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EXAMINATION OF DISPOSITIONAL HOPE LEVELS OF STUDENTS OF THE FACULTY OF SPORTS SCIENCES ACCORDING TO VARIOUS VARIABLES

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ABSTRACT

This research was carried out to compare the dispositional hope levels of the students studying at Erzurum Technical University Faculty of Sport Sciences in terms of some variables. While the research population consists of students studying at Erzurum Technical University Faculty of Sport Sciences, the sample group consists of 174 students, 113 male and 61 female. The "Personal Information Form," which was created by the researchers to determine the demographic characteristics of the participants in the study, was developed by Snyder et al. (1995) to determine the levels of dispositional hope; The "Dispositional Hope Scale" which was adapted into Turkish by Tarhan & Bacanlı (2015), consisting of 12 8-point Likert-Type items and 2 sub-dimensions (Alternative Ways Thinking and Actuating Thinking) was used. In the research, a descriptive test was used to determine the demographic characteristics of the participants; a T-Test for independent variables to compare dispositional hope levels according to gender, do you do sports, and type of sport; The One Way Anova Test was applied to compare the participants' dispositional hope levels according to age, class and place of residence. When comparing the levels of dispositional hope of the participants according to gender, age, do you do sports, type of sport, and place of residence, no significant differences were found between the groups ($p>0.05$), significant differences were found between the level of dispositional hope according to class and variable, It was observed that 1st-grade students had a significantly higher average than the 2nd and 4th-grade students. ($p<0,05$). According to the analyzes made, female students have higher dispositional hope levels than male students; It was found that students between the ages of 18-20 had higher levels of dispositional hope than students between the ages of 21-23, and it has been determined that the students studying in the 1st and 1st grades have higher levels of dispositional hope than the 2nd and 4th-grade students.

Keywords: Sports Science Faculty, Dispositional Hope, Sport.

INTRODUCTION

When the literature on the concept of hope is examined, the studies on this concept, which has been tried to be defined many times, are; It is seen that it is done in the fields of theology, philosophy, psychology, and psychiatry (Akgül & Özdemir, 2020).

Positive psychology studies carried out cause an increase in the number of studies involving the concept of hope (Karaca & Kandemir, 2016). When the explanations made with this concept are examined, it is possible to see that hope is handled with different aspects independent of each other. While some researchers think that hope is a need in their studies (Hinds, 2000), in other researchers' studies, the concept of hope is a unique experience (Owen, 1989). According to different studies, it is associated with internal readiness (Carson. Et al., 1988) it is possible to determine that they are related.

Although the hope is expressed in many ways, it appears to include emotion, thought, and behavior dimensions. Hope is a concept that provides for behavior, thinking, and emotion (Dufault & Martocchio, 1985).

In the Current Turkish Dictionary published by the Turkish Language Institution, it is stated that the word hope comes from the root of the verb "expect" and expresses it as "the feeling of trust" (Türk Dil Kurumu, 2013).

For Miller and Powers, who are essential theorists who have worked extensively with the keyword hope, hope means embracing the emotions that ensure the continuation of individuals' well-being to eliminate the perceived negativities and a positive expectation for the future to develop and continue these emotions. It is possible to state that these positive future expectations that occur in the inner world of people are related to the concepts of maintaining life with meaning and goals, psychological well-being, and gaining positive social communication skills and self-efficacy (Miller & Powers, 1988). In a study conducted by Zournazi (2004), she expressed hope as a bond that supports individuals to hold on to life.

There is a strong connection between the concept of hope and positive emotions. The sense of actively enjoying and enjoying life, defined as positive emotions, increases the level of hope of the person regardless of cultural and individual differences. In a different definition, hope "contributes to individuals' perception of their lives more positively and directs them to states and actions that support their development processes. This situation creates a driving force for individuals to change their lives and improve them simultaneously. The name of this driving force is hope" (Melges, 1969).

