International Online Journal of Educational Sciences, 2014, 6 (2), 373-380

iojes
www.iojes.net

International Online Journal of Educational Sciences

ISSN: 1309-2707



A Research on the Learned Resourcefulness and Psychological Vulnerability Levels of the School of Physical Education and Sports Students

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ARTICLE INFO

Article History:
Received 20.03.2014
Received in revised form 14.05.2014
Accepted 25.05.2014
Available online 10.08.2014

ABSTRACT

This is a descriptive research conducted for determining the relationship between the learned resourcefulness and psychological vulnerability levels of the School of Physical Education and Sports students. Research group is composed of 206 students who have studied in the School of Physical Education and Sports of Sakarya University in 2013-2014 academic year. Rosenbaum's Learned Resourcefulness Scale (RLRS) was used to determine the learned resourcefulness level and Psychological Vulnerability Scale was used to determine the psychological vulnerability level in the research. The data on characteristics of students was obtained from the Personal Information Form (PIF) developed by the researcher. T test, one-way ANOVA and Pearson Product-Moment Correlation Coefficient were used for the analysis of the learned resourcefulness and psychological vulnerability levels of the university students. Statistical Package for the Social Sciences (SPSS) 15.0 was used in the analyses. As the result of the research, no significant difference determined between the learned resourcefulness levels in terms of gender, sibling number, parental attitudes and socioeconomic level. Besides, the relationship between the learned resourcefulness and psychological vulnerability scores of the university students was found insignificant.

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Keywords:
Learned Resourcefulness, Psychological Vulnerability, Sports Education

Introduction

Learned resourcefulness refers to a repertoire of behaviors including "use of cognitions and self-instructions to control emotional and physiological responses, application of the problem-solving strategies, ability to delay immediate gratification, and general belief in one's ability to self-regulate internal events" (Rosenbaum 1980a:110) that individuals acquire throughout their lives to cope effectively with stressful life events and to an ability by which the individual is able to control the factors such as emotions and thoughts that interferes with the execution of a target behavior (Rosenbaum, Jaffe 1983:215-225).

Learned resourcefulness was first determined by Rosenbaum as a strategy to cope with stress. "Learned resourcefulness is" an acquired repertoire of behavioral and cognitive skills with which the person is able to regulate internal events (such as emotions, pains and cognitions) that might otherwise interfere with the smooth execution of a target behavior (Rosenbaum, Jaffe 1983:215-225).

Learned resourcefulness refers to the ability with which the individuals free themselves from stressful environments consciously (Dag, 1991). It's only possible by controlling internal events to cope effectively

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DOI: http://dx.doi.org/10.15345/iojes.2014.02.011

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with stress. And controlling internal events is directly proportionate to self-assessment skills such as overcoming emotional and physiological responses, planning, decision-making, problem-solving, delaying immediate gratification, and self-regulating internal events (Yalcin, 2007). According to Rosenbaum, the skills under the learned resourcefulness are learned through informal ways from an early age and the learned resourcefulness levels vary in individuals raised in different environments (Rosenbaum 1983). Such skills developed under the learned resourcefulness are closely related to life stories and experiences of individuals (Erden, 2014).

Culture, humanitarian basis to examine the effect of the emotional structure that is required to make sense of their feelings. Human's anger, happiness, sadness, fear and hatred are composed of five basic emotions. Individual plans, needs and desires is blocked and injustice, injustice in cases when it detects a threat to their self or vice versa, according to its laws favorable developments reveal the emotions. Individuals as a result of the positive or negative life event and then loading have emotional anxiety (Bilge&Pektaş,2004).

Licata et al (2003) when defining the concept of learned resourcefulness drew attention to the scarcity of resources and low organizational support staff employee stated performance. According to them, learned resourcefulness "job related The purpose in performing a combination of scarce resources and barriers to keep a feature that is used to overcome stable "is learned strength without the need for external support to cope with challenges force. In cases where an individual's performance on the basis of the concept from others to ask for help or to receive help from others, but self-help to lie (in Zauszniews, et al., 1999, cited by Çakır,2009)

Learned resourcefulness, the difficulties in a variety of habitats, voltage and power and strength to fight against the problems of individuals demonstrating format is a personal trait. Working life of individuals, economic, social, psychological and cultural aspects and enables them to meet the needs is an important part of life satisfaction. However, it is a habitat full of difficulties and problems. Individual sources of stress are an important part of business life. Job stress in the work of individuals from the nature of the organizational environment, working conditions, labor relations and employees may result from the nature of the psychological and physiological effects of angle may cause adverse effects on the health. However, each individual's struggle and resistance against stress due to differences in the strength of their level of stress is also different. Learned resourcefulness, this is considered as one of the personal characteristics that make the difference (Çakır,2009).

