

A Research on Self-Efficacy and Future Expectations of Students in Vocational High Schools

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ABSTRACT

General self-efficacy, as a person's (or one's) general confidence in uncommon situations that are hard to cope with in different areas (Schwarzer, Bassler, Kwiatek, Schroder, Zhang, 1997; Scholz, Gutierrez-Dona, SudveSchwarzer, 2002), is a measurable characteristic which helps predict attitudes that a person displays in more than one area (Alpay, 2010). One of the determiners of individuals' behaviors is their expectations for the future (Adler, 1994). As for the construction of society, the young's expectations for the future and their hopes to be fulfilled can both affect their psychology and satisfaction with life, and also determine social change and its direction (Yavuzer, Demir, MeşeciveSertelin, 2005). The general purpose of this study is to determine Vocational High School students' general self-efficacy and expectation levels for the future. Within this scope, this study investigates whether there is any significant difference between general self-efficacy and future expectations of students in Vocational High Schools in line with such variables as education program type, gender, age, class and income. This study was carried out with 532 students studying at Siirt Vocational School, Vocational School and EruhVocational School embodied in Siirt University. For data collection, General Self-Sufficiency Scale developed by Yıldırım (2010) and Future Expectation Scale developed by Tuncer (2011) were utilized. The cronbach's alpha coefficient of general self-sufficiency scale developed by Yıldırım and İlhan (2010) is 0,80 and the scale is composed of three sub-dimensions of starting, not giving up and pursuance effort. The cronbach's alpha coefficient of Future Expectation Scale developed by Tuncer is .84 and it is single factorial. The analysis of the data is performed with SPSS 21.0 package program. In order to compare the means in the study, Kruskal Wallis Test and Mann- Whitney U Test were applied. The research findings have demonstrated that the self-efficacy levels of students in Vocational High Schools do not change according to gender, class, school of graduation and employment status and it has been found that there is a significant difference between self-efficacy levels of the students in terms of age, income status and the program they are enrolled in. When the data are analyzed in terms of future expectations, it has been found that while there is not any significant difference according to the variables of gender, age and graduation of school, there is a significant discrepancy between students' future expectations in terms of grade, employment status and the program they are enrolled in.

Key Words: *Vocational High School, General Self-Sufficiency, Future Expectation, Student*

1. INTRODUCTION

No matter what level of education they pursue, one of the most important elements that ensure students' success at school is their perceived self-efficacy. That is why students' self-efficacy takes an important place in researches carried out on education.

Self-efficacy is defined as an individual's belief in his/her capability to display behaviors required for reaching his/her desired goals successfully (Bandura, 1994). According to Bandura, the most important factor that affects individuals' behaviors is their faith in their capacities and sufficiencies in a field rather than their skills and abilities in that field. Thus, the more powerful sufficiency expectations individuals have, the more active they become and the more effort they make. From Bandura's (1977) point of view, people can generalize evaluations regarding their skills within any context into other skill evaluations within similar contexts. In this regard, general self-efficacy refers to an individual's belief in his/her sufficiency to cope with difficult and stressful situations in life (Scholz ve Schwarzer, 2005). General self-efficacy, as one's general confidence in (dealing with?) uncommon and arduous situations in different areas (Schwarzer, Bassler, Kwiatek, Schroder, Zhang, 1997; Scholz; Gutierrez-Dona, SudveSchwarzer, 2002), is a measurable characteristic which helps predict a person's future attitudes in multiple areas (Alpay, 2010).

It is of importance for individuals to have a true perception of themselves regarding what they can achieve and what they cannot. Once individuals underestimate their capabilities, they tend to set easier goals and give up easily when they face with an obstacle. On the contrary, when individuals have too high confidence in themselves, they tend to raise their expectations and ultimately fail due to their insufficient efforts (Bandura, 1997; Stevenson, Chen ve Uttal; Zimmerman ve Maylon, 2009; Akt. Ormrod, 2013). Therefore, one of the elements that determine individuals' behaviors is their future expectations besides their past experiences (Adler, 1994). Considering this on a social scale, the young generation who shall build the future and their expectations come to the forefront. According to Tolan (1990), as the young are a potential power for society, their own expectations often collide with the expectations of society. The young's expectations for the future and their dreams to be fulfilled in this regard may not only affect their psychology and satisfaction with their lives but also determine social changes and the direction of this change (Yavuzer, Demir, Meşeci ve Sertelin, 2005).

