

Hopelessness Levels of Candidate Students of Physical Education and Sports Teaching Department and Their Attitudes Towards Teaching Profession

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Abstract

The aim of this study is to investigate the relationship between the professional attitudes towards teaching profession and hopelessness levels of the students taking the special talent test for physical education and sports academy in terms of several variables. 244 students ,who came to apply to the Special Talent Test of University of Gumushane in the year 2014, attended to the study. “Beck Hopelessness Scale” and “ Attitude Scale Towards Profession of Teaching ” have been used in the scope of the study. The data to be used in the study and collected by data collection tools have been subjected to descriptive and relational statistical processes in line with the objectives of the study. In order to interpret the findings of the study, One-way Analysis of Variance, Mann-Whitney U and Kruscal Wallis H Tests have been used. According to the results of the study , it has been found out that there is no significant difference between the attitudes towards the profession of teaching and hopelessness levels in terms of; age (Attitude; $F_{240}= 1.833$, $P=.142$, Hopelessness; $F_{240}= .184$, $P=.907$), family income level (Attitude; $F_{240}= .509$, $P=.729$, Hopelessness; $F_{240}= .891$, $p=.470$), prospective preferences (Attitude; $U=991.000$, $p=.456$, Hopelessness; $U=928.500$, $P=.286$), and the training applied for the special talent test (Attitude; $X^2=4.786$, $P=.310$, Hopelessness; $X^2= 4.342$, $P=.362$).

Keywords: Attitude, Hopelessness, Physical Education

Introduction

In achieving the objectives of an education system, a teacher has a determinant and directive feature such as the education program and physical conditions beyond other factors. With this feature, teachers are said to be the most important and influential element of the educational environment (Demirtaş et al., 2011).

Teachers' attitudes towards their profession, as it is one of the most powerful determinants of professional behavior, reflect their perception style of their profession (Derman et al 2008). In this way, the success of the education system is also affected by the teacher's qualifications who will operate the system (Vural, 2004).

As there are constant changes in working conditions of teachers in the teacher training programs, making current researches to determine the attitudes of the teacher candidates towards their profession is also important. (Üstüner, 2006). This case also reveals the necessity of examining the concepts of hopelessness attitude towards teaching profession in terms of physical education teaching candidates.

In general, the concept of attitude is defined as the tendency attributed to an individual and forming his thoughts, feelings, and behaviours related to a psychological incident on a regular basis. (Erkuş, 1994: 20). According to another definition, attitude is the condition of readiness for an activity. Attitudes are located in the mind of the individual, and provide a basis to many thoughts and behaviours. Phillips has explained that attitudes can occur in two ways. The individual forms his own attitudes by directly interacting with an attitude object or indirectly influenced by the attitudes of others (Phillips, 2003).

Hopelessness is a stage of the pessimistic expectations of an individual towards the future. According to Roberts, hope is a phenomenon between knowing and wanting. According to other definitions, it is also an inner feeling that requires outside help. But hope is defined as waiting with conviction that something will happen. Hopelessness is based on strict, inflexible feelings, thoughts and behaviours. An unhappy person, as a result of wanting to achieve something that he cannot reach, is defined as an individual with a sense of nothingness and transience which have high probability of abandon (O'Connor and Seehy, 2000, Head, 2010).

Within all these explanations, it is necessary to know and improve professional attitudes and levels of hopelessness of the candidates. This improvement can only be accomplished by knowing the existing reasons and reforming them positively. Many studies have been done on the attitudes and hopelessness towards teaching profession. For example, Ceyhan (2004), Tanel, Sengor and Tanel (2007), Baykara-Pehlivan (2008), Sağlam (2008), Çapri and Çelikkaleli (2008), Kılıç and Bektaş (2008), Çelikel and Erkorkmaz (2008), Akkaya (2009), Dereli and Kabataş, 2009, Pehlivan (2010), Hacıömeroğlu and Şahin Taşkın (2010), Özder et al. (2010), Eş (2010), Kırımoğlu et al. (2010), Kırımoğlu (2010), Aras (2011), Demirtaş et al. (2011), Eraslan and Çakıcı (2011), Ulucan et al. (2011), Deveciler et al. (2011), Şengül and Güner (2012) and Doğan (2012) have made studies towards attitude and hopelessness.

