Future Perception and Expectations of High School Students: A Research on Science High School Students

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ABSTRACT

This research aims to examine the opinions of Science High School students about their future expectations. Phenomenology design, which was one of the qualitative research methods, was used in the research. The study group consists of 20 volunteer students from the Science High School in the Beylikdüzü county of Istanbul province in the 2021-2022 academic year. Within the scope of the research, a semi-structured interview form prepared by the researcher was used to determine the perceptions and expectations of the students about the future. The answers given to the questions prepared to examine the opinions of science high school students about their future perceptions and expectations were evaluated with content analysis. As a result of the analysis, the high score students took in the high school pass exam in their science high school preferences is expressed by the influence of their parents' directing and the higher learning area they want to study in the future and the professions they want to do It is seen that the expectations of the students about their future are primarily to study at a qualified university and department, to do the job they want, and to have a comfortable and happy life in terms of economy.

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1. Introduction

In our time, rapidly changing living conditions make it necessary for individuals to plan their future at an early age. All kinds of responsibilities that a person determines for herself/himself shape their expectations from the future (Uluçay, Özpolat., İşgör, & Taşkesen, 2014). The physiological period in which the concept of the future is most important for the individual is the period expressed as youth. The future is an important source of individual motivation, which evokes ideals, happiness, life purpose and good days. It is to fulfill the requirements of the responsibilities they have received that leads individuals to their future goals(Göktolga & Batar, 2017).It influences the future of a person's change and understanding their behavior by accepting their expectations as real. (Tatar, 2002). Because human behavior, attitude and expectations are open to perpetual change in the future. The main purpose of people's behaviors is to minimize the potential risks and uncertainties in their lives by constructing the future. However, it is necessary to be able to see the change and prepare for the change from the moment it is found (Kreibich., Oertel & Wölk, 2011).

 "Expectation is the level of belief that a behavior will bring some reward in certain situations" (Gerrig & Zimbardo, 2016: 422-423), is to make inferences about what may happen in the future based on previous experiences. (Tatar, 2005; Taş & Özmen, 2019). expectation,the behavior of the individual in the face of unforeseen consequences(Kalyon, 2014), provides important information about the individual's past experiences (Bandura, 1997). Expectation, which is the perception of future time, varies from person to person

(Avcı & Erden, 2013). Future expectation is what students hope will happen in the future(Artar, 2003; Tatar, 2005; Tuncer, 2011; Şanlı & Saraçlı, 2015). The most important feature of positive expectations in realizing a goal related to the future is the belief that there is a way out and that changes can occur in the life of the individual (Akalın, 2006). The effect of the individual's immediate or remote future expectations on the current actions is reflected in the education process (Lens & Tsuzuki, 2005).

The field of education is one of the most important tools for students to reach their expectations as it deals with short-term decisions that have a substantial impact on individuals and societies (Hutmacher, 2001; McCain & Jukes, 2001; Michel, 2001). In high school education, positive and negative changes can be experienced by the transition to the youth period. Students' perceptions of the future are also shaped by the impact of expectations brought by the transition to higher education (Çuhadaroğlu, 1989). The university exam, which high school students have to cope with in order to obtain a profession and determine their future, is a period of uncertainty (Adana & Kaya, 2005). During the high school period when the future design was shaped; Especially family, environment and educational institutions have some duties.Because young people are influenced by their parents' thoughts (Raffaelli & Koller, 2005). The future expectations of young people are shaped by their psychological state (McCabe & Barnett, 2000). Science high schools contains students that are the most successful at academical state at secondary level (Türk, 2018). High expectancy of success lead to strong performance, and strong performance leads to a higher expectation of success (Bandura, 1997). As the value of the individual for their future goals increases, academic success increases with greater motivation for the training to achieve these goals (Avcı & Erden, 2013).

