

**TOÇEV**

**I am a Teenager Project**

**2013-2016**

**PROJECT REPORT**

**-Abridged Version-**

**İstanbul 2016**

**Please see the Unabridged Version of the Project Report for detailed findings, analyses and activities.**

**This study is Sponsored by AstraZeneca Young Health Programme and supported by the Ministry of National Education.**

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## **ABSTRACT**

TOÇEV's "**I am a Teenager**" Project was initiated with a pilot study in April 2013 under the sponsorship of AstraZeneca Young Health Programme and support of the Ministry of National Education. A total of eight secondary education schools designated by the Ministry of Education were visited three times each at average intervals of five months to conduct workshops and seminars. The adolescence stage was addressed through play therapy, psychodrama and art therapy in workshops moderated by a Specialist Psychologist and a team of Psychologists. Parents and school teachers attended a total of four seminars per school under the project, where characteristics of adolescence stage were explained. A longitudinal study was conducted with a group selected by random sampling from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. The tendency of participants to violence and their level of self-despair were measured in this study as well as socio-demographic data. A total of 2762 students participated to this study. The sample group of this research study comprised a total of 923 students (448 girls and 475 boys) selected by random sampling in schools designated for this project. A total of 579 parents and 190 school teachers were reached through the seminars. The total number of attendants to workshops that were conducted longitudinally at each school was 9170. The tendency of student participating in the project to violence has reduced significantly. The mean of the scores of the tendency to violence pretest given before commencement of training was 42,60, whereas the mean of the scores of the tendency to violence posttest given following completion of training has dropped to 41,51. This result is considered to be an indicator of the success of the training delivered. According to the results of the Paired Samples Correlation analysis conducted to evaluate the effectiveness of the training on the capability of students to organize their feelings and expectations regarding the future,  $t(661)= 11,02$ ,  $p< .001$ , thus significant difference has been observed between arithmetic mean of pretests and arithmetic mean of posttests. Negative feelings and

expectations of the students regarding the future ( $X=2,65$ ) have changed in the desired direction following completion of the training ( $X=1,99$ ).

## **INTRODUCTION**

### **Adolescence**

Adolescence is the transitional stage of an individual from childhood to adulthood. Starting with physical changes, this process is terminated when the individual makes room for himself/herself in the world of adults. In his studies, Erikson (1963) has emphasized adolescence and introduced the concept of identity versus role confusion during adolescence. Individuals explore themselves after trying different roles and identities. This problematic process distresses the adolescent. This stress is reflected on their relationship with their family or peers as conflicts (McGue, Elkins, Walden and Iacono, 2005). In addition to physical changes such as non-proportional elongation of arms and legs compared to the body or pubescence, hormonal changes are also experienced during adolescence (Çelen, 2011). Losing the baby-face looks, the adolescent tries hard to acquire new self-care skills. Moreover, emotional rollercoasters during adolescence between individualization and disassociation with the family causes the individual to feel stuck. This feeling of getting stuck causes reaction. This reaction may be expressed by aggressiveness, stealing, breaking or disobeying rules. (Shaw and Mc Key, 1931).

A study by Çubukçu and Sivaslıgil (2007) asserts that girls in Turkey reach puberty at the age of 13-14 and boys at the age of 14-15. Thus the age range of this project is determined as 12-16. Since it was not possible to carry out the project both in high schools and secondary schools due to permissions, physical structure and the process to be followed, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades are chosen as the target group. Students in these grades in our country are between the ages of 12-15.

### **Tendency to Violence**

Tendency to violence in the adolescence stage has been examined under the project. Numerous definitions of violence exist in the literature. Bandura (1977) has underlined the fact that violence can be learned through direct exposure or by observation. According to Wolfgang and Ferracuti (1967) acts of violence stem from commitment to the norms and values of a subculture of violence. According to Anderson and Huesmann (2003) violence is an act perpetrated with the purpose of harming another individual. Violence is included among social problems of developed and developing countries in the 21<sup>st</sup> century according to a report by the World Health Organization (2002). In the Updated Turkish Dictionary (2006) of the Turkish Language Association, the word şiddet (violence) of Arabic origin is defined as “the severity of an act or power, intensity, strength or brutal force”. Tendency to violence may also include justification of resorting to violence as well as the mere act of violence itself (Haskan, 2009). On the other hand, accidental behavior shall not be considered violence even if they cause pain according to Englander (2003).

### **Self-Despair**

Another variable that was measured under the project is self-despair. Self-despair is defined as negative cognitive expectations of himself/herself and the future (Scotland, 1969). According to Bolland (2001), adolescents raised in harsh physical or social conditions in addition to changes caused by adolescence, react to their inner circle by negative cognitive or psychological responses such as low self-esteem or self-despair. A correlation is found between self-despair and risky behavior in adolescents with low socioeconomic status. Esen (2003) has noted that adolescents using violence as a means of communication have low awareness and high self-despair.