Within these data, it is aimed to analyze the attitude and hopelessness levels towards the teaching profession of candidates applying for the School of Physical Education and Sports Ability Test that considered in terms of different variables of as a different aspect of these studies.

The hypotheses of the study are as follow:

- Attitude and hopelessness levels towards the teaching profession of the students who took the School of Physical Education and Sports Ability Test differ significantly according to their age.
- Attitude and hopelessness levels towards the teaching profession of the students who took the School of Physical Education and Sports Ability Test differ significantly according to variable of the family's level of income.
- Attitude and hopelessness levels towards the teaching profession of the students who took the School of Physical Education and Sports Ability Test differ significantly according to their future choices.
- Attitude and hopelessness levels towards the teaching profession of the students who took the School of Physical Education and Sports Ability Test differ significantly according to variable of reading style for ability test.

Method

The population of the study comprises 484 candidates applying for Gümüşhane University School of Physical Education and Sports Ability Test in 2014-2015 academic year. The study sample comprises in total 244 candidates from the candidates including 190 (77.9) male and 54 (22.1) girl who agreed to participate in the study on the basis of voluntary participation.

Data Collection Tool

Personal Information Form:

Questions such as age, family's level of income, future choices, reading style for ability test are involved in the improved personal information form.

Attitude Scale for the Teaching Profession:

This scale developed by Üstüner (2006) aims to determine the students' attitudes towards teaching profession who are studying in the teaching program. The scale is a one-dimensional Likert-type attitude scale. It is arranged in the form of 5= totally agree, 4 = Mostly Agree, 3 = Agree Intermediate, 2 = Partially Agree, 1 = strongly disagree. Point values of negative statements are (1=5, 2=4, 3=3, 4=2, 5=1) entered reversely. Minimum score is 34, the maximum score is 170 on the scale.

Beck Hopelessness Scale:

This scale is developed by Beck et al, in 1974 to determine the level of pessimism about the future. It consists of 20 items and is scored between 0-1. The scale can be applied to adolescents and adults. Scoring of the scale: 'No' answer gets 1 point in the 1, 3, 5, 6, 8, 10, 13, 15 and 19. questions; 'Yes' answer gets 1 point in the 2, 4, 7, 9, 11, 12, 14, 16, 17, 18. and 20. questions. The height of the hopelessness of the individual is directly proportional to the height of the scores. Score ranges is defined as 0-20 (Savaşır and Şahin, 1997). Cronbach's alpha coefficient was found as the internal consistency of 0.86 in a study conducted with 37 depressed patients. Pearson product-moment correlation calculated with test-retest method and $r=.737$ was found (Seber et al., 1993).

Data Analysis

In the process of analyzing the data obtained in the research process, One-way Analysis of Variance and Mann Whitney U test which are parametric analysis for normal distribution and variables showing homogeneity have been used. On the other hand Kruscal Wallis H test was performed for variables that do not meet the assumptions of normality.

Findings

Table 1. Result of analysis of variance on the age variable

	Total average	Sd	Mean square	F	P
Attitude	588,117	3	196,039	1.833	.142
	25662,735	240	106,928		
	26250,852	243			
Hopelessness	1,039	3	,346	.184	.907
	452,645	240	1,886		
	453,684	243			

When Table 1 is analyzed, it is seen according to the age variable that there is no significant difference among the attitude scores of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test ($F_{240}=1.833$, $p=.142$).

When Table 3 is analyzed in terms of hopelessness scores, it can be said that hopelessness scores of students do not differ significantly according to their ages ($F_{240}=.184$, $p=.907$).

Table 2. Result of analysis of variance on variables of the family's level of income

	Total average	Sd	Mean square	F	p
Attitude	221,691	4	55,423	.509	.729
	26029,162	239	108,909		
	26250,852	243			
Hopelessness	6,667	4	1,667	.891	.470
	447,018	239	1,870		
	453,684	243			

When Table 2 is analyzed, it is seen that according to variable of the family's level of income, there is no significant difference among the attitude scores of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test ($F_{240}=509$, $p=.729$).

