

Examination Of The Effects On The Future Anxiety Of Secondary Students In Terms Of Various Variables

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Abstract – Abstract - This study aims at analyzing the future anxiety levels of the students from 9th to 12th grades in terms of various variables and determining the differences according to their grades, sex, types of school, family's average income, and family's educational background. The study was conducted during the 2021-2022 academic year in different high schools in Çarşamba, Samsun. The participants were 108 students in total (77 female and 31 male) from Science High School, Anatolian High School, and Vocational High School. As the data collection tool, the "Career Anxiety Scale", a 5-point Likert scale, was used. The scale consisted of 14 items and consists of two sub-dimensions: anxieties regarding the family effect and anxieties about the choice of profession.

The sub-dimension about the anxieties regarding family effect has 5 items and includes anxieties such as the individuals' choice of school and profession in their career paths and the effect of the families. The data were analyzed with an independent sample t-test and one-way ANOVA. The results show that there is a meaningful difference in girls in terms of sex and the sub-dimension of Career Choice. It can be said that female students have more anxiety about their choice of profession in the future than male students. As a result of the study, there isn't any other meaningful relation between the research questions and the scale with its sub-dimensions.

Keywords – Anxiety, the future anxiety, high school students, career anxiety scale,

I. INTRODUCTION

1.1. Status of the Problem

Being born and living and finally dying are accepted as a process of the most basic life events of human nature. Humans live with different lifestyles throughout their lives and go through different processes. A person focuses on being successful by going through these life stages. Of course, during this process, different positive and negative events can be encountered.

Development is a situation that has an important place in the life of every individual. In addition, the education process is an important part of the development process. The education process covers pre-school, primary school, secondary school and high school levels, and is completed with the process of starting a professional life after university education. Secondary education period has an important place in the education process as it is a period in which people decide on their career choices.

The secondary education period is a process that starts from the age of 12-13, which is the beginning of the adolescence period, and continues until the age of 18. During puberty, some changes occur in the body. Although these changes are physical, they take place in a rapidly progressing process of social change. During this period, the individual tries to prepare and adapt

himself/herself to changes, on the other hand, he or she needs to work to meet the expectations of the environment, family institution and society, to be successful in the education process and career. Adolescents who are struggling while trying to deal with problems in adolescence may experience some problems if they do not get enough support from their surroundings, friends and family.

According to the studies in the literature, secondary school students in adolescence; suffers from psychological and physical health problems, may encounter financial, family problems and some problems related to the future. It is seen that students experience mental problems such as depression, anxiety problems and future anxiety disorders during adolescence. Adolescents experiencing these problems may face family problems, negative life processes, low self-esteem and failures. In this process, secondary school students have to pass certain processes and be successful in the exam in order to do the job they want and to be happy. The most important exam for this is the transition to higher education exam. The entrance exam to higher education is among the turning points in the lives of secondary school students. It causes anxiety because it affects the life of the person. This situation is called "exam anxiety". Exam anxiety is also included in the future anxiety sub-dimension. Exam anxiety; it is said as an intense anxiety that prevents the information we have learned before from coming out during the exam and reduces the level of success. Exam anxiety appears as physical problems such as increased blood pressure and heart rate, nausea, muscle tension, and breathing problems. On the psychological side of exam anxiety, psychological symptoms such as a sense of failure, somniphathy, feeling bad, not wanting to do anything, and depersonalization towards the environment are observed (Nurtan, 2021).

1.2. Aim and Importance of the Study

The aim of the study is to examine the future concerns of secondary school students according to various variables. The secondary education period can be characterized as a vital period in which students experience future anxiety and make decisions that will shape their future. The last period of high school education is a period in which the personality development phase also plays an important role, apart from exam and future anxiety. It can be said that this period is an important time period for students as it is a period in which students will go to university and step into professional life. Students may also be in uncertainty and indecision during this period. This research is important in terms of examining the levels of uncertainty, indecision and anxiety in this period and revealing its effects on students. This research may have an important structure in order to reveal what kind of situations arise the anxiety of the future to a great extent. As a result of the research, it is expected that some guiding solutions will emerge that will guide the families, teachers, administrators and people around the secondary school students and help the students to control their anxiety levels.

