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An examination of future anxiety among vocational school students in relation to sociodemographic variables

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Abstract

Aim This study aimed to examine future anxiety among vocational school students and to determine whether its dimensions differ according to sociodemographic and lifestyle characteristics.

Materials and methods This descriptive cross-sectional study included 255 vocational school students aged 18–35 years. Data were collected using a Sociodemographic Data Form and the Future Anxiety Scale in University Students. The Cronbach's alpha coefficient of the total scale was .93 in the present study. Descriptive statistics, independent-samples t tests, and one-way analysis of variance (ANOVA) were used for data analysis

Results The mean total Future Anxiety Scale score was 55.47 ± 15.26. Significant differences were observed in selected dimensions of future anxiety according to age, marital status, economic status, regular hobby engagement, regular exercise, family financial support, academic department, and dietary habits. Poor perceived economic status was associated with higher Fear of the Future and Hopelessness About the Future scores.

Conclusion Selected sociodemographic, economic, and lifestyle characteristics were associated with specific dimensions of future anxiety among vocational school students. The findings highlight the importance of psychosocial and career-support services for students experiencing economic and future-related uncertainty.

Keywords Vocational school students · Future anxiety · Sociodemographic variables

1 Introduction

Anxiety is a natural emotional response to perceived threats or uncertainty and plays an adaptive role in preparing individuals to cope with challenging situations. However, when anxiety becomes persistent or excessive, it may impair cognitive functioning, decision-making, emotional well-being, and social adjustment [3]. While anxiety is generally associated with current or immediate threats, future anxiety specifically refers to concerns and negative expectations regarding uncertain future events.

Future anxiety is defined as a multidimensional cognitive-emotional state characterized by fear, uncertainty, and pessimistic expectations about future life circumstances [15]. Unlike general anxiety, future anxiety is

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primarily oriented toward anticipated negative outcomes and perceived inability to control future events. Individuals experiencing high levels of future anxiety often overestimate potential threats while underestimating their own coping abilities, resulting in increased hopelessness and reduced psychological well-being. Cognitive factors such as intolerance of uncertainty, low self-efficacy, maladaptive coping strategies, and cognitive distortions may contribute to future-oriented anxiety [2, 3, 5].

Future anxiety has become increasingly prevalent among university students because of economic instability, technological transformation, changing labor market demands, and uncertainty regarding employment after graduation. Recent international reports indicate that young adults continue to face uncertainty related to employment, rapidly changing skill requirements, and labor-market transitions [10, 12]. These social and economic conditions may adversely affect students' psychological well-being and future expectations.

Previous studies have shown that future anxiety is associated with socioeconomic status, perceived social support, resilience, and lifestyle characteristics. Students with limited financial resources and inadequate social support generally report higher levels of future anxiety, whereas regular physical activity and higher psychological resilience appear to serve as protective factors [8, 11, 13]. Nevertheless, findings regarding the influence of demographic characteristics and academic programs remain inconsistent, and relatively few studies have focused specifically on vocational school students.

Vocational school students represent a unique population because they complete shorter educational programs and enter the labor market earlier than students enrolled in four-year university programs. Consequently, concerns related to employment, financial independence, and professional adaptation may emerge earlier in this group, potentially increasing future anxiety. Despite these distinctive characteristics, evidence regarding future anxiety among vocational school students remains limited.

Therefore, the present study aimed to examine the levels of future anxiety among vocational school students and investigate whether future anxiety differs according to sociodemographic characteristics. By focusing on a vocational education population, this study seeks to contribute to the existing literature and provide evidence that may guide psychosocial support and career counseling services in higher education institutions.

1.1 Research questions

1. What are the levels of Fear of the Future, Hopelessness About the Future, and Total Future Anxiety among vocational school students?
2. Do Fear of the Future and Hopelessness About the Future scores differ according to students' sociodemographic and lifestyle characteristics?

1.2 Research hypotheses

H1 *Future anxiety differs according to sociodemographic and lifestyle characteristics.*

2 Material and method

2.1 Study design

This descriptive and cross-sectional study examined future anxiety among vocational school students in relation to sociodemographic and lifestyle characteristics.

2.2 Study setting

The study was conducted among students enrolled in associate degree programs at a vocational school in Istanbul, Türkiye, during the 2024–2025 academic year.

