

THE EFFECT OF RECREATIVE ACTIVITIES ON HOPELESSNESS LEVEL OF THE STUDENTS

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Abstract

Purpose. The purpose of this study to verify the effects of the recreative activities to the student's hopelessness level at 13 years old children. In our study 30 female (age:13) and 24 male (age:13) students from Kocaeli Atatürk Primary School have participated as volunteer.

Methods. The labour that was organised to observe the exchange of children's ranks of despair, continued 8 weeks, 2 days per weeks, 1 hours per days.

The students that have attended the research were tested before and after the activities. The test, had each 20 questions, were about "Beck Hopelessness Scale".

Results. The datas were appraised according to Beck Hopelessness Scale. After the evaluation of the datas, the dispersion about the frequency and percentiles were tabulated. According to results of Willcoxon Signed Ranks Test, there were no meaningful discrepancy between the first and the last test scores of boys. However, it is founden between the first and the last test scores of girls, meaningful discrepancy about ($p < 0.05$).

Conclusions. This study showed that hopelessness level can be develop by recreative activities in children. By focusing on these kinds of activities in schools, it will provide an improvement of hopelessness level of children, also a quiet and independent life.

Key words: Hopelessness, recreative activities

Purpose

Recreation is a reaction that, the aesthetic experience, to achieve personal goals or It is a positive feedback to others. One of the causes of despair is that young people don't know, they are not aware or they can't find the units which they would get economic, health, cognitive and social support. Despair is an occasion that happens to people consistently. In order to be able to eliminate the despair which comes out due to the psychological problems that are based on different reasons, recreative activities have big importance. By these recreative activities, the students are going to get relaxed and they will be able to feel better themselves (Karaküçük, 1999). Hope and despair, they both are reflectance of possibility of the opportunities which People's access to their real goals in the future. Hope an despair symbolize the opposite expectations. When there is prevision of ability of the plans which is put into practice to achieve the goal in hope, there is judgement of failure in despair. These two extreme expectations would vary from person to person, from situation to situation depending on when and how you perform to make the expected result real (Dilbaz and Seber, 1993).

Method

Research comprises 30 girls, 24 boys, a total of 54 students consist of 7th class of the Ataturk Primary School. Before starting to the studies, the students who attend to the study have been imformed about the content of the study by

getting permission from the institution which the study were going to be done in there. The study that was made to see how the students's despair level could change with the activities has continued 2 days per week, 1 hour per day, a total of 8 weeks. The students joined to the activities as regularly and enthusiastic. Activities were done in the school's garden and in the class. Work program was presented in additional 3. Before and after events, "Beck Hopelessness Scale" (BHS) (Beck, 1974) consists of 20 questions was applied to the participant students. Turkey adaptation (Durak, 1994) was made. After the participant have been explained about the survey, consists of 20 questions, they were asked to mark convinient options. BHS is a scale that individuals can answer by themselves, easy to apply and it is graded between 0-1. There is imformation at the beginning of the form about how to respond. There is no time limit. 11 of the question is "YES" option, 9 of them is "NO" option and it is given 1 point. Recieved scores are assumed to be high. The survey form is presented in additional 1. BHS is used to measure individual's negative expectations for the future. It is self-evaluation scale. It is applied to adolescents and adults. Introduction of the scale is in the additional 2. After recieved data has been evaluated in SPSS 13.0 package program according to the BHS Scale, frequency and percentage distributions were brought into the spreadsheet. Also, Wilcoxon Test was used to determine the level of development within girls and boys research group's despair contitions. 0.05 was taken as significance level.

Table 1. Distribution of the male students according to the BHS points. There are front test and final test results of male students according to the BHS in table 1.

FIRST TEST			FINAL TEST		
BHS POINTS	N	%	BHS POINTS	N	%
1	3	12.5	1	3	12.5
2	4	16.7	2	6	25.0
3	4	16.7	3	10	41.7
4	6	25.0	4	3	12.5
5	2	8.3	5	1	4.2
6	2	8.3	6	1	4.2
8	1	4.2	-	-	-
10	1	4.2	-	-	-
12	1	4.2	-	-	-
51	24	100.0	21	24	100.0

Table 2. Distribution of the female students according to the BHS points. There are front test and final test results of female students according to the BHS in table 2.

