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Investigation of the Relationship between Psychological Resilience, Patience and Happiness Levels of Physical Education Teachers

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Abstract: The research aims were to examine the relationship among psychological resilience, patience, and happiness levels of physical education teachers employing in İzmir, Afyonkarahisar, and Muğla provinces in the Aegean Region and was to explain whether psychological resilience and patience levels predict happiness. The research was a descriptive study in the relational scanning model. The study participants consisted of 336 PE teachers, 182 (54.2%) were males, and 154 (45.8%) were females.. The data were obtained using the Brief Resilience Scale (BRS), Patience Scale and Oxford Happiness Questionnaire. In the analysis of data were used SPSS 25 statistical program. The analysis of the data descriptive statistics, correlation, and statistical regression methods were used. As a result of the research, it was determined that the psychological resilience, patience, and happiness levels were at medium levels according to the average score the PE teachers got from the scales. It was found that there is a moderate positive relationship between PE teachers' psychological resilience, patience, and happiness levels, and psychological resilience and patience levels are a significant predictor of happiness.

Keywords: *Psychological resilience, patience, happiness, physical education.*

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Introduction

Education is a process that helps the individual's personal development and takes them as a basis, prepares them for adult life, and helps their income the required knowledge, skills and behaviours. The teaching branch, an important part of the education system in this process, is of great significance today. The main purpose of education is to provide qualified human resources. A talented person who has developed themselves mentally and physically is a person who can establish social relationships in the society where they spend time. In this sense, the importance of sports in raising qualified people cannot be denied. It should not be overlooked that educational institutions have an essential place in realising educational objectives and adding value to students (Ulukan, Şahinler et al., 2020). Those who prefer the teaching profession are expected to have sufficient sensitivity towards the students they will frequently address (Karayol & Eroğlu, 2020).

Physical education and sports understanding explain what individuals do for their physical, mental, mental health, well-being and solidarity, and the benefits to society in terms of psychological, sociological, physical, physiological and spiritual aspects (Aygün, 2019; Eroğlu, 2019; Sunay, 2016). Today, it is clear that physical education and sports will be more beneficial for individuals when done consciously. In this case, physical education and sports, which are indispensable elements for human life, also have an essential place in education.

Determining teachers' psychological resilience, patience, and happiness levels are very important to contribute not only to effective teaching and learning but also to the holistic development of students. When education is going through a difficult pandemic process, it is also essential to determine the emotional state levels of teachers. In this context, the study's main purpose was to determine physical education teachers' psychological resilience, patience levels, and happiness levels during the pandemic process where their difficulty performing their studies; and is to examine whether their psychological resilience and patience levels predicted happiness.

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The research has been tried to be explained with the following problems.

1. What are the psychological resilience, patience, and happiness levels of PE teachers?
2. Are the psychological resilience levels of PE teachers a predictor of happiness?
3. Are patience levels of physical education PE teachers a predictor of happiness?
4. Is there a relationship between psychological resilience, patience, and happiness levels of PE teachers?

Literature Review

Psychological Resilience

Psychological resilience seems to be an essential factor in overcoming the difficulties people experience, examining their psychological needs, and adapting to life. Psychological resilience is tried to be explained in different ways in studies from past to present. Psychological resilience stands out as a significant issue in staying strong against negative experiences. Firstly, the psychological resilience used by Block in the literature was defined as the ability to cope with adverse events and the adaptation process (Block, 1950, as cited in Karairmak, 2006, p. 131). Grotberg (1995) defined psychological resilience as a human competence that enables us to encounter difficulties in our lives, overcome these difficulties, and even come out stronger from these difficulties. In another definition, psychological resilience is the ability to maintain well-being by developing resistance to negativities that may cause psychological disturbances and to be affected at the lowest level from the negative effects of this situation when stressed (Kurt, 2011). American Psychological Association (APA, 2020) concept of psychological resilience; defines it as a function of adapting well to events or situations when individuals encounter distressing, traumatic, tragic, threatening, and healthy stress sources.

Psychological resilience is described as the skill of an individual to adjust completely to difficulties and protect mental health (Hausser & Allen, 2007; Ristevska-Dimitrovska et al., 2015). According to Bogaerts (2013), it is defined as the ability to act decisively when faced with difficult and severe situations, act by balancing the relationship between taking responsibility and capacity, and recover mentally, socially, and physical event. Luthar and Cicchetti (2000) called psychological resilience a dynamic, positive adaptation process despite the high-risk situation or the experience of chronic stress, difficulty, or trauma. In general, psychological resilience, which is seen as an effective personal competence in protecting the individual's mental health and achieving his goals under difficult lives, emerges when the individual adapts to the negativities caused by the risk situation and achieves positive results when the individual activates protective factors in the face of traumatic events (Güloğlu & Karairmak, 2010; Karairmak & Siviş-Cetinkaya, 2011; Ungar, 2008).

