

## **A Study on High School Students' Hopelessness Level Related to School Type, Taking Art Education, Sex and Class level (grade)**

**Assist. Prof. Dr. OrhanTaşkesen**

Department of Art Education

Faculty of Education

University of Erzincan

E mail: [orhantaskesen@erzincan.edu.tr](mailto:orhantaskesen@erzincan.edu.tr)

Tel: +090 446 224 01 81

**Assist. Prof. Dr. Taner Uluçay**

Department of Art Education

Faculty of Education

University of Erzincan

E mail: [mlk\\_tan@windowslive.com](mailto:mlk_tan@windowslive.com)

Tel: +090 446 224 01 81

### **Corresponding author:**

**Assist. Prof. Dr. OrhanTaşkesen**

Department of Art Education

Faculty of Education, University of Erzincan

E mail: [orhantaskesen@erzincan.edu.tr](mailto:orhantaskesen@erzincan.edu.tr)

Tel: +090 446 224 00 89

### **Abstract**

*In this study, the aim is to determine hopelessness level of teenagers according to high school types and to research the difference in the hopelessness levels of students in high school fine arts and sports education departments in which art education is given and students in other high school types.*

*This research is a descriptive one and it is conducted on 933 students whose ages vary between 15 and 19. Hopelessness level of students is measured with Beck Hopelessness Scale. In analyzing the data, Kruskal Wallis H Test is used in order to test the hopelessness level according to school type and class level (grade) while Mann Whitney U Test is used in order to test in which groups significant differences exist according to sex and school type.*

*There wasn't found to be a significant difference between hopelessness levels according to school type. In the test that was conducted according to sex, it was determined that there was a significant difference in favor of male students. It was also found that difference between hopelessness levels according to class levels (grade) was significant and this difference was between 2<sup>nd</sup> and 3<sup>rd</sup> grades and 3<sup>rd</sup> and 4<sup>th</sup> grades.*

**Keywords:** High School, Hopelessness, Teenager, Art Education

## 1. Introduction

Each individual dreams about his future. Each person has some dreams which he wants to live. Especially high school period is the part of life when individuals have many dreams about future. Besides their houses and family, school environment is the most significant social unit in which high school students go through various emotions. In schools, individuals may create positive expectations about future, but they also may create negative expectations that can affect their lives in a negative way. It can be said that an individual may have a negative state of mind as a result of such negative feelings. In this respect, the concept of hopelessness can be defined as the entire negativeness in the thoughts and emotions of an individual about his/her future. Hopelessness is a cognitive situation which is created with the existence of negative expectations about school (Beck et al. 1985). Namely, hopelessness is a factor that decreases motivation and the will to live. An individual whose will to live decreases may create conditions in which he/she engages in violence. The level of hopelessness increases when joy of life and belief decrease. Hopelessness level increases in parallel with the thought that life is meaningless and everything will end with death. According to Kierkegaard, hopelessness is the state of hopelessness caused by having no belief which is the most important embodiment of hopelessness. An individual who believes that death is an end is doomed to sink into hopelessness because the essence of hopelessness is the belief of meaninglessness of life. In the light of the definitions, it can be said that hopelessness increases when belief in future decreases and when hopelessness increases an individual may display criminal acts both against himself and against the ones around him/her. Hopelessness is the indicator of negative attitudes against future. The thought and attempt of suicide and hopelessness are related (Dündar, 2008, 77-92).

When we remember that creating terminal behaviors in an individual is the definition of education, we can say that education has the biggest role in the plans of teenagers about future. In this case, schools, which have the secondary significance after family in socialization, have important responsibilities both in primary and secondary education processes. For a teenager, high school is much more than a building in which specific information is given and individuals are educated. Schools are social places where teenagers spend most of their time, communicate with individuals from different social classes (teacher, student, officer, char, canteen personnel etc.). High school is a social organization where teenager feels to be a member (class); it is a structure where he/she feels important, where he/she engages in different social, artistic and sportive activities (school choir, school team, school orchestra etc.). It is an environment where he/she lives his emotions at a high level (love, liking, anger, sadness, success, failure etc.) as can be understood from all of these explanations, school, especially high school period is a highly important, multi-functional structure (Uluçay, 2012: 20). In the light of these definitions, it can be said that high schools aren't the institutions where the only aim is to give information, they are multi-functional structures that form the personalities of students, shape future lives.

