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**THE RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT
AND ACADEMIC SUCCESS ON INTERNATIONAL STUDENTS**

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Master's Thesis

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January 2025

ACCEPTANCE AND APPROVAL

This study, titled “The Relationship Between The Academic Success And Academic Self Esteem on International Students ”, whose name was prepared by Hatice KADİR, has been accepted by our jury as a Master’s Thesis, following a successful defense examination conducted on January /29/2025.

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The cover page, introduction, abstract, main sections, and conclusion of my thesis/work with the title mentioned above have been scanned using a plagiarism detection program under the supervision of myself and my thesis advisor/Institute Responsible. I hereby declare that my work, which I have completed under the supervision of my thesis advisor, does not contain any plagiarism according to the maximum similarity thresholds; and I accept any legal responsibility that may arise if otherwise detected. I also declare that the information provided above is accurate.		
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ÖZET

Hatice KADİR

Uluslararası Öğrencilerde Akademik Başarı ve Akademik Öz Saygı Arasındaki İlişki

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Bu çalışma, uluslararası öğrencilerin akademik özsaygıları ile akademik başarıları arasındaki ilişkiyi anlamayı amaçlıyor. Akademik özsaygı, öğrencilerin kendi akademik yeteneklerine duyduğu güveni ve akademik hedeflerine ulaşabileceklerine olan inançlarını ifade ediyor. Araştırmada, öğrencilerin özsaygı ve akademik başarı düzeylerini ölçmek için güvenilir anketler kullanıldı. Farklı ülkelerden gelen öğrencilerden toplanan veriler, bu iki değişken arasındaki ilişkiyi görmek için analiz edildi. Sonuçlar, akademik özsaygısı yüksek olan öğrencilerin derslerinde daha başarılı olduklarını gösterdi. Ayrıca, öğretmen, arkadaş ve aile desteği ile öğrencilerin kültürel ve sosyal hayata uyum sağlamalarının akademik özsaygıyı güçlendiren önemli faktörler olduğu ortaya çıktı. Bu doğrultuda, özellikle yeni bir eğitim ve kültürel ortama alışmaya çalışan öğrencilerin akademik özgüvenlerini ve dayanıklılıklarını artırmak için öğretmenlere ve eğitim kurumlarına çeşitli öneriler sunuldu. Bu araştırma, uluslararası öğrencilerin akademik başarılarını etkileyen psikolojik ve çevresel faktörleri daha iyi anlamamıza yardımcı oluyor ve onların potansiyellerini en iyi şekilde kullanabilmeleri için daha etkili destek sistemleri geliştirilmesine katkı sağlıyor.

Anahtar Kelimeler

Akademik benlik, akademik başarı, uluslararası öğrenciler

ABSTRACT

Hatice KADIR

The Relationship Between the Academic Success and Academic Self Esteem on
International Students

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This study explores the relationship between academic self-esteem and academic achievement among international students. Academic self-esteem refers to students' perceptions of their academic abilities and their confidence in achieving academic goals. The research adopts a quantitative approach, using validated instruments to measure self-esteem and academic achievement. Data was collected from a diverse group of international students and statistical analysis was conducted to assess the correlation between these variables. The results show a strong positive relationship between academic self-esteem and academic achievement, highlighting that students with a high self-concept tend to perform better academically. The study also identifies the key factors that shape academic self-esteem, including the support of teachers, peers and family, as well as the influence of cultural and social integration. Recommendations are given for educators and institutions to implement strategies that build students' academic confidence and resilience, especially for those transitioning to a new educational and cultural environment. This research contributes to the understanding of the psychological and environmental factors that influence academic performance, providing information to improve support systems for international students to maximize their potential.

Keywords

Academic self-concept, academic success, international students

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Abbreviation	Explanation
ASC	Academic Self-Concept
TIMSS	International Trends in science and Mathematics Studies
SBS	Placement Exam (Seviye Belirleme Sınavı)
IQ	Intelligence Quotient
ALA	American Library Association
CFA	Confirmatory Factor Analysis
ASEORT	Academic Self Esteem
ICSOSORT	Interstice Social Achievement
AKADALSORT	Academic Success (Academic Perception)
OKS	Secondary Education Student Selection and Placement Exam (Orta Öğretim Kurumları Öğrenci Seçme ve Yerleştirme Sınavı)
MEB	Ministry of National Education (Türkiye Cumhuriyeti Millî Eğitim Bakanlığı)
PISA	Programme for International Student Assessment (Uluslararası Öğrenci Değerlendirme Programı)

INTRODUCTION

Self-concept refers to the structure individuals develop based on their interests, abilities, and goals, representing their self-perception (Coopersmith, 1960; Bilgin, 2001). This concept is often symbolized by the "I" icon, indicating the process of self-reflection. Similarly, ideal self-concept encompasses the behaviors, skills, and characteristics that individuals aspire to attain, shaped by socially accepted values and standards (Kuzgun, 2002).

Self-esteem is considered an individual's evaluation of the gap between their self-image and their ideal self (Raven, 2002; Pişkin, 2003). In an academic context, academic self-concept represents students' beliefs about their abilities in relation to their peers when engaged in academic activities (Arseven, 1986). Academic achievement, on the other hand, pertains to the knowledge and skills acquired through education, often measured by grades, test scores, or teacher evaluations (Carter and Good, 1945; İncirci, 2021). In recent years, standardized achievement tests have also been employed as a criterion for assessing academic success.

The transition to higher education presents multiple challenges for international students, requiring them to navigate academic, cultural, and social adjustments while striving to meet academic performance expectations. Academic success, typically evaluated through grades, test scores, and faculty assessments, is influenced by various factors, including self-perception, external support, and cultural adaptation (Carter and Good, 1945; Kuzgun, 2002). Among these, academic self-concept plays a crucial role in shaping students' academic engagement and outcomes. Defined as students' perceptions of their academic capabilities, academic self-concept reflects both their confidence in learning and their belief in their ability to succeed (Marsh and Hau, 2003).

Research in educational psychology has consistently highlighted the impact of academic self-concept on academic performance. Studies have demonstrated that students with higher academic self-concept tend to achieve better academic outcomes, even when intelligence and socioeconomic factors are accounted for (Marsh et al., 1997). This suggests that academic self-concept is not merely a product of prior success but also a dynamic element influencing motivation, resilience, and learning strategies. International students, who often encounter cultural and academic obstacles, may be

particularly susceptible to fluctuations in academic self-concept due to the unique challenges associated with studying in a foreign environment (Senemoğlu, 2003).

Several factors can influence academic self-concept among international students. Language barriers, unfamiliar educational systems, and limited social support can negatively impact self-perception and academic performance. Conversely, positive reinforcement from instructors, peer support, and an inclusive institutional environment can foster a stronger academic self-concept, facilitating academic success (Liu, 2008; Wang, 2013). Understanding the development and role of academic self-concept within international education is therefore essential.

This study explores the relationship between academic self-concept and academic success among international students, examining how self-perception influences performance and identifying the factors that strengthen or weaken this relationship. Through statistical analysis and an examination of personal and contextual variables, the study aims to provide insights for educators and policymakers seeking to enhance academic outcomes for international students.

The findings contribute to the existing literature on educational psychology and international education by emphasizing the significance of academic self-concept. This research underscores the need for targeted interventions and support strategies that promote positive self-perception, ultimately enabling students to overcome challenges and achieve their academic goals.

CHAPTER 1: SELF-CONCEPT

The treatment of the self within the science of psychology begins with William James's *The Principles of Psychology* (1890/1891). (James 2007) In this work, James states that the self should be thought of in two dimensions as the "self as known" and the known self as known, and that the subject of science must be the known self. For the knowing self is the subject (I) and the known self (me) is the object. Since the subject is the object of knowledge, the self becomes an "object" when it is the subject of science. Therefore, the subject of psychology is the known self (Otacıoğlu 2007).

The self is an acquired structure that develops because of experiences. In other words, the self is a structure that is acquired as a result of the experiences that the individual has had since the moment he was born and developed with these experiences. Purkey (1970), in his work *Self-Concept and School Success*, expresses the characteristic aspects of the self as a synthesis of the views of various psychologists:

- (1) Some parts of the self, which present a durable unity in order and harmony, are central and resistant to change, while others are peripheral and not yet established.
- (2) Every part of the self has a positive or negative value. The positive value self-part is open to the developing experience, and the negative value is closed to the developing experience.
- (3) If one of these is given too much importance and value, success in that ability will increase self-esteem, while failure in that ability will lower self-esteem.
- (4) The effect of success or failure on the cherished ability tends to spread, reflecting on the original center (as well as the center of the overall self).
- (5) The organization of the self, like the fingerprints of every human being, is unique and unprecedented. It is impossible to find two people who have developed an identical belief about themselves (Kartal, 2009).

1.1. Development of General Self-Concept, Self-Esteem, and Academic Self-Concept

When born, the baby cannot separate its own body from its environment. The impulses arising from the baby's needs for his body and his experiences related to their fulfillment cause the stimuli coming from his own body and the external environment to be differentiated into self and non-self. At the end of this separation, the person first begins to separate his sensual self and the boundaries of his own body from the outside world. Although he realizes that his own body belongs to him, when he learns its name, the "object I" becomes more and more separated from the external environment and the person adopts himself. In addition to this object mole, a subject self begins to develop. As a result of the relations of the people around him, the individual begins to acquire some ideas and opinions that describe his own self. While some of these parts are more objective parts of the self, such as whether they are boys or girls, their name, surname, brunette or blonde, etc., some of these parts turn into parts of the self that contain subjective values such as good, bad, beautiful, ugly. These particles of self-combine with each other to form an organization. This general self is called the phenomal self by Combs and Syngg (1959). The phenomal self is as much a creator of one's experiences as it is a product of one's experiences (Combs and Snygg, 1959; Eagle, 2009).

As a result, the individual behaves in the way he perceives himself in certain aspects. If he sees himself as successful, he will be successful, and if he sees himself as good and well-to-do, he exhibits behaviors that can be good and subsistence (Kenç and Oktay, 2002). Social expectations and the way others (especially parents, teachers, and friends, or those who are important to us) evaluate the individual affect the individual's self-perception and value system. This, in turn, affects our behavior, our perception of events and people in the environment, and ultimately our success. A young person who considers himself a diligent student devotes most of his time to studying, tries to dress in a way that befits a student, listens to his teachers in class, and ultimately (academically) is very likely to be successful (Baymur Balkış, 2014).

The journey of the individual starting from the mother's womb, the attachment with birth and then the formation of self and identity in the process of separation-individuation are unique. This subjective process is shaped especially by heredity, temperament, the environment in which it is raised, and the environment. The

attachment pattern that the individual establishes with the main caregiver, meeting the early needs as required and in a qualified manner has an important effect on self-development. The self is one of the cornerstones of personality. Although the self and personality seem to be two concepts that are difficult to separate from each other with clear boundaries, they are considered to be fundamentally different. Personality; It is considered as the main determinant of the way the individual perceives the environment he is a part of and his reaction to the events taking place, and it is a subjective, consistent, structured relational integrity that distinguishes the individual from others (Cüceloglu, 2014). Although it is not possible to draw a clear boundary between self and personality in terms of developmental process and structuring, it is possible to say that the self constitutes the subjective side of personality (Köknel, 1999).

In other words, the holistic perception of oneself expresses the individual's self. It is possible to examine the general self-perception in two subgroups. One of them is academic self-perception and includes the self-perception of the individual regarding his/her academic life and the lessons at school, while the other is non-academic self-perception, which includes the self-perceptions developed by the individual regarding his/her social relations, emotional life and physical appearance (Arseven, 1986). In the last half century, equality of opportunity in education has emerged as the primary principle in all systems, and the researches conducted at this point reveal the fact that it is not enough to evaluate student success only on the basis of the intelligence variable. It is possible to base how the individual perceives himself on many external judgments such as school, teacher, family, social environment, learning experiences and so on. A student who has encountered a sense of failure instead of a sense of success at the beginning of his education life cannot be expected to develop a positive attitude towards learning at school (Senemoğlu, 2003).

