

A Study on the Hopelessness of Turkish Physical Education and Sports School Students

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Abstract

This study aims to evaluate and compare university students' hopelessness levels for specific variables. The sample included 535 university students at the School of Physical Education and Sports (SPES) of the Adnan Menderes University. The 20-item Beck Hopelessness Scale, developed by Beck et al. (1974), was used in the study. Seber et al. (1993), Durak and Palabıyıkoglu (1994) created a Turkish adaptation of the scale. Based on the data, descriptive frequencies and percentage tables were obtained. The Mann Whitney U and Kruskal-Wallis tests, nonparametric correlation and linear regression analyses were implemented using the SPSS 16.0 statistical software for the hopelessness scores. There was an insignificant correlation between students' hopelessness levels in different departments and playing sports, while students' hopelessness scores in the training department were higher than the scores of students in other departments. The low income students' hopelessness levels were higher, but there was a significant correlation between low income and middle/high income.

Key words: *hopelessness; School of Physical Education and Sports; university students.*

Introduction

In general, hopelessness is an emotional state of individuals in which they identify themselves with their negative characteristics, have negative expectations about the future and consider the negative experiences as unchangeable and constant (Abramson et al., 1989). Negative expectations and the degree of pessimism that an individual has (O'Connor, Connery, & Cheyne, 2000) is an emotional situation in which the psychological health of the individual is affected negatively including emotional problems which can cause depression and suicide (Dilbaz & Seber, 1993). In other words, hopelessness is described as having expectations that bad events and situations

will occur and individuals can do nothing to change these bad events and situations. As such, it is regarded as the main reason for depression (Abela & Seligman, 2000).

There are numerous studies that indicate a strong correlation between hopelessness and the idea and attempt of suicide (Ak et al., 2006; Batgün, 2005; Bayam et al., 2002; Beck & Weishaar, 1990; Dilbaz & Seber, 1993; Ellis, 1985; Harter et al., 1992; Joiner & Tickle, 1996; Tümkaya, 2005; Young et al., 1996) and also, it is closely associated with many problems such as social desirability, problem-solving skills, fear of death, self-respect, control focus, psychological well-being, physical health and self-confidence (Yerlikaya, 2006).

In many studies conducted over recent years, it was concluded that hopelessness or lack of hope may have serious negative and damaging effects upon general health, psychological welfare and well-being of individuals (Abramson et al., 1989; Beck et al., 1985; Chang et al., 1994; Haatainen et al., 2004; Johnson et al., 2001; Poch et al., 2004; Shek, 2005b).

In a study by Sayar et al. (2000), it was stated that hopelessness has an effect on the intention of suicide regardless of depression. Haatainen et al. (2003) point out that hopelessness is continuous among more than half of those who experience hopelessness and may last for two years. Kashani et al. (1989) report that an increased hopelessness score among children may increase not only risks of suicide and depression, but also all kinds of psycho-pathological risks.

The results of the study by Feng and Yi (2012) conducted with 240 Chinese university students show that there was a significant correlation between negative life events and hopelessness and depression levels; when negative life events increased, they affected hopelessness and depression levels. Besides, they also emphasized that individuals with serious hopelessness may react to the outside (environment) world slowly and may have symptoms of permanent hopelessness levels. On the other hand, Pan and Chiou (2004) state that individuals suffering from hopelessness do not ask for help, feel insignificant, are in an unhappy psychological state and have slower psycho-motor behaviors, even suicidal ideas.

Today, the fact that social, cultural, and economic conditions change rapidly leads to a more difficult adolescent period during which these people undergo a turbulent psycho-social development (Özmen et al., 2008). Particularly, time spent at university, known as a transition period from adolescence to adulthood, manifests itself in rapid progress in the relations of youth. The problems suffered during the education of university youth, fear of unemployment after graduation, social and economic problems and worries about the future cause their hopelessness to increase (Bostancı et al., 2005; İnanç et al., 2004; Şahin, 2009; Özmen et al., 2008). Nevertheless, it has been determined that individuals who experience stress and worry and who at the same time have a depressive disorder have higher rates of hopelessness compared to other students (Williams et al., 2008). As a result of the study on 143 university students conducted by Heisel et al. (2003), which supports this result, a significant

relationship was found between the idea of suicide and daily stress, depression, general and social hopelessness.

Although the physical education and sports field has provided a broad range of employment opportunities in Turkey in recent years, the problems faced by students who graduate from this branch in employment and/or appointment cause them to acquire some symptoms of hopelessness in their life perspectives and these problems negatively affect their psychological health (Duman et al., 2009; Kırımoğlu, 2010).

Hopelessness is defined as a negative expectation of the future, i.e., pessimism (Kashani, Soltys, Dandoy, Vaidya, & Reid, 1991). Hopelessness can cause individuals to believe that they will never be able to overcome their failures and solve their own problems; they interpret their lives as negative without a rational reason (Beck et al., 1985).

Due to the above mentioned factors, it is of great importance to know the university students' points of view about the future and to explore their negative feelings and expectations (Oğuztürk et al., 2011). Therefore, it becomes important to study the hope levels of the students. Consequently, this study attempted to examine the relationship between the levels of hopelessness for the variables: year of study of the university students where they are being educated, the status of engaging in sports, economic status, study department, and gender.

In accordance with these general objectives, the sub-objectives were determined in the following manner:

1. Is there a significant difference among levels of hopelessness of university students with respect to gender?
2. Is there a significant difference among levels of hopelessness of university students with respect to status of engagement in sports?
3. Is there a significant difference for levels of hopelessness with respect to department of study, year of study and income status?

As a result, this study was conducted in order to compare and to assess the hopelessness levels of university students for some variables.

Research Methodology

Research Model

This study was conducted as a relational survey. The main objective of the survey was to explain the situations, objects, beings, institutions and various events using descriptive statistics, such as frequency, percentage, mean and standard deviation (Karasar, 2007). With this objective, the 20-item "Beck's Hopelessness inventory" was applied to the study sample.

Participants

The study was carried out during the 2010/2011 academic year in Aydın Province in Turkey. The sample of the research was composed of a total of 535 university students (226 female students (42.2%) and 309 male students (57.8%)) who attended the School of Physical Education and Sports (SPES) of the Adnan Menderes University.

Data Collection Tools

In this study, data was collected with the Beck's Hopelessness Scale, which was developed by Beck et al. (1974) and consisted of 20 statements. The Turkish adaptation, reliability and validity tests of the scale were carried out by Seber, Dilbaz, Kaptanoglu and Tekin (1993), Durak and Palabiyıkoğlu (1994) with an internal consistency of 0.86 and 0.85. It is designed as a 20-item self-report scale to measure individuals' negative expectations for the future. The individuals are asked to mark "yes" or "no" for the statements which are suitable for themselves. A high point value indicates that the hopelessness of the individual is high. A "Personal Information Form" was developed by the author to determine the student's sociodemographic characteristics. The Cronbach's alpha coefficient of the scale was 0.86 in this study, and it was accepted as reliable.