It is highly possible to increase the hopelessness level in high school environments where the aim is to continuously give cognitive education. Cultural, artistic and sportive activities should be present in schools, students should be able engage in these activities actively. This will create the sense of belonging and enable fellowship among students and between students and school. Especially public high schools don't give sufficient confidence to students for future. Many people believe that in these high schools, students that won't be able to go to universities are educated, overcrowded classes are full of teenagers. In this respect, not only do the students in these schools have no future hopes or a feeling or responsibility or goal, but also they start to have tendency to commit crime as they think that they "have nothing to lose". Ideals should be given to the young in order to lead them towards a virtuous and valuable future (Çınar, 2007:).

In this respect, in order to enable a student become a sociable individual at the end of high school education, besides cognitive teaching, sufficient social, cultural and artistic education should be given. Artistic education can be defined as the process of bringing specific artistic behaviors in an intentional and systematic way through personal experiences or changing, transforming, developing and increasing artistic behaviors of people through their experiences in an intentional and systematic way (Uçan, 2007: 16). Art education is one of the most reliable environments in which the education of creativity is prioritized, divergent education is developed, each student is attempted to be directed in parallel with personal development and tendencies. Art education, whose basic goals are seeing, searching, asking, trying and solving children/young, should continue at each stage of education without any interruption (Buyurgan-Buyurgan, 2007: 5). Art education is an educational process which should exist in high schools not as a goal but as a tool through which students perceive the world and human beings correctly discover their personal characteristics. The basic point in art education in terms of their expectations from future, is not success, it is participation. In other words, it is a process. In this respect, the basic point is to encourage student to art education and reward him for his success. (Uçan, 2007: 22). Art education is a factor that frees individual and increase his communication with his social environment. The concept of education that we see in different shapes has a significant place in life in terms of individualization and socialization. Every type of art has an aesthetical content, internal discipline, method and information. Art has directed individuals and societies through history.

When previous studies about the topic of this research was analyzed, it was seen that, Özmen et al. (2008) made a study titled “Factors that affect hopelessness and hopelessness level of high school students” and determined that 1<sup>st</sup> grade high school students generally had a high level of hope about future; hopelessness level of students who have lower economic and social level was higher. Another study about the same issue was carried out by Ehtiyar and Üngören (2008) with the title of “A research on determining the relation between Hopelessness and Anxiety Level of students who receive tourism education and their attitudes towards education”. In the research, hopelessness levels of tourism high school students in Turkey and Germany was the basic topic. Beck Hopelessness Scale was used in the research and at the end of it, it was determined that hopelessness level mean of Turkish students was 6, 80 while the hopelessness level mean of German students was 6, 66 (Üngören, E., Ehtiyar, R. 2009: 2108). Another study about the same topic was made by Şahin; he tested university students studying in Education faculties with Beck Hopelessness Scale and found that hopelessness level mean of these students was 5, 40 (Şahin, C., 2009:276). According to Beck Hopelessness Scale, 4-8 scores show that hopelessness level is low, 9 and over show that there is the risk of suicide (Beck et al., 1990; Palmer and Connelly, 2005). Tümkaya (2005) made a research titled as “Comparison of Hopelessness level of Teenagers who live with their family and teenagers who stay in orphanage”. He found that hopelessness level mean of 15-18 years old teenagers who live with their family was 9.13.

Many psychiatrists and art educators state that artistic activities and art education processes are effective in decreasing anxiety and hopelessness level of individuals. For instance, according to Freud (2007), while an artist relieves from stress with his creativity, he helps audience decrease stress with the pleasure he gives with his work of art. Oscar Wilde (2008) stated that even expressing oneself through art will help intrinsic satisfaction. As a result, it is thought that individuals will have the opportunity to artistic experiences that will occur in high schools and art education processes move away from the banality and monotony of cognitive environment.

