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TEACHERS' VIEWS ON ACADEMIC FAILURE IN SECONDARY SCHOOLS: A COMPARISON BETWEEN PUBLIC AND PRIVATE SCHOOLS

Abstract: This study aimed to comparatively examine the views of teachers working in public and private secondary schools on the reasons for academic failure. Using qualitative research methods with a phenomenological design, semi-structured interviews were conducted with 41 teachers (21 public, 20 private schools) working in the central district of Sivas province during the 2024-2025 academic year. Through the teachers' experiences, the reasons for academic failure, definitions of successful individuals, the impact of familial and environmental factors, the role of teaching methods, and expectations for preventing failure were analyzed. The findings show that public school teachers define successful individuals with internal characteristics such as discipline and patience, while private school teachers focus on work behaviors such as planning and self-confidence. Academic failure was expressed as "inability to reach the goal" in public schools and "performance problems" in private schools. While public school teachers emphasized individual and psychological factors in failure, private school teachers highlighted student attitudes, family factors, and the education system. It was stated that family support and a positive social environment increase success in both types of schools. In teaching methods, public schools emphasize student-centered approaches, while private schools emphasize active learning techniques. To prevent academic failure, dedication from teachers, cooperation from parents, responsibility from students, support from administrators, and systemic regulations from the Ministry of National Education are expected. The findings provide important clues for school-type-specific intervention strategies and inclusive education policies.

Keywords: Academic failure, academic success, public schools, private schools, teacher opinions.

Introduction

Education is a process that is intended to promote change and development in individuals with respect to knowledge, skills, attitudes, and behaviors (Şenkaloğlu, 2021). Academic success, one of the indicators of this process, can be linked to students' academic performances and the outcomes they attain. The concepts of "academic success" and "academic performance" can be concretized as completing academic tasks under certain conditions, achieving set goals, obtaining high-level academic evaluation results, recognition in the academic environment, and being recognized with rewards (Anghel, 2023). However, some students may struggle to achieve these goals due to various reasons and may face the problem of academic failure. The secondary school period is a critical phase where students experience significant cognitive, emotional, and social changes during the transition to adolescence (Cauley & Jovanovich, 2006). Hormonal changes, physical development, identity search, and transformations in social relationships during this period can directly affect students' school life. Changes in factors such as attention, motivation, self-perception, and

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emotional regulation can lead to fluctuations in academic success (Steinberg, 2005). The transition to secondary school can be a risky process in terms of academic success and self-esteem during early adolescence (Véronneau & Dishion, 2010; Wigfield & Eccles, 1994). In studies reported in the literature, academic failure has been explained under both individual characteristics and multidimensional environmental factors. Student individual characteristics: motivation (Çolak & Cırık, 2015), learning style (Arslan & Babadoğan, 2005; Utanır, 2008), level of interest (Bozdoğan & Yalçın, 2006); familial factors: parent's education level (Bellici, 2015; Çivitci, 2009), socio-economic status (Aslanargun, Bozkurt, & Sarıoğlu, 2016), home environment (Çiftçi, 2014); school conditions: teaching materials (Uslu & Akgün, 2011; Yazıcılar & Güven, 2009), discipline approach (Ada & İnce, 2012), and education policies (Bakioğlu & Göktaş, 2019; Suna et al., 2021) have been shown to affect the academic success process. According to Roeser, Eccles and Sameroff (2000), the quality of teacher-student relationships, sense of belonging to school, and self-efficacy perception positively affect students' success and life satisfaction.

According to Erdoğan (2006), the quality of the relationship between the student and the teacher directly affects both the student's academic success and classroom behaviors. At this point, teachers' observations, who are at the center of the process, are extremely valuable in understanding the reasons for students' success or failure.

In the Turkish education system, in addition to public state schools, private educational institutions also carry out education and training activities. Structural problems faced by the education system in Turkey and difficulties in financing education have created a suitable environment for the emergence and development of private educational institutions; especially since the 1980s, there has been a significant increase in the number of these institutions (Kulaksızoğlu, Çakır, & Dilmaç, 1999).

There are significant structural and functional differences between public schools and private schools. In the findings reported by Gürlü (2020), private schools have better physical facilities, lower class sizes, and qualified foreign language education, while public schools provide services with crowded classes and limited resources. In addition, significant differences between the two school types are observed in teacher-student interaction (Koç, 2019), grading practices (Gariþañoğlu, 2015), and student self-confidence (Ulaş et al., 2017). Therefore, the appearance and intensity of factors leading to academic failure may vary between public and private schools. How these differences are reflected in students' academic success levels and reasons for failure is also addressed as variables in TIMSS and PISA reports (MEB, 2022; MEB, 2023).

Although there are comparative studies in the literature on teaching processes in public and private schools (Hesapçioğlu & Nohutçu, 1999; Türkben & Fer, 2022; Ünsal & Çetin, 2019), studies that deeply examine the reasons for failure based on teacher opinions have remained limited in scope (Alkan, 2014; Durmuş, 2009; Güzel et al., 2009; Özseri, 2017; Öztöpalan, 2007; Yenilmez & Özbey, 2006). This study seeks to address this gap by examining, from the perspective of teachers, how the reasons for academic failure vary between public and private schools at the secondary education level. The comparative examination of these two school types can contribute to a more holistic understanding of the reasons for academic failure in the education system. The findings obtained can provide important contributions to the development of school-type-specific intervention strategies and make education policies more inclusive.

This study aims to examine the reasons for academic failure in secondary schools based on the views of teachers working in public and private educational institutions.

