The Relationship of Future Academic Motivation and Hopelessness Levels of Students of Faculty of Health Sciences with the Department to Study in

A. Çiğdem MERCANLIOĞLU¹, F. Nuran DOĞRUE2 & Hayriye ÖZERK³

Abstract
The purpose of this research is to reveal the relationship of academic motivation levels, and hope/hopelessness levels of university students perceive in their way with the reason to prefer the department to study at present. The sample of the research consists of 414 students thoroughly completed the scales and selected from different faculty and departments of İstanbul Bilgi University. The scales that were used in this study are the Beck Hopelessness Scale (BHS), and the Academic Motivation Scale (AMS). In addition to the scales that were administered, the attendees were asked to fill out a personal information form created by the investigators. These scales and the Personal Information Form were administered in face to face interaction environment. The required analyses were conducted after the proper statistical methods determine the relationship of the variables of hope/hopelessness levels and academic motivation levels with the reasons to prefer the department to study. The significance level of all the data within the research is tested at p < 0.05 level. SPSS packaged software, and Microsoft Excel analyzed all the data collected. Besides the question of correlation level, it is also reviewed whether this relationship varies by the variables of being a scholar, order of preference for the department to study in, gender, grade and parents’ educational background. 51.9% of the students chose the department as finding the profession acceptable, 24.9% of them were directed by the family members, teachers, and school guidance service to select this unit, finally 21% of these attendees chose this department by the reasons of both finding the profession acceptable and being directed by the family members, teachers, and school guidance service. The BHS scores showed statistically significant difference in relation to the reasoning behind the choice of major. Significance was in favor of the group of subjects that found the profession most suiting. It is found the scores were taken from BHS significantly become different by the motive to prefer. The significance just militates in favor of the group who sees the profession acceptable. There are also statistically significant differences between the AMS scores regarding the reasons to prefer. The AMS point averages of the group that just considers the acceptability of the profession and

Keywords
Hopelessness level, Academic motivation, Health Sciences.

¹ Corresponding Author. Bilgi University, Faculty of Health Sciences, Health Management Department, cigdem.mercanlioglu@bilgi.edu.tr
² A.P. Dr. Bilgi University, Faculty of Health Sciences, Health Management Department, nuran.dogruer@bilgi.edu.tr
³ Expert Educator Istanbul Kadikoy Anadolu High School, Mathematics Department, hozerkmat@gmail.com
1. Introduction

School choice, choice of profession and mate selection are three critical decisions of the life. These three decisions are the judgments affect the lifestyle and whole life fluency of the person to his foundations (Tan, 1989; 107).

Among all these, the choice of profession is maybe the leading factor in which all the other desires and goals shape as based on it and related to it in the life design of the person. Following factors are essential for almost all the people; the position of the profession in the conditions of the country where the person thins to live in, the acceptability status of the business for the lifestyle and level that the person wants to reach, the status that the profession will bring and the if this profession will make the person happy because of taking a long-term of the life.

Binbaşıoğlu (1983;51) mentioned that the obligation of each of the person to find his own level just be possible by acquiring a profession. He also emphasized that two issues must be correctly determined in this process. These two issues are; 1) Characteristics of the person; 2) Features of the profession. According to him, these two items are significant, but they need to mesh together as well.

Again, Binbaşıoğlu stressed out below items as the influencing factors to the choice of profession besides the personal characteristics of the person (requirements, past experiences, and abilities)

- The acceptance that the profession gains from the society, namely the position of the profession in the ethos of the society,
- The features of the region to work in,
- Whether there is a need for that work in this area,
- Whether the income is satisfactory.

The stage of selecting the university is the phase that students show maximum attention during make career plans. The right decisions accompany being happy or unhappy for the whole life. That’s why the choice of the person is so vital within the context of the determination of which factors should be considered during the preferences (Çatı, İştar, and Özcan, 2016).

Psychologists and psychiatrists define hope as the positive expectation of achieving a goal (Cheavens et al. 2006). Hope is described by Miller (1985) as the feeling, expectation, and desire and evaluated as a significant factor protects the individual from being offended.

Hopelessness in the general sense is the cognitive-based negative mood that is observed as the pessimism based on the past experiences, purposelessness as the result of the negative expectations, unwillingness, faithlessness towards failure. It
is a feeling that negatively affects the attitudes of the individual. The reason of the hopelessness is the absence of the targets that are the basis of the life and make the person valuable. It is also a gap occurs as the result of the past experiences, deteriorating the interpretation skills and attributing the experiences to the future by generalizing. It is the situation in which the person cannot find a solution to the problems. The unfavorable approach towards the future creates the basis of this concept (O’Connor et al., 2000).

