NEAR EAST UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF GENERAL PSYCHOLOGY

COMPARISON OF HAPPINESS, STATUS-CONTINUOUS ANXIETY AND FUTURE EXPECTATIONS OF HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL STUDENTS

PHD THESIS

AHMET TAN

NICOSIA
2021

COMPARISON OF HAPPINESS, STATUS-CONTINUOUS ANXIETY AND FUTURE EXPECTATIONS OF HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL STUDENTS

AHMET TAN

NEAR EAST UNIVERSITY GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF GENERAL PSYCHOLOGY

PHD THESIS

THESIS ADVISOR
ASST. PROF. DR. DENIZ ERGUN

NICOSIA
2021

ACCEPTANCE AND APPROVAL

The Happiness, State-Trait Anxiety and Future Expectations of High School and Vocational High School Students, prepared by Ahmet TAN. This study, titled was approved by our jury as a result of the defense exam held on 11/06/2021.
It has been accepted as a PhD Thesis.

JURY MEMBERS

……
Assist. Prof. Dr. Deniz ERGUN (Supervisor)
Near East University Department of Psychology

……
Prof. Dr. Abdullah ISIKLAR (Head of Jury)
Bursa Technical University / Department of Psychology

……
Prof. Dr. Mehmet CAKICI
Near East University / Department of Psychology

……
Assist. Prof. Dr. Hande CELIKAY
Near East University / Department of Psychology

……
Assist. Prof. Dr. Ayhan CAKICI ES
University of Kyrenia / Department of Psychology

……
Prof. Dr. K. Husnu Can BASER
Director of the Institute of Graduate Studies

DECLARATION

I undertake that the thesis I have prepared is entirely my own work and that I have cited every quote. I certify that I allow the paper and electronic copies of my thesis to be kept in the archives of the Near East University Graduate Education Institute under the conditions specified below.

- ☐ My thesis can be accessed from anywhere.
- ☐ My thesis can only be accessed at the Near East University.
- ☐ I do not want my thesis to be accessible for two (2) years. If I do not apply for an extension at the end of this period, my entire thesis can be made accessible.

Date

Signature

Ahmet Tan

ACKNOWLEDGEMENTS

Thanks to Assistant Prof.Dr.Deniz ERGUN for her hard work throughout my doctoral education and thesis studies.

I also owe a debt of graditute to my professors from the Department of Psychology at Near East University, who contributed greatly to the quality of my work with their valuable suggestions during this process, and to the respected jury members, to valuable academics who contributed to my work, and to my family and relatives, who have always been understanding and patient in every period of my life and during my education period, also to my friends, my fellow doctoral comrades Lecturer Hasan Örücü and Lecturer Taner Erol.

I offer my endless respect and thanks to all those who have contributed to this study throughout the process.

Nicosia, 11.06.2021

Ahmet TAN

ABSTRACT

COMPARISON OF HAPPINESS, STATUS-CONTINUOUS ANXIETY AND FUTURE EXPECTATIONS OF HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL STUDENTS

The purpose of this research is to make a comparison of Happiness, State-Trait Anxiety and Future Expectations of students studying in high school and vocational high schools, and suggestions are made on the effects of school type and vocational field determination on the future expectations of adolescents during their education period. In accordance with the purpose of the investigate, the answers to the following question were investigated: “What are the dissimilarities in the levels of happiness, State and Trait anxiety and future expectations of students studying in Normal High Schools and Vocational High Schools?” Throughout the research, a questionnaire was applied to 820 students studying at regular high schools and vocational high schools in the city center of Rize, Turkey. It has been detected that students in vocational high schools are less happy than students in regular high schools. When we look at the anxiety levels, the anxiety levels of normal high school students are lower than the students in vocational high schools, while normal high school students have lower expectations for work, education, religion and social life and higher health expectations compared to high school students who provide vocational education. It has been detected that the level of happiness of the students participating in the research decreases with the decrease in their level of happiness, and the increased level of happiness raises their expectations for the future.

Keywords: Happiness, State, Trait Anxiety, Future Expectation.

CONTENTS

LIST OF TABLES AND FIGURES

Tables Index

List of Shapes

GLOSSARY OF ACRONYMS

ACT.	: Transmitted
AMOS	: Analysis of Moment Structure
ARC	: Friends
ÇEV	: Translated by
KTU	: Karadeniz Technical University
MEB	: Ministry of Education
MAX	: Maximum
MED	: Median
MIN	: Minimum
COVER	: Average
RTEU	: Recep Tayyip Erdogan University
S.	: Page
SS	: Standard deviation
SPSS	: Statistic Packets For Social Seciences
SS	: Page Numbers
STD	: Standard
TR	: Turkish Republic
TDK	: Turkish Language Society
ETC	: And such
VD	: And others

CHAPTER 1

INTRODUCTION

Adolescence is arguably regarded as one of the most important periods in an individual's life. The word originates from the Latin verb "adolescere", which expresses puberty rather than growing up or maturing. When expressed periodically in an individual's life, it is the time spent among childhood and adulthood. This period, which is the process of transition from a different vital state to a completely different phase, does not occur with precise and clear expressions. Even if it occurs at variable times, every adolescent experiences this period and takes his place among mature individuals; for this reason, we can express adolescence as a passage that adolescents must pass through in order to become mature individuals (Dolgin, 2014).

In adolescence, in order to prepare the individual for the future in the best way, his/her acquisitions in school life and school life are very important. Another important situation is that most of the adolescents' time is spent in the school environment during this period. Each developed and developing country develops its own education and training policies in order to provide a healthy society and qualified individuals that this society needs. While the requirements of the training to be given to individuals are regulated in accordance with the general requirements of the society, vocational orientation activities maintain their importance in developed and developing countries together with the professional and social qualifications that match these requirements. The future expectations of adolescents who are involved in educational activities during the adolescence period on the way to becoming an individual are also fundamental, especially in terms of vocational education and career choice.

Although future expectations of adolescents are primarily dependent on psychological reasons (McCabe, Barnett, 2000), it has been observed that having positive future expectations also causes positive psychological results (Şimşek, 2011). Having positive future expectations, especially in secondary school students, helps them to be happy individuals (Eryılmaz, 2011) However, future expectations of adolescents living in developing countries can also turn into future anxiety with an effort to keep up with continuous development. These anxieties, which can start even before puberty, continue to grow up at later on. (Güleri, 1998:56). In fact, the basis of anxiety is the distinctions among the individual's current acquisitions and the expectations of the environment he or she lives in. Momentary or continuous worries that arise as a result of the changes experienced cause the person to not achieve the wishes they aim to achieve (Colluk, 2000). Adolescents' future expectations generally include intentions such as academic achievement, making a career, finding a spouse, establishing a family, and being a parent (Şimşek 2011).

In the Turkish National Education System, at the end of eight years of basic education, the transition to secondary education is made with the Transition Exam to High Schools. Student enrollment takes place in return for the points they get and as soon as they meet the enrollment requirements of the high school they prefer. In secondary education, school type preferences can be in the form of preference, student demand or qualifications, as well as negative situations such as parental demand and environmental pressure. In addition to all these preferences, there may be situations such as not being able to receive education in the desired place due to economic reasons, or the lack of a high school suitable for their own wishes in the vicinity, with the normal high schools or vocational education institution (high school) in the vicinity.

However, in any case, it is seen that primary school graduates attend high school intensively in order to complete their education in at smallest one regular high school or a vocational education institution (high school) in terms of both their future expectations and adaptation to the conditions of the country in the future. In today's Turkey, the number of people who do not participate in high school education, which is secondary education at the end of primary education, is almost non-existent.

Orientation towards a profession in secondary education is generally in the form of choosing associate degree or undergraduate programs with respect to the scores acquired as a result of the higher education entrance exams held at the end of high school education, as well as the basic vocational education received in secondary education in the relevant vocational field. In determining these preferences, determining a vocational goal in secondary education and receiving training in the relevant field starting from secondary education is highly decisive.

The completion of individual development with high future expectations as healthy individuals also depends on the factors that will keep their future expectations high during adolescence. In this respect, the concepts of happiness and anxiety appear as important factors that affect the future expectations of adolescents. The positive emotions and behaviors of a happy individual will be quite different from the behaviors of an anxious individual, and their expectations for the future will be high.

1.1 Problem Status

The current study is aimed to contribute to the guidance activities in making the right choice in the choice of secondary education and high school type after primary education, especially in the choice of profession depending on the future expectation. The study also contributes to the guidance and psychological support activities to determine the factors affecting the future expectations due to different demographic characteristics in regular high school students and students in vocational high schools.

In addition, the outputs of this study will be an example for all of the other researchers who want to do research and practice on the school happiness levels acquired as a result of the research, especially in vocational education institutions with high future expectations. Likewise, despite the high level of happiness in high school students, it will contribute to different studies on the distinctions among students studying at vocational high schools and their future expectations.

On the other hand, this study aims to shed light on the academic community that will conduct studies in similar and different fields, since it is the first research conducted in the fields related to the students studying at regular high schools and vocational high schools.

1.2 Purpose of the Research

The aim of the present study is to reveal the intercourse among the happiness levels, state and trait anxiety values of normal high school students and vocational education institution (high school) Students and their expectations for the future. The sub-objectives of the research are as follows:

As the happiness level of regular high school students and students in vocational education institution (high school) students increases, their future expectations increase.

As the anxiety level of regular high school and vocational education institution Students decreases, happiness level increases.

There is a meaningful variation in students' happiness levels depending on school type.

There is a meaningful variation in students' school type and anxiety levels.

There is a meaningful variation in students' school type and their future expectations and sub-dimensions.

There is a meaningful variation in students' levels of happiness, state-trait anxiety, and future expectations with respect to their gender.

Considering the age ranges of the students, there is a meaningful distinction among the results of happiness, state-trait anxiety levels and their future expectations.

When the results acquired from the students are examined, there is a meaningful distinction among the levels of happiness, state-trait anxiety and the levels of expectation from the future.

With respect to the number of siblings, there is a meaningful distinction among students' happiness, state-trait anxiety levels and their future expectations.

Considering the years of birth of the students, there are meaningful variances among the rates of happiness, state-trait anxiety levels and the rates of expectation for the future.

When the happiness, state-trait anxiety levels and future expectations levels of the students are evaluated with respect to the position where they spend their lives for the longest time, there are meaningful distinctions.

There are differences in students' happiness, state-trait anxiety levels and their expectations for the future with respect to their parents' education levels.

There are differences in students' happiness, state-trait anxiety levels and future expectations with respect to their parents' working status.

There are differences in students' happiness, state-trait anxiety levels and future expectations with respect to their family income.

There are differences in students' happiness, state-trait anxiety levels and future expectations with respect to their family relationships.

With respect to the number of friends and close friends of the students, there are differences among their happiness, state-trait anxiety levels and their future expectations.

1.3 Importance of the Research

In this study, the relations among happiness, state-trait anxiety and future expectations of students in regular high school and vocational education institution (high school) were examined. The results of the present study revealed important and exceptional findings in terms of the effect of school type, happiness levels and anxiety levels that affect adolescents' future expectations in secondary education. It is hoped that these findings will contribute to the scientific world.

The current situation of regular high school and vocational education institution students regarding related concepts can be detected, and then new researches can be contributed to different psychological and social factors. While shedding light on new research on other factors affecting the future expectations of high school students who provide regular high school and vocational education, relationships can be established among the data acquired and the data.

1.4 Limitations of the Research

The general scope of the research;
It is limited to 820 high school students studying in secondary education institutions located in the central location of Rize in the 2018 - 2019 academic season.
The universe was detected by simple random method in accordance with the sampling practice from secondary education institutions located in the central location of Rize, Republic of Turkey. It is limited to the fact that it can be done within the institutions that approve the survey.
The data collection period of the research is the 2018 - 2019 education season.
The results acquired from the research are limited to the measurement tools used.

1.5 Definitions

Happiness: In the literature, it is defined as mostly positive emotions, high life satisfaction effects and less negative emotions. Today, happiness is defined as (a) positive emotions being more dominant than negative emotions and (b) being satisfied with life as a whole (Hills & Argyle, 2002).

State Anxiety: It is the subjective fear of people due to the stressful (pressured) situation they experience. Physiologically, physical differentiations such as sweating, turning yellow, trembling and blushing due to arousal from the autonomic nervous system are indications that the person is tense and restless. When the stress level increases, the state anxiety level increases and decreases when the stress is removed (Canbaz, 2001).

Constant Anxiety: It is a mirror of a person's anxious life. This situation can also be said as the approach of perceiving the situations in which the person is mostly under stress or interpreting the stress itself. It is seen that individuals with this type of anxiety are easily damaged and tend to be pessimistic. People in this situation also experience a higher-than-usual level of state anxiety compared to other individuals. Trait anxiety is the process of being in a state of intense and prolonged anxiety disproportionately when there is no objective process or reason for worrying or when such a reason occurs (Ocaktan, Keklik, & Çöl, 2002).

Future Expectation: Expectation is defined by the Turkish Language Institution as “what is expected to happen” or “an individual's foresight about the forms that certain conditions and situations will take or what is expected from him” (TDK, 2011).

CHAPTER 2
CONCEPTUAL FRAMEWORK, RELATED RESEARCH

2.1 Happiness Concept

As expressed in much literature, happiness is basically a goal that people strive to achieve by experiencing more positive emotions and less destructive emotions and getting more satisfaction from life (Diener, 1984; Crossland, Argyle, Martin, 1989; Howard, Cutler 2000).

It is stated that the word happiness, which is also evaluated in the sense of prosperity and abundance and also expressed as "felicita" in Latin (Hançerlioğlu, 1978), is expressed in the Greek meaning of Eudaimonia in return for a good life (Marar, 2012)

Happiness, which is defined as the state of being proud of reaching all longings completely and continuously in the Turkish dictionary (Doğan, 1994), is included in the Oxford English dictionary with the expression that it comes from the root of happen, hapenstance, which is said to happen by chance and coincidence (Marar, 2012). In the results of studies conducted with people from different communities and people with cultural differences, it was observed that the most desired one was happiness (Diener, 2000).

Happiness, which remains an indispensable phenomenon, is a state of inner desire that a person is in search of throughout his life. Studies on the obscurity of happiness, the availability of an accessible analysis tool and how it can be reached have been the constant intellectual efforts of people (Sayar, 2006).

It is challenging to define happiness, which dates back to ancient times, in the simplest and most general way. The easiest and clearest expression can be expressed as a emotion of happiness or the state of being in the moment. The expressions of life satisfaction, well-being or personal well-being are concepts that can be used instead of happiness (Bülbül and Giray, 2011).

Happiness is a state of competence that is achieved by using one's personal abilities, completing the tasks undertaken, being fair and speaking truthfully at the same time, observing the rules and regulations and directing the future (Cevizci, 2002).

In the historical process, many thinkers have seen happiness as one of the most powerful and driving elements in the successful conclusion of the individual's vital activities.

Especially the Greek philosophers showed a very interesting approach to happiness and developed certain discourses starting from very ancient times. Herodotus mentioned the concept of happiness in terms of its contribution to the interpersonal intercourse in the pursuit of happiness (McMahon, 2013).

With respect to Aristotle, the ultimate goal of an individual in his life is happiness, and the only tool he will use to achieve his desire is to be honest and fair (Kaya, 1983). , 2012).

Plato expresses happiness as a result of the spiritual integrity of the general state of the individual in three different directions. There are three aspects of the general condition of the individual combined: the mind, bodily demands and (sense of achievement and achievement) spiritual needs (Marar, 2012).

With respect to Socrates, emotion happy means being virtuous (Gökberk, 1996). Expressing happiness as a state of complete inner satisfaction and inner contentment, Descartes stated that obtaining correct information is the primary condition of happiness while explaining happiness as a mood in which inner satisfaction and contentment are constantly experienced (Türkben, 2010).

Psychology evaluated happiness with the concept of subjective well-being (Eryılmaz, Atak, 2011). In addition, in terms of positive psychology related to happiness, evaluations such as the individual's desire to be successful, hope and motivation, and

optimism were made. However, the most prominent studies have been on the concept of subjective well-being.

The concept of individual well-being includes positive emotions, negative and unwanted emotions, and life satisfaction. Having a high level of personal be in good shape is associated with living more positively than negative emotions and having a positive cognitive judgment about quality of life (Tuzgöl-Dost, 2005). Personal well-being is shown as experiencing more positive emotions, less negative emotions, and getting high satisfaction from life (Diener, 1984).

When the sources are examined, it has been detected that the concept of personal well-being, which is used synonymously with happiness, is structured on two dimensions and three concept findings. While the emotional dimension of positive and negative emotions was created from these concepts, life satisfaction created the cognitive dimension (Diener, 1984).

Based on the structure detected by Diener, it is stated that subjective well-being refers to the fact that individuals with high life satisfaction experience negative emotions less while they experience positive emotions more (Andrews and Robinson, 1991; Diener, Oishi, Lucas, 2003).

However, subjective well-being has three vital sub-dimensions (Andrews & Whitney, 1976; Deiner, 1984). Positive affect is the first sub-dimension of subjective well-being. In the studies, the principle of positive affect includes emotions such as dignity, belief, enthusiasm, interest and joy. On the other hand, emotions of irritability, hatred, guilt, sadness express the negative affective dimension of a person's well-being. When life satisfaction is expressed in terms of dimensions, subjective well-being reveals its cognitive components. When the life satisfaction dimension of subjective well-being is considered, it includes the results of the individual's satisfaction in different life periods (Myers & Deiner, 1995).

If the individual who is satisfied with life experiences less negative emotions and more positive emotions, his level of subjective well-being is quite high.

The first of the studies on the concept of subjective well-being, which concentrates on two different ideas, is hedonism, and argues that subjective well-being includes pleasure and happiness. This idea, which focuses on personal well-being, equates the

concept with being happy and reveals an inference in the form of obtaining more life satisfaction with less negative emotions despite very positive emotions (Diener and Lucas, 1999).

The second thought, which suggests that well-being includes more concepts than happiness in terms of scope, focuses on the potential of the individual. This idea, which is expressed as a state of psychological well-being, is expressed with the word edema (eudaimonism) and advocates a comprehensive way of evaluating the individual's potential fully (Ryff and Singer, 2000). In this respect, psychological well-being increases functionality with separate alternatives such as using the logical (McGregor & Little, 1998) or well-being potential in addition to happiness and being lively and productive (Ryff, 1989).

It is stated that positive emotions in happy people make them feel good and cause them to be more successful in their interactions with other people. In addition, it is stated that happy individuals are those who cling to life more and are more productive; they are healthier and live longer (Doğan, Eryılmaz, 2013).

In addition, it has been stated that happiness produces positive results in various studies and has effects that rival psychological diseases. It has been detected that happiness is relevant for different reasons such as being a healthy individual, having a high level of life satisfaction, being able to have positive human relations and being successful in working life with internal strong ties (Doğan, Eryılmaz, 2013).

Studies on the factors that make an individual's happiness have increased with the developments in psychology over the last years. It is stated that reaching the result of the struggles for aiming at a goal and realizing vital activities in line with the goal will make the individual happy (İlhan, Özbay, 2010). For this reason, all efforts and efforts of people throughout their lives are to seek happiness (Gilbert, 2008).

In the literature, it is seen that there are different theories about happiness. Information about these theories is given below:

2.1.1 Flow Theory

Csikszentmihalyi (1990) defines the concept of "flow" as the emotional state that occurs in a state of balance compatible with the abilities of individuals despite the

tasks they face with a certain degree of difficulty. In this case, the individual experiences the emotion of being in control by focusing entirely on his work. When the individual performs their activities with respect to the work they focus on, they do not know how the time passes, but they are more satisfied with the work they do. During when the flow situation does not occur, anxiety occurs due to the task; it is seen that the high interest is concentrated on the result more than the time the work is done, and performance losses and reductions in the quality of the work are observed. So much so that the individual's focusing entirely on his current job without realizing what is happening around him is called flow (Rathunde, Csikszentmihalyi, 2005).

With respect to the theory, the abilities of the individual and the activities should be compatible so that the individual should be satisfied with the work he/she does during all activities. The compatibility of talents and experiences with the job was seen as an important factor in obtaining pleasure in the individual. Flow, in a sense, is a mental act that the individual takes pleasure in and creates for self-realization rather than what is happening around him in revealing his competencies (Satan, 2014).

With respect to Myers and Diener (1995), being included in the flow is experiencing the current situation and events with all one's being and not being aware of particular situations. It is also essential that the current situation, events and activities are compatible with the individual. In addition, with respect to the flow theory, activities may cause boredom if the difficulty level is low compared to the individual and stress and tension if they contain a high degree of difficulty, thus negatively affecting happiness. (Diener, 1984; Diener et al., 1997).

2.1.2 Bond Theory

Theories that illuminate the tendency of individuals to be happy are generally based on memory, conditioning or cognitive rules under bond structures. Cognitive approaches to the subjective situations of the individual play a role in encouraging the related predicates to be happy. Thus, if well-lived situations are concentrated on internal cognitive components, it will result in high happiness.

A number of cognitive connections are formed mentally, belonging to the views and emotions of the individual's experiences and experiences. When the individual is in

happy emotions, strong bonds are formed regarding these bonds, while it is often seen in those who exhibit positive affective behaviors due to habit (Diener, 1984).

Individuals can be happy regardless of the burden on the favors done to them and in situations that lead to positive emotions. Studies show that positive attributions for the subjective state of the individual have strong ties with happiness.

Studies indicate that conditioning involving emotions is resistant to atrophy. Individuals may encounter a life situation that includes a large number of emotions and an intense stimulating bond formation may occur (Yetim, 2001).

Without a clear direction or action, memory networks or conditionings can take over from time to time. There is evidence that people use these cognitive networks consciously. Attempts to reduce negative thoughts seem to increase happiness. However, getting rid of the thoughts that may cause unhappiness and imagining a happy event or situation with deliberate efforts is realized to some extent. Such practices increase happiness in absolute terms (Yetim, 2001).

2.1.3 Purpose Theory

The theory in which happiness is expressed in a focused way is called the goal theory. Individuals are happy when they live together to meet their needs in reaching their goals (Dost, 2004). Goal theory explains happiness in a goal-oriented way, so it is typical for individuals with separate goals to differ from others in their happiness levels (Diener, Suh, & Oishi, 1997). It is also essential for psychology that the individual behaves for the sake of his goals. Knowing the objectives in determining the underlying factors of behaviour often provides very important information for researchers. In addition, this theory states that the individual is happy when he achieves his goals (Diener et al., 1999).

Purpose Theory has two basic sub-dimensions: goals and requirements. The individual has some innate or subsequent needs. With the fulfilment of all these needs, a state of happiness occurs in the individual. In the goal dimension, the situation is quite different from the needs dimension, but the goals are the individual's unique wishes. There may be specific goals, fearless efforts to reach the goal, and individual planning in the determination of desires. However, all these

purposes and requirements are interrelated. As a result, the individual becomes the priority of meeting only his needs in the first place, both in meeting his needs and in reaching his goals (Eryılmaz, 2009).

2.1.4 Activity Theory

The theory in which it is predicted that the activities carried out to reach the goal, not the goal at the time of the activities, cause happiness is called the activity theory. Recent innovative activities and some exercises, pastimes and social interactions are shown as the source of happiness. The individual's being in constant activities lead to happiness (Satan, 2014).

Besides, there are cases where happiness is the activity itself. For example, fishing activity can cause more happiness than feeding fish. With respect to Aristotle, while expressing that happiness results from virtuous activities, he also states that every right and successful activity brings happiness (Yetim, 2001).

2.1.5 Fixed Point Theory

They evaluate the pleasures, experiences, and pains people experience in order to come to a decision as to whether they feel happy or not. The important thing is the frequency of the events that give pleasure to the individual and the experience and happiness satisfaction that individuals get from the environments they are in throughout their lives.

2.1.6 Adaptation Theory

Adaptation Theory states that the current conditions in which the person is in harmony are taken as a criterion (standard) in the evaluation of new stimuli. Looking at this theory, the person then offers explanations for the situation created by new stimuli by looking at this measure. It is considered that the happiness of the individual depends on the comparison of his current conditions with his past conditions. If the events experienced are better than these previous criteria, the person will feel happy. However, if the good events experienced continue, the person's happiness criterion will increase, and as a result, the person will use this current criterion for the new life situations he encounters later. (Brickman and Campbell, 1971). Individuals can achieve the current balance by comparing their past

and present conditions, that is, their past and present. In the adaptation theories, they argue that the individual's previous life is specified by taking a criterion and that he or she reaches happiness when he exceeds this criterion in his current life. With respect to them, a person can question the current level of happiness with respect to a measure of achievement that extends to his personal self or family.

2.1.7 Judgment Theory

When talking about judgment theory, the criterion used by individuals is vital. Since there is social comparison, if the person feels better than the person he or she compares himself with, satisfaction occurs, and the person feels good in a positive way (Köker, 1991). If the situation around the individual is worse than his own life, the individual feels happy; if it is better, the individual feels unhappy (Derin, 2013).

With respect to this theory, personal well-being is related to the outcome of comparisons that a person makes among certain criteria and actual conditions. If the event that takes place exceeds the criteria set by the person, happiness will arise. Judgment theories cannot determine which types of events are comparatively good or bad, but they can predict the amount of emotions that situations will cause. In this respect, the theories of judgment are examined in two separate groups in terms of the criteria in which they are addressed.

Social Comparison Theory: Social comparison theory, which is among the theories of judgment, argues that the individual's personal well-being level increases by comparing his personal state with the situations of other people around him and by considering similar situations among himself and other people, different situations, or both. When making a social comparison, one will be happy if the person's situation is better when compared to other people's living conditions (standard of living, etc.); He will be unhappy if he is in a worse condition than others.

Multidimensional Conflict Theory: With respect to the multidimensional conflict theory put forward by Michalos (1985), it is stated that individuals are faced with a large number of criteria such as their past conditions, wishes, ideal levels of satisfaction, needs, goals and state of affairs of other persons. With respect to Andrews and Robinson (1991), individuals take some external factors as criteria when comparing real-state situations. They categorize them as belongings to

individuals who are closer to them, the best they have ever had, what they have had so far and what they hope to have at a future date. The less the distinction among a person's desires and what they have achieved, the greater the personal well-being. To summarize, the theories of judgment suggest that individuals' happiness states.

2.2 The Concept of State-Trait Anxiety

Anxiety is an emotional position that can sometimes be beneficial and sometimes harmful, that an individual creates against situations involving concrete or abstract distress, danger, fear or sadness in the outside world (Öktem, 1981). Anxiety at the normal level is a factor that changes and shapes the energy and the way of using this energy in line with the wishes, decisions and decisions of the individual, and also enables them to increase their performance. However, if the anxiety level of the individual is very high, it prevents the individual from losing his/her energy and focus and transferring his/her interest and power to the work he/she will do (Aydın & Dilmaç, 2004). Behaviours and moods are largely inconsistent with reality in the face of anxieties. The emotional and anxious danger experienced in society is sometimes an imaginary product rather than a real one. These types of states and behaviours do not help reduce anxiety, but lead to an increase in anxiety and an anxiety problem that will become chronic over time (Gümüş, 2006). It is possible to talk about the negative experiences we have had before, the biological status of the individuals and the social life we are in (Dayhoff, 2000). The concept of anxiety is a universal phenomenon and is an unhappy emotional state experienced by every individual regardless of religion, culture, race, gender and age (Arı, 1989). When we look at the studies on the definition of anxiety, it is defined as the reflection of mood that changes regarding the physical, emotional and mental differences in which the individual is in danger, rather than being objective. (Aiken, 1976; Spielberg, Gorsuch and Lushene, 1970). During the anxiety state, people exaggerate and distort the events they are in by showing them more negatively than they are (Gençtan, 1981). Common bodily reactions of people who state that they are in a state of anxiety; rapid heartbeat, trembling, dry mouth, low and timid voices, excessive sweating, and sometimes accompanying urinary incontinence. A person in a state of anxiety is similar to a person who tries to catch up with everything at the same time but cannot make a choice, and also resembles a person who has a panic attack whose face,

gestures and facial expressions need help (Baltaş & Baltaş, 1990). All biological and physiological theories and all psychology teachings that examine personality structures and behaviours have always addressed anxiety research.

