

The Relationship Between Appointment Anxiety, Academic Hopelessness and Happiness Among Pre-Service Physical Education Teachers: A Quantitative Study

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Abstract

The purpose of this study was to examine the relationship between the anxiety of not being appointed to a teaching position, academic hopelessness and happiness levels of physical education teacher candidates studying in Istanbul. A total of 270 volunteer pre-service physical education teachers participated in the study, including 174 males ($\bar{X} = 21.60$) and 96 females ($\bar{X} = 21.57$), selected through purposive sampling. Data collection tools included the Anxiety of Pre-Service Teachers Not Being Appointed to Teachership Scale, developed by Eskici (2016); the Academic Hopelessness Scale, developed by Gökalp and Soykan (2020); and the Happiness Scale, developed by Demirci and Ekşi (2018). Statistical analyses included independent samples *t*-test, one-way ANOVA, Spearman and Pearson correlation analyses and regression analysis. The findings indicate significant differences in the participants' happiness according to gender and academic achievement. Significant differences were found in academic hopelessness with respect to gender. A statistically significant difference was also observed in the happiness levels between male ($M = 3.60$, $SD = 0.96$) and female ($M = 3.94$, $SD = 0.77$) participants ($p < 0.05$). Regarding the year of study, a statistically significant difference in appointment anxiety was found between fourth-year students ($M = 3.61$, $SD = 1.10$) and graduate students ($M = 3.61$, $SD = 1.20$) compared to first-year students ($M = 2.89$, $SD = 1.27$) ($p < 0.05$). Furthermore, significant differences were identified in academic achievement, happiness and appointment anxiety. However, academic achievement had no significant effect on student happiness ($p > 0.05$). In conclusion, while differences were found among the

subdimensions of academic hopelessness based on the participants' socio-demographic characteristics, no significant direct effect was found between these variables.

Key words: *hopelessness; stress management; students' well-being; teacher education*

Introduction

One of the key factors that motivate individuals to pursue specific goals or shape their lives accordingly is hope. Hope is a universal concept with a profound impact on life; it also represents a future-oriented expectation of achieving valued goals and developing and maintaining relationships perceived as important (Moore, 2005; Schrank et al., 2008). As individuals' levels of hope increase, their ability to cope with or overcome life's challenges and negative emotional states also improves (Snyder et al., 1991). Hopelessness, on the other hand, refers to a person's negative outlook on the future and the belief that nothing can be done to change a given situation (Beck et al., 1974). It is a cognitive and emotional state characterized by prominent negative expectations about the future, a sense of disbelief and a feeling of helplessness. A person who lacks hope for the future believes that nothing will yield successful results, that they will fail in all their endeavours and never achieve their goals or resolve their problems (Kovacs & Garrison, 1985; Lima et al., 2021). Academic hopelessness refers to the manifestation of this condition within an individual's academic environment or performance.

The term "academic hopelessness" describes despair individuals may experience regarding exams, assignments, educational environments, evaluation and other academic matters (Emond et al., 2016; Zhang et al., 2022). Repeated failures in solving problems and difficulties in completing academic tasks can lead to a perceived lack of control over one's situation, ultimately hindering the ability to cope. This effect is particularly pronounced when failures are perceived as especially significant by students, thereby exerting a stronger negative impact on academic performance (Au et al., 2009). (Au et al., 2009).

When individuals fail to achieve their goals or meet their expectations, they often experience disappointment, which in turn leads to negative emotions such as anger, anxiety and depression (O'Connor et al., 2000). Anxiety is one of the most common and prominent negative emotions that arise when hope diminishes (James et al., 2017; Paiva et al., 2017). Anxiety in pre-service teachers is particularly associated with the fear of academic failure and the concern that it may become an obstacle to securing a teaching position. While an optimal level of anxiety enhances motivation and positively contributes to academic performance, excessive anxiety has a negative effect on concentration and memory (Hooda & Saini, 2017). Research indicates that pre-service teachers' anxiety not only impacts their academic performance but also has adverse effects on their social relationships and behaviours (Tümkiye et al., 2007; Sezgin & Duran, 2011; Güven & Dak, 2017).

Research on anxiety, hopelessness and depression among university students has been increasing in recent years (Mendelson & Tandon, 2016; Lattie et al., 2019).

University years are often regarded as a transitional period into adulthood, largely due to a larger number of student responsibilities, along with the pressure of seeking future employment opportunities (Lima et al., 2021). It is thus considered a critical transition phase accompanied by various challenges (Feng et al., 2014; Zhang et al., 2022). During this time students tend to be emotionally more vulnerable. In particular, career appointment anxiety and academic hopelessness pose significant challenges for many pre-service teachers, and, when experienced, they can hinder coping mechanism and lead to emotional instability (Süner & Eskici, 2020; Akpolat, 2022).

Emotional stability is often associated with happiness and mental well-being (Milić et al., 2019). Happiness can be defined as the degree to which an individual positively evaluates the overall quality of life (Veenhoven, 2024). Being happy and satisfied significantly contributes to an individual's ability to maintain harmonious social relationships and sustain psychological optimism and vitality (Milić et al., 2019). Happy individuals are aware that the challenges they encounter in life are not unique to them (Dilmaç & Yılmaz, 2019). Accordingly, identifying pre-service teachers' concerns about appointments and their levels of hopelessness regarding their profession, as well as examining the relationship between these factors and happiness, may help in developing psychological and social interventions that better align with their needs.

One of the biggest problems prospective teachers are faced with in Turkey is employment anxiety, so the current study addresses this problem with the aim of contributing to the field. Furthermore, examining the concepts of appointment anxiety, academic hopelessness and happiness as a unity has rarely been the subject of research before. On the other hand, there are some limitations to this study. Namely, the measurement method relies on the participants expressing their own perceptions, which entails a risk of them giving socially desirable or insincere responses. Besides, because the sample comprises only physical education teacher candidates, the results may not be generalizable to future teachers in other domains. Furthermore, variables such as happiness and hopelessness may change over time.

Therefore, the purpose of this study was to examine the relationship between the anxiety of not being appointed to a teaching position, academic hopelessness and happiness of future physical education teachers studying in Istanbul. According to the set aim, the following hypotheses were formulated:

First hypothesis – There is a significant difference in the levels of appointment anxiety among pre-service physical education teachers according to their gender, study year, academic achievement and satisfaction with the study department.

Second hypothesis – There is a significant difference in the levels of academic hopelessness among pre-service physical education teachers according to their gender, study year, academic achievement and satisfaction with the study department.

Third hypothesis – There is a significant difference in the levels of happiness among pre-service physical education teachers according to their gender, study year, academic achievement and satisfaction with the study department.

Fourth hypothesis – There is a correlation between appointment anxiety, academic hopelessness and happiness among future physical education teachers.

Methodology

This study employed a purposive sampling method. Participants were selected among prospective physical education teachers studying in Istanbul. Since the participants were only students from Istanbul, the generalizability of the study's findings to Turkey is limited. Although the study aimed to understand general trends among future teachers, data collection was conducted only in Istanbul. Therefore, the scope of the study should be considered regional rather than national. The research utilized a relational survey model. A total of 270 volunteer pre-service physical education teachers, including 174 males ($\bar{X} = 21.60$) and 96 females ($\bar{X} = 21.57$), were chosen to participate in the study through purposive sampling. The research population encompassed pre-service physical education teachers in Turkey, while the sample of the current study comprised pre-service physical education teachers in Istanbul. Sampling involves selecting a subset of the research population through specific methods to make inferences about the entire population (Böke, 2017).

Ethical considerations

This study was conducted in accordance with the principles outlined in the Helsinki Declaration and was approved by the Ethics Committee for Social and Human Sciences Research at Istanbul University-Cerrahpaşa, with the decision numbered E-74555795-050.04-1128979, 024/421.

Data collection instruments

The data collection instrument of the study consists of two sections. The first section includes a personal information form designed to collect information on the participants' gender, year of study, level of academic achievement and satisfaction with the university department. The second section entails three scales: the Anxiety of Pre-Service Teachers Not Being Appointed to Teachership Scale, the Academic Hopelessness Scale and the Happiness Scale.

Personal information form

The personal information form entails questions on the participants' gender, year of study, level of academic achievement and satisfaction with the study department.

The anxiety of pre-service teachers not being appointed to teachership scale

The instrument was developed by Eskici (2016) to measure the level of appointment-related anxiety among pre-service physical education teachers. It comprises 13 items grouped under two subdimensions, and the items are rated on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree,

5 = strongly agree). The minimum possible score on the scale is 13, while the maximum score is 65.

The academic hopelessness scale

The Scale was developed by Gökalp and Soykan (2020) to assess the level of academic hopelessness among pre-service physical education teachers. This scale consists of 16 items under three subdimensions: behavioural, cognitive and environmental. The scale items are rated on a four-point Likert scale (1 = never, 2 = rarely, 3 = usually, 4 = always).

