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Factors Affecting Future Expectations of 12. Grade Students' Preparation for Higher Education in Schools*

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Abstract. Purpose of research is to determine views of students, teachers and school administrators about factors affecting and extent to which factors affect in what degree to 12th grade students' future expectations in school environment during high school preparation period. Descriptive survey model from quantitative research methods was used in research. Proportional stratified sampling was used to determine study sample. Totally 2509 participants that is 2072 students, 380 teachers and 57 administrators participated in the research. It was concluded that the perceptions of students and teachers differ according to their gender but the perceptions of the administrators do not differ. According to research results, students who attend schools with high success think that school-related factors have more impact on their future expectations than students who have low success. Teachers' and administrators' perceptions do not differ according to the type of school they work in, success of school, and their level of hope for future. Activities aimed at structuring future expectations of students should be planned by school administration and the functionality of guidance services in schools should be increased. School administrators should take the lead in preparing school environment and planning program where teachers can take care of students individually.

Keywords: Higher education, school environment, future expectations.

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1. INTRODUCTION

The high school period, which is the transition process to adulthood, is a period when young people prepare to make important decisions about their lives such as career choice, transition to higher education, business life, emotional relationships and marriage. These decisions are extremely important as they will affect not only the work life of young people, but also their living standards and life choices. When compulsory education ends at the end of the high school period, young people who have not been able to determine their life goals and who have not made a decision about how they want their life to proceed after high school will be concerned about their future. Since industrialized societies that success is extremely important, anxiety for the future of individuals starts from childhood (Şanlı & Saraçlı, 2015). Individuals who have not been able to make their plans for their future and who have not realized their expectations will experience despair and stress (Tuncer, 2011a). Future expectations are one of the factors that affect individuals' experiences of their future life. Having a positive experience enables individuals to successfully continue their existing duties and responsibilities, while increasing their expectations for the future, allowing them to make more effort for their future (Tuncer, 2011b).

Although the issue of what future orientations might be and what kind of individual differences might be observed in these orientations has been discussed for a long time, and related researches are very limited on this issue (İmamoğlu & Güler-Edwards, 2007). It can be said that scientific researches on future expectations started at the beginning of the 21st century (Şimşek, 2012; Şanlı & Saraçlı, 2015; Aktaş, 2016). W. I. Thomas is one of the pioneers of studies on future expectation, argued that the meanings attributed to behaviors or situations by individuals affect future behaviors, and also pointed out that expectations affect the results in 1920 (Şimşek, 2012; Hurn,1993).

Seginer (2003) revealed that the conceptualization of future expectations is based on the early work of Frank (1939), Israeli (1930, 1936) and Lewin (1939, 1948). In their early studies, researchers emphasized that future behaviors and experiences about future orientation occur in the future, and the contents of individuals' thoughts about the future may be idealistic or realistic thoughts about their own life or social life.

When the literature on future expectations is examined it is seen that three concepts are used as future time perspective (Ehtiyar et al.2017; Calster, Lens, & Nuttin, 1987), future time attitude (Ehtiyar et al.2017; Nuttin & Lens, 1985) and future time orientation (İmamoğlu & Güler-Edwards, 2007; Zimbardo and Boyd, 1999). Future time perspective is about how individuals structure their plans for the future. The future time attitude is related to the level of hope for the future of the individual. In other words, the future time attitude is about how positive or negative feelings about the future shape of their behavior. Future time orientation is the focus of individuals' feelings and thoughts to the moment they live in and direct them to the future. It can be said that some individuals have difficulty in living in now and here due to their experiences; and that individuals who carry the intensity of resentment, anger and negative emotional loads towards

themselves and other individuals, they mostly lived in the past because they could not close their past accounts and could not focus on now and here, therefore they could not be in the future time orientation. In this context, individuals who have a positive future time orientation are individuals who can focus on the moment and see the future with hope.

Future orientation, defined as individuals' subjective view of their future (Seginer, 2009), shapes how adolescents think about the future, how they perceive the situation and how they act (Negru, Subțirică & Opre, 2012). The meanings attributed by individuals to behaviors affect their future behavior (Hurn, 1993, Tatar, 2005, Şimşek 2012). Future expectation can be defined as the experiences that individuals hope to realize in their future lives. While positive future expectations increase individuals' hopes for the realization of their expectations, negative future expectations decrease individuals' hopes and motivations. It can be said that adolescents' expectations from the future generally include thoughts such as completing their education, gaining success in business life, and getting married (Şimşek, 2012).

Individuals are expected to set realistic, measurable and achievable goals in the process of realizing their expectations, to plan in order to reach the set goal, to implement this plan with responsibility and motivation to achieve goals, to develop solutions by evaluating the problems in the process and to reach the goal. In this sense, the realization of the future expectations of individuals also contributes to the development of societies. The high expectations and hopes of young people from the future affect both their mental-emotional health and their level of life satisfaction, while contributing society (Yavuzer et al. 2005). Therefore, educators, researchers and other key stakeholders in the education system must deal with questions in the field of education that they are reluctant to hear (Erçetin & Bisaso, 2018). Educational administrators are the people who will manage and guide the practices that should be done in schools to increase the future expectations of students. In this sense, administrators should know to what extent which factors affect future expectations and precautions should be taken accordingly. Purpose of research is to determine views of students, teachers and school administrators about factors affecting and extent to which factors affect in what degree to 12th grade students' future expectations in school environment during the high school preparation period. As a result of the research, it will be determined to what extent factors related to the future expectations of the school will be determined, so it will help school administrators to determine the areas that they should give priority in the education and training process in their schools, and to see their strengths and weaknesses that need to be improved.

