



## INIJOSS

İnönü University International Journal of Social Sciences / İnönü Üniversitesi Uluslararası Sosyal Bilimler Dergisi,

Volume/Cilt 8, Number/Sayı 2, (2019)

<http://inonu.edu.tr/tr/inijoss> --- <http://dergipark.gov.tr/inijoss>

### ARAŞTIRMA MAKALESİ | RESEARCH ARTICLE

Gönderim Tarihi: 15.05.2019 | Kabul Tarihi: 13.12.2019

## EXAMINATION OF THE ANXIETY AND HOPELESSNESS LEVELS OF THE STUDENTS STUDYING AT THE DEPARTMENT OF EXERCISE AND SPORTS COACHING FOR THE DISABLED

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**Atıf / Citation:** Konar, N., Şanal, A. (2019). Examination of the Anxiety And Hopelessness Levels of the Students Studying at the Department of Exercise And Sports Coaching for the Disabled. *İnönü University International Journal of Social Sciences & İnönü Üniversitesi Uluslararası Sosyal Bilimler Dergisi, (INIJOSS)*, 8(2), 487-496.

### ABSTRACT

This study was conducted to examine the anxiety and hopelessness levels of the students studying at the department of exercise and sports education for the disabled.

The population of the study was composed of 272 (138 males, 134 females) students studying at the Department of Exercise and Sports Coaching for the Disabled in the 2015/2016 and 2018/2019 academic year at Malatya Inonu University, Faculty of Sports Sciences. The Beck Hopelessness Scale (BHS) developed by Beck, Weissman, Lester and Trexler in 1971 and the Beck Anxiety Scale (BAS) developed again by Beck et al. in 1988 were used to collect data. SPSS 20.0 package program was used to analyze the data; t-test and one-way analysis of variance (ANOVA) were used to evaluate the data obtained from the scales.

According to our results, the anxiety and hopelessness levels of students of the 2015/16 academic year were found to be high. Of these students, the anxiety and hopelessness levels of the 4<sup>th</sup> grade students were determined to be high. It was observed that the anxiety levels of the male students of the 2018/19 academic year were high. When all the students participating in the study are considered, it was found that, in terms of gender, the

hopelessness levels of the male students were high and; in terms of grade, the anxiety levels of the 3<sup>rd</sup> and 4<sup>th</sup> grade students were high.

**Keywords:** Anxiety; Hopelessness; Faculty of Sports Sciences; Department of Exercise and Sports Coaching for the Disabled.

## ENGELLİLERDE EGZERSİZ VE SPOR ÖĞRETMENLİĞİ BÖLÜMÜ ÖĞRENCİLERİNİN KAYGI VE UMUTSUZLUK DÜZEYLERİNİN İNCELENMESİ

### ÖZET

Bu çalışma Engellilerde Egzersiz ve Spor Öğretmenliği bölümü öğrencilerin kaygı ve umutsuzluklarının incelenmesi amacıyla yapılmıştır.

Araştırmamızın evrenini Malatya İnönü Üniversitesi Spor Bilimleri Fakültesinde 2015/2016 ile 2018/2019 yılları arasında Engellilerde Egzersiz Ve Spor Öğretmenliği bölümü okuyan 272 (138 Erkek, 134 Kadın) öğrenci oluşturmuştur. Veri toplanmasında, Beck, Weissman, Lester ve Trexler tarafından 1971 yılında geliştirilmiş Beck Umutsuzluk ölçeği (BUÖ) ve yine 1988 yılında Beck ve ark'na oluşturulan Beck Kaygı Ölçeği (BKÖ) kullanılmıştır. Verilerin analizinde SPSS 20.0 paket programı kullanılmış, ölçeklerden elde edilen verilerin değerlendirilmesinde t-testi, tek yönlü varyans analizi (ANOVA) kullanılmıştır.

Araştırma sonuçlarımıza göre 2015-16 yılı öğrencilerinin kaygı ve umutsuzluk düzeyleri yüksek bulunmuştur. Bu öğrencilerden 4.sınıf öğrencilerinin kaygı ve umutsuzluk düzeylerinin yüksek olduğu belirlenmiştir. 2018-19 yılı öğrencilerinin kaygı ve umutsuzluk düzeylerinin yüksek olduğu görülmüştür. Araştırmaya katılan öğrencilerin tamamına baktığımızda cinsiyetlere göre erkek öğrencilerin umutsuzluk düzeylerinde, sınıflara göre ise 3. ve 4. Sınıf öğrencilerinin kaygı düzeylerinin yüksek olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Kaygı; Umutsuzluk; Spor Bilimleri Fakültesi; Engellilerde Egzersiz ve Spor Öğretmenliği Bölümü.

