

STRESS LEVEL AND SELF RELATION IN UNIVERSITY STUDENTS AND COACHES

Osman Imamoglu¹, Erkut Tutkun^{2*}, GunaySen²

Ondokuzmayis University, Faculty of Yasar Dogu Sport Science, Samsun, TURKEY

Uludag University, Faculty of Sport Science, Bursa, TURKEY

*Corresponding author: erkuttutkun@gmail.com

ABSTRACT

In this study, the relationship between the stress level and self-concept of the university students and coaches was investigated. To 310 students and 90 coaches, stress level scale and self-design inventory were applied. The comparisons were made by student t test. There was a statistical difference between stress level and self-design scores according to age level of students and coaches ($p < 0,001$), there was no significant difference according to height and body weight ($p < 0,001$). As the age level increases, the stress score decreases. There were no significant differences in the self-concept score while the male had higher stress score than the female ($p < 0,001$). It was found statistically significant that the coaches had higher stress scores than students ($p < 0,001$). Coaches were found to have a more stressful and negative self-concept than students. Stress level of coaches should be lowered to improve their positive self-esteem.

Keywords: *Students, Coaches, Stress Level, Self-Design*

INTRODUCTION

Stress is the whole of situations that result from the person themselves or their environments; that cause mental or physical tension; that give pressure, worry or other kinds anxieties and the person trying to protect the internal balance (Aytac, 2009; Bayansalduz, 2012; Tiryaki, 2000). The primary cause of stress is the routine physiological changes people face in their lives (Wang et al., 2004). The most important point here is the psychological meaning, and interpretations weighed on the person by internal or external stress elements. Since elements that cause the formation of stress differ, elements that cause stress also differ (Gurel et al., 2010; Bayansalduz, 2014; Turksoy et al. 2012). Stress-related negative signs may cause many harmful results that affect both the general health condition and the work performance of the person (Wilkinson, 2005). Perceived stress level is determined by the attributed meaning and their interpretation of events (Aydin and Imamoglu, 2001).

Lots of definitions have been developed regarding self-relation by the researchers (Bayat, 2003). Toppes (1992) defines the notion of self-relation as the

answer to questions such as “what am I, what can I do, how do I value myself, my value in life” etc. “Self” notion, which can be described as the level the person has various personality traits or the self-perception style of the person, has a significant place in human life (Biyikli, 1989; Yalom, 2000). Self is the exclusive side of the person that is not reflected outside. Self is the fundamental unit of personality; it brings specific characteristics to the person (Aydemir, 2014; Afyon et al., 2014). The notion of self is the manner of understanding one’s own essence (Altintas, 2015). Each person has their own striking sides in their selves (Aydin, 1996). Because of the non-negligible importance of the notion of self in the life of a person, studies about the sub-dimensions, representation, perception, etc. of self-accelerated. Since the notion of self constitutes the inner being of a person, the person again needs to sincerely answer the questions they asked themselves (Koknel, 1986).

Yorukoglu (1993) stated that people with high level of self-representation perceive themselves as people that deserve respect and acceptance, people that are important and beneficial as well as their positive mental qualities such as ambition, resilience, self-confidence, optimism. Self-representation can generally be described as the whole of information, thoughts, opinions, perceptions, and beliefs a person has for themselves.

MATERIAL AND METHOD

Population and Sample

310 students that get training related to sports, and 90 trainers that work in various branches from various cities in Turkey, who have filled the surveys correctly and fully.

Perceived Stress Scale

10 item form, the validity, and reliability of which has been tested by Erci (2006) was used as the perceived stress scale of students. It was seen that the calculated Cronbach α value of the scale for this study was 0.75. The participants answered the scale items in a five-choice Likert type scale ranging from Never (1) to Very often (5). Four items of the scale were scored as positive (4, 5, 7, 8), six items were scored as negative (1, 2, 3, 6, 9, 10). Before determining the total points, negatively scored items are turned reversed, the total point is calculated after. Possible score of the scale differs between 10 and 50; the increase in the scale points indicate high perceived stress level in the person. An example item from the scale is "In the last one month, how often did you get angry about something that is out of your control?"

Self-Designing Inventory

There are 65 items in the Self-Representation Inventory developed by Baymur (1968). Each of these items consists of a statement that can reflect the emotion, thought or evaluation regarding one’s own self. The inventory was prepared in a five-choice Likert type. 32 of 65 statements in the inventory were formed to reflect a positive emotion, thought or evaluation about the person, 33

were formed to reflect negative evaluation (Oner, 1997). The highest point that can be taken from the Inventory is +130; the lowest is -130. High points point out a high notion of self; low points point out a negative notion of self.

Statistical Analysis

In the analysis of obtained data, SPSS 22.0 for Windows package program was used. Kolmogorov-Smirnov and Shapiro-Wilk tests were applied to test if the distribution of points acquired from the scales were normal; it was understood that observation values showed normal distribution in both cases. Student- t-test was used. The relevance between the groups was evaluated in $p < 0.05$ and $p < 0.01$ level.

