

Zadovoljstvo različitim aspektima života i pozitivna očekivanja od budućnosti kod srednjoškolaca: specifičan značaj zadovoljstva školom¹

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Apstrakt

Postojeća empirijska građa svedoči o značajnoj vezi zadovoljstva životom sa pozitivnim očekivanjima od budućnosti kod učenika srednjih škola. Međutim, u deficitu su istraživanja koja situiraju konkretniju ulogu zadovoljstva različitim životnim aspektima za pozitivna očekivanja od budućnosti. Stoga je ovo istraživanje usmereno na sagledavanje značaja zadovoljstva različitim aspektima života kod učenika beogradskih srednjih škola za njihova pozitivna očekivanja od budućnosti, s posebnim akcentom na ispitivanje uloge zadovoljstva školom. Istraživanje je sprovedeno tokom drugog polugodišta školske 2021/22. godine, na uzorku od 215 učenika beogradskih srednjih škola. Rezultati ukazuju na to da zadovoljstvo različitim aspektima života i zadovoljstvo životom generalno ostvaruju značajne pozitivne veze s pozitivnim očekivanjima od budućnosti. Najsnažnije veze pozitivna očekivanja od budućnosti ostvaruju sa zadovoljstvom sobom, dok se najslabija korelacija beleži sa zadovoljstvom školom. Uprkos slaboj povezanosti s pozitivnim očekivanjima od budućnosti, zadovoljstvo školom pokazuje se značajnim moderatorom najjače konstatovane veze – zadovoljstva sobom i pozitivnih očekivanja od budućnosti. Drugim rečima, nalazi dobijeni u ovom istraživanju upućuju na zaključak da planirane aktivnosti u kontekstu razvoja zadovoljstva školom mogu kompenzovati negativan uticaj zadovoljstva sobom i uticati na pozitivnija očekivanja od budućnosti. S obzirom na to da su dosadašnja empirijska stremljenja mahom bila fokusirana na utvrđivanje veze s pozitivnim razvojnim ishodima, ovo istraživanje

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može poslužiti kao polazna osnova za detaljnije sagledavanje mehanizama podsticanja pozitivnih očekivanja od budućnosti kod učenika srednjih škola.

Ključne reči: *zadovoljstvo životom, pozitivna očekivanja, budućnost, srednjoškolci, zadovoljstvo školom.*

Uvod

Subjektivno blagostanje po definiciji predstavlja visok nivo pozitivnog i nizak nivo negativnog afekta uz visok nivo zadovoljstva životom (Deci & Ryan, 2008). Uz ovaj koncept sinonimno se upotrebljava koncept „sreće“, gde se maksimizovanje ličnog blagostanja posmatra kao maksimizovanje lične sreće (Deci & Ryan, 2008). U literaturi se prepoznaju dve osnovne orijentacije blagostanja – hedonička (potraga za uživanjem i zadovoljstvom) i eudemonična (usmerenost ka ličnom razvoju i smislu života) (Huta & Ryan, 2010; Peterson et al., 2005; Ryan & Deci, 2001). Hedonički aspekti dobrobiti povezani su s kratkoročnim potrebama adolescenata, dok su eudemonični aspekti povezani s dugoročnim ciljevima. Hedonički motivi tiču se prepoznavanja onoga što trenutno čini da se osećamo dobro, dok se eudemonične namere tiču onoga što je ispravno ili što treba da se uradi (Huta, 2015). Rezultati istraživanja upućuju na to da za optimalno funkcionisanje među ovim aspektima treba da postoji balans. Može se reći da je teorija o međusobnom dopunjavanju ova dva aspekta dobrobiti koji čine potpunu sreću (Huta & Ryan, 2010; Peterson et al., 2005) poslednjih godina poljuljana (Gentzler et al., 2021). Iako hedonički i eudemonični motivi međusobno pozitivno koreliraju, njihov prethodno percipiran komplementarni odnos autori smatraju prenaplašenim, te sugerišu da se oni pre mogu smatrati nezavisnim konceptima (Gentzler et al., 2021; Mize & Busseri, 2000). Rezultati istraživanja upućuju na to da su hedonički motivi povezani i s pozitivnim (manje depresivnosti i bolje socijalne veštine) i s negativnim (manje empatije i samokontrole) ishodima, dok su eudemonični povezani samo sa pozitivnim ishodima (npr. veće zadovoljstvo, empatija, bolji vršnjački odnosi) (Gentzler et al., 2021). Eudemonija se prepoznaje kao najdugoročniji put ka sreći (Schueller & Seligman, 2010). Međutim, retka istraživanja za predmet imaju povezanost subjektivnog blagostanja učenika i eudemoničnih aspekata u obrazovnom kontekstu (Chen & Zeng, 2022).

U skladu sa eudemoničnom orijentacijom blagostanja, ljudi imaju potrebu da daju smisao svom životu i da ga imaju pod kontrolom, a vreme je važan alat koji im u tome pomaže (Eryilmaz, 2011). Trenutne studije o vremenu uglavnom su fokusirane na budući vremenski okvir. Orijehtacija prema budućnosti može biti pozitivna ili negativna. Pozitivna orijentacija prema budućnosti ispituje se posredstvom različitih konstrukata, poput pozitivnih očekivanja od budućnosti, optimizma, nade itd. Jedna grupa autora navedene pojmove koristi kao sinonime (Zou et al., 2022), dok druga grupa ističe razlike među njima (Snyder et al., 1991). S aspekta ciljeva ovog rada razlike u konceptualizaciji navedenih pojmova nisu preterano značajne, te će se u ovom radu „pozitivna očekivanja od budućnosti“ koristiti kao dominantna sintagma za označavanje pozitivne orijentacije prema budućnosti, čak i onda kada su autori u svojim originalnim radovima koristili termine „optimizam“ i/ili „nada“.

Teorijske osnove istraživanja

Zadovoljstvo životom prepoznaje se kao značajan aspekt pozitivnog razvoja mladih, te samim tim zavređuje veliku pažnju u naučnim diskursima. Definiše se kao ukupna pozitivna procena sopstvenog života (Caprara et al., 2010) i prepoznaje se kao kognitivna komponenta subjektivnog blagostanja koja igra važnu ulogu u pozitivnom razvoju kao indikator, prediktor, medijator/moderator i ishod (Park, 2004). Multidimenzionalnost koncepta zadovoljstva životom teorijski i empirijski je potkrepljena (Cecen, 2021). Zadovoljstvo životom konceptualizovano je i kao kognitivna evaluacija koja proizilazi iz procesa poređenja sa interno formiranim kriterijumima pozitivnosti života pojedinca u celini ili u različitim domenima, kao što su posao, škola, porodica, self, prijatelji, društveni život, fizički izgled i okruženje (Cecen, 2021). Pojedini autori (Alfonso et al., 1996) zadovoljstvo životom mere posredstvom više domena, poput zadovoljstva fizičkim izgledom, porodicom, poslom, odnosima, seksualnim životom, školom, društvenim životom i sobom, dok ga drugi (Huebner, 1994; Gilman & Huebner, 2003) operacionalizuju putem pet domena: škola, prijatelji, porodica, susedstvo i self. Studije zadovoljstva životom nalaze se pod okriljem perspektive koja naglašava zdrave i pozitivne aspekte razvoja u različitim fazama životnog ciklusa (Coelho & Dell'Aglio, 2019), te je u literaturi često ispitivanje efekata zadovoljstva životom na pozitivan razvoj i blagostanje pojedinca. Dok je nisko zadovoljstvo životom povezano sa psihološkim, interpersonalnim problemima i problemima u ponašanju, visoko zadovoljstvo životom povezano je sa dobrom adaptacijom i optimalnim mentalnim zdravljem kod mladih (Park, 2004).