Data Analysis

Descriptive frequencies and percentage tables were prepared and then the Mann Whitney U and Kruskal-Wallis tests were implemented together with the nonparametric correlation analysis and linear regression analysis using the SPSS 16.0 statistical software in order to obtain the hopelessness scores. Results were considered to be significant at $p < 0.05$.

Results

Table 1.
Sociodemographic characteristics of the university students

		N	%
Gender	Female	226	42.2
	Male	309	57.8
Department	Teaching	127	23.7
	Training	154	28.8
	Management	96	17.9
	Recreation	158	29.5
Playing Sports	Yes	161	30.1
	No	374	69.9
Voluntary preference for the department	Yes	424	79.3
	No	111	20.7
Year	1 st	78	14.6
	2 nd	148	27.7
	3 rd	169	31.6
	4 th	140	26.2
Economic Status	Low	88	16.4
	Middle	407	76.1
	High	40	7.5

Of the 226 female and 309 male university students participating in the study, 23.7 % were in the teaching department, 28.8 % in the training department, 17.9 % in the sports management department and 29.5 % in the recreation department. Of the sample, 30.1 % played sports and 69.9 % did not. Of the participants in the study,

79.3% had a voluntary preference for the department and 20.7% did not. Of the sample, 14.6% of the students were in their first year, 27.7% in their second year, 31.6% in their third year and 26.2% in their final year. Of the students, 16.4% had a low income level, 76% a middle income level and 1% a high income level (Table 1).

Table 2.
Comparison of the Beck Hopelessness levels of the university students for the gender variable

Gender		N	Median	Mann-Whitney U	P
Total Score	Female	226	254.1	31913.50	.08*
	Male	309	277.72		
Feelings about the future	Female	226	268.07	34901.50	.993
	Male	309	267.95		
Loss of motivation	Female	226	249.52	30741.50	.016*
	Male	309	281.51		
Expectation for the future	Female	226	258.87	32853.00	.232
	Male	309	274.68		

* $p < 0.05$

Table 2 demonstrates the Mann-Whitney U test results of the university students for “total scores”, “feelings about the future”, “loss of motivation” and “expectation for the future” scores of the subscales for the gender variable. Accordingly; it was observed that there was a statistically significant difference between mean “total scores” ($U = 31913.50$, $p < .05$) and mean “loss of motivation” scores ($U = 30741.50$, $p < 0.05$) of the female and male university students. In other words, it was observed that the mean “total scores” and the mean “loss of motivation” scores of the male university students were higher than the mean scores of the female students. On the contrary, there was no statistically significant difference in “feelings about the future”, and “expectation for the future” scores ($p > 0.05$).

Table 3.
Beck Hopelessness levels and Mann-Whitney U test results of the university students' voluntary preference of the school

Mann-Whitney U			N	Median	U	p
Voluntary Preference for the School	Total Score	Yes	424	256.57	18684.50	.001*
		No	111	311.67		
	Feelings about the future	Yes	424	255.25	18127.50	
		No	111	316.69		
	Loss of motivation	Yes	424	259.92	20105.00	.016*
		No	111	298.87		
	Expectation for the future	Yes	424	259.53	19948.50	.012*
		No	111	300.28		

* $p < 0.05$

When the Mann-Whitney U test results for the Beck Hopelessness levels were analyzed for voluntary preference for the school, the hopelessness levels of those with involuntary preference for the school were higher, although there was a significant

difference in total scores ($U = 18684.50, p < 0.05$), loss of motivation ($U = 20105.00, p < 0.05$) and expectation for the future ($U = 19948.50, p < 0.05$) (Table 3).

Table 4.

Comparison of the Beck Hopelessness levels of the university students by years

Years		N	Median	χ^2	df	p	U	P
Total Score	1 st Year	78	259.71	17.593	3	.001*	4664.00	.017* 1-2
	2 nd Year	148	310.50					
	3 rd Year	169	239.17				8459.00	.007* 2-4
	4 th Year	140	262.49					
Feelings about the future	1 st Year	78	265.92	8.160	3	.043	5145.00	.158 1-2
	2 nd Year	148	295.37					
	3 rd Year	169	250.24				9043.50	.049* 2-4
	4 th Year	140	261.66					
Loss of motivation	1 st Year	78	275.14	12.695	3	.005*	5232.00	.239 1-2
	2 nd Year	148	300.88					
	3 rd Year	169	241.15				8851.00	.029* 2-4
	4 th Year	140	261.68					
Expectation for the future	1 st Year	78	254.83	20.576	3	.000*	4431.50	.003*1-2
	2 nd Year	148	315.11					
	3 rd Year	169	242.55				8064.00	.001* 2-4
	4 th Year	140	256.25					

* $p < 0.05$

Table 4 includes the Kruskal-Wallis test and Mann-Whitney U test results related to the comparison of the total score and subscale scores of the Beck Hopelessness Scale for the year of study attended by the participating students. Accordingly, it was pointed out that the Beck Hopelessness levels differed in total score ($\chi^2 = 17.593, p < 0.05; U = 4664.00, p < 0.05, 1-2; U = 8459.00, p < 0.05, 2-4$), Feelings about the future ($U = 9043.50, p < 0.05, 2-4$), loss of motivation scores ($\chi^2 = 12.695, p < 0.05; U = 5232.00, p < 0.05, 1-2; U = 8851.00, p < 0.05, 2-4$) and expectation for the future scores ($\chi^2 = 20.576, p < 0.05; U = 4431.50, p < 0.05, 1-2; U = 8064.00, p < 0.05, 2-4$) among the years.

Table 5.

Comparison of the Beck Hopelessness levels of the university students for income status

Income		N	Median	χ^2	df	P	U	P		
Total Score	1.Low	88	327.02	18.483	2	.000*	13427.50	.000*1-2		
	2. Middle	407	260.35							
	3.High	40	215.99				1047.00	.000*1-3		
Feelings about the future	1.Low	88	319.18	16.576	2	14064.00			.001*1-2	
	2. Middle	407	261.84							
	3.High	40	218.08				1100.00	.000*1-3		
Loss of motivation	1.Low	88	319.11	13.751	2	.001*			14026.50	.001*1-2
	2. Middle	407	260.92							
	3.High	40	227.61				1143.50	.001*1-3		
Expectation for the future	1.Low	88	317.93	14.550	2	.001*			14148.50	.002*1-2
	2.Middle	407	262.10							
	3.High	40	218.16				1125.50	.001 1-3		

* $p < 0.05$

Table 5 includes the Kruskal-Wallis test and Mann-Whitney U test results for the total score and subscale scores of the Beck Hopelessness Scale for income status. It was found that the Beck Hopelessness levels of the SPES students differed in total scores ($\chi^2=18.483$, $p<0.05$; $U=13427.50$, $p<0.05$, 1-2; $U=1047.00$, $p<0.05$, 1-3), feelings about the future ($U=14064.00$, $p<0.05$, 1-2; $U=1100.00$, $p<0.05$, 1-3), loss of motivation scores ($\chi^2=13.751$, $p<0.05$; $U=14026.50$, $p<0.05$, 1-2; $U=1143.50$, $p<0.05$, 1-3) and expectation for the future scores ($\chi^2=14.550$, $p<0.05$; $U=14148.50$, $p<0.05$, 1-2; $U=1125.50$, $p<0.05$, 1-3). It was stated that the students with low and middle income levels had higher hopelessness level compared to those with high income levels.

