







RESEARCH ARTICLE

Does Grit and Perceived Social Support Predicts Adolescents' Future Expectations in COVID 19 Pandemic?

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ABSTRACT

Studies on the pandemic period focus on the negative effects of the pandemic on adolescents. However, the present research aims at examining variables that could be protective factors for adolescents during the pandemic period. The purpose of this study is to determine the level of grit and perceived social support in predicting adolescents' future expectations during the pandemic period. The sample of the research conducted with the correlational model consisted of 573 high school students. Demographic information form, Positive Future Expectation Scale, Grit Scale and Ecological Education Value Perception Scale were used to collect data. The results show that there is a positive and significant relationship between positive future expectations and grit, and there is also a positive and significant relationship between positive future expectations and perceived social support. Finally, it was concluded that grit and perceived social support significantly predicted positive future expectations, while grit predicted positive future expectations at a higher level than perceived social support. These findings suggest that positive future expectations are associated with grit and perceived social support. Practitioners who want to positively influence adolescents' future expectations can assist them in these areas.

In Turkey, as a result of the COVID-19 pandemic, a distance education system has been introduced at all levels of education as of March 23, 2020 (MEB, 2020). Social distancing rules, curfews and school closures caused by the COVID-19 pandemic cause disruptions in student development (Shevlin et al., 2020; Williams et al., 2020). The pandemic has especially affected the future expectations of adolescents adversely (Kaplan et al., 2021). The transition to distance education has caused serious psychological problems in adolescents/students. These problems include loneliness, anxiety, social stagnation (Karaman et al., 2021; Sundarasan et al., 2021), frustration (Aristovnik et al., 2020), panic, avoidance, fear of death, fear of isolation, and suicide (Kumar & Nayar, 2021) and symptoms of stress, anxiety, and depression (Zhang et al., 2020). Similarly, in children and adolescents during the pandemic period, various emotional reactions (Banerjee, 2020) and a widespread sense of uncertainty about the future (Commodari & La Rosa, 2020) can be seen, which can be misinterpreted as "regressive" behaviors such as irritability, loneliness, or aggression. Future time orientation refers to the attitude of the person towards the future (İmamoğlu & Güler-Edwards, 2007), the image of the future, and life events that are considered important that give direction and meaning to the individual's life (Seginer, 2019). While making decisions about the future, personality, age, and cultural environment are influential.

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Adolescence is a critical period before making big decisions about the future (Arnett, 2000), and this period is important for future decisions about life goals such as education, career, and family formation (Seginer, 2008). Young people's decisions about the future can be positive or negative. However, positive expectations about the future cause the individual to mentally enjoy the results and to approach them in a smooth and effortless way to realize their expectations (Oettingen & Mayer, 2002). Adolescents' future expectations shape their identities and self-formation. Studies on this subject can be considered as cognitive interests, abstract thinking and creativity, emotional state, self-perception and locus of control, socioeconomic and sociocultural factors (Artar, 2003).

Adolescents' future expectations are affected by various factors. One of these factors is the family environment in which the adolescent grows up. Family environment, parental relationship, and a positive family life contribute to adolescents' positive expectations about the future (Nurmi, 1991; Nurmi & Pulliainen, 1991). The social support provided by parents, siblings, peers, and teachers ensures that the self-evaluation of the adolescent is positive and that he has positive expectations about the future (Seginer, 2019). In studies on positive future expectations of adolescents, adolescents with average or higher grades have positive future expectations compared to their peers with lower grades (Dursun, Özkan & Başkaya-Körler, 2018), and the subjective well-being levels of adolescents with positive future expectations increase (Eryılmaz, 2011), it is seen that the future hopes, life satisfaction and future expectation scores of children living separately from their parents are low (Su et al., 2017). It has been determined in some studies in the literature that positive future expectation is a protective factor for adolescents (Chen & Vazsonyi, 2012; Prince et al., 2019). In these studies, it was observed that as the level of positive future expectation of adolescents increased, the probability of engaging in problematic behaviors decreased, and their perceptions of substance use, delinquency, and threats to their safety decreased. Considering that the COVID-19 pandemic period is an external factor that affects young people and creates stress (Erden & Aliyev, 2022), it becomes clear how important environmental support is. If young people perceive more social support, they are more likely to work passionately towards long-term goals and show courage as they overcome tough obstacles along the way (Clark et al., 2019). Family and environment are effective in the psychological development of a child. The developing person interacts with the surrounding people, objects, and symbols (Koller et al., 2020). These findings in the literature point out the importance of social support during the pandemic period. Bronfenbrenner's Ecological Systems Theory clarifies this issue, especially the systems in which people are and the interaction between these systems. Ecological systems theory examines the processes of mutual adaptation that occur throughout life between people and their close environment. This is because the development of people is affected by the environments they are in and the relationships that are achieved between broader social contexts (Bronfenbrenner, 1977).

