LIFE SATISFACTION OF OPEN EDUCATION HIGH SCHOOL STUDENTS REGARDING VARIOUS DEMOGRAPHIC

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Received: 03/05/2022 **Accepted:** 05/07/2022

ABSTRACT

In the present study, the descriptive demographic characteristics, life satisfaction levels, and differentiation status of open education high school students according to various variables were revealed. The research was carried out with a sample of five hundred open education high school students via a survey model by means of convenience sampling. The findings obtained indicate that the life satisfaction levels of open education high school students were low. In addition, life satisfaction differed according to the variables age, families' monthly income, and the reason for choosing open education high school. When the demographic characteristics of the open education high school students were examined, it was seen that the following information applied to the majority of them: (1) Most were female students, (2) between the ages of 15 and 20, (3) whose parents had primary school level or below education, (4) whose parents mostly did not work or only their fathers worked, (5) with an average monthly family income of five thousand TRY and below, (6) had mostly migrated from the Black Sea and Eastern Anatolia Regions to Istanbul, and (7) they chose open education high school mostly because of job requirements.

Keywords: Open education, open high school, life satisfaction, distance learning.

INTRODUCTION

With the internationalization of new developments in technology and more generally the internationalization of education processes and their further integration with the labor market, open education processes are also enriched with new forms and applications. These developments have a pervasive impact on current forms of education delivery. At this point, open education processes show an increasing effect on the effectiveness of education and training processes at every education level on an economic and social basis (Orr et al., 2015).

Open education is a way of facilitating learning, often using digital technologies. Its aim is to make learning accessible to everyone by providing various means of access to formal and non-formal education and integrating the two (Inamorato Dos Santos et al., 2016). Open education activities carried out within the scope of lifelong learning, by making access to information flexible with personalized education opportunities, pave the way for different segments of society to be included in the education processes and ensure that the learning experience through education becomes possible for everyone (Krelja Kurelovic, 2016).

Educational openness is a process that began with free software and open resource in the mid-1980s and is linked to the philosophical foundations of modern education with commitments to freedom, citizenship,

knowledge for all, social progress, and individual transformation that date back to the Enlightenment (Peters & Britez, 2008). Feeding off of a number of intertwined fields such as using open resources, open access, and open science, open education is also a form of education that, as an element of the global digital economy, stands at the intersection of the broader political, social, and economic context, which directly affects social production (Peters, 2008). Open education, which is based on the use of open resources, has a structure that allows these open resources to be used by educators, students, self-learners, and researchers and includes sharing in the digital environment. These open resources include planning, implementation, and learning content such as online courses, modules, various online journals, online learning communities, and various software programs (Orr et al., 2015). Open education systematically integrates several interrelated elements to make education and training resources more inclusive by making student services more effective. These elements, shaped within the context of strategy, technology, quality, and management, consist of content, pedagogy, access, research, cooperation, and recognition (Inamorato Dos Santos, 2019). Open education practices, which include the elements listed above, link the fields related to teaching, learning, technology, and social justice, and present a field with high potential that enriches educational practices through new approaches (DeRosa & Jhangiani, 2017).

It is seen that open education practices are preferred by adults at higher education level, high school, and secondary school level as well as students at formal education age in many countries around the world as well as in this country (Aytekin, 2020). Open education, which started to be discussed with the establishment of the Republic, began to be implemented within the scope of distance education at the secondary education level in the 1970s. After 1980, it started to be implemented at higher education level through Anadolu University. With the technological developments, distance education applications diversified both in the private and public sectors in the 2000s and reached the present day (Bozkurt, 2017).

Before COVID-19, with global education technology investments reaching US$18.66 billion in 2019 and the overall market for online education projected to reach US$350 billion by 2025, open education practices, which are already used frequently in education technology, such as virtual lectures, teleconferences, and online environments, gained momentum with COVID-19 (Li & Lalani, 2020).

RELATED WORKS AND MOTIVATION

Various research studies were carried out on different topics related to open education and distance education practices including descriptive studies and statistical studies. While Zhu and Chikwa (2021) demonstrated that the determining factors in the shaping of open and distance education practices were political, technological, and socio-cultural and that international cooperation will strengthen open and distance education practices and contribute to overcoming possible uncertainties, Vrana (2021) stated that open education practices made education accessible to many people around the world in a way that had never been possible before, facilitating access to educational resources without any barriers, including cost.

In addition to the research on the factors affecting open and distance education practices, it was seen in the literature that studies on how education and training processes can be made more effective were carried out as well. These studies focused on student satisfaction. For example, Nevin et al. (2021) examined students' satisfaction with open education practices in terms of course materials and contents. In that research, it was revealed that the students were not satisfied with the educational materials and practices such as e-books, e-seminars, e-exams, e-learning and were only satisfied with the face-to-face practice. In another study, by Karadag et al. (2021), students' attitudes towards the question types applied in open education were examined and it was concluded that the students had a negative point of view towards open-ended questions. In Eric and Williams' (2021) study, it was shown that open education practices increased students' self-regulation skills and provided intrinsic motivation in teaching and education processes. However, **Ibileme** et al. (2021), in their study on student satisfaction with homework given to learners in open and distance education practices, concluded that although there were differences in satisfaction levels among students in terms of demographic variables, most of them were satisfied. In the study conducted by Aytekin (2020), the satisfaction levels were high. Again, in another study, conducted by Belen et al. (2021), the reasons open education students chose an open high school were examined and it was concluded that psychological reasons were influential as well as familial and social reasons.

Another issue that needs to be addressed in the open education system is the life satisfaction of students. Life satisfaction is the extent to which a person finds life rich, meaningful, full, or of high quality (American Psychological Association [APA] Dictionary of Psychology, 2022). At the same time, life satisfaction can be evaluated as being satisfied with life and conditions, accepting them, or having all the wishes and needs of the person fulfilled as a whole. In short, life satisfaction is a subjective evaluation of a person's quality of life (Sousa & Lyubomirsky, 2001). In addition, life satisfaction is a concept related to the subjective well-being of the individual and includes the individual's emotional reactions, the life satisfaction areas shaped by the social context, and the criteria that show how well-being is defined in general (Diener et al., 1999).