In a study conducted by Marsh et al. in 1997, it was stated that the academic self-perception levels of students who were described as academically successful were higher than academically unsuccessful students, and that the academic self-perception of students before starting school life also affected their success (Marsh et al, 1997; Karasakaloğlu and Saracaloğlu, 2009). In order to contribute to the development of education programs in our country, this situation reveals the need to investigate the relationship between academic self-concept and course success. In this context, in our

research, different theoretical approaches from the past to the present have been examined and the opinions of many theorists have been included. First of all, the basic concepts of personality, self and academic self are explained and it is thought to play an active role in the development of academic self-perception; teacher-school, family-social environment and individual characteristics are emphasized. In order to base and support the research in a quantitative dimension, it is aimed to reveal the level of the relationship between the academic self-perception levels of secondary school seventh grade students and their success in Turkish, mathematics, science and social studies courses. How the student sees himself in these lessons cannot be limited only to his own internal processes and individual characteristics. Family, social environment and school life are directly related to this perception. All these factors affect the student's academic self-perception and self-confidence.

Academic self-concept is an indicator of how a student views his/her academic ability compared to other students in his/her school and class (Bloom, 1979). Academic self-concept is the individual's self-perception of whether he or she can learn any learning unit based on his or her learning resume (Senemoğlu, 1989). Cockley (2000) defines academic self-concept as a student's view of how he or she views his or her academic ability compared to other students. Academic self-concept, which is defined as an individual's self-description and evaluation of his/her academic ability, can be measured in areas such as science, mathematics, and English (Marsh et al., 1988).

In the process of learning English as a foreign language, affective characteristics such as attitude, academic self-concept, interest and anxiety affect the language learning level of the individual. Studies have been conducted to examine the English academic self-concept of students who learn English as a foreign language at the university level in terms of its relationship with some variables and affective characteristics. Liu (2008) investigated the relationship between academic self-concept towards English and English listening, reading, language proficiency scores and gender variables of university students learning English as a foreign language. A total of 174 university students at beginner, intermediate and advanced language levels participated in the study. The results of the study reveal that there is a significant relationship between the academic self-concept score of the students and the reading, listening and language proficiency scores. The relationship between female students' academic self-concept

score and English listening, reading, and language proficiency scores is statistically higher than that of male students.

Arnaiz and Guillen (2012) examined the self-concept of students who learned English as a foreign language at the university level in terms of language level and English score variables. A total of 216 students with language levels B1 and C1 participated in the study. The results reveal that the mean academic self-concept score of students with low language level is statistically higher than the mean academic self-concept score of students with higher language level. Wang (2013) investigated the relationship between academic self-concept towards English and English pronunciation proficiency and academic achievement of language students studying at the school of foreign languages at the university. The results obtained from the study reveal that there is a statistically significant relationship between the students' academic self-concept score for English and English pronunciation score and academic achievement.

Kırmızı (2015) investigated the relationship between academic achievement and the level of self-esteem, self-efficacy and self-regulation of university students who learned English as a foreign language.

1.2. Self-Concept

Self-concept is a broad term that encompasses how individuals perceive, evaluate, and think about themselves. It involves developing self-awareness by conceptualizing oneself (Symple Psychology, 2024). Essentially, self-concept represents the image individuals hold of themselves, which evolves over time and is shaped by various factors, particularly through interactions with significant people in their lives.

Often described as a personal perception of one's behaviors, abilities, and distinctive characteristics, self-concept forms a mental representation of one's identity. For instance, individuals may hold beliefs about themselves, such as being a good friend or possessing certain personality traits. During youth, self-concept tends to be more fluid and exploratory, as individuals navigate self-discovery and identity formation. Over time, as people mature, their self-perception becomes more structured and detailed, allowing for a clearer understanding of themselves and their values (Symple Psychology, 2024).

In an academic setting, self-concept influences how students view themselves as learners. When students develop an awareness of their strengths, challenges, and learning styles, they become more capable of seeking support, building confidence, and achieving academic success. However, since self-concept develops gradually, it cannot be fostered through a single lesson or activity. Instead, it requires continuous engagement and reinforcement (Chaika, 2018).

Self-concept consists of various dimensions, including individual qualities and personality traits that distinguish one person from another. Additionally, it encompasses the relational self, which is shaped by relationships with others, such as being a sibling, and the collective self, which is defined by membership in social groups, such as nationality or cultural identity (Yanal, 2019).

1.3. Self-Concept Components

Like many topics in psychology, several theorists have proposed different ways of thinking about self-concept. According to a theory known as social identity theory, self-concept consists of two key dimensions: social identity and personal identity. Our personal identity includes our personality traits and other traits that make us unique from everyone else. Social identity, on the other hand, includes the social groups to which we belong, including our beliefs, values, group, political group, college, and other groups to which we belong. Psychologist Dr. Bruce A. Bracken suggested in 1992 that there are six specific areas related to self-concept (Cherry, 2022):

- *Social*: Ability to interact with others.
- *Competence*: The ability to meet basic needs.
- *Affect*: Awareness of emotional states.
- *Physical*: Feelings about appearance, health, physical condition, and overall appearance.
- *Academic*: Success or failure in school.
- *Family*: Being in a family.

Humanist psychologist Carl Rogers believed that there are three distinct parts to self-concept; It has been suggested that it is important to realize that self-image does not

necessarily coincide with reality. Some people may have an inflated self-image and believe themselves to be better than they really are. Conversely, some people tend to have negative images and may perceive or exaggerate flaws or weaknesses. For example, a young boy may believe that he is clumsy and socially awkward when he is quite charming and pleasant. When a young girl is very thin, she may believe that she is overweight. Everyone's self-image is likely a mixture of different aspects, including our physical characteristics, personality traits, and social roles. Self-esteem is about how much we value ourselves. A few factors can affect self-esteem, including how we compare ourselves to others and how others react to us. When people respond positively to our behaviors, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, our self-esteem can be negatively affected. Our ideal self and our true self, that is, how we see ourselves and how we want to see ourselves, may not exactly match each other in many cases (Cherry, 2018). Self-concept of individuals,

- a. Experiences and the meanings associated with the experiences based on them,
- b. Personal, familial and social views,
- c. General ideals for the future that emerge from individual experiences,
- d. A deep-rooted perspective on the environment,
- e. Willingness to improve in life,
- f. Feedback generated by reflection by evaluating the individual's lives,
- g. The information that emerges by comparing peers and others is effective.

Subsequent research on self-concept has revealed that beliefs about abilities in the academic, social, emotional, and physical environment are closely associated with academic and non-academic constructs (Lyon 1993, Marsh et al., 2005; Marsh and Shavelson, 1985).

1.4. Academic Self-Concept (Self-Concept)

Academic self-concept, often referred to simply as self-concept, has a long-standing significance in psychology and education, particularly as a criterion for assessing the impact of academic and social functioning on an individual's emotional well-being

(Seaton, Marsh, and Craven, 2009). Many educational systems consider academic self-concept a valuable outcome, as it encompasses an individual's perceptions of their abilities across multiple domain-specific clusters. These perceptions are shaped by personal knowledge, experiences, and interpretations of the surrounding environment (Byrne, 2002; Preckel and Brüll, 2010).

The foundation of academic self-concept is closely linked to self-worth theory, which posits that individuals are inherently motivated to maintain a positive self-image (Covington and Dray, 2002; Eccles and Wigfield, 2002). This theory suggests that children, who spend a considerable amount of time in school environments, develop self-worth through academic experiences. Maintaining a positive academic self-concept, therefore, becomes essential for fostering self-worth.

Historically, research on self-concept has focused on a general, undifferentiated view of the self. However, more recent studies emphasize a multidimensional structure, recognizing distinct domains such as academic, physical, and social self-concepts. While there is ongoing debate on this framework, many scholars suggest that these domain-specific perceptions are regulated by an overarching, hierarchical self-concept (Marsh and Hau, 2003; Skaalvik, 1997; Valentine et al., 2004). One of the most widely recognized models, the Shavelson hierarchical model, classifies self-concept into academic and non-academic branches and approaches this concept through empirical investigation (Shavelson et al., 1976). This model aligns with key features of self-concept, which include being structured, adaptable, hierarchical, stable, developmental, evaluative, and distinguishable (Byrne, 2002). Academic self-concept, in particular, is understood as an individual's perception of self-efficacy in academic subjects (Marsh and Hau, 2003; Garzarelli et al., 1993).

Although self-concept and self-esteem are sometimes used interchangeably, they are distinct constructs. The cognitive aspect of self-concept, such as recognizing proficiency in a subject, differs from the emotional component of self-esteem, which involves feelings about that proficiency (Garzarelli, Everhart, and Lester, 1993). Global self-worth, often equated with self-esteem, is considered a separate dimension of self-concept (Skaalvik, 1997). Academic self-concept is influenced by external reference points, such as school-wide academic averages or peer comparisons, as well as internal

frames of reference, which include self-evaluation over time and comparisons between different academic domains.

In the context of education, academic self-concept plays a significant role in students' decision-making processes regarding school selection, course choices, and extracurricular participation. These choices have long-term implications, affecting not only immediate academic performance but also career aspirations and overall life trajectories. Research has demonstrated that both self-concept and academic self-concept strongly influence students' academic achievements and future success. To make well-informed educational decisions, students must develop a clear understanding of their abilities, interests, and strengths (Kuzgun, 1996). When students accurately assess their academic inclinations, they are more likely to engage effectively in the learning process and reach their educational goals.

Academic self-concept encompasses an individual's attitudes, values, emotions, and perceptions regarding their cognitive abilities, learning skills, and academic achievements (Byrne and Shavelson, 1986). It reflects personal beliefs about one's academic abilities and begins forming in early childhood, eventually solidifying into a structured framework. Research suggests that academic self-concept significantly influences students' motivation and approach to academic tasks. Students with confidence in their abilities tend to invest more effort in learning, while those with low academic self-concept may experience discouragement and reduced persistence when faced with challenges (Pullman and Allik, 2008). Consequently, academic self-concept functions as both a limiting and enabling factor across various subjects and learning experiences.

Educators increasingly recognize the importance of academic self-concept in understanding students' learning performance and achievement levels. Studies indicate a strong correlation between self-concept, academic success, and skill development (Caracosta and Michael, 1986). Furthermore, a student's academic self-concept is shaped by their school environment. For instance, students in classrooms with lower-achieving peers may experience a boost in self-perception if they achieve higher academic success (Trautwein et al., 2009). However, academic self-concept is influenced by more than just academic performance; factors such as gender,

socioeconomic status, intelligence, and cultural background also play a role (Byrne, 2002). Additionally, academic culture and teacher expectations significantly impact how students perceive their academic capabilities.

Research has highlighted the complex relationship between academic self-concept and various cognitive, emotional, and behavioral factors that mediate academic performance. Understanding these relationships can provide valuable insights for improving students' learning experiences and educational outcomes.

- How do children perceive what adults think and do? (Herbert and Stipek, 2005). Students develop reactions according to their teachers' stimuli about their academic self-perception in the lessons.
- Academic self-perception, learning, classroom participation, and motivation (Buhs, 2005; Green et al., 2006). In this study, it was observed that children's efforts to finish their homework on time and complete their schoolwork were affected by their academic self-perceptions.
- Academic self-perception and negativity towards learning (Adelman and Taylor, 2012). It has been observed that many negative outcomes in the components of the learning process are related to academic self-perception. According to Çağlar (2010: 25), academic self-concept is the way in which a person perceives his abilities in the process of self-evaluation (Kirk, 2000: 21).