The theory especially focuses on youth and family development, via an integrative and interdisciplinary perspective on childhood and adolescence (Bronfenbrenner & Morris, 2006). The first people children interact with on a regular basis are their parents. But as children get older, other people, such as caregivers, relatives, siblings, and peers, take on this role. These are soon followed by teachers or counselors at other activities, followed by close friends, romantic partners, and co-workers. According to Bronfenbrenner and Morris (2006), some environmental systems are beneficial to an individual's psychological development. This effect extends from the closest environment in which individuals interact directly to the wider cultural environment and occurs within a certain process. In order for a person to develop emotionally, socially, and morally, there must be a strong mutual commitment and lifelong dependence on each other's well-being and development (Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 2006). Perceived social support from family, friends or other adults during adolescence is important for adolescent mental health (Wight et al., 2006). Kiss et al. (2022) concluded in their research that social attachment and family relationships during the pandemic period were the strongest determinants of well-being. Adolescence is the period when a person most needs to feel the support of the environment and family (Arslan, 2009). It is thought that social support has a significant impact on people's lives and that the physical and psychological health of people who have supportive social networks and can establish close personal relationships is positively affected by this situation (Ateş, 2012).

In their research on positive future expectations of adolescents, Sulimani-Aidan and Benbenishty (2011) stated that adolescents have higher positive expectations regarding social support and commitment than other areas. Many protective factors can be mentioned for a positive future, such as optimism, self-esteem (Smokowski

et.al., 2013), resilience and social cohesion (Verdugo & Sanchez-Sandoval, 2018). One of these protective factors is grit. In order to reach long-term goals, people need to overcome obstacles, be determined and make an effort (Duckworth et al., 2007). Grit has been defined as the will and persistence in achieving a goal and purpose in the long run (Aliyev, 2021; Duckworth & Quinn 2009). In literature grit was found to be positively related with courage (MacCann & Roberts, 2010; Von Culin et al., 2014); fortitude and academic success (Kwon, 2018); self-efficacy, motivation, time management (Wolters & Hussain, 2014). Determined individuals focus on maintaining effort and passion to achieve long-term success (Datu et al., 2019). It is observed that reaching goals for the future and focusing on goals are related to grit. In this way, grit enables people to stick to their future goals and to increase the energy available to reach their future goals (Jachimowicz et al., 2018).

In addition to the studies in the literature stating that there is a significant relationship between the concepts of grit and positive emotion (Singh & Jha, 2008), there are also studies that conclude that there is no significant relationship between positive concepts such as hope for the future, searching for meaning, and grit (Vela et al., 2015). In a study on high school students examining the relationship between grit and perceived social support, it was concluded that supportive and encouraging close relationships with parents, teachers, and other people who received social support positively predicted grit (Datu, 2017).

The development of positive traits such as grit is important throughout life but is especially critical during adolescence. Because, while stress tends to increase during these developmental years, there is a decrease in self-esteem, perceived ability, school engagement, and academic success (Jacobs et al., 2002; Park et al., 2020; Sundblad et al., 2008; Watt, 2004). Since this type of normative development can have lifelong consequences, it is important to discover the features that predict students' future expectations during this period. While there is limited research that predicts future expectations in adolescence, nothing is known about how social support and grit (Park et al., 2018) will contribute to this process. One of the factors that disrupts the future expectations of students is the COVID-19 pandemic. However, Bono et al. (2020) revealed that grit is effective in coping with the difficulties of the pandemic and protecting the subjective well-being of students.