1.3. Problem Statement

Secondary school students experience anxiety because they will make decisions about their future in the last semester of high school. It is thought that there is a relationship between students' anxiety levels and gender, economic status, school type and class levels.

1.3.1. Sub-Problems

1. Is there a significant difference between the future anxiety levels of secondary school students and their gender?
2. Is there a significant difference between the economic status of the families of secondary school students and their future anxiety levels?
3. Is there a significant difference between the type of school that secondary school students attend and their future anxiety levels?
4. Is there a significant difference between the education levels of the mothers of secondary school students and the future anxiety levels of the students?
5. Is there a relationship between the effect of families on students' career anxieties and career choice? If so, in what direction?

1.4. Assumptions

It is assumed that the secondary school students participating in the research answered the questions asked to them accurately, clearly and sincerely.

It is thought that the information obtained from the sources related to the research subject reflects objectivity.

While the student information form and career anxiety scale were used in the research, it is assumed that the students voluntarily participated in the study and answered the questions correctly in the time given to them.

It is thought that the data collection tools used in the research are valid and reliable.

1.5. Scope and Limitations

The limitations of this study are as follows:

1. This research was carried out in the 2021-2022 academic year.
2. The research is limited to 9th, 10th, 11th and 12th grade students of high schools located in the town center of Çarşamba, Samsun.
3. The research is limited to the data obtained from the secondary school students' career anxiety scale form.
4. The research was applied between Science High School, Anatolian High School and Vocational High School types.
5. The findings of the study reflect the information in the time period when the tools used in data collection were applied.

II. METHOD

In this section, information about the research method, data collection tools and participants will be given.

2.1. Method of Research

This research was carried out according to the relational survey model, one of the quantitative research methods, in order to define and explain something that is currently out there. Data were collected in order to examine and reveal future anxiety levels according to various variables.

It is stated that quantitative studies are useful to analyze something in obvious situations, to make a connection between the cause and effect between them, and to reveal future inferences. The screening model, on the other hand, can be described as studies conducted to reveal information about emotions, thoughts, and behaviors that people accept and have a large sample size. The screening model also provides information about individuals other than the people participating in the study.

2.2. Paradigm/ Study Group

The study group of the research consists of 9th, 10th, 11th and 12th grade students in high schools located in the district center of Samsun province in the 2021-2022 academic year. Appropriate sampling method was used to determine the study group. The researcher aims to work with the students of the schools in the region where he resides in order to save time, material and labor force.

2.3. Data Collection Tools

"Career Anxiety Scale and student information form were used in the study. Information about data collection tools is given below.

2.3.1. Career Anxiety Scale

The "Career Anxiety Scale" developed by Çetin and Nalbantoğlu Yılmaz (2016) was applied to a total of 108 students. The scale consists of 14 items in total.

14 items were loaded into two sub-dimensions. The 5 items graded as "strongly disagree (1)", "disagree (2)", "undecided (3)", "agree (4)", "strongly agree(5)" are 5 items. It is a Likert type scale. The anxiety level was collected in the part about the family effect and the reliability coefficient of this dimension was stated as .742. There are 9 items in the dimension of anxiety about professional choices and the reliability coefficient is stated as .797. In addition, the reliability coefficient of the whole scale was

found to be .911 in the study. These values show that the scale is valid and reliable. In addition, the reliability values of the scale in this study are shown in Table 3.1. Values show that the scale is reliable.

Table 3.1: Scale Confidence Coefficient Table

Scales	Cronbach Alpha	Number of Items
Family	.909	5
Profession	.906	9
General	.910	14

2.3.2. Student Information Form

It has been tried to be applied on a voluntary basis in order to get information about the grade levels, school types, the fields they study, the educational levels of their families and their economic status.

2.4. Process

The data obtained from the research were obtained by applying the scales and the personal information form online between 8 May and 3 June after the approval of Ondokuz Mayıs University Ethics Committee.

Scales and questionnaires were applied via Google Forms. Before the scales were filled in by the researcher, the participants were informed about the purpose of the research.

