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FACTORS AFFECTING THE SUCCESS OF EDUCATIONAL PSYCHOLOGY COURSE, EXPECTATIONS OF SUCCESS AND LEVELS OF ACCESS OF TEACHERS

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Abstract

In this study, it has been tried to determine the explanations between the expectations of the candidate for the educational psychology course and their achievement, and between the success expectations and achievements of the individuals perceived by the students. Mixed research design was used in the research. The research consists of two parts, qualitative and quantitative. Correlational research method was used in the quantitative part of the study. In the qualitative part, focus group interview method was used in order to examine the views of the novice teachers about the educational psychology course in depth. The quantitative sample of the study consists of 120 candidate teachers studying at the Faculty of Education of Amasya University, and the qualitative sample consists of 10 teacher candidates. Questionnaire, achievement test and focus group interview form were used as data collection tools in the research. As a result of the research, it was found that there is a moderate relationship between the success expectations of the novice teachers and their success levels, and that the professional skills of the teachers and their attitudes towards their students increase the academic success of the students. In addition, it was seen that the professional skills of the teachers and their attitudes towards their students are the first factor affecting the success of the educational psychology course, the second strongest factor is the participation and the third one is the way the teacher presents the lesson.

Keywords: Expectation of success, access level, educational psychology, psychology, expectation

1. Introduction

1.1. Introduce the problem

Educational psychology is explained as the application of the principles and rules of psychology to the change processes of the individual throughout his educational life (Erdoğan, 2016). According to Başaran (2007), the aim of educational psychology is to create theories that enable the student to realize the targeted educational goals and for the formation and development of his behavior. Educational psychology is a sub-branch of psychology that aims to organize educational environments effectively and to carry out education and training efficiently by examining the developmental characteristics of people and learning principles, by investigating how individuals' physical, mental and personality developments take place (Atik Kara & Sağlam, 2014). When the content of the educational psychology course is examined; With this course, it is seen that students are trying to acquire theories related to learning and information processing such as development, learning, maturation and change, physical, moral, cognitive and social development, development and learning theories (Bacanlı, 2001; Senemoğlu, 2009; Ulusoy, 2011). From this point of view, there is no doubt that the rich learning content of the educational psychology course will contribute to the development of educational policy, teacher training and educational evaluation processes (Mitchell & McConnell III, 2012). For this reason, studies on how the educational psychology course is perceived or applied by prospective teachers or teachers gain importance. Jinks and Morgan (2003) emphasized the importance of educational psychology course in teacher training studies and emphasized that studies should be done on the status and future of this course.

When the studies on this subject are examined, it has been concluded that the teachers do not have the necessary time or equipment to carry out this lesson, along with the findings that the content and distribution of the lesson should be different (Başkan and Alev, 2009; Atik Kara and Sağlam, 2014; Keklik, 2011). While Keklik (2011) states that theories of intelligence or sexual development are not included in the course content, Yalçın and Avşar (2014) state that teachers consider this course as important in the middle rank among the teaching profession courses.

As in all courses, students have different expectations from the educational psychology course. Value perceptions and expectations from the lesson are of great importance in the interest and motivation of the learners towards the lesson (Saritepeci, 2018). Expectation is generally defined as the emotional tension that arises as a result of the perception that a certain event will occur and that prepares the living thing for a certain series of dynamic activities (TDK, 2023). Success expectancy, on the other hand, refers to a concept that emphasizes the academic achievement of individuals in a course or teaching process, but is closely related to their value beliefs and knowledge about the subject (Wigfield & Eccles, 2000). Success expectancy expresses the students' beliefs about whether they are successful in a teaching process or a task assigned to them, and the more students want to be successful in a lesson or task, the more they are engaged in that task (Bayrakçeken et al., 2021). There are approaches in psychology that use expectations and values to explain motivation (Guo, Marsh, Parker, Morin, & Yeung, 2015). On

the other hand, there are studies stating that academic success and failure in learning processes can be explained by expectations and motivation (Acat & Yenilmez, 2004), and there are also opinions stating that the meanings that students attribute to success and failure are directly related to their expectations (Weiner, 1979).