The term of ‘hopelessness’ is also explained as the negative expectations relating to the life or developing negative expectations about the future, transferring the past life patterns to the future by generalizing (Collins and Cutcliffe, 2003).

According to Abramson et al. (Abramson et al. 1989; cited. Oğuztürk et al. 2011), defining hopelessness in the general sense as identifying oneself with negative characteristics, having negative expectations relating to the future, accepting the negative expectations as constant and general.

According to Tan (1989;107), choice of profession is as significant as to determine a) whether to have a continuous job lifelong; b) whether to be a successful person in life; c) the type of the friends, people who will be in touch with himself, and even the partner; d) features and location of the environment to live lifelong; e) income and lifestyle of the family; f) whether to do the job volunteer; g) whether to be a businessman has the sense of obligation; h) the satisfaction and happiness level based on the life lived.

With reference to Kuzgun (1995; 85), when the general run of the young ones have to resolve on choosing a profession after completing the primary or secondary education, they feel like a fish out of water and leave up the choice of the field of occupation sustain lifelong to the chance.

According to Super et al., the success and adaptation of the person in the profession are connected with the rate of being compatible with self-concept and occupational-self concept. The higher the level of this compatibility is, the greater the adaptation of the individual’s for the occupation. The lower the level of this compatibility is, the less the adaptation at the same time.

According to the data of Turkish Statistical Institute (TSI) (2014-2016 unemployment statistics), while the employment ratios of bachelors or college graduates were 70,7% in 2014, this same rate was 71,0% in 2015 and 70,1% in 2016. The ratio of the individuals graduated from health area was 83,1% in 2014, 80,5% in 2015 and 77,8% in 2016. In other words, while the ratio (unemployment ratio of graduates of higher education) of the bachelors and college graduates is 29,4% on average within three years period from 2014 to 2017, the unemployment ratio of graduates of health area is 19,5% in average.

Again, according to the data of Turkish Statistical Institute (TSI), it can be easily seen when the general unemployment ratio (11,6%) between January-June has considered that the unemployment ratio of the young graduate from higher education is pretty thought-provoking.

As is seen by the data of Student Selection and Placement Center, the number of applications is 2,265,844 when looking at the distribution of people in line for the
Transition to Higher Education Examination in 2017. Just 43.99% of them are the final year students of high school. The ratio of students who still study in university is 18.68%, the rate of the graduates is 7.81%, and the ratio of a student who didn’t enroll although passed the exam is 28.02%.

When looking at the distribution of people who appeal to Undergraduate Placement Exam (UPE) exam after passed the Transition to Higher Education Examination based on the educational background, the number of students taking the test is 1,072,398. 124,693 (11.6%) of them are still the students of a higher education program, 55,600 (5%) of them graduated from a higher education program. In other saying, 16.6% of the candidates appeal to LYS consists of people who still study in a higher education program and people who want to graduate from another higher education program by retaking the test.

Within this framework, the choice of profession is accepted as the key factor that shapes the big part of future phantasy. Thus, the more healthier this selection is made, the higher the academic motivation, academic success and the hope towards the future of the individual.

No matter what level of education stage is, the teachers and school administrators and notably the parents and the students themselves expect academic success. Therefore, they know the importance of the motivation and try to provide it as far as possible. The studies conducted that the people who are motivated in the academic area set superordinate goals, display high performance during this process and rejoice in this process as well (Kağan, 2009). Moreover, according to the study result of Legault et al. one of the most academic problems of the individuals in adolescence is the lack of motivation relating to the academic activities (cited. Kapkıran and Özgüngör, 2009).

When the research findings above, data of Turkish Statistical Institute (TSI) and Student Selection and Placement Center (SSPC) are evaluated, and the students who matriculate even though being a graduate from a university are considered, a great problem appears in terms of the preferences of students about the university and departments.

This paper aims to determine the hopelessness and motivation levels of the students study in Health Sciences and also search the relationship of these variables with the motives to prefer the department to study in. The target of the research is to contribute to the final year students of high schools to make the selections healthily.

2. Literature Review

University selection is expressed by different definitions in the literature. Hossler et al. (1989; 231) mentioned that the desire of the person to develop the formal education via the higher education transforms into the decision to participate in a college, university or an institution. According to some of the investigators (Kallio, 1995; Briggs, 2006), the preference behavior to choose a profession is so complex and multi-staged process.

