



EVALUATION OF HOPELESSNESS AND LIFE SATISFACTION LEVELS IN ADOLESCENTS

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Abstract

This study aims to investigate the hopelessness and life satisfaction level of adolescents after the Covid-19 pandemic. The population of the research consists of 133 women and 77 men, a total of 210 high school students aged between 15-18, who live and study in the TRNC during the 2021-2022 academic year. Personal Information Form, Satisfaction with Life Scale, and Beck Hopelessness Scale were used in the study. In order to apply the data collection tools, the relevant forms and scales were transferred to Google Forms and shared with the adolescents who were educated in different high schools, selected with a simple random method, and volunteers were asked to fill in these forms. Based on the relational results between the Hopelessness Scale and Satisfaction with Life Scale, it has been determined that there are statistically significant and negative correlations between the scores of the adolescents. According to the data obtained from the hopelessness and life satisfaction scale, it was concluded that no significant difference was observed according to gender, grade level, separation or separation of parents, death of one of the parents, or both being alive and living with their families. In addition, as a result of the research, no significant difference was found in the level of life satisfaction of the adolescents according to the number of siblings, a significant difference was found in the levels of hopelessness, and it was determined that the adolescents with five or more siblings were found to be higher than the adolescents who had no siblings, it has been concluded that adolescents with lower income levels have less life satisfaction.

Keywords: Hopelessness, life satisfaction, adolescent.

INTRODUCTION

People adapt to new environmental situations by changing their lifestyles in case of various dangers or risks. After the outbreak of the coronavirus in Wuhan, China in 2019, most governments have taken



strict measures to control the spread of the virus that caused the pandemic. Due to quarantine measures like the closedown of schools and lockdowns, in which it was forbidden to leave the house for anything other than meeting basic needs due to social distance-related restrictions, people have faced extended periods of social isolation and stress, and their daily lives have been profoundly affected and changed, and such changes have affected every individual in various ways (Choi, et al. 2021; Ferget et al., 2020). Both the pandemic itself and the curfews caused by the policies to mitigate the pandemic have affected multiple aspects of life and in addition to psychological effects such as loneliness, anxiety, depression, and hopelessness among people, increased body mass index as a result of decreased physical activity, irregular sleep hours, unhealthy diets and longer exposure to a smartphone screen, also caused physical problems (Rajkumar, 2020; Vindegaard & Benros, 2020). Loades et al. (2020) revealed that social isolation and loneliness caused by the Covid-19 pandemic increased depression and anxiety in children and adolescents.

Adolescence, which can be defined as the vulnerable developmental stage, is the period in which young people pass from childhood to adulthood. Social interactions, which are effective in the development of self-esteem in this period, are mostly made with friends away from family (Branje et al., 2012), and changes are observed in cognitive ability and nervous system and adolescents try to form their own identity that can enable them to undertake adulthood tasks (Meeus, 2016). Since adolescence is a vulnerable developmental stage in which various mental problems first appear and become widespread, the psychological ruins of this period and the limitations of the pandemic prevent adolescents from performing their developmental tasks. Because the pandemic is a long-term, pervasive, high-risk catastrophe that disrupts the economy, reduces social interaction, changes daily routines for a long time, and creates serious uncertainty about the present and the future, it causes hopelessness as a source of stress on adults and young people (Gruber et al., 2020; Masten, 2020). Gruber et al. (2020) examined the impact of the pandemic and preventive measures on social participation and argued that insufficient fulfillment of relational needs increases loneliness levels and reduces life satisfaction. Work and work experience is an important part of a person's life, and an increase in the achievement of personal goals also increases life satisfaction (Bulut Serin & Aydınoglu, 2013).

Life satisfaction, which is a part of one's own well-being, is a cognitive process that expresses how happy the individual is with their life and how they evaluate the difference between what they have and their expectations (Chen et al., 2017). Bucher et al. (2019) report that individuals who maintain balance in their lives and have positive judgments about their expectations have achieved satisfaction. Social determination theory suggests that life satisfaction is intricately related to the need to have meaningful relationships with other people. If these relational needs are not adequately met, this can lead to loneliness and depression and negatively affect life satisfaction assessments (Bucher et al., 2019). Life satisfaction affects the happiness, subjective well-being, psychology, and positive functionality of individuals (Strozik et al., 2016; Anlayışlı & Bulut-Serin, 2019).