2. METHOD

Descriptive survey model from quantitative research methods was used in the research. Proportional stratified sampling type of stratified sampling method was used to determine the study sample. The ethics committee approval for this study was obtained

from the Ethics Committee of the Rectorate of Hacettepe University, dated 07/01/2020 and numbered 35853172-300. The study sample was planned to be composed of 12th grade students, teachers and school administrators of 24 schools determined as stratum in 17 districts of Bursa province. Since the number of schools in Büyükorhan, Harmancık, Keles and Orhaneli districts is low, there were no schools included in the sampling as a result of sample calculations. In the districts of Gemlik, Gürsu, İznik, Karacabey, Kestel, Mudanya, Mustafakemalpaşa, Orhangazi and Yenişehir, the sample was calculated as 1 school. In these districts, 2 schools instead of 1 were included to the sample. Sample Characteristics are given in Table 1.

Table 1

Sample Characteristics

Districts	12th Grade Students	Teachers	Administrators
Gemlik	183	7	3
Gürsu	98	19	4
İnegöl	229	59	7
İznik	59	16	2
Karacabey	50	9	5
Kestel	147	20	5
Mudanya	170	32	4
Mustafakemalpaşa	56	15	3
Nilüfer	172	25	3
Orhangazi	94	21	2
Osmangazi	574	81	12
Yenişehir	51	17	3
Yıldırım	189	59	4
Total	2072	380	57
General Total	2509		

Totally 2509 participants that is 2072 students, 380 teachers and 57 administrators participated in the research. The personal information form prepared by the researchers and the Future Expectations Scale developed by Erçetin, Güngör, Hamedoğlu (2020) were used as data collection tools. According to the Exploratory Factor Analysis and Partial Least Squares Structural Equation Modeling (PLS-SEM); the scale consists of 5 dimensions and 25 items: school administrators and management style, parents'

contribution, teacher-based factors, school qualifications, and the effect of students' individual characteristics. In the validity and reliability study of the scale, the Cronbach alpha coefficient for the first dimension was calculated as .905, for the second dimension as .872, for the third dimension as .884, for the fourth dimension as .882, for the fifth dimension as .854. In this study, the reliability coefficient of the scale was measured as .89 for the first, second, third and fourth dimensions, .88 for the fifth dimension, and .93 for the whole. The data collection tools were applied by the researcher personally by going to the schools in February and March of the 2019-2020 academic year.

First of all, whether the scores of variables falling into the specified categories of variables for each dimension were suitable for normal distribution was tested with Kolmogorov Simirnov Test, and whether the homogeneity condition of variances were tested with Levene's Test. Normality test result of the research sample is given in Table 2.

Table 2

Normality Test Results

Participants			FEF1	FEF2	FEF3	FEF4	FEF5	FETotal
Student	N		2072	2072	2072	2072	2072	2072
	Normal Parameters[a,b]	Mean	19,5323	20,3808	19,7486	19,7346	20,6105	100,0068
		Std. D.	5,05421	4,73073	4,76568	4,97235	4,66433	21,31575
	Most Extreme Differences	Absolute	,140	,164	,135	,145	,173	,120
		Positive	,140	,164	,135	,145	,173	,120
		Negative	-,113	-,143	-,115	-,130	-,150	-,094
	Kolmogorov-Smirnov Z			,140	,164	,135	,145	,173
	Asymp. Sig. (2-tailed)			,000	,000	,000	,000	,000
Teacher	N		380	380	380	380	380	380
	Normal Parameters[a,b]	Mean	21,3184	21,8211	21,3816	21,5263	21,9263	107,9737
		Std. D.	3,69927	3,72605	3,51614	3,76021	3,47700	16,42057
	Most Extreme Differences	Absolute	,160	,197	,152	,178	,188	,150
		Positive	,160	,197	,152	,178	,188	,150
		Negative	-,128	-,181	-,145	-,160	-,164	-,113
	Kolmogorov-Smirnov Z			,160	,197	,152	,178	,188
	Asymp. Sig. (2-tailed)			,000	,000	,000	,000	,000
Administrator	N		57	57	57	57	57	57
	Normal Parameters[a,b]	Mean	20,9298	21,3509	20,7544	20,9123	21,4035	105,3509
		Std. D.	3,91818	3,93923	4,26899	3,95186	3,83061	18,69252

Most Extreme Differences	Absolute	,149	,177	,160	,150	,174	,147
	Positive	,149	,177	,160	,150	,174	,147
	Negative	-,134	-,174	-,149	-,146	-,142	-,104
Kolmogorov-Smirnov Z			,149	,177	,160	,150	,174
Asymp. Sig. (2-tailed)			,003	,000	,001	,003	,000

According to Table 2, we can say that the distribution of the research sample is not normal. In nonparametric tests Mann-Whitney U test and in parametric tests t-test were used to test the difference between two categories of the variable, Kruskal-Wallis for testing the difference when more than two categories in nonparametric tests, ANOVA for parametric tests was used. Mann-Whitney U was used according to the Kruskal-Wallis test result, for multiple comparisons of results found to be statistically significant; Scheffe Test was used according to the ANOVA test result, for multiple comparisons of results found to be statistically significant (Büyüköztürk, 2010; Can, 2017).