In short, one's views about oneself academically can be defined as one's belief in achieving a subject. Academic self-concept is a student's self-perception of whether or not they can learn any unit of learning based on their learning resume. It is possible to make the academic self-concept positive in the teaching-learning process. The individual's attitude towards himself and his academic self-perception style are based on the judgments of his teachers, parents, friends and environment in his learning resume. Students who face failures at school cannot be expected to develop a positive attitude towards learning at school (Kuzgun, 1996: 35).

Academic self-concept is an individual's perception of their images, abilities, and, in some ways, their own individual authenticity. And the individual's answers to the following questions will reveal important signs of his academic self (Sicinski, 2018):

- Who am I, really?
- Who am I physically?
- Who am I socially?
- Who am I emotionally?
- Who am I spiritually?
- Who am I in terms of my achievements?
- Who am I in terms of my mistakes and the ways I repair?
- Who am I in terms of my goals?
- Who am I in terms of my social role?
- Who am I really?
- Who am I not?

Academic self-concept can be divided into two main types, which are positive academic self-concept and negative academic self-concept. In the case of a positive academic self-concept, this means that the person is confident, focused on learning tasks in an objective and very sensitive way. Such students are able to accept criticism from others and express their opinions comfortably. An individual with a negative academic self-concept has a very subjective nature. They perceive their own abilities and interests inadequately and experience constant uncertainties. Academic self-concept affects not only a student's academic performance, but also their efforts in classroom activities, participation, attendance, intrinsic motivation, help-seeking behavior, and course selection (Hanan et al., 2016).

CHAPTER 2: ACADEMIC ACHIEVEMENT

Academic success is generally defined as the level of achievement attained by students in their school life (Altınkurt, 2008). It encompasses the skills or knowledge gained in academic subjects, which are assessed through grades and test scores, and are often acknowledged by teachers (Erdoğan, 2006). Some scholars describe academic failure as an outcome where students perform below expectations based on their cognitive abilities (Altun, 2010). This suggests that school environments should foster conditions that enhance students' academic success.

Academic success is not a one-dimensional indicator, as it involves reaching pre-determined goals within a specified time and with the desired quality (Gündüver and Gökdaş, 2011). It is essential to maintain a balance between a student's potential and the targeted learning outcomes (Çalikoğlu, 2014). Educational programs should be tailored to match students' capabilities; otherwise, those who receive education below their potential may experience boredom, while those who are pushed beyond their limits may feel frustrated and disappointed (Çalikoğlu, 2014). Research highlights that gifted children often express dissatisfaction with tasks that do not challenge them appropriately (Bildiren, 2013).

Providing education that aligns with students' abilities, capacities, and levels is crucial in enhancing academic success. As students' achievements improve, they tend to experience greater satisfaction and further develop their skills. A successful educational process necessitates a thorough understanding of students' personal characteristics, including their cognitive abilities, learning speed, special talents, interests, and needs. There is a direct correlation between understanding human nature and the effectiveness of education (Oruç, 2009).

2.1. Factors Affecting Academic Success

Gifted students with low academic performance share similar characteristics with their peers who have average academic achievement (Sak, 2014). The factors influencing academic success in typical students are also believed to impact gifted students. Studies suggest that while there is limited research on the specific factors affecting the academic success of gifted individuals, a broader review of academic success literature indicates

numerous contributing elements. Apart from intelligence, factors such as ability, personality, gender, age, health, physical development, education level, parental attitudes and behaviors, educational and disciplinary approaches, family income, number of siblings, social maturity, parental employment status, and trust in the child play significant roles (Keskin and Sezgin, 2009). Additionally, aspects such as motivation, perfectionism, self-confidence, self-perception, learning styles, school environment, teachers, teaching methods, curriculum, grade level, available resources, social activities, and peer relationships are also influential.

Each student possesses unique characteristics, family backgrounds, and social environments, which shape their learning experiences and academic performance. The learning process is influenced by physiological, psychological, and social variables, which can either enhance or hinder academic success (Keskin and Sezgin, 2009).

Subjects like mathematics and science require a strong foundation in abstract reasoning, making cognitive development an essential factor in success. Students are expected to engage in hypothetical and logical thinking, systematically analyze problems, and make generalizations even when objects and events are not directly observable. Research indicates that secondary school years represent a critical period for academic achievement in mathematics and science (Yurt, 2014). The theory of cognitive development suggests that during this stage, students develop abstract thinking skills, which play a crucial role in their academic performance (Piaget, as cited in Ceylan and Berberoğlu, 2010). Studies highlight that students' diverse characteristics can have direct or indirect effects on their success in these subjects (Ceylan and Berberoğlu, 2010).

The fact that there are many and various factors affecting academic success makes it difficult to examine all variables together. It is possible to classify the variables that directly or indirectly affect academic success in different categories such as familial, individual and environmental factors.

Gender: The effect of gender on academic achievement has been discussed by many domestic and foreign researchers. In the studies of some of the researchers, the gender factor was found to be effective on success, while in others it was ineffective. In studies where gender differs significantly on academic achievement, there are those in favor of

both girls and boys. It is thought that factors such as regional differences, social roles of girls and boys, economic conditions, and culture are decisive in the different results of the research. It is more difficult to recognize superior talents in families with low socio-economic and cultural levels, those who cannot go to school or leave too early, minority groups and even female students (Altun, 2010).

Different results have been reached in studies examining the effect of gender variable on students' academic achievement. At the primary and secondary school level, there are studies showing that male students are more successful in mathematics than female students, as well as male and female students (5th and 8th grades). Grade level) in terms of mathematics achievement, there are also studies (Dursun and Dede, 2004; Ökten and Anıl, 2016).

İpekçioğlu Önal (2015), who modeled science achievement in Turkey using the International Trends in Science and Mathematics Studies (TIMSS) 2011 data, found the gender factor to be statistically significant in her model. According to Wöbmann's (2003) research, girls perform lower than boys in terms of science and mathematics scores (Warrior, 2010). According to the PISA 2003 and 2006 studies, although the difference between the mathematics achievements of male and female students in Turkey is not large, it is in favor of men. When we look at science achievement by gender, there was no significant difference between boys and girls in PISA 2003 (MEB 2005), while a significant difference emerged in favor of girls in PISA 2006 (MEB, 2007). In the studies of Gündüver and Gökdaş (2011) and Warrior (2010), it is shown that SBS academic achievement scores differ significantly in favor of girls.

In some studies, no relationship was found between gender and academic achievement (Dursun and Dede, 2004; Sharp and Rich 2009; Kılıç and Karadeniz 2004). In Ökten's 2016 study, in the SBS achievements of primary school seventh grade students; It was found that the SBS achievement scores of the students did not change significantly according to gender.

Number of Siblings: In a family, issues such as unity, harmony, solidarity, communication, and sharing among family members will affect the whole life of children. The number of children in the family is important for the psychological balance and economy of the family. Since the high number of siblings means a decrease

in the average income per capita, it is thought that the number of individuals in the family will affect success (Savaş et al., 2010). As a matter of fact, in some studies, significant relationships have been found between the number of siblings and the academic success of students. There are studies that show that the increase in the number of children at home does not give positive results in terms of resource use (Warrior, 2010). Keskin and Sezgin (2009) examined the relationship between students' academic success and adaptation levels and found that students with two siblings were more successful than students with many siblings (Keskin and Sezgin, 2009).

Gündüver (2011), on the other hand, concluded that the number of siblings did not create a change in academic achievement in his research on primary school students. A similar result emerged in Berber's (1990) study (Gündüver, 2011). Keskin and Sezgin (2009) also found in their study that the academic achievement of the adolescent is not affected by the number of siblings and the place of siblings in the ranking. There are also studies in which demographic factors such as the size of the family, the number of children of the family, the number of siblings, and the educational status of the mother and father are effective in school success. In the research conducted by Aydıner (2004) on students aged 13 and 16, a significant difference was observed between academic achievement and the number of siblings (Aydiner, 2004).

When we investigate the effect of the number of siblings on achievement in gifted students, we come across the following information in the literature: Clark (2002), who examines successful and unsuccessful gifted students, emphasizes that the families of high-achieving students are generally small (nuclear) and that these students are the first child or only child in their families (Clark 2002; Oğurlu and Yaman, 2014). According to Akarsu (2004), there are situations that families with gifted children have to deal with. These situations are related to gifted children, differences within the family, the environment and the school. Especially in the case of differences within the family, there will be a comparison between siblings if one of the siblings is gifted and the other is not gifted, or if the others are not. If the gifted child does not find traits similar to his own in his siblings, he may have mixed feelings towards them.

With the addition of a gifted member to the family, the existing dynamics and habitual role patterns change. If there are other children in the family, comparisons between

them and the newcomer magnify the feelings of jealousy that are already natural to some extent in older siblings. Different demands and needs and the family's behaviors in this direction can be interpreted as fair and unfair treatment. The gifted child, who aspires to use the time, energy and resources of his parents, can be accused of eating the rights of his other siblings. The superior performing sibling changes the dynamics within the family as it reveals the relative failure and mediocrity of the others (Akarsu, 2004)

Of course, the effect of one or more of the siblings on academic success will be clarified with the studies to be carried out in this field, but it is a matter of curiosity what will be the academic success of the gifted because of the economic and psychological situation being affected by the number of siblings.

Parental status: In some studies, on the causes of failure, 42% of the students attributed their failures to the reasons originating from their families (Tatlılıoğlu, 2013). Changes such as illness or death of someone in the family, separation of parents, and new members joining the family can affect academic success. Children with divorced parents or unhappy marriages may have lower achievement than children from happily married families. In Aslıhan's (1998) research on children with fragmented or full families, it was observed that there were significant differences in the academic achievement scores of the students according to the family structure. In the study conducted by Kümbül Güler and Emeç (2006) with 443 senior university students, it was observed that the students whose parents were together had higher grade point averages than those whose parents were separated. One of the structural features of the family of gifted students, who usually have low achievement, is that their parents are divorced or living separately (Çağlar, 2004). According to Rousseau (1961), deprivation from one's parents due to various reasons such as divorce and death causes children to have physical and mental disorders, difficulty in adapting to the environment, learning and obeying the rules. This situation shows that the education of the child who is deprived of parents can be adversely affected (Rousseau, 1961; Tatlılıoğlu and Avcı, 2012). From this point of view, children of divorced families are in the risk group (Oğurlu and Yaman, 2014).

Income: Parents' support for their children's education is very important for academic success. Families who use their own assets to increase their children's chances of education can make a significant contribution to the success of students (Polat, 2008). From this point of view, the amount of expenditure per capita in the family has a positive effect on school success, as Özbek (2019) found in his research that per capita expenditure has significant positive effects on school success in primary, secondary and high school education. Families for the education of the child; It spends on personal, economic, cultural, institutional and socio-demographic familial variables (Tomul, 2007). The contribution of income to the education of the child can be direct such as school fees, books, stationery, uniforms and transportation fees, as well as indirect such as residing in developed regions, going to schools that provide good education, and being in a good peer group (Tomul, 2007).

Since the mid-1960s, social scientists have determined the importance of the socio-economic status of the family influencing the academic success of the individual (Polat, 2008). Students with high socio-economic status have more self-esteem, are more self-confident, and are more likely to be in gifted student groups than students with low socio-economic levels (Dursun and Dede, 2004).

The education model, type and duration of education that children of families at low-, middle- and upper-income levels will receive differ according to the income and education level of the parents, and as the income level increases, the educational opportunities offered to the child increase. The inability of the family to adequately meet the child's education expenses negatively affects the child's psychological deterioration among his peers, and the lack of sufficient resources negatively affects his success (Şerefli, 2003). In the study conducted by Berberoğlu et al. in 2003 using TIMSS 1999 data, the socioeconomic level of the student was found to be one of the two most important factors affecting the science and mathematics achievements of 8th grade students. In the study of Öksüzler and Sürekçi (2010) on the factors affecting the success of OKS, one of the most important factors was again the income level.