Očekivanja od budućnosti su kognitivne mape koje uključuju prioritete, ideje i brige pojedinaca vezane za budućnost (Šimšek, 2012). Za razliku od odraslih, adolescenti češće preispituju mišljenje o sopstvenoj budućnosti i budućnosti društva (Valle et al., 2006). Očekivanja od budućnosti smatraju se jednim od najvažnijih pojmova u adolescenciji (Šimšek, 2012) i često su u fokusu studija zbog njihovog uticaja na pozitivan afekat (Sheldon & Lyubomirsky, 2006), važne dugoročne planove za budućnost, uključujući visoko obrazovanje, mogućnosti za rad, socijalno i emocionalno prilagođavanje u školi i procenu lične kompetentnosti (Boman et al., 2009; Seginer, 2000, prema: Dutra-Thomé et al., 2015). Očekivanja mogu biti pozitivna i negativna. Pozitivna očekivanja od budućnosti konceptualizuju se kao stepen u kojem neko predviđa postizanje konkretnih pozitivnih rezultata ili veština u budućnosti (Wyman et al., 1993). Pozitivna očekivanja od budućnosti mogu olakšati optimalan razvoj i uspešan prelazak u odraslo doba, dok su negativna očekivanja od budućnosti povezana s nepovoljnijim ishodima (Stoddard & Pierce, 2015). Dodatno, rezultati podržavaju ideju da pozitivna očekivanja od budućnosti služe kao psihološka snaga u adolescenciji, odnosno čini se da su adolescenti koji prijavljuju pozitivnija očekivanja od budućnosti manje izloženi riziku da dožive povećanje internalizovanih problema u ponašanju i smanjenje zadovoljstva životom kada se suoče s negativnim životnim događajima (Valle et al., 2006). Iako se prepoznaje da je razvoj ličnih očekivanja od budućnosti u uskoj vezi s dinamikom odnosa sa značajnim drugima, škola se neretko zanemaruje kao kontekst od značaja (Iovu et al., 2018).

Dosadašnji empirijski nalazi svedoče o povezanosti zadovoljstva životom s pozitivnim očekivanjima od budućnosti (Extremera et al., 2007; Pavičević, 2020; Suldo et al.,

2009). Međutim, manjkaju istraživanja o detaljnijoj ulozi zadovoljstva različitim aspektima života za pozitivna očekivanja od budućnosti kod učenika.

Metodologija istraživanja

Cilj

Cilj rada predstavlja sagledavanje značaja različitih domena zadovoljstva životom kod učenika beogradskih srednjih škola za njihova pozitivna očekivanja od budućnosti, s posebnim akcentom na ispitivanje uloge zadovoljstva školom. Preciznije, nastojaćemo da odgovorimo u kojoj meri je percepcija zadovoljstva životom učenika povezana s njihovim pozitivnim očekivanjima od budućnosti; koji je domen zadovoljstva životom kod učenika najsnažnije povezan s njihovim pozitivnim očekivanjima od budućnosti; i da li je zadovoljstvo učenika školom značajan moderator te korelacije. Za ispitivanje specifične uloge zadovoljstva školom opredelili smo se imajući u vidu da je škola jedan od najznačajnijih faktora koji utiče na pozitivnu percepciju budućnosti kod učenika (Beltekin & Kuyulu, 2020), ali i uzimajući u obzir značaj sfere obrazovanja za celokupan razvoj učenika, kao i mogućnost da se primenom raznih intervencija utiče na razvoj pozitivnih očekivanja od budućnosti kod učenika.

Procedura i uzorak

Istraživanje je realizovano tokom drugog polugodišta školske 2021/22. godine, primenom anketnog upitnika zatvorenog tipa. Uzorak istraživanja činilo je 215 učenika beogradskih srednjih škola (65,1% čine učenice), uzrasta između 14 i 18 godina ($M = 16.41$; $SD = 1.01$).

Instrumenti

U cilju procene zadovoljstva životom korišćena je *multidimenzionalna skala zadovoljstva životom kod učenika* (*The Multidimensional Students' Life Satisfaction Scale*; Huebner, 1994). Instrument se sastoji od ukupno 40 ajtema, na koje ispitanici odgovaraju biranjem odgovora na šestostepenoj skali Likertovog tipa (od 1 – U potpunosti se ne slažem do 6 – U potpunosti se slažem). Skala meri blagostanje učenika u pet domena: porodica, prijatelji, škola, susedstvo i self. U našem istraživanju skala zadovoljstva životom merena je pomoću 39 ajtema (ajtem koji je isključen je „Osećam se loše u školi“) i imala je pouzdanost $\alpha = .90$. Izjave o porodičnom domenu odnose se na zadovoljstvo odnosima u porodici (npr. „Volim da provodim vreme u kući sa svojom porodicom“). Ovaj domen meren je pomoću skale od sedam ajtema, čija je pouzdanost visoka ($\alpha = .91$). Domen prijatelji procenjen je skalom koja se sastoji od devet ajtema (npr. „Veoma se zabavljam kada sam sa prijateljima“) i Krombahova alfa za ovu skalu iznosila je $\alpha = .82$. Domen škola podrazumeva zadovoljstvo školskim životom (npr. „Unapred se radujem odlasku u školu“). Zadovoljstvo školom u ovoj studiji procenjeno je pomoću šest ajtema i pouzdanost podskale bila je α

= .85. Pitanja iz domena susedstvo uključuju percepciju odnosa prema okruženju/susedstvu (npr. „Ima puno zabavnih stvari u kraju u kome živim“). Zadovoljstvo susedstvom mereno je putem osam ajtema i pouzdanost skale iznosila je $\alpha = .83$. Domen zadovoljstvo sobom ukazuje na lično mišljenje pojedinca o sebi ili percepciju mišljenja drugih drugih ljudi o njemu (npr. „Većina ljudi me voli“). U ovoj studiji zadovoljstvo sobom mereno je pomoću kompozitne skale zasnovane na šest stavki i pouzdanost skale bila je $\alpha = .84$.

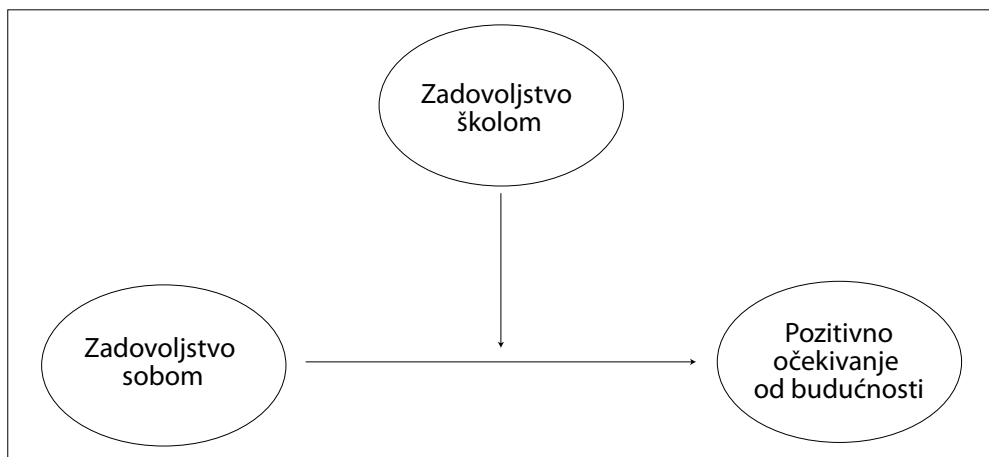
Pozitivna očekivanja od budućnosti učenika merena su primenom skale *pozitivna očekivanja od budućnosti* (*Positive Future Expectation Scale*; Imamoğlu, 2001). Instrument se sastoji od pet ajtema koje ispitanici procenjuju na petostepenoj skali Likertovog tipa (npr. „Optimističan/na sam u pogledu svoje budućnosti“, „Verujem da ću pre ili kasnije ostvariti svoje ciljeve“, „Uprkos preprekama, optimističan/na sam u pogledu svoje budućnosti“). U ovom istraživanju pozitivna očekivanja od budućnosti merena su posredstvom četiri stavke i pouzdanost skale iznosila je $\alpha = .86$ (izbačena stavka je „Malo sam pesimističan/na u pogledu svoje budućnosti“).

