



Effect of a-Week Summer Camp on the Hopelessness and Self-Esteem of the University Students Attending Sport Sciences Faculty

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Abstract: The aim of this study is to investigate the effects of participation in a 1-week summer camp on the hopelessness and self-esteem of the university students attending Sport Sciences Faculty. Participants were 36 university students assigned to experiment group using a random procedure. Coopersmith Self-esteem and Beck Hopelessness Scales were completed at the beginning and end of the summer camp by designed the university. The obtained data were analysed in the SPSS 18.0 program and the significance level was taken as 0.05. The descriptive statistics, independent simple t test, paired simple t test and Pearson correlation were used for analyse the data in the study. According to the results of the research, no significant difference was observed in the comparison of the hopelessness and self-esteem levels between pre and post-test. In addition, there was a significant difference in the hopelessness level of male and female students but any significant difference was not observed in terms of self-esteem. There was a significant relationship between hopelessness and self-esteem pre and post-test. These result shows that a 1-week summer camp cannot change the hopelessness or self-esteem level. However, as the self-esteem rises, the rate of despair decreases whereas as the despair rises, the self-esteem decreases.

Key Words: Hopelessness, self-esteem, Psychology, summer camp.



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1. Introduction

In general, most of the people tend to be desperate when they encounter big and various problem in the new world. The hope form your thoughts and your plans related to the future life. Also, the hope influences your mood positively or negatively. The result of this mood form mentioned is

the hopelessness. Strong empirical support exists for positive associations between hopelessness and behaviors along the suicide spectrum, including suicide ideation [1-3].

Therefore, hope is a crucial factor for all people to hold on to life. The development of 'Hope Theory' began in the 1980s, growing in close

association with the expansion in psychology of the field of cognition and the turn to positive psychology. It is pointed out that hope is always good and desirable; it is located as an individual, internal and, mostly, cognitive perceived capability for identifying routes to desires and for motivating action to follow such routes. So hope may motivate the pursuit of positive goals and the avoidance of negative outcomes [1, 4]. Hope is one of a family of measurable constructs related to positivity that includes optimism, self-esteem, wellbeing and happiness [1, 4, 5- 7].

Similarly to effect of hope on the mood, self-esteem can affect the mood of the people negatively or positively. Self-esteem plays an important role in living a good and happy life. In general, self-esteem reflects a person's overall subjective emotional evaluation of his or her own values which refers to self-confidence in his thinking skills⁸. Self-esteem is one of the human life necessities, and most experts consider it as the main factor in social-emotional adaptation [9, 10]. Knowing yourself and accepting yourself with all you have is one of the important factors provide you success in work and life, good relationships in society and happiness for throughout your life. Accepting yourself as who you are makes you more assertive person and this leads to find various opportunities in your life. From high or low self-esteem perspective, people with high self-esteem don't hesitate to discuss any subject they believe in. Self-esteem is often used as an indicator of the well-being of individuals, such that individuals with high self-esteem are presumed to have better mental health than those with low self-esteem [11, 12], and those with low self-esteem are believed to be always unhappy about all aspects of their lives [11, 12]. Individuals with low self-esteem lack self-confidence, whereas those with high self-esteem have elevated self-confidence. People with high self-esteem reported fewer complaints regarding social problems and a lower level of perceived stress than those with low self-esteem [13, 12]. High self-esteem is characterized by confidence and self-respect. Thus, self-esteem, an important element of people's lives, refers to how individuals feel about themselves and influences how they interact with their surroundings [14, 12]. On the other hand, people with low self-

esteem leads to many problem such as educational failure, loneliness, substance abuse, reality avoidance, and self-destructive behavior [9, 10]. So, some scholars consider self-esteem as a cultural protection against anxiety. High self-esteem causes high expectations. Studies show that people with high self-esteem are much more confident than those with lower self-esteem, thus they easily reach their goals and self-actualization [15].

In a hope and self-esteem perspective, hope and self-esteem can shape your life satisfaction and other many features with respect to happiness. Self-esteem plays an important role in our life. For an example, self-esteem provide to find our abilities and to motivate us for using them. So we can aware of the opportunities in our life with a positive outlook. Also, self-esteem is one of the human inevitable needs, which is considered as the sense of self-worth. Most scholars consider it as the main cause of socio-emotional adjustment [8, 9, 10]. Some scholars have taken it as a cultural trend in confrontation with anxiety. Studies have shown that people with high self-esteem are more confident than those with low self-esteem and their efforts will lead to success [15]. Low self-esteem may root in PMS physical and mental symptoms. Diverse treatments seem logical to be effective on psychological issues [10, 16, 17], which lead to a better performance in all phases of the menstrual cycle [10, 18, 19].

2. Method

2.1. Participants

Prior to beginning this study, a total of 36 university students ages 21,44±2,06 were recruited from different programs of a university in Turkey. All participants participated in the study voluntarily. Beck Depression Inventory and Rathus Assertiveness Schedule were used to determine the participants' scores of depression and assertiveness respectively. All participants were informed about the voluntary participation related to confidential of the research, process and any conditions in this period. Also, it is explained that they could withdraw at any stage without any conflict, if they want to give up.