The pandemic will have inevitable consequences that will be experienced for generations (Garagiola et al., 2022). For this reason, it is vital to understand the consequences of the pandemic and determine protective factors, especially in adolescence, which is a critical decision-making period for the rest of life. In the literature, social support and grit are regarded as important protective factors for adolescence. Considering the negative impact of the pandemic on adolescents' future expectations, it is thought that social support and grit will be effective factors in coping with uncertainties regarding the future. Although research on the effects of the pandemic generally focuses on negative consequences (Karataş, 2020; Öncü, 2022), this research focuses on factors that will reduce the negative effects of the pandemic. Negative life events that lead to stress in adolescents' lives, such as pandemic, cause negative psychological consequences (LeMoult et al., 2020). In this regard, it is thought that the results of the research will guide researchers and practitioners in studies aimed at reducing the effects of negative life events in adolescence. The aim of this study is to determine the relationship between the environmental support perceived by adolescents when coping with uncertainties during the pandemic period and the level of grit necessary to reach their long-term goals with their positive future expectations. In the study, it was first examined whether future expectations differed significantly according to the variables of gender, school type, class level, witnessing the lives of individuals receiving coronavirus treatment, having a close relative who was treated for coronavirus, and thinking about when the pandemic would end. Secondly, how grit and perceived social support predict future expectations was examined. For these purposes, the following hypotheses were examined:

H1: There is a positive relationship between adolescents' future expectations, perceived social support and grit levels.

H2: Grit and perceived social support will significantly predict future expectation.

Methodology

Research Pattern

A correlational research model was used in the research. Correlational research is research in which the relationship between two or more variables is examined without any interference with these variables (Fraenkel & Wallen, 2006).

Study Group

Approval for the research was obtained from the university ethics committee (Hasan Kalyoncu University, E-804.01-2104060040) and permission from the Ministry of National Education. The sample group of the research consisted of 573 high school students in the southeast of Turkey. In this context, considering the number of variables in the study, missing data and extreme values, it was thought that a sample of 500 people would be sufficient (Green, 1991; Tabachnick & Fidell, 2007). By the end of the time allotted to answer the scales online, 573 people had been reached and the data collection process was terminated. In the research, the sample group was determined by the convenient sampling method, where easily accessible units were selected, taking into account time, money and labor issues (Büyüköztürk et al., 2020). Due to the pandemic, all data were collected online.

Since the research was conducted during the pandemic period, the scales were applied to the participants online. Since schools continued distance education, school principals and school counselors were contacted and scale links were sent to the participants they referred. For this purpose, help was sought from school psychological counselors, teachers and school administrators, who especially give online lessons and actively meet with online students. The online links to the scales were delivered to the participants as a result of the interviews with the school principals and teachers. In the research, we tried to reach different types of schools. For the research, they showed the participation of students from vocational high schools that provide profession and train intermediate staff at the end of high school education and from Anatolian high schools, which is a type of school that prepares students for higher education programs. Since the number of Anatolian high schools and vocational high schools in Turkey is higher than other types of schools, participants from Anatolian high schools and vocational high schools participated more than other types of schools. Information about the participants is shown in Table 1.

Table 1. Descriptive Statistics

Variable	N	%
Female	442	77.1
Male	131	22.9
Anatolian high schools	314	54.8
Vocational high schools	259	45.2
Grade 9	156	27.2
Grade 10	145	25.3
Grade 11	80	14
Grade 12	192	33.5

Data Collection Tools

In this research, "Positive Future Expectations Scale", "Grit Scale", "Ecological Education Value Perception Scale" and the Demographic Information Form developed by the researchers were used.

Demographic Information Form. While collecting the data, the participants were asked to ask questions such as gender, school type, grade level apart from the standard questions; "Have you ever listened to or watched the lives of individuals who have been treated for coronavirus regarding their illness and treatment process?", "Have you had a relative (family member, relative or friend) from your close circle who was treated in hospital due to coronavirus?", "When do you think the pandemic will end?". In the preliminary interviews with the adolescents, it was determined that there were problems with their future expectations. The source of these problems was the uncertainties in the Covid 19 process. They said that it is not clear when the pandemic will

end and the losses they suffered in their relatives affected them. Therefore, expert opinion was sought on this subject and it was necessary to ask these questions in the demographic information form.