Specifically, the study seeks to address the following research questions:

1. What are the views of teachers working in public and private educational institutions on successful individuals and academic failure?

2. What are the reasons for academic failure according to teachers working in public and private schools?
3. How do familial and environmental factors leading to academic failure vary by school type?
4. How effective do teachers working in private and public schools consider the methods they apply in terms of academic success?
5. What are teachers' expectations from other teachers, school administrators, parents, students, and the Ministry of National Education to prevent academic failure?

Method

Research Design and Participants

In this study, the phenomenological method, one of the qualitative research designs, was used. According to Creswell (Creswell & Creswell, 2018), phenomenology is a type of research that examines individuals' experiences related to a certain experience or situation and the meanings they attribute to these experiences. In this context, the study focused on a specific phenomenon, and the reasons for academic failure were investigated based on teachers' experiences.

Participants in the study were determined through criterion sampling, a type of purposive sampling technique. The determined criterion was that participants have at least 2 years or more of experience and work at secondary school level in public and private schools. The participants consist of a total of 41 teachers working in the central district of Sivas province during the 2024-2025 Academic Year.

Through questions directed to teachers, data were collected from a broad perspective, including student characteristics, family and environmental factors, teaching methods, and institutional expectations. A comprehensive and comparative analysis of the current situation was then conducted.

Table 1 shows 21 teachers working at the secondary school level of the public school. 11 (52.4%) of the participants are female, 10 (47.6%) are male. Teachers' professional seniority ranges from 7 to 31 years. In terms of branch distribution, the most represented branches are science (4 people), mathematics (4 people), English (4 people), and social studies (3 people). Participants are coded as PUS1, PUS2, etc.

Table 2 shows a total of 20 teachers working in the secondary school level of the private school. 11 (55%) of the participants are female, 9 (45%) are male. Teachers' professional seniority ranges from 2 to 25 years. The participants consisted of teachers from various branches, including Turkish (3), Science (3), English (3), Social Studies (3), Mathematics (2), Guidance and Counseling (2), etc. Participants are coded as PRS1, PRS2, etc. The researcher has no intervention in the participants' branch, seniority, or gender distribution.

Table 1. Participant Information in Public School

Participants	Gender	Seniority	Branch
PUS1	M	18	Information Technologies
PUS2	F	28	Turkish
PUS3	F	23	Visual Arts
PUS4	F	24	Social Studies
PUS5	F	30	Science
PUS6	M	24	Social Studies
PUS7	F	18	Religious Culture and Ethics
PUS8	F	29	Technology and Design
PUS9	F	9	Social Studies

PUS10	F	24	Maths
PUS11	M	20	Maths
PUS12	F	24	Turkish
PUS13	M	31	Science
PUS14	F	23	Maths
PUS15	M	12	Science
PUS16	M	20	Maths
PUS17	F	18	English
PUS18	F	7	English
PUS19	M	23	English
PUS20	M	17	English
PUS21	M	22	Science

Table 2. Participant Information in Private School

Participants	Gender	Seniority	Branch
PRS1	M	6	Music
PRS2	M	16	Turkish
PRS3	F	6	German
PRS4	F	4	English
PRS5	F	16	Turkish
PRS6	F	13	Science
PRS7	F	8	Information Technologies
PRS8	M	11	Maths
PRS9	M	4	English
PRS10	F	10	Science
PRS11	M	12	Social Studies
PRS12	M	9	Religious Culture and Ethics
PRS13	F	2	PCG
PRS14	F	2	Social Studies
PRS15	M	5	Social Studies
PRS16	F	22	PCG
PRS17	M	25	Science
PRS18	F	11	Turkish
PRS19	F	5	Maths
PRS20	F	9	English

Data Collection Tool, Data Collection, and Analysis

In this research, a literature review on the subject was conducted by the researchers. The "semi-structured interview form" developed by the researchers was used as the data collection tool. The interview form prepared by the researchers initially included 12 main and 5 probe questions. Later, based on feedback from two experts in the field, the form was rearranged, and the number of questions was simplified to 7 main and 5 probe questions.

Data was collected through interviews with participants. Before filling out the interview form, participants were presented with the participant information text, and then their views were obtained.

Data were analyzed using content analysis. Content analysis is a systematic research method used to analyze and interpret textual data, including documents, interviews, and media content. It involves coding and categorizing qualitative data to identify patterns, themes, and relationships (Eastwood, Kemp, & Jalaludin, 2014). First, codes were created by analyzing the responses obtained from the interviews, and codes were presented in tables with frequency values under categories.

Credibility-Transferability

In quantitative research, the concept of "validity" corresponds to "credibility" and "transferability" in qualitative research, and it is of great importance in terms of systematically conducting the research and the consistency of the results obtained (Arslan, 2022; Kyngäs, Elo, & Kääriäinen, 2019). To increase the reliability of this research, the data analysis process was carried out by obtaining opinions from multiple experts. The naming of categories obtained from the data was done in line with expert suggestions, thus strengthening the relationship between the findings and research questions.

To ensure the transferability of the research, the research process was explained in detail. Codes and categories were defined in a clear and comprehensible manner, and the methodology section provides comprehensive information on the research design, participants, and data collection tools.

Consistency-Confirmability

In quantitative research, "reliability" is related to the consistency and repeatability of measurements. In qualitative research, this concept is addressed as "consistency" and "confirmability" (Arslan, 2022; Sinkovics, Ghauri, & Penz, 2008).