Table 6.

Linear regression analysis about the variables that explain hopelessness

		β	Sd	t	P
Total scores	Constant	8.526	1.262	6.754	.000*
	Year	-.299	.190	-1.568	.118
	Voluntary preference for the school	1.591	.477	3.339	.001*
	Economic Status	-1.738	.402	-4.327	.000*
	Playing Sports	-.317	.420	-.754	.451
Feelings about the future	Constant	1.746	.400	4.362	.000*
	Year	-.094	.060	-1.554	.121
	Voluntary preference for the school	.522	.151	3.455	.000*
	Economic Status	-.522	.127	-4.100	.000*
	Playing Sports	.004	.133	.027	.978
Loss of motivation	Constant	3.140	.528	5.945	.000*
	Year	-.123	.080	-1.544	.123
	Voluntary preference for the school	.521	.199	2.612	.009*
	Economic Status	-.554	.168	-3.298	.001*
	Playing Sports	-.082	.176	-.468	.640
Expectation for the future	Constant	2.927	.417	7.018	.000*
	Year	-.115	.063	-1.824	.069
	Voluntary preference for the school	.415	.157	2.637	.009*
	Economic Status	-.509	.133	-3.835	.000*
	Playing Sports	-.169	.139	-1.217	.224

$p<0.05^*$

Upon conducting the linear regression analysis, according to the standardized regression coefficient, the voluntary preference for the school and economic status confront us in the relative rank of importance on hopelessness of the (β) determinant variables. When the t-test results for the significance of the regression coefficient were examined, while only the voluntary preference for the school and economic status variables were observed to be a significant determinant on the hopelessness level, it was determined that the year attended and playing sports variables did not have a significant effect on the hopelessness levels.

Discussion and Conclusion

This study aimed to evaluate the hopelessness levels of university students attending the School of Physical Education and Sports at the Adnan Menderes University for some variables. The findings of the study will be discussed below with respect to the results from the literature.

When the Beck Hopelessness levels of the university students were compared for the gender variable, it was observed that there was a statistically significant difference between the mean “total scores” ($U = 31913.50, p < .05$) and mean “loss of motivation” scores ($U = 30741.50, p < 0.05$) of the female and male university students. In other words, it was stated that the mean “total scores” and mean “loss of motivation” scores of the male university students were higher than the mean scores of the female students. On the contrary, there was no statistically significant difference for the variables “feelings about the future”, and “expectation of the future” ($p > 0.05$).

In the study conducted by Kırımlioğlu (2010) with SPES students, there was an insignificant difference in the hopelessness levels of university students for the gender variable ($p > 0.05$). Similar findings were obtained in a study by Şahin (2002) conducted among Theology School students resulting in an insignificant difference between the hopelessness scores of the students for the gender variable. On the other hand, in the study by Gençay (2009), which investigated hopelessness and life-satisfaction levels of the candidate teachers at the Department of Physical Education and Sports for various variables it was found that there was a difference only in the loss of motivation subscale according to the gender variable, while there was a statistically insignificant difference in the other subscales and hopelessness levels of the candidate teachers ($p > 0.05$). In the study of the reliability and validity tests for the Beck Hopelessness Scale performed by Durak and Palabıykoğlu (1994), there was an insignificant difference in the hopelessness levels for the age and gender variables ($p > 0.05$). Similarly, in the study made on 245 university students by Kelly et al. (2005), no significant relationship between females and males for the hopelessness points was found. Besides this, while they set forth that university students are happier compared to adults, they stated that the most important causes of hopelessness are symptoms of depression, drug therapy and the idea of suicide.

Other studies conducted demonstrated no significant difference for gender and hopelessness (Dereli & Kabataş, 2009; Tümkeya, 2005). The findings about the total and subscale scores for the Beck Hopelessness Scale of the above-mentioned studies for the gender variable are in agreement with our study. In contrast, there were studies that demonstrated a statistically significant difference for the gender variable and mean Beck Hopelessness Scale scores of male participants, which were found to be considerably higher than those of female participants (Ağır, 2007; Batıgün, 2005; Küçük & Arıkan, 2005; Özmen et al. 2008; Şahin, 2009). Similarly, the study by Çelikel and Erkorkmaz (2008), stated that the hopelessness levels of male students were higher compared to females, that the educational level of the parents being low increased the depressive symptoms and hopelessness levels in young people and besides, the failures in classes and difficulty in meeting the costs economically of young people living distant from family raised the depressive symptoms and hopelessness levels. It is possible that the root of the difference in the literature may be a result of the societal roles assigned to women and men.

When the Beck Hopelessness levels of the university students were analyzed for voluntary preference of the school, it was observed that there was a statistically significant difference between “total scores” ($U = 18684.50$, $p < 0.05$), “loss of motivation” ($U = 20105.00$, $p < 0.05$) and “expectation for the future” ($U = 19948.50$, $p < 0.05$). It was observed that the hopelessness levels for the involuntary preference of the school were higher as well (Table 3). As a result of the linear regression analysis made, according to the standardized regression coefficient, the voluntary preference for the school and economic status confronts us in the relative rank of importance on hopelessness of the (β) determinant variables (Table 6). According to these results, we can observe that for youth to select the department they want when entering university plays a determining role in reaching the life and targets they planned for the future. Consequently, we are of the opinion that those who set a purpose and targets and the individuals who work to reach the expectations for the future related to their lives will have low hopelessness levels.

When the Beck Hopelessness levels of university students were analyzed for departments attended no differences were observed, but total scores and subscale scores for hopelessness of the training department students were found to be higher than other departments. The results of the training department were followed by the recreation department, teaching department and sports management department.

When the Beck Hopelessness levels of the university students participating in the study were analyzed for the year attended it was stated that the Beck Hopelessness levels differed in total score ($\chi^2 = 17.593$, $p < 0.05$), loss of motivation scores ($\chi^2 = 12.695$, $p < 0.05$) and expectation for the future scores ($\chi^2 = 20.576$, $p < 0.05$) among the years (Table 4). In the study by Gençay (2009), which investigated the hopelessness and life-satisfaction levels of the candidate teachers of Physical Education and Sports for various variables, it was reported that the hopelessness levels of the students decreased in the first year, while their hopelessness levels increased in the fourth year. Similarly, the study by Tümkaya et al. (2007) conducted with education school students indicated that the result was parallel. The literature and the findings of our study were in agreement with each other. The findings indicated that hopelessness levels increased as students moved from year to year (from 1st year to 4th year). Also, the fact that the students had low professional self-sufficiency, future expectations and problems related to employment are important factors that contributed to the increased hopelessness levels of students in the final year of study.