Life satisfaction also includes subjective well-being, which incorporates the connection with life, emotional states, and the search for meaning, as well as the level of satisfaction of individuals in areas such as health, economy, and education (OECD, 2013). In this context, life satisfaction includes the level of realization of life goals, the degree of perfection of life conditions, the level of satisfaction with life, and the quality and quantity of what is desired to change in one's life (Diener et al., 1985). As is apparent, life satisfaction has a subjective aspect inherent in the individual. In this respect, life satisfaction can be considered an immanent situation. External factors such as work, education, and family life determine the intrinsic life satisfaction and form a basis for the individual's level of making sense of life. In recent years, an increase has been observed in the number of students enrolled in open education high schools in Turkiye. As a matter of fact, when we examine the statistics of the Ministry of National Education, the number of students enrolled in open education high schools in the 2014-2015 academic year was 1,137,110 (Ministry of National Education Strategy Development Department, 2015), this number increased to 1,452,331 in the 2020-2021 academic year (Ministry of National Education Strategy Development Department, 2021). Since this increase has reached a remarkable rate, a problem situation has arisen for this research.

In the present study, which was conducted within this framework, attempts were made to reveal the descriptive demographic characteristics, life satisfaction levels, and differentiation status of open education high school students according to various demographic variables. In this context, answers to the following questions were sought:

1. What are the descriptive demographic characteristics of open education high school students?
2. What is the life satisfaction level of open education high school students?
3. Does the life satisfaction of open education high school students differ regarding various demographic variables?

RESEARCH METHODOLOGY

Study Design

The general survey model, which is one of various survey models, was used in order to determine whether the life satisfaction of open education high school students differs depending on various variables. These variables were determined in line with the opinions and recommendations of the assistant principals responsible for the records and affairs of open education high schools in public education centers. In this model, in order to obtain a general idea about the population, attempts are made to learn the characteristics and attitudes of people about a particular subject, based on the sample selected from the population (Gurbuz & Sahin, 2018).

Population and Sample

The population of the research consisted of students enrolled in open education high school in the two districts of Istanbul in the 2021-2022 academic year. Although these two districts selected as the population are close to each other, they are at different socio-economic levels (middle and lower). Convenience sampling method was chosen to determine the sample. Convenience sampling, which is a non-probability sampling method, was used to determine the research sample. In this method, the individuals that can be easily reached are included in the sample (Saunders, Lewis, & Thornhill, 2012) and the data collection process continues until the sample size targeted by the researcher is reached (Gurbuz & Sahin, 2018). In this context, until the sample of 500 open education high school students was reached by the researchers, a message was sent to

approximately fifteen thousand open education high school students and they were asked to fill in the online survey. Therefore, the sample of the research consisted of 500 students enrolled in open education high schools in the Sancaktepe and **Cekmekoy** districts in the 2021-2022 academic year. Detailed demographic data of the participating students are presented in the results section.

Data Collection Tools

The Satisfaction with Life Scale developed by Diener et al. (1985) and adapted into Turkish by Dagli and Baysal (2016) and the demographic information form prepared by the researcher were used.

The Satisfaction with Life Scale consists of one dimension and five items prepared in a five-point Likert scale structure. In the exploratory factor analysis performed to determine the construct validity of the scale, the Kaiser–Meyer–Olkin value was 0.869 and the Barlett's test value was 528,329 ($p<0.001$). The total variance explained by the scale was 68.389%. According to the confirmatory factor analysis results ($\chi 2/df$: 1.17; RMSEA: 0.030; GFI: 0.99; CFI: 1.00; NFI: 0.99) performed to verify the factor structure of the scale, the model fit was good and was confirmed. When the reliability results of the scale were examined, it was seen that the Cronbach's alpha coefficient was 0.88 and test–retest reliability was 0.97. Thus, it was seen that the scale had a valid and reliable structure.

In the demographic information form prepared by the researcher, the participants were asked about gender, age, parental relationship status, education level of the parents, employment status of the parents, monthly average income of the family, profession/sector, migration region, and their reasons for enrolling in an open education high school.

Data Collection

In order to collect data within the scope of the research, an online form that included the relevant scale and demographic information was prepared, and then said online form was sent to open education high school students via SMS, after the necessary permissions were obtained from the Sancaktepe and **Cekmekoy** District Directorates of National Education.

Data Analysis

SPSS 21 was used to analyze the data that were collected in the research. After the relevant data were made suitable for data analysis, firstly the descriptive frequency and percentage distributions of the obtained demographic data were calculated; then the arithmetic mean, standard deviation, standard error, skewness, and kurtosis values were calculated for the total scores of the Satisfaction with Life Scale. In addition, parametric ($n>30$) and non-parametric ($n<30$) techniques were used to determine whether the life satisfaction of open education high school students differs according to demographic variables (groups) (Altunisik et al., 2010; Buyukozturk, 2018).

RESULTS

In this section, the demographic information of the open education high school students participating in the research, and whether their life satisfaction differed according to demographic variables (gender, age, parental relationship status, education and employment status of parents, monthly average family income, migration region, and reason for choosing open high school) were analyzed.

Results and Interpretation of the Demographic Information of Open Education High School Students

As seen in Table 1, 238 of the open education high school students were male and 262 were female. This shows that women choose open education high school more. Moreover, 180 of the students were 15-20 years old, 70 were 21-25 years old, 50 were 26-30 years old, 72 were 31-35 years old, 57 were 36-40 years

old, 47 were 41-45 years old, 19 were 46-50 years old, and 5 were 51 and above. Examination of the age ranges reveals that the group under the age of 30 constituted approximately 60% of the participants, and so it is clear that young people constitute the majority of open education high school students. The parental relationship status shows that the majority (343; 68.6%) had parents that live together.