The fulfillment of individual, social and academic expectations allows young people to increase their academic achievements, satisfaction, and motivation (Işık ve Bahat, 2021). However, among the youth in Turkey, education, not being able to take part in employment, inequality of opportunity and insecurity are seen as the leading problems. (Sosyal Demokrasi Vakfı [SODEV], 2020). Considering that not every student can enroll in the school of their choice or that the majority of them go to the high school type where the high school transition score is sufficient, measuring the future expectations of high school students over in the learning process gives important clues about the school they study. Because students have different expectations according to the type of school they study. (Uluçay vd., 2014). High school plays a critical role in young people's decision-making about the future, according to research on future expectations (Yavuzer., Demir., Meşeci & Sertelin, 2005; Adana & Kaya, 2005; Mello, 2008; Başkonuş., Akdal & Taşdemir, 2011; Şimşek, 2012; Bayoğlu & Purutçuoğlu, 2011; Tuncer, 2011; Sipsma., Ickovics., Lin & Kershaw., 2012; Turcios-Cotto & Milan, 2013; Uluçay & ark., 2014; Kaya & Göktolga, 2014; Davras & Alili, 2019). When all these studies are taken into account, it is seen that expectations are factors that can change according to gender, values, culture, family and environment. In countries such as Turkey, where the young population is dense, it is very important to determine the qualifications of the young population, to make plans for them in line with their expectations, and to create employment and investment areas. Therefore, any work carried out toward young people must be considered worthy of attention (Şimşek, 2016). Although there are studies on the expectation levels of high school students (Başkonuş & ark., 2011; Şimşek, 2012; Bayoğlu & Purutçuoğlu, 2011; Tuncer, 2011; Yavuzer & ark., 2005), no study has been found about the future perceptions and expectations of Science High School students. It is often important that students of science high school think about their future, given that young people are shaping their future career and their private lives in line with the type of high school they are trained in. Considering the effect of secondary school students' thoughts on the future on their expectation levels, it is important to measure the future expectations of students in academic achievement-oriented high schools such as science high schools. In this study, the views of science high school students about their future perceptions and expectations were examined. In this context, it has been tried to describe the opinions of the students about the future, their perceptions and expectations, academic success, reasons for choosing science high school, and their choice of department, university, and profession they want to study in the future. For this purpose, answers to the following questions were sought:

- 1. How do students think about the future?
- What are the future expectations of students?
- What are they doing to actualize their expectations?
- What are the factors that shape students' future perceptions and expectations?
- What are the reasons for students to choose Science High School?

- How do students think about their choice of university, department and profession?

2. Method

2.1. Model of the Research

This research was conducted as a qualitative patterned phenomenology. Phenomenology is a pattern that aims to describe human experiences and deals with phenomena (Tekindal & Arsu, 2020). The aim of the phenomenology design is to investigate the lived situations in depth. (Yıldırım & Şimşek, 2016). In this study, the opinions of students who have studied in science high school are intended to be evaluated on the future expectations, so this method has been selected to review their future, academic achievement, university, vocational, science high school and expectations from the future.

2.2. Work Group

The work group of this research was selected among the students of a state science high school in Istanbul, by criterion sampling, one of the purposeful sampling methods. Criterion Sampling, "is the study of all states that meet a predetermined set of criteria" (Marshall & Rossman, 2014). In the determination of the participants in this research; Being a science high school student was taken into account as the basic criterion. While determining the working group, three criteria were also determined; a) Being a 10th, 11th and 12th grade student outside of Grade 9 b) Having different genders c) Volunteering to participate in the research. Critical situations determined by the researcher in explaining the phenomenon he/she is examining can be used for criterion sampling. The criteria determined in this research were chosen because they fit the general harmony of the research (Creswell & Clark, 2016). The study group consists of 20 volunteer students, 5 female and 15 male, studying at a science high school in Istanbul in the 2021-2022 academic year. In qualitative research, the sample size is determined when the data starts not to receive new information and when the data is repeated. (Keser Özmantar, 2018). In this framework, the study group of the research was limited to 20 students. The demographic characteristics of the students participating in the research are given in Table 1.