The happiness scale

The tool was developed by Demirci and Ekşi (2018) to measure the happiness levels of pre-service physical education teachers, and it consists of six items under a single dimension. The items are rated on a five-point Likert scale: (1) Not true for me at all, (2) Not true for me, (3) Somewhat true for me, (4) Quite true for me, and (5) Completely true for me. The scale does not contain any reverse-coded items.

Data analysis

The collected data were analysed using the SPSS 29.0 software package. A frequency analysis was conducted to present the participants' demographics. Skewness and kurtosis values were examined to test the study's hypotheses, and parametric tests, including the independent samples t-test and one-way ANOVA, were conducted. To explore the relationships between participants' age, appointment anxiety, happiness and academic hopelessness subdimensions, Spearman's correlation analysis was used for the age variable, while Pearson's correlation analysis was applied to the other variables. Additionally, a linear regression analysis was conducted to examine the impact of academic hopelessness, academic achievement level, year of study and satisfaction with the study department on participants' happiness levels.

Results

This section presents the findings of descriptive and relational analyses of the participants' levels of appointment anxiety, academic hopelessness and happiness in relation to various variables. The normality of the distribution for each variable was tested, and it was found that all variables, except age (KurtosisMin = 15.755; SkewnessMin = 2.805), were normally distributed (KurtosisMax = 1.764; SkewnessMax = 1.380) (George & Mallery, 2010). Additionally, the accuracy of other core assumptions was verified for each analysis.

To eliminate potential collinearity issues and enhance the interpretation of interactions, necessary variables were either mean-centred or converted into z-scores in the regression models. In group comparisons and relationship analyses (e.g., ANOVA, correlations), original scores were used to ensure consistency. The reliability of responses to the scale items was assessed using Cronbach's alpha coefficient. Accordingly, the alpha coefficient

was calculated as 0.964 for the Anxiety of Pre-Service Teachers Not Being Appointed to Teachership Scale, 0.885 for the Academic Hopelessness Scale and 0.884 for the Happiness Scale. The findings were evaluated based on a significance level of 0.05.

Table 1

Distribution of the participants according to age, gender, year of study, academic achievement and satisfaction with the study department

		Year of study					\bar{X} Age
		1 st year	2 nd year	3 rd year	4 th year	Graduate	
		No	No	No	No	No	
Gender	Female	17	9	28	28	14	21.57
	Male	30	17	52	36	39	21.60
Academic achievement	Poor	1	2	0	1	3	22.29
	Moderate	28	10	41	30	20	21.42
	Good	18	14	39	33	30	21.59
Satisfaction with the study department	Dissatisfied	0	0	8	8	7	23.13
	Undecided	10	4	10	10	7	21.56
	Satisfied	37	22	62	46	39	21.43

\bar{X} : Average

Table 1 presents information on certain categorical and numerical variables related to the analyses, as well as the demographic characteristics of the participants. Among the 270 participants, 96 are female ($\bar{X}_{Age} = 21.57 \pm 4.34$) and 174 are male ($\bar{X}_{Age} = 21.60 \pm 3.33$). The overall mean age of all participants is 21.59 (± 3.71). The table also includes distributions related to participants' academic year, academic achievement and satisfaction with the study department.

Table 2

Participants' appointment anxiety, happiness and academic hopelessness levels according to gender

Dimensions	Gender	No	$\bar{X} (\pm Sd)$	t	P
Appointment anxiety	Female	96	3.53±1.12	1.224	0.222
	Male	174	3.35±1.22		
Happiness	Female	96	3.94±0.77	3.026	0.003
	Male	174	3.60±0.96		
Academic hopelessness-Behavioural	Female	96	1.69±0.52	-2.929	0.004
	Male	174	1.89±0.58		
Academic hopelessness-Cognitive	Female	96	1.84±0.69	-0.586	0.559
	Male	174	1.89±0.76		
Academic hopelessness-Environmental	Female	96	1.95±0.63	0.140	0.888
	Male	174	1.94±0.71		
Academic hopelessness-Total	Female	96	1.81±0.44	1.418	0.157
	Male	174	1.91±0.59		

\bar{X} : Average, Sd: Standard deviation, t: t-test value, p: significance level

Table 2 presents the findings of the *t*-test conducted to examine the differences in the participants' appointment anxiety, happiness and academic hopelessness levels based on the gender variable. Accordingly, a statistically significant difference was found in happiness levels between male ($\bar{X} = 3.60 \pm 0.96$) and female ($\bar{X} = 3.94 \pm 0.77$) participants ($p < 0.05$). Additionally, in the behavioural subdimension of academic hopelessness, a significant difference was observed between male ($\bar{X} = 1.89 \pm 0.58$) and female ($\bar{X} = 1.69 \pm 0.52$) participants ($p < 0.05$). However, no significant differences were found between genders in other subdimensions of academic hopelessness or the appointment anxiety variable ($p > 0.05$).

Table 3

The levels of participants' appointment anxiety, happiness and academic hopelessness according to year of study

Dimension	The year of university studies					F	P	Groups with a difference
	(Group No.)	No	\bar{X}	Sd				
Appointment anxiety	1 st year (1)	47	2.89	1.27	3.545	0.008	4-1. 5-1	
	2 nd year (2)	26	3.19	1.12				
	3 rd year (3)	80	3.51	1.14				
	4 th year (4)	64	3.61	1.10				
	Graduate (5)	53	3.61	1.20				
Happiness	1 st year (1)	47	3.72	0.74	1.264	0.285		
	2 nd year (2)	26	3.57	0.82				
	3 rd year (3)	80	3.58	1.01				
	3 rd year (4)	64	3.88	0.86				
	Graduate (5)	53	3.81	0.96				
Academic hopelessness- Behavioural	1 st year (1)	47	1.77	0.48	2.622	0.035	3-5	
	2 nd year (2)	26	2.01	0.44				
	3 rd year (3)	80	1.93	0.60				
	4 th year (4)	64	1.76	0.58				
	Graduate (5)	53	1.69	0.58				
Academic hopelessness- Cognitive	1 st year (1)	47	1.71	0.66	1.903	0.110		
	2 nd year (2)	26	1.91	0.65				
	3 rd year (3)	80	2.03	0.78				
	4 th year (4)	64	1.76	0.71				
	Graduate (5)	53	1.90	0.76				
Academic hopelessness- Environmental	1 st year (1)	47	1.89	0.56	0.800	0.526		
	2 nd year (2)	26	1.95	0.55				
	3 rd year (3)	80	2.03	0.76				
	4 th year (4)	64	1.84	0.68				
	Graduate (5)	53	1.98	0.74				
Academic hopelessness- Total	1 st year (1)	47	1.79	0.48	1.876	0.115		
	2 nd year (2)	26	1.97	0.45				
	3 rd year (3)	80	1.99	0.62				
	4 th year (4)	64	1.79	0.51				
	Graduate (5)	53	1.83	0.54				

\bar{X} : Average, Sd: Standard deviation, F: F statistic, p = significance level.

Table 3 presents the findings of the ANOVA test conducted to examine group differences in the levels of participants' appointment anxiety, happiness and academic hopelessness based on the academic year variable, along with Hochberg's GT2 post-hoc test results for pairwise comparisons. A statistically significant difference was found in the appointment anxiety variable between 4th-year students ($\bar{X} = 3.61 \pm 1.10$) and graduates ($\bar{X} = 3.61 \pm 1.20$) compared to those in their first academic year ($\bar{X} = 2.89 \pm 1.27$) ($p < 0.05$). Additionally, regarding the behavioural subdimension of academic hopelessness, a significant difference was observed between 3rd-year students ($\bar{X} = 1.93 \pm 0.60$) and graduates ($\bar{X} = 1.69 \pm 0.58$) ($p < 0.05$). No statistically significant differences were found between academic year groups in the other variables ($p > 0.05$).