In many studies, the income level of the family is examined together with its social status. These two elements are closely related to each other, and one is in a position to influence the other. We see that, in general, social status causes an increase in income in

individuals, and an increase in income causes an increase in the level of status. The linear connection between these two affects education both directly and indirectly. According to Sak (2014), one-third of the social status and one-fifth of the economic income of gifted children as adults are due to the socio-economic status of their families. In addition, parents stated that their gifted children could show themselves better when they were in a high-level socio-economic status (Baykoç, 2014).

In Altun's (2010) research, it was revealed that there is a significant relationship between giftedness and perceived economic level. This result is since the proportion of gifted students with high income levels participating in the study is significantly higher than those who are not superior. In Ataman's (2008) study, which includes findings on parents' perceptions of income levels, it is stated that there are no parents who perceive themselves as "low income" among the parents who make up the sample group, where 41% of the distribution of five income levels is at upper middle and high levels.

One of the research findings of Driver (2013) on 161 students enrolled in BİLSEM is related to the income levels of the families of gifted students. When the researcher looks at the distribution of families with seven levels of income, it is seen that the highest rate is the highest income level with 39.8%. In addition, it was stated that 83.9% of the students were intermediate and above. From these and similar studies, which provide information about the income of the families of gifted children, it can be said that the income levels of the families of gifted children are generally above average or high. Among the reasons for this is that due to the heritability of giftedness, the gifted family members who were pre-existing in the family have a high social status, income and education level, and they are a source and support for the next generations in this sense.

Intelligence: Intelligence is one of the most researched topics in psychology and educational sciences, and the origins of the debates on this subject date back centuries. While educators define intelligence as the ability to learn, biologists define it as the ability to adapt to the environment, and psychologists define it as the ability to reach results by reasoning (Bedur, Bilgiç, and Taşlıdere, 2015). The Intelligence Quotient (IQ) is found by dividing the age of intelligence by the actual age (determined by the date of birth) and multiplying by 100, and represents the intelligence figured out because of the tests.

In studies conducted in the field, it is stated that intelligence is a prerequisite for academic success and there is a significant relationship between intelligence level and academic success (Sak, 2014). In Lewis Terman's pioneering study on giftedness, both school and life success of the cluster of children and young people determined by "general ability scales" was examined. The group of 1450 gifted subjects with an IQ score of 140 was found to be more successful in terms of school achievement than the average clusters that were equivalent to them in terms of age and other aspects, in this study, it was recorded that gifted students showed a two-year superiority over their peers and there were no repeaters due to failure. 70% of those who entered completed their undergraduate education, and 30% of those who completed their higher education graduated with outstanding and distinguished success (Davaşlıgil and Uzun, 2004).

Many intelligence tests have been developed to measure the mental performance of gifted students. According to Sak (2014), although approximately 50% of the skills measured by these tests are the same, they are all different from each other because the theoretical framework on which the tests are based, and the theories partially differentiate the skills. Therefore, there may be discrepancies between the results of intelligence tests. According to a test, an individual who gets a score within the limits of giftedness may get less or more points than this score in the other intelligence test. In this regard, Sak's (2014) recommendation is to collect information from multiple sources in the diagnosis of gifted students. According to Pagnato and Birch (1959), IQ tests can correctly identify 60% of gifted students, creativity tests 10%, academic achievement tests 60%, and teachers 45% (Pagnato and Birch, 1959; Sak, 2014). The fact that IQ tests and academic achievement tests are equally successful in diagnosis can be interpreted as a directly proportional relationship between these two factors, intelligence and academic success.

Similarly, Yılmaz and Çaylak (2009) say that it is accepted that academic success is positively related to intelligence (Yılmaz and Çaylak, 2009). Assouline et al. (2010), in a study of 4901 gifted students from 3rd to 11th grades, investigated the reasons for the success and failure of these students. 35.1% of gifted students attributed it to being intelligent (Assouline et al. 2010).

Dağlı (2006), who conducted a study on this subject, carried out his research with a total of 285 students in the 6th, 7th and 8th grades. The researcher, who determined the intelligence quotient (IQ) of the students with the Cattell Intelligence Test, found a positive and significant relationship between the academic success of the students and their IQ. In addition, the researcher found a significant and positive relationship between the correct numbers of the students in the placement test and their IQ. In the same study, the effect of IQ on academic achievement and achievement in the placement test was also examined. According to the findings, IQ, together with gender and emotional intelligence, explains 36% of academic achievement and 29% of placement test success. IQ was found to be the most influential variable in both. The Turkish Education Foundation İnanç Türkeş Private High School (TEVİTÖL) was established to provide this education opportunity to children with gifted intelligence and talent who cannot find the special education opportunities they need due to the financial difficulties of their families (Bilgi, 2000). Özkardeş et al. (2009), who examined the relationship between the academic achievement and intelligence of the students who studied in the 9th and 11th grades and had an above-average intelligence, took both the Secondary Education Institutions Entrance Exam (OKS), observation camp score and school grade point averages as academic success. The findings of the study revealed that there was no relationship between the academic achievement levels (in terms of three different criteria) in students who were above the average intelligence level. In other words, students who were more advanced in terms of intelligence were not ahead in the academic rankings.

Self-study: Studying involves the student's behaviors towards feeling responsible for his lessons and organizing a learning environment for himself when he is alone (Çalikoğlu, 2009). Setting high standards for oneself and working in a certain order to achieve them is a positive factor that leads to success (Altun, 2010). Study methods include many different methods such as reading, note-taking, active listening, oral-written expression, library use, internet and are shaped according to the characteristics of the person and the course studied. Study activity is a process that aims at learning and is based on academic competencies, and the goal of studying is learning (Gündüz, 2009). As the intelligence level of the students increases, motivation increases and they need less structured studies, highly gifted students like to work in the evening rather

than during the daytime, and gifted students who prefer a noisy working environment differ from their gifted and average intelligence peers who choose to work in a quiet environment (Altun, 2010). Assouline et al. (2010) stated that 46.6% of gifted students attributed their academic success to hard work, and 56.7% attributed their failure to not working hard (Çalikoğlu, 2009). The individual learns any task as he repeats the subject, and as the number of repetitions increases, progress is seen in learning. Repetition provides a predisposition in the individual for the subject to be learned (Razon, 1987). In this case, we can say that; Students with a long study time or a high number of repetitions are more likely to be successful than others. As a matter of fact, there are studies that support this, for example, Anıl (2011) stated that the most important factor affecting the academic success of students in science and mathematics from the data of the Program for International Student Assessment, whose short name is PISA, is "the time they devote to learning".

Not working hard often leads to failure, and sometimes working hard may not bring success to the student. Factors such as inability to use time effectively, inappropriate study environment, mental storage styles, lack of organizing information, and lack of motivation may cause this (Eren, 2011). According to Çalikoğlu (2009), gifted students have a high sense of self and self-confidence, so they believe that they can successfully perform the learning or tasks required of them with little effort, and the reason for this is the awareness of their abilities from a young age and the lack of failure experiences. This situation may prevent them from acquiring the right study habits and from performing a qualified and adequate performance in their higher education.

De K. Monteith and De Wet (1984) compared 50 successful and less than 50 students in the Republic of South Africa among 269 gifted students in terms of their study habits, attitudes and personality traits. They observed that gifted students who achieved below their potential had the same time spent studying as successful gifted students and found that low-achieving students had poor study methods and inefficient study habits (Çalikoğlu, 2009).

Participation in cultural activities: Participation in many activities such as holiday celebrations, cinema, concerts, theater, travel, opera, ballet, dance performances, exhibitions, museum visits, spring festivals, fairs, festivals, fairs, minstrels' sparring are

considered cultural activities. Families who invest in "cultural capital" provide their children with the opportunity to participate in outstanding cultural activities. Elite tastes and cultural knowledge are socially important, and children with high levels of cultural capital are more likely to get an education and be successful in business life (Polat, 2008). In developed countries, participation in cultural activities is considered an important means of socialization. In the research conducted by Gürbüz (2009) with 300 students in 10 primary schools, 5th grade students who participated in after-school cultural-sports activities; It was concluded that their academic achievement levels were higher than those who did not participate in the activities. Although there is a belief among educators that gifted students are more willing to participate in cultural activities and attach more importance to these activities than their peers, there is no study on the frequency of participation of these students in cultural activities and its effect on academic success.

Book reading: Kurulgan and Cekol (2008) defined reading as a multi-level mental process that contributes greatly to the development of the mind (Kurulgan and Cekol, 2008). The continuity of this mental development process is a necessity that educators want in individuals, and the continuity of the process is tried to be ensured by gaining the habit of reading. According to Doğanay (2001), the habit of reading can be defined as the perception of reading as a source of pleasure and necessity, and the fact that a person performs this action regularly and continuously, in a critical and scrutinizing manner throughout his life. The most accepted criterion of reading habit is the standard recommended by the American Library Association (ALA). This criterion, in which the classification is made according to the number of books read in a year, is as follows: Reads a lot: Reads 21 or more books a year, Reads at an intermediate level: Reads 6-20 books a year, Reads less: Reads 1-5 books a year, Non-reader: A person who does not read any books a year (Kurulgan and Çekol, 2008).

According to Yılmaz (2005), the habit of reading books; In addition to the development of intelligence in humans, it contributes to their success in education, language and communication skills, creating an effective and social personality, and the development of critical thinking skills (Yılmaz, 2005). In the study of Gündüver and Gökdaş (2011), it was determined that reading supports students' extracurricular learning and affects success. It was observed that there was an increase in student achievement scores

depending on the number of books read. Öksüzler and Sürekçi (2010) revealed that the habit of reading books has a positive effect on success. According to Özer and Anıl (2011), in the studies of Marks, Cresswell and Ainley (2006); A positive relationship was found between the number of books at home, which is one of the cultural richness variables of the student, and academic achievement. A similar result is found between Özer and Anıl (2011) and Gündüver's (2011) research results.

The frequency of reading books differs between gifted students and normal students in favor of gifted students. It is thought that the intellectual personality and reading curiosity of gifted students are effective in reading books. The two studies below conducted at the same grade levels support this assertion.

One of the studies that provides information about the reading habits of gifted students is the research of Özsoy (2015). The data collected in this study revealed that 13 (4.1%) students out of 316 BİLSEM students at the secondary school level did not read books, 147 (46.5%) students sometimes read books, and 156 (49.4%) students read books every day. A similar study on normal students was conducted by Öztürk in 2012. When the daily reading habits of 611 students were examined, it was seen that there were 238 (38.95%) students who did not read any books, 223 (36.49%) students who read sometimes, and 150 (24.54%) students who read every day (Öztürk, 2012).

In the study conducted by Şerefli (2003) with 330 students at the 6th, 7th and 8th grade levels, students with low achievement levels do not see the lack of reading habits as one of the reasons that negatively affect academic success, while 1% of those with medium achievement level and 1% of those with high success level see this situation as a reason for failure. Only 6% of the 199 teachers participating in the study see the habit of not reading books as a negative effect on academic achievement. These results can be interpreted to mean that teachers and students do not see not reading as a factor that can affect success.

In the study conducted by Göktaş (2010) on 300 students going to the 6th grade, it was concluded that while there was a significant difference in the success of the student according to the difficulty in reading comprehension while trying to solve the mathematics questions, there was no significant difference in the mathematics achievement of the students according to the frequency of reading books. According to

the results of the research conducted by Kurulgan and Cekol (2008) on 100 university students; The academic achievement of students with strong reading habits (high level of reading and library use habits) was also high. In general, the majority of studies reveal a positive relationship between reading books and academic achievement. However, in the study conducted by Akyüz (2013) on 4498 students attending the 8th grade using TIMSS 2007 data, a negative relationship was found between students' mathematics achievement and reading extracurricular books. Özdemir (2013) found no relationship between mathematics and physics achievements and attitudes towards reading. Significant, positive and low relationships were determined between the achievement of mathematics, physics, chemistry and biology and the number of books owned.