Obrada podataka

Podaci su obrađeni metodama deskriptivne i inferencijalne statistike. Za ispitivanje povezanosti između zadovoljstva životom i pozitivnih očekivanja od budućnosti primenjen je Pirsonov koeficijent korelacije. Za ispitivanje moderatorskog uticaja zadovoljstva školom korišćen je jednostavan dizajn moderacije, pri čemu je najsnažniji korelat pozitivnih očekivanja od budućnosti (zadovoljstvo sobom) određen kao nezavisna varijabla, zadovoljstvo školom kao moderator, a pozitivna očekivanja od budućnosti kao zavisna varijabla (Grafikon 1). Za statističku analizu korišćen je softver *SPSS* i Hajesov *Process macro* (Hayes, 2017).

Grafikon 1

Jednostavan dizajn moderacije



Rezultati istraživanja

U Tabeli 1 prikazane su srednje vrednosti na skalama za procenu zadovoljstva životom i pozitivnih očekivanja od budućnosti kod učenika.

Na osnovu prezentovanih rezultata, evidentno je da su učenici iz uzorka zadovoljni različitim aspektima života i životom generalno, kao i da imaju veoma pozitivna očekivanja od budućnosti (Tabela 1). Najviši skorovi dobijeni su za zadovoljstvo prijateljima, a najmanji za zadovoljstvo školom.

Tabela 1

Zadovoljstvo različitim aspektima života i pozitivna očekivanja od budućnosti kod učenika

	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Zadovoljstvo porodicom	1.29	6	4.69	1.14
Zadovoljstvo prijateljima	2.22	6	5.22	.71
Zadovoljstvo školom	1	6	3.21	1.14
Zadovoljstvo susudstvom	1	6	4.27	1.12
Zadovoljstvo sobom	1	6	4.74	.97
Zadovoljstvo životom generalno	1.38	5.79	4.45	.64
Pozitivna očekivanja od budućnosti	1	5	4.2	.8

Napomena. ** značajno na nivou < 0.01

* značajno na nivou < 0.05

Rezultati korelacione analize upućuju da zadovoljstvo različitim aspektima života i zadovoljstvo životom generalno ostvaruju značajne pozitivne veze s pozitivnim očekivanjima od budućnosti (Tabela 2). Najsnažnije veze pozitivna očekivanja od budućnosti ostvaruju sa zadovoljstvom sobom, dok se najslabija korelacija beleži sa zadovoljstvom školom.

Tabela 2

Povezanost zadovoljstva različitim aspektima života s pozitivnim očekivanjima od budućnosti kod učenika

	ZPo	ZPr	ZŠ	ZSu	ZSo	ZŽg
POD	.35**	.16*	.15*	.23**	.61**	.41**

Napomena. ZPo – zadovoljstvo porodicom; ZPr – zadovoljstvo prijateljima; ZŠ – zadovoljstvo školom; ZSu – zadovoljstvo susudstvom; ZSo – zadovoljstvo sobom; ZŽg – zadovoljstvo životom generalno; POD – pozitivna očekivanja od budućnosti.

** značajno na nivou < 0.01

* značajno na nivou < 0.05

Kako bi se detaljnije istražio značaj zadovoljstva školom, zanimalo nas je da li, uprkos slaboj povezanosti sa pozitivnim očekivanjima od budućnosti, zadovoljstvo školskim iskustvima može da utiče na najjaču konstatovanu vezu, odnosno vezu između zadovoljstva sobom i pozitivnih očekivanja od budućnosti. Kako bismo ovo istražili koristili smo hijerarhijsku višestruku regresionu analizu. U prvom koraku, dve varijable su uključene u model: zadovoljstvo sobom i zadovoljstvo školom. Pokazalo se da ove varijable objašnjavaju preko 37% pozitivnih očekivanja od budućnosti kod učenika ($R^2 = .376$, $F(2, 202) = 60,839$, $p < .01$). U narednom koraku, regresionom modelu dodata je varijabla koja predstavlja interakciju između zadovoljstva sobom i zadovoljstva školom, a koja je doprinela povećanju sveukupne objašnjene varijanse ($\Delta R^2 = .016$, $\Delta F(1, 201) = 5.439$, $p < .05$, $b = -1.36$, $t(201) = -2.332$, $p < .01$), što daje povoda da se detaljnije ispita način na koji zadovoljstvo školom moderira vezu između zadovoljstva sobom i pozitivnih očekivanja od budućnosti. Iako zadovoljstvo sobom značajno pozitivno utiče na pozitivna očekivanja od budućnosti na svakom nivou zadovoljstva školom, evidentno je da pri višim nivoima zadovoljstva školom zadovoljstvo sobom slabije utiče na pozitivna očekivanja od budućnosti kod učenika (Tabela 3).

Tabela 3

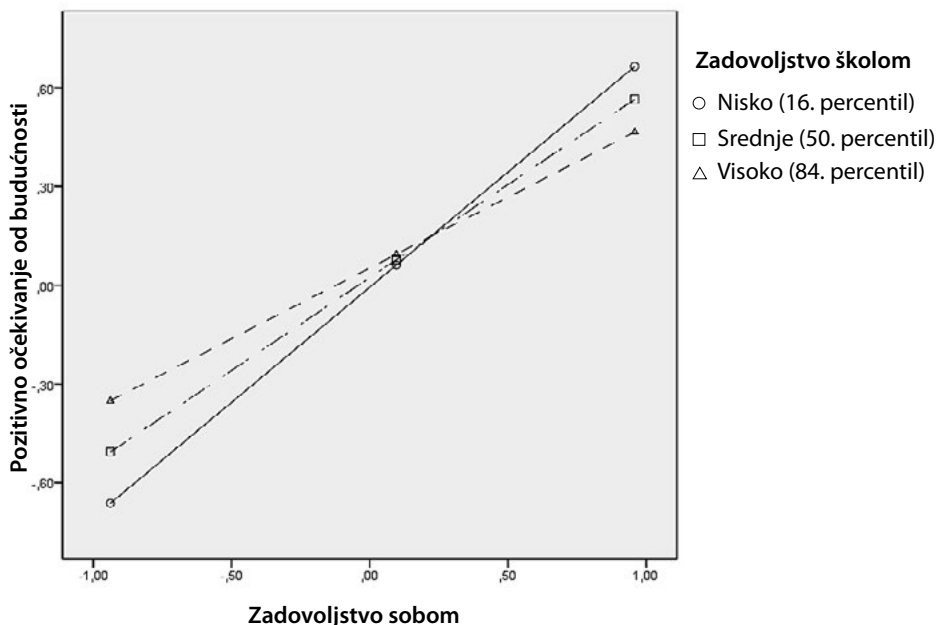
Uticaj zadovoljstva sobom na optimizam na različitim nivoima zadovoljstva školom

Zadovoljstvo školom	Effect	Se	t	P	LLCI	ULCI
Nisko	.7	.069	10.194	<.01	.565	.836
Srednje	.565	.059	9.554	<.01	.449	.682
Visoko	.43	.095	4.542	<.01	.244	.617

Dijagram interakcije pokazuje kako zadovoljstvo školom ublažava vezu između zadovoljstva sobom i pozitivnih očekivanja od budućnosti (Grafikon 2). Pored toga, pokazuje da učenici s visokim nivoom zadovoljstva sobom imaju visok nivo pozitivnih očekivanja od budućnosti bez obzira na zadovoljstvo školom (kod njih su pozitivna očekivanja od budućnosti čak i neznatno veća u kontekstu niskog zadovoljstva školom), dok je za učenike s niskim zadovoljstvom sobom zadovoljstvo školom ključno za bar delimični porast pozitivnih očekivanja od budućnosti.