Table 4
The levels of participants' appointment anxiety, happiness and academic hopelessness according to academic achievement

Dimension	Academic Achievement (Group No.)	No	\bar{X}	Sd	F	P	Groups with a difference
Appointment anxiety	Poor (1)	7	3.55	0.89	0.361	0.697	
	Average (2)	129	3.35	1.16			
	Good (3)	134	3.47	1.22			
Happiness	Poor (1)	7	3.21	0.72	4.746	0.009	3-2
	Average (2)	129	3.58	0.86			
	Good (3)	134	3.88	0.93			
Academic hopelessness-Behavioural	Poor (1)	7	2.00	0.58	5.486	0.005	2-3
	Average (2)	129	1.93	0.55			
	Good (3)	134	1.71	0.56			
Academic hopelessness-Cognitive	Poor (1)	7	2.00	0.46	2.046	0.131	
	Average (2)	129	1.96	0.74			
	Good (3)	134	1.78	0.73			
Academic hopelessness-Environmental	Poor (1)	7	2.03	0.51	4.006	0.019	2-3
	Average (2)	129	2.06	0.65			
	Good (3)	134	1.83	0.71			
Academic hopelessness-Total	Poor (1)	7	2.01	0.46	5.487	0.005	2-3
	Average (2)	129	1.98	0.50			
	Good (3)	134	1.76	0.57			

\bar{X} Average, Sd: Standard deviation, F: F statistic, p: significance level

Table 4 contains the findings of the ANOVA test conducted to examine group differences in the levels of the participants' appointment anxiety, happiness and academic hopelessness based on their academic achievement, along with Hochberg's GT2 post-hoc test results for pairwise comparisons. A statistically significant difference was found in the happiness variable between participants in the "good" ($\bar{X} = 3.88 \pm 0.93$) and "moderate" ($\bar{X} = 3.58 \pm 0.86$) academic achievement groups ($p < 0.05$). Regarding the behavioural subdimension, a significant difference was observed between participants in the "moderate" ($\bar{X} = 1.93 \pm 0.55$) and "good" ($\bar{X} = 1.71 \pm 0.56$) academic

achievement groups. Similarly, with regard to the environmental subdimension, a significant difference was found between the “moderate” ($\bar{X} = 2.06 \pm 0.65$) and “good” academic achievement ($\bar{X} = 1.83 \pm 0.71$) groups. Furthermore, a significant difference was detected in overall academic hopelessness scores between the participants in the “moderate” ($\bar{X} = 1.98 \pm 0.50$) and “good” academic achievement ($\bar{X} = 1.76 \pm 0.57$) groups ($p < 0.05$). However, no statistically significant differences were found in appointment anxiety or the cognitive subdimension of academic hopelessness based on academic achievement level ($p > 0.05$).

Table 5

The levels of participants' appointment anxiety, happiness and academic hopelessness according to their satisfaction with the study department

Dimension	Satisfaction with the Study Department (Group No.)	No	\bar{X}	Sd	F	P	Groups with a difference
Appointment Anxiety	Dissatisfied (1)	23	3.76	1.25	1.505	0.224	
	Undecided (2)	41	3.54	1.13			
	Satisfied (3)	206	3.35	1.19			
Happiness	Dissatisfied (1)	23	3.65	0.88	3.916	0.021	3-2
	Undecided (2)	41	3.37	0.80			
	Satisfied (3)	206	3.80	0.92			
Academic hopelessness-Behavioural	Dissatisfied (1)	23	1.87	0.59	1.042	0.354	
	Undecided (2)	41	1.93	0.51			
	Satisfied (3)	206	1.80	0.57			
Academic hopelessness-Cognitive	Dissatisfied (1)	23	2.23	0.59	8.094	0.000	1-2, 2-3
	Undecided (2)	41	2.16	0.81			
	Satisfied (3)	206	1.77	0.71			
Academic hopelessness-Environmental	Dissatisfied (1)	23	2.17	0.76	1.811	0.165	
	Undecided (2)	41	2.01	0.63			
	Satisfied (3)	206	1.91	0.68			
Academic hopelessness-Total	Dissatisfied (1)	23	2.05	0.49	3.496	0.032	2-3
	Undecided (2)	41	2.01	0.50			
	Satisfied (3)	206	1.82	0.55			

\bar{X} Average, Sd: Standard deviation, F: F statistic, p: significance level

Table 5 presents the findings of the ANOVA test conducted to examine group differences in the levels of participants' appointment anxiety, happiness and academic hopelessness based on their satisfaction with the study department, along with Hochberg's GT2 post-hoc test results for pairwise comparisons. According to these findings, a statistically significant difference was found in the happiness variable between participants in the “satisfied” ($\bar{X} = 3.80 \pm 0.92$) and “undecided” ($\bar{X} = 3.37 \pm 0.80$) group ($p < 0.05$). Regarding the cognitive subdimension of academic hopelessness, significant differences

were found between participants in the “undecided” ($\bar{X} = 2.16 \pm 0.81$) group and those in the “dissatisfied” ($\bar{X} = 2.23 \pm 0.59$) and “satisfied” ($\bar{X} = 1.77 \pm 0.71$) groups. Additionally, regarding the total academic hopelessness scores, a significant difference was found between the participants in the “satisfied” ($\bar{X} = 1.82 \pm 0.55$) and “undecided” ($\bar{X} = 2.01 \pm 0.50$) group ($p < 0.05$). However, no statistically significant differences were discovered between the groups in terms of appointment anxiety, behavioural subdimension or environmental subdimension of academic hopelessness ($p > 0.05$).

Table 6
Correlations between participants’ age, appointment anxiety, happiness and academic hopelessness

Variables		2	3	4	5	6	7
Age (1)	r	0.258	0.067	-0.072	0.053	-0.003	0.009
	p	0.000	0.274	0.239	0.389	0.965	0.889
Appointment anxiety (2)	r		0.049	-0.169	-0.009	-0.168	-0.146
	p		0.418	0.005	0.884	0.006	0.016
Happiness (3)	r			-0.436	-0.466	-0.500	-0.553
	p			0.000	0.000	0.000	0.000
Academic hopelessness- Behavioural (4)	r				0.501	0.515	0.827
	p				0.000	0.000	0.000
Academic hopelessness- Cognitive (5)	r					0.695	0.840
	p					0.000	0.000
Academic hopelessness- Environmental (6)	r						0.863
	p						0.000
Academic hopelessness-Total (7)	r						1
	p						-

r: correlation coefficient, p: significance level

Table 6 presents the results of the correlation analysis utilized to examine the relationships between participants’ age, appointment anxiety, happiness and the subdimensions of academic hopelessness. Spearman’s correlation analysis was used for the age variable, while Pearson’s correlation analysis was applied to the other variables. The results indicated a weak positive correlation between participants’ age and their appointment anxiety levels ($r = 0.258, p < 0.05$). Additionally, a weak negative correlation was found between appointment anxiety and behavioural ($r = -0.169, p < 0.05$) and environmental ($r = -0.168, p < 0.05$) subdimension of academic hopelessness. Furthermore, a moderate negative correlation was identified between happiness scores and all subdimensions of academic hopelessness ($r = -0.436, r = -0.466, r = -0.500, p < 0.05$). However, no significant correlation was found between happiness and appointment anxiety ($r = 0.049, p > 0.05$).

Table 7

The effect of academic hopelessness, academic achievement, academic year and satisfaction with the study department on the happiness of the participants

Model 1	β	t	p	R ²	Revised R ²	F	p (model)
Academic achievement	0.044	1.559	0.120				
Academic hopelessness-	-0.539	-10.298	0.000				
Total				0.312	0.304	40.239	0.000
Academic hopelessness x Academic Achievement	0.057	0.199	0.842				
Model 2							
Satisfaction with the study department	0.051	0.952	0.342				
Academic hopelessness-	-0.541	-10.457	0.000				
Total				0.313	0.305	40.311	0.000
Academic hopelessness x Satisfaction with the study department	-0.080	-1.526	0.128				
Model 3							
Academic year	0.057	1.113	0.267				
Academic hopelessness-	-0.549	-10.770	0.000				
Total				0.310	0.303	39.916	0.000
Academic hopelessness x Academic year	-0.033	-0.651	0.516				

B: Standardized Regression Coefficient, t: t-test value, p: significance level, R²: Coefficient of Determination

The findings of the regression analysis examining the effects of academic hopelessness, academic achievement, academic year and satisfaction with the study department on students' subjective feeling of happiness are shown in Table 7. In Model 1, academic hopelessness was found to have a negative effect on predicting participants' levels of happiness ($\beta = -0.539$, $p < 0.05$). However, academic achievement level did not have a statistically significant effect on the happiness variable ($p > 0.05$) nor academic achievement a statistically significant moderating effect on the relationship between academic hopelessness and happiness. Model 1 explained 31% of the variance in the prediction of happiness, and this model was statistically significant ($F = 40.239$; $R^2 = 0.312$; $p < 0.05$). In Models 2 and 3, the effects of student satisfaction with the department of study and academic year on happiness were examined, as well as the

moderating effects of these variables on the relationship between academic hopelessness and happiness. However, neither variable was found to have a significant direct or moderate effect ($p > 0.05$).

Discussion

The purpose of this study was to examine the relationship between the anxiety of not being appointed, academic hopelessness and happiness levels of physical education teacher candidates studying in Istanbul. This study provides important data on the psychological processes of future physical education teachers in Istanbul. However, the findings are limited regarding their generalizability to teacher candidates across Turkey. Future PE teachers' educational expectations, concerns about professional future and resulting happiness levels not only influence their psychological well-being but impact their contributions to the education system and, ultimately, society. By analysing the interactions among these variables, this study provided valuable insights into psychosocial experiences of pre-service physical education teachers. The results of the t-test that examined the differences between the research concepts based on participants' gender are presented in Table 2. A significant difference was found between happiness levels and the behavioural sub-dimension according to gender ($p < 0.05$). However, when similar studies in the literature were reviewed, no significant difference was reported between the levels of happiness according to gender (Demir & Murat, 2017; Yılmaz Akbaba, 2020; Esen & Aktağ, 2022; Ateş, 2023). This finding indicates a discrepancy between the results of the present study and those reported in the literature. Differences in professional expectations and societal roles of pre-service physical education teachers may lead to significant variations in happiness levels based on gender. Given that physical education teaching requires competencies such as physical fitness, leadership, stress management and communication skills, male and female candidates may have differing perceptions and expectations regarding the profession, which could account for this disparity.

