

An Investigation of the Hopelessness Levels of Teacher Trainees

Öğretmen Adaylarının Umutsuzluk Düzeylerinin İncelenmesi

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Abstract

The purpose of this study is to investigate the hopelessness levels of teacher trainees. The research was conducted with 427 senior teacher trainees. The Turkish Form of the Beck Hopelessness Scale and a questionnaire were utilized. The results indicated that the hopelessness levels of males were higher than those of females, and the hopelessness levels of teacher trainees who have chosen the profession unwillingly were higher than those who have chosen the profession willingly. The results also highlighted that the hopelessness levels of the teacher trainees attending programs with a lower probability of finding a job, were higher than those attending the programs with a higher probability of finding a job. The hopelessness levels of the teacher trainees who had a lower perception of the income and status of the profession were higher than those perceiving income and status higher. The hopelessness levels of the teacher trainees who perceived themselves inadequate in the profession were higher than others perceiving themselves sufficient in the profession.

Key Words: Teacher training, teacher trainee, hopelessness.

Abstract

Bu çalışmada, öğretmen adaylarının umutsuzluk düzeylerinin incelenmesi amaçlanmıştır. Araştırmaya öğretmenlik programlarının son dönemine devam eden 427 öğretmen adayı katılmıştır. Verilerin toplanmasında, Beck Umutsuzluk Ölçeği ve Bilgi Anketi kullanılmıştır. Araştırmanın bulguları, erkeklerin kızlara göre, istemeyerek mesleğini seçenlerin, isteyerek mesleğini seçenlere göre umutsuzluk düzeylerinin daha yüksek olduğunu göstermiştir. Ayrıca, sonuçlar, bir iş bulma olasılığı düşük programlara devam eden öğretmen adaylarının umutsuzluğunun, iş bulma olasılığı yüksek programlara devam edenlere göre daha yüksek olduğunu ortaya koymuştur. Yine, öğretmenlik mesleğinin gelirini ve statüsünü düşük algılayan öğretmen adaylarının, mesleğin gelirini ve statüsünü yüksek olarak algılayanlara göre, mesleğinde kendini yetersiz algılayan öğretmen adaylarının, mesleğinde yeterli algılayanlara göre umutsuzluk düzeylerinin daha yüksek olduğunu da ortaya koymuştur.

Anahtar Sözcükler: Öğretmen eğitimi, öğretmen adayı, umutsuzluk.

Giriş

It is observed that fast-paced technological developments affect human life positively and/or negatively. Recent developments in computer technologies provide a higher quality of life for individuals all over the world. Because of these rapid

changes in technologies, individuals also experience various social problems like unemployment - a major social problem for most countries (Kulik 2000; Wiener, Oei and Creed, 1999). This problem has increased day by day (Wiener, Oei and Creed, 1999) and the economic crises may greatly increase the proportion of unemployment. Unemployed individuals may also experience various problems in their daily lives. Being unemployed is a stressful life-event (Kulik, 2000). Indeed, Winefield and Tiggemann (1992) pointed out that unemployed people showed poor psychological

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well-being. In addition, various researchers have found that unemployed people displayed greater psychological distress, depression, and lower self-esteem than employed ones (Wiener, Oei and Creed, 1999).

In recent years, unemployment has become a widespread economic, political, and social issue in Israel and in other Western industrialized countries (Kulik, 2000). Similarly, Turkey has also experienced these issues intensively. Therefore, employment and working conditions in many professions have also been affected negatively in Turkey. Thus, individuals affected by these negative working conditions or individuals becoming unemployed suffer distress, negative perceptions and expectations. These negative expectations about their futures may be expected to influence an individual's emotional states. Naturally, the teaching profession has also been affected by these negative conditions, and teacher trainees may have experienced negative perceptions and expectations regarding the future (Ceyhan, 2003).

These negative outcome expectancies can influence teacher trainees' emotional states, psychological and physical well-beings. Individuals' positive outcome expectancies (optimism) and negative outcome expectancies (pessimism) were found to be crucial in an individual's psychological and physical well-beings (Eshun, 1999). Thus, teacher trainees may experience anxiety, fear, and hopelessness regarding the future, and have negative or pessimistic cognitions. Teacher trainees may even feel hopelessness that is related to depression because of the emotions resulting from causal attributions about negative outcomes of the possibility of becoming unemployed (Winfield and Tiggemann, 1992).

