

Hopelessness and future expectations among gifted middle school students

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ABSTRACT Some characteristics of gifted students may affect their view of the future positively, but some of them may have a negative influence. Therefore, the aim of the present study is to explore future hope and expectations among gifted middle school students. A mixed method was used for this research. Beck Hopelessness Scale and Positive Future Expectations Scale were administered to 65 gifted (41 boys and 24 girls) middle school students. In order to collect the qualitative data, content analysis of these gifted students' writings about future expectation was used. Results showed that there was no hopelessness among gifted students and that they had high positive future expectations. Also, content analysis of their writings supported quantitative measurements in the study.

Keywords gifted students, hopelessness, future expectations

Üstün zekâlı ortaokul öğrencilerinde umutsuzluk ve gelecek beklentisi

ÖZ Üstün zekâlı öğrencilerin bazı özellikleri gelecek bakışlarını olumlu etkileyebilecekken bazı özellikleri de olumsuz etkileyebilir. Bu araştırmanın amacı, üstün zekâlı öğrencilerin gelecek umutlarını ve beklentilerini ortaya çıkarmaktır. Karma metodun kullanıldığı bu çalışmada ortaokula devam eden 65 (41 erkek, 24 kız) üstün zekâlı öğrenciye Beck Umutsuzluk Ölçeği ve Olumlu Gelecek Beklentisi Ölçeği uygulanmıştır. Ayrıca niteli verileri toplamak için de öğrencilerin gelecek beklentisi ile ilgili yazdıkları kompozisyonların içerik analizi yapılmıştır. Araştırma sonuçları üstün zekâlı öğrenciler arasında umutsuzluğun olmadığını ve üstün zekâlıların olumlu gelecek beklentisine sahip olduklarını göstermiştir. İçerik analiz de çalışmadaki nicel ölçümleri desteklemiştir.

*Anahtar
Kelimeler*

Üstün zekâlı öğrenciler, umutsuzluk, gelecek beklentisi

GENİŞLETİLMİŞ ÖZET

Araştırmacılar, insanın geleceğe yönelik bakışlarının davranışlarında etkili olduğu belirtmektedirler (Adler, 1994; Husman ve Lens, 1999; Nuttin ve Lens, 1985; Phalet, Andriessen ve Lens, 2004). Geleceğe yönelim, gelecekle ilgili hedefler, umutlar, beklentiler ve kaygılarla ilgili duygu ve düşünceleri ifade etmektedir (Honora, 2002; MacLeod ve Byrne, 1996; Nurmi, 1991; Seginer, 1988). Birçok faktör gelecek yönelimini etkilemektedir (Erikson, 1994; Nurmi 2004; Nurmi, Poole ve Kalakoski, 1994). Umut, gelecekteki hedefleri gerçekleştirme adına olumlu beklentiyi ifade eder (Seber, 1991). Umutsuzluk, birçok problem ve sonuçlar doğurabilir (Carver ve Scheier, 1999; Kashan ve diğ., 1991; Lavender ve Watkins, 2004). Gelecekteki başarıda çocuklukta gelişen geleceğe bakış ve tutkunun etkisi bulunmaktadır (Hidi ve Harackiewicz, 2000; Torrance, 1993).

Üstün zekâlı çocuklar bir hedefi takip etmekten ve gelecekle ilgili düşünmekten keyif alırlar (Perrone, 1997; Torrance, 1978). Üstün zekâlı girişimciler, geleceğe dair olumlu bir vizyona sahiptir ve erken yaşlardan itibaren hedeflerini başararak dünyayı değiştirebilme yeteneklerine ve kendilerine güvenmektedirler (Shavinina, 2009). Hızlı öğrenen ve küçük deneyimlerden bile çıkarımlar yapan bir çocuk, deneyimlerine ve olumlu gelecek hayal etme kapasitesine daha rahat güvenmektedir (Perry, 2002). Kelly (1992), üstün zekâlı çocukların gelecek kariyerleri için diğer çocuklara göre önlerinde daha az engel olduğuna inandıklarını bulmuştur. Üstün zekâlı çocuklar, ilgili oldukları alanlarda tutkuya sahiptirler (Lovecky, 1993). Gelecek problemleri çözme programına katılan üstün zekâlı çocukların bu programa katılmayan öğrencilere göre gelecekle daha fazla ilgilendikleri bulunmuştur (Tallent-Runnels ve Yarbrough, 1992). Üstün zekâlı çocuklar gelecekle ilgili girişimlerde bulunmaktadırlar (Lovecky, 1992; Passow, 1988). Bununla birlikte bazı araştırmacıların üstün zekâlılarla ilgili belirttiği özellikler üstün zekâlı öğrencilerin gelecekle ilgili bakışlarını olumsuz etkileyebilir (Kerr ve Cohn, 2001; Kline ve Short, 1991; Roeper, 1988; Tallent-Runnels ve Yarbrough, 1992; Webb ve diğ., 2007). Örneğin, üstün zekâlı çocuklar dünya problemlerine karşı duyarlı olduklarından dolayı gelecekle ilgili kaygı yaşamaktadırlar (Passow, 1988). Bazı araştırmacılar üstün zekâlı öğrencilerin gelecekle ilgili kötümser olduklarını bulmuştur (George ve Gallagher, 1973; Landua, 1976). Fakat üstün zekâlı öğrenciler diğer akranlarına göre daha fazla çözüme yöneliktirler (George & Scheft, 1998). Bununla birlikte üstün zekâlı kız ve erkeklerin gelecekle ilgili farklı beklentileri olduğu belirtilmektedir (Callahan, Cunnigham, ve Plucker, 1994; Schuler, 1999).

