

The Feeling Of Hopelessness In Physical Education And Sports Teachers (The Case Of Izmit)

Elif KARAGÜN

Kocaeli Üniversitesi

College of Physical Education and Sports, Turkey

Elif.karagun@gmail.com

ABSTRACT

Although Physical Education and Sports course has become a current issue with the discourses such as removal of the course from schools and reduction of the course hours, it is also considered as an important means in socialization, personality development and acquisition of physical and mental health. However, it is seen that studies where the feelings of Physical Education teachers, implementing such an important course in socialization, personality development and acquisition of physical and mental health, are researched are limited. Based on these evaluations, the level of teachers who are experts in teaching the course of Physical Education and Sports, each individual takes compulsorily, in terms of being a model, work planning and the feeling of hopelessness/despair which is considered important in view of life was wondered. For this purpose, after taking permission from Kocaeli Provincial Directorate of National Education in the academic year of 2012-2013, scales were randomly distributed to the Physical Education teachers in the province and when the scales filled in by voluntary teachers were taken into consideration, no significant results were found in terms of gender, marital status, whether they had children or not, whether they did sports in their leisure time or not, whether they received a treatment or not, age, income status, type of the school where they work and the facilities the school have, whereas significant results were found in terms of no participation of teachers in leisure time activities and the activity type in favor of those engaged in sports and music.

Key Words: Hopelessness, Physical Education, Teachers, Sports

INTRODUCTION

World Health Organization (WHO) defines health as a state of completely physical, mental and social well-being, and based on this definition, various models have been developed in order to assess health. Among these models, according to one developed by Wolinsky and Zusman, it is stated that physical health is measured from a medical perspective, social health from the viewpoint of tasks and role performance, and mental health from the viewpoint of the evaluation of general feelings of the individuals, particularly of their happiness (Somunoğlu, 1999). World Health Organization states that, deaths are mostly related to life styles no matter they occurred in underdeveloped or developed countries (Dickey & Janick 2001). While the incidence rate of infections, problems with physical health, health problems caused by natural conditions, and lack of technology were high in the past, the existence of the diseases based on psychological conditions such as stress is known today. Most important approach to be followed for the prevention of diseases is to carry out preventive works. Particularly, one thing that needs to be done to protect social and mental health is the programs to be prepared for children and young people. The implementations to be carried out for children and young people within the education programs in schools are important in terms of health protection and improvement. High number of courses and intensity of the course subjects and importance of school success being a critical issue in the society, and academic concerns along with fast paced lessons lead to an education system based on rote-learning. In all this intensity, Physical Education and Sports (PE) lesson is important as a supportive alternative in eliminating problems and negative feelings that can arise in the fields of coping with academic concerns, socialization and personality development. In order for PE lesson to be supportive in solving emotional problems, it is important for PE teachers, who conduct and manage this course, to be psychologically in a completely good mood and creative in problem solution. One of the elements that supports the creativity of PE teachers is the mood they are in. Among the feelings they have, particularly “expecting greater than zero for the future”, that is, being hopeful is supportive for some plannings and fictions. Having no future expectations is also defined as the feeling of hopelessness (Dilbaz & Seber, 1998). Hope is reported to be a way-out and make an individual believe that s/he can make a change in his/her life and develop a kind of positive feeling (Herth & John, 2002), whereas hopelessness is reported to be an important phenomenon that needs to be investigated since it triggers severe

mental problems affecting labor productivity such as depression and exhaustion, and is the basis of the degree of pessimistic future expectations (O'Connor & Sheey, 2000) and human life (Beck et al. 2003). Due to the nature of the lesson in which role models and counseling roles are actively used and allows educators to make observation and students to express themselves and also is also voluntarily participated by most students, PE teachers are seen as key people in eliminating hopelessness which is reported to show symptoms such as lack of concentration, coordination disorder, decrease in self-respect that can cause lack of motivation and sorrow, and even low level of energy that can lead to suicidal ideation (Abela & Payne, 2003).

In this study, the hopelessness level of PE teachers that can be supportive in helping individuals develop a living habit to protect their mental health was tried to be found out. In this context, the hopelessness level of PE teachers in Kocaeli was investigated. The study is important because it considers the feelings of hopelessness of PE teachers who are expected to be a role model to help others to be healthy, and grabs attention to the issue.

METHOD

Study Group: In order to determine the level of hopelessness of PE teachers who work in Kocaeli, a scale was administered to a total of 70 PE teachers, 28 of whom were female and 42 of whom were male and who voluntarily participated in the study at the end of the 2013-2014 academic year. During the controls after the administration of the scale, the scales which were filled by 25 female and 41 male teachers were found to be complete, so totally 66 scales were taken into consideration.