With reference to Moogan et al. (1999), following factors make the university selection and evaluation process quite complicated; a large number of university
and several departments, a lot of information needs to be analyzed about the branches have similar content, a series of problems about living away from home, decisions based on the advertisement brochures, the less experience on decisions and the inadequate support.

The first detailed research about the university preference process was conducted by Lewis and Morrison in 1975. This study has become a starting point for the next surveys (cited. Çatı, İştar, and Özcan, 2016)

Van Dimitrios suggested in his research in 1980 that the media, availability to university, academic and non-academic curriculum are the primary determinants (cited. Jordaan and Wiese, 2010). 6 factors affect the university selection is explained by Lynch (1981) in the United Kingdom as; the availability of the department that the student chooses in the university; the location of the university; the prestige of the school; the distance of the university to the home; type of the university (modern/classical); advice of the parents and the teachers (cited. Soutar and Turner, 2002)

It is found in the study of Korkut-Owen, Kepir et al. (2011) that the factors affect the career preferences of the students are respectively the interest shown to the department, being sufficient of the score for the unit, agreeableness of the department to the personal characteristics and the adequateness of the business opportunities.

According to the survey of Şahin, Zoralioğlu, and Şahin (2011), the most significant two reasons to choose the department is the loving the department and the ease of finding a job.

Çapan and Owen (2017) reviewed the relation of the reason of the preference with the education fields. While there is a significant difference is found between the choice of educational sciences and the high school type (the graduates of Anatolian High School select more), there is no difference regarding genders and grade point averages. A significant difference can be seen between Humanities&Art and the sexes (females prefer more). There is also a remarkable difference between the genders to select the Social Sciences, Business Management and Law (females prefer more). While there is a significant difference is observed between the school types about selecting the Positive and Natural Sciences, this same considerable difference is not found in terms of the genders. One more significant difference is seen between the school types and the genders for the selection of Engineering, Production and Construction domains (males prefer more). There is no significant difference between the genders about selecting the departments of Agriculture, Forestry, Aquaculture, and Veterinary. About the choice of the departments of Health and Social Services, a significant difference can be observed (females prefer more). The attention-grabbing finding in the same research is that the preference instability of the students profoundly exists almost in all the education areas. By looking at this outcome, the literature states following reasons to cause to make wrong decisions; absence of the self-identification of the student, lack of the information about the professions and the lack of the decision-making skills.

According to Öner (1982; 41-42), the profession perception means the individual’s understandings relating to the characteristics required by the professions.
Realizing oneself depending on the harmony between the personal characteristics and the traits needed by profession. In other words, the person can realize himself according to as the compatibility of the individual characteristics and the traits of the occupation. This person may experience internal conflicts according to the lack of compatibility of the features mentioned above.

The academic motivation is discussed as an important factor within the context of the academic success in the department and performing the profession successfully. Academic motivation is shortly described as producing the required energy for the academic affairs (Bozangoğlu, 2004).

According to the survey of Karadaş, Duran and Kaynak (2017), 67.5% of 66.7% of the nursing students who preferred the department by finding it acceptable for themselves have a career plan; 68.4% of them don’t need support and have enough motivation to plan the career.

Morrison (1999) compared the students who directly entered to the university by a success and the students who have low success rate and are conditionally accepted to the same school. And the differences were observed between these students in terms of the working habits, mental interest, academic efficacy, desire to finish the school and the attitudes relation to the educators.

It is seen that the teenagers who destroy themselves are more hopeless and these teenagers cannot create solutions to their problems (McLaughlin J, Miller P, Warwick H. 1996)

The hopelessness shows continuity in more than half of the people who experience hopelessness (Haatainen KM, Tanskanen A, Kylma J, et al. 2003).

As a result of research (Özçelik, Aktaş, and Ocaĸç; 2014) conducted in our country to determine the effect of the choice of the profession the hopelessness levels of the freshmen, the hopelessness score of the students who involuntarily selected the departments is found as significantly high. Besides, the hopelessness points of the males are higher at a significant level in comparison with the females. In addition to this, the hopelessness scores of the students whose parents have the minimum wage and above are found higher the students with different income levels.

The research of Aydıno et al. (2013) points out that the hopelessness ratio of the students of Health high School and Vocational Schools of Health on getting a job is 35.6%. It is also found that there is not a significant link between the hopelessness level, gender, school, and department.