Grafikon 2

Dijagram interakcije pozitivnih očekivanja od budućnosti i zadovoljstva školom



Diskusija

Istraživanje je sprovedeno u nameri da se odgovori da li je i u kojoj meri percepcija zadovoljstva životom kod učenika povezana s njihovim pozitivnim očekivanjima od budućnosti, koji domen zadovoljstva životom učenika ostvaruje najsnažniju povezanost s njihovim pozitivnim očekivanjima od budućnosti i da li je zadovoljstvo učenika školom značajan moderator te korelacije.

Nalazi istraživanja potkrepljuju prethodne istraživačke rezultate o relativno visokom nivou zadovoljstva životom generalno (Huebner et al., 2000) i o optimalnom nivou zadovoljstva različitim životnim aspektima (porodicom, prijateljima, sobom, školom i životnim okruženjem) kod učenika srednjih škola (Huebner et al., 2005). Adolescenti koji su veoma zadovoljni svojim životom ispoljavaju pozitivnije funkcionisanje u domenima intrapersonalnog, interpersonalnog i školskog funkcionisanja (Gilman & Huebner, 2003). Uopšteno, kako se nivo zadovoljstva kod pojedinaca povećava, tako im postaje lakše da napreduju u životu sa pozitivnijim emocijama i interakcijama u okruženju (Thoilliez, 2011). Učenici vrlo visok stepen zadovoljstva ispoljavaju kada je reč o odnosima s prijateljima, dok su manje zadovoljni svojim iskustvima iz škole. Iskazano zadovoljstvo odnosima s prijateljima očekivano je imajući u vidu da je za adolescentni period karakteristično pomeranje fokusa s

odnosa s roditeljima i primarnom porodicom na odnose u vršnjačkoj grupi, koja im pruža priliku da istraže sopstvenu autonomiju i samostalnost u mišljenju i delanju (Leung et al., 2004). Dodatno, nalazi o najmanjem zadovoljstvu školskim iskustvima saglasni su s rezultatima prethodnih istraživanja (Huebner et al., 2000). Slično, u nacionalnom istraživanju ($N = 1.121$) (Popadić i sar., 2019) 51% srednjoškolaca navodi da im je svakodnevni život u školi težak i stresan u izvesnoj meri, dok je za 32% učenika lak i ne naročito stresan. Imajući u vidu da se zadovoljstvo školom smatra indikatorom pozitivnog školskog prilagođavanja (Baker et al., 2003) i pokazateljem blagostanja u školskom okruženju (Baker & Maupin, 2009) ovakvi nalazi mogu biti zabrinjavajući. Najniži stepen zadovoljstva školom može da ima kulturološke razloge, s obzirom na to da su prethodna istraživanja pokazala da su u kolektivistički orijentisanim društvima učenici zadovoljniji školom nego u individualističkim (Park & Huebner, 2005), a istraživanja u Srbiji pokazuju da su među srednjoškolcima neke od kolektivističkih vrednosnih orijentacija, poput patrijarhalnosti ili nacionalizma, u opadanju i da su niži nego u opštoj populaciji (Radoman, 2019).

Dodatno, dobijeni rezultati o izraženim pozitivnim očekivanjima od budućnosti kod učenika korespondiraju s nalazima prethodno pomenutog domaćeg istraživanja (Popadić i sar., 2019), koji sugerišu da su mladi generalno optimistični u odnosu na svoju budućnost nezvano za institucije i društvo, pri čemu je 78% njih ubeđeno da će biti bolje. Značaj pozitivnih očekivanja od budućnosti ogleda su u tome što su mnoge strategije promocije zdravlja i prevencije rizika fokusirane upravo na uverenja mladih vezana za budućnost i sposobnost njenog planiranja (Johnson et al., 2014). Pregled dosadašnjih istraživanja o značaju pozitivnih očekivanja od budućnosti ukazuje na, s jedne strane, pozitivnu korelaciju s percipiranom ličnom kompetencijom, samopoštovanjem, fokusiranošću na uspeh i rešavanje problema, opažanjem svrhe, školskom i socijalnom kompetencijom, sposobnostima rešavanja problema, akademskim postignućem, akademskim zadovoljstvom i, s druge strane, negativnu povezanost sa simptomima depresije, internalizovanim i eksternalizovanim problemima, indikatorima psihičkog stresa i školske neprilagođenosti (Lopez et al., 2009). Izgradnja pozitivnih očekivanja za budućnost usko je povezana s visokim samopoštovanjem i korišćenjem efikasnih mehanizama suočavanja sa stresom (Karaca et al., 2016). Štaviše, pozitivna očekivanja od budućnosti treba da služe kao tampon zona (tj. moderator) kada se adolescenti suočavaju sa stresnim životnim događajima (Valle et al., 2006).

Daljom analizom dobijenih podataka ustanovljeno je da sa zadovoljstvom različitim aspektima života i životom generalno rastu i pozitivna očekivanja od budućnosti kod učenika. Ovakvi nalazi saglasni su s nalazima dosadašnjih istraživanja (Extremera et al., 2007; Koca, 2020; Suldo et al., 2009). Na primer, rezultati korelacione studije sprovedene na uzorku od 367 učenika portugalskih srednjih škola pokazuju da su pozitivna očekivanja od budućnosti u pozitivnoj vezi s percepcijom lične kompetentnosti i samopoštovanja, odnosno s globalnim zadovoljstvom životom, akademskim zadovoljstvom i mentalnim zdravljem (Chang, 1998, prema: Lopez et al., 2009; Marques et al., 2007, prema: Lopez et al., 2009). Adolescenti koji izveštavaju o pozitivnijim očekivanjima od budućnosti prijavljuju i viši nivo globalnog zadovoljstva životom godinu dana kasnije, čak i nakon kontrole početnog nivoa zadovoljstva životom (Valle et al., 2006). Ovo istraživanje pokazuje

i da najsnažniju vezu pozitivna očekivanja od budućnosti ostvaruju sa zadovoljstvom sobom. Ovakvi nalazi nisu iznenađujući s obzirom na to da pojedini autori zadovoljstvo sobom identifikuju kao preduslov blagostanja pojedinca (Ryff & Singer, 2013) i njegovih pozitivnih očekivanja od budućnosti (Eryilmaz, 2011). Takođe, ranija empirijska saznanja (Pinquart et al., 2004) dokumentuju da su uverenja o samoefikasnosti pozitivno povezana s pozitivnim očekivanjima od budućnosti. Interesantno je da pozitivna očekivanja od budućnosti u ovom istraživanju najslabiju povezanost imaju sa zadovoljstvom školom. S jedne strane, slaba povezanost pozitivnih očekivanja od budućnosti srednjoškolaca i zadovoljstva školom može da se objasni stavovima i vizijama mladih u srpskom društvu, koji su optimistični u pogledu svoje budućnosti, ali ispoljavaju manje zadovoljstva u pogledu funkcionisanja institucija i sistema (što pokazuje i podatak da 35% učenika srednjih škola ima jaku ili veoma jaku želju da se iseli iz Srbije) (Popadić i sar., 2019). Takođe, zapažanja autora koji su se bavili proučavanjem zadovoljstva životom kod adolescenata i relevantnim ishodima u ekološkim sistemima razvoja da, iako je kontekst (u ovom slučaju škola) veoma važan za zadovoljstvo i razvoj mladih, mnogo neposrednija veza ostvaruje se s porodicom ili vršnjacima (Ilov et al., 2018). Na kraju, ne možemo zanemariti kontekst u kome su podaci bili prikupljeni (period otvaranja škola nakon nastave na daljinu) koji se mogao odraziti na izmenjenu percepciju škole kod učenika. Istraživanje percepcije nastavnika nakon otvaranja škola nude odgovore o potrebama za ponovnim uspostavljanjem odnosa s učenicima, roditeljima i kolegama (Kim et al., 2021). Nastavnici i nastavnice u domaćim školama su nakon ponovnog otvaranja škola kod učenika registrovali slabiju posvećenost školi, kao i brojnije emocionalne probleme u odnosu na period pre pandemije (Popović-Čitić i sar., 2021).