Data Collection Tools: In order to determine the socio-demographic characteristics of the teachers, a 6-question "Personal Information Form" and the Beck Hopelessness Scale, which was developed by Beck, Lester and Trexler in 1974 and whose validity and reliability were tested by Durak (1993), were used. The fact that the scores of the hopelessness scale, a 20-item "yes or no" scale in which each response is assigned a score of 0-1, are high means that hopelessness level is high.

Data Collection: To collect data, approval was obtained from the Directorate of National Ministry to apply the scale to PE teachers who worked in Kocaeli during the seminars carried out at the end of 2013-2014 academic year and the list of the schools in which seminars were carried out was received, and schools randomly selected from the list were included in the study. Before the seminar started, necessary explanations were made to the PE teachers, and after that the scales were distributed to those who voluntarily wanted to participate in the study. After a 15-minute period to fill in the scales, they were collected back by the researcher.

FINDINGS

No significant difference was found in terms of the hopelessness scale scores of PE teachers according to the variables including gender, marital status, having a child, off-the-job exercise, having a gym at the school in which they work or not, having equipment for the course or not, facilities they have, having had a treatment for anything or not. The hopelessness scale scores for those who did not participate in leisure time activities were found to be significantly high [Table 1].

Table1: Results of the Mann Whitney U Test for the Hopelessness Scale in terms of Socio-demographic Characteristics of PE Teachers

Variables		N (%)	Rank average	Sum of ranks	U	Z	P
Gender	Female	25 (37,9)	34,16	854,0	496	-,219	,827
	Male	41(62,1)	33,10	1357			
Marital Status	Married	49 (74,2)	31,64	1550,50	325,50	-1,340	,180
	Single	17(25,8)	38,85	660,50			
Children	Yes	41(83,7)	23,48	962,50	101,50	-1,701	,091
	No	8 (16,3)	32,81	262,50			
Off-the-job exercise	Yes	40 (60,6)	33,40	1336	516	-,053	,958
	No	26 (39,4)	33,65	875			
Leisure time activity	Yes	42 (63,6)	29,19	1226	323	-2,424	,015
	No	24(36,4)	41,04	985			
Gym at School	Yes	29 (43,9)	33,17	962	527	-,123	,902
	No	37 (56,1)	33,76	1249			
Equipment	Yes	51 (77,3)	33,26	1696,50	370,50	-,184	,854
	No	15 (22,4)	34,30	514,50			
Facilities	Sufficient	44 (68,8)	31,07	1367	377	-,917	,359
	Insufficient	20 (31,3)	35,65	713			
Having a treatment before	Yes	5 (7,6)	45	225	95	-1,400	,172
	No	62 (92,4)	32,56	1986			

While the results were statistically non-significant in terms of PE teachers' age, income level, type of school they work in, working year, weekly off-the-job exercise hours, the place where PE course is held, the hopelessness scale scores for those who do sports and are interested in music as a leisure time activity were found to be significant [Table 2].

Table 2: Results of the Kuruskal Wallis Test for the Hopelessness Scale in terms of Socio-demographic Characteristics of PE Teachers

Variables	N (%)	Sum of Ranks	sd	χ	P	
Age	29 yrs and below	6 (9,1)	27,67	5	3,726	,589
	30-35 yrs	23(34,8)	36,00			
	36-40 yrs	18 (27,3)	31,14			
	41-45 yrs	5(7,6)	38,20			
	46-50 yrs	5(7,6)	23,10			
	51+ yrs	9(13,6)	38,89			
Income	1501-2000tl	2 (3,0)	33,25	4	1,935	,748
	2001-2500tl	17 (25,4)	34,56			
	2501-3000tl	6(9,1)	26,67			
	3001-3500tl	30(45,5)	35,95			
	3501tl and+	11(16,7)	28,95			
School They Work in	Elementary	30 (45,5)	32,68	2	,729	,694
	Normal high school	27 (40,9)	32,72			
	Vocational School	9(13,6)	38,56			
Working Year	1-5year	15 (22,7)	29,90	4	5,715	,222
	6-10 yıl	20 (30,3)	38,73			
	11-15 year	15 (22,7)	29,93			
	16-20 year	3(4,5)	16,00			
	21 year and +	13 (19,7)	37,77			
Off-the-job Exercise Hours	1-2 hrs	10 (25,6)	19,05	4	1,652	,799
	3-4 hrs	15(38,5)	20,53			
	5-6 hrs	7(17,9)	16,71			
	7-8 hrs	3(7,7)	20,83			
	9-10 hrs	4(10,3)	25,50			
Leisure time activity	Sport	11 (26,2)	29,50	3	8,014	,046
	Music	2(4,8)	27,75			
	Dance	3(7,1)	18,52			
	Other	26 (61,9)	13,83			
Place where the course is held	School Garden	30 (45,5)	19,00	2	,739	,691
	Classroom	5(7,6)	17,10			
	School Field	1(1,5)	10,50			
	Gym	30(45,5)				