Positive Future Expectation Scale. Future Expectation Scale was developed by İmamoğlu and Guler-Edwards (2007). The scale aims to measure the degree of positivity of individuals' expectations regarding their personal future. As sample scale items "I am quite optimistic about my personal future" and "I believe that I will eventually achieve my goals." can be given. The scores that can be obtained from the scale consisting of five items vary between 5 and 25. The sum of alpha reliability was stated to be 0.85 and 0.92, and for the current study it was determined as 84.

Grit Scale. The Grit Scale was developed by Aliyev and Ayaz (2021). An increase in the score obtained from the scale means that the person shows a high level of grit. As sample scale items "I am quite optimistic about my personal future" and "I believe that I will eventually achieve my goals." can be given. There are no reverse scored items in the scale consisting of ten items. The correlation coefficient of the scale is .81 and the internal consistency coefficient is .86. The item-total correlation coefficients of the items in the scale are between .44 and .66. In the current study, the alpha coefficient was determined to be .77.

Ecological Education Value Perception Scale (EEVPS). The Ecological Education Value Perception Scale was developed by Aliyev, Akbaş and Özbay (2021). EEVPS measures the level of university students' perceptions of social support regarding their academic/educational development. There are no items to be reverse scored on the 5-point Likert type scale consisting of 6 items. High scores from the scale indicate high perceived social support. As sample scale items "I am quite optimistic about my personal future" and "I believe that I will eventually achieve my goals." can be given. As a result of applying the scale with an interval of 2 weeks, it was determined that the correlation coefficient between the scores was .80 and the internal consistency coefficient was .71. The alpha coefficient in the current study is .74.

CFA was applied to the data obtained from 400 students in order to test whether the EEVPS developed for university students can also be applied to high school students.

Figure 1. Measurement Model for Ecological Education Value Perception Scale

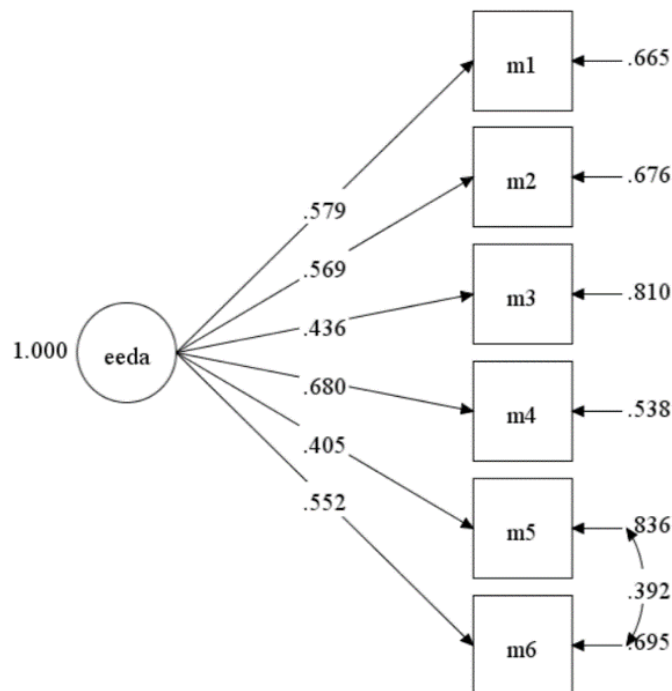


Figure 1 shows the measurement model for the EEVPS. When the measurement model was examined, it was

determined that the structure consisting of a single factor consisting of six items showed good agreement (RMSEA= .081, CFI= .95, TLI= .91, SRMR= .037). Obtained values show that EEVPS can also be used in high school students.

Results

Analysis of Data

Hierarchical regression analysis was conducted to examine whether the variables in the study predicted students' positive future expectations. In order to determine whether the positive future expectation scale scores differ according to gender, school type, whether or not to receive COVID-19 treatment in a close environment, and to witness coronavirus experiences, the t-test was performed to determine whether it differs according to grade level and the thought of when the pandemic will end. Analyzes were made by accepting the confidence interval as .05.

Descriptive statistics and correlation values of the participants' scores are shown in Table 2.