Na kraju, ovo istraživanje ukazuje na to da, bez obzira na slabiji koeficijent korelacije sa pozitivnim očekivanjima od budućnosti, zadovoljstvo školom ima ulogu moderatora u vezi između zadovoljstva sobom i pozitivnih očekivanja od budućnosti. Odnosno zadovoljstvo školom može da umanjí negativan uticaj niskog zadovoljstva sobom na pozitivna očekivanja od budućnosti kod učenika. Ovakvim nalazima potvrđuje se značajan uticaj iskustava iz škole na emocionalni i socijalni razvoj učenika (Mok, 2006, prema: Suldo et al., 2008). Očekivanja od budućnosti kod adolescenata pretežno su vezana za njihovu profesionalnu orijentaciju (Yavuzer et al., 2005, prema: Tan & Ergün, 2021). Kako buduća profesija uglavnom zavisi od obrazovanja, jasna je uloga percepcije zadovoljstva školom u kreiranju očekivanja od budućnosti, naročito onda kada pojedinci nisu zadovoljni sobom. Takođe, dostupna istraživanja u kojima se povezuju pozitivna očekivanja od budućnosti kod mladih i mnogobrojni aspekti školske klime izdvajaju niz značajnih faktora. Na primer, na uzorku od 58 srednjih škola u Merilendu, utvrđeno je da adolescenti koji školsku sredinu doživljavaju kao emocionalno podržavajuću, sa jasnim pravilima ponašanja, u kojoj se podstiče uključivanje roditelja imaju i pozitivnija očekivanja od budućnosti (Lindstrom et al., 2016). Dodatno, parcijalno je podržana hipoteza da školska klima generalno ostvaruje snažnije efekte na pozitivna očekivanja od budućnosti među rizičnom populacijom učenika (Lindstrom et al., 2016). Ovakvi i slični podaci nesumnjivo impliciraju značaj uloge škole

u razvoju pozitivnih očekivanja od budućnosti, koja se smatraju jednim od najznačajnijih konstrukata u adolescentnom razdoblju.

Zaključak

Na osnovu prikazanih rezultata sprovedenog istraživanja može se zaključiti da su zadovoljstvo različitim aspektima života i zadovoljstvo životom generalno značajni korelati pozitivnih očekivanja od budućnosti, pri čemu najsnažniju vezu pozitivna očekivanja od budućnosti ostvaruju sa zadovoljstvom sobom, a najslabiju sa zadovoljstvom iskustvima iz škole. U kontekstu obogaćivanja aktuelnog korpusa saznanja o ovoj temi, posebno su značajni nalazi da zadovoljstvo školom ima ulogu moderatora veze zadovoljstva sobom (kao najsnažnijeg korelata) i pozitivnih očekivanja od budućnosti kod učenika srednjih škola.

Drugim rečima, nalazi dobijeni u ovom istraživanju upućuju na zaključak da planirane aktivnosti u kontekstu razvoja zadovoljstva školom, emocionalne angažovanosti učenika ili osećaja pripadnosti školi mogu ublažiti negativan uticaj zadovoljstva sobom ili niskog samovrednovanja i uticati na pozitivnija očekivanja od budućnosti. Iz tog razloga, zadovoljstvo školom prepoznaje se kao pogodna oblast za primenu raznih intervencija posredstvom kojih bi se moglo uticati na kreiranje pozitivnih očekivanja od budućnosti.

Na osnovu saznanja da socijalna klima u učionici ima najjači direktan uticaj i najveći ukupni efekat na zadovoljstvo školom (Baker, 1998), kao i da obrazovne prakse usmerene na razvijanje odnosa učenika s nastavnicima i vršnjacima, kreiranje pozitivnog društvenog okruženja, razvijanje samoregulacije i osećaja autonomije doprinose porastu zadovoljstva školom (Telef, 2021), može se zaključiti da su upravo ovo aspekti vaspitno-obrazovne prakse posredstvom kojih se indirektno može uticati na razvoj pozitivnih očekivanja od budućnosti i ostvarivanja svih benefita koje one sa sobom donose.

Imajući u vidu ograničenja ovog istraživanja (npr. mali prigodan uzorak, nemogućnost generalizacije dobijenih rezultata, podaci dobijeni isključivo na osnovu samoprocene učenika itd.), ono može poslužiti kao polazna osnova istraživačima u kontekstu detaljnijeg sagledavanja faktora kojima se direktno ili indirektno podstiču pozitivna očekivanja od budućnosti kod učenika srednjih škola. U tom smislu, značaj različitih karakteristika nastavnih praksi i školske sredine (poput korišćenih nastavnih metoda, autonomije koju učenik ima u procesu učenja, školske klime i sl.), koje nisu bile u fokusu ovog istraživanja, trebalo bi da bude ispitan. Pored provere naših nalaza na reprezentativnom uzorku ili ispitivanja drugih mogućih faktora koji bi mogli da podstiču pozitivna očekivanja, korisno bi bilo ispitati ovu oblast i drugačijom metodologijom, odnosno metodologijom koja bi omogućila da se dođe do značenja koja analiziranim konceptima pripisuju sami akteri (kako učenika tako i nastavnika). Bez obzira na to što prethodno navedene „blagodeti“ pozitivnih očekivanja od budućnosti učenika zavređuju pažnju istraživača, čini se da mehanizmi posredstvom kojih je moguće razvijati ovaj značajan eudemonični prediktor angažovanja tek treba da budu ispitani.

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Satisfaction with Different Aspects of Life and Positive Future Expectations among High School Students: Specific Significance of Satisfaction with School¹

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Abstract

The existing empirical subject matter testifies to a significant correlation between life satisfaction and positive future expectations among high school students. However, there is a lack of research situating more concretely the role of satisfaction with various aspects of life in relation to positive future expectations. Hence, this research focuses on the importance of satisfaction with various aspects of life among Belgrade high school students for their positive future expectations, with a particular emphasis on examining the role of school satisfaction. This research was conducted during the second semester of the 2021/22 academic year, on a sample of 215 Belgrade high school students. The results indicate that satisfaction with different aspects of life and satisfaction with life in general, have significant positive correlations with positive future expectations. Positive future expectations have the strongest correlation with self-satisfaction, while their lowest correlation is with school satisfaction. Despite its weak correlation with positive future expectations, satisfaction with school has proven to be a significant moderator of the strongest relationship identified - self-satisfaction and positive future expectations. In other words, the findings reached in this research point to the conclusion that activities planned in the context of the development of school satisfaction can compensate for the negative impact of self-satisfaction, prompting more positive future expectations. Considering that empirical endeavours so far have focused mostly on identifying a link with positive developmental outcomes, this research can serve as a starting point for a more detailed understanding of the mechanisms for encouraging positive future expectations among high school students.

Keywords: *life satisfaction, positive expectations, future, high school students, school satisfaction.*

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Introduction

By definition, subjective well-being represents a high level of positive affect and a low level of negative affect, along with a high level of life satisfaction (Deci & Ryan, 2008). This concept is used synonymously with the concept of 'happiness', where maximizing of personal well-being is regarded as maximizing personal happiness (Deci & Ryan, 2008). The literature points to two basic orientations in well-being - hedonic (the pursuit of pleasure and satisfaction) and eudaimonic (orientation towards personal development and sense in life) (Huta & Ryan, 2010; Peterson et al., 2005; Ryan & Deci, 2001). Hedonic aspects of well-being are related to short-term needs of adolescents, while eudaimonic aspects are related to long-term goals. Hedonic motives refer to our recognizing what currently makes us feel good, while eudaimonic intentions refer to what is right or what needs to be done (Huta, 2015). The results of the research suggest that optimal functioning requires a balance between these aspects. It can be said that the theory about the mutual complementarity of these two aspects of well-being that make up total happiness (Huta & Ryan, 2010; Peterson et al., 2005) has been shaken in recent years (Gentzler et al., 2021). Even though hedonic and eudaimonic motives have a positive mutual correlation, the authors consider that their previously perceived complementary relationship is overemphasised, suggesting that they should rather be considered independent concepts (Gentzler et al., 2021; Miso & Busseri, 2000). Research results indicate that hedonic motives are associated with both positive (less depression and better social skills) and negative outcomes (less empathy and self-control), while eudaimonic motives are associated only with positive outcomes (e.g. greater satisfaction, empathy, better peer relationships) (Gentzler et al., 2021). Eudaimonia is recognised as the most lasting path to happiness (Schueller & Seligman, 2010). However, only a few research works have focused on the connection between students' subjective well-being and eudaimonic aspects in the educational context (Chen & Zeng, 2022).