The point average of all the students in Beck Hopelessness scale is found as 4.96-4.13, and the point average of males is higher than females at a significant level as the result of the research of Çelikel and Erkorkmaz with the university students.

It is found that the activities that can increase the awareness of the students about their interests, abilities and vocational values cause to minimize the occupational instability (Bozgeyikli, 2005; Çakır, 2003;97; Durlanik, 1998).
According to another finding of a survey (Hamamcı and Çoban, 2011) actualized in our country, the high school students cannot be supported by their schools about the university preferences and the choice of profession.

It is found in the research of Gökce and Traş (2017) that the high school students have difficulties to decide about the careers, this challenge is higher in males than the females. The reason of this circumstance is accepted as the lack of knowledge and found as statistically significant as well.

Gazioğlu et al. (2007) found that the psychological counselors who service in schools give less importance to the vocational guidance works than the personal and educational guidance affairs. They expressed the reasons for this situation as; they cannot adequately collaborate with the teachers because of the large number of students (this is the foremost factor as 34.8%), the lack of the demands of the parents on this issue (31.9%), lack of the demands of the students (27.3%), lack of the personnel in the institution (26.6%), lack of the environment and equipment (26.6%), lack of the time (17%), not to be received the enough information by themselves during the vocational education (9.2%) and insufficient support of the school management about this topic (9.2%). The attention-grabbing finding in this research is that the experts’ expressions who perform the duty of psychological counseling and guidance as the first essential mission belongs to the student, the second critical task belongs to the parents, and the third essential mission on this issue belong to themselves.

The study (Kinalı, 2000) that is conducted about the Psychological Counseling and Guidance in private schools matches the results of the research that was actualized by Gazioğlu et al. with the psychological counselors in public and private schools. That is to say; there is not a difference between the public and private schools in terms of focusing less on the vocational guidance works.

Akkök and Watts (2003) mentioned in Vocational Information, Guidance and Counseling Services Turkey Country Report that the school counselors spend a considerable time of the day in school for providing personal guidance service to the students.

Çatı, İştar, and Özcan (2016) specified the factors affect the preferences of the students as the prestige, opportunity, campus, and socialness. The female students consider the elements of prestige, opportunity and campus more than the male ones.

When the number of universities in our country in 1987 was 29 (1 of them was a foundation university), this number reached 53 in 1992 (24 new schools were established, 23 of them were the public university, one of them was the foundation university). In 2011, this number increased to 165 (103 of them were the public university, 62 of them was the foundation university). As of 2017, we have 186 universities (109 of them were public university, 67 of them was the foundation university).

Many of the public and foundation universities actualize promotional activities, and catch-up works during the period when the candidates select the department and university after UPE exam. Still, the quotas of some of the foundation
universities remain unoccupied as 67%. There is announced about the unique works for the preference period in the web pages of the universities, and the candidates are invited to these activities. These activities such as promotion days, preference dates, campus visits, department visits, training fairs or workshop studies are announced to the candidates. There is reached 914,000 relevant records about the ‘university promotion days’ as the result of the Google search. Approximately 80 public and foundation universities organized promotion days. It is seen when these promotion days are analyzed that they are programmed within a specified period, and they are also activities like the general university introductions, department presentation seminars that are organized by each of the departments, candidate information works done by the academicians as face to face, preference counseling for each of the candidates.

There are a large number and large-scaled studies about determining the factors affect the preferences of the students for the university selection all over the world; there is just one research about this issue belongs to Alkan (2014) in our country. Alkan researched on how the activities affect the preferences of the candidates, what the other factors in preferences are, what the information resources of the candidates during the university selection are. It is observed in Alkan’s study that 37,9% of the students are undecided about the department that they will select. 29,3% of the students remain indecisive even after the information meetings of the universities. The students mentioned that they firstly appeal to the guide of Student Selection and Placement Center, secondly look at the web pages of the universities, thirdly appeal to classroom guidance counselors, and finally they ask their families and relevant. Education fairs, newspaper advertisements, social media, university promotional programs on television, and advertisements on the panel are accepted by them as the sources that they appeal minimum.

If we look at the studies conducted in the US to make a comparison, it can be seen that the factors that affect the candidates are the campus tour (63%), families (61%), activities called as ‘open house’ for the students in the campus (49%), graduates (40%), meeting with the academicians (31%), Facebook page of the university (10%), preference advisors (7%) and the advertisements (5%) (Hearne, 2010; cited. Alkan, 2014)

Eyicil and Özerk (2016) revealed a significant relationship between the variable of playing in locations where the football players find acceptable for themselves and their performance (success). Namely, knowing oneself of the player affects his motivation and the intrasite performance.