### 1. INTRODUCTION

University education is the main determinant of the individual's future job and profession (Kula-Saraç, 2017: 14-29). Some problems such as the anxiety concerning separation from the family, the acclimatization to a new environment, problems arising from housing, financial difficulties, and the orientation problems increase the anxiety, hopelessness, and stress on the youth (Dursun-Aytaç, 2012: 373-388). In addition, the problems such as the social and economic problems, education and unemployment problems experienced by the university students negatively affect the mental health of the individuals and lead to the hopelessness (Aktay-Alpay, 2015:15-24). The central examinations, which are conducted starting from the early grades to the university years and even after the university, create a state of anxiety and hopelessness on the students (Tumkaya, et al. 2007: 953-974).

Anxiety is defined as the unpleasant emotional and observable reactions such as sadness and tension caused by the situations that create stress (Demirel, 2001). In other words, anxiety is a state of arousal manifested by the physical, emotional, and mental changes that the person experiences when she/he is confronted with a stimulus (Aydın-Dilmaç, 2004).

Hope and hopelessness refer to the possibility that the expectations of the individual for future will be realized (Şahin, 2002:143-157). Miller (1985) considers the concept of hope as emotion, expectation, and desire, and states that the hope is an instinctive element of human life and facilitates the individuals to show their potentials. On the other hand, the hopelessness was explained as a

situation involving the expectations that there will be negative situations rather than the positive outcomes in the future (Abrammson, et al. 1989: 358-372; Gençay, 2009: 380-388).

Beck et al. describe the hopelessness as a concept referring to the negative expectations of the individual for herself/himself and her/his future (Aktay-Alpay, 2015: 15-24; Beck, et al. 1974: 861-865; Uzbaş-Kabasakal, 2013: 19-25). Social and economic problems, shortcomings in the field of education and anxieties about the future negatively affect the individuals in terms of affectivity and create a sense of hopelessness for the future (Özmen, et al. 2008: 8-15). Many variables such as the economic difficulties experienced during the university education, perceived problems regarding the careers, and social relationship areas can affect the hopelessness level of the students (Aras, 2011: 509-524).

There are some negative aspects of being a graduate of the Department of Exercise and Sports Coaching for the Disabled. First, this department is unique in Turkey. Second, it is not clear for the students in which institution and field of occupation and under what responsibilities they will work. The purpose of this study was to determine to what extent these negative aspects affect the anxiety and hopelessness levels of the students studying at this department.

Since the Department of Exercise and Sports Coaching for the Disabled was and will be opened under the Physical Education and Sports Colleges and Sports Sciences Faculties, it was planned that it would have the field of occupation parallel to the physical education teaching. However, in addition to the physical education teaching programs, in the undergraduate education, the students of this department receive the theoretical and applied courses in the fields of education for the disabled, sports branches for the disabled, and legislation of the disabled.

The graduates of this department desire to work as a physical education teacher in the special education schools and the schools having the mainstreaming students and, accordingly, have high expectations for the appointment. The failure to meet these expectations and the fact that there have been no graduates appointed create the anxiety and hopelessness among the graduates of this department. This study was carried out in order to find answer to the question: what kind of differences does this situation create in terms of gender, grade levels, and the academic years?

## 2. METHOD

The population of the study was composed of 272 (138 males, 134 females) students studying at the Department of Exercise and Sports Coaching for the Disabled in the 2015-2016 and 2018-2019 academic year at Malatya İnönü University, Faculty of Sports Sciences. Beck Hopelessness Scale (BHS) and Beck Anxiety Scale (BAS) were used to collect data.

Beck Hopelessness Scale (BHS): It was developed in 1971 by Beck, Weissman, Lester, and Trexler. The validity of this scale was done by Durak and Palabıyıköğlü (1994). BHS consists of a total of twenty items and produces the scores ranging from 0 to 20, indicating the intensity level of the hopelessness. Getting a high score from the BHS indicates a high level of hopelessness or negative expectations for the future (Durak and Palabıyıköğlü, 1994; Beck et al., 1971).