In accordance with the eudaimonic orientation of well-being, people have a need to make their lives meaningful and to keep them under control, time being an important tool helping them in this regard (Eryilmaz, 2011). Current studies on time focus mostly on the future time frame. Orientation towards the future can be either positive or negative. Positive orientation towards the future has been examined by means of various constructs, such as positive future expectations, optimism, hope, etc. One group of authors uses the mentioned terms synonymously (Zou et al., 2022), while another group highlight the differences between them (Snyder et al., 1991). From the perspective of the objectives of this paper, the differences in the conceptualisation of the aforementioned terms are not particularly significant, and 'positive future expectations' will be used in this paper as a dominant coin to denote a positive orientation towards the future, even if the authors used the terms 'optimism' and/or 'hope' in their original papers.

Theoretical Foundations of the Research

Life satisfaction has been recognised as an important aspect of the positive development of young people, and therefore, it deserves significant attention in scientific

discourse. It is defined as an overall positive evaluation of one's life (Caprara et al., 2010), and is recognised as a cognitive component of subjective well-being that plays an important role in positive development as an indicator, predictor, mediator/moderator and outcome (Park, 2004). The multidimensionality of the concept of life satisfaction has been supported both theoretically and empirically (Cecen, 2021). In reference to this, life satisfaction is also conceptualised as a cognitive evaluation resulting from the process of comparison with internally formed criteria about the positivity of an individual's life as a whole, or in different domains, such as work, school, family, self, friends, social life, physical appearance and environment (Cecen, 2021). Certain authors (Alfonso et al., 1996) measure life satisfaction using several domains, such as satisfaction with one's physical appearance, family, work, relationships, sexual life, school, social life, and self, while others (Gilman & Huebner, 2003; Huebner, 1994) apply five domains: school, friends, family, neighbourhood, and self. Studies of life satisfaction are governed by a perspective emphasising healthy and positive aspects of development in different phases of the life cycle (Coelho & Dell'Aglio, 2019), as a result of which literature includes a large number of studies on the effect of life satisfaction on the positive development and well-being of an individual. While low life satisfaction is associated with psychological, interpersonal, and behavioural problems, high life satisfaction is associated with good adaptation and optimal mental health in young people (Park, 2004).

Future expectations are cognitive maps which include individuals' priorities, ideas, and concerns regarding the future (Şimşek, 2012). As opposed to adults, adolescents question their own future and the future of society more often (Valle et al., 2006). Future expectations are considered to be one of the most important concepts in adolescence (Şimşek, 2012), and they are often the focus of studies because of their influence on positive affect (Sheldon & Lyubomirsky, 2006), important long-term plans for the future, including higher education, work opportunities, social and emotional adjustment at school, and assessment of personal competence (Boman et al., 2009; Seginer, 2000, as cited in Dutra-Thomé et al., 2015). They can be positive or negative. Positive future expectancies are conceptualised as the degree to which an individual anticipates achieving specific positive results or skills in the future (Wyman et al., 1993). Positive future expectations can facilitate optimal development and successful transition to adulthood, while negative future expectations are associated with less favourable outcomes (Stoddard & Pierce, 2015). In addition to this, the results support the idea that positive future expectations serve as psychological strength in adolescence, that is, adolescents who have reported more positive future expectations seem to be less at risk of experiencing an increase in internalised behaviour problems and a decrease in life satisfaction when faced with negative life events (Valle et al., 2006). Although it has been recognised that the development of personal future expectations is closely related to the dynamics of one's relationships with significant others, school is often overlooked as a context of significance (Iovu et al., 2018).

Empirical findings so far testify to the association between life satisfaction and positive future expectations (Extremera et al., 2007; Pavićević, 2020; Suldo et al., 2009). However, there is a lack of more detailed research of the role of satisfaction with different aspects of life in positive future expectations in students.

Research Methodology

Objective

The aim of this paper is to analyse the significance of different domains of life satisfaction among Belgrade high school students, in respect of their positive future expectations, with a special emphasis on examining the role of school satisfaction. More precisely, we shall try to answer to what extent the students' perception of life satisfaction is related to their positive future expectations; which domain of students' life satisfaction is associated most strongly with their positive future expectations; and whether students' school satisfaction is a significant moderator of that correlation. We have decided to examine the specific role of school satisfaction, considering that school is one of the most important factors affecting the positive perception of the future among students (Belt-ekin & Kuyulu, 2020), however, also taking into account the importance of the sphere of education for students' overall development, as well as the possibility of stimulating the development of positive future expectations among students by applying various interventions.

Procedure and Sample

The research was performed in the second semester of the academic 2021/22, using a survey questionnaire based on close-ended questions. The research sample consisted of 215 Belgrade high school students (65.1% were girls), aged between 14 and 18 years ($M = 16.41$; $SD = 1.01$).

Instruments

In assessing life satisfaction, we used *The Multidimensional Students' Life Satisfaction Scale* (Huebner, 1994). This instrument consists of 40 items altogether that respondents had to reply to by selecting the appropriate answers on a six-point Likert-type scale (from 1 – Strongly Disagree to 6 - Strongly Agree). The scale measures students' well-being in five domains: family, friends, school, neighbourhood, and self. In our research, measuring the life satisfaction scale involved 39 items (the item 'I feel bad at school' was dropped), and its reliability was $\alpha = .90$. Statements in the Family domain refer to satisfaction with family relationships (for instance, 'I like spending time at home with my family'). This domain was measured by means of a seven-item scale, the reliability of which was high ($\alpha = .91$). The Friends domain was assessed by means of a nine-item scale (e.g. 'I have a lot of fun when I'm with my friends'), and Krombach's alpha for this scale was $\alpha = .82$. The School domain implies satisfaction with school life (e.g. 'I look forward to going to school'). Satisfaction with school in this study was assessed using six items, with subscale reliability equalling $\alpha = .85$. Questions in the Neighbourhood domain include the perception of the attitude towards the environment/neighbourhood (e.g. 'There are a lot of amusing things in the neighbourhood I live in'). Satisfaction with the neighbourhood

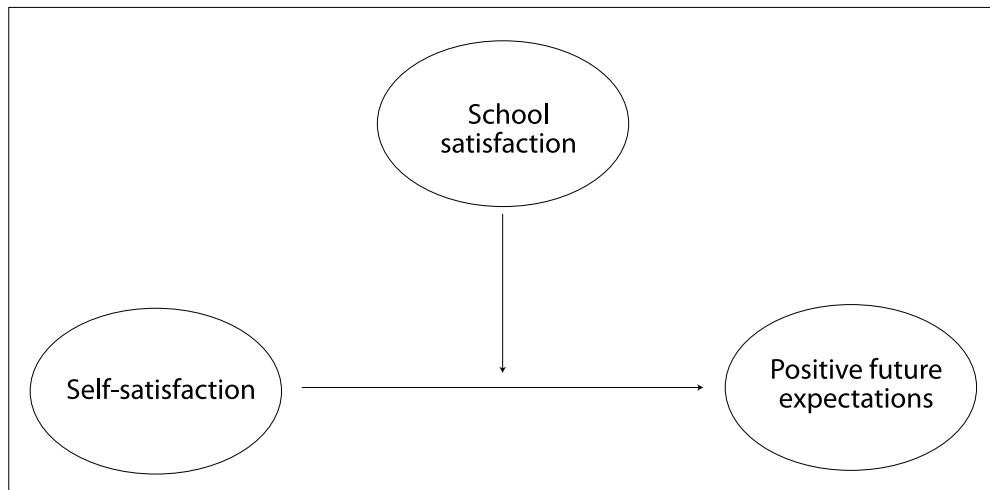
was measured by means of eight items and the reliability of the scale was $\alpha = .83$. The Self-satisfaction domain refers to an individual's personal opinion of him/herself or his/her perception of what other people think of him/her (e.g. 'The majority of people like me'). In this study, self-satisfaction was measured by applying a composite scale based on six items, the reliability of the scale being $\alpha = .84$.