### **Objective of the Project**

“I am a Teenager” project of TOÇEV was designed to support adaptation process of adolescents during their transition from childhood to adulthood. It was designed to signify psychological, social, emotional and physical changes and to support them regarding emotional management, expression of violence, peer victimization and motivation. The project was named “I am a Teenager” to emphasize the transition period to refer to those adolescents passing from childhood to adulthood without experiencing adolescence.

### **Significance of the Project**

“I am a Teenager” project of TOÇEV is a longitudinal study conducted in various provinces. A very large amount of data was collected during the research stage of the project. This project also addresses parents and teachers of adolescent students. It is planned to include the entire inner circle of adolescents in the process with a systemic approach. It is planned to reduce two main problems of adolescence, namely tendency to violence and self-despair through a training program.

**Hypotheses:**

1. Male students are more prone to violence than female students.
2. Negative feelings and expectations of female students regarding the future are stronger than male students.
3. Level of hope does not differ between genders.
4. Tendency of students to violence increases by age.
5. Tendency of students to violence does not differ depending on the level of education of their mothers.
6. Tendency of students to violence does not differ depending on the level of education of their fathers.
7. Tendency of students to violence does not differ depending on the number of children in the household.
8. Tendency of students to violence does not differ depending on their birth order.
9. Loss of motivation of students triggers tendency to violence.
10. There is a positive correlation between violence tendency of students and negative feelings and expectations of the future.
11. Tendency to violence of students will be reduced as a result of training delivered under the project.
12. Negative feelings and expectations of students participating in “I am a Teenager” project of TOÇEV will be reduced as a result of training delivered under the project.
13. Loss of motivation of students participating in “I am a Teenager” project of TOÇEV will be reduced as a result of training delivered under the project.

## METHOD

### Sampling Group

The target population of this research comprises 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students attending secondary education schools designated for “I am a Teenager” project of TOÇEV by the Ministry of National Education. A total of 2762 students participated to this study. 5,2% of the data collected during the study was removed from the data group due to typing errors. The post-elimination sampling group of the research study comprised a total of 923 students (448 girls and 475 boys) selected by random sampling in schools designated for this project. Distribution of the sampling group by gender is provided in Table - 1.

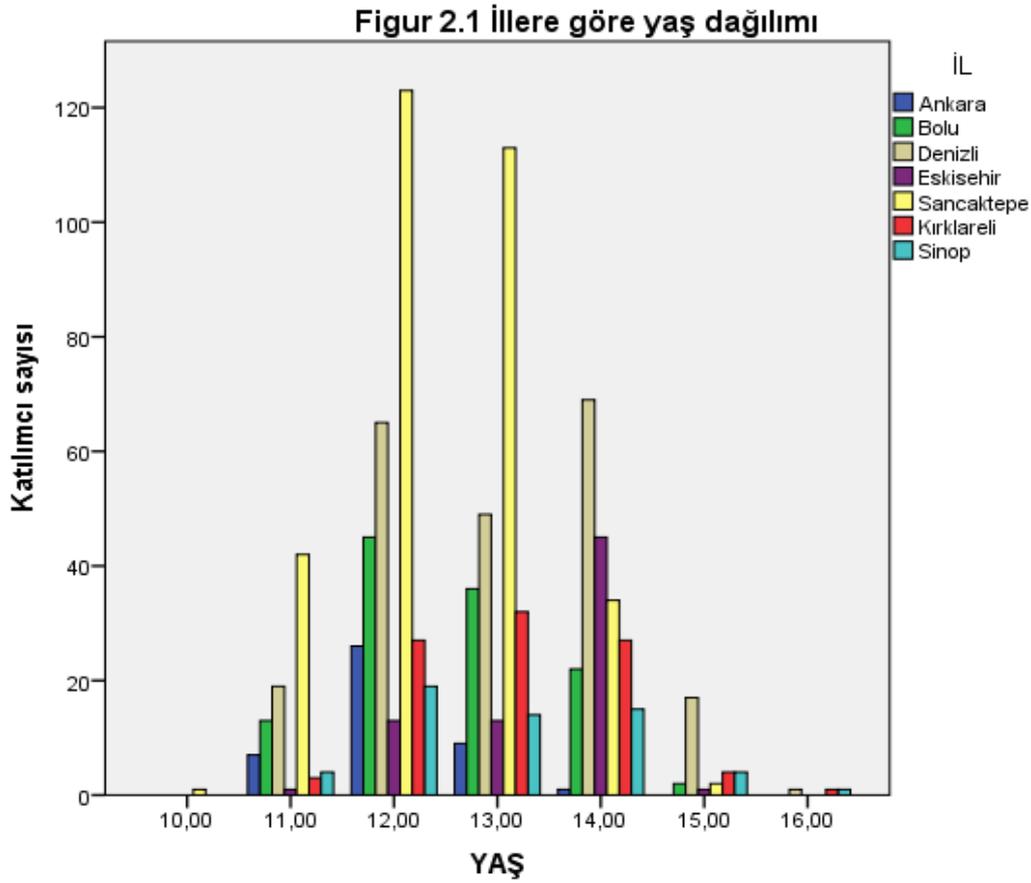
**Table 1. Distribution of the sampling group by gender**

|        | Frequency | Percentage |
|--------|-----------|------------|
| Female | 448       | 48,5       |
| Male   | 475       | 51,5       |
| Total  | 923       | 100,0      |