The goal of this study is to determine the hopelessness level of high school students according to high school types and to research if there is a difference in hopelessness levels between fine arts and sports

departments in high schools in which art education is given and other high school types. For this aim, these questions were attempted to be answered.

- What is the hopelessness level of high school students?
- Is there a significant difference between hopelessness levels of students according to school type (*In terms of the departments in High school of Fine Arts and Sports*)?
- Is there a significant difference between hopelessness levels of high school students according to their class levels (*grade*)?
- Is there a significant difference between hopelessness of high schools according to their sexes?

## 2. Research Methodology

This research, whose goal is to determine the hopelessness level of high school students according to high school types and to research if there is a difference in hopelessness level between the high school departments of fine arts and sports education and other high school types, has a relational screening model. According to Karasar, survey model means the approaches aiming at describe a past or still existing situation as the way it is. Event, individual or an object is attempted to be defined in its conditions much the same. There is no attempt to change or affect them (Karasar, 2011; 77).

Study group of this research was made of a total of 933 students (465 female, 454 male and 14 undefined) and from 884 students, usable data was obtained (450 female, 428 male and 6 undefined). This survey research was conducted in a medium scaled city of Eastern Anatolia in 2012-2013 academic years. Students' ages varied between 15 and 19 and they were studying at the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades of Commercial, Anatolian, Teacher, Industrial Vocational High Schools, and Vocational High School for girls, Fine Arts and Sports, Agriculture, Medical, Tourism and Hotel Management and İmam Hatip High Schools.

## 3. Data Collection

Beck Hopelessness Scale was used in this research in order to collect data about hopelessness levels of students.

Beck Hopelessness Scale: It is the scale that was developed by Beck et al. and adapted to Turkey by Seber ark. (Seber ve ark., 1993: 139-142 ) ve Durak ve Palabıyık (Durak ve Palabıyık, 1994: 311). This scale is scored as 0-1 and made of 20 items. High scores indicate high hopelessness. Validity study of the scale was made of Durak and Palabıyık and after studying with 373 subjects, it was determined that the scale was valid (Durak ve Palabıyık, 1994: 311). Reliability study of the scale was made by Seber et al. and it was determined that Cronbach Alpha Coefficient of the scale was .86 which indicates that the study is reliable, valid and easy to conduct in Turkey (Seber ve ark., 1993: 139-142 ).

## 4. Data Analyses

Descriptive statistics and variance analyses of the variables were tested by SPSS 17.00 program and tested at .05 significance level. The sum of the "Hopelessness scale" scores of students was taken and hopelessness scores were calculated. In data analysis, in order to see if data are normal distributed, Kolmogorov Smirnov test was conducted and it was determined that data wasn't distributed normally. As data wasn't distributed normally, in order to test teenagers' hopelessness level according to school types and class level (grade), Kruskal Wallis H test was used; Mann Whitney U test was used in order to test the groups among which significant difference occurred according to sex and school type.

*a) Findings about the hopelessness level of High school students*

Descriptive statistics about students' hopelessness level are presented in table 1.

**Table 1. Descriptive statistics about students' hopelessness level**

Hopelessness level	N	%
0	50	5.7
1	112	12.7
2	132	14.9
3	156	17.6
4	100	11.3
5	74	8.4
6	50	5.7
7	40	4.5
8	37	4.2
9	34	3.8
10	24	2.7
11	18	2.0
12	13	1.5
13	14	1.6
14	7	0.8
15	3	0.3
16	7	0.8
17	3	0.3
18	6	0.7
19	4	0.5
20	0	0.0
	884	100

Frequency analysis about hopelessness level of 931 high school students is presented in Table 1. When the table is analyzed, it can be seen that there is a frequency of 0,1,2,3,4,5,6 scores. Almost 76% of students got these points. According to cutoff values of different hopelessness levels; scores between 0-3 were determined to be lowest (or happy) hopelessness level; 4-8 low hopelessness level; 9-14 middle hopelessness level; 15-20 high hopelessness level. It was stated that hopelessness scores of the samples that had the risk of committing suicide and who had committed suicide (measured before committing suicide), was minimum 9 or higher. (Beck et al., 1990; Palmer and Connelly, 2005) According to this, it can be said that, most of the students (76,3%) were at the level of hopeful or low hopelessness level. Besides that, it is significant to pay attention to the fact that 15% of students were at 9 or higher hopelessness level.