Table 1. Demographic Composition of Open Education High School Students Regarding Gender, Age, and Parental Relationship Status

Variable Groups		*f*	%	$\%_{val}$	$\%_{ten}$
Gender	Male	238	47.6	47.6	47.6
	Female	262	52.4	52.4	100.0
	Total	500	100.0	100.0	
Age	15-20	180	36.0	36.0	36.0
	21-25	70	14.0	14.0	50.0
	26-30	50	10.0	10.0	60.0
	31-35	72	14.4	14.4	74.4
	36-40	57	11.4	11.4	85.8
	41-45	47	9.4	9.4	95.2
	46-50	19	3.8	3.8	99.0
	51 and above	5	1.0	1.0	100.0
	Total	500	100.0	100.0	
Parental Relationship Status	Parents are together	343	68.6	68.6	68.6
	Parents are separated	54	10.8	10.8	79.4
	Mother is deceased	21	4.2	4.2	83.6
	Father is deceased	63	12.6	12.6	96.2
	Both parents deceased	19	3.8	3.8	100.0
	Total	500	100.0	100.0	

As seen in Table 2, 131 participants' mothers were illiterate, 56 were just literate, 205 had primary school education, 62 had secondary school education, 35 had high school education, 5 had an associate degree, another 5 had a bachelor's degree, and one of them had a postgraduate degree. Regarding the educational status of the fathers, 36 were illiterate, 65 were just literate, 244 had primary school education, 83 had secondary school education, 54 had high school education, 2 had an associate degree, 13 had a bachelor's degree, and 3 had a postgraduate degree. Examination of the educational status of the parents reveals that approximately 78% of the mothers and 69% of the fathers of the open education high school students were primary school graduates or had a lower education level. At the same time, fathers were at the forefront in terms of frequency at secondary school and higher education levels. This situation provides remarkable results showing that low parental education level has an effect on the education life of the child. On the other hand, according to the parental employment status of the open education high school students, both parents of 51 students were working, only the fathers of 217 were working, only the mothers of 16 were working, and 216 students' parents were unemployed. Considering these results, it was seen that the majority of open education high school students (86.6%) did not have both their parents working or only their fathers were working, and it can be inferred that especially low family income may drive these students to work and therefore they prefer open education.

Table 2. Demographic Composition Concerning the Educational and Employment Status of Open Education High School Students' Parents

Variable Groups		*f*	%	$\%_{val}$	$\%_{ten}$
Mother's Educational Background	Illiterate	131	26.2	26.2	26.2
	Just literate	56	11.2	11.2	37.4
	Primary School	205	41.0	41.0	78.4
	Middle School	62	12.4	12.4	90.8
	High School	35	7.0	7.0	97.8
	Associate Degree	5	1.0	1.0	98.8
	Bachelor's Degree	5	1.0	1.0	99.8
	Postgraduate Degree	1	.2	.2	100.0
	Total	500	100.0	100.0	
Father's Educational Background	Illiterate	36	7.2	7.2	7.2
	Just literate	65	13.0	13.0	20.2
	Primary School	244	48.8	48.8	69.0
	Middle School	83	16.6	16.6	85.6
	High School	54	10.8	10.8	96.4
	Associate Degree	2	.4	.4	96.8
	Bachelor's Degree	13	2.6	2.6	99.4
	Postgraduate Degree	3	.6	.6	100.0
	Total	500	100.0	100.0	
Parents' Employment Status	Both parents are employed	51	10.2	10.2	10.2
	Just the father is employed	217	43.4	43.4	53.6
	Just the mother is employed	16	3.2	3.2	56.8
	Both parents are unemployed	216	43.2	43.2	100.0
	Total	500	100.0	100.0	

As seen in Table 3, regarding the average family monthly income of open education high school students, 198 of them had 4000 TRY and below, 130 had 4001-5000 TRY, 64 had 5001-6000 TRY, 34 had 6001-7000 TRY, and 74 had 7001 TRY and above. When these data were compared with the starvation line (4,552.56 for February 2022) (Confederation of Turkish Trade Unions, 2022), it was concluded that the vast majority of open education high school students and their families (65.6%) did not have financial stability and therefore they had to work. When the profession/sector of the students was examined, it was seen that 135 were only students and 109 were not working, and the remaining 256 open education high school students were primarily working in various sectors such as construction/real estate, trade (sales/marketing), transportation, food, textile, automotive, and self-employment. When the migration situation of open education high school students or their families coming from any region was examined, it was determined that 95 of them were from the Black Sea Region, 114 were from the Eastern Anatolia Region, 15 were from the Southeastern Anatolia Region, 11 were from the Mediterranean Region, 10 were from the Aegean Region, 40 were from the Central Anatolia Region, and that 11 of them came to Istanbul from the Central Anatolia Region and 11 of them came to Istanbul via external migration, and 204 of them had not experienced migration. In this context, it can be thought that the majority of them (296 students) migrated to Istanbul, and the expectation of finding a job, employment, and also the desire to continue their education through open education.