3. FINDINGS

Descriptive statistics of the perceptions of students, teachers and administrators regarding the school-related factors that affect the future expectations of the students are presented in Table 3.

Table 3

Descriptive Statistics of Perceptions of Students, Teachers and Administrators Regarding School-Related Factors That Affect Students' Future Expectations

Variables	Group	N	X̄	sd	Max.	Min.	Level
Future Expectations	Student	2072	4.00	.85	1	5	high level
	Teacher	380	4.32	.66	1	5	the highest level
	Administrator	57	4.21	.75	1	5	the highest level
1. School administrators and management	Student	2072	3.91	1.01	1	5	high level
	Teacher	380	4.26	.74	1	5	the highest level

style	Administrator	57	4.19	.78	1	5	high level
2. Parents' contribution	Student	2072	4.08	.95	1	5	high level
	Teacher	380	4.36	.74	1	5	the highest level
	Administrator	57	4.27	.79	1	5	the highest level
3. Teacher-based factors	Student	2072	3.95	.95	1	5	high level
	Teacher	380	4.28	.70	1	5	the highest level
	Administrator	57	4.15	.85	1	5	high level
4. School qualifications	Student	2072	3.95	.99	1	5	high level
	Teacher	380	4.30	.75	1	5	the highest level
	Administrator	57	4.18	.79	1	5	high level
5. Effect of students' individual characteristics	Student	2072	4.12	.93	1	5	high level
	Teacher	380	4.38	.69	1	5	the highest level
	Administrator	57	4.28	.77	1	5	the highest level

When Table 3 is examined, it is seen that the average value of teachers' perceptions about the school-related factors that affect students' future expectations are realized as $\bar{x}$ = 4.32, the perceptions of administrators as $\bar{x}$ = 4.21, and perceptions of students as $\bar{x}$ = 4.00. It can be said that teachers and administrators think that school-related factors affect students' future expectations at the highest level, while students think that it affects at high level. When the averages of the sub-dimensions of the scale are examined, it is seen that the highest average according to the perceptions of students, teachers and administrators is realized in the dimension of the effect of students' individual characteristics (student $\bar{x}$ = 4.12, teacher $\bar{x}$ = 4.38, administrator $\bar{x}$ = 4.28). When the averages of perceptions of teachers and students in the sub-dimensions of the scale are examined, it is seen that the lowest average is realized in the dimension of school administrators and management style (teacher $\bar{x}$ = 4.26, student $\bar{x}$ = 3.91), and according to the perceptions of the administrators the lowest average is realized in the dimension of school qualifications ($\bar{x}$ = 4.18). As a matter of fact, all groups agree that the most influencing factor for future expectations is the individual characteristics of the students. While teachers and students think that the least affecting factor is the school

administration and management style, administrators think differently on this issue. The results of the Kruskal-Wallis Test for comparing the perceptions of the students, teachers and administrators regarding the school-related factors that affect the future expectations of the students are presented in Table 4.

Table 4

Kruskal Wallis Test Results on Perceptions of Students, Teachers and Administrators Regarding School-Related Factors Affecting Students' Future Expectations

Variables	Group	N	$\bar{X}$	Rank Avarage	χ^2	p	Difference
Future Expectations	Student	2072	4.00	1210.53	45.673	.000*	Student-Teacher
	Teacher	380	4.32	1477.72			
	Administrator	57	4.21	1386.61			
	Total	2509	4.05				
1. School administrators and management style	Student	2072	3.91	1215.01	37.241	.000*	Student-Teacher
	Teacher	380	4.26	1453.57			
	Administrator	57	4.19	1384.76			
	Total	2509	3.96				
2. Parents' contribution	Student	2072	4.08	1219.99	29.012	.000*	Student-Teacher
	Teacher	380	4.36	1430.68			
	Administrator	57	4.27	1356.51			
	Total	2509	4.12				
3. Teacher-based factors	Student	2072	3.95	1217.58	32.807	.000*	Student-Teacher
	Teacher	380	4.28	1442.08			
	Administrator	57	4.15	1367.93			
	Total	2509	4.00				
4. School qualifications	Student	2072	3.95	1213.99	39.795	.000*	Student-Teacher
	Teacher	380	4.30	1462.83			
	Administrator	57	4.18	1360.16			

	Total	2509	4.01				
5. Effect of students' individual characteristics	Student	2072	4.12	1226.02	20.484	.000*	Student-Teacher
	Teacher	380	4.38	1404.98			
	Administrator	57	4.28	1308.57			
	Total	2509	4.17				

*p<.05

When Table 4 is examined, it is seen that the perceptions of teachers, administrators and students regarding the factors that affect students' future expectations differ statistically significant [$\chi^2_{(2)}$ = 45.673, p< .05]. As a result of the multiple comparisons made with the Mann-Whitney U Test, it was found that teachers' perceptions of the factors affecting students' future expectations ($\bar{x}$ = 4.32 high level) were higher than students ($\bar{x}$ = 4.00 low level) and this difference was statistically significant. When the scores related to the sub-dimensions of the scale are examined, it is seen that there is a statistically significant difference in all dimensions according to the views of teachers, students and administrators, in all sub-dimensions teachers (respectively $\bar{x}$ = 4.26 the highest level, $\bar{x}$ = 4.36 the highest level, $\bar{x}$ = 4.28 the highest level, $\bar{x}$ = 4.30 the highest level, $\bar{x}$ = 4.38 the highest level) students (respectively $\bar{x}$ = 3.91 high level, $\bar{x}$ = 3.96 high level, x üst = 3.95 high level, $\bar{x}$ = 3.95 high level, x, = 4.12 high level) seems to be. The results of the Mann-Whitney U Test according to the gender of their own perceptions of the school-related factors that affect students' future expectations are presented in Table 5.