2.3 Participants

Students aged 18 years or older who were enrolled in the vocational school, voluntarily agreed to participate, provided electronic informed consent, and completed the questionnaire were eligible for inclusion. Incomplete questionnaires and identified duplicate submissions were excluded. A total of 255 eligible participants were included in the final analyses.

2.4 Inclusion and exclusion criteria

The inclusion criteria were:

- Being enrolled as a vocational school student,
- Being 18 years of age or older,
- Volunteering to participate,
- Providing informed consent,
- Completing the online questionnaire.

The exclusion criteria were:

- Incomplete questionnaires,
- Duplicate submissions,
- Questionnaires with substantial missing data,
- Participants who declined electronic informed consent.

2.5 Data collection procedure

Data were collected electronically using Google Forms. The questionnaire link was distributed through institutional student communication channels. Before accessing the questionnaire, students received information regarding the purpose of the study, voluntary participation, confidentiality, and their right to withdraw. Potential duplicate and incomplete submissions were screened before statistical analysis, and only eligible complete responses were included in the analytical dataset.

2.6 Questionnaire language

All questionnaires were administered in Turkish. The Future Anxiety Scale was used in its validated Turkish version; therefore, no additional translation procedure was required.

2.7 Sociodemographic data form

The Sociodemographic Data Form was developed by the researchers based on the relevant literature. It included questions concerning age, gender, marital status, nationality, living arrangements, family structure, hobbies, exercise habits, employment status, perceived economic status, family financial support, physical and mental health status, academic department, and dietary habits.

Table 1 Distribution of participants according to sociodemographic characteristics

Sociodemographic variable	Groups	*n*	%
Age groups	18–23 years	226	88.6
	24–35 years	29	11.4
Gender	Female	213	83.5
	Male	42	16.5
Marital status	Married	13	5.1
	Single	242	94.9
Nationality	Turkish citizen	246	96.5
	Foreign national	9	3.5
Place of residence	Family home	193	75.7
	Dormitory	45	17.6
	Student apartment	17	6.7
Place of upbringing	Urban	232	91.0
	Rural	23	9.0
Family structure	Nuclear family	204	80.0
	Extended family	51	20.0
Regular medication use	Yes	56	22.0
	No	199	78.0
Reason for medication use ($N=56$)	Respiratory/allergy	16	28.6
	Psychiatric	15	26.8
	Other	25	45.6
Private room	Yes	194	76.1
	No	61	23.9
Regular hobby engagement	Yes	131	51.4
	No	124	48.6
Type of hobby ($N=201$)	Sports	69	27.6
	Video games	22	8.6
	Playing an instrument	16	6.3
	Other	94	36.9
Pet ownership	Yes	70	27.5
	No	185	72.5
Regular exercise	Yes	72	28.2
	No	183	71.8
Number of siblings	None	20	7.8
	1 sibling	51	20.0
	2 siblings	70	27.5
	3 or more siblings	114	44.7
Employment status	Full-time	25	9.8
	Part-time	49	19.2
	Not employed	181	71.0
Economic status	Poor	24	9.4
	Moderate	170	66.7
	Good	61	23.9
Family financial support	Yes	217	85.1
	No	38	14.9
Physical illness	Yes	16	6.3
	No	239	93.7
Mental illness	Yes	31	12.2
	No	224	87.8
Academic department	Oral and dental health	9	3.5
	First and emergency aid	64	25.1
	Physiotherapy	29	11.4
	Pharmacy services	24	9.4
	Anesthesia	36	14.1
	Medical imaging	67	26.3

Table 1 (continued)

Sociodemographic variable	Groups	*n*	%
	Culinary arts	26	10.2
Dietary habits	Healthy	117	45.9
	Packaged/processed food	70	27.5
	Mostly fast food	68	26.7

2.8 Future anxiety scale

The Future Anxiety Scale in University Students, developed by Geylani and Çiriş Yıldız [9], consists of 19 items and two subdimensions: Fear of the Future (13 items) and Hopelessness About the Future (6 items). Items are rated on a five-point Likert scale ranging from 1 (Never) to 5 (Always). Items 2, 4, 6, 8, 10, and 12 are reverse-scored before calculating the scores. The total score ranges from 19 to 95, with higher scores indicating greater future anxiety. In the present study, Cronbach's alpha was 0.93 for the total scale, 0.93 for Fear of the Future, and 0.82 for Hopelessness About the Future, indicating good to excellent internal consistency. The Future Anxiety Scale in University Students was developed by Geylani and Çiriş Yıldız [9].