RESULTS

Table 1. Stress Level and Self-Design Points by Age, Height and Body Weight

		Age	N	Mean	Std.Deviation	t
Age (Year)	Stress	23 andbelow	280	29,41	8,38	-3,85**
		24 andover	120	32,47	6,79	
	Self-design	23 andbelow	280	65,04	25,67	3,89**
		24 andover	120	54,15	29,78	
Height (m)	Stress	1,70 andbelow	144	31,10	8,41	0,88
		1,71 andover	256	30,37	7,63	
	Self-design	1,70 andbelow	144	59,58	27,29	-0,59
		1,71 andover	256	61,31	28,22	
Body weight (kg)	Stress	65 andbelow	249	30,42	8,27	0,97
		66 andover	151	31,35	7,81	
	Self-design	65 andbelow	249	60,95	27,29	-0,35
		66 andover	151	59,78	28,07	

There was statistically significant difference between stress level according to age level and self-design scores ($p < 0.001$), but no significant difference was found according to height and body weight ($p > 0,05$).

Table 2. Stress Level and Self-Design According to Gender

Scales	Category	n	Mean	Std. Deviation	t
Stressscore	Male	272	32,25	6,08	2,78*
	Female	128	30,43	6,01	
Self-designscore	Male	272	59,46	26,69	-1,27
	Female	128	63,61	27,07	

There was a meaningful difference between male and female in stress score points. The stress scores of the males were significantly higher than the females.

Table 3. Stress Level and Self-Design according to Occupational Situation

Scales	Category	n	Mean	Std.Deviation	t
Stressscore	Student	310	30,40	5,70	-8,29**
	Coach	90	36,02	5,29	
Self-designscore	Student	310	66,63	22,89	8,69**
	Coach	90	40,92	28,31	

There was a meaningful difference between student and coach in stress score. It was statistically determined that the coaches had higher stress scores and lower self-design scores than students.

Table 4. Correlation Between Stress Level and Self-Design

	Self-Design
Stress Level	-,404**

There was a statistically significant difference in the correlation between stress level and self-design.

DISCUSSION

In below 23 age group, the self-relation point was detected as 65,04 while stress point was 29,41; in 24 and above age group self-relation point was detected to be 54,15 while stress point was 32,47 (Table 1). While there were statistical differences between stress levels and self-relation points in age level ($p < 0,001$), no meaningful difference was detected in height and weight ($p > 0,0$). As age increased; stress point increased, self-relation point declined. The meaningful difference in stress and self-relation points about age level may also be resulting from the fact that those who were 23 age and below were students among other factors.

While perceived stress point was 30,40 in students and 36,02 in trainers, the self-relation point was 66,43 in students and 40,92 in trainers (Table 2). It was detected that perceived stress point was 32,25 in men and 30,48 in women, the self-relation point was 59,46 in men and 63,61 in women (Table 3). While higher stress point in men compared to women was meaningful ($p < 0,05$), no meaningful difference was seen in self-relation point ($p > 0,05$). The fact that trainers had higher stress points and lower self-relation points than students were found to be statistically meaningful ($p < 0,001$).

In the perceived stress scale, 11-26 stress point indicates low-stress level, 27-41 indicates medium stress level, and 42-56 indicates high-stress level (Baltas et al., 1998). This research saw medium stress level. The fact that trainers have higher stress level than students may result from professional worries. A high point indicates a positive self; low point indicates a negative notion of self (Oner,

1997). We can say trainers have more negative notion of self than students, and among the reasons for this situation, higher stress levels are thought to be effective.

Deryahanoglu et al. (2016) detected lower perceived stress levels in those who do sports than in those who do not; they also detected higher self-relation in those who do sports than in those who do not ($p < 0.01$). In the studies about participation in physical activities and participation level, it was detected that those who participated in physical activities and with higher activity level had a higher self and physical self-notion than those who do not participate in physical activities and with low participation level (Asci, 2004; Pehlivan, 2010). In this study, the fact that students have higher self-relation points compared to trainers may be affected by the fact that they are physically more active as well as the difference in stress points.

In this study, the negative correlation between stress level and self-relation point was found meaningful. Meaning, by decreasing stress levels, self-relation points may be increased.

People with high self-respect tend to perceive themselves as deserving respect and acceptance, important and beneficial (Donmez, 1985). Therefore, the self-respect of trainers needs to be increased besides decreasing their stress levels.

In conclusion, it is detected that trainers are more stressed than students and have a negative self-relation notion. The stress levels for trainers need to be decreased, and their self states need to be increased.

