



Future Expectations and Self-Efficacy of High School Students as a Predictor of Sense of School Belonging

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Abstract

In this research, the relationship among high school students' future expectations, self-efficacy and sense of school belonging was investigated. 286 students participated in the study using the relational survey model. The research data were collected with the Future Expectation Scale, Self-Efficacy Scale for Children, and the Psychological Sense of School Membership Scale. The data obtained from these scales were analyzed by multiple regression analysis. The results of the study revealed that there were bilateral significant correlations between the students' future expectations, self-efficacy and sense of school belonging. In addition, it was determined that future expectations and self-efficacy were significant predictors of the sense of school belonging. According to this, as the future expectations and self-efficacy of high school students increase their sense of school belonging increases. In line with the findings of the research, suggestions were made to determine and increase the future expectations and self-efficacy of the students to increase their sense of school belonging.

Keywords

High school students
Sense of school belonging
Future expectations
Self-efficacy

Article Info

Received: 11.27.2018
Accepted: 08.28.2019
Online Published: 01.15.2020

DOI: 10.15390/EB.2020.8315

Introduction

One of the problems encountered in the field of education in the 21st- century education is school dropouts. Statistical data reveals that school dropouts are too high to ignore. For example, according to the data provided by Turkey's Ministry of National Education (MoNE) 2015-2019 Strategic Plan, the dropout rate of students from compulsory education including open education and formal education in 2014 is 38.2% in Turkey (Ministry of National Education [MoNE], 2015). School drop can be cited as one of the reasons of losing the workforce with the knowledge and skills needed in the future, wasting education investments, and hindering the growth of productive individuals (Yorğun, 2014). Moreover, the problem of drop-out is shown as one of the factors affecting the increase of crime rates, anti-social behaviour and economic losses in addition to personal and social problems (Taylı, 2008). It is important to investigate the causes of school dropouts to minimize the losses and problems mentioned. Some of the researches in this context indicate that one of the most important reasons for school dropout is a low sense of school belonging (MoNE, 2013; Yorğun, 2014). Detailed information about the sense of school belonging and the future expectations and self-efficacy variables that are thought to predict this sense and are examined in the present study are given below.

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Sense of School Belonging

The individual is a psychosocial entity and is in need of “association” in the social whole (Altınsoy & Karakaya Özyer, 2018). This need arises from the sense of belonging. The sense of belonging appears in the basic needs-level of Maslow’s (1962) hierarchy of needs and covers the needs such as belonging to a group, acceptance by others, loving and being loved. Maslow states that if this need is not met, the individual will have to cope with the feelings of loneliness and despair and may become depressed. In case of meeting the need for belonging, it is stated that the individual can socialize and the sense of hope can replace the feeling of despair. Therefore, the sense of belonging is one of the basic human needs that must be fulfilled (Strayhorn, 2012). Belonging includes the sense of affection and attachment towards others, whereas the sense of belonging includes many concepts such as being a member of a school or a class and receiving support and acceptance (Kılıçoğlu, Acat, & Karadağ, 2015). The sense of school belonging is defined as the degree of feeling that a student is accepted, respected, and supported by others in the school environment (Goodenow, 1993). Students with a high sense of school belonging feel more secure and valuable (Yıldız & Kutlu, 2015). These students can establish healthy relations with their teachers, school friends, and other school staff, they are willing to participate in school activities, and their level of feeling lonely is low (İhtiyaroğlu & Demir, 2015). Thus, the feelings of depression and social rejection of students with a high sense of belonging to school decrease, their perspectives become more optimistic, and the problems they experience in school are seen to lessen (Anderman, 2002). Students who have the belonging feeling toward their school are aware of the importance of the school for their future and accept the school as a respected institution (DeWitt, 1995). Consequently, this situation encourages students to increase their academic success (Babakhani, 2014; Özgök & Sarı, 2016; Uwah, McMahon, & Furlow, 2008) and to have positive feelings and thoughts towards the future (Altınsoy & Karakaya Özyer, 2018). Students who have a low sense of belonging to school may be more likely to commit crimes (Yıldız & Kutlu, 2015). Bond, Butler, and Thomas (2007) found that these students were at risk of experiencing high anxiety problems and starting harmful habits such as alcohol and drugs in the future. In addition to psychological problems such as anxiety and depression in the students with a low belonging sense toward the school, it is also revealed that they also face academic problems and dropout from the school at the end (Archambault, Janosz, Fallu, & Pagani, 2009), and that they feel they are lonely and unhappy (Özgök & Sarı, 2016).