Hopelessness consists of an individual's negative expectations regarding future. The researchers have defined hopelessness, as the expectation that good events will not occur (or bad events will occur). Furthermore, hopeless individuals feel that they can not do anything to change this. Hopelessness is also seen as a sufficient, proximal cause of depression (Abela and Seligman 2000), and the degree to which an individual is pessimistic about the future (O'Connor, Connery and Cheyne 2000). In addition, Beck and Steer (1988, as cited in Eshun, 1999) also mainly characterize

individuals who feel hopeless as having a negative view about the future, such as "nothing will turn out right for me", "I will never succeed at what I try to do", "my important goals can never be attained", and "my worst problems will never be solved".

The hopelessness theory of depression posits that a particular cluster of depressive symptoms constitutes a specific subtype of depression, and it is termed "hopelessness depression" (Joiner, 2001; Metalsky and Joiner, 1997). The various studies have reported that the cluster of hopelessness depression symptoms was a valid and distinct dimension of depression (Joiner et al., 2001). Also, in the study of Joiner et al.'s own study, the results indicated that the hopelessness depression was a cohesive and distinct syndrome that stood out from general depression.

It was also found that depression explained more than 50% of hopelessness variance (O'Connor, Connery and Cheyne, 2000), and higher hopelessness displayed a higher tendency towards depression (Upmanyu and Upmanyu, 1999). It was also found that the correlation between belief about a hopeless future score (subscale of BHS), and the number of emotional and cognitive depressive symptoms was significant (Tanaka, Sakamoto, Ono, Fujihara and Kitamura, 1998). Thus, the tendencies "to attribute negative events to global and stable causes", "to perceive negative events as having many negative consequences", and to infer negative characteristics about the self when negative events occur", are contributory causes of hopelessness depression, and predispose individuals to hopelessness depression (Abela and Seligman, 2000, 361).

In various studies, hopelessness has been investigated in very different samples. These studies have shown that hopelessness levels were higher in physically ill adolescents than healthy adolescents (Pillay and Wassenaar 1996), among United States (U.S.) college students than among Ghanaians, in parasuicides than the control group (O'Connor, Connery and Cheyne 2000), and that highly hopeless individuals were more pessimistic (Eshun, 1999). Nevertheless, hopelessness in male delinquent adolescents was not significantly different than that of school children in Russia (Ruckhin and Eisman 1999).

In other studies related to hopelessness, findings showed that a conservative orientation, defined as adherence to old ways and resistance to change, and the root cause of hopelessness, has a positive effect on hopelessness among the college students in Hong Kong (Cheung and Kuwak, 1996). Hopelessness is negatively related to an adaptive locus of control and students' attributions of academic achievement in children and adolescents with cognitive disabilities (Wehmeyer and Palmer, 1998). Finnish men showing strong signs of hopelessness were three times more likely than the average to have higher blood pressures (Harvard Mental Health Letter, 2001).

Hopelessness has also been investigated in various samples of teacher trainees. In research carried out with freshman and senior teacher trainees, results indicated that negative expectancies of senior female teacher trainees were more intense than others (Aydın and Ağır, 2000). Another study aimed to determine hopelessness levels of teacher trainees attending two different non-thesis master programs and whether or not their hopelessness levels differed according to some personal variables. The findings of the study showed that the hopelessness levels of teacher trainees were generally low, but some teacher trainees experienced severe hopelessness levels. It was also found that males demonstrated significantly higher hopelessness levels than females. Furthermore, the ones not believing that they would find a job related to the teaching profession when they graduated from the program had higher levels of hopelessness than those believing that they would (Ceyhan, 2004).

According to Eshun (1999), the concepts of hopelessness, optimism, and suicide are important in Western culture and the research concerning these concepts have continually increased, but have rarely been studied in different cultures. The researches related to hopelessness can be performed on teacher trainees in a Turkish sample.

It is important to determine teacher trainees' expectations and perceptions of the future. For the education system, positive or negative expectations of the individuals choosing teaching profession toward future are important for all the areas affected by the education system. It is obvious that teacher trainees'

positive or negative expectations toward their professions will affect not only their life, but also the quality of the education system and their students' life (Aydın and Ağır, 2000).