In today's world, many countries face with various problems while adapting to new developments and technological advancements. These developments and advancements affect the business world by creating new professional fields and an increasing need for qualified man power (Firat ve Özel, 2003). Countries meet the labour force needs in the business world through vocational and technical education that is shaped in line with their dynamics and utilising international experiences. With its young and dynamic population, Turkey has a more significant advantage compared to developed countries. Within this context, in the 16th Council of National Education, it was decided to provide educational opportunities to individuals in accordance with their interests, wishes, capabilities and competences, and thus, ensure their active contribution to economy (MEB, 1999).

Considering the literature, it is observed there are several studies carried out to analyze university students' expectations for the future (Akman, 1992; Güleri, 1994; Kazu ve Özdemir, 2004; Yavuzer, Demir, Meşeci ve Sertelin, 2005; Başkonuş, Akdal ve Taşdemir, 2011; Tuncel, 2011; Sanli ve Saraçlı, 2015). Besides, it becomes evident that while studies on general self-efficacy were mostly carried out in the health care field (Bosscher ve Smit, 1998; Chen ve ark., 2001; Chen ve ark., 2004; Scherbaum ve ark., 2006) studies on academic self-efficacy were predominantly examined in the education field (Schunk, 1981, 1982; Bandura, 1997; Vrugt ve ark., 1997; Pajaes, 1997; Chemers, Hu, Garcia, 2001; Robbins ve ark., 2004; Zajocava, Lynch ve Espenshade, 2005). However, there seems to be no research having examined general self-efficacy and future expectations together. Therefore, this study attempts to contribute to the field.

1.1. Purpose of the Study

The purpose of this study is to determine general self-efficacy and future expectations of students in vocational high schools. Within this scope, this study has investigated whether there exists any significant difference between general self-efficacy and future expectations of students in vocational high schools based on variables such as education program type, gender, age, class and income.

In this study, responses to the following questions were sought:

- 1- Do general self-efficacy and future expectation levels of students differ according to gender?
- 2- Do general self-efficacy and future expectation levels of students differ according to class?
- 3- Do general self-efficacy and future expectation levels of students differ according to age?
- 4- Do general self-efficacy and future expectation levels of students differ according to school type they have graduated?
- 5- Do general self-efficacy and future expectation levels of students differ according to their employment situation?
- 6- Do general self-efficacy and future expectation levels of students differ according to family income?

- 7- Do general self-efficacy and future expectation levels of students differ according to program they are enrolled in?

2. METHOD

2.1. Working Group

The study was carried out on spring term of 2014-2015 academic year. The working group was composed of 532 students in total studying at Siirt Vocational School of Social Sciences, Siirt Vocational School of Technical Sciences, Eruh Vocational School, Kurtalan Vocational School and Vocational School of Health Services which are embodied in Siirt University. The distribution of the working group according to programs is provided in Table 1.

Program	f	%
Finance	51	9.6
Banking and Insurance	25	4.7
Postal Services	41	7.7
Accounting and Tax Practices	34	6.4
Business Management	46	8.6
Electric Works	24	4.5
Practical English and Translation	8	1.5
Office Services and Secretaryship	22	4.1
Child Development	138	25.9
Medical Documentation and Secretaryship	71	13.3
Social Services	72	13.5
TOTAL	532	100

2.2. Research Model

In the research, “general scanning model” among descriptive scanning models was used. General scanning model is "scanning procedures carried out on the population or a group or sample selected from it in order to make an inference about the population which is composed of many components” (Karasar, 1994:79).

2.3. Data Collection

General Self-Sufficiency Scale developed by Yıldırım and İlhan (2010) and Future Expectation Scale developed by Tuncer (2011) were used for data collection in the study. Cronbach's alpha coefficient of General self-sufficiency scale is 0.80 and the scale is composed of 3 sub-dimensions as starting, not giving up and pursuance effort. Future expectation scale developed by Tuncer consists of 14 items. 5 point likert scale was used for scoring. Scoring of the scale is as following: "Strongly Disagree (1,00-1,79)", "Disagree (1,80-2,59)", "Neither Agree nor Disagree (2,60-3,39)", "Agree (3,40-4,19)", "Strongly Agree (4,20-5,00)". Cronbach alpha coefficient of future expectations scale is .84 and single factorial.