Table 3 presents the findings regarding the year of study. While similar studies did not find a significant difference in unemployment anxiety levels across different years of study, Süner (2019) did report a significant difference ($p < 0.05$). In contrast, Soykan (2021) found no significant difference between academic hopelessness and the study year, which shows that the findings in the literature are contradictory. Furthermore, some studies suggest that as pre-service PE teachers progress in their education, concerns about their professional future may intensify, potentially affecting their academic behaviours. This increase in anxiety is particularly likely among senior students, as they are closer to the appointment process, experience uncertainties related to transitioning into professional life more directly and become increasingly aware of the competitive job market. A rise in appointment anxiety may have a negative influence on students' academic effort and motivation, leading to differences in the behavioural component of academic hopelessness. As students' perceptions

of failure or concerns about the future increase, they may reduce their academic efforts or lose interest in their courses. This study identified a significant difference in participants' levels of happiness, behavioural and environmental subdimension of academic hopelessness, and overall academic hopelessness based on their academic achievement ($p < 0.05$). In a study by Cebeci and Yavaş (2019), primary school teachers perceived success as a source of happiness, which was founded in the idea that success generates happiness and pleasure. According to primary school teachers who expressed these views, successful actions are sources of joy and happiness.

Similarly, a positive relationship between happiness, cognitive awareness and academic achievement was proven in another study (Dilmaç & Yılmaz, 2019). Students with higher academic achievement levels are generally assumed to experience greater happiness. Success can enhance students' self-efficacy perceptions, positively influencing their overall life satisfaction and happiness levels. Conversely, students with lower academic achievement may be less satisfied due to academic pressure and heightened perception of failure. The relationship between academic achievement and behavioural and environmental factors can be explained through students' academic efforts, level of engagement in their courses and interactions with the academic environment. A significant difference in academic hopelessness based on achievement levels may be linked to the increased uncertainty experienced by low-achieving students regarding their future. These students may develop academic hopelessness due to a growing perception of academic failure over time and rising concerns about their professional future.

This study found a significant difference in happiness, cognitive subdimension and total academic hopelessness scores based on the level of the participants' satisfaction with their studies ($p < 0.05$). Kabasakal and Uz-Baş (2013) concluded that pre-service teachers who were satisfied with their department had higher levels of overall feeling of happiness. Students' satisfaction with the study department can therefore directly influence their overall happiness levels. Those with high levels of happiness may derive greater enjoyment from their educational experience, which leads to a more intense feeling of happiness in both their academic and social lives. Contrarily, students who are dissatisfied with their department may experience academic hopelessness, particularly when their academic expectations are not met or when their career prospects seem uncertain. This is especially relevant to concerns about appointment anxiety, post-graduation employment opportunities and professional expectations.

This study found a weak positive correlation between participants' age and anxiety about not being appointed to a teaching position. Additionally, it revealed a weak negative correlation between the behavioural and environmental subdimensions of academic hopelessness and anxiety about not being appointed. The findings indicate that as age increases, anxiety about appointments also rises. However,

Yadigaroğlu's (2022) study found no significant difference between age and the level of appointment-related anxiety. This discrepancy may be explained by the fact that students approaching graduation, or more closely engaged with the post-graduation appointment process, experience increased concerns about employment and career prospects.

A weak negative correlation between behavioural and environmental subdimensions of academic hopelessness and appointment anxiety suggests that individuals with lower levels of academic hopelessness may experience higher appointment anxiety. Since the behavioural subdimension is related to students' academic efforts and study habits, those with lower levels of hopelessness might be more engaged in the appointment process. Similarly, as the environmental subdimension pertains to social support mechanisms, students with strong social support networks may experience less anxiety during the job-seeking process. As a result of the regression analysis examining the effects of academic hopelessness, academic achievement level, the year of study and satisfaction with the enrolled department on the happiness variable, it was found that academic hopelessness had a negative impact on participants' happiness levels ($\beta=-0.539$, $p<0.05$). No significant effect of academic achievement level on happiness was observed ($p>0.05$), and it was also determined that academic achievement level did not have a statistically significant moderating effect on the relationship between academic hopelessness and happiness. In a study by Akpolat (2022), a moderately significant negative relationship was observed between pre-service teachers' levels of happiness and their anxiety about not being appointed. This relationship may have been weakened by teacher candidates' different mental appraisals of their coping skills and access to social support. Furthermore, overall life satisfaction is influenced not only by specific stressors like job placement anxiety but also by more holistic factors such as general living conditions, personality traits, hope levels and social environment. Furthermore, the study concluded that happiness levels predicted appointment anxiety, suggesting that an increase in the university students' overall happiness levels may reduce their anxiety about not being appointed. Süner and Eskici (2020) examined how pre-service teachers' levels of appointment anxiety varied according to their levels of hopelessness and found similar results. Namely, as hopelessness increased, the overall appointment anxiety, along with the subdimensions of "fear of not being appointed" and "personal perception," also increased. This finding suggests that the inability to meet academic expectations, concerns about the future and negative thoughts related to academic failure may adversely affect individuals' happiness levels. The lack of a significant effect of academic achievement on happiness ($p>0.05$) indicates that happiness levels do not change significantly regardless of academic success, suggesting that happiness is not dependent solely on academic achievement but is also influenced by other psychosocial and environmental factors. Moreover, academic achievement level did not play a statistically significant moderating role in the relationship between

academic hopelessness and happiness. In other words, the negative impact of academic hopelessness on happiness remains unchanged regardless of whether an individual has a high or low level of academic achievement. This implies that academic success neither mitigates nor amplifies an individual's response to academic hopelessness.

Conclusion

This study emphasizes that reducing academic hopelessness is more crucial than solely promoting academic achievement in enhancing pre-service physical education teachers' happiness. The results reveal important psychosocial dynamics, showing that appointment anxiety, academic hopelessness and happiness are interrelated. Guidance, career planning and psychosocial support mechanisms are recommended to alleviate appointment-related anxiety and strengthen professional motivation. The study's main drawback is the sample's restriction to pre-service teachers in Istanbul, which limits generalizability. Future research could include different teaching branches, longitudinal studies after graduation and qualitative approaches such as interviews or focus groups. Incorporating variables like resilience, professional commitment, stress management and social support could provide deeper insights. Cross-cultural comparisons and intervention programs (e.g., stress management training, psychological counselling, career guidance) are also suggested to evaluate their effects on reducing appointment anxiety.

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Odnos između tjeskobe zbog (ne)zapošljavanja, akademske bespomoćnosti i osjećaja sreće budućih učitelja Tjelesne i zdravstvene kulture: kvantitativna studija

Sažetak

Cilj ovoga istraživanja bio je ispitati odnos između tjeskobe zbog (ne)zapošljavanja, akademske bespomoćnosti i subjektivnoga osjećaja sreće budućih učitelja Tjelesne i zdravstvene kulture koji su u vrijeme istraživanja studirali u Istanbulu. U istraživanju je dobrovoljno sudjelovalo ukupno 270 studenata na odsjeku za obrazovanje učitelja Tjelesne i zdravstvene kulture u Istanbulu, od čega je 174 bilo muškoga spola ($\bar{X} = 21,60$) i 96 ženskoga ($\bar{X} = 21,57$), a sudionici su odabrani metodom namjernoga uzorkovanja. Instrumenti prikupljanja podataka uključivali su Skalu tjeskobe budućih učitelja zbog (ne)zapošljavanja koju je razvio Eskici (2016); Skalu akademske bespomoćnosti koju su kreirali Gökalp i Soykan (2020) i Skalu sreće, koju su osmislili Demirci i Ekşi (2018). Statističke analize obuhvatile su t-testove za nezavisne uzorke, jednosmjernu analizu varijance, Spearmanov i Pearsonov koeficijent korelacije i regresijsku analizu. Otkrivene su statistički značajne razlike u razinama akademske bespomoćnosti s obzirom na spol. Također je utvrđena statistički značajna razlika u doživljaju sreće između muških ($\bar{X} = 3,60 \pm 0,96$) i ženskih ($\bar{X} = 3,94 \pm 0,77$) sudionika ($p < 0,05$). S obzirom na godinu studija otkrivene su statistički značajne razlike između studenata na četvrtoj godini studija ($\bar{X} = 3,61 \pm 1,10$) i apsolventata ($\bar{X} = 3,61 \pm 1,20$) u usporedbi sa studentima na prvoj godini studija ($\bar{X} = 2,89 \pm 1,27$) ($p < 0,05$). Osim toga, utvrđene su značajne razlike u razinama akademskoga uspjeha studenata, njihovoga subjektivnog osjećaja sreće i tjeskobe zbog (ne)zapošljavanja. Međutim, nije dokazan značajan učinak akademskoga postignuća na osjećaj sreće ispitanika ($p > 0,05$). Zaključno, iako su pronađene varijacije između poddimenzija akademske bespomoćnosti s obzirom na sociodemografske karakteristike ispitanika, između varijabli nije utvrđen značajan direktni učinak.