Since teacher trainees need to be trained perfectly, they should have positive expectations and perceptions about their profession they will enter upon their graduation. Teacher trainees need to be prepared better for their profession and to develop positive attitudes toward it. However, teacher trainees having a negative outlook on their future can import negative attitudes and thoughts to their profession, become inefficient in the profession, and their psychological and physical well-being can be influenced negatively.

The current explanations have also confirmed that hopelessness affects individual's well-being severely and negatively (Abela and Seligmen 2000; Ceyhan, 2003; Eshun, 1999; Savasir and Sahin 1997; Metalsky and Joiner, 1997; Tanaka et al.1998; Winefield and Tiggemann, 1992). For example, teacher trainees having negative perceptions about finding a job will be more likely to develop negative expectations and hopelessness or pessimism. As a result, teacher trainees can experience hopelessness depression. Consequently, investigating expectancy levels of teacher trainees and evaluation of results obtained from this investigation will have important contributions for teaching profession. This is more significant in countries where unemployment and economic crises are severe.

This study is an attempt to investigate whether hopelessness exists and differs significantly according to variables such as gender, reasons for choosing the profession, and perceptions and expectations about the teaching profession. The present study aims : (1) to explore the level of hopelessness in a sample of Turkish senior teacher trainees, and to determine whether the level of hopelessness differs significantly in terms of each of independent variables such as (2) gender, (3) reasons for choosing the teaching profession willingly or unwillingly, (4) probability of finding a job after finishing a teaching program, (5) perceptions concerning the level of income of the profession, (6) perceptions concerning status of the teaching profession in Turkish society, and (7) perceptions of themselves as sufficient or insufficient in the teaching profession.

Method

The research was conducted as a descriptive study into various aspects of hopelessness of teacher trainees.

Participants

Participants were 427 teacher trainees attending different teaching programs at Faculty of Education, Anadolu University, Turkey. There were 780 senior students attending the teaching programs at the Faculty of Education. 60% of all of teacher trainees participated in this study. The sample consisted of 135 (31.62%) male and 292 (68.38%) female subjects and the mean age of the participants was about 22 years.

Instruments

Beck Hopelessness Scale (BHS): The BHS is a self-report instrument developed by Beck, Weissman, Lester and Trexler to measure the degree of an individual's negative expectations or attitudes about the future or hopelessness. The BHS has 20 items to be answered true or false. Eleven of the items are negative statements indicating hopelessness and the remaining nine items are positive statements indicating hopefulness or optimism. Responses that are indicative of hopelessness are scored as one point. Thus, the scale produces a single score, which can be categorized as the level of severity of hopelessness. This total score ranges from zero to 20 with higher scores indicating greater levels of hopelessness or negative expectations about the future (Eshun, 1999; O'Connor et al. 2000; Pillay and Wassenaar, 1996; Ruchkin and Eisemann, 1999; Savasir and Sahin, 1997; Tanaka et al. 1998).

Beck, Weissman, Lester and Trexler have extensively carried out validity and reliability studies for the scale (as cited in Savasir and Sahin, 1997; in Ruchkin and Eisemann, 1999; in Tanaka et al. 1998). In addition, the various studies indicated that the BHS showed high validity and reliability and possessed good psychometric properties in different samples (Eshun, 1999).

In this study, in order to determine the teacher trainees' levels of the hopelessness, the Turkish version of the scale was used (BHS-T). Seber (1991) and Durak (1993) adapted the Turkish version of the BHS. As in the original scale, BHS-T consists of 20 true or false statements, Total scores range from zero to 20, and the

higher scores indicate greater levels of hopelessness or negative expectations of the future (Savasir and Sahin, 1997). The studies of validity and reliability of the BHS-Turkish version (BHS-T) demonstrated similarity to the original scale. The factorial structure of the BHS-T also showed three factors: the expectations and feeling about the future, loss of motivation, and hope (Durak, 1994). The Cronbach alpha coefficient of the scale indicating internal consistency was .85 in a sample of normal individuals and psychiatric patients (Durak, 1994). Also, there was a significant correlation between each item and total score ranging from .31 to .67 (Durak, 1994), the split half coefficient of the scale was .85 (Durak 1994), and the correlation coefficient calculated for test-retest method was .74 in a sample of senior college students (Seber et al., 1993).