2.2. Data Collection Tool

Beck Depression Inventory (BDI):

The BDI is a 21-question multiple-choice self-report inventory developed by Beck²⁰ for determining the severity of depression. When the test is scored, a value of 0 to 3 is assigned for each answer and the total score is compared to determine the depression's severity. BDI scores range from 0 to 63. Scores between 0 and 9 indicate minimal depression; scores between 10 and 18 indicate mild depression; scores between 19 and 29 indicate moderate depression; and scores between 30 and 63 indicate severe depression. Test retest reliability ranges from 0.86 to 0.9321, and a coefficient alpha of 0.87 has been reported in the study of Beck et al. [22]. The Beck Depression Inventory (BDI) was adapted to Turkish by Hisli [23] and reported that (BDI) Cronbach alpha coefficients were found to be 0.80 for the Turkish version [24].

The Rosenberg Self-Esteem Scale (RSES):

The RSES was translated into Turkish by Cuhadaroglu [25]. Cuhadaroglu reported test-retest reliability coefficients of .71 during a 4-week period in the Turkish version²⁶. One month after the first application of the test, testing was performed a second time. In the second application of the RSES, the correlation reliability coefficient between the points was found to be .7527. The RSES score is

calculated by first reverse coding the negatively worded items: 3, 5, 8, 9, and 10 (0 = strongly agree, 1 = agree, 2 = disagree, and 3 = strongly disagree), coding the positively worded items: 1, 2, 4, 6, and 7 (3 = strongly agree, 2 = agree, 1 = disagree, and 0 = strongly disagree), and then adding all of the items 1 to 10, to obtain a total score. The RSES score ranges from 0 to 30 with higher scores indicating higher self-esteem. Scores between 15 and 25 are within normal range, scores below 15 suggest low self-esteem, and scores above 25 suggest high self-esteem. For my study, a new variable, labeled self-esteem (SE), was created and RSES scores were categorized into ordinal data: 1 = low self-esteem or scores below 15; 2 = normal self-esteem or scores 15–25; 3 = high self-esteem or scores above 25²⁸, 12.

2.3. Data Analysis

All participants in the study were assigned code numbers for data entry and analysis. ID codes were given to participants in the beginning to match the pre and post-tests. The data were analysed using SPSS 16.0 Package Program. The level of significance was set at 0.05. Descriptive statistic was used to determine average of the age regarding participants. Also, t test and Pearson correlation test were implemented to determine differences between male and female and correlations between all parameters respectively

3. Results

Table 1 Correlation results of the participants

		age	gender	economi	pre-test of self- esteem	post-test of self- esteem	pre-test of hopelessness	pre-test of hopelessness
age	Pearson Correlation	1	-,270	-,112	,090	,141	-,060	-,065
	Sig. (2-tailed)		,111	,517	,603	,411	,729	,708
	N	36	36	36	36	36	36	36
gender	Pearson Correlation	-,270	1	-,134	,140	-,338*	-,106	,294
	Sig. (2-tailed)	,111		,435	,416	,044	,538	,082
	N	36	36	36	36	36	36	36

economy	Pearson Correlation	-,112	-,134	1	,235	-,145	-,046	,016
	Sig. (2-tailed)	,517	,435		,168	,398	,792	,926
	N	36	36	36	36	36	36	36
pre-test of self-esteem	Pearson Correlation	,090	,140	,235	1	-,204	-,553**	,242
	Sig. (2-tailed)	,603	,416	,168		,232	,000	,156
	N	36	36	36	36	36	36	36
post-test of self-esteem	Pearson Correlation	,141	-,338*	-,145	-,204	1	-,006	-,793**
	Sig. (2-tailed)	,411	,044	,398	,232		,972	,000
	N	36	36	36	36	36	36	36
pre-test of hopelessness	Pearson Correlation	-,060	-,106	-,046	-,553**	-,006	1	-,136
	Sig. (2-tailed)	,729	,538	,792	,000	,972		,429
	N	36	36	36	36	36	36	36
post-test of hopelessness	Pearson Correlation	-,065	,294	,016	,242	-,793**	-,136	1
	Sig. (2-tailed)	,708	,082	,926	,156	,000	,429	
	N	36	36	36	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

Table 2 Results of the pre-test and post-test

	Gender	N	Mean	Std. Deviation	p
Test of self-esteem	Pre-Test	12	80,27	15,68	,185 P>0.005
	Post-test	24	74,22	18,86	
Test of hopelessness	Pre-Test	12	3,88	3,75	,333 P>0.005
	Post-test	24	4,88	4,33	

As shown in table 1, there was a relationship between gender and pre-test of self-esteem. There was a strong relationship between pre-test of self-esteem and pre-test of hopelessness. Similarly, there was a strong relationship between post-test of self-esteem and post-test of hopelessness. This shows that if the hopelessness level decreases, self-esteem level increases, in other way, if the self-esteem increases, the hopelessness level decreases of the

University students.

As shown in Table 2, according to the results of the research, no significant difference was observed in the comparison of the hopelessness levels between pre and post-test. In the same way, no significant difference was observed in the comparison of the self-esteem levels between pre and post-test.