2.5. Data Analyses

SPSS 19.0 program was used for data analysis. Frequency analysis and descriptive statistics were applied to the data obtained with the SPSS program. After analyzing whether the data to be obtained show a normal distribution or not, necessary tests were applied. Independent samples for comparison of anxiety level scores by gender; A one-way analysis of variance (one-way ANOVA) was used to determine whether there was a significant difference between the t-test and anxiety level scores among factors such as the education level of the parents, grade levels, school type, and family economic status.

III. FINDINGS

In this section, the data obtained as a result of the research are shown in the tables below.

A total of 108 people, 31 male and 77 female students, participated in the study. Looking at the data obtained as a result of the research, the future anxiety levels of secondary school students are shown in the tables below according to the results of the analysis of the results of the gender, economic status, school type, grade level, mother's education, and father's education data.

Table 4.1: Distribution of Participants by Gender

Gender	Frequency (f)	Percentage (%)
Female	77	71,3
Male	31	28,7
Total	108	100

As can be seen in Table 4.1, 71.3% of the participants are female students while 28.7% are male students.

Table 4.2: Distribution of Participants by School Types

Type of School	Frequency (f)	Percentage (%)
Anatolian High School	52	48,1
Science High School	32	29,6
Vocational High School	24	22,2
Total	108	100

As seen in Table 4.2, the majority of the participants in the research are Anatolian High School with 48.1%, Science High School with 29.6% and Vocational High School with 22.2%.

Table 4.3: Distribution of Participants by Grade

Grade Level	Frequency (f)	Percentage (%)
9	26	24,1
10	29	26,9
11	26	24,1
12	27	25,0
Total	108	100

According to Table 4.3, the highest level of participation in the research is the 10th grade with 26.9%.

Table 4.4: According to the choice of field of the participants

Field of Study	Frequency (f)	Percentage (%)
Equally-weighted	36	24,1
Numerical-weighted	56	26,9
Verbal-weighted	8	24,1
Foreign Language Department	8	25,0
Total	108	100

As can be seen in Table 4.4, the field with the highest area distribution consists of the numerical-weighted field with 26.9%.

Table 4.5: Distribution of Households by Monthly Income Level

Level of Monthly Income	Frequency (f)	Percentage (%)
4250 TL and below	41	38,0
4250TL -8500 TL	35	32,4
8500 TL-12750 TL	15	13,9
12750 and above	17	15,7
Total	108	100

According to Table 4.5, the monthly income level of the majority of the participants is 38%, 4250 TL. In this case, the income level of the majority of the participants is at the minimum wage level.

Table 4.6: Mother's Educational Level Distribution Table

Mother's Educational Level	Frequency (f)	Percentage (%)
Primary School	57	52,8
Secondary School	14	13,0
High School	15	13,9
University	19	17,6
Master's Degree	2	1,9
PhD	1	.8
Total	108	100

As can be seen in Table 4.6, in the mother's educational level table, 52.8% of primary school graduates and the lowest .8 doctorate graduates are included. As can be seen from the table, it has been revealed that the highest level of education is at the primary school level.

Table 4.7: Father's Educational Level Distribution Table

Father's Educational Level	Frequency (f)	Percentage (%)
Primary School	40	37,0
Secondary School	20	18,5

High School	18	16,7
University	24	22,2
Master's Degree	6	5,6
Total	108	100

As can be seen in Table 4.7, when the father's educational level is examined, the highest number of primary school graduates is with 37%, and the lowest is a graduate degree with 5.6%. As it can be understood from here, the percentage values of the educational levels of the parents differ. Although the percentage distributions are different, the educational level of the parents constitutes the most primary school graduates.

Analyses were made to determine whether the data were normally distributed. According to Levene's test, it was observed that the data did not show normal distribution. However, since the scale is Likert type, skewness and kurtosis coefficients were examined instead of using it, and accordingly, the fact that the arithmetic mean and median are equal or close, and the skewness and kurtosis coefficients are within the limits of ± 1.5 reveal that the data show a normal distribution (Tabachnick and Fidell, 2013).