When the studies are examined, it is seen that there are very few studies on the expectations of students or prospective teachers from this course (Ülgen, 1994). In order to equip novice teachers with the knowledge, skills, attitudes and behaviors they will need in real educational situations, it is necessary to structure the education processes correctly and to determine the expectations of the novice teachers for the course. In higher education education, students question why and how they learn, identify the sources they are inspired by, and create motivation to learn with them (Pintrich & Schunk, 1996). The expectation of success also affects the level of success of the student in a course and the course is the source of motivation (Ülgen, 1994). Success expectancy is an expression of hope that enables students to be academically motivated, includes many factors that may occur related to an event, and can be positive or negative (Cahplin, 1968). Students develop an expectation about their own success level and these expectations direct the preferences or motives of the individual during the education process. It is known that the individual tends to approach the ongoing processes of the activity if they reach their expectations, and to flee if they do not meet their expectations (McClelland, 1984). Accordingly, the behavior that leads the person to reward and punishment causes him to create new expectations for the results of his later behaviors.

Since the main purpose of education programs is to provide students with the targeted content with appropriate learning methods and techniques, determining the level of achievement of these goals is one of the basic criteria in the decision processes taken for updating, changing or terminating the program. For this, it is important to determine the level of achievement of the objectives of the curriculum or course (Fitz Gibbon & Morris, 1998). In this study, it was tried to determine the relations between the expectations of the novice teachers for the educational psychology course and their level of achievement, and between the students' perceived reasons for success and their achievement levels. In accordance with this purpose,

1. What is the relationship between the success expectations of prospective teachers who take the Educational Psychology course and their level of achievement?
 2. According to the perceptions of the novice teachers who take the Educational Psychology course, what are the factors affecting their academic success in this course? According to the perceptions of novice teachers, what is the relationship between the factors affecting their success in the educational psychology course and their level of achievement in the Educational Psychology course?
 3. What are the opinions of the novice teachers about the reasons for taking the educational psychology course, its necessity, learning processes and expectations from this course?
- questions will be answered.

2. Method

2.1. Research Model

The design of this research is the mixed design, in which the descriptive survey model is used to reveal the existing situation and the focus group interview method is used together to examine the situation in depth (Büyüköztürk et al., 2012). In the research, firstly, quantitative data were collected and after the collection of quantitative data, qualitative data were collected by determining the group where the qualitative data would be collected. For this reason, sequential explanatory design, one of the mixed designs, was used in the research. The research consists of two parts, qualitative and quantitative. Correlational research method was used in the quantitative part of the study. Correlational research is the research in which the relationship between two or more variables is examined without any interference with these variables. In correlational studies, only the covariance of variables is examined. This examination may give an idea to the researcher that there may be a cause-effect relationship, but it cannot be interpreted as cause-effect. In the qualitative part, focus group interview method was used in order to examine the factors affecting the expectations of the students regarding the educational psychology course in depth. Focus group interviews are interviews conducted within the framework of predetermined guidelines within the scope of a topic or service in order to understand people's thoughts and feelings (Yıldırım & Şimşek, 2011). The data obtained from the focus group interview in the research; divided into sub-theme headings and presented in tables with sample student answers. The students were named as S1, S2, and reflected in the findings.

2.2. Research Sample

The study group of the quantitative part of this study consists of first-year students who study at the Faculty of Education at Amasya University and take the Educational Psychology course. The reason why all of the students are first-year students is that the Educational Psychology course is included as a pre- and compulsory course in the Faculty of Education and is put into practice in the first grades. The distribution of students by departments and gender is shown in Table 1.

Table 1. *Distribution of Students in the Study Group*

Program	Female	Male	Total
Pre-School Teaching	33	7	40
Pyshical Education Teaching	21	19	40
English Teaching	18	22	40
Total	72	48	120

The sample of the study was chosen by purposive sampling. In the purposeful sampling method, the researcher determines the units to be included in the sampling with his own judgment in

accordance with the purpose of the researcher, based on his previous knowledge, experience and observations. Since the researcher acts with his own judgments and evaluations, he should have an idea about the universe. For example, a researcher working on hyperactive children may take as a sample those children who, depending on his own judgment, believe that they will reflect the generality and show typical hyperactivity characteristics (Ural and Kılıç, 2011: 45).

For the qualitative part of the research, focus group interviews were conducted with 10 students studying in the departments mentioned in the table above, and the students' views on this subject were presented with sample sentences in the study. While conveying the students' thoughts, they were expressed as S1, S2, S3,.....,S10.