One other most important factor affecting life during the pandemic process is hopelessness (Banerjee, 2020). Apart from pessimistic cognitive schemas, hopelessness consists of emotional, cognitive, and motivational components that are distinctive with negative expectations for the future. Hopelessness has the feature of revealing depressive symptoms (Kocalevent et al., 2017). In order to help avoid aggression and violence in the school environment, it is important to identify the variables that affect the school environment (Hatun & Serin, 2021). Hopeless and depressed individuals perceive themselves as incomplete and faulty, evaluate the world and the future negatively, think that the events in life are challenging, and feel hopeless about the future (Chioqueta & Stiles, 2005). The individual's effort to adapt to changes related to his physical development, his attempts to fulfill his familial and educational responsibilities, and the restrictions imposed by the pandemic cause the adolescent to experience negative emotions, increase stress and anxiety, and as a result lead to hopelessness.

Although the methods used by countries to control the Covid-19 pandemic vary, the main strategy applied all over the world has been social restraint, and these restrictions have decreased today and a



return to normal life is being observed (Oosterhoff et al., 2020). The economic recession caused by the Covid-19 pandemic, uncertain job market prospects, the question of which department will adolescents choose at the university, financial pressure from families, social networks, career opportunities living conditions is considered as risk factor for negative changes in life satisfaction and mental health (Banerjee, 2020; Hatun & Serin, 2021). The rapid spread of the coronavirus caused loss of expectation and became a constant concern for one's own safety and a threat of losing loved ones. The catastrophic projections regarding prolonged economic recession raise deep concerns about future livelihoods and retirement security. Faced with the loss of their education and business plans, adolescents are afraid of losing their life dreams such as pursuing a career, gaining financial independence, finding life partners and starting a family (Demir, 2011). Considering the situations in which adolescents are involved both due to their developmental period and due to the negative conditions derived from the pandemic, it can be said that they feel hopeless about the objectives they set for their future. Thus, considering that the family and living conditions of adolescents who attend high school are mostly negative, it is important to examine the hopelessness levels of students in secondary education, which is forced by academic conditions. Therefore, choosing the job and profession appropriate to their personality and characteristics and receiving education in this direction can positively affect life satisfaction (Gündoğar et al., 2007). Based on the explanations above, this study examines post-pandemic hopelessness and life satisfaction in adolescents.

Purpose of the Research

Problem Statement

What kind of a relationship exist between hopelessness and life satisfaction levels of high school students? Do hopelessness and life satisfaction levels differ significantly according to socio-demographic variables?

Sub Problems

- Is there a significant difference between the hopelessness and life satisfaction levels of high school students and the variables of gender, living together with the family, the department studied, the high school grade of the students, the number of siblings, whether the parents live together, financial income and age?
- What kind of relationship exists between hopelessness and life satisfaction of high school students?
- What is the relationship between the hopelessness and life satisfaction of high school students and the variables of gender, living with the family, the department studied, the high school grade of the students, the number of siblings, whether the parents live together, financial income and age?

METHOD

Research Model

In this study, since it was aimed to determine the hopelessness and life satisfaction levels of adolescents and to understand whether hopelessness and life satisfaction levels differ according to various variables, the descriptive survey model was used.

Universe and Sample

The universe of this research is composed of high school students in the district centers of the Ministry of National Education of the Turkish Republic of Northern Cyprus in the 2021-2022 academic year.

Research Sample

The sample of the research is composed of high school students in the district centers of the Ministry of National Education of the Turkish Republic of Northern Cyprus.

A total of 210 students, including 63% female and 37% male, participated in the research. While 94.3% of the students live with their parents, 5.7% do not live with their parents. In addition, it was learned that 69% of the student's received education in math-science classes, 7.6% in Turkish-social classes,



21% in Turkish-mathematics classes and 2.4% in language classes at school. In addition, it was determined that 3.8% of the students were first-year, 14.4% were second-year, 30.5% were third-year students, and the remaining 53.3% were fourth-year students. 14.8% of the high school students participating in the research have no siblings, 79% have one to three siblings, 5.2% have three to five siblings, and 1% have five or more siblings. While 79.5% of these students stated that their parents live together, 18.6% of them stated that their parents are separated, 1% of mothers and 1% of the fathers passed away.

In addition, when students are asked to indicate their family's financial income, 2.9% of them defined their family income between 0-4000 TL, 7.6% between 4000-6000 TL, 19% between 6000-8000 TL, 25.7% between 8000 and 10000 and 44.8% is defined as 10000 TL and above. Furthermore, 1% of the adolescents participated in the study are at the age of 14, 6.7% are at the age of 15, 17.6% are at the age of 16, 48.6% are at the age of 17, 25.7% are at the age of 18, and 5% are at the age of 19.