Table 4.8: Normal Distribution Analysis Results Regarding the Distribution of Career Anxiety Data

Scale/Dimensions	Statistic	Df	P	\bar{X}	Median	Skewness	Kurtosis
Parental Influence	.283	108	.000	2,2037	2,000	.916	.026
Career Choice	.233	108	.000	3,5556	4,000	-.472	-.689
General Anxiety	.186	108	.000	3,2685	3,500	-.306	-1,010

Table 4.9: Findings on Career Anxiety Levels by Gender

Scale/Dimensions	Gender	N	\bar{X}	Ss	t	df	p
Parental Influence	Male	31	2,1613	1,09839	-.240	106	.810
	Female	77	2,2208	1,18791			
Career Choice	Male	31	3,1935	1,10813	-2,100	106	.038
	Female	77	3,7013	1,14782			
General Career Anxiety	Male	31	3,000	1,28452	-1,436	106	.154
	Female	77	3,3766	1,21166			

According to the independent sample t-test results, a significant difference was found between gender and career anxiety scores only in the scale of career choice ($p < .005$). Looking at the averages, it can be said that the mean of female ($\bar{X}=3,7013$) is higher than the mean of male students ($\bar{X}=3,1935$), and therefore, their anxiety levels are higher than males.

Table 4.10: Findings Regarding Career Anxiety Levels by Income Level

Scale	Level of Income	N	\bar{x}	Ss	Groups	K.t	sd	K.O	F	p
Parental Influence	4250 TL	41	1,9756	1,12889	G. A	6,453	3	2,151	1,632	.186
	4250-8500 TL	35	2,2571	1,06668	G. İ	137,065	104	1,318		
	8500-12750 TL	15	2,7333	1,38701	T	143,519	107			
	12750 TL and above	17	2,1765	1,13111						
Career Choice	4250 TL	41	3,3415	1,25717	G. A	3,643	3	1,214	.908	.440
	4250-8500 TL	35	3,6000	1,00587	G. İ	139,023	104	1,337		
	8500-12750 TL	15	3,7333	1,33452	T	142,667	107			
	12750 TL and above	17	3,8235	1,01460						
General-weighted Average	4250 TL	41	2,8902	1,31107	G. A	11,308	3	3,769	2,564	.059
	4250-8500 TL	35	3,3429	1,07629	G. İ	152,905	104	1,470		
	8500-12750 TL	15	3,6333	1,35576	T	164,213	107			
	12750 TL and above	17	3,7059	1,09057						

As can be seen in this table, when income levels are examined, no significant difference was found between income levels and anxiety scores ($p>.005$). In other words, no significant difference was found between the anxiety levels of the children of families with minimum wage income and those with higher income.

Table 4.11: Findings on Career Anxiety Levels by School Type

Scale	Type of School	N	\bar{X}	Ss	Groups	K.t	s.d	K.O	F	p
Parental Influence	Science High School	32	2,0938	1,11758	G. A	1,524	2	.762	.564	.571
	Anatolian High School	52	2,3269	1,26369	G. İ	141,994	105	1,352		
	Vocational High School	24	2,0833	.97431	T	143,519	107			
Career Choice	Science High School	32	3,3750	1,21150	G. A	3,792	2	1,896	1,433	.243
	Anatolian High School	52	3,7500	1,08239	G. İ	138,875	105	1,323		
	Vocational High School	24	3,3750	1,20911	T	142,667	107			
General-weighted Average	Science High School	32	3,0625	1,35450	G. A	2,917	2	1,459	.950	.390
	Anatolian High School	52	3,4327	1,14202	G. İ	161,296	105	1,536		
	Vocational High School	24	3,1875	1,28378	T	164,213	107			

According to the results of the one-way ANOVA test, no significant difference was found between the anxiety levels of the students studying at Science High School, Anatolian High School, Vocational High School, according to school types ($p>.005$).