2.9 Ethical considerations

Ethical approvalwas obtained from the Ethics Committee of Istanbul Galata University (Decision No. 2025-01; February 21, 2025). Participation was voluntary, electronic informed consent was obtained from all participants, and confidentiality was maintained throughout the study.

2.10 Statistical analysis

Data were analyzed using IBM SPSS Statistics. Descriptive statistics were presented as frequencies, percentages, means, and standard deviations. Distributional characteristics were evaluated using skewness and kurtosis values. Independent-samples t tests were used for comparisons between two groups, whereas one-way ANOVA was used for comparisons involving three or more groups. Homogeneity of variances was assessed using Levene's test.

When the omnibus ANOVA result was statistically significant, the LSD post hoc procedure used in the original analysis was retained. Because LSD is a relatively liberal multiple-comparison procedure, these post hoc findings were interpreted cautiously. Cohen's d was reported for independent-samples t tests and eta squared (η^2) for one-way ANOVA. Statistical significance was set at $p < .05$.using the LSD test, as applied in the original analysis.

In addition to p values, effect sizes were reported to evaluate the magnitude and practical significance of group differences. Cohen's d was calculated for independent-samples t tests, whereas eta squared (η^2) was calculated for one-way ANOVA. Statistical significance was set at $p < .05$.

3 Findings

3.1 Part 1: descriptive findings

Participant characteristics are summarized in Table 1. The sample consisted of 255 students, most of whom were aged 18–23 years (88.6%), female (83.5%), single (94.9%), and not employed (71.0%). Most participants reported moderate economic status (66.7%), and 85.1% reported receiving financial support from their families (Table 1).

The mean Total Future Anxiety score was 55.47 ± 15.26. Mean Fear of the Future and Hopelessness About the Future scores were 39.89 ± 11.73 and 15.58 ± 5.06, respectively (Table 2).

Table 2 Descriptive statistics for future anxiety scale and subdimensions

Subdimension	No. of items	Min.	Max	Mean	SD	Skewness	Kurtosis
Fear of the future	13	13	65	39.89	11.73	-0.022	-0.394
Hopelessness about the future	6	6	30	15.58	5.06	0.022	-0.605
Total future anxiety	19	19	95	55.47	15.26	-0.092	-0.391

Table 3 Comparison of future anxiety subdimension scores by age group

Subdimension	Age group	*n*	Mean	SD	t	p	Cohen's d
Fear of the future	18–23 years	226	40.40	11.37	1.94	0.053	0.384
	24–35 years	29	35.93	13.84			
Hopelessness about the future	18–23 years	226	15.87	5.06	2.63	0.009	**0.519**
	24–35 years	29	13.28	4.57			

Table 4 Comparison of future anxiety subdimension scores by marital status

Subdimension	Marital status	*n*	Mean	SD	t	*p*	Cohen's d
Fear of the future	Married	13	39.62	15.81	-0.09	0.930	0.026
	Single	242	39.91	11.51			
Hopelessness about the future	Married	13	11.23	3.56	-3.24	**0.001**	**0.922**
	Single	242	15.81	5.03			

SD = standard deviation; *d* = Cohen's *d*. Bold *p* values indicate statistical significance at $p < .05$

Table 5 Comparison of future anxiety subdimension scores by regular hobby engagement

Subdimension	Regular hobby	*n*	Mean	SD	t	*p*	Cohen's d
Fear of the future	Yes	131	39.21	11.68	-0.95	0.342	0.119
	No	124	40.61	11.79			
Hopelessness about the future	Yes	131	14.76	5.30	-2.69	**0.008**	**0.337**
	No	124	16.44	4.67			

No statistically significant difference was observed between the age groups in Fear of the Future scores (t = 1.94, $p = .053$, Cohen's d = 0.384). However, participants aged 18–23 years had significantly higher Hopelessness About the Future scores than those aged 24–35 years (t = 2.63, $p = .009$, Cohen's d = 0.519), representing a moderate effect size (Tables 3 and 4).

There was no statistically significant difference in Fear of the Future scores according to marital status (t = -0.09, $p = .930$, d = 0.026). However, single students had significantly higher Hopelessness About the Future scores than married students (t = -3.24, $p = .001$, d = 0.922), indicating a large effect size.

Table 5 shows the comparisons of the total and sub-dimension scores of future anxiety production according to the evaluation of regularly engaged hobbies.