Data Collection Tools

Personal Information Form

It is the form that involves questions to obtain some information such as the school, gender, age and socio-economic status of the parents.

Beck Hopelessness Scale (BHS)

The Beck Hopelessness Scale was developed by Beck, Weissman, Lester, and Trexler (1974). Turkish adaptation study was performed by Durak (1993). Scale is composed of 20 items. Beck Hopelessness Scale helps an individual to reveal their positive and negative expectations, thoughts and feelings about their future perception (Durak & Palabıykođlu, 1994). The items in the scale are scored between 0 and 1. While 11 of the items get 0 points with the 'yes' option, 9 of them get 1 point with the 'no' option. "No" to questions 1, 3, 5, 6, 8, 10, 13, 15 and 19 in the scale, and "yes" to questions 2, 4, 7, 9, 11, 12, 14, 16, 17, 18 and 20 is awarded with 1 point (Savařır & řahin, 1997). The validity and reliability study of the Beck Hopelessness Scale was conducted by Durak (1993). In addition, Durak and Palabıykođlu (1994) again executed a validity and reliability study. In their study, it was stated that the reliability of the scale was 85 (Durak & Palabıykođlu, 1994). In this study, the reliability value obtained from the sum of the scale was found to be 88.

Satisfaction with Life Scale (SLS)

The Satisfaction with Life Scale was developed by Diener, Emmons, Larsen, and Griffin in 1985. The original form of the scale is evaluated with a single factor, five-item and 7-point Likert type. Each item is evaluated as (1: Totally Disagree – 7: Totally Agree). The scale was adapted into Turkish by Koker (1991) and used by various researchers in Turkey as a 7-point rating scale (Dađlı & Baysal, 2016). In this study, the Satisfaction with Life Scale developed by Dađlı and Baysal in 2016 was used. There is only one factor and five items in the developed scale. Items are evaluated with a 5-point Likert type. The scale developed by Dađlı and Baysal (2016) is stated as "I totally do not agree (1), I agree very little (2), I agree on a moderate level (3), I strongly agree (4) and I totally agree (5)". In their study, the Cronbach Alpha coefficient, which gives the internal consistency of the items, was determined as .88. In this study, the Cronbach Alpha internal consistency coefficient was found to be .84.

Data Analysis

The data obtained in the study were analyzed using the 26th version of SPSS (Statistical Package for Social Science). Before starting the analysis, the data was made ready for analysis. Within this scope, the extreme values of the variables were examined. In this context, although 222 adolescents studying at various high schools in the TRNC were included in the study, since the data of 12 students was seen as extreme values, they were excluded from the study and analyzes were carried out with the answers of 210 high school students. When the analysis was initiated, the t-test for Independent Samples was first applied to examine the differences in terms of dependent variables according to the levels of the independent variables in the socio-demographic information form and having at least two categories.



Then, the differences between the scales used in the study, according to the levels of the independent variables with more than two categories were examined by One-Way Analysis of Variance (ANOVA). In case of significant difference between the groups, Post Hoc tests were applied for pairwise comparisons. Finally, the Pearson Correlation method was used to examine the relationships between the scales used in the study. Then, the relationship between the scales used in the study and socio-demographic characteristics was examined. The findings obtained from the analysis are explained in detail.

RESULTS

In this part of the research, the findings related to the Hopelessness and Life Satisfaction sub-problems of Adolescents are given in detail.

Table 1. The t-Test results regarding the differences of the participants' hopelessness and life satisfaction levels according to the gender variable

Table with 7 columns: Variable, Group, n, Mean, Std.Dev., t, p. Rows include Hopelessness (Woman, Man) and Life Satisfaction (Woman, Man).

p<.05*

According to the results of the analysis, no significant difference was found between the hopelessness levels of the adolescents by gender (t(208)=1.620, p>.05).As can be seen in Table 1, no significant difference was determined between the levels of life satisfaction of the adolescents by gender (t(208)=-1.790, p>.05).

Table 2. T-Test results of the differences in the levels of hopelessness and life satisfaction of the participants according to the variable of living with parents

Table with 7 columns: Variable, Group, n, Mean, Std.Dev., t, p. Rows include Hopelessness (Yes, No) and Life Satisfaction (Yes, No).

p<.05*

According to the results of the analysis, no significant difference was found between the hopelessness levels of the adolescents in terms of living together with their parents (t(208)= -1,464, p>.05).According to the analysis result, no significant difference was determined between the levels of life satisfaction of the adolescence based on whether they live together with their parents (t(208)=1.672, p>.05).