2.4. Data Analysis

For the analysis of the data, SPSS 21.0 statistical package program was used. Significance level to be used in statistical analyses was determined as $p=0.05$. In order to compare the means, Kruskal Wallis Test and Mann-Whitney U Test were utilized in the research.

3. FINDINGS

The distribution of students in Vocational High Schools according to gender, age, grade, employment status and income levels is provided in Table 2.

Table 2. Frequencies and Percentages as to Variables

Variables		f	%
Gender	Female	336	63.3
	Male	196	36.7
Class	1 Class	424	79.7
	2 Class	108	20.3
Age	18-24	408	90.2
	25-30	36	6.8
	31-35	9	1.7
	36 and over	7	1.3
Types of Graduation School	Vocational School	309	58.1
	General High School	163	30.6
	Anatolian/Science High School	38	7.1
	İmam Hatip High School	8	1.5
	Open High School	14	2.6
Employment Status	Unemployed	467	87.8
	Employed in a relevant job.	24	4.5
	Employed in an irrelevant job.	41	7.7
Family Income	Minimum Wage	206	38.7
	1001-2000.	175	32.9
	2001-3000.	68	12.8
	3001 and over	21	3.9

As seen on Table 2, students' 63.3% are female and 36.7% are male. 79.1% of participant students are at first grade and 20.3% are at second grade. 90.2% of students are between 18-24 ages, 6.8% are between 25-30 ages, 1.7% are between 31-35 and 1.3% are at 36 age and over. 58.1% of students are vocational school graduates, 30.6% are general school graduates, 7.1% are Anatolian/Science High School graduates, 1.5% are İmam Hatip High School graduates and 2.6% are open high school graduates. 87.8% of participant are unemployed, 4.5% are working in a job related to their professional field and 7.7% are working in a job not related to their professional field. Family income of 38.7% of the participant students is minimum wage, of 32.9% is between 1001-2000 TL, of 12.8% is between 2001-3000 TL and of 3.9% is 3001 TL and over.

Findings as to First Sub Problem

Table 3. Results of Mann Whitney U Test as to Gender

Variables		N	Mean Rank	Sum of Rank	U	P
Future Expectation	Female	336	272.74	91642.00	30830.0	0.220
	Male	196	255.80	50136.00		
General Self-efficacy	Female	336	270.73	91237.5	31430.5	0.403
	Male	196	259.18	50540.5		

Having analyzed Table 3 according to Mann-Whitney U test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by 'gender' or not, any difference between students' future expectations [$U=30830,0, p>0,05$] and general self-sufficiency levels [$U=31430,5, p>0,05$] in terms of the 'gender' variable has not been found. However, it was observed both future expectations and general self-sufficiencies of females were higher than those of males.

Findings as to the Second Sub-problem

Table 4. Results of Mann Whitney U test as to 'Class'

Variables		N	Mean Rank	Sum of Rank	U	P
Future Expectation	First Grade	424	277.98	117862.50	18029.50	0.001
	Second Grade	108	221.44	23915.50		
General Self-efficacy	First Grade	424	263.31	111644.5	21544.5	0.343
	Second Grade	108	279.01	30133.5		

Having analyzed Table 4 according to Mann-Whitney U test, carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Grade' or not, it was observed there was a significant difference between future expectations of students in terms of the variable 'Grade' [$U=18029,0, p<0,05$]. It was determined that observed difference was in favor of students at first grade. On the other hand, there was not any significant difference between general self-efficacy levels of students in terms of the variable 'Grade' [$U=21544,5, p>0,05$]. According to Table 4, future expectations of students at first grade was higher than those at second grade; nevertheless, it is vice versa in terms of general self-efficacy levels.