Students who did not regularly engage in a hobby had significantly higher Hopelessness About the Future scores than those who did (t = -2.69, $p = .008$, d = 0.337). The effect size was small to moderate. No statistically significant difference was observed for Fear of the Future ($p = .342$) (Table 5).

Table 6 shows the comparison of the total and sub-dimension scores of the future anxiety scale according to the status of regularly engaged in exercise.

Students who exercised regularly had significantly lower Fear of the Future scores than those who did not (t = −2.30, $p = .022$, d = 0.320). No statistically significant difference was observed in Hopelessness About the Future (t = −1.53, $p = .127$, d = 0.213) (Table 6).

Table 7 shows the comparison of the total and subscale scores of the anxiety about the future scale according to economic status.

Table 6 Comparison by regular exercise

Subdimension	Regular exercise	*n*	Mean	SD	t	p	Cohen's d
Fear of the future	Yes	72	37.22	11.51	-2.30	**0.022***	**0.320**
	No	183	40.95	11.68			
Hopelessness about the future	Yes	72	14.81	5.74	-1.53	0.127	**0.213**
	No	183	15.88	4.75			

Table 7 Comparison by economic status (ANOVA)

Subdimension	Economic status	*n*	Mean	SD	F	p	η^2
Fear of the future	A-Poor	24	48.21	12.81	6.97	**0.001**	**0.052**
	B-Moderate	170	38.99	10.73			
	C-Good	61	39.13	12.84			
Hopelessness about the future	A-Poor	24	17.29	6.17	3.32	**0.038**	**0.026**
	B-Moderate	170	15.77	4.80			
	C-Good	61	14.36	5.11			

Table 8 Comparison by family financial support

Subdimension	Family support	*n*	Mean	SD	t	p	Cohen's d
Fear of the future	Yes	217	39.06	11.47	-2.75	**0.006***	**0.484**
	No	38	44.66	12.19			
Hopelessness About the Future	Yes	217	15.37	4.97	-1.57	0.117	**0.276**
	No	38	16.76	5.49			

Fear of the Future differed significantly according to perceived economic status ($F = 6.97$, $p = .001$, $\eta^2 = 0.052$). Students reporting poor economic status had higher scores than those reporting moderate or good economic status. Hopelessness About the Future also differed significantly ($F = 3.32$, $p = .038$, $\eta^2 = 0.026$), with higher scores among students reporting poor rather than good economic status (Table 7).

Table 8 presents a comparison of the total and sub-dimension scores of the future anxiety scale based on how well the individual's needs are met by their family.

Students whose financial needs were not supported by their families had significantly higher Fear of the Future scores ($t = -2.75$, $p = .006$, $d = 0.484$). No significant difference was observed in Hopelessness About the Future ($t = -1.57$, $p = .117$, $d = 0.276$) (Table 8).

Table 9 shows the comparison of the total and subscale scores of the anxiety about the future scale according to the department.

Fear of the Future did not differ significantly according to academic department ($F = 1.92$, $p = .079$, $\eta^2 = 0.044$). However, Hopelessness About the Future differed significantly across departments ($F = 2.35$, $p = .031$, $\eta^2 = 0.054$). Given the small size of some departmental groups and the use of the LSD procedure, post hoc findings should be interpreted cautiously (Table 9).

Table 10 presents a comparison of the total and sub-dimension scores of the future anxiety scale according to dietary habits.

Fear of the Future differed significantly according to dietary habits ($F = 4.54$, $p = .012$, $\eta^2 = 0.035$). The original LSD comparison indicated higher Fear of the Future scores among students reporting predominantly fast-food consumption than among those reporting healthier dietary habits. Hopelessness About the Future did not differ significantly according to dietary habits ($F = 2.28$, $p = .105$, $\eta^2 = 0.018$) (Table 10).

Table 9 Comparison by academic department (ANOVA)

Subdimension	Department	*n*	$\bar{x}$	SS	F	*p*	η^2
Fear of the future	A- Oral & Denta Health	9	31.67	15.00	1.92	0.079	
	B- First & Emergency Aid	64	39.73	13.58			
	C- Physiotherapy	29	37.34	12.25			
	D- Pharmacy Services	24	41.25	10.41			**0.044**
	E- Anesthesia	36	43.92	10.88			
	F- Medical Imaging	67	38.99	8.64			
	G- Culinary Arts	26	41.50	13.00			
Hopelessness about the future	A- Oral & Denta Health	9	12.56	4.67	2.35	**0.031***	
	B- First & Emergency Aid	64	16.38	5.74			
	C- Physiotherapy	29	13.83	4.11			
	D- Pharmacy Services	24	16.33	4.21			**0.054**
	E- Anesthesia	36	15.14	5.15			
	F- Medical Imaging	67	16.52	4.69			
	G- Culinary Arts	26	14.08	5.11			