Table 4.12: Findings Regarding Career Anxiety Levels by Mother's Education Level

Scale	Educational Level	N	\bar{X}	Ss	Groups	K.t	s.d	K.O	F	p
Parental Influence	Primary School	57	2,2632	1,12641	G. A	4,170	5	.834	.610	.692
	Secondary School	14	1,7143	.99449	G. İ	139,348	102	1,366		
	High School	15	2,3333	1,23443	T	143,519	107			
	University	19	2,3158	1,33552						
	Master's Degree	2	2,0000	1,41421						
	PhD	1	2,0000	.						
Career Choice	Primary School	57	3,6491	1,07722	G. A	3,762	5	.752	.553	.736
	Secondary School	14	3,2143	1,36880	G. İ	138,905	102	1,362		
	High School	15	3,7333	1,03280	T	142,667	107			
	University	19	3,4211	1,34643						
	Master's Degree	2	3,0000	1,41421						
	PhD	1	4,0000	.						
General-weighted Average	Primary School	57	3,4123	1,15389	G. A	5,346	5	1,069	.686	.635
	Secondary School	14	2,8571	1,46009	G. İ	158,867	102	1,558		
	High School	15	3,2333	1,22280	T	164,213	107			
	University	19	3,2105	1,36744						
	Master's Degree	2	2,5000	1,41421						
	PhD	1	4,0000	.						

According to the results of the one-way ANOVA test, no significant difference was found between the anxiety level scores of the students studying at Science High School, Anatolian High School Vocational High School and their mothers' educational levels($p>.005$).

Table 4.13: Result of Relationship Analysis between Career Choice and Parental Influence

Scales		Parental Influence	Career Choice
Parental Influence	r	1	.327**
	p		.001
Career Choice	r		1
	p		

As a result of the Pearson Correlation Analysis, it was determined that the relationship between the students' anxiety about choosing a profession and their family effect anxiety levels was statistically significant ($p=.000$; $p<.01$). It is seen that there is a weak positive correlation ($r=.327$) between high school students' anxiety about family influence and their anxiety about career choice. This result can be said that when there is an increase in students' anxiety about family influence, there will be a positive increase in career choice anxiety levels, although there is a weak relationship.

IV. RESULTS AND SUGGESTIONS

People who experience anxiety can be relieved by using various psychoeducational techniques by explaining with examples that it is a normal emotional state and that it can be experienced by everyone.

When the beginning of the year meetings are held at the schools, parents should be held in separate classes, information should be given to parents about the types of anxiety, trait anxiety, and state anxiety, and they should be aware of the need to work in cooperation with the school-family-student as long as it is stated that anxiety is a normal mood. Afterwards, a presentation should be made about the types of anxiety for students, and information should be given to the information that if there is an anxiety situation, it is necessary to get help from the guidance service in the school.

With the contributions of the guidance service in secondary education institutions, psychological counselors can start informing students about professions since the first semester starts, and they can work on the future professions on the boards at the school. In order to inform families, a brochure can be prepared, a meeting can be organized and they can be informed. In addition, psychological counselors can apply vocational tests to students in order to get information about the professions for students.

At the beginning of the second semester, the guidance service can organize trips to University trips and places where various professions are available, and the students can get information about different fields and studies, at the beginning of the second semester.

It can be said that psychologists, psychological counselors, social workers, if necessary, psychiatrists can be helped to provide psychological support to students and their families who experience intense future anxiety.

An anxiety scale can be applied at certain intervals in order to measure the future anxiety of students in schools. According to the results of this scale applied, the level of anxiety can be reduced by giving values education to the boards according to the profiles of the school students.

It has been tried to state that it is normal for secondary school students to experience future anxiety. Since the students will go to university education life after completing their high school education, they have passed the last stage in terms of profession and it is possible for them to experience anxiety because they have to choose the profession they will work for the rest of their life. The education community at school and the family at home should be informed about this issue.

Based on this study, it may be suggested to other researchers to conduct research with larger study groups. Different from the data collected in this study, it can be suggested to examine the relationships between students' success levels and their relationships. In addition, studies can be conducted to examine the relationship between parents' attitudes towards students and students' anxiety levels.

As a result, since there is a situation that will affect the future of secondary school students, they need to work in harmony with the school principal, teachers, psychological counselors and parents and prepare the students well for the future.

As a result of the research, when examined in terms of variables, a significant difference was found between the anxiety levels of the gender difference, in which there was a significant difference in the sub-dimension of future anxiety levels, in the dimension of choosing a profession. According to the data obtained, answers to the sub-problems of the research were sought. As a result, no significant difference was found in the mean anxiety scores of the mother's education level, school type and gender variables. In cases of anxiety, the relationship between the family effect and the choice of profession is weak.

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