

A Comparative Study of Government and Private High Schools Students on Their Hopelessness Levels

Mihraç KOROGLU

Sahin Private High School, Sakarya Center, Turkey

Korkmaz YİĞİTER*

Sport Sciences Faculty, Duzce University, Konuralp Campus, Duzce Center, Turkey

The research is financed by Asian Development Bank. No. 2006-A171(Sponsoring information)

Abstract

The aim of this study is to compare the hopelessness levels of high school students in private and public schools. In this context, a total of 357 high school students, 149 girls and 208 boys, voluntarily participated in the research. The Beck Hopelessness scale developed by Beck and Steer in 1987 was used to determine the students' hopelessness levels. The obtained data were analyzed in the SPSS 18.0 program and the significance level was taken as 0.05. The t test and the One Way ANOVA were used for group comparison of the data. According to the results of the research, no significant difference was observed in the comparison of the hopelessness levels of private and public high school students. In addition, there was no significant difference in the hopelessness levels of male and female students. There was no significant difference between the sport branches and hopelessness levels of the students.

Keywords: University students, hopelessness level, psychology, sport branch

1. Introduction

Hope which emphasizes the emotion that owns the positive expectations about future and was born of the emotion of trust which was published from Turkish Language Association, effects the mental health in a positive way by giving the person the emotion that cope with the negative occasions which will happen in the future (TDK, 2007). The opposite of hope, hopelessness is on the other hand, besides effecting the person's mental health, it's an emotion which causes depression and suicides and a part of these clinique charts. We call it hope which is more than zero of the expectations in the purpose of reaching a purpose.

The most important feature is the belief of knowing that there are some differences between the person and his existence and there is also a solution. Hopelessness is defined as negative expectations which are less than zero in the purpose of reaching a purpose. Hope and hopelessness symbolize the opposite expectations. While there is a foresight of the applied plans in the purpose of reaching the target, there is a failure judgement in the hopelessness. These two different expectations differs from person to person and the situation of the expected result due to it's time of happening (Dilbaz and Seber, 1993).

On the occasion that the circumstances are in the quality of not supplying the students' expectations and needs, they have difficulty in going towards the real purposes and also satisfying ones. Individuals who don't have the ability for deciding true targets in their educational lives, hopelessness and depending on it anxiety increases. Person who doesn't have any expectations about education can't be motivated during the education process. However the purpose of the education is to effect the person in a positive way.

This positive affect should support the person himself and should be in the quality of understanding himself during his improving process (Yenilmez, 2010). The hopelessness of a person, decreases his abilities of producing besides weakens his ability of solving problems. And also it causes the person to reduce his level of success. The ideas and expectations of students are pretty important. It's so important that whether the youths have a hope for the future or not, and if there's a problem it's important to find it and also try to find a solution for it and take the necessary precautions (Şengül and Güner, 2012).

The high level of hopelessness, decreases not only the production ability of a person but also decreases the potential of helping himself and his environment. On the results of the surveys, the high level of hopelessness effects the mental health of the person and their behaviours. Sometimes, these negative situations can give important and serious harms. The high level of the hopelessness, not only effects the all functions of the healthy person in a negative way, but also can cause constant harms (Doğan, 2012). Both hope and hopelessness are the reflections of the probabilities of reaching the real target of their future purposes. Hope and hopelessness symbolizes the opposite expectations (Dilbaz and Seber, 1993).

Participation in sport activities is an important factor in changing the psychological traits of people. Many health benefits arise from moderate intensity sport in people's daily lives. It is one of the best ways to relieve psychologically and to raise mental health. Sport participation is also a road map to evolve people's health psychologically in many ways such as recreation, exercises, . With these positive impacts of sport participation, people feel better and may be more satisfied with their lives in general. Over and above, they feel confident

about themselves and maybe do not have worries regarding their future because they learn how to control their lives and keep their bodies fit (Yigiter, 2014).