Table 3. ANOVA test results regarding the variation of participants' hopelessness and life satisfaction levels according to the variable of department of education

Table with 6 columns: Variable, n, Mean, Std.Dev., F, p. Rows are categorized by HOPELESSNESS and LIFE SATISFACTION LEVEL across departments: Math-Science, Turkish-social, Math-Turkish, Language.

p<.05*

No difference was found between the hopelessness levels of the adolescents participating in the study, according to the department they study (F(3,206)= .214, p>.05).



Looking at Table 3, it is seen that there is no difference between the levels of life satisfaction of the adolescents, according to the department they study ($F_{(3,206)}=1.616, p>.05$).

Table 4. ANOVA test results regarding the variation of participants' hopelessness and life satisfaction levels according to high school grades variable

HOPELESSNESS	n	Mean	Std.Dev.	F	p
First	8	1.47	.25	1.469	.224
Second	26	1.31	.20		
Third	64	1.39	.26		
Fourth	112	1.41	.27		
LIFE SATISFACTION LEVEL	n	Mean	Std.Dev.	F	p
First	8	2.43	.95	2.065	.106
Second	26	3.10	.66		
Third	64	2.89	1.01		
Fourth	112	2.71	.85		

$p<.05^*$

Examining Table 4, it is seen that there is no difference between the hopelessness levels of the adolescents, according to at which grade they are (1-2-3-4) ($F_{(3,206)}=1.469, p>.05$).

No difference was determined between the grade of the adolescents participating in the study (1-2-3-4) and their level of life satisfaction ($F_{(3,206)}=2.065, p>.05$).

Table 5. ANOVA test results regarding the differences of participants' hopelessness and life satisfaction levels

HOPELESSNESS	n	Mean	Std.Dev.	F	p
No Sibling	31	1.33	.22	2.711	.046*
1-3 Sibling	166	1.40	.26		
3-5 Sibling	11	1.44	.25		
5 and More	2	1.83	.11		
LIFE SATISFACTION LEVEL	n	Mean	Std.Dev.	F	p
No Sibling	31	3.08	.96	1.852	.139
1-3 Siblings	166	2.78	.88		
3-5 Siblings	11	2.40	.88		
5 and More	2	2.50	.14		

$p<.05^*$

It can be seen that there is a significant difference between the groups in terms of hopelessness levels, according to the number of siblings (no siblings/ 1-3 siblings/ 3-5 siblings, 5 and above) of the adolescents ($F_{(3,206)}=2.711, p<.05$). According to the results of the Tukey comparison test;

It is determined that the hopelessness levels of adolescents with 5 or more siblings (Mean=1.825, SD=.106) are higher than those of adolescents who have no siblings (Mean=1.329, Std.Dev.=.218), and there is a significant difference between the groups ($p<.05$). There was no difference in life satisfaction levels, according to the number of siblings (no siblings/ 1-3 siblings/ 3-5 siblings, 5 and above) of the adolescents participating in the study ($F_{(3,206)}=1.852, p>.05$).

Table 6. ANOVA test results regarding the differentiation in the levels of hopelessness and life satisfaction of the participants according to whether their parents live together

HOPELESSNESS	n	Mean	Std.Dev.	F	p
Yes	167	1.40	.26	.366	.778
No	39	1.40	.27		
Mother is not alive	2	1.28	.04		
Father is not alive	2	1.25	.07		
LIFE SATISFACTION LEVEL	n	Mean	Std.Dev.	F	p
Yes	167	2.83	.89	.469	.704
No	39	2.66	.95		
Mother is not alive	2	3.00	.28		
Father is not alive	2	3.10	.42		

$p<.05^*$



There was no difference between the hopelessness levels of the adolescents participating in the study, according to whether their parents live together (my parents are together / my parents are separated / my mother is not alive / my father is not alive / both my mother and father are not alive) ($F_{(3,206)}=.366$, $p>.05$). No difference was determined between the levels of life satisfaction of the adolescents participating in the study, according to whether their parents live together (my parents are together/my parents are separated/my mother is not alive/my father is not alive/both my mother and father are dead) ($F_{(3,206)}=.469$, $p>.05$).