Ključne riječi: bespomoćnost; dobrobit studenata; obrazovanje budućih učitelja; upravljanje stresom

Uvod

Jedan od ključnih motivacijskih čimbenika koji usmjeravaju djelovanje pojedinaca k ostvarivanju određenih ciljeva te upravljanje vlastitim životima jest nada. Nada je univerzalan koncept koji ima značajan utjecaj na ljudske živote također predstavlja no što se očekuje od budućnosti s obzirom na postizanje vrijednih ciljeva kao i uspostavljanje i odražavanje subjektivno važnih odnosa (Moore, 2005; Schrank i sur., 2008). S porastom razina nade raste i sposobnost rješavanja životnih problema ili prevladavanja izazova i negativnih emocionalnih stanja (Snyder i sur., 1991). S druge strane, bespomoćnost se odnosi na negativni pogled na budućnost i fatalističko uvjerenje u bezizlaznost dane situacije i nemogućnost promjene (Beck i sur., 1974). To je kognitivno i emocionalno stanje koje je obilježeno izraženim negativnim očekivanjima od budućnosti, nedostatkom samouvjerenja i osjećajem bespomoćnosti. Osoba koja nema nade u budućnost vjeruje da ne može učiniti ništa kako bi postigla uspjeh, da su sva njezina nastojanja unaprijed osuđena na propast te da nikada neće ostvariti svoje ciljeve ili riješiti vlastite probleme (Kovacs i Garrison, 1985; Lima i sur., 2021). Akademska bespomoćnost odnosi se na manifestaciju ovoga stanja u akademskoj okolini te je povezana sa postignućima, tj. uspjehom.

Termin akademske bespomoćnosti podrazumijeva očaj koji pojedini studenti doživljavaju u vezi s ispitom, zadacima, obrazovnom okolinom, evaluacijom i ostalim akademskim pitanjima (Emond i sur., 2016; Zhang i sur., 2022). Opetovani neuspjesi u rješavanju problema i teškoće u ispunjavanju akademskih zadataka mogu uzrokovati doživljaj gubitka kontrole nad situacijom, što posljedično smanjuje sposobnost životnoga snalaženja. Ovaj učinak posebno je izražen kada se neuspjehe doživljava kao vrlo važne, pa samim time imaju veći negativni utjecaj na akademski uspjeh (Au i sur., 2009).

Neuspjeh u ostvarivanju ciljeva ili neispunjavanja očekivanja često vode do razočaranja i negativnih emocija poput ljutnje, anksioznosti i depresije (O'Connor i sur., 2000). Tjeskoba je jedna od najčešćih i najvažnijih negativnih emocija koje se javljaju zbog nedostatka nade (James i sur., 2017; Paiva i sur., 2017). Tjeskoba je posebno povezana sa strahom budućih učitelja od akademskoga neuspjeha i brigom da će ih isti spriječiti u procesu zapošljavanja. Dok optimalna razina tjeskobe može povećati motivaciju i poboljšati akademski uspjeh, ekstremne razine doživljene tjeskobe negativno utječu na koncentraciju i pamćenje (Hooda i Saini, 2017). Istraživanja pokazuju da tjeskoba budućih učitelja utječe ne samo na njihov akademski uspjeh, već i na društvene odnose i ponašanja (Tümekaya i sur., 2007; Sezgin i Duran, 2011; Güven i Dak, 2017).

Istraživanja tjeskobe, bespomoćnosti i depresije među sveučilišnim studentima u novije vrijeme su u porastu (Mendelson i Tandon, 2016; Lattie i sur., 2019). Godine provedene na sveučilištu često se promatraju kao prijelazni period u odraslo doba, uvelike zbog povećane individualne odgovornosti studenata i pritisak vezan uz predstojeći proces zapošljavanja (Lima i sur., 2021), pa se promatraju kao kritična

prijelazna faza koja obiluje raznim izazovima (Feng i sur., 2014; Zhang i sur., 2022). Tijekom toga vremena studenti mogu biti emocionalno osjetljiviji, a tjeskoba zbog zapošljavanja i akademska bespomoćnost mnogim budućim učiteljima mogu predstavljati značajne izazove, otežavajući im životno snalaženje i uzrokujući emocionalnu nestabilnost (Süner i Eskici, 2020; Akpolat, 2022).

Emocionalna stabilnost često se povezuje sa subjektivnim osjećajem sreće i mentalnim blagostanjem (Milić i sur., 2019). Jedno od mogućih određenja sreće jest stupanj pozitivne procjene sveukupne kvalitete života (Veenhoven, 2024). Subjektivni osjećaj sreće i sveukupnoga zadovoljstva životom doprinosi sposobnosti održavanja harmoničnih društvenih odnosa te psihološkoga optimizma i vitalnosti (Milić i sur., 2019). Sretni ljudi svjesni su da nisu jedini koji se susreću sa životnim izazovima (Dilmaç i Yılmaz, 2019). Prema tome, utvrđivanje tjeskobe zbog zapošljavanja i vezanoga subjektivnog osjećaja bespomoćnosti budućih učitelja, kao i istraživanje odnosa između tih čimbenika i sveukupnoga zadovoljstva životom, može pomoći pri osmišljavanju psiholoških i socijalnih intervencija kojima bi se bolje zadovoljile njihove potrebe.

Jedan od najvećih izazova s kojima se suočavaju budućí učitelji u Turskoj jest tjeskoba zbog (ne)zapošljavanja, pa se tako ovo istraživanje bavi tim pitanjem, s ciljem doprinosa istraživačkom polju. Osim toga, kada se izučava njihova povezanost, koncepti tjeskobe zbog (ne)zapošljavanja, akademske bespomoćnosti i osjećaja sreće predstavljaju cjelinu koja je u dosadašnjim studijima rijetko bila predmet istraživanja. S druge strane, ovo istraživanje ima određena ograničenja jer se mjerni instrument oslanja na percepcije sudionika, što podrazumijeva moguće socijalno poželjne ili neiskrene odgovore. Osim toga, uzorkom su obuhvaćeni samo učitelji Tjelesne i zdravstvene kulture, pa se rezultati ne mogu generalizirati na učitelje ostalih predmeta. Nadalje, varijable poput subjektivnoga osjećaja sreće i bespomoćnosti mijenjaju se tijekom života.

Stoga, svrha ovoga istraživanja bila je ispitati odnos između tjeskobe zbog (ne)zapošljavanja, akademske bespomoćnosti i subjektivnoga osjećaja sreće budućih učitelja Tjelesne i zdravstvene kulture koji studiraju u Istanbulu. Prema ovako postavljenom cilju formulirane su sljedeće hipoteze:

Prva hipoteza – Postoji statistički značajna razlika u razinama tjeskobe zbog (ne)zapošljavanja između budućih učitelja Tjelesne i zdravstvene kulture s obzirom na spol, godinu studiranja, akademski uspjeh i zadovoljstvo studijskim odsjekom.

Druga hipoteza – Razine akademske bespomoćnosti budućih učitelja Tjelesne i zdravstvene kulture statistički se značajno razlikuju s obzirom na spol, godinu studija, akademski uspjeh i zadovoljstvo studijskim odsjekom.

Treća hipoteza – Razine subjektivnoga osjećaja sreće budućih učitelja Tjelesne i zdravstvene kulture statistički se značajno razlikuju s obzirom na spol, godinu studija, akademski uspjeh i zadovoljstvo studijskim odsjekom.

Četvrta hipoteza – Postoji korelacija između tjeskobe zbog zapošljavanja, akademske bespomoćnosti i sreće učitelja Tjelesne i zdravstvene kulture.

Metodologija

Sudionici u ovome istraživanju odabrani su metodom namjernoga uzorkovanja među budućim učiteljima/studentima Tjelesne i zdravstvene kulture u Istanbulu. Budući da je uzorak istraživanja uključivao samo studente iz Istanbula, generaliziranje rezultata na područje cijele Turske je ograničeno. Iako se istraživanjem nastojalo ispitati opće trendove u populaciji budućih učitelja, sakupljanje podataka provedeno je samo u Istanbulu. Stoga se opseg ove studije treba smatrati regionalnim, a ne nacionalnim. U istraživanju je korišten relacijski model intervjua, a za dobrovoljno sudjelovanje u istraživanju odabrano je ukupno 270 budućih učitelja Tjelesne i zdravstvene kulture, od čega 174 studenta muškoga ($\bar{X} = 21,60$) i 96 ženskoga spola ($\bar{X} = 21,57$). Populacija istraživanja obuhvatila je buduće učitelje Tjelesne i zdravstvene kulture u Turskoj, a uzorak ove studije sastojao se od budućih učitelja Tjelesne i zdravstvene kulture u Istanbulu, koji su odabrani metodom namjernoga uzorkovanja. Naime, uzorkovanje uključuje odabir podgrupe u istraživačkoj populaciji specifičnim metodama, s ciljem donošenja zaključaka o cijeloj populaciji (Böke, 2017).