Table 1. *Personal data of students participating in the research*

	Gender	Class	Age	Siblings	Grade	Mother Education	Father Education	Mother Job	Father Job	Income Rate ₺
S 1	F	12	18	1	85/100	Undergraduate	Undergraduate	Public	Public	9-12 ₺
S 2	F	10	15	2	85/100	Undergraduate	Undergraduate	Doesn't Work	Private	9-12 ₺
S 3	M	11	17	4	85/100	Undergraduate	Primary School	Doesn't work	Other	12 and higher ₺
S 4	F	10	15	1	85/100	Graduate	Undergraduate	Public	Private	12 and higher ₺
S 5	M	12	18	4	85/100	High School	High School	Public	Private	12 and higher ₺
S 6	M	10	16	5	85/100	Secondary School	Secondary School	Doesn't work	Private	12 and higher ₺
S 7	M	10	15	2	85/100	Undergraduate	Graduate	Public	Public	12 and higher ₺
S 8	M	12	17	1	85/100	Graduate	Graduate	Private	Private	5-9 ₺
S 9	M	11	16	1	85/100	Lisans	Graduate	Public	Public	9-12 ₺
S 10	M	12	17	1	85/100	Graduate	Graduate	Private	Private	5-9 ₺
S 11	M	10	15	3	85/100	Primary School	Secondary School	Doesn't work	Other	3-5 ₺
S 12	M	12	17	1	85/100	Graduate	Graduate	Private	Private	5-9 ₺
S 13	M	11	16	2	85/100	Undergraduate	High School	Doesn't work	Doesn't work	5-9 ₺
S 14	M	10	15	4	85/100	Primary School	Primary School	Doesn't work	Other	5-9 ₺
S 15	M	11	16	3	85/100	Primary School	High School	Doesn't work	Other	5-9 ₺
S 16	M	11	16	1	85/100	Undergraduate	Undergraduate	Private	Private	12 and higher ₺
S 17	M	11	16	1	85/100	Undergraduate	Undergraduate	Public	Public	9-12 ₺
S 18	M	11	16	2	85/100	Primary School	Secondary School	Doesn't work	Other	5-9 ₺
S 19	F	11	17	2	85/100	High School	Undergraduate	Doesn't work	Public	9-12 ₺
S 20	F	10	17	2	85/100	Undergraduate	Undergraduate	Private	Private	12 and higher ₺

2.3. Data Collection Tool

The data of the research were obtained with a semi-structured interview form developed by the researchers. In order to prepare the interview questions, researches on the future and future expectations were examined and draft questions were prepared. Draft questions were submitted to the opinions of two experts from the field of educational administration and supervision, and open-ended questions were finalized as a result of the feedback received. In this context, the following questions were included in the semi-structured interview form. The participants were asked demographic questions about gender, grade level, age, number of siblings, grade point average, mother and father education level, mother and father employment status and family income level, future, future expectations, reasons for choosing a science High School, university and career preferences and their thoughts on the change in their future and expectations during the pandemic/epidemic period.

2.4. Validity and Reliability

The concept of validity in qualitative research methods means that the researcher observes the researched phenomenon as it is and as impartially as possible. Reporting the collected data in detail and explaining how the researcher reached the results are among the important criteria of validity in a qualitative research. In terms of ensuring internal validity/credibility, researchers are expected to be consistent both in data collection processes and in data analysis and interpretation processes, and to explain how this consistency is achieved. In a study in which a descriptive analysis is used, it is important for validity to include direct quotations from the interviewees and to explain the results based on these (Yıldırım & Şimşek, 2016).

While examining the opinions of the participants, attention was paid to use the words, sentences and concepts they used, especially the concepts they included in their own statements. Direct quotations were also included in the research in order to ensure credibility and to reflect the participant's views more clearly. While preparing the Interview Form, a detailed literature review was conducted to increase the internal validity of the research, and the researches and theoretical foundations on the subject were examined. In order to increase the external validity (transferability) of the research, interview date, time and place information and question items were explained in the interview form.