2.2.1 State Anxiety

State Anxiety: Depending on a concrete and observable variable danger, if a situation poses a threat or danger, the individual affected by this threat enters a state of state anxiety. It describes how an individual feels in a particular situation and at a known time. In other words, it is the whole of the complex emotional reactions of the individual in situations of danger and threat due to stress related to the environmental conditions and the environment, and this state is considered to be a universal and ordinary individual emotion (Moralı, Tiryaki, 1990). State anxiety can vary in severity and duration from person to person and may be seen as a personal characteristic of an individual over time. Evaluation of this situation as dangerous and threatening may affect state anxiety. State Anxiety with Spielberger's evaluation describes individual changes in anxiety, which are evident in the individual's state behavior as time progresses. State anxiety is often variable. In a known situation, it reports how the person felt at a known moment (Ediş, 1994).

2.2.2 Continuous Anxiety

If a situation is seen as a threat without a concrete and obvious danger, the individual who is faced with this threat feels constant anxiety. This anxiety now functions as a chronic disease. It is the whole of a person's restless behaviors, delusions, worries, hopelessness, being in an unusually sensitive state under stress and frequent emotional reactions, independent of environmental conditions and the environment. Constant anxiety is the general behaviour of the individual in situations of physical tension or in response to stress. Trait anxiety is of a standing nature and rarely changes. With the evaluations of Spielberger (1972), Trait and State Anxiety Theory states that when an individual feels that a situation may threaten, the individual will respond with state anxiety at that moment. Even if there is a real danger, this individual tries to express himself with a state anxiety reaction due to the current situation.

The situation, which is considered a threat without an actual and observable danger or threat, can be detected with respect to the person's rate of threat to the current situation and the threateningness of that situation. Whether or not a situation will be perceived as threatening to any person depends on that person's personal assessment of the situation and their past acquisitions and experiences. Although trait anxiety has a stable structure, state anxiety is highly variable (Ediş, 1994). The severity and time of the reaction can be detected with respect to the threat rate of the person against the current situation and with respect to the opinion of the person against the threateningness of that situation. Whether or not a situation will be perceived as threatening to any person depends on that person's personal assessment of the situation and their past acquisitions and experiences. Although trait anxiety has a stable structure, state anxiety is highly variable (Ediş, 1994). The severity and time of the reaction can be detected with respect to the threat rate of the person against the current situation and with respect to the opinion of the person against the threateningness of that situation. Whether or not a situation will be perceived as threatening to any person depends on that person's personal assessment of the situation and their past acquisitions and experiences. Although trait anxiety has a stable structure, state anxiety is highly variable (Ediş, 1994).

2.3 Future Expectation Concept

With respect to the Turkish Language Institution (TDK, 2011), future expectation is defined as "what is expected to happen" or "the person's foresight against what is expected of him". It is stated that there is a past experience from the concept of foresight. It is also seen in research as the situations that affect the increase or decrease of future expectations and individual behaviours by establishing relationships with previous experiences towards future expectations.

It can be said that hopeful thinking contributes positively to the increase in achievement and motivation, and allows the existence of a pattern among the past and the future. In other words, we can state that there is a link among positive future expectations and scientific achievement (Arbona, 2000; Drazen, 1994).

When the future expectation is evaluated specifically for adolescents, it is seen that there is a situation that includes analysis in a structure that is not easier and more

comprehensive than adults. Because, while adults can look at the future with more confidence due to their past experiences, adolescents generally remain in indecision and contradictions about what their future acquisitions should be in their future expectations. So much so that the adolescent, who tries to adapt himself to these innovations with innovations every day, also continues his efforts for social adaptation, especially in education life, in an effort to direct his future. Expectations of having a job and finding a job, getting married, adapting to and participating in the society in the most adequate way, and having a desired position in the society, in the planning of the future adolescents, It can be seen as one of the main problems of adolescents, especially during adolescence. It can be thought that a hopeful situational change to be created on people in adolescence may have very effective benefits. In addition to the positive effects on the future expectations of adolescents, the situations in which they encounter undesirable actions such as substance abuse and alcohol can also be eliminated with the effect of the times and environments they live in (McWhirter, & McWhirter, 2008). In addition, students with positive expectations for the future are likely to make important developments such as social integration, making subjective decisions, and acquiring positive values (Catalano, Berglund, Ryan, Lonczak, & Hawkins, (2004). It can be thought that a hopeful situational change to be created on people in adolescence may have very effective benefits. In addition to the positive effects on the future expectations of adolescents, the situations in which they encounter undesirable actions such as substance abuse and alcohol can also be eliminated with the effect of the times and environments they live in (McWhirter, & McWhirter, 2008). In addition, students with positive expectations for the future are likely to make important developments such as social integration, making subjective decisions, and acquiring positive values (Catalano, Berglund, Ryan, Lonczak, & Hawkins, (2004). It can be thought that a hopeful situational change to be created on people in adolescence may have very effective benefits. In addition to the positive effects on the future expectations of adolescents, the situations in which they encounter undesirable actions such as substance abuse and alcohol can also be eliminated with the effect of the times and environments they live in (McWhirter, & McWhirter, 2008). With the effect of the times and environments in which they live, their encounter with undesirable actions such as substance abuse and alcohol can also be eliminated (McWhirter, & McWhirter, 2008). It can be said that the socio-economic structures of the parents of the

adolescents also have an effect in this period. While social life advantages and the high level of economic situation are interpreted as increasing the motivation to achieve and leading them to be ready and open to change, social life advantages and good economic situation are the reasons for a pessimistic structure and a structure that leaves more to fate in terms of future expectations in lower levels. (Kağıtçıbaşı, (1973), Roberts, and Bengton, (1993).

In addition, the amount of knowledge and skills that an individual has is an extremely important influence on the intensity of positive emotions in his attitudes towards the future. While high expectations increase performance, high performance creates more expectations (Oettingen, & Mayer, 2002; Parsons, Kaczala, & Meece, 2004).

Adolescents' high expectations for the future do not contribute to staying away from some bad behaviors. In addition, applications such as opportunities for individuals to be created in educational institutions to feel happy and to show their own self-efficacy can increase student achievement, be more responsible for adolescents, and be more willing to fulfill their duties in the society and society (Tuncer, 2011). A burnout syndrome can also be expected to occur in individuals who have not reached their expectations regarding their future expectations (Çokluk, 2000).

2.4 The Concept of High School and Vocational High Schools in Turkey

Secondary schools in the Republic of Turkey, which every individual can attend after eight years of basic education; general secondary education, open education regular high schools, vocational and technical secondary education high schools and vocational open education high schools.

General Secondary Education: These are educational institutions that provide training for students who graduated from four-year primary schools to prepare for higher education institutions and the future. The duration of education in these educational institutions is four years.

Students in both types of schools participating in the research continue their education in educational institutions within the scope of this classification.

Open Education High Schools: These are educational institutions where education is given to students who cannot continue their formal education or who want to continue their educational activities in a non-face-to-face manner. Courses are detected as a credit system, and it is a system where students who do not have classroom and teacher practices learn the courses on their own, and generally, the course passing exams are made with remote applications during the last pandemic period experienced with central exams. As a result of the last decision taken, Open Education High Schools, like all other high schools, have detected the education period as four years since 2006. Accordingly, at the end of eight semesters and four years, students from open education high schools have the right to graduate. Since students aged eighteen and over have the right to take courses for three semesters each year, these students also have the chance to graduate from open education high schools in 2.5 years. With respect to this, unlike other types of high schools in open education high schools, an academic year consists of three terms. Students who do not renew their registration for a semester become Frozen. The case of students who do not renew their registration for two or more semesters, but the credits of the courses they have taken before are retained. They have the right to use these credits when they want to continue their education later (TC MEB Strategy Development Presidency, 2021). Falling into DULL status is the case of students who do not renew their registration for two or more semesters, but the credits of the courses they have taken before are retained. They have the right to use these credits when they want to continue their education later (TC MEB Strategy Development Presidency, 2021).

Vocational and Technical Secondary Education High Schools: These are educational institutions where students who graduate from primary education institutions focused on vocational orientation and career choice receive at least four years of education. In these educational institutions, both while preparing students for higher education, they receive basic vocational knowledge and skills training for a profession. In addition, since 2005, Vocational Open High Schools have been opened. Accordingly, students who enroll in these high schools after 2006 can graduate from these institutions in four years and eight terms (TC MEB Strategy Development Presidency, 2021).

In these schools, the education period consists of two semesters and the student has to renew his registration every semester. Students who do not renew their registration for two consecutive semesters will be FAIL. The credits of the courses that the students whose enrollments are DULL are retained, and they can use these credits later when they want to continue their education (TC MEB Strategy Development Presidency, 2021).

In addition, depending on the types of schools, General Secondary Education (High Schools subject to the research), Schools that provide vocational training and technically more detailed training (Types of institutions subject to research), Institutions for students in need of Special Education and (Official) affiliated to the General Directorate of Guidance Services, (private) institutions affiliated to Special Education Institutions, those operating under the General Directorate of Higher Education and Foreign Education, Music and Performing Arts institutions, General Religious Education Those affiliated with the Department (TC MEB Strategy Development Presidency, 2021).

While general secondary education institutions are divided into three groups as state, private and open education institutions, the General Directorate of Secondary Education (Official) high schools are composed of institutions providing general education (ordinary high school) under the heading of Anatolia, institutions providing education with Science education and institutions providing education mainly in Social Sciences. These educational institutions are generally named with respect to the type of education they provide. The school type of the students participating in the research is in the Anatolian group with the highest number of students.

Names of private secondary education institutions under the administration of the General Directorate of Private Education Institutions; Special Evening, Private Anatolian Fine Arts, Private Anatolia, Special Prep Class Science, Special Science, Special Science and Technology, Special Prep Class Anatolia, Special Laboratory, Special Social Sciences, Special Basic, Private Armenian Secondary School, Private Jewish Secondary School, Private Greek Secondary School Private International High School, Private German Secondary School, Private American Secondary

School, Private Austrian Secondary School, Private French Secondary School and Private Italian Secondary School (TC MEB Strategy Development Presidency, 2021).

The names of institutions providing education for a profession are; Vocational and Technical Secondary Education (Official), Vocational and Technical Secondary Education (Private) and Vocational Open Education are divided into three groups. (Official) institutions operating under the General Directorate of Vocational and Technical Education consist of Multi-Program Anatolia, Fine Arts, Vocational Education Centers, Sports and Vocational and Technical Anatolia. The type of school, which is one of the vocational education institutions participating in the research study, is the school type in the Vocational and Technical Anatolian group with the highest number of students.

Other institutions are Research and Development Training and Application Center, Special Education Vocational (Hearing Impaired), Special Education Vocational (Physically Disabled), Special Education Vocational Schools (Visually Impaired-III.), Special Education Practice School (III. Level) and Special Education. Vocational School of Education (Mentally Handicapped-III. Level) institutions (TC MEB Strategy Development Presidency, 2021).

It operates in institutions affiliated to the General Directorate of Private Education Institutions (Private) as institutions of tertiary vocational training centers for the mentally handicapped, which are not specially arranged for the disabled. In addition, each educational institution continues its activities with the same institutions that serve both public and private educational institutions. In addition, there are institutions operating under the General Directorate of Higher Education and Foreign Education, and Music and Performing Arts institutions.

In addition, there are (Official) Imam Hatip - Anatolian Imam Hatip, Anatolian Imam Hatip (Foreign Nationals) and Open Education Imam Hatip institutions operating under the General Directorate of Religious Education (TC MEB Strategy Development Presidency, 2021).

Below are the number of students with respect to the general classification of the schools included in the research for the academic season in which the research was conducted and the next academic season.

Table 1.

High school and vocational high school students studying in secondary education in the Turkish national education system in 2018-2019 and 2019-2020

School Type	Total Students	Male	Girl
Anatolian High Schools 2018-2019	1506913	686492	820421
Vocational and Technical High Schools 2018-2019	1172973	684523	488450
Anatolian High Schools 2019-2020	1576390	709325	867065
Vocational and Technical High Schools 2019-2020	1125448	669394	456054

(MEB National Education Statistics Formal Education 2019), (MEB National Education Statistics Formal Education 2020)

Number of students studying in the 2018 - 2019 academic season 1506913, 45.55% of the students are boys with 686492 people, and 54.44% are girls with 820421 people. In the same year, the number of vocational high school students was 1172973, and 58.52% of the students were male students with 686523 students, and 41.47% were female students with 488450 students. Due to the increasing population in the Republic of Turkey, which has a young population, the number of students in the next year is 1576390 in the 2019-2020 academic season, and 44.99% of this value is male. It is 867065 people with 709325 people and 55.03% of them are girls. The number of those who were in vocational education institutions in the same year was 1125448, 669394 with 59.47% boys and 456054 with 40.52% girls (TC MEB Strategy Development Presidency, 2021). In the comparison among the two years, it is seen that, depending on the school types, the number of students studying in institutions that provide normal education and known as general high schools has increased, and the number of students studying in high schools, which are educational institutions providing education for a profession, has decreased.

CHAPTER 3
RESEARCH METHOD

There are studies on the universe and sample of the study, the research model, and the acquisition and analysis of data in the relevant section.

3.1 Model of the Research

The research is a descriptive model, a quantitative research method, and a comparative study.

This research, which aims to compare the happiness, state-trait anxiety levels of the students studying in normal high schools and institutions providing education in the province of Rize in the Republic of Turkey, and their expectations for the future, is an applied research and descriptive in nature. Karasar (2008, p.27), in applied studies, is expressed as the evaluation of the data acquired and the provision of results for the actual resolution of the problems, the test application of the scientific result acquired or being acquired, which aims to ensure that scientific events are auditable.

In addition, quantitative research is the expression of an observation about a phenomenon using numerical values (Dantzker, Hunter, 2006). This observation prevents the researcher from making a subjective evaluation because the data is based on numerical values.

This research compares the happiness levels, state and trait anxiety levels, and future expectation levels of the students studying in regular high schools and vocational education institutions (high schools). As a result of the comparison, this research,

which aims to reveal the importance of happiness levels and state anxiety as well as trait anxiety levels, which affect students' future expectations, has an applied and descriptive quality.

Structural equation was used as a model to examine the effects of students' anxiety levels and school types on their happiness levels and future expectations, and the effect of their happiness levels on their future expectations.

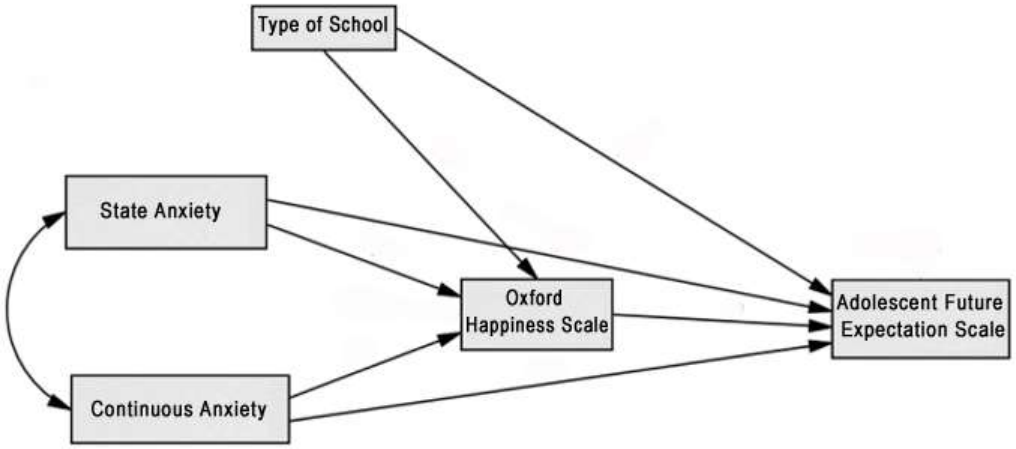


Figure 1. Model of the Study (High School and Vocational High School Students)

3.2 Universe and Sample

The general population of the research consists of high school and vocational high school students studying in the Republic of Turkey, Rize. Students studying in all secondary education institutions in the city center of Rize are 20387 students in the 2018-2019 academic year in Rize, 8873 regular high school students and 11514 students studying in a vocational education institution. Considering the fact that the research covers a large area, the difficulties to be experienced in reaching the whole universe are taken into consideration. In particular, reasons such as distance, control difficulties, time and cost savings stated that it would not be possible to reach all of the study universe in some cases. For this reason, in the study, a sample was created with respect to the scientific method and a study was carried out to obtain the necessary data with questionnaires to the whole universe (Karasar, 2008).

In most of the studies, the situation that should be emphasized in the numerical determination of the sample is that the detected sample should express the characteristics of the population detected as the target group (Ural & Kılıç, 2013). It is aimed to take a sample to represent the students in the universe. Participants were sampled by stratified random sampling method, and each element in the universe participated in the sample through simple random sampling. For this reason, the same calculation is made by giving equal weights for all participants (Arıkan, 2007).

If Universe Diameter is less than 10000;

$$n = \frac{\mathrm{N}}{1 + N.(\mathrm{e})^2}$$

If Universe Diameter is greater than 10000;

$$n = \frac{\mathrm{N}.\mathrm{t}^2.\mathrm{p}.\mathrm{q}}{(N-1)\ d^2 + \ t^2.p.q}$$

Here, in order to obtain the numerical data of the whole sample;

N: The numerical value of the people in the universe within the scope of the research

n: The numerical value of the people who will be in the sample

p: Frequency of recurrence of the investigated condition (likelihood-occurrence)

q: Frequency of absence of the investigated event (probability-state of not happening)

t: Theoretically acquired data detected with respect to the z-table at a certain level of importance

d-e: The acceptance regarding the incidence of the event is the sampling error that is deemed appropriate.

The reason for this is the nature of the questions in the questionnaire applied on the grounds that the sample whole has access to the operational result based on the “p” ratio. To explain, the measurement value results of the questions do not contain statements against any actual measurement scale, and therefore the variables are not

quantitative. In the questionnaire created to offer options, the queries are of the “qualitative variable” type. Thus, participants respond to each question as either “agree” or “other options”. Thus, it shows the necessity of making a sample size calculation with respect to the “p” ratio. In determining the parameters that reveal the formula, the researcher must first make some estimations.

If there has not been any study related to the research before, the p-value describing the rate and estimation related to the numerical population data is taken as 0.5. The acceptable level of error in determining the number of samples is an arithmetic expression, and it indicates that all individuals in the study and the population detected are not compatible with each other, and the researcher should foresee this situation beforehand (as cited in Hurst, Artuğer 2011). In the calculations made with the formulas mentioned above, the values of “p” and “q” were included in the evaluation as 0.5, thus reaching the highest sample diameter that could be acquired.

Foldable error data “de” refers to the maximum allowable distinction among the mean of the population and the sample value, and it is an expression of the approximate value ratio at which the researcher estimates the corresponding value for the data acquired from the whole population. The relative standard tolerable error value should be estimated among 3-5%. As it gets closer to 3%, the sample size will increase, while the reliability of the research will increase, and as it gets closer to 5%, the sample size will decrease. In this study, the amount of error value that can be tolerated was detected as 5%, when financial opportunities and the time factor were taken into account. In addition, it is essential to keep the statistical applications carried out in research within a confidence interval. In general, it is a defined confidence interval for many researchers, and this interval value is (+ -) 2.5%.

Another parameter detected by the researcher is the confidence level of the research. Research in the social sciences is often conducted at a confidence level of 99% to 95%. The detected data that equates the confidence level to 100% is called the probability of being wrong or the level of significance (Kılıç & Pelit, 2004; Karasar, 2008).

In this study, the confidence level in determining the sample size was 95%, and the corresponding Z value expression was included in the process as 1.96 and 5% sensitivity levels (de=0.05). Thus, the results related to the sample size calculation required for the research in this study were acquired. The process is performed as a result of the following calculations (Yamane, 2001, p.116-117):

Since the number of students studying in regular high schools is 8873;

$$n = \frac{\mathrm{N}}{1 + N.(\mathrm{e})^2} = \frac{8873}{1 + 8873.(0{,}05)^2} = 383$$

Since the number of students studying in vocational education institutions (high schools) is 11514;

$$n = \frac{\mathrm{N} * \mathrm{t}^2 * \mathrm{p} * \mathrm{q}}{(N-1)\ d^2 + t^2 * p * q} = \frac{11514 * (1{,}96)^2 * 0{,}50 * 0{,}50}{(11514-1)(0{,}05)^2 + (1{,}96)^2 * 0{,}50 * 0{,}50}$$

$$n = \frac{11514 * 3{,}8416 * 0{,}25}{11514 * 0{,}0025 + 3{,}8416 * 0{,}25} = 400$$

With respect to this calculation, 20387 students in the research universe were evaluated with respect to their school types, and it was sufficient to interview 383 participants from 8873 ordinary high school students with a 95% confidence interval value and a 5% sample. mistake. It was detected that the interview with 400 participants from 11514 vocational education institutions with 95% confidence interval and 5% sampling error was sufficient. In the face of the results mentioned above in determining the sample, it is seen that the sample required for the research is 383 regular high school (Anatolia) and 400 vocational education institution (high school) students in the central location of Rize, Turkey in the 2018 - 2019 academic season.

Although these figures do not statistically meet the level of locality, a sample level of 400 for the participants in high schools and 420 for the participants in vocational

high schools was detected, and studies have started since the sample size was increased. will increase the confidence in the results to be acquired from the research.

Table 2.

Demographic characteristics of students according to high school types

	High school		Vocational high School		Total		χ^2	p
	n	%	n	%	n	%		
Gender								
Female	202	50,50	57	13,57	259	31,59	129,29	0,000*
Male	198	49,50	363	86,43	561	68,41		
Age								
15 and under	158	39,50	111	26,43	269	32,80		
16	136	34,00	132	31,43	268	32,68	25,612	0,000*
17 and over	106	26,50	177	42,14	283	34,51		
Class								
9th	127	31,75	120	28,57	247	30,12		
10th	74	18,50	99	23,57	173	21,10	3,421	0,331
11th	93	23,25	91	21,67	184	22,44		
12th	106	26,50	110	26,19	216	26,34		
Number of siblings								
Only child	16	4,00	17	4,05	33	4,02		
Two siblings	96	24,00	126	30,00	222	27,07	3,921	0,270
Three brothers	162	40,50	152	36,19	314	38,29		
Four or more	126	31,50	125	29,76	251	30,61		
Birth order								
First child	130	32,50	148	35,24	278	33,90		
Second child	106	26,50	123	29,29	229	27,93	4,723	0,193
Third child	98	24,50	77	18,33	175	21,34		
Fourth and above	66	16,50	72	17,14	138	16,83		
Longest lived place								
Village	68	17,00	145	34,52	213	25,98		
District	86	21,50	33	7,86	119	14,51	55,157	0,000*
City/Metropolitan	246	61,50	242	57,62	488	59,51		
Family income								
Low	10	2,50	32	7,62	42	5,12		
Middle	252	63,00	252	60,00	504	61,46	11,057	0,004*
Good-Very good	138	34,50	136	32,38	274	33,41		
Parents being together								
Together	376	94,00	396	94,29	772	94,15	0,030	0,862
Separate	24	6,00	24	5,71	48	5,85		
Number of friends								
10 and below	72	18,00	97	23,10	169	20,61		
Among 11-20	166	41,50	109	25,95	275	33,54	22,230	0,000*
21 and over	162	40,50	214	50,95	376	45,85		
Number of close friends								
3 and below	142	35,50	161	38,33	303	36,95		
Among 4 and 9	160	40,00	139	33,10	299	36,46	4,401	0,111
10 and above	98	24,50	120	28,57	218	26,59		

**p<0,05*

Information on the demographic characteristics of the participants included in the study with respect to school types is given in Table 2.

With respect to Table 2, 50.50% of the participants participating in the research are girls, and 49.50% were boys; 13.57% of the students who go to vocational high schools are girls, and 86.43% are boys. 39.50% of high school students are 15 and under, 34% are 16, and 26.50% are 17 and over; 26.43% of vocational high school students are 15 and below, 31.43% are 16, and 42.14% are 17 years old and over. 31.75% of the participants who went to regular high school were in the 9th grade, 18.50% in the 10th grade, 23.25% in the 11th and 26.50% in the 12th grade; 28.57% of those who went to a vocational education institution (high school) were in the 9th grade, 23.57% in the 10th grade, 21.67% in the 11th and 26.19% in the 12th grade. Considering the number of siblings of the students, 4% of the students who go to high school are single children, 24% have two siblings, 40.50% have three siblings, and 31.50% have four siblings or more; 4.05% of those who go to vocational high school have one child, 30% have two siblings, 36.19% have three siblings and 29.76% have four siblings or more. With respect to birth order, 32.50% of high school students are first child, 26.50% second child, 24.50% third child and 16.50% fourth child and above; 35.24% of the students who go to vocational high schools are first children, 29.29% are second children, 18.33% are third children, and 17.14% are fourth children and above.

When we look at the place where the students included in the study live the longest, it is seen that 17% of those who go to high school live in the village, 21.50% in the district and 61.50% in the city/metropolitan city. It was observed that 34.52% of those who went to vocational high schools lived in villages, 7.86% in districts and 57.62% in cities/metropolitan cities. With respect to the income level of the families of the students, 2.50% of those who went to high school were at low, 63% at medium and 34.50% at good/very good income level; 7.62% of those who go to vocational high schools have low, 60% medium and 32.38% good/very good income. The parents of 94% of high school students are together, 6% are separated; the parents of 94.29% of the students who go to vocational high schools are together, and 5.71% of them are separated.

With respect to the number of friends, 18% of those who went to high school have 10 or fewer friends, 41.50% have 11-20 friends, 40.50% have 21 or more friends; 23.10% of those who go to vocational high school are 10 and below, 25%, 95 of them have 11-20 friends, and 50.95% have 21 or more friends. 35.50% of high

school students have 3 or fewer close friends, 40% have 4 to 9 close friends, 24.50% have 10 or more close friends. On the other hand, 38.33% of those who go to vocational high school have 3 or fewer close friends, 33.10% have among 4 and 9, 28.57% have 10 or more close friends.

Table 3.

Education and employment status of parents of students according to high school types

	High school		Vocational high School		Total		χ^2	p
	n	**%**	**n**	**%**	**n**	**%**		
Mother education status								
Primary school and below	170	42,50	160	38,10	330	40,24	15,601	0,001*
Middle School	126	31,50	180	42,86	306	37,32		
High school	80	20,00	52	12,38	132	16,10		
University	24	6,00	28	6,67	52	6,34		
Father's education								
Primary school	112	28,00	116	27,62	228	27,80	28,471	0,000*
Middle School	90	22,50	160	38,10	250	30,49		
High school	130	32,50	101	24,05	231	28,17		
University	68	17,00	43	10,24	111	13,54		
Mother working status								
Not working	320	80,00	308	73,33	628	76,59	5,078	0,024*
Working	80	20,00	112	26,67	192	23,41		
Father working status								
Not working	64	16,00	51	12,14	115	14,02	2,442	0,118
Working	336	84,00	367	87,38	703	85,73		

**p<0,05*

Table 3 shows the education and employment status of the mothers and fathers of the participants with respect to high school types.

As indicated in Table 3, the education level of mothers of the surveyed participants is 42.50% primary school or below, 31.50% secondary school, 20% high school and 6% high school graduate; 38.10% of those who go to vocational high school are at primary school or below, 42.86% are at secondary school, 12.38% are at high school and 6.67% are at university level. The education level of the fathers of the students who went to high school was at primary school level of 28%, secondary school by 22.50%, high school by 32.50%, and university by 17%; 27.62% of those who go to vocational high school are at primary school, 38.10% at secondary school, 24.05% at high school and 10.24% at the university level.

The mothers of 80% of the participants in the high school participating in the research do not work in any job, the mothers of 20%; On the other hand, 73.33% of vocational high school students' mothers are working, and 26.67% of them are not working. With respect to the employment status of their fathers, the fathers of 16% of those who go to high school do not work, 84% of them work, and the fathers of 12,14% of those who go to vocational high schools do not work, and the fathers of 87.38% are working.

3.3 Data Collection

Data collection was carried out by applying questionnaires for all the data required for the research. A questionnaire is a systematic data collection by asking questions to the source individuals who reveal the sample or universe, guided by the questions or hypotheses detected for any study. (Armağan, 1983). In order to collect the questionnaires, studies were carried out in educational institutions located in the central location of Rize Province The number of students in the academic season, which started in September 2018 and ended in June 2019, was compared with the number of students from the relevant administrative institutions and the websites of educational institutions, and the total number of population was detected.
Depending on the type of school, in order to create a simple random sample from among high schools and vocational high schools depending on each school type, two schools were detected by drawing lots among high schools with respect to school type.