The period when hope emerges is infancy and early childhood. In infancy, the formation of cause-effect relationships, object constancy, and the formation of goals allow hope to be born gradually. The way of attachment to the parent or primary caregiver during infancy forms the basis of future hope. With the progress of speaking with the preschool period, hopeful plans are started to be made (Carr, 2013). Thanks to the hopeful thoughts they create during this period, children can overcome possible difficulties they may encounter throughout their lives (Snyder, 2000).

During adolescence, individuals want their social competences to be developed (Gander & Gardiner, 1993). The character begins to sit down and the changes in the body affect the adolescent. Plans for the future are started to be made and hopes are started.

In adulthood, people with high hope levels have high beliefs about what they can achieve. They are open to trying new things and have hope to overcome difficulties. There are always alternative ways. On the other hand, people with low hope levels lose their belief that they can be successful when faced with difficulties. They feel powerless and weak, have no belief in what they can do, and cannot find alternative ways (Carr, 2013).

It is shown that individuals with high hope levels and positive feelings about the future are more resilient in the face of difficult situations, they make more effort to reach their goals and are more successful, and the most important factor in this is that the level of hope of the individual creates a psychological shield against the negativities experienced. The idea that sports provide subjective and objective well-being from a psychological point of view, healthy life from a physiological point of view, and effective and successful communication from a social point of view is now accepted by almost all segments of society. This study is aimed to examine the effects of different situations created by psychology on the students of the faculty of sports sciences.

METHOD

Research Design

The scanning method was used in this study. The screening method is generally used in descriptive studies (Thomas & Nelson, 1996). The screening method is carried out in large groups. The opinions and attitudes of the individuals in such groups about the subject or event are taken. These subjects and events are tried to be explained in their terms (Karasar, 2012). Survey studies generally aim to reveal an existing situation related to the research subject. For this purpose, data are collected from a large number of samples in survey studies (Büyüköztürk et al., 2012).

Population and Sample

The universe of the research consists of the students of Erzurum Technical University Faculty of Sport Sciences. Its sample consists of 174 students, 113 males and 61 females, randomly selected students.

Data Collection Tools

The researcher collected the data by sending the scales via Google Forms and e-mail. The survey questions used consist of two parts. These;

Personal Information: To collect information about the demographic status of the participants, Questions prepared by the researcher were asked, such as gender, age, do you do sports, type of sports you do, class, and place of residence.

The Dispositional Hope Scale: Developed by Snyder et al. (1995); The "Dispositional Hope Scale," which was adapted into Turkish by Tarhan and Bacanlı (2015), consisting of 12 8-point Likert-Type items and 2 sub-dimensions (Alternative Ways Thinking and Actuating Thinking) was used. According to the reliability analysis results made on the study data, Cronbach's Alpha value of the scale was 0.766. The Cronbach Alpha value obtained in our study was found as $\alpha = 0.73$.

Analysis of Data

The data collected from the students participating in the research were processed into electronic media with the statistical package program, and various statistical analyzes were made. When the kurtosis and skewness values of the obtained data were examined, it was seen that the data were normally distributed; therefore, parametric tests were applied in the study. Frequency analysis was performed to determine the demographic status of the participants. The t-test was applied to independent groups to compare the dispositional hope levels according to gender, do you do sports and the type of sport you do. In addition, a one-way analysis of variance was used in the comparison according to variables such as age, class, and place of residence, and the Tukey test was applied to find out which groups the difference originated from and the level of significance ($p < 0.05$) was taken.

FINDINGS

In this part of the research, the demographic characteristics of the students of the faculty of sports sciences participating in the study, the levels of constant hope, and the effects of the demographic factors on happiness levels were compared.