The studies also found that the correlation between the BHS-T and the total score of the Beck Depression Inventory was .71 in a sample of depressed patients, .68 in a sample of attempted suicides, .69 in a comparison group and .69 in all sample (N=374) (Durak, 1994). Thus, similar to the results of the studies carried out in other countries, all the studies in Turkey also indicated that the BHS-T showed high validity and reliability, and possessed good psychometric properties in various samples. Durak (1994) reported that BHS-T was a reliable and valid scale to measure the hopelessness levels of normal individuals, psychiatric patients, and patients who have chronic physical problems and hopelessness in Turkish populations. The BHS-T has also been widely used to measure of hopelessness in researchers in Turkey.

The questionnaire: The questionnaire was developed for this study. This questionnaire included various questions concerning demographic information (such as *gender, age, and teaching programs*), and also decisions and perceptions of teacher trainees toward teaching profession: (1) *the reasons for choosing the teaching profession* [(a)choosing because of love of the teaching profession, (b) the fact that their University Entrance Exam scores were hardly enough to enter a Faculty of Education, (c) the demands made by their family members, and (d) other reasons such as "wrong or unconscious decision-making", "being busy with arts and crafts", "to be sportsman", etc].

Also asked were: (2) *perceptions of the level of the income of teaching profession* [(a) as providing low income, and (b) satisfactory income], (3) *perceptions of the status of the teaching profession in Turkish society* [(a) as high status, (b) moderate, and (c) low status], and (4) *the perception themselves (a) sufficient or (b) insufficient in the profession*. Thus, it was also obtained information about the independent variables of the study.

Procedure

The previously mentioned instruments were administered to senior teacher trainees attending different teaching programs at the Faculty of Education, Anadolu University in May 2003. For this, the participants received a copy of the instruments, and it was explained in detail how to respond. The data was collected within two weeks. The duration of the process varied from 15 to 20 minutes.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) (Green, Salkind, Neil and Akey, 1997). The analyses regarding hopelessness used two-tailed t tests and ANOVA (one-way analysis of variance with Tukey's HSD post hoc test) for independent samples. The critical level of significance was taken as $p < .05$.

Results

The findings of each of the independent variables in the study are presented respectively. The results of the study are as follows:

1. Description of hopelessness level

Initially, descriptive statistics were calculated to find out the level of hopelessness of the teacher trainees. The descriptive statistics showed that the BHS-T scores ranged from 1.00 to 14.00, the mean and standard deviation of the BHS-T scores were 8.37 and 3.66, respectively.

2. Findings concerning gender

The study examined differences between genders with respect to the level of hopelessness. In order to determine if hopelessness has a different impact on male

and female, independent samples t-test was conducted. The analysis revealed that there was a significant difference between genders in terms of hopelessness scores ($t(425)=3.84$, $p < .0001$). This finding indicated that male teacher trainees demonstrated significantly more hopelessness than female teacher trainees did ($M=9.36$ and $SD=3.76$ for men, $M=7.92$ and $SD=3.53$ for female, respectively and mean difference= 1.44).

3. Findings concerning the reasons for choosing the teaching profession

The study also examined differences between the reasons for choosing teaching profession and level of hopelessness. The participants were asked to respond to questions about reasons for choosing the profession willingly or unwillingly. The participants were divided into four groups depending on their responses: those who chose because of love of the teaching profession ($n=211$); because of the fact that their University Entrance Exam scores were only barely enough to enter a Faculty of Education ($n=119$); n because of family expectations ($n=65$), and those who have chosen for other reasons (for example, "incorrect or unconscious decision-making", "to be busy with arts and crafts", "to be a sportsman", etc.) ($n=32$).

In order to examine whether these four groups have significant differences in their hopelessness scores, a one-way ANOVA was conducted. The ANOVA analysis revealed a significant difference among the four groups ($F(3,426) = 8.45$, $p < .0001$). Therefore, Tukey HSD's analysis was also carried out to determine the source of the differences between the four groups. The findings related to these comparisons are shown in Table 1.

