

The relationship between the life satisfaction, hope and anxiety of senior students

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Abstract

This research investigates the relationship between the levels of life satisfaction, hope and anxiety of the faculty of education senior students. In the study, the life satisfaction, and the levels of hope and anxiety of the faculty of education senior students were compared in terms of their department, gender and the graduation possibility. 478 students in various departments of the faculty of education participated in the research. Satisfaction with Life Scale, State Hope Scale and State-Trait Anxiety Inventory were administered to the students during spring semester of 2013-2014, and fall semester of 2014-2015. Data analysis was performed on 438 valid forms. Spearman's rank correlation coefficient was used in order to determine the relationship between the levels of life satisfaction, hope and anxiety of the students, while Kruskal-Wallis and Mann Whitney U tests were applied in order to find out the differences between variables. It was determined that the levels of life satisfaction, hope and anxiety of the senior students vary by the departments, and that the constant level of anxiety is higher among girls and the senior students who fail to graduate. There is an intermediate positive level ($r=.51$, $p<0.01$) of the relationship between the levels of life satisfaction, hope, and a negative correlation between the levels of state anxiety ($r=-.43$, $p<0.01$) and trait anxiety ($r=-.41$, $p<0.01$) of senior students.

Keywords: Senior college students, life satisfaction, hope, anxiety

University life is a process that includes new educational, personal and social experiences which make students fulfill their expectations as having more fun, knowledge and skilfulness related to their educational field while their life satisfaction and hope levels increases even though more or less they feel anxiety. Many young people graduated from high school in Turkey wish to be a part of this process. Unfortunately, most of them fail to achieve this wish as a result of the preparation process lasting for years. University education means a good profession, a good job, and hence a good life for many people. According to Şahin, Zoraloğlu and Şahin Fırat (2011), the primary function of the university expected by university students is “the preparation for the profession”. Students determine their area of study considering “take a liking to the field” and “the ease of finding a job when they graduate”. However, a notable portion of these young people who get into the university may prefer departments that they actually do not want “just in order to have a bachelor degree.”

Students who are included in this process may have adjustment problems and become unhappy due to some negative conditions such as economic reasons and friendship relations (Erdoğan, Şanlı & Şimşek Bekir, 2005). If a university student experiences any dissatisfaction about her department and has worries about her future, this process becomes even more compelling. Dereli and Kabataş (2009) indicate that there is a relationship between the health college students’ levels of hopelessness, the worries about finding job and the anticipated period that they can find a job after their graduation. Despite being admitted to a university program seems to overcome an important obstacle in Turkish educational system for a student, if the program does not fully suit her areas of interest, her life satisfaction and academic achievement will be affected negatively (Gündoğar et al., 2007).

In Turkey, Transition to Higher Education Examination-Undergraduate Placement Examination (YGS-LYS) are a two steps selection and placement examination administered by Student Selection and Placement Center (ÖSYM). In first step test administered generally in April. If candidate university students pass first exam called YGS, they can enter the second exam called LYS in June. With the higher scores of YGS, students may apply to 2-years colleges, with appropriate scores of LYS, they may apply to 4 or more years university departments for bachelor degree. Students who only take the YGS, in which students have to answer 160 questions (Turkish language (40), maths (40), philosophy (8), geography (12), history (15), religion culture and morality knowledge (5), biology (13), physics (14) and chemistry (13)) in 160 minutes. LYS is administered five different sessions (morning, afternoon). After LYS, the candidate university students fill a university preference list to

choose the department for bachelor degree regarding the results or the scores of the examination; it is same for students who wish to prefer 2 years colleges. Taking into consideration all these information, if the preference orders of the attended department that the student locate in the university and department preference list is at the top, the students have higher academic achievements. The students without worries of becoming unemployed in the future and with a good career expectation have higher life satisfaction levels (Kümbül Güler & Emeç, 2006).

Young adulthood is a period that includes the developmental tasks, such as starting to work, choosing a spouse, undertaking citizenship responsibilities and being able to fulfil the responsibilities of one's children. An individual who graduates from the university starts to fulfil these developmental tasks, at first, by "finding a job." According to Aytaç and Keser (2002), working positively affects an individual's psychological health, and also makes oneself useful, has a status in the society and the feeling of her labor is valuable. The right to work is one of the most important social rights of an individual. Societies are obliged to provide this opportunity to individuals who are willing to work in a job that fits their skills (Gündoğan, 1999). Having a job is a phenomenon that allows a person to make a living with the income she earns, feel happy and independent, and thus, get satisfaction from life (Gill, 1999; Yüksel, 2003). Researches show that physical and mental health problems and related complications are seen more frequently among unemployed people, and this aggravates these negative health consequences as the duration of unemployment increases (Tüzün, 2006). Thus, the hopes and worries, and thus life satisfaction of an individual who graduates from the university are closely related to having a satisfactory job.

