

INVESTIGATION OF THE RELATIONSHIP BETWEEN PERCEPTION OF FAMILY AND FRIENDS SUPPORT AND FEAR OF MATHEMATICS LESSON IN SECONDARY SCHOOL STUDENTS

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Abstract

This research was carried out with the participation of 500 students studying in secondary schools in different districts of Ankara in the fall semester of the 2019-2020 academic year. In the study, it was aimed to examine the relationships between the support of family and friends and the fear of mathematics lesson, according to the opinions of secondary school students. As a result of the research, it was seen that there was a significant correlation between the perceptions of secondary school students about the fear of mathematics lesson and the support of family and friends. In this context, it has been determined that secondary school students have a fear of mathematics lessons and family support is important in overcoming this fear. It was observed that the fear of mathematics lesson was mostly in the sixth grade students and then in the eighth grade students. Students need family support at all grade levels, On the other hand, it was determined that family support was more visible especially in sixth and eighth grade students. Fear of mathematics lesson has a low-level positive and significant relationship with the perception of family support and the perception of friend support. It was observed that family support was a significant predictor of fear of mathematics lesson, but support of friends was not a significant predictor of fear of mathematics lesson.

Keywords: Fear of mathematics, family support, friend support, middle school student

Introduction

The importance of family in a child's life is an undeniable fact. It is known that uninterrupted and supportive attachment from the first moments of life protects the individual from psychological disorders in the later stages of his life, and that the problems experienced in attachment with the family in childhood lie at the root of many psychological problems (Polat, 2018). It is known that healthy and close relationships with the family protect children from negative peer influence, low academic achievement and external negativities such as having to change schools. Therefore, it is stated that having a supportive affective bond with the family in children and adolescents is important for academic success (Csikszentmihalyi & Schneider, 2000). In this context, children who receive adequate family support need less support from friends, in case of problematic family relationships, they need more support from friends (Call & Motimer, 2001). It is seen that teachers are the authority figures who provide support and guidance when family-adolescent relationships deteriorate (Crosnoe, 2000). The cooperation of the school, family and society positively affects the school climate, provides families with skills and leadership, increases the commitment of families to each other, and as a result, increases the child's chance of success in school and in life (Epstein 1995, Henderson & Mapp, 2002). However, it is seen that the academic success of students whose past experiences and family expectations are incompatible with the expectations and values of the school is negatively affected by this (Comer, Haynes, Joyner, & Ben Avie, 1996). Lack of harmonious relations between school and family, may arise from mutual distrust (Goddard, Tschannen- Mora, & Hoy, 2001). The reasons for insecurity are that families have had negative experiences with school, poor school-family communication, and incompatible teacher and family expectations about the student (Brewster & Railsback, 2003). Both

parents and educators tend to see reading, literacy and mathematics as the most important in school success (McLoughlin & Lewis, 2002). It is observed that especially students who are successful in mathematics are considered as intelligent and successful in the social environment. Deniz and Üldaş (2008) stated that mathematics lesson, besides being an indispensable element of education, arouses fear and anxiety in students. Şenol, Dündar, Kaya, Gündüz, and Temel (2015) found that the reasons for students' fear of mathematics are the environment (family),

In general, it is known that the family is effective in the success of the child (OECD, 2019). On the other hand, it is expected that the fear of the course decreases the success, as the interest in the course increases the success in achieving academic success. It is known that mathematics course is a course that challenges students from the primary school years. It is an unchanging result that we encounter every year that the lowest success in the central exam results (such as LGS and YDS) is in the mathematics course. However, similar results are seen in international exams. The mathematics test success average of the students in Turkey is lower than the OECD (Organization for Economic Cooperation and Development) countries average, and also the TIMSS (Trends in International Mathematics and Science Study) test. It is seen that the results are lower than the international average (MEB, 2016). The difficulty of the lesson decreases the success, and the falling success increases the fear of the lesson.

The word fear is defined as “anxiety and sadness in the face of a danger or danger” (TDK, 2020). Lazarus (1974) and Hendel (1980) first mentioned the fear of mathematics in the literature. Fear of mathematics is defined as “a negative reaction to learning or performing mathematical activities that hinder mathematics achievement” (Whyte, 2009). If learning mathematics makes a student feel fearful, negative emotions and bodily reactions arise (Zambo & Zambo, 2006). In addition, fear of mathematics lesson may affect individuals in different ways and may cause different cognitive, affective or physical reactions. Cognitive negative reactions include talking to oneself, ignoring the lesson, and withdrawing from the lesson.