Future Expectation

One of the factors that affect the feeling of school belonging is the future expectation (Israelashvili, 1997). Future expectation includes the cognitive elements of individuals’ views, interests, and concerns about the future (Şimşek, 2012). It is stated that the positive thoughts of the students for the future increase their hopes (Gürler, Doğan, Ayyıldız, Özkan, & Gürel, 2012). High positive expectations for the future help the reduction of problematic behaviors, improvement of peer relations, the higher level of school participation, and social acceptance (Dubow, Arnet, Smith, & Ippolito, 2001). In the study by Şimşek (2012), it was determined that the future expectations of the young people are gathered under four subjects: success-oriented, relational, existential, and experimental expectations. Success-oriented expectations are determined to be completing school and having a good profession, relational expectations to be finding a partner, getting married, and having children, existential expectations to be becoming a better person, and the experimental expectations to be radical ideas including moving to another province or country and changing the work or lifestyle. McCabe and Barnett (2000) stated that adolescents usually have professional and academic expectations. The fact that the future expectations of young people in these areas is high influences them to make a good career plan (Arik & Seyhan, 2016), to have the need of social and scientific development (Gürler et al., 2012), to show better performances towards their goals (Tuncer, 2011), and to increase their academic success (Tavani & Losh, 2003). It is also stated that individuals who have negative expectations for academic success and future professions or who are hopeless are likely to attempt to suicide and to live mood problems such as depression (Kashani, Reid, & Rosenberg, 1989), to leave school early (Franse & Siegel, 1987), to consider the life as a process full of obstacles and difficulties (Yiğiter & Kuru, 2016), and to have high feelings of pessimism, aimlessness, unwillingness, and belief that one cannot accomplish a

job (O'Connor, O'Connor, O'Connor, Swallowood, & Miles, 2004). Determining negative emotions for the future is important in raising people's quality of life, reducing future concerns, and preventing psychological disorders that might endanger their lives (Yiğiter & Kuru, 2016). For this reason, the future expectations of young people and the realization of these expectations are important for the development of both themselves and societies (Arık & Seyhan, 2016).

Self-efficacy

Bandura (1977) defined self-efficacy as the level of trust and faith people have in themselves that they can fulfill a task. Similarly to Bandura (1977), Arslanbuğa (2017) and Jordan and Sorby (2014) describe self-efficacy as a belief in learning a subject, performing an action, or achieving a goal. Bandura (2004) attributed the self-efficacy of individuals to four sources: direct learning through the individual's own experiences, indirect learning depending on the experiences of others, the verbal persuasion that the individual will be successful, psychological state involving feelings of stress or anxiety. Considering self-efficacy sources, it is likely that the self-confidence of the students who gain positive experiences in the school environment and are supported by their friends and teachers is likely to increase. In the study conducted by Mengi (2011), it was determined that the higher the social support of high school students from their families, teachers, and friends, the higher their self-efficacy and their commitment to the school. Positive thoughts of individuals about self-efficacy make it possible for them to determine higher-level goals and to work harder to reach them (Arslanbuğa, 2017) because self-efficacy is self-perception that an individual can determine the stages required to achieve his/her goal and successfully complete these stages. (Özenoğlu Kiremit, 2006) Individuals with high self-efficacy can identify their goals and show appropriate efforts to achieve these goals more (Arseven, 2016). Furthermore, these students see difficulties as obstacles that need to be overcome, they can focus on what to do, they are determined to achieve the result, they see the lack of effort and knowledge as the cause of failures instead of personal inadequacies, and they regain their sense of competence in a short time believing that they have gained something from each process (Schunk & Pajares, 2001). Accordingly, they are unlikely to be stressed and depressed, their motivations and academic achievements tend to be higher (Schunk & Pajares, 2001). Individuals with low self-efficacy are likely to increase risks or threats, (Arslanbuğa, 2017), to refrain from carrying out their actions, and to engage in procrastination. Individuals with low self-efficacy believe that the subjects are difficult with over attributing meaning to them, increase their likelihood of stress, and depression and find it difficult to come up with solutions (İsrael, 2007). İsrail (2007) stated that individuals with low self-efficacy keep their expectations low for the purposes they set, focus on questioning themselves rather than how they can achieve them, and when they face difficulties they give up making efforts for their own purposes.

Rationale of the Study

There are many studies examining the sense of school belonging (Altınsoy & Karakaya Özyer, 2018; Babakhani, 2014; Özgök & Sarı, 2016; Uwah et al., 2008; Yıldız & Kutlu, 2015), the future expectation or hope (Cunningham, Michael, Corprew, Becker, & Jonathan, 2009; Dubow et al., 2001; Hudley, Daoud, Polanco, Wright Castro, & Hershberg, 2003; Yavuzer, Demir, Meşeci, & Serteli, 2005), and self-efficacy (Arslanbuğa, 2017; Aydoğan & Özbay, 2012; İsrail, 2007; Mengi, 2011) in the literature. At the same time, there are also studies investigating the relationship or effect between different variables, such as the sense of school belonging with the peer attachment (Özgök & Sarı, 2016), loneliness and despair (Altınsoy & Karakaya Özyer, 2018), academic success (Adelabu, 2007), social anxiety and depressive feelings (Yıldız & Kutlu, 2015). The relationship between school belonging and self-efficacy (Mengi, 2011; Şahan & Duy, 2017; Trujillo & Tanner, 2014) or school belonging and future expectation (Goodenow, 1993; Israelashvili, 1997) was also examined in the literature. Nevertheless, in most of the studies, it has been determined that instead of general self-efficacy, self-efficacy is addressed especially for an area or competence, and the hope variable is used more frequently instead of future expectations. No study that examined three of the perceptions, i.e., school belonging, future expectations, and self-efficacy, together is found. Besides, the present research is also important in terms of the study group as well. Because attachment, receiving approval, and sense of belonging are one of the most important needs of adolescence period, and the sense of school belonging is more important