Hope, defined as what is expected or believed to happen (TDK, 2015) is a concept that has emotional and cognitive dimensions. The first dimension called "agency" is to want to achieve a target and feel the power to achieve the target. This dimension of hope includes properties that successful decisions were made or can be made in achieving a target in the past, in present and future. The second dimension is called "pathway". And this dimension is about one's belief that she makes or can make successful plans in achieving a target. Both dimensions are related and increase the effects of each other positively (Synderet al., 1991).

The senior students at the beginning of a new life are expected to take decisions aimed at their targets and successfully implement these decisions. This has a very important role in making and implementing future plans. Hope is a psychological strength factor against

negative experiences (Valle, Huebner & Suldo, 2006) and hopelessness affects the life satisfaction of the individuals negatively (Şar, Işıklar & Aydoğan, 2012).

Life satisfaction is an important concept of positive psychology and defined as the general assessment of a person about the quality of one's life by the criteria she chooses herself (Diener, 2000). Life satisfaction makes up the cognitive part of the concept subjective well-being that is used as a synonym of the concept happiness. Accordingly, subjective well-being has an emotional dimension consisting of positive and negative emotions and a cognitive dimension known as life satisfaction. And life satisfaction consists of cognitive judgements and assessments of an individual about one's own life (Diener & Suh, 1997). The studies showed that life satisfaction is related to gender (Kaya et al. 2015; Kanat & Dikkaya, 2014; Cenkseven & Akbaş, 2007; Tuzgöl Dost, 2007), positive emotions (Levinsohn, Reedner & Seeley, 1991), body perception (Gençay & Akkoyunlu, 2012), being engaged with art (Kanat & Dikkaya, 2014), and hope (Şar, Işıklar & Aydoğan, 2012). As seen, life satisfaction is an important structure about many aspects of the life such as different areas of interest, having a positive physical image and mental life.

Hopelessness (Erözkan, 2011) and negative assessments of individuals about their lives (Kaya et al., 2015; Surujlal, Van Zyl & Nolan, 2013) affect the level of anxiety. Anxiety is an emotional status that affects the performance of the individuals and sometimes makes them difficult to fulfill their tasks (Öner & Le Comte, 1998). In trait anxiety, also defined as chronic anxiety, an incident with no sign of anxiety can be perceived as negative and worrying by the individual. While trait anxiety is chronic, state anxiety is an acute anxiety situation (Palti, 2012). In the researches about anxiety, it was found that the level of anxiety varies according to the faculty (Tümerdem, 2007) and the gender (Ünaldı & Alaz, 2008) of the university students.

University senior students are individuals who passed the previously mentioned hard university entrance exam and university life stages and are on the verge of a new life. They have to cope with many new situations after graduation, such as finding a job, getting used to business life, returning to their hometown or living in a different area, etc. While these are especially easier for the students graduated from departments offering highly demanded jobs, it is a difficult process for some others in Turkey. It is thought that determining the levels of life satisfaction, hope and anxiety of the senior students will contribute to the field in order to be able to make studies aimed at their coping with this easier.

In this research, the relationships between the levels of life satisfaction, hope and anxiety levels of the education faculty senior students. Meanwhile, the levels of life satisfaction, hope and anxiety of education faculty senior students were compared in terms of their department, gender and the possibility of graduation.

Method

Study group

478 students from different departments of the faculty of education (Departments of Primary teacher education, Guidance and counseling, Arts and crafts education, English language, German language, Turkish language, and Physical education and sports) participated in the research. The students were applied Satisfaction with Life Scale (SwLS), State Hope Scale and State-Trait Anxiety Inventory in 2013-2014 spring and 2014-2015 fall semester.

