

*Analysis of Hopelessness Behavior of Vocational School Final Year Students In  
Terms of Different Variables*

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**Summary**

**PURPOSE**

Hopelessness is defined as negative future expectations or in other words, pessimism (Kashani, Stoys, Dandoy, Vaidya, & Reid, 1991). The striking characteristics of hopelessness is negative attitudes, pessimistic approaches and failures (Tumkaya, 2005). Social and economic problems of university students and unemployment matters may result with hopelessness (Sahin, 2009). Vocational schools are higher education institutions training qualified manpower for various working areas. Perspective of vocational school final year students on life is one of the factors that shape the future of students. It is anticipated that types of vocational schools and employment possibilities after their graduation have impact on their hopelessness level. Objective of this study is to analyze hopelessness behaviors of Vocational School final year students in terms of different variables. Whether hopelessness behaviors of Vocational School final year students differ with respect to Vocational School type, gender, age, scholarship, post-graduation professional expectation and existence of any relation between employment concerns and hopelessness behaviors are all observed in this study.

**METHOD**

Quantitative scanning model is applied in the scope of this study. Quantitative scanning model is a research model aiming to identify existence and degree of change between two and more variables (Karasar, 2005). Working groups consists of 2<sup>nd</sup> class pupils of Turgut Ozal University Ankara Vocational School and Health Sciences Vocational School of same university (n=308). Personal data form and Beck Hopelessness scale is used as data collection means. Personal Data form questions age, gender, department of students, their existence whether at health sciences or vocational sciences and their ideas about employment.

**Beck Hopelessness Scale:** Beck Hopelessness Scale (BHS) developed by Beck, Lester and Trexler (1974) and applied to adults and adolescents is used. With respect to the factor analysis realized based on the scale, it is identified that the scale consists of three factors named "Feelings and expectations about the future", "loss of motivation" and "Hope". However, evaluation is made over total score (Savasir, 1997). It is assumed that the higher score results with higher hopelessness level. Validity and reliability of Beck Hopelessness Scale is accepted sufficient. (t=12.49, p<0,001, Cronbach alpha .85; test-repetition test coefficient of confidence .74); (Seber et al.,1993), (Durak,1994) (Holden et al.1989). The survey benefits from "Independent Groups t-Test", "One-way Analysis of Variance, Kruskal-Wallis Variance Analysis, Mann-Whitney U test, "Pearson Correlation Coefficient Test".

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## RESULT AND CONCLUSION

Any meaningful difference is not found between hopelessness status of pupils and Vocational School type at the end of the research. Results of this study performed at Health Sciences Vocational School and Ankara Vocational School are in line with outcomes of Kırımlioğlu.

Hopelessness behavior in terms of genders of vocational school students represent 0.05 level of significance with respect to loss of motivation and total scores. Accordingly, it is found that male students reflect higher hopelessness behaviors when compared to the female students in terms of loss of motivation and total score. Other researches supporting or not supporting such findings are available (Kırımlioğlu, 2010; Özmen et al. 2008; Durak, Batıgün, 2005; Aydın et al., 2013; Kodan., 2013; Dereli and Kabataş., 2009; Ceyhan, 2004)

The highest average of hopelessness behaviors is found at age group of 23 ( $\bar{x} = 5,515$ ); whereas, this figure is lowest among vocational school students of age 22 ( $\bar{x} = 3,862$ ). Hopelessness score does not differ with respect to total scores and sub-dimensions. According to a study of Şahin (2002) Tercanlı and Demir (2012), Aras (2011), Dereli and Kabataş (2009) and Tuzcuoğlu (1989), Durak and Palabıyıkıoğlu (1994), above research findings are supported. The highest average of hopelessness behavior among vocational school students is identified among 50% scholarship ( $\bar{x} = 4,9784$ ); however, the lowest average is obtained among full scholarship students ( $\bar{x} = 3,9394$ ).

According to Kruskal-Wallis Analysis of Variance regarding hopelessness behavior of vocational school students with respect to post-graduation employment condition, 0.05 level of significance is identified on hopelessness scale total scores. The highest average is represented by students to be employed by families after their graduation; whereas, the lowest score is obtained by those planning to work in their relevant fields. Study of Kırımlioğlu (2010), Dereli and Kabataş (2009), Ceyhan (2004) and Aydın et al. (2013) has similar findings.

Score of hopelessness does not differ in terms of total scores and sub-dimensions and according to scholarship variable ( $p > .05$ ). High degree of negative relation exists between hopelessness behavior, employment concerns and accordingly, loss of motivation and total score. A study of Aydın et al. (2013) supports above findings.