in adolescence than any other age group (Özgök & Sarı, 2016). Moreover, the sense of belonging has an important place in the emotional world of adolescents (Altınsoy & Karakaya Özyer, 2018). The decisions or the actions adolescents take in this period can affect their lives (Gutman & Midgley, 2000). Although passing this period in the school environment is important in terms of shaping the life of the adolescent, it is the high school years in which school dropouts are the most common (Battin Pearson et al., 2000). In the MoNE 2015-2019 Strategy Plan, the net enrollment rate in primary school was 99.57% and 94.52% in secondary school, while the net enrollment rate in secondary education was 76.65%. These rates indicate that many students have left school during high school. The similar problem is observed in countries abroad. In America alone, 1.2 million students drop out of high school each year, which means that every 26 seconds a student leaves high school (Miller, 2015). According to the OECD report published in 2017, Craw (2019) stated that the dropout rate for Germany is 13% and for China it is 12%. One of the important factors that increase the risk of school drop-out is defined as the low sense of belonging to the school (MoNE, 2013; Osterman, 2000; Yorğun, 2014). The studies conducted by Zorbaz (2018) and Orpinas and Raczynski (2016) revealed the relationship between sense of school belonging and school dropout. The study by O'Connor (2018) showed that the increase in high school students' sense of belonging was a predictor of dropout rates. Considering the individual, social and economic consequences of school drop-out, such as working in low-income jobs, turning to crime (Şimşek & Şahin, 2012), starting harmful habits such as alcohol and becoming pregnant at an early age (Şirin, Özdemir, & Sezgin, 2009), the importance of investigating the reasons that led students to leave the school emerges. At this point, one of the practices to be done in order to prevent school drop-out is to identify the students who tend to drop out of school and to take the necessary precaution (Şimşek & Şahin, 2012). Considering that low sense of belonging brings the risk of school dropout (Barber & Schluterman, 2008; Kalaycı & Özdemir, 2013), it can be said that searching the level of students' sense of belonging and the factors affecting the feeling of belonging are some of the steps to solve the problem of school leaving. In the present study, determining the variables that affect the sense of belonging to school as self-efficacy and future expectation stemmed from the assumption that these variables are important variables that predict both school dropout and sense of belonging. According to Incompatible Group Membership Theory, which is one of the theories about school dropout, the expectations of the students leaving school are not clear and their educational expectations are low (Taylı, 2008). In the study conducted by Şimşek (2012), it was found that the future expectation levels of students who did not tend to drop out were significantly higher than the expectation levels of students who had a tendency to drop out. Another way to reduce school drop-out is to support self-efficacy (Ahmad et al., 2014). It is stated that high academic self-efficacy is important in minimizing the risk of drop-out (Peguero & Shaffer, 2015). In the study conducted by Ahmad et al. (2014), self-efficacy was found to be significantly related to school dropout. The results of the study of Bosma, Theunissen, Verdonk, and Feron (2014) also showed that low self-efficacy has a strong relationship with school drop-out. Considering the studies in the literature, it is thought that the present study will make a significant contribution to the literature about the effect of two important variables (future expectation and self-efficacy) that predict the sense of school belonging which is a factor that decreases school dropouts.

The aim of the study is to investigate the predictability of the future expectations and self-efficacy of high school students to sense of school belonging as well as to answer the following questions.

- What is the level of sense of school belonging of high school students?
- What is the level of future expectations of high school students?
- What is the level of self-efficacy of high school students?
- Is there a relationship between high school students' sense of school belonging and the future expectation and self-efficacy of high school students?
- Are future expectations and self-efficacy of high school students significant predictors of sense of school belonging?

Method

Multifactorial predictive correlational design was used in the study. Predictive correlation studies are used to determine the value of an unknown variable by considering the known value of a variable by examining the relationships between variables (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017). If the number of predictive variables is two or more, such correlational designs are called as multifactorial (Büyüköztürk et al., 2017). In the present study, investigating high school students' future expectations and self-efficacy as predictors of sense of school belonging, necessitated the determination of the method as a multi-factor correlational pattern.

Study Group

The study data were collected from 286 students attending a high school in Muş city center. A total of 563 students continue their education in this high school and the number of students participating in the research is % 54. The age of the students ranged from 15 to 18. Due to the age of some students under 18, the data of 286 students who volunteered to participate in the study and submitted the signed consent of the parents to the researcher were taken into consideration. Among the participants 150 (54.34%) were female and 126 (45.66%) were male. A total of 80 students (28.98%) were in the 9th, 65 students (23.55%) in the 10th, 75 students (27.17%) in the 11th, and 56 students (20.28%) in the 12th grade. Demographic information of the students is given in the Table 1.