Students' positive future expectations were measured using the Positive Future Expectation Scale (Imamoğlu, 2001). The instrument comprises five items that respondents have to evaluate on a five-point Likert-type scale (e.g. 'I am optimistic about my future', 'I believe that sooner or later I shall accomplish my goals', 'Despite the obstacles, I am optimistic about my future'). In this research, positive future expectations were measured by means of four items, and the reliability of the scale was $\alpha = .86$ (the item 'I am a bit pessimistic about my future' was excluded).

Data Processing

The data were processed by applying the methods of descriptive and inferential statistics. The Pearson correlation coefficient was used in examining the correlation between life satisfaction and positive future expectations. In examining the moderating impact of school satisfaction, a simple moderation design was used, where self-satisfaction, as the strongest correlate of positive future expectations, was assigned as an independent variable, satisfaction with school as a moderator, and positive future expectations as a dependent variable (Graph 1). *SPSS* software and Hayes' *Process macro* (Hayes, 2017) were used for statistical analysis.

Graph 1
Simple moderation design



Research Results

Table 1 shows the mean values on the scales for assessing life satisfaction and positive future expectations among students.

On the basis of the presented results, it is evident that the students from the sample are satisfied with various aspects of life and life in general, and that they have very positive future expectations (Table 1). The highest scores were obtained for satisfaction with friends, and the lowest for satisfaction with school.

Table 1

Satisfaction with different aspects of life and positive future expectations among the students

	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Family satisfaction	1.29	6	4.69	1.14
Friendship satisfaction	2.22	6	5.22	.71
School satisfaction	1	6	3.21	1.14
Neighbourhood satisfaction	1	6	4.27	1.12
Self-satisfaction	1	6	4.74	.97
General life satisfaction	1.38	5.79	4.45	.64
Positive future expectations	1	5	4.2	.8

The results of the correlation analysis indicate that satisfaction with different life aspects and satisfaction with life in general have significant positive relationships with positive future expectations (Table 2). Positive future expectations have the strongest correlation with self-satisfaction, while the weakest one has been identified in relation to school satisfaction.

Table 2

Correlation between satisfaction with different aspects of life and positive future expectations among students

	FS	FRS	SS	NS	SLS	GLS
PFE	.35**	.16*	.15*	.23**	.61**	.41**

Note: FS – family satisfaction; FRS – friendship satisfaction; SS – school satisfaction; NS – neighbourhood satisfaction; SLS – self-satisfaction; GLS – general life satisfaction; PFE – positive future expectations.

** significant at the level of < 0.01

* significant at the level of < 0.05

In order to research the significance of school satisfaction in greater detail, we analysed whether satisfaction with school experience, despite its weak association with positive future expectations, can impact the strongest relationship identified, i.e., the relationship between self-satisfaction and positive future expectations. In researching this we used the hierarchical multiple regression analysis. In the first step, two variables were included in the model: self-satisfaction and school satisfaction. These variables proved to account for more than 37% of positive future expectations among students ($R^2 = .376$, $F(2, 202) = 60,839$, $p < .01$). In the next step, a variable was added to the regression model, representing the interaction between self-satisfaction and school satisfaction, which contributed to an increase in the overall explained variance ($\Delta R^2 = .016$, $\Delta F(1, 201) = 5.439$, $p < .05$, $b = -1.36$, $t(201) = -2.332$, $p < .01$), which prompts us to examine in greater detail the way in which school satisfaction moderates the relationship between self-satisfaction and positive future expectations. Although self-satisfaction has a significantly positive effect on positive future expectations at each level of school satisfaction, it is evident that at higher levels of school satisfaction, self-satisfaction has a weaker effect on positive future expectations among students (Table 3).

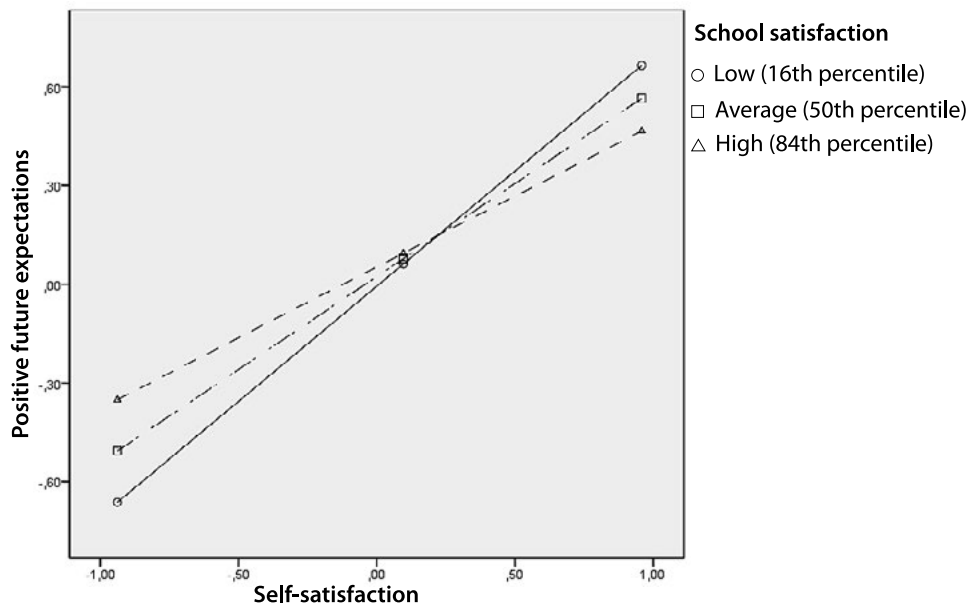
Table 3
The influence of self-satisfaction on optimism at different levels of school satisfaction

School satisfaction	Effect	Se	T	P	LLCI	ULCI
Low	.7	.069	10.194	<.01	.565	.836
Medium	.565	.059	9.554	<.01	.449	.682
High	.43	.095	4.542	<.01	.244	.617

The interaction diagram shows the way in which school satisfaction moderates the relationship between self-satisfaction and positive future expectations (Graph 2). Furthermore, it shows that students with high self-satisfaction, have a high level of positive future expectations regardless of their school satisfaction (their positive future expectations are even slightly higher in the context of low school satisfaction), whereas in students with low self-satisfaction, school satisfaction is crucial for at least a partial rise in their positive future expectations.

Graph 2

Diagram representing the interaction of positive future expectations and school satisfaction



Discussion

The research was conducted with the aim of answering whether and to what extent the students' perception of their satisfaction with life is related to their positive future expectations, which domain of students' life satisfaction has the strongest correlation with their positive future expectations, and whether students' school satisfaction is a significant moderator of that correlation.