Depending on the number of students in the dete detected rmined schools, firstly, how many students from which school will participate in the survey with respect to the general average, then it was detected how many students from which grade level would participate in the survey depending on the ratio of the number of classes and students in the school. With respect to the detected numbers, the classes were detected by the stratified random method within the classes, and a questionnaire was applied. Instead of students who did not want to participate in the survey, students from the same class were randomly selected. Before the survey applications, interviews were held with the institution administration and guidance teachers in order to obtain healthy data from the sample mass, and help was received when necessary.

3.4 Data Collection Tools

Data collection tools used to obtain research data are Personal Information Form, Oxford Happiness Scale, State and Trait Anxiety Inventory, Adolescent Future Expectations Scale were used. In order for the research to achieve its aims perfectly, it was decided to use questionnaire samples that were previously developed by scientists and whose validity and reliability were tested. Detailed information about the data collection tools used in the research is given below.

3.4.1 Information on Demographic Characteristics of Participants

In this section, there are explanations of the tables containing the demographic information of the participants who participated in the research. In the first part of the questionnaire, there are 14 statements containing the demographic characteristics of all students participating in the research. These variables are how old the participant is, what gender he is, which school he attends, which class he is in, how many siblings and the number of students. children in the family (birth order-which child), place of birth and where they live most, education level of the parents, whether the parents work or not, the current income level of the family, the number of friends of the participant, parental union status-family union.

3.4.2 Oxford Happiness Scale

The Oxford Happiness Scale was created by Hills and Argyle (2002) to determine the happiness levels of individuals and was adapted into Turkish by Doğan and Sapmaz (2012). Hills and Argyle acquired a coefficient value of 0.91 (Cronbach's alpha) related to internal consistency in their studies on the scale. The data acquired from the factor analysis were applied to determine the construct validity required for the scale, and a structure with 8 factors with an eigenvalue above 1 was acquired. However, due to the problems in the evaluation and naming of the mentioned factors, they concluded that the use of the scale with one factor is correct. The scale consists of 29 items and is likert type (1 expression value is scored as "strongly disagree", 6 expression value is scored as "strongly agree") and is a 6-point measurement and evaluation application tool. In the analyzes made for its validity, a positive and meaningful intercourse was found among the Oxford Happiness Scale

and other scales assessing optimism. In the data acquired from the test division application, the coefficient of internal consistency of the scale is 0.91, the coefficient of reliability is 0.86, and the composite reliability value of the scale is 0.91. The minimum point value to be acquired during the applications on the scale is 29 points and the maximum point value is 174 points. High scores on the scale indicate a high level of happiness. The internal consistency coefficient of the total score for the current research sample of the scale was detected as 0.89. The coefficient related to the internal consistency of the scale 0.91, and the reliability coefficient was 0.86 as a result of the test split application, and the composite reliability of the scale was 0.91. The minimum point value to be acquired during the applications on the scale is 29 points, and the maximum point value is 174 points. High scores on the scale indicate a high level of happiness. The internal consistency coefficient of the total score for the current research sample of the scale was detected as 0.89.

3.4.3 State-Trait Anxiety Inventory

The inventory measuring the individual's State Anxiety and Trait Anxiety, put forward by Spielberg et al., It was adapted into Turkish by Öner and Le Compte (Öner, Le Compte, 1985). The Inventory, which measures an individual's State Anxiety and Trait Anxiety, includes two different scales with a total of forty items. The scale used to measure individual state anxiety provides information about how a person feels subjectively at a known time and in little-known situations, and specifically responds to their emotions about the current situation; The Trait Anxiety Inventory asks the person to answer how he or she is sensation in general. These scales were created in a structure containing twenty items for each.

The reason why the scale was preferred in the study is that it is an easy-to-apply scale in addition to being able to give appropriate answers in ordinary individuals aged fourteen and over when they understand what they are reading. The State Anxiety Inventory was created to determine what kind of subjective effect an individual is in at a known time and under known and certain situations. It is appropriate to use the scale developed for trait anxiety to measure the mood of the person in general.

In studies on the reliability of the scale, the reliability coefficient values (Alpha) range from 0.83 to 0.87. When the results of the Trait Anxiety Scale are examined as data belonging to different applications, it is among 0.94 and 0. When the State Anxiety Scale results are examined, it was detected in the range of 96 values.

In test-retest reliability values; In the scales for anxiety, it was detected to be among 0.71 and 0.86 for continuous and among 0.26 and 0.68 for state.

When the coefficient values related to reliability are evaluated separately, (Alpha) 0.87 for Continuous; It was detected as 0.76 for the state (Alpha). The high results of the reliability coefficients indicate that the State and Trait Anxiety Scales are reliable.

When the validity of the State and Trait Anxiety Inventory is evaluated; Öner (1998) examined (N=226) normal and anxious (patient) situations to obtain relevant results. There was no vital distinction in the range of state anxiety levels during anxious moods, extreme anxiety values during normal times ($p<0.001$) and trait anxiety levels. These results acquired with these data have been shown as proof of the validity of the scale as a construct.

In the application of scoring applications for the scale; there are expressions that are used directly and used in reverse. In order to express positive emotions, reverse expressions were converted to (1) points, high expressions (4), (4) high points were converted to (1) points. In the scoring of direct expressions used to express negative emotions, answers with a value of (4) indicate increased anxiety. For reversed statements, answers with (4) points indicate less anxiety, answers with (1) points indicate higher anxiety. There are 10 items (20, 19, 16, 15, 11, 10, 8, 5, 2, and 1st items) in the State Anxiety Scale and 7 items (39, 36, 33, 30, 27, 26, and 26) in the Trait Anxiety Scale. 21. items) are expressed in reversed form. Scoring can be applied in two ways: Two different keys are created due to the determination of the results of the total score weights acquired from the expressions directly and in reverse with manual scoring. While reaching the data of the expressions to be acquired to obtain the results, the current acquired score weights of the reverse expressions are subtracted from the sum of the total weighted scores acquired and a fixed numerical value is added to this numerical result. These fixed numerical values are with respect to the scales; it is 50 for state and 35 for continuous. The aggregated

scores of the reversed statements are subtracted from the sum of the grand total scores, and a constant value is added to this acquired value. These fixed values are 50 for state and 35 for continuous. The total score weights of the reverse expressions are subtracted from the total weighted score results and a fixed numerical value is added to this number. These fixed values are 50 for state and 35 for continuous.

Ölçekten alınan puanların değerlendirilmesinde 20 - 80 puan aralığında bir ölçek puanlaması vardır. Puanlar yükselince kaygı yüksek düşerse düşük kaygı seviyesi anlamına gelir. Ortalama puan değeri seviyesi 36 ile 41 arasında değişmektedir.

3.4.4 Adolescent Future Expectation Scale

For the Determination of Future Expectations of Adolescents; FESA “Future Expectations Scalefor Adolescents” – “Adolescent Future Expectations Scale”, developed by McWhirter and McWhirter (2008) and tested by Tuncer (2011) for its Turkish translation and validity and reliability, will be used. The reliability coefficient value of the scale (Alpha) is 0.925. In the answers given to the questions in the scale consisting of 25 questions, an inquiry is made starting with When I am an adult. For each question that can be taken from the specified scale, the lowest 1 and the highest 7 points are given, and an evaluation is made as "I don't strongly believe in the related question for 1 point, I strongly believe in the related question for 7 points". are the four sub-factors of the scale. These sub-factors are Health and Life, Marriage and Family, Work and working life and Educational expectations, Religious thought and Social life.

3.5 Statistical Analysis of Data

Statistical analysis (SPSS) of the questionnaires applied to the students studying in the types of schools participating in the research was carried out with 25.0 “Statistics Package for Social Sciences” and AMOS. It was carried out in the 21.0 program.

In this study, the questionnaire forms applied to the students studying in normal high schools (Anatolia) and vocational education institutions (high school) were evaluated. Data were statistically analyzed with AMOS and SPSS 25.0 software.

Cronbach Alpha values for the scales used in the study; It was found to be 0.868 for the Oxford Happiness Scale, 0.893 for the State and Trait Anxiety, and 0.875 for the Adolescent Future Expectation Scale. The recommended criterion for the reliability coefficient is 0.70 (Tezbaşaran, 1997), and if the number of items is 10 or less, 0.50 and higher values are appropriate values. (Nunnally, 1978).

The findings of the participants' sociodemographic variables were detected by frequency analysis. Descriptive statistical applications of the values acquired from the participants' Oxford Happiness, State and Trait Anxiety and Adolescent Future Expectation Scale are included.

The results acquired from all scales were compared with respect to the socio-demographic characteristics of each participant in the school type, and the process of determining that the acquired data were in normal distribution was examined with the Kolmogorov-Smirnov test. It was detected that the acquired data showed a normal distribution. From this point of view, parametric hypothesis tests were carried out in the study and independent samples (t-test) were used in the comparison of two groups, (ANOVA) and (post-hoc test) and (Tukey test) were used in the comparison of more than two groups. The Oxford Happiness Scale Pearson test was used to determine the intercourse among the scores of the participants on the State-Trait Anxiety Scale and the scores they got from the Adolescent Future Expectation Scale. A structural equation model was created regarding the effects of students' school type, State-Trait Anxiety, and Oxford Happiness Scale scores on Adolescent Future Expectation Scale scores.

CHAPTER 4
RESULTS

Demographic data were analyzed separately with respect to school type. Then, correlations containing information about the relational situation among the scale scores of the relevant scales applied in both school types were examined.

Table 4.

Comparison of students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to high school types

	School type	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	High school	400	120.04	21.91	3,524	0,000*
	Vocational high School	420	114.98	19.20		
State Anxiety	High school	400	38.02	10.09	-2,065	0.039*
	Vocational high School	420	39.40	9.14		
Continuous Anxiety	High school	400	41.80	8.64	-1,203	0.229
	Vocational high School	420	42.51	8.31		
Business and Education	High school	400	59.39	19.35	-6,203	0,000*
	Vocational high School	420	66.86	14.93		
Marriage and Family	High school	400	36.28	12.55	0.371	0.711
	Vocational high School	420	35.93	14.45		
Religion and Society	High school	400	13.65	5.96	-5,304	0,000*
	Vocational high School	420	15.81	5.72		
Health and Life	High school	400	21.49	7.52	2,061	0.040*
	Vocational high School	420	20.41	7.43		
Adolescent Future Expectation Scale	High school	400	130.81	31.94	-3,690	0,000*
	Vocational high School	420	139,01	31,72		

**p < 0,05*

The scores acquired from the Oxford Happiness, State and Trait Anxiety and Adolescent Future Expectation Scales with respect to school types are compared with the t-test and the data acquired are given in Table 4.

When the table is examined, a statistically meaningful distinction was found among the scores acquired from the Oxford Happiness Scale with respect to the school types of the participants ($p<0.05$), and the scores of those studying at regular high schools were significantly higher than those of the students studying at a vocational education institution (high school).

While there were distinctions among the scores acquired from the State Anxiety scale with respect to the school types of the students ($p<0.05$), there was no meaningful distinction among the scores acquired from the Trait Anxiety scale ($p>0.05$), the state anxiety of the participants in general education high schools is lower than the state anxiety of the participants studying in vocational high schools.

In the data acquired as a result of the study in order to determine the future expectations of the students participating in the research depending on the school types, there are meaningful distinctions among their expectations about work and working life and education, their expectations about religious and social life, and their health and life expectancy ($p<0.05$). Accordingly, those who study at regular high schools generally have lower scores on their expectations from work and working life and education, and their expectations about religious and social life, while their expectations from health and life are higher than those who study at vocational high schools (high schools).

Structural equation application was used as a model to examine the effects of school types and anxiety levels on the happiness levels and future expectations of the participants in the study.

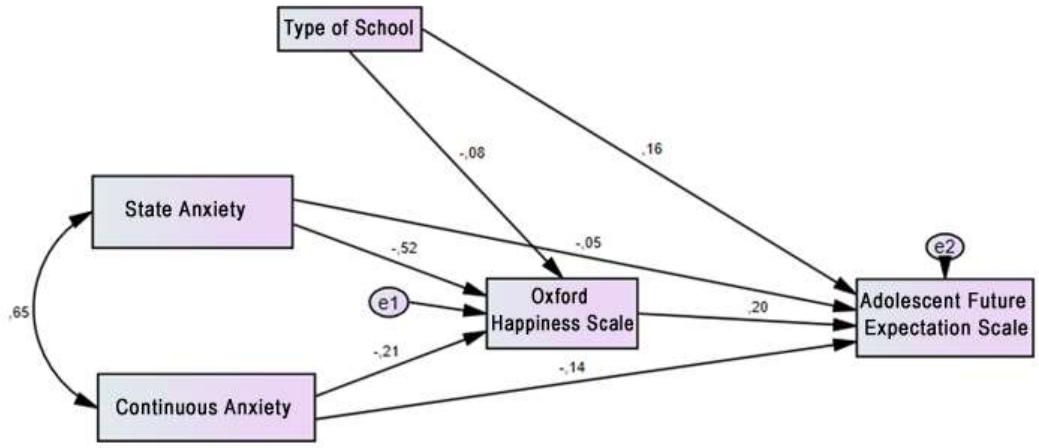


Figure 2. Path diagram of the effects of students' school type, State and Trait Anxiety, and Oxford Happiness Scale scores on Adolescent Future Expectation Scale scores

Table 5.

The effect of students' school type, State and Trait Anxiety, and Oxford Happiness Scale scores on Adolescent Future Expectation Scale scores

			Standardized Coefficients	Std. Non Coefficients		
			β	**β**	**S.H.**	**p**
Oxford Happiness Scale	<---	State Anxiety	-0,518	-1,108	0,072	0,000*
	<---	Continuous Anxiety	-0,210	-0,511	0,082	0,000*
	<---	School Type (Vocational high school)	-0,077	-3,162	1,061	0,003*
Adolescent Future Expectation Scale	<---	Oxford Happiness Scale	0,197	0,308	0,069	0,000*
	<---	State Anxiety	-0,053	-0,177	0,162	0,272
	<---	Continuous Anxiety	-0,138	-0,525	0,166	0,002*
	<---	School Type (Vocational high school)	0,161	10,382	2,101	0,000*

**p<0,05*

In Table 5, the regression coefficients of the model regarding the effect of the school type, state and trait Anxiety and Oxford Happiness Scale scores on the scores acquired from the Adolescent Future Expectation Scale are given in Table 5.

In the study, it was detected that the state anxiety scores of the students predicted the scores acquired from the Oxford Happiness Scale in a statistically meaningful and negative way (β=-0.518 ; $p<0.05$). In addition, the participants' Oxford Happiness Scale scores and trait anxiety scores were found to be statistically meaningful and negatively predicted (β=-0.210 ; $p<0.05$). Thus, it was detected that when the state and trait anxiety levels of all participants increased, the Oxford Happiness Scale levels decreased.

It was detected that the school types of the students predicted the Oxford Happiness Scale scores statistically significantly, and being a vocational high school student decreased the Oxford Happiness Scale scores (β=-0.077 ; $p<0.05$).

It was detected that the scores of the participants acquired from the Oxford Happiness Scale positively and statistically significantly predicted the scores they acquired from the Future Expectation Scale (β=0.197 ; $p<0.05$). Thus, as the Oxford

Happiness Scale scores of the participants increase, the Adolescent Future Expectation Scale scores also increase.

It was detected that the students' state anxiety scores did not predict the Adolescent Future Expectation Scale scores statistically significantly (β=-0.053; p>0.05). Trait anxiety scores were found to significantly and negatively predict the Adolescent Future Expectation Scale scores (β=-0.138 ; p<0.05). The fact that the scores acquired from the Trait Anxiety Scale of the students participating in the research increase, decrease the Adolescent Future Expectation Scale scores.

It was detected that the school types of the students included in the study also positively predicted the scores acquired from the Adolescent Future Expectation Scale in a statistically meaningful way (β=0.161 ; p<0.05). Being a vocational high school student increases Adolescent Future Expectation Scale scores.

Table 6.

Goodness of fit index results on the model of the effect of students' school type, State and Trait Anxiety, and Oxford Happiness Scale scores on Adolescent Future Expectation Scale scores

Goodness of Fit Indexes	**Index**
χ^2/sd (chi-square / degrees of freedom) Value	2,144
Root Mean Square of Approximate Errors (RMSEA)	0.037
Normized Fit Index Value (NFI)	0.996
Comparative Fit Index Value (CFI)	0.998
Goodness Fit Index Value (GFI)	0.998
Adjusted Goodness of Fit Index Value (AGFI)	0.984

Looking at the data of goodness of fit shown in Table 6, the model of the effect of students' school type, State and Trait Anxiety, and Oxford Happiness Scale scores on Adolescent Future Expectation Scale scores.χ^2/sd (chi square / degrees of freedom) Value, Root Mean Squared Value of Approximate Errors (RMSEA), Normized Fit Index Value (NFI), Comparative Fit Index Value (CFI), Goodness Fit Index Value (GFI), and Adjusted Goodness of Fit Index in terms of value (AGFI) were found to be an excellent fit.

Table 7.

Comparison of high school students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to gender

	Gender	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Girl	202	120.12	20.01	0.073	0.942
	Male	198	119.96	23.75		
State Anxiety	Girl	202	38.45	9.67	0.861	0.390
	Male	198	37.58	10.52		
ContinuousAnxiety	Girl	202	43.34	7.92	3,649	0,000*
	Male	198	40.23	9.06		
Business and Education	Girl	202	61.32	18.60	2,019	0.044*
	Male	198	57.42	19.94		
Marriage and Family	Girl	202	34.86	13.10	-2,295	0.022*
	Male	198	37.73	11.82		
Religion and Society	Girl	202	12.74	6.21	-3,109	0.002*
	Male	198	14.58	5.56		
Health and Life	Girl	202	20.81	7.90	-1,826	0.069
	Male	198	22.18	7.07		
Adolescent FutureExpectation Scale	Girl	202	129.73	32.58	-0.681	0.496
	Male	198	131,91	31,31		

**p < 0,05*

In Table 7, the results of the t-test performed to compare the scores of high school students who were the subject of the study from the Oxford Happiness Scale, Trait Anxiety and Adolescent Future Expectation Scale by gender are given.

With respect to the results in the table, no statistically meaningful distinction was found among the scores of high school participants from the Oxford Happiness Scale for gender variability ($p>0.05$).

No meaningful distinction was found among the scores of high school students included in the study acquired from the State Anxiety scale of gender variability ($p>0.05$), and there was a statistically meaningful distinction among the scores acquired from the Trait Anxiety scale ($p<0.05$). The scores acquired from the Trait

Anxiety Scale of the female-sexed participants are significantly higher than the scores acquired by the male-sexed participants.

It was detected that the distinction among the scores of high school students in the sub-dimensions of Adolescent Future Expectation Scale "Related to Work, Working Life and Education", "Related to Marriage and Family Establishment" and "Related to Religious and Social Expectations" was statistically significant ($p< 0.05$). The scores of the female-sexed participants in the Work and Education sub-dimension were higher than the male-sexed students, and the scores they acquired from the Marriage and Family and Religion and Society sub-dimensions were lower than the male students.

Table 8.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their age

	Age	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	15 years and under	158	119,37	19,06	79	158	9,220	0,000*	2-3
	16 years old	136	125,68	22,05	68	159			
	17 years and older	106	113,81	23,99	70	151			
State Anxiety	15 years and under	158	36,96	9,72	20	56	24,580	0,000*	1-3
	16 years old	136	35,03	8,48	23	59			2-3
	17 years and older	106	43,42	10,52	21	68			
Continuous Anxiety	15 years and under	158	41,94	8,35	20	64	6,511	0,002*	2-3
	16 years old	136	39,97	8,39	23	57			
	17 years and older	106	43,94	8,92	32	65			
Business and Education	15 years and under	158	63,33	17,25	11	77	12,394	0,000*	1-3
	16 years old	136	60,72	17,69	23	77			2-3
	17 years and older	106	51,81	22,18	11	77			
Marriage and Family	15 years and under	158	36,32	12,26	7	49	8,914	0,000*	1-3
	16 years old	136	39,21	9,12	7	49			2-3
	17 years and older	106	32,47	15,53	7	49			
Religion and Society	15 years and under	158	13,63	5,74	3	21	13,278	0,000*	1-3
	16 years old	136	15,35	5,35	3	21			2-3
	17 years and older	106	11,49	6,35	3	21			
Health and Life	15 years and under	158	23,22	6,09	4	28	7,226	0,001*	1-3
	16 years old	136	20,59	8,40	4	28			2-3
	17 years and older	106	20,08	7,84	4	28			
Adolescent Future Expectation Scale	15 years and under	158	136,49	26,15	67	175	17,118	0,000*	1-3
	16 years old	136	135,87	25,72	79	175			2-3
	17 years and older	106	115,85	41,18	25	175			

**p<0,05*

ANOVA (One-Way Analysis of Variance) results of the comparison of the values acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent

Future Expectation Scale with respect to the age of the high school students included in the study are given in Table 8.

With respect to Table 8, a statistically meaningful distinction was found among the scores acquired from the Oxford Happiness Scale with respect to the age of the participants who went to high school ($p<0.05$). The scores of the 16-year-old participants from the Oxford Happiness Scale are significantly higher than the students aged 17 and over.

It was detected that the distinction among the scores acquired from the State-Trait Anxiety Scale of the high school students who participated in the study was statistically meaningful ($p<0.05$). State Anxiety levels participants aged 17 and over are higher than other age groups; Trait Anxiety levels were higher than those in the 16-year-old group.

It was detected that the distinction among the scores acquired from the general and all sub-dimensions of the Adolescent Future Expectation Scale with respect to the ages of the participants who went to high school was statistically meaningful ($p<0.05$). This distinction is due to the age group 17 years and older. In general, students aged 17 and over have higher scores on the Adolescent Future Expectation Scale and the sub-dimensions of expectations about work, working life and education, marriage and family formation, and religious and social expectations; The scores acquired from the Health and Life sub-dimension are lower than the 16-year-olds group and higher than the 15-year-old and younger age group.

Table 9.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their grades.

	Classes	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	9th grade	127	119,58	19,43	76	157	6,968	0,000*	1-3
	10th grade	74	117,42	17,75	84	158			2-3
	11th grade	93	128,39	24,20	68	159			3-4
	12th grade	106	115,09	23,40	71	159			
State Anxiety	9th grade	127	36,46	10,19	20	56	11,856	0,000*	1-3
	10th grade	74	36,59	7,66	24	53			2-3
	11th grade	93	35,81	8,91	23	59			3-4
	12th grade	106	42,81	10,96	21	68			
Continuous Anxiety	9th grade	127	41,28	8,90	20	64	8,562	0,000*	1-2
	10th grade	74	44,16	5,73	32	55			2-3
	11th grade	93	38,52	8,36	23	53			3-4
	12th grade	106	43,65	9,33	30	65			
Business and Education	9th grade	127	63,49	17,55	11	77	7,585	0,000*	1-2
	10th grade	74	59,08	16,75	17	77			1-4
	11th grade	93	62,10	18,74	17	77			2-3
	12th grade	106	52,32	21,76	11	77			
Marriage andFamily	9th grade	127	35,11	11,87	7	49	7,187	0,000*	1-2
	10th grade	74	40,00	9,94	7	49			1-3
	11th grade	93	39,00	11,06	7	49			2-4
	12th grade	106	32,70	14,92	7	49			3-4
Religion and Society	9th grade	127	13,20	5,92	3	21	8,664	0,000*	2-4
	10th grade	74	15,24	5,48	3	21			3-4
	11th grade	93	15,26	5,30	3	21			
	12th grade	106	11,66	6,26	3	21			
Health and Life	9th grade	127	22,19	6,41	4	28	3,421	0,017*	1-4
	10th grade	74	21,43	7,44	4	28			3-4
	11th grade	93	22,71	7,86	4	28			
	12th grade	106	19,62	8,23	4	28			
Adolescent Future Expectation Scale	9th grade	127	133,99	25,77	67	175	11,168	0,000*	1-3
	10th grade	74	135,76	27,63	79	175			1-4
	11th grade	93	139,06	27,55	37	175			2-3
	12th grade	106	116,30	39,77	25	175			2-4

**p<0,05*

Table 9 presents the ANOVA results of the comparison of the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale scores with respect to the grades of the high school students who are the subject of the research.

With respect to the table examined, the distinction among the scores acquired from the Oxford Happiness Scale with respect to the class of the participants who went to high school is meaningful ($p<0.05$). This distinction stems from the students attending the 11th grade. Students in 11th grade have higher Oxford Happiness Scale scores than students in 9th, 10th and 12th grades.

A statistically meaningful distinction was found among the scores acquired from the State-Trait Anxiety Scale of the high school students within the scope of the study ($p<0.05$). With respect to this, 11th-grade students' State Anxiety scores are lower than other classes; Trait Anxiety scores were lower than the 10th and 12th grades. Trait Anxiety scores of 9th-grade students are also significantly lower than 10th-grade students.

With respect to the grades of the participants who went to high school, the distinction among the scores acquired from the scale scores in general and all sub-dimensions with respect to the Adolescent Future Expectation Scale data is statistically meaningful ($p<0.05$).

The scores of the 11th-grade students on the Adolescent Future Expectation Scale are higher than the 9th and 10th-grade students; The scores of the 12th-grade students were lower than the 9th and 10th-grade students.

The scores of the 9th-grade students in the “Work and Education” sub-dimension are higher than the 10th and 12th-grade students; The scores of the students going to the 10th grade are lower than the students going to the 11th grade.

The scores of the 9th and 12th-grade students in the "Marriage and Family" sub-dimension are significantly lower than the 10th and 11th-grade students. “Religion and Society” scores of 12th-grade students are lower than 10th and 11th-grade students. Again, the "Health and Life" scores of the 12th-grade students were found to be lower than the 9th and 11th-grade students.

Table 10.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of siblings

	Number of siblings	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Only child	16	121,75	26,43	70	146	4,269	0,006*	1-3
	Two siblings	96	124,04	21,37	76	157			2-3
	Three brothers	162	115,40	21,60	75	158			3-4
	Four or more	126	122,75	21,28	68	159			
State Anxiety	Only child	16	37,88	8,74	21	53	0,305	0,822	
	Two siblings	96	37,19	10,94	21	61			
	Three brothers	162	38,41	9,69	23	68			
	Four or more	126	38,16	10,17	20	59			
Continuous Anxiety	Only child	16	44,63	5,11	37	52	2,184	0,089	
	Two siblings	96	42,08	9,12	24	65			
	Three brothers	162	42,49	7,45	24	64			
	Four or more	126	40,33	9,81	20	58			
Business and Education	Only child	16	56,75	16,67	29	77	0,277	0,842	
	Two siblings	96	60,06	20,00	11	77			
	Three brothers	162	59,96	19,81	11	77			
	Four or more	126	58,48	18,70	11	77			
Marriage and Family	Only child	16	34,00	13,86	7	49	0,687	0,560	
	Two siblings	96	35,63	12,42	7	49			
	Three brothers	162	37,30	11,50	7	49			
	Four or more	126	35,76	13,77	7	49			
Religion and Society	Only child	16	12,00	6,20	3	21	0,759	0,517	
	Two siblings	96	13,63	5,81	3	21			
	Three brothers	162	13,44	5,66	3	21			
	Four or more	126	14,14	6,43	3	21			
Health and Life	Only child	16	23,50	5,14	16	28	1,353	0,257	
	Two siblings	96	22,50	7,05	4	28			
	Three brothers	162	20,89	7,98	4	28			
	Four or more	126	21,24	7,47	4	28			
Adolescent Future Expectation Scale	Only child	16	126,25	22,97	91	169	0,230	0,876	
	Two siblings	96	131,81	31,50	37	175			
	Three brothers	162	131,59	30,10	31	175			
	Four or more	126	129,62	35,58	25	175			

**p < 0,05*

Table 10. The results of ANOVA (One-Way Analysis of Variance) regarding the comparison of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale belonging to the number of siblings of high school students within the scope of the study are given.

With respect to Table 10; A statistically meaningful distinction was found among the scores acquired from the Oxford Happiness Scale belonging to the number of siblings of high school participants ($p<0.05$). The distinction is due to the participants with three siblings. The Oxford Happiness Scale scores of students with three siblings were found to be lower than those with one child, two siblings, and four or more siblings.

No meaningful distinction was found among the levels acquired from the State-Trait Anxiety Inventory of the number of siblings of the high school students included in the study ($p>0.05$). The scores are similar regardless of the number of siblings.