As provided in Table 1 here above, 48,5% (n=448) of students participating in the research study are girls and 51,5 % (n=475) are boys. The research study started with 923 students prior to implementation stage but 176 participants left the study within time, as is the case in most longitudinal studies, due to change of school, absenteeism of students in May and June to help their parents’ businesses and to study for TEOG (Transition from primary to secondary education) tests in November and April. The study was completed with a total of 747 students. 3,05 % of a total of 952 individual data collected during the research study was either invalid or mistyped and thus omitted from the research study. 34,1 % (n=315) of the sampling group of the research study comprised data collected from İstanbul and 4,7 %

(n=43) comprised data collected from Ankara. The average age of students participating in the research study was 12 years and 7 months. The average age of girls was 12 years and 7 months and the average age of the boys was 12 years and 8 months. The age distribution of the sampling group is provided in Diagram 1 by provinces.

**Diagram 1. Age distribution by provinces**



The age range of the mothers of the mothers of adolescents participating in the research study was between 25 and 58 with an average age of 38,4, whereas the age range of fathers was between 25 and 85 with an average age of 42,31. The level of education of parents of participants is provided in Table 2.

**Table 2. Distribution of the Level of Education of Parents**

| Level of education of parents | Illiterate | Primary School | Secondary School (%) | High School | University | Post-Graduate |
|-------------------------------|------------|----------------|----------------------|-------------|------------|---------------|
| Mother                        | 10,2       | 34,8           | 20,5                 | 18,2        | 11,8       | 2,2           |
| Father                        | 7,3        | 27,8           | 19,4                 | 20,8        | 18,6       | 3,7           |

### Means of Data Collection

A research questionnaire form comprising three sections was used in the research study. The first section comprises questions to gather demographic data such as the age, gender, grade and school of participants, occupation of their parents, level of education of their parents, whether their parents are their birth parents or step parents, and the number of children in the household. The second section comprises a Violence Tendency Scale to determine the level of tendency of violence of the participants and the final section comprises a Beck Despair Scale to examine the self-despair level of the participants.

### Violence Tendency Scale

The Violence Tendency Scale is the scale used in the study “Domestic and Public Violence” published in 1998 by the Family Research Institution under the Prime Ministry of the Republic of Turkey. This scale is developed by Assistant Professor Dr. Erol Göka, Assistant Professor Dr. Bülent Bayat and Dr. M. Hakan Türkçapar in 1995 to be used in the research study “Tendency to violence and aggression of secondary school students” conducted on behalf of the Ministry of National Education to measure violence tendency of

secondary school students. Comprising 20 items, it is a four point Likert type scale. “Strongly Disagree”, “Mildly Disagree”, “Agree” and “Strongly Agree” choices are scored from one to four. Students can score a minimum of 1 and a maximum of 80. Higher scores indicate a higher tendency to violence. The Cronbach alpha coefficient of the scale is 0.76. Cronbach alpha internal consistency coefficient of the scale is calculated as 0.85 in this research.

### **Beck Despair Scale**

Beck Despair Scale comprising 20 items was developed by Beck et al. (1974) with a 0-1 interval. It is used to determine expectations of a person from the future and his/her level of despair. The subject scores 1 point by giving a “yes” response in 11 of the items and by giving a “no” response in 9 of the items. The subject scores 1 point by giving a “no” response to items 1,3,5,6,8,10,13,15 and 19, and a “yes” response to items 2,4,7,9,11,12,14,16,17,18. and 20. The score interval is 20. This scale has been adapted to Turkey by Seber (1991). The Cronbach Alpha reliability coefficient, calculated over a sampling group of 373 individuals comprising a normal group and psychiatric patients is .85.

A factor analysis conducted on the scale reveals that the scale comprises three factors namely, “Feelings and expectations of the future” (items 1, 3 ,7 ,11 and 18,  $\alpha=0.78$ ), “Loss of motivation” (items 2, 4, 9, 12, 14, 16, 17 and 20,  $\alpha=0.72$ ) and “Hope” (items 5,6,8,10,13,15 and 19,  $\alpha=0.72$ ). Cronbach alpha internal consistency coefficient of the scale is calculated as 0.86 in this research.

### **Data analysis Methods**

SPSS 15 software is used to analyze data collected in the research study. Parametric tests were used for frequency, percentage, arithmetic mean descriptive statistics and groups with normal distribution when analyzing the data.