2.3. Data Collection Tools and Procedure

Three types of variables were determined in the study. The first of these variables is the level of expectation at which the evaluation of the prospective teachers' success expectation is made and the students indicate the grade they hope to get from the achievement test to be made by the researcher. The second variable is the score obtained from the achievement test, which indicates the achievement level of the students. The third variable is defined as the factors affecting the success of the candidate teacher. In order to determine these factors, the candidate teachers were asked the reasons that they thought affected their success in this course.

2.3.1. Questionnaire

In the study, a questionnaire consisting of two parts was applied to determine the success expectations of candidate teachers and the factors affecting their academic success. In the first part of the questionnaire, demographic information, and in the second part, statements about the expectations of the candidate teachers about the success of the course and the reasons they think affect their success are included. The factors affecting the academic achievement of novice teachers were presented with a five-point Likert type scale and the other option was also included in the scale. The end-of-term grade that the students planned to take from the educational psychology course was defined as the expectation of success, and the scores from the achievement test were defined as their level of achievement.

2.3.2. Achievement test

An achievement test created by the researcher was applied to determine the achievement level of the novice teachers. The achievement test consisted of 20 questions and its validity and reliability were tested. The prepared achievement test was applied to a group of 100 people. For the reliability analysis of the achievement test, the KR21 value was calculated as .74. A reliability coefficient of .7 and above is accepted as an indicator of the reliability of the test (Boyle & Fisher, 2007). Expert opinion was sought for the content validity of the test consisting of 20 questions, and the distribution of the questions in the test according to their subjects and their percentages are given in Table 2.

Table 2. Distribution of the Questions Constituting the Achievement Test by Subject

Program	Number of Question	Percent
The importance of educational psychology course,	1	5
Rule and rationale	4	20
Basic principles and concepts in development	4	20
Physical and cognitive development	2	10
Cognitive development theories	4	20
Language development	5	25
Moral development	20	100

Achievement test questions were presented to a committee of 5 people consisting of experts in the field of psychology and educational sciences to ensure content validity, and the consensus rate of the experts in the commission regarding the content validity of the achievement test was found to be 0.90. The arithmetic mean of the achievement test was 64.7 and the standard deviation was 3.08. The mean difficulty index of the test was 0.61 and the discrimination index was 0.39.

2.3.3. Focus group interview form

In the research, focus group interview method was used to collect qualitative data. For the application of this method, the focus group interview form questions were formed by scanning the literature and examining the quantitative research results by the researcher and these questions were presented to the expert opinion. After the expert opinions, the form was finalized. The focus group interview form questions asked to the novice teachers within the scope of the research are given in Table 3.

Table 3. Focus Group Interview Form Questions

Number	Question
1	Write your reason for taking the educational psychology course.
2	What are the factors affecting your success in educational psychology course?
3	What are your expectations from the Educational Psychology course?

The data related to the research were collected from Amasya University Education Faculty students in the spring term in the 2022-2023 academic year. In the focus group interview, 4 students from the English language teaching department, 3 students from the preschool teaching department and three students from the physical education and sports teaching department were included.

2.4. Data Analysis

In the analysis of quantitative data, descriptive analysis techniques and correlation analysis were used. The findings regarding the survey items applied by the researcher, the results of the students' achievement test and their expectation scores regarding their achievement levels were transferred to the SPSS 17.00 analysis program and analyzed.

In the research, the opinions obtained from the focus group interview were presented as they were without being digitized. Presenting the results analyzed by focus group interviews without quantitative analyzes and prioritizing the opinions of novice teachers is seen as a requirement for the method to be applied in accordance with its purpose (Creswell, 1998). For this reason, the views of the candidate teachers were structured under sub-theme headings and the data presented in tables were avoided by including sample opinions.

3. Results

In the first sub-problem of the study, what is the relationship between the success expectations of the students who take the Educational Psychology course and their level of achievement? search for an answer to the question. The relationship between the success expectations of the Education Faculty students regarding the Educational Psychology course and their level of achievement was determined by calculating the correlation coefficient. The correlation table obtained as a result of the analysis given is given below.

Table 4. *The Relationship Between Achievement Expectations and Levels of Achievement in Educational Psychology Course*

		Achievement Expectations	Levels of Access
Achievement Expectations	r	1,000	, 648
	P		,001
	N	120	120

When Table 4 is examined, it is seen that the correlation coefficient between the students' success expectations and their level of achievement is $r=648$ and the significance level is $p=0.01$. The correlation coefficient between 0.30 and 0.70 indicates that there is a moderate correlation between students' expectations of success and their level of achievement (Büyüköztürk, 2002).