REFERENCES

- 1) Afyon, Y.A., Bayansalduz, M., Boyaci, A., Yildiz, M. (2014). Examination of administrative competence levels of football coaches. *Procedia-Social and Behavioral Sciences*, 152, 752-755.
- 2) Altintas, A. (2015). *Universite Ogrencilerinin Benlik Kurgulari Ile Travmatik Stres Belirti Duzeylerinin Bazi Degiskenler Acisinden Incelenmesi*, Unpublished Master Thesis, Yüzüncü Yıl Universitesi Egitim Bilimleri Enstitüsü, Van.
- 3) Asci, F. H. (2004). Fiziksel benlik algisinin cinsiyete ve fiziksel aktivite duzeyine gore karsilastirilmesi. *Spor Bilimleri Dergisi*, 15 (1), 39-48.
- 4) Aydemir, S. (2014). *Hemsirelerde Benlik Ve Benlik Saygisi: Diyarbakir Kadin Dogum Ve Cocuk Hastaliklari Hastanesi Ornegi*, Unpublished Master Thesis, Beykent Universitesi Sosyal Bilimler Enstitüsü, Istanbul.
- 5) Aydin, B. (1996). Benlik kavrami ve ben semalari, *M.U. Egitim Bilimleri Dergisi*, 8: 41-47.
- 6) Aydin, B., Imamoglu, S. (2001). Stresle basa cikma becerisi gelistirmeye yonelik grup calismasi. *M.U. Ataturk Egitim Fakultesi Egitim Bilimleri Dergisi*, Sayi. 14, (41-52).
- 7) Aytac, S. (2009). Is Stresi Yonetimi El Kitabı Is Stresi: Olusumu, Nedenleri, Basa Cikma Yollari, Yonetimi. *Labour Ministry-CASGEM: Istanbul*.

- 8) Baltas, Z., Atakuman, Y., Duman, Y. (1998). Standardization of the perceived stress scale: Perceived stress in turkish middle managers. Stress and Anxiety Research Society. In *19th International Conference, Istanbul*. 2- 16.
- 9) Bayansalduz, M. (2012). Analyzing the relationship between task and ego orientation, collective efficacy and perceived coaching behavior: A research on footballers. *Energy Education Science and Technology Part B-Social and Educational Studies*, 4(1), 481-494.
- 10) Bayansalduz, M. (2014). An Investigation into the State-Trait Anger Expression Level of Taekwondo Students Attending High School. *The Anthropologist*, 18(3), 921-926.
- 11) Bayat, B. (2003). Bireylerin Benlik Algisi (Benlik Tasarimlari) Sistemi ve Bu Sistemin Davranislari Uzerindeki Rolu', *Kamu Dergisi*, 7 (2), 123-137.
- 12) Biyikli, L. (1989). Bedensel Ozurlu Cocuklarin Benlik Kavrami, (Aile Kabul Duzeyi Acisindan). *Ank. Un. Egitim Bilimleri Fak. Publications, Ankara*.
- 13) Erci, B. (2006). "Algılanan stres olceginin Turkce versiyonunun guvenilirlik ve gecerlilik". *Journal of Anatolia Nursing and Health Sciences*, 9(1); 58-63.
- 14) Deryahanoglu, G., Imamoglu, O., Yamaner, F., Uzun, M. (2016). Sedanter kadinlarin antropometrik ozellikleri ve psikolojik durumlarinin karsilastirilasi. *Journal of Human Sciences*, 13(3), 5257-5268. doi:10.14687/jhs.v13i3.4106
- 15) Donmez, A. (1985). Denetim odagi, kendine saygi ve uc degisken: Cevre buyuklugu, yas, aile ortami, *Egitim ve Bilim*, 10: 4-15.
- 16) Gurel, E.I., Pehlivanoglu, B., Bayrak, S. (2010). Akut stres ile kan akiskanligi arasindaki iliski: Cinsiyet ve menstruel dongu evrelerinin etkisi. *Turkiye Klinikleri Cardiovascular Sciences*, 22(3), 311-17.
- 17) Koknel, O. (1985). *Kisilik*, Istanbul: Altin Kitaplar Publications.
- 18) Oner, N. (1997). *Turkiye'de Kullanilan Psikolojik Testler: Bir Basvuru Kaynagi*. Bogazici Uni. Publications, *Istanbul*.
- 19) Tiryaki, S. (2000). *Spor Psikolojisi, Kavramlar Ve Uygulama*. Mersin: Eylul Publications.
- 20) Topsis, G. (1992). *Egitim Surecinde Insan ve Psikolojisi*. *Ankara: Gazi*.154.
- 21) Turksoy, A., Bayansalduz, M., Altinci, E.E., Atikir, A. (2012). Comparison of pré and post-anxiety levels of volleyball players aged 11-14. *International Journal of Academic Research*, 4(1), 143-147.
- 22) Wang, L., Wang, X., Wang, W., Chen, C., Ronnennberg, A. G., Guang, W., Xu, X. (2004). Stressanddysmenorrhoea: A population based prospective study. *Occupational and Environmental Medicine*, 61(12), 1021- 26.
- 23) Wilkinson, G. (2005). *Stres*. Istanbul: Morpa Publications.
- 24) Yalom, ID. (2000). Momma and the Meaning of Life: Tales of Psychotherapy. *Adolescence*, 35(139), 609.
- 25) Yorukoglu, A. (1993). *Genclik cagi*. 8. Baski, Ozgur Publications. *Istanbul*.