



## THE DETERMINATION OF RESILIENCE SCALES' SCORES OF TEACHERS IN THE SAMPLE OF ISPARTA

Assist. Prof. Dr. Mehmet KUMARTAŞLI

Suleyman Demirel University

Faculty of Health Sciences, Department of Sport Sciences, Isparta – Turkey

[mehmetkmrtl@hotmail.com](mailto:mehmetkmrtl@hotmail.com)

### ABSTRACT

The aim of this study was to investigate psychological endurance levels of private education teachers and physical education teachers working in Isparta city. 25 private education teachers and 25 physical education teachers were voluntarily participated in this study who were working in Isparta city and attended Interzonal Teacher's Group Meeting. Psychological Endurance Scale for Adults which was adapted to Turkish by Basım and Çetin (2011) was used in order to determine psychological endurance levels. The frequencies of the data were obtained by SPSS 18 packaged software and they were evaluated with t-test. In this study, totally 50 teachers including 25 private education teachers and 25 physical education teachers were participated who have worked professionally for  $11.48 \pm 5.07$  years. 33.3% (n=18) of these teachers participated in the study were male and 59.3% (n=32) of them were female. The average psychological endurance scores of physical education teachers was  $96.32 \pm 8.22$  and that of private education teachers was  $99.52 \pm 7.06$ . As a result of statistical evaluations, a significant difference was not found between psychological endurance levels of private education teachers and those of physical education teachers ( $p > 0.05$ ).

**Keywords:** Teacher, Physical education, private education, psychological endurance.

### INTRODUCTION

Stressful way of life is generally considered as one of the main reasons of physical illness as well as mental disorders. In fact, even if people are exposed to stress in the same way, it is very difficult for some people to adapt stressful life events. Resilience is regarded as a personality trait minimizing the negative effects of stress and preventing disease-causing organismic tension. In this context, individuals with high levels of hardiness continue their daily activities, keep their lives under control, and see unexpected changes as an opportunity for development. Alienation from life, external locus of control and resistance against change and development are seen with non-resistant individuals (Klag and Bredley 2004). Regarded as a personality trait, resilience can also be considered as closely related to other personality characteristics of individual.

In general, resilience refers to a success or adaptation process (Hunter 2001). Cencirulo (2001) describes the personality trait of resilience as something that individuals can gain a positive perspective on stressful life events for themselves. In their researches, Kararımak and Çetinkaya (2009) describe resilience as one of the important personality traits to maintain a healthy emotional state in the face of stressful life events of individual.

When the indispensability of human element, possible organizational implications of stress, that job stress is a problem of individual and organization are taken into consideration in educational organizations, it becomes extremely important to know how to cope with stress and to learn to be strong. In general, teaching and school management are considered among stressful jobs (Dönmez and Genç 2006). The schools are seen as the most stressful place of our society so stress is considered as a serious mental health problem that teachers have to deal with.

Although resilience is seen as a variety of situations carrying significant risks in terms of psychological injuries that people can face, it can be described as a good result as well (Masten and Reed 2002). From this angle, the protective factors that contribute to better outcomes, processes and mechanisms can be seen as a resilience. It is seen that individuals with high resilience are more successful and effective in their work lives (Maddi, 2004).



When looked at the studies about resilience in the country and abroad, Gökçe (1993) investigated the relationship between resilience and mental health of university students in his work. Cencirulo (2001), in his work, investigated the relationship between job satisfaction and hardiness of elementary school teachers and these teachers implemented Resilience Scale.

Terzi (2008) investigated the relationship between resilience of university students and perceived social support in his work. Kararımak and Çetinkaya (2009), in their studies, investigated the relationship between resilience and attachment styles of adults who experienced earthquake. Motan and Gençöz (2009), in Turkish sample, investigated and implemented reliability and validity studies of resilience scale on university students.

Priyadarshini (2009) conducted a study on the resilience of employees at the business activities rental office for companies. Karavardar (2010) investigated the relationship between psychological intimidation and resilience. Kurt (2010) made a study on the levels of job satisfaction and resilience of Agile Force Personnel's attitudes to cope with stress.

### **METHOD**

25 Private Education Teachers and 25 Physical Education Teachers working in Isparta and participating in Inter-zone Teacher Group Meeting per year have taken part in this study willingly. Resilience Scale for Adults adapted to Turkish by Basım and Çetin (2011) has been used to determine the levels of psychological resistance. Datas have been obtained frequencies in SBSS 18-pack programme and evaluated by t test.

### **SYMPTOMS**

25 Private Education Teachers and 25 Physical Education Teachers whose working years are  $11.48 \pm 5,07$  have participated in our study. 33.3% (n=18) of the teachers participating in our study are male while 59.3% (n=32) of them are female. The average scores of resilience of physical education teachers taking part in this study are  $96,32 \pm 8,22$  while the average scores of resilience of Private Education teachers are  $99,52 \pm 7,06$ . As a result of the statistical evaluation, A significant difference hasn't been found between the levels of resilience of Private Education Teachers and Physical Education Teachers ( $p > 0.05$ ).