In the second sub-problem of the research, what are the factors affecting the academic success of the students taking the educational psychology course according to their perceptions? According to the students' perceptions, what is the relationship between the factors affecting their success in the educational psychology course and their level of achievement in the educational psychology course?

In this study, in order to determine which factors affect students' success expectations according to their own perceptions, the averages and standard deviations of the scores obtained from the variables in the scope of the factors affecting success are given in Table 5.

Table 5. Factor Means and Standard Deviations of Variables

Factor	Average	Standart Deviation
Class attendance	3.4	.75
Planned and adequate work	3.4	.67
Attitude of the lecturer	3.7	.71
The way the lecturer presents the lesson	4.1	.68
Usefulness of course content	2.7	.69
Make the course interesting and intriguing	2.3	.70
The nature of the teaching materials presented in the course	3.5	.71
Quantity of teaching materials presented in the course	2.4	.57
The effectiveness of measurement and evaluation practices used in the course	2.5	.57
Correct preparation of the achievement test	2.2	.65
The course is compulsory	2.1	.67
Coming out of course topics in KPSS	3.6	.70
Distance course	3.3	.71
Attitude of my family and environment	2.6	.70
My interaction with my friends	2.1	.68

As can be seen from the table, when the students were asked about the variables that affect the relationship between the success expectations of the students and their level of achievement, when the averages of the answers given are examined, it is seen that the highest average is gathered under the heading of the lecturer's presentation style. While the average of the students regarding the way the lecturer presents the course is 4.1, it is followed by the attitude of the lecturer towards the students with 3.7.

When the averages are considered, the students state that the interaction with their friends and the compulsory course are the least effective on their success in this course, with an average of 2.1. As the school administration determines the compulsory courses, the students determine the elective courses according to their interests and preferences. Despite this, there is a general student opinion that the compulsory course does not affect the success of the students.

When the table is examined, "The subject of the course is revealed in KPSS" comes in the 3rd place in the ranking of the factors in the high level of success of the students in the Educational Psychology courses. When the literature was examined, it was seen that nearly 20 questions

came out of the educational psychology course in the KPSS Educational Sciences exams, which students had to pass in order to become a teacher, and it was concluded that the students studied for this course in order to be successful in the exams. In the focus interviews with the students, on the other hand, students state that they feel good when they study for this course as they study for the exam at the same time, and they emphasize that they feel good about fulfilling a task. In this sense, sample answers of students regarding their views on this subject are given below.

The results of the correlation analysis showing the relationship between the factors affecting students' student achievement and their level of achievement in the educational psychology course are given in Table 6.

Table 6. *The relationship between the factors affecting students' achievement and student achievement levels*

Factor	Pearson correlation coefficient	p
Class attendance	0,096*	.004
Planned and adequate work	0.082*	.006
Attitude of the lecturer	0.098*	.008
The way the lecturer presents the lesson	0.088*	.005
Usefulness of course content	0.064	.140
Make the course interesting and intriguing	0.051	.125
The nature of the teaching materials presented in the course	0.086*	.002
Quantity of teaching materials presented in the course	0.059	.203
The effectiveness of measurement and evaluation practices used in the course	0.068	.320
Correct preparation of the achievement test	0.042	.122
The course is compulsory	0.037	.238
Coming out of course topics in KPSS	0.087*	.004
Distance course	0.053	.104
Attitude of my family and environment	0.049	.203
My interaction with my friends	0.051	.107

$p < 0.01$, $p < 0.05$

When Table 6 is examined, it is seen that the strongest relationship is between the attitude of the lecturer and student success ($r^2=0.098$, $p=0.008$). When the research findings are examined,

it is possible to say that the professional skills of the teachers and their attitudes towards their students also increase the academic success of the students.

When the table is examined, it is seen that the second strongest relationship is between the participation factor and student success ($r^2=0.096$, $p=0.004$), and the third relationship is between the way the lecturer presents the lesson and student success ($r^2=0.088$, $p=0.005$). Considering the students within the scope of the research, the majority of the students stated that it is important to attend the lesson. It is seen that factors such as planned and sufficient study, the adequacy of the teaching materials presented in the course and the course topics in the KPSS also affect the success of the students.

