu, Ö. (2019). Investigation of relation between academic achievement and school, family and student's characteristics with multilevel structural equation modelling. *Ankara University Journal of Faculty of Educational Sciences (JFES), 52*(3), 655-684. **https://doi.org/10.30964/auebfd.525770**

Wang, D. B. (2004). Family background factors and mathematics success: A comparison of Chinese and US students. *International Journal of Educational Research*, 41, 40-54. **https://doi.org/10.1016/j.ijer.2005.04.013**

Yaman, H., & Süğümlü, Ü. (2010). The extracurricular reading habits of the second level students of the primary school level students of the primary school. *Kastamonu Education Journal, 18*(1), 291-306.

Yurt, E., & Bozer, E. N. (2015). The adaptation of the academic motivation scale for Turkish context. *Gaziantep University Journal of Social Sciences, 14*(3), 669-685.

Zimmerman, B. J. (1995). Self-Efficacy and Educational Development. In A. Bandura (Ed.), *Self-Efficacy in Changing Societies* (202-231). New York, NY: Cambridge University Press. **https://doi.org/10.1017/CBO9780511527692.009**

Copyrights