Table 3 Differences between male and female

	Gender	N	Mean	Std. Deviation	p
Test of self-esteem	Female	12	78,7500	18,72281	,416 P>0.005
	Male	24	83,3333	5,86722	
Test of hopelessness	Female	12	78,6667	17,95324	,044 P<0.005
	Male	24	65,3333	18,15756	

As shown in Table 3, there was a statistically significant difference between hopelessness score of the female and male participants in the study ($P<0.005$), and no statistically significant difference was found between the assertiveness score of the female and male participants in the study ($P>0.005$).

4. Discussion

The objective of this study was to investigate and evaluate the relationships and differences between hopelessness and assertiveness conditions of the university students. In this perspective, similar studies in the literature were compared to results of the present study. Many parameters are related to hopelessness such as depression, anxiety and stress etc. The result of the research showed that no any statistically significant relationship between hopelessness and some parameters such as illness, gender etc. Whereas it was found a significant relationship between hopelessness and assertiveness of the participants.

When the research results are examined, there was a relationship between gender and pre-test of self-esteem. There was a strong relationship between pre-test of self-esteem and pre-test of hopelessness. Similarly, there was a strong relationship between post-test of self-esteem and post-test of hopelessness. This shows that if the hopelessness level decreases, self-esteem level increases, in other way, if the self-esteem increases, the hopelessness level decreases of the university students. According to the results of the research, no significant difference was observed in the comparison of the hopelessness levels between pre and post-test. In the same way, no significant difference was observed in

the comparison of the self-esteem levels between pre and post-test. There was a statistically significant difference between hopelessness score of the female and male participants in the study, and no statistically significant difference was found between the assertiveness score of the female and male participants in the study.

In general, in line with previous studies, there is a strong relationship between hopelessness and mood conditions of the people. Yigiter [24] said that high hopelessness level influence the mood condition of the people in negative direction. Therefore, he and some researchers try to figure real problem out that how can people decrease the level of hopelessness and increase the assertiveness and self-esteem etc. levels of the people? Some researchers investigated the real answer for mentioned question above. Most important results of the research showed that sport participation can change the mood conditions of the people as long as they continue to do it in their daily lives. For example, Kirkcaldy et al. [29], stated that physically active people protect themselves against depressive and self-debilitating thoughts. Sport participation has been shown to have a positive effect in reducing individuals' levels of hopelessness [12, 30, 31]. With respect to assertiveness considerations, the recreational physical activities can provide many benefits properties with similar characteristics of assertiveness [32]. Sport Education was shown to be a useful instructional model for improving a variable (assertiveness) directly related to personal and social responsibility [33].

As mentioned before, the benefits of sports participation on physical and mental health are widely recognized [34, 35, 36]. In general, participating in sport, whatever it is, just not

contribute to young but also children and older people. Sports participation not only positively influences anthropometric measures like body weight and body composition [36,37], children's health also improves in terms of physical fitness [35,36,37,38] which can be considered one of the most important markers of health [35,36]. Sports participation at a young age positively contributes to the development of the child's motor coordination since involvement in physical activity provides more opportunities to learn and refine motor skill executions [36,39,40]. Physical activity can be beneficial for older adults physically⁴¹, mentally [41,42] and socially^{41,43} health. Besides the health benefits of regular participation, other aspects of participation among older adults have also been reviewed. Previous systematic reviews on physical activity in this population group have for example focused on: the physical health risks involved in participation [41,44]. Besides the sport participation, positive thinking and positive plan for future make the people more hopeful. Rory et al., [44] investigated the relationship between positive thinking and hopelessness. Results of their study pointed out that positive expectations buffer the relationship between stress and hopelessness. Individuals who perceive high levels of stress but who can think of positive future events report lower levels of hopelessness compared to similarly stressed individuals reporting fewer positive future thoughts.

The present study has some limitations which should be reminded for future researcher and studies. For example, we used a small sample for the study. Also, second limitation is that research has a week program; time is not enough to evaluate all results in a validity and reliability. Last weak point in the process of the present study was that experimental and control groups were not compared in terms of self-esteem and hopelessness levels to define the differences. Some recommendations should be used in future studies, for example, similar studies should use over a longer period of time to track and define real causal direction of the differences and correlations between parameters for more trustable results and reach a lot of participants for determining and comparing some features related to psychology.

5. Conclusion

In accordance with the explanations above, the present study aimed to investigate the effects of participation in a 1-week summer camp on the hopelessness and self-esteem of the university students attending Sport Sciences Faculty. The results of the research pointed out that a week sports program was not enough to elevate or change the self-esteem level of the university students in positive direction and also to decrease hopelessness level of the university students. This research was conducted on the PE students. May be this inhibited to decrease hopelessness level and elevate self-esteem level of them. Because they have been already participated in the sports activities in their daily life. Moreover, it should be noted that the data of the present study supported that there is a relationship between self-esteem and hopelessness. Namely, as the self-esteem rises, the rate of despair decreases whereas as the despair rises, the self-esteem decreases.

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