2. Methodology

2.1 Participants and Procedure

Research was executed with 180 students who study at private Şahin Anatolian Hing School and 117 students who study at Cevat Ayhan Science High School. 9,10,11 th and 12 th grades students and 357 students in total joined the research voluntarily. The information form and hopelessness scale have been carried out to the participants in the class environment. The essential interviews have been made and the permissions have been gotten from Private Şahin Schools and Cevat Ayhan science High School in order to carry out the research.

2.2 Collecting Data

Beck Hopelessness Scale (1961) is an inventory which was developed by Beck to specify the hopelessness levels. This inventory can be carried out to adolescents and adults. Beck Hopelessness Scale is an easy scale to apply which consists of 20 items and is scored between 0 to 1 and also can be answered by the individuals themselves. The individuals are asked to sing the statements which are true or false to them. There are 11 ‘yes’ and 9 ‘no’ choices gets 1 point .For 1,3,5,6,8,10,13,15 and 19 th questions (no) 2,4,7,9,11,12,14,16,17,18, and 20th questions (yes) gets 1 point for each. Score range is between 0 and 20. It’s supposed that when the scores are on the high levels, the individual’s hopelessness is high too (Becket al., 1990). The Turkish adaptation of the inventory has been done by Seber and friends (1993) (Şenol – Durak et, al. 2006). It’s stated that Cronbach Alfa reliability coefficient which is calculated over 37 depressive patients, is 0,86 Its found that the points which have been taken from each materials of the scale and the points between the connection of the total material grade is between 0,07 and 0,72 and 0,31 and 0,67 (Durak 1994, Savaşır and Sahin, 1997).

2.3 The Analysis of Data

The analysis of the data which was supplied from research has been made in 18.0 SPSS packet program. T test used to compare the hopelessness levels of male and female students and also the state school and private school students. According to the branches, One Way ANOVA test has been done for the level of hopelessness. The level of expressiveness has been taken like 0.05.

3. Findings

Table 1 T Test chart for the comparison of State school and Private School students level of hopelessness

Group	N	Average (\bar{X})	Standart deviation	t	df	p
State	177	6,7345	6,95298	1,810	355	,071
Private	180	5,6444	4,08516			

It’s understood from the chart above that while the hopelessness levels of 177 state school students which joined the research is ($x=6,7374$),the level of hopelessness of 180 private school student’s is more than ($x = 5,6444$). However, after T test which has been done for the comparison of state school students level of hopelessness and the private ones, it’s been found that there is a difference between the both levels.

Table 2 T test chart for the comparison of boys and girls level of hopelessness

Group	N	Average (\bar{X})	Standart Deviation	t	df	p
Girl	149	6,4966	4,72575	-,873	355	,383
Boy	208	5,9615	6,32138			

According to the chart above all the girl students’ level of hopelessness who have joined the research are higher than the boys level of hopelessness at state and private schools =5,9515 but it’s seen that there’s no sensible levels of hopelessness among the boy and girl students at state and private schools.

Table 3 Results of the One Way ANOVA Test

Variation	Sum of squares	sd	Mean of squares	F	P
Between Groups	53,851	5	10,770	,327	,896
Within Groups	11547,948	351	32,900		
Total	11601,798	356			

The comparisons among the groups have been made by One Way ANOVA test which hasn’t got the need to normality conjecture test results has been shown in table 3 it’s seen no differences between the sport branches and the levels of hopelessness which was made by One Way ANOVA test. $U(sd=5, n=357)=4,045, p>0,05$.

4. DISCUSSION AND CONCLUSION

In this research, it's stated that the levels of hopelessness of students who's been studying at high school of technical Anatolian High School and Cevat Ayhan Science High School and also Private Şahin Schools in Sakarya when it's realized the literature it can be seen that a lot of researchs have done about the levels of hopelessness. It's discussed by comparing the results of daily researchs and some surveys.

In the research of Yerlikaya (2014), it has been tried to search for same changes of hopelessness and the levels of students according to their school. 450 people joined to the research at state and private schools. As a result, it's seen that hopelessness differ by the level of hopelessness but not according to the sex identifications. We couldn't find any sensible difference between the state and private school students and their level of hopelessness.