### **Procedure**

Once the schools where the project was to be implemented were designated by the Ministry of National Education, permissions were obtained from Provincial or District Directorates of National Education governing those schools. The project was implemented during the weeks that were agreed upon mutually with the schools. The project was launched in the 2012-2013 academic year and initiated by pilot studies conducted in April, May and June 2013. Pilot studies were conducted in İstanbul Sancaktepe District Yenidoğan Secondary School, Sakarya Adapazarı District Kurtuluş Primary Education School, and Kırklareli Vize District Namık Kemal Secondary School respectively. Other schools participating in the project are as follows; Bolu Yunus Emre Secondary School, Sinop 75. Yıl Cumhuriyet Regional Primary Boarding School, Eskişehir Odunpazarı Melahat Ünügür Secondary School, Ankara Seymenler Secondary School and Denizli Sıdıka Çalışkan Secondary School. Each of these schools were visited three times at a minimum interval of three months and a maximum interval of six months depending on the academic calendar, between April 2013 and May 2016. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students of the schools that were visited participated in workshops and seminars. Additionally, seminars on adolescence were organized for the teachers of the schools as well as parents of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students in the first and second visits. Participation in workshops or seminars was voluntary. The number of participants per session is provided in Table 3.

**Table 3. Number of participants of the project**

| School Name /Participants  | 1. Visit |        |                                      | 2. Visit                               |                        |                                      | 3. Visit |        |         |
|--|----------|--------|--------------------------------------|--|------------------------|--------------------------------------|----------|--------|---------|
|  | Student  | Parent | Teacher                              | Student                                | Parent                 | Teacher                              | Student  | Parent | Teacher |
| İSTANBUL Sancaktepe District Yenidoğan Secondary School                  | 480      | 70     | 24                                   | 480                                    | 10                     | 24                                   | 480      | -      | -       |
| SAKARYA Adapazarı District Kurtuluş Secondary School                     | 200      | 60     | 12                                   | Ceased to participate in the project . |                        |                                      |          |        |         |
| KIRKLARELİ Vize District Namık Kemal Secondary School                    | 248      | 25     | 10                                   | 248                                    | 20                     | 10                                   | 248      | -      | -       |
| BOLU Yunus Emre Secondary School   | 249      | 10     | 20                                   | 100                                    | No attendance in June. |                                      | 240      | -      | -       |
| SİNOP 75. Yıl Cumhuriyet Regional Primary Boarding School (YİBO)/Durağan | 380      | 100    | 25                                   | 382                                    | 2                      | 25                                   | 382      | -      | -       |
| ESKİŞEHİR Odunpazarı Melahat Ünügür Secondary School                     | 1308     | 200    | 60                                   | 1210                                   | 29                     | 60                                   | 1125     | -      | -       |
| ANKARA Seymenler Secondary School  | 150      | 10     | Number of teachers is not sufficient | 150                                    | 10                     | Number of teachers is not sufficient | 150      | -      | -       |
| DENİZLİ  | 320      | 15     | 15                                   | 320                                    | 20                     | 15                                   | 320      | -      | -       |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| Sıdıka Çalışkan<br>Secondary<br>School |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

Implementing officials of the project have implemented the field study program provided in Table 4 after receiving training from project advisors

**Table 4. Field Study Program**

| 1. Visit   |                     |                     | 2. Visit   |                     |                     | 3. Visit  |
|--|---------------------|---------------------|--|---------------------|---------------------|---|
| Student  | Parent              | Teacher             | Student  | Parent              | Teacher             | Student   |
| Adolescence Seminar  | Adolescence Seminar | Adolescence Seminar | Adolescence Seminar  | Adolescence Seminar | Adolescence Seminar |   |
| <b>Workshop</b><br>-Understanding adolescence -<br>Feelings(Anger)<br>- Self-Value |                     |                     | <b>Workshop</b><br>-Understanding adolescence<br>-Harmless expressions of anger<br>-Exploring the question who am I and motivation |                     |                     | <b>Focus groups</b><br>- Experiencing adolescence<br>- Social support |
| <b>Implementation of the Scale</b>   |                     |                     | <b>Implementation of the Scale</b>   |                     |                     | <b>Implementation of the Scale</b>                                    |

Each school visit lasted one week. 6<sup>th</sup>, 7<sup>th</sup> and 8 grade students in each school visited were invited to the workshop in groups of twenty or twenty five students, in the first visit. Once forty minutes long interactive studies moderated by psychologists are completed at individual classroom level, adolescence seminars were organized on the last day of the week with the participation of 6<sup>th</sup>, 7<sup>th</sup> and 8 grade students. Physiological, psychological, social and emotional changes experienced in adolescence were addressed in these seminars. Seminars addressing adolescence were also given to teachers and parents on the last day of the visit