Measures

Satisfaction with Life Scale: Life satisfaction was measured with the Satisfaction with Life Scale (SwLS) by Diener, Emmons, Larsen, and Griffin (1985). The scale containing of five items (e.g., In most ways my life is close to my ideal) with a 7-point Likert scale (1= strongly disagree, 7= strongly agree). The Turkish version of Satisfaction with Life Scale has been done by Durak, Şenol-Durak, and Gençöz (2010). Turkish version has been confirmed of SwLS structure with five items ($\chi^2/df= 2.06$, IFI= .99, TLI= .98, CFI= .99, SRMR= .020, and RMSEA= .043) and demonstrated to have good internal reliability ($\alpha = .81$).

State Hope Scale: The scale developed by Snyder et al. (1996) was adapted into Turkish by Akın, Satıcı, Kayış and Çitemel (2012). The scale that consists of 6 items is an 8-item likert type measurement tool. The validity and reliability works of the Turkish form were performed using the data obtained from 411 university students. The results of confirmatory factor analysis indicated that the model was well fit ($\chi^2=13.44$, $sd=9$, $p=0.14378$, RMSEA=.035, NFI=.98, CFI=.99, IFI=.99, RFI=.96, GFI=.99, and SRMR=.027). factor loadings ranged from .60 to .73. The internal consistency coefficient of the scale was .74 and the corrected item-total correlations ranged from .40 to .56 (Akın, Satıcı, Kayış & Çitemel, 2012).

State-Trait Anxiety Inventory: The State-Trait Anxiety Inventory developed by Spielberger et al. (1970) and adapted into Turkish by Le Compte and Öner (1977) was applied. The inventory consists of forty items in total, consisting of 20 items for the state anxiety inventory and 20 items for the trait anxiety inventory. The reliability coefficient of the State and Trait Anxiety Inventory was found between .83 and .87 for the Trait Anxiety Inventory and between .94 and .96 for the State Anxiety Inventory in various applications. Furthermore, the internal consistency coefficient of the Trait Anxiety Inventory is $\alpha = .87$; and the internal consistency coefficient of the State-Trait Anxiety Inventory is $\alpha = .76$ (Öner & Le Compte, 1977). This scale is of four-item likert type. The items number 1, 2, 5, 8, 10, 11, 15, 16, 19 and 20 in State Anxiety Inventory are reversed items. And items number 21, 26, 27, 30, 33, 36 and 39 in Trait Anxiety Inventory are reversed items. The data analysis was performed on 438 valid forms. Spearman's Rank Correlation Coefficient was used in order to determine the relationship of the levels of life satisfaction, hope and anxiety of the students, and Kruskal-Wallis and Mann Whitney U test were used in order to compare them by the variables.

Findings

Table 1

Mann Whitney U test results on the distributions of life satisfaction, hope, trait-state anxiety scores of the senior students by gender

	Mean rank		M-Whitney U	Z	p
	F	M			
n	346	92			
%	79.0	21.0			
Life satisfaction	220.86	214.38	15445.00	-.43	.66
Hope	215.51	234.51	14535.00	-1.28	.20
State anxiety	225.58	196.65	13813.50	-1.94	.05
Trait anxiety	238.42	148.35	9370.50	-6.07	.00

$p > 0,05$

As is seen in Table 1, there is no significant difference between the variables of life satisfaction, hope and state anxiety of the senior students of university. And trait anxiety average scores differ significantly in favour of girls ($z = -6.07$; $p > 0.05$).

Table 2

Mann Whitney U Test Results on the life satisfaction, hope, state-trait anxiety score distributions of the senior students with their possibility of graduation

	Mean rank		Mann Whitney U	Z	p
	Graduation	Non-graduation			
n	385	53			
%	87.9	12.1			
Life satisfaction	223.17	192.86	8790.50	-1.63	.10
Hope	222.36	198.70	9100.00	-1.27	.20
State anxiety	217.46	234.35	9415.50	-.91	.36
Trait anxiety	213.58	262.49	7924.00	-2.63	.00

p>0,05

As is seen in Table 2, there is no significant difference between the score averages of life satisfaction, hope and state anxiety of university senior students by the variable of graduation/non-graduation. The trait anxiety score (z=-2.63; p>0.05) averages differ significantly in favor of the senior students who will graduate

Table 3

Results of Kruskal-Wallis H Test and Mann Whitney U Test on the score distribution of life satisfaction, hope, state-trait anxiety of the senior students by their departments