Table 2. Descriptive Statistics and Correlations

Score	N	Mode	Mean	Median	Standard deviation	Skewness	Kurtosis	Correlations		
								Grit	PSS	PFE
Grit	573	45.00	40.56	41.00	.23	-.74	-.00	.1	-	-
PSS	573	22.00	20.58	21.00	.19	-.24	-.30	.51**	1	-
PFE	573	19.00	19.24	20.00	.17	-.75	.24	.37**	.40**	1

*p < .05, **p<.01, **PSS:** Percieved Social Support, **PFE:** Positive Future Expectations

As seen in Table 2, the central tendency measures for grit, perceived social support, and positive future expectation are quite close to each other and show a normal distribution; the kurtosis and skewness coefficients are in the range of [-1, +1].

The results shows that there is a moderate, positive, and significant relationship between positive future expectations and grit ($r=.509$, $p<.001$), and a moderate, positive and significant relationship between positive future expectation and perceived social support ($r=.400$, $p<.001$) and a moderate, positive and significant relationship ($r=.371$, $p<.001$) between grit and perceived social support.

T-test analysis results, positive future expectation shows a significant difference according to gender [$t(571)=2.12$; $p=.034$] and positive future expectation scores of female students are higher than male students. ($M_{female}=19.44$ $M_{male}=18.56$). Positive future expectation showed a significant difference according to school type [$t(571)=2.35$; $p=.019$] and the positive future expectation of Vocational and Technical Anatolian High School students is higher than that of Anatolian High School students ($M_{vocational\ and\ technical}=19.69$; $M_{anatolian}=18.87$). Positive future expectation also differs significantly according to the status of having a relative who is treated for coronavirus [$t(571)=1.61$; $p=.107$]. Positive future expectation did not differ significantly compared to witnessing/listening to the lives of individuals treated for coronavirus [$t(571)=.525$; $p=.600$]. According to the Anova results, the expectation for a positive future differs significantly from the thought for the end of the pandemic period [$F(3,486)=.016$; $p=.016$]. This difference in the positive future expectation scale is in favor of thinking that the pandemic will end between 1 year and 2 years. This result shows that students with high positive future expectations have a belief that the pandemic will end in a shorter time. Positive future expectation differs significantly according to grade level [$F(3,569)=8.04$; $p<.001$]. Tukey test results, in the positive future expectation scale, between the 9th and 11th grades, in favor of the 9th grade; Between the 9th and 12th grades, in favor of the 9th grade; There is a significant difference between the 10th and 12th grades in favor of the 10th grade. According to these results, it is seen that the students in the lower class have higher positive future expectations.

Table 3 shows the hierarchical regression analysis assumptions regarding the prediction of positive future expectations.

Table 3. Hierarchical Regression Analysis Assumptions Regarding the Prediction of Positive Future Expectation Variable

PFE	Independent variables	Tolerans	VIF	CI	Durbin-Watson
	Gender	.992	1.008	4.138	
	Grade Level	.992	1.008	8.144	
	Gender	.987	1.013	4.726	
	Grade Level	.986	1.014	7.385	
	Grit	.989	1.011	21.597	
	Gender	.985	1.015	5.192	1.938
	Grade Level	.984	1.016	7.398	
	Grit	.854	1.171	13.541	
	PSS	.859	1.165	24.209	

According to the results, the tolerance value was higher than .20, the variance amplification factor (VIF) values were lower than 10, and the condition index (CI) values were lower than 30, indicating that there was no multicollinearity problem. Table 4 shows the results of the hierarchical regression analysis regarding the predictors of gender, grade level, courage and perceived social support variables that predict positive future expectations.

Table 4. Hierarchical Regression Analysis Results for Predicting Positive Future Expectations

	B	Standard error	Beta	t	R ²	ΔR ²
Blok 1						
Gender	-1.061	.407	-.107	-2.607**	.051	.051
Grade Level	-.716	.141	-.208	-5.067***		
Blok 2						
Gender	-.698	.353	-.070	-1.977*	.290	.240
Grade Level	-.584	.123	-.169	-4.759***		
Grit	.370	.027	.492	13.862***		
Blok 3						
Gender	-.792	.341	-.080	-2.323*	.340	.050
Grade Level	-.548	.118	-.159	-4.628***		
Grit	.303	.028	.403	10.928***		
PSS	.216	.033	.240	6.527***		

*p<.05, **p<.01, ***p<.001

Gender and grade level variables were included in the analysis in the first block. As seen in Table 4, positive future expectations were found to be significantly predicted by these two variables and explained by 5% [F(2,570) = 15,200; p<.001].