Singer'a göre (1974) çocukların gelecek bakışı günümüz başarısını etkileyebilir. Ülkemizde genel öğrenci grubu için gelecek beklentileri ile ilgili araştırmalar (Ceylan ve diğ., 2003; Eryılmaz, 2011; Güler, 2004; İmamoglu ve Edwards, 2007) yapılmasına rağmen üstün zekâlı öğrencilerin geleceğe bakışı ile ilgili araştırma bulunmamaktadır. Üstün zekâlı çocukların gelecekle ilgili düşünceleri incelemek bugünkü başarıları adına alınacak önlemler için önem taşımaktadır. Gelecekte toplumlara ve yeniliklere liderlik etme potansiyeline sahip üstün öğrencilerin geleceğe yönelik tutumlarının belirlenmesi bu öğrencilere sunulacak rehberlik ve eğitim hizmetlerini de katkı sağlayacaktır. Bu araştırmanın amacı genellikle "gelecek için umut" (Wilms, 1986) olarak görülen üstün yetenekli öğrencilerin gelecek beklentilerini ve umutsuzluk düzeylerini incelemektir.

Bu çalışmada karma desen kullanılmıştır. Üstün yetenekli öğrencilerin geleceğe yönelik tutumlarının incelenmesinde tarama modeli uygulanmıştır. Ayrıca çalışmada, araştırmaya katılan üstün zekâlı öğrencilerin geleceğe ilişkin görüşlerini yazdıkları kompozisyonların içerik analizi yapılmıştır. Araştırmaya, üstün zekâlılara yönelik özel sınıfa devam eden 41 erkek ve 24 kız olmak üzere 65 ortaokula devam eden (5-8. Sınıf) üstün zekâlı öğrenci katılmıştır. Araştırmada, Olumlu Gelecek Beklentisi Ölçeği (İmamoglu, 2001) ile Beck Umutsuzluk Ölçeği (Beck ve diğ., 1974) uygulanmıştır. Ayrıca öğrencilere gelecekle ilgili beklentileri hakkında bir de kompozisyon yazdırılmıştır. Öğrencilerin yazdıkları kompozisyon nitel analiz yöntemleriyle; diğer ölçekler nicel yöntemlerle analiz edilmiştir. Araştırma bulgularına göre, üstün zekâlı öğrencilerin umutsuzluk ölçeğinden aldıkları puan ortalamasına bakıldığında umutsuzluk düzeyinin çok düşük olduğu görülmüştür. Yine üstün zekâlı öğrencilerin olumlu gelecek beklenti ölçeğinden aldıkları puan ortalamasına göre geleceğe yönelik olumlu beklentilerinin yüksek olduğu söylenebilir. Araştırmaya göre umutsuzluk puanları ile gelecekle ilgili olumlu beklenti puanları arasında orta düzey negatif bir ilişki bulunmaktadır. Üstün zekâlı öğrencilerin gelecekle ilgili yazdıkları kompozisyonun içerik analizinde çok yüksek oranda geleceğe yönelik olumlu ifadelerin yer aldığı bulunmuştur. Bu sonuç yapılan nicel ölçümleri destekler niteliktedir.