In this research, presenting the data directly without any interpretation has supported internal reliability. The coding process was carried out carefully, and the generated codes were assessed based on consensus among the researchers.

To ensure the security of participant views, all obtained data were recorded and stored for auditing when necessary. Digital data records were archived and stored to document every stage of the research process.

Results

The findings obtained from the research are presented in tables under headings regarding teachers' views on the characteristics of successful people, the definition of academic failure, the most common reasons for students' academic failure, the effects of family support on academic success, the effects of social environment and friendship relationships on academic success, the effect of methods applied by teachers on students' academic success, and expectations regarding the prevention of academic failure.

Teachers' Views on the Characteristics of Successful People and the Definition of Academic Failure

The categories, codes, and frequencies obtained from the analysis of public and private school teachers' views on the characteristics of successful people are presented in Table 3 and Table 4.

Table 3. Public School Teachers' Views on the Characteristics of Successful People

Categories	Codes	Frequency
Personal Development and Internal Characteristics	Disciplined	4
	Hardworking	7
	Problem-solving	2
	Positive/optimistic	3
	Self-loving	2
	Patient	4
	Curious	2
	Planned	5
	Good time management	2
	Happy	2

	Goal-setting	3
	Questioning	1
	High self-confidence	2
Total		39
Work and Order	Diligent	6
	Creative	1
	Determined	2
	Open to self-improvement	1
Total		9
Social Relationships and Interactions with People	Social	2
	Helpful	1
	Respectful	1
	Valuing others	1
	Inspiring trust	1
Total		6

Table 3 presents public school teachers' views on the characteristics of successful people. The most frequent codes were "hardworking" (f=7) and "diligent" (f=6) under the categories of personal development and internal characteristics and work and order.

PUS14: Diligent, hardworking, and determined. Not giving up in the face of difficulties.

Table 4. Private School Teachers' Views on the Characteristics of Successful People

Categories	Codes	Frequency
Work Behavior	Hardworking	5
	Planned	5
	Knowing what they want	5
	Determined	5
	Persistent	5
	Disciplined	4
	Effortful	2
	Struggling	2
Total		33
Self-Confidence	Self-confident	6
	Self-assured	3
	Enterprising	2
	Self-knowing	2
	Having a place in society	1
Total		14
Social and Moral Characteristics	Patient	3
	Empathetic	1
	Tolerant	3
Total		7
Goals and Idealism	Goal-setting	3
	Having goals	3
	Idealistic	1
Total		7

Table 4 presents private school teachers' views on the characteristics of successful people. The most frequent codes were "hardworking" (f=5), "planned" (f=5), "determined" (f=5), "knowing what they want" (f=5), and "persistent" (f=5) under the work behavior category. Some example expressions from this category are as follows:

PRS5: Determined, forward-thinking, persistent, responsible

PRS7: Purposeful, able to set goals, patient, persistent, determined, knowing what they want

The categories, codes, and frequencies obtained from the analysis of public and private school teachers' views on the definition of academic failure are presented in Table 5 and Table 6.

Table 5. Public School Teachers' Views on the Definition of Academic Failure

Categories	Codes	Frequency
Failure to Reach Goals	Student failing to reach goals	1
	Being below goals	2
	Failing to reach the determined goal	4
	Not having a specific goal	1
	Failing to reach the desired level of knowledge and skills	1
Total		9
Motivation and Effort Deficiencies	Being unwilling	2
	Not showing sufficient effort	2
	Not exerting effort	2
Total		6
Cognitive Difficulties	Not understanding	1
	Information not finding a place in the mind	1
	Not demonstrating taught information in a measurement tool	1
Total		3
Emotional States and Inadequacy	Not facing	2
	Inadequacy	2
	Inadequacy bringing unhappiness	1
Total		5
Performance Problems	Remaining below expected academic success level	2
	Refusing to learn	2
	Not realizing one's potential	1
Total		5

In Table 5, the responses given by public school teachers to the question "How do you define academic failure?" are grouped: "failure to reach goals", "motivation and effort deficiencies", "cognitive difficulties", "emotional states and inadequacy", and "performance problems". The area most said by teachers is "failure to reach goals" ($f=10$). Teachers' views in this regard are as follows:

PUS1: It is a situation where the student cannot reach their goals.

PUS20: It can be said as not reaching the desired goals in school courses or even staying behind the determined level of these goals.

Table 6. Private School Teachers' Views on the Definition of Academic Failure

Categories	Codes	Frequency
Failure to Reach Goals	Failing to reach the desired level in positive sciences	1
	Failing to achieve goals	3
	Not having goals	1
	Failing to perform according to interests and talents	1
Total		6
Performance Problems	Low numerical data	4
	Failing to get passing grades in exams	1
	Staying below determined standards	2
	Failing to reach results	2
	Failing to use information	1
Total		10
Motivation and Effort Deficiencies	Not striving	1
	Escaping responsibility	2
	Giving up	1

Total		4
Emotional States and Inadequacy	Not having sufficient knowledge and equipment	2
	An accepted label	1
	Not being aware of one's treasure	1
Total		4

Table 6 presents private school teachers' definitions of academic failure. The most frequent categories were performance problems ($f=12$) and failure to reach goals ($f=6$). Under these headings, situations such as failing to get passing grades in exams, staying below determined standards, and failing to achieve goals are defined as indicators of academic failure. Teachers stated the following on the subject:

PRS1: *Failing to get valid grades in exams*

PRS12: *Someone who has failed to achieve the set goal and has not reached the desired result is academically unsuccessful.*

Teachers' Views on the Reasons for Students' Academic Failure

The categories, codes, and frequencies obtained from the analysis of public and private school teachers' views on the most common factors causing students' academic failure are presented in Table 7 and Table 8.