Table 5

Mann-Whitney U Test According to the Gender of Their Own Perceptions of the School-Related Factors that Affect Students' Future Expectations

Variables	Sex	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	Female	1152	4.12	1128.17	424318.000	.000*
	Male	920	3.86	921.72		
	Total	2072	4.00			
1. School administrators and management style	Female	1152	3.99	1097.25	459931.000	.000*
	Male	920	3.80	960.43		
	Total	2072	3.91			
2. Parents' contribution	Female	1152	4.22	1140.90	409653.500	.000*
	Male	920	3.90	905.78		

	Total	2072	4.08			
3. Teacher-based factors	Female	1152	4.07	1119.37		
	Male	920	3.80	932.73	434452.500	.000*
	Total	2072	3.95			
4. School qualifications	Female	1152	4.07	1119.03		
	Male	920	3.79	933.16	434847.500	.000*
	Total	2072	3.95			
5. Effect of students' individual characteristics	Female	1152	4.24	1121.55		
	Male	920	3.98	930.01	431946.500	.000*
	Total	2072	4.12			

*p<.05

When Table 5 is examined, it is seen that students' perceptions of school-related factors that affect their future expectations differ statistically significant according to their gender (U= 424318.000, p< .05). It was found that female students ($\bar{x}$ = 4.12 high level) have higher than male students ($\bar{x}$ = 3.86 high level). When the sub-dimensions of the scale are examined, it can be said that students' perceptions differ statistically significant in all dimensions according to students' gender. In all sub-dimensions of the scale, it can be said that female students' perceptions (respectively $\bar{x}$=3.99 high level, $\bar{x}$=4.22 the highest level, $\bar{x}$=4.07 high level, $\bar{x}$=4.07 high level, $\bar{x}$=4.24 the highest level) are higher than male students (respectively $\bar{x}$=3.80 high level, $\bar{x}$=3.90 high level, $\bar{x}$=3.80 high level, $\bar{x}$=3.79 high level, $\bar{x}$=3.98 high level). The Mann-Whitney U Test results according to the gender of teachers' perceptions about school-related factors that affect students' future expectations are presented in Table 6.

When Table 6 is examined, it is seen that teachers' perceptions of school-related factors that affect students' future expectations differ statistically significant according to their gender (U= 15658.000, p<.05). It was found that female teachers ($\bar{x}$ = 4.41 the highest level) had higher perceptions than male teachers ($\bar{x}$ = 4.24 the highest level). When the sub-dimensions of the scale are examined, according to teachers' gender teachers' perceptions of factors affecting students' future expectations on parents' contribution (U = 15838.500, p <.05), teacher-based factors (U = 15505.500, p <.05), school's qualifications (U = 15396.500, p <.05), the effect of students' individual characteristics (U = 15501.500, p <.05) dimensions were found to differ significantly. In the sub-dimensions of the scale, it can be said that female teachers' perceptions (respectively $\bar{x}$=4.46 the highest level, $\bar{x}$=4.37 the highest level, $\bar{x}$=4.42 the highest level, $\bar{x}$=4.48 the highest level) are higher than male teachers (respectively $\bar{x}$=4.21 the highest level, $\bar{x}$=4.19 high level, $\bar{x}$=4.20 high level, $\bar{x}$=4.30 the highest level). It can be said that the

views of male and female teachers are similar in terms of school administrators and management style (U = 16961.500, p <.05). It was found that teachers' perceptions in the dimension of school administrators and management style did not differ significantly according to gender. When the distribution of scores for this dimension is examined, it can be said that the perceptions of female ($\bar{x}$ = 4.32 the highest level) teachers are higher than male ($\bar{x}$ = 4.21 the highest level) teachers.

Table 6

The Mann-Whitney U Test Results According to the Gender of Teachers' Perceptions about School-Related Factors that Affect Students' Future Expectations

Variables	Sex	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	Female	182	4.41	203.46		
	Male	198	4.24	178.58	15658.500	.027*
	Total	380	4.32			
1. School administrators and management style	Female	182	4.32	196.30		
	Male	198	4.21	185.16	16961.500	.317
	Total	380	4.26			
2. Parents' contribution	Female	182	4.46	202.48		
	Male	198	4.28	179.49	15838.500	.037*
	Total	380	4.36			
3. Teacher-based factors	Female	182	4.37	204.30		
	Male	198	4.19	177.81	15505.500	.017*
	Total	380	4.28			
4. School qualifications	Female	182	4.42	204.90		
	Male	198	4.20	177.26	15396.500	.013*
	Total	380	4.30			
5. Effect of students' individual characteristics	Female	182	4.48	204.33		
	Male	198	4.30	177.79	15501.000	.016*
	Total	380	4.38			

*p<.05

The Mann-Whitney U Test results according to the gender of administrators' perceptions of school-related factors that affect students' future expectations are presented in Table 7.