According to the findings shown in Table 1, Tukey HSD's analyses revealed that the teacher trainees who chose because of their love of the teaching profession reported less hopelessness than both of those who have chosen because they only had sufficient scores to enter Faculty of Education in the university entrance exams, and those who have chosen because of the demand made by their family members. Nevertheless, none of the other comparisons between the subgroups showed statistically significant differences.

Table 1.

Tukey HSD comparisons of hopelessness scores of the groups concerning the reasons for choosing the teaching profession.

Groups	n	M	SD	Mean Difference		
				B	C	D
A. The love of teaching profession	211	7.59	3.60	1.96*	1.36**	0.35
B. The result of exam score	119	9.55	3.53	-	0.60	1.62
C. The demand of the family members	65	8.95	3.36	-	-	1.02
D. The other reasons	32	7.94	3.86	-	-	-

* $p < .0001$, ** $p < .04$

4. Findings concerning the probability of finding a job

In the study, it was also intended to examine differences between the ones attending the program; with low or high expectations on the probability of finding a job on hopelessness scores. Therefore, the teaching programs according to probability of finding a job after finishing the programs were considered carefully. For this reason, the present states and the conditions of employment in related programs were investigated. Information was gathered, and employment opportunities in the public or private sectors were researched. In addition, the appointments made by Ministry of National Education and the opinions of the educators were taken into consideration.

According to the validity information obtained, it was decided to break up the teacher trainees into two groups. The first group consisted of those attending the programs having a low and secondly those having a high probability of finding a job. The first group, were identified as the students in German Foreign Language Teaching, French Foreign Language Teaching, Arts and Crafts Education, and Physical Education and Sports. The other groups of teacher trainees, who have a high probability of finding jobs were identified as the teacher trainees attending programs in English Language Teaching, Primary School Education, Education of the Mentally Handicapped, Education of the Hearing Impaired, Pre-school Education, Mathematics Teacher Training, Educational Technology and Computing, and Social Studies Teacher Training.

In order to determine whether degrees of hopelessness were significantly different between the groups, an independent samples t test was conducted. The analysis revealed that the difference between two groups was

significant in hopelessness scores ($t(425) = 10.59$, $p < .0001$). Students attending the programs who had a low probability of finding a job demonstrated more hopelessness than the ones with a high probability of a finding a job (respectively, $M = 10.96$, $SD = 3.19$ and $M = 7.0$, $SD = 3.29$, and mean difference = 3.67).

5. Findings concerning the income of the profession

In this study, the participants were also asked to respond to the question concerning the level of the income of their professions. According to the data, there were two groups of income levels classified as having low income ($n=306$) and having satisfactory income ($n=121$). An independent samples t test analysis was performed to determine if the teacher trainees' hopelessness displayed a significant difference in terms of their perception of income level of their professions. The results of the analysis revealed that there was a significant difference between the two groups on hopelessness scores ($t(425) = 3.66$, $p < .0001$). This finding showed that the teacher trainees who perceive their profession as having low income displayed significantly more hopelessness than those perceiving their profession as having satisfactory income ($M=8.77$, $SD=3.68$ and $M=7.36$, $SD=3.41$, respectively, and mean difference=1.42).

6. Findings concerning the perception of status of the profession

The study also examined differences between the different perceptions of status of teaching profession. For this purpose, the participants were asked to respond the question "how do you perceive the status of the teaching profession in Turkish society". Of the 427

teacher trainees, 32 reported the profession as high status, 321 reported as moderate, and the remaining 74 reported as low status. In order to examine whether these three groups have significant differences on the hopelessness scores, data one-way ANOVA was conducted. The analysis revealed a significant difference between the groups in terms of their perceptions of professional status ($F(2,426) = 5.12, p < .01$). As a follow up, Tukey HSD's analysis was performed to determine the source of the differences between the three groups. The findings relating to these comparisons are shown in Table 2.

According to the findings demonstrated in Table 2, Tukey HSD's analysis revealed that both the teacher trainees who perceive teaching as low and moderate status displayed more hopelessness than as high. Nevertheless, none of other comparisons showed statistically significant differences.