Some of the studies reported that final year students who were anxious and worried about employment had higher hopelessness scores. Particularly, those who thought that they could not find a job in their profession after graduation were exposed to more hopelessness compared to those who were not worried about finding a job (Ceyhan, 2004; Dereli & Kabataş, 2009; Kırımoglu, 2010; Gençay, 2009; Turgut et al., 2004). Also, in the study by D’Zurilla et al. (1998) it was emphasized that fears over the inability to find a job and economic fears increased the hopelessness levels

of individuals. Therefore, it may be concluded that fear of not being employed may increase the hopelessness levels among individuals.

As for income levels, the Beck Hopelessness levels of the SPES students differed significantly in total scores ($\chi^2 = 18.483$, $p < 0.05$), loss of motivation ($\chi^2 = 13.751$, $p < 0.05$) and expectations for the future ($\chi^2 = 14.550$, $p < 0.05$). It was stated that the students with low and middle income levels had higher hopelessness compared to those with high income levels. In the study by Furr et al. (2001) made on 1,455 students at four different universities, they set forth that besides economic problems, loneliness and problems in girlfriend-boyfriend relations were within the factors attributed as a reason for depression and hopelessness. Furthermore, many studies (Kaya et al., 2007; Özmen et al., 2008; Lorant et al., 2003; Ceylan et al., 2003) demonstrated that students with low socioeconomic status had a higher level of depression symptoms and hopelessness. The findings obtained were similar to those from the mentioned literature.

In the present research, there was no significant difference in the total scores and subscale scores of the university students for the Beck Hopelessness Scale for playing sports ($p > 0.05$). However, the hopelessness levels of those who played sports were found to be higher in “total score”, “loss of motivation”, and “expectation for the future” compared to those who did not. On the other hand, the opposite was found for “feelings about the future” subscale that yielded a higher hopelessness score for those who did not play sports. Similarly, it was stated in the study by Kırımlioğlu et al. (2010), which investigated the loneliness and hopelessness levels of students playing sports, that there was an inverse correlation between the hopelessness level and sports-age in that hopelessness levels decreased as the sports-age increased. What is more, in a study by Sakallı Gümüş et al. (2010) it was reported that playing sports did not significantly affect loneliness and hopelessness levels. On the other hand, in the study by Taliaferro et al. (2009), as a result of the comparison of female and male university students who engaged in some physical activity every week and those who did not, it was determined that the risks of hopelessness, depression and suicidal behaviors were decreased among those who were engaged in physical activities. In the study by Simon et al. (2004) a similar conclusion was reached. They stated that the hopelessness and depression levels of those playing sports and being physically active were lower. Similarly, the research findings of Valtonen et al. (2009) suggest that physical inactivity and poor cardiorespiratory fitness is an important associate of hopelessness and a distinct element of low subjective well-being. In light of the literature and our findings, we may conclude that physical activity and actively playing sports positively affect the hopelessness level.

Research clearly indicates a positive association between exercise and psychological health. Physical activity promotes positive emotional well-being (Plante & Rodin, 1990; Biddle et al., 2000), including improvements in depressed mood (Salmon, 2001; Joiner & Tickle, 1998; Dishman et al., 2006), anxiety and stress (Salmon, 2001; Byrne

& Byrne, 1993; Nabetani & Tokunaga, 2001) and self-esteem (Joiner & Tickle, 1998; Fox, 2000; Sonstroem, 1984). Evidence suggests that exercise promotes a positive self-image, especially among young people with low self-esteem (Fox, 2000). Engaging in physical activity may protect against hopelessness and suicidal thought through its effect on the psychological well-being (Taliaferro et al., 2009). Therefore, a physically active lifestyle not only helps one live a physically healthier life, but it may also improve happiness by helping to maintain a positive attitude and optimistic perspective on the future and oneself.

Our study examined the high level of hopelessness in students. It was observed that students who did not play sports had a higher hopelessness score than those playing sports, and students attending the training department had a higher hopelessness score than students in the other departments. It was further found that male university students had higher hopelessness scores than female university students, and students with low income levels had higher hopelessness scores than those with high income levels.

Besides this, the fact that the involuntary preference of the school was high appears to draw attention with the increase in the hopelessness values towards the final year of school. Based on these results, it is necessary to acquire different points of view in the determination of the targets of the university students for raising their expectations and decreasing their hopelessness to a minimum. Furthermore, along with increasing their professional qualifications, the necessity of increasing the quality of education and providing all sorts of contributions for them to prepare for life should be in the forefront.

On the other hand, the fact that the hope levels of the students are low puts at risk the well-being of the students and it appears to be very important to place emphasis on activities that would be made on this subject and to increase the activities on the subject of the other factors that affect the hope levels of the students. Consequently, researchers should be encouraged and supported to carry out more research. It is thought that the researchers could make effective proposals for solutions by determining the hopelessness levels of university students in different regions and that it would contribute to the formation of a healthy society.

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Istraživanje bespomoćnosti studenata tjelesnog odgoja i studenata u sportskim školama

Sažetak

Ovo istraživanje ima za cilj vrednovati i usporediti razine bespomoćnosti studenata za pojedine varijable. Uzorak je činilo 535 studenata iz Škole za kineziologiju i sport (SPES) Sveučilišta Adnan. U istraživanju se koristila Bekova skala bespomoćnosti koja ima 20 jedinica, a koju su razvili Beck i sur. (1974). Seber i sur. (1993), Durak i Palabıyikoğlu (1994) prilagodili su skalu prema turskim potrebama. Rezultate smo dobili deskriptivnom statistikom – frekvencijama i postotcima. Mann Whitney U Kruskal-Wallis testovi, neparametrijske korelacije i analiza linearne regresije korišteni su s pomoću SPSS 16.0 statističkog programa za rezultate bespomoćnosti. Neznačajna korelacija ustanovljena je kod razine bespomoćnosti studenata u različitim odjelima i u bavljenju sportom, dok su rezultati bespomoćnosti studenata u odjelu vježbanja viši nego studenata u ostalim odjelima. Razina bespomoćnosti studenata koji imaju niže izvore prihoda bila je viša, ali značajna korelacija pokazala se između studenata s niskim приходima i srednje/visokim primanjima.

Ključne riječi: bespomoćnost; studenti; Škola za kineziologiju i sport.