Table 7. Public School Teachers' Views on the Most Common Reasons for Students' Academic Failure

Categories	Codes	Frequency
Individual Reasons	Not understanding	1
	Making excuses	1
	Not knowing what the lesson-topic is for	2
	Irregular study	2
	Being accustomed to ready-made	1
	Failing to set goals	1
	Not having goals	6
	Not repeating	3
	Laziness-idleness	3
	Insufficient preparation	1
Total		21
Environmental Reasons	Family-related	4
	External stimuli	2
	Social environment	1
Total		7
Psychological and Mental Reasons	Lack of self-confidence	3
	Learned helplessness	2
	Lack of motivation	2
	Not discovering oneself	1
	Lack of interest in the lesson	2
Total		10
Education and Teaching-Related Reasons	Compulsory education	1
	Theory-based education	1
	Insufficient education	1
	Not compensating for missing topics	2
Total		5

When Table 7 is examined, public school teachers' evaluations regarding students' academic failure are grouped under four main categories: "individual reasons", "environmental reasons", "psychological and mental reasons", and "education-teaching-related reasons". The most frequent category was individual reasons ($f=21$), followed by psychological and mental reasons ($f=10$).

The category with the highest frequency is "individual reasons" ($f=21$). Under this heading, teachers stated that individual attitudes and behaviors such as not having goals ($f=6$), laziness-idleness ($f=3$), and not repeating ($f=3$) are effective in failure.

PUS14: Lack of interest, laziness, self-confidence problem, social environment

PUS20: Not showing interest in lessons, not establishing a bond with the teacher of the relevant lesson, missing topics coming up in a problematic and more complex way later, and not being compensated.

Table 8. Table 8. Private School Teachers' Views on the Most Common Reasons for Students' Academic Failure

Categories	Codes	Frequency
Student Behavior and Attitudes	Not studying	2
	Not repeating	3
	Undisciplined	4
	Low general culture level	1
	Not struggling	2
	Not being responsible	2
	Daily studying	2
	High anxiety	1
	Lack of self-confidence	2
	Lack of talent	1
Total		20
Environmental Factors	Friend circle	5
	Technology	2
	Lack of guiding people	1
Total		8
Familial Factors	Uninterested and unconscious family	4
	Oppressive family	2
	Non-guiding family	1
	Family not knowing the child	1
	Family life	3
	Family attitude	2
	Unrealistic expectations	3
Total		16
Education System and Teacher Factors	Uninterested teacher	2
	Errors in the education system	1
	Teacher attitude	2
	Ignoring individual differences	3
	Not planning appropriate study methods	4
Total		12

Table 8 presents private school teachers' views on the most common reasons for students' academic failure. The most frequent category was student behavior and attitudes ($f=20$), followed by familial factors ($f=16$) and education system and teacher factors ($f=12$).

PRS4: Education starts at home with the family. The 0-6 age period until starting school is the most critical period where character and subconscious are formed. Unfortunately, the family's disinterest and unconsciousness, not guiding correctly, not knowing the child becomes the most important reason for failure. In school life, the teacher's follow-up and interest, and from adolescence, the academic success level of the student's friend circle is some of the determining factors.

PRS9: *There are many reasons. The most common are uninterested parents and friend circle. If the child falls into complacency at home and with friends, this will reflect on their school life.*

Teachers' Views on the Effects of Family Support, Social Environment, and Friendship Relationships on Academic Success

The categories, codes, and frequencies obtained from the analysis of public and private school teachers' views on the effects of family support on academic success are presented in Table 9 and Table 10.

Table 9. Public School Teachers' Views on the Effects of Family Support on Academic Success

Categories	Codes	Frequency
Importance and Necessity	Backbone / foundation / tripod	4
	Indispensable of education	3
	Increases success	3
	Probability of academic success increases in families valuing education	1
	Success increases in educated families	1
Total		12
Psychological and Emotional State	If there is psychological support, success increases	1
	Effective in affective and cognitive areas	2
	Most important element of motivation	1
	Expresses one's value and rights	1
Total		5
Effects of Problems and Deficiencies	If there is a problem in the family, it negatively affects success	5
	If no support, no planned study	2
	If no support, goals not reached	2
Total		9

Table 9 presents the data on public school teachers' responses to the question "What are the effects of family support on students' academic success?" Views are grouped under three main categories: "importance and necessity", "psychological and emotional state", and "effects of problems and deficiencies".

First, the "importance and necessity" category ($f=12$) stands out. Supporting the education process by the family along with the school, the importance families give to education, and the family being expressed as the "backbone / foundation" of education by teachers. In the "effects of problems and deficiencies" ($f=9$) category, it is stated that problems within the family and lack of support affect academic success.