It was detected that the distinction among the scores acquired from the Adolescent Future Expectation Scale and its sub-dimensions of the number of siblings of the high school participants was not statistically meaningful ($p>0.05$).

Table 11.

Comparison of high school students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to birth order

	Birth Order	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	First child	130	121,11	21,32	70	156	2,979	0,031*	1-3
	Second child	106	123,36	22,95	68	157			2-3
	Third child	98	114,61	23,58	75	159			3-4
	Fourth and above	66	120,67	17,32	90	145			
State Anxiety	First child	130	36,91	9,42	21	61	1,904	0,128	
	Second child	106	37,15	9,56	21	59			
	Third child	98	39,39	10,52	24	68			
	Fourth and above	66	39,55	11,29	20	57			
Continuous Anxiety	First child	130	42,31	9,27	23	65	1,279	0,281	
	Second child	106	40,64	7,35	24	52			
	Third child	98	42,76	7,95	31	64			
	Fourth and above	66	41,24	10,07	20	58			
Business and Education	First child	130	59,51	17,74	17	77	0,200	0,896	
	Second child	106	59,00	21,08	11	77			
	Third child	98	58,63	20,66	11	77			
	Fourth and above	66	60,91	17,77	23	77			
Marriage and Family	First child	130	36,17	12,22	7	49	1,853	0,137	
	Second child	106	37,40	11,27	7	49			
	Third child	98	37,31	12,70	7	49			
	Fourth and above	66	33,18	14,53	7	49			
Religion and Society	First child	130	13,52	6,25	3	21	1,144	0,331	
	Second child	106	13,53	5,35	3	21			
	Third child	98	14,51	5,82	3	21			
	Fourth and above	66	12,82	6,46	3	21			
Health and Life	First child	130	21,26	7,36	4	28	1,526	0,207	
	Second child	106	20,53	8,60	4	28			
	Third child	98	22,73	6,74	4	28			
	Fourth and above	66	21,64	6,97	10	28			
Adolescent Future Expectation Scale	First child	130	130,46	29,09	37	175	0,299	0,826	
	Second child	106	130,45	32,63	25	175			
	Third child	98	133,18	31,64	49	175			
	Fourth and above	66	128,55	36,80	49	175			

**p < 0,05*

The ANOVA results of the comparison of the birth order scores of the high school students included in the study, acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale, are given in Table 4.10.

With respect to Table 11, there is a meaningful distinction among the levels of the high school students in the study acquired from the birth order Oxford Happiness Scale ($p<0.05$). The distinction is due to the third child students. The Oxford Happiness Scale scores of the third-child participants were found to be significantly lower than those of the other birth order groups.

No meaningful distinction was found among the birth order State-Trait Anxiety levels of high school students and the scores acquired from the Adolescent Future Expectation Scale ($p>0.05$).

Table 12.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the place where they lived for the longest time.

	Location	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Put	68	112,41	18,74	71	142	5,119	0,006*	1-2
	District	86	122,26	19,47	95	150			1-3
	City	246	121,37	23,13	68	159			
State Anxiety	Put	68	39,88	8,66	25	61	1,468	0,232	
	District	86	37,30	10,23	24	57			
	City	246	37,75	10,39	20	68			
Continuous Anxiety	Put	68	42,82	8,02	25	65	1,140	0,321	
	District	86	42,44	10,02	23	56			
	City	246	41,29	8,27	20	64			
Business and Education	Put	68	55,82	21,76	11	77	2,281	0,104	
	District	86	57,74	18,41	23	77			
	City	246	60,95	18,86	11	77			
Marriage and Family	Put	68	37,71	13,30	7	49	0,959	0,384	
	District	86	37,07	13,82	7	49			
	City	246	35,61	11,86	7	49			
Religion and Society	Put	68	13,06	6,67	3	21	2,357	0,096	
	District	86	14,86	6,82	3	21			
	City	246	13,39	5,37	3	21			
Health and Life	Put	68	20,41	8,33	4	28	1,848	0,159	
	District	86	22,70	7,27	4	28			
	City	246	21,37	7,35	4	28			
Adolescent Future Expectation Scale	Put	68	127,00	35,25	25	175	0,617	0,540	
	District	86	132,37	36,28	49	175			
	City	246	131,32	29,32	31	175			

**p<0,05*

Table 12 shows the ANOVA results of the high school participants' Oxford Happiness Scale, State-Trait Anxiety and Adolescent Future Expectation Scale comparisons with respect to the place where they lived the longest.

With respect to the table examined, a statistically meaningful distinction was found among the scores of high school participants from the Oxford Happiness Scale, which belongs to the place where they live the most ($p<0.05$). The Oxford Happiness

Scale scores of the participants whose residence was in the village for the longest time were significantly lower than those who lived in the district and city.

No statistically meaningful distinction was found among the State and Trait Anxiety scores of the high school students included in the study, and the scores acquired from the Adolescent Future Expectation Scale ($p>0.05$).

Table 13.

Comparison of high school students' Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale scores according to their mother's education level

	Mother Edu. Level	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Primary school and below	170	120,41	21,66	68	159	3,123	0,026*	1-2
	Middle School	126	115,98	20,79	71	156			1-3
	High school	80	125,43	22,78	70	158			2-3
	University	24	120,75	23,65	86	149			2-4
State Anxiety	Primary school and below	170	36,88	10,47	23	61	2,129	0,096	
	Middle School	126	39,83	10,23	20	68			
	High school	80	37,75	9,33	21	54			
	University	24	37,42	8,14	29	55			
Continuous Anxiety	Primary school and below	170	41,93	8,70	24	65	1,554	0,200	
	Middle School	126	42,37	7,75	20	58			
	High school	80	41,70	8,41	28	64			
	University	24	38,25	12,39	23	54			
Business and Education	Primary school and below	170	59,74	19,38	11	77	0,105	0,957	
	Middle School	126	59,62	19,35	11	77			
	High school	80	58,33	20,00	11	77			
	University	24	59,25	18,00	23	77			
Marriage and Family	Primary school and below	170	36,15	12,88	7	49	0,761	0,517	
	Middle School	126	37,24	11,69	7	49			
	High school	80	34,68	12,32	7	49			
	University	24	37,50	15,31	7	49			
Religion and Society	Primary school and below	170	13,16	6,33	3	21	7,570	0,000*	1-4
	Middle School	126	15,00	5,37	3	21			2-3
	High school	80	11,70	5,72	3	21			3-4
	University	24	16,50	4,42	9	21			
Health and Life	Primary school and below	170	20,73	8,31	4	28	1,196	0,311	
	Middle School	126	22,10	7,08	4	28			
	High school	80	21,70	6,74	4	28			
	University	24	23,00	6,04	10	28			
Adolescent Future Expectation Scale	Primary school and below	170	129,79	34,24	31	175	1,207	0,307	
	Middle School	126	133,95	30,38	25	175			
	High school	80	126,40	31,27	49	175			
	University	24	136,25	23,40	91	169			

**p < 0,05*

Table 13 shows the ANOVA results of comparing the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale of their mothers' educational status in high school students within the scope of the research.

Looking at Table 13, it was detected that there was a statistically meaningful distinction among the scores of the high school participants acquired from the Oxford Happiness Scale of their mother's education level ($p<0.05$). The Oxford Happiness Scale scores of the students whose mother's education level is secondary school are significantly lower than the other educational status groups. In addition, the scores acquired from those whose mother's education level is primary school or below are significantly lower than those of high school students with respect to their mother's education.

A meaningful distinction was found in the comparison of the scores acquired in the State-Trait Anxiety Scale of the mothers of the high school participants who were the subject of the research ($p>0.05$).

A statistically meaningful distinction was found among the scores acquired from the "Religion and Society" sub-dimension of the Adolescent Future Expectation Scale with respect to the mother's education level of high school students ($p<0.05$). The "Religion and Society" levels of the students whose mother's education is a university degree are significantly higher than the students whose mother's education level is primary school or below and those whose mother's education level is high school. The "Religion and Society" scores of the students whose mother's education level was high school were found to be lower than the students whose mother's education level was secondary school and university. No meaningful distinction was found among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the other sub-dimensions ($p>0.05$).

Table 14.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale of father's education level

	Father Edu. Level	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Primary school and below	112	114,79	24,06	70	153	3,303	0,020*	1-2
	Middle School	90	120,71	19,03	71	155			1-3
	High school	130	123,31	19,33	84	159			1-4
	University	68	121,56	25,11	68	153			
State Anxiety	Primary school and below	112	39,16	12,55	23	61	4,585	0,004*	1-3
	Middle School	90	40,22	9,72	21	68			2-3
	High school	130	35,57	7,80	20	53			
	University	68	37,88	9,08	23	59			
Continuous Anxiety	Primary school and below	112	42,77	9,33	25	65	6,773	0,000*	1-4
	Middle School	90	44,53	6,34	33	58			2-4
	High school	130	40,34	7,73	20	64			
	University	68	39,38	10,47	23	54			
Business and Education	Primary school and below	112	60,45	18,96	17	77	0,407	0,748	
	Middle School	90	58,53	19,48	11	77			
	High school	130	58,35	19,43	11	77			
	University	68	60,76	19,91	11	77			
Marriage and Family	Primary school and below	112	35,61	14,32	7	49	2,544	0,056	
	Middle School	90	36,07	12,69	7	49			
	High school	130	35,06	11,60	7	49			
	University	68	40,00	10,39	7	49			
Religion and Society	Primary school and below	112	12,86	6,07	3	21	1,161	0,325	
	Middle School	90	13,53	5,99	3	21			
	High school	130	14,08	6,00	3	21			
	University	68	14,29	5,63	3	21			
Health and Life	Primary school and below	112	21,04	8,73	4	28	1,657	0,176	
	Middle School	90	20,53	7,10	4	28			
	High school	130	21,72	7,35	4	28			
	University	68	23,06	5,95	10	28			
Adolescent Future Expectation Scale	Primary school and below	112	129,95	34,59	49	175	1,462	0,224	
	Middle School	90	128,67	34,25	25	175			
	High school	130	129,22	30,91	37	175			
	University	68	138,12	25,04	67	175			

**p<0,05*

In Table 14, the ANOVA results of the comparison of the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale leves of the fathers' education level of the participants in the high school group are given.

With respect to the table, a statistically meaningful distinction was found among the high school participants' scores on the Oxford Happiness Scale with respect to their father's education level ($p<0.05$). It was found that the distinction was due to the participants whose fathers had a primary education level and the Oxford Happiness Scale scores were significantly lower than the other educational status groups.

A statistically meaningful distinction was observed among the scores acquired from the State and Trait Anxiety Scale of the high school students included in the study regarding the educational status of their fathers ($p<0.05$). The scores acquired from the State Anxiety Scale of the students whose fathers are high school graduates are lower than those whose fathers are primary and secondary school graduates. On the other hand, the scores acquired from the Trait Anxiety Scale of the students whose fathers are university graduates are significantly lower than the students whose fathers are primary and secondary school graduates.

There was no statistically meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale and all its sub-dimensions with respect to the father's education level of the high school participants ($p>0.05$).

Table 15.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their mother's working status.

	Mother's work status	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Not working	320	119,69	21,93	-0,632	0,528
	Working	80	121,43	21,95		
State Anxiety	Not working	320	38,00	10,38	-0,059	0,953
	Working	80	38,08	8,91		
Continuous Anxiety	Not working	320	41,49	8,87	-1,420	0,156
	Working	80	43,03	7,55		
Business and Education	Not working	320	59,28	18,98	-0,225	0,822
	Working	80	59,83	20,89		
Marriage and Family	Not working	320	36,08	12,60	-0,633	0,527
	Working	80	37,08	12,39		
Religion and Society	Not working	320	13,88	6,09	1,512	0,131
	Working	80	12,75	5,35		
Health and Life	Not working	320	21,89	7,37	2,123	0,034*
	Working	80	19,90	7,94		
Adolescent Future Expectation Scale	Not working	320	131,13	31,92	0,394	0,694
	Working	80	129,55	32,16		

**p<0,05*

The t-test results of the correlation of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale of the high school students included in the study with respect to their mother's employment status are given in Table 15.

With respect to Table 15, there was no statistically meaningful distinction among the Oxford Happiness Scale scores and the State and Trait Anxiety Scale levels of the high school students included in the study with respect to their mothers' working status ($p>0.05$).

A statistically meaningful distinction was found among the scores acquired from the "Health and Life" sub-dimension of the Adolescent Future Expectation Scale with respect to the maternal employment status of the high school participants ($p<0.05$).

Health and Life scores of students whose mothers are working are significantly lower than those whose mothers are not working. There was no meaningful distinction among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the other sub-dimensions with respect to the working status of the mother ($p>0.05$).

Table 16.

Comparison of high school students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to father's employment status

	Father's work status	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Not working	64	124,69	21,93	1,857	0,064
	Working	336	119,15	21,83		
State Anxiety	Not working	64	39,13	11,34	0,960	0,338
	Working	336	37,80	9,84		
Continuous Anxiety	Not working	64	40,34	11,49	-1,474	0,141
	Working	336	42,08	7,97		
Business and Education	Not working	64	57,31	19,98	-0,937	0,349
	Working	336	59,79	19,23		
Marriage and Family	Not working	64	36,06	14,94	-0,151	0,880
	Working	336	36,32	12,07		
Religion and Society	Not working	64	14,06	6,43	0,604	0,546
	Working	336	13,57	5,87		
Health and Life	Not working	64	21,25	7,52	-0,278	0,781
	Working	336	21,54	7,53		
Adolescent Future Expectation Scale	Not working	64	128,69	37,59	-0,580	0,563
	Working	336	131,21	30,79		

In Table 16, the results of the t-test for associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety Scale and Adolescent Future Expectation Scale, which belong to the working status of the fathers of the students in the high school group within the scope of the research, are indicated.

With respect to the analyzed table, there was a statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety Scale, and Adolescent Future Expectation Scale with respect to the father's employment status of the high school participants ($p>0.05$). The scores of high school students whose fathers work and those who do not work are similar.

Table 17.

Comparison of high school students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to family income

	İncome	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Difference**
Oxford Happiness Scale	Bad	10	134,40	17,47	112	156	7,954	0,000*	1-2
	Middle	252	116,95	21,12	68	155			1-3
	Good	138	124,64	22,53	70	159			2-3
State Anxiety	Bad	10	32,40	9,90	25	50	5,188	0,006*	1-2
	Middle	252	39,16	10,66	21	68			1-3
	Good	138	36,33	8,62	20	55			2-3
Continuous Anxiety	Bad	10	41,00	6,11	34	47	10,799	0,000*	1-3
	Middle	252	43,29	8,20	24	65			2-3
	Good	138	39,14	8,96	20	64			
Business and Education	Bad	10	72,20	9,30	47	77	2,284	0,103	
	Middle	252	59,21	19,89	11	77			
	Good	138	58,78	18,64	11	77			
Marriage and Family	Bad	10	43,00	6,93	31	49	1,645	0,194	
	Middle	252	35,83	12,90	7	49			
	Good	138	36,61	12,14	7	49			
Religion and Society	Bad	10	18,60	3,10	15	21	3,792	0,023*	1-2
	Middle	252	13,38	6,13	3	21			1-3
	Good	138	13,78	5,67	3	21			
Health and Life	Bad	10	24,40	3,10	22	28	4,850	0,008*	1-2
	Middle	252	20,62	7,88	4	28			1-3
	Good	138	22,87	6,82	4	28			
Adolescent Future Expectation Scale	Bad	10	158,20	16,69	127	175	4,232	0,015*	1-2
	Middle	252	129,05	34,56	25	175			1-3
	Good	138	132,04	26,50	31	169			

**p<0,05*

In Table 17, ANOVA results are given for the comparison of the Oxford Happiness Scale, State-Trait Anxiety Scale and Adolescent Future Expectation Scale scores of the families of the high school students who participated in the research.

Looking at the table, it was seen that there was a meaningful distinction among the scores acquired from the Oxford Happiness Scale with respect to the income of the high school participants' families ($p<0.05$). The Oxford Happiness Scale scores of the students with a low family income are significantly higher than the other students.

Also, high school students with a middle-income family have lower Oxford Happiness Scale scores than students with a good family income.

It was detected that the distinction among the levels acquired from the State and Trait Anxiety Scale with respect to the income of the families of the students who went to high school within the scope of the research was statistically meaningful ($p<0.05$). The State Anxiety Scale scores of the participant students with a low family income were significantly lower than the other students, and the scores of the students with a medium family income were significantly higher than those of the students with a good family income. Trait Anxiety scores of students with a good family income are lower than other students.

A statistically meaningful distinction was found among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the sub-dimensions of "Religion and Society", "Health and Life" with respect to the family income of the participants who went to high school ($p<0.05$). The scores acquired from the Adolescent Future Expectation Scale in general and the "Religion and Society", "Health and Life" sub-dimensions of the participant students with a low level of economic income in their family are significantly higher than the scores of the other students.

Table 18.

Comparison of high school students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to parental relationship status

	Togetherness	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	They are together	376	119,38	21,44	-2,407	0,017*
	They separate	24	130,42	26,81		
State Anxiety	They are together	376	38,01	10,29	-0,076	0,940
	They separate	24	38,17	6,46		
Continuous Anxiety	They are together	376	41,97	8,72	1,543	0,124
	They separate	24	39,17	6,90		
Business and Education	They are together	376	59,78	19,21	1,606	0,109
	They separate	24	53,25	20,97		
Marriage and Family	They are together	376	36,11	12,56	-1,095	0,274
	They separate	24	39,00	12,34		
Religion and Society	They are together	376	13,79	5,88	1,828	0,068
	They separate	24	11,50	6,83		
Health and Life	They are together	376	21,62	7,66	1,338	0,182
	They separate	24	19,50	4,65		
Adolescent Future Expectation Scale	They are together	376	131,29	31,71	1,197	0,232
	They separate	24	123,25	35,16		

**p<0,05*

Table 18 shows the results of the t-test for the correlation of the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety and Adolescent Future Expectation Scale with respect to the parental intercourse status of the high school students included in the study.

With respect to the results in the table, it was detected that there was a statistical distinction among the scores acquired from the Oxford Happiness Scale of the high school participants' parental union status ($p<0.05$). The Oxford Happiness Scale scores of the students whose parents are together are significantly lower than the students whose parents are separated. It was observed that there was no statistically meaningful distinction among the scores acquired from the State-Trait Anxiety Scale and the scores acquired from the Adolescent Future Expectation Scale with respect to the parental intercourse status of the high school students who were the subject of the research ($p>0.05$).

Table 19.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of friends

	Number of friends	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	10 and below	72	113,17	21,61	68	157	9,445	0,000*	1-2
	Among 11-20	166	117,87	19,04	70	153			1-3
	21 and over	162	125,32	23,63	76	159			2-3
State Anxiety	10 and below	72	39,58	10,79	20	59	2,400	0,092	
	Among 11-20	166	38,57	9,78	23	68			
	21 and over	162	36,75	10,01	21	61			
Continuous Anxiety	10 and below	72	43,25	9,67	20	58	3,265	0,039*	1-3
	Among 11-20	166	42,42	8,82	23	64			
	21 and over	162	40,52	7,80	24	65			
Business and Education	10 and below	72	61,50	18,53	11	77	3,110	0,046*	1-3
	Among 11-20	166	61,31	18,39	11	77			2-3
	21 and over	162	56,48	20,39	11	77			
Marriage and Family	10 and below	72	32,00	13,62	7	49	8,940	0,000*	1-2
	Among 11-20	166	35,41	13,10	7	49			1-3
	21 and over	162	39,07	10,77	7	49			2-3
Religion and Society	10 and below	72	13,33	6,47	3	21	3,912	0,021*	1-3
	Among 11-20	166	12,83	6,38	3	21			2-3
	21 and over	162	14,63	5,12	3	21			
Health and Life	10 and below	72	20,33	7,62	4	28	5,356	0,005*	1-2
	Among 11-20	166	20,55	7,79	4	28			2-3
	21 and over	162	22,96	6,98	4	28			
Adolescent Future Expectation Scale	10 and below	72	127,17	34,28	25	175	0,942	0,391	
	Among 11-20	166	130,11	33,11	31	175			
	21 and over	162	133,15	29,57	49	175			

**p<0,05*

Table 19 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale with respect to the number of friends of high school students who participated in the research.

With the evaluations about the table, it was observed that the distinction among the scores of the high school students within the scope of the study acquired from the Oxford Happiness Scale with respect to the number of friends was at a meaningful level ($p<0.05$). Students with 10 or fewer friends have lower Oxford Happiness Scale scores than other students, and students who have 21 or more friends have higher scores than other students.

It was detected that there was a statistically meaningful distinction among the scores acquired from the Trait Anxiety Inventory with respect to the number of friends of high school participants ($p<0.05$). The scores acquired from the Trait Anxiety Scale for students who have friends below 10 are significantly higher than those of students who have friends with 21 or more.

With respect to the number of friends of the high school students who participated in the research, it was seen that there was a statistically meaningful distinction among the scores acquired from the sub-dimensions of the Adolescent Future Expectation Scale, namely Expectations about work, working life and Education, Expectations about marriage and establishing a family, Religious and Social life and Health and Life expectations ($p<0.05$). While the Job and Education scores of the students with 21 and more friends were lower than the other students, the Marriage and Family and Religion and Society scores were higher than the other students. Marriage and Family, Health and Life scores of students with 10 or fewer friends are significantly lower than other students.

Table 20.

Comparison of high school students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of close friends

	Near number of friends	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Difference**
Oxford Happiness Scale	3 and below	142	112,90	22,26	68	157	16,405	0,000*	1-2
	Among 4 and 9	160	121,13	20,30	70	158			1-3
	10 and above	98	128,61	20,70	84	159			2-3
State Anxiety	3 and below	142	40,41	10,59	20	68	7,563	0,001*	1-2
	Among 4 and 9	160	37,44	10,34	23	61			1-3
	10 and above	98	35,49	8,09	24	56			2-3
Continuous Anxiety	3 and below	142	43,80	8,28	20	58	6,944	0,001*	1-2
	Among 4 and 9	160	41,24	9,01	23	65			1-3
	10 and above	98	39,82	7,99	24	57			2-3
Business and Education	3 and below	142	59,13	19,48	11	77	0,056	0,946	
	Among 4 and 9	160	59,79	19,07	17	77			
	10 and above	98	59,12	19,80	11	77			
Marriage and Family	3 and below	142	35,10	12,57	7	49	9,060	0,000*	1-3
	Among 4 and 9	160	34,53	13,31	7	49			2-3
	10 and above	98	40,86	9,98	7	49			
Religion and Society	3 and below	142	13,23	5,75	3	21	5,579	0,004*	1-3
	Among 4 and 9	160	12,98	6,52	3	21			2-3
	10 and above	98	15,37	4,94	3	21			
Health and Life	3 and below	142	20,56	7,39	4	28	3,817	0,023*	1-3
	Among 4 and 9	160	21,25	7,69	4	28			
	10 and above	98	23,22	7,21	4	28			
Adolescent Future Expectation Scale	3 and below	142	128,01	32,75	25	175	3,899	0,021*	1-3
	Among 4 and 9	160	128,54	32,15	49	175			2-3
	10 and above	98	138,57	29,35	49	175			

**p<0,05*

Table 20 shows the ANOVA results of correlating the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale with respect to the number of close friends of the high school students included in the study.

When Table 20 was evaluated, it was seen that there was a statistically meaningful distinction among the levels of high school participants from the Oxford Happiness Scale with respect to the number of close friends ($p<0.05$). High school students with 3 or fewer close friends had significantly lower Oxford Happiness Scale scores than other students; Those with 10 or more close friends have significantly higher scores than other students.

It was detected that the distinction among the scores acquired from the State -Trait Anxiety Scale with respect to the number of close friends of the high school students participating in the research was statistically meaningful ($p<0.05$). State-Trait Anxiety scores of students who have close friends below 3 are higher than other students; The scores of the students who have 10 or more close friends are lower than the other students.

It was seen that the distinction among the scores acquired from the Adolescent Future Expectation Scale in general and the scores acquired from the Marriage and Family and Religion and Society and Health and Life sub-dimensions with respect to the number of close friends of the high school participants were statistically meaningful ($p<0.05$). High school students with 10 or more close friends scored significantly higher on the Adolescent Future Expectation Scale and the sub-dimensions of Marriage and Family and Religion and Society, significantly higher than the scores of other participating students; The scores acquired from the Health and Life sub-dimension are significantly higher than the students who have close friends with 3 or less.

Table 21.

The relationship among high school students' Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale scores

		Oxford Happiness scale	**State Anxiety**	**Continuous Anxiety**	Business and Education	Marriage and Family	Religion and Society	Health and Life	**Adolescent Future Expectation Scale**
Oxford Happiness Scale	r	1							
	p								
State Anxiety	r	-0,728	1						
	p	0,000*							
Continuous Anxiety	r	-0,599	0,683	1					
	p	0,000*	0,000*						
Business and Education	r	0,139	-0,194	-0,182	1				
	p	0,005	0,000*	0,000*					
Marriage and Family	r	0,267	-0,306	-0,201	0,204	1			
	p	0,000*	0,000*	0,000*	0,000*				
Religion and Society	r	0,285	-0,281	-0,256	0,214	0,487	1		
	p	0,000*	0,000*	0,000*	0,000*	0,000*			
Health and Life	r	0,306	-0,263	-0,340	0,278	0,312	0,387	1	
	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*		
Adolescent Future Expectation Scale	r	0,315	-0,352	-0,317	0,791	0,681	0,599	0,599	1
	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	

**p<0,05*

Table 21 shows the correlations among the high school students' Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale scores.

The table shows a statistically meaningful and negative correlation among the scores acquired from the Oxford Happiness Scale and the scores acquired from the State-Trait Anxiety Scale of the high school students included in the study. Meaningful and positive correlations were found among the general Adolescent Future Expectation Scale and the scores acquired from the Marriage and Family and Religion and Society and Health and Life sub-dimensions ($p<0.05$). Thus, as the Oxford Happiness Scale scores of high school participant students increase, their State and Trait Anxiety scores decrease; Generally scores from the Adolescent Future Expectation Scale and Marriage and Family and Religion and Society and Health and Life scores increase.

Statistically meaningful and negative correlations were found among the State-Trait Anxiety scores of the participants who went to high school, and the scores acquired from the Adolescent Future Expectation Scale in general and the scores acquired from the sub-dimensions of Job and Education, Marriage and Family and Religion, and Society and Health and Life ($p<0$ .05). As the State and Trait Anxiety scores of the participant students increase, the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the Job and Education, Marriage and Family and Religion and Society and Health and Life scores decrease. In addition, a statistically meaningful and positive correlation was found among the State Anxiety scores of the participants and the scores acquired from the Trait Anxiety Inventory ($p<0.05$). It was observed that there was an increase in the Trait Anxiety scores as the State Anxiety scores increased.

It has been found that there are statistically meaningful and positive correlations among the scores acquired from the Adolescent Future Expectation Scale of the high school students within the scope of the research, especially the scores acquired from the Job and Education sub-dimension and the generally scale, and the scores acquired from the Marriage and Family and Religion and Society and Health and Life sub-dimensions. detected ($p<0.05$). As the Job and Education scores of the participating students increase, the generally scores acquired from the Adolescent Future Expectation Scale and Marriage and Family and Religion and Society and Health and Life scores also increase. It has been detected that there are meaningful and positive correlations among the scores acquired from the "Marriage and Family" sub-dimension of high school students and the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the "Religion and Society" and "Health and Life" sub-dimensions. ($p<0.05$). From this point of view, as the "Marriage and Family" scores of the participating students increase, the Adolescent Future Expectation Scale general and "Religion and Society", "Health and Life" scores also increase. Regarding the scores of high school participants from the "Religion and Society" sub-dimension and the general Adolescent Future Expectation Scale and the scores they got from the "Health and Life" sub-dimension, it was again detected that there were statistically meaningful and positive correlations among the scores acquired from the "Health and Life" sub-dimension and the scores acquired from the Adolescent Future Expectation Scale ($p<0.05$). As the participants'

"Religion and Society" scores increase, the Adolescent Future Expectation Scale generally and "Health and Life" scores also increase; Again, as the "Health and Life" scores increase, the Adolescent Future Expectation Scale scores increase.