Table 7. ANOVA test results regarding the differences of hopelessness and life satisfaction levels of participants according to the financial income variable

HOPELESSNESS	n	Mean	Std.Dev.	F	p
0-4000 TL	6	1.28	.26	.465	.761
4000-6000 TL	16	1.44	.21		
6000-8000 TL	40	1.38	.26		
8000-10000 TL	54	1.38	.26		
10000 TL and above	94	1.40	.26		
LIFE SATISFACTION LEVEL	n	Mean	Std.Dev.	F	p
0-4000 TL	6	2.70	1.06	3.856	.005*
4000-6000 TL	16	2.06	.90		
6000-8000 TL	40	2.69	.86		
8000-10000 TL	54	2.83	.82		
10000 TL and above	94	2.97	.89		

$p<.05^*$

There was no difference between the groups in terms of hopelessness levels, according to the financial income status of the families of the adolescents (0-4000/4000-6000/6000-8000/8000-10000/10000 and above) ($F_{(4,205)}=.465$, $p>.05$). It can be seen that there is a significant difference between the groups in terms of life satisfaction levels, according to the financial income status of the families of the adolescents (0-4000/4000-6000/6000-8000/8000-10000/10000 and above) ($F_{(4,205)}=3.856$, $p<.05$). According to the results of the Tukey comparison test; The life satisfaction levels of the adolescents (Mean=2.062 Std.Dev.=.902) who stated that their families had a salary of 4000-6.000 TL were lower than the life satisfaction levels (Mean. =2,829, Std.Dev.=.815) of the adolescents with a family income of 8.000-10.000 TL.

It can be said that there is a significant difference among the groups ($p<.05$). The life satisfaction levels of the adolescents who stated that their families had a salary of 4.000-6.000 TL (Mean=2.062 Std.Dev.=.902) were lower than the levels of life satisfaction (Mean=2.96, Std.Dev.=.888) of the adolescents whose families had an income of 10.000 TL or more, and a significant difference was determined between the groups ($p<.05$).

Table 8. ANOVA test results regarding the variation of the participants' hopelessness and life satisfaction levels by age variable

HOPELESSNESS	n	Mean	Std.Dev.	F	p
14 Age	2	1.63	.28	1.243	.290
15 Age	14	1.31	.24		
16 Age	37	1.37	.26		
17 Age	102	1.39	.25		
18 Age	54	1.42	.26		
19 Age	1	1.05	-		
LIFE SATISFACTION LEVEL	n	Mean	Std.Dev.	F	p
14 Age	2	2.00	.00	1.18	.320
15 Age	14	3.01	.94		
16 Age	37	2.96	.89		
17 Age	102	2.81	.90		
18 Age	54	2.62	.86		
19 Age	1	3.20	-		



No difference was determined between the hopelessness levels of the adolescents participating in the study, according to their age (14 years/15 years/16 years/17 years/18 years and 19 years) ($F_{(5,204)}=1243, p>.05$). In addition, no difference was observed between the levels of life satisfaction of the adolescents, according to their age (14 years/15 years/16 years/17 years/18 years and 19 years) ($F_{(5,204)}=1.181, p>.05$).

Table 9. Correlation of participants' hopelessness and satisfaction with life scales

	r	p
HS & LLSS Scale	-.506	.000**

p<.001**

Table 9 shows the relationship between Hopelessness Scale and Birth of Life Scale. When the results of the analysis are assessed, it is seen that there is a significant negative correlation between HS and LLSS ($r= -.506, p<.05$). Based on these findings, it can be said that as the hopelessness levels of high school students increase, their life satisfaction levels will decrease.

Table 10. The relationship between some socio-demographic features of the participants and the scales of hopelessness and life satisfaction

	r	p
HS& Number of Siblings	.163	.018*
LSS & Number of Siblings	-.157	.023*
LSS & Income	.218	.001*
Age & School grades	.835	.000**
Whether parents live together & Living with family	.333	.000**
Whether parents live together & Income	-.146	.035*

p<.001** p<.05*

When Table 10 is examined, it is seen that there is a significant positive correlation between the Hopelessness Scale and the number of siblings ($r=.163, p<.05$). It can be said that as the number of siblings of high school student increases, their level of hopelessness will also increase. Moreover, a significant negative correlation is observed between the Satisfaction with Life Scale and the number of siblings ($r=-.157, p<.05$). As the number of siblings of adolescents increases, their level of life satisfaction decreases. In addition, it was found that there is a positive and meaningful relationship between the financial income of the families of the adolescents and the life satisfaction of the individuals ($r=.218, p<.05$). When the relationship between age and high school grades of adolescents is examined, it can be said that there is a positive and significant relationship between the variables ($r=.835, p<.001$). According to Table 10, a positive and significant relationship is determined between whether parents are together and to live with parents ($r=.333, p<.05$). It can be said that the case of living with families for the adolescents whose parents are together is almost related to the same rate. The coexistence of parents is directly proportional to living together with their children. In addition to that, it was also monitored that there was a significant negative correlation between the state of being together with the parents and financial income ($r=-.146, p<.05$). Adolescent families with separated parents have higher financial income.