Findings as to Third Sub-Problem

Table 5. Results of Kruskal Wallis H Test According to Age

Variables		N	Mean Rank	sd	χ^2	P	Significant Difference
Future Expectation	18-24	408	263.25	3	2.141	0.544	-
	25-30	36	284.53				
	31-35	9	255.11				
	36 and over	7	334.93				
General Self-efficacy	18-24	408	269.85	3	14.51	0.002	18-24> 25-30 36 and over >18-24 36 and over >25-30 36 and over >31-35
	25-30	36	196.93				
	31-35	9	248.33				
	36 and over	7	417.64				

Having analyzed Table 5 according to Kruskal-Wallis H Test carried out to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Age' or not, it was observed there was a significant different between future expectations of students; on the other hand, there was not any difference between their general self-efficacy levels [$\chi^2=14,51, p<0,05$]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of those aged 36 and over among all age groups and it was in favor of those at aged 18-24 among 18-24 and 25-30 age groups. Accordingly, it was found the older students' perceived self-efficacy was higher than others and the lowest self-efficacy level was observed in 25-30 age group.

Findings as to Fourth Sub-Problem

Table 6. Results of Kruskal Wallis H Test According to Types of Graduation School

Variables		N	Mean Rank	sd	χ^2	P
Future Expectation	Vocational High School	309	270.68	4	3.278	0.512
	General High School	163	270.27			
	Anatolian/Science High School	38	225.67			
	İmam Hatip High School	8	243.63			
	Open High School	14	254.21			
General Self-efficacy	Vocational High School	309	282.70	4	9.306	0.054
	General High School	163	250.34			
	Anatolian/Science High School	38	231.50			
	İmam Hatip High School	8	215.25			
	Open High School	14	221.39			

Having analyzed Table 6, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by 'Type of Graduation School' or not, it was observed that there was not any significant different between future expectations and general self-efficacy levels of students in terms of the variable 'Type of Graduation'.

Findings as to Fifth Sub-Problem

Table 7. Results of Kruskal Wallis H Test According to Employment Status

Variables		N	Mean Rank	sd	χ^2	P	Significant Difference
Future Expectation	Unemployed	467	262.44	2	7.542	0.023	Related Job>Unemployed Related Job>Unrelated job
	Related Job	24	350.65				
	Unrelated job	41	263.51				
General Self-efficacy	Unemployed	467	265.83	2	14.51	0.850	-
	Related Job	24	283.83				
	Unrelated job	41	264.02				

Having analyzed Table 7, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Employment Status' or not, it was observed there was not any significant different between general self-sufficiency levels of students; nonetheless, there was a significant difference between their future expectations [$\chi^2=7,542$, $p<0,05$]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of students working in a related job among those who stated they were not working and working in a related job and those who stated they were working in a related job and working in a unrelated job. Accordingly, it was found that future expectations of students who were working in a related job was higher than those who did not work and were working in an unrelated job.

Findings as to Sixth Sub-Problem

Table 8. Results of Kruskal Wallis H Test by Income Status

Variables		N	Mean Rank	sd	χ^2	P	Significant Difference
Future Expectation	Minimum Wage	206	247.92	3	3.251	0.354	-
	1000-2000.	175	223.31				
	2001-3000.	68	231.23				
	3001 and over	21	229.05				
General Self-efficacy	Minimum Wage	206	228.72	3	8.611	0.035	2001-3000>Minimum wage 1001-2000> 3001 and over 2001-3000> 3001 and over
	1000-2000.	175	237.84				
	2001-3000.	68	268.43				
	3001 and over	21	175.93				

Having analyzed Table 8, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'income status of family' or not, it was observed there was not any significant difference between future expectations of students; on the other hand, there was a significant difference between their general self-sufficiency levels [$\chi^2=8,611$, $p<0,05$]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of those having 2001-3000 TL income rather than those having the minimum wage; was in favor of those having 1001-2000 TL income rather than those having 3001 and over income; was in favor of those having 2001-3000 TL income rather than those having 3001 and over income. Accordingly, it was found that self-sufficiency perceptions of students whose income status were the highest and the lowest was lower than others and the lowest self-efficacy level was observed among students whose family income status was 3001 and over.