When the definitions of psychological resilience are examined, it is seen that factors such as adapting to the difficulties of life and overcoming difficult living conditions are effective. Psychological resilience, which adapts individuals to the difficulties and difficulties caused by frustration, is abilities that save them from obstacles or stress (Bulthuis, 2008; Kearney, 2010). Psychological resilience is expressed as the ability to withstand the difficulties and stressful events faced by the individual throughout life (Mandleco & Peery, 2000).

Kahvecioğlu (2016) defines psychological resilience as a capacity that demonstrates that an individual who is likely to encounter challenging situations and difficult environmental conditions can overcome difficulties healthy. According to Bolat (2013), psychological resilience is an important personality feature that enables individuals to overcome difficulties in their lives. According to some researchers, resilience is not a personality feature but a dynamic development related to preserving the positive adaptation of the individual under life-threatening conditions (Şavur, 2012). Also, psychologically sound individuals describe themselves as less busy, less alone, less unfortunate and less life-threatening behaviours (Rew et al., 2001). They are optimistic, extroverted and open to new experiences (Riulli et al., 2002). Life satisfaction, creativity, self-esteem and internal focus of control are high (Metzl & Morrell, 2008; Rossi et al., 2007; Sameroff & Seifer, 1990).

Studies have shown that when the literature is examined, psychologically resilience people who apprehend less stress or psychological trouble than others have a healthier (Friborg et al., 2006; Luo et al., 2016). Richards et al. (2016) investigated the endurance, burnout and anxiety levels of 174 primary and 241 secondary school educators with the help of a cross-sectional questionnaire and found that teachers' resilience was an important variable in reducing their stress and fatigue. Numerous national and international researches have revealed that teachers with powerful resilience will be more successful in their work-life and will be exposed to less stress due to being confident, hopeful and optimistic about the future. It also shows that when dealing with stressful situations, teachers can meet the needs of students and improve their ability to resist, and they react quickly to stressful situations or problems in the field of education. It is also a substantial element in dealing with psychiatric conditions such as anxiety, trauma, stress and depression (Ahn, 2010; Connor & Davidson, 2003; Crossman & Harris, 2006; Gu & Day, 2013; Hjemdal et al., 2007; Radi, 2008; Terzi, 2008; Ungar, 2008; Wallace et al., 2001).

Patience

Patience is a commonly used concept in daily life. It is seen that the word patience is generally used in terms of enduring, being folded, not caring, tolerating, among the people. Patience expresses the state of tranquillity and calmness in the appearance of circumstances and experiences that people will not be pleased with throughout their lives. Schnitker (2012) expressed "patience" as the person who waits quietly in the face of disappointment and sadness. In this respect, it emerges as a value that people need in all areas of life.

Patience is a process experienced with emotional, resilience, mental and behavioural situations and struggles with stress, difficulties and losses. Patience, which strengthens the individual in the difficulties he experiences until the end of his life, leads him to success and then mediates his happiness (Doğan & Gülmez, 2014). Patience helps people make long-term plans in their lives (Aghababaei & Tabik, 2015). McCullough et al. (2002), patience is defined as a standard disposition "like a patience person", but it is also observed as a condition. Patience is referred to as a factor that occurs in the interaction between personality traits and situations.

Patience generally means waiting without rushing during distress. Still, it is the skill to overcome the obstacles in the process that the individual has to overcome and wait, and while doing this, not falling into despair and progressing step by step in achieving success without spoiling anyone and anything (Akgül, 2019). Patience occurs in used situations where instead of values such as tolerance, anger control, and persistence. Accordingly, patience is usually a principal value with its emotional side (Gül & Çeliköz, 2018). Besides, it is a value that we apply to adverse situations and when we want good things. In short, it ensures that the result is successful and positive in every job we do in our life, so it is indispensable for the individual to be happy (Doğan, 2017). Patience is a powerful emotion and behaviour that causes people to control their own emotions and tendencies and realize the negativities of the ego (Sayın, 2012). Eliüşük and Arslan (2016) state that patience is calm in the emotional dimension and waiting in the behavioural dimension. It is possible to talk about the cognitive element of patience, as the individual has to filter and evaluate the life events they encounter.