DISCUSSION and CONCLUSIONS

In this study conducted, it was objected to examine the differences between hopelessness and life satisfaction of high school students who returned to their schools after the end of Covid-19 pandemic restrictions, due to some demographic variables. Within the scope of the study, it was evaluated whether students' hopelessness and life satisfaction levels differed according to variables such as; gender, marital status of parents, living together, grade levels, number of siblings, and income level. As a result of the analysis, when the relationship between hopelessness and life satisfaction was examined, a significant negative relationship was determined. Since unhappiness is associated with negative outcomes such as negative expectations, beliefs, failures, and problem-solving challenges, it is expected that the



subjective well-being of adolescents, which has an important role in developmental progress, will affect their life satisfaction (Valois et al., 2001). As a result of the literature review, it is seen that studies generally find a relationship between hopelessness and life satisfaction (Bronk, 2005; Diener & Seligman, 2002; Gündoğar et al, 2007; Padmanabhanunni & Pretorius, 2021; Shek & Li, 2016; Topuz, 2021; Tümkaya, Çelik) and Aybenk, 2011). As a result of the literature review, it has been understood that people's life satisfaction at a good or bad level may cause more than one negative emotion for them (Bronk, 2005; Bronk et al., 2009). Hopelessness can be associated with life satisfaction, as the individual develops negative expectations for the future and hopelessness means that she attributes false meanings to life without a reasonable cause (Beck et al., 1974).

In addition, the inability of individuals in adolescence to set goals for life, and to be aimless, cause a low level of life satisfaction, increase the level of hopelessness, and the emergence of negative thoughts (Heisel & Flett, 2004). The fact that there was no significant difference between the hopelessness levels of high school students, according to gender in the study shows that it is compatible with the results of the literature (Ottekin, 2009). Tümkaya, Çelik, and Aybenk (2011), Gençay (2009), and Doğan (2012) state in their research on students that the levels of hopelessness do not differ between male and female students. Due to the effect of the pandemic period restrictions on people, the fact that some problems such as the economic crisis, unemployment, financial difficulties, and the change in the university entrance system caused various problems for both male and female participants, caused no difference between the genders and did not cause them to despair for the future. When the level of life satisfaction has been examined according to the gender of the adolescents to ensure support for this finding, there are studies showing no significant difference between life satisfaction and gender (Arıdağ & Seydooğulları, 2018; Çam & Artar, 2014; Çivitci, 2007; Çivitci, 2009; Kabasakal & Uz-baş, 2013; Toprak, 2014; Tümkaya, Çelik and Aybenk, 2011; Ünal and Şahin, 2013). Accordingly, while explaining the absence of a significant difference between gender and life satisfaction, in line with the criteria defined personally by both male and female adolescents, can be explained by similar evaluations regarding how happy they are with their lives and differences between what they have and their expectations (Chen et al., 2017). Another point of view is that many common variables such as personality traits and living environment that affect life satisfaction may also lead to this result. Unlike the previous study, in some studies, the level of life satisfaction differs significantly according to the gender of the adolescents. Van der Laan et al. (2021) concluded that the level of life satisfaction during the pandemic period was lower in male adolescents, while Magson et al. (2012) and Goldbeck (2007) concluded that the decrease in life satisfaction in adolescents during the pandemic period was especially in girls. The significant difference between life satisfaction and gender in these studies can be explained by the possibility and the fact that men spend time in groups (Rose & Rudolph, 2006; Watkins, 2003), but this situation has been affected by quarantine measures. It is argued here that boys cannot go out and be together in groups, but because girls have higher ability to seek help, have more positive connections with their parents, and communicate more than boys, adolescent girls can achieve higher life satisfaction by using more tools to cope with the pandemic. (Sun and Stewart, 2007). On whether life satisfaction differs according to gender, one of the reasons why studies have produced various results is that it may be that the roles that gender perception imposes on individuals change according to the culture, the political and economic conditions of the society or individuals, or the education level of the individuals (Öngen & Aytaç, 2013). It has been determined that demographic variables and gender have little effect on life satisfaction during adolescence and childhood (Proctor, Linley, & Maltby, 2009). It can be said that larger-scale studies that consider demographic variables that may cause differences will be beneficial.