2.5. Data collection and Analysis

Pilot interviews were conducted with the people who will participate in the research. As a result of the interviews, it was determined that the open-ended question form was understandable by the people who would participate in the research and the main application was started. Permission was obtained through the consent form prepared from the parents of the students. Face-to-face interviews were conducted with the students in an environment determined by the school administration in accordance with their wishes, and the interviews were recorded with a voice recorder with the permission of the students. While the relevant form was shared with the students, it was stated that the participation was voluntary, and the participants were asked to answer the questions sincerely and intimately.

The obtained data were analyzed by content analysis. Content analysis is a systematic technique in which some words of a text are summarized into smaller content categories by coding according to certain rules (Büyüköztürk., Kılıç Çakmak., Akgün., Karadeniz., & Demirel, 2012). In order to ensure the validity and reliability of the study, purposive sampling was used in the determination of the study group and attention was paid to the fact that the participants were educated in science High School and they had different grade levels, except for the 9th grade. The data collection tool was developed according to expert opinions and the results of the pilot study and analyzed one by one by the data obtained. The students participating in the research were shown by being coded as S1, S2, S3, S4… due to their compliance with ethical principles. The opinions of the students were given in the findings section by arranging the tables.

2.6. Ethical Permission

In this study, research ethics principles were observed and necessary ethics committee permissions were obtained. Within the scope of ethics committee permission; The document numbered 27.05.2021, E-61923333-2021/3/23 was obtained from the Ethics Committee of Ahi Evran University Rectorate.

3. Results

The aim of the research is to examine the future perceptions and expectations of science high school students. As a result of the analysis of the data obtained from the opinions of Science High School students, 3 themes emerged. These themes were named as "Future, Educational Future, Higher Education". The sub-categories and codes of the themes were determined and the students' opinions were analyzed. The relations of the answers given to different questions with each other were reflected in the themes. Each theme, sub-theme and codes are given.

Future Theme

By evaluating the data obtained from the question of the factors motivating the future and the future of the participant students, the findings related to the theme of *"Future"* were examined under the sub-themes of *"Perception, Motivation, Expectations from the Future and Things Done"*.

It was observed that half of the participant students gave the answer "Professional future (f=10)" to the question "*What do you think about the future*". In addition, while some of the students define the future as "social future (f=6) and emotional future (f=6)", there are also answers that perceive it as "uncertainty (f=5), money (f=2)".

> *"In the future, I see myself not in this country, but maybe in another place, and at least with good conditions, with what I can call good conditions, with a nice salary." (S 2) "The future means good things to me; money, health, happiness." (S 3) "I have a job where I am happy in the future, in a place where I am happy." (S 10) "The future, my dreams, the job I want to do, the things I will do in the future." (S 11)*

> *The majority of the participants answered the question "What are the factors that motivate you for the future?" "Family/Parents (f=12)"; They answered "He (f=4), Teachers (f=4) and Dreams (f=4)" and "Friend (f=3) and Success (f=3)". It is stated that families about the future motivate students. On the other hand, their professional future perceptions are shaped by their academic success and the quality of the school they attend; It can be stated that the strongest motivation factor for the future is their families.*

> *"My parents, there are very variable factors. Also me. There are dreams, my dreams motivates me. Friends motivates me." (S 3) "Success motivates me the most. My family also motivates me" (S 4) "My dreams about the future motivates me." (S 12) "I motivate myself. My father motivates me." (S 20)*