Kars et al. (2014) analyzed the anxiety, depression and the relation of these two variables with choice of the profession of the senior high school students. Both the depression and anxiety levels of the students are found as high. This high level is related to the problems that they face with about the choice of profession and career planning.

The hopelessness levels and the determinative factors of the students in a vocational training center are searched by Deveci, Ulutaşdemir, and Açı (2011). With reference to the result of the study, the hopelessness levels of the students
are found as above the average, and the job change and not to love the job are among the determinative factors.

The anxiety levels of the students of a newly opened university and the relevant factors are analyzed in the research of Deveci, Çalış, and Açıkgöz (2012). A meaningful relationship is found between the high anxiety scores (State-trait anxiety scores) with involuntarily studying in the department and the hopelessness or uncertainty state about the profession after graduation.

About a study on the academic motivation (Akbay, S. E., and Gizir, C. A.; 2010), it is confirmed that the students who have high academic motivation scores (AMS) also have high academic self-efficacy. Contrary to this, the students who have the less academic motivation and poor academic self-efficacy increase the procrastination behaviors for the academic works.

About other research (Bedel, A. and Hamarta, E.; 2014) on the academic motivation, a significant positive relation is found between the academic motivation with the tenacious approach and the constructive problem solving of the high school students.

Bilgin and Ocakçı (2011) actualized a study with the tokology students in Health Sciences area. It is found according to the findings of this research that 65.9% of them voluntarily selected this field, 34.1% of them affected by the decision of the family, 16.7% of them think to change the department. There is found a significant relationship between the situation of selecting the department voluntarily and the academic motivation. There is found a significant negative relationship between the desire to change the department and the academic motivation.

3. Material-Method

The actualization date of this research is April 2016-2017 Academic Year. The approval was received from Ethics Committee of İstanbul Bilgi University before the study.

The population consists of the Faculty of Health Sciences’ students who accepted to attend to the survey. Attendees approved the consent form as well.

The scales and the information form were given to students by a particular order in course hours. The filling in the period was completed for maximum 1 hour under the observation of the investigators.

3.1. Beck Hopelessness Scale (BHS)

This research used the Beck Hopelessness Scale’s form that was translated into the Turkish by Seber (1991).

Seber et al (1993) found the Cronbach Alpha coefficient as 0.86 in the research that they conducted the validity and reliability of BHS in Turkey.

The Cronbach Alpha value of the scale for the available sampling is 0.84. There is not found a certain cut point about determining the hopelessness level, and it is evaluated as follows;
less than 0.33—low
less than 0.33-0.66—medium
0.66 and above—high

The total score obtained from the scale gives the hopelessness point. Being high of the score shows a great hopelessness in the person.

3.2. Academic Motivation Scale (AMS)

This research used the (2004) scale that was developed by Bozanoğlu. While the Cronbach Alpha value of the scale changes from .77 to .86, the test-retest correlation is found as .87. It is seen that the scale can separate the students repeat the same year from the students who are enrolled in the super program. The academic motivation scale consists of 20 items; the minimum score for the test is 20, the maximum score is 100. The value of the rating refers to the value of the academic motivation.

3.3. Student Information Form

There are demographic information in this form that is prepared by the investigators.

4. Findings and Discussion

4.1. Findings

This part represents the findings obtained from the analyses of the data. If an attendee has imperfect information in each of the reviews, the data in other variables of this same attendee isn’t used as well.

Firstly, the preference reason is asked to the attendees about choosing the department that they study in. Totally 11 options with the other choice are tendered to them. Each of the participants could mark one or more than one choices. These 11 articles in the personal information form are organized as three groups regarding a key feature. These are;

- The attendees who mark the choice called ‘I chose this department because I find it acceptable for myself’ (‘Occupational Suitability’)
- The attendees who marked the choice called ‘I chose this department by the guidance of others (family, relevant, guidance services, teacher, etc.) (‘Occupational Suitability’ and ‘Guidance’) besides the choice called ‘I chose this department because I find it acceptable for myself.’
- The attendees who marked the choice called ‘I chose this department by the guidance of others’ (family, relevant, guidance services, teacher, etc.) (‘Guidance’)

The frequency distribution of the attendees in these three categories is shown in Table 1.
Table 1. Frequency and Percentage Values for the Variable of Department Preference Reasons