The grit variable was added to the analysis as the second block. Positive future expectations were significantly predicted by grit and explained 24% of the variance [F (3,569) = 77.588; p<.001].

The perceived social support variable was added to the analysis in the third block. Positive future expectations were found to be significantly predicted by perceived social support, with 5% of the variance explained [F(4,568) = 73.094; p<.001]. Thus, the total variance explained increased to 34%. These findings support the research hypothesis.

Discussion

In this study, the predictive power of gender, grade level, when the pandemic will end, grit, and perceived social support variables for positive future expectations was examined. The first finding of the study is that these variables explain 34% of the variance in positive future expectation scores. When other variables were kept constant, it was concluded that only grit and perceived social support variables explained 29% of the variance in positive future expectation scores. It was seen that the greatest contribution to the explained variance was grit. Jin et al. (2019) concluded that high positive future expectations are associated with high

grit. Other studies conducted during the pandemic period conclude that grit positively affects mental health. For example, one study reveals that grit has a positive effect on students' well-being (Kareem et al., 2023). Likewise, there are other studies that conclude that grit is positively related to well-being during the pandemic period (Bono et al., 2020). In another study conducted with adolescents, courage is associated with post-pandemic well-being and post-traumatic growth (Casali et al., 2023). Lytle and Shin (2023) state in their research that undergraduate students with higher levels of grit during the pandemic period felt less anxiety about their future academic and career goals. Erarslan's (2023) research shows the importance of grit in coping with and adapting to the challenges created by the pandemic period in teaching environment. These results demonstrate the importance of grit in coping with the effects of the pandemic. Since expectations about the future are created by individuals, it is expected that an internal variable such as grit included in the research will have a high contribution to future expectations. In addition, the perceived social support of adolescents may cause them to develop positive emotions and have a more positive outlook on the future.

As a result of the regression analysis, it was observed that perceived social support explained the positive future expectation variance at a rate of approximately 5%. Considering the relationship between perceived social support and future expectations of adolescents, they usually share their future plans with their parents, siblings, peers, and teachers, which is important for a stronger future orientation (Crespo et al., 2013) and individuals are confronted with stressful events. The most important factor that positively affects the health of an individual is the social support that individuals perceive from their families and close people (Terzi, 2008). Karaca, Karakoç, Bingöl, Eren, and Andsoy (2016) stated in their research that non-working adolescents who score higher in family relationships and relationships with important people have higher future expectations than working adolescents. The importance of social support for mental health is an important factor, especially during difficult life events such as pandemics. A study conducted during the pandemic period states that perceived social support is an important protective factor for the mental health of children and adolescents (Shoshani & Kor, 2022). In another study, it was expressed that social support perceived by adolescents who could better cope with the pandemic was at a high level, and the low level of perceived social support during this period negatively affected mental health (Liu et al., 2022). Another study conducted with adolescents determined that there was a positive and significant relationship between perceived social support and well-being during the pandemic (Kurudirek et al., 2022). Similarly, another study concluded that as perceived social support increased during the pandemic period, psychological distress decreased (Radhakrishnan et al., 2022). Zhuo et al. (2021) assessed in their research that the social support perceived by students returning to school during the COVID-19 period could moderate the relationship between intolerance of uncertainty and anxiety and depression. Although these results show the necessity and importance of social support during the pandemic period, there are different views in the literature on understanding the relationships between future expectations and social support. While there are studies stating that perceived family and peer support is associated with positive future expectation (Dubow et al., 2001), there are also studies stating that family and peer group support contribute little to shaping the future expectations of adolescents (Iovu, 2013; Iovu, 2014; Iovu, Hărăguș & Roth, 2016). In addition, there were findings showing that lonely adolescents score lower in future orientation than socially introverted adolescents (Seginer & Lilach, 2004).