Table 1. Students' Demographic Information

Variables	<i>f</i>	%
9th grade	80	28.99
10th sınıf	65	23.56
11th grade	75	27.17
12.th grade	56	20.28
Girl	150	54.35
Boy	126	45.65

Data Collection Tools

The data of the study were collected with three measurement tools. The data collection tools used include the Future Expectation Scale, Self-Efficacy Scale for Children, and the Psychological Sense of School Membership Scale. Detailed information about the data collection tools used in this section is given below.

Future Expectation Scale

This scale was developed by Şimşek (2012) to determine the level of future expectations of high school students. There are different Turkish scales in the literature that can be used to measure the future expectations of adolescents (Karaca, 2010; Tuncer, 2011). However, when these scales were examined in detail, it was found that they did not contain items that did not serve the purpose of the study or they were not suitable for the current study group. For example, the scale named "Future expectations scale after evacuation" developed by Karaca (2010) to research the future expectations of evacuated individuals and is not suitable for the current study group. The scale named "Adolescent future expectations scale" adapted to Turkish by Tuncer (2011) contains items related to health expectations. It was thought that health-related expectations were not directly related to the sense of school belonging, could be a factor independent of the individual and could not be changed, and it was decided that this was not the variable to be measured in the study. It was thought that expecting to be healthy in the future was not directly related to the sense of school belonging. The scale, which was adapted to Turkish by Şimşek (2012), included items for personal, professional, educational, social and economic expectations, and it was thought that these items could significantly affect the sense of belonging to the school and it was decided to use this scale in the study. It is a 5-point Likert-type (1 = Strongly disagree, 5 = Strongly agree) scale consisting of 33 items, which includes 4 dimensions, which

are named as personal and professional future, educational future, economic future, and social future. There are 10 items in the personal and professional, 7 in the educational, 7 in the economic, and 9 items in the social future dimension. All items in the scale consist of positive expressions. For the personal and professional future dimension items, the statement "I believe that I will gain a respectable place in society in the future.", for the educational dimension, "I believe that families will be more actively involved in the education process in the future.", for economic dimension, "I believe that the living conditions of our country will be better in the future.", and for social dimension, "I believe that problems will be solved more quickly in the future." can be given as examples. Average scores for each subscale in the scale as well as the whole scale can be calculated. The total variance explained by 33 items in 4 dimensions was calculated as 59.82%. Since Şimşek (2012) did not report the Cronbach's alpha value of the whole scale, this value was calculated in the present study and found to be .94.

Psychological Sense of School Membership

This scale was developed by Goodenow (1993) to measure the students' level of feeling themselves as an important part of their schools, and the senses of receiving acceptance and appreciation and involvement in the group, as well as their connections with school, teachers, and peers. The scale was adapted to Turkish by Sarı in 2011 to investigate secondary school students' sense of school belonging and in 2013 high school students' sense of school belonging. When the items of the scale were examined, it was seen that the students' sense of school belonging was handled within the context of their relationship with friends, school staff, teachers, being satisfied with reading in their current schools and feeling themselves as a part of the school. The scale items were thought to contain items for many important factors that could affect the sense of school belonging, therefore it was decided that the scale could serve the purpose of the study. The scale, which consists of 18 items in total, is a 5-point Likert type (1 = Not true at all, 5 = Completely true). It consists of two sub-dimensions as "sense of school belonging" and "feeling of rejection". In the scale, 13 items under the sub-dimension of "sense of school belonging" consist of positive expressions and 5 items under the sub-dimension of "sense of rejection" consist of negative expressions. "I feel like a real part of the school" item can be given as an example to the items in the sub-dimension of "sense of school belonging". "People like me are very difficult to be accepted here" item can be given as an example to the items in the "feeling of rejection" dimension. The average scores of the whole scale can be calculated as well as the average scores of the sub-dimensions. The highest score is 90 and the lowest score is 18 for the scale. The total variance explained by 18 items in 2 dimensions was calculated as 46.13%. Sarı (2013) calculated the Cronbach's alpha internal consistency coefficient of the total scale as .89. In the present study, the reliability analysis of the scale was renewed and Cronbach Alpha was calculated as 0.83.