Uvod

Općenito gledajući, bespomoćnost je emocionalno stanje pojedinca u kojemu se on poistovjećuje s negativnim karakteristikama, ima negativna očekivanja od budućnosti te vidi negativne doživljaje kao nepromjenjive i stalne (Abramson i sur., 1989). Negativna očekivanja i stupanj pesimizma koje pojedinci posjeduju (O'Connor, Connery i Cheyne, 2000) emocionalna su stanja u kojima na psihološko zdravlje pojedinaca utječu negativnost i emocionalni problemi poput uzroka depresije i suicida (Dilbaz i Seber, 1993). Drugim riječima, bespomoćnost je opisana kao posjedovanje očekivanja da će se ružni događaji ili situacije dogoditi, a pojedinci ne mogu učiniti ništa kako bi promijenili te negativne događaje i situacije te se tako bespomoćnost smatra glavnim uzročnikom depresije (Abela i Seligman, 2000).

Postoje brojne studije koje upućuju na visoku korelaciju između bespomoćnosti i ideje ili pokušaja suicida (Ak i sur., 2006; Batıgün, 2005; Bayam i sur., 2002; Beck i

Weishaar, 1990; Dilbaz i Seber, 1993; Ellis, 1985; Harter i sur., 1992; Joiner i Tickle, 1996; Tümkaya, 2005; Young i sur., 1996), a isto je tako tijesno vezana uz brojne druge probleme poput društvene poželjnosti, vještine rješavanja problema, straha od umiranja, samopoštovanja, usredotočenosti na kontrolu, psihičko zdravlje, tjelesno zdravlje i samouvjerenost (Yerlikaya, 2006).

Iz mnogih istraživanja provedenih posljednjih godina zaključeno je da bespomoćnost ili nedostatak nade ima ozbiljne negativne i štetne posljedice na opće zdravlje, psihičko zdravlje i općenito dobrobit pojedinca (Abramson i sur., 1989; Beck i sur., 1985; Chang i sur., 1994; Haatainen i sur., 2004; Johnson i sur., 2001; Poch i sur., 2004; Shek, 2005b).

U istraživanju koje su proveli Sayar i sur. (2000) autori tvrde da bespomoćnost utječe na namjeru suicida neovisno o depresiji. Haatainen i sur. (2003) upućuju na to da je bespomoćnost trajna među više od pola onih koji dožive bespomoćnost i može trajati dvije godine. Kashani i sur. (1989) izvijestili su da povećan rezultat bespomoćnosti među djecom povećava ne samo rizik od suicida i depresije već i mnoge druge vrste psiho-patoloških rizika.

Rezultati studije koje su proveli Feng i Yi (2012) na 240 studenata kineskih sveučilišta ukazuju na to da postoji značajna korelacija između negativnih životnih događaja i bespomoćnosti te razina depresije te su negativni životni događaji povećali i utjecali na razine bespomoćnosti i depresije. Štoviše, naglasili su da pojedinci s teškim simptomima bespomoćnosti u odnosu na vanjski svijet (okolinu) reaguju usporeno i mogu imati simptome trajne bespomoćnosti. S druge strane, Pan i Chiou (2004) tvrde da pojedinci koji pate od bespomoćnosti ne traže pomoć, a osjećaju se nebitnima, imaju nesretnu psihologiju, usporenu psiho-motoriku, a i suicidalne ideje.

Danas činjenica da se društvene, kulturološke, i ekonomske prilike rapidno mijenjaju, dovodi do prilično teškog adolescentskog razdoblja za vrijeme kojega ovi ljudi prolaze turbulentan psiho-socijalni razvoj (Özmen i sur., 2008). To se uglavnom odnosi na razdoblje provedeno na sveučilištu, poznato kao tranzicijsko razdoblje od adolescencije do zrelog doba. Manifestira se u ubrzanom napretku u odnosima mladih. Problemi koji nastaju za vrijeme obrazovanja mladih studenata su strah od nezaposlenosti nakon što diplomiraju. Društveni i ekonomski problemi i brige uzroci su povećanju njihove bespomoćnosti (Bostancı i sur., 2005; İnanç i sur., 2004; Şahin, 2009; Özmen i sur., 2008). Međutim, ustanovljeno je da pojedinci koji dožive stres i imaju brigu i koji u isto vrijeme imaju poremećaj depresije imaju i višu razinu bespomoćnosti u odnosu na druge studente (Williams i sur., 2008). Rezultati istraživanja koje su Heisel i sur. (2003) proveli na 143 studenta potvrđuju iste rezultate, a značajan odnos uvidjeli su između ideje o suicidu i dnevnoj razini stresa, depresije, opće i društvene bespomoćnosti.

Iako je posljednjih godina polje tjelesnog odgoja i sporta omogućilo širok opseg mogućnosti zapošljavanja u Turskoj, problemi na koje nailaze diplomirani studenti te struke u zapošljavanju razlog su zašto neki pokazuju simptome bespomoćnosti u životnim perspektivama, a upravo ti problemi negativno utječu na njihovo psihološko zdravlje (Duman i sur., 2009; Kırimoğlu, 2010).

Bespomoćnost se definira kao negativno očekivanje od budućnosti, tj. pesimizam (Kashani, Soltys, Dandoy, Vaidya, i Reid, 1991). Bespomoćnost može izazvati vjerovanje da pojedinac nikada neće moći prijeći preko svojih neuspjeha, odnosno riješiti svoje probleme, a svoj će život doživljavati kao negativan bez racionalnog razloga (Beck i sur., 1985).

Zbog svih tih faktora važno je biti upoznat sa studentskim viđenjima budućnosti te istražiti negativne osjećaje i očekivanja (Oğuztürk i sur., 2011). Dakle, važno je proučavati razine nade studenata. Zato je cilj ovoga istraživanja bio istražiti odnose između razina bespomoćnosti za varijable godine studiranja, status sudjelovanja u sportu, ekonomski status, odjel i spol.

U skladu s tim općim ciljevima, podciljevi su postavljeni na sljedeći način:

1. Postoji li značajna razlika s obzirom na spol između razina bespomoćnosti studenata?
2. Postoji li značajna razlika s obzirom na status bavljenja sportom između razina bespomoćnosti studenata?
3. Postoji li značajna razlika s obzirom na odjel studija, godinu studija i prihode između razina bespomoćnosti studenata?

Ovo je istraživanje provedeno kako bi se usporedile i procijenile razine bespomoćnosti studenata za spomenute varijable.

Metodologija

Model istraživanja

Ovo istraživanje provedeno je kao istraživanje odnosa. Analizirajući ankete, glavni cilj bio je objasniti situacije, predmete, žive stvari, institucije i različite događaje koristeći se deskriptivnom statistikom poput frekvencije, postotka, srednje vrijednosti i standardne devijacije (Karasar, 2007). S tim ciljem korišten je "Beckov Inventar Bespomoćnosti" koji sadrži 20 čestica.