<table>
<thead>
<tr>
<th>Groups</th>
<th>f</th>
<th>%</th>
<th>%gec</th>
<th>%yg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Suitability</td>
<td>215</td>
<td>51.9</td>
<td>53.1</td>
<td>53.1</td>
</tr>
<tr>
<td>Occupational Suitability and Guidance</td>
<td>87</td>
<td>21</td>
<td>21.5</td>
<td>74.6</td>
</tr>
<tr>
<td>Guidance</td>
<td>103</td>
<td>24.9</td>
<td>25.4</td>
<td>100</td>
</tr>
<tr>
<td>Imperfect Data</td>
<td>9</td>
<td>2.2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>414</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As is understood from the table, 51.9% of the sample chose the department because of the suitability for themselves, 24.9% of them decided to study in this department by just the guidance, even if there are different reasons as well. 21% of the students considered both the occupational suitability and the guidance at the same time.

One-way analysis of variance is applied for the scores of Beck Hopelessness Scale to determine whether there is a difference in the Hopelessness levels of the sample group based on the preference reasons. Table 2 shows the results.

Table 2. Results of the One-Way Analysis of Variance Conducted to Determine Whether the Scores of Beck Hopelessness Scale Vary by the Variable of Preference Reasons

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Sd</th>
<th>Average of Squares</th>
<th>F</th>
<th>p</th>
<th>Post Hoc Tukey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between-groups</td>
<td>98,058</td>
<td>2</td>
<td>49,029</td>
<td>3.278</td>
<td>.038</td>
<td>3-1</td>
</tr>
<tr>
<td>In-groups</td>
<td>6012,228</td>
<td>402</td>
<td>14,956</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6110,286</td>
<td>404</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p<.05

Not: Categories:
"Occupational Suitability" =1;
"Occupational Suitability and Guidance" =2;
"Guidance" =3

As is seen from the Table, the scores of the students from the Beck Hopelessness Scale vary at a statistically significant level by the preference reasons (F(2,402)=3.278, P<.05).

Tukey multiple comparisons test determined the groups which are the source of this difference. The point averages of the students who considered just the occupational suitability ( \( \bar{x} =23.86 \)) for the preferences are lower than the point averages of the students who consider just the guidance ( \( \bar{x} =25.00 \)).

One-way analysis of variance is applied to find whether there is a significant difference between the Academic Motivation Scores in terms of the preference reasons. Table 3 shows the results.
### Table 3. Results of the One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether the Academic Motivation Scores Vary by the Variable of Preference Reasons

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Sd</th>
<th>Average of Squares</th>
<th>F</th>
<th>p</th>
<th>Post Hoc Tukey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1080,732</td>
<td>2</td>
<td>542,336</td>
<td>4,779</td>
<td>.009</td>
<td>1-3</td>
</tr>
<tr>
<td>In-groups</td>
<td>43695,008</td>
<td>385</td>
<td>113,494</td>
<td></td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>Total</td>
<td>44779,740</td>
<td>387</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For p<.05

<table>
<thead>
<tr>
<th>Not: Categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Occupational Suitability&quot; =1;</td>
</tr>
<tr>
<td>&quot;Occupational Suitability and Guidance&quot; =2;</td>
</tr>
<tr>
<td>&quot;Guidance&quot; =3</td>
</tr>
</tbody>
</table>

As is seen in Table 3, a statistically significant difference (F(2,402)=3,278, P< .05) can be observed between the Academic Motivation Scores regarding the preference reasons.

Tukey multiple comparisons test determined the source of the difference. Concerning the result of Tukey test, the Academic Motivation point averages of both of the students who consider just the Occupational Suitability (\(\bar{x}=70.66\)) and the Guidance with the Occupational Suitability (\(\bar{x}=71.25\)) are remarkably higher than the students consider just the Guidance (\(\bar{x}=70.76\)).

Pearson Multiplication of Moments correlation coefficient is specified to determine the relationship amount between the scores obtained from Beck Hopelessness Scale and Academic Motivation scale. Table 4 shows the result.

### Table 4. The Relationship Between the Scores of Beck Hopelessness scale and Academic Motivation Scale

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopelessness</td>
<td>346</td>
<td>-0.224</td>
<td>.000</td>
</tr>
<tr>
<td>Academic Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For p<.05

The existence of a negative and statistically significant relationship (r= -0.224, P< 0.05) is confirmed between two variables as the result of the analysis of data relating to two variables obtained from the sample group. It can be said that the Academic Motivation scores decrease while the hopelessness scores increase.