*b) Findings about the difference at hopelessness level of high school students according to school types*

Kruskall Wallis test results about whether or not there is significant difference among hopelessness level scores of students according to the school type are presented in table 2.

**Table 2. Kruskal Wallis test results about differences between high school students' hopelessness level according to school types**

Variable	School type	Line mean	N
Hopelessness level	Anatolian high school	465.40	95
	Industrial Vocational high school	464.98	95
	High school of fine arts and sports (Painting department)	409.70	50
	High school of fine arts and sports (Sports department)	450.89	27
	High school of fine arts and sports (Music department)	504.67	38
	High school of fine arts and sports (Music department)	417.03	73
	High school of fine arts and sports (Music department)	471.42	77
	High school of fine arts and sports (Music department)	436.68	97
	İmam Hatip high school	455.51	90
	Vocational high school for girls	488.39	75
	Agriculture high school	369.65	86
	Commercial high school	400.41	81
	Tourism and hotel management high school		
	Teacher high school		
Medical vocational high school			
	Total		884

	Hopelessness level
Chi-square	18.481
Df	11
P	.071

As can be seen in Table 2, it was determined that there wasn't significant difference between students' hopelessness level according to the school type  $\chi^2$  (sd=11 n=884) = .18.48  $p>.05$ . This finding shows that there is not meaningful difference between students' hopelessness level according to the school type. When line means of groups are taken into consideration, it is possible to see that the high school that has the lowest line mean is teacher high school while the high school that has the highest line mean is the group of music department in the high school of fine arts and sports. High school of fine arts and sports students were grouped under 3 titles as they wanted to be evaluated in terms of the difference in their hopelessness level; especially the difference between students who take art education and students in other departments.

*c) Findings about the difference between hopelessness levels of high school students according to class level (grade)*

Kruskall Wallis test results about whether or not there is significant difference among hopelessness level scores of students according to the class levels (grade) are presented in table 3.

**Table 3. Kruskal Wallis test results about the difference among hopelessness level scores of students according to the class levels (grade)**

Variable	Class level (grade)	Line mean	N
Hopelessness level	High School 1 <sup>st</sup> grade	432.78	275
	High School 2 <sup>nd</sup> grade	472,78	213
	High School 3 <sup>rd</sup> grade	397,81	199
	High School 4 <sup>th</sup> grade	468,47	197
	Total		884

  

Hopelessness level	
Chi-square	11.686
Df	3
P	.009

As can be seen in Table 3, there was found to be significant difference between the hopelessness level of students according to class level (grade)  $\chi^2$  (sd=3 n=884) = .11.68  $p < .05$ . According to this finding, hopelessness levels of students differ according to their class levels. When groups' means are considered, it is seen in the table that the grade that has the highest line mean is 4<sup>th</sup> grade while the grade that has the lowest line mean is 3<sup>rd</sup> grade.

MANN- WHITNEY test was applied in order to test the resource of the significant difference determined by Kruskal Wallis test. MANN- WHITNEY test results, about the difference between 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades students' hopelessness level, are presented in Table 4, 5, 6 and 7.

**Table 4. Descriptive statistics and MANN-WHITNEY U Test results about the difference in 1<sup>st</sup> and 2<sup>nd</sup> grades high school students' hopelessness level**

	Class level (grade)	Line mean	N
Hopelessness level	High School 1 <sup>st</sup> grade	234.81	275
	High School 2 <sup>nd</sup> grade	257.01	213
	Total		488

  

Hopelessness level	
Mann-Whitney U	26623.000
Wilcoxon W	64573.000
Z	-1.736
P	.083

When line means in Table 4 are analyzed, it can be seen that hopelessness scores of 1<sup>st</sup> grade high school students (234, 81) are lower than 2<sup>nd</sup> grade high school students (257, 01).

Table 4 shows that difference between the hopelessness level of 1<sup>st</sup> and 2<sup>nd</sup> grade high school students is not meaningful  $U= 26623.00, p>.05$ .