Araştırmanın hem nicel hem nitel analizlerine göre üstün zekâlı öğrencilerin geleceğe yönelimlerinin olumlu olduğu ve umutsuz olmadıkları söylenebilir. Genel popülasyonla ilgili yapılan araştırma sonuçları ile bu araştırmanın sonuçlarına bakıldığında üstün zekâlı öğrencilerin umutsuzluk düzeyinin çok düşük olduğu görülebilir. Diğer bir ifadeyle üstün zekâlı çocukların geleceğe yönelik umutları yüksektir. Üstün zekâlı öğrencilerin akademik benlik kavramlarının ve içsel motivasyonlarının yüksek olması bu sonuçların ortaya çıkmasına yol açtığı düşünülmektedir. Fakat üstün zekâlıların kendilerini çaresiz hissetme (Tallent-Runnels ve Yarbrough, 1992), mükemmeliyetçilik (Webb, ve diğ., 2007) ve hayal kırıklığı yaşama (Roepel, 1988) riskleri de göz önüne alınarak yapılacak eğitim ve rehberlik programlarında bu türlü risklere de dikkat edilmesi gerektiği düşünülmektedir.

Araştırma üstün zekâlılara özel sınıfa devam eden öğrencilere yönelik yapılmıştır. Bunun yanında üstün zekâlılara özel bir programa devam etmeyen üstün zekâlı öğrencilerin geleceğe yönelik beklenti umutlarının da incelenmesi yararlı olacaktır. Ayrıca yaş, cinsiyet, sosyoekonomik durum ve kültürel çeşitlilik gibi faktörleri de dikkate alınarak daha geniş üstün yetenekliler örnekleminde yapılacak çalışmalar alana katkı sağlayacaktır.

INTRODUCTION

Educational researchers have stressed the importance of time perspective as a factor related to learning, academic achievement and education (Husman & Lens, 1999; Phalet, Andriessen & Lens, 2004). Human behaviors are determined by both past experiences and future expectations (Adler, 1994). Thoughts and dreams about their future goals, hopes, expectations, and anxieties are defined as future orientation (Nurmi, 1991; Seginer, 1988). Future orientation is considered as a motivating factor and influencing present behavior (Honora, 2002). Having aims, plans, and expectations about the future plays a vital role in motivation (Nuttin & Lens, 1985). These are critical in the growth of adolescents who are confronting some future life options (Allen, Philliber, Herrling &, Kuperminc, 1997) Researches showed that future orientation contributes school achievement through improving long-term goal setting and persistence (Nurmi, Poole, & Kalakoski, 1994; Nuttin, & Lens, 1985). Many factors such as interests, values, beliefs, personality, skills, cognitive factors, historical time, and culture, social and physical environment influence the future orientation (Erikson, 1994; Nurmi 2004; Nurmi, Poole, & Kalakoski, 1994).

Individuals who have positive future orientation are relatively optimistic towards the future and look at the future with hope (MacLeod & Byrne, 1996). Hope is considered as a positive expectation in achieving a future goal (Seber, 1991). Hope includes the will and the ways to attain the goals (Snyder, Irving, & Anderson, 1991). Hopelessness leads to an increase in pessimism towards life and future (Lavender & Watkins, 2004) and to a decrease or disappearance in optimism (Kashan et al., 1991). Carver and Scheier (1999) have stated that a growing body of literature supports the idea that expectations of favorable outcomes have an important effect on how people react to problems and difficulties. According to Torrance (1993), the best predictor of future creative achievement is the view of the future and the passion developed in the childhood. Future goals affect children's interest and approach to task accomplishment (Hidi & Harackiewicz, 2000). Perrone (1997) points out that gifted students often get pleasure from pursuing a goal. Gifted entrepreneurs have a positive vision of the future and have confidence in their ability to change the world by succeeding in their goals (Shavinina, 2009). According to Perrone, (1997) gifted children have the ability to create their own future as a career Kelly (1992) found that gifted students perceived fewer career obstacles than other students. Tallent-Runnels and Yarbrough (1992) found that gifted children participating in a future problem-solving program stated more concern about the future than children who did not participate. Also, these children stated that they thought having more control over the future than non-participating peers. Gifted children have been found passionate, in particular, about issues that they are interested (Lovecky, 1993). Gifted learners have said that they love thinking about the future, and this love increases as they become older (Torrance, 1978). According to Perry (2002), a child who learns quickly and can also learn from minimal experiences tends to rely easily upon his/her own experience and capacity to imagine a happy and safe future. Due to the fact that gifted children take more initiative about the future, outcomes of what they did could be greater (Lovecky, 1992). They consider possible, probable, and preferable futures (Passow, 1988). The issues mentioned above may contribute to future hopes and expectations of gifted students. However, some characteristics that gifted children have may affect negatively their view of the future. For example; gifted students are more interested in global issues than their peers and sometimes feel helpless when they cannot do anything about these issues (Tallent-Runnels & Yarbrough, 1992). Some gifted children set unrealistic and impossible goals because they believe that perfection is the only acceptable performance level (Webb, et al., 2007). Therefore, they can become frustrated when their attempts to follow their perfectionist beliefs are not accomplished (Roeper, 1988). George and Gallagher (1973) compared optimistic and pessimistic attitudes of gifted and non-gifted students towards the future. They found that gifted students were significantly more pessimistic towards the future than non-gifted students. In addition, they analyzed students' attitudes when faced with future problems. According to the analysis, the gifted students were significantly more solution-oriented than non-gifted students (George & Scheft, 1998). In 1998, a similar study revealed that both gifted and non-gifted groups were becoming increasingly more negative towards the future, and the pessimism of gifted students has dramatically increased. Also, gifted students were less solution-oriented and saw a plenty of problems but few solutions (George & Scheft, 1998). Many gifted adolescents fell into discouragement, hopelessness, insecurity, and a sense of meaninglessness (Kline & Short, 1991; Kerr & Cohn, 2001). In addition, gifted students may worry about the future because of their sensitivity to