Self-Efficacy Scale for Children

The original scale titled Self-Efficacy Questionnaire for Children (SEQ-C) was developed by Muris (2001) to measure the self-efficacy of adolescent individuals between the ages of 14 and 17 years. Turkish adaptation was performed by Telef and Karaca (2012). In the literature, there are scales that measure students' self-efficacy for different fields such as music, (Özmenteş, 2014), mathematics (Işıksal & Aşkar, 2003) and science (Thomas, Anderson, & Nashon, 2007). In the present study, the prediction of general self-efficacy to sense of school belonging was investigated, rather than self-efficacy for a specific field. Therefore, it was decided to use the "self-efficacy scale for children" which includes items related to social, academic and emotional self-efficacy which are thought to predict the sense of school belonging instead of the scales measuring self-efficacy for a specific field in the literature. The scale consists of 21 items and is 5-point Likert type (1 = Not at all, 5 = Very well) It has three dimensions: social self-efficacy, academic self-efficacy, and emotional self-efficacy. There are 7 items in each dimension. All items in the scale are in question format. The total scores of each sub-dimension of the scale can be calculated as well as the total self-efficacy score. The highest score is 105 and the lowest score is 21 for the scale. The total variance explained by 21 items in 3 dimensions was calculated as 56.70%. Cronbach's alpha internal consistency coefficient of the whole scale was calculated as 0.88 by Telef and Karaca (2012). In the present study, Cronbach's alpha value of the scale was found as 0.86.

Data Collection

School belonging, future expectancy, and self-efficacy scales were filled in by high school students. Firstly, the purpose and importance of the study was explained to the school administration and permission was requested for the study. After obtaining the permission of the school administration, the aim of the study was explained to the students and it was stated that the obtained data would shed light to the educators, administrators, and researchers on high school students' future expectations, self-efficacy levels, and the sense of school belonging, and so, would contribute to the process of organizing the educational activities. Parents' permission forms were distributed to the students (300 students) who wanted to participate in the study and a volunteer teacher was designated for the collection of these forms. A total of 286 students were allowed to complete the scales because 14 of them did not return their parents' permission forms within the specified time (one week). The implementation was carried out on the day and time that the school administration approved. It took 30 minutes for students to answer the scales.

Data Analysis

Multiple regression analysis was performed to determine the predictive value of the future expectation and self-efficacy variables in terms of sense of school belonging. First of all, the answers of 10 students who left some of the scales blank or marked the same choices one after the other were removed from the data file. Then, the reverse coded data was converted and the missing data replaced with the average data. Lastly, the assumptions of multiple regression analysis was checked. To perform a multiple regression analysis, the following assumptions must be met (Can, 2017).

- Normal distribution of variables with minimum interval scale,
- Lack of high correlation (multicollinearity) between the independent variables,
- Lack of autocorrelation,
- There should be a significant relationship between dependent and independent variables.

The assumption of normality is tried to be revealed with skewness and kurtosis coefficients. The analyzes showed that, the skewness coefficient of the sense of school belonging variable was .08, and the kurtosis coefficient was .51; the skewness coefficient of the self-efficacy variable was .06 and the kurtosis coefficient was .39; the skewness coefficient of the future expectation variable was .28, and the kurtosis coefficient was .48. In the present study, it is seen that the skewness and kurtosis coefficients are in the range of .06 and .51. Tabachnick and Fidell (2013) stated that if the skewness and kurtosis values are in the range of -1.5 to +1.5, normal distribution condition is provided. Based on this reference, it was assumed that the data of all variables were normally distributed.

Variance Inflation Factor and Tolerance values were calculated for the multicollinearity assumption. Multicollinearity is the situation where the relationship between at least two variables that predicts a variable is not too high (Kacar & Sarıçam, 2015). The reason is that the high relationship between the two variables indicates these variables measure similar things, one of them must be eliminated. A Variance Inflation Factor value of less than 10, a tolerance value greater than 0.2 implies that there are no multiple correlations (Field, 2005). In the present study Tolerance value was found as .82 and Variance Inflation Factor as 1.22. This finding can be interpreted as there are no multiple correlations between independent variables.

In the third step, the presence of autocorrelation was checked. The existence of autocorrelation may, in fact, cause the variables that do not have a significant contribution to the regression model to appear to be making a significant contribution, and in such a case, significance tests lose their validity (Zırhlioğlu & Atlı, 2011). The Durbin-Watson *d* value can be used to determine the presence of autocorrelation. The calculation of this value at around 2 shows that there is no autocorrelation (Tabachnick & Fidell, 2007). In the present study Durbin-Watson *d* value was calculated to be 2.01. Since this value is very close to 2, autocorrelation assumption has been accepted as provided.

Correlation values between variables were investigated for the relationship between dependent and independent variables. The p-value of the relationship between the dependent and the independent variables smaller than 0.05 was interpreted as there is a significant relationship between these variables. Furthermore, the following criteria were considered for the relationship level of the predictive variables. In the case of the correlation coefficient calculated as between 0 - 0.30 interpreted as the absence of a relationship, 0.31 - 0.49 as the existence of a weak relationship, 0.50 - 0.69 as a moderate relationship, 0.70 - 1.00 as a high (strong) relationship (Sönmez & Alacapınar, 2011). It was decided that multiple regression analysis could be performed after all assumptions were confirmed to be sustained.