Having learned resourcefulness skills to individuals with negative emotions, for example coping with bad habits, get rid of, the healthy living diet in the implementation of boring, but the bounden duty of the in finishing and in daily life they encounter other obstacles to overcome that helps as a feature emerges. Individuals with high level of learned resourcefulness when faced with difficulties, hardships and struggling against the stubborn and persistent and are spending more effort to achieve the objectives. If less powerful individuals being prone to stop fighting and faced defeat or incompetent responsibility of the state consists of power by connecting to admit defeat (Çakır 2009, cited by Yürür, 2010)

If the individual has a high level of learned resourcefulness, it means they have many coping strategies and extensive self-control skills in their repertoire. Thus, it’s thought that an individual who possesses these characteristics is less affected by the stressors (stressful events), their risk of experiencing psychological problems is reduced and they are more resistant to learned helplessness (Dag, 1992: 2).

Psychological vulnerability is defined as a cognitive belief pattern that reflects the dependency to success and receiving approval of other people in order to provide individual's sense of self-esteem. The dependency of individual to concrete achievements and self-affirmation of other people makes him vulnerable to the life changes which affect the sense of self-esteem of the individual and erratic behaviors of the individual and the ability of individual to achieve his aims and purposes (Sinclair&Wallston, 1999). Weismen (1976, cited by Akin&Eker, 2011) Weismen defined the vulnerability as an emotional difficulty including negative attitudes related to recovery and lack of social support and unstable coping capacity. Psychological vulnerability is only be defined as an inability in sources but also with the relationship between dependency pattern and sources which allow to retrain from threats sourced by his dependencies (Lazarus&Folkman, 1984, cited by Akin&Eker, 2011).

Disadvantageous individuals such as women, elders, singles and the poor are affected more from stressful lives and traumatic life events (Kessler, 1979; Kessler&Cleary, 1980; Kessler&Essex, 1982; Langner&Michael, 1963; Pearlin&Johnson, 1977; Thoits, 1982, cited by Akin&Eker, 2011). The lack of psychological and social resources of disadvantageous individuals that enable them to develop coping strategies when they are exposed to stress causes the formation of psychological vulnerability (Kessler&Essex, 1982; Kohn, 1968; Langner&Michael, 1963; Liem&Liem, 1978; Pearlin&Johnson, 1977; cited by Akin&Eker, 2011) Psychological disorders occurs more for these individuals when compared to others without disadvantages in terms of psychology when they encounter stressful lives constantly. When evaluated socio-demographically, it is expressed that individuals in lower classes have higher potentiality to experience psychological disorders. Socio-demographic structure and stressful lives seem to have a relationship and the effect of this interaction is called as psychological vulnerability or psychological sensitivity (Kessler, 1979; Pearlin&Johnson, 1977; Thoits, 1982; Turner&Noh, 1983; cited by Akin&Eker, 2011).

The researches conducted in our country about problems of university students have showed that majority of students experience adjustment disorders which arise together with symptoms such as being uninterested and even apathetic towards courses, decline in academic achievement, nutrition and sleeping disorders, depressive feelings, tediousness and irritability (cited by Suruk 1994:18). Individual must be strong enough to cope with distressing events and psychological pressures caused by these events (Marasli, 2003:11). Individuals who fail to develop learned resourcefulness tend to develop unhealthy dependencies. For example, it was stated that people who consume more alcohol have low learned resourcefulness.

It is important to prevent university students to develop unhealthy dependencies against their problems in university; to make them solve their problems in healthy ways; to make them able to control themselves, to make them able to use the healthy coping methods; to increase their level of learned resourcefulness and so to reduce psychological disorders (Yalcin, 2007).