Table 3. Demographic Composition of Open Education High School Students' Family Average Monthly Income, Profession/Sector, and Migration Region

Variable Groups		*f*	%	$\%_{val}$	$\%_{ten}$
Family Average Monthly Income	4000 TRY or lower	198	39.6	39.6	39.6
	4001-5000 TRY	130	26.0	26.0	65.6
	5001-6000 TRY	64	12.8	12.8	78.4
	6001-7000 TRY	34	6.8	6.8	85.2
	7001 TRY or higher	74	14.8	14.8	100.0
	Total	500	100.0	100.0	
Profession/Sector	Student	135	27.0	27.0	27.0
	Construction/Real Estate	13	2.6	2.6	29.6
	Commerce (Sales and Marketing)	16	3.2	3.2	32.8
	Education Sector	7	1.4	1.4	34.2
	Electrical/Electronics	9	1.8	1.8	36.0
	Chemical, Oil, Rubber, and Plastic	5	1.0	1.0	37.0
	Transportation, Logistics, and Communication	10	2.0	2.0	39.0
	Food	42	8.4	8.4	47.4
	Self-employed	27	5.4	5.4	52.8
	Glass, Cement, and Soil	2	.4	.4	53.2
	Textile, Garment, Leather	13	2.6	2.6	55.8
	Automotive	12	2.4	2.4	58.2
	Media, Communication, and Publishing	1	.2	.2	58.4
	Health and Social Services	5	1.0	1.0	59.4
	Tourism, Accommodation, Catering Services	7	1.4	1.4	60.8
	Social and Personal Services	4	.8	.8	61.6
	Sports and Recreation	1	.2	.2	61.8
	Metal	6	1.2	1.2	63.0
	Business and Administration	2	.4	.4	63.4
	Wood Technology	3	.6	.6	64.0
	Culture, Art and Design	1	.2	.2	64.2
	Finance	1	.2	.2	100.0
	Other	69	13.8	13.8	78.0
	Unemployed	109	21.8	21.8	99.8
	Total	500	100.0	100.0	
Migration Region	Black Sea Region	95	19.0	19.0	19.0
	Eastern Anatolia Region	114	22.8	22.8	41.8
	Southeastern Anatolia Region	15	3.0	3.0	44.8
	Mediterranean Region	11	2.2	2.2	47.0
	Aegean Region	10	2.0	2.0	49.0
	Central Anatolia Region	40	8.0	8.0	57.0
	External Migration	11	2.2	2.2	59.2
	No Migration	204	40.8	40.8	100.0
	Total	500	100.0	100.0	

Table 4. Results Regarding the Reasons the Participants Chose Open Education High School

Variable Groups		*f*	%	$\%_{val}$	$\%_{ten}$
Reason for Choosing Open Education High School	Due to Job Requirements	132	26.4	26.4	26.4
	Health Reasons	10	2.0	2.0	28.4
	Parental Pressure	4	.8	.8	29.2
	Religious Reasons	7	1.4	1.4	30.6
	Reasons Arising from Being a Woman	18	3.6	3.6	34.2
	Career Reasons	34	6.8	6.8	41.0
	Preparing for the YKS / University Exam	63	12.6	12.6	53.6
	Realizing the Dream of Going to University	73	14.6	14.6	68.2
	Leisure	8	1.6	1.6	69.8
	Personal Growth Reasons	39	7.8	7.8	77.6
	To Access the Social Opportunities It Provides	5	1.0	1.0	78.6
	Due to Opposition to Formal Education	5	1.0	1.0	79.6
	Psychological Reasons	4	.8	.8	80.4
	Due to Education Difference with Spouse or Social Circle	8	1.6	1.6	82.0
	Due to Migration	2	.4	.4	82.4
	Due to Parents' Divorce	1	.2	.2	82.6
	Private Reasons	36	7.2	7.2	89.8
	Other	51	10.2	10.2	100.0
	Total	500	100.0	100.0	

As seen in Table 4, according to the reasons for choosing open education high school, for the majority it was due to job requirements (132), and for a great deal of them in order to realize their dream of university (73), preparing for the YKS/university exam (63), and due to career (34), personal growth (39), reasons arising from being a woman (18), health (10), and private reasons (36). It is significant that individuals who want to obtain better positions in business life or who have career goals need higher education. In addition, it is also significant that students who leave formal education in the last year of secondary education and enroll in open education high school with the intention to prepare for the university exam (YKS) regard this process as a means of preparing for the exam. At the same time, the determination towards this goal of individuals who want to study at university and those who face obstacles due to being a woman is an important result. Moreover, the desire of individuals who have poor health conditions or special conditions that hinder their education and leads them to be educated through open education high school which represents a significant amount of people in terms of the results.

Results and Interpretation of the Differences in Life Satisfaction Levels of Open Education High School Students and Their Life Satisfaction according to Demographic Variables

Table 5. Statistical Results for the Life Satisfaction Levels of Open Education High School Students

Scale and Subdimensions	N	$\bar{x}$	*sd*	Skewness	Kurtosis
Satisfaction with Life Scale	500	2.37	.897	.408	-.288

As seen in Table 5, the life satisfaction levels of open education high school students are low according to the total scores of the scale ($\bar{x}$: 2.37). Nevertheless, when the skewness (.408) and kurtosis (-.288) values, which predict whether the data are close to the normal distribution or not, were below the +1.0 -1.0 values determined as the threshold value in the normality assumptions described by Hair et al. (2013) and thus the distribution was normal. Therefore, parametric tests were used when the demographic variable groups were n>30 and non-parametric tests were used when n<30 (Buyukozturk, 2018).

Table 6. The Results of the Independent Group T-Test Performed to Determine the Differences in the Life Satisfaction Levels of Open Education High School Students According to Gender

Score	Groups	*N*	$\bar{x}$	*sd*	Sh$_{\bar{x}}$	*t*Test		
						t	*Df*	*p*
	Male	238	2.36	.9433	.0611			
Life Satisfaction	Female	262	2.39	.8562	.0529	-.373	480	.70

As seen in Table 6, the life satisfaction scores of open education high school students did not differ according to gender (t=-.373; p>.05). The high rate of female students can be explained as the reflection of the sexist perspective towards women in education within the framework of the cultural dynamics of the society.

Table 7. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Age

Score	Groups	*N*	^{x}*order*	$_{x}^{2}$	*df*	*p*
	15-20	180	261.76			
	21-25	70	192.34			
Life Satisfaction	26-30	50	237.46	15.087	7	.035
	31-35	72	256.12			
	36-40	57	264.60			
	41-45	47	270.61			
	46-50	19	275.29			
	51 and above	5	265.20			
	Total	500				

As seen in Table 7, the life satisfaction scores of open education high school students differed according to age (X2=15.087; p< .05). In this context, in order to determine between which groups the differences occurred, the groups were compared in pairs using the Mann–Whitney U test, and the results are presented in Table 8 below.