PUS17: *Family support is one of the most important pillars in students' academic success. The probability of good academic success is higher for students whose families value education.*

PUS18: *It is the foundation. Education starts in the family, develops in school, and continues with the family, reaches the result. While education covers only 12-16 years of an average 70-year human life, the family is present throughout this process.*

Table 10. Private School Teachers' Views on the Effects of Family Support on Academic Success

Categories	Codes	Frequency
Trust and Psychological Support	Gives confidence to the student	2
	Supporting their failures positively affects	1
	Making them feel supported positively affects	2
	Making them feel valued positively affects	1
	Being understanding positively affects	2
	Unpeaceful home environment negatively affects	1
Total		9
Education and Guidance Support	Knowing the student well positively affects	3
	Providing additional support in deficiencies positively affects	1
	Guiding correctly positively affects	2
Total		6
Motivation and Personal Development Support	Positive for successful individuals	1
	Positive for willing individuals	1
	If support is provided, success occurs	7
	If followed, positively affects	2
	If external motivation is provided, positive	1
	Enabling them to take responsibilities positively affects	3
Total		14
Negative Family Attitude and Relationships	Being protective or possessive negatively affects	1
	Pressuring negatively affects	3
	Comparing negatively affects	1
	Questioning negatively affects	1
	Indifference negatively affects	1
Total		7

Table 10 is divided into four main categories based on private school teachers' responses to the question "What are the effects of family support on students' academic success?": "trust and psychological support", "education and guidance support", "motivation and personal development support", and "negative family attitude and relationships".

The first category, "trust and psychological support" (f=9), stands out. Teachers emphasized the effect of understanding families and families making students feel valued on students' academic success. In the "motivation and personal development support" (f=14) category, it is stated that supportive families enable students to take responsibility and create external motivation affecting academic success.

PRS7: *Accepting the student as an individual and enabling them to take their own responsibilities instead of doing everything they want is the family's most basic duty...*

PRS17: *It is an important factor, but it doesn't work with pressure; it requires a very understanding approach.*

The categories, codes, and frequencies obtained from the analysis of public and private school teachers' views on the effects of social environment and friendship relationships on academic success are presented in Table 11 and Table 12.

Table 11. Public School Teachers' Views on the Effects of Social Environment and Friendship Relationships on Academic Success

Categories	Codes	Frequency
Effects of Positive Social Environment and Friendship Relationships	Good friend selection positively affects	4
	Harmony with social environment is important	1
	Positive friendship and environment positively affect	2

	If there are successful people and friends in the environment, effort is made to succeed	2
	Being appreciated by the environment increases success	1
	Choosing success according to the chosen environment	5
Total		15
Effects of Negative Social Environment and Friendship Relationships	Environment making comparisons negatively affects	1
	Friends with negative behaviors decrease success	3
	Bad friend selection negatively affects	4
	Choosing failure according to the chosen environment	2
Total		10

In Table 11, public school teachers' views on the effects of social environment and friendship relationships on academic success are grouped under two main categories: "effects of positive social environment and friendship relationships" and "effects of negative social environment and friendship relationships". Most teachers emphasized the positive effects of the social environment ($f=15$). Negative social environment and friendship relationships are emphasized in a more limited number ($f=10$).

PUS4: *Positive student friends or neighbor environment positively affects the student's success. While friend's competition positively affects, the environment's comparison and calming negatively affects.*

Table 12. Private School Teachers' Views on the Effects of Social Environment and Friendship Relationships on Academic Success

Categories	Codes	Frequency
Effects of Positive Social Environment and Friendship Relationships	Hardworking friend can be a role model	4
	Disciplined friend can be a role model	3
	Positive person attracts positive person	2
	Successful and correct social environment relationships positively affect	6
	Supportive friend environment increases success	1
	Key point of success	1
	A person is the average of the 5 people around them	4
Total		21
Effects of Negative Social Environment and Friendship Relationships	Environment unwilling to study negatively affects	3
	Environment with addictions negatively affects	1
	Stress of not studying increases failure	1
	Joining to not be excluded from friend environment negatively affects	1
	Wrong social environment and friendship relationships negatively affect	3
Total		9

In Table 12, two categories were reached from private school teachers' views on the effects of social environment and friendship relationships on academic success: "effects of positive social environment and friendship relationships" and "effects of negative social environment and friendship relationships".

Expressions regarding positive social environment are quite predominant ($f=21$). On the other hand, negative social environment and friendship relationships are expressed less frequently ($f=9$).

PRS3: *The student's social environment being hardworking, disciplined, and dedicated positively affects the student's success.*

Teachers' Views on the Effect of Methods They Use on Students' Academic Success

The categories, codes, and frequencies obtained from public and private school teachers' evaluations on the effect of methods they use on students' academic success are presented in Table 13 and Table 14.

Table 13. Public School Teachers' Views on the Effect of Methods They Apply on Students' Academic Success

Categories	Codes	Frequency
Student-Centered Education and Individualized Methods	Personal teaching methods and techniques may be needed	4
	Student-centered education increases success	1
	Enabling the student to know themselves and guide them	1
	Total	6
Active and Participatory Learning	Education done by doing and experiencing	1
	If active participation in the lesson, success occurs	1
	Brainstorming positively affects	1
	Activating	1
Total		4
Diversity and Different Methods	Diversity is important	1
	Curiosity-arousing activities increase success	1
	Modeling, storytelling based on teaching increases success	1
	Total	3
Goal	Positively affects those with goals	2
Total		2
Understanding the Lesson	If not listened to by understanding and questioning, basic knowledge level is deficient	1
	All methods used are for understanding the lesson	1
	Total	2

In Table 13, public school teachers' views on the effects of teaching methods they use on students' academic success are examined under five main headings: "student-centered and individualized methods", "active and participatory learning", "diversity and different methods", "goal", and "understanding the lesson". The most frequently emphasized category is student-centered and individualized methods ($f=6$). Teachers expressed the necessity of personal teaching techniques.

PUS1: Sometimes it may be insufficient, need to try personal teaching methods and techniques.

PUS14: A child who actively participates in the lesson will definitely be more successful. These methods increase participation in the lesson.