Affective reactions can appear in the form of insecurity, fear of looking stupid, and loss of self-esteem. Physical reactions are manifested as an increase in the person's heart rate, nausea and excessive sweating (Freiberg, 2005). Fear of mathematics may have more than one origin, and as stated by Shields (2005), they may originate from home, community or school life. Parents who have a fear of mathematics may unintentionally transfer their fears to their children. In other words, the emotions felt towards the mathematics lesson can inevitably take place in parent-child interactions (Else-Quest, Hyde, & Hejmadi, 2008). Stolpa (2004) states that parents' fear of mathematics lessons, He argues that when children are frustrated or upset by difficulties with a mathematical task, they can provide an excuse to stop trying. Phrases such as “I never understand integers either” or “Mathematics was always difficult for me at school” heard from parents increase the fear of mathematics lessons for children. Some social factors, such as mathematical myths in society, may also trigger or strengthen students' fear of mathematics. For example, the myth that boys are better at math than girls and that only some people have a "math mind" can undermine positive self-efficacy beliefs. Vinson (2001) argues that primary school teachers with a fear of mathematics can lead to students with a fear of mathematics. On the other hand, it is thought that mathematics teachers also cause fear of mathematics. According to Gurganus (2007), traditional teaching methods such as lessons taught with the assumption that every student will learn in the same way, namely exercises, worksheets and textbook-based teaching, are effective in fear of mathematics. Another reason that increases the fear of mathematics in students is the classroom culture and the teacher's negative attitudes towards students who do not understand the subject of the lesson (Shields, 2005). It is reflected in the results of the study that the absence of someone helping them is effective in the fear of the mathematics lesson and the decrease in the mathematics success of the students (Alkan, 2011; Baştürk, 2012). Traditional

teaching methods such as lessons taught with the assumption that every student will learn in the same way, namely exercises, worksheets and textbook-based teaching, are effective in fear of mathematics. Another reason that increases the fear of mathematics in students is the classroom culture and the teacher's negative attitudes towards students who do not understand the subject of the lesson (Shields, 2005). It is reflected in the results of the study that the absence of someone helping them is effective in the fear of the mathematics lesson and the decrease in the mathematics success of the students (Alkan, 2011; Baştürk, 2012). Traditional teaching methods such as lessons taught with the assumption that every student will learn in the same way, namely exercises, worksheets and textbook-based teaching, are effective in fear of mathematics. Another reason that increases the fear of mathematics in students is the classroom culture and the teacher's negative attitudes towards students who do not understand the subject of the lesson (Shields, 2005). It is reflected in the results of the study that the absence of someone helping them is effective in the fear of the mathematics lesson and the decrease in the mathematics success of the students (Alkan, 2011; Baştürk, 2012). Classroom culture and the teacher's negative attitudes towards students who do not understand the subject of the lesson (Shields, 2005). It is reflected in the results of the study that the absence of someone helping them is effective in the fear of the mathematics lesson and the decrease in the mathematics success of the students (Alkan, 2011; Baştürk, 2012). Classroom culture and the teacher's negative attitudes towards students who do not understand the subject of the lesson (Shields, 2005). It is reflected in the results of the study that the absence of someone helping them is effective in the fear of the mathematics lesson and the decrease in the mathematics success of the students (Alkan, 2011; Baştürk, 2012).

There are studies that show that family support has a significant effect on academic success, but friend support has no significant effect (Yıldırım, 2000), as well as that friend support is effective in academic success (Wentzel, 1998) and that both family and friend support are effective in academic success. (Levitt, Guacci-Franco, & Levitt, 1994) There are studies that have determined. . Differentiating academic environment after primary school, different friend environments together with teacher changes make the adaptation process to secondary school difficult. The relevant literature shows that female students need family support more during this period (Meadows, Brown, Elder, 2006). It is also known that family support is important in overcoming fear and success in mathematics lessons (Cutrona, Cole, & Colangelo, 1994; Yüksel-Sahin, 2004). In this study, it is aimed to examine the relationship between the support of family and friends and the fear of mathematics lessons, depending on the perceptions of the students. The results of the study are expected to guide researchers, families, teachers and education administrators.