world problems (Passow, 1988). Awareness of being different and being morally more sensitive than others (Silverman, 1994) can affect their future expectations. Landua (1976) found that gifted children demonstrated more concern and pessimism about future. Callahan, Cunningham, and Plucker (1994) found that gifted girls had unreal expectations of the future and a lack of planning for the future. But Schuler (1999) found that gifted girls had specific educational goals for their future, and almost all had definite career goals and the future was very important to them. As a result, because of their some characteristics, future hope and expectation of gifted children may be positive or negative that may affect their life satisfaction and academic achievement.

One of the important goals of education is to teach students how to develop a positive attitude toward the future and increase their life satisfaction on the way to becoming qualified individuals and professionals. In this study, future hopes and expectations of gifted students will be examined. Because the future image of students can affect their current success (Singer, 1974). So examining gifted students' future hopes and expectations is also important for measures to be taken on behalf of today's success. Analysis of future hopes and expectations of gifted students who have a potential to be a leader for change and societies will also contribute to their educational and guidance services. Also, school environments are important for the future expectations of individuals (Kızmaz and Bilgin, 2010). The results of the study can shed light on the regulation of the proper school environment for gifted students. In addition, teaching them to think appropriately about the future is an important task (Hibel, 1991). Therefore, to accomplish this important task firstly their future expectation and hope level should be analyzed. Although there are some studies (Ceylan, et al., 2003; Eryılmaz, 2011; Güler, 2004; Imamoglu & Edwards, 2007) about hope and future orientation with the general population in Turkey, the lack of research on the future view of gifted students increases the significance of this study.

The aim of the present study was to scrutinize hope and future expectations of gifted children who are often seen as “the hope of the future” (Wilms, 1986). The following questions were investigated for this purpose:

What is the level of the hopelessness of gifted students?

What is the level of gifted students' positive expectations for the future?

Is there a correlation between hopelessness and future expectation?

How did gifted students express their future expectations?

METHOD

A mixed method was used in the research. A mixed-methods research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2003). Application of mixed methods can strengthen the evaluation data and allow for more detailed understandings of a topic (Greene, Kreider, & Mayer, 2005). In this study, the quantitative descriptive model was applied to analyze hopelessness and future expectations of gifted students. In the qualitative part of the research, content analysis was conducted to gifted students' writings about future expectations.

Participants

The participants were a convenience sample of 65 (41 boys and 24 girls) gifted middle school students (attending a program for gifted students in a private school. Participants ranged in age from 11 to 15 years ($M = 12.5$, $SD = 1.4$). The studied gifted group composed of 5th ($n = 18$), 6th ($n = 17$), 7th ($n = 15$) and 8th ($n = 15$) graders. The gifted education program in the private school was based on special class for gifted students. In other words, gifted students who were selected for the program attended a separate class that only composed of students identified as gifted. In this class, a differentiated and enriched educational program has been provided to the gifted students. Students are admitted into the program on the basis of criteria including group mental abilities test, individual intelligence test, and one-week orientation program. First of all candidate students were conducted group Primary Mental Abilities Test 7-11 (PMA 7-11). Students who got the necessary score from group test were taken to individual intelligence test (WISC-R). Students whose individual intelligence test scores were 130 IQ and higher have participated to the one-week orientation program. After orientation program, gifted program commission selected 20 gifted students for this special class.