When Table 9 is analyzed in terms of hopelessness scores, it can be said that hopelessness scores of students do not differ significantly according to the family's level of income. ($F_{240}=.891$, $p=.470$).

Table 3. Findings on the future choices

	Choices	N	Av. order	Tot. order	U	p
Attitude	ÖSS	10	104,60	1046,00	991,000	.456
	SPESA	230	121,19	27874,00		
Hopelessness	ÖSS	10	98,35	983,50	928.000	.286
	SPESA	230	121,46	27936,50		

When Table 3 is analyzed, it is seen that according to their future choices the attitude scores of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test do not differ significantly. ($U=991.000$, $p=.456$).

According to their future choices, no significant difference could also be found among the hopelessness scores of the students who took the School of Physical Education and Sports Ability Test ($U= 928.500$, $p=.286$).

Table 4. Findings on readying style for ability test

	Preparation Format	N	Av. order	χ^2	p
Attitude	Private sport lesson	34	128,78	4.786	.310
	Prepared myself	74	115,59		
	Group or clup	108	129,78		
	Private sport lesson+myself	25	100,72		
	Not prepared	3	141,33		
Hopelessness	Private sport lesson	34	132,84	4.342	.362
	Prepared myself	74	130,39		
	Group or clup	108	114,05		
	Private sport lesson +myself	25	125,92		
	Not prepared	3	86,33		

When Table 4 is analyzed, it is seen that according to variable of reading style for the ability test there is no significant difference among the attitude scores of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test ($\chi^2=4.786$, $p=.310$). When Table 4 is analyzed in terms of hopelessness scores, it can be said that hopelessness scores of students do not differ significantly according to variable of reading style for ability test ($\chi^2= 4.342$, $p=.362$).

Discussion and Conclusion

In Table 1, it can be said that the age variable had no significant effect on the attitude scores of the students towards the teaching profession ($F_{240}=1.833$, $p=.142$). It can be said that the age variable had no significant effect on the hopelessness scores of students ($F_{240}=.184$, $p=.907$). In line with the findings obtained, it can be said that the hypothesis of the study which is expressed as “Attitude and hopelessness levels of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test differ significantly according to their age.” is disproved.

In Table 2, it can be said that the income level of students' families had no significant effect on the attitude scores towards the teaching profession ($F_{240}=509$, $p=.729$). In terms of hopelessness scores, it can also be said that the income level of students' families had no significant effect on the hopelessness scores of students ($F_{240}=.891$, $p=.470$). It can be said that the hypothesis of the study which is expressed as “Attitude and hopelessness levels of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test differ significantly according to the variable of their family income level” is disproved.

When Table 3 is analyzed, it can be said that the students' future choices had no significant effect on the attitude scores towards the teaching profession ($U=991.000$, $p=.456$). In line with the findings obtained, it can be said that the hypothesis of the study which is expressed as “Attitude and hopelessness levels of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test differ significantly according to their future choices” is disproved.

When Table 4 is analyzed, it can be said that reading style for the ability test had no significant effect on the attitude scores of the students towards the teaching profession ($\chi^2=4.786$, $p=.310$). It can be said that reading style for the ability test had no significant effect on the hopelessness scores of students, as well ($\chi^2= 4.342$, $p=.362$). It can be said that the hypothesis of the study which is expressed as “Attitude and hopelessness levels of the students towards the teaching profession who took the School of Physical Education and Sports Ability Test differ significantly according to their reading style for the ability test” is disproved.

As a result, It is found that the ages, income levels, future plans and preparation styles for the special talent exams of students who enter Physical education and sports Academy special talent exam, didn't effect on their attitudes towards the teaching profession and hopelessness levels. Physical education is a phenomenon that develop individuals both mentally and physically. While it ensures socialization of individuals, also contributes to the ethical direction. Having a positive point of views on life of the people who receive this consciousness is an expected result.

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