Findings as to Seventh Sub-Problem

Table 9. Results of Kruskal Wallis H Test according to Program Type

	Variables	N	Mean Rank	sd	χ^2	P	Significant Difference
Future Expectation	(1) Finance	51	273.56				
	(2) Banking and Insurance	25	294.46				(1)>(6), (1)>(10),
	(3) Postal Services	41	271.34				(2)>(3), (2)>(6),
	(4) Accounting and Tax Practices	34	319.22				(2)>(10),
	(5) Business Management	46	262.36				(3)>(10),
	(6) Electrical works	24	197.83				(4)>(6),
	(7) Practical English and Translation	8	247.56	10	55.649	0.000	(4)>(10),(5)>(10),
	(8) Office Services and Secretaryship	22	389.11				(6)>(10),
	(9) Child Development	138	268.39				(8)>(1),(8)>(2),
	(10) Medical Documentation and Secretaryship	71	171.30				(8)>(5), (8)>(6),
	(11) Social Services	72	304.56				(8)>(9),(8)>(10),
General Self-efficacy	(1) Finance	51	220.82				(8)>(11),
	(2) Banking and Insurance	25	182.20				(9)>(11),
	(3) Postal Services	41	267.30				(4)>(2), (4)>(7),
	(4) Accounting and Tax Practices	34	288.68				(8)>(2),(8)>(7),
	(5) Business Management	46	256.62				(9)>(1), (9)>(2),
	(6) Electrical works	24	250.56				(9)>(7),
	(7) Practical English and Translation	8	160.19	10	21.083	0.021	(10)>(1),
	(8) Office Services and Secretaryship	22	281.93				(10)>(2),
	(9) Child Development	138	281.80				(11)>(1),
	(10) Medical Documentation and Secretaryship	71	287.22				(11)>(2),
	(11) Social Services	72	286.16				(11)>(7),

Having analyzed Table 9, students in Office Services and Secretaryship Department and Accounting and Tax Practices Department have the highest future expectations whereas those studying in Medical Documentation and Secretaryship programs have the lowest future expectations. In terms of general self-efficacy, students at the highest level are studying in Accounting and Tax Practices, Medical Documentation and Secretaryship and Social Services while those at the lowest level are studying in Practical English and Translation and Banking and Insurance Programs. According to Kruskal-Wallis H test to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by the program type they are enrolled in, a significant difference both between their future expectations and self-sufficiency levels by the variable 'program type they have enrolled in' was found.

As a result of multiple comparisons done via Mann-Whitney U test, significant differences were determined in terms of future expectations in favor of students in Accounting program among Accounting, Electrical Works and Medical Documentation programs; in favor of those in Banking Programs among Banking and Insurance, Postal Services, Electrical Works and Medical Documentations Programs; in favor of those in Postal Services between Postal Services and Medical Documentation Programs; in favor of those in Accounting Program among Accounting, Electrical Works and Medical Documentation; in favor of those in Business Management Program between Business Management and Medical Documentation Programs; in favor of those in Electrical Works Program between Electrical Works and Medical Documentation Programs; in favor of those in Office Services Program among Office Services, Finance, Banking, Business Management, Electrical Works, Child Development, Medical documentation and Social Services Programs; in favor of those in Child Development program among Child Development, Electrical Works and Medical Documentation and in favor of those in Social Services program among Social Services, Electrical Works and Medical Documentation.

As a result of multiple comparisons done via Mann-Whitney U Test, significant differences were identified in terms of general self-sufficiency levels in favor of students in Accounting Program among Banking and Insurance, Accounting and Practical English and Translation; in favor of those in Office Services among Banking and Insurance, Practical English and Translation and Office Services; in favor of those in Child Development program among Finance, Banking and Insurance, Practical English and Translation; in favor of those in Medical Documentation and Secretaryship among Finance, Banking and Insurance, Practical English and Translation; in favor of those in Social Services among Finance, Banking and Insurance, Practical English and Translation and Social Services.

4. DISCUSSION, CONCLUSION and SUGGESTIONS

Future expectations of the young, considered as a indispensable part of society in terms of social change and development, and their beliefs in this regard may determine both social changes and the direction of this change. Future expectations of individuals affects not only the present moment but also the following periods (Tuncer, 2011). Future expectations of students have an impact especially on their success and performances at school. In this regard, it is of quite importance to determine future expectations of students in vocational high schools which aim to meet the intermediate staff need of society and are expected to meet future expectations.