Etički obziri

Ovo istraživanje je provedeno u skladu s principima Helsinške deklaracije i Odlukom br. E-74555795-050.04-1128979, 024/421 odobrio ga je Etički odbor za istraživanja u području društvenih i humanističkih znanosti Sveučilišta u Istanbulu.

Instrumenti prikupljanja podataka

Instrument za prikupljanje podataka sastojao se od dva dijela. Prvi je uključivao obrazac za prikupljanje osobnih informacija o sudionicima: spol, godina studija, razina akademskoga uspjeha i zadovoljstvo studijskim odsjekom. Drugi dio obuhvaćao je tri skale: Skala tjeskobe budućih učitelja zbog (ne)zapošljavanja, Skala akademske bespomoćnosti i Skala sreće.

Obrazac s osobnim informacijama

Obrazac s osobnim informacijama sadržavao je pitanja o spolu sudionika, godini studija, razini akademskoga uspjeha i zadovoljstvu studijskim odsjekom.

Skala tjeskobe budućih učitelja zbog (ne)zapošljavanja

Ovaj mjerni instrument razvio je Eskici (2016) za mjerenje razine tjeskobe budućih učitelja Tjelesne i zdravstvene kulture zbog procesa zapošljavanja. Skala sadrži 13 čestica grupiranih u dvije poddimenzije. Čestice na skali procjenjuju se na petostupanjskoj Likertovoj ljestvici (1 = uopće se ne slažem, 2 = ne slažem se, 3 = niti se ne slažem niti se slažem, 4 = slažem se, 5 = potpuno se slažem). Najniži mogući rezultat na skali je 13, a najviši je 65.

Skala akademske bespomoćnosti

Ovu skalu razvili su Gökalp i Soykan (2020) za procjenu razine akademske bespomoćnosti budućih učitelja Tjelesne i zdravstvene kulture. Skala sadrži 16 čestica

u tri poddimenzije: bihevioralna bespomoćnost, kognitivna bespomoćnost i okolinska bespomoćnost. Čestice na skali procjenjuju se na Likertovoj ljestvici s četiri stupnja (1 = nikada, 2 = rijetko, 3 = uglavnom, 4 = uvijek).

Skala sreće

Ovaj instrument razvili su Demirci i Ekşi (2018) za mjerenje razina subjektivnoga osjećaja sreće budućih učitelja Tjelesne i zdravstvene kulture. Skala se sastoji od šest čestica u jednoj dimenziji. Čestice se procjenjuju na petostupanjskoj Likertovoj skali: (1) Uopće se ne odnosi na mene, (2) Ne odnosi se na mene, (3) Pomalo se odnosi na mene, (4) Poprilično se odnosi na mene i (5) U potpunosti se odnosi na mene. Skala ne sadrži obrnuto označene čestice.

Analiza podataka

Sakupljeni podatci analizirani su u programu SPSS 29.0. Provedena je analiza frekvencija kako bi se prikazali demografski podatci o ispitanicima. Kako bi se testirale hipoteze istraživanja, ispitane su vrijednosti asimetrije i spljoštenosti te provedeni parametrijski testovi, uključujući t-test za neovisne uzorke i jednosmjernu analizu varijance. Za ispitivanje odnosa između dobi sudionika, tjeskobe zbog (ne)zapošljavanja, subjektivnoga osjećaja sreće i akademske bespomoćnosti, korišten je Spearmanov koeficijent korelacije za varijablu dobi, a Pearsonov koeficijent korelacije izračunat je za ostale varijable. Osim toga, provedena je linearna regresijska analiza kako bi se ispitalo utjecaj akademske bespomoćnosti, akademskoga uspjeha, godine studija i zadovoljstva studijskim odsjekom na razine subjektivnoga osjećaja sreće sudionika.

Rezultati

U ovom dijelu prikazani su rezultati deskriptivne i relacijske analize razina tjeskobe zbog (ne)zapošljavanja, akademske bespomoćnosti i sreće ispitanika u odnosu na ostale varijable. Normalnost distribucije testirana je za svaku varijablu i ustanovljeno je da sve varijable, osim dobi (KurtosisMin = 15,755; SkewnessMin = 2,805), imaju normalnu distribuciju (KurtosisMax = 1,764; SkewnessMax = 1,380) (George i Mallery, 2010). Osim toga, točnost ostalih osnovnih pretpostavki verificirana je za svaku analizu.

Kako bi se eliminirali potencijalni problemi kolinearnosti i olakšala interpretacija interakcija, nužne su varijable ili grupirane oko aritmetičke sredine ili pretvorene u rezultate u regresijskim modelima. U grupnim usporedbama i relacijskim analizama (ANOVA, korelacije) korišteni su originalni rezultati zbog dosljednosti. Pouzdanost odgovara na čestice skale procijenjena je Cronbachovim alfa koeficijentom, čija je vrijednost za Skalu tjeskobe zbog (ne)zapošljavanja iznosila 0,964, 0,885 za Skalu akademske bespomoćnosti i 0,884 za Skalu sreće. Rezultati su evaluirani na osnovi razine statističke značajnosti od 0,05.

Tablica 1

U Tablici 1 prikazane su kategoričke i numeričke varijable dobivene analizama, kao i demografske karakteristike 270 sudionika, od kojih je 96 bilo ženskoga spola ($\bar{X}_{\text{Age}} = 21,57 \pm 4,34$), a 174 muškoga ($\bar{X}_{\text{Age}} = 21,60 \pm 3,33$). Prosječna dob svih sudionika je 21,59 ($\pm 3,71$). Tablica također prikazuje distribucije podataka s obzirom na godinu studija sudionika, njihov akademski uspjeh i zadovoljstvo studijskim odsjekom.

Tablica 2

Tablica 2 sadrži rezultate t-testa koji je proveden kako bi se istražile razlike između razina tjeskobe zbog (ne)zapošljavanja, zadovoljstva studijskim odsjekom i akademske bespomoćnosti sudionika s obzirom na varijablu spola. Utvrđeno je postojanje statistički značajne razlike u razinama zadovoljstva s odsjekom studija muških ($\bar{X} = 3,60 \pm 0,96$) i ženskih sudionika ($\bar{X} = 3,94 \pm 0,77$) ($p < 0,05$). Osim toga, s obzirom na bihevioralnu poddimenziju akademske bespomoćnosti, otkrivena je značajna razlika između muških ($\bar{X} = 1,89 \pm 0,58$) i ženskih sudionika ($\bar{X} = 1,69 \pm 0,52$) ($p < 0,05$). Međutim, nisu utvrđene značajne razlike između spolova u ostalim poddimenzijama akademske bespomoćnosti niti s obzirom na varijablu tjeskobe zbog (ne)zapošljavanja. ($p > 0,05$).

Tablica 3

Tablica 3 sadrži rezultate ANOVA-e koja je provedena kako bi se ispitala razlike između grupa sudionika u razinama tjeskobe zbog (ne)zapošljavanja, subjektivnoga osjećaja sreće i akademske bespomoćnosti na osnovi varijable godina studija, uz rezultate post hoc Hochbergova GT2 testa za usporedbu parova. Dobiveni rezultati pokazuju statistički značajnu razliku za varijablu tjeskobe zbog (ne)zapošljavanja između studenata na četvrtoj godini studija ($\bar{X} = 3,61 \pm 1,10$) i apsolutenata ($\bar{X} = 3,61 \pm 1,20$) u usporedbi s onima na prvoj godini studija ($\bar{X} = 2,89 \pm 1,27$) ($p < 0,05$). Osim toga, za bihevioralnu poddimenziju akademske bespomoćnosti otkrivena je značajna razlika između sudionika na trećoj godini studija ($\bar{X} = 1,93 \pm 0,60$) i apsolutenata ($\bar{X} = 1,69 \pm 0,58$) ($p < 0,05$). Rezultati ne pokazuju statistički značajne razlike između grupa na ostalim varijablama ($p > 0,05$).