Table 14. Private School Teachers' Views on the Effect of Methods They Apply on Students' Academic Success

Categories	Codes	Frequency
Student-Centered Approaches	If aimed at students' deficiencies, positively affects	1
	Making the student central and active positively affects	1
	If opportunities to develop skills, positively affected	1
	Positive results with students adapting to the system	1

	Applying multiple intelligence theory increases performance	2
	Appealing to multiple senses is effective	1
	If not suitable for level and development, failure occurs	2
Total		9
Active Learning and Applied Methods	More permanent with storytelling	1
	Not being memorization-based positively affects	1
	Frequent repetition positively affects	2
	Supporting with experiments positively affects	3
	Learning by doing and experiencing becomes permanent	3
	Question-answer method positively affects	2
	Drama positively affects	1
	Proximity to life principle positively affects	2
	Three-dimensional videos make narration easy and understandable	1
Total		16
Classroom Climate	More comfortable classroom environment positively affects	1
	Loving the lesson positively affects	1
	Developing materials according to class situation contributes to success	1
Total		3

In Table 14, private school teachers' views on the effects of teaching methods they use on students' academic success are grouped under "student-centered approaches", "active learning and applied methods", and "classroom climate".

The approach most emphasized by teachers is active learning and applied methods ($f=16$). Student-centered approaches are another notable category ($f=9$). Teachers focused on the effect of techniques suitable for multiple intelligence theory and age-development characteristics.

PRS19: *I think I am successful. I use methods to eliminate the boring mathematics lessons and the rigid and emotionless states of mathematics teachers in their minds. I try to create a fun environment by doing and experiencing.*

Teachers' Expectations Regarding the Prevention of Academic Failure

The categories, codes, and frequencies obtained as a result of the analysis based on public and private school teachers' expectations regarding the prevention of academic failure are shared in Table 15 and Table 16.

Table 15. Public School Teachers' Views on Expectations Regarding the Prevention of Academic Failure

Categories	Codes	Frequency
Expectations from Teachers	Know their students well	3
	Remove barriers	2
	Be dedicated	3
	Be open to new education models	3
	Be more interested	2
	Be patient	2
	Be willing-believing	2
	Create the education environment	2
	Each student should be followed separately	4
	Descend to student level	2

	Priority should be school	2
	Internalize the profession	2
	Identify deficient points	2
	Apply efficient and qualified measurement evaluation	1
Total		32
Expectations from Administrators	Create family environment at school	1
	Pay attention to approach and tone towards teachers	1
	Support teachers	9
	Ensure teachers' peace and happiness	1
	Support in resources	4
	Provide learning environment	1
	Motivate teachers	1
	Apply necessary sanctions	3
	Reward successes	2
Total		23
Expectations from Parents	Work with school	3
	Know their child well	4
	Support their child	11
	Collaborate with teacher	3
	Be willing to increase academic success	3
	Follow their child	5
	Give responsibility to child	2
	Be interested	2
	Help in providing tools and equipment	1
	Believe the teacher, not the student	1
	Accept failure	1
Total		36
Expectations from Students	Be disciplined	3
	Be hardworking	4
	Fulfill responsibilities	7
	Have high motivation	3
	Have goals	5
	Read books	3
	Not give up	5
	Ask what they don't know	1
	Be willing	1
Total		32
Expectations from the Ministry of National Education	Be open to new developments	2
	Develop projects	1
	Share existing good examples	1
	Follow studies	2
	Meet school's needs	2
	Go to the field	1
	Support teachers	2
	Discipline penalties should be more deterrent	2
	There should be grade repetition	2
	12-year compulsory education should not be	2
	Direct to vocational education	2
	Simplify curriculum	1
	Provide education opportunities according to interests and talents	2
	Value teachers	1
	Request logical outputs	1
	Develop sustainable policies	2
	Flex programs	1
Total		25

Public school teachers' views on preventing academic failure are discussed in Table 15 under five main headings: expectations from teachers, administrators, parents, students, and the Ministry of National Education.

Expectations from teachers (f=32) include responsibilities such as knowing the student well, showing patience, and internalizing the profession. Expectations from administrators (f=23) cover managerial and emotional dimensions such as supporting teachers, creating a peaceful work environment at school, increasing teacher motivation. Expectations from parents (f=36), one of the most coded areas, are directed towards knowing their children, supporting them, being in collaboration with school and teacher. Expectations from students (f=32) emphasize that they should be responsible, disciplined, goal-oriented individuals. Expectations from the Ministry of National Education (f=25) are directed towards policy and practices at the systemic level. Expectations such as supporting teachers, being more present in the field, arrangements in discipline and grade repetition applications, curriculum simplification, and vocational guidance stand out.