week. Seminars were given separately to teachers and parents. 6<sup>th</sup>, 7<sup>th</sup> and 8 grade students in each school visited participated in the workshop during the week in groups a maximum of twenty five students, also in the second visit. In the seminars given during the second visit, anger, which is one of the feelings experienced during adolescence, was addressed and harmless expression of anger was discussed. In the seminars for parents, given on the last day of the second visit, emotional changes in adolescence and the supportive role of the family in this process were explained. In the third visits, 6<sup>th</sup>, 7<sup>th</sup> and 8 grade students in each school visited were invited to a classroom organized accordingly in groups of ten to perform focus groups. The students were given the opportunity to express their observations, changes and expectations under the project during thirty minutes long sessions where adolescence and changes were reiterated in general. Group dynamics were established through interactive group sessions where social support was emphasized. Students were given two booklets, one for themselves and one for their parents, on adolescence at the end of the focus group. Parent or teacher seminars were not given during third visits. A Violence Tendency Scale including a socio-demographic questionnaire form and Beck Despair Scale were applied to students chosen by random sampling during the first visits to schools. The scales were re-applied in subsequent visits. Students were instructed not to write any unsolicited information on the questionnaire form or on the scale and not to write their names or provide any information disclosing their identity. Students were briefed about the purpose of the researcher both in writing and verbally prior to completing the scales and questions asked by students were replied. Students were told that the data obtained from the research was not collected with the purpose of sharing them with their parents or school administration but instead for research purposes and to disseminate the findings obtained from such research.

## FINDINGS

First of all distribution normality was tested for the purposes of the study. As a result of the analyses conducted for this purpose, it was assumed that the group had a normal distribution and analyses were continued by using parametric tests.

Descriptive statistics are made regarding the scales used in analyses and sub-dimensions of such scales. Results of said analyses are provided in Table 5.

**Table 5. Descriptive Statistics Regarding the Scales used in the Research Study and Sub-dimensions of Such Scales**

| Scales  | N   | Maxim   |       | Std.    |           |
|---|-----|---------|-------|---------|-----------|
|   |     | Minimum | um    | Mean    | Deviation |
| Violence Tendency Scale                                     | 701 | 20,00   | 80,00 | 42,7404 | 10,49957  |
| Motivation Loss Sub-dimension scale                         | 697 | 0       | 8     | 3,5395  | 2,64498   |
| Feelings and Expectations of the Future Sub-dimension Scale | 704 | 0       | 5     | 2,6364  | 1,41064   |
| Hope Sub-dimension Scale                                    | 705 | 0       | 7     | 5,0738  | 2,02195   |

Analyses were initially made by predicting whether socio-demographic variables cause significant difference on the scales. To this, first the “gender” variable was analyzed.

Significant difference was observed with the outcome  $p=.024$  ( $p<.05$ ) obtained as a result of an independent t test carried out to find out whether violence tendency differs significantly between female students and male students. Violence tendency of male students ( $X=43,51$ ) is higher than that of female students ( $X=41,89$ ).

Significant difference was observed with the outcome  $p=.033$  ( $p<.05$ ) obtained as a result of an independent t test carried out to find out whether feelings and expectations of the

future score differs significantly between female students and male students. Female students ( $X=8,95$ ) scored higher than male students ( $X=8.60$ ).

No significant difference was observed with the outcome  $p=.082$  ( $p<.05$ ) obtained as a result of an independent t test carried out to find out whether loss of motivation score differs significantly between female students and male students.

No significant difference was observed with the outcome  $p=.121$  ( $p<.05$ ) obtained as a result of an independent t test carried out to find out whether hope score differs significantly between female students and male students.

It was found out that pretest scores of violence tendency scales increase with *age*” ( $p=.000$   $r^2=.167$ ) but posttest scores of Violence Tendency Scale do not increase with age ( $p=.077$ ). This finding is considered as an indicator showing that the training delivered to students was effective.

As a result of the ANOVA (Analysis of Variance) test it was found out that the pretest and posttest scores of students do not differ significantly depending on the “*level of education of parents*”.

The correlation analysis conducted to examine the correlation between violence tendency scores and “*the number of children in the household*” did not reveal any significant correlation between these two variables ( $p=.51$ ).

Similarly, no significant correlation was found between the “*birth order*” of students participating in the research study and their violence tendency test scores ( $p=.99$ ).

**Table 6. Do violence tendency scores differ depending on province?**

Arithmetic mean of violence tendency pretest scores is  $X=42,72$ , whereas, arithmetic mean of violence tendency posttest scores is  $X=41,56$ . Minimum and maximum scores by provinces are as follows (Table):

Table 6. Distribution of Violence Tendency Pretest and Posttest Results by Provinces

| Province | Type of Test | Violence Tendency Min. Score | Violence Tendency Max. Score | Mean of Scores | Violence Tendency Level <sup>1</sup> |
|----------|--------------|------------------------------|------------------------------|----------------|--------------------------------------|
| Ankara   | Pretest      | 27                           | 72                           | 41,42          | High Violence Tendency               |
|          | Posttest     | 20                           | 75                           | 40,32          | Low Violence Tendency                |

<sup>1</sup> The high scores on the scale indicate that the student has a high tendency towards violence and the low scores indicate that the tendency to violence is low.