The third sub-problem of the research is the question of what are the students' reasons for taking the Educational Psychology course, its necessity, learning processes and their expectations from this course? Novice teachers were first asked the reasons for not taking the educational psychology course, and the analyzes were made on the answers are given in Table 7.

Table 7. *Students' Reasons for Taking the Educational Psychology Course*

Theme	Participants	Sample Answers
To be compulsory	S1, S3, S4, S5, S6, S7	S3: I took the course because it is a compulsory course in the faculty. S7: Although it is a compulsory course in our program, I have to take this course in order to complete the parts of a whole. Disconnecting a circuit can cause all lights to go out.
Having a prerequisite course	S2, S4, S9, S10	S9: When I talked to my advisor teacher and other instructors, they said that if I didn't take this course, I would have a hard time succeeding in other courses. Therefore, I had to take the course
Interest in psychology or the teaching profession	S1, S2, S4, S5	S2: When I look at the content of the course, I think that it will help me while I am teaching because it is a course that allows us to get to know our target audience and students. S4: I like the psychology course very much. I was very reluctant to know the origins of human behavior and the factors that influence disgust. That's why I wanted to take the course.

As seen in Table 7, half of the students took the course because it was compulsory, 40% because it was a prerequisite course, and again 40% because they were interested in psychology or the teaching profession.

The analyzes made on the answers received when the novice teachers were asked about the factors affecting their course success are given in Table 8.

Table 8. *Factors Affecting Student's Success*

Theme	Participants	Sample Answers
Attitude and presentation of the lecturer	S1, S2, S3, S4, S5, S6, S7, S9	<p>S2: I don't have any problems with the teaching of the course because our teacher conveys all the information to us in an understandable way without tiring us. The explanation is very clear, so I am satisfied with the course.</p> <p>S3: I think that our teacher is very sensitive and careful about the lecture. I think that I was successful in the lesson and I got efficiency from the lesson because of the attention the lecturer showed to the teaching of the lesson.</p> <p>S7: I believe that we will get good results thanks to a very efficient and useful process. Our lecturer makes sure that we have a fun and permanent lesson by using the time correctly. Solving questions for the exam gives us gains.</p>
Having a course with questions in Kpss	S4, S8, S10	<p>S6: I was solving KPSS (an exam applied in Turkey to determine the competencies of teacher candidates) questions. While solving the questions, in an experiment on primitive tribal children on the acquisition of the "conservation of volume" feature in the development of the mind, the same amount of water was poured into glass cups of different shapes in front of the children's eyes and asked if the amount changed. It was observed that children could not answer this question correctly before the age of 11-12. Which of the following can explain the most important reason why primitive tribe children could not discern that even if the shape of the glass changes, the amount of water will not change? I saw a question. I immediately realized that the answer to this question was lack of life. At that moment, I believed that studying for this course would increase my success in the exam, and this affected my success grade in the course.</p> <p>S7: There are a lot of questions in the field of educational sciences of KPSS from the Educational Psychology course. For this reason, I think that I am more successful than I feel that I am studying for the exam at the same time while studying.</p>

As can be seen from Table 8, almost all of the students state that the lecturer's fluency in the course that increases the interest and motivation of the students towards the course increases the exam success scores.

Finally, the students were asked what their expectations were from the educational psychology course, and the answers of the students were gathered under different categories and presented in Table 9.

Table 9. *Expectations of Students from Educational Psychology Course*

Theme	Participitians	Sample Answers
Professional expectations	S2, S3, S6, S7, S10	S6: I think that this course will contribute to how I will treat my students when I become a teacher. S10: I learned so much about student recognition, psychology of learning, language and moral development theories that I think I can transfer what I learned to both my own life and my professional life.
Examination Expectations	S1, S2, S3, S5, S6, S7, S8	S6: Since there are many questions in KPSS, I hope to solve the questions related to this course and get a high score in the educational sciences exam.

As seen in Table 9, while half of the students have expectations to contribute to their professional development, 70% of them have expectations about achieving high success in the applied central exam.

4. Discussion

As a result of the research, it was found that there is a moderate correlation between the success expectations of the novice teachers and their level of achievement, that the professional skills of the teachers and their attitude towards their students increase the academic achievement of the students and that the first factor affecting their success in the educational psychology course is the second most powerful factor affecting the success. and the third one was the way the lecturer presented the course. Looking at the data obtained from the focus group interview, it was seen that the students took the Educational Psychology course because it was mostly compulsory, the most important factor affecting their success in this course was the attitude of the lecturer and the way he presented the course, and the expectations from the course were mostly focused on the problem of being successful in the central exam.