Beck Anxiety Scale (BAS): It was developed in 1988 by Beck et al. and adapted to Turkish in 1998 by Ulusoy, Şahin, and Erkmén. BAS is a self-assessment scale used to determine the frequency of

anxiety symptoms experienced by the individuals. This is a Likert-type scale consisting of 21 items that are scored between 0 and 3 and have the choices of “never”, “mild”, “moderate”, and “severe”. The score range is 0-63, and the higher overall score indicates a higher severity of the individual's anxiety (Ulusoy et al., 1998: 28-35). Cronbach's Alpha internal consistency coefficient of the scale was found to be .93 by Ulusoy, Şahin, and Erkmén (1996). The test-retest reliability coefficient was  $r = .57$ . In the criterion-based validity study, the automatic thoughts scale was found to be as  $r = .41$  and the Continuous Anxiety Inventory as  $r = .53$ .

SPSS 20.0 package program was used for the data analysis. As per the normality test, the data was found to be normally distributed. T-test was used for the evaluation of the anxiety and hopelessness in terms of gender and whether graduated or not and the one-way analysis of variance (ANOVA) was used for the evaluation of the anxiety and hopelessness in terms of grade levels. The significance level was taken as 0.05.

## FINDINGS

**Table 1. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students in the 2015-16 and 2018-19 Academic Years.**

	Academic Year	N	X	SS	t	P
<b>Anxiety Scale</b>	2015-2016 Academic Year	154	32.500	10.702	12.558	.000
	2018-2019 Academic Year	118	15.101	12.089		
<b>Hopelessness Scale</b>	2015-2016 Academic Year	154	10.616	2.428	7.465	.000
	2018-2019 Academic Year	118	7.220	4.920		

$p < 0.05$

As seen in the table above, it was found that there were statistically significant differences between the students of 2015-16 and 2018-19 academic years in terms of Beck Anxiety and Hopelessness scores ( $p = 0.000$ ). As a result of these differences, it was observed that the anxiety and hopelessness scores of the students in 2015-16 academic year were higher than that of the students in 2018-19 academic year.

**Table 2. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students in the 2015-16 Academic Year by Gender.**

	Gender	N	X	SS	t	P
<b>Anxiety Scale</b>	Male	76	35.921	10.736	4.114	.000
	Female	78	29.166	9.617		
<b>Hopelessness Scale</b>	Male	76	11.631	2.045	5.603	.000
	Female	78	9.628	2.374		

$p < 0.05$

According to the table above, it was found that there were statistically significant differences, by gender, in the Beck Anxiety and Hopelessness scores of the students of 2015-16 academic year ( $p=0.000$ ). According to these differences, it is obvious that the anxiety and hopelessness scores of the male students are higher than that of the female students.

**Table 3. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students in the 2015-16 Academic Year by Grade Level.**

GRADE	N	X	SS	F	P	
<b>Anxiety Scale</b>	1 <sup>st</sup> Grade	61	22.360	5.218		
	2 <sup>nd</sup> Grade	31	33.967	5.618		
	3 <sup>rd</sup> Grade	31	39.645	6.258	105.958	.000
	4 <sup>th</sup> Grade	31	43.838	7.878		
	Total	154	32.500	10.702		
<b>Hopelessness Scale</b>	1 <sup>st</sup> Grade	61	9.573	2.355		
	2 <sup>nd</sup> Grade	31	11.322	1.221		
	3 <sup>rd</sup> Grade	31	10.161	2.817	13.243	.000
	4 <sup>th</sup> Grade	31	12.419	1.803		
	Total	154	10.616	2.428		

$p<0.05$

In the Table 3, it was found that there were statistically significant differences, by grade, in the Beck Anxiety and Hopelessness scores of the students of 2015-16 academic year ( $p=0.000$ ). According to these differences, 4th and 1st grade students have the highest and the lowest anxiety and hopelessness scores, respectively.