Results

In this section, the findings obtained from the analysis of the data are presented. Firstly, the average values obtained from each scale were calculated within the scope of the research questions asking the level of high school students' sense of school, their self-efficacy and their future expectations. Analyses show that the mean of the school belonging scale is 3.25, the self-efficacy scale for children is 2.96, and the future expectation scale is 3.22.

After calculating the mean of the predicted and predictive variables, analyzes were conducted to answer the research question related to determine the relationship between sense of school belonging, future expectation and self-efficacy. The findings were also used to control the assumption that there should not be a significant relationship between the dependent and independent variables. For this purpose, Pearson Product Moment Correlation coefficients were calculated and the results were given in Table 2.

Table 2. Pearson Product Moment Correlation Coefficients for Relationship between Variables

	The sense of school belonging	Self-efficacy	Future expectation
The sense of school belonging	1.00	.41**	.44**
Self-efficacy	.41**	1.00	.42**
Future expectation	.44**	.42**	1.00

**p < .01

When Table 2 is examined, it is seen that there is a positive and significant relationship between the sense of school belonging and self-efficacy ($r = .41$; $p < 0.01$). Moreover, it is seen that there is also a positive and significant relationship between the sense of school belonging and the future expectation ($r = .44$; $p < 0.01$). Based on these findings, it can be said that there is a positive and significant relationship between the sense of school belonging with self-efficacy and future expectation variables. Another finding in Table 2 is that there is no significant but high correlation between independent variables (self-efficacy and future expectations) ($r = 0.42$; $p < 0.01$). After determining that all necessary assumptions were met, stepwise multiple regression analysis was performed. The findings of this analysis are given in Table 3.

Table 3. Results of Stepwise Multiple Regression Analysis

Predicted Model	B	SH _B	β	t	F	R	R ²	ΔR^2
(Constant)	1.97	.16		12.32**	66.70	.44	.19	.19
Future Expectation	.39	.04	.44	8.16**				
(Constant)	1.46	1.18		7.82**	47.94	.51	.26	.25
Future Expectation	.29	.05	.32	5.66**				
Self-efficacy	.28	.05	.27	4.86**				

a. Dependent variable: Sense of school belonging *p<0.05, **p<0.01

As can be seen in Table 3, in the first stage future expectation variable explains 19% of the total variance ($R^2 = .19$; $F_{(1, 274)} = 66.70$; $p = .001$). In the second stage, it was found that the total variance explained increased to 26% with the inclusion of the self-efficacy variable ($R^2 = .26$; $F_{(2, 273)} = 47.94$; $p = .001$). Another finding presented in Table 3 is that the contribution of the future expectation variable to the model ($\beta = .33$, $p < 0.01$) is higher than that of the self-efficacy variable ($\beta = .28$; $p < 0.01$). According to the results of the analysis, it can be stated that self-efficacy and future expectations significantly predict the sense of school belonging.

Discussion, Conclusion and Suggestions

In this study, it was aimed to investigate the predictive relationship between high school students' sense of school belonging and their future expectations and self-efficacy in Muş Province. Other questions that are expected to be answered in the research are the degree of high school students' sense of school belonging, future expectations, and self-efficacy. According to the findings of the study, the average scores of students' sense of school belonging, future expectations and self-efficacy scales for children were calculated as 3.25, 3.22 and 2.96, respectively. Considering that all scales are 5-point Likert type, it can be said that the midpoint of scales is 3. Therefore, it can be stated that students' sense of belonging to school and their future expectations are above the midpoint score and their self-efficacy is below the midpoint score of the scale. Findings from the study showed that high school students' sense of school belonging and their future expectations were above the midpoint score of the scales and their self-efficacy was below. There are many studies in the literature that find students' sense of school belonging over midpoint scores (Altınsoy & Karakaya Özyer, 2018; Goodenow, 1992; Özgök & Sarı, 2016; Yıldız, 2015). This finding can be interpreted that the students have positive attitudes and behaviors related to the school, they feel safe in the school, and their experiences about school are positive. Because how psychological needs such as the sense of belonging are met reflects in individuals' perceptions and ideas about the subject (Osterman, 2000). This finding in the present research shows that students' feelings of school belonging can also be met in a positive way. While the concept of the sense of school belonging is defined, the characteristics of the students' school experiences can be used (Sanders & Munfold, 2016). Therefore, the sense of belonging above the median determined in the present study can be attributed –with being related to the scale items used as well- to the positive experiences of the students about the school, to the healthy communication they have with their friends, teachers, or other staff in the school, and to feel safe and comfortable in school. Besides, it can be a factor that adolescents in high school period deeply feel the need to belong. Because adolescents need feeling attachment, approval, and belonging during this period, the sense of belonging to the school becomes a more important need in adolescence than other age groups (Özgök & Sarı, 2016). Hence, it can be stated that high school students are trying to solve the needs of belonging, love, and being loved with the sense of school belonging.