Department	Mean ranks							df	χ^2	p	Paired comparison Mann Whitney U		
	Primary teacher education	Guidance and Counseling	Arts and Crafts Education	English Language	German Language	Turkish Language	Physical education and sports						
N	66	127	42	119	22	42	20						
%	15.1	29.0	9.6	27.2	5.0	9.6	4.6						
Life satisfaction	163.60	248.67	190.60	218.01	189.50	226.79	306.05	6	32.66	.00	1-2	.00	
											1-4	.00	
											1-6	.01	
											1-7	.00	
											2-3	.01	
											2-5	.02	
											2-7	.02	
											3-7	.00	
4-7	.00												
5-7	.03												
6-7	.01												
Hope	192.30	234.61	246.05	205.87	187.91	220.15	272.05	6	12.94	.04	1-2	.02	
											1-3	.04	
											1-7	.02	
											4-7	.03	
											5-7	.04	

State anxiety	268.65	190.97	266.61	212.28	248.80	210.81	16855	6	2725	.00	1-2	.00
											1-4	.00
											1-6	.01
											1-7	.00
											2-3	.00
											2-5	.03
											3-4	.01
											3-7	.00
5-7	.04											
Trait anxiety	273.03	196.37	235.54	224.30	221.52	211.46	142.15	6	24.56	.00	1-2	.00
											1-4	.01
											1-5	.05
											1-6	.01
											1-7	.00
											2-7	.05
											3-7	.00
											4-7	.00
5-7	.00											
6-7	.03											

p>0,05

As is seen in Table 3, it was determined that there is a significant difference between the levels of life satisfaction, hope and anxiety in terms of the variable of department. Department of physical education and sports is the department with the highest level of life satisfaction and hope, and lowest level of anxiety among all departments. This is followed by the department of guidance and counseling in terms of the variables of life satisfaction and hope. The departments with the highest level of anxiety are primary teacher education, Arts and crafts education and German language, respectively.

Table 4

The relationship between the levels of life satisfaction and hope and state-trait anxiety of senior students

	Life satisfaction	Hope	State anxiety	Trait anxiety
Life satisfaction	1.00	.51**	-.43**	-.40**

Spearman's Rank Correlation Coefficient was performed in order to determine the relationship between the levels of life satisfaction and hope and state-trait anxiety of senior students. As is seen in Table 4, there is a medium level of positive correlation between the life satisfaction and hope levels ($r=.51$, $p<0.01$); and a medium level of negative correlation between the state anxiety ($r=-.43$, $p<0.01$) and trait anxiety levels of senior students.

Discussion and Conclusion

According to research results, there is a significant difference between trait anxiety levels of senior students in terms of the gender variable in favour of girls. The life satisfaction

and hope scores of female and male senior students do not differ. The finding obtained on anxiety in terms of gender is similar to the findings of Ünalı and Alaz (2008), and the findings on the level of hope are similar to the finding of Dođan (2012) on the hopelessness levels of candidate arts teachers. Nevertheless, the finding obtained does not support the findings of Aktađ and Alpay (2015), Uz Bař and Kabasakal (2013) and řahin (2009) that the hopelessness levels of male students are higher. Similarly, this finding is not parallel to the finding in the literature that the life satisfaction of female students is higher (Kaya et al. 2015; Kanat & Dikkaya, 2014; Cenkseven & Akbař, 2007; Tuzgöl Dost, 2007).

A significant difference was found between the trait anxiety levels of senior students in the research in favour of the students who fail to graduate. The students, who fail to graduate in the fourth year from these departments that consists of four years of education, do not have worries of finding jobs and getting prepared for a new life just like their peers. Nevertheless, these individuals must continue with their education for one or more semesters. These individuals encounter being perceived as unsuccessful, the economic burden brought about continuing with their education, and hence, family and social pressure. This is believed to cause high-levels of anxiety among students who fail to graduate.

And in terms of the variable of department, it was determined that there is a significant difference between the levels of life satisfaction, hope and anxiety. Physical education and sports is the department with the highest level of life satisfaction and hope and lowest level of state-trait anxiety among all departments. This is followed by the department of guidance and counseling. The departments with the highest level of anxiety are Primary teacher education, Arts and crafts education and German language teaching, respectively. The life satisfaction levels of the students of this department are also low. The students of the departments of Primary teacher education, English language and German language have the lowest level of hope.