**Table 4. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students in the 2018-19 Academic Year by Gender.**

Gender	N	X	SS	t	P
<b>Anxiety Scale</b>	Male	62	12.000	11.003	
	Female	56	18.535	12.400	-3.033
<b>Hopelessness Scale</b>	Male	62	7.758	5.110	
	Female	56	6.625	4.673	1.252

$p<0.05$

According to the table above, it was found that there were statistically significant differences, by gender, in the Beck Anxiety scores of the students of 2018-19 academic year ( $p=0.003$ ). According to this difference in the anxiety scale, it was observed that the female students had higher anxiety scores than the males. In the hopelessness scale, although the scores of the male students were higher than that of the females, no statistically significant difference was found ( $p=0.213$ ).

**Table 5. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students in the 2018-19 Academic Year by Grade Level.**

	GRADE	N	X	SS	F	P
<b>Anxiety Scale</b>	1 <sup>st</sup> Grade	29	15.620	14.938	0.489	.691
	2 <sup>nd</sup> Grade	28	17.178	11.343		
	3 <sup>rd</sup> Grade	25	13.760	12.011		
	4 <sup>th</sup> Grade	36	14.000	10.278		
	Total	118	15.101	12.089		
<b>Hopelessness Scale</b>	1 <sup>st</sup> Grade	29	8.275	4.471	0.690	.560
	2 <sup>nd</sup> Grade	28	6.464	4.574		
	3 <sup>rd</sup> Grade	25	7.200	6.324		
	4 <sup>th</sup> Grade	36	6.972	4.462		
	Total	118	7.220	4.920		

$p<0.05$

In the Table 5, no statistically significant difference, by grade, was found in the Beck Anxiety and Hopelessness scores of the students of 2018-19 academic year ( $p=0,691$ ;  $p=0.691$ ).

**Table 6. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students Participating in the Research by Grade Level.**

	Gender	N	X	SS	t	P
<b>Anxiety Scale</b>	Male	138	25.173	16.113	0.260	.795
	Female	134	24.723	12.035		
<b>Hopelessness Scale</b>	Male	138	9.891	4.202	3.119	.002
	Female	134	8.373	3.808		

$p<0.05$

According to the table above, when the Beck Anxiety and Hopelessness scores of the students participating in the research were examined in terms of gender, whereas in their anxiety scores there

was no statistically significant difference ( $p=0.795$ ), there were statistically significant differences in their hopelessness scores ( $p=0.002$ ).

**Table 7. The Comparison of the Beck Anxiety and Hopelessness Scores of the Students Participating in the Research by Grade Level.**

	GRADE	N	X	SS	F	P
<b>Anxiety Scale</b>	1 <sup>st</sup> Grade	90	20.188	9.929		
	2 <sup>nd</sup> Grade	59	26.000	12.154		
	3 <sup>rd</sup> Grade	56	28.089	15.903	5.541	.001
	4 <sup>th</sup> Grade	67	27.806	17.576		
	Total	272	24.952	14.226		
<b>Hopelessness Scale</b>	1 <sup>st</sup> Grade	90	9.155	3.225		
	2 <sup>nd</sup> Grade	59	9.016	4.061		
	3 <sup>rd</sup> Grade	56	8.839	4.898	.285	.837
	4 <sup>th</sup> Grade	67	9.492	4.418		
	Total	272	9.143	4.077		

$p<0.05$

According to the Table 7, when the Beck Anxiety and Hopelessness scores of the students participating in the research were examined in terms of grade level, whereas in their anxiety scores there were statistically significant differences ( $p=0.001$ ), no statistically significant difference was observed in their hopelessness scores ( $p=0.837$ ).

### 3. DISCUSSION AND RESULT

According to the results of our study examining the anxiety and hopelessness levels of the students studying at the Department of Exercise and Sports Coaching for the Disabled, Faculty of Sports Sciences, it was found that the anxiety and hopelessness scores of the students in the 2015-16 academic year were higher than that of the students in the 2018-19 academic year; as the age progressed, the level of anxiety and hopelessness increased; and the anxiety and hopelessness level of the male students were higher than that of the female students.

It is thought that the reason why the male students have more anxiety and hopelessness scores than the female students is because there are some responsibilities imposed on the males, and accordingly, the males want to find a job as soon as possible, are afraid of being unemployed, and feel the pressure of the family on themselves. In addition, the difficult living conditions, the low income from the profession, and feeling professionally incompetent are thought to be the reasons for the high

anxiety and hopelessness scores for the males (Kulik,2000: 487-501; Unal,1990: 76; Ceyhan-Ayktut, 2003:43-58 ; Ceyhan-Aydoğan,2004; Winefield-Tiggemann, 1992: 231-219).