Tablo 7

The Mann-Whitney U Test Results According to the Gender of Administrators' Perceptions of School-Related Factors that Affect Students' Future Expectations

Variables	Sex	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	Female	14	4.24	29.14		
	Male	43	4.21	28.95	299.000	.970
	Total	57	4.21			
1. School administrators and management style	Female	14	4.20	29.93		
	Male	43	4.18	28.70	288.000	.808
	Total	57	4.19			
2. Parents' contribution	Female	14	4.33	31.00		
	Male	43	4.25	28.35	273.000	.594
	Total	57	4.27			
3. Teacher-based factors	Female	14	4.11	28.11		
	Male	43	4.16	29.29	288.500	.814
	Total	57	4.15			
4. School qualifications	Female	14	4.24	29.75		
	Male	43	4.16	28.76	290.500	.843
	Total	57	4.18			
5. Effect of students' individual characteristics	Female	14	4.33	29.75		
	Male	43	4.26	28.76	290.500	.843
	Total	57	4.28			

*p<.05

When Table 7 is examined, it is seen that administrators' perceptions of school-related factors that affect students' future expectations do not differ significantly according to

their gender (U= 299.000, p>.05). In other words, it can be said that the views of male and female administrators regarding the school-related factors that affect students' future expectations are similar. The gender of administrators is not an effective variable on their views on school-related factors that affect students' future expectations. The results of the Kruskal Wallis Test according to the school type of their own perceptions about the school-related factors that affect the future expectations of the students are presented in Table 8.

Table 8

The Results of the Kruskal Wallis Test According to the School Type of Their Own Perceptions about the School-Related Factors that Affect the Future Expectations of the Students

Variables	School Type	N	$\bar{X}$	Rank Av.	χ^2	p	Difference
Future Expectations	VTAHS	645	3.68	812.48	132.794	.000*	VTAHS-SHS VTAHS -AHS VTAHS - AİHHS
	AHS	993	4.14	1127.93			
	AİHHS	182	4.13	1137.77			
	SHG	252	4.19	1176.46			
	Total	2072	4.00				
1. School administrators and management style	VTAHS	645	3.53	817.17	129.606	.000*	VTAHS -SHS VTAHS -AHS VTAHS -AİHL
	AHS	993	4.07	1133.45			
	AİHHS	182	4.01	1092.99			
	SHG	252	4.16	1175.02			
	Total	2072	3.91				
2. Parents' contribution	VTAHS	645	3.77	840.04	103.708	.000*	VTAHS –SHS VTAHS -AHS VTAHS - AİHHS
	AHS	993	4.21	1117.84			
	AİHHS	182	4.23	1139.41			
	SHG	252	4.23	1144.49			
	Total	2072	4.08				
3. Teacher-based factors	VTAHS	645	3.71	891.80	58.960	.000*	VTAHS -SHS VTAHS -AHS VTAHS -
	AHS	993	4.04	1083.27			
	AİHHS	182	4.10	1155.03			

	SHG	252	4.11	1136.97			AİHHS
	Total	2072	3.95				
4. School qualifications	VTAHS	645	3.60	827.94	117.366	.000*	VTAHS –SHS VTAHS -AHS VTAHS - AİHHS
	AHS	993	4.09	1121.40			
	AİHHS	182	4.07	1118.32			
	SHG	252	4.18	1176.69			
	Total	2072	3.95				
5. Effect of students' individual characteristics	VTAHS	645	3.78	820.09	126.019	.000*	VTAHS -SHS VTAHS -AHS MTAL-AİHHS
	AHS	993	4.29	1138.89			
	AİHHS	182	4.23	1112.20			
	SHG	252	4.27	1132.28			
	Total	2072	4.12				

*p<.05

When Table 8 is examined, it is seen that students' perceptions of the factors that affect their future expectations differ statistically significant according to the type of school they attend [$\chi^2_{(3)}$ = 132.794, p<.05]. As a result of multiple comparisons made with the Mann Whitney U Test, it was found that perception students attending Science High School ($\bar{x}$ = 4.19 high level), students attending Anatolian High School ($\bar{x}$ = 4.14 high level) and Anatolian Imam Hatip High School ($\bar{x}$ = 4.13 high level) were higher than perceptions of students attending Vocational Technical Anatolian High School ($\bar{x}$ = 3.68 high level) and these differences were statistically significant. When the scores of the sub-dimensions of the scale are examined, it is seen that in all sub-dimensions, students' perceptions differ statistically significant according to the type of school they attend. In all sub-dimensions, it was found that the perceptions of the students attending Science High School (respectively $\bar{x}$=4.16 high level, $\bar{x}$=4.23 the highest level, $\bar{x}$=4.18 high level, $\bar{x}$=4.18 high level, $\bar{x}$=4.27 the highest level), Anatolian High School (respectively $\bar{x}$=4.07 high level, $\bar{x}$=4.21 the highest level, $\bar{x}$=4.04 high level, $\bar{x}$=4.09 high level, $\bar{x}$=4.29 the highest level) and Anatolian Imam Hatip High School (respectively $\bar{x}$=4.01 high level, $\bar{x}$=4.23 the highest level, $\bar{x}$=4.10 high level, $\bar{x}$=4.07 high level, $\bar{x}$=4.23 the highest level) about the factors affecting the future expectations were higher than the perceptions of students attending Vocational Technical Anatolian High School (respectively $\bar{x}$=3.53 high level, $\bar{x}$=3.77 high level, $\bar{x}$=3.71 high level, $\bar{x}$=3.60 high level, $\bar{x}$=3.78 high level).