### **DISCUSSION**

Teaching is proud in society's mind and also satisfying and exciting profession in terms of requiring a great responsibility. No other job can form the lives of so many children and young people (Farris 1996). Teaching is also known as a profession that requires full of disappointment and trouble, patience, love, knowledge and skill. Due to these properties, teaching profession requires a high level of emotional property. Not carrying a high levels of cognitive achievements, the applicants' success decreases, their job burnout increases (Şahin 2008) and the level of job satisfaction drops. (Koyun and others 2007). For this reason, emotional properties can determine the nature and quality of education.

Cencirulo (2001), in his study, "the scale of Job satisfaction" and "the scale of resilience" was applied to 224 teachers in his research that he examined the relationship between hardiness and job satisfaction in elementary school teachers by using demographic variables. As a result of research, it has been concluded that there is a significant relationship between the level of resilience and job satisfaction depending on the structure of personality but years of experience and age variables don't affect resilience level and job satisfaction.



Terzi (2008) investigated the relationship between resilience of university students and perceived social support in his work. Under research, it has been found that there is a significant relationship between “resilience scale” and “resilience with multi-dimensional perceived social support”.

Priyadarshini conducted a study on the sources of occupational stress, role conflict, role ambiguity, resilience in his research on employees at the business activities rental office for companies.

Kurt (2010) made a research on the levels of job satisfaction and the resilience of Agile Force Personnel’s attitudes to cope with stress and statistically reached a significant conclusion between job satisfaction and resilience.

## CONCLUSION

Any work about the comparison of the resilience levels of Private Education Teachers and Physical Education Teachers in elementary schools hasn’t been found. This Study has the quality to bear a torch on future research. This study includes a small sample in the province of Isparta, a broader sample of future studies and a way that includes different branch teachers will make us reach to the new results and the levels of psychological resistance of different branch teachers will be determined.

## REFERENCES

Basım and Çetin (2011) Reliability and Validity Studies of Resilience Scale for Adults. *Turkish Journal of Psychiatry* 2011;22(2):104-14

Cencirulo. R.S ( 2001) The relationship between hardiness and job satisfaction in elementary school teachers , Unpublished doctoral dissertation , University of La Sierra.

DÖNMEZ Burhanettin and Gülten Genç (2006) The perceptions related to the levels of learning strenght of school managers and teachers in public high schools, İnönü University Faculty of Education Volume 7. Issue 12.

Farris (1996) *Teaching, Bearing The Torch*. A Times Mirror Company. Brown-Benchmark

Gökçe (1993) The Relationship between Psychological Strenghts and Mental Health of University Students. Unpublished Master Dissertation, Ege University, Institute of Social Sciences, IZMIR.

Hunter AJ (2001) A Cross-cultural Comparison of Resilience in Adolescents. *J Pediatr Nurs*, 16:172-179.

Kararımak Ö, Siviş Çetinkaya R (2009) The Relationship between the Attachment Styles of Adults experienced earthquake and their Resilience. 18th National Educational Sciences Conference, 1st-3rd October, İzmir.

Karavardar G ( 2010) The relationship between certain personality traits and psychological intimidation. *Journal of New world Sciences Academy* . 5. (3)

Klag , S, and Bradley , G ( 2004) The role of hardiness in stress and illness : An exploration of the effect of negative affectivity and gender.*British Journal of Health Psychology*.9.137- 161

Koyun C,Kangalgil , M and Demirhan G.( 2007) The identification and comparison of levels of job satisfaction of the physical education teachers in elementary schools at the central districts of Ankara. The Proceedings of 5th National Symposium on Physical Education and Sports Teaching 2nd-3rd October 2007, Adana : Çukurova University, Physical Education and Sports School s 80-87

Kurt N. (2010 ) The Levels of job satisfaction and Resilience of Agile Force Personnel’s attitudes to cope with stress. Unpublished Master Dissertation. Gazi University, Institute of Education Sciences, Department of Educational Sciences, Department of Psychological Counseling and Guidance.

Masten AS, Reed MG (2002) Resilience in Development. CR Snyder SJ Lopez (Ed.), *The Handbook of Positive Psychology* (74-88). New York: Oxford University Pres, s.143

Maddi S.r ( 2004 ) Hardiness An operationalization of existential courage *Journal a Humanistic Psychology* 44 (3) .279-298



Motan and Gençöz (2009) How can we measure the resilience? Validity and Reliability Studies of Personal Opinion Scale in a Turkish Sample, *Journal of Crisis* 17.(1) 1- 13.

Priyadarshini S.K ( 2009) A study on occupational stress and hardiness among BPO employess. *Social Science International*. 25(1) 34-45

Şahin , Ş ( 2008) Physical education teachers' levels of burnout and life satisfaction. Unpublished Master Dissertation. Mersin University, Institute of Health Sciences. *Turkish Psychological Counseling and Guidance Journal* 9.1-9

IOJPE