Table 2. *Views of science high school students' about future*

Theme	Categories	Codes	Partipicant Students	*f*	%
Future	Perception	Professional Future(Job)	1,4,5,6,10,11,13,15,18,19	10	50
		Social Future/Family	2,4,6,11,16,19	6	30
		Emotional Future/Happiness	3,4,7,10,11,15	6	30
		Uncertainty/Complexity	4,5,8,16,18	5	25
		Money	1,3	2	10
	Motivation	Family/Parents	2,3,4,6,7,9,10,11,13,14,15,20	12	60
		Friends	2,3,6	3	15
		Himself/Herself	2,3,10,20	4	20
		Teachers	1,4,10,15	4	20
		Success	4,5,10,	3	15
		Dreams	3,12,16,18	4	20
	Expectations from Future	Being Happy/Nice Life	4,5,7,9,11,12,13,14,15,19,20	11	55
		Success	6,12,15,16	4	20
		Job/Profession	2,5,9,10,16,17	6	30
		Family	6,9,11,13,14,16	6	30
		Income/Money	2,5,6,7,11,15,	6	30
		Health	4,12,13	3	15
	Things done	Studying	1,2,9,10,11,12,13,14,15,17,20	11	55
		Believing in yourself	1,2,5,10,12,13,16,17,18	9	45

The data obtained from the participant students' question *"What are your future expectations and what are you doing for your expectations"* were evaluated and the findings related to the *"Future"* theme were examined under the sub-themes of *"Expectations from the Future"* and *"What Are Expectations Made for"*. Participating students state that they expect to live a *"happy and good life (f:11)"* most from the future. Although their expectations

differ, it can be thought that the majority of students want to be happy and live a good life more than money, success, profession and other expectations, which is the effect of the pandemic period and living conditions. In addition, *"family (f:6), profession (f:6), money (f:6)"*, *"success (f:6) and health (f:6)"* are also expressed as future expectations.

> *"My environment is influential, especially my family, my parents. The financial situation also plays a role." (S 6)*

> *"My family, financial opportunities, university education and my interests have an impact on shaping my future." (S 9)*

> *"My mother, father, teachers are influential in my future. My friends and my immediate environment are also influential. Technology, books and school shape my future. The impact of academic success is very important in shaping the future." (S 15)*

In order to realize the expectations of the participant science high school students, it should be considered important that they "*study their course, prepare for the exam* (f:11)", and "*confident in themselves* (f:9)" that their expectations will be realized by making plans for the future. It can be predicted that the academic success in the high school transition exam has a positive effect on the students keeping their future expectations high and they have self-confidence.

> *"I work, I study. Apart from that, I am trying to gain general cultural knowledge. I read books. (S 9)*

> *"I pay attention to my lessons, I try to listen carefully to the lessons." (S 11)*

> *"I believe that my expectations will be met, I think. I am working hard to fulfill my expectations." (S 13)*

> *"I study for my expectations. I am working privately for the university exam." (S 17)*

Educational Future

As a result of the data obtained from the question "*What are the factors affecting the future perceptions and expectations of the participant students*", the findings related to the "*Educational Future*" theme were examined under the sub-themes "*Factors shaping the future and reasons for choosing Science High School*".

Table 3. *Science high school students' future perceptions and expectations and opinions on science high school preferences*

Theme	Categories	Codes	Participating Students	f	%
Educational Future	Variables that lead the future	Education	2,4,5,6,9,10,11,13,15,17,19,20	12	60
		Family (Parents)	2,4,6,8,9,10,12,13,14,16,17,18,19	13	65
		Hobbies	1,4,7,9,14,15,16,17,18,19	10	50
		Himself/Herself	3,4,7,10	4	20
		Friends/Environment	5,6,8,10,15,16,17	7	35
		Teachers	10,13,15,16	4	20
		Economic Possibilities	4,5,6,7,9,12	6	30
		Academical Success	5,6,7,8,10,12,13,14,15,16,17,19,20	13	65
	Reasons for Choosing Science High School	Education	1,2,4,5,6,7,11,14,15,19	10	50
		Teachers	1,2,3,10,13,18	6	30
		Curriculum/Syllabus	1,3,5,7,8,11,12,13,15,17,20	11	55
		Friends/Environments	6,8,11	3	15
		Academical Success/Graduates of School	2,4,5,6,10,11,14,16	8	40
		School score/Exam score	7,9,12,14,18,20	6	30