The other finding obtained in the study is that the future expectations of high school students are also above the midpoint score of the scale. Özmen, Erbay, Çetinkaya, Taşkın, and Özmen (2008) and Gönüllü (2003) found that many of the high school students were positive about the future and that they are hopeful about it. Another study was conducted by Verdugo, Freire, and Sánchez Sandoval (2018) determined that the future expectations of adolescents between the ages of 12 and 16 were positive as well. Meanwhile, in the study conducted by McCabe and Barnett (2000) with 72 students, only 1% of young people expressed negative expressions about their future careers. Students' school experiences have a significant impact on their future expectations (Israelashvili, 1997). Positive experiences of the school also positively affect future expectations. Regarding that the sense of school belonging in the current study found to be high, it may have supported them to have positive expectations towards the future. Indeed, Israelashvili (1997) and Lam, Chen, Zhang, and Liang (2015) found that students with high sense of belonging to the school had more positive thoughts about the future, they were hopeful for the future and their future expectations were high.. The high levels of hope or positive future expectations can also be attributed to the characteristics of this period since the youth period is defined as a period in which the people are directed to the future with enthusiasm rather

than concern and hopelessness (Alisinaoğlu, 2002). This emotion orientation also supports the positive future expectations of young people despite their negative conditions. For instance, although the study by Verdugo et al. (2018) was carried out in Spain and Portugal that were in an economic crisis, it was determined that the youth of these countries were in the positive expectations for the future. Similarly, in a study by McCabe and Barnett (2000), it was stated that young people are unrealistic optimists about their future careers.

Another finding obtained in the study is that the self-efficacy of high school students is below the below the midpoint of the scale (2.96). This result is consistent with the results of the study of Güzel (2017), which determined that the academic self-efficacy of the high school students is low, yet, it is not consistent with the results of the study conducted by Sezer, İsgör, Özpolat, & Sezer (2006). In the study of Sezer et al. (2006), it was concluded that the self-efficacy of the students in the schools taking the students with the exam or the talent examinations was higher. Because it is stated that it is likely that the academic success in these schools is higher or the students feel adequate in an area and that these variables affect the self-efficacy positively (Sezer et al., 2006). Considering that the study group is selected from an Anatolian High School (a special school type accepting students with higher high school entrance exam scores), it can be said that the academic competencies of the students are expected to be higher than normal high schools. This situation can be explained by the fact that Anatolian high schools in Turkey now start to implement the student acceptance without examination. What is more, the average of self-efficacy is lower than that of belonging to the school and future expectation can be explained by Bandura's (1997) study, which stated that self-efficacy is more appropriate to evaluate in a specific area or for a specific behavior. In fact, when the literature is examined, it is seen that the number of studies that measure self-efficacy perceptions of a course or skill is more than the general self-efficacy studies (Aurah, 2017; Özmenteş, 2014; Uçgun, 2014).

The other finding in the study is that there is a significant and positive relationship between self-efficacy and future expectation. This result is consistent with the results of the study conducted by Verdugo et al. (2018). In the study of Verdugo et al. (2018), it was determined that the expectations of the adolescents between the ages of 12 and 16 were highly related to self-efficacy perceptions of the students and it was stated that the students with high self-efficacy had high expectations from the future. Bilgiç, Temel, and Çelikkalp (2017), Davidson, Feldman, and Margalite (2012), and Kezer, Ogurlu, and Akfırat (2016) also found a significant and positive relationship between the future hope and general self-efficacy. This finding is an expected result if it is considered that people with higher self-efficacy can determine higher goals and work more consciously to achieve these goals (Arslanbuğa, 2017). Because self-efficacy is a factor that affects our positive or pessimistic views, our goals, the amount of efforts we will make against obstacles and the achievements we will achieve (Özenoğlu Kiremit, 2006). It can be said that the students who have high self-efficacy think about themselves as senior professionals in the future, have high beliefs about achieving these goals, thereof, have a more positive perspective and decreased stress level which supports their positive expectations from the future. These two concepts are related to each other as the level of hope and self-efficacy are relevant to the expectations that these positive experiences are going to be realized in the future (Feldman & Kubota, 2015). Because self-efficacy is related to the expectation that one can actualize their behaviors, the sense of hope towards the future is related to the expectations that one can reach the goals (Snyder, 1995). This may be a reason for a significant relationship between self-efficacy and future expectations.

Other findings of the study showed that the future expectation variable explained 19% of the total variance, and that the total explained variance increased to 26% after adding the self-efficacy variable. In addition, the contribution of the future expectation variable to the model ($\beta = .33$) was found to be higher than the contribution of the self-efficacy variable ($\beta = .28$). Peck (2017) also found that the relationship between students' sense of school belonging and future expectation was higher than the relationship between sense of school belonging and academic self-efficacy. The results of the current study and the results of Peck's (2017) study can be interpreted as the students' future expectations predict their sense of school belonging more than self-efficacy. The higher prediction of future

expectations on the sense of school belonging can be attributed to the realization of the importance and necessity of the school to reach the economic, social, educational or personal expectations. Another reason affecting this result can be attributed to the students' lower average self-efficacy score. In other words, it can be said that the most important factor predicting the sense of school belonging is the students' high future expectations rather than their relatively low self-efficacy. Although it is determined that future expectations contribute more to the model than self-efficacy, this finding does not change the conclusion that the contribution of self-efficacy in the model is significant. According to the results of the analysis, the future expectation and self-efficacy predict the high school students' sense of school belonging significantly.