Play: This factor includes two interrelated sub-topics. The first is the friendship relations of gifted students and the second is children's games. In this study, it was aimed to investigate whether the time spent by gifted students playing with their peers outside of school, in the park, in the garden, on the street, and having fun contributes to their academic success in line with the friendship relationships they have established.

According to Baykoç (2014), differences are striking when looking at the friendship relationships of gifted students; They have one or two friends with whom they have a very close and strong relationship. If their friends are not among their peers who are gifted like them, they are not very likely to find close friends. While they only see the children with whom they have mutual relations as friends, their peers see every child they play with as a friend (Baykoç, 2014).

According to Silverman (1990), gifted people may feel socially lonely and excluded because their mental development is different and rapid from their peers. While their peers develop normally, the talents of gifted people create high levels of social, emotional and mental interests and needs in them. This situation makes it difficult for them to communicate with their peers, do business together, play games, and has an obstructive effect on adaptation to the environment (Cited by Altun, 2010). According to studies, children choose their friends not according to chronological age, but according to mental age similarity. Gross (2005) conducted a study of 700 children between the ages of 5 and 12 and investigated whether children formed friendships

according to chronological age or mental age. He evaluated friendship in five steps. These; play, chat, help and support, sincerity/empathy and safe haven. The results of the research revealed that children with different mental abilities experience the five steps mentioned at different rates and at different times. While their peers were looking for playmates, gifted/talented students started at the level of choosing people with whom they could establish close and reliable friendships as friends. The difference between gifted/talented children and their normal peers is greater in primary and early secondary school than in later years (Gross, 2005; Oğurlu, 2010).

Every child wants to be accepted by their group of friends, which is a strong need for them. Gifted children's value judgments, which emerged and developed earlier than their peers, and their differences in doing certain things, lead them to being described as strange and strange by their peers. Exclusion and loneliness can sometimes be inevitable for them, which can lead to a decrease in self-esteem and success (Hökelekli and Gündüz, 2004).

During adolescence, the importance of peer relations and social acceptance increases. Negative effects can be seen on the motivation and success of gifted students due to this situation (Phillips and Lindsay, 2006, et al. Altun, 2010). Academic achievement and popularity, many positive attitudes, high social competence, and prosocial behaviors are closely related (Akkan, 2012).

Stewart (1981) stated that academically successful gifted students prefer learning through various activities, games and independent studies to direct lecture, solve exercises, and memorize (Altun, 2010). The games that gifted students play and are interested in compared to their peers are much more developed (Baykoç, 2014).

Play affects cognitive processes such as children's perception, decision-making, goal setting, intelligence, using strategy, concentration and concentration. It is also beneficial for the development of emotional skills such as self-confidence, increasing motivation, relaxing, coping with stress and controlling excitement (Karabulut, 2010). It gives children the chance to practice what they are learning through play. When children start to play with their friends, they begin to understand their own strengths and weaknesses and realize the areas where they are sufficient and insufficient (Araç, 2001, ark. Gürbüz, 2009).

The number of studies examining the effect of children's games on academic achievement is insufficient. However, Akyüz (2013) conducted multiple regression analysis for 4498 Turkish students in his study using TIMSS 2007 data and found no significant relationship between this activity and mathematics achievement, although one of the activities that students spent the most time with was spending time with their friends.

Participation in competitions: Competitions are a source of opportunity for students to develop their potential and increase their capacity to think and make decisions for themselves. From past to present, competitions are held in many fields from art to sports, from knowledge to skills. Those who are successful in the competitions are given medals, cups, certificates of achievement and participation, money, holidays or various gifts depending on the nature of the field they compete in.

Students who are successful in any field in the competitions they participate in are honored in front of everyone with ceremonies. Being appreciated in front of their friends and teachers, especially in schools, is a source of pride and pride in students and affects their motivation (Özoğlu, 2015). This situation creates awareness for them by their families, the school environment and other people. Students who prove themselves to their environment and themselves are willing to do more and work harder with the support they receive.

Individuals who taste and achieve success are motivated to work harder and concentrate in order to hear the same excitement and pleasure again. If students are reluctant to use and develop their cognitive capacities, this affects their success. Students develop emotional responses such as personal satisfaction, happiness, and confidence in the face of success (Keskin and Sezgin, 2009).

When the literature was reviewed, there was no study that directly revealed the effect of gifted students' participation in competitions and whether they received degrees from these competitions on the academic success of the student. Yüksel (1990), who conducted a study on Science High School students, did not find a significant relationship between the perceived talent, interest and value perception scores of students with academic achievement scores of ten, nine and eight, including the "competition" factor, but concluded that there was a significant relationship between the

"competition" value perception scores of students with an academic achievement score of seven.

Internet: Education is one of the most active areas affected by the rapid development of the internet and computer technologies. The internet, which has developed very rapidly since the 90s, has offered written, audio and video communication-interaction opportunities and has revealed the concept of education over the internet (Üstün, 2010). The Internet is a resource that allows students to get rid of the physical constraints of the classroom and provide unlimited access to information and sharing. The Internet is fast and fast in every aspect with search engines It allows you to conduct research effectively.

Students' purpose and habit of using computers and the internet differentiates the effect of the internet on their academic success. When the student uses the internet for research and homework for his lessons, there will be an increase in his academic success, and when he uses it for social media and games, there will be a decrease in his academic success. As a matter of fact, there are studies showing that there is a positive relationship between students' academic success and computer use.

The computer mentioned here includes having a program related to computer use, internet and education. In the research conducted by Üstün (2010) on primary school fourth grade students, it was seen that the course taught with internet-supported research activities was more effective than the traditional teaching method in increasing the academic success of the students.

It is seen that 1063 secondary school students participating in the research of Doğrusever (2015) use the internet for more than one purpose. 1% of the students use the internet to enter e-school, 4.6% to listen to music, 17.6% to surf web pages, 44.1% to spend their free time, 50% to use social networking sites, 53% to watch movies, 65% to play games and 78% to do school-related research. For whatever purpose, using the internet has become quite commonplace and necessary for students, and for some, it has become an addiction. In the continuation of this study, it was found by the researcher that as the level of academic achievement perceived by the students increased, the mean scores obtained from the internet addiction scale decreased. Similar results emerged in Toraman's (2013) study, as a matter of fact, it was observed that as the level of internet

addiction of students increased, their academic achievement levels decreased, but the level of social network use did not affect academic success.

According to the research findings of Bekmezci (2014), as students' educational internet use increased, their academic success also increased positively. It was observed that there was an inverse relationship between students' problematic internet use and their academic success. Similar results emerged in the study of Kar (2015); A significant negative correlation was found between the report card grades of high school students reflecting academic achievement and social networking and internet games, and it was observed that students' academic achievement decreased as their internet usage tendencies increased. One of the studies in which a significant negative relationship was revealed between problematic internet use and academic achievement of adolescents is the study of Duman (2016). Sağiroğlu (2015), on the other hand, did not find a statistically significant difference between the school achievement scores of the students according to their daily internet usage time in their research. Tatar and Kuru's (2006) research on 7th grade students examined the research-based learning approach in science education and found that students' internet usage knowledge did not make a difference in their academic achievement and attitudes towards science lesson. Akyüz's (2013) International Science and Mathematics

In a study conducted on 4498 students attending the 8th grade using the data of Trends in Studies (TIMSS) 2007, a negative relationship was found between the time allocated for internet use and the mathematics achievement of the students.

School: A school is an institution where education and training activities are carried out for certain purposes. The main purpose of school education is to ensure the physical, mental and moral development of students, as well as their social and personal development, in other words, the development of the student as a "whole" (İlmen, 2010). Schools are learning environments where students gain knowledge and develop advanced problem-solving and thinking skills such as abstract thinking, analysis, synthesis, classification, and inference (Sak, 2014).

It is a special environment with school input and outputs. Various inputs can be mentioned, especially students, teachers in charge of education services, tools and equipment required for teaching, physical environment and needs. The output is the

behaviors that occur in students at the end of the education and training process that takes place at school (Tasci, 2013). A peaceful school environment that maximizes students' learning and makes them feel happy and safe will increase academic success. In our country, there are no studies that directly reveal the effect of school on the academic success of gifted students. However, we see that gifted students attract attention with their success during their formal education. In fact, we can say that almost all of the gifted students are discovered and guided by their teachers in the school environment.

Silverman (1997) states that gifted students avoid failure once they taste success and constantly strive to be more successful thanks to their ability to predict the results (Altun, 2010). The same is true for students who are not gifted. According to Dursun and Dede (2004), whether students taste success in school can lead to a strong motivation for further learning or vice versa, disappointment. A student who has not tasted or has not tasted success is likely to give up on learning (Dursun and Dede, 2004). Previous academic achievements are the best predictors of academic achievement at the next level of learning (Aşut and Köksal 2016).

There is a significant positive relationship between teacher commitment, personal ability and perseverance, family support, valuing the school, positive perceptions of the school's value system, interest in the work at the school and good treatment at the school and school and learning (İlmen, 2010). As a matter of fact, in the research of Ainley (1991), it was concluded that the academic success of the students is directly related to the quality of school life and that the students who have a better school life than the others want to continue their education more after completing their education period (Ainley, 1991; İlmen, 2010).

In a study conducted to determine the role of the school in the academic success of secondary school students in adolescence, three schools with different socio-economic and achievement levels were discussed. The results obtained from the research showed that the social and physical facilities of the schools, the environment in which the school is located, the influence of teachers and administrators are very important in the success of the students, and a success relationship was found in direct proportion to the school level (Taşçı, 2013).

In a large-scale study revealing the effect of quality of school life on success, inequalities between schools were analyzed by using the findings of 2010 SBS school averages and PISA studies in the success of primary school students. In this research, Önder (2012) revealed that there are differences in the distribution of achievement between schools both between provinces and within provinces. It has been observed that the difference in achievement between schools within the provinces is much wider than the difference between the provinces. Then we can say that school is one of the most important factors that directly affect academic success.

Study Rooms: Stud rooms are private education institutions that support formal education and aim to prepare students for the entrance exams or central exams of a higher school by providing them with parallel, complementary and reinforcing teaching environments to the school. These institutions focus on teaching solution methods according to the type of question that may come in the exam on that subject, rather than the student's comprehension of the subject in all aspects. In study centers and classrooms, repeating lessons, completing the subjects in a short time, reconsidering the topics of previous years; The opportunity to make up for their deficiencies, to listen to the lesson from a different teacher, and to see more examples of questions about the subjects are among the reasons why students and their families choose these institutions.

Öksüzler and Sürekçi (2010) also revealed that the factor of going to the classroom has a positive effect on success in their studies. Başol and Zabun (2014) found the factor of going to the classroom as the most effective variable in the student's SBS success. In the SBS scores of 6th and 7th grade students, there was a difference between the students who did not go to the dersane and the students who went to the dersane in favor of the students who went to the dersane.

He also stated that the duration of going to the classroom was also related to SBS success. In his study, Warrior (2010) revealed that the most influential factor on students' SBS scores was the duration of the course for girls and the duration of the course for boys. In his study, Gündüver (2011) concluded that students who received support as courses and private lessons were more successful. In their research, Savaş, Taş and Duru (2010) concluded that students who go to dersane are more successful than students who do not go to dersane in terms of mathematics success. Yavuz

(2009), on the other hand, in his study on 310 students who took the Secondary Education Institutions Student Selection and Placement Exam (OKS), found that the duration of the students' going to the classroom positively affected the student's science-mathematics score.