Participants see their "*family* (f:13)" and "*success* (f:13)", their "*educatio*n (f:12)" and "*hobbies* (f:10)" as the most effective factors regarding their future perceptions and expectations. In addition, some students see their "*friends* (f:7)" and their "*economic opportunities* (f:6)", while some students see their "*teachers* (f:4) and themselves (f:4)" as influential on their future. The majority of participating science High School students think that their families, academic achievements and the education they receive in science High School are effective on their perceptions and expectations about the future. In addition, some participant students state that their hobbies, friends, teachers, themselves and economic opportunities also shape their future.

> *"My parents wanted this school. I thought the friendliness was good." (S 6)*

"My family has an influence… I think family is very influential in shaping a person's future." (S 12) "Academic success will have a huge impact on my future. I believe that the education I received will contribute to the realization of my expectations in the future." "S 14)

"I think my hobbies have an effect." (S 19)

"Those who come here as a student body are aware of something in the 8th grade and are in the one percent or even half the percent." (S 20)

The data obtained from the answers of the participant students about the "Reasons for choosing a science high school" were examined under the theme of "Educational Future" and the sub-theme of "Reasons for choosing a science high school". Participating students state that "numerical courses/curriculum (f:11)" and "education-training (f:10)" and "success of graduates (f:8)" are the most effective reasons for choosing science high school. Some students prefer science high school because of their "high school transition exam score (f: 7) and teachers (f: 7)", while some see their "friends (f: 3)" as the reason for their preference. Participating students state the curriculum (numerical courses) and the quality of education as the most important reasons for choosing a science high school. In addition, they state the exam and academic success of the graduates of the school, the qualifications of the teachers, the school entrance score and the reasons for the preference of their friends.

"We receive an academic education, the curriculum of science high school is different… Something I have known since middle school is because I love mathematics and physics. I thought the academic education in science high school would be more adequate. I can say that the main reason for my choice of science high school is academic concerns in general." (S 1)

"… I think the curriculum is not suitable for the future, it is in a way that students do not want. (S 3)

"For a good education and because it's success was very good, especially the university achievements were at the level I wanted. My parents wanted this place too. I thought the friend environment was good." (S 6)

"I actually chose science high school because of the score. I chose it because of the high score." (S 9)

Higher Education and Pandemic

As a result of the data obtained from the answers about the "University and Vocational Preferences" of the participant students, the findings related to the "Higher Education" theme were examined under the sub-themes of "Vocation" and "Distance Education/Pandemic".

Table 4. *Views of science high school students on higher education and the effects of the pandemic*

Themes	Categories	Codes	Partipicating Students	f	%
Higher Education	Job/Profession	Medicine	4,5, 6,7,9,16,17,19,20	9	45
		Engineering	1,3,8,10,13,14,15,18	8	40
		Indecisive	2,11	2	10
		Other	12	1	5
	Distance Education/Pandemic	Negative	2,7,8,10,11,13,18	7	35
		Positive	5,6,12,14,15,17,20	7	35
		Not affected	1,3,4,9,16,19	6	30

Participating students express the effect of the pandemic period on their thoughts about the profession and university choices they want to make in the future. The findings related to the "*Higher Education*" theme were examined under the sub-themes of "*Vocation* (f:17)" and "*Distance Education/Pandemic*". The majority of the students state that they will prefer the universities and departments where they will study in the field of "*Medicine and Engineering* (f: 17)" in accordance with the reasons for choosing Science High School.