Tablica 4

Tablica 4 sadrži rezultate analize varijance koja je provedena kako bi se ispitala razlike između grupa u razinama tjeskobe zbog (ne)zapošljavanja sudionika, subjektivnoga osjećaja sreće, zadovoljstva studijskim odsjekom i akademske bespomoćnosti s obzirom na njihov akademski uspjeh. U istoj tablici prikazani su i rezultati Hochbergova GT2 post hoc testa za usporedbe između parova. Rezultati pokazuju statistički značajnu razliku za varijablu sreće sudionika između grupa „dobar” ($\bar{X} = 3,88 \pm 0,93$) i „prosječan” ($\bar{X} = 3,58 \pm 0,86$) akademski uspjeh ($p < 0,05$). S obzirom na bihevioralnu poddimenziju akademske bespomoćnosti, pronađena je značajna razlika između sudionika u grupama „prosječan” ($\bar{X} = 1,93 \pm 0,55$) i „dobar” ($\bar{X} = 1,71 \pm 0,56$). Slično tomu, s obzirom na okolinsku poddimenziju akademske bespomoćnosti, otkrivena je statistički značajna razlika između grupa „prosječan” ($\bar{X} = 2,06 \pm 0,65$)

i „dobar” ($\bar{X} = 1,83 \pm 0,71$). Osim toga, utvrđena je statistički značajna razlika u ukupnim rezultatima za varijablu akademske bespomoćnosti između sudionika u grupi „prosječan” ($\bar{X} = 1,98 \pm 0,50$) i „dobar” akademski uspjeh ($\bar{X} = 1,76 \pm 0,57$) ($p < 0,05$). Međutim, nisu dokazane statistički značajne razlike za varijable tjeskobe zbog (ne)zapošljavanja niti za kognitivnu poddimenziju akademske bespomoćnosti s obzirom na razine akademskoga uspjeha ($p > 0,05$).

Tablica 5

Tablica 5 sadrži rezultate analize varijance koja je provedena kako bi se istražile grupne razlike u razinama tjeskobe zbog (ne)zapošljavanja sudionika, njihova subjektivnoga osjećaja sreće i akademske bespomoćnosti s obzirom na zadovoljstvosu studijskim odsjekom, a u istoj tablici prikazani su i rezultati Hochbergova GT2 post hoc testa za uspoređivanje parova. Dobiveni su rezultati koji pokazuju statistički značajnu razliku za varijablu sreće sudionika između grupa „zadovoljan” ($\bar{X} = 3,80 \pm 0,92$) i „neodlučan” ($\bar{X} = 3,37 \pm 0,80$) ($p < 0,05$). S obzirom na kognitivnu dimenziju akademske bespomoćnosti pronađene su značajne razlike između sudionika u grupi „neodlučan” ($\bar{X} = 2,16 \pm 0,81$) i onih u grupama „zadovoljan” ($\bar{X} = 2,23 \pm 0,59$) i „nezadovoljan” ($\bar{X} = 1,77 \pm 0,71$). Osim toga, s obzirom na ukupne rezultate za varijablu akademske bespomoćnosti, utvrđena je značajna razlika između sudionika u grupama „zadovoljan” ($\bar{X} = 1,82 \pm 0,55$) i „neodlučan” ($\bar{X} = 2,01 \pm 0,50$) ($p < 0,05$). Međutim, nisu utvrđene statistički značajne razlike između grupa s obzirom na tjeskobu zbog (ne)zapošljavanja te bihevioralnu i okolinsku poddimenziju akademske bespomoćnosti ($p > 0,05$).

Tablica 6

U Tablici 6 prikazani su rezultati korelacijskih analiza koje su provedene kako bi se ispitali odnosi između dobi, razina tjeskobe zbog (ne)zapošljavanja, osjećaja sreće i akademske bespomoćnosti sudionika. Za varijablu dobi izračunat je Spearmanov koeficijent korelacije, a za ostale varijable Pearsonov koeficijent korelacije. Rezultati pokazuju slabu pozitivnu korelaciju između dobi i razina tjeskobe zbog (ne)zapošljavanja ($r = 0,258, p < 0,05$). Osim toga, otkrivena je slaba negativna korelacija između tjeskobe zbog (ne)zapošljavanja i bihevioralne ($r = -0,169, p < 0,05$) i okolinske ($r = -0,168, p < 0,05$) poddimenzije akademske bespomoćnosti. Nadalje, pronađena je umjerena negativna korelacija između osjećaja sreće i svih poddimenzija akademske bespomoćnosti ($r = -0,436, r = -0,466, r = -0,500, p < 0,05$). Međutim, nije izračunata ni jedna značajna korelacija između varijable subjektivnoga osjećaja sreće sudionika i tjeskobe zbog (ne)zapošljavanja ($r = 0,049, p > 0,05$).

Tablica 7

Rezultati regresijske analize kojom se ispitivao učinak akademske bespomoćnosti, akademskoga postignuća, godine studija i zadovoljstva odsjekom studija na razine subjektivnoga osjećaja sreće sudionika prikazani su u Tablici 7. U prvom modelu pokazan je negativan utjecaj akademske bespomoćnosti na razine sreće sudionika

($\beta = -0,539$, $p < 0,05$). Međutim, razine akademskoga uspjeha nisu imale značajna učinak na varijablu subjektivnoga osjećaja sreće sudionika ($p > 0,05$), a razina akademskoga uspjeha nije imala statistički značajan moderatorski učinak u odnosu između akademske bespomoćnosti i subjektivnoga osjećaja sreće sudionika. Prvi model objašnjava 31 % varijance u predviđanju sreće sudionika, pa je tako ovaj model statistički značajan ($F = 40,239$; $R^2 = 0,312$; $p < 0,05$). U modelima 2 i 3 istraživani su učinci zadovoljstva studenata odsjekom studija i godine studija na razine osjećaja sreće sudionika, kao i moderirajući učinci tih varijabli u odnosu između akademske bespomoćnosti i osjećaja sreće sudionika. Rezultati ne govore u prilog značajnoga direktnog ili umjerenog utjecaja niti jedne varijable ($p > 0,05$).

Rasprava

Cilj ovoga istraživanja bio je ispitati odnos između razina tjeskobe zbog (ne) zapošljavanja budućih učitelja Tjelesne i zdravstvene kulture, njihove akademske bespomoćnosti i subjektivnoga osjećaja sreće. U ovoj studiji izneseni su važni podatci o psihološkim procesima budućih učitelja TZK-a u Istanbulu. Međutim, rezultati su ograničeni s obzirom na nemogućnost generalizacije na sve učitelje u Turskoj. Zabrinutost zbog budućnosti u profesiji, obrazovna očekivanja i posljedično, razine subjektivnoga osjećaja sreće budućih učitelja utječu ne samo na njihovo psihološko blagostanje, već i na njihov budući doprinos obrazovnom sustavu, a time i društvu u cijelosti. Analiza interakcija između navedenih varijabli u ovome istraživanju otkrila je vrijedne uvide u psihosocijalna iskustva budućih učitelja Tjelesne i zdravstvene kulture. Rezultati t-testa kojim su ispitivane razlike između poddimenzija skale s obzirom na spol sudionika prikazani su u Tablici 2. Statistički značajna razlika ustanovljena je između razina sreće sudionika i bihevioralne poddimenzije akademske bespomoćnosti prema spolu ($p < 0,05$), što nije u skladu sa sličnim studijama navedenima u literaturi, u kojima nisu utvrđene statistički značajne razlike između razina sreće s obzirom na spol ispitanika (Demir i Murat, 2017; Yılmaz Akbaba, 2020; Esen i Aktağ, 2022; Ateş, 2023). Navedeni rezultat ukazuje na nepodudaranje rezultata ovoga istraživanja s onima u relevantnoj literaturi. Razlike u profesionalnim očekivanjima i društvenim ulogama budućih učitelja TZK-a mogu voditi značajnijim varijacijama u razinama subjektivnoga osjećaja sreće prema spolu. S obzirom da zanimanje učitelja TZK-a podrazumijeva kompetencije poput fizičke spremne, vodstva i upravljanja stresom, muški i ženski studenti mogu imati različite percepcije i očekivanja od profesije, što može biti moguće objašnjenje ovoga dispariteta.

Tablica 3 sadrži rezultate s obzirom na godinu studija. Iako slična istraživanja nisu utvrdila značajne razlike u razinama tjeskobe zbog nezapošljavanja prema godinama studija, Süner (2019) je istražujući navedeni odnos otkrio značajne razlike ($p < 0,05$). Suprotno tome, Soykan (2021) u svome istraživanju nije utvrdio značajnu razliku između akademske bespomoćnosti i godine studija, što pokazuje oprečnost rezultata

navedenih u literaturi. Neki rezultati govore u prilog tome da su budući učitelji TZK-a na višim godinama studija zabrinutiji zbog svoje profesionalne budućnosti, što može utjecati na njihov akademski uspjeh i vezano ponašanje. Porast tjeskobe posebno je prisutan među studentima na završnim godinama studija zbog skoroga zapošljavanja, tj. prijelaza u profesionalni svijet učitelja i povezane brige zbog vlastite profesionalne budućnosti i osviještenosti o kompetitivnom karakteru tržišta rada. Porast tjeskobe može imati negativan utjecaj na angažman i motivaciju studenata, što uzrokuje razlike u bihevioralnoj komponenti akademske bespomoćnosti. Izraženija percepcija neuspjeha studenata ili zabrinutost zbog budućnosti mogu dovesti do smanjenja njihova angažmana na studiju ili gubitka interesa za kolegije. U ovome istraživanju otkrivene su značajne razlike u razinama subjektivnoga osjećaja sreće studenata, bihevioralnoj, okolinskoj i ukupnoj razini akademske bespomoćnosti s obzirom na razine akademskoga uspjeha budućih učitelja TZK-a ($p < 0,05$). Cebeci i Yavaş (2019) u svojem su istraživanju na uzorku osnovnoškolskih učitelja otkrili da učitelji doživljavaju uspjeh kao izvor sreće i zadovoljstva. Prema učiteljima koji su izrazili ovo mišljenje, radnje koje rezultiraju uspjehom izvor su radosti i sreće.