7. Findings concerning the students' perception of themselves as adequate or inadequate teaching professionals

It was aimed to find out the teacher trainees' perceptions of themselves as adequate or inadequate in the teaching profession. In order to determine whether there were significant differences between the two groups on hopelessness scores, an independent samples *t* test was performed. The analysis revealed that the groups were significantly different ($t(425) = 2.49, p < .01$). The findings indicated that the teacher trainees who perceived themselves inadequate ($n = 96$) displayed more hopelessness than those who perceived themselves adequate ($n = 331$) in teaching profession ($M = 9.19$ and $SD = 3.59, M = 8.13$ and $SD = 3.65$, respectively, and mean difference = 1.05).

Table 2.
Tukey HSD comparisons of hopelessness scores of the groups concerning the reasons for choosing the teaching profession.

Groups	n	M	SD	Mean Difference	
				B	C
A. low of status	74	9.04	3.25	0.64	2.45**
B. moderate of status	321	8.40	3.72	-	1.80*
C. high of status	32	6.59	3.43	-	-

* $p < .05$, ** $p < .01$

Conclusion and Discussion

The main purpose of this study is to explore the level of hopelessness among teacher trainees. The teacher trainees' hopelessness levels were found to have the average score of 8.37 ($SD = 3.66$) with scores ranging from 1.00 and 14.00. The mean level of hopelessness was below the midpoint of 10, if the maximum score of 20 was taken into account. Researchers have proposed ranges of scores for interpretation of the BHS scores: Scores ranging from 0 to 3 are considered as normal scores, scores between 4 to 8 show mild hopelessness, scores between 9 to 14 show moderate hopelessness, and any score higher than 14 is considered to reflect severe hopelessness (Beck and Steer as cited in Tanaka et al. 1998). According to these criteria, the hopelessness level of the teacher trainees falls in a range of mild hopelessness.

In the study conducted with the teacher trainees attending two different non-thesis master programs in Turkey by Ceyhan (2004), the mean of hopelessness was 8.32 ($SD = 4.65$) with scores ranging between 1.00 and 17.00. This finding showed that the hopelessness levels of the teacher trainees attending non-thesis master program were low in general. But, it was determined that 35% of the participants who obtained 10 and upper scores had remarkable level of hopelessness. The findings of present study are very similar to the findings of the study above.

In other studies that used the BHS scores, the means of hopelessness level were 5.57 ($SD = 3.50$) in a sample of delinquent adolescents and 4.80 ($SD = 3.89$) in a sample of school children from secondary schools (Ruckhin and Eisemann, 1999), 2.31 in a the sample of Ghanaian college students and 3.24 in a sample of U.S. college students (Eshun, 1999), and 9.35 ($SD = 6.23$) in a

parasuicide sample ($M=35.6$ years) and 4.00 ($SD=3.74$) in control group sample ($M=37.6$ years) (O'Connory et al. 2000). Individuals in different societies can have different views and expectancies about future. Nevertheless, when the mean of the teacher trainees' hopelessness in this research was compared with the results of other studies, the level of hopelessness was greater in teacher trainees, except for the parasuicide sample. At the same time, it has been stated that scores of 10 and above obtained from BHS in clinical applications can be interpreted as an important indication (Savasir and Sahin, 1997). If this view is taken into consideration, then it is possible to think that a few teacher trainees' hopelessness levels will be considerable. Therefore, the findings of this study is in agreement with the finding that hopelessness measured by five items was at modest levels among 1st-year college students in Hong Kong and this level might be considered as a substantial level (Cheung and Kwok, 1996). As a result, these findings suggest that the hopelessness level of the teacher trainees in these Turkish samples was in the range of mild hopelessness, but a few teacher trainees experienced considerable hopelessness.

There are some possible reasons why a few teacher trainees experience hopelessness. A few teacher trainees may experience a negative or pessimistic outlook about the future or life. The fear of being unemployed is the main problem, and another one is related to economic issues. Thus, these teacher trainees might have fears of not getting what they wish. The fact that most teacher trainees' perceived the professions' income level insufficient also supports this view. Furthermore, these teacher trainees when they respond can be in a negative mood. The fact that these trainees would graduate in a few months might affect their emotions severely. They may feel uncertainty about the future, may feel insecure because of the breaking up long-term friendships they have formed at school, and not knowing what they would do after school. Therefore, it may affect their psychological well-being negatively.