Uzorak

Istraživanje je provedeno u akademskoj godini 2010./2011. u provinciji Aydın u Turskoj. Uzorak se sastojao od ukupno 535 studenata (226 žena {42.2 %} i 309 muškaraca {57.8 %}) koji studiraju na Fakultetu za tjelesni odgoj i sport (SPES) Sveučilišta Adnan Menderes University.

Instrumenti za prikupljanje podataka

U ovome istraživanju podatci su prikupljeni korištenjem Skale bespomoćnosti koju su izradili Beck i sur. (1974), a sastoji se od 20 tvrdnji koje se javljaju i u ovome istraživanju. Prilagodbu Turskoj, pouzdanost i valjanost skale obavili su Seber, Dilbaz, Kaptanoglu i Tekin (1993), Durak i Palabıykoğlu (1994) s unutarnjom konzistencijom od 0,86 i 0,85. Predviđena je kao skala od 20 čestica kako bi se izmjerile negativna očekivanja pojedinaca od budućnosti. Od pojedinaca se traži da označe sa „da“ ili

„ne“ tvrdnje koje im odgovaraju. Visok rezultat znači da je bespomoćnost pojedinca visoka. „Osobni informacijski upitnik“ autori su osmislili kako bi dobili informaciju o socio-demografskim karakteristikama ispitanika. Cronbachov alpha koeficijent za skalu u ovome je ispitivanju bio 0,86, pa je prihvaćen kao pouzdan.

Analiza podataka

Pripremljene su tablice s frekvencijama i postotcima, implementirani su Mann Whitney U i Kruskal-Wallis testovi zajedno s neparametrijskim analizama korelacije i analize linearne regresije uz korištenje statističkog paketa SPSS 16.0. Rezultati bespomoćnosti bili su značajni na razini $p < 0,05$.

Rezultati

Tablica 1.

Od ukupno 226 ženskih i 309 muških studenata koji su sudjelovali u istraživanju, 23,7 % studiraju na Odsjeku za obrazovanje, 28,8 % na Odsjeku za treniranje, 17,9 % na Odsjeku za sportski menadžment i 29,5 % na Odsjeku za rekreaciju. Od cjelokupnog uzorka, 79,3 % dobrovoljno preferira odsjek na kojem je, a 20,7 % ne. Od cjelokupnog uzorka, 14,6 % studenti su prve godine, 27,7 % druge godine, 31,6 % treće godine, a 26,2 % posljednje godine studija. Od ukupnog broja ispitanika, 16,4 % niskih su prihoda, njih 76 % ima srednju razinu prihoda, a 1% visoku razinu prihoda (Tablica 1).

Tablica 2.

Tablica 2 prikazuje rezultate dobivene Mann-Whitney U testom za „ukupne rezultate“, „predosjećaj o budućnosti“, „gubitak motivacije“ i „očekivanja u budućnosti“ u odnosu na varijablu spol. Rezultati ukazuju na to da postoji statistički značajna razlika između srednje vrijednosti za „ukupne rezultate“ ($U=31913,50$, $p < ,05$) i srednje vrijednosti za „gubitak motivacije“ ($U=30741,50$, $p < 0,05$) za studente i studentice. Drugim riječima, ustanovljeno je da je srednja vrijednost za „ukupni rezultat“ i srednja vrijednost za „gubitak motivacije“ studenata bila veća nego za rezultate srednjih vrijednosti kod studentica. Suprotno od očekivanog, nije se pokazala statistički značajna razlika za „predosjećaj za budućnost“ i „očekivanja od budućnosti“ ($p > 0,05$).

Tablica 3.

Primjenom Mann-Whitney U testa mogli smo analizirati rezultate Beckove skale bespomoćnosti u odnosu na varijable sklonost školi. Razina bespomoćnosti za one koji su pokazali nedobrovoljnu sklonost prema školi bila je viša iako je u ukupnim rezultata dokazana statistički značajna razlika ($U = 18684,50$, $p < 0,05$), gubitak motivacije ($U = 20105,00$, $p < 0,05$) i očekivanja od budućnosti ($U = 19948,50$, $p < 0,05$) (Tablica 3).

Tablica 4.

Tablica 4 sadrži rezultate Kruskal-Wallis testa i Mann-Whitney U testa, odnosno usporedbi ukupnih rezultata i rezultata subtestova Beckove Skale bespomoćnosti za

godinu studiranja. Prema tim rezultatima, razine na Beckovoj skali bespomoćnosti bile su različite u ukupnom rezultatu ($\chi^2 = 17,593$, $p < 0,05$; $U = 4664,00$, $p < 0,05, 1-2$; $U = 8459,00$, $p < 0,05, 2-4$), predosjećaji za budućnost ($U = 9043,50$, $p < 0,05, 2-4$), gubitak motivacije ($\chi^2 = 12,695$, $p < 0,05$; $U = 5232,00$, $p < 0,05, 1-2$; $U = 8851,00$, $p < 0,05, 2-4$) i očekivanja od budućnosti ($\chi^2 = 20,576$, $p < 0,05$; $U = 4431,50$, $p < 0,05, 1-2$; $U = 8064,00$, $p < 0,05, 2-4$).

Tablica 5.

Tablica 5 sadrži rezultate Kruskal-Wallis testa i Mann-Whitney U testa za ukupne rezultate i rezultate za Beckovu skalu bespomoćnosti s obzirom na prihode. Ustanovljeno je da je Beckova skala bespomoćnosti za studente SPESa različita u odnosu na ukupne rezultate ($\chi^2 = 18.483$, $p < 0.05$; $U = 13427,50$, $p < 0.05, 1-2$; $U = 1047,00$, $p < 0.05, 1-3$), predosjećaj za budućnost ($U = 14064,00$, $p < 0.05, 1-2$; $U = 1100,00$, $p < 0.05, 1-3$), gubitak motivacije ($\chi^2 = 13.751$, $p < 0.05$; $U = 14026,50$, $p < 0.05, 1-2$; $U = 1143,50$, $p < 0.05, 1-3$) i očekivanja od budućnosti ($\chi^2 = 14.550$, $p < 0.05$; $U = 14148,50$, $p < 0.05, 1-2$; $U = 1125,50$, $p < 0.05, 1-3$). Ustanovljeno je da studenti s niskim ili srednjim prihodima imaju višu razinu bespomoćnosti u odnosu na studente s višim prihodima.

Tablica 6.

Nakon primjene linearne regresije i prema standardiziranom regresijskom koeficijentu, dobrovoljna sklonost za školu i ekonomski status suprotstavljaju se u relativnom poretku važnosti na ljestvici bespomoćnosti (β) određenih varijabli. Analizom t-testova za važnost regresijskog koeficijenta, samo su dobrovoljna sklonost školi i ekonomski status bile vidljive varijable koje su označene kao značajne odrednice na razine bespomoćnosti, a ustanovljeno je da godina studija i sudjelovanje u sportu nisu imale značajnog utjecaja na razinu bespomoćnosti.