Table 22.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to gender

	Gender	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Girl	57	106,19	23,29	-3,774	0,000*
	Male	363	116,36	18,13		
State Anxiety	Girl	57	41,84	8,46	2,177	0,030*
	Male	363	39,02	9,20		
Continuous Anxiety	Girl	57	46,53	7,95	3,993	0,000*
	Male	363	41,88	8,20		
Business and Education	Girl	57	67,95	15,43	0,592	0,554
	Male	363	66,69	14,87		
Marriage and Family	Girl	57	28,58	16,35	-4,211	0,000*
	Male	363	37,08	13,81		
Religion and Society	Girl	57	17,32	4,21	2,140	0,033*
	Male	363	15,58	5,90		
Health and Life	Girl	57	18,32	8,08	-2,307	0,022*
	Male	363	20,74	7,27		
Adolescent Future Expectation Scale	Girl	57	132,16	24,20	-1,760	0,079
	Male	363	140,09	32,64		

**p < 0,05*

In Table 22, the t-test results of associating the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety and Adolescent Future Expectation Scale with respect to the gender of the vocational high school students participating in the research are given.

With respect to the examined table, it was detected that there was a statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale of the vocational high school participants' gender ($p<0.05$). The Oxford Happiness Scale scores of female students are lower than male students.

It was observed that the distinction among the scores acquired from the Gender State-Trait Anxiety Scale of the vocational high school students within the scope of

the research was statistically meaningful ($p<0.05$). The scores acquired from the State-Trait Anxiety Scale of the female-sexed participants were significantly higher than the male-sexed students.

It was found that there was a meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale with respect to the gender of the participants who went to vocational high school, and the scores acquired from the sub-dimensions of Marriage and Family, Religion and Society and Health and Life ($p<0.05$). The scores of the sub-dimensions of Marriage and Family and Health and Life were significantly lower for the students whose gender was female than for the students whose gender was male; "Religion and Society" scores are significantly higher than male students.

Table 23.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their ages

	Age	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	15 years and under	111	108,17	23,01	64	154	10,672	0,000*	1-2
	16 years old	132	118,94	16,95	83	154			1-3
	17 years and older	177	116,29	17,03	72	159			
State Anxiety	15 years and under	111	40,01	9,05	24	59	0,548	0,579	
	16 years old	132	38,79	8,95	20	60			
	17 years and older	177	39,48	9,36	21	57			
Continuous Anxiety	15 years and under	111	42,54	8,48	28	65	0,012	0,988	
	16 years old	132	42,58	7,93	27	61			
	17 years and older	177	42,44	8,52	21	64			
Business and Education	15 years and under	111	64,78	15,81	11	77	2,202	0,112	
	16 years old	132	66,41	14,95	11	77			
	17 years and older	177	68,49	14,24	17	77			
Marriage and Family	15 years and under	111	33,05	16,39	7	49	3,024	0,050*	1-3
	16 years old	132	36,82	13,22	7	49			
	17 years and older	177	37,07	13,87	7	49			
Religion and Society	15 years and under	111	15,05	5,75	3	21	6,374	0,002*	2-3
	16 years old	132	14,91	5,98	3	21			
	17 years and older	177	16,97	5,33	3	21			
Health and Life	15 years and under	111	19,19	7,58	4	28	5,762	0,003*	1-3
	16 years old	132	19,55	7,11	4	28			2-3
	17 years and older	177	21,83	7,36	4	28			
Adolescent Future Expectation Scale	15 years and under	111	132,08	31,43	43	175	5,387	0,005*	1-2
	16 years old	132	137,68	30,85	31	175			1-3
	17 years and older	177	144,36	31,78	37	175			2-3

**p<0,05*

The results of ANOVA (One-Way Analysis of Variance) related to the correlation of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale with respect to the ages of the vocational education institution students included in the study are given in Table 23.

With respect to Table 23, there is a statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale with respect to the age of the vocational high school students included in the study ($p<0.05$).

The students who participated in the study in the age group of 15 and under have fewer scores from the Oxford Happiness Scale than other students.

With respect to the research, it was detected that the distinction among the scores of the vocational education institution students participating in the State-Trait Anxiety Scale with respect to their age was not statistically meaningful ($p>0.05$).

It was detected that the distinction among the scores acquired from the Adolescent Future Expectation Scale for the ages of the participants who went to vocational high school and the scores acquired from the sub-dimensions of Marriage and Family and Religion and Society and Health and Life were found to be statistically meaningful ($p<0.05$). “Marriage and Family” scores of students aged 17 and above are from students aged 15 and under; “Religion and Society” scores are from 16-year-old students; Adolescent Future Expectation Scale and "Health and Life" scores are significantly higher than students in other age groups. In addition, the Adolescent Future Expectation Scale scores of students aged 15 and under are significantly lower than students in other age groups.

Table 24.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their grades.

	Classes	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Difference**
	9th grade	120	109,78	21,05	64	154	6,932	0,000*	1-2
Oxford Happiness	10th grade	99	116,40	21,79	70	159			1-3
Scale	11th grade	91	121,44	15,59	84	152			1-4
	12th grade	110	114,02	15,43	86	159			3-4
	9th grade	120	39,05	9,09	20	57	2,643	0,049*	2-3
State Anxiety	10th grade	99	40,76	9,40	23	60			
	11th grade	91	37,36	8,22	21	57			
	12th grade	110	40,25	9,48	21	55			
	9th grade	120	42,73	7,89	28	64	1,745	0,157	
Continuous	10th grade	99	42,61	9,96	21	65			
Anxiety	11th grade	91	40,89	6,39	24	53			
	12th grade	110	43,53	8,44	21	64			
	9th grade	120	65,00	15,20	11	77	2,866	0,036*	1-3
Business and	10th grade	99	65,61	16,39	11	77			2-3
Education	11th grade	91	70,67	12,66	11	77			
	12th grade	110	66,85	14,62	17	77			
	9th grade	120	31,25	16,76	7	49	6,226	0,000*	1-2
Marriage and	10th grade	99	37,61	12,93	7	49			1-3
Family	11th grade	91	38,58	12,42	7	49			1-4
	12th grade	110	37,33	13,57	7	49			
	9th grade	120	14,10	6,06	3	21	5,448	0,001*	1-2
Religion and	10th grade	99	16,09	5,64	3	21			1-3
Society	11th grade	91	16,65	5,37	3	21			1-4
	12th grade	110	16,75	5,35	3	21			
	9th grade	120	18,65	7,61	4	28	5,559	0,001*	1-3
Health and Life	10th grade	99	19,70	6,89	4	28			1-4
	11th grade	91	22,46	6,83	4	28			
	12th grade	110	21,29	7,70	4	28			
	9th grade	120	129,00	31,47	37	175	7,310	0,000*	1-2
Adolescent Future	10th grade	99	139,00	29,88	43	175			1-3
Expectation Scale	11th grade	91	148,36	29,44	31	175			1-4
	12th grade	110	142,22	32,80	37	175			

**p<0,05*

Table 24 presents the ANOVA results of the comparison of the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale scores of the vocational high school students within the scope of the research with respect to their grades.

Looking at the table, it was found that the distinction among the scores acquired from the Oxford Happiness Scale belonging to the class of the participants who went to vocational high school was at a meaningful level ($p<0.05$). The scores of the 9th-grade students from the Oxford Happiness Scale were found to be lower than the other students' scores. In addition, the scores of 12th-grade students on the Oxford Happiness Scale are lower than 11th-grade students.

It was detected that there was a statistically meaningful distinction among the scores acquired from the State Anxiety Scale of the vocational education institution students within the scope of the research ($p<0.05$). State Anxiety scores of 11th-grade students are lower than 10th-grade students.

The distinction among the scores acquired from the Adolescent Future Expectation Scale in general and all sub-dimensions with respect to the classes of the participants who went to vocational education institution school was also found to be statistically meaningful ($p<0.05$). The scores they get are higher than the 9th and 10th-grade students. The scores of the 9th grade students in the Adolescent Future Expectation Scale in general and in the Marriage and Family and Religion and Society and Health and Life sub-dimensions in the scale were found to be significantly lower than the students in other classes.

Table 25.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of siblings

	Number of siblings	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Only child	17	113,12	15,16	91	136	6,233	0,000*	1-2
	Two siblings	126	120,28	19,78	70	159			2-3
	Three brothers	152	110,51	19,46	64	152			2-4
	Four or more	125	115,31	17,50	73	154			3-4
State Anxiety	Only child	17	43,82	8,96	29	59	1,670	0,173	
	Two siblings	126	39,37	9,72	21	60			
	Three brothers	152	39,59	8,92	20	57			
	Four or more	125	38,61	8,74	23	57			
Continuous Anxiety	Only child	17	48,94	9,86	34	65	4,329	0,005*	1-2
	Two siblings	126	41,39	9,71	21	64			1-3
	Three brothers	152	42,80	7,71	26	64			1-4
	Four or more	125	42,42	6,80	24	61			
Business and Education	Only child	17	68,18	11,25	47	77	0,684	0,562	
	Two siblings	126	66,81	13,45	11	77			
	Three brothers	152	65,67	17,71	11	77			
	Four or more	125	68,17	13,01	11	77			
Marriage and Family	Only child	17	37,71	12,88	13	49	9,325	0,000*	1-3
	Two siblings	126	37,86	12,32	7	49			2-3
	Three brothers	152	31,20	16,85	7	49			3-4
	Four or more	125	39,50	11,88	7	49			
Religion and Society	Only child	17	13,24	5,91	3	21	2,166	0,091	
	Two siblings	126	15,24	6,28	3	21			
	Three brothers	152	16,38	5,71	3	21			
	Four or more	125	16,06	5,00	3	21			
Health and Life	Only child	17	21,65	6,86	10	28	0,788	0,501	
	Two siblings	126	20,76	6,41	4	28			
	Three brothers	152	19,71	7,63	4	28			
	Four or more	125	20,75	8,18	4	28			
Adolescent Future Expectation Scale	Only child	17	140,76	31,09	85	175	3,262	0,021*	1-3
	Two siblings	126	140,67	28,39	31	175			2-3
	Three brothers	152	132,96	34,89	37	175			3-4
	Four or more	125	144,47	30,04	37	175			

**p<0,05*

Table 25 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale with respect to the number of siblings of the vocational education institution students included in the study.

With respect to Table 25; It was observed that there was a statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale of the number of siblings of the participants who went to vocational high schools ($p<0.05$). The Oxford Happiness Scale scores of vocational high school students with three siblings are lower than those who are the only child or have two siblings and four or more siblings.The Oxford Happiness Scale scores of students with four or more siblings are lower than those with two siblings and higher than those with three siblings.

It was detected that there was no meaningful distinction among the State Anxiety scores of the vocational education institution students participating in the study, with respect to the number of siblings ($p>0.05$), and a meaningful distinction among the Trait Anxiety scores ($p<0.05$). The distinction is due to the participants who are only children. Trait Anxiety scores of the only child students are significantly higher than the other sibling groups.

With respect to the number of siblings of the participants who went to vocational high school, the distinction among the scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the Marriage and Family sub-dimension was found to be statistically meaningful ($p<0.05$). It is seen that the distinction found here is due to the students who have three siblings. General Adolescent Future Expectation Scale and "Marriage and Family" scores of vocational high school students with three siblings are significantly lower than other students.

Table 26.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to birth order

	Birth Order	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	First child	148	116,76	19,81	72	159	2,465	0,062	
	Second child	123	114,27	20,46	64	150			
	Third child	77	110,29	18,56	72	154			
	Fourth and above	72	117,53	15,36	80	137			
State Anxiety	First child	148	39,35	9,08	21	60	0,560	0,641	
	Second child	123	39,09	9,18	20	56			
	Third child	77	40,56	9,24	21	55			
	Fourth and above	72	38,81	9,18	23	57			
Continuous Anxiety	First child	148	42,28	9,69	21	65	1,104	0,347	
	Second child	123	42,21	7,96	29	60			
	Third child	77	41,94	7,08	24	55			
	Fourth and above	72	44,11	6,86	29	61			
Business and Education	First child	148	67,19	15,43	11	77	0,756	0,519	
	Second child	123	66,37	15,34	11	77			
	Third child	77	65,23	15,83	11	77			
	Fourth and above	72	68,75	11,98	23	77			
Marriage and Family	First child	148	36,35	14,65	7	49	1,549	0,201	
	Second child	123	33,83	15,64	7	49			
	Third child	77	36,30	13,31	7	49			
	Fourth and above	72	38,25	12,85	7	49			
Religion and Society	First child	148	15,12	6,43	3	21	1,269	0,285	
	Second child	123	16,41	5,38	3	21			
	Third child	77	15,86	5,65	3	21			
	Fourth and above	72	16,17	4,68	3	21			
Health and Life	First child	148	21,43	6,54	4	28	5,389	0,001*	1-3
	Second child	123	19,27	8,18	4	28			2-4
	Third child	77	18,49	7,81	4	28			3-4
	Fourth and above	72	22,33	6,67	4	28			
Adolescent Future Expectation Scale	First child	148	140,09	32,64	31	175	1,720	0,162	
	Second child	123	135,88	33,24	43	175			
	Third child	77	135,88	28,93	49	175			
	Fourth and above	72	145,50	29,42	37	175			

** $p < 0,05$*

Table 26 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale of the vocational education institution students participating in the research, with respect to their birth order.

Looking at the table, it was seen that there was no statistically meaningful distinction among the scores of the students who went to the vocational high school within the scope of the study, acquired from the Oxford Happiness Scale with respect to their birth order ($p>0.05$).

It was also detected that the present distinction among the scores of the participants acquired from the State and Trait Anxiety Scale belonging to the birth order was not at a meaningful level ($p>0.05$). Regardless of the birth order of the students, the State-Trait Anxiety scores are similar.

It was detected that there was a statistically meaningful distinction among the scores acquired from the "Health and Life" sub-dimension of the Adolescent Future Expectation Scale with respect to the birth order of the vocational education institution students subject to the research ($p<0.05$). Health and Life scores of vocational education institution students who are in the position of the third child are lower than students who are first children; The "Health and Life" scores of the students who were at the fourth or higher birth were higher than the students who were the second and third children. It was detected that there was no meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale in general and other sub-dimensions with respect to the birth order of the participants ($p>0.05$).

Table 27.

Comparison of Vocational High School students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the place where they lived for the longest time.

	Location	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Difference**
Oxford Happiness Scale	Put	145	114,35	18,37	64	154	0,907	0,404	
	District	33	111,36	15,33	86	138			
	City	242	115,84	20,13	70	159			
State Anxiety	Put	145	39,81	8,93	21	57	1,445	0,237	
	District	33	41,52	9,93	26	60			
	City	242	38,87	9,14	20	59			
Continuous Anxiety	Put	145	43,10	7,69	24	64	0,560	0,572	
	District	33	42,18	8,58	33	61			
	City	242	42,20	8,63	21	65			
Business and Education	Put	145	68,60	13,33	11	77	1,731	0,178	
	District	33	67,55	14,70	17	77			
	City	242	65,72	15,80	11	77			
Marriage and Family	Put	145	35,92	15,09	7	49	0,656	0,520	
	District	33	38,64	14,49	7	49			
	City	242	35,56	14,07	7	49			
Religion and Society	Put	145	16,28	5,92	3	21	6,985	0,001*	1-2
	District	33	18,82	4,45	9	21			2-3
	City	242	15,12	5,61	3	21			
Health and Life	Put	145	20,47	7,48	4	28	1,879	0,154	
	District	33	22,73	7,16	4	28			
	City	242	20,07	7,40	4	28			
Adolescent Future Expectation Scale	Put	145	141,28	32,15	43	175	2,407	0,091	
	District	33	147,73	26,84	91	175			
	City	242	136,47	31,88	31	175			

**p < 0,05*

Table 27 shows the ANOVA results of the correlation of the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale with respect to the place where the vocational high school students who participated in the research lived for the longest time.

With respect to the table examined, there was no statistically meaningful distinction among the Oxford Happiness Scale scores and the State-Trait Anxiety Scale scores

of the vocational education institution students with respect to the place where they lived for the longest time ($p>0.05$).

It was observed that there was a statistically meaningful distinction among the scores of the vocational high school students within the scope of the research acquired from the "Religion and Society" sub-dimension of the Adolescent Future Expectation Scale, which belongs to the place where they lived the longest ($p<0.05$). The "Religion and Society" scores of the students whose place of residence is the district for the longest time are significantly higher than the students living in the village and city. A statistically meaningful distinction was not found among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the other sub-dimensions of the vocational education institution school participants ($p>0.05$).

Table 28.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their mother's education level

	Mother Edu. Level	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Primary school and below	160	112,74	20,54	64	154	1,668	0,173	
	Middle Schooll	180	116,38	18,21	70	158			
	High school	52	118,19	22,01	84	159			
	University	28	112,71	7,29	96	128			
State Anxiety	Primary school and below	160	38,65	8,60	21	59	1,824	0,142	
	Middle Schooll	180	39,47	9,55	20	60			
	High school	52	39,54	10,89	23	57			
	University	28	43,00	4,07	34	50			
Continuous Anxiety	Primary school and below	160	41,71	8,45	24	65	4,408	0,005*	2-3
	Middle Schooll	180	43,86	8,08	29	64			3-4
	High school	52	39,67	8,94	21	58			
	University	28	43,71	5,80	40	59			
Business and Education	Primary school and below	160	66,16	14,93	11	77	3,823	0,010*	1-3
	Middle Schooll	180	65,33	16,25	11	77			1-4
	High school	52	70,65	12,26	17	77			2-3
	University	28	73,57	4,45	65	77			2-4
Marriage and Family	Primary school and below	160	37,68	13,12	7	49	5,101	0,002*	1-2,1-3
	Middle Schooll	180	33,93	14,95	7	49			2-4,3-4
	High school	52	33,42	16,30	7	49			1-4
	University	28	43,43	11,42	7	49			
Religion and Society	Primary school and below	160	15,30	6,09	3	21	2,919	0,034*	1-4
	Middle Schooll	180	16,27	5,46	3	21			3-4
	High school	52	14,65	5,75	3	21			
	University	28	18,00	4,47	9	21			
Health and Life	Primary school and below	160	18,96	7,64	4	28	9,569	0,000*	1-4
	Middle Schooll	180	21,37	6,82	4	28			2-4
	High school	52	18,65	8,44	4	28			3-4
	University	28	25,86	3,73	16	28			
Adolescent Future Expectation Scale	Primary school and below	160	138,10	30,33	43	175	4,915	0,002*	1-4
	Middle Schooll	180	136,90	33,61	31	175			2-4
	High school	52	137,38	31,51	49	175			3-4
	University	28	160,86	17,38	121	175			

**p<0,05*

Table 28 shows the ANOVA results of the correlation of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale of the vocational education institution students subject to the research with respect to their mother's education level.

With respect to Table 28, there was no statistically meaningful distinction among the scores of the participants who went to vocational high schools from the Oxford Happiness Scale of mother's education ($p>0.05$).

It was detected that there was no meaningful distinction among the State Anxiety scores of the vocational high school students in the study with respect to their mother's education level ($p>0.05$), while there was a statistically meaningful distinction among the Trait Anxiety scores ($p<0.05$). The Trait Anxiety scores of the students whose mother's education level is high school are significantly lower than the students whose mother's education level is secondary school and university.

A statistically meaningful distinction was found among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from all sub-dimensions with respect to the mother's education level of the participants who went to vocational high school ($p<0.05$). While the general scores acquired from the Adolescent Future Expectation Scale and Marriage and Family and Health and Life scores of the students whose mother is a university graduate are higher than the other students, the Job and Education scores are higher than the students whose mother's education is primary school or below and secondary school graduates; Religion and Society scores are also higher than those of students whose mother's education level is primary school or below and high school. On the other hand, the Job and Education scores of the students whose mother's education level is high school graduate are significantly higher than those whose mother's current education level is primary school or below and secondary school. The Marriage and Family scores of the students whose mother's current education level is primary school or below are significantly higher than the students whose mother's current education level is secondary school and high school.

Table 29.

Comparison of Vocational High School students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale of father education level

	Father Edu. Level	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	Primary school and below	116	109,40	22,00	64	158	9,404	0,000*	1-2
	Middle School	160	115,30	17,58	72	152			1-3
	High school	101	122,43	18,63	70	159			2-3
	University	43	111,33	11,00	83	137			3-4
State Anxiety	Primary school and below	116	39,46	9,58	21	59	2,507	0,059	
	Middle School	160	39,86	8,98	20	60			
	High school	101	37,58	9,07	21	57			
	University	43	41,84	8,19	23	57			
Continuous Anxiety	Primary school and below	116	42,22	8,77	24	65	2,050	0,106	
	Middle School	160	43,41	8,02	29	64			
	High school	101	40,98	8,37	21	59			
	University	43	43,53	7,59	29	59			
Business and Education	Primary school and below	116	66,29	16,06	11	77	2,432	0,065	
	Middle School	160	65,34	15,79	11	77			
	High school	101	67,73	13,80	11	77			
	University	43	71,98	9,16	47	77			
Marriage and Family	Primary school and below	116	37,78	13,81	7	49	4,648	0,003*	1-2
	Middle School	160	32,65	15,08	7	49			2-3
	High school	101	38,49	12,37	7	49			2-4
	University	43	37,14	16,43	7	49			
Religion and Society	Primary school and below	116	16,19	5,55	3	21	1,974	0,117	
	Middle School	160	15,64	5,93	3	21			
	High school	101	15,00	5,75	3	21			
	University	43	17,37	5,09	3	21			
Health and Life	Primary school and below	116	18,43	7,79	4	28	6,269	0,000*	1-4
	Middle School	160	20,95	7,01	4	28			2-4
	High school	101	20,40	7,54	4	28			3-4
	University	43	23,81	6,22	10	28			
Adolescent Future Expectation Scale	Primary school and below	116	138,69	31,74	43	175	3,137	0,025*	1-4
	Middle School	160	134,58	32,78	31	175			2-3
	High school	101	141,61	31,54	37	175			2-4
	University	43	150,30	24,95	97	175			

**p<0,05*

Table 29 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale with respect to the father's education level of the vocational education institution students who participated in the research.

With respect to the table, it was detected that there was a statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale of the father's education level of the participants who went to vocational high school ($p<0.05$). The Oxford Happiness Scale scores of the students whose father's education level was high school were significantly higher than the other groups; The scores of the students whose father's education level was in the primary school were found to be significantly lower than those whose father's education level was in secondary school and high school.

It was not detected that there was a statistically meaningful distinction among the State-Trait Anxiety scores of the vocational high school students who participated in the study, belonging to their father's education levels ($p>0.05$).

It was observed that there was a statistically meaningful distinction among the general scores acquired from the Adolescent Future Expectation Scale of the fathers of vocational high school participants and the scores acquired from the sub-dimensions of "Marriage and Family", "Health and Life" ($p<0.05$). The scores acquired from the "Marriage and Family" dimension of the students whose fathers' education level is secondary school are significantly lower than the other groups. On the other hand, the Adolescent Future Expectation Scale scores of the students whose father's education level is university are higher than those whose father's education level is a primary school and secondary school; "Health and Life" scores are also higher than other students. Adolescent Future Expectation Scale scores of students whose father's education level is secondary school are lower than those whose father's education level is high school and university.

Table 30.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their mother's working status

	Mother's work status	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Not working	308	114,76	19,23	-0,389	0,698
	Working	112	115,58	19,17		
State Anxiety	Not working	308	38,48	9,49	-3,459	0,001*
	Working	112	41,93	7,59		
Continuous Anxiety	Not working	308	42,09	8,41	-1,739	0,083
	Working	112	43,68	7,95		
Business and Education	Not working	308	65,76	15,81	-2,513	0,012*
	Working	112	69,88	11,74		
Marriage and Family	Not working	308	36,38	14,38	1,054	0,293
	Working	112	34,70	14,66		
Religion and Society	Not working	308	15,55	5,85	-1,599	0,111
	Working	112	16,55	5,33		
Health and Life	Not working	308	20,50	7,41	0,392	0,695
	Working	112	20,18	7,51		
Adolescent Future Expectation Scale	Not working	308	138,18	32,54	-0,892	0,373
	Working	112	141,30	29,39		

**p<0,05*

In Table 30, the t-test results of the correlation of the scores acquired from the Oxford Happiness Scale, State-Trait Anxiety, and Adolescent Future Expectation Scale of the vocational education institution students included in the study with respect to their mother's employment status are given.

With respect to Table 30, there was no statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale of the vocational education institution students who participated in the study with respect to their mothers' working status ($p>0.05$).

It was found that there was a meaningful distinction among the scores acquired from the State Anxiety Inventory of the working status of the vocational high school students within the scope of the study ($p<0.05$).

The State Anxiety scores of vocational education institution students whose mothers are working are higher than those whose mothers are not working.

It was detected that there was a statistically meaningful distinction among the scores acquired from the "Work and Life" sub-dimension of the Adolescent Future Expectation Scale with respect to the maternal employment status of the participants who went to vocational high school ($p<0.05$). The "Work and Life" scores of the students whose mothers are working are significantly higher than the students whose mothers are not working. There was no meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale of the mother's working status and the scores acquired from the other sub-dimensions ($p>0.05$).

Table 31.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to father's employment status

	Father's work status	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	Not working	51	114,33	17,42	-0,236	0,814
	Working	367	115,01	19,49		
State Anxiety	Not working	51	39,75	10,18	0,315	0,753
	Working	367	39,31	9,01		
Continuous Anxiety	Not working	51	44,96	9,08	2,233	0,026*
	Working	367	42,20	8,17		
Business and Education	Not working	51	65,35	14,47	-0,742	0,459
	Working	367	67,01	15,03		
Marriage and Family	Not working	51	36,41	12,49	0,272	0,786
	Working	367	35,82	14,75		
Religion and Society	Not working	51	15,59	6,03	-0,268	0,789
	Working	367	15,82	5,69		
Health and Life	Not working	51	17,65	7,40	-2,883	0,004*
	Working	367	20,82	7,37		
Adolescent Future Expectation Scale	Not working	51	135,00	27,46	-0,942	0,347
	Working	367	139,47	32,32		

**p<0,05*

The t-test results of the correlation of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale with respect to the father's employment status of the vocational high school students subject to the research are given in Table 31.

Looking at Table 31, it was detected that there was no statistically meaningful distinction among the Oxford Happiness Scale scores of the participants who went to vocational education institution students with respect to their father's employment status ($p>0.05$).

There was no meaningful distinction among the scores acquired from the State Anxiety Inventory of the fathers of the vocational education institution students who participated in the study ($p>0.05$), and there was a meaningful distinction among the scores acquired from the Trait Anxiety Inventory ($p<0.05$). Trait Anxiety scores of

the participants whose fathers do not work are higher than those whose fathers do not work.

The distinction among the scores acquired from the "Health and Life" sub-dimension of the Adolescent Future Expectation Scale with respect to the father's employment status of the participants who went to vocational high school was found to be statistically meaningful ($p<0.05$). The "Health and Life" scores of students whose fathers are working are significantly higher than those whose fathers are not working. It was observed that there was no meaningful distinction among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the other sub-dimensions with respect to the father's employment status of the participants ($p>0.05$).

Table 32.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to their family income.

	İncome	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Difference**
Oxford Happiness Scale	Bad	32	109,00	21,36	70	152	12,570	0,000*	1-3
	Middle	252	112,23	18,12	64	158			2-3
	Good	136	121,47	19,06	72	159			
State Anxiety	Bad	32	42,31	8,05	26	56	3,762	0,024*	1-2
	Middle	252	39,84	9,09	20	60			1-3
	Good	136	37,91	9,29	21	57			
Continuous Anxiety	Bad	32	43,81	7,60	33	59	0,709	0,493	
	Middle	252	42,64	8,33	24	65			
	Good	136	41,97	8,44	21	64			
Business and Education	Bad	32	71,19	11,65	23	77	6,213	0,002*	1-2
	Middle	252	64,81	16,30	11	77			2-3
	Good	136	69,63	12,13	11	77			
Marriage and Family	Bad	32	43,94	11,62	7	49	7,099	0,001*	1-2
	Middle	252	34,31	15,15	7	49			1-3
	Good	136	37,04	13,01	7	49			2-3
Religion and Society	Bad	32	17,63	6,08	3	21	2,797	0,062	
	Middle	252	15,36	6,18	3	21			
	Good	136	16,24	4,57	3	21			
Health and Life	Bad	32	23,50	6,98	4	28	7,150	0,001*	1-2
	Middle	252	19,38	7,78	4	28			2-3
	Good	136	21,60	6,46	4	28			
Adolescent Future Expectation Scale	Bad	32	156,25	30,96	37	175	10,558	0,000*	1-2
	Middle	252	133,86	33,13	31	175			1-3
	Good	136	144,51	26,67	49	175			2-3

**p<0,05*

In Table 32, the results of ANOVA (One Way Analysis of Variance) related to the correlation of the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale with respect to the family income of the vocational high school students included in the study are given.