The research findings corroborate previous research results pointing to a relatively high level of life satisfaction in general (Huebner et al., 2000) and to an optimum level of satisfaction with different life aspects (family, friends, self, school, and the living environment) among high school students (Huebner et al., 2005). Adolescents who are very satisfied with their lives, exhibit more positive functioning in the domains of intrapersonal, interpersonal and school functioning (Gilman & Huebner, 2003). In general, as the level of satisfaction in individuals rises, they find it easier to move on in life with more positive emotions and interactions in the environment (Thoilliez, 2011). Students express a very high degree of satisfaction in reference to friendship relations, while being less satisfied with their experiences at school. The expressed satisfaction with friendship relations has been expected, considering that the adolescent period is characterised by a shift in the focus from relationships with parents and one's primary family to relationships in the

peer group, which provides them with the opportunity to explore their own autonomy and independence in thinking and acting (Leung et al., 2004). In addition to this, the findings that school experiences provide least satisfaction, are consistent with results in earlier research (Huebner et al., 2000). Likewise, in a national-level research ($N = 1,121$) (Popadić et al., 2019), 51% of high school students stated that their daily life at school was difficult and stressful to a certain extent, while it was easy and not particularly stressful for 32% of students. Considering that school satisfaction is considered an indicator of positive school adjustment (Baker et al., 2003), and an indicator of well-being in the school environment (Baker & Maupin, 2009), such findings may be worrying. The lowest degree of school satisfaction may be due to cultural reasons, considering that previous research has shown that students in collectivistically oriented societies are more satisfied with school than in individualistic ones (Park & Huebner, 2005). The research in Serbia shows that some of the collectivist value orientations among high school students, such as patriarchy or nationalism, are on the decline, being lower than in the general population (Radoman, 2019).

Furthermore, the results obtained regarding positive future expectations expressed by students correspond to the findings in the aforementioned national-level research (Popadić et al., 2019), suggesting that young people are generally optimistic about their future irrespective of the institutions and the society, 78% of them being convinced that things will be better. The significance of positive future expectations is reflected in the fact that many health promotion and risk prevention strategies are focused exactly on the beliefs of the young about the future and their ability to plan for it (Johnson et al., 2014). An overview of the research done so far on the importance of positive future expectations points, on the one hand, to a positive correlation with perceived personal competence, self-esteem, focus on success and problem solving, perception of purpose, school and social competence, problem-solving abilities, academic achievement, academic satisfaction and, on the other hand, to a negative association with depression symptoms, internalised and externalised problems, indicators of psychological stress and maladjustment to school (Lopez et al., 2009). Building one's positive future expectations is closely related to high self-esteem and the use of effective mechanisms for coping with stress (Karaca et al., 2016). Moreover, positive future expectations should serve as a 'buffer zone' (i.e. a moderator) when adolescents are faced with stressful life events (Valle et al., 2006).

Further analysis of the results obtained revealed that satisfaction with different aspects of life and life in general also boosts students' positive future expectations. Such findings correspond to those in earlier research (Extremera et al., 2007; Koca, 2020; Suldo et al., 2009). For instance, the results of a correlation study conducted on a sample of 367 Portuguese high school students indicate that positive future expectations have a positive correlation with one's perception of personal competence and self-esteem, as well as with global satisfaction with life, academic satisfaction, and mental health (Chang, 1998, as cited in Lopez et al., 2009; Marques et al., 2007, as cited in Lopez et al., 2009). Adolescents who reported positive future expectations, also reported a

higher level of global life satisfaction one year later, even after a reassessment of the initial level of life satisfaction (Valle et al., 2006). This research also shows that positive future expectations have the strongest correlation with self-esteem. Such findings are not surprising given the fact that certain authors identify self-satisfaction as a prerequisite for an individual's well-being (Ryff & Singer, 2013) and positive future expectations (Eryilmaz, 2011). Likewise, earlier empirical findings (Pinquart et al., 2004) provide evidence that belief in one's self-efficiency is positively associated with positive future expectations. It is interesting to note that, in this research, positive future expectations have the weakest correlation with school satisfaction. In one aspect, the weak correlation between positive future expectations and school satisfaction among high school students can be explained by the views and the visions that young people have in the Serbian society, who are optimistic about their future, however, expressing less satisfaction with the functioning of the institutions and the system (also evident from the data that 35% of high school students have a strong, or a very strong desire to emigrate from Serbia) (Popadić et al., 2019). Also, observations made by authors who studied adolescents' life satisfaction and relevant outcomes in ecological development systems, point to the fact that, even though the context (school, in this case) is very important for young people's satisfaction and development, a much more direct relationship is established with the family and peers (Iovu et al., 2018). Finally, we cannot disregard the context in which the data were collected (the period of re-opening the schools after distance learning) which might have caused a change in the students' perception of the school. Research regarding the teachers' perception after the re-opening of the schools provides answers highlighting the need for re-establishing relations with students, parents, and colleagues (Kim et al., 2021). After the schools were re-opened, local school teachers noticed that students showed weaker commitment to school, as well as numerous emotional problems in comparison to the period before the pandemic (Popović-Čitić et al., 2021).

Finally, this research shows that, despite the lower correlation coefficient with positive future expectations, school satisfaction has a moderating role in the relationship between self-satisfaction and positive future expectations. In other words, school satisfaction can reduce the negative impact of students' low self-satisfaction on their positive future expectations. Such findings reaffirm the significant effect of school experiences on students' emotional and social development (Mok, 2006, as cited in Suldo et al., 2008). Adolescents' future expectations are prevalently related to their professional orientation (Yavuzer et al., 2005, as cited in Tan & Ergün, 2021). Since one's future profession depends mainly on education, perception of school satisfaction has a clear role in creating future expectations, particularly where individuals are dissatisfied with themselves. Also, available studies associating positive future expectations among the young with numerous aspects of school climate, point to a series of significant factors. For instance, a sample of 58 high schools in Maryland, has shown that adolescents who experience the school environment as emotionally supportive, and as having clear behaviour rules, as well as encouraging inclusion of parents, also have more positive

future expectations (Lindstrom et al., 2016). Furthermore, the hypothesis about the school climate in general, having stronger effects on positive future expectations among at-risk student population, has been corroborated in part (Lindstrom et al., 2016). Such and similar data undoubtedly imply the significance of the role of school in developing positive future expectations, which are considered one of the most significant constructs in the period of adolescence.

Conclusion

On the basis of the results of the research performed, it can be concluded that satisfaction with different life aspects and satisfaction with life in general are significant correlates of positive future expectations, the latter having the strongest correlation with self-satisfaction, and the weakest with satisfaction with school experiences. In the context of enriching the current body of knowledge of this topic, the findings that school satisfaction has the role of a moderator of the relationship between self-satisfaction (as the strongest correlate) and positive future expectations in high school students, are of particular significance.

In other words, the findings reached in this research point to the conclusion that the activities planned in the context of developing school satisfaction, students' emotional engagement, or the sense of belonging to the school, can mitigate the negative effect of self-esteem or low self-assessment, and prompt positive future expectations. For this reason, school satisfaction has been identified as a conducive area for applying different interventions that can stimulate the creation of positive future expectations.

On the basis of the findings that social climate in the classroom has the strongest effect on school satisfaction (Baker, 1998), as well as that educational practices oriented towards developing students' relationship with teachers and peers, creating a positive social environment, and developing self-regulation and a sense of autonomy, contribute to increasing school satisfaction, it can be inferred that these are exactly the educational aspects by way of which an impact can be made on the development of positive future expectations and enjoying the benefits they bring along.

In view of the limitations of the research (for instance, the small size of the relevant sample, the impossibility of generalisation of the results reached, the acquisition of data based exclusively on students' self-appraisal, etc.), it can serve as the starting point for researchers in the context of their further examinations of the factors that directly or indirectly encourage positive future expectations in high school students. In this sense, a study should be conducted into the significance of different characteristics of teaching practices and the school environment (such as the teaching methods applied, students' autonomy in the learning process, school climate, and the like), which were not in the focus of the present research. Apart from verifying our findings on a representative sample or examining other potential factors that may encourage positive expectations, it would be useful to examine this field also by a different methodology, i.e., a methodology that would enable the identification of the meanings attributed to the concepts analysed,

by the protagonists, themselves (both students and teachers). Despite the fact that the aforementioned benefits of students' positive future expectations merit the attention of researchers, it seems that the mechanisms by which this significant eudaimonic engagement predictor can be developed, have yet to be examined.

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