PUS3: *The big part falls on students. As individuals, everyone should be responsible, hardworking, respectful, highly motivated, have certain goals, and collaborate to reach these goals.*

PUS15: *With the power given by the state, they need to motivate teachers and apply necessary sanctions to teachers escaping responsibility. In addition, a reward application can be made for teachers working extra for success. Teachers should be treated not equally but justly. Teachers should do their job properly and not should be distinguished.*

Table 16. Private School Teachers' Views on Expectations Regarding the Prevention of Academic Failure

Categories	Codes	Frequency
Expectations from Teachers	Value everyone	3
	Follow students	6
	Assign homework	1
	Be in open communication with students	1
	Teachers are doing their best	1
	Update themselves	2
	Come prepared to lessons	2
	Make the lesson loved	3
	Create understandable, reinforcing classroom environment	1
	Activate students	2
	Apply education plan ensuring full learning	2
	Consider individual differences	5
	Use various teaching methods	2
	Not reuse methods they tried and failed	1
Total		32
Expectations from Administrators	Communication with teacher	2
	Motivate teacher	2
	Support teacher	8
	Be in classroom environments more often	2
	Have administrator competence	1
	Measure teachers' competence	1
	In-service trainings should be given practically	1
	Provide materially good work environment for teachers	2
	Provide opportunities and facilities for teachers to create opportunities for children	3

	Not allow insatiable student and parent profile to lower teacher's prestige	2
	Produce realistic solutions for deficiencies	2
	Manage justly	1
	Change the meaning they attribute to success-failure	1
	Ensure discipline	2
Total		30
Expectations from Parents	Know the student	4
	Support teacher	2
	Collaborate with teacher	4
	Trust teacher	3
	Take necessary role in teacher-student-parent triangle	4
	Show some expectations to child	1
	Follow student	4
	Support student	3
	Allow students to manage learning processes	2
	Collaborate with school	2
	Accept students' negative aspects	2
	Keep expectations realistic	3
	Understanding	2
Total		36
Expectations from Students	Be disciplined	3
	Be respectful	3
	Listen to lesson in lesson	3
	Fulfill responsibilities	2
	Take responsibilities	3
	Repeat lessons	2
	Ask what they don't understand	3
	Come prepared to lessons	1
	Not rank lessons by importance	1
	Study regularly	3
	Not miss life	1
	Research - question	2
	Have goals	2
	Consider teacher guidance	2
	Make effort	2
	Be willing	2
Total		35
Expectations from the Ministry of National Education	Support private schools	1
	Develop teacher-centered systems	2
	Take teacher opinions	3
	Supervise public schools more	1
	Select managers from those who have developed themselves	1
	Resolve teachers' problems	2
	Review curriculum	3
	Support teachers	2
	Review exam system	4
	Reduce class sizes	1
	Ensure competent teachers from their field enter every branch	1
	Nothing	2
	Act according to expectations	2
Total		25

In Table 16, private school teachers' views on expectations regarding preventing academic failure are categorized as expectations from teachers, administrators, parents, students, and the Ministry of National Education.

Under expectations from teachers ($f=32$), student follow-up in teachers' fight against academic failure is emphasized. It is also expressed that teachers need to constantly update themselves to create an understandable and reinforcing classroom environment for students and select appropriate teaching materials. In the expectations from administrators ($f=30$) category, providing support to teachers, motivating teachers, and producing realistic solutions for deficiencies are emphasized. Under expectations from parents ($f=36$), teachers expect parents to know their children well, follow them, have realistic expectations, and fulfill their responsibilities in the teacher-student-parent triangle. In expectations from students ($f=35$), it is stated that students should not hesitate to ask teachers about topics they do not understand, come prepared to lessons, and focus on repeating lessons. In expectations from the Ministry of National Education ($f=26$), reviewing the curriculum ($f=3$) and reviewing the exam system ($f=3$) are among the most expressed topics. Structural arrangements such as eliminating inequalities between teachers and acting according to expectations also take place among the demands.

Discussion and Conclusion

In this research, it was aimed to comparatively evaluate the views of teachers working in public and private secondary schools on academic failure. This approach aimed to bring a holistic perspective to the academic failure problem encountered in secondary schools in different institution types in the education system. The findings obtained reveal both similarities and important differences between the views of teachers in both school types on these five dimensions.

Public school teachers emphasized "discipline, patience" codes more in the personal development and internal characteristics category when defining successful individuals. Consistent with this finding, creating effective discipline practices is critical for achieving academic success (Luiselli et al., 2005). Private school teachers made emphasis on planning, persistence codes within the work behavior category and self-confidence category. This situation shows that private schools attach more importance to individual competence and self-confidence development. In Türktaş's (2004) research, it is shown that as the student's self-concept (self-confidence) level increases, their academic success also increases, and students' confidence in themselves positively affects their school performance. The reason for the difference between the two school types is the differentiation of educational goals and strategies according to the student's need level. According to Maslow, an individual can reach the self-actualization stage only after basic needs are met. Features like self-confidence and planning correspond to higher-level needs (Lester et al., 1983). In public schools, some students' security, belonging, even physiological needs may still be in the foreground. Therefore, teachers may prioritize more basic level behavior control and skills like patience. In private schools, since students' basic needs are usually met, teachers focus on students' higher-level features like self-awareness, self-confidence, personal goals.

In the definition of academic failure, public school teachers highlighted the failure to reach goals category, while private school teachers focused on exam grades, staying below standards under the performance problems category. This difference can be explained by private schools attaching more importance to measurable academic outputs. Indeed, it can be said that private schools focus more on measurable academic outputs such as international exams like TIMSS and PISA and OECD reports under the influence of neoliberal education policies (Uçak & Erdem, 2020).