RESULTS

Considering the data in this study, in which the hopelessness levels of PE teachers were determined, when the hopelessness levels of PE teachers were compared in terms of gender, although the hopelessness levels of the female teachers were found to be slightly higher than those of the male teachers, they were seen to be statistically nonsignificant. When the literature was considered, it was seen in contrast to the studies that support the findings of our study (Tümekaya, 2005; Doğan, 2012; Ersoy et al. 2010) that there were studies which found significant differences in favor of men in terms of gender (Oğuztürk, Akça & Şahin, 2011; Yıldırım, 2015). When taken into consideration with the information that PE courses are active and PE teachers are active all day, this activeness is the equal in terms of both male and female teachers, light exercises have a positive effect on the mood, being active in performing the job is thought to have an effect on these results.

When considered in terms of marital status, although the result was not significant, the hopelessness average of single teachers was seen to be higher than married teachers. When the studies carried out were examined, it was seen that there were studies similar to our study. Although the other studies did not show any significant

differences in terms of marital status as well, in contrast to the findings of our study, the hopelessness scores of married teachers were found to be higher than those of single teachers (Özben & Argun 2003; Yıldırım, 2015). However, in our study, the hopelessness scores of single teachers were found to be higher, but the results were not found statistically significant.

When it was considered whether being married with children was a factor to increase hopelessness, the hopelessness scores of those who were married without children were found to be higher but insignificant.

When it was considered in terms of whether PE teachers did off-the-job exercise, it was seen that doing or not doing off-the-job exercise and the time spent on the exercise, if done, had no effect. However, when participating in leisure activities was considered, it was found that the hopelessness level of those who did not participate in a leisure activity was considerably high and this difference was statistically significant. This result showed the importance of individuals' participation in leisure activities. The studies conducted also showed that taking up hobbies is important to eliminate the feeling of hopelessness (Yerlikaya, 2006).

In addition, it is quite interesting that the hopelessness level of those who participated in a sport activity as a leisure activity was found to be significantly high. Considering the course equipment in the school they work in, the place where the course is held, whether there is a gym for practice and the course equipment is found enough by teachers, the results were found to be insignificant. In order to prevent teachers to get desperate and get quality education service from teachers, it was stated that they needed to be provided with quality working environment and facilities as a requirement for quality education and that expecting quality education from teachers without providing them with quality working environment and facilities would lead to lack of solution (Taner, 2008). In order to provide quality education, improving working conditions for hopeful and efficient teachers was considered to be important (Doğan, 2012). In the light of such information, considering that questioning of teachers in terms of their teaching environment and equipment would be suitable, some related questions were added to the information form. However, as seen in the tables, no significant results were seen. No significant result was found in terms of whether PE teachers had had any treatments before, either.

In our study, no significant result was found in terms of age. When the studies carried out were examined, it was found in contrast to our study that there was a statistically significant difference between age and hopelessness levels (Doğan & Akçöltekin, 2012). The reason for the statistically significant difference between the mean scores of future feelings and expectations according to the age groups was that these individuals were in the last stage of their profession and had experienced all problems. It was interpreted that these individuals might have faith that they would experience positive developments related to their profession (Yıldırım, 2015). Moreover, low self-awareness and hopelessness were correlated for those who were 50 and over (Duberstein et al. 2003).

No significant difference was seen in terms of income levels in this study. When the literature was considered, it was found out that decrease in income was an important factor for the emergence and increase of hopelessness (Haatainen et al. 2003), and social and economic problems could turn the fears of educators into the feeling of hopelessness in the future (Doğan, 2012). When the findings of our study were considered in this context, it was thought that there was no difference in terms of the income levels of the teachers since the amount of the salaries of all teachers was similar.

Considering whether there is a change in the hopelessness levels depending on the school type they work in (elementary, vocational or general Anatolian or general high school), no significant difference was seen.