Purpose of the research

Within the scope of the research, which aims to examine the relationship between the fear of mathematics lesson and the support of family and friends, answers to the following questions were sought:

1. What are the perception levels of secondary school students towards family support, friend support and fear of mathematics lesson?
2. Do the perceptions of family support, friend support and fear of mathematics lesson differ according to the grade level and gender of the students?
3. Is there a significant relationship between the perceptions of family support, friend support and fear of mathematics lesson?

4. Are family and friend support significant predictors of math lesson fear?

METHOD

This study, which aims to explain the relationship between the perception of family and friend support and the fear of mathematics lesson in secondary school students, was designed in the relational screening model. Screening studies; It is a research model that helps to measure attitudes, thoughts and beliefs, to determine the relationships between variables, to make predictions and to determine how subgroups change by using effective measurement tools (Christensen, Johnson, & Turner, 2015). In this direction, research data were analyzed with a quantitative approach.

Working group

The study group of the research consists of 500 students who voluntarily participated in the research in Yenimahalle and Etimesgut districts of Ankara province in the fall semester of the 2019-2020 academic year, studying at five official schools affiliated to the Ministry of National Education. The schools considered within the scope of the research were selected by random method. Data were collected from students studying in three secondary schools (number of enrolled students = 1876) in Yenimahalle and two secondary schools in Etimesgut (total number of enrolled students = 1618). Since participation in the research is voluntary, the unit of analysis in the study is students, not schools. 223 (44.6%) of the students are female students and 277 (55.4%) of them are male students. 150 students are 5th grade, 116 students are 6th grade, 118 students are 7th grade and 116 students are 8th grade.

Data Collection Tools

Family and Friend Support Perception Scale

The "Family and Friend Support Perception Scale" developed by Arastaman (2011) was used to determine the perception levels of secondary school students regarding family and friend support. Scale; It is a two-dimensional scale with fourteen items in total, with the sub-dimension "Family Support" nine items and the "Friend Support" sub-dimension five items. The scale is a five-point Likert type. "My family is related to my school life" and "I get along well with my friends at school" are two of the items that can be given as examples in the scale. Internal consistency coefficient values for the sub-dimensions of the scale; 0.89 for family support and 0.77 for friend support (Arastaman, 2011). In the calculations made within the scope of this study, the internal consistency coefficient was calculated as 0.88 for the family support sub-dimension and 0.82 for the friend support sub-dimension. The validity of the scale was tested with confirmatory factor analysis (CFA) using the entire study group for the current study. It was determined that the dimensions of the scale consisted of the same values as the original [$\chi^2=332.84$; $SD=76$; $\chi^2/SD=4.37$; $AGFI=.96$; $GFI=.97$; $NFI=.92$; $CFI=.94$; $IFI=.94$; $RMR=.20$; $RMSEA=.087$]. When the goodness of fit values were examined as a result of the analyzes, it was seen that two dimensions of the scale were valid (Şimşek, 2007).

Fear Scale for Mathematics Lesson

The "Fear Scale for Mathematics Lesson" developed by Keklikçi (2011) was used to determine the fear levels of secondary school students towards the mathematics lesson. Scale; The "Fear Caused by Past Experiences" sub-dimension consists of six items, the sub-dimension "Fear Caused by Thoughts About Mathematics" has six items, the sub-dimension "Fear Caused by Social Expectations and Performance" has six items, and the sub-dimension "Fear Caused by Cognitive Prejudices" has four items. dimension and a total of twenty-two items. The scale is a five-point Likert type scale that ranges from "I totally disagree" to "I totally agree". Among the sample items in the scale are "I think that it is