Again, when the research findings were examined, it was seen that the students stated that planned and adequate study affects their academic success. It is certain that students' studying within a certain plan and having habits and skills in this direction will increase their academic success (Tümkiye and Bal, 2006). According to Teker (2002), individuals who do not have productive and effective study skills will not be rewarded for their efforts and time, so their success levels and motivation at school will decrease. In this context, it is clear that success can be achieved not with hard work, but with effective and planned work (Küçükahmet, 1987; Can, 1992).

In the study conducted by Rençber (2012), consistent results were obtained with the findings of this research. In this study, a high correlation was found between the academic achievement of higher education students and the number of attendees, and it was concluded that this correlation

coefficient differs according to the courses. This number was 86.8% for the statistics course and 75.7% for the transportation technology course.

In the study conducted by İlhan, Gülersoy, and Gümüş (2014), it was concluded that the professional knowledge of the teacher and classroom management skills were effective in the course success of secondary school students. In addition, students also stated that they were affected by the teacher's personality traits. In the study conducted by Haachek (1972, cited in Akyıldız, 1989), it was stated that the personality of the teacher was effective on the learners and it was found that the students sought warmth, patience, tolerance and interest in the teacher. Bany and Johnson (1975; cited in Akyıldız, 1989) state that the teacher tries to get to know the students in the classroom and draws attention to the fact that the effort to teach without knowing the individual will not yield successful results.

According to studies, there are emotional reactions among the reasons for seeking the reasons for success or failure inside or outside (Schunk, 2007). Students generally prefer their success to be internal factors such as talent and effort rather than external actors, and they think that the sense of control contributes to their patience and effort in more difficult tasks (Dweck & Bempechat, 1983; Zimmerman & Schunk, 2006).

5. Conclusions

As a result of the research, it is seen that family and friend attitudes and the factors that make the course interesting and intriguing are not effective among the factors affecting the success of the students, but this finding does not coincide with the results of other research. Similar studies show that there is a significant relationship between the success expectations of the families for their children and the students' course achievement scores, and the effect of these expectations continues throughout the student's school life (Einarsdóttir, 2010; Neuenschwander et al., 2007; Beal & Crockett, 2010). . According to Bruner (1960), parents' attitudes and behaviors towards the child affect the child's learning level and academic success. Studies show that supportive attitudes and behaviors of parents towards their children increase the level of academic success of students, there are positive relationships between academic success, school adjustment and emotional health, and there is overlap between student behaviors and parent behaviors (Eastman, 1988; Bronstein & Duncan, 1996).

The term motivation is generally defined as taking action and it is one of the factors that increase people's desire and joy in life and enable them to be more successful in life (Güney, 2011; Mobrand, Turns & Mobrand, 2013). According to Akbaba (2006), internal and external processes that direct people to behaviors and determine the degree of doing these behaviors and provide direction and continuity constitute the basis of the motivation mechanism. Studies show that when the individual is motivated, he exhibits a preferential behavior, values it, and chooses activities created by extrinsic motives and tries to complete them in the best way (Stover, Iglesia, Boubeta & Liporace, 2012). This orientation also shows that motivated or motivated individuals tend to be more academically successful.

According to Wolman (1973), success is the progress made in order to reach the targeted result, and academic success is defined as the degree to which the student expresses the skills or acquired knowledge determined by the teachers for the courses taught in accordance with the education program in formal environments (Carter & Good, 1973).).

Considering the research findings, it is observed that the academic success or failure of the students is affected by variables such as planned and regular study, teacher qualifications, characteristics of the teaching material, and course topics in KPSS. For this reason, it is thought that it will be beneficial to provide students with efficient study habits, to organize in-service training activities that will increase the quality of teachers and materials, and to organize seminars and activities for mothers and fathers in order to be more successful in the lessons and to meet their expectations from the lesson. Again, when the literature is scanned, it is seen that there are few studies on student expectations, although the majority of studies on the effects of certain variables on students' academic achievement. For this reason, it is thought that increasing the number of academic studies on expectation, expectation of success and factors affecting expectation will contribute to the field.

Declaration of Conflicting Interests and Ethics

Ethics committee permissions for this study were obtained from Amasya University Social Sciences Ethics Committee. Ethics committee permission letter number is E-30640013-108.01-127040.

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