Test findings about the difference between hopelessness scores of 1<sup>st</sup> and 3<sup>rd</sup> high school students are presented in table 5.

**Table 5. Descriptive statistics and MANN-WHITNEY U test results about 1<sup>st</sup> and 3<sup>rd</sup> grades high school students' hopelessness level**

	Class level (grade)	Line mean	N
Hopelessness level	High School 1 <sup>st</sup> grade	245.48	275
	High School 3 <sup>rd</sup> grade	226.47	199
	Total		474

Hopelessness level	
Mann-Whitney U	25168.500
Wilcoxon W	45068.500
Z	-1.504
P	.133

When line means in Table 5 are analyzed, it can be seen that hopelessness scores of 1<sup>st</sup> grade high school students (245, 48) are higher than 3<sup>rd</sup> grade high school students (226, 47).

Table 5 shows that difference between the hopelessness level of 1<sup>st</sup> and 3<sup>rd</sup> grade high school students is not meaningful  $U= 25168.50, p>.05$ .

Test findings about the difference between hopelessness scores of 1<sup>st</sup> and 4<sup>th</sup> high school students are presented in table 6.

**Table 6. Descriptive statistics and MANN-WHITNEY U test results about 1<sup>st</sup> and 4<sup>th</sup> grades high school students' hopelessness level**

	Class level (grade)	Line mean	N
Hopelessness level	High School 1 <sup>st</sup> grade	228.49	275
	High School 4 <sup>th</sup> grade	247.69	197
	Total		472

Hopelessness level	
Mann-Whitney U	24884.000
Wilcoxon W	62834.000
Z	-1.518
P	.129

When line means in Table 6 are analyzed, it can be seen that hopelessness scores of 1<sup>st</sup> grade high school students (228, 49) are lower than 4<sup>th</sup> grade high school students (247, 69). Table 6 shows that difference between the hopelessness level of 1<sup>st</sup> and 4<sup>th</sup> grade high school students is not meaningful  $U=24884.40$ ,  $p>.05$ .

Test findings about the difference between hopelessness scores of 2<sup>nd</sup> and 3<sup>rd</sup> high school students are presented in table 7.

**Table 7. Descriptive statistics and MANN-WHITNEY U test results about 2<sup>nd</sup> and 3<sup>rd</sup> grades high school students' hopelessness level**

	Class level (grade)	Line mean	N
Hopelessness level	High school 2	223.24	213
	High school 3	188.58	199
	Total		412
Hopelessness level			
Mann-Whitney U	17627.500		
Wilcoxon W	37527.500		
Z	-2.973		
P	.003		

According to table 7, it can be said that hopelessness scores of 2<sup>nd</sup> grade high school students (223, 24) are higher than 3<sup>rd</sup> grade high school students (188, 58).

According to the analysis results presented in Table 7, difference between the hopelessness level of 2<sup>nd</sup> and 3<sup>rd</sup> grade high school students is meaningful  $U=17627.50$ ,  $p<.05$ .

Findings about the difference between hopelessness scores of 2<sup>nd</sup> and 4<sup>th</sup> high school students are presented in table 8.

**Table 8. Descriptive statistics and MANN-WHITNEY U test results about 2<sup>nd</sup> and 4<sup>th</sup> grades high school students' hopelessness level**

	Class level (grade)	Line Mean	N
Hopelessness Level	High School 2	206.53	213
	High School 4	204.39	197
	Total		410
Hopelessness Level			
Mann-Whitney U	20761.000		
Wilcoxon W	40264.000		
Z	-.184		
P	.854		

When line Table 8 is analyzed, it can be said that hopelessness scores of 2<sup>nd</sup> grade high school students (206, 53) are higher than 4<sup>th</sup> grade high school students (204, 39).

Table 8 shows that difference between the hopelessness level of 2<sup>nd</sup> and 4<sup>th</sup> grade high school students is not meaningful  $U= 20761.00$ ,  $p>.05$ .

Analysis results about the difference between hopelessness scores of 3<sup>rd</sup> and 4<sup>th</sup> high school students are presented in table 9.