The results of this study showed that the teacher trainees' hopelessness also differed significantly in terms of the variables under the investigation. Firstly, the male teacher trainees' hopelessness levels were

significantly higher than females. This finding is similar to the findings obtained from teacher trainees attending non-thesis master programs (Ceyhan, 2004).

These findings show that male teacher trainees have more negative views about their future. Males think that future seems hopeless and things are not getting better. Males experience more severe hopelessness depression than females and high hopelessness causes a higher tendency toward depression or depression symptoms (Abela and Seligman, 2000; Tanaka et. al. 1998; Upmanyu, V.V. and Upmanyu, S., 1999). This finding is opposite of the findings indicating that females displayed higher levels of depression than men (Upmanyu, V.V. and Upmanyu, S., 1999).

These results may be explained by the fact that men's traditional role as the main breadwinner in the family (Kulik, 2000) in Turkish society puts more pressure on them. Recently, increases in the proportion of employed women and their level of education has changed the traditional family patterns and thus, this traditional role of men is replaced by both partners being committed to work and family (Kulik, 2000). Nevertheless, men still have the traditional role in the society and have to work according to traditional Turkish beliefs. Therefore, male teacher trainees may generate expectations that are significantly negative or pessimist about the future, because of high pressure and the difficulty created by finding a job at once (Ceyhan, 2004). For this reason, men may accept offers of employment due to the traditional roles of men even if job conditions are unacceptable. Men also showed an increase in health problems when they become unemployed, although there was no statistically significant difference (Kulik, 2000). The teaching profession is a more feminine profession in Turkish community and women have constituted a considerable proportion of teacher trainees attending educational faculties in Turkey (Ceyhan, 2003). Since women chose teaching profession consistently with the traditional roles, women may experience less hopelessness than men do.

The findings indicated that the teacher trainees who chose the profession unwillingly showed greater hopelessness than those choosing it willingly. That is, the teacher trainees who chose for love of the teaching profession displayed less hopelessness than those chose

both because of the exam result score and because of the demands of family members. Career choice influences a decision-making process and an individual's decisions related to professional choice are one of the most crucial decisions in human life (Brown, 1992).

The factors or reasons affecting individuals' decision can be very different. "It is the profession I have always wanted" and "I wanted to" are examples of intrinsic reasons for choosing the teaching profession (Bastick, 2000). Therefore, the teacher trainees who chose teaching mainly because of love of teaching have intrinsic motivations and optimistic thoughts about future, because, they chose the profession willingly. They can perceive that the future means hope and things will be better. However, "the exam score allows me to choose only the teaching profession" or "teaching was the only choice for me" and "I decided on teaching because of the demands of my family to become a teacher" are examples of extrinsic reasons for choosing the teaching profession. These individuals have chosen the profession under the influence of others or unwillingly. Therefore, perhaps they have negative attitudes towards the profession and can not adapt themselves to the profession. They can be unhappy, and can develop negative thoughts about future; because they have chosen the profession unwillingly and by others' inevitable influences. These findings are consistent with other findings that the hopelessness of those attending the programs with a low probability of finding a job was greater than those with a high probability. Also, the findings concerning the probability of finding a job have been completely supported by the findings indicating that those not believing they would find a teaching job had higher levels of hopelessness than those believing.

Some teaching programs offer more job opportunities than the others do. Nevertheless, some programs have higher possibility of finding a job. Teacher trainees attending a program which has a low probability of finding a job, can experience greater distress and depression. Since they have fewer opportunities economically and worry about unemployment this state can be a powerful stressor which produces hopelessness. The psychological impact and expectations about the possibility of being unemployed in senior teacher

trainees can have negative effects or that leads to poorer psychological well-being, and experience hopelessness severely (Weiner, Oei and Creed, 1999).

In addition, the findings of this study indicated that the hopelessness of teacher trainees who perceive income of the profession as low was greater than those who perceive it as high. In these findings examined in detail, nearly 81% of the teacher trainees have perceived income of the profession as insufficient. This result is consistent with the finding that 92% of college students thought teachers are not adequately paid (Hayes, 1990 as cited in Bastrick, 1992). Thus, teacher trainees experience higher pessimism about future. The salary of the profession is a major factor in an employment in developing countries. The studies have showed in industrialized countries that income levels for the teachers are much higher than the poorer countries (Brown, 1992). For example, Jamaican teacher trainees have given great importance to extrinsic motivation for choosing the teaching profession and, this finding is in agreement with the results in developing countries, but in consistent with the results from metropolitan countries (intrinsic and altruistic motivations) (Bastick, 2000).