With respect to the analyzed table, it was observed that there was a meaningful distinction among the scores acquired from the Oxford Happiness Scale with respect to the family income of the vocational high school participants ($p<0.05$).

Oxford Happiness Scale scores of students with good family income are significantly higher than other vocational education institution students.

It was seen that the distinction among the scores acquired from the State Anxiety Scale with respect to the income of the families of the students who went to the vocational high school within the scope of the research was statistically meaningful ($p<0.05$). The State Anxiety scores of students with low family income are significantly higher than the scores of other students.

There was a statistically meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the sub-dimensions of Work and Education, Marriage and Family and Health and Life with respect to the family income of the participants who went to vocational high school ($p<0.05$). The scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the Adolescent Future Expectation Scale in the students with medium income in the families of the students are significantly lower than those of the students whose family income is poor or good. The general Adolescent Future Expectation Scale and "Marriage and Family" scores of the students with a low family income are higher than the other students.

Table 33.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale according to their parental relationship status.

	Togetherness	**n**	$\bar{x}$	**s**	**t**	**p**
Oxford Happiness Scale	They are together	396	115,35	19,33	1,607	0,109
	They separate	24	108,88	15,86		
State Anxiety	They are together	396	39,49	9,13	0,819	0,413
	They separate	24	37,92	9,42		
Continuous Anxiety	They are together	396	42,52	8,37	0,058	0,954
	They separate	24	42,42	7,38		
Business and Education	They are together	396	66,64	15,19	-1,231	0,219
	They separate	24	70,50	9,18		
Marriage and Family	They are together	396	35,79	14,72	-0,810	0,418
	They separate	24	38,25	8,84		
Religion and Society	They are together	396	15,89	5,68	1,159	0,247
	They separate	24	14,50	6,36		
Health and Life	They are together	396	20,65	7,20	2,679	0,008*
	They separate	24	16,50	9,84		
Adolescent Future Expectation Scale	They are together	396	138,97	32,11	-0,117	0,907
	They separate	24	139,75	24,92		

**p<0,05*

In Table 33, the t-test results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety and Adolescent Future Expectation Scale with respect to the parental intercourse status of the vocational high school students included in the study are given.

With respect to the results in the table, it was detected that there was no statistically meaningful distinction among the scores acquired from the Oxford Happiness Scale and the scores acquired from the State-Trait Anxiety Scale with respect to the parental intercourse status of the vocational high school participants ($p>0.05$). The scores of the vocational education institution students participating in the research are similar regardless of their parental intercourse.

It was observed that there was a statistically meaningful distinction among the scores acquired from the "Health and Life" sub-dimension of the Adolescent Future Expectation Scale with respect to the parental intercourse status of the vocational

education institution students who were the subject of the research ($p<0.05$). Among the vocational high school students, the "Health and Life" scores of the students whose parents are together are significantly higher than those of the students whose parents are separated.

There was no meaningful distinction among the general scores acquired from the Adolescent Future Expectation Scale and the scores acquired from the other sub-dimensions with respect to parental association status ($p>0.05$).

Table 34.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of friends

	Number of friends	n	$\bar{x}$	s	Min	Max	F	p	Difference
Oxford Happiness Scale	10 and below	97	113,27	20,86	70	153	0,648	0,524	
	Among 11-20	109	114,67	21,53	64	158			
	21 and over	214	115,91	17,07	72	159			
State Anxiety	10 and below	97	39,71	10,24	21	59	0,328	0,720	
	Among 11-20	109	38,80	9,36	20	60			
	21 and over	214	39,57	8,51	21	57			
Continuous Anxiety	10 and below	97	43,48	9,47	24	65	5,444	0,005*	1-3
	Among 11-20	109	44,16	8,50	26	64			2-3
	21 and over	214	41,23	7,43	21	58			
Business and Education	10 and below	97	65,87	13,88	17	77	3,724	0,025*	1-3
	Among 11-20	109	64,12	17,24	11	77			2-3
	21 and over	214	68,70	13,91	11	77			
Marriage and Family	10 and below	97	37,37	13,69	7	49	6,590	0,002*	1-3
	Among 11-20	109	31,66	15,88	7	49			2-3
	21 and over	214	37,45	13,64	7	49			
Religion and Society	10 and below	97	16,24	5,19	3	21	0,773	0,462	
	Among 11-20	109	16,10	5,73	3	21			
	21 and over	214	15,48	5,95	3	21			
Health and Life	10 and below	97	21,44	7,04	4	28	1,346	0,261	
	Among 11-20	109	20,40	7,60	4	28			
	21 and over	214	19,95	7,49	4	28			
Adolescent Future Expectation Scale	10 and below	97	140,92	28,44	55	175	3,364	0,036*	1-3
	Among 11-20	109	132,28	38,45	31	175			2-3
	21 and over	214	141,58	28,88	37	175			

**p<0,05*

Table 34 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale with respect to the number of friends of the vocational education institution students included in the study.

When the table was evaluated, it was seen that the distinction among the scores acquired from the Oxford Happiness Scale of the number of friends of the vocational education institution students within the scope of the study was not at a meaningful level ($p>0.05$).

No meaningful distinction was found among the State Anxiety scores of the vocational high school participants with respect to the number of friends ($p>0.05$), but there was a statistically meaningful distinction among the Trait Anxiety scores ($p<0.05$). The scores acquired from the Trait Anxiety Scale of the students who have friends with 21 or more are significantly lower than the other students.

With respect to the number of friends of the vocational education institution students who participated in the research, there was a statistically meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale in general and the sub-dimensions of "Work and Education", "Marriage and Family" ($p<0.05$). The general scores acquired from the Adolescent Future Expectation Scale and the "Work and Education", "Marriage and Family" scores of the students who have 21 or more friends were found to be significantly higher than the other number of friends groups.

Table 35.

Comparison of Vocational High School students' scores obtained from Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale according to the number of close friends

	Near number of friends	**n**	$\bar{x}$	**s**	**Min**	**Max**	**F**	**p**	**Fark**
Oxford Happiness Scale	**Near number of friends**	161	110,33	21,46	64	152	8,177	0,000*	1-2
	3 and below	139	117,07	17,55	72	158			1-3
	Among 4 and 9	120	118,78	16,50	85	159			
	10 and above	161	41,96	10,11	21	60	10,710	0,000*	1-2
State Anxiety	3 and below	139	37,81	7,89	20	57			1-3
	Among 4 and 9	120	37,81	8,39	21	57			
	10 and above	161	44,88	9,39	24	65	13,984	0,000*	1-2
Continuous Anxiety	3 and below	139	42,14	7,39	26	59			1-3
	Among 4 and 9	120	39,78	6,79	21	53			2-3
	10 and above	161	65,15	14,29	11	77	1,857	0,157	
Business and Education	3 and below	139	67,46	16,66	11	77			
	Among 4 and 9	120	68,45	13,49	11	77			
	10 and above	161	33,05	15,73	7	49	7,621	0,001*	1-2
Marriage and Family	3 and below	139	35,96	13,99	7	49			1-3
	Among 4 and 9	120	39,75	12,25	7	49			2-3
	10 and above	161	16,64	5,06	3	21	2,879	0,057	
Religion and Society	3 and below	139	15,47	5,60	3	21			
	Among 4 and 9	120	15,10	6,55	3	21			
	10 and above	161	19,69	7,65	4	28	2,294	0,102	
Health and Life	3 and below	139	21,48	7,09	4	28			
	Among 4 and 9	120	20,15	7,41	4	28			
	10 and above	161	134,53	30,90	31	175	2,939	0,054	
Adolescent Future Expectation Scale	3 and below	139	140,38	33,07	43	175			
	Among 4 and 9	120	143,45	30,69	37	175			

**p<0,05*

Table 35 shows the ANOVA results of associating the scores acquired from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale with respect to the number of close friends of the vocational education institution students participating in the research.

Looking at Table 35, it was seen that there was a statistically meaningful distinction among the scores of the vocational education institution school participants from the Oxford Happiness Scale with respect to the number of close friends ($p<0.05$). Oxford Happiness Scale scores of vocational education institution students who have 3 or fewer close friends are significantly lower than the scores of other students.

The distinction among the scores acquired from the State-Trait Anxiety Scales with respect to the number of close friends of the vocational high school students participating in the research was found to be statistically meaningful ($p<0.05$). The scores acquired from the State-Trait Anxiety Scale of the students who have close friends of 3 or less are significantly higher than the students who have more close friends; Trait Anxiety scores of students with 10 or more close friends were found to be significantly lower than students with fewer close friends.

The distinction among the scores acquired from the "Marriage and Family" sub-dimension of the Adolescent Future Expectation Scale with respect to the number of close friends of the participants who went to vocational high school was found to be statistically meaningful ($p<0.05$). The "Marriage and Family" scores of vocational high school students with 10 or more close friends are significantly higher than the scores of other students; the scores of those who have 3 or fewer close friends are significantly lower than the other students. It was observed that there was no statistically meaningful distinction among the scores acquired from the Adolescent Future Expectation Scale with respect to the number of close friends of the vocational education institution students and the scores they acquired from the other sub-dimensions ($p>0.05$).

Table 36.

The relationship among Vocational High School students' scores obtained from the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale

		Oxford Happiness Scale	**State Anxiety**	**Continuous Anxiety**	Business and Education	Marriage and Family	Religion and Society	Health and Life	**Adolescent Future Expectation Scale**
Oxford Happiness Scale	r	1							
	p								
State Anxiety	r	-0,567	1						
	p	0,000*							
Continuous Anxiety	r	-0,487	0,609	1					
	p	0,000*	0,000*						
Business and Education	r	0,252	-0,132	-0,207	1				
	p	0,000*	0,007*	0,000*					
Marriage and Family	r	0,236	-0,196	-0,247	0,338	1			
	p	0,000*	0,000*	0,000*	0,000*				
Religion and Society	r	0,068	0,062	0,006	0,396	0,209	1		
	p	0,162	0,202	0,908	0,000*	0,000*			
Health and Life	r	0,291	-0,224	-0,171	0,512	0,402	0,451	1	
	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*		
Adolescent Future Expectation Scale	r	0,307	-0,193	-0,249	0,816	0,747	0,568	0,739	1
	p	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	

**p<0,05*

Table 36 shows the correlations among the scores of vocational high school students on the Oxford Happiness Scale, State and Trait Anxiety, and Adolescent Future Expectation Scale.

With respect to Table 36, there is a statistically meaningful and negative correlation among the scores acquired from the Oxford Happiness Scale and the scores acquired from the State-Trait Anxiety Scale of the vocational education institution students included in the study; meaningful and positive correlations were detected among the Adolescent Future Expectation Scale in general and the scores they acquired from

Job and Education, Marriage and Family and Health and Life sub-dimensions ($p<0.05$). From this point of view, if the scores of vocational education institution students from the Oxford Happiness Scale increase, their State-Trait Anxiety scores decrease; Adolescent Future Expectation Scale generally and Job and Education, Marriage and Family and Health and Life scores are increasing.

Statistically meaningful and negative correlations were found among the State-Trait Anxiety scores of the participants who went to vocational high school, and the scores acquired from the Adolescent Future Expectation Scale in general, and the scores acquired from the sub-dimensions of Job and Education, Marriage and Family and Health and Life ($p<0.05$).

If the State-Trait Anxiety scores of the vocational education institution students participating in the research increase, the Adolescent Future Expectation Scale as well as the Job and Education, Marriage and Family and Health and Life scores decrease. In addition, a statistically meaningful and positive correlation was found among the scores acquired from the State Anxiety Scale and the scores acquired from the Trait Anxiety Scale ($p<0.05$). It was observed that the Trait Anxiety scores increased as the scores acquired from the State Anxiety Scale increased.

It has been detected that there are statistically meaningful and positive correlations among the scores of the vocational high school students within the scope of the research from the "Work and Education" sub-dimension of the Adolescent Future Expectation Scale and the scores acquired from the scale in general and the scores of the Job and Education, Marriage and Family and Health and Life sub-dimensions. ($p<0.05$).

As the "Work and Education" scores of vocational education institution students increase, the Adolescent Future Expectation Scale generally, Marriage and Family, and Health and Life scores also increase.

Meaningful and positive correlations were also found among the scores acquired from the "Marriage and Family" sub-dimension of vocational high school students and the general Adolescent Future Expectation Scale and the scores they acquired from the sub-dimensions of "Religion and Society", "Health and Life" ($p< 0.05$). From this point of view, as the "Marriage and Family" scores of the participants

increase, the Adolescent Future Expectation Scale general and "Religion and Society", "Health and Life" scores also increase.

Among the scores of vocational education institution school participants from the "Religion and Society" sub-dimension and the general Adolescent Future Expectation Scale and the scores they got from the "Health and Life" sub-dimension; Again, it was detected that there were statistically meaningful and positive correlations among the scores obtai acquired ned from the "Health and Life" sub-dimension and the scores acquired from the Adolescent Future Expectation Scale in general ($p<0.05$). As the participants' "Religion and Society" scores increase, the Adolescent Future Expectation Scale generally and "Health and Life" scores also increase; Again, as the "Health and Life" scores increase, the Adolescent Future Expectation Scale scores increase.

CHAPTER 5
DISCUSSION

In this study, the intercourses among the levels of happiness, state-trait anxiety and future expectations in high school and vocational education institution school students were examined in terms of different variables. In addition, the results acquired from our study are compared with the results in the literature in this section.

When the happiness levels were evaluated with respect to the school type, the happiness levels of the students studying at high school were found to be higher than those studying at vocational high schools.

In this context, in the study conducted by Demir (2020) on 620 high school students in the province of Istanbul, it was stated that there was a meaningful distinction in happiness scores with respect to family income levels, and the level of happiness was high in students with families with high-income levels. In the study conducted by Cihangir-Çankaya, Meydan (2018) on 506 high school students in the province of İzmir, it has been shown that there is no meaningful distinction in the happiness levels of adolescents with respect to the gender of the participant and the educational status of the parents.

In a study conducted by Yüksel and Haysever (2019) on 70 high school students studying in different types of high schools in Düzce, it was stated that the students' emotions about their school in their school life were generally positive. It has been stated that students against school see themselves as lucky, happy and peaceful, as well as students who have different emotions towards school, albeit slightly. These

students generally feel unhappy, unlucky and insecure. The most intense emotion seen in the students is that they are lucky, and it is mentioned that this luck is related to studying at a school with high academic achievement. Students who are in the type of school with high academic achievement and generally entered with points feel more fortunate. Especially, vocational high school students feel unlucky, which is clearly expressed with the discourse of "a school where everyone can win". In addition, it was emphasized that studying in a professional field is effective in emotion safe and lucky. The number of friends, especially the number of close friends, was detected as an important factor in being happy. Kızıldağ Demirtaş-Zorbaz and Zorbaz (2017) and Özgök (2013), who see the number of friends and school climate as determining factors for students' school engagement, talk about the importance of friendship relations. In order to be happy, it causes students to be happier in the school environment, which causes an increase in their positive ffect levels in the intercourses with their friends and the support they receive (Yıldırım, 2006), (Ergene, 2019).

In the study, when the happiness levels of high school and vocational education institution school students were examined in detail with respect to gender, mother and father education levels, it was seen that the happiness levels of female students were lower than male students in both school types in terms of gender. When the the parents' education levels are examined, it is seen that the happiness level of the high school students whose mother's education level is middle school or below is lower than the students who have mothers who have a high school or higher education level in the other group. There was no effect of maternal education level on happiness levels of students studying at vocational high schools. However, a lower level of happiness was observed in high school students whose father's education level was at primary school level compared to all other groups. When the happiness levels of the students in vocational high schools are examined with respect to the education level of their fathers, it has been detected that the participants whose fathers have a high school or higher education level are happier than the other students. In addition to these, when the happiness levels of high school and vocational education institution school students were examined with respect to their family income levels, it was seen that students with low-income families were happier than those in the other group, that is, students with families with medium and high-income levels. It has been

observed that the happiness level of the students with high family income in vocational high school students is higher than the students with middle and low-income families in the other group.

In addition, when State Anxiety levels were examined with respect to high school type, it was observed that the state anxiety levels of the students studying at high school were lower than the students studying at vocational high schools, while there was no distinction among the levels of Trait Anxiety.

The results of State-Trait Anxiety levels were compared with the literature. In this context, Özcan et al. (2019) evaluated the state anxiety scores, gender, school achievement, and the economic status of their families in a study they conducted in a high school in Ankara. In the study, it was seen that the level of school achievement and perception, and the economic status of the family came to the fore. Among the factors affecting the level of anxiety, there is also the gender factor. The trait anxiety levels of female students participating in the research were found to be higher than male students. In the study, it was suggested to reduce the level of anxiety by giving support to students with low economic income.

In the study conducted by Gürsoy (2006) on 300 high school students in the city center of Ankara, it was seen that gender did not cause a meaningful distinction in students' state-trait anxiety levels.

In the study conducted by Aydoğan, Gürsoy (2007) on 210 high school students in the city center of Ankara, it was stated that the anxiety levels of the students with the gender were higher than the students with the gender. In the study, the educational status of the parents was examined, and it was seen that the anxiety levels of the students whose mothers were university graduates were higher than the other students.

In the study, when the state and trait anxiety levels of high school and vocational high school students are examined in detail with respect to gender, parental education level and family income; State and trait anxiety levels of high school students were evaluated with respect to their genders, it was seen that there was no distinction among their state anxiety levels, while there was a statistically meaningful distinction

among their trait anxiety levels. The anxiety level of female students participating in the research is higher than the anxiety levels of male students. Female students' state and trait anxiety levels in vocational education institution school students are higher than male students. Accordingly, the results acquired from the research and the findings of the existing studies overlap in high school and vocational high school students with respect to gender.

Considering the effects of mother and father education levels on state and trait anxiety levels, there was no meaningful distinction among the state-trait anxiety scores of high school students with respect to their mother's education level. Mother's education level does not affect anxiety levels in high school students. The state anxiety scores of the students whose fathers' education level is high school are lower than the students whose fathers' education level is primary and secondary school. In addition, the trait anxiety scores of students whose fathers are university graduates are significantly lower than those whose fathers are primary and secondary school graduates.

While the mother's education level does not affect the state anxiety, the trait anxiety scores of the students whose mother's education level is high school are lower than those whose mother's education level is a secondary school or university. With respect to the father's education level, there is no meaningful distinction in state and trait anxiety levels of vocational education institution school students. It was observed that the results acquired from the study generally overlapped with the findings of the existing studies, but the effects of the mother's education status on the state-trait anxiety levels did not coincide with the existing studies.

The state anxiety levels of students with a low family income are low, and it is higher in students with a medium-income level compared to students with a good family income. On the other hand, the level of trait anxiety is lower in students with a good family income than all other students.

Among the vocational education institution school students, the state anxiety levels of the students whose family income is low are higher than the other students. The results acquired from the research are in line with the findings of the current studies. As the income level of the family decreases, the level of anxiety increases.

In general, the future expectations of high school students, as well as "work and education" and "religion and society" expectations, are lower than those of vocational high school students; "life with health" expectations are high.

The results of the future expectation levels were compared with the literature. When the results acquired in the study conducted by Yavuzer et al. (2005) on 601 high school students and 391 university students studying at various high schools in Istanbul are evaluated, the primary goals of high school and university students are similar. The students expect to have a profession, establish a home, and be in a respectable place in society.

In the study carried out by Şimşek (2011) with 1106 students in 9 provinces and 54 high schools in the Southeastern Anatolia Region of the Republic of Turkey, the distinctions among the level of future expectations were found in variables such as gender, school type, mother's education level, family economic status, and the number of siblings. However, the location of the school or the class of education does not differ significantly. While the province with the highest future expectations was Şırnak, the province with the lowest was Batman. The future expectations of high school first-year students were higher than the future expectations of 2nd, 3rd and 4th-grade students.

Uluçay et al. (2013) conducted a study with 926 students from Commerce High School, Anatolian High School, Teacher-High School, Industrial Vocational High School, Girls Vocational High School, Fine Arts High School, Sports High School, Agricultural High School, Health High School, Tourism and Hotel Management High School and Imam Hatip High Schools. Students were included in the study as participants. In the study, meaningful distinctions were found among school types in terms of meaningful future expectations. In terms of their level of future expectations, Sports High School students are stated as the highest, Fine Arts High School students as the students with the lowest future expectations. When the results of the scale and sub-dimensions used in the study are examined in terms of scale compatibility used in our research; It was seen that a vocational education institution school (Trade High School-Vocational and Technical Anatolian High School) in the sub-dimension of business and education has the highest future expectation. Sports High School has the highest future expectation in the sub-dimension of Marriage and

Family. In the Religion and Society sub-dimension, Imam Hatip High School had the highest future expectation, while Sports High School had the highest future expectation in the Health and Life sub-dimension.

In the study conducted by Makas and Fikirli (2021), with 651 high school students in three high schools, it was stated that the future expectations of students caused a statistical distinction depending on gender and school type. In the study, it was observed that female students had higher future expectations in the sub-dimension of work and education compared to male students. It was observed that male students had higher future expectations than female students in the sub-dimension of marriage and family. It was stated that there was no meaningful distinction in the sub-dimensions of Religion and Society and well-being and life. In addition, in the study, future expectations were evaluated with respect to school type and students studying in Science, Anatolian and Vocational High Schools were compared. When the school types are evaluated in all the sub-dimensions of the research evaluation scale, in the Marriage and Family sub-dimension, while science high schools had the lowest future expectations, no meaningful distinction was found among the Anatolian High School and vocational education institution school students. In the Religion and Society sub-dimension, the vocational education institution school students' future expectations were significantly higher than the students of the other two high school types. In addition, it is stated that the Religion and Society sub-dimension scores of Anatolian High School students are higher than Science High School students. In the sub-dimension of work and education, there was no meaningful distinction in the level of future expectations of students in all high school types. In the Religion and Society sub-dimension, the future expectations of the Vocational High School students were found to be significantly higher than the students of the other two high school types. In addition, it is stated that the Religion and Society sub-dimension scores of Anatolian High School students are higher than Science High School students. In the sub-dimension of work and education, there was no meaningful distinction in the level of future expectations of students in all high school types. In the Religion and Society sub-dimension, the Vocational High School students' future expectations were significantly higher than the students of the other two high school types. In addition, it is stated that the Religion and Society sub-dimension scores of Anatolian High School students are higher than Science High School students. In the

sub-dimension of work and education, there was no meaningful distinction in the level of future expectations of students in all high school types.

In the study, in order to compare with the studies in the literature, high school and vocational high school students were examined in detail in terms of gender, school types, parental education levels and family income level, number of siblings and their future expectations in terms of their class. High school students have higher “job and education” expectations of female students than male students; On the other hand, the expectations of "marriage and family" and "religion and society" are lower than male students. With respect to the gender of the participants going to vocational high school, girls' marriage and family, health and life expectancies are significantly lower than male students; “religion and society” expectations are significantly higher than male students.

The future expectations of the high school students included in the research, in general, "work and education" and "religion and society" expectations are lower than the students who go to vocational high schools; “Health and life” expectations are high. With respect to this, it is seen that the results of the studies in the literature and the results of our research overlap and do not overlap.

When the effects of high school and vocational high school students' parents' education levels on their future expectations are examined; among high school students, the "religion and society" scores of the students whose mother's education level is university are significantly higher than the students whose mother's education level is primary school and below, and students whose mother's education level is high school. The "religion and society" scores of the students whose mother's education level was high school were found to be lower than the students whose mother's education level was secondary school and university. No meaningful distinction was found among the general scores acquired from the adolescent future expectation scale and the scores acquired from the other sub-dimensions.

It has been detected that there is no meaningful distinction affecting the future expectations of high school students' fathers' education level.

Among the vocational education institution school students, the future expectations of the students whose mothers have a university education level and their "marriage

and family", "health and life" expectations are higher than the other students. Job and education expectations are higher than those whose mother's education level is primary school graduate and below and secondary school students; The expectations of “religion and society” are also higher than those of students whose mothers are primary school graduates or below, and high school graduates. The "work and education" expectations of the students whose mothers' education level is high school graduate are significantly higher than those whose mother's education level is primary school graduate or below and secondary school students. The "marriage and family" expectations of students whose mothers' education level is a primary school and below,

Among the vocational high school students, the "marriage and family" expectations of the students whose father is a secondary school graduate are lower than the other groups. On the other hand, the future expectations of the students whose father's education level is university are higher than the students whose father's education level is a primary school and secondary school; Their “health and life” expectations are also higher than other students.

The adolescent future expectations of students whose father's education level is secondary school are generally lower than those whose father's education level is high school and university. With respect to this, it is seen that the results of the studies in the literature and the results of our research overlap.

When the effects of the family income of high school and vocational education institution school students on their future expectations are evaluated with respect to the results of our research; it has been observed that among the students who go to high school, the future expectations of the students with a low-income family and the expectations of "religion and society", "health and life" are higher than the other students.

With respect to the family income of the participants who went to vocational high school, the future expectations of students with medium income in general and their job and education, marriage and family and health and life expectancy are lower than those of students with low or good family income. The future expectations of the students with a low-income family and their "marriage and family" expectations are

higher than the other students. Accordingly, it is seen that the studies in the literature and the results of our research do not overlap.

It has been observed that the number of siblings of high school and vocational education institution school students has no effect on their future expectations. Accordingly, it is seen that the results of our research and the studies in the literature have overlapping results.

On the other hand, the future expectations of vocational education institution school students who have three siblings and their "marriage and family" expectations are lower than the other students. Accordingly, it is seen that the results of the studies in the literature and the results of our research do not overlap.

When the effects of high school and vocational education institution school students on the future expectation with respect to the class studied are evaluated with respect to the results of our research; 11th-grade students have higher future expectations than 9th and 10th grade students; The expectations of the 12th-grade students were lower than the 9th and 10th-grade students. Accordingly, it is seen that the results of the studies in the literature and the results of our research do not overlap.

Job and education expectations of 11th-grade students are higher than 9th and 10th-grade students in vocational high school students. Marriage and family, religion, society and health and life expectancies of students studying in the 9th grade are lower than other students. Accordingly, it is seen that the results of the studies in the literature and the results of our research do not overlap.

Eryılmaz (2011) found positive interactions among happiness and expectations for a positive future, especially in adolescents. It has been detected that the increase in happiness levels positively predicts the rates related to future expectations. As happiness increases, expectations about the future increase.

With the research results, students' state and trait anxiety levels negatively affect their happiness levels. It has been detected that if the students' state and trait anxiety levels increase, their happiness levels decrease. In other words, as students' anxiety levels decrease, their happiness levels increase.

The happiness levels of the students who go to high school are higher than those who go to vocational high school. As a result of the evaluation made with respect to the high school types of the students, although there were distinctions in their state anxiety levels, there was no distinction in their trait anxiety levels. The reason for the distinction is that the state anxiety levels of high school students are lower than those of vocational high school students.

CHAPTER 6
CONCLUSION AND RECOMMENDATIONS

6.1 Result

At the end of our study on the comparison of the data acquired from normal high school and vocational education institution students on happiness, state and trait anxiety and future prospects, the question ‘Is there a distinction and intercourse among the data acquired from normal high school and vocational education institution studentsand the levels of happiness, state-trait anxiety and future expectations?’ has been answered.

With the results acquired from the research, it was detected that the happiness levels of the participants were different for high school types. It has been observed that participants who study in educational institutions (high school) that provide education for a profession are happier than participants who study at a regular high school. In the context of our research, the result acquired totally met the purpose of our sub-objectives (There is a meaningful distinction among school type and student happiness levels).

In terms of anxiety levels, state anxiety levels are lower in high schools compared to vocational high schools, while trait anxiety levels are at the same level in both school types. From this point of view, the state anxiety levels of vocational high school students may increase depending on the school environment and the vocational training they receive. In the context of our research, the result acquired totally met the purpose of our sub-objectives (There is a meaningful distinction among school type and student anxiety levels).