Kruskal Wallis Test results according to the school type of teachers' perceptions about the school-related factors that affect students' future expectations are presented in Table 9.

Table 9

Kruskal Wallis Test Results According to the School Type of Teachers' Perceptions about the School-Related Factors that Affect Students' Future Expectations

Variables	School Type	N	$\bar{X}$	Rank Av.	χ^2	p	Difference
Future Expectations	VTAHS	147	4.35	187.65	3.083	.379	-
	AHS	147	4.33	196.10			
	AİHHS	44	4.12	167.75			
	SHG	42	4.39	204.71			
	Total	380	4.32				
1. School administrators and management style	VTAHS	147	4.28	185.22	2.388	.496	-
	AHS	147	4.29	198.91			
	AİHHS	44	4.09	174.05			
	SHG	42	4.30	196.77			
	Total	380	4.26				
2. Parents' contribution	VTAHS	147	4.37	184.79	3.134	.371	-
	AHS	147	4.39	199.82			
	AİHHS	44	4.20	171.28			
	SHG	42	4.41	197.99			
	Total	380	4.36				
3. Teacher-based factors	VTAHS	147	4.31	189.82	4.811	.186	-
	AHS	147	4.29	197.08			
	AİHHS	44	4.04	159.00			
	SHG	42	4.36	202.85			
	Total	380	4.28				
4. School qualifications	VTAHS	147	4.35	193.62	1.300	.729	-
	AHS	147	4.29	189.62			
	AİHHS	44	4.15	174.95			
	SHG	42	4.38	198.96			
	Total	380	4.30				

5. Effect of students' individual characteristics	VTAHS	147	4.42	191.02	4.195	.241	-
	AHS	147	4.39	194.46			
	AİHHS	44	4.15	161.52			
	SHG	42	4.48	205.17			
	Total	380	4.38				

*p<.05

When Table 9 is examined, it is seen that teachers' perceptions of school-related factors that affect students' future expectations do not differ statistically significant according to the type of school they work in [$\chi^2_{(3)}$ = 3.083, p>.05], and teachers' views are similar according to the type of school they work.

The results of the Kruskal Wallis Test according to the school type of the administrators' perceptions about the school-related factors that affect the future expectations of the students are presented in Table 10.

Table 10

The Results of the Kruskal Wallis Test According to the School Type of the Administrators' Perceptions about the School-Related Factors that Affect the Future Expectations of the Students

Variables	School Type	N	$\bar{X}$	Rank Av.	χ^2	p	Difference
Future Expectations	VTAHS	26	4.11	25.94	3.588	.309	-
	AHS	18	4.34	31.17			
	AİHHS	5	4.65	40.20			
	SHG	8	3.98	27.06			
	Total	57	4.21				
1. School administrators and management style	VTAHS	26	3.99	24.35	5.467	.141	-
	AHS	18	4.42	33.47			
	AİHHS	5	4.64	39.40			
	SHG	8	4.00	27.56			
	Total	57	4.19				

2. Parents' contribution	VTAHS	26	4.19	27.17			
	AHS	18	4.43	31.31			
	AİHHS	5	4.64	37.50	2.718	.437	-
	SHG	8	3.95	24.44			
	Total	57	4.27				
3. Teacher-based factors	VTAHS	26	4.11	27.54			
	AHS	18	4.17	29.33			
	AİHHS	5	4.68	40.20	2.826	.419	-
	SHG	8	3.90	26.00			
	Total	57	4.15				
4. School qualifications	VTAHS	26	4.05	26.19			
	AHS	18	4.31	30.75			
	AİHHS	5	4.64	39.10	2.916	.405	-
	SHG	8	4.02	27.88			
	Total	57	4.18				
5. Effect of students' individual characteristics	VTAHS	26	4.21	27.40			
	AHS	18	4.39	30.11			
	AİHHS	5	4.64	36.80	1.627	.653	-
	SHG	8	4.02	26.81			
	Total	57	4.28				

*p<.05

When Table 10 is analyzed, it is seen that administrators' perceptions of school-related factors that affect students' future expectations do not differ significantly according to the type of school they work in [$\chi^2_{(3)} = 3.588$, $p>.05$]. When the sub-dimensions of the scale are examined, it is seen that administrators' perceptions of school-related factors that affect students' future expectations in all sub-dimensions do not differ statistically significant according to the type of school they work in.

The results of the Mann Whitney U Test according to the success of the school of their own perceptions about the school-related factors that affect the future expectations of the students are presented in Table 11.