Rasprava i zaključak

Ovo je istraživanje imalo cilj procijeniti razinu bespomoćnosti studenata koji pohađaju Fakultet za tjelesni odgoj i sport, na Sveučilištu Adnan Menderes za određene varijable. Rezultati istraživanja obrazloženi su u odnosu na ono što pronalazimo u literaturi.

Nakon usporedbe Beckove skale bespomoćnosti studenata s varijablom spol, uočeno je da postoji statistički značajna razlika između srednje vrijednosti za „ukupne rezultate“ ($U = 31913,50$, $p < 0,05$) i srednje vrijednosti za „gubitak motivacije“ ($U = 30741,50$, $p < 0,05$) među studentima i studenticama. Drugim riječima, srednja vrijednost za „ukupne rezultate“ i srednja vrijednost za „gubitak motivacije“ studenata bila je viša od srednje vrijednosti za studentice. Štoviše, nije uočena statistički značajna razlika kod rezultata „predosjećaj za budućnost“ i „očekivanja od budućnosti“ ($p > 0,05$).

U istraživanju koje je proveo Kırımloğlu (2010) među studentima iz škole SPES nije uočena značajna razlika u bespomoćnosti studenata za varijablu spol ($p > 0,05$). Slično

tome, u istraživanju koje je proveo Şahin (2002) među studentima teološkog fakulteta nije uočena značajna razlika kod rezultata bespomoćnosti vezanih uz spol. S druge strane, u istraživanju koje je proveo Gençay (2009) o bespomoćnosti i zadovoljstvu životom budućih učitelja na Odsjeku za tjelesnu kulturu i sport uočena je statistički značajna razlika za različite varijable samo kod gubitka motivacije na podskali u odnosu na spol, a evidentirana je statistički neznačajna razlika na ostalim podskalama i razinama bespomoćnosti ($p > 0,05$). U istraživanju pouzdanosti i valjanosti testova za Beckovu skalu bespomoćnosti koje su proveli Durak i Palabıyıkoglu (1994), neznačajna razlika uočena je za razine bespomoćnosti za varijable dob i spol ($p > 0,05$). Slično tome, u istraživanju provedenom na 245 studenata Kelly i sur. (2005) ustvrdili su da nisu uočili značajnu razliku među studentima i studenticama za razinu bespomoćnosti. Ustvrdili su i da su studenti sretniji u odnosu na odrasle, zatim da su najznačajniji faktori koji uzrokuju bespomoćnost oni koji su simptomatični za depresiju, odvikavanje i suicidalne ideje.

Ostala istraživanja ukazala su na to da ne postoji značajna razlika među spolovima kada je riječ o bespomoćnosti (Dereli i Kabataş, 2009; Tümkaya, 2005). Ukupni rezultati i rezultati podskupina za Beckovu skalu bespomoćnosti u tim istraživanjima u skladu su s rezultatima dobivenim u ovome istraživanju, a vezanim uz varijablu spol. Za razliku od njih neke studije pokazale su statistički značajnu razliku za varijablu spol i srednju vrijednost Beckove skale bespomoćnosti za studente, značajno višu nego kod studentica (Ağır, 2007; Batıgün, 2005; Küçük i Arıkan, 2005; Özmen i sur., 2008; Şahin, 2009). Slično tome, u istraživanju koje su proveli Çelikel i Erkorkmaz (2008) dokazano je da je razina bespomoćnosti kod studenata značajno viša nego kod studentica, da niska razina obrazovanja njihovih roditelja povećava simptome depresije i bespomoćnosti kod mladih ljudi i da neuspjeh u radu i otežano svladavanje troškova života za mlade ljude koji ne žive s roditeljima povećavaju razinu simptoma depresije i razinu bespomoćnosti. Moguće je da je razlika u rezultatima tih istraživanja rezultat društvenih uloga pripisanih ženama i muškarcima.

Nakon analize rezultata Beckove skale bespomoćnosti s dobrovoljnim izborom škole, uočena je statistički značajna razlika u „ukupnom rezultatu” ($U = 18684,50$, $p < 0,05$), „gubitku motivacije” ($U = 20105,00$, $p < 0,05$) i „očekivanjima od budućnosti” ($U = 19948,50$, $p < 0,05$). Uočeno je da je razina bespomoćnosti kod nedobrovoljnog izbora škole također viša (Tablica 3). Kao rezultat regresijske analize, a prema standardnom koeficijentu regresije, dobrovoljni izbor škole i ekonomski status suočili su nas u rangu važnosti kod varijable određivanja bespomoćnosti (β) (Tablica 6). Posljedica je da oni koji imaju razloge i ciljeve i pojedinci koji streme svojim očekivanjima od budućnosti imaju niske razine bespomoćnosti.

Kada su rezultati Beckove skale bespomoćnosti uspoređeni s odsjekom na kojemu studiraju, nije uočena razlika. Međutim, ukupni rezultati i rezultati podskale za razinu bespomoćnosti studenata na Odsjeku za treniranje bili su veći nego za ostale odsjeke. Za njim slijede Odsjek za rekreaciju, Odsjek za poučavanje i Odsjek za sportski menadžment.

Kada su analizirani rezultati Beckove skale bespomoćnosti studenata u odnosu na godinu studija, ustanovljeno je da su se rezultati razlikovali u ukupnom rezultatu ($\chi^2 = 17,593$, $p < 0,05$), gubitku motivacije ($\chi^2 = 12,695$, $p < 0,05$) i očekivanju od budućnosti ($\chi^2 = 20,576$, $p < 0,05$), kao i među godinama studiranja (Tablica 4). U istraživanju koje je proveo (2009), a u kojem je istraživao bespomoćnost i zadovoljstvo životom budućih nastavnika Tjelesnog odgoja i sporta za različite varijable, ustvrdio je da je njihova razina bespomoćnosti povećana u četvrtoj godini studija. Slično tome, studiju koju su proveli Tümkaya i sur. (2007) sa studentima Učiteljskoga fakulteta pokazala je da su rezultati gotovo identični. To potvrđuju podaci iz literature i rezultati naše studije. Rezultati pokazuju da razine bespomoćnosti postaju veće napredovanjem u studiranju (od 1. do 4. godine). Također, činjenica je da studenti imaju vrlo malo profesionalnog samopouzdanja, a da su buduća očekivanja i problemi u zapošljavanju faktori koji doprinose povećanju bespomoćnosti u posljednjoj godini studija.