Table 8. Results of the Mann–Whitney U Test Performed to Determine Which Groups Differ in the Life Satisfaction Scores of Open Education High School Students Regarding the Age

Groups	15-20	21-25	26-30	31-35	36-40	41-45	46-50	51 and above
15-20	261.76	**p<.01**	p>.05	p>.05	p>.05	p>.05	p>.05	p>.05
21-25		192.34	p>.05	**p<.01**	**p<.01**	**p<.01**	**p<.05**	p>.05
26-30			237.46	p>.05	p>.05	p>.05	p>.05	p>.05
31-35				256.12	p>.05	p>.05	p>.05	p>.05
36-40					264.60	p>.05	p>.05	p>.05
41-45						270.61	p>.05	p>.05
46-50							275.29	p>.05
51 and above								265.20

As seen in Table 8, the life satisfaction of open education high school students according to age significantly differed with p<.05 as follows: p<.01 in favor of those aged 15-20 against 21-25, p<.01 in favor of those aged 31-35 against 21-25, p<.01 in favor of those aged 36-40 against 21-25, p<.01 in favor of those aged 41-45 against 21-25, and p<.01 in favor of those aged 46-50 against 21-25. There is a significant decrease in the life

satisfaction levels of open education high school students, especially between the ages of 21-25. It is thought that finding a job and future anxiety, which occupies the mind of the individual at these ages, are effective in the emergence of this situation. However, when the results are examined, it is thought that the life satisfaction of students over the age of 25 is gradually increasing and this anxiety is replaced by a calm life process.

Table 9. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Parental Relationship Status

Score	Groups	*N*	$^{x}order$	$_{x}2$	*df*	*p*
	Parents are together	343	254.99			
	Parents are separated	54	250.11			
Life Satisfaction	Mother is deceased	21	199.60	5.685	4	.224
	Father is deceased	63	230.87			
	Both parents deceased	19	291.84			
	Total	500				

As seen in Table 9, the life satisfaction of open education high school students did not differ according to parental relationship status (X2=5.685; p>.05).

Table 10. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Mother's Educational Background

Score	Groups	*N*	$^{x}order$	$_{x}2$	*df*	*p*
	Illiterate	131	235.15			
	Just literate	56	243.76			
Life Satisfaction	Primary School	205	260.63	6.916	7	.438
	Middle School	62	246.69			
	High School	35	256.44			
	Associate Degree	5	302.60			
	Bachelor's Degree	5	312.90			
	Postgraduate Degree	1	18.00			
	Total	500				

As seen in Table 10, the life satisfaction of open education high school students did not differ according to mother's educational background (X2=6.916; p>.05).

Table 11. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding The Father's Educational Background

Score	Groups	*N*	$^{x}order$	$_{x}2$	*df*	*p*
	Illiterate	36	237.93			
	Just literate	65	227.66			
Life Satisfaction	Primary School	244	252.34	6.592	7	.473
	Middle School	83	268.45			
	High School	54	241.26			
	Associate Degree	2	397.50			
	Bachelor's Degree	13	280.00			
	Postgraduate Degree	3	190.83			
	Total	500				

As seen in Table 11, the life satisfaction of open education high school students did not differ according to father's educational background (x2=6.916; p>.05).

Table 12. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Parents' Employment Status

Score	**Groups**	*N*	^{x}*order*	$_{x}$*2*	*df*	*p*
	Both parents are employed	51	275.38			
	Just the father is employed	217	256.89			
Life Satisfaction	Just the mother is employed	16	286.31	5.257	3	.154
	Both parents are unemployed	216	235.55			
	Total	500				

As seen in Table 12, the life satisfaction of open education high school students did not differ according to parents' employment status (x2=6.916; p>.05).

Table 13. Results of One-Way Analysis of Variance (ANOVA) Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Family Monthly Average Income

***f*. x and *sd* Values**					**ANOVA Results**					
Score	**Group**	*N*	*x*	*sd*	**Var. S.**	*SS*	*Df*	*MS*	*F*	*p*
	4000 TRY or lower	198	2.23	.84294	**Intr. Grp.**	14.945	4	3.736		
	4001-5000 TRY	130	2.36	.92894	**In-Grp.**	387.413	495	.783		
Life Satisfaction	5001-6000 TRY	64	2.34	.87013	**Total**	402.358	499	4.774		**.001**
	6001-7000 TRY	34	2.54	.99612						
	7001 TRY or higher	74	2.73	.87330						
	Total	500	2.37	.89796						

As seen in Table 13, the life satisfaction of open education high school students differs according to family monthly average income (F=4.774; p< .01). Post-hoc analysis was performed to determine which groups the differentiation originated from. Since the variances were homogeneous (LF=.724; p>.05), the LSD test was used and the comparison results are presented in Table 14 below.