|            |          |           |           |              |                               |
|------------|----------|-----------|-----------|--------------|-------------------------------|
| Bolu       | Pretest  | 26        | 74        | 43,22        | High Violence Tendency        |
|            | Posttest | 21        | 75        | 42,76        | High Violence Tendency        |
| Denizli    | Pretest  | <b>20</b> | <b>76</b> | <b>42,68</b> | <b>High Violence Tendency</b> |
|            | Posttest | <b>23</b> | <b>77</b> | <b>40,27</b> | <b>Low Violence Tendency</b>  |
| Eskişehir  | Pretest  | 23        | 80        | 45,09        | High Violence Tendency        |
|            | Posttest | 20        | 79        | 46,83        | High Violence Tendency        |
| İstanbul   | Pretest  | <b>21</b> | <b>71</b> | <b>43,58</b> | <b>High Violence Tendency</b> |
|            | Posttest | <b>22</b> | <b>72</b> | <b>41,77</b> | <b>High Violence Tendency</b> |
| Kırklareli | Pretest  | 21        | 80        | 39,41        | Low Violence Tendency         |
|            | Posttest | 24        | 72        | 38,16        | Low Violence Tendency         |
| Sinop      | Pretest  | <b>20</b> | <b>75</b> | <b>39,03</b> | <b>Low Violence Tendency</b>  |
|            | Posttest | <b>20</b> | <b>80</b> | <b>39,03</b> | <b>Low Violence Tendency</b>  |

Significant difference was observed with the outcome  $p=.003$  ( $p<.01$ ) obtained as a result of the ANOVA (Analysis of Variance) test carried out to find whether Violence Tendency Scale scores differs significantly depending on provinces. Violence tendencies of students vary between provinces as seen in Table 6.

Analyses were continued in the second stage to identify correlations between individual scales. As a result of these analyses;

An examination of the correlation between the scores of loss of motivation which is a sub-scale of Hope Scale and violence tendency revealed a significant correlation between these two variables ( $p=.001$ ,  $r^2= .119$ ). According to the findings of the research, an increase in the loss of motivation of the students increases the tendency to violence.

An examination of the correlation between the scores of feelings and expectations of the future which is a sub-scale of Despair Scale and violence tendency revealed a significant correlation between these two variables ( $p=.011$ ,  $r^2= .089$ ). According to the findings of the research, negative feelings and expectations of the future increases the tendency of students to violence.

An examination of the correlation between the scores of hope which is a sub-scale of Despair Scale and violence tendency did not reveal a significant correlation between these two variables ( $p>.05$ ). According to the findings of the research there is no correlation between the level of hope of the students and their tendency to violence.

In the final stage, analyses were completed by comparing the scores of scales applied prior to the training with the scores of scales applied after the training. Accordingly;

According to the results of the Paired Samples Correlation analysis conducted to evaluate the difference between the pretest scores and posttest scores,  $t(678) = 1.987$ ,  $p < .05$ , indicating a significant difference between arithmetic mean of pretests and arithmetic mean of posttests. The mean of the scores of the tendency to violence pretest given before commencement of training was 42,60, whereas the mean of the scores of the tendency to violence posttest given following completion of training has dropped to 41,51. This result is considered to be an indicator of the success of the training delivered.

According to the results of the Paired Samples Correlation analysis conducted to evaluate the effectiveness of the training on the capability of students to organize their feelings and expectations regarding the future,  $t(661) = 11,02$ ,  $p < .001$ , thus significant difference has been observed between arithmetic mean of pretests and arithmetic mean of posttests. Negative feelings and expectations of the students regarding the future ( $X = 2,65$ ) have changed in the desired direction following completion of the training ( $X = 1,99$ ).

According to the results of the Paired Samples Correlation analysis conducted to evaluate the effectiveness of the training on the capability of students to “manage motivation loss”,  $t(656) = 9,591$ ,  $p < .001$ , thus significant difference has been observed between arithmetic mean of pretests and arithmetic mean of posttests. Mean of pretests given prior to the training was 3,5 but the mean of posttests given after completion of training has dropped to 2,5. This result is considered to be an indicator of the success of the training delivered.

According to the results of the Paired Samples Correlation analysis conducted to evaluate the effectiveness of the training on the capability of students to “manage hope”,  $t(662) = 9.87$ ,  $p < .001$ , thus significant difference has been observed between arithmetic mean of pretests and arithmetic mean of posttests. Mean of pretests given prior to the training was 5,03 but the mean of posttests given after completion of training has dropped to 4,1.

## DISCUSSION

The hypothesis that was made at the beginning of the research study, suggestion that **“Male students are more prone to violence than female students”** has been accepted. According to the results of this research study, scores of students in the violence tendency scale have a significant statistical difference on the basis of gender. Violence tendency of male students has a higher mean compared to female students. These results conform to the

literature (Campbell, 2006, Dedeoğlu, Yayla and Kardeşahin, 2008, Özgür, Yörükoğlu and Baysan-Arabacı, 2011). These results also indicate that male students are more aggressive compared to female students. (Butovsktay and Kozintsev, 1999, Günaydın, 2008, Sağlam, 2009, Scharf, 2000, Pekince, 2012, Nair, 2014). The causes leading to this result can be explained by the importance attached to and tolerance shown to male children in our culture, causing male children to experience more violence during adolescence due to rebellious behavior and to develop tendency to solve problems by exercising violence. Additionally, it is a known fact that parents or other family elders punish male children more than female children. (Sears, 1991, Özgür, Baysan-Arabacı and Aycan 2007). One should always keep in mind that aggressive behavior observed in male children between the ages of 6-13 is the precursor of violence to be exerted later in adulthood. These findings emphasize the importance of starting efforts to prevent violence in preschool ages.