Instruments

The instruments used in this study include two scales and writing a composition. Instruments were described in detail in the following:

Beck Hopelessness Scale (BHS): It was developed by Beck and his colleagues (1974) to measure the extent of the pessimism of an individual about the future. This self-report inventory consisted of 20 items related to feelings and ideas about the future and scores calculated as 0-1. The questions are answered as “yes” or “no”. There are items like “My future seems dark to me” and “I have great faith in the future”. The answer ‘yes’ is equal to 1 point in 11 questions and answer ‘no’ is equal to 1 point in 9 questions. Scale scores can range from 0 to 20. The higher the score gets, the more hopeless the individual is. Scores provide a measure of the severity of self-reported hopelessness: 0–3 none or minimal, 4–8 mild, 9–14 moderate, and 15–20 severe (Beck and Steer, 1988 cited in Duman, Taşgın, & Özdağ, 2009). It was developed for use in adults and adolescents. The scale has three dimensions, which are Hope about the future, the loss of motivation and expectations about the future (Beck, et al., 1974). Firstly, Seber, et al., (1993) adapted the scale into Turkish version. They found internal consistency coefficient as .85 and test-retest reliability coefficient as .74. Also, they revealed a significant relationship between BHS and Beck Depression Scale and Rosenberg Self-Esteem Scale as a support of the validity of the scale.

The reliability and validity study of the scale was subsequently carried out by Durak (1994), its internal consistency coefficient was found to be .85, its item-total correlations were between .31 and .67, and its split-half reliability was .85. In this study, the alpha coefficient was found as .92.

The Positive Future Expectation Scale (PFES): This five-item scale developed by İmamoglu (2001) aims to measure the positive expectations regarding the subjects' individual futures. Items were like “I am an optimist about my personal future”, and “I believe I will reach my goals at the end”. None of the items was scored in the reverse direction. Cronbach's alpha of the scale was found to be .85 (İmamoglu, 2001) and .92 (İmamoglu, 2005) from previous studies. Test-retest reliability coefficient score was found .72 (İmamoglu & Güler-Edwards, 2007). Eryılmaz (2011) used this scale in an adolescent sample and found out that this five-item scale was collected in one factor and the explained variance of this factor was 65.9 %. In this study, the Cronbach's alpha for the scale was .91.

Composition: Gifted students were asked to write a composition about their future expectations, goals, and thoughts in the sample. This writing enabled the student to freely express them about future. Content validation of the composition question was provided by the experts in the field of gifted education.

Data Collection and Analysis

First of all, gifted students were given BHS and then PFES. After a brief explanation about the scales, participants were asked to answer all the questions sincerely. After scales were conducted, students wrote their composition about future. Before the composition, a brief explanation of what they write was provided to the students as “I want you to write about your future goals, future views, and plans as you wish. You can write as long as you wish”. The reason for asking them to write a composition about future is to express them as they wish about the future. Namely, to minimize the limitation of using a quantitative scale, participants were asked to write a composition. Scales and writing applications took about 40-50 minutes. All applications were made by the researcher.

In this study, the qualitative and quantitative data were analyzed sequentially. In the analysis of quantitative data, descriptive statistical techniques such as mean and standard deviation were used. In addition, Pearson's correlation coefficient was carried out as a means to estimate the relationship between two scales. In the qualitative dimension of the research, analysis of the data obtained from students' handwritten compositions was made by using content analysis method. Content analysis is a scientific approach that researches social reality by means of objective and systematic classification, quantification and inference of messages in oral, written and other materials in terms of their meanings or linguistics (Tavşancıl & Aslan, 2001). The fundamental goal of the content analysis is to show concepts and relationships that can explain the collected data (Miles & Huberman, 1994). The sentence has been chosen as the unit of analysis while analyzing compositions in the research. The content analysis starts with the coding of data. From these codes, themes and categories have been created. Also in the process of data analysis, the similarities of identified codes are determined and these codes are combined with each other. In addition, to improve the internal validity of the study, quotations from students' opinions are directly given. Students were given the pseudonyms like S1, S2, S3... For the

inter-judge reliability student writings were examined by the researcher and two experts from gifted education. The strength of inter-judge reliability was evaluated with formula or numerical indices based on the level of agreement among them. The formula indicated by Miles and Haberman (1994) was used to calculate the concordance coefficient as follows: $P(\text{concordance coefficient}) = \frac{Na}{Na + Nd} \times 100$ (number of judge agreements)/(number of judge agreements) + Nd (number of judge disagreements)]x100. After the calculation, concordance coefficient was found .86 and this was considered acceptable. It was used as frequency analysis for categories and subcategories. Frequency analysis is a type of content analysis that reveals the quantitative frequency of units (Tavşancıl & Aslan, 2001).

RESULTS

While writing mixed-method research findings obtained from the data, researchers give firstly quantitative results, and then present the findings from qualitative findings. So in this study, firstly quantitative results and then qualitative results will be presented. Hopelessness which is the opposite of hopefulness is considered as negative expectations about the future (Beck et. al., 1974). So gifted students' hopelessness level was analyzed with Beck Hopelessness Scale and results were given in Table 1.