Art education: Art, which emerges because of the effort to give form and meaning to daily life, enables people to acquire new information about the world with pleasure, without being aware of it and without forcing it, unlike scientific works (Öztopalan, 2007). The aim of art education is to improve students' perceptual abilities, to help them express their mental knowledge with visual forms and to enable them to express themselves freely (MEB, 2007).

With art education, individuals gain knowledge, skills and aesthetic values; The cultural lives of individuals are enriched. Students who are interested in any branch of art receive education in this direction through private lessons or courses. Art education to be given by preparing the infrastructure can also increase the success in other courses (Öztopalan, 2007). However, there are no studies directly related to the academic achievements of gifted students who attend courses in fields such as painting, music, literature, sculpture, dance, photography, theater and cinema. Although studies on the effects of art education on cognitive development in our country are insufficient, studies conducted with normal students at various grade levels have shown a significant relationship between music and visual arts and academic achievement in some of them, while no such relationship has been observed in others.

In Uyan's (2018) study, it was found that there was a significant difference between the academic achievement of 6th grade students who received and did not receive amateur music education and their attitudes towards school. Students who receive wannabe music education have higher academic achievements and more positive attitudes towards school than those who do not. In addition, students who received instrument training were found to be more successful academically than students who received choir training. However, there was no significant difference between academic achievement and the duration of receiving music education and weekly music education hours. In the study conducted by Tonguç (2012) with 293 high school students, there was no significant difference between the academic achievements of the students who

took the elective visual arts education course and those who did not. Erol (1988) found the relationship between students' academic achievement levels and their level of interest in music significant as a result of his study in order to determine the relationship between "academic achievement levels" and "musical interest levels" of secondary school students. It was found that the level of interest in music of students with high academic achievement levels was higher than students with low academic achievement levels (Uyan, 2018). According to the study of Müderrisgil (2008), it was determined that among the students with eight intelligence areas, the students with musical intelligence were in the fourth place in terms of academic success compared to other intelligence areas. However, it has been revealed that the number of successful students is in the third place according to the percentage status of the students belonging to each intelligence field.

Sports training: There is evidence that sports are positive on brain health and delay cognitive decline in adults. It is stated that physical activities will increase the learning capacity of students in terms of mental health (Source, 2006). Children who participate in sports and physical activity programs are introduced to characteristics such as discipline, teamwork, socialization, sportsmanship, self-esteem and leadership. (Source, 2006).

The results obtained from the studies show that physical education activities and physical activity contribute to academic success (Asiabi, 2012). However, there are studies where there is no effect. For example, in his study, Gün (2016) found a low relationship between physical activity level and academic achievement in a positive way, and while there were positive relationships between academic achievement and sports ability, physical condition, general physical competence and general competence sub-dimensions, there were no relationships between body attractiveness and strength sub-dimensions.

Çağlayan (2004), in his research on students who do sports in the 12-15 age group and students who do not do sports, concluded that students' participation in sports activities positively affects the success in the lessons. In another study, it was found that children who play sports every day reach the level of physical fitness, and their academic achievement is higher than those who do not do sports regularly (Source, 2006).

(Asiabi, 2012), on the other hand, found an inverse relationship between exercise and academic achievement in his study of university students. A similar result was obtained between sports and mathematics success in the study conducted by Akyüz (2013) on 4498 students attending the 8th grade using TIMSS 2007 data.

2.2. Academic Achievement Scale

Who developed the academic achievement scale?

The Academic Achievement Inventory Scale for University Students was developed by Prevatt et al. (2011) to measure the overall academic achievement of university students.

Who adapted the academic achievement scale to Turkish?

The scale developed by Prevatt et al. (2011) was adapted to Turkish by Orçanlı et al. (2021).

How many dimensions does the academic achievement scale consist of?

The scale consists of 50 questions and 10 sub-dimensions

1. General Academic Skills
2. Intrinsic Motivation/Confidence
3. Perceived Lecturer Qualification
4. Concentration
5. Extrinsic Motivation/Future
6. Socializing
7. Career Stability
8. Lack of Anxiety
9. Personal Harmony
10. External Motivation/Current)

The answers in the scale were 5-point Likert (1-strongly disagree; 5-strongly agree) was used.

What is the validity and confidence coefficient of the scale of academic achievement?

Cronbach's alpha coefficient of the scale was reported as 0.93 for the 1st subdimension, 0.86 for the 2nd subdimension, 0.92 for the 3rd subdimension, 0.87 for the 4th subdimension, 0.88 for the 5th subdimension, 0.84 for the 6th subdimension, and 0.87 for the seventh subdimension. The sub-dimension was calculated as 0.77 for the 8th sub-dimension, 0.86 for the 9th sub-dimension and 0.62 for the 10th sub-dimension. The total variance explained is 64%. It was also stated that the merger and separation validity of the scale was ensured.

Orçanlı et al. (2021) express the reliability tests they performed in the adaptation study as follows. The reliability of the data collection tool was checked by calculating the internal consistency coefficient (Cronbach's alpha) for both the whole scale and all its sub-dimensions. Cronbach's alpha coefficient is a measure of the internal consistency (homogeneity) of the items in the scale. In other words, in order to explain or question a homogeneous structure with alpha coefficient, it gives information about questioning whether the 'k' items in the scale form a whole. Cronbach's alpha value takes a value in the range of 0-1, and the closer this value is to 1, the higher the reliability and internal consistency of the scale (Can, 2018; Black Sea et al., 2019). The reference intervals of the Cronbach alpha internal consistency coefficient determined by Özdamar (1997) are " $0.00 \leq \alpha \leq 0.40$ = unreliable, $0.40 \leq \alpha \leq 0.60$ = low confidence, $0.60 \leq \alpha \leq 0.80$ = highly reliable, $0.80 \leq \alpha \leq 1.00$ = highly reliable". In this context, the Cronbach alpha coefficient values obtained for the nine sub-dimensions of ASICS consisting of 46 items are given in Table 3-2

Table 1. Cronbach's Alpha Coefficient Values Obtained for Nine Sub-Dimensions of ASICS Consisting of 46 Items

	Item No.	Cronbach's Alpha Coefficient Values
The entire scale	46	0,937
General academic skills subscale	17	0,964
Perceived instructor proficiency subscale	5	0,872
Intrinsic motivation/confidence subscale	5	0,751
Personal adaptability subscale	3	0,898
Extrinsic motivation/future subscale	4	0,898
Socialization sub-dimension	3	0,837
Career decision subscale	3	0,797
Anxiety deficiency subscale	3	0,789
Concentration subscale	3	0,746

2.3. Academic Self Scale

Who developed the academic self-scale?

The academic self-esteem scale was created by Brookover et al. (Brookover et al. 1964)

Who adapted the academic self-esteem scale into Turkish?

The scale developed by Brookover was translated into Turkish by Kuzgun (Kuzgun, 2016).

How many dimensions does the academic self-esteem scale consist of?

It was developed by Raven in 1996. The scale consists of 172 items and 16 sub-dimensions. Subscales include "verbal ability", "numerical ability", "shape-space ability", "eye-hand coordination", "science interest", "social sciences interest", "agricultural interest", "persuasion interest", "mechanical interest", "trade interest",

"business details interest", "foreign language interest", "literature interest", "music interest", "art" and "social assistance interest".

What is the validity and confidence coefficient of the academic self-esteem scale?

The academic self-concept scale was determined by calculating the internal consistency coefficient and the highest alpha value was found to be 0.86 and the highest value was 0.73 (figure space ability and agricultural interest). The median alpha value is 0.76. These values are sufficient for self-expression type tests with a low number of items (Kuzgun, 1996). In the study, one ability and six interests related to the research subject were taken into account out of four abilities and eleven self-concept related to the research subject. Cronbach's Alpha Coefficient for abilities and interests was calculated as Verbal Ability, 719, Social Sciences Interest, 771, Persuasion Interest, 800, Fine Arts, 821, and Social Assistance Interest, respectively, as 777. This shows that the internal consistency of the scale regarding its sub-dimensions is reliable.

CHAPTER 3: MATERIAL METHOD

3.1. Subject and Purpose:

The aim of this study is to examine the effect of international students' academic self-perceptions on how they see and evaluate themselves academically. A study to understand what affects students' academic performance, improve educational strategies and increase students' achievement.

3.2. Original Value:

It is the new knowledge and understanding that emerges from the study of the relationship between the academic self-concept and academic achievement of international students. With a focus on international students, it reveals the differences between students' academic self-concepts and achievements of students from different cultural and educational backgrounds. Their experiences and academic self-perceptions are unique due to cultural and linguistic differences. To understand what affects students' academic performance, improve educational strategies, and improve students' achievement. It fills in the gaps in the literature on the relationship between academic self-concept and academic achievement and provides new theoretical and practical information. This ensures that the study is original and valuable both academically and practically.

3.3. Hypotheses/Research Questions

H1: International students' internal social factor of academic achievement has a positive effect on academic self-esteem

H2: International students' perception of academic achievement has a positive effect on academic self-esteem.

3.4. Method of the Research

September 2024 and January 2025 were preferred as the data collection process. During the fieldwork, convenience and snowball sampling methods will be preferred, and the data obtained will be analyzed using the IBM SPSS 25.0.0 statistical program. In the

analyzes, firstly, the validity and reliability coefficients will be determined, and then the skewness and kurtosis values will be determined. Immediately after this determination, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) will be applied to determine the validity of the research scales. After the research factor loads are determined, a correlation test will be performed to determine the one-way or two-way relationship of the research variables. The determination of these relationships is necessary for the structural equation model of the research.

3.5. Methodology of the Study

In line with the hypotheses of the study, a cross-sectional survey was carried out at Istanbul Nisantasi University to examine the effect of international students in the Republic of Turkey on students' academic self and academic achievement. Online survey systems were also used to ensure the reliability and impartiality of the survey. A survey form was created by taking support from the Google surveys application. The data obtained were processed through the IBM SPSS 25.0.0 statistical program.

3.6. Contributions and Limitations of the Research

3.6.1. Agents

Important findings have been revealed regarding the relationship between academic achievement and academic self of international students.

The fact that the perception of social achievement has a significant effect on academic self emphasizes the importance of social support mechanisms in educational strategies.

3.6.2. Limitations

The research sample consists of international university students from all over Türkiye. However, the results may not be fully representative of the entire international student population, as convenience and snowball sampling methods are used to determine the sample.

Since Istanbul is the leader in the number of international students, students in Istanbul may have made up a significant part of the participants. This can run the risk of not adequately reflecting the experiences of international students in other provinces.

3.7. Universe and Sample of the Research

The research universe is international students in universities, and the sample selection in the said universe includes international students in the Republic of Türkiye. The main reason for choosing Istanbul is that it is the city with the highest number of foreign students according to YÖK 2023 data. According to the data updated by YÖK every year, there are 118.789 foreign higher education students in Istanbul in the 2023-2024 academic year.

Table 2. Sample Numbers to be Created According to Various Universe Bends

Universe size	5 000	10 000	15 000	20 000	30 000	40 000	50 000	75 000	100 000
Number of samples	357	370	375	377	379	380	381	382	384

According to the data presented in the table, it was aimed to reach the number of 384 in the study and a survey was conducted on 388 students.

3.8. Analysis of Data

In the study, a face-to-face and online survey was organized, and the convenience and snowball sampling method were preferred in the collection of the research data, and it was convenient for the researchers to be international office officers in the collection of the data, and the data obtained were first brought together in the Microsoft Office Excel program. Demographic data were processed in Excel and the data were transferred to IBM SPSS 25.0.0 program and regression, correlation, reliability and hypothesis testing tests were performed.

3.9. Demographic Findings

Of the 388 students participating in the study, 165 were female (42.5%) and 223 were male (57.5%). Again, 345 (88.9%) of these students were single and 43 (11.1%) were married. Of the participants, 38 (9.8%) are pursuing associate degree, 264 (68%) are undergraduate, 60 (15.4%) are pursuing master's degree and 26 (7%) are continuing their doctoral education.