The hypothesis **“Negative feelings and expectations of female students regarding the future are stronger than male students”** was also accepted. Some studies in the literature have not found significant differences between male and female students regarding desperate feelings and expectations regarding the future (Derman, 2013); however, female students scored higher than male students in present study in scales assessing negative feelings and expectations regarding the future. It is only normal to think that this result is natural for adolescent girls. However negative feelings regarding the future might lead to risky behavior causing problems. Therefore, it might be a good idea to work on improving the expectations of female students of the future and to transform negative feelings regarding the future in subsequent phases of the project.

The hypothesis **“Level of hope does not differ between genders.”** was also accepted. Although level of despair was found to be higher in male students in some studies (Çetintürk,2001, Küçük ve Arıkan, 2005, Özmen, Erbay-Dündar, Çetinkaya, Taşkın and Özmen, 2008, Şahin, 2009), some others found no significant difference between the level of despair of male students and female students (Durak, 1994; Gençay ve Gençay, 2011, Şahin, 2002), and yet some other studies found that the level of despair of female students was

higher (Üngüren and Ehtiyar, 2009). Considering developmental traits of the sampling group, it is obvious that the level of despair can be addressed regardless of the gender factor. It is believed that increasing expectations of parents from their children, as well as increasing responsibilities both at home and at school and higher expectations from daily life affects their hopes.

The hypothesis **“Tendency of students to violence increases by age.”** was accepted during the pretest stage. In this research study, pretest scores of violence tendency scale have increased by age. Many studies conducted in this field yielded similar results (Haskan-Avcı and Yıldırım, 2014, Yönet, Çalık, Yaşartürk and Çimen, 2016). It is seen that tendency to violence increases when the students get older and attend higher grades. However, the literature includes an opinion to the contrary. This opinion suggests that tendency to violence will reduce by age with the influence of good role models around the student. In the present research study, although posttest scores of violence tendency scale have not decreased by an increase in the age, the significant correlation that was indicated in the pretests was gone, which can be considered as an indication of the effect of the training on the children. It is believed that repetition of these kinds of training frequently by school counselors or social service units to be established in schools will be highly beneficial. Training on communication skills etc. shall be delivered to students to simulate settings where students find the opportunity to say “no” to violence.

The hypotheses **“Tendency of students to violence does not differ depending on the level of education of their mothers.”** and **“Tendency of students to violence does not differ depending on the level of education of their fathers”** were also accepted. In the present study it was found out that violence tendency of children does not differ significantly depending on the level of education of their parents. However, it is generally believed that aggressive behavior reduces when the level of education of the mother gets higher (Kodan,

2013). There are different opinions on this issue in the literature; while some studies find differences (Altınay and Arat, 2008, Avcı, 2006, Efe and Ayaz, 2010, Halıcı 2007, Kahraman, 2000), some others do not find any difference between the impact of the level of education of parents (Kaplan, 2012, Yakut, 2012). It is believed that this is due to the fact that mothers with higher levels of education are usually hard working women who are unable to spare sufficient time to their children. In the study carried out by Özgür et al. (2011), employment status of the mother did not affect violence tendency of children but violence tendency of students whose father's are not employed were higher compared to those whose father's are employed.

**The hypothesis “Tendency of students to violence does not differ depending on the number of children in the household.” was also accepted.** No significant correlation was found between violence tendency of students and the number of their brothers/sisters. The literature provides different findings on this issue. In the study carried out by Masalcı in 2001, it was found out that aggression levels of children with two, three or more brothers or sisters are higher than that of children with no brothers or sisters or only one brother or sister. On the other hand, in the study carried out by Erdoğan in 2010, it was found out that children with too many brothers or sisters or with no brothers or sisters are more prone to aggressive behavior compared to children with fewer brothers or sisters, which can trigger violence. This finding is congruent with the studies by Bernart and Bulleit (1985). It is believed that the outcome of this hypothesis may be a result of the training delivered.

**The hypothesis “Tendency of students to violence does not differ depending on their birth order” was also accepted.** No significant difference was found in this research between violence tendencies of students with different birth orders in their elementary families. This finding is congruent with the literature. The studies carried out by Dizman (2003) and Gürsoy (2002) suggest that birth order does not lead to a difference. This finding

suggests that although birth order plays a significant role in many phases of life, violent behavior is rather learned through modeling. Thus, role modeling of parents to their children and elder brothers or sisters to their younger brothers or sisters shall be reviewed. Participation of parents to training sessions improving skills of parents to manage this kind of situations must be encouraged and increased. Cooperation between local administrations, universities, city councils and NGO's must be increased to organize such training sessions more frequently in convenient venues.