Table 14. Results of the LSD Test Performed to Determine Between Which Groups the Life Satisfaction Scores of Open Education High School Students Differ Regarding the Family Monthly Average Income

Groups (i)	**Groups (j)**	$x_i - x_j$	Sh_x	*p*
4000 TRY or lower	4001-5000 TRY	-.13893	.09987	.165
	5001-6000 TRY	-.11657	.12721	.360
	6001-7000 TRY	-.31676	.16423	.054
	7001 TRY or higher	-.50753*	.12054	**.000**
4001-5000 TRY	4000 TRY or lower	.13893	.09987	.165
	5001-6000 TRY	.02236	.13509	.869
	6001-7000 TRY	-.17783	.17041	.297
	7001 TRY or higher	-.36861*	.12883	**.004**
5001-6000 TRY	4000 TRY or lower	.11657	.12721	.360
	4001-5000 TRY	-.02236	.13509	.869
	6001-7000 TRY	-.20018	.18774	.287
	7001 TRY or higher	-.39096*	.15101	**.010**
6001-7000 TRY	4000 TRY or lower	.31676	.16423	.054
	4001-5000 TRY	.17783	.17041	.297
	5001-6000 TRY	.20018	.18774	.287
	7001 TRY or higher	-.19078	.18329	.298
7001 TRY or higher	4000 TRY or lower	.50753*	.12054	**.000**
	4001-5000 TRY	.36861*	.12883	**.004**
	5001-6000 TRY	.39096*	.15101	**.010**
	6001-7000 TRY	.19078	.18329	.298

As seen in Table 14, the LSD test results performed to determine between which groups the life satisfaction of open education high school students differ according to the family monthly average income variable were as follows. Significant differences were found between 4000 TRY and below and 7001 TRY and above family monthly income, in favor of 7001 TRY and above at p<.001 level; between 4001-5000 TRY and 7001 TTY and above, in favor of 7001 TRY and above at p<.01 level; and between 5001-6000 TRY and 7001 TRY and above, in favor of 7001 TRY and above at p<.05 level. It is noteworthy that the life satisfaction of open education high school students in the upper family monthly income group (7001 TRY and above) was higher. This can be explained with the effect of a financially comfortable lifestyle on individual happiness.

Table 15. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Migration Region

Score	Groups	*N*	^{x}*order*	$_{x}^{2}$	*df*	*p*
Life Satisfaction	Black Sea Region	95	245.44	13.077	7	.070
	Eastern Anatolia Region	114	216.54			
	Southeastern Anatolia Region	15	224.07			
	Mediterranean Region	11	312.95			
	Aegean Region	10	291.10			
	Central Anatolia Region	40	267.20			
	External Migration	11	228.09			
	No Migration	204	266.35			
	Total	500				

As seen in Table 15, the life satisfaction of open education high school students did not differ according to migration region (X2=13.077; p>.05).

Table 16. Results of the Kruskal–Wallis H Test Performed to Determine Whether the Life Satisfaction of Open Education High School Students Differs Regarding the Reason for Choosing Open Education High School

Score	Groups	*N*	^{x}*order*	$_{x}^{2}$	*df*	*p*
Life Satisfaction	Due to Job Requirements	132	223.90	33.477	17	**.010**
	Health Reasons	10	298.90			
	Parental Pressure	4	205.25			
	Religious Reasons	7	340.93			
	Reasons Arising from Being a Woman	18	167.08			
	Career Reasons	34	304.66			
	Preparing for the YKS / University Exam	63	258.06			
	Realizing the Dream of Going to University	73	245.44			
	Leisure	8	364.38			
	Personal Growth Reasons	39	264.14			
	To Access the Social Opportunities It Provides	5	275.80			
	Due to Opposition to Formal Education	5	210.00			
	Psychological Reasons	4	150.25			
	Due to Education Difference with Spouse or Social Circle	8	300.88			
	Due to Migration	2	101.00			
	Due to Parents' Divorce	1	341.00			
	Private Reasons	36	237.31			
	Other	51	278.78			
	Total	500				

As seen in Table 16, the life satisfaction of open education high school students differed according to reason for choosing open education high school (x2=33.477; p<.05). In this context, in order to determine between which groups the differences occurred, the groups were compared in pairs using the Mann–Whitney U test, and the results are presented in Table 17 below.

Table 17. Results of the Mann–Whitney U Test Performed to Determine Which Groups Differ in Life Satisfaction Scores of Open Education High School Students Regarding the Reason for Choosing Open Education High School

Score	Groups	$^{x}order$	p	
Life Satisfaction	1-Due to Job Requirements	223.90	4>1	p<.05
	2-Health Reasons	298.90	6>1	p<.01
	3-Parental Pressure	205.25	9>1	p<.05
	4-Religious Reasons	340.93	18>1	p<.05
	5-Reasons Arising from Being a Woman	167.08	2>5	p<.05
	6-Career Reasons	304.66	4>5	p<.05
	7-Preparing for the YKS / University Exam	258.06	6>5	p<.01
	8-Realizing the Dream of Going to University	245.44	7>5	p<.01
	9-Leisure	364.38	8>5	p<.05
	10-Personal Growth Reasons	264.14	9>5	p<.01
	11-To Access The Social Opportunities It Provides	275.80	10>5	p<.05
	12-Due to Opposition to Formal Education	210.00	14>5	p<.05
	13-Psychological Reasons	150.25	18>5	p<.05
	14-Due to Education Difference with Spouse or Social Circle	300.88	6>8	p<.05
	15-Due to Migration	101.00	6>13	p<.05
	16-Due to Parents' Divorce	341.00	9>7	p<.05
	17-Private Reasons	237.31	9>8	p<.05
	18-Other	278.78	9>13	p<.05
	Total		9>17	p<.05

As seen in Table 17, the life satisfaction of open education high school students showed significant differences according to reason for choosing open education high school and these results were as follows: p<.05 level in favor of religious reasons between work requirements and religious reasons, p<.01 in favor of career between job requirements and career, p<.05 in favor of leisure between job requirements and leisure, p<.05 in favor of other reasons between job requirements and other reasons, p<.05 level in favor of health reasons between health reasons and reasons arising from being a woman, p<.05 in favor of religious reasons between religious reasons and reasons arising from being a woman, p<.01 in favor of career reasons between career reasons and reasons arising from being a woman, p<.01 in favor of preparing for the YKS/university exam between preparing for the YKS/university exam and reasons arising from being a woman, p<.05 in favor of realizing the dream of going to university between realizing the dream of going to university and reasons arising from being a woman, p<.01 in favor of leisure between leisure and reasons arising from being a woman, p<.05 in favor of personal growth between personal growth and reasons arising from being a woman, p<.05 in favor of education difference with spouse or social circle between education difference with spouse or social circle and reasons arising from being a woman, p<.05 in favor of other reasons between other reasons and reasons arising from being a woman, p<.05 in favor of career reasons between career reasons and realizing the dream of going to university, p<.05 in favor of career reasons between career reasons and psychological reasons, p<.05 in favor of leisure between leisure and preparing for the YKS/university exam, p<.05 in favor of leisure between leisure and realizing the dream of going to university, p<.05 in favor of leisure between leisure and

psychological reasons, and p>.05 in favor of leisure between leisure and special reasons. As seen in Table 17, reasons such as career, leisure time, health, religious reasons, preparation for the YKS/university exam, realizing the dream of university, accessing social opportunities provided by education, personal development and reducing the educational gap with spouse or social environment are more common.