Slično tome, istraživanje na uzorku studenata pokazalo je pozitivan odnos između osjećaja sreće, kognitivne osviještenosti i akademskoga uspjeha (Dilmaç i Yılmaz, 2019). Smatra se da su učenici i studenti koji postižu visoke razine akademskoga uspjeha općenito sretniji. Uspjeh može povisiti percepcije samoučinkovitosti studenata i pozitivno utjecati na ukupno zadovoljstvo sa životom i osjećaj sreće. Suprotno tome, učenici i studenti slabijega akademskog uspjeha mogu doživljavati manje razine zadovoljstva zbog obrazovnih pritisaka i izraženije percepcije neuspjeha. Odnos između akademskoga uspjeha i bihevioralnih i okolinskih čimbenika može se objasniti obrazovnim nastojanjima studenata, njihovim angažmanom na kolegijima i interakcijama s akademskom okolinom. Značajna razlika u razinama akademske bespomoćnosti s obzirom na razine akademskoga uspjeha može se povezati s povišenom razinom nesigurnosti koju zbog budućnosti doživljavaju studenti slaboga akademskog uspjeha. U njima se intenzivira osjećaj akademske bespomoćnosti zbog doživljenoga neuspjeha i zabrinutosti za vlastitu profesionalnu budućnost.

Jedan od rezultata ovoga istraživanja je statistički značajna razlika u razinama subjektivnog osjećaja sreće, kognitivne poddimenzije akademske bespomoćnosti i ukupne akademske bespomoćnosti s obzirom na zadovoljstvo studijem budućih učitelja TZK-a ($p < 0,05$). Kabasakal i Uz-Baş (2013) otkrili su u svojem istraživanju da budući učitelji koji su zadovoljni studijskim odsjekom imaju više razine ukupnoga zadovoljstva životom. Oni koji su bili vrlo zadovoljni sa studijem više su uživali u vlastitom obrazovanju, što je vodilo povišenom osjećaju sreće u sveučilišnom i društvenom životu. Suprotno tome, studenti koji su bili nezadovoljni studijskim odsjekom doživljavali su akademsku bespomoćnost, posebno kada njihova akademska očekivanja nisu bila ispunjena ili kada su njihovi izgledi za zapošljavanje bili upitni. Navedena opažanja imaju važne implikacije s obzirom na tjeskobu zbog (ne)

zapošljavanja, zapošljavanje nakon stjecanja diplome i profesionalna očekivanja.

Jedan od rezultata ove studije je slaba pozitivna korelacija između dobi sudionika i njihovih razina tjeskobe zbog (ne)zapošljavanja. Osim toga, otkrivena je slaba negativna korelacija između bihevioralne i okolinske poddimenzije akademske bespomoćnosti i tjeskobe zbog (ne)zapošljavanja. Rezultati pokazuju da s porastom dobi raste i tjeskoba zbog (ne)zapošljavanja. Međutim, rezultati Yadigaroglujevog (2022) istraživanja ne pokazuju značajnu razliku između dobi i razina tjeskobe zbog zapošljavanja. Ova neusklađenost rezultata može se objasniti činjenicom da studenti koji se bliže završetku studija doživljavaju povišenu razinu zabrinutosti zbog predstojećega procesa zapošljavanja te karijernih mogućnosti.

Slaba negativna korelacija između bihevioralne i okolinske poddimenzije akademske bespomoćnosti i tjeskobe zbog (ne)zapošljavanja ukazuje na to da pojedinci s nižim razinama akademske bespomoćnosti mogu doživljavati više razine tjeskobe zbog (ne)zapošljavanja. Budući da je bihevioralna poddimenzija akademske bespomoćnosti povezana s obrazovnim angažmanom studenata i njihovim navikama učenja, oni s nižim razinama bespomoćnosti mogu biti angažiraniji u procesu zapošljavanja. Slično tomu, kako se okolinska poddimenzija odnosi na mehanizme socijalne podrške, studenti s dobro razvijenom društvenom mrežom mogu doživljavati manje razine tjeskobe tijekom procesa zapošljavanja. Rezultat regresijske analize kojom su se ispitivali učinci akademske bespomoćnosti, akademskoga uspjeha, godine studija i zadovoljstva studijskim odsjekom na razine subjektivnoga osjećaja sreće sudionika pokazuje negativna utjecaj akademske bespomoćnosti na razine sreće sudionika ($\beta = -0,539$, $p < 0,05$). Nije otkriven statistički značajan učinak akademskoga uspjeha na razine sreće sudionika ($p > 0,05$), a također je otkriveno da razina akademskoga postignuća nema statistički značajan moderirajući učinak u odnosu između akademske bespomoćnosti i subjektivnoga osjećaja sreće sudionika. Akpolat (2022) je u svojem istraživanju otkrio umjereno značajnu negativnu korelaciju između razina sreće budućih učitelja i njihove tjeskobe zbog (ne)zapošljavanja. Ovaj odnos možda je bio oslabljen različitim mentalnim procjenama vlastitih sposobnosti suočavanja sa životnim problemima budućih učitelja te razinama dostupnosti socijalne podrške. Osim toga, razine subjektivnoga osjećaja sreće pod utjecajem su ne samo specifičnih stresora poput tjeskobe zbog zapošljavanja, već i više holističkim faktorima poput općih životnih uvjeta, osobina ličnosti, razina nade i socijalne okoline. Nadalje, u ovome istraživanju otkriveno je da su razine subjektivnoga osjećaja sreće imale funkciju prediktora tjeskobe zbog (ne)zapošljavanja, što znači da više razine osjećaja sreće mogu smanjiti tjeskobu zbog (ne)zapošljavanja. Süner i Eskici (2020) istraživali su promjene razina tjeskobe zbog (ne)zapošljavanja ispitanika s obzirom na njihove razine bespomoćnosti i došli do sličnih rezultata. Naime, s povećanjem bespomoćnosti također se pojačavala ukupna tjeskoba zbog (ne)zapošljavanja, zajedno s poddimenzijama „straha zbog potencijalnoga nezapošljavanja” i „osobne percepcije”. Ovaj rezultat pokazuje da

nesposobnost ispunjavanja akademskih očekivanja, zabrinutost zbog budućnosti i negativne misli povezane s neuspjehom na studiju mogu imati značajan utjecaj na subjektivni osjećaj sreće. Izostanak značajnoga učinka akademskoga uspjeha na osjećaj sreće ($p > 0,05$) pokazuje da se razine sveukupnoga zadovoljstva životom ne mijenjaju značajno s obzirom na razine akademskoga uspjeha studenata, već na njih također utječu drugi psihosocijalni i socijalni čimbenici. Štoviše, nije dokazano da akademsko postignuće ima statistički značajnu moderatorsku ulogu u odnosu između akademske bespomoćnosti i sveukupnoga subjektivnog osjećaja blagostanja. Drugim riječima, negativni učinak akademske bespomoćnosti na zadovoljstvo životom ostaje nepromijenjen bez obzira na to ima li pojedini student dobar ili loš uspjeh, što govori u prilog tomu da akademska postignuća niti umanjuju niti pojačavaju individualni odgovor na akademsku bespomoćnost.

Zaključak

Ovo istraživanje naglašava da je za podizanje razine sveukupnoga zadovoljstva životom budućih učitelja TZK-a važnije neutraliziranje akademske bespomoćnosti nego isključivo postizanje dobrog akademskog uspjeha. Rezultati otkrivaju važnu psihosocijalnu dinamiku te pokazuju da su tjeskoba zbog (ne)zapošljavanja, akademska bespomoćnost i subjektivno blagostanje međusobno povezani. Savjetovanje, planiranje karijere i mehanizmi psihosocijalne podrške potrebni su kako bi se ublažila tjeskoba zbog zapošljavanja i ojačala profesionalna motivacija. Glavni nedostatak ove studije je ograničenost uzorka na buduće učitelje Tjelesne i zdravstvene kulture iz Istanbula, što isključuje mogućnost generalizacije rezultata. Preporuke za buduća istraživanja podrazumijevaju uključivanje učitelja ostalih predmeta u uzorak, longitudinalne studije nakon diplome i kvalitativne pristupe poput intervjua ili žarišnih skupina. Uključivanje varijabli poput otpornosti, predanosti profesiji i socijalne podrške mogu pružiti dublji uvid u navedeni konstrukt istraživanja. Međukulturne usporedbe i intervencijski programi (npr. edukacija o temi kontrole stresa, psihološko savjetovanje, profesionalno usmjeravanje) također su prostor čiji bi utjecaj na smanjivanje tjeskobe zbog (ne)zapošljavanja mogao biti predmet proučavanja.