Within the scope of this study, having analyzed the data on future expectations of students in Vocational High schools by the variables of gender, grade, age, graduation school, income status of family and program type, the following results have been obtained:

- 1- Findings in this study showed there was not any significant difference between future expectations of students in terms of gender, graduation school and income status of the family. However, it was observed that future expectations of females were higher than those of males. Similarly, in the study carried out by Tuncer (2011) on students in Vocational High Schools, it was determined that there was not any significant difference in terms of age, graduation school and income status; however, there existed a significant difference in favor of females in terms of the variable 'gender'. Nevertheless, the results of the study carried out by Bayoğlu and Puruçuoğlu (2010) on future expectations of adolescents show parallelism with the results of this study and they did not find any significant difference among future expectations of students in terms of gender, either.
- 2- Findings have demonstrated that there is a significant difference between future expectations of students in terms of grade levels. It was observed that this difference was in favor of students at first grade. Accordingly, it is assumed that future expectations of students increase within the framework of the objectives they have determined at first grade. It is considered that job opportunities and their experiences at the department become more realistic and lowers their future expectations at last grade. This result shows parallelism with the findings of Akman's study which reveals that the future and job expectations of students at last grade are lower than those at other grades. On the other hand, Tuncer (2011) could not find any significant difference in his study in terms of the variable 'Grade'.
- 3- Findings obtained showed that there was a significant difference between future expectations of students in terms of the variable 'Employment status'. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of students working in a related job. Accordingly, students being enrolled in programs that would help them expertize in their own professional fields might increase their future expectations.
- 4- A significant difference between future expectations of students in terms of the variable 'program type they have enrolled in' has been found. According to the findings, students having the highest future expectations were enrolled in Office and Secretary Services programs, Accounting and Tax Practices program and Social Services program; on the other hand, those having the lowest expectations were enrolled in Medical Documentation and Secretaryship program and Electrical Works program. In the study carried out by Tuncer (2011), any significant difference in terms of the variable 'department' was not indicated.

There are many psycho-socio-cultural and economical factors that affect future expectations of individuals. According to Akman (1992), any expectation regarding a specific field is shaped by individuals' perceptions of themselves rather than their hopes and wishes for the future. Within the scope of this study, the following results were obtained as a consequence of the analysis of the data on perceived self-efficacy of students in Vocational High Schools, which is one of the self-perceptions of individuals, in terms of the variables 'gender, grade, age, graduation school, income status of family and program type'.

- 1- Any significant difference between general self-sufficiency levels of students in terms of gender, grade, graduation school and employment status was not found. However, it was observed that self-efficacy of female students in terms of gender, of high school graduates in terms of graduation school, and of those working in a related job are higher than the others. Whereas Aypay (2010) demonstrated that general self-efficacy levels differed significantly in terms of gender and age, Göller (2015) found out there was not any difference between self-efficacy levels of preservice teachers in terms of gender.

- 2- A significant difference between general self-efficacy of students in terms of the age' was found. Although the difference was in favor of students aged 36 and over, it was observed that there was a significant difference in favor of the younger group when self-efficacy levels of students aged between 18-24 (n=48) and 25-30 (n=36) were compared.
- 3- A significant difference was also observed between general self-efficacy of students in terms of the income status of their families. Students at the highest self-efficacy level in terms of income status are those whose family incomes are between 2001-3000 TL; on the other hand, those at the lowest self-sufficiency level are students whose family incomes are 3001 TL and over.
- 4- A significant difference between general self-efficacy levels of students in terms of the variable 'program type they have enrolled in' has been found. Programs in which students show the highest self-efficacy levels are Accounting and Tax Practices program, Medical documentation and Secretaryship program and Social Services program; however, students enrolled in Practical English and Translation program and Banking and Insurance programs have the lowest self-efficacy levels.

In this study, future expectations and general self-efficacy of students in Vocational High Schools were examined through various variables. More elaborate results could be obtained by contributing to similar studies with qualitative data.

Considering Bandura's (1997) claim that perceived self-efficacy affects performance, the relationship between students' general self-efficacy and future expectations remains to be researched further.

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