There are many universities in Turkey (approximately 170), and almost all of the universities have education faculty. Guidance and counseling, Primary teacher education, Arts and crafts education, English language, German language, Turkish language and Physical education and sports departments are departments in almost all education faculties. In Turkey, teachers are mostly employed in state schools affiliated to the Ministry of National Education (MNE). Teachers working in state schools are in a better situation than many teachers working in the private sector. Teachers working in the private sector work for longer hours for a lower wage especially in the first years of their professional life. Furthermore, teachers

working in state schools are more advantageous in terms of work guarantee. In this context, it would not be wrong to say that most of the candidate teachers prefer/want to work in state schools. The quota opened for state schools and number of applications support this opinion.

Each year, many candidate teachers, graduate from faculties of education, and just a limited portion of them can work in state schools. Figure 1 shows the number of applications to MNE teacher positions by the departments in 2014 and 2015 when the research was carried out and the number of the appointments. Nevertheless, the following information should also be taken into consideration when interpreting these figures. The scores taken from the “Public Personnel Selection Examination (KPSS)” is primarily used for the employment in public institutions in Turkey. This also applies to candidate teachers who want to work in state schools. Each year, thousands of candidate teachers take this examination, about which they say “they believe that it is not sufficient for the selection of teachers, and also affect their social relations, and participation into artistic, cultural and sports activities negatively” (Sezgin & Duran, 2011). The candidates apply to the MNE considering the percentile order of the scores they take from this exam. In other words, the number of candidate teachers applying to MNE for appointment represents much less than the number of teachers who wish to work in state schools.

Department	2014		2015	
	Number of applications	Number of appointments	Number of applications	Number of appointments
Primary teacher education	14085	6098	18020	5472
Guidance and counseling	3819	2876	5285	2172
Arts and crafts education	2483	686	3769	836
English language	8791	3897	13470	5357
German language	1721	252	2707	288
Turkish language	5968	1757	10272	2861
Physical education and sports	4490	1439	9212	1690

Figure 1. 2014/2015 field-based minimum score table on the primary appointment (*personel.meb.gov.tr*)

Departments of guidance and counseling require the highest score in the YGS/LYS among the departments in Faculties of Education. This department is mostly preferred by the students at top rankings. As is seen in the numbers of application and appointment in Figure 1, a majority of the graduates can work in state schools. Furthermore, the graduates of guidance and counseling are also employed in private education institutions, family counselling centres, institutions affiliated to the ministry of justice, rehabilitation centres,

employment agencies, etc. In other words, it can be said that the graduates of the department of guidance and counseling have no problem in finding jobs. Students of the department of guidance and counseling study at the department they wish, and they can easily find a job after their graduation. Consequently, it is expected that candidate counsellors have high level of hopes for preparing a good future. This finding of the research supports the findings of Kümbül Güler and Emeç (2006). Similarly, it is expected that these students have low levels of anxiety for the future.

The departments with the highest level of anxiety are the departments of Primary teacher education, Arts and crafts education and German language. Every faculty of education in Turkey has a department of primary education. These departments accept a large number of students. Hence, the number of the graduates is quite high. As is also seen in Figure 1, a lot of graduates apply for working in state schools, but more than half of the applicants have no chance of appointment. Two other departments, Arts and crafts education and German language, have low appointment rates. The opportunity of the graduates of this department to find jobs related to their profession is also more limited than other departments. As indicated by Dereli and Kabataş (2009), it is thought that the uncertainty of the graduates from the department regarding finding a job leads to an increase in their anxiety levels, and thus decrease of their levels of life satisfaction and hope for the future.

In a study carried out by candidate teachers, Şahin (2011) determined that 80.54% of the participants have “negative” thoughts about their professional future. Candidate teachers indicated that very few appointments are made, although a lot of candidate teachers wait render their professional future uncertain, they may have to work in different fields, and this causes them anxiety. 91% of the participants think that their efforts will go down the drain, and their lives will be affected quite negatively in terms of psychological, economical, familial and environmental pressure. As seen, state schools are an important employment area for most of the candidate teachers. The research finding that the lower levels of life satisfaction and hope of the students of Primary teacher education, Arts and crafts education and German language departments, with limited opportunity to be appointed in state schools or finding a job, are low, and their level of anxiety is high, seems to support the research findings of Şahin (2011).