"I see myself as an engineer. I think my expectations will be met." (S 3)

"I think it will be Cerrahpaşa Medicine. I think of neurosurgery as a department." (S 4)

"I want to enter one of the best universities in Turkey, study electronics engineering as a department and do it as a profession." (S 8)

"My expectations for the future are clear, there will be no surprises. My goals and expectations will not change. It will be Boğaziçi Industrial Engineering. I want to do a major or minor in Business or Economics." (S 10)

"I want to study medicine and become a doctor. I think my expectations will be met, it's up to me. Since I think I will go to the profession, I think that I will have expectations by working." (S 16)

They express the view that the pandemic period "*affects (f:14)*" the students studying in science high schools, and that the pandemic process "*does not affect* (f:6)".

"The pandemic did not surprise my target, I spent the time knowing what I wanted. It helped me to be a little realistic, the following changed in my expectation and perception; It takes effort and effort to get to a really good place, to have a good job." (T 1)

"The epidemic period has been very effective in seeing what we can do and what we cannot do." (T 2)

"Everyone about the future has fallen into despair or disappointed." (T 5)

"The pandemic has affected it, it has made us realize that the use of information technologies will become mandatory in the future, our awareness has changed" (T 10)

4. Conclusion, Discussion and Suggestions

As a result of the research, the findings obtained from the views of science high school students were discussed under the themes of Future, Educational Future and Higher Education. The opinions of the students were analyzed in line with the sub-categories of these themes. Participating students describe the future as a professional, social and emotional future. Choosing the right profession in the development of people and the education they receive in this direction are directly proportional to the quality of life (Aytar & Soylu, 2019).In this research, science High School students think that the future is the profession they will choose and the happy and good life they will live in line with the education they have received, since their exam and academic success are high. According to Uluçay vd. (2014), secondary education youth prioritizes work and education in their expectations. The future expectation of young people primarily includes plans such as education, profession, having a title, and living healthy and freely. (Nurmi; 1991; McCabe & Barnett, 2000; Yavuzer & ark., 2005; Mello, 2008; Şimşek, 2012; Uluçay., & ark., 2014). It has been found that the future expectations of high school and university students are similarly concentrated in the goals of profession, economic gain and social prestige. (Yavuzer ve ark., 2005).

It is seen that the families of the majority of the participating students have a good income level, and the economic level of the family is low, so the living standards of the participants are high. The factors that determine the future potential of the young person's economic situation, living standard and income level and the future potential of the department they are studying are revealed in their future planning (Davras & Alili, 2019). While the future expectations of High School students differ according to the grade level; It does not differ according to gender, the type of High School they attend, their academic grade point averages, mother's education level, father's profession, family income level, and number of siblings (Şimşek, 2012). In this study, it can be said that future perceptions and expectations did not change because similar perceptions and expectations were expressed according to gender, academic grade averages, family income level, and number of siblings. However, it differs at a low level according to the education level of the parents, the profession of the parents and the working status of the parents.

Most of the participants see their families as the main motivating factor for the future, while some participants state their teachers, themselves and their dreams as motivation factors at the same level. Young people's future expectations are shaped by psychological outcomes (McCabe & Barnett, 2000). There are important and convincing research results that future expectation improves psychological state. Research on how young people see their future has revealed that future expectation is related to motivation, planning and evaluation processes. The results are that young people's goals and interests determine their future planning and motivation (Seginer, 2003). Participating students also see themselves and their dreams as motivational factors.

While the participants mostly expect to live a happy and good life in the future, some expect family, profession, success, money and health. It can be thought that the expectations were shaped by the effect of the pandemic period and economic conditions. It can be said that high school students' expectations are primarily in the fields of work and education, and that their expectations are high compared to the education they receive is a special situation arising from the type of school (Uluçay and Friends., 2014). In this research, science high school students also openly express the professions they will choose in order to live a happy and good life

with their families and loved ones. The choice of profession is important because it is a decision that affects not only what kind of job the young person wants to work in, but also what kind of life they want to live in (Çoban, 2005). In order to realize the expectations of the participant students, they prepared for the exam by making plans for the future; Their confidence in themselves should be seen as important in the realization of their expectations. It can be predicted that the academic success they show in the high school transition exam has a positive effect on students' future expectations by increasing their self-confidence. School segregation among students based on academic performance in high school transition has important educational consequences, such as increased competition among high-performing students and peer support, especially in science high schools, due to the grouping of students with homogeneous success levels (Burroughs & Plucker, 2014; Ozer & Perc, 2020; Ozer, 2020; Piopiunik, 2013).