necessary to learn mathematics in order to have a good profession” and “I have a pain in my stomach due to fear in the mathematics lesson”. In the original study of the scale, Cronbach's alpha values were calculated as 0.91 (Keklikçi, 2011). In this study, the Cronbach's alpha value was found to be 0.72. The validity of the scale was tested with CFA using the entire study group for the current study. It was determined that the scale consisted of the same values as in the original [$\chi^2=993.61$; $Sd=203$; $\chi^2/Sd=4.89$; $AGFI=.80$; $GFI=.84$; $NFI=.85$; $CFI=.87$; $IFI=.88$; $RMR=.073$; $RMSEA=.092$]. When the goodness of fit values were examined as a result of the analyzes, it was seen that the four-dimensional form of the scale was still valid (Şimşek, 2007). It was determined that the scale consisted of the same values as in the original [$\chi^2=993.61$; $Sd=203$; $\chi^2/Sd=4.89$; $AGFI=.80$; $GFI=.84$; $NFI=.85$; $CFI=.87$; $IFI=.88$; $RMR=.073$; $RMSEA=.092$]. When the goodness of fit values were examined as a result of the analyzes, it was seen that the four-dimensional form of the scale was still valid (Şimşek, 2007). It was determined that the scale consisted of the same values as in the original [$\chi^2=993.61$; $Sd=203$; $\chi^2/Sd=4.89$; $AGFI=.80$; $GFI=.84$; $NFI=.85$; $CFI=.87$; $IFI=.88$; $RMR=.073$; $RMSEA=.092$]. When the goodness of fit values were examined as a result of the analyzes, it was seen that the four-dimensional form of the scale was still valid (Şimşek, 2007).

Analysis of Data and Operations

Data collection tools were collected under the supervision of the researcher with the help of course teachers in a 15-minute part of a course hour, with the permission of the school principal, parents and scale holders. Research data were collected in December 2019. The data of the study were calculated with standard deviation, arithmetic mean, t-test, correlation and multiple regression analysis. The results of the Normality Test of the scales were examined by looking at the kurtosis and skewness values of the data. The items of the Perception of Family and Friend Support Scale threeharplcllat kğbass -.60 to -1.50lcllat kğmen from .19 to -0.1latğlsis working. The items of the Fear Scale for Mathematics Lesson threeharplcllat kğBass pawns -.14 to 1.19lcllat kğmen between .12 and 1.27latğlsis working. It was determined that the data showed normal distribution and there were no extreme values in the data set. In the evaluation of arithmetic averages, the range of 1.0-1.80 was determined as “very low”, the range of 1.81-2.60 as “low”, the range of 2.61-3.40 as “medium”, the range of 3.41-4.20 as “high” and the range of 4.21-5.0 as “very high” (Büyüköztürk et al. , 2012). In addition, the range of 0-.30 was evaluated as "low", the range of .31-.70 as "medium", and the range of .71-1.0 as "high" in the correlation analysis (Büyüköztürk et al., 2012).

RESULTS

In order to test whether the views of secondary school students about the support of family and friends and the perception of fear of mathematics lesson differ statistically according to gender, independent groups t-test was used. Analysis results are shown in Table 1.

Chart1. Independent groups t-test results

Scale	Variable	n	\bar{x}	ss	sd	t	p	
family support	Gender	Girl	223	4.50	.66	49 8	2.35	.02*
		Boy	277	4.35	.78			

Friend support	Girl	223	3.90	.98	3.14	.00*
	Boy	277	3.63	.93		
Fear of math class	Girl	223	3.14	.31336	1.67	.09
	Boy	277	3.08	.50		

*p < .05

As presented in Table 1, there is a significant gender difference in secondary school students' perception of family support ($t(498) = 2.35, p < .05$). Considering the average scores of secondary school students regarding the perception levels of family support, it was seen that male student scores (= 4.35) were lower than female students (= 4.50). $\bar{X} \bar{X}$

The perception levels of secondary school students towards friend support differ significantly in favor of female students according to gender ($t(498) = 3.14, p < .05$). When the average scores of secondary school students regarding the perception levels of friend support are examined, it is seen that the scores of male students (= 3.63) are lower than that of female students (= 3.90). $\bar{X} \bar{X}$

The perception levels of students for fear of mathematics lesson do not differ significantly according to gender ($t(498) = 1.67, p > .05$). When the average scores of secondary school students regarding the fear of mathematics lesson are analyzed, it is seen that male students' scores (= 3.08) are lower than female students (= 3.14). A one-way analysis of variance (ANOVA) was used to analyze the significant differentiation of secondary school students' perceptions of family and friend support and fear of mathematics lesson according to the grade level of the students. Analysis results are shown in Table 2. $\bar{X} \bar{X}$

Chart2. ANOVA results according to grade level variables

Scale	Variable	Variance Source	squares total	sd	squares average	F	p	Significant Difference
family support	grade level	Between Groups	14.21	3	5.63	11.25	.00*	5-6; 5-7
		In-group	227.33	496	.50			6-7; 8-7
		Total	241.55	499				
Friend Support		Between Groups	3.79	3	1:50	1.62	.18	-

	In-group	425.96	496	.92	
	Total	429.75	499		
	Between Groups	3.14	3	1.02	5-6
Fear of Math Class	In-group	81.70	496	.18	5.77 .00* 5-8
	Total	84.85	499		6-7

*p < .05

As can be seen in Table 2, it was determined that the level of friend support perception ($F(3-449) = 1.62, p > .05$) did not differ significantly.