Among vocational education institution students, the state anxiety levels of 11th-grade students are lower than 10th-grade students. In the 10th grade, choosing a

vocational field, starting vocational training, and workshop practices can affect anxiety levels. In the 11th grade, students' adaptation to vocational education and especially observing the transformation of their talents into products in practice activities increase happiness and reduce their anxiety levels.

As a result of examining the distinctions among school types in terms of future expectations, while the expectations of high school students ("work, working life and education " and " religious and social" are lower than those of vocational high school students, their "health-related and life-related" expectations are high. It can be said that vocational education institution students are more advantageous than normal high school students in terms of establishing a intercourse with the society in the vocational training and internship activities and early observation of social needs. However, applied vocational training and intensive workshop and internship practices in the sub-dimensions of health and life (health and life) adversely affected the sub-dimensions. Fatigue experienced after application training, The fact that theoretical courses and practical training cause high weekly course hours do not leave enough time for social activities. For this reason, the scores of vocational education institution students in the sub-dimension (health and life) remained low.

When the data acquired from the research are examined, the happiness levels of the participants increase as the state-trait anxiety levels of the participants decrease. The result from our research fully met the purpose of our sub-goals (As the anxiety level of normal high school and vocational education institution students decreases, the level of happiness increases).

In addition, as students' happiness levels increase, their future expectations also increase. In the context of our research, the result acquired fully met the purpose of our sub-objectives (As the happiness level of normal high school and vocational education institution students increases, their future prospects increase).

In terms of anxiety levels, when students' trait anxiety levels increase, their happiness and future expectations decrease.

Depending on the type of school, being a vocational high school student increases the future expectation. Vocational education raises expectations such as "work, working life and education " and " religious and social" significantly. In the context

of our research, the result acquired fully met the purpose of our sub-objectives (There is a meaningful distinction among students' school type and their future expectations and sub-dimensions).

Among the participants, the trait anxiety levels of female participants studying in normal high schools are higher than male participants. In addition, female participants have higher expectations about work, working life and education than male participants. Also, their expectations such as marriage and family, religion and society are low. Female students studying at high school have more job and education-oriented future expectations in order to have a more place in working life. The increase in female students' future expectations for work and education compared to the gender-based male employee density in the number of active employees is consistent with the literature.

In vocational high school students, female students' happiness levels are lower than male students, and their state and trait anxiety levels are higher. In terms of future expectations, female students' marriage and family, health and life expectations are lower than male students, and their religious and social expectations are higher than male students. It has been concluded that female students studying at vocational high schools have a high level of job and education expectations in terms of future expectations, just like female students studying at high schools. In the context of our research, the result acquired fully met the purpose of our sub-objectives (There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to their gender).

With respect to the age of the students participating in the research; Among high school students, 16-year-old students have higher happiness levels than students aged 17 and over. In high school students, state and trait anxiety levels for their age are higher in students aged 17 and over than in other age groups, and trait anxiety levels are higher than those in the 16-year-old group. Participants aged 17 and over were identified as the groups that experienced instant anxiety more intensely during the preparation period for the university entrance exams in the last year of their education life. In terms of future expectations, the expectations of work, education, marriage, family and religion and society of students aged 17 and over were higher than other age groups; their health and life expectancy was lower than those in the

16-year-old group and higher than those in the 15-year-old group. Students aged 17 and over are 12th-grade students who are in their final year. These students are the students with high expectations for the future in all dimensions, their efforts to transition to higher education and direct their future. In the context of our research, the result acquired fully met the purpose of our sub-objectives (There is a meaningful distinction among the levels of happiness, state-trait anxiety and future expectations of the students with respect to their ages).

Among the participants, the level of happiness of the 11th grade participants in normal high schools is higher than the classes they study in all other classes. Likewise, when the state and trait anxiety levels are examined, the state anxiety levels of the 11th grade participants are lower than the other classes, and the trait anxiety levels are lower than the 10th and 12th grades. Trait anxiety levels of 9th grade participants are significantly lower than 10th grade participants. In terms of expectation levels for the future among the participants who are studying at regular high schools, the 11th grade participants' future expectation levels are generally higher than the 9th and 10th grade participants, and the 12th grade participants are lower than the 9th and 10th grade participants. 9th graders have higher job, working life and education expectations than 10th and 12th graders. The expectations of the participants who went to the 11th grade were lower than the participants who went to the 11th grade. 9th and 12th grade participants had lower expectations about marriage and starting a family than 10th and 11th grade participants. 12th grade participants have lower health and life expectancy compared to 9th and 11th grade participants. Among the vocational education institution students, the level of happiness of the 9th-grade students is lower than the students in all other classes. In addition, 12th-grade students have a lower level of happiness than 11th-grade students.

The state anxiety levels of the 11th grade participants are lower than the 10th grade participants in the examinations of the classes of the participants studying in educational institutions (high school) that provide education for a profession. When the expectation levels about the future are examined, the expectations of the 11th grade participants about work, working life and education are higher than the 9th and 10th grade participants. In addition, the 9th grade participants have less marriage, family, religious and social life, health and life expectancies compared to the other

participants. In the context of our research, the result acquired fully met the purpose of our sub-objectives (There is a meaningful distinction among the levels of happiness, state-trait anxiety and future expectations of students with respect to their classes).

In the examinations made on the number of siblings of the participants studying at regular high schools, the happiness levels of the participants with three siblings are lower than the participants with one, two, four siblings or more. With respect to the evaluations made on the number of siblings in high school students, it was found that there was no meaningful distinction among levels of state-trait anxiety and the levels of future expectations.

When the happiness levels of vocational high school students with respect to the number of siblings are examined, vocational high school students with three siblings are the group with a lower level of happiness than those with one child, two siblings, and four or more siblings. Students with four or more siblings are lower than those with two siblings and higher than those with three siblings in terms of happiness. While there was no distinction among the state anxiety levels of the participants studying in a vocational (high school) education institution, it was found that the trait anxiety levels of the single-child participants were higher than the other sibling groups. When the future expectations of the participants studying in educational institutions (high school) providing education for a profession are examined in terms of the number of siblings, the expectations of the participants with three siblings about marriage and starting a family are low. The result acquired within the scope of our research fully met the purpose of our sub-goals (There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to the number of siblings).

With respect to the birth order of high school students and the place where they lived the longest, it was found that the level of happiness of the students who were the third child and whose place of residence was in the village was low. In addition, there was no meaningful variability in high school students' state-trait anxiety levels and future expectations with respect to their birth order and the place where they lived the longest. In the context of our research, the result acquired fully met the purpose of our sub-objectives in terms of happiness, but not in terms of state and trait

anxiety and future expectation (There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to their birth order; There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to the place where they live the longest).

As a result of the evaluations made with respect to the data of mother and father education levels in high school students, the level of happiness of the students whose mothers have graduated from secondary school is lower than the students in other groups. The happiness levels of the participants whose mother's education level is primary school and below; the education level of their mothers is lower than that of the participants who had a high school education. The happiness levels of the participants whose father's education was at the level of primary school were significantly lower than the other participants.

While there was no meaningful effect on the state-trait anxiety status of the participants who were educated in regular high schools, with respect to the mother's education level, the state anxiety levels of the participants whose fathers had a high school education were lower than those whose fathers had a primary or secondary education. The trait anxiety patterns of students whose fathers are university graduates are lower than those whose fathers are primary and secondary school graduates.

Vocational high school students' maternal education status has no effect on their happiness levels. However, the happiness levels of the students whose fathers are high school graduates are higher than the other groups. The happiness levels of students who have fathers who are primary school graduates are lower than those of students who have fathers who are secondary and high school graduates. In vocational high school students, there is no effect on state anxiety levels with respect to their mother's education level, and in trait anxiety levels, trait anxiety levels are lower in students whose mothers have more education high school graduation compared to those whose mothers have secondary school graduation and high school graduation. The father's education level does not affect the state-trait anxiety states of the participants studying at high schools that provide vocational education.

When the future expectations of the mothers of the participants who study at regular high schools are examined, the future expectations of the participants whose mothers have a university education are higher than the participants whose mothers are at primary school or below literacy level and whose mother is a high school education. Apart from this, it has been observed that the educational status of parents in high school students does not affect future expectations. However, when the future expectations of the mothers of the participants studying at vocational high schools are examined, the marriage and family, health and life expectancies of the participants whose mothers have studied university are higher than the expectations of work, working life and education compared to the other participants. On the other hand, participants whose mothers' education level is below primary or high school have high expectations regarding religious and social cohesion. Participants whose mothers have a high school or below education have higher expectations about work, working life and education, participants whose mothers are primary school or below have higher expectations from work, working life and education, and participants whose mothers have primary school or below education have higher expectations about marriage and starting a family. When the future expectations of vocational high school students are evaluated with respect to their father's education level; Marriage and family expectations of students with a secondary school graduate father are lower than other groups. In addition, the future expectations of the participants whose fathers had a university education were higher than those whose fathers had attended primary and secondary school, and these participants had a higher healthy life and life expectancy than all other participants. In addition, the future expectations of the participants whose fathers had a secondary school education were lower than those whose fathers had a high school or university education. The result acquired within the scope of our research fully met the purpose of our sub-goals (There is a meaningful distinction among students' happiness, state-trait anxiety and future expectations with respect to their parents' education level)

In high school students, the level of happiness with respect to their parents' working status and family income, when the happiness levels of high school students and their state-trait anxiety levels were evaluated with respect to the working status of their parents, it was seen that there were no factors affecting their anxiety levels. Students whose mothers are working have significantly lower health and life expectancies

compared to students whose mothers are not. In addition, it was found that there was no meaningful effect on the future expectation with respect to the level of participants in high schools the mother's working status.

When the happiness evels of participants who learn at regular high schools are evaluated with respect to their family income, the happiness levels participants with family income is low are high. Also, the happiness levels of high school students with a middle-income family are lower than those with a good family income. With respect to this, the fact that students with a poor family income, especially their high school entrance score and education in a high school with a higher score than those with a lower score with respect to their preferences, are considered as a factor that contributes to their happiness with their academic achievement.

If the family's income level is low in the participants studying at regular high schools, their state anxiety levels are lower than the other participants, and the state anxiety levels of the participants with medium-income families are higher. Trait anxiety scores of students with a good family income are lower than other students. Participants from low-income families are more likely to have high trait anxiety levels.

When the future expectations of high school students with respect to their families' income are evaluated, in general, the level of future expectation, religion and society, health and life expectancy in students with a low family income are higher than other students.

When the state anxiety levels of the mother working status of vocational education institution students are evaluated, the state anxiety levels of vocational high school students whose mothers are working are higher than those whose mothers are not working. In vocational education institution students, the future expectation with respect to the working mother's condition is higher than that of the students whose mother is not working when looking at the job and life expectancy of the students. As a result of the evaluations of the father's working status of vocational high school students, there is no distinction among their happiness levels and their state anxiety levels. However, trait anxiety scores of students whose fathers do not work are higher than those whose fathers are employed.

With respect to the employment status of the vocational education institution students, the health and life expectancy of the students whose fathers work is higher than the students whose fathers do not work.

The happiness level of the participants whose families are high-income is higher than the other participants who study in educational institutions (high schools) providing education for a profession. Also students with a low family income have higher state anxiety levels than other students. When the future expectations of vocational education institution students with respect to their families' income are evaluated, the general level of future expectation and job and education, marriage and family, health and life expectancy among students with a medium family income are lower than students with a low or good family income. The future expectation scale and marriage and family expectations of students with low-family income are higher than the others. In the context of our research, the result acquired fully met the purpose of our sub-objectives (There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to their parents' working status; There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to their family income).

When the happiness levels of high school students are evaluated with respect to the number of parents, friends and close friends; The happiness levels of the participants whose mothers and fathers live together are higher than the participants whose mothers and fathers live separately. It was observed that there was no meaningful distinction in the evaluations of the state-trait anxiety levels and future expectations of the participants studying in high schools with respect to their mother and father living together.

Among high school students, the level of happiness of the students with 10 or fewer friends is lower than the other students, and the students with 21 or more friends are higher than the other students.

In addition, trait anxiety scores of high school students who have 10 or fewer friends are higher than students who have 21 or more friends.

As for the future prospects of participants studying at regular high schools with respect to the number of friends, the job and education expectations of the students who have 21 or more friends are lower than the other students. Marriage and family, religion and society expectations are higher than other students. Marriage and family, health and life expectancies of students with 10 or fewer friends are lower than other students.

Among high school students, the happiness level of high school students who have 3 or fewer close friends is lower than other students, and the happiness level of those who have 10 or more close friends is higher than other students.

In high school students, those with 3 or fewer close friends have high anxiety levels, and those with 10 or more close friends have low anxiety levels.

With respect to the number of close friends of the students who go to high school, the level of future expectations in general and the expectations of marriage, family, religion and society are higher in those who have close friends of 10 or more, and their health and life expectancy is higher than the students who have 3 or less close friends.

There is no distinction in the happiness levels, state and trait anxiety levels of vocational high school students with respect to the parental union status. With respect to the parental coexistence status of vocational high school students, the health and life expectancy of the students whose parents are together is higher than those whose parents are separated.

There is no distinction in the happiness levels and state anxiety levels of students studying in vocational education institutions with respect to the number of friends. However, trait anxiety levels of students who have 21 or more friends are lower than other students.

With respect to the number of friends of vocational high school students, the level of future expectations of students who have 21 or more friends and their expectations of work and education, marriage and family are higher than other groups of friends.

The level of happiness of the students who have friends in vocational high school 3 and below is lower than the other students. Among the vocational high school

students, participants' state-trait anxiety rates have 3 or fewer close friends are significantly more than students with have more close friends, and the level of trait anxiety is lower in the students who have 10 or more friends than the students who have less close friends.

Among the students who go to vocational high schools, the marriage and family expectations of the students who have more than 10 friends are higher than the other students and lower than those who have 3 or fewer close friends. In the context of our research, the result acquired does not fully meet the purpose of our sub-objectives (There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to their parental association; There is a meaningful distinction among students' levels of happiness, state-trait anxiety and future expectations with respect to the number of friends and close friends).

6.2 Suggestions

Happiness, State and Trait Anxiety and Future expectation expressions have not been found in the literature to evaluate the school types in an integrated way, and they need to be evaluated by different variables in this regard. In addition, while these concepts are associated with some demographic factors in the literature, it has been observed that demographic factors are very limited. Using more demographic factors in the studies and associating them will contribute more to many issues, especially to new studies related to each variable.

It is thought that the results we acquired in our study on happiness will contribute to many areas of study, especially with individuals in adolescence. The factors affecting happiness in school life, especially in adolescents, need to be addressed by different variables.

In our study, based on the concepts of state anxiety and trait anxiety, research should be conducted by the administration and guidance services in high schools in terms of the effects of anxiety levels and anxiety relief on happiness and future expectations of adolescents.

With the results acquired from the study, the effects of the family's normal high school and vocational education institution students on all variables, which are the subject of research, can be a source for school guidance services and guidance research centers.

The future prospects of participants studying in regular high schools and students studying in educational institutions providing education for a profession and the distinctions in the level of happiness depending on the type of school are the most critical research results recommended to be handled and studied by the school type administrators involved in the study. Namely, vocational high school students, who have high future prospects, are the basis of their high future prospects, and the vocational training they have received. While this view is also evident in other existing studies, the fact that the level of happiness seen in these students included in the study is lower than in high schools should definitely be examined. Especially in this context, it is necessary to increase the studies that include subjects such as family or environmental pressure of vocational high school students in school choice, motivation in determining a vocational field, even if very little.

In both school types, the higher scores of female students in the sub-dimension of work, education and working in their expectations for the future reveal that female students adopt the importance of education to have a future profession more than male students. Depending on gender, the effects of gender on school achievement and future expectations should be evaluated with psychological and social aspects. With the results acquired, obstacles, if any, should be detected to shape the future expectations of women who want to take more part in business life. Support should be given to female students who have a clear future expectation, in addition to their academic achievement, in choosing a profession and educational opportunities compatible with current business life.

When the findings of the participants in normal high schools and the participants studying in institutions providing education in a vocational field are examined, it is understood that there is a direct intercourse among both happiness levels and state and trait anxiety levels when the results regarding their future expectations are

examined. The level of happiness increases in students with low levels of State and Trait Anxiety. On the other hand, students with higher levels of happiness have higher future expectations. In the literature, especially the positive future expectations of happiness are emphasized. Accordingly, although the results acquired in our research give overlapping results that happiness increases future expectations, it is very important to have activities that increase happiness in the school environment in addition to these results, for the expectations of the students to be positive. For this purpose, by making use of the results of our study, studies can be carried out to ensure that students' anxiety levels are at positive levels in school life. Thus, a society that reaches the light of the future can be created with students with low anxiety levels, happier and more positive future expectations.

REFERENCES

Aiken, L. R. (1976). Update on attitudes and other aff ective variables in learning mathamatics. *Review of Educational Research*, 46, 293-311.

Andrews FM., Withey, S,B. (1976). *Social indicators of well-being*. New York: Plenum Press

Andrews, F. M., & Robinson, J. P. (1991). Measures of subjective well-being. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), Measures of social psychological attitudes, Vol. 1. *Measures of personality and social psychological attitudes* (p. 61–114).

Arbona, C. (2000). *The development of academic achievement in school aged children: Precursors to career development. In R. Lent & S. Brown (Eds.), Handbook of counseling psychology* (3.Baskı), sayfa 270-309. New York: John Wiley

Arı, R. (1989). Üç büyük psikolojik yaklaşımda anksiyete. *Selçuk Üniversitesi Eğitim Fakültesi Dergisi*, 3, 195-219.

Arıkan, R. (2007). *Araştırma teknikleri ve rapor hazırlama*. Ankara: (altıncı baskı).Asil Yayın Dağıtım Asil Yayın Dağıtım.

Armağan, İ. (1983). Yönetimbilim -2. *Bilimsel Araştırma Yöntemleri*. İzmir: Dokuz Eylül Üniversitesi Güzel Sanatlar Fakültesi Yayınları.

Aydın, E. ve Dilmaç, B. (2004). *Matematik Kaygısı. Eğitime ilişkin Çeşitlemeler.(Ed. M.)* Eğitim Kitabevi Yayınları

Aydoğan, Y, Gürsoy, F. (2016). Müzik Dinleme Alışkanlıklarının ve Bazı Değişkenlerin Lise İkinci Sınıf Öğrencilerinin Sürekli Kaygı Düzeyleri Üzerindeki Etkilerinin İncelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), . Retrieved from https://dergipark.org.tr/tr/pub/aibuefd/issue/1493/18054

Baltaş, A. ve Baltaş, Z. (1990). *Stres ve Başa Çıkma Yolları*. (9. Basım). Remzi kitabevi, İstanbul

Brickman, P., Campbell, D.T. (1971). *Hedonic relativism and planning good society. In M.H. Appley (Ed.), Adaptation-Level Theory* (pp.287-305). New York: Academic Press.

Bülbül Ş., Giray, S. (2011). "Sosyodemografik Özellikler ile Mutluluk Algısı Arasındaki İlişki. *Ege Academic Review* C. 5, Sy. 1, Sy. 90-109.

Canbaz, S. (2001). *Samsun Çıraklık Eğitim Merkezine Devam Eden Çırakların Sosyodemografik, Çalışma Yaşamı Özelliklerinin ve Durumluk-Sürekli Kaygı Düzeylerinin Değerlendirilmesi (Yayınlanmış Uzamlık Tezi)*. Ondokuz Mayıs Üniversitesi, Tıp Fakültesi, Halk Sağlığı Anabilim Dalı, Samsun.

Cantor, N., & Sanderson, C.A. (1999). Life task participation and well-being: The importance of taking part in daily life. In D. Kahneman, E. Diener ve N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology*, New York: Russell Sage Foundation.

Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annuals of the American Academy of Political and Social Science*, 591, 98-124.

Cevizci, A. (2002). Felsefe Sözlüğü, Paradigma Yayınları, İstanbul, s. 733.

Cihangir-Çankaya, Z., Meydan, B. (2018). Happiness and Hope in Adolescence, *Electronic Journal of Social Sciences*, 17 - 65 (207-222)

Csikszentmihalyi, M., & Csikzentmihaly, M. (1990). *Flow: The psychology of optimal experience (Vol. 1990)*. New York: Harper & Row.

Çokluk, Ö. (2000). *Örgütlerde Tükenmişlik: Yönetimde Çağdaş Yaklaşımlar*. (Edit: Cevat Elma ve Kamile Demir). Ankara: Anı Yayıncılık.

Dantzker , M., & Hunter, R. (2006). *Research methods for criminology and criminal justice : a primer . Sudbury*, Mass.: Jones and Bartlett.

Dayhoff, S.A. (2000). *Diaggonally-Parked in a Paralel Universe*. Working Through Social

Deiner, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575.

Demir, Ü. (2020). Aile özellikleri ve mutluluk: Çanakkale'de lise öğrencileri üzerine bir araştırma. *Kastamonu Education Journal*, 28(3), 1296- 1306. doi: 10.24106/kefdergi.3855

Derin, S. (2013). *Lise öğrencilerinde internet bağımlılığı ve öznel iyi oluş (Yayınlanmış Yüksek Lisans Tezi)*. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575.

Diener, E., & Lucas, R. E. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), Well-being: *The foundations of hedonic psychology* (p. 213–229). Russell Sage Foundation.

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54, 403–425.

Diener, E., Suh, E., Oishi, S. (1997). *Recent Findings on Subjective Well-Being*. University of Illinois. 11.5.2006. http://www.psych.uiuc.edu/~ediener/hottopic/paper1.html

Diener, E., Suh, M. E., Lucas, E. R. ve Smith, H. (1999). "Subjective Well-Being: Three Decades of Progress", *Psychological Bulletin*, 125 (2): 276–302.

Doğan, M. (1994). *Büyük Türkçe Sözlük, Mutluluk Maddesi*, Ülke Yay., İstanbul

Doğan, T, Sapmaz,F, (2012). Oxford Mutluluk Ölçeği Türkçe Formunun Psikometrik Özelliklerinin Üniversite Öğrencilerinde İncelenmesi, *Düşünen Adam Psikiyatri ve Nörolojik Bilimler Dergisi* 2012;25:297-304

Doğan, T., Eryılmaz, A. (2013). "İki Boyutlu Benlik Saygısı Ve Öznel İyi Oluş Arasındaki İlişkilerin İncelenmesi", *P. Ü. Eğitim Fakültesi Dergisi*, 2013/1, S. 33, s. 108.

Dolgin, K.G. (2014). *Ergenlik Psikolojisi*: Gelisim, Iliskiler ve Kültür Kaknüs Yayinlari

Dost, T.M. (2004). *Üniversite Öğrencilerinin Öznel İyi Oluş Düzeyleri*. Doktora Tezi, Hacettepe Üniversitesi. Sosyal Bilimler Enstitüsü, Ankara.

Drazen, S. M. (1994). Factors Ġnfluencing Student Achievement From Early To Midadolescence. Paper presented at the Annual Convention of the American Psychological Association, Los Angeles, CA.

Ediş, D.(1994). *Relationship Between Skill Performance of Elite Volleyball Players and competitive state an xiety*, Middle East Technical University / Institute of Social Sciences (Unpublished PhD Thesis)

Ergene, T. (2009). *Psiko-sosyal gelişim*. Y. Özbay ve S. Erkan (Ed.). Eğitim psikolojisi (2. Baskı) içinde (s.101-129). Ankara: Pegem.

Eryılmaz, A, Atak, H. (2011). Ergen Öznel İyi Oluşunun, Öz Saygı Ve İyimserlik Eğilimi İle İlişkisinin İncelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 10 (37) , 170-181.

Eryılmaz, A. (2009). Ergen Öznel İyi Oluş Ölçeğinin Geliştirilmesi. *Türk Eğitim Bilimleri Dergisi* - 2009, 7(4), 975-989

Eryılmaz, A. (2011). Ergen Öznel İyi Oluşu ile Olumlu Gelecek Beklentisi Arasındaki İlişkinin İncelenmesi. *Dusunen Adam: Journal of Psychiatry & Neurological Sciences*, 24(3).

Gençtan, E. (1981). *Çağdaş yaşam ve normal dışı davranışlar*. Ankara: Maya Matbaacılık.

Gilbert, D. (2008). *Mutluluk Üzerine Çeşitlemeler*, çev. Filiz Şar-Asiye Hekimoğlu Gül, Optimist Yay. İstanbul, 2008, s. 50-51

Gökberk, M. (1996). *Felsefe tarihi*. İstanbul: Remzi Kitabevi.

Güleri, M. (1998). Üniversiteli ve işçi gençliğin gelecek beklentileri ve kötümserlik iyimserlik düzeyleri. *Kriz Dergisi,* 6(1):55-66.

Gümüş, A. E.(2006). *Sosyal Kaygılı İle Başa Çıkma. Anakara*: Nobel Yayın Dağıtım.

Gürsoy, D. (2006). Farklı Sosyo Ekonomik Düzeydeki Ergenlerin Benlik Tasarım Düzeyleri ile Kaygı Düzeylerinin incelenmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15 (2) , 183-190. Retrievedfrom https://dergipark.org.tr/en/pub/cusosbil/issue/4374/59898

Hançerlioğlu, O. (1978). *Felsefe Ansiklopedisi Kavramlar ve Akımlar*, Remzi kitabevi, İstanbul, ,c. 4, s. 190.

Hills P, Argyle M. (2002). *The Oxford happiness questionnaire: a compact scale for the measurement of psychological well-being*. Pers Individ Diff 2002; 33:1073-1082.

İkizoğlu, M.,Önal-Dölek, Bilge ve Gökçearslan-Çifci, Elif (2007). "Çalışan Çocukların Sorunları ve Geleceğe İlişkin Beklentileri", *Toplum ve Sosyal Hizmet*, C. 18, Sy. 2, ss. 21-36.

İlhan, T., Özbay, Y. (2010). "Yaşam Amaçlarının ve Psikolojik İhtiyaç Doyumunun Öznel İyi Oluş Üzerindeki Yordayıcı Rolü", *Türk Psikolojik Danışma ve Rehberlik Dergisi*, c. 4, S. 34, s.109. 91

Kağıtçıbaşı Ç (1990). *İnsan Aile Kültür*, Remzi Kitabevi, İstanbul.

Karasar, N. (2008). *Bilimsel araştırma Yöntemi*. Ankara: Nobel Yayın Dağıtım.

Köker, S. (1991). *Normal ve sorunlu ergenlerin yaşam doyumu düzeylerinin karşılaştırılması (Yayınlanmış Yüksek Lisans Tezi).* Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara

Köknel, Ö. (1997). *Kaygıdan Mutluluğa Kişilik*, İstanbul: Altın Kitaplar Yayınevi.

Marar, Z, (2012). *Mutluluk Paradoksu Özgürlük Ve Onaylanma*, çev. Serpil Çağlayan, Kitap Yay.,

McCabe, K., & Barnett, D. (2000). First comes work, then comes marriage: *Future orientation among African American young adolescents. Family relations*, 49(1), 63-70.

McGregor, I., & Little, B. R. (1998). Personal projects, happiness, and meaning: On doing well and being yourself. *Journal of Personality and Social Psychology*, 74(2), 494–512. https://doi.org/10.1037/0022-3514.74.2.494

McMahon, D. (2013). *Mutluluk Üzerine Tarihsel Bir Çalışma*, çev. Kıvanç Tanrıyar, E Yay. s. 20.

McWhirter, E.H. & McWhirter, B.T. (2008). Adolescent future expectations of work , education family and community. *Youth & Society*. Volume 40, Number 2, 182-202.

Michalos, A. C. (1985). Multiple discrepancies theory (MDT). *Social indicators research*, 16(4), 347-413.

Moralı, S., Tiryaki, Ş. (1990). Genç Sporcularda Yarışma Performans Kaygısı ve Bu Kaygı ile Başa Çıkma Davranışlarının Araştırılması, *Hacettepe Üniversitesi Spor Bilimleri 1. Ulusal Sempozyumu*, Ankara.

Myers, D. & Deiner, E. (1995). Who is happy. *American Psychological Society*. 6, 1,1-19.

Nunnally, J. (1978). *Psychometric theory (2nd ed.)* . New York : McGraw-Hill.

Ocaktan, M. E., Keklik, A., & Çöl, M. (2002). Abidinpaşa sağlık ocağında çalışan sağlık personelinde spielberg durumluk ve sürekli kaygı düzeyleri. *Ankara Üniversitesi Tıp Fakültesi Dergisi*, 55 (1), 21-28.