Table 1. Demographic Variables

		N	%
Gender	Male	113	64,9
	Female	61	35,1
Age	18-20 Age	68	39,1
	21-23 Age	84	48,3
	Age 24 and Above	22	12,6
Do you do sports?	Yes	140	80,5
	No	34	19,5
Type of Sport	Team	80	46,0
	Individual	94	54,0
Class	1. Class	54	31,0
	2. Class	35	20,1
	3. Class	42	24,1
	4. Class	43	24,7
Place of Residence	Province	122	70,1
	County	35	20,1
	Village	17	9,8
	TOTAL	174	100

When the demographic characteristics of the participants were examined, according to their gender, 113 people and 64.9% were men, 61 people, and 35.1% were women; According to their age, 68 people and 39.1%

were 18-20 years old, 84 people 48.3% were 21-23 years old, 22 people and 12.6% were 24 years old and over; According to the status of liking sports, 80.5% of 140 people liked sports, 34 people and 19.5% did not like sports; According to the type of sport they do, 80 people (46.0%) are team athletes, 94 people, and 54.0% are individual athletes; According to the class variable, 31.0% of them were in the 1st grade, 35 people were in the 2nd grade with 20.1%, and 24.1% were in the 3rd grade with 42 people and 24.7% with 43 people one of them is 4th grade; According to their place of residence, 70.1% of 122 people reside in the province, 35 people in 20.1% in the district and 17 people in 9.8% in the village.

Table 2. Comparison of Participants' Dispositional Hope Levels by Gender

Sub Dimensions	Gender	N	\bar{X}	Ss	t	p
Alternative Ways of Thinking	Male	113	5,44	1,06	-1,426	,156
	Female	61	5,68	1,01		
Actuating Thinking	Male	113	5,35	0,96	-1,982	,052
	Female	61	5,65	0,98		
Dispositional Hope Total	Male	113	5,39	0,94	-1,808	,072
	Female	61	5,67	0,94		

*: $p < 0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to their genders, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p = .156$) and Actuating Thinking ($p = .052$) sub-dimensions and the general Dispositional Hope levels ($p = .072$) ($p > 0.05$).

Table 3. Comparison of Participants' Dispositional Hope Levels by Age

Sub Dimensions	Gender	N	\bar{X}	Ss	F	p	Difference
Alternative Ways of Thinking	A) 18-20 Age	68	5,43	1,19	,717	,490	-
	B) 21-23 Age	84	5,62	0,93			
	C) 24 Age and Older	22	5,43	1,05			
Actuating Thinking	A) 18-20 Age	68	5,43	1,05	1,461	,235	-
	B) 21-23 Age	84	5,56	0,87			
	C) 24 Age and Older	22	5,17	1,07			
Dispositional Hope Total	A) 18-20 Age	68	5,43	1,04	1,056	,350	-
	B) 21-23 Age	84	5,59	0,84			
	C) 24 Age and Older	22	5,30	1,03			

*: $p < 0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to their ages, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p = .490$) and Actuating Thinking ($p = .235$) sub-dimensions and the general Dispositional Hope levels ($p = .350$) ($p > 0.05$).

Table 4. Comparison of Participants' Dispositional Hope Levels According to Athlete Loving Status

Sub Dimensions	Do You Do Sports	N	\bar{X}	Ss	t	p
Alternative Ways Thinking	Yes	140	5,55	1,07	,840	,402
	No	34	5,38	0,95		
Actuating Thinking	Yes	140	5,48	1,02	,767	,444
	No	34	5,34	0,78		
Dispositional Hope Total	Yes	140	5,52	0,98	,858	,392
	No	34	5,36	0,79		

*: $p < 0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to their sporting status, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p = .402$) and Actuating Thinking ($p = .444$) sub-dimensions and the general Dispositional Hope levels ($p = .392$) ($p > 0.05$).

Table 5. Comparison of Participants' Dispositional Hope Levels by Type of Sport They Play

Sub Dimensions	Type of Sport	N	\bar{X}	Ss	t	p
Alternative Ways Thinking	Team	80	5,42	1,18	-1,130	,260
	Individual	94	5,60	0,92		
Actuating Thinking	Team	80	5,45	1,00	-,023	,982
	Individual	94	5,46	0,96		
Dispositional Hope Total	Team	80	5,44	1,02	-,635	,526
	Individual	94	5,53	0,88		

*: $p < 0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to the type of sport they do, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p = .260$) and Actuating Thinking ($p = .982$) sub-dimensions and the general Dispositional Hope levels ($p = .526$) ($p > 0.05$).