Table 10 Comparison by dietary habits (ANOVA)

Subdimension	Diet type	*N*	$\bar{x}$	SS	F	*p*	η^2
Fear of the future	A- Healthy	117	37.74	12.03	4.54	**0.012***	**0.035**
	B- Packaged food	70	40.49	10.96			
	C- Fast food	68	42.99	11.37			
Hopelessness about the future	A- Healthy	117	15.14	5.14	2.28	0.105	**0.018**
	B- Packaged food	70	15.23	4.81			
	C- Fast food	68	16.69	5.09			

4 Discussion

The present study examined Fear of the Future and Hopelessness About the Future among vocational school students in relation to sociodemographic, economic, and lifestyle characteristics. The findings indicate that future-oriented concerns are associated with several individual and contextual factors, although these associations differed between the two dimensions. Recent studies similarly emphasize that future anxiety among university students is a multidimensional phenomenon associated with psychological resources, well-being, coping processes, and educational experiences [7, 13]. In particular, higher future anxiety has been associated with lower subjective well-being, optimism, and psychological resilience [7, 13].

In the present study, students aged 18–23 years had significantly higher Hopelessness About the Future scores than those aged 24–35 years, whereas no significant age-related difference was observed for Fear of the Future. Younger students may experience greater uncertainty regarding graduation, employment, financial independence, and the transition to professional life. However, recent research indicates that future anxiety cannot be explained solely by demographic characteristics; psychological factors such as coping strategies, optimism, resilience, psychological flexibility, and self-efficacy may also be important [6, 7, 14]. The relatively small number of participants aged 24–35 years in the present study should also be considered when interpreting the age-related difference.

Marital status was significantly associated with Hopelessness About the Future, with single students reporting higher scores than married students, while no significant difference was found for Fear of the Future. Social relationships and perceived support may be relevant to individuals' future expectations. Recent research among vocational and health-related students has also suggested that belonging and psychological resilience are negatively associated with hopelessness [4]. Nevertheless, perceived social support was not directly measured in the

present study, and the married subgroup was small (n = 13). Therefore, the observed marital-status difference should be interpreted cautiously.

Economic circumstances emerged as an important correlate of future-oriented concerns. Students reporting poor economic status had significantly higher Fear of the Future and Hopelessness About the Future scores. Students without adequate family financial support also reported higher Fear of the Future scores. These findings may reflect the relevance of financial uncertainty to students' expectations regarding employment, independence, and future opportunities. However, economic conditions should not be regarded as the sole determinant of future anxiety because recent evidence indicates that psychological resources and subjective well-being are also closely related to future-oriented concerns [7, 13]. Thus, economic difficulties may represent one component of a broader set of contextual and psychological factors.

Lifestyle characteristics were also associated with specific dimensions of future anxiety. Students who regularly engaged in exercise had lower Fear of the Future scores, whereas students who regularly engaged in hobbies had lower Hopelessness About the Future scores. These findings may suggest that participation in structured and meaningful activities is associated with more favorable psychological functioning. Nevertheless, because the present study was cross-sectional, these findings should not be interpreted causally. It cannot be concluded that exercise or hobbies directly reduce future anxiety; alternatively, students experiencing lower levels of future-related concern may be more likely to participate in such activities. Recent research similarly emphasizes that coping resources and psychological flexibility may influence how university students respond to future uncertainty and stress [6, 14].

Dietary habits were significantly associated with Fear of the Future, with students reporting fast-food consumption having higher scores than those reporting healthier dietary habits. However, no significant difference was found for Hopelessness About the Future. This association should be interpreted cautiously because dietary behavior may coexist with several factors that were not assessed simultaneously, including socioeconomic circumstances, stress, daily routines, and other health behaviors. Therefore, the present findings indicate an association rather than evidence that dietary habits directly influence future anxiety.