The fact that the hopelessness levels of adolescent students do not differ significantly according to their grade levels is in line with the results of the literature review (Ayan, 2017; Dereli & Kabataş 2009; Kula, 2008; Tümkaya, Çelik, & Aybenk, 2011; Vidinlioğlu, 2010). The reason why there is no significant difference between the grade levels of the adolescents and the hopelessness levels can be considered as the similar or common conditions and factors that cause the problems adolescents



encounter in the academic environment. According to the class variable, a statistically significant difference was found in the sub-dimensions of "inconsistency" and "regret", which are negative automatic thoughts (Sözlü & Serin, 2019). Batıgün (2005), Tekin and Filiz (2008), and Tümkaya (2005), unlike the study, found a significant difference between grade levels and hopelessness.

The fact that the life satisfaction levels of adolescent students do not differ significantly according to their grade levels is in line with the results of the literature review (Tümkaya, Çelik, & Aybenk, 2011). Huebner, Funk, and Valois (2006), in their study on 9th and 12th-grade students, did not find a significant difference in terms of life satisfaction of men and women.

In the study conducted by Ayan (2017), unlike the result of this finding, it has been determined that life satisfaction differs according to grade level and life satisfaction is higher in 9th-grade students. In the study conducted by Cavga (2019), unlike this study, life satisfaction was found to be higher in the 9th grade. Taş ne et al. (2022) showed that the reason for the significant difference between grade level and life satisfaction is that 9th-grade students have just entered adolescence, they have not yet experienced the stressful and challenging experiences of adolescence, and they have not confronted their families yet. In terms of hopelessness levels, according to the number of siblings of adolescents, a significant difference was found between the groups. Accordingly, it was concluded that the hopelessness levels of the adolescents with 5 or more siblings were higher than the hopelessness levels of the adolescents who did not have siblings. Similar studies have been found in the literature with the result of this study (Tümkaya, Aybenk, & Çelik, 2010; Serin, 2019; Fidan, & Serin, 2021). In line with these findings, the significant difference between the number of siblings and hopelessness can be explained by situations such as the division of parental interest, restriction of financial opportunities, and discrimination between siblings. Unlike the results of the study, Yerlikaya (2014) and Üngüren (2007) did not find a significant difference between the number of siblings and the hopelessness level of the participants.

When the level of life satisfaction is examined according to the number of siblings of the adolescents, similar to this study, studies were determined indicating that the number of siblings does not have a significant effect on life satisfaction levels (Cavga 2019; Çivitci, 2009; Çivitci, Çivitci, & Fiyakalı, 2009; Kılıçaslan, 2012). Regarding the lack of difference between the number of siblings and the level of life satisfaction, it can be said that family communication and interaction are similar in individuals with and without siblings, thus it has no effect on life satisfaction. Tunç (2020) determined that the level of life satisfaction of students differed between those with 1 or 2 siblings and those with 3 or more siblings, according to the number of siblings, and found that individuals with 1-2 siblings had higher life satisfaction.

There was no difference between the hopelessness levels of the adolescents participating in the study, according to their parents' being together (my parents are together / my parents are separated / my mother is not alive / my father is not alive / both my mother and father passed away). The fact that the results of the study conducted by Gür (2019), Ottekin (2009), Öztürk (2006), Ünal and Şahin (2013) indicated no difference between the level of hopelessness and the parents' absence and togetherness status of the participants support the result of the current study. When the obtained findings and literature review results are compared, different results are seen and it is seen that the hopelessness levels of adolescents increase after divorce and the hopelessness levels of adolescents with divorced parents are high (Wood, Repetti, & Roesch, 2004; Arıkan, 2014). There are studies that support the absence of any difference between the levels of life satisfaction of the adolescents participating in the study according to their parents' being together (my parents are together / my parents are separated / my mother is not alive / my father is not alive / both my mother and father passed away) (Öztürk, 2006; Ünal & Şahin, 2013). The family, the structure of the family, and the social support provided by the family are especially important in the development of adolescence. However, the results of this research have shown that whether the parents are together or not, the attention and support of the parents do not negatively affect the life of the individual. Unlike this study, there is a relationship between the level of



life satisfaction and divorced adolescents (Çivitci, Çivitci, & Fiyakalı, 2009), while another study found that as the union of parents of high school students increases, their life satisfaction also increases.