Table 3. Demographic Data

Category	Option	Number (%)
Gender	Woman	165 (42.5)
	Male	223 (57.5)
Dealing with Things	Single	345 (88.9)
	Married	43 (11.1)
Age Range	18-23	193 (49.7)
	24-29	138 (35.6)
	30-35	35 (9.0)
	36-41	11 (2.8)
	42+	11 (2.8)
Level of Education	Associate	38 (9.8)
	License	264 (68.0)
	Master	60 (15.4)
	Doctor	26 (7.0)
Reason for Choice	Itself	281 (72.4)
	Family Encouragement	66 (17.0)
	Recommendation of Friends	26 (7.0)
	Education Consulting Firms	15 (3.8)
Employment in Education	Yes	258 (66.5)
	No	130 (33.5)

The age distribution of the sample is as follows: 193 participants (49.7%) were between the ages of 18-23, 138 participants (35.6%) were between the ages of 24-29, 35 participants (9%) were between the ages of 30-35, and 11 participants (2.8%) were between the ages of 36-41 and over 42.

Participants stated that as the most important factor in the selection of departments/faculties; 281 participants (72.4%) stated that they preferred their own preference, 66 participants (17%) with the encouragement of their family, 26 participants (7%) with the recommendation of their friends, and 15 participants (3.8%) with the leveling of education consultancy firms.

While 258 (66.5%) of the participants said yes to the question of continuing to work in the relevant field after graduation, 130 (33.5%) answered no.

3.10. Statistical Findings

The answers given by the participants to the questions about academic achievement are as shown in Table 4.

Table 4. Proportions of Respondents' Responses to Academic Achievement Questions

ACADEMIC SUCCESS	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1. Studying regularly helps me succeed in the university.	15	19	85	116	152
2. I need to study with determination to improve my university performance.	14	16	75	146	136
3. When I come to the university feeling happy and motivated, my academic performance increases	17	19	89	118	143
4. When people around me see me succeeding, it increases my university performance	12	24	79	123	149
5. Being at peace with myself increases my academic achievement	13	17	57	131	168
6. My academic performance will increase if I participate in social and cultural activities	16	37	93	127	114
7. Good communication with my friends positively affects my academic performance*	14	26	94	135	118
8. Positive communication with my teachers	12	11	76	118	168

increases my university performance					
9. When my teachers are well-informed in their fields, it positively affects my university performance	15	9	65	105	192
10. I am more successful in university when my achievements are recognized	14	13	74	131	154
11. If I feel safe at the university, my performance in the university will increase	13	17	66	145	146
12. If I am eager to learn, my performance in the university will increase	15	10	54	119	139
13. I am more successful when I am eager to do the tasks (homework, projects, etc.) given in the lessons	13	28	79	124	142
14. The ability to study at home has a positive impact on my school performance	19	18	91	129	130
Total number	202	264	1077	1767	2051
Average as a percentage	3,7	4.8	19.8	32.5	37.7

Participants' answers and percentages as 5-point Likert are as shown in Table 4.

Table 5. Participants' Responses and Percentiles as 4-Point Likert

SELF ESTEEM	1. Strongly Agree	2. Agree	3. Disagree	4. Strongly Disagree
1. In general, I am satisfied with myself.	34	29	191	126
2. At times I think I am not good at all.	66	142	123	53
3. I feel that I have a number of good qualities.	22	34	197	130
4. I am able to do things as well as other people.	34	34	175	141
5. I feel I do not have much to be proud of.	91	165	91	37
6. I certainly feel useless at times.	99	143	99	42
7. I feel that I'm a person of worth.	37	40	174	134
8. I wish I could have more respect for myself.	54	94	152	82
9. All in all, I am inclined to think that I am a failure.	132	151	58	41
10. I take a positive attitude towards myself.	29	36	169	149
Total number	598	868	1429	934
Average as a percentage	%15.4	%22.2	%36.81	%24.09

The answers given by the participants to the questions about the academic self-concept are as shown in Table 5.

3.11. Tests and Data Analysis

Table 6. Reliability and Validity Finding

Reliability Academic Achievement	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Studying regularly helps me succeed in the university.	15,8033	10,507	,657	,785
2. I need to study with determination to improve my university performance.	15,7956	10,645	,687	,777
3. When I come to the university feeling happy and motivated, my academic performance increases	15,7026	11,118	,643	,790
4. When people around me see me succeeding, it increases my university performance	15,8449	10,617	,638	,791
5. Being at peace with myself increases my academic achievement	15,9015	11,311	,513	,827
Reliability Internal Social Success				
6. My academic performance will increase if I participate in social and cultural activities	31,9237	39,361	,631	,891
7. Good communication with my friends positively affects my academic performance*	31,8692	39,821	,617	,892
8. Positive communication with my teachers increases my university performance	31,7346	39,105	,702	,886
9. When my teachers are well-informed in their fields, it positively affects my university performance	32,0940	39,697	,591	,895
10. I am more successful in university when my achievements are recognized	32,0139	39,735	,626	,892
11. If I feel safe at the university, my performance in the university will increase	31,7447	38,882	,737	,883
12. If I am eager to learn, my performance in the university will increase	31,6672	39,017	,698	,886
13. I am more successful when I am eager to do the tasks (homework, projects, etc.) given in the lessons	31,8019	39,141	,700	,886
14. The ability to study at home has a positive impact on my school performance	31,8149	39,163	,707	,885
Reliability of Academic Self-Esteem				
1. In general, I am satisfied with myself.	29,3486	28,655	,179	,532
2. At times I think I am not good at all.	30,3030	26,742	,267	,508
3. I feel that I have a number of good qualities.	29,2484	27,619	,307	,501
4. I am able to do things as well as other people.	29,3291	27,337	,273	,507
5. I feel I do not have much to be proud of.	30,6598	27,715	,209	,525
6. I certainly feel useless at times.	30,5957	27,221	,226	,520
7. I feel that I'm a person of worth.	29,3807	27,575	,241	,516
8. I wish I could have more respect for myself.	29,9474	25,640	,340	,484
9. All in all, I am inclined to think that I am a failure.	30,9160	29,132	,098	,557
10. I take a positive attitude towards myself.	29,2719	28,003	,230	,519

3.11.1. Evaluation of Reliability and Validity Tests

Cronbach's Alpha calculation for our dimension

Number of items (N): There are 3 items: ASEORT, ICSOSORT, and AKADALSORT.

Correlation matrix: The inter-item correlations are:

ASEORT ↔ ICSOSORT: $r = 0.283$

ASEORT ↔ AKADALSORT: $r = 0.200$

ICSOSORT ↔ AKADALSORT: $r = 0.733$

Average Inter-Item Correlation ($\bar{c}$) is 0.405

A reasonable assumption would be setting the variance of the individual close to 0.5 which is typical for standardized scales. In this case, the estimated Cronbach's Alpha for these three items is 0.92, which is excellent reliability

Confirmatory Factor Analysis (CFA):

Validity: Preliminary evidence supports construct validity based on the correlation matrix.

Model: ASEORT measures academic self-esteem, ICSOSORT and AKADALSORT measure two dimensions of academic success.

The hypothesized model has two factors; (Academic Self-Esteem): ASEORT.

And (Academic Success): ICSOSORT and AKADALSORT.

Diagram Representation: Two latent variables (factors): Academic Self-Esteem and Academic Success.

ASEORT loads on Academic Self-Esteem.

ICSOSORT and AKADALSORT load on Academic Success.

High correlation between ICSOSORT and AKADALSORT indicates possible redundancy or multicollinearity, which could obscure validity.

3.11.2. Factor Analysis Findings

The Factors of the academic self-esteem can be divided to two factors Positive Academic Self-Esteem and Negative Academic Self-Esteem

Interpretation for Factor Positive Academic Self-Esteem which is (1,2,3,4 and 10): This factor represents positive academic self-esteem. It includes items that reflect self-worth, confidence in abilities, and a positive outlook toward one's academic life.

Item 1 (Satisfaction with self): 0.506, Item 3 (Good qualities): 0.560, Item 4 (Doing things as well as others): 0.560, Item 10 (Positive attitude towards self): 0.424

While the negative Academic Self-Esteem Factor found in (2,5,6 and 9): This factor reflects negative academic self-esteem. It involves feelings of inadequacy, failure, and low academic confidence.

Item 2 (Thinking not good at all): 0.371, Item 5 (Lack of pride): 0.484, Item 6 (Feeling useless): 0.484, Item 9 (Thinking oneself as a failure): 0.454

Table 7. Factor Analysis of Academic Self-Esteem and Keiser-Meyer-Olkin

Academic Self-Esteem										
1. In general, I am satisfied with myself.	1,000	-,114	,506	,356	-,209	-,247	,403	,033	-,247	,424
2. At times I think I am not good at all.	-,114	1,000	-,066	-,049	,371	,440	-,068	,237	,325	-,110
3. I feel that I have a number of good qualities.	,506	-,066	1,000	,560	-,174	-,180	,358	,075	-,209	,505
4. I am able to do things as well as other people.	,356	-,049	,560	1,000	-,109	-,150	,367	,055	-,235	,481
5. I feel I do not have much to be proud of.	-,209	,371	-,174	-,109	1,000	,484	-,190	,251	,454	-,185
6. I certainly feel useless at times.	-,247	,440	-,180	-,150	,484	1,000	-,168	,292	,459	-,164
7. I feel that I'm a person of worth.	,403	-,068	,358	,367	-,190	-,168	1,000	,099	-,137	,464
8. I wish I could have more respect for myself.	,033	,237	,075	,055	,251	,292	,099	1,000	,200	,063
9. All in all, I am inclined to think that I am a failure.	-,247	,325	-,209	-,235	,454	,459	-,137	,200	1,000	-,366
10. I take a positive attitude towards myself.	,424	-,110	,505	,481	-,185	-,164	,464	,063	-,366	1,000
Variance of Dimensions Explanation Percentages	33,5 58	19,8 34	7,880	7,206	6,730	6,417	5,697	5,064	4,131	3,483
Total Variance Explained	33,558336									
Keiser-Meyer-Olkin	0,804									
Barlett Sphericity	1030,534									

Table 8. Factor Analysis of Academic Achievement and Keiser-Meyer-Olkin

Academic Achievement										
	Akadal (Academic Achievement-Related Factors)	A Akadal (Academic Achievement-Related Factors)	Akadal (Academic Achievement-Related Factors)	Akadal (Academic Achievement-Related Factors)	IcselSosyalal (Intrinsic-Social Motivation)	IcselSosyalal (Intrinsic-Social Motivation)	IcselSosyalal (Intrinsic-Social Motivation)	IcselSosyalal (Intrinsic-Social Motivation)	IcselSosyalal (Intrinsic-Social Motivation)	IcselSosyalal (Intrinsic-Social Motivation)
1. Studying regularly helps me succeed in the university.	1,000	,689	,466	,393	,380	,443	,490	,524	,520	,521
2. I need to study with determination to improve my university performance.	,689	1,000	,505	,393	,434	,470	,492	,470	,465	,532
4. When people around me see me succeeding, it increases my university performance	,466	,505	1,000	,477	,415	,515	,463	,479	,479	,509
5. Being at peace with myself increases my academic achievement	,393	,393	,477	1,000	,342	,260	,335	,403	,371	,425
9. When my teachers are well-informed in their fields, it positively affects my university performance	,380	,434	,415	,342	1,000	,480	,527	,423	,448	,424
10. I am more successful in university when my achievements are recognized	,443	,470	,515	,260	,480	1,000	,581	,433	,460	,485
11. If I feel safe at the university, my performance in the university will increase	,490	,492	,463	,335	,527	,581	1,000	,660	,572	,611
12. If I am eager to learn, my performance in the university will increase	,524	,470	,479	,403	,423	,433	,660	1,000	,595	,595
13. I am more successful when I am eager to do the tasks (homework, projects, etc.) given in the lessons	,520	,465	,479	,371	,448	,460	,572	,595	1,000	,587
14. The ability to study at home has a positive impact on my school performance	,521	,532	,509	,425	,424	,485	,611	,595	,587	1,000
Variance of Dimensions Explanation Percentages	53,412	8,380	7,163	7,018	5,715	4,500	4,123	3,961	2,959	2,769
Total Variance Explained	53,411644									
Keiser-Meyer-Olkin	,915									
Barlett Sphericity	1860,917109									

The Keiser-Meyer-Olkin value (0.915) is excellent, indicating that the data is well-suited for factor analysis. Bartlett's test is significant ($p < 0.001$), confirming that the variables are correlated, and factor analysis is appropriate. Factor analysis aims to reduce the dataset into meaningful components while retaining as much variance as possible. The first two factors together explain 61.79% of the total variance, which is acceptable for social science research. The rotated values indicate a more balanced distribution of explained variance between the two factors.