Table 1. The Descriptive Statistics Relating to Beck Hopelessness Scale and Subscales

Scales	N	Min	Max.	\bar{X}	SD
Hope	65	0	4	1,06	1,17
Expectation about Future	65	0	7	,78	1,53
Loss of Motivation	65	0	7	1,51	1,79
Total	65	0	17	3,35	3,84

It is seen in Table 1 that hopelessness total score mean of gifted students was found as 3.35 (SS= 3.84) When we look at subscales, Hope subscale's mean was 1.06 ± 1.17 ; Expectation about Future Subscale's mean was $.78 \pm 1.53$ and loss of motivation subscale's mean was 1.51 ± 1.79 . Gifted students were conducted to positive future expectation scale to learn how positive future expectations they have, and results are shown in Table 2.

Table 2. The Descriptive Statistics Relating to Positive Future Expectation Scale

Scale	N	Min	Max.	\bar{X}	SD
PFES	65	10	25	20,06	4,264

It was calculated that gifted students' mean score obtained from positive future expectation scale was 20.06 ± 4.26 . The highest score that can be obtained from the scale was 25 and the higher score means more positive future expectation. While Beck Hopelessness Scale was about a negative expectation of the future, Positive Future Expectation Scale was about the positive expectations of the future. So, the correlation between these scales was calculated and shown in Table 3.

Table 3. Pearson's Correlation Coefficients between PFES and BHS and subscales

	N	1	2	3	4
PFES(1)	65	1			
BHS (2)	65	-.454**	1		
BHS-Fut.(3)	65	-.349**	.865**	1	
BHS-Mot.(4)	65	-.441**	.904**	.669**	1
BHS- Hope(5)	65	-.358**	.765**	.503**	.557**

Note: PFES: Positive Future Expectation Scale, BHS-Fut.: Beck Hopelessness Scale Future Expectation subscale, BHS-Mot.: Beck Hopelessness Scale Loss of Motivation subscale BHS- Hope: Beck Hopelessness Scale Hope, ** $p < .01$

There were significantly negative relationships between two scales' total and sub-scores in Table 3. This means that the less hopelessness, the more positive future expectations. As described previously, gifted students were asked to write about their expectations of the future to support quantitative data. Utterances of students about future were analyzed with content analysis of their writings. Content analysis was made at the sentence level. It was found that 268 statements were about their future

expectation and hope. Firstly, these 268 statements were analyzed in terms of negative and positive regarding future and shown in Table 4.

Table 4. Distribution of Gifted Students' Statements about Future

Sentences	n	%
Positive Sentences about Future	250	93.2
Negative Sentences about Future	18	6.8
Total	268	100

According to the table, while expressing their expectations of the future, it was found that 250 statements (93.2%) were identified as positive about future but only 18 statements (6.8%) were negative. Gifted students' positive expectations of the future seem very high in their writings. Then, the positive statements of the future of gifted students were studied in detail and these positive expectations were categorized according to themes. Percentages and frequencies of the themes of positive statements are seen in the following table.

Table 5. Themes of Gifted Students' Positive Statements about Future

Positive Themes	n	%
Setting future goals	160	64
Contribution to humanity	18	7.2
Self-confidence about their future	17	6.8
Challenging future goals	16	6.4
Optimism	14	5.6
Being famous	13	5.2
Happiness	6	2.4
Pursuing their interests in the future	6	2.4
Total	250	100

According to the table, most of the 250 positive statements for the future are about setting future goals (64%). Then, other themes are respectively about contribution to humanity (7.2%) self-confidence about their future (6.8%), challenging future goals (6.4 %). Also being famous (5.2%), being happy in the future (2.4%) and pursuing their interests in the future are listed among gifted students' positive statements of future. Examples of themes are given as following.

Examples of setting future goals:

S13: I am going to be a public prosecutor after completing my education. For this goal, I am informed that law department in university and Turkish-Math. Classes in high school are necessary. So, I should get a good score in the university entrance exam.

S7: I want to be an endocrine doctor when I finished the university.

S24: I will be a good mother.

S6: I want a five-flat home and a large garden.

S2: I want to have a car in the future.

Examples of contribution to humanity:

S3: I will go fishing in nature and help smart children.

S54: I will work in Hakkari and Şırnak and I'll offer education to children by risking my life.

S24: I will work for my country and I want to equip our army with the best weapons and armament.

S49: I want to be someone who is extremely helpful to humanity.

Examples of self-confidence about their future:

S45: If I really want them, I think I can reach my goals easily.

S37: I believe in my talents about what I said.

S7: When I start to study, I know that I will face some difficulties but, I think, I can overcome them by perseverance and I believe in myself on this issue.

Examples of setting challenging goals for the future:

S4: I want to graduate from high school as valedictorian.

S34: I want to build the world's most advanced hospital.