There was no difference between the groups in terms of hopelessness levels, according to the income of the families of the adolescents. Tümkaya, Çelik, and Aybenk (2011) did not find a significant difference between financial income and hopelessness level and supports the result of this study. Unlike this study, Çelikel and Erkorkmaz (2008), Gündoğar et al. (2007), Ozmen et al. (2008), Tekin and Filiz (2008), Tekin and Taşgım (2008), Tokuç et al. (2009), Tümkaya, Çelik, and Aybenk (2010), Uz Baş and Kabasakal (2013), Üngüren and Ehtiyar (2009), Şahin (2009) found a significant difference between the family's income and hopelessness levels and it was stated that the level of hopelessness decreased as the income increased. It has been suggested that income level is an important variable in terms of future security as the reason for the significant difference in the studies.

A significant difference was found between the groups in terms of life satisfaction levels, according to the financial income status of the families of the adolescents. It was observed that the level of life satisfaction of the adolescents who stated that their families had an income of 4.000-6,000 TL was lower than the level of life satisfaction of the adolescents who stated that their family had an income of 8.000-10.000 TL, and a significant difference was found between the groups. In addition, it was determined that the life satisfaction levels of the adolescents who stated that their families had an income of 4,000-6,000 TL were lower than the levels of life satisfaction of the adolescents who stated that their families had an income of 10,000 TL or more, and a significant difference was found between the groups. In the literature, studies have been reached in harmony with the result of this study (Ayan, 2017; Tümkaya, Çelik, & Aybenk, 2011). Students with different income levels have different qualities of life. Adolescents with a high-income level may experience dissatisfaction because they can get everything easily and early as a result of their very good financial means. The fact that middle-income adolescents experience processes such as effort and effort in all their goals in life may have caused them to look at life in a different and more conscious way and to have higher life satisfaction. The high life satisfaction of students with high family incomes can be explained by the excess of opportunities and possibilities. According to the results of the study, it is seen that there is a negative significant relationship between hopelessness and life satisfaction.

According to the data obtained from the hopelessness and life satisfaction scale, it was concluded that no significant difference was observed according to gender, grade level, separation or separation of parents, death of one of the parents, or both being alive and living with their families. In addition, as a result of the research, no significant difference was found in the level of life satisfaction of the adolescents according to the number of siblings, a significant difference was found in the levels of hopelessness, and it was determined that the adolescents with five or more siblings were found to be higher than the adolescents who had no siblings, it has been concluded that adolescents with lower income levels have less life satisfaction. As a result, according to the data obtained, it was understood that as the number of siblings of the students increased, the hopelessness levels of the students increased and the life satisfaction levels of the adolescents with low-income levels decreased.

The results of the research show that after the pandemic related restrictions, the negative effects on adolescents in the economy and social areas have negative effects on the level of hopelessness and life satisfaction. This case reveals the importance of taking preventive, preventive, and therapeutic measures for the mental health of individuals during and after the pandemic. In this respect, the results of the research are important in guiding policy makers, field workers, and researchers about the measures to be taken.

Suggestions

Individuals in adolescence can experience positive personality development through the learning experiences they will encounter in the educational environment. In this context, in order to prevent students from being affected by emotional and cognitive factors such as hopelessness, educational programs can be organized within the scope of personal, social, and guidance related to these elements,



and consultation studies can be carried out to ensure that teachers in the school have a common understanding and attitude. Adolescents' life satisfaction can be increased by providing educational information about leisure time activities aimed at increasing the quality of life of adolescents.

Seminars can be organized for families about hopelessness and parent education, which are among the psychological problems experienced by adolescents and adolescents, and families can be informed so that they can acquire positive personality traits more easily and quickly. Encouraging adolescents to be more optimistic about their future plans and all the possibilities they may have can overcome their feelings of hopelessness. In conclusion, this study reveals that as adolescents' life satisfaction decreases, their hopelessness decreases. In this sense, it is possible to contribute to reducing the risky behaviors and hopelessness of adolescents with school-based prevention studies that focus on increasing the life satisfaction of adolescents.

Ethics and Conflict of Interest

The authors have acted in accordance with ethical rules at all stages of the research, and there is no conflict of interest among the authors.

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