Table 6. Comparison of Participants' Dispositional Hope Levels by Class

Sub Dimensions	Class	N	\bar{X}	Ss	F	p	Differences
Alternative Ways Thinking	A) 1. Class	54	5,82	0,96	4,289	,006*	A>B
	B) 2. Class	35	5,13	1,27			
	C) 3. Class	42	5,29	1,06			
	D) 4. Class	43	5,69	0,79			
Actuating Thinking	A) 1. Class	54	5,74	0,86	5,473	,001*	A, D>B
	B) 2. Class	35	4,97	1,09			
	C) 3. Class	42	5,32	1,01			
	D) 4. Class	43	5,63	0,82			
Dispositional Hope Total	A) 1. Class	54	5,78	0,87	5,502	,001*	A, D>B
	B) 2. Class	35	5,05	1,10			
	C) 3. Class	42	5,30	0,96			
	D) 4. Class	43	5,66	0,74			

*: $p < 0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to their classes, it was determined that there were significant differences in the Alternative Ways of Thinking ($p = .006$) and Actuating Thinking ($p = .001$) sub-dimensions and the general Dispositional Hope levels ($p = .001$) ($p < 0.05$).

According to the results obtained, in the Ideation of Alternative Ways sub-dimension, 1st-year students ($X=5.82\pm0.96$) compared to 2nd-year students ($X=5.13\pm1.27$); In the Actuating Thinking sub-dimension, the 1st grade ($X=5.74\pm0.86$) and the 4th-grade students ($X=5.63\pm0.82$) were compared to the 2nd-grade students ($X=4.97\pm1, 09$) with the ratio; At the General Dispositional Hope levels, the students in Year 1 ($X=5.78\pm0.87$) and Year 4 ($X=5.66\pm0.74$) students in Year 2 ($X=5.05\pm1, 10$) was found to be higher than that.

Table 7. Comparison of Participants' Dispositional Hope Levels by Place of Residence

Sub Dimensions	Place of Residence	N	\bar{X}	Ss	F	p	Differences
Alternative Ways Thinking	A) Province	122	5,6107	1,03854	2,896	,058	-
	B) County	35	5,1500	1,18694			
	C) Village	17	5,6912	,67041			
Actuating Thinking	A) Province	122	5,5246	1,01151	2,504	,085	-
	B) County	35	5,1429	,90806			
	C) Village	17	5,6618	,76517			
Dispositional Hope Total	A) Province	122	5,5676	,96706	3,077	,052	-
	B) County	35	5,1464	,96467			
	C) Village	17	5,6765	,65111			

*: $p<0,05$

As a result of the comparison of the participants' Dispositional Hope levels according to their place of residence, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p=.058$) and Actuating Thinking ($p=.085$) sub-dimensions and the general Dispositional Hope levels ($p=.052$) ($p>0.05$).

CONCLUSION and DISCUSSION

In this part of the study, It has been discussed with similar studies in the literature whether there is a significant difference between the continuous hope scale obtained as a result of the statistical analyses and the demographic variables of the students of the faculty of sports sciences.

As a result of the comparison of the participants' Dispositional Hope levels according to their genders, it was determined that there were no significant differences in the sub-dimensions of thinking of alternative ways ($p=.156$) and actuating thinking ($p=.052$) and the total score of dispositional hope ($p=.072$). When the literature is examined, it has been observed that there is no significant relationship between gender and hope level in some studies on the hope levels of university students (Atik and Kemer, 2005; Ottekin, 2009; Kaynar, 2021; Yirtici, 2020). In line with these results, it is thought that the predictive effect of the gender variable on hope for the students of the faculty of sports sciences is weak. Again, when the literature is examined, some studies do not show similarities with the findings we obtained in our study. Cir (2020) found that men have more alternative ways of thinking than women. Likewise, Atik and Kemer (2005) found that men have more hope in decision-making than women.

As a result of the comparison of the participants' Dispositional Hope levels according to their ages, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p=.490$) and actuating thinking ($p=.235$) sub-dimensions and the general Dispositional Hope levels ($p=.350$) ($p>0.05$). In the study of Gezer (2022) on university students, no statistical difference was found between the ages of university students receiving sports education and the continuous hope scale. In line with these results, the predictive effect of the age variable on hope for the students of the faculty of sports sciences is weak.