S19: First of all, I will finish secondary school with honor degree such as ranking as the first, and after that I want to win the best high school like Istanbul High School with a good exam score.

Examples of looking optimistic to the future:

S27: I do not think that there is any obstacle ahead of me.

S13: I'm looking at my future hopefully and I think my future will be better than today.

S32: To build my future, my opportunities are more than impossibilities.

Examples of being famous:

S6: I want to be spoken about all over the Turkey.

S42: I will be a well-known scientist in the world.

S51: I want to be a very famous and popular doctor.

Examples of being happy in the future:

S7: I will be an ordinary human being but I want to be happy.

S41: I want to work happily in a good department in a private hospital. Anyway, who does not want to be happy?

S39: I would like a happy life, with everything I have.

Examples of pursuing their interests in the future:

S50: I will play piano and play basketball as a hobby.

S28: I will engage in piano, ice skating and painting all at the same time.

S56: After being a doctor, I will open a fashion house and then write some books.

After analyzing the positive statement for the future of gifted students, negative sentences were examined in detail and these few negative statements are divided into 3 themes. These themes were uncertainty about future, barriers to the future and worry about the future. Percentages and frequencies of the themes of negative statements are seen in the following table.

Table 6. Themes of Gifted Students' Negative Statements about Future

Negative Themes	n	%
Uncertainty about the future	7	38.9
Barriers to the future	7	38.9
Worry about the future	4	22.2
Total	18	100

As seen Table 6, gifted students stated their negative future views as uncertainty, barriers, and worries about the future. Students equally expressed uncertainty about the future (7 statements) and barriers about the future (7 statements) in their writings. Only 4 statements express their worries about the future. Examples of themes of students' negative statements for the future are given below;

Examples of uncertainty for the future:

S18: I cannot visualize my future in my mind.

S43: I don't have any plan about future yet. Specifically, I have no idea about which high school I will attend and which field I will select for the university.

Examples of barriers for the future:

S3: There is no easy way to future and I think there are more barriers on this way.

S58: While determining my future, the most important obstacle for me is being a female.

S17: One of my obstacles is my father. Always he talks about my failures but he does not care about my success.

Examples of worries for the future:

S58: I'm worried about mistakes, so I have no expectations about the future.
S18: I do not know if I can fulfill my future plans. That's one of the biggest anxieties about the future.
Others are admitted to a good high school and then a good university.

DISCUSSION and CONCLUSIONS

The future view is important for present and future achievement in one's life. Therefore, future hope and expectations of gifted students were studied in this research. In this context; hopelessness level, positive future expectation level, and writings about future expectation were analyzed

Firstly, hopelessness level of gifted students was examined to uncover their future expectation, due to the fact that hopelessness is the level of pessimism about the future (O'Conner, Cennery, & Cheyne, 2000). It can be expected that people who are optimistic about the future do not give up easily when faced with challenges and have more constructive effort to achieve the objectives (Snyder et. al., 1991). According to score intervals determined by Beck and Steer (1988), the hopelessness level of gifted children (3.35 ± 3.84) showed no hopelessness. It is possible to say that gifted children are not hopeless about the future. Taner Derman (2013) examined the hopelessness level of 179 students (10-11 years) from the general population with the same scale and found that girls' mean score was 4.34 and boys' mean score was 5.87. So, gifted students seem to have lower hopelessness level than the general population. Gifted children's initiative attitude towards the future (Lovecky, 1992) and their passion (Silverman, 1993) may affect their hopelessness negatively. Also, their inclination for pursuing a goal may increase their hope for the future.

Secondly, gifted students' mean score of positive future expectation scale was calculated as 20.06 ± 4.26 . This score can be interpreted as a positive future expectation of gifted students was high. By using the same scale with 233 (14-17 ages) students from the general population, Eryılmaz (2011) found the mean score of PFES as 19.54 ± 3.39 . Academic self-concept influences students' future preferences (Ahmavaara & Houston 2007; Koumi, 2000). If a student relies on his or her academic abilities, his or her future plans will be affected positively. In addition, many studies (Ludtke, et al., 2005; Pajares & Graham, 1999; Pyryt & Mendaglio, 1994) revealed that gifted students' academic self-concept tends to be higher than their peers (Wilson, et al., 2014). In this case, high academic self-concept of gifted students may influence their future expectation positively in the study. Also, studies showed a correlation between future views and academic success (Honora, 2002; Hortsmanshof & Zimitat, 2007). For instance, Cartron-Guerin & Levy (1980) found that academic achievement was positively associated with positive thinking about the future among adolescents. Also, in a group of academically talented adolescents, it was seen that future positive attitudes had significant positive relationships with academic achievement (Mello & Worrell, 2006). Therefore, gifted students' good academic achievement may have a positive impact on their future expectations in the study. Additionally, because of their higher levels of cognitive development, gifted students, even at a younger age, can foresee future in a further way than their peers can do (Lens & Rand, 2000; Morisano & Shore, 2010). Another factor that may have an effect on their positive future expectation may be their intrinsic motivation. Because Hortsmanshof and Zimitat (2007) argued that future-oriented students are more intrinsically motivated. Furthermore, gifted students scored more intrinsically than other students on measures of motivation in many research (Csikszentmihalyi, Rathunde, & Whalen, 1993; Gottfried & Gottfried 1996; Olszewski-Kubilius, Kulieke, & Krasney, 1988).