The hypothesis “**Loss of motivation of students triggers tendency to violence.**” was also accepted as a result of the analyses made. A significant and positive correlation was found between the scores of loss of motivation, a sub-scale under the Despair scale, and scores of violence tendency. This output is congruent with the research conducted by Taner-Derman (2013). Bolland (2003) has found a significant correlation between despair and risky behavior in adolescents with low socioeconomic status. Despair might impose a greater risk for adolescents.

The hypothesis “**There is a positive correlation between violence tendency of students and negative feelings and expectations of the future.**” was also accepted. Despair may be considered as a state where an individual defines himself with negative traits, expects negative occurrences in the future rather than positive results and considers all this negativity as a constant and unchangeable state (Abramson, Metalsky and Alloy, 1989; Panzarella, Alloy ve Whitehouse, 2006). According to Göktaş and Özkan (2006), the feeling of desperation involves the idea of worthlessness. The sampling group under this research is sensitive to the feeling of worthlessness and has intense negative emotions. Individuals feeling valuable have positive feelings towards the future whereas individuals with negative feelings towards the future might express their negative feelings with a tendency to violence.

The hypothesis **“Tendency to violence of students will be reduced as a result of training delivered under TOÇEV’s “I am a teenager Project.”** hypothesis was also accepted as a result of the analyses made. Results of pretest and posttests suggest that multifaceted programs and training to prevent violence tendency of adolescents are strongly needed. Experimental studies suggest that communication and motivation training as well as aggression reduction programs are effective to this end (Bilge, 1997, Duran and Eldeleklioglu, 2005; Gültekin, 2011; Özmen, 2006). The Anti-Violence Education program implemented by Uysal and Temel (2009) in 2001 at primary education level also suggests that education reduces violence tendency of students with a low or high tendency to violation. Imagination and expression of emotions by speaking reduces aggressive behavior according to Catharsis principle. This principle is believed to play an important role in efforts to prevent violence and aggression (Berkowitz, 1993). It should be kept in mind to focus on efforts supporting imagination skills of the students as well as skills to express their feelings during the training to be delivered. Moreover, violence tendency of children who were subjected or exposed to violence will be higher. This can be explained by the social learning theory (Bandura, 1977) suggesting that children whose parents perpetrate violence will be more inclined acknowledge violence. Moreover, these children might perceive violence as a problem solving skill and start to exercise such behavior. Because of this it is important to conduct training through school-parent cooperation. Studies may be conducted both with families and teachers on effective domestic communication, developmental traits of adolescence and the things to be done by the parents for psychological and physiological development of the adolescent and the role of the family on psychological and physiological development of the adolescent. It is important for NGO’s and local administrations to play a leading role to this end. Continuity of the programs will support individuals during the period

of transition to adolescence to raise their awareness about adolescence and to reduce the tendency to violence during adolescence.

The hypothesis **“Negative feelings and expectations of students participating in “I am a Teenager” project of TOÇEV will be reduced as a result of training delivered under the project.”** was also accepted. Very rapid change of living conditions in today’s world highly affects adolescents, who are experiencing a tumultuous process. Unemployment, admission to a university and educational problems negatively affect emotional health of adolescents. It is beyond doubt, that these factors further increase the level of despair of adolescents. Some issues which were not clear for students were clarified during the training, they were encouraged to set targets and their self-belief was tried to be improved. It is a success of the “I am a Teenager” project to conduct studies in small groups rather than in the form of general training sessions and thus to reach each individual student. Thus, posttest scores of students have decreased in the desired direction.

The hypothesis **“Loss of motivation of students participating in “I am a Teenager” project of TOÇEV will be reduced as a result of training delivered under the project.”** was also accepted. We can talk about internal and external factors motivating an individual. Deci (1975) defines external motivation as behaviors displayed by an individual for objectives which do not reflect his own purposes and Deci and Ryan (1985) define internal motivation as actions performed by the individual for personal pleasure and satisfaction. Various games designed through art therapy or play therapy aim at increasing motivation of adolescents. Longitudinal feature of the study ensured continuity and avoided a onetime contact reducing motivation loss of students. Waiting for the next visit, establishing a bond and being aware of the continuity of the process contributed to motivation of students.

## Limitations

Violence tendency and despair of teachers and parents were not measured under TOÇEV's "I am a Teenager" project. Violence tendency and level of despair of teachers and parents shall be examined in the next study considering that violence is either learned through modeling or exposure according to the Social Learning Theory. Bilgin (2008) has underlined the significant correlation between punishments given by parents and violence tendency. The schools were designated by the Ministry of Education under the project and all students in those schools participated in workshops as a restrictive factor. It was not possible to use a control group which was not subjected to impact. The population of the project comprises state schools only. Private schools may be added in the next study. Moreover, a literature screen indicated the importance of sports on violence tendency and aggression (Bayram, 2012, Kılınç, 2012, Shokoufeh, 2014). Workshops including sports activities may be added in further phases of the project.

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