As a result of the comparison of the participants' Continuous Hope levels according to their sporting status, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p=.402$) and actuating thinking ($p=.444$) sub-dimensions and the general Continuous Hope levels ($p=.392$) ($p>0.05$). Ünlü et al., (2022) did not find a relationship between regular sports and constant hope in their study with students studying in sports sciences. Again, when the literature is examined, some studies do not show similarities with the findings we obtained in our study. Sakallı, Gümüş et al. (2011), in their studies investigating the effect of sports activities on the level of hope, showed significant differences between hope and sports activities. Gezer (2022), in his study on university students, found a significant difference in the continuous hope scale's sub-dimensions and the total score. It was observed that the hope levels of individuals who do sports are higher than those who do not. It can be said that the reason why the findings obtained and the studies conducted in the literature reveal different results is that the universe sample groups are university students studying in different regions.

As a result of the comparison of the participants' Continuous Hope levels according to the type of sport they do, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p=.260$) and Actuating Thinking ($p=.982$) sub-dimensions and the general Continuous Hope levels ($p=.526$) ($p>0.05$). In line with these results, it can be said that the variable of the type of sport you do has a weak predictive effect on hope for the students of the faculty of sports sciences. Gezer (2022), in his study on university students, found a statistical difference between the type of sport that the students did and the sub-dimension of thinking of alternative ways of the continuous hope scale ($U=23377,000$, $p<.05$). It is seen that students who deal with individual sports have a higher level of hope than those who deal with team sports.

As a result of the comparison of the participants' Dispositional Hope levels according to their classes, it was determined that there were significant differences in the Alternative Ways of Thinking ($p=.006$) and Actuating Thinking ($p=.001$) sub-dimensions and the general Dispositional Hope levels ($p=.001$) ($p<0.05$). According to the results, the students in the 1st grade have a significantly higher average than those in the 2nd and 4th grades. In other words, senior and second-year students have lower hope levels. The fact that senior students have reached the last stage in their professional sense and will now be put into life, and that they enter an exam process again, the employment problems experienced in recent years cause the thought that their hope level towards life decreases. When the literature on the subject is examined, studies on students studying in different departments of universities have been reached. In most of the studies, it has been observed that

there is no difference between hope and the class variable (Atik and Kemer, 2005; Aydın, 2010; Ottekin, 2009; Vahapoğlu, 2013; Aral, 2020).

As a result of the comparison of the participants' Dispositional Hope levels according to their place of residence, it was determined that there were no significant differences in the Alternative Ways of Thinking ($p=.058$) and Actuating Thinking ($p=.085$) sub-dimensions and the general Dispositional Hope levels ($p=.052$) ($p>0.05$). Gezer (2022), when evaluated in terms of the place of residence variable in his study; as a result of the statistical evaluation made in terms of the total and sub-dimensions of the happiness and hope scale, no significant difference was detected. In line with these results, the place of residence variable has a weak predictive effect on hope for the students of the faculty of sports sciences.

RECOMMENDATIONS

Based on the findings and results obtained from the research, the following suggestions can be made;

- It is recommended to build indoor and outdoor sports areas that will increase the students' social relations and happiness levels on the campus where the universities are located to improve the existing ones and increase their functionality.
- Students should have easy access to sports activities and similar social and cultural areas on the campus where the university is located.
- Educational activities such as courses, seminars, symposiums, conferences, and panels should be organized to make students gain the habit of sports and to popularize it, to indicate the physical, psychological, and sociological effects of sports on human health, and to instill a healthy life awareness.
- It is thought that it will contribute to the career planning of the students, their adaptation to the university, the effective and functional use of their existing potential, their participation in extracurricular sports activities, the reduction of psychological problems, the reduction and elimination of addictions, thus making the young population more qualified in our country.

ETHICAL TEXT

"This article complies with journal writing rules, publication principles, research and publication ethics, and journal ethics. Responsibility for any violations that may arise regarding the article belongs to the author(s).

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