Another finding of the study is to examine whether positive future expectation scores according to gender show a significant difference. In the study, it was revealed that positive future expectations show a difference in favor of female students. Similarly, there are studies in the literature stating that girls have more positive expectations about their future than boys (Brown, Teufel, Birch & Kancherla, 2006; Mello & Swanson, 2007; Tuncer, 2011b; Iovu, 2013; Iovu, 2014; Iovu, Hărăguș & Roth, 2016). Additionally, Seginer and Lilach (2004) found that males living alone have lower future expectations than females living alone. On the contrary, Tuncer and Bahadır (2018) found that male students had higher expectations than female students. In addition, Bayoğlu and Purutçuoğlu (2010) found that adolescents' future expectations are mostly related to education, work, and economic issues and that their future expectations of the adolescents participating in the research regarding social life are low. From this point of view, it can be said that the future expectation in favor of girls is due to the fact that the peer groups of female adolescents have less risk than male adolescents, that families generally display a more protective and caring attitude when raising girls culturally, and the roles given to girls from an early age in terms of gender roles.

It has been observed that school type affects students' positive future expectations. It can be said that vocational and technical Anatolian high school students have higher positive future expectations compared to students studying in other high school types. Similarly, Uluçay, Özpolat, İşgör and Taşkesen (2014) discovered that the future expectations of adolescents differ significantly depending on the type of school.

Positive future expectations also differ significantly by grade level. It was observed that as the grade level increased, the positive future expectation decreased. The reasons, such as the increase in responsibilities as age increases in adolescence (Rice & Dolgin, 2005), the necessity of making important life decisions, and the increase in the expectations of the environment from the adolescent as age increases, may be the reason for the change in future expectations according to the grade level. Contrary to this result, Kaplan et al. (2021) indicate in their research that future expectation scores increase as age increases. Rafaelli and Koller (2005) stated that age differences did not arise in their future expectations. Likewise, Israelashvili (1997) revealed that grade level alone is not a predictor of students' future expectations.

Positive future expectations do not differ significantly due to witnessing and listening to the lives of individuals receiving coronavirus treatment and having a relative receiving treatment. Since adolescents are open to their own experiences and peer influence when evaluating life, listening/witnessing the coronavirus experience may have been ineffective in shaping adolescents' future expectations. Commodari and La Rosa (2020), who investigated the effects of quarantine on adolescents, stated that the quarantine experience and various health and social distance rules that must be followed lead to a feeling of uncertainty about the future. These negative experiences during the COVID-19 period also have a negative impact on adolescents' future plans (Tuncer, 2011).

In addition, the adolescents participating in this study think that the pandemic will end sooner as their positive future expectations increase. Positive future expectation appears to be a protective factor against negative thoughts about the pandemic. It has been found that when young people have hope and purpose, their future prospects are more positive (Stoddard & Pierce, 2015), and hope, meaning, and life satisfaction are effective in coping with COVID-19 (Trzebiński, Cabański & Czarnecka, 2020).

This research shows that grit and perceived social support levels in adolescents are important variables that predict positive future expectations. Positive future expectation is positively related to being determined, having high perceived social support, being female, having a low grade level, attending a vocational and technical Anatolian high school, and thinking that the pandemic will end in a shorter time, but it is not related to the presence of a relative who has been treated for coronavirus in the immediate environment and witnessing the lives of individuals who have been treated for coronavirus.

Limitations

If this study was associated with academic success, different results could be obtained and interpreted differently. However, because the study was carried out during the COVID-19 period, the data were collected online, and the academic achievements of the students were not very realistic as they received distance education during this period, which limited the study. Furthermore, because data were difficult to obtain during this time period, data were collected from only a few school types. If data were collected from different school types and different regions, whether private or state, different results could be obtained. In addition, since the study was conducted during the COVID-19 period, the chance to choose the sample can be regarded as a limitation, since 77% of the group participating in the study is female.

Implications

With this study, it has been revealed that the pandemic period negatively affects positive future expectations. Therefore, practical studies should be conducted with adolescents to reduce the negative effects of the COVID-19 period. In addition, longitudinal studies can be conducted to observe how the effect of grit and perceived social support in predicting positive future expectations changes over time because there is literature suggesting that those with a strong sense of social support overcome many negative situations without harm (Cobo-Rendón et al., 2020). In addition, in this study, adolescents' future expectations were only measured in the context of grit and perceived social support. Since positive future expectation also includes the state of

being hopeful, it is thought that it will contribute a lot to the literature if it is investigated by associating it with different internal and external protective factors, both cognitive and non-cognitive.

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