In public schools, academic failure is associated with individual and psychological factors such as students' "lack of goals", "laziness", and "lack of self-confidence". This situation can be associated with students having difficulty in setting long-term goals and showing an internal effort deficiency

in learning processes. For example, according to McClelland's Achievement, Affiliation, and Power Need Theory, students with high achievement motivation set challenging goals and have a strong desire to reach these goals, prefer to take planned risks to achieve their aims, want continuous feedback on their development and successes (Bayrakçeken et al., 2021). In addition, guidance teachers in private schools can provide effective guidance by dealing one-on-one with fewer students, while crowded classes in public schools make this process difficult (Kalfa, 2006). In private schools, academic failure is associated with behavioral attitudes such as "not repeating" and "undisciplined", while according to Güzel's (2022) research, undeveloped sense of responsibility and irregular study habits are among the basic reasons for failure; students who study regularly and for long periods are more successful. Among familial factors, "uninterested and unconscious family" and "unrealistic expectations" stand out, which can be considered as an indicator that families of students in private schools are in two different poles. On one side, there is the unconscious family model, on the other side, the family model creating pressure with unrealistic expectations. The family's interest in the education process and whether the goals they set are realistic affect the student's school success. Because when the child cannot meet the high expectations of the family, they may lose motivation and fall into despair (Cüceoğlu, 2006). As a result, it can be said that failure in both school types is shaped by student attitudes, family approach, and support mechanisms offered by the school.

In both school types, it is emphasized that family support has a critical importance in terms of academic success. Public school teachers define the family as "foundation" or "tripod", while private school teachers evaluate the family more in terms of "motivation" and "personal development support". Regarding the effect of social environment on academic success, there are similar views in both teacher groups. There is consensus that positive friendship relationships increase success, while negative environment decreases the student's performance. Research also supports these views. Social support provided by parents is associated with high academic success in children and adolescents (Kapıkıran & Özgüngör, 2009; Keçeli Kaysılı, 2008; Ratella et al., 2005; Unger et al., 2000), while friend support is effective on academic adjustment (Wentzel, 1998; Yıldırım, 2000). In line with these findings, it can be said that academic failure does not stem only from the student's individual characteristics; it is also shaped by the level of familial support and the effects of the social environment.

Public school teachers emphasize the effect of student-centered and individual methods with the necessity of personal teaching methods techniques, while private school teachers state that active learning and applied methods (experiment, drama) increase success. The difference between these method preferences can be largely associated with the physical facilities and resource levels of schools (Gürler, 2020). Private schools' typically well-equipped classrooms and lower student-to-teacher ratios facilitate the implementation of hands-on teaching methods and enhance the teaching and learning process. According to Ayka (2007), teachers in public schools' experience various problems such as crowded classes, insufficient tools-equipment, students not having conditions to research, and limited information in textbooks. In addition, high class sizes in our country cause many important factors such as students' prior learning, effectiveness rate of lesson materials, and teacher competencies to be ignored (Erdem 2016; Suna et al. 2021). All these factors cause differentiation between schools in the selection of teaching methods and directly affect education quality.

When examining public and private school teachers' expectations for preventing academic failure, it is seen that teachers' expectations from other stakeholders (teachers, administrators, parents, students, and Ministry of National Education) have both similarities and aspects differing according to school type. Teachers in both school types expect qualities from their colleagues such as knowing the student, developing teaching methods suitable for individual differences, and being dedicated. Public school teachers emphasize increasing in-class follow-up and removing barriers, while private school teachers value activating the student and making the lesson loved. Public schools may have

more traditional education systems, and teaching may often be based more on content transfer (Uygun, 2003). Therefore, the necessity of methods requiring more in-class follow-up comes to the fore. On the other hand, private schools, while included in the framework program, try to adopt student-centered and current teaching methods to make a difference. These schools are prone to applying more innovative education approaches. Environments that do not support individual innovation and critical thinking may not be efficient and effective for students (Kahraman, 2020). Teachers expect from administrators a management approach that increases teacher motivation, supports teachers, and is fair. In both school types, the expectation of supporting teachers is visibly in the foreground. Effective school leadership is a factor supporting academic success (Koça et al., 2025). In addition, the expectation of "materially good work environment" for teachers in private schools is noteworthy. This difference is related to private school teachers receiving lower salaries than teachers in public schools, and according to Çimen and Karadağ (2020), the salary received is related to teachers' motivation and its effect on student academic success. The most basic expectation from parents is their active participation in their children's education process and collaboration with the teacher. Private school families usually think they have more knowledge about their children's education and appear frequently at school, but teachers are disturbed by this situation and not very satisfied (Şimşek & Tanaydın, 2002). Therefore, teachers expect them to avoid excessive interventionism, have realistic expectations, and a supportive attitude. Public school families, although not as much as before, think their responsibilities are completed after enrolling the child in school and do not take more interest and prefer to stay in the background instead of taking additional responsibility (İlgar, 2014). Teachers expect students to be responsible, disciplined, and goal focused. These results show that students' self-regulation skills are directly related to academic success (Aktan, 2012). While public school teachers value being hardworking and reading books, private school teachers emphasize that students should ask what they don't understand, come prepared to lessons, and be respectful. In private schools, students are encouraged to develop more questioning and critical thinking skills because they are included in a more customized and creative teaching process (Dinçer, 1996). Teachers' most important expectation from the Ministry of National Education is that the system produces more stable and applicable policies. According to Yuan (2019), frequent changes in the education system can make teachers' adaptation process difficult and require teachers to constantly rearrange their education methods and strategies. This can negatively affect teachers' work efficiency and students' successes. While public school teachers demand simplification of the curriculum, re-implementation of grade repetition, and increasing vocational education guidance, private school teachers value taking teacher opinions and reviewing the exam system. Teachers in public schools want simpler and more applicable curricula to manage diversity in the classroom and intervene more effectively in students' learning processes. Private school teachers desire students to be evaluated not only with exam success but also with different skills. This is based on a student-centered education understanding. Harford (2010) draws attention to the fact that teachers' participation in education policies increases teaching quality.

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