Many types of research on patience have been seen. However, although patience has an important place in education, enough work has not been done. Schnitker and Emmons (2007), in their work from a religious and psychological point of view, revealed that there is a positive association between patience and openness, conscious awareness, spirituality, religious behaviour. In a study conducted by Eliüşük (2014) with undergraduate students, a positive and meaningful correlation was found between patience and self-understanding; it was determined that self-understanding, five-factor personality features, and self-determination, when evaluated individually and together, predicted all sub-dimensions of patience. Dudley (2003) concluded in his experimental study that men are more patient than women after four weeks of patience training. Schnitker (2012) found that a high level of patience leads to a decrease in depression and increases its positive effect depending on the control state. A longitudinal study showed that constant patience governed the training relationship with participants, which reduced stress after training (Shapiro et al., 2005). Patience; While stress is negatively associated with anxiety and depression symptoms, life satisfaction, relatedness, and quality of life (Neff, 2003) are positively associated with optimism, exploration, positive emotion, and curiosity (Neff et al., 2007). Some studies show that patience is a significant predictor of hedonic and eudaimonic well-being (Schnitker, 2012; Schnitker et al., 2019; Thomas & Schnitker, 2017).

Happiness

Human beings have been trying to understand and define happiness since their existence (Annas, 1993; Gilman et al., 2000). This situation is explained by the individual's desire to be happy, which is one of the basic requirements of individual life and the desire to enhance the creativity of happy individuals (Saricam & Canatan, 2015). Happiness has been one of the most critical issues for humans throughout history. Like the philosophers of antiquity, today's psychologists and gurus come before people with various opinions, suggestions or descriptions about happiness. Philosophers viewed happiness as the highest and ultimate motivator of human action. Thinkers put forward the basic view of how to be a happy life: According to Plato, happiness is the best. According to Aristotle, happiness; is the last purpose of man in life. The means that will bring him to this goal is a virtue. According to Descartes, happiness is spiritual satisfaction and inner pleasure (Gökberk, 1996; Kaya, 1983; Özgen, 1997). According to Freud, it happens by fulfilling all instinctual desires without any obstacles to having a healthy and happy soul (Kara, 2010). Individuals' feelings of joy, hope, and trust are experienced more than adverse emotions such as hopelessness, anger, anxiety, sadness, and life satisfaction in their professional and private life can be expressed as an indicator of happiness (Eryılmaz, 2011).

Although words such as peace, joy, excitement and satisfaction often indicate happiness, these words are not sufficient to fully describe the concept of happiness (Marar, 2004). Happiness is a fundamental aspect of a person's life and is largely due to the internal psychological processes involving individual values and goals (Agid et al., 2012). According to a different definition, happiness is used together with subjective well-being and quality of life. Besides, it includes concepts such as life satisfaction, health, success, job satisfaction, excitement, determination, desire, self-confidence, life purpose, and hope (Süler, 2016).

The well-being of a happy individual affects both himself and his teammates, and thus versatile efficiency can be achieved. If a person feels good and happy, it will be inevitable that his motivation will be positively affected. A person's level with a high level of happiness will increase motivation simultaneously and be among the essential factors in achieving success. The happy brain creates a strong motivation in the mind, and high motivation leads the person to success (Özgün et al., 2017). Happiness is the positive emotion that emerges due to reasons such as having something good that a person expects or does not expect, getting rid of a troubled situation, happening in favour of many events, getting a good and superior situation around them (Çetinkaya, 2006).

In Turkey, it is seen that the studies to examine the happiness of teachers are at a limited level. In the literature, it has been observed that happy people make friends, are healthier, their immune systems work better, and they enjoy interpersonal relationships. Besides, it was concluded that individuals with high levels of happiness get satisfaction from life, use their potential and power in the best way, achieve better gains, find meaning in life and lead a virtuous life (Diener & Seligman, 2002; Lama & Cutler, 2009; Lyubomirsky et al., 2005; Stein & Book, 2003; Köydemir & Mısırs, 2015). Studies have shown that teachers with high happiness feelings perform well according to their duties (Lee, 2010; Yoon, 2017). Particularly happy teachers have high self-efficacy and self-esteem and are more active in social relationships (Kim, 2017).

Relationship between Psychological Resilience, Patience and Happiness

It is significant to examine the variables thought to affect the individuals in the society where the study was conducted (Fast & Collin-Vézina, 2019). Since it is thought that psychological resilience, patience and happiness have a positive impact on people, it was concluded that these concepts should be examined. In addition, there is consensus that positive emotions encourage learning, and countless researches have shown a positive association between students 'and teachers' emotions (Hagenauer et al., 2015; Pekrun et al., 2002). It can be said that with the support of teachers who think positively for themselves and their students, the development and welfare levels of the students increase even more.

