

What is Success? What is not?

The definition of success differentiates not only from person to person but from culture to culture, from age to age. There are differences between the successful students of 50 years ago and the successful students of today and the successful relationship of 50 years ago. Therefore, it is more difficult to define success, than to capture and sustain it.

Happiness, better conditions, more money, fame, all of which could be the answers to the question “Why should I succeed?”. But when we look at the people that really succeeded, we see that for them, success is both a goal and a journey. Those who enjoy the journey and those who focus on the process are the ones who achieve success at the end of the day.

All people have goals that they cannot achieve, and therefore have failures. For some there is still time, for others it is too late. Work that needs to be continued, ballet courses that cannot be attended, schools that have not been studied, parts of songs that had been played but have not reached a place... Our children carry our genetic heritage, is it also possible that they also carry our goals, dreams, ambitions and our definition of “success”? What do we really want for them today, whose goals are we encouraging them to achieve sometimes indirect and sometimes necessarily? Whose success will this be? Maybe we should decide this first of all.

If we have made this decision correctly and it still does not work in line with what our child wants, then it may be useful to consider and investigate the factors that affect “success”.

What Are The Factors Affecting Success?

Motivation: In general, children who are unsuccessful than other have lower motivation. It is because the expectations of their family is either too low or too high to reach. In addition, it should be remembered that it is wrong to direct children that they will always be successful, and they can fail in some situations.

Emotional Factors: Emotional maturation plays an important role in school success. Especially in adolescence, young people are often remain undecided about

their future plans of vocational and educational orientation. The lack of professional goals affects their motivation and leads to school failure.

Self-Perception: When the child is born, there is no apparent self-concept. The "I" starts with the rights and wrongs in the early years of childhood and the self development varies according to the age of the child. The child who is untroubled at the ages of 7-12 will be in search of "self" through adolescence and their interests increases. He can easily overcome conflicts as long as he has the opportunity to know himself correctly, and therefore develops a healthy self concept. Successful students are generally aware of their abilities, interests and capacities. Unsuccessful students, on the other hand, cannot fully assess themselves, so they have trouble in setting their goals and using their time well to achieve their goals.

Mental Factors: There are no significant differences in the levels of intelligence of the students who are unsuccessful and successful. It is also known that measuring intelligence is a weak determinant for measuring the success. Research shows that students with a higher level of mental ability are more successful in a less controlled environment; and students with a lower level of mental ability to succeed in a more controlled environment.

Anxiety: Research has shown that failure is associated with higher levels of anxiety, and that the level of anxiety of failed students is significantly higher than that of successful students. Studies also show that moderate level of anxiety is necessary for higher performance. It was found that very successful or unsuccessful students had higher anxiety levels than moderate successful students. It was found that the unsuccessful students have personal characteristics such as lack of purpose, need for guidance of others and feelings of hostility.

Family Attitudes: Attitudes and values of the family are extremely important in determining the child's attitude towards learning. One or both parents' negative attitudes towards school and learning lead the child to develop negative feelings towards school. Students who are highly accepted and supported by their families have higher motivation for success than those who are not accepted, constantly criticized and not adequately supported.

Method: Students are expected to do homework to gain knowledge and skills. The students are not only expected to be successful in their assignments, but also be aware of what is required in the assignment and have the ability to adapt his/her effort to meet these requirements.

So, what should we do instead?

❖ **Seeing the effort:** If the real expectation from the children is for them to succeed in their lives, first, it is necessary to look at the areas in which they are successful and in which areas they cannot reflect their performance and the underlying reasons. Ignoring the child's efforts is one of the biggest failures of adults. As adults, we must first see and then support the efforts of children, and through this effort, we should be talking and discussing success with them.

❖ **Making them feel safe:** When success, for children and for us adults, means overcoming weaknesses, we will be united and be walking on the same path. Therefore, the primary objective is to ensure that there is the environment in which children can safely share initiatives and experiences without feeling shame or fear.

❖ **Supporting motivation:** Motivation is one of the factors that affects success. It is important for children and adolescents to feel motivated and able to achieve their motivation. It will be a meaningful step to encourage children who are becoming self-confident to make a contribution to their development by encouraging them to do more. In doing so, as the parents, the question we should ask ourselves is should be "Do my expectations from my child in line with his talents and capabilities?"

❖ **Choosing criteria carefully:** As parents, without even realizing we may not want our children to experience the failures or frustrations we experienced in the past; and sometimes we can expect our children to continue their successes in the same way as we did. The point that should be noted here is to remember the children are different individuals from their families and that they exist with their own interests and abilities and approach them knowing this. Therefore, as adults, the greatest thing we can do for children and adolescents will be to help them discover their interests and abilities and to provide them with the support they need.

❖ **Adjusting the balance of praise:** When we think about our children's success and we approach them with compliments, we may excessively load more onto their shoulders when we think we are supporting them. It is necessary to celebrate their behaviors and achievements with a certain balance when approaching children

and adolescents. Excessive praise may make children feel anxious in the future in order to be worthy of that praise.

We see that today's parents often identify happiness and success as they are the same. However, the research shows us that the dynamics of happiness and success work differently. The concepts of "self-value" and "competence" were examined for both happiness and success. The results are both remarkable and guiding. The relationship between self-value and happiness is very strong: 50%; and the relationship between self-value and success is 25%. Qualification is linked with success 49% but with happiness it is only 10% (Bolat, 2019). **The French poet and philosopher Paul Valery said, "Success is what man wants and happiness is what he wants".** If our goal is to raise truly "happy" children and we want success just because of this, the place to invest is self-worth, that is, "I am valuable because I am me.". The individual who acts with this belief achieves happiness, isn't that the success of life in a way?

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