As can be seen from Table 2, according to the grade level variable; middle school students' level of family support perception ($F(3-449) = 11.25, p < .05$) differed significantly. LSD from Post-Hoc tests was applied to find the source of differentiation. Perception of family support was found to be higher than the mean of those below grade level (= 4.69) and those with grade level five (= 4.35) and those with grade level seven (= 4.17). In addition, the mean of those with grade seven (= 4.17) was lower than the mean of those with grade eight (= 4.50) and those with grade five (= 4.35). Respectively, it was observed that the perception of family support in secondary school students was at the 6th grade level, then at the 8th grade level, and then at the 5th and 7th grade levels. $\bar{X} \bar{X} \bar{X} \bar{X} \bar{X} \bar{X}$

As can be seen from Table 2, it was observed that the perception level of fear of mathematics lesson ($F(3-449) = 5.77, p < .05$) differed significantly. LSD from Post-Hoc tests was applied to find the source of differentiation. It was observed that the mean level of perception towards fear of mathematics lesson of those who were below grade level (= 3.22) was higher than the average of those with grade eight (= 3.15), those with grade seven (= 3.05) and those with grade five (= 3.03) higher. It was observed that the fear of mathematics lesson was at the 6th grade level, then at the 8th grade level, and then at the 7th and 5th grade levels, respectively. $\bar{X} \bar{X} \bar{X} \bar{X}$

The arithmetic mean and standard deviation scores of secondary school students' perceptions of family support, friend support and fear of mathematics lesson, and the correlation coefficients between the variables are presented in Table 3.

Chart3. Correlation coefficients, arithmetic mean and standard deviation scores

Variable	one	2nd	3
one Family Support	one		
2nd Friend Support	.58*	one	

3	Fear of Math Class	.36*	.25*	one
Average		4.42	3.75	3.10
Standard deviation		.73	.96	.43

*p<.01

As can be seen from Table 3, middle school students' mean family support score was 4.42 (SD = .73), friend support mean score was 3.75 (SD = .96), and math lesson fear mean score was 3.10 (SD = .43). According to this; The mean score of family support is very high, the mean score of friend support is On the other hand, there is a positive correlation between the perception of fear of mathematics lesson and the perception of family support at a moderate level (r=.36; p<.01) and with the perception of friend support at a low level (r=.25; p<.01).

The results of the regression analysis of students' family support, friend support and fear of mathematics lesson are given in Table 4.

Table 4. Regression analysis results

(Dependent Variable = fear of math lesson)

Variable	B	Standard Error B	β	t	p
Family Support	.19	.03	.32	6.24	.00
Friend Support	.03	.02	.07	1.32	.19

R=0.36; R2=0.13; F= 37.53; p = 0.00

*p<.05

As can be seen from Table 4; there is a moderate and significant relationship between family support and friend support and fear of mathematics lesson (R =0.36; R2=0.13; F= 37.53; p<.05). According to these findings, 13% of the fear of mathematics lesson is explained by family support and friend support. According to the standardized regression coefficient (β); peer support (t=1.32, p>.05) is not a significant predictor of math lesson fear. Family support (t=6.24, p<.05) is a significant predictor of fear of mathematics lesson.