The majority of the participating students state that their families, achievements, education and hobbies are effective on their future perceptions and expectations. As the value given to the future goals of the individual increases, his/her academic success increases by being more motivated to the education that will reach these goals (Avcı & Erden, 2013). Some students, on the other hand, see their friends, economic opportunities, themselves and their teachers as influential on their future. Due to the relationship between academic success and socioeconomic level, school separation based on academic performance also groups students according to their socioeconomic levels (Kruse, 2019). High academic performance in schools such as Science High School can be interpreted as the fact that students both have similar academic achievement and are grouped in similar socioeconomic levels. Because grouping students in schools according to their academic and socioeconomic levels has a significant effect on perceptions towards schools (Geven, 2019). As a matter of fact, some of the participants in the research stated that they, their friends, teachers, hobbies and economic opportunities also shape their future. Education, knowledge and skill level of young people and income status of their families are effective in their future tendencies (Güleri, 1999; Lanz & Rosnatı, 2002; Libreska 2002).

The majority of participating students state that numerical courses/curriculum and education are the most effective reasons for their choice of science High School. Some students also see the success of school graduates, High School pass exam score and teachers as reasons for choosing science High School. Education, knowledge and skill level of young people and income status of their families are effective in their future tendencies (Seginer, 2003; Lanz & Rosnatı, 2002; Libreska, 2002). As a matter of fact, schools where more successful and higher socioeconomic students receive education are becoming the desired and preferred schools in the society (Suna., Gür., Gelbal, & Özer, 2020). Participating students think that the academic and exam success of the graduates of the school, the quality of the teachers, the high entrance score to the school and their friends are effective. The positive expectations of university students play an important role in the expectations of students who choose a certain type of High School (Uluçay et al., 2014). Regardless of the quality of the education offered, the perception towards schools becomes negative and it is very difficult to change this perception. The fact that science High Schools have been the most desired and positively perceived schools for many years is attributed to reasons such as the quality of the education offered and academic success (Pesen, Oral & Epçaçan, 2020). Successful students who choose Science High Schools prefer these schools to continue their education in a good program in a good university. Therefore, it is seen that labor market conditions and employment opportunities are more determinant in the preference tendencies of science High School graduates (Suna et al., 2020).

The majority of the participating students see the university as their educational future for the profession they want. Higher education choice of secondary school graduates also means choosing a profession, which is considered an important turning point in the lives of individuals (Gülbahçe, 2009). Studies with Science High School students also reveal that students choose these schools to get a quality education and go to a good university (Pesen et al., 2020). School entrance scores and school grade point averages of Science High School students play an important role in the transition to higher education. The grade point average of all participating students is 85 and above, and the level of academic achievement can be seen as incomparably higher than other schools. Factors such as the Weighted Secondary Education Achievement Score (AOBP) and the number of schools that admit students through examination in the transition to higher education have led to the formation of an increasing hierarchy among secondary education institutions in Turkey (Gür, Çelik & Coşkun, 2013; Kurt & Gür, 2012; Suna et al., 2020).

5. Limitations

The limitation of the study conducted with students studying at a science high school in Istanbul is due to the participation of science high school students. Since the interviews were made in the first semester of education at the selected school, the 9th graders who had just joined the school were not included in the study group. While the current situation is a limitation on the future perceptions and expectations of the participants, on the other hand, it is an important clue in understanding the feelings and thoughts of a successful student group (Science high school students) about their future.In addition, in this study, it is aimed to reach deep findings for research purposes rather than reaching generalizations or samples representing the quantitative majority.

6. References

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