Research findings show that future expectation and self-efficacy significantly predicted high school students' sense of school belonging. The meaningful and positive relationships between the students' feelings of belonging to the school with future expectations and self-efficacy indicate that the sense of school belonging increases as the future expectation and self-efficacy increase. This finding is consistent with the results of the study conducted by Mengi (2011), which showed that the higher the self-efficacy of high school students, the higher their commitment to the school. In the present study, a scale measuring social, academic, and emotional self-efficacy characteristics was used. The data obtained from the scale reflect the self-efficacy of the students towards friend relations and academic issues. Consequently, it is possible that the students' beliefs about their friendships and academic experiences affect their sense of school belonging. It is expected that students with positive experiences will have high feelings of belonging to the school, and students with negative attitudes will have low feelings of belonging to the school. In a study conducted by Canbulat, Cipevizci, Kalfa, and Fahliogullari (2017), a moderate, positive, and significant relationship was found between the attachment of students to the school and their academic self-efficacy.

The other variable predicting the sense of school belonging was determined as the future expectation. This finding is consistent with the results of the study conducted by Israelashvili (1997). Having positive expectations for the future positively affects the sense of school belonging. The studies show that young people have professional expectations most (McCabe & Barnett, 2000). To meet these expectations, the importance and necessity of the school in having a profession should be recognized. Students who realize the importance of the school for their future are more likely to feel belonging at the school (DeWitt, 1995). Herewith, it can be said that students who have high expectations from the future are more likely to have academic motivation and success to realize their expectations. Having academic success and positive academic expectations positively influence the students' sense of school belonging and encourages these students to have positive expectations for the future (Fong Lam, Chen, Zhang, & Liang, 2015). For this reason, it is expected that the sense of school belonging will increase as a result of the high expectations for the future, on the other hand, it will decrease in the case of low future expectations. In the study conducted by Peck (2017), the relationship between university students' hope for the future, academic self-efficacy, and feelings of belonging to school were investigated and a significant relationship was found between these three variables. Future expectations positively affect academic achievement (Gilman, Dooley, & Florel, 2006), while academic achievement nourishes the sense of belonging to the school. Thus, having positive feelings towards the future strengthens the sense of belonging to the school (Stebleton, Soria, & Huesman, 2014). Likewise, high self-efficacy in the academic sense increases the feeling of attachment to school (Canbulat et al., 2017).

The findings of the study about the variables that predict the sense of school belonging are thought to be important in terms of taking preventive measures for school dropouts. Although the present study did not investigate the relationship between school dropout and school belonging, many studies in the literature revealed a relationship between them (O'Connor, 2018; Orpinas & Raczynski, 2016; Zorbaz, 2018). In this context, low sense of school belonging is stated as an important factor that increases the risk of school dropout (MoNE, 2013; Osterman, 2000), and it is emphasized that low sense of belonging brings the risk of school dropout (Barber & Schluterman, 2008; Kalaycı & Özdemir, 2013). It is thought that new researches about the future expectations and self-efficacy variables which explain

the sense of school belonging at a rate of 26% in this study will contribute to the literature on reducing school dropout. In this context, it is thought that the studies aiming to determine and increase high school students' future expectations and self-efficacy in order to increase their sense of school belonging will indirectly contribute to reducing the risk of school dropout. In the literature, it has been observed that the studies evaluating self-efficacy for a specific field or for a lesson rather than general self-efficacy and hope rather than future expectations are relatively more and the participants are generally university students instead of high school students. Therefore it is recommended to carry out new studies that evaluate the general self-efficacy of high school students and their future expectations and how they predict the sense of school belonging. Besides, in addition to the studies with the scales, it is important to expand the results with qualitative research to obtain more detailed information. On the other hand, steps like providing guidance services to increase students' academic, social and emotional self-efficacy and their personal, professional, economic, educational and social expectations can be taken. Thus it can be contributed to support students' sense of school belonging and decrease the school dropout rates. This study examines the predictors of the sense of belonging to the school and has some limitations. Participants were selected by appropriate sampling method, which may constitute a limitation for the representativeness of the study. Another limitation is the collection of study data from a single province. In future studies, the study can be repeated with more high schools students studying in different provinces selected by random sampling method. Thus, it can contribute to the elimination of the limitation arising from the sampling method. Finally, the scales used in the study require students to submit self-reports, which may present a limitation in terms of students' tendency to give socially expected answers. Despite all these limitations, the study is thought to provide unique contributions to the literature on the relationship patterns between sense of school belonging, future expectations and self-efficacy variables.

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