Nevertheless, the finding of the research on hope levels of the students in the department of Arts and crafts education is not in parallel with the finding of Doğan (2012) that the hopelessness levels of arts teachers are low. This finding also does not show

similarity to the finding of Kanat and Dikkaya (2014) that the life satisfaction levels of the students of the department of music education who are trained in the field of art are higher than the life satisfaction levels of the students of primary teacher education, mathematics education, Turkish language, guidance and counseling, economics, business, electric-electronic and civil engineering, who are not trained in the field of art.

As a result of the research, it was seen that the anxiety levels of physical education and sports students with the highest levels of life satisfaction and hope are also lower than the students of other departments. The finding of the research on the level of hope is not in parallel with the finding of Aktağ and Alpay (2015) that the students of the department of physical education and sports have slight hopelessness levels. Similarly, Gençay (2009) also indicates that the hopelessness levels of physical education and sports teachers increase as their grade levels increase. The hopelessness levels of the students who perceive their professional future negatively, while the life satisfaction levels of the students who perceive their professional future positively increases.

Upon examining the literature, it is seen that life satisfaction increases when body attractiveness and physical competence increase (Gençay & Akkoyunlu, 2012). Participation in sports activities increases body image and satisfaction (Augestad & Flanders, 2002; Philips & Drummond, 2001; Richman & Shaffer, 2000). According to Pehlivan (2010), candidate physical education and sports teachers who do the sports have high physical self-perception. According to the research findings of Ceyhan, Ceyhan and Kurtyılmaz (2009), depression levels of the university students who are not satisfied with their outer appearance are higher than their peers who are satisfied with their outer appearance. Physical activity is also related to self-respect (Kennedy et al. 2008; Li, Xu & Liu, 2014), and individuals who do the sports are happier (Ruseski, et al. 2014). Yiğiter (2014) indicates that the levels of self-respect of female university students increased and their levels of self-respect decreased as a result of 12-week regular physical exercise. In summary, doing sports and physical activity affect the body image of the individuals positively, and increase their levels of self-respect. Researches show that self-respect predicts life satisfaction in both genders (Ye, Yu & Li, 2012); and there is a relationship between self-respect and life satisfaction (e.g., Chen, Cheung, Bond & Leung, 2006; Diener & Diener, 1995)

The students of the department of physical education and sports participate in various sports activities as a consequence of their field. In this context, it can be said that their physical competence is higher than the students of other departments. Candidate physical

education and sports teachers have limited chance of finding jobs in state schools. Nevertheless, high levels of active sports life and physical activity of the students of this department ensure that they have a positive body image and high self-respect. In summary, that the students of this department have high levels of life satisfaction can be explained by their positive body image and participation in sports activities. This finding obtained is similar to the findings of Sigmund et al. (2014). That the levels of hope of these individuals with high life satisfaction also have low levels of anxiety can be explained with the positive relationship between life satisfaction and hope, and negative relationship with anxiety.

An intermediate level of positive relationship was determined between the life satisfaction and hope levels of the students, and an intermediate level of positive relationship was found with the level of anxiety. Hope functions as a factor of psychological strength against negative experiences (Valle, Huebner & Suldo, 2006). So high levels of hope makes a person be more satisfied with her life. This finding on the level of life satisfaction and hope and anxiety supports the finding of Erözkan (2011) on the effect of hopelessness on anxiety; that the level of hopelessness predicts life satisfaction of Şar, Işıklar and Aydoğan (2012); and there is a negative relationship between life satisfaction and anxiety of Kaya et al. (2015) and Surujlal, Van Zyl and Nolan (2013).

Especially when the appointment rates of physical education and sports teachers are taken into consideration that their levels of life satisfaction and hope are high, and anxiety levels are low, found as a result of the research is an interesting result. That the life satisfaction and hope scores of these students are even higher than the students of the department of guidance and counseling who prefer their departments at top rankings and it is almost certain that they find a job requires more extensive studies. Qualitative studies that include in-depth interviews on the reason for the difference between the levels of life satisfaction, hope and anxiety of the senior students, how students perceive their future, their expectations of performing their profession, and their job opportunities can be carried out in the future. It is thought that these studies will help obtaining information that facilitates the adaptation of senior students to their lives after graduation. Information to be obtained with qualitative studies to be carried out especially with physical education students may be used for making arrangements in the academic and social lives of the students of other departments during their university life. Thus, they can be helped for increasing their levels of life satisfaction and hope and reducing their levels of anxiety during and after the university.

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