Table 11

The Results of the Mann Whitney U Test According to the Success of the School of Their Own Perceptions about the School-Related Factors that Affect the Future Expectations of the Students

Variables	Success of School	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	High	1417	4.13	1127.64		
	Low	655	3.72	839.34	334925.000	.000*
	Total	2072	4.00			
1. School administrators and management style	High	1417	4.06	1128.27		
	Low	655	3.58	837.96	334025.000	.000*
	Total	2072	3.91			
2. Parents' contribution	High	1417	4.21	1121.47		
	Low	655	3.80	852.68	343662.500	.000*
	Total	2072	4.08			
3. Teacher-based factors	High	1417	4.04	1090.93		
	Low	655	3.76	918.75	386938.500	.000*
	Total	2072	3.95			
4. School qualifications	High	1417	4.08	1119.43		
	Low	655	3.65	857.10	346560.000	.000*
	Total	2072	3.95			
5. Effect of students' individual characteristics	High	1417	4.27	1128.26		
	Low	655	3.80	837.98	334037.500	.000*
	Total	2072	4.12			

*p<.05

According to Table 11, it is seen that students' perceptions of school-related factors that affect their future expectations differ statistically significantly according to the success of the school (U= 334925.000, p<.05). It was found that the perceptions of the factors affecting the future expectations of the students who continue to school with high success ($\bar{x}$ = 4.13 high level) are higher than the students who continue to school with low success ($\bar{x}$ = 3.72 high level). When the sub-dimensions of the scale were examined,

it was found that students' perceptions of factors affecting their future expectations differed statistically significant in all sub-dimensions according to the success of the school students attended. When the scores of the sub-dimensions of the scale are examined, it can be said that the perceptions of the students who attend the school that high success (respectively $\bar{x}$=4.06 high level, $\bar{x}$=4.21 the highest level, $\bar{x}$=4.04 high level, $\bar{x}$=4.08 high level, $\bar{x}$=4.27 the highest level) are higher than students who continue to school with low success (respectively $\bar{x}$=3.58 high level, $\bar{x}$=3.80 high level, $\bar{x}$=3.76 high level, $\bar{x}$=3.65 high level, $\bar{x}$=3.80 high level) in all sub-dimensions.

The Mann Whitney U Test results according to the success of the school of teachers' perceptions about school-related factors that affect students' future expectations are presented in Table 12.

Table 12

Mann Whitney U Test Results According to the Success of the School of Teachers' Perceptions about School-Related Factors that Affect Students' Future Expectations

Variables	Success of School	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	High	218	4.34	195.78	16506.500	.276
	Low	162	4.29	183.39		
	Total	380	4.32			
1. School administrators and management style	High	218	4.28	195.08	16659.000	.339
	Low	162	4.24	184.33		
	Total	380	4.26			
2. Parents' contribution	High	218	4.39	197.18	16202.500	.160
	Low	162	4.32	181.52		
	Total	380	4.36			
3. Teacher-based factors	High	218	4.30	195.35	16600.500	.311
	Low	162	4.25	183.97		
	Total	380	4.28			
4. School qualifications	High	218	4.31	191.18	17509.000	.886
	Low	162	4.30	189.58		
	Total	380	4.30			

5. Effect of students' individual characteristics	High	218	4.41	194.90		
	Low	162	4.35	184.58	16699.500	.354
	Total	380	4.38			

*p<.05

When Table 12 is examined, it is seen that teachers' perceptions of school-related factors that affect students' future expectations do not differ statistically significantly according to the success of the school they work in (U = 16506.500, p> .05), and teachers' views are similar according to the success of the school they work in. Mann Whitney U Test results according to the success of the school in the perceptions of the administrators about the school-related factors that affect the future expectations of the students are presented in Table 13.

Table 13

Mann Whitney U Test Results According to the Success of the School in the Perceptions of the Administrators about the School-Related Factors that Affect the Future Expectations of the Students

Variables	Success of School	N	$\bar{X}$	Rank Av.	U	p
Future Expectations	High	30	4.27	30.55		
	Low	27	4.15	27.28	358.500	.457
	Total	57	4.21			
1. School administrators and management style	High	30	4.27	30.77		
	Low	27	4.10	27.04	352.000	.393
	Total	57	4.19			
2. Parents' contribution	High	30	4.33	30.20		
	Low	27	4.20	27.67	369.000	.555
	Total	57	4.27			
3. Teacher-based factors	High	30	4.15	29.52		
	Low	27	4.15	28.43	389.500	.802
	Total	57	4.15			

4. School qualifications	High	30	4.29	31.48		
	Low	27	4.06	26.24	330.500	.227
	Total	57	4.18			
5. Effect of students' individual characteristics	High	30	4.33	29.97		
	Low	27	4.23	27.93	376.000	.636
	Total	57	4.28			

*p<.05

When Table 13 is examined, it is seen that administrators' perceptions of school-related factors that affect students' future expectations do not differ significantly according to the success of the school they work in (U= 358.500, p>.05). When the sub-dimensions of the scale are examined, it is seen that the perceptions of the administrators regarding the school-related factors that affect the future expectations of the students in all sub-dimensions do not differ statistically significant according to the success of the school they work. The Mann Whitney U Test results according to the future hope levels of their own perceptions about the school-related factors that affect students' future expectations are presented in Table 14.