Oettingen, G. ve Mayer, D. (2002). The Motivating Function of Thinking About the Future: Expectations Versus Fantasies. *Journal of Personality and Social Psychology* , Vol. 83, No. 5, 1198–1212

Osmanoğlu D.E., Kaya, H.İ, (2013). Sosyal Bilimler Enstitüsü Dergisi *Journal of the Institute of Social Sciences* Sayı Number 12, Sonbahar Autumn 2013, 45-70

Öktem. Ö. (1981). *Anksiyetenin Öğrenmeye ve Hafızaya Etkisi*. İstanbul.

Öner, N. (1998) .*Sürekli Durumluk/ Sürekli Kaygı Envanteri El Kitabı*, Boğaziçi Ünv. Yay., 2.Baskı, İstanbul

Öner, N., Le Compte, A. (1985). *Süreksiz Durumluk Sürekli Kaygı Envanteri El Kitabı. Boğaziçi Üniversitesi Yayınları*, İstanbul

Parsons, J., E., Kaczala, C., M. ve Meece, J.,L. (2004). *Socialization of Achievement Attitudes and Beliefs*: Classroom Influences.

Rathunde, K., & Csikszentmihalyi, M. (2005). Middle school students' motivation and quality of experience: A comparison of Montessori and traditional school environments. *American journal of education*, 111(3), 341-371.

Roberts Robert EL, Bengton WL (1993). Relationships With Parents, Self-Esteem and Psychological WellBeing in Young Adulthood. *Social Psychology Ouerterly*, Vol: 56 No:4, 263-275.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Ryff, C. D., & Singer, B. (2000). Interpersonal flourishing: A positive health agenda for the new millennium. *Personality and Social Psychology Review*, 4(1), 30–44. https://doi.org/10.1207/S15327957PSPR0401_4

Satan, A.A. (2014). "Dini İnanç ve Bilişsel Esneklik Düzeylerinin Öznel İyi Oluş Düzeyine Olan Etkisi", *21. Yüzyılda Eğitim ve Toplum Eğitim Bilimleri ve Sosyal Araştırmalar Dergisi*, c. 3,

Sayar, K. (2006). *Ruh Hâli, Bireysel Mutluluk-Sosyal Mutluluk*, Timaş Yayınları, İstanbul, s.19.

Sönmez L., Üner S., Parları Y.E., Çelik T., Aşgın T., Özcan M. (2016). Ankara'da Bir Lisede Öğrencilerin Durumluk ve Sürekli Kaygı Düzeyleri ve İlişkili Bazı Faktörler. *Sağlık ve Toplum*, 26(1), 56 - 63.

Spielberger, C. D., Gorsuch, R. L., &Lushene, R. E. (1970). *Manual for state and anxiety inventory. Palo Alto*, CA: Consulting Psychologists.

Spielberger, C.D. (1972). *Anxiety : current trends in theory and research*, New York: Academic Press.

Şimşek, H. (2011). Future Expectations of High School Students In Southeastern Turkey: Factors behind Future Expectations* *Journal of Theoretical Educational Science*, 5(1), 90-109, January 2012

Şimşek, H. (2012). Güneydoğu Anadolu bölgesindeki lise öğrencilerinin gelecek beklentileri ve gelecek beklentilerini etkileyen faktörler. *Kuramsal Eğitimbilim Dergisi*, 5(1).

T.C M.E.B. Strateji Geliştirme Başkanlığı, M. S. (2021). Millî Eğitim İstatistikleri Örgün Eğitim 2018-2019, 2019-2020. T.C M.E.B. Strateji Geliştirme

Başkanlığı:https://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64 received from

TDK, (2011). Türk Dil Kurumu Sözlüğü. http://www.tdk.gov.tr

Tezbaşaran, A. (1997). *Likert tipi ölçek hazırlama kılavuzu*. Ankara: Turkish Psychological Association.

Tuncer M. (2011). Turkish Studies - *International Periodical For The Languages, Literature and History of Turkish or Turkic* Volume 6/3 Summer 2011, p. 1265-1275 TURKEY

Tuzgöl-Dost, M. (2005). "Öznel İyi Oluş Ölçeği'nin Geliştirilmesi: Geçerlik Ve Güvenirlik Çalışması", *Türk Psikolojik Danışma ve Rehberlik Dergisi*, c. 3, S. 23, s. 104.

Türkben, Y. (2010). "Descartes'ın Ahlâk Ve Mutluluk Anlayışı", *Hikmet Yurdu Düşünce-Yorum*, Yıl: 3, S.5 (Ocak-Haziran 2010), ss. 239 - 250

Uluçay, T., Özpolat, A. R., İşgör, İ. Y., & Taşkesen, O. (2014). LİSE ÖĞRENCİLERİNİN GELECEK BEKLENTİLERİ ÜZERİNE BİR ARAŞTIRMA. *Education Sciences*, 9(2), 234-247.

Ural, A., & Kılıç, İ. (2013). *Bilimsel Araştırma Süreci Ve SPSS İle Veri Analizi (Dördüncü Baskı)*. Ankara: Detay Yayıncılık.

Wong, M. M., & Csikszentmihalyi, M. (1991). Motivation and academic achievement: The effects of personality traits and the duality of experience. *Journal of Personality*, 59(3), 539-574.

Yamane, T. (2001). *Temel Örnekleme Yöntemleri*. (İngilizceden Çeviren: Alptekin ESİN, M. Akif BAKIR, Celal AYDIN ve Esen GÜRBÜZSEL). İstanbul: Literatür Yayıncılık.

Yavuzer, H., Demir, İ., Meşeci, F., & Sertelin, Ç. (2005). Günümüz Gençliğinin Gelecek Beklentileri. *HAYEF Journal of Education*, 2(2), 93-103.

Yetim, Ü. (2001). Toplumdan bireye mutluluk resimleri. İstanbul: *Bağlam Yayınları.*

Yıldırım, İ. (2006). Akademik başarının yordayıcısı olarak gündelik sıkıntılar ve sosyal destek. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 30, 258-267.

Yiğit, Dilmaç, Deniz ve Hamarta (2011). Sürücülerin Sürekli Ve Durumluk Kaygılarının Bazi Değişkenler Açısından İncelenmesi, *Uluslararası Avrasya Sosyal Bilimler Dergisi*, Cilt:2, Sayı:4 s: (37-44)

Yüksel, M , Hayırsever, F . (2019). Lise Öğrencilerinin Okul Kavramına Yönelik Algıları ve Öğrenim Gördükleri Okullarına İlişkin Duygularının Belirlenmesi.

Ankara University Journal of Faculty of Educational Sciences (JFES) , 52 (2) , 401-434 . DOI: 10.30964/auebfd.526881

ATTACHMENTS

Appendix A: Exhibitor Information Form

Dear Participant,

This questionnaire was designed for the Near East University PhD Thesis; It aims to statistically test the research model created to measure the Comparison of Happiness, State and Trait Anxiety and Future Expectations of High School and Vocational High School Students. The results will be used for scientific purposes only and the answers will be evaluated only by the researcher.

Thank you for your valuable time and attention. Best regards

Ahmet TAN

Near East University, General Psychology, PhD Student, ahmet.tan@erdogan.edu.tr

Appendix A: Personal Information Form

1. Your gender: a) Girl ( ) b) Boy ( )

2.Your age: ……

3.School type: a) General High School

Your 4th grade: ( ) 9 ( )10 ( )11 ( )12

5.How Many Siblings Are You:.....

6. Which child are you:.....

7. Where you were born and raised: Village ( ) District ( ) City ( ) Metropolitan ( )

8. Your Parents' Educational Status (the last school they graduated from)

	Illiterate	Primary school	Middle School	High school	University-High School
Mother:	( )	( )	( )	( )	( )
Father:	( )	( )	( )	( )	( )

9. What is the working status of your parents?

	Not working	working
Mother:	( )	( )
Father:	( )	( )

10. How would you describe your family's income situation?

a) Low income ( ) b) Middle income ( ) c) Good income ( ) d) Very good ( )

11. Your Parents:

( ) Married and Living Together ( ) Divorced
( ) They are not divorced, they live separately ( ) They live separately

12.How many friends do you have?.....(specify)

13.How many close friends do you have?.....(specify)

The Personal Information Form used in the research was prepared by the researcher.

Appendix B: Oxford Happiness Scale

Oxford Happiness Scale - (Self-Assessment Form)

INSTRUCTION: Below are some expressions that people use to describe their own feelings. Read each statement, then indicate how you feel at that moment by scribbling on the appropriate one to the right of the statements. There is no right or wrong answer. Tick the answer that shows how you instantly feel without spending too much time on any statement. THANKS.

Oxford Happiness Scale	**I never agree**	**I mostly disagree**	**I somewhat agree**	**I agree**	**I mostly agree**	**I totally agree**
I am not satisfied with myself.	1	2	3	4	5	6
I am very interested in other people.	1	2	3	4	5	6
I think life is pretty rewarding.	1	2	3	4	5	6
I have very warm feelings towards almost everyone.	1	2	3	4	5	6
I wake up rested in the morning.	1	2	3	4	5	6
I am not very optimistic about my future.	1	2	3	4	5	6
I find many things amusing.	1	2	3	4	5	6
I am caring and dedicated to what I do.	1	2	3	4	5	6
Life is Beautiful.	1	2	3	4	5	6
I don't think the world is a good place.	1	2	3	4	5	6
I am a very smiley person.	1	2	3	4	5	6
I am quite happy with everything in my life.	1	2	3	4	5	6

I don't think I'm attractive.	1	2	3	4	5	6
There is a big difference between what I do and what I want to do.	1	2	3	4	5	6
I am so happy.	1	2	3	4	5	6
I notice the beauty around me.	1	2	3	4	5	6
I always make a cheerful impression on other people.	1	2	3	4	5	6
I can find time for anything I want to do.	1	2	3	4	5	6
I feel like I'm out of control of my life.	1	2	3	4	5	6
I feel empowered to take responsibility for anything.	1	2	3	4	5	6
Mentally, I feel completely fresh.	1	2	3	4	5	6
I am usually cheerful and happy.	1	2	3	4	5	6
I have a hard time making any decisions.	1	2	3	4	5	6
My life has no specific purpose or meaning.	1	2	3	4	5	6
I feel quite energetic.	1	2	3	4	5	6
I usually have a positive influence on events.	1	2	3	4	5	6
I don't enjoy being with other people.	1	2	3	4	5	6
I don't feel very healthy.	1	2	3	4	5	6
I don't have many happy memories of my past.	1	2	3	4	5	6

Appendix C: State Anxiety Scale

INSTRUCTION: Below are some expressions that people use to describe their own feelings. Read each statement, then indicate how you feel at that moment by scribbling in the appropriate brackets to the right of the statements. There is no right or wrong answer. Tick the answer that shows how you instantly feel without spending too much time on any statement. THANKS.

State Anxiety Scale **(Self-Assessment Form)**	**No**	**Some**	**Very**	**Fully**
1. I am currently a resident				
2. I feel safe				
3. I'm nervous right now				
4. I feel regret				
5. I am at peace right now				
6. I'm not in a good mood right now				
7. I worry about what will happen to me				
8. I feel rested				
9. I'm worried right now				
10. I feel comfortable				
11. I have confidence				
12. I'm nervous right now				
13. I'm so angry				
14. I feel my nerves are very tense				
15. I feel relieved				
16. I am content with how I am right now				
17. I'm worried right now				

18. I feel overwhelmed with excitement				
19. I am happy right now				
20. I'm in a good mood right now				

Appendix D: Trait Anxiety Scale

INSTRUCTION: Below are some expressions that people use to describe their own feelings. Read each statement, then indicate how you feel in general by scribbling in the appropriate brackets to the right of the statements. There is no right or wrong answer. Tick the answer that shows how you feel in general, without spending too much time on any one statement. THANKS.

Trait Anxiety Scale **(Self-Assessment Questionnaire)**	**Almost never**	**Sometimes**	**A lot of time**	**Almost always**
21. I'm usually in a good mood				
22. I usually get tired quickly				
23. I usually cry easily				
24. I want to be as happy as anyone else				
25. I miss opportunities because I can't make quick decisions				
26. I feel rested				
27. I am usually calm, restrained and cool				
28. I feel that the difficulties have accumulated so much that I cannot overcome them.				
29. I worry about unimportant things				
30. I'm usually happy				
31. I take things seriously and I'm impressed				
32. I am usually insecure				
33. I usually feel safe				
34. I avoid facing difficult and difficult situations				
35. I usually feel sad				
36. I am generally satisfied with my life				

37. Random thoughts bother me				
38. I take disappointments so seriously that I can never forget them				
39. I am a sane and determined person				
40. Things that have been on my mind lately make me nervous				

Appendix E: Adolescent Future Expectation Scale

INSTRUCTION: Below are sentences to describe your Future Expectations, and each sentence begins with the phrase "When I Become an Adult". Please write a number next to each statement as “1: I strongly disagree” – “7: I strongly believe”, to indicate whether you agree or not, taking into account the level of how that statement defines you in the future. THANKS

Items of Adolescent Future Expectation Scale
When I'm an Adult?
1. _____ I will have accomplished the things I want to achieve in my life,
2. _____ I can buy the things I want,
3. _____ I will find a good job,
4. _____ I will reach my target education level,
5. _____ I will find a job I enjoy.
6. _____ I will find a stable job,
7. _____ I will always make a living,
8. _____ I will feel safe,
9. _____ The money I earn will be enough for me and my life partner,
10. _____ My job will give me opportunities to be proud of myself,
11. _____ I will have a happy life,
12. _____ I will marry,
13. I Will Have _____ Children,
14. _____ I will be married before the age of 25,
15. _____ My marriage will always last,
16. _____ I will participate in religious activities,
17. _____ I will regularly attend social and religious services,
18. _____ I will be a leader in my community,

19. _____ I will be in good health,
20. _____ I will live a long life,
21. _____ I will eat a healthy diet,
22. _____ I will do sports,
23. _____ I will prepare a safe environment for my child,
24. _____ My child will always live in peace,
25. _____ My child will have a long life.

Appendix F: Scale Usage Permissions

09.04.2018

Ahmet TAN <ahmet.tan@erdogan.edu.tr>

About the Oxford Happiness Scale,

Ahmet TAN <ahmet.tan@erdogan.edu.tr> April 9, 2018 11:20 am
Alıcı: dogantayfun@msn.com, tayfun@tayfundogan.net

Hello Teacher Tayfun,

I am a doctoral student at Near East University, Social Sciences Institute, General Psychology Department, at the thesis stage.

If you allow, I would like to use the Oxford Happiness Scale, which you obtained in my thesis study on Happiness, State and Trait Anxiety and Comparison of Future Expectations of High School and Vocational High School Students, the Turkish Adaptation of the Oxford Happiness Scale Short Form: Validity and Reliability Study, as a measurement tool.

In terms of the respect and ethical values accorded to the researcher in scientific studies, yourequests your permission to grant the required permission,

I wish you a good day.

Lecturer Ahmet TAN - 0 544 878 05 25

https://mail.google.com/mail/u/0/?ui=2&ik=9fe9676d9e&jsver=7pDMK2WQoRk.tr.&view=pt&msg=162a97dc1a440155&search=inbox&siml=162a97dc1a440155

09.04.2018

Ahmet TAN <ahmet.tan@erdogan.edu.tr>

About the Oxford Happiness Scale,

Tayfun Doğan <dogantayfun@msn.com> April 9, 2018 12:34
Alıcı: Ahmet TAN <ahmet.tan@erdogan.edu.tr>

Hello there,
You can use the scale. You can find the scale on my personal website.

Tayfun Doğan
www.tayfundogan.net

https://mail.google.com/mail/u/0/?ui=2&ik=9fe9676d9e&jsver=7pDMK2WQoRk.tr.&view=pt&msg=162a9c2369fd5f85&search=inbox&siml=162a9c2369fd5f85

09.04.2018

Ahmet TAN <ahmet.tan@erdogan.edu.tr>

About Adolescent Future Expectations Scale,

Ahmet TAN <ahmet.tan@erdogan.edu.tr> April 9, 2018 11:45 am
Alıcı: mtuncer@firat.edu.tr, tunmurat@gmail.com
Hello Teacher Murat,

I am a doctoral student at the Near East University, Social Sciences Institute, General Psychology Department, at the thesis stage.

If you allow, I would like to use the Adolescent Future Expectations Scale (EGDS) that you obtained in my thesis study on the Comparison of Happiness, State and Trait Anxiety and Future Expectations of High School and Vocational High School Students, as a measurement tool, in your study on Adapting the Adolescent Future Expectations Scale into Turkish.

Giving the necessary permission by you in terms of the respect and ethical values accorded to the researcher in scientific studies
asks for your permission,

I wish you a good day.

Lecturer Ahmet TAN - 0 544 878 05 25

https://mail.google.com/mail/u/0/?ui=2&ik=9fe9676d9e&jsver=7pDMK2WQoRk.tr.&view=pt&msg=162a994bf40374a0&search=inbox&siml=162a994bf40374a0

09.04.2018

Ahmet TAN <ahmet.tan@erdogan.edu.tr>

About Adolescent Future Expectations Scale,

Murat Tuncer <tunmurat@gmail.com> April 9, 2018 11:45 am
Alıcı: Ahmet TAN <ahmet.tan@erdogan.edu.tr>

Hello

You can use the scale in your research

Good work

https://mail.google.com/mail/u/0/?ui=2&ik=9fe9676d9e&jsver=7pDMK2WQoRk.tr.&view=pt&msg=162a9a8a56359ea9&search=inbox&siml=162a9a8a56359ea9

Ahmet TAN <ahmet.tan@erdogan.edu.tr>

Mon 9 Apr 2018 11:53

Buyer: yoret

Hello,

I am a doctoral student at the Near East University, Social Sciences Institute, General Psychology Department, at the thesis stage.

In my thesis study on Happiness, State and Trait Anxiety and Comparison of Future Expectations of High School and Vocational High School Students, I have prepared the State and Trait Anxiety Inventory, which was developed by Spielberg et al and adapted into Turkish by our teacher Pror.Dr.Necla Öner and Ayhan Le Compte. If so, I would like to use it as a measuring tool.

In terms of the respect and ethical values accorded to the researcher in scientific studies, yourequests your permission to grant the required permission,

I wish you a good day.

Lecturer Ahmet TAN - 0 544 878 05 25

09.04.2018

Yakın Doğu Üniversitesi, Sosyal Bilimler Enstitüsü Genel Psikoloji Ana Bilim Dalında tez çalışması yapan Ahmet TAN'ın, LİSE VE MESLEK LİSESİ ÖĞRENCİLERİNİN MUTLULUK, DURUMLUK-SÜREKLİ KAYGI VE GELECEK BEKLENTİLERİNİN KARŞILAŞTIRILMASI konulu doktora tezinde "Durumluk - Sürekli Kaygı Envanteri" ni kullanmasına izin veriyorum.

Prof.Dr.Necla Öner

Appendix G: Research Permit Request Letter

YAKIN DOĞU ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

Ref. No: SBE.A.TÇ/18.01 **16.07.2018**

YENİLİK VE EĞİTİM TEKNOLOJİLERİ GENEL MÜDÜRLÜĞÜ'NE
ANKARA-TÜRKİYE

20167757 numaralı Enstitümüz öğrencisi Ahmet Tan'ın "Lise ve Meslek Lisesi öğrencilerinin Mutluluk, Durumluk-Sürekli Kaygı ve Gelecek beklentilerinin Karşılaştırılması" konulu dokora tezi araştırması için Rize ili merkezinde bulunan Resmi Anadolu Liselerinde (en az iki okul) ve Resmi Mesleki ve Teknik Anadolu Liselerinde (en az iki okul) anket uygulaması gerçekleştirebilmesi için gerekli iznin verilebilmesi hususunda, gereğini bilgilerinize arz ederim.

YAKIN DOĞU ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ

Saygılarımla,

Prof. Dr. Mustafa SAĞSAN
Sosyal Bilimler Enstitüsü Müdürü

Ek'ler; Tez Önerisi, Veli Onam Formu, Veri Toplama Araçları, Etik Kurul Onayı.

YAKIN DOĞU BULVARI, LEFKOŞA-KKTC, MERSİN 10 TURKEY · NEAR EAST BOULEVARD, NICOSIA, TRNC, MERSIN 10 TURKEY
Tel: +90 392 675 1000 / 3101 · Faks: +90 392 675 10 51 · www.neu.edu.tr · SBE@neu.edu.tr

Appendix H: Ministry Research Governorship Information Letter

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/13898403 27.07.2018
Konu: Araştırma Uygulama İzin Talebi

RİZE VALİLİĞİNE
(İl Millî Eğitim Müdürülüğü)

İlgi: a) Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 16/07/2018 tarihli ve SBE..A.TÇ/18.01 sayılı yazısı
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Doktora Programı öğrencisi Ahmet TAN'ın "Lise ve Meslek Lisesi Öğrencilerinin Mutluluk, Durumluk-Sürekli Kaygı ve Gelecek Beklentilerinin Karşılaştırılması" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının Rize ili genelinde her tür ve derecedeki liselerde öğretim gören öğrencilere uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

Söz konusu araştırmanın örneklemini teşkil eden okulların tamamının ilinize bağlı bulunmasından dolayı ilgi (b) genelgenin 3. Maddesi doğrultusunda araştırma uygulama izin talebinin tarafınızca değerlendirilmesi hususunda;

Bilgilerinizi ve gereğini rica ederim.

Bilal TIRNAKÇI
Bakan a.
Genel Müdür

Ek: İlgi yazı ve ekleri (50 sayfa)

Emniyet Mahallesi Milas Sokak No:8 06560 Yenimahalle-ANKARA
Telefon No: (0 312) 296 94 00 Fax: (0 312) 213 61 36
E-Posta: yegitek@meb.gov.tr İnternet Adresi: http://yegitek.meb.gov.tr
Bilgi için: Şeyda KARABULUT Öğretmen
Dr.Atilla DEMİRBAŞ Koordinatör
Telefon No: (0 312) 296 95 82

Appendix I: Rize Governorship Research Evaluation Form

T.C.
RİZE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Ahmet TAN
Kurumu / Üniversitesi	Recep Tayyip Erdoğan Üniversitesi
Araştırma yapılacak iller	Rize
Araştırma yapılacak eğitim kurumu ve kademesi	Rize Merkez Ortaöğretim Öğrencileri
Araştırmanın konusu	Akademik Lise ve Meslek Lisesi Öğrencilerinin Mutluluk, Durumluk-Sürekli Kaygı ve Gelecek Beklentilerinin Karşılaştırılması adlı doktora tezi.
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez
Veri toplama araçları	Ölçek ve Form
Görüş istenilecek Birim/Birimler	-
KOMİSYON GÖRÜŞÜ	
İlgili tez çalışmasındaki ölçek ve formların, 2018 Yılı Eylül-Ekim aylarında Rize Merkez İlçe Ortaöğretim öğrencilerine uygulanmasında herhangi bir sakınca yoktur.	
Komisyon kararı	Oybirliği / ~~Oyçokluğu~~ ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gerekçesi:

KOMİSYON

27.08.2018
Komisyon Başkanı
Hasan TEKKE

Üye
Onur KASAP

Üye
Resul KUL

Appendix J: Rize Governorship Research Permit Approval

T.C.
RİZE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 57774812-605.01-E.14935709 27.08.2018
Konu : Araştırma Uygulama İzni

VALİLİK MAKAMINA

İlgi : a) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü 22.08.2017 tarihli ve 12607291 sayılı yazı. (Genelge No: 2017/25)
b) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü 27.07.2018 tarihli ve 13898403 sayılı yazı.

Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Doktora programı öğrencisi Ahmet TAN'ın, "Lise ve Meslek Lisesi Öğrencilerinin Mutluluk, Durumluk-Sürekli Kaygı ve Gelecek Beklentilerinin Karşılaştırılması" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarını ilimiz merkezde bulunan ortaöğretim öğrencilerine 2018 yılı Eylül-Ekim aylarında uygulaması müdürlüğümüzce uygun görülmektedir.
Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Hasan TEKKE
Müdür a.
Şube Müdürü

OLUR
27.08.2018

Ahmet Hamdi YILMAZ
Vali a.
Milli Eğitim Müdürü

EKLER:
1- Yazı ve Ekleri (51 sayfa)
2- Araştırma Değerlendirme Formu (1 sayfa)

Adres: Valilik Hizmet Binası Kat:3 Merkez/RİZE
Elektronik Ağ: www.rize.meb.gov.tr
e-posta: sgm53@meb.gov.tr
Bilgi için: Hasan ESİR / Şef
Tel: 0 (464) 280 53 31
Faks: 0 (464) 280 53 16

BIOGRAPHY

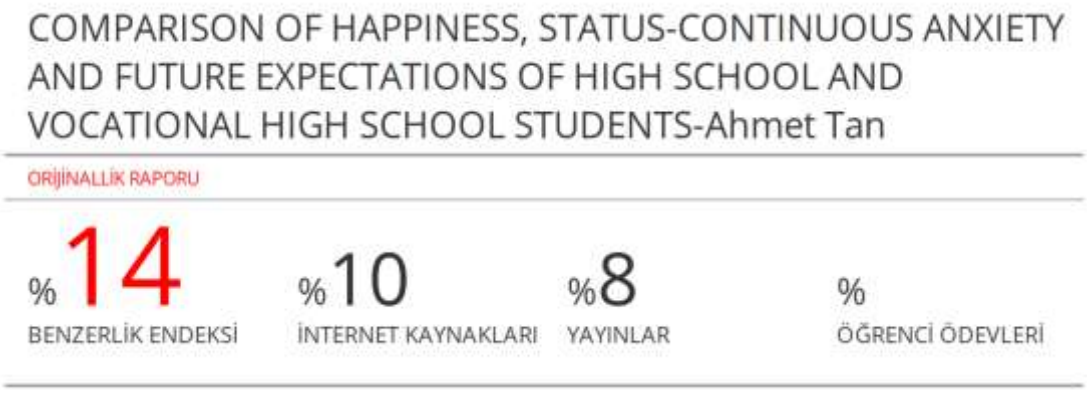
Ahmet TAN

He was born in Kayseri in 1975 and completed his primary, secondary and high school education in Kayseri. He graduated from Marmara University with the title of Technical Teacher in 1999 and graduated from Ahmet Yesevi University with a master's degree in Management and Organization in 2013. Currently institute SOUTHERN UNIVERSITY (INSTUTE OF MANAGEMENT BUSINESS AND LAW “IMBL”) Russia, KKTC NEAR EAST UNIVERSITY, continuing his doctorate in General Psychology.

After working as a Technical Teacher in the Ministry of National Education from 1999 to the end of 2003, he worked as an Instructor at Karadeniz Technical University between 2004-2006. He continues his academic studies as an Instructor in RTEU Technical Sciences Vocational School, which he started in 2006. In addition to his academic studies, he undertook many administrative duties in the institution where he worked and still carries out the duties of Assistant Coordinator and Unit Quality Representative in the Tea Specialization Coordinator established within the scope of Specialization within the university.

Ahmet Tan, who has published columns, papers and articles, is married and has three children.

TURNITIN SIMILARITY REPORT



ETHICS COMMITTEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

SCIENTIFIC RESEARCH ETHICS COMMITTEE

11.07.2018

Mr. Ahmet Tan

The project proposal you made to the Scientific Research Ethics Committee with the project number NEU/SB/2018/186 and titled "**Comparison of Happiness, State-Continuous Anxiety and Future Expectations of High School and Vocational High School Students**" was evaluated by our committee and found ethically appropriate. With this letter, you can start your research by not going beyond the information you have specified in your application form.

Associate Professor Dr. Resistance Kanol

Scientific Research Ethics Committee Rapporteur

Direnc Kanol

Note: If you want to submit an official acceptance letter to an institution, you can apply to the Near East University Scientific Research Ethics Committee with this letter and obtain an official letter signed by the chairman of the committee.

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

11.07.2018

Sayın Ahmet Tan

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDÜ/SB/2018/186 proje numaralı ve **"Lise ve Meslek Lisesi Öğrencilerinin Mutluluk, Durumluk ve Sürekli Kaygı ve Gelecek Beklentilerinin Karşılaştırılması"** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

Direnç Kanol

Not: Eğer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Doğu Üniversitesi Bilimsel Araştırmalar Etik Kurulu'na bu yazı ile başvurup, kurulun başkanının imzasını taşıyan resmi bir yazı temin edebilirsiniz.