**Table 9. Descriptive statistics and MANN-WHITNEY U test results about 3<sup>rd</sup> and 4<sup>th</sup> grades high school students' hopelessness level**

	Class level (grade)	Line mean	N
Hopelessness Level	High school 3 <sup>rd</sup> grade	182.76	199
	High school 4 <sup>th</sup> grade	214.40	197
	Total		396
Hopelessness Level			
Mann-Whitney U		16469.000	
Wilcoxon W		36369.000	
Z		-2.772	
P		.006	

According to the analysis results, line means of 4<sup>th</sup> grade high school students are higher than 3<sup>rd</sup> grade high school students. It was determined that score differences between two grades are significant  $16469.00$ ,  $p<.05$ .

According to this finding, it can be said that hopelessness level of 4<sup>th</sup> grade high school students are significantly higher than the hopelessness level of 3<sup>rd</sup> grade students.

- *Findings about the difference between hopelessness level of high school students according to sex*

Mann-Whitney U test results about whether or not there is significant difference between hopelessness levels of high school students about sex is presented in table 10.

**Table 10. Descriptive Statistics about Hopelessness Level Difference of High School Students according to Sex Variable and MANN-WHITNEY U Test Results**

	Class level (grade)	Line Mean	N
Hopelessness Level	Female	422.38	450
	Male	457.50	428
	Total		878

	Hopelessness Level
Mann-Whitney U	88594.500
Wilcoxon W	190069.500
Z	-2.066
P	.039

According to table 10, which presents the results of Mann-Whitney U test, which is about whether or not there is significant difference between hopelessness levels of high school students about sex, line means of male students are higher (457.50). When analysis results are analyzed, it can be said that hopelessness level according to sex variable is significantly different  $U= 88594$ ,  $p<.05$ . According to this finding, it can be said that hopelessness level of male students are significantly higher than female students.

## 5. Result and discussion

Results of this research were compared with the results of researches in which Beck Hopelessness Scale was used and the young and teenagers were included –primarily high school students- were included.

According to the findings of this research, mean score of students in Beck Hopelessness Scale is 4.59. According to cut off values of the scale, scores between 4 and 8 indicates low hopelessness level; this result show that high school students' hopelessness level means is equal to low hopelessness level. In a research, which measured hopelessness levels of high school students according to socio-demographic variables with Beck Hopelessness Scale, this value was found to be  $6.18\pm 4.08$  (Özmen, et al., 2008: 13). This difference between high school students' hopelessness level can be related to socio-demographic variables such as geographical region in which students live. On the other hand, Tümkaya (2005) made a study and compared teenagers who stay with their family and stay in orphanage; he found that hopelessness levels of teenagers between the ages of 15 and 18, who stay with their family was 9, 13; when the fact that 9 and higher scores can be indicators of suicide is taken into consideration (Beck et al., 1990; Palmer and Connelly, 2005), it can be said that this score mean is high. Another study in which university students were evaluated with Beck Hopelessness Scale was carried out by Üngören and Ehtiyar. The research was conducted on 166 students from Turkey, 115 students from Germany. According to the findings of the research, hopelessness level mean of Turkish students was 6, 80 while hopelessness level mean of German students was 6, 66 (Üngören, E., Ehtiyar, R.2009: 2108). Şahin made a study and tested Education faculty university students with Beck Hopelessness Scale; he found that students' hopelessness level mean was 5, 40 (Şahin, C., 2009:276). Another research on hopelessness level of university students was made by Çelikel and Erkorkmaz. They carried out this research on 1971 students and found that their hopelessness level mean was  $4.96\pm 4.13$  (Çelikel Çam, F., Erkorkmaz, Ü., 2008:124).