Correlation between hopelessness scale and positive future expectations scale was found as $r = -.45$. Correlation coefficient values between 0.30 – 0.70 indicate a medium correlation (Büyüköztürk, 2009). Therefore, there is a moderate negative correlation between hopelessness and positive future expectations. Other researchers also revealed a negative relationship between these two constructs (Hunter & O'Connor, 2003; O'Connor et.al, 2004). Hopelessness includes expecting negative situations in the future rather than positive outcomes (Abramson et.al., 1989). Furthermore, some research (Güler 2004; İmamoglu & Edwards, 2007; Neblett & Cortina, 2006; Seginer, 2008) showed that optimism had a positive effect on students' future orientation. As a result, any decrease in the level of hopelessness may lead to an increase in positive future expectation in the study.

Finally, a very high rate of positive future expectation (93.6%) was found in gifted students' writings after content analysis of their compositions. These results support two scale results in the study. Future

expectations of adolescents often include plans like finishing school, succeeding in a job, having a title, finding a lover, marrying and having children (Nurmi, 1991; Şimşek, 2012). In the study, gifted students wrote their positive expectations about the future with themes containing setting goals for the future, contribution to humanity self-confidence about future, setting challenging goals, looking optimistic towards the future, being famous, being happy in the future and following their interests in the future. Moon and Feldhusen (1993) found that gifted students had medium or high level educational and career goals in the study including 23 gifted students who participated in enrichment programs. Studies indicated that future perspective was associated with various career-related factors such as student motivation, career goals, career choices (Zimbardo & Boyd, 1999). In this research, gifted students stated achievement motivation, future career goals, and setting challenging goals in their writings. Similarly, Lancaster (2012) studied 4 gifted adolescents based on semi-structured interviews. Each participant stated a prestigious college he/she planned to enter, indicating that he/she maintained high academic future goals. All of these themes about positive future expectation also provide more evidence for the future view of gifted students.

Although there was not much, gifted students stated some negative themes about future in their writings such as uncertainty, barriers and worries about the future. They are more interested in global problems than peers and sometimes feel helpless to do anything about these problems (Tallent-Runnels & Mullen, 2004; Tallent-Runnels & Yarbrough, 1992). Therefore, this despair may lead to a negative expectation for the future. Silverman (1994) stated that many studies have shown the gifted to have stronger overexcitabilities than peers. These overexcitabilities may lead to negative statements. Passow, (1988) claimed that gifted students worry about the future, because of their sensitivity to world problems.

According to the research, it is concluded that gifted students have positive expectations and were not hopeless about future. Results of both hopeless and future expectation scales indicated that gifted students had a positive view towards the future. Also qualitative analysis of their compositions supported the results of the scales. Gifted students stated more positive expectations for the future in their writings. These characteristics can make stronger them to successfully manage change (Carroll, 1991). Therefore, this positive future expectation among gifted students should be supported in school settings. Therefore, educators and experts in education are supposed to take into consideration future view and hope of gifted students who are hope of our future. Gifted students are viewed as a future leader because of their cognitive and leadership skills (Sisk & Vidergor, 2013). So their expectations and hope about future are important. This study showed their positive expectations but whether or not these expectations and hope will continue to adulthood is not certain. Educators should support their positive expectations about future. Educational programs that focus on the past and the needs of the present should be replaced by curricula that are structured so as to be in conformity with and meet the expectations of the future.

Although this study provided important insights about future view among gifted students, there were some limitations to note in the study. Firstly, the small sample size (n = 65) limits the generalizability of the findings. It is possible, that with a larger and more diverse sample, results would be more significant. Additionally, causational research about future expectations of the gifted students may provide an additional contribution to the field to understand future view in detailed among gifted students. However, studies suggest other factors that affect future orientation such as age, gender, socioeconomic status and cultural diversity. Studies that take these factors into consideration in a larger sample of gifted students can contribute to the field. The gifted students attended a gifted program in the research. This provision may affect their future expectation. But how do other gifted students who did not attend any special programs think about future? This question should be addressed with studies that include other gifted students.

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