Research topics that have emerged as positive psychology concepts in recent years include resilience, patience and happiness. The efforts made to overcome the problems experienced during the pandemic period increase the importance of psychological resilience, patience and happiness. Psychological resilience refers to the strength of a person to overcome changes throughout their lifetime, adapt to difficulties, and survive stressful living conditions (Burns et al., 2010; Cheung & Kam, 2012; Hermann et al., 2011; Murphey et al., 2013; Lee, 2016; Ong et al., 2006). In the positive psychology approach, patience emphasizes empowerment and is seen as an integration of self-regulation, persistence, and open-mindedness (Peterson & Seligman, 2004). Patience is expressed as a propensity to wait quietly against distress, sadness, pain, and self-control, a concept defined as a reaction to delay (Blount & Janicik, 2001; Dudley, 2003; Schnitker, 2012; Schnitker et al., 2017). According to another definition, patience can improve performance by further increasing interpersonal interactions in workplaces (Pearson & Porath, 2005). Happiness, one of the significant concepts of positive psychology, is of major importance in saving the physical and psychological health of the individual and is among the most general goals of life (Begum et al., 2014; Cohen, 2002; Duckworth et al., 2005; Eryılmaz, 2010). In addition, teachers with higher levels of well-being (happiness) regard themselves as better teachers (Turner & Thielking, 2019). Thus, it can be said that teachers have positive results on the education they provide.

When the literature is investigated, it is seen that psychological resilience, patience, and happiness are interrelated variables. Positive emotions such as satisfaction, interest, and joy, have been observed to improve resilience (Amstadter et al., 2014; Cohn & Fredrickson, 2010; Emmons & Shelton, 2002; Kashdan et al., 2006; Ong et al., 2006). National and international investigations show that resilience individuals tendency be more satisfied, more grateful, and happier; that is, happiness shows that it is related to resilience (Boehm & Lyubomirsky, 2008; Clough & Strycharczyk, 2015; Doğan, 2015; Malkoç & Yalçın, 2015; Yalçın, 2015; Yılmaz-Akbaba, 2020). In this context, it is argued that affirmative emotions function to building permanent sources. It is stated that positive emotions generate innovative ideas gained over time to build resilience. The relationship between resilience and happiness has been supported by much research (Cohn et al., 2009; Murray & Holmes, 1999; Tugade et al., 2004). In general, it has been observed that researches focus on teacher resilience. It has been determined that resilience in teachers is a predictor of more powerful well-being than personality trait neuroticism (Pretsch et al., 2012). Similarly, Brouskeli et al. (2018) found in their study with middle school teachers that resilience was affirmatively associated with teachers' professional well-being. Resilience, defined as a psychological structure, helps people experience more affirmative emotions and nurture more resilience and happiness in an endless spiral (Fredrickson, 2009).

In some professions, all work environments require a high level of patience. The most important of these is the teaching profession. It has been submitted that patience is about both satisfaction and happiness. When we look at the correlation between happiness (well-being) and patience, we have encountered many examples in the literature. However, it is observed that these studies are generally conducted on different samples. When the literature is investigated, it has been seen that there is an affirmative association between patience and well-being (happiness) in national and international studies (Compton et al., 1996; Schnitker & Emmons, 2007; Traş et al., 2020). Besides, it was indicated that patience is associated with hedonic and eudaimonic well-being and maximises happiness and reduces

negative emotions (Ryan & Deci, 2001). It has been stated that patience is linked with affirmative social traits and virtues, helps patience individuals cope with their disappointments more harmoniously, and displays a more empathetic and more optimistic view (Diener et al., 1998; Peterson & Seligman, 2004). In addition, it has been stated that patience increased happiness when emotions arise (Lerner et al., 2013) and is a desirable character power that supports the individual's well-being (Schnitker, 2012).

Teaching is considered one of the most difficult professions of our time. Knowing how to deal with setbacks, hurdles, or limited resources is a necessity for teachers. Studies have shown that individuals who experience less stress or psychological distress, who are psychologically resilient and patience, have better mental health and are happier. In this case, teachers who improve themselves in terms of psychological and patience are more satisfied and happy; and thus, it can be concluded that they can provide their students with a more effective education. Therefore, it is important to investigate the association between teachers' psychological resilience, patience, and happiness levels to increase the effectiveness of physical education teaching.

Methodology

Research Goal

This study was conducted to determine the psychological endurance, patience and happiness levels of physical education teachers and to examine whether there is a relationship between them. In this respect, the study reveals the features of the relational screening model. Questionnaire models are research approaches that aim to describe a past or present situation as it exists (Karasar, 2012). In addition, the studies conducted in the questionnaire model are studies that try to explain the characteristics of large masses (Büyüköztürk et al., 2012). On the other hand, the relational screening model is defined as studies trying to find the relationship between variables and the degree of connections (Balci, 2018). In addition, correlational scanning models are research models that aim to determine the presence or degree of change between two or multiple variables (Karasar, 2012). This research, besides, analyzed whether psychological resilience and patience predicted happiness.