It was determined in the research that there wasn't a significant difference between hopelessness levels of high school students according to school type. The results of research showed that the school type that had the highest hopelessness level was Vocational high school of tourism (5.2), Industrial Vocational high school (5.0), Anatolian high school (5.0), Commercial high school (4.9), Vocational high school for girls (5.1) and Fine Arts and Sports High school, Music department (5.1). As mentioned before, scores between 4 and 8 are low hopelessness scores; so, we can say that even the school types that had high score averages were indicating low hopelessness level. The schools that had the lowest hopelessness level were Teacher high school (3.3), Medical vocational high school (3.9), Fine Arts and Sports High school, Painting department (3, 9). The other schools that were close to mean values were Agriculture high school (4, 4), İmam Hatip high school (4.3), Fine Arts and Sports High school, Sports department (4.5). In the study made

by Aydın, M. et al. (2013), hopelessness levels of students in Health College and Medical Vocational High School were compared and it was found that there was significant difference. In the research, it was determined that hopelessness level score mean of Health College was  $5,8 \pm 4,5$ , hopelessness level score mean of Medical Vocational High School was  $5,3 \pm 4,3$ . Aras compared (2011) hopelessness levels of students who had graduated from conservatories and other high schools and he found that there was no significant difference between hopelessness levels of students according to school type (Aras, A., 2011: 517). This finding of Aras is in parallel with the research findings. As mentioned before, there was found to be significant difference in the hopelessness level of high school students that take art class and students in other high school types in some researches, but in Aras's study and in this study, there wasn't found to be such as difference; according to this situation, it can be said that art education don't have a distinguishing effect on hopelessness level of students. But it was determined in many researches and studies that art and art therapy are used in the rehabilitation of negative feelings such as depression, anxiety and hopelessness and this practice gives significant positive results (Aydın, 2012; Coşkun et al., 2010; Devlin, 2006; Taşkesen, 2012; Yıldırım and Gürkan, 2007).

Another finding obtained in research was that hopelessness level of male students is significantly higher than female students (Özmen et al., 2008: 13). In the study by Şahin on university students, it was found that according to sex, hopelessness level of female students ( $4,74 \pm 4,03$ ) was lower than male students ( $6,08 \pm 4,71$ ) (Şahin, C., 2009:277). In the study of Çelikel and Erkorkmaz, it was found that hopelessness levels of male students were higher than female students' hopelessness levels (Çelikel Çam, F., Erkorkmaz, Ü., 2008:124). Özmen et al. (2008) also found the same results in their study. On the other hand, in Üngören and Ehtiyar's study, it was determined that female students' hopelessness levels were higher than male students' hopelessness level. In this research, hopelessness levels of Turkish students according to sex were measured and according to the findings of this research, female students' hopelessness levels were significantly higher than male students (Üngören, E., Ehtiyar, R.2009: 2110). In Aras's study, it was found that male and female students' means weren't significantly different from one another (Aras, A., 2011: 516). So, the finding that male students' hopelessness levels are significantly higher than female students, gains importance. This result is related to the role that is attributed to males in our society (Özmen, et al. , 2008: 13).

Another finding of the study is the finding obtained from the hopelessness level test of high school students according to their class levels (grade). According to the finding of this research, hopelessness levels of 2<sup>nd</sup> and 4<sup>th</sup> grade students were higher than 3<sup>rd</sup> grade students. It can be said that exam and future expectations anxiety of 4<sup>th</sup> grade students can be the reason why their hopelessness levels was high. On the other hand, it can be said that the reason why 2<sup>nd</sup> grade students' hopelessness level was significantly higher than only 3<sup>rd</sup> grade students was not resulted from 2<sup>nd</sup> and 4<sup>th</sup> grade hopelessness levels, it was resulted from the fact that hopelessness level of 3<sup>rd</sup> grade students was low.

## 6. Conclusion

As a result, when the findings of the research are compared with other researches, it can be seen that hopelessness levels of high school students can be called "mild level" hopelessness. Besides that, presence of 9 and higher hopelessness scores are thought to be the indicators of suicide; this shows the significance of individual counseling. It is important to increase the efficiency of students' communications with school and family and to increase the productivity of counseling services in high schools (Üngören, E., Ehtiyar, R. 2009: 159). Although there wasn't found to be a significant difference, it is emphasized in many studies that art performance and art education have positive effects on the handicaps, aggressiveness and despairs of teenagers. According to this emphasis, it is obvious that increasing physical and artistic activities of

students, through which they find the opportunity to express themselves, is necessary. Results of this study show that especially male students should join in such activities; counseling activities should be increased for male students (in terms of sex) and for 4<sup>th</sup> grades (in terms of class level).

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