In their study examining the depression symptom prevalence in the Puerperal period and its relation with the obstetric risk factors, anxiety level and the social support; Cebeci et al. (2010) found that 12% of the women had the high depression scores. The fact that 88% of them did not experience the high depression was similar to our study in terms of the low anxiety and hopelessness scores for the women.

In her study examining the relationship between the levels of depression and anxiety in a group of university students and the various variables, Bozkurt (2004) found that the anxiety levels of the female students were higher than that of the males. In our study, the anxiety and hopelessness levels of the males were higher than that of the females in general. However, when we examined the scores of the students in the 2018-19 academic year in terms of the gender, it was found that the female students were more anxious than the males. In this respect, it is similar to our study.

In their study on the university students, Öykü (1991) and Hisli (1989) found no significant difference between the gender and anxiety levels.

In addition, Bozkurt (2005) found a significant positive relation between the Beck hopelessness score and the anxiety scores. According to this, as the depression levels of the students increase, their anxiety levels also increase Smilh,et al. 2003: 376-382; Vanderyoot-Skorikov,2002: 50-68; Krohne,et al. 2002: 105-123; Craig-Norton,2000: 495-595; Ravvson-Bloomer,1994: 321-421 ; Strassberg-Donald,1997: 596-607; Bernstein,1991: 43-50; Halgin, et al.1987: 177-185). In our study, the anxiety and hopelessness scores of the students were also found to be directly proportional. This supports the results of our study.

Ök (1990) found that as the age increased, the anxiety also increased. This finding also supports the results of our study. In his study, Bozkurt (2004) found a significant negative relation between the age and trait anxiety levels of students and stated that as the age progressed, the anxiety level decreased.

In his study examining the hopelessness levels of prospective teachers attending the non-thesis master programs, Ceyhan (2004) found that the hopelessness levels of the prospective teachers were low ( $X=8.32$ ). In our study, this average was  $X=8.92$ . Ceyhan also found that the males had a higher level of hopelessness than the females. He stated that the reason why the males had the high levels of hopelessness scores was because the men had some traditional roles in Turkish Culture and as a result of this traditional role they wanted to find a job as soon as possible, furthermore, because they feel a social pressure, they may have more negative expectations for the future than the women.

In their study examining the anxiety level of the interns in a medical faculty and affecting factors, Canbaz et al. (2007) found that the anxiety scores of the women were statistically higher than that of the men. It was found that there were differences in the responses to the anxiety and stress in terms of gender, the women were more likely to have anxiety, the men were more aggressive in the situations of stress and anxiety, and the women were more likely to experience the anxiety and depression in the face of stress (Baltaş-Baltaş,1998: 47).



## 4. CONCLUSION

As a result of differences, it was observed that the anxiety and hopelessness scores of the students in 2015-16 academic year were higher than that of the students in 2018-19 academic year (Table 1). It is obvious that the anxiety and hopelessness scores of the male students are higher than that of the female students (Table 2). According to grade differences, 4th and 1st grade students have the highest and the lowest anxiety and hopelessness scores, respectively (Table 3). According to 2018-19 Academic year by gender difference in the anxiety scale, it was observed that the female students had higher anxiety scores than the males. In the hopelessness scale, although the scores of the male students were higher than that of the females, no statistically significant difference was found ( $p=0.213$ ) (Table 4). Also no statistically significant difference, by grade, was found in the Beck Anxiety and Hopelessness scores of the students of 2018-19 academic year (Table 5).

When the Beck Anxiety and Hopelessness scores of the students participating in the research were examined in terms of gender, whereas in their anxiety scores there was no statistically significant difference ( $p=0.795$ ), there were statistically significant differences in their hopelessness scores ( $p=0.002$ ) (Table 6). When the Beck Anxiety and Hopelessness scores of the students participating in the research were examined in terms of grade level, whereas in their anxiety scores there were statistically significant differences ( $p=0.001$ ), no statistically significant difference was observed in their hopelessness scores ( $p=0.837$ ) (Table 7).

As a result of our research, we can say that gender, age and year of graduation (first graduate - last graduate) affect the level of anxiety and hopelessness.

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