Table 14

The Mann Whitney U Test Results According to the Future Hope Levels of Their Own Perceptions about the School-Related Factors that Affect Students' Future Expectations

Variables	Hope Level	N	$\bar{X}$	Rank Av.	χ^2	p	Difference
Future Expectations	High	836	4.07	1093.18	17.560	.000*	Medium-High
	Medium	980	3.94	978.79			
	Low	256	4.02	1072.30			
	Total	2072	4.00				
1. School administrators and management style	High	836	3.99	1088.45	18.343	.000*	Medium-High Medium-Low
	Medium	980	3.82	977.49			
	Low	256	3.96	1092.74			
	Total	2072	3.91				

2. Parents' contribution	High	836	4.13	1076.45	14.207	.001*	Medium-High Medium- Low
	Medium	980	4.02	985.41			
	Low	256	4.11	1101.60			
	Total	2072	4.08				
3. Teacher-based factors	High	836	4.01	1083.05	9.410	.009*	Medium-High
	Medium	980	3.91	997.33			
	Low	256	3.92	1034.41			
	Total	2072	3.95				
4. School qualifications	High	836	4.01	1081.70	14.237	.001*	Medium-High Medium- Low
	Medium	980	3.88	984.58			
	Low	256	4.00	1087.67			
	Total	2072	3.95				
5. Effect of students' individual characteristics	High	836	4.19	1094.24	15.728	.000*	Medium-High
	Medium	980	4.06	984.31			
	Low	256	4.12	1047.73			
	Total	2072	4.12				

*p<.05

When Table 14 is examined, it is seen that students' perceptions of the factors that affect their future expectations differ statistically significant according to their level of hope for the future [$\chi^2_{(2)}$ = 17.560, p<.05]. As a result of the multiple comparisons made with the Mann Whitney U Test, students with high levels of hope for the future ($\bar{x}$ = 4.07 high level) had higher perceptions than students with medium hope levels ($\bar{x}$ = 3.94 high level), and this difference was found to be statistically significant. When the scores of the sub-dimensions of the scale are examined, it is seen that in all sub-dimensions, their own perceptions of the factors affecting future expectations differ statistically significant according to the level of hope for the future. It was found that the perceptions of students with high (respectively $\bar{x}$=3.99 high level, $\bar{x}$=4.13 high level, $\bar{x}$=4.01 high level) and low (respectively $\bar{x}$=3.96 high level, $\bar{x}$=4.11 high level, $\bar{x}$=4.00 high level) levels of hope for the future were higher than students with medium (respectively $\bar{x}$=3.82 high level, $\bar{x}$=4.02 high level, $\bar{x}$=3.88 high level) hope levels in terms of school administrators and management style, parent's contribution and school qualifications dimensions. In the teacher-based factors dimension, it was found that the perceptions of students with high future hope level ($\bar{x}$ = 4.01 high level) were higher than students with medium hope

level ($\bar{x}$ = 3.91 high level). In the dimension of the effect of students' individual characteristics, it was found that the perceptions of students with high future hope level ($\bar{x}$ = 4.19 high level) were higher than students with medium hope level ($\bar{x}$ = 4.06 high level).

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

According to research results teachers and administrators think that school-related factors have a greater effect on students' future expectations than students. In this context, it can be said that school administrators and teachers attribute to school-related factors to get a better future life for students. In addition, teachers, students and administrators thought that the most affected factor for students' future expectations is the individual characteristics of the students. As a result, it was found that gender is effective on perceptions of students and teachers regarding future expectations, but not on the perceptions of administrators. Furthermore, female students think that school-related factors have a greater effect on their future expectations than male students. So, future expectations of male students may be affected more by school-related factors than other factors. In addition, female teachers think that school-related factors have a greater effect on their future expectations than male teachers. Studies in the literature support the results of the research. In the studies conducted by Şimşek (2012) and Aktaş (2016), it was concluded that the future expectations of high school students differ according to their gender.

According to student perceptions, school type is one of the factors affecting future expectations. Students attending Science High School, Anatolian High School and Anatolian Imam Hatip High School think that school-related factors have a greater effect on their future expectations than students who attend Vocational Technical Anatolian High School. It can be said that this situation may differ depending on the development of vocational secondary education and industry cooperation, and it may be due to the fact that it is not easy for students graduated from vocational high schools, who can meet the need for intermediate staff, to find a job. Supporting the results, in the studies conducted by Uluçay, Özpolat, İşgör and Taşkesen (2014) and Şimşek (2012), it was determined that students' future expectations differ according to the type of school. In the study conducted by Aktaş (2016), it was found that the relationship between the psychological resilience and future expectations of adolescents significantly differentiated according to the type of school.

According to research results, students who attend schools with high success think that school-related factors have more impact on their future expectations than students who have low success. It can be said that the academic goals of students who attend high school, finding a job when they complete higher education, and being able to work in a better job with better financial conditions can affect their perceptions of future expectations.

Furthermore, students with high levels of hope for the future think that school-related factors have a greater effect on their future expectations than students with a high level of hope for the future. It has been observed that students who look more hopeful to the future also have high future expectations. Studies support the relationship between hope level and future expectations. Callina, Johnson, Buckingham, and Lerner (2014) found in their study that there is a direct relationship between hope and future expectations.

All in all, teachers' and administrators' perceptions about the effect of school-related factors on students' future expectations do not differ according to the type of school they work in, the success of the school they work in, and their level of hope for the future. Also, administrators' perceptions about the effect of school-related factors on students' future expectations did not differ according to their gender, different factors may be effective in the opinions of teachers and administrators on this issue. In this context; activities aimed at structuring the future expectations of the students should be planned by the school administration and the functionality of guidance services in schools should be increased. School administrators should take the lead in preparing a school environment and planning program where teachers can take care of students individually. In order to equip the student with application and timely information, a performance evaluation system that will encourage the updating of teachers' knowledge, continuous improvement and renewal should be introduced. School counselors should be motivated by education administrators to carry out activities to structure the future expectations of the students, and the functionality of guidance services should be increased.

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