Sample and Data Collection

The population of this research consists of 2563 PE teachers employing in 841 high schools affiliated to the Ministry of National Education in İzmir, Afyonkarahisar, and Muğla provinces in the Aegean Region. The study group consisted of a sample because it was impossible to reach the whole population. Sampling is the process of sampling the population. There are specific and general rules for sampling. Only then can it be accepted that the sample taken can represent the population (Karasar, 2012). The study sample was created according to the convenience sampling method, starting with the easiest to reach participants. The convenience sampling method, also called random sampling, was the sampling method in which the sampling was completed, starting with the easiest to get participants to attain the adequate number of participants in the study (Büyüköztürk et al., 2012; Sönmez & Alacapınar, 2011). The sample group of this research is composed of randomly selected volunteer teachers. The number of teachers to be included in the sample was determined according to the sample sizes table. Accordingly, it was stated that a group of 335 teachers would have the ability to represent the population with an error margin of 5% (Cohen et al., 2007). The study participants consisted of 182 (54.2%) males and 154 (45.8%) females, 336 PE teachers. According to the sample size table, it was concluded that the sample represented the specified population. The mean age of the teachers participating in the study was calculated as (36.54 ± 8.84) . When the term of employment in the profession was reviewed, it was determined that the ones who employed for six years or less were 164 (48.8%), and the teachers who employed for more than six years were 172 (52.2%).

The Brief Resilience Scale (BRS)

The scale was developed to measure the psychological resilience of individuals (Smith et al., 2008). The adaptation study of the scale to Turkish was carried out by Doğan (2015). BRS is a 5-point Likert type, 6-item, self-report style measurement tool. It has an answer key such as "Not available at all" (1), "Not Available" (2), "Somewhat Available" (3), "Available" (4), "Completely Available" (5). The maximum score obtained from the scale is 35, and the minimum score is 6. Items 2, 4, and 6 were coded in reverse in the scale. High scores after the reverse coded items were translated indicate a high level of psychological resilience. According to the exploratory factor analysis, a single-factor structure that explains 54.66% of the total variance was obtained. The internal consistency coefficient of BRS was found as .83. The Cronbach's alpha calculated for this research is .85.

The Patience Scale

The adaptation study of the Patience Scale, called initially the "3-Factor Patience Scale", developed by Schnitker (2012), was carried out by Doğan and Gülmez (2014). The scale consisting of eleven items has a three-factor structure. Every expression related to patience in the scale is rated as a 5-point Likert item between "Strongly Disagree" and "Strongly Agree." The 7th and 10th items on the scale were scored by reversing. The maximum score obtained from the scale is 55, and the minimum score is 11. It is understood that individuals with high scores on the scale have high patience

levels, while those with low scores have low levels of patience. Cronbach's alpha calculated for the whole scale is .78. The Cronbach's alpha calculated for this research is .83.

Oxford Happiness Questionnaire

It is a self-report style scale developed by Hills and Argyle (2002) to measure individuals' happiness. The adaptation study of the scale into Turkish was done by Doğan and Akıncı-Çötök (2011). The scale is a 7-item and 5-point Likert type consisting of one dimension. Items 1 and 7 are scored in reverse. The minimum score obtained from the scale is 7, and the maximum score is 35. High scores obtained from the scale means a high level of happiness in the individual. Cronbach's alpha internal consistency coefficient of the scale was found as .74. Cronbach's alpha calculated for this research is 79.

The current study data were gathered from the same participants through three scales in the same period. In addition to the different purposes of these three scales, the scale items are also different from each other in terms of content. Also, there are negative statements that reverse-coded in the scale items. These may be a cause of common method bias (CMB). It has been pointed out that CMB is one of the principal resources of measurement error (Podsakoff et al., 2012). In this direction, Harman's single factor analysis was used to investigate the CMB that may arise from the inclusion of multiple scales in the same questionnaire and the evaluation of all scales simultaneously by the participants (Podsakoff et al., 2003). If the variance value of the first occurring factor of the scale is less than 50%, it is interpreted as no CMB (Fuller et al., 2016; Podsakoff et al., 2003). As a result of the analysis, a single factor (28.573%) variance value in the scale showed no common method bias.

Analyzing of Data

The data of the research were examined using the SPSS 25 program. In examining the data obtained from the research, the skewness, kurtosis normality test, and reliability analysis for the data's reliability were performed after the frequencies were taken. Afterwards, the responses of the participants exceeding ± 2 have been excluded from the sample. For the psychological resilience scale, the skewness value was measured as -.246 and the kurtosis value as .421. The skewness value of the patience scale was measured as -.500 and the kurtosis value as .759. For the happiness scale, the skewness value was measured as -.457 and the kurtosis value as -.069. Tabachnick and Fidell (2013) stated that skewness and kurtosis values between ± 1.5 are normality indicators. Besides, the homogeneity of variances was examined. The research findings that were found to have a normal distribution were applied parametric tests. Teachers' psychological resilience, patience, and happiness levels to determine were used descriptive statistics. Pearson correlation analysis was used to determine whether there is a relationship between psychological resilience, patience, and happiness; the simple regression testing was conducted to determine whether psychological resilience and patience levels are predictors of happiness. While determining the teachers' psychological resilience, patience, and happiness levels, the lowest and highest scores obtained from the scale were used. The higher the scores obtained from the scale, the higher the psychological resilience, patience, and happiness levels. The median score was determined according to the limit points obtained from the scales, and interpretation was made according to the determined median score. In the research, the level of significance was accepted as $\alpha = 0.05$.