Rezultati nekih istraživanja pokazali su da su studenti posljednje godine studija koji su bili uplašeni i zabrinuti zbog zapošljavanja imali više razine bespomoćnosti. Posebno se to odnosi na one koji su smatrali da neće moći pronaći posao u struci nakon završetka studija za razliku od onih koji se nisu brinuli za pronalazak posla (Ceyhan, 2004; Dereli i Kabataş, 2009; Kırımoğlu, 2010; Gençay, 2009; Turgut i sur., 2004). Također, u istraživanju koje su proveli D'Zurilla i sur. (1998) naglašeno je da su strahovi od nemogućnosti pronalaska posla i ekonomski strahovi kod pojedinaca povećavali razinu bespomoćnosti. Na temelju toga zaključujemo da strah od nezaposlenosti može povećati razinu bespomoćnosti među pojedincima.

Što se tiče visine prihoda, Beckova skala bespomoćnosti studenata SPES značajno se razlikuje kod ukupnih rezultata ($\chi^2 = 18,483$, $p < 0,05$), gubitka motivacije ($\chi^2 = 13,751$, $p < 0,05$) i očekivanja od budućnosti ($\chi^2 = 14,550$, $p < 0,05$). Studenti s niskim i srednjim prihodima imaju više razine bespomoćnosti u usporedbi sa studentima s višim prihodima. U istraživanju koje su proveli Furr i sur. (2001) na 1455 studenata s četiri različita sveučilišta zaključeno je da su uz ekonomske probleme i usamljenost, problemi u vezi (mladić-djevojka) također razlozi koji dovode do depresije i bespomoćnosti. Nadalje, mnoga su istraživanja (Kaya i sur., 2007; Özmen i sur., 2008; Lorant i sur., 2003; Ceylan i sur., 2003) pokazala da studenti s niskim ekonomskim statusom imaju više razine simptoma depresivnosti i bespomoćnosti. Rezultati ovog istraživanja ukazuju na sličnosti s rezultatima iz navedene literature.

U provedenom istraživanju nisu se pokazale značajne razlike u ukupnim rezultatima i rezultatima podskale studenata za Beckovu skalu bespomoćnosti kod varijable bavljenje sportom ($p > 0,05$). Međutim, razine bespomoćnosti onih koji se bave sportom bile su veće kod „ukupnog rezultata”, „gubitka motivacije”, „očekivanja od budućnosti” u odnosu na one koji se ne bave sportom. Obrnuti rezultat nije uočen za varijablu „predviđanja za budućnost”, podskalu koja je imala najviše razine bespomoćnosti za one koji se ne bave sportom. Slične rezultate dobili su Kırımlioğlu i sur. (2010) istražujući razine samoće i bespomoćnosti studenata koji se bave sportom.

Zaključili su da postoji obrnuta korelacija između razina bespomoćnosti studenata i godina bavljenja sportom. Veći broj godina bavljenja sportom smanjuje razinu bespomoćnosti. U studiji koju su proveli Sakallı Gümüş i sur. (2010) ustanovljeno je da bavljenje sportom ne utječe značajno na razinu bespomoćnosti i samoće. Međutim, u istraživanju koje su proveli Taliaferro i sur. (2009), kao rezultat usporedbe studenata i studentica koji su bili uključeni u neki oblik sportske aktivnosti na tjednoj bazi, ustanovljeno je da su rizici bespomoćnosti, depresije i suicidalnih ponašanja smanjeni kod onih koji su se bavili nekom sportskom aktivnošću. Slične rezultate dobili su Simon i sur. (2004). Oni su ustanovili da su razine bespomoćnosti i depresije onih koji se bave sportom niže. Slično tome, rezultati istraživanja koje su proveli Valtonen i sur. (2009) upozoravaju na to da su tjelesna neaktivnost i loša kardio-respiratorna spremnost važni faktori koji doprinose bespomoćnosti i uočljiv element za općenito nisku razinu subjektivne dobrobiti. U svjetlu onoga što kaže literatura, možemo zaključiti da tjelesna aktivnost i aktivno bavljenje sportom pozitivno utječu na razinu bespomoćnosti.

Istraživanja jasno upućuju na to da postoji pozitivna veza između vježbe i psihičkog zdravlja. Tjelesna aktivnost promiče pozitivnu emocionalnu korist (Plante i Rodin, 1990; Biddle i sur., 2000), uključujući napredak u depresivnim stanjima (Salmon, 2001; Joiner i Tickle, 1998; Dishman i sur., 2006), strahovima i stresom (Salmon, 2001; Byrne i Byrne, 1993; Nabetani i Tokunaga, 2001) i kod samopouzdanja (Joiner i Tickle, 1998; Fox, 2000; Sonstroem, 1984). Dokazano je da vježba potiče pozitivnu sliku o sebi, posebno među mladima s niskim samopouzdanjem (Fox, 2000). Bavljenje tjelesnom aktivnošću može zaštititi od osjećaja bespomoćnosti i suicidalnih razmišljanja učinkom koji ima na psihičko zdravlje (Taliaferro i sur., 2009). Iz toga slijedi da tjelesno aktivan životni stil ne samo da pridonosi zdravom psihičkom životu već pomaže i prilikom održavanja pozitivnoga stava i optimističnog pogleda na budućnost.

Naša studija istraživala je visoke razine bespomoćnosti kod studenata. Uočili smo da: studenti koji se nisu bavili sportom imaju više rezultate za bespomoćnost nego oni koji se bave sportom. Studenti s Odsjeka za treniranje imali su višu razinu bespomoćnosti od studenata s ostalih odsjeka. Studenti su, za razliku od studentica, imali više razine bespomoćnosti. Studenti s nižim prihodima imali su višu razinu bespomoćnosti od studenata s visokim prihodima.

Nadalje, velik broj studenata nije dobrovoljno izabrao školu, što je povezano i s povećanjem osjećaja bespomoćnosti u posljednjoj godini studiranja. Na temelju tih rezultata slijedi da je potrebno usvojiti različite poglede u odnosu na ciljeve koje imaju studenti, kako bi se povećala njihova očekivanja, a bespomoćnost smanjila na minimum. Nadalje, uz povećanje profesionalnih kvalifikacija potrebno je povećati kvalitetu obrazovanja te ponuditi različite mogućnosti kako bi studenti mogli prepoznati svoje doprinose i tako se lakše pripremiti na život koji je pred njima.

S druge strane, s obzirom na činjenicu da su nade studenata prilično niske, a time i njihova dobrobit, potrebno je pažnju posvetiti aktivnostima kojima bi se te razine

povećale. Posljedica je da bi svi koji se bave istraživanjem toga fenomena trebali imati podršku za daljnja istraživanja. Smatra se da bi onda istraživači mogli ponuditi učinkovite prijedloge za rješenja, posebno kada je riječ o razini bespomoćnosti studenata u različitim regijama, a koji bi onda imali značajan doprinos za zdravo društvo.

Napomena

Ovaj rad usmeno je izložen na 2. međunarodnoj konferenciji za društvene znanosti u tjelesnom odgoju i sportu koji se održavao od 31. svibnja do 1. lipnja 2012. u Ankari, u Turskoj.