University education aims at not only academic development of university students but also the development of individuals in all aspects because university students are on the way of becoming an adult. They should establish intimate relationships, deal with the problems they face and develop themselves. Therefore, self-acceptance and learned resourcefulness of university students are important concepts in coping with the environmental and developmental stressors and in the development of healthy personality (Ceyhan A.A.& Ceyhan E., 2008)

During the literature search performed, it was seen that all studies related to learned resourcefulness have been conducted on various faculties of universities due to reasons mentioned above but especially found that there are not more studies conducted related to the levels of learned resourcefulness of students studying in Schools of Physical Education and Sports, Department of Sport Management. The importance of this study can be considered higher because of this reason.

Method

Population and Sample of the Study

The study population consists of students studying in the Schools of Physical Education and Sports in the 2013-2014 academic year. 1st, 2nd, 3rd and 4th grade students of the department of Sports Management of the Sakarya University, School of Physical Education and Sports comprise the study sample.

Data Collection Tools

Personal Information Form was prepared by the researcher after examining the related literature for the study. Information about students' gender, number of siblings, parental attitudes and socio-economic levels were collected by use of this Personal Information Form.

"Rosenbaum's Learned Resourcefulness Scale" (RLRS) of which the validity and reliability studies had been conducted in Turkish by Sica and Dag and developed by Rosenbaum in order to determine the learned resourcefulness levels of students was used in the study (Savasir and Sahin, 1997). The answers of the scale

with a total of 36 expressions were scored as 1=Does not describe me at all, 2=Describes me slightly well, 3=Describes me well, 4=Describes me quite well and 5=Describes me very well. The reverse-scoring was applied to 11 items of the scale (4th, 6th, 8th, 9th, 14th, 18th, 19th, 21st, 29th and 35th items). Dag (1991) obtained 12 factors related to the Learned Resourcefulness Scale. These are planned behavior, mood control, control of unwanted thoughts, impulse control and planned behavior, competency and easing oneself, pain control, procrastination, help seeking, take positive, attention orientation, flexible planning, supervised seeking and sub-scales were not used in this study and the entire of the scale was subjected to evaluation. Each individual can get scores between 36 and 180 from the scale and the high scores mean that relevant individual has high self-control skills, in other words, indicate that coping strategies represented in the scale were applied frequently (Savasir and Sahin, 1997; Dag, 1991; 1992).

The Psychological Vulnerability Scale which was developed by Sinclair and Wallston (1999) and of which validity and reliability studies were carried out by Akin and Eker (2011) was used to determine psychological vulnerability levels of students. The scale includes 6 items in total as 1=strongly oppose and 5=strongly favor. In the confirmatory factor analysis conducted for justifying the one-dimensional psychological vulnerability model, the fit index values were determined as $x^2 = 7.82$, df = 9, RMSEA = .001, NFI = .97, CFI = 1.00, GFI = .99, AGFI = .98, RFI = .95, and SRMR = .025. Cronbach alpha internal consistency reliability coefficient was found .75.

Findings

Table 1.T-test results of the scores in the learned resourcefulness scale of the students studying in the school of physical education and sports in terms of gender

Gender	n	$\overline{x}$	*s*	*Sd*	t	p
Female	70	116.68	13.98	204	.35	.001*
Male	136	116.75	13.73			

P<,05

As seen in Table 1, the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports do not differ significantly in terms of gender [t(204) =.35, P>,05].

Table 2.ANOVA results of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports in terms of sibling number

Resource of variance	Sum of Squares	Sd	Mean of Squares	f	p
Between-group	669.591	4	167.398	.879	.478
Within-group	38298.724	202	190.541		
Total	38968.316	206			

As seen in table 2, the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports do not differ significantly in terms of sibling number[F(4-201)=.879, p>,05].

Table 3. ANOVA results of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports in terms of parental attitudes

Resource of variance	Sum of Squares	Sd	Mean of Squares	f	p
Between-group	929.638	3	309.879	1.646	.180
Within-group	38038.677	203	188.310		
Total	38968.316	206			

Considering table 3, it's seen that the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports do not differ significantly in terms of parental attitudes [F(3-202)=1.64, p>,05]

Table 4.ANOVA results of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports in terms of socioeconomic level

Resource of variance	Sum of Squares	Sd	Mean of Squares	f	p
Between-group	253,910	2	126,955	,666	,515
Within-group	38714,406	204	190,711		
Total	38968,316	206			

Considering table 4, it's seen that the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports do not differ significantly in terms of socioeconomic level [F(2-203)=,666, p>,05].