The findings of this study are related to factors in developing countries. Salary is an attractive extrinsic motivation for Turkish teacher trainees. Teacher trainees give very much importance to income in an employment, because the teaching profession is a profession with a low salary according to criterion of economic developments of countries. For example, at the beginning Turkish teachers' salary in upper secondary education according to starting salary was on the 30th rank among selected 36 countries in 1999. When the references of the experience and the highest salary are taken into consideration, the typical salary of a-15-year-experienced Turkish teachers is 34th in rank and is relatively lower than other countries. In other words, salaries were the 2nd lowest (World Almanac and Book of Facts, 2003). These may be responsible for higher hopelessness levels of teacher trainees. Hopelessness is more probable in situations where incomes are more inadequate. Therefore, teacher trainees thinking not to have a sufficient income develop negative expectations toward future.

In the findings examined, teacher trainees have perceived the profession as a middle status (about 75%) and a low status (about 17%) one. These trainees also experience more hopelessness. This finding is similar to previous findings of this study. The teaching has been accepted as a profession with insufficient income. The teaching profession is also perceived as easy to attain in society. The status of the profession is generally assessed by considering the income. In addition, most of the teacher trainees attending educational colleges belong primarily to the middle class (Ceyhan, 2003). These perceptions and thoughts can indicate that teacher trainees who perceive the status of the profession as low and middle have less hope about the future and are prepared for the profession less voluntarily. In addition, the findings have suggested that teacher trainees who perceived themselves as inadequate displayed more hopelessness than those who perceived themselves adequate. It can be stated that perceiving themselves insufficient in the profession has a direct effect on their hopelessness. Studies have shown that self-esteem has a negative effect on hopelessness (Chaung and Kwok, 1996), the view of self is likely to influence one's future expectations (Tanaka et. al. 1999), and self-efficacy, employment commitment and intentions to work predicted well-being of the unemployed sample, and also, higher levels of perceived efficacy lead to higher level of performance (Weiner, Oei and Creed, 1999). The findings of this study are consistent with the results above. Therefore, teacher trainees who perceive themselves as insufficient cannot become self-confident in their profession, and can make negative inferences about future and negative attributions related to self. Thus, they can experience severe negative emotions and hopelessness depression.

All these results obtained have indicated that although senior teacher trainees generally experienced hopelessness at a modest level, a few teacher trainees' hopelessness levels will be remarkable, and hopelessness is related to gender, reasons for choosing the profession, and perceptions and expectations toward the profession. According to these results, it can be said that unemployment is an important and stressful life-event (Kulik, 2000) for teacher trainees. Efforts to search for a job must be supported for everyone. Teacher trainees should have long-term professional goals.

The conditions of the teaching profession affect their attitudes negatively toward profession and produce negative future thoughts. For this reason, the conditions of the profession should be improved. For example, incomes can be increased and the perception of easy entry to college and teaching as an easily attainable job should be eliminated. In addition, high hopelessness produces a higher tendency toward depression (Upmayu, V.V. and Upmayu, S., 1999). Teacher trainees' attributions related to negative condition of the profession, unemployment, negative perceptions and expectations toward profession, and negative inferences about self are all contributor reasons for hopelessness depression. Teacher trainees have to be able to cope with all these factors. They may decrease feelings of hopelessness, anxiety and depression over time, by receiving help, because hopelessness or negative expectations about future might cause negative developments and maladjustments. This is important for the quality of education. A teacher who is hopeful and optimistic about the future will contribute more to the training of qualified people.

The findings obtained from this study could be taken into consideration in further studies about teacher trainees. However, there are several limitations of this study. This study is a descriptive study and is inadequate for examining causal relationships. Consequently, the results of this study do not allow conclusions about causal relationships between the variables under investigation. In addition, this study is limited to only senior teacher trainees, and examines each of independent variable on hopelessness separately. However, it is possible to examine interactions of the independent variables together for further studies. Moreover, this study may be replicated with different variables, different scales and different samples, and with all grade levels of teaching programs.

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