If we evaluate the findings as a whole:

The students who mentioned ‘I choose because of the occupational suitability’ rank first by 51.9%; the students who mentioned ‘I decided for the department by just the guidance (even if there are different reasons as well’ rank number two by 24.9%; the student who mentioned ‘I decided by considering both the occupational suitability and guidance’ are in the last place by 21%.

The Beck Hopelessness Scale scores of the students also vary by the preference reasons at a statistically significant level. Beck Hopelessness Scale point averages

---

Mercanlıoğlu, A. Ç., Doğruer, F. N. & Özerk, H. (2017). The Relationship of Future Academic Motivation and Hopelessness Levels of Students of Faculty of Health Sciences with the Department to Study in
of the students who consider just the ‘occupational suitability’ are lower than the point averages of the students who consider solely the ‘guidance.’

There is seen the statistically significant difference between the Academic Motivation scores in terms of the preference reasons. The point averages of both the attendees who consider just the professional suitability and who consider guidance with the occupational suitability are remarkably higher than the point averages of the attendees who think just the guidance.

The presence of negative and statistically significant relation is confirmed between these two variables at the end of the analysis of data relating to Academic Motivation and Hopelessness Scores. In other words, the Academic motivation scores decrease while the hopelessness scores increase.

4.2. Discussion

The two findings called ‘I decided this department because of the occupational suitability’ (51,9%) and ‘I decided this department via the guidance of others (my family, relevant, guidance service and teachers, etc.)’ (24,9%) match with research results of the literature.

It is discovered in the research of Bilgin and Ocakçı (2011) about the tokology students that the voluntarily preference ranks first by 65,9%, preference via the decision of the family ranks number two by 34,1%

In the survey of Karadaş, Duran and Kaynak (2017), the ratio of the students who preferred because of the occupational suitability ranks first by 66,7%. 67,5% of these students mentioned that they have a career plan.

According to the research of Korkut-Owen, Kepir et al.(2011), being the preferences their own decision due to the interest to the field ranks first in the factors affect the career/department choices of the university students.

If this finding which matches with the literature is thought with the preference reasons rank first and rank number two, we can accept that the students decide by evaluating the features of the occupation, their own personal characteristics and the thoughts relating to the life together. However, it is also thought-provoking that the choice called ‘I decided via guidance (my family, relevant, guidance service, teacher, etc.)’ is placed rank number two by 24,9%. This ratio (1 of each four students) brings the minds that they don’t know themselves enough, they don’t know the occupation enough and they are not autonomic even they knew their profession. The finding of Özerk (2006) (by exemplifying 30 years fieldworks), the first place of the child-rearing attitudes of the parents in our country is almost the Nurturing Parent and Domineering Parent. This finding supports the previous comment. Moreover, the ratio of students who mention ‘I preferred this profession by considering both the occupational suitability and the guidance’ must not be seen as a low ratio (21%)

In this research, the Beck Hopelessness Scale point averages of students who consider the guidance for their preferences solely are higher than the students who consider just the occupational suitability in their preferences.
As is underlined by Çatı, İştar, and Özcan (2016), the decisions made at the stage of university preferences may cause to be happy or unhappy with the person for life.

According to the data of Student Selection and Placement Center, 18.68% of the candidates of the transition to higher education examination are still studying in the university; 7.81% of them are the postgraduates; 28.02% of them have never enrolled in a university although passed the exam. As an addition to these data, if we think the finding of Bilgin and Ocakçı (2011) as 16.7 of the tokology students want to change the department, it is clear that the ratio of students who mention ‘I preferred this profession because of the occupational suitability’ by knowing themselves and the profession is low within the context of the happy and autonomic individuals.

We observed in this survey that the Academic Motivation point averages of both the attendees who consider just the occupational suitability and the consider occupational suitability and guidance together are higher at a meaningful level in comparison with the attendees who consider solely the guidance regarding the preference reasons. In other words, the academic motivation scores of the students who chose the profession because of just the guidance of family, relevant teachers, etc. are low. Namely, it is possible to not to achieve the academic success at an expected level based on Legault’s findings as one of the academic problems of the teenagers is the lack of academic motivation (cited. Kapkıran and Özgüngör, 2009).

The presence of a negative and statistically significant relationship is confirmed between these two variables as the result of the analysis of data relating to the Academic Motivation and Hopelessness scores. So, it is proper to say that while the Hopelessness scores increase, the Academic Motivation scores decrease at the same time.