FIRST TEST			FINAL TEST		
BHS POINTS	N	%	BHS POINTS	N	%
1	4	13.3	0	2	6.7
2	6	20.0	1	4	13.3
3	6	20.0	2	10	33.3
4	7	23.3	3	8	26.7
5	2	6.7	4	6	20
6	1	3.3	-	-	-
8	3	10.0	-	-	-
9	1	3.3	-	-	-
38	30	100.0	10	30	100.0

Table 3.The Wilcoxon Signed Ranks Test results regarding the value of Men Research Group's first and last hopelessness test.

PARAMETER	Z VALUE	ACCOUNT F	LEVEL PARAMATERS MEANING
	- 1,645	0,100	P>0,01*

Table 4. The Wilcoxon Signed Ranks Test results regarding the value of Girl Research Group's first and last hopelessness test.

PARAMETER	Z VALUE	ACCOUNT F	LEVEL PARAMATERS MEANING
	- 2,819	0,005	P<0,05*

*Significant at 0.05 level.

Results

The datas were appraised according to Beck Hopelessness Scale. After the evaluation of the datas, the dispersion about the frequency and percentiles were tabulated. According to results of Willcoxon Signed Ranks Test, there were no meaningful discrepancy between the first and the last test scores of boys. However, it is founden between the first and the last test scores of girls, meaningful discrepancy about ($p < 0.05$).

Discussion and Conclusion

Demirci and his-her friends have answered in their study which was done in 2007, titled research of the review of education with game for child's healthy growth to first level primary education teachers, for education of game on the impotence of the child's healthy growth, % 58.6 very important, % 35.7 important, % 5.7 short important. As it will be understood from these results, there is a big importance of recreational games for children healthy growth (Gözaydın et al., 2007).

Dilbaz and Seber hopelessness is defined as the negativity expectation less than zero to make a job or a goal real. Hope and despair symbolize opposing expectations. When there is foresight of being able to succeed in the plans which is put into the practice to reach the goal in hope, there is judiciary of the failure in despair. These two extreme expectations would vary from person to person, from situation to situation depending on when and how you perform to make the expected result real (Dilbaz and Seber, 1993).

In Toros and his-her friends's study which determines the familial risk factors of child and

adolescent suicide attempts, they identified that there is the presence of suicide behavior in the family, domestic communication problems, the number of imposed penalties, changing of the economic situation generate the familial risk factors in depression (Bayazıt and Ulusoy, 2005).

Sayar and his-her friends, they have founded in their study that female students have shown significantly higher degree of depression and anxiety scores comparing to the boys, on the other hand, male students have shown significantly higher degree of despair an extroversion scores comparing to the girls (Sayar et al., 2002).

In Bayazıt, Yenigün, Bayazıt , Karagün's (2004) study, it may be possible to connect the reason of the male volleyball players having lower despair level because of the volleyball is the branch of the team sport, the athletes have the responsibility and the spirit of the team, the awareness of living success and failure together, besides athlete's trust for himself increasing the the trust for his teammates, his closeness and consistency in his social relations, his confidence to take care of his responsibilities and the opportunities which are provided by clubs and universities for him.

In a study named comparison study in 9-14 age group children's self-sufficiency and social skill levels, it's seen that children who make sport are more successful and social than who don't make. Also our study supports Onursal and his-her friends's study by identifying the students self-sufficiency after activities (Onursal et al., 2007).

In study named effects of playing basketball when they have free time in 11-14 age group of male students's development, it has come

up that recreative content of basketball game contributes positive results for children's personality development (Togo et al., 2007).

In study titled effects of dance, swimming and tennis activities which is applied to age 13-14 Age School Teen on child's social development, it has obtained that the activities that the students have done short of the class, contributes positive results to their social development (Gözaydın et. al., 2007).

The life experiences which will be provided by reaction in the face of reasons that cause of despair by affecting people's self-confidence, we believe that these activities are going to provide greatest opportunity for children and young people to solve the problems that they would face in society, to be able to improve their creative thoughts and to be integrated in the society.

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