CONCLUSION AND DISCUSSION

Findings indicate that family support is very high in secondary school students. It is thought that the fact that the study is conducted with secondary school students may have an effect on the perception of family support at a very high level. In the study, it was observed that the perception of friend support was high. Students spend more time with their friends than with their families in the school environment. The high perception of friend support indicates that the school climate is healthy and the

students feel peaceful and safe in the school environment. Findings show that the perception of fear of mathematics lesson is moderate. Mathematics course hours at the secondary school level are higher than the course hours of other branches. Being a course with more course hours and requiring more individual work and effort, complicates the math lesson. On the other hand, the fact that the perception of fear of mathematics lesson is moderate and that mathematics lesson is largely determinant in central exams can be explained by the success expectation of the family and the school. In addition, the most critical period in which fear of mathematics occurs is between the ages of 9 and 11 (Mcleod, 1993). The friend support perception levels of secondary school students differ significantly in favor of female students in terms of gender. It can be thought that the emotionality of female students is effective in the high level of friend support. Apart from this, it can also be mentioned that the adolescence factor is decisive. Secondary school period refers to a period in which adolescence is intense and emotional attachment is high for female students. Male students enter puberty later than female students. Male students in the fifth and sixth grades of secondary school exhibit a very active, more childlike and less affected state, whereas female students seem to be more emotional, quieter, in need of attachment and trust (Gustavo et al., 2012). It is observed that female students at the secondary school level are in groupings and need close friend relations more.

Family support perception levels of secondary school students differ significantly in favor of female students in terms of gender. It is thought that female students' feelings of family support are more intense and stronger. Although secondary school students' fears of mathematics lessons do not differ significantly according to gender; It was determined that the mean of female students was higher than that of male students. Studies show that female students are more afraid of mathematics than male students (Betz, 1978; Tobias, 1980; Dew, Galassi, & Galassi, 1983). Fulkerson (1984); Lussier (1996) and Abed and Alkhateeb (2001) found that male students had a higher fear of mathematics lessons than female students. Bowd and Brady (2003) found that there was no gender difference in their study of fear of mathematics on pre-school teacher candidates. The higher fear of mathematics lessons among female students can be explained by the fact that female students can express their emotions more easily. It is thought that the social myth that boys are better than girls in math class may also be effective on the higher perception of fear of mathematics among female students.

According to the grade level variable, it was determined that the perception levels of secondary school students towards family support and fear of mathematics lesson differed significantly, whereas the perception level of friend support did not differ significantly. It was observed that the level of family support of the fifth and sixth grade students was higher than that of the eighth and seventh grade students. Factors such as the youngest age of the fifth and sixth grade students at the secondary school level, the fact that they have entered a changing environment such as a new school, a new level, new classmates suggest that these students need more family support. In addition, it was observed that the average of family support levels of those whose grade level was seven was lower than the average of those whose grade level was eight. It is expected that the families of the eighth grade students will give them more support as they prepare for the high school transition exam and have a stressful year. It has been observed that the average of fear of mathematics lesson of the students whose grade level is below is higher than the average of the students whose grade level is five and eight. Among the reasons for this are the differentiation of mathematics subjects at the sixth grade level and the increase in the number of subjects encountered for the first time.

Findings revealed that there is a significant correlation between middle school students' perceptions of family and friend support and their fear of mathematics lesson. The perception of fear of mathematics lesson has a positive and significant relationship with the perception of family support at a moderate level and with the perception of friend support at a low level. Although this result does not exactly match the study by Yıldırım (2000), it shows similarities. It was observed that family support was a

significant predictor of fear of mathematics lesson, but support of friends was not a significant predictor of fear of mathematics lesson. It has also been revealed in other studies that the attitude of the family is important in the fear of mathematics lessons and that the children who receive help at home are more successful (Alkan, 2011, Reusser, 2000).

Although students need family support at every grade level, it has been determined that family support is more visible especially in the sixth and eighth grades. On the other hand, it was seen that the new and difficult subjects and the high weight in exams such as the high school entrance exam were among the determinants of the fear of mathematics.

Since the secondary school period is both the preparation period for the high school entrance exams and the transition period from childhood to adolescence; it is a normal result that students need family support very much during this period. The family support to be provided to the students during this period, among other positive effects, also contributes to reducing their fears about the difficult and extra-effortful mathematics lesson. On the other hand, although the support of friends is an important factor in middle school students with adolescence, it was seen that this support was not a determinant in the fear of mathematics lessons.

A healthy family environment is as important as a healthy educational environment in order to eliminate the factors that make it difficult to carry out educational activities efficiently and effectively, such as the fear of mathematics lessons. Taking into account the characteristics of gender and grade levels, providing strong family support to students and creating a school environment where students can establish good relations with each other, the support of friends will positively affect the approach of secondary school students to school and lessons, and will contribute to the increase in their academic success. .

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