Considering the working year, no significant difference was found in the findings of the study. When the literature findings were examined, it was found out that there were similar results to our findings and that there was no significant difference in terms of years of seniority and hopelessness (Taner, 2008; Yıldırım, 2015). In contrast to these results, there are studies that show statistically significant differences between professional seniority and hopelessness levels of classroom teachers in favor of beginning teachers (Doğan & Akçöltekin, 2012).

REFERENCES

- Abela, J.R.Z. & Payne, A.V.L. (2003). A test of the integration of the hopelessness and self-esteem theories of depression in schoolchildren. *Cognitive Therapy and Research*, 27(5), 519 - 535.
- Beck, B., Halling, S., McNabb, M., Miller, D., Rowe, J. O. & Schulz, J. (2003). Facing up to Hopelessness: A dialogical phenomenological study. *Journal of Religion and Health*, 42(4), 339 - 354.

- Dickey R.A. & Janick J.J. (2001). Lifestyle Modifications In The Prevention And Treatment Of Hypertension, *Endorc Pract*, 7(5), 392-9.
- Dilbaz, N. & Seber, G. (1998). The Concept of Hopelessness: Its importance in Depression and Suicide. *Journal of Crisis*, 1(3),134-138. <http://dergiler.ankara.edu.tr/dergiler/21/66/614.pdf>. (Access Date: 10.03.2016).
- Doğan, S. & Akçöltekin, A. (2012). Investigation of Hopelessness Levels of Classroom Teachers in Terms of Various Variables: Case of Ardahan Province. *International Journal of Social Science*, 5 (7), 49-59.
- Doğan, P. (2012). Investigation of the Hopelessness Levels of Prospective Art Teachers. M.U. Atatürk Education Faculty, *Journal of Educational Sciences*, 36, 115-127.
- Duberstein, P., R., Laurent, J., Conner, K. R., Conwell, Y. & Cox, C. (2003). Personality Correlates Of Hopilessness İn Depressed Inpatients 50 Years Of Age And Older. *Journal of Personality Assesment*, 77(2), 380 -391.
- Durak, A. (1993). A Study on the Validity of Beck Hopelessness Scale. Unpublished Master's Thesis, Ankara University, Institute of Social Sciences, Ankara.
- Ersoy, E., Küçükkaragöz, H., Deniş, H. & Karataş, E. (2010). Determination of Hopelessness Levels of Prospective Teachers According to Some Variables. *e-Journal of New World Sciences Academy Education Sciences*, 5, (4), 1534-1542.
- Haatainen, K.M. Tanskanen, A., Kylma, J. & Honkalampi, K. (2003). Gender Differences İn The Association Of Adult Hopelessness With Adverse Childhood Experiences. *Soc Psychiatr Epidemiol*, 38, 12 - 17.
- Herth, K.A. & John, R.C. (2002). The Concept of Hope İn Nursing 3: Hope and Palliative Care Nursing. *Br J Nurs*, 11, 977-983.
- O'Connor, R.C. & Sheey, N.P. (2000). *Understanding Suicidal Behaviour*. Leicester: BPS Boks.
- Oğuztürk, Ö. Akça, F. & Şahin, G. (2011). Investigation of the Relationship between University Students' Hopelessness Level and Their Problem-Solving Skills on Some Variables, *Clinical Psychiatry*, 14(3),173-184.
- Özben, Ş. & Argun, Y. (2003) "A Study on Hopelessness and Exhaustion (Burnout) Levels of Elementary School Teachers" *Ege Journal of Education*, 1 (3), 36-48.
- Somunoğlu, S. (1999). Health from a Conceptual Viewpoint, *Hacettepe Journal of Health Administration*, 4 (1), 50-62.
- Taner, D. (2008). The Relationship between Hopelessness Levels of Teachers and School Culture, Unpublished Master's Thesis. Yeditepe University. Institute of Social Sciences, İstanbul, Turkey.
- Tümkiye, S. (2005). Comparison of Hopelessness Levels of Adolescents Staying with Their Families and at Orphanage. *Turkish Journal of Educational Sciences*, 3 (4), 445-459.
- Yerlikaya, İ. (2006). The Effect of "Hope Education" Programs Based on Cognitive-Behavioral Approach and Hobby Therapy on Elementary School Students, Unpublished Doctoral Thesis. Ankara University, Institute of Educational Sciences, Department of Educational Sciences, Department of Psychological Services in Education (Psychological Counseling and Guidance Program), Ankara. Turkey.
- Yıldırım, B. (2015). Hopelessness Levels of Elementary School Teachers, Unpublished Master's Thesis. Okan University. Institute of Social Sciences, Department of Educational Sciences, Educational Administration and Inspection, İstanbul, Turkey.