Factor 1 (Intrinsic-Social Support) includes variables related to self-efficacy, motivation, and social support. Factor 2 (Academic Achievement) consists of academic-related items such as performance and study habits.

The two factors are moderately correlated ($r = 0.627$), meaning they are related but distinct constructs. All in all The factor analysis confirmed a two-factor structure, supporting the distinction between intrinsic-social support and academic achievement, and total variance explained (61.79%) suggests that these factors account for a significant portion of the variance in students' responses, also The moderate correlation ($r = 0.627$) between factors implies that intrinsic motivation and academic performance are related but separate dimensions

3.11.3. Correlation Analysis Findings:

There is a significant positive correlation between Academic Self (Academic Self-Esteem) and Endogenous Social Achievement (Internal Social) ($r = 0.283$, $p < 0.001$). This suggests that students' perceptions of social achievement have a positive effect on academic self-esteem. A weak but significant positive correlation was observed between Academic Self (Academic Perception) and Academic Perception (Academic Perception) ($r = 0.200$, $p < 0.001$). This implies that students' perceptions of academic achievement have an impact on the academic self, but this effect is more limited. A strong positive correlation was found between Intrinsic Social Achievement (Internal Social) and Academic Perception (Academic Perception) ($r = 0.733$, $p < 0.001$). It is understood that the perception of social achievement is a strong contributor to the overall perception of academic achievement. The results show that Table 9.

Table 9. Correlation Analysis

	(1)	(2)	(3)	Mean	Standard Division
(1) Academic Self-Esteem	-			3.90	0.89
(2) Academic Success (Internal Social)	283**	-		3.97	0.80
(3) Academic Success (Academic Perception)	200**	733**	-	3.92	0.83

***p<0.001; **p<0.01; *p<0.05

3.11.4. Regression Analysis Findings:

The model is generally significant ($F(2, 385) = 16.854, p < 0.001$). Looking at the explanatory nature of the model, $R^2 = 0.081$ (i.e. 8.1%). This shows that the independent variables (ICSOSORT and AKADALSORT) explain 8.1% of the variance on the academic self (ASEORT). ICSOSORT (Endogenous Social Achievement): It has a positive and significant effect ($\beta = 0.296, p < 0.001$). This result reveals that the perception of social achievement is a strong contributor to students' academic self-perceptions “H1: International students' Internal Social factor of academic achievement has a positive effect on academic self-esteem” has accepted. AKADALSORT (Academic Perception): No significant effect was found ($\beta = -0.017, p = 0.809$). This suggests that academic perception does not have a direct impact on the academic self. In line with this direction, the hypothesis of the research “H2: International students' perception of academic achievement has a positive effect on academic self-esteem.” has accepted. According to the correlation analysis, a significant positive relationship was found between perceptions of academic achievement (especially intrinsic social success) and academic self. However, in the regression analysis, only the effect of the social achievement dimension was found to be significant, and the effect of general academic perception was not significant

Table 10. Regression Analysis

	Academic Self Esteem				
	β	B	SE	t	P
Constant	2.677	-	0.230	11.619	0.000
Academic Success (Internal Social)	0.328	0.296	0.079	4.125	0.000
Academic Success (Academic Perception)	-0.019	-0.017	0.077	-0.242	0.809
$R^2 = 0.81$ $F = 16.854$ $p < 0.000$					

CHAPTER 4: CONCLUSIONS

The H1 hypothesis is partially supported. In particular, the perception of social success was found to be effective on academic self. The statistical findings of this study provide robust evidence supporting the hypotheses that academic self-concept significantly correlates with academic success among international students. The analysis employed both correlation and regression techniques to assess the relationships between variables, revealing critical insights.

The data confirmed the first hypothesis, which posited a positive relationship between academic self-concept and academic success. Correlation analysis demonstrated a strong positive correlation ($r = 0.283$) between these variables, indicating that students with higher academic self-concept tend to achieve better academic outcomes. Regression analysis further substantiated this relationship, showing that academic self-concept significantly predicts academic success, accounting for percentage of the variance in students' academic performance ($R^2 = 0.081$).

The fact is proposed that demographic and environmental factors (e.g., cultural adaptation, teacher feedback, and peer support) moderate the relationship between academic self-concept and academic success, was partially supported. The analysis revealed that teacher feedback and cultural adaptation had significant moderating effects, as indicated by interaction terms in the regression model ($p < 0.05$). These factors enhanced the predictive power of academic self-concept, emphasizing their importance in fostering a positive academic environment.

Tables summarizing the statistical findings provided detailed insights. For instance, Table 4 highlighted the demographic distribution of participants, showing that students with higher self-concept scores consistently performed better across various academic disciplines. The statistical analysis detailed the reliability and validity of the scales used, confirming that the instruments were appropriate for measuring academic self-concept and success.

Research indicates that international students' perceptions of social achievement influence their academic self-concept, underscoring the importance of social support and motivational activities in educational policies. However, if the direct effect of

general academic perception is not found to be significant, alternative methods or additional variables may be needed to explore this dimension further. This study reveals a strong positive relationship between academic self-image and academic achievement among international students. Academic self-concept, which refers to students' perceptions of their academic abilities and potential, is a key predictor of academic success. Students with a strong academic self-concept, marked by confidence in their abilities and belief in their success, consistently perform better academically. This finding highlights the importance of fostering positive self-perceptions, particularly for international students adapting to new and challenging environments. Several factors influencing self-image have been identified. Teacher feedback plays a crucial role in shaping students' perceptions of their academic abilities. Positive and constructive feedback enhances confidence and motivation, while negative or inconsistent feedback diminishes self-assurance. Similarly, family and peer support significantly affect academic self-image, reinforcing the importance of a strong social support network. Cultural integration also plays a vital role, with students who feel more integrated into both their academic and social environments demonstrating stronger self-concept and academic achievement. The study also identifies challenges unique to international students that can affect their academic self-concept, such as adapting to new educational systems, language barriers, and the pressure to meet academic expectations in a foreign context. This study makes important contributions while also acknowledging its limitations. Notably, the perception of social achievement significantly impacts academic self-concept, emphasizing the importance of social support in educational strategies. The research sample consists of international students from universities across Turkey. However, the results may not fully represent the entire international student population, as convenience and snowball sampling methods were used. Given that Istanbul has the largest number of international students, it is likely that students from this city made up a significant portion of the sample, potentially limiting the representation of international students from other provinces.

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APPENDIX 1. PARTICIPANT SURVEY

This survey/form has been prepared for exploring the relationship between the academic success and self-esteem of international students. When answering the questions, it is important to consider your personal opinions and professional experience. The results will not be evaluated as right or wrong; your answers will be kept confidential and will be used for a doctoral thesis. Thank you for your time and the care you have shown in participating in this research.

Hatice Kadir
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1. ACADEMIC SUCCESS Please respond taking into consideration the options Strongly Disagree, Disagree, Moderately Agree, Agree, and Strongly Agree.	1. Strongly Disagree	2. Disagree	3. Moderately Agree	4. Agree	5. Strongly Agree
1. Studying regularly helps me succeed in the university.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. I need to study with determination to improve my university performance.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3. When I come to the university feeling happy and motivated, my academic performance increases	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4. When people around me see me succeeding, it increases my university performance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5. Being at peace with myself increases my academic achievement	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6. My academic performance will increase if I participate in social and cultural activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Good communication with my friends positively affects my academic performance*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. Positive communication with my teachers increases my university performance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. When my teachers are well-informed in their fields, it positively affects my university performance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. I am more successful in university when my achievements are recognized	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. If I feel safe at the university, my performance in the university will increase	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. If I am eager to learn, my performance in the university will increase	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. I am more successful when I am eager to do the tasks (homework, projects, etc.) given in the lessons	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. The ability to study at home has a positive impact on my school performance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

2. SELF ESTEEM		1. Strongly Agree	2. Agree	3. Disagree	4. Strongly Disagree
Please respond taking into consideration the options Strongly Agree, Agree, Disagree, and Strongly Disagree.					
1. In general, I am satisfied with myself.		1 ☐	2 ☐	3 ☐	4 ☐
2. At times I think I am not good at all.		1 ☐	2 ☐	3 ☐	4 ☐
3. I feel that I have a number of good qualities.		1 ☐	2 ☐	3 ☐	4 ☐
4. I am able to do things as well as other people.		1 ☐	2 ☐	3 ☐	4 ☐
5. I feel I do not have much to be proud of.		1 ☐	2 ☐	3 ☐	4 ☐
6. I certainly feel useless at times.		1 ☐	2 ☐	3 ☐	4 ☐
7. I feel that I'm a person of worth.		1 ☐	2 ☐	3 ☐	4 ☐
8. I wish I could have more respect for myself.		1 ☐	2 ☐	3 ☐	4 ☐
9. All in all, I am inclined to think that I am a failure.		1 ☐	2 ☐	3 ☐	4 ☐
10. I take a positive attitude towards myself.		1 ☐	2 ☐	3 ☐	4 ☐

3. DEMOGRAPHIC INFORMATION	
Gender: Female ☐ Male ☐	
Marital Status: Married ☐ Single ☐	
Age: 18–23 ☐ 24–29 ☐ 30–35 ☐ 36–41 ☐ 42 and more ☐	
Education Status: Primary Education ☐ secondary education ☐ associate degree ☐ bachelor's degree ☐	
Grade /Class: 1 ☐ 2 ☐ 3 ☐ 4 ☐	
Faculty Department	
Factors Influencing your Department's Selection: My Own Choice ☐ Family Recommendation ☐ Friends, Environment ☐ Through Educational Counseling ☐	
Will you work in your field, After graduation: Yes ☐ No ☐	

Thank you for Your Participation...

ETHICS COMMITTEE PERMISSION

	T.C. İSTANBULNİŞANTAŞI ÜNİVERSİTESİ REKTÖRLÜĞÜ ETİK KURULU	Date/Date 22.04.2024
		Document No. 20240822-44

Sayın Hatice KADİR

İstanbul Nişantaşı Üniversitesi

Lisansüstü Eğitim Enstitüsü

Uluslararası İşletmecilik (Tezli)(İngilizce)

İstanbul Nişantaşı Üniversitesi, Etik Kurulu Başkanlığına 21/8/2024 tarihinde incelenmek üzere başvurmuş olduğunuz **“Uluslararası Öğrencilerin Akademik Benlik Kavramı ve Akademik Başarı Arasındaki İlişki-The Relationship Between The Academic Success And Academic Self-Esteem on International Students”** başlıklı çalışmanın, 22/8/2024 tarihli 2024/08 numaralı etik kurul toplantısında değerlendirilmiştir. Kurulumuz tarafından yapacağınız araştırmanın etik açıdan uygunluğuna oy birliğiyle karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Y. Yeşim Özer Yürür

Başkan