Findings

As a result of the research, it was determined that the teachers' psychological resilience and patience levels are a predictor of happiness. In addition, it was observed that there was an affirmative correlation between teachers' psychological resilience, patience, and happiness levels, and the dependent variable differed significantly according to the independent variables.

In the research, the teachers' psychological resilience, patience, and happiness levels were examined by descriptive statistical analysis, and the analysis results are given in Table 1.

Table 1: Participants' Psychological Resilience, Patience, and Happiness Levels

	N	Min.	Max.	\bar{x}	SD
Psychological Resilience	336	7,00	30,00	20,154	4,520
Patience	336	17,00	55,00	40,357	4,415
Happiness	336	11,00	35,00	24,770	6,472

Table 1 shows the participating teachers' psychological resilience, patience, and happiness level in the study. According to the average score they received ($\bar{x}=20,154$; $SD=4,520$), teachers' psychological resilience was determined to be at a medium level. According to the average score they received ($\bar{x}=40,357$; $SD=4,415$), teachers' patience was determined to be above the medium level. According to the average score they received ($\bar{x}=24,770$; $SD=6,472$), the happiness of teachers was determined to be above the medium level.

The association among the PE teachers' psychological resilience, patience, and happiness was examined by correlation analysis, and the analysis results are given in Table 2.

Table 2: The Relationship Between Psychological Resilience, Patience and Happiness

	Psychological Resilience	Patience	Happiness
Psychological Resilience	-	,373**	,534**
Patience		-	,324**
Happiness			-

**p< .01

According to table 2, it is observed that there are significant relationships between variables. A moderate positive association was found between happiness and psychological resilience ($r=.534$, $p<.01$). It was determined that there is a moderately positive correlation between happiness and patience ($r=.324$, $p<.01$). It was found that there is a moderate positive correlation between patience and psychological resilience ($r=.373$, $p<.01$).

The simple regression analysis results to examine the predictive role of psychological resilience of happiness level are given in Table 3.

Table 3: Simple Regression Analysis Results Related to Psychological Resilience Prediction of Happiness

	B	Standard Error	β	t	p	R	R ²
Constant	13.753	.977		14.075	.000	.534	.285
Psychological Resilience	.547	.047	.534	11.543	.000		

$F_{(1.516)}=133.251$ **p< .01 *p< .05

According to Table 3, it is observed that psychological resilience scores ($R=.53$, $R^2=.28$, $F_{(1.516)}=133.25$, $p<.001$) significantly predict happiness levels. In this case, psychological resilience explains 28% of the variance related to happiness levels. According to the standardized regression coefficient (β), the contribution of psychological resilience to predicting happiness level was found to be statistically significant ($\beta=.534$, $t=11.543$, $p<.001$).

The simple regression analysis results to examine the predictive role of patience in happiness level are given in Table 4.

Table 4. Simple Regression Analysis Results Related to the Prediction of Patience and Happiness

	B	Standard Error	β	t	p	R	R ²
Constant	15.628	1.477		10.578	.000	.324	.105
Patience	.227	.036	.324	6.267	.000		

$F_{(2.323)}=39.277$ **p< .01 *p< .05

It is seen in Table 4 that patience scores ($R=.32$, $R^2=.10$, $F_{(2.323)}=39.27$, $p<.001$) significantly predicted happiness levels. In this case, patience explains 10% of the variance regarding happiness levels. According to the standardized regression coefficient (β), the contribution of patience to the prediction of happiness level was found to be statistically significant ($\beta=.324$, $t=6.267$, $p<.001$).

Discussion

This research tried to investigate the correlation amongst psychological resilience, patience, and happiness levels of PE teachers employing in İzmir, Afyonkarahisar and Muğla provinces in the Aegean Region and these variables and to explain whether psychological resilience and patience levels predict happiness level.