Table 5. The relation of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports with their scores in the Psychological Vulnerability Scale

		Learned Resourcefulness	Psychological Vulnerability
Learned Resourcefulness	Pearson Correlation	1	-,032
	Significance	.	,650
	N	206	206
Psychological Vulnerability	Pearson Correlation	-,032	1
	Significance	,650	.
	N	206	206

Considering table 5, it's seen that the relation of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports with their scores in the Psychological Vulnerability Scale is insignificant (p<,05).

Discussion

The findings of the research show that learned resourcefulness levels of the students studying in the School of Physical Education and Sports do not differ significantly in terms of their gender. When the literature is reviewed, similar findings were found (Suruk, 1994; Ozturk, 2006; Coskun, 2010; Akkaya, 2009; Donmez and Genc, 2006; Turkel, 2006; Zausniewski et al., 2002 and Akgun and Ciarrochi, 2003, Nergiz, S. et al., 2014). It was asserted that women has a higher level of learned resourcefulness compared to men in the researches of Coskun, (2007) and Karakoc (2009); while it was said that male students have a higher level of learned resourcefulness compared to the females in the study of Sarici (1999).

It's possible to say that the insignificant difference in the learned resourcefulness levels of the participated individuals in terms of gender may be related to their ages. There are various researches in literature about the effect of gender on learned resourcefulness. Within the context of gender, different findings were obtained in the studies carried out in our country (Erden S.& Ümmet D. (2014)

In other research, the findings revealed that in general, the students' self-acceptance level increased in the four-year period that included university education. With respect to gender, the self acceptance level of female students was found to increase during their university education, while no difference was observed in that of male students. Moreover, there was no change in the level of their learned resourcefulness in the four-year period in terms of gender (Ceyhan & Ceyhan, 2008).

The learned resourcefulness levels of the students studying in the School of Physical Education and Sports do not differ significantly in terms of their sibling number.

The learned resourcefulness levels of the students studying in the School of Physical Education and Sports do not also differ significantly in terms of parental attitudes. In a other study conducted by (Eroglu et all 2014), learned resourcefulness is of central importance to understanding the psychological adjustments by which mothers estimate whether their personal capacities and resources of social support meet the demands of stressful situations. Mothers with significant learned resourcefulness are purported to be better at

managing stressful events by using personal capacities and social sources. They attempt to change situations to benefit them, for they believe in their competence to do so (Eroglu et all 2014).

It's also seen that the learned resourcefulness levels of the students studying in the School of Physical Education and Sports do not differ significantly in terms of their socioeconomic levels. No significant difference was also found in the learned resourcefulness levels of the students in terms of socioeconomic levels in the research conducted by (Akkaya, 2009).

Students come in a variety of research techniques with stress with stress out of knowing which of the forms of social support thriving cultural features, problem solving and effective on the level refrain from dealing with questions that have expressed (Bilge&Pektaş,2004).

According to the findings of the study of Sarici (1999:II-III), there was no significant difference between the persons having a low socioeconomic level and the ones having a high socioeconomic level in terms of the learned resourcefulness levels and the persons having a medium socioeconomic level have the highest learned resourcefulness levels considering the difference between the socioeconomic level and the learned resourcefulness. In the study of Suruk (1994:96-99), on the other hand, a significant difference was determined in the learned resourcefulness levels of students in terms of their family income level.

With the participation of university students in Samsun province, according to the findings obtained in a survey; As a long-term students living in provinces and major cities in coping with stress, self-confident approach that uses more than other students; In the long term, in villages, towns and cities of the students who lived in coping with stress helpless than students who lived in large cities shows that many uses (Karahan ve Eplikoç, 2007; cited by Bezci, 2010)

In other research, on college students to be successful stress level that prevents learned resourcefulness suggesting that it can minimize. In addition, results of the study low learned resourcefulness level of academic achievement of students who have was found to be low (Akgun, 2004; cited by Polatcı&Boyraz, 2010)

It's seen that the relation of the scores in the Learned Resourcefulness Scale of the students studying in the School of Physical Education and Sports with their scores in the Psychological Vulnerability Scale is insignificant. In the research of Dag (1992), on the other hand, the relation between the learned resourcefulness and psychological indications was examined and a significant inverse correlation was founds between the learned resourcefulness and psychological indications. In the research of Levesque et al. (2003), it was stated that participating in various forms of exercises and physical activities is effective for controlling one's own behaviors for some theoreticians.

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