DISCUSSION

The findings of the study indicated that the majority of the participants were aged 15-20. This reveals that the open education high school consists of individuals who are of formal education age. This is inconsistent with the objectives stated in the Ministry of National Education [MEB] Open Education High School Regulation (1993). In the relevant regulation, the following article states the purpose of the open education high school: "To provide education opportunities by giving the opportunity to study in different fields to those who completed their primary education but did not continue with secondary education, and those who left or graduated from secondary education, and those who left or graduated from higher education." With this article, open education high school is regarded as an exceptional circumstance and it is emphasized that it creates equal opportunity. In other words, it is emphasized in this regulation that it is a system developed not for individuals who have access to formal education but for individuals who did not use this opportunity for various reasons. The findings of the present study showed that the majority of the participants were of formal education age, yet they turned to open education despite having the opportunity to access formal education institutions, which transforms the open education high school from an exceptional practice into a common one.

The findings showed that the majority of open education high school students were female. Females are more likely to encounter problems in accessing traditional education due to social, economic, and cultural barriers. Therefore, open and distance education programs can create an opportunity for them to access education (Ningakun, 2013). In this context, the fact that the proportion of female students is predominant shows that they choose the open education system as a platform where women can overcome the obstacles in accessing education.

The parental education status of open education high school students showed that the rate of those who were illiterate, just literate, and had completed only the primary school education constituted approximately 3/4 of the whole population, for both mothers and fathers. The rate of parents who had completed higher education was around only 1-2%. These results show that students are members of families with low education levels. Moreover, the findings on family monthly income showed that most of the students had a family monthly income at the minimum wage level. In this framework, as Bourdieu (2015) states, education represents cultural capital, while income represents financial capital. When considered in this context, it is seen that the students that enrolled in open education consist of individuals from low-level families in terms of both cultural capital and financial capital.

According to Davis-Kean et al. (2020), the education level of parents determines the school life and types of children by influencing their beliefs and expectations through the cognitive stimulation shaped by the cultural and social context provided by the parents in and outside the home environment. Bourdieu (2016) explains the context (including the family) that directs individuals and determines their actions and lifestyles with the concept of habitus. This concept is a mechanism that it is born into, grows in, and determines its actions and ways of thinking through dispositions. This mechanism manifests itself when the individual internalizes the imaginations of the society in which he/she lives. Thus, it is the habitus in which the individual grows up, which is shaped depending on the cultural and financial capital that determines his/her expectations, orientations, and achievements in the education system, as in all other structures. In the study by Passeron & Bourdieu (2014), which revealed the effect of habitus on school orientation, it was shown that the education life of the children of families with high parental graduation level, in other words, high cultural capital and financial capital, led to university, while the children of families deprived of these two types of capital left the formal education system at an early age. This situation also explains the tendency of open education high school students to choose open education, which should be implemented as an exceptional practice, within the framework of the low parental education level revealed in the present study.

According to the findings we obtained, when the circumstances regarding the open education high school students or their families coming from any region through migration were examined, it was determined that the majority (60%) had come to Istanbul through migration from various regions of Turkiye. Many of the students or their families had migrated to Istanbul from the Black Sea and Eastern Anatolia regions (approximately 42%). It is thought that the high rate of migration of participants to Istanbul for the purpose of finding a job from the abovementioned regions is due to the fact that these regions are disadvantaged especially in terms of the socio-economic development index and gross domestic product (Dincer, Ozaslan, & Kavasoglu, 2003; Kulaksiz, 2008). In this context, individuals who are interested in finding a job and working can only continue their education through open education.

In the present study, when the reason for students to choose open education high school was questioned, it was seen that nearly 2/5 of them chose open education due to job requirements and career reasons. Apart from these, the reason of preparing for university entrance exams was also frequently mentioned. The rate of individuals who identified themselves as students in the present study (27%) proves this point. Similarly, when the data of the research conducted by Firat (2017) were examined, it was seen that reasons such as career, a better job, and preparation for university were expressed as reasons for choosing open education. The temporal and spatial flexibility of open education makes open education high school preferable in terms of both employment purposes and preparation for university. Especially in recent years, the number of students who leave during the last year of formal secondary education to enroll in open education high school with the purpose of preparing for the university exam (YKS) has been increasing (Ulkar, 2018), and this is also reflected in the results of the present study. In this context, as expressed by Gaba et al. (2021), open and distance education using digital media offer a fast and flexible environment suitable for the needs of students regarding their future.

The findings related to the level of life satisfaction of open education high school students were also important outcomes of the present study. According to the findings, the life satisfaction levels of the participating open education high school students were quite low and below the average ($\bar{x}$= 2.37). In the study conducted by Dogan and Celik (2014), the life satisfaction of students decreased as the grade level increased, especially at the high school level. At this point, the fact that the level of life satisfaction, which decreases even in formal education as age and school grade increases, decreases for individuals who have left formal education can be considered a result of anxiety for the future.