The research results show that the psychological resilience levels of physical education teachers were at a medium level. Psychological resilience is the ability to survive stressful living conditions (Ong et al., 2006). In this situation, it can be said that PE teachers, even if to a limited extent, with the effect of the sport they have done, can recover themselves more quickly after troubled situations, so overcoming difficult times with less trouble. Studies have found that low-resilience teachers show lower self-esteem, less hope for the future, and less belief in their work (Park, 2016). On the other hand, it has been reported that teachers with high resilience will be more successful in business life because they are self-confident, hopeful and optimistic about the future, and they can answer to the requirements of students as well as cope with stressful situations (Crossman & Harris, 2006; Gu & Day, 2013). In the literature review, it was determined that there are researches that back the result of our study. Hoşoğlu et al. (2018), consequently the

study that teacher candidates examined psychological resilience, concluded that the participants' resilience was moderate. The leading indicators of psychological resilience in education are dealing with learning challenges, avoiding obstacles and failure in the education process (Carr & Claxton, 2002), discovering and identifying protective factors in the school climate and society (Boorn et al., 2010). On the other hand, Hammond (2004) realised research on learning on mental and psychological health and resilience and propose that lifelong learning effectively deals with potential stress and learning influences positive emotions. It can be said that teachers' skills to cope with risk factors and improve various protecting elements will enable them to have a higher degree of development and the authority to show better success.

In another finding of the research, it was seen that the patience levels of PE teachers were above the average level according to the average scores they got. When research is examined, it can be said that participation in sports is an effective physical activity that contributes to patience development. Teachers need to be more patient and calm when dealing with the problems faced by students. This condition can be described by the fact that PE teachers' patience levels above the intermediate level can wait for a long time when they encounter difficulties and help students who have difficulty learning while teaching something new by showing them patience. In the literature review, it was determined that there are researches that support the result of our study. Doğan and İmamoğlu (2020) examined students' patience tendencies who received university education during the coronavirus epidemic process. As a result of the research, it was observed that while students had a level of patience above the middle level before the epidemic, it decreased towards the middle levels during the epidemic. Schnitker (2012) found that a high level of patience leads to a rise in its positive effect depending on the control state and decreased depression. It has been proven that patience individuals can follow negative situations unrealistically and make more accurate self-assessment and evaluation without underestimating themselves (Neff et al., 2007; Schnitker & Emmons, 2013). Patience individuals can develop themselves by overcoming many possible conflicts or the problem (Kıral, 2019). Thus, it can also be said that patience is a strong understanding that makes a teacher a good teacher.

The happiness level of physical education teachers above the middle level can be explained by the fact that they feel mentally vigorous, aware of the beauties around them, and satisfied with their lives. It is known that physical education teachers are at the forefront of social and recreational activities. In addition, it is estimated that they are interested in activities that can enhance positive emotion and well-being (happiness), such as personal recreation, social activities, targeted actions, and spiritual activities (Henricksen & Stephens, 2013). In the literature review, it was determined that there is research that backs the result of our study. Bahrami et al. (2011) investigated the relationship between university students' working happiness, habits, and depression levels reported that 65% of the students had high happiness and 35% had moderate happiness. Ulukan, Ersoy et al. (2020) found that the students' happiness levels were over the middle levels their research on the happiness levels of sports management students. In another study, with a meaning similar to happiness, subjective well-being, which is frequently used in psychological research, appears to be higher when the person's perceived life satisfaction increases, with fewer negative emotions and more positive emotions (Moon, 2020). It can be said that the high level of happiness of physical education teachers is crucial because it can have a positive impact on the movement that they will teach the student correctly. In other words, a physical education teacher copes with stress when he feels happy, usually participates in social activities, is highly sociable, prone to collaborative understanding, and has problem-solving skills as well as creativity (Lyubomirsky et al., 2005).

In the study, a moderate positive association was observed between psychological resilience and happiness. In this case, it can be interpreted that physical education teachers' being psychologically sound increases their level of proficiency. As a result of the literature review, studies supporting this finding of the research were found. Lü et al. (2014) analysed the influences of extraversion and neuroticism on happiness and the mediating role of resilience in this association and found that psychological resilience positively affected happiness. Akçakanat et al. (2018) concluded a moderate affirmative association between happiness and psychological resilience in a study where academics focused on discovering the factors affecting their happiness and psychological resilience. Kemal and Duran (2019) observed a moderate and positively meaningful relationship between happiness and psychological resilience levels in their study, which they conducted to examine university students' happiness and psychological resilience levels in terms of various demographic variables. Resilience makes it easier to cope with negative emotions and positively affects personal evaluations. This situation strengthens both cognitive and affective evaluations about happiness. In addition, the individual's ability to get high satisfaction from their life is based on their life and expectations. In this context, resilience makes it easier to overcome stressful life events and adverse conditions and increases positive adaptation, including behavioural and social skills (Luthar & Zigler, 1991). For this reason, it is stated that psychological resilience is a factor that protects and increases the happiness of the individual (Altuntas & Genç, 2020).