It's been stated that in the researchs of hopelessness, Tanaka and his friends (1998) and also Brausch and Muehlenkamp (2007) found out that there is no difference between the girls and boys of their levels of hopelessness. However, in some researchs, it's been stated that it differs due to sex identifications. In research done by Girgin (2009) boys level of hopelessness is higher than girls level of hopelessness. In research done by Mazza and Reynolds (1998) it's been seen the opposite of Ozmen and his friends (2008) in the research of stating the levels of hopelessness of high school students aged between 14 and 19 and also in the research of the relationship of socio-demographic changes of hopelessness, it's been stated that boys are much sadder than girls. According to vs, there is no sensible difference between boys and girls.

Kırımoğlu and his friends (2010) couldn't find a relationship between sports participatory levels of loneliness and their sport facilities but they found that there is an opposite correlation between the levels of hopelessness and the age of sport.

According to this, as the sports age gets higher, the level of hopelessness decreases efficiently. Besides, it hasn't been stated as a sensible difference between the sex, level of class and sedentaries of the participators. We also couldn't find any sensible difference between the student's levels of hopelessness and their sports branches.

References

- Beck, A.T., Freeman, A., Pretzer, J., Davis, D.D., Fleming, B., Ottavani, R., Beck, J., Simon, K. M., Padesky, C., Meyer, J. ve Trexler, L. (1990). *Cognitive Therapy of Personality Disorders*. New York: Guilford Press.
- Brausch, A. M. and Muehlenkamp, J. J., (2007), *Body Image And Suicidal Identification In Adolescents*, *Body Image*, 4, pp. 207-212.
- Dilbaz N, Seber G. Concept of Hopelessness: The importance of depression and suicide. *Crisis Magazine*, 1(3), 134-8.
- Doğan, P. (2012). Reviewing the levels of the art teacher candidates' level of hopelessness, *Marmara University Atatürk Education Faculty Education Magazine*, 36, 115-127.
- Durak A. (1994). Beck Hopelessness Scale (BUÖ) the work of reality and reliability. *Turkish Psychology Magazine*, 9, 1-11.
- Girgin, G., (2009), *Evaluation Of The Factors Affecting Loneliness And Hopelessness Among University Students In Turkey*, *Social Behavior And Personality*, 37(6):pp.811-818.
- Kırımoğlu H., Filazoğlu G., Yıldırım Y. (2010). Boarding primary region school, reviewing the levels of loneliness and hopelessness of 6, 7, and 8th grade students according to their occasion of doing sports. *Physical Education Magazine*, 2010, VIII (3) 101-108
- Mazza, J., & Reynolds, W., (1998), *A Longitudinal Investigation Of Depression, Hopelessness, Social Support, And Major And Minor Life Events And Their Relation To Suicidal Ideation In Adolescents, Suicide and Life Threatening Behavior*, 28: , pp.358-374.
- Seber, G., Dilbaz N., Kaptanoğlu C. ve Tekin D., (1993). *Hopelessness Scale; Validity and Reliability* *Crisis Magazine*, 1(3), 139-142.
- Şengül S. ve Güner P. (2012). Reviewing the candidates' level of hopelessness who are studying at Maths teaching programme İlköğretim, X. *International Congress of Science and Maths Training*, 27-30 June, Niğde.
- Tanaka, E., Sakamoto, S. Ono, Y., Fujihara, S., Kitamura, T., (1998), *Hopelessness In A Community Population: Factorial Structure And Psychosocial Correlates*, *The Journal of Social Psychology*, 138(5): pp.581-590.
- TDK. (2007) <http://www.tdk.gov.tr/TR/SozBul> (13.06.2007)
- Invincible, K. (2010). Secondary school students' levels of hopelessness of Maths lesson. *Hacettepe University Education Faculty Magazine* 38, 307-317.
- Yerlikaya, İ.(2014). Specifying the levels of secondary school students who are studying at state and private schools and investigating the relationship with various variables. *International Periodical For the Languages, Literature and History of Turkish or Turkic*, Volume 9/8.
- Yiğiter, K. (2014). The effects of swimming training program on psychological health: An experimental design. *European Online Journal of Natural and Social Sciences*. 2014;1(3):135-139.