On the other hand, when the life satisfaction levels of the open education high school students were examined in the context of the age variable, it was seen that the life satisfaction of the students aged 21-25 was lower than that of the other groups, whereas the life satisfaction of the individuals aged 41 and over was higher than that of the other groups. In the study conducted by Blanchflower and Oswald (2017), life satisfaction was high in the first years of youth, decreased over time, hit the bottom at the beginning of the 40s, and increased again with the 50s, which contradicts the results obtained in the present study. In this context, the fact that the life satisfaction of open education high school students, which was low in their 20s contrary to the general pattern, increased in the following years can be explained by future uncertainties. At this point, the period of 21-25 years of age is one in which anxiety about finding a job and having a profession is intense (Murat, 1995; Tayfun & Korkmaz, 2016), so the decrease in life satisfaction at these ages can be attributed to this factor. Individuals progress and see an increase in their life satisfaction with the convenience of finding a job and having a profession at an older age. In this context, accessing opportunities for work experiences, finding a supportive environment for career development, finding professional development opportunities, and decreasing future uncertainties and worries create an area of influence that contributes to young people's life satisfaction (Hirschi, 2009).

There was no significant difference among open education students whose life satisfaction was examined on the basis of gender. A similar result was found in the study conducted by Giusta et al. (2011). However, studies examining the factors affecting life satisfaction revealed that the life satisfaction of women and men depends on different variables. Schafer, Mustillo, and Ferraro (2013) revealed that while men's life satisfaction is more related to financial satisfaction, women's life satisfaction develops within a wider network of relationships and depends on variables such as relationships with children, sexual life, work conditions, and contribution to others. However, factors such as unemployment and being excluded from work life, diseases, and lack of income affect life satisfaction equally negatively for both genders (Giusta et al., 2011).

When the effect of the educational level of the parents, parental relationship status, and parental employment status on the life satisfaction of open education high school students was examined according to the findings of the present study, it was seen that those variables did not constitute a significant difference. Contrary to these findings, Crede et al. (2015) revealed that parental education status had a different effect on students' life satisfaction in terms of mother and father roles. In Crede et al.'s study, it was concluded that while fathers' educational status did not have a positive or negative effect on students' life satisfaction, there was a positive correlation between the education levels of mothers and students' life satisfaction. Unlike the results of the present study, it was revealed in the study conducted by Salgado et al. (2021) that the life satisfaction of young people living in divorced families was lower than those who lived with their parents. Furthermore, according to Salgado et al. (2021), young people with divorced parents experience more loneliness, feel less powerful to overcome uncertainties, and look at life more suspiciously. However, it was revealed in the study conducted by Walsh and Murphy (2021) that there was a negative correlation between working parents and the life satisfaction of children, and this relationship became particularly evident when the mother is working. In this context, it is seen that the findings reported by Crede et al. (2015), Salgado et al. (2021), and Walsh and Murphy (2021) differ from the results of the present study.

The results obtained in the present study showed that the life satisfaction of open education high school students who had a high family monthly income (7001 TRY and above) was higher than the life satisfaction those with lower income. This can be explained by the fact that the income situation, which improves living conditions, provides individuals with commitment to life and happiness (Akman, 2021). In addition, the social and economic structure of the family and the individual's psychosocial well-being also directly affect the life satisfaction of children (Pollmann-Schult, 2017).

The findings further show that the life satisfaction of the students who chose open education high school, especially due to job requirements or being a woman, was lower. Being involved in the education process within the framework required by the profession or job and carrying out the two at the same time can create reluctance, strain, and conflict in individuals (Demirel & Canat, 2001). In addition, it is thought that the aforementioned results emerged in the context of the exclusion of women from education processes due to social traditions, the workload of family responsibilities, being left behind in education processes, and the regrets caused by this, which may cause a decrease in women's life satisfaction (Ozaydinlik, 2014). This situation can also be explained by the fact that women are more exposed to the problems generated by the social, cultural, and economic context than men and therefore are more sensitive (Becchetti & Conzo, 2022). This situation is directly related to gender inequality. In general, in a more egalitarian society, the life satisfaction of both men and women is positively affected. However, regardless of all other variables, in societies where the social, cultural, and economic problems that women experience due to being a woman decrease, their life satisfaction levels increase more significantly than those of men (Bjornskov et al., 2017). Another result obtained in the present study was that those who chose open education high school as leisure had higher life satisfaction. At this point, it is noteworthy that Stenseng and Phelps (2013) revealed that the activity chosen voluntarily in the evaluation of leisure time was positively related to life satisfaction, and it supports the present study's result. Carrying out educational activities as a means of leisure by individuals naturally causes a positive and comfortable mood in them.

CONCLUSION

Open education emerges as an alternative education model that is applied not only at the higher education level but also at the secondary education level, especially in extraordinary situations such as pandemics. In the present study, it was seen that the open education system turned into a model used by young people especially at the ages of formal education. This transforms open education from being an exceptional practice to a widespread one, causing students in formal education age to move away from formal education institutions. At this point, practitioners may impose limiting criteria for individuals in formal education age at the point of application to open education. Demographic variables in the research findings showed that open education as a non-formal education institution was functional in terms of accessibility to education for disadvantaged groups. In this context, it was seen that those who chose open education high school were mostly people in lower income groups, people with low parental education level, and women. Here, especially for

individuals including disadvantaged groups, the development of an open education system as a flexible space in terms of time and space that overlaps with purposes such as personal growth and career in the context of access to education and lifelong education may yield beneficial results. In terms of life satisfaction, it was seen that the level of life satisfaction of individuals in their early youth was lower than that of other age groups. It appears that this is related to uncertainties about the future such as finding a job. In this context, in order to eliminate the anxiety of uncertainty, open education high school activities can be restructured by associating them with processes that help people acquire a profession. On the other hand, it was seen that the life satisfaction levels of individuals who enrolled in open education as leisure for personal growth were higher than those of other groups. In this context, open education activities can be enriched with personal growth content on the basis of courses, programs, and modules, and widespread individual development can be achieved through certification.

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