Similarly, it was revealed that there is a moderately meaningful positive and moderate association between happiness and patience. Thus, it can be said that as the patience levels of PE teachers increase, their level of happiness will also rise. As a result of the research examined in the literature, it was observed that studies were supporting this finding of the research. Deng et al. (2020) examined patience and happiness in undergraduate students, and it was ascertained that individuals with a high level of patience had higher self-sacrifice and happiness. Traş et al. (2020), in their study on university students, concluded that there is a meaningful moderate affirmative association between students' patience

and happiness scale scores. It was determined that patience is associated with eudaimonic and hedonic well-being and only maximises happiness and diminishes negative emotions (Ryan & Deci, 2001). Peterson and Seligman (2004) declared that patience individuals display a more empathetic and more thankful attitude, and patience is correlated with positive social aspects and properties. It contains powerful traits such as patience, justice, and equality. Patience preserves hedonistic goodness toward emotions in stressful situations, supports people to overcome their frustration more harmoniously, and facilitates affirmative interpersonal cooperation (Diener et al., 1998). It can be said that patience affects hedonic well-being and positive emotions, thus facilitates reaching the goal (Eliüşük-Bülbül & İzgar, 2018).

Another finding in the research is that there is a moderate affirmative association between psychological resilience and patience. In this case, the increase in the psychological resilience of PE teachers means that their patience level also increases. Teaching is one of the essential professions that require high patience and resilience. Because physical education requires hands-on training, it can affect the teacher's stamina and patience motivation while working. Teachers need to be more patient and calm when dealing with problems students encounter during their education. When the literature is reviewed, no study supports this finding of the study. It is thought that the positive and meaningful relationship of these concepts, which are of great importance in the field of positive psychology and education, will support the literature.

In the study, it is seen that psychological resilience scores significantly predict happiness levels. Thus, as the psychological resilience rises, their happiness levels also rise. In this case, it can be said that physical education teachers' psychological resilience degrees are a meaningful predictor of happiness. There are national and international studies that support this finding of the study. Altuntaş and Genç (2020) concluded in their study on teachers that resilience is a meaningful predictor of happiness. Ulukan (2020) examined the association between teachers' psychological resilience and happiness levels and stated that as psychological resilience increases, happiness increases. Akbari (2017) found a meaningful affirmative correlation between happiness and resilience training in the study, which examined the effect of resilience training on students' aggression and happiness. In a different study, researchers concluded that resilience enhances happiness (Cohn et al., 2009). Similar researches found an affirmative correlation between resilience and happiness (Bernat, 2009; Collins, 2007). Accordingly, it could be said that people with high recovery power have higher levels of happiness.

In another conclusion of the research, it was seen that patience scores significantly predict happiness levels. In this case, it can be said that the increase of PE teachers' happiness levels is related to patience. Traş et al. (2020) concluded in their research on university students that patience is a predictor of happiness. Deng et al. (2020) examined the mediating effect of altruism in the association between subjective authentic-permanent happiness and patience, and they found that patience level increases happiness. It is stated that patience is consistent with previous studies showing that it reveals relationships between people and the style of overcoming life difficulties and therefore supports happiness (well-being). (Compton et al., 1996; Elliott, 2014; Ford et al., 2018; Lerner et al., 2013; Schnitker, 2012). In this case, it can be understood that the patience of PE teachers has a significant place in increasing their happiness levels.

Conclusion

As a result of the study examining whether psychological resilience and patience levels of physical education teachers predict happiness, it was determined that teachers' psychological resilience and patience levels were a significant predictor of happiness and that there was a level of moderate and in the positive direct relationship between teachers' psychological resilience, patience and happiness levels. Also, the psychological resilience, patience, and happiness levels of physical education teachers were examined separately. Consequently, it was seen that the teachers' psychological resilience levels were medium, and their patience and happiness levels were above the medium level. It can be said that PE teachers' psychological resilience and patience levels are at an acceptable level that they wait patiently in the face of a problem and help students who have difficulty learning a new movement. According to the researches, it is known that individuals who are interested in sports have higher levels of happiness. Also, sports have a positive effect on individuals psychologically, physically, and mentally.

Recommendations

In later studies, a comparison can be made between teachers in different branches. Besides, a comparison can be made between different physical education teachers and any different branch. Studies to improve teachers' psychological resilience and patience can be researched. Studies can be conducted to determine other factors that increase teachers' happiness (well-being) levels. Research can be done with teachers from other branches by expanding the sample.

Limitations

This study is limited to physical education teachers employing in high schools affiliated to the Ministry of National Education in İzmir, Afyonkarahisar, and Muğla provinces in the Aegean Region in the 2020-2021 academic year.

Authorship Contribution Statement

H. Ulukan: Concept and design, data acquisition, data analysis / interpretation, drafting manuscript, critical revision of manuscript, statistical analysis, securing funding, admin, technical or material support, supervision, final approval. M. Ulukan: Editing / reviewing, data acquisition, supervision

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