There is no significant difference concerning the variables of scholarship condition, the order of preference for the department, gender, class level, parents’ educational backgrounds regarding the variables of preference reasons, hopelessness level, and academic motivation. This evidence matches with the other research findings in the field (Demir, M. K., and Arı, E. 201; Şimşek, 2012: Çatı, K., İştar, E., Özcan, H., 2016; Gökce, Z. and Traş, Z., 2017).

5. Conclusion and Suggestions
5.1. Conclusion

According to the findings of the research, the first place belongs to 51.9% of the students mention that ‘I choice due to the occupational suitability’; the second place belongs to 24.9% of the students mention ‘I choice by just the guidance (guidance of my family, teachers, etc.)’; the last place belongs to 21% of the students express ‘I choice by considering both the occupational suitability and the guidance’

Beck Hopelessness Scale point averages of the students who show regard to solely the ‘occupational suitability’ are statistically lower than the point averages of the students who chose by considering just the guidance.
It is seen that the Academic Motivation point averages of both the attendees who consider just the occupational suitability and who consider guidance with the professional suitability are remarkable higher than the point averages of the attendees who consider only the guidance.

The existence of a negative and statistically significant relationship is confirmed between these two variables at the end of the analysis on the Academic Motivation and Hopelessness scores. Namely, while the Hopelessness scores increase, the Academic Motivation scores decrease.

5.2. Suggestions

High school curriculums should be prepared and enriched to make the students who will choose the profession happy and notably autonomic. The intramural activities ought to be developed within this context. It is found according to the 3rd report of Program for International Student Assessment of OECD, and the study has 540.000 students from 72 countries that the country which has the unhappiest students in the secondary education is Turkey. This finding shows us the necessity of accelerating the affairs on this issue.

It is thought by looking at this research’s and surveys’ findings that the chief determinant of both the hopelessness level, academic motivation level and the preferences for university and departments is the self-knowledge of the student. Thus, starting the studies in all of the areas need to start from here and focus on here. However, it should not be forgotten that these strategies need to be followed by professionals, a professional approach and efficiently.

The number of the personnel of Psychological Counseling and Guidance Services Units of extraordinarily high schools and including the secondary schools should be increased, vocational guidance works should be concentrated on by order of the Ministry of National Education, the person who employed for this purpose need to be educated by supervision training in liaison with the universities. It is not causeless that turning the statement of Psychological Counseling and Guidance into the expression of Guidance and psychological counseling during the recent years. This field personnel is called as the school counselors in the legislation of Ministry of National Education. It is tried to emphasize on guidance services via these applications, but unfortunately this not like this in practice (Gazoğlu, 2007; Bozgeyikli, 2005; Çakır, 2003; Akkök and Watts, 2003; Kinalı, 2000; Durlanık, 1998).

Being in cooperation of the school counselors with all the teachers, notably the class masters should be provided by the motivation and support of school management. Besides, the students should be informed on their own personal characteristics (within the frame of interests, abilities, thoughts relating to the life) and the features of the profession.

As is seen in the findings of research and as is highlighted in the discussion part, the attitude of the parents have a crucial role in students' choice of profession, instability and not to be autonomic. Thus, organizing activities to expand the awareness and become conscious of parents within the frame of raising both autonomic and healthy individuals in liaison with the local administrations, non-
governmental organizations, and the universities, notably the school management. Even it may obligate to publish this kind of programs in national and regional media organizations as part of specific rules and principles by thinking this as a public policy for healthy individuals and healthy society.

All the universities should firstly introduce the occupations, requirements of the occupations, the personal characteristics that are required by the profession at all the class level and without hiding anything by collaborating with schools long before the preference and enrollment period before introducing just the university and departments, scholarship, accommodation, campus, gyms, fast food centers. Indeed, it must be born in mind that this kind of activities is the responsibility of the educational establishments, above all the responsibility of the institutions at the university level.

Kaynakça


112  Mercanlıoğlu, A. Ç., Doğruer, F. N. & Özerk, H. (2017). The Relationship of Future Academic Motivation and Hopelessness Levels of Students of Faculty of Health Sciences with the Department to Study in


http://dokuman.osym.gov.tr
http://istatistik.yok.gov.tr
https://tr.sputniknews.com/turkiye/201704201028168499-en-mutsuz-ogrenciler-turkiyede/


www.tuik.gov.tr/Preıstatistik