Academic department was associated with Hopelessness About the Future, but no significant difference was observed in Fear of the Future. Recent research specifically involving health services vocational school students indicates that future anxiety remains relevant in this population and may vary according to selected student characteristics [1]. Differences between academic programs could potentially be related to perceived employment opportunities, professional expectations, or educational experiences. However, these factors were not directly measured in the present study. Moreover, some departmental subgroups were small, and the original analyses used the relatively liberal LSD post hoc procedure. Therefore, departmental differences should be interpreted cautiously rather than attributed directly to specific educational or professional characteristics.

An important finding of the present study is that sociodemographic and lifestyle variables were not consistently associated with both dimensions of future anxiety. For example, regular exercise and family financial support were not significantly associated with Hopelessness About the Future, while academic department was not significantly associated with Fear of the Future. These findings suggest that Fear of the Future and Hopelessness About the Future may reflect related but distinct aspects of future-oriented concerns. Contemporary research also demonstrates that future anxiety is associated with multiple psychological mechanisms. Psychological resilience and subjective well-being have been negatively associated with future anxiety [7], while psychological flexibility and adaptive emotion regulation have been identified as potentially important mechanisms linking future anxiety with depression and stress [14].

Taken together, the findings support a multifactorial interpretation of future anxiety among vocational school students. Economic insecurity and limited financial support may represent contextual vulnerabilities, while lifestyle and social characteristics may be associated with particular dimensions of future-oriented concerns. At the same time, recent evidence indicates that resilience, subjective well-being, optimism, pessimism, coping strategies, psychological flexibility, and emotion regulation may contribute to how students respond to future

uncertainty [6, 7, 13, 14]. These psychological variables were not measured in the present study and should therefore be considered possible explanatory mechanisms rather than findings of this research.

Overall, the findings suggest that student support initiatives may particularly consider students experiencing economic difficulties and limited family financial support. Career counseling and psychological support may also be relevant for vocational school students facing uncertainty during the transition from education to employment. Recent research conducted specifically among health services vocational school students further demonstrates the relevance of future anxiety to students' academic experiences [1]. Exercise, hobbies, and other healthy lifestyle behaviors may be considered complementary components of broader student well-being initiatives. However, given the cross-sectional design and generally small-to-moderate effect sizes, these implications should be regarded as preliminary rather than evidence of intervention effectiveness.

5 Conclusion

This study identified associations between selected sociodemographic, economic, and lifestyle characteristics and specific dimensions of future anxiety among vocational school students. Younger age and single marital status were associated with higher Hopelessness About the Future, whereas regular exercise and family financial support were associated with Fear of the Future. Perceived economic status was associated with both dimensions. Differences were also observed according to academic department and dietary habits.

Because the study was cross-sectional, these findings should be interpreted as associations rather than causal effects. Future multicenter and longitudinal studies are needed to clarify the factors associated with future anxiety among vocational school students.

6 Recommendations

The findings suggest that psychosocial and career-support initiatives may particularly consider students experiencing economic difficulties and limited family financial support. Exercise and hobby engagement may be considered complementary components of student well-being programs. However, because observed effect sizes were generally small to moderate and the study was cross-sectional, these recommendations should be regarded as preliminary.

7 Limitations

The cross-sectional design precludes causal inference, while convenience sampling from a single vocational school limits generalizability. Small subgroup sizes may have reduced statistical power and estimate stability. Multiple bivariate comparisons and the use of the LSD post hoc procedure may have increased the risk of Type I error. Potential confounders and interaction effects were not examined using multivariable models. Therefore, the findings should be interpreted cautiously.

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Author contributions SPMT (Sevda Pınar Mehel Tutuk) contributed to the conceptualization of the study, development of the research design, preparation of the data collection tool, statistical analysis of the data, and drafting of the manuscript. SPMT also coordinated the overall research process. RGB (Reyhan Gürün Betbasi) conducted the literature review and contributed to the development of the methodology and discussion sections of the manuscript. NK (Neslihan Kartal) participated in the data collection process and supported data organization and preparation. SK (Şebnem Kurt) contributed to the statistical analyses and assisted in writing the results section. ŞU (Şerife Unluturk) contributed to data entry and performed the final review of the manuscript. All authors have read and approved the final version of the manuscript.

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Declarations

Ethics approval and consent to participate The study entitled "Examination of Future Anxiety Among Vocational School Students According to Sociodemographic Variables" was reviewed and approved by the Ethics Committee of Istanbul Galata University (Decision No: 2025-01, Date: 21 February 2025). Informed consent was obtained from all participants prior to their participation in the study.

Consent for publication Not applicable.

Competing interests The authors declare no competing interests.

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