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The ınvestıgatıon of attıtudes to cope wıth stress in terms of dıfferent varıables of physıcal educatıon and sports students

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Abstract

The purpose of this study was to examine determination of attitudes to cope with stress of the students in physical education and sports departments. 305 students from, Ahi Evran University, department of pyhsical education and sports teacher, sports management and coaching education department, was participated in this study..In tghe study 43-item attitude of coping with stress inventory and personal information form was used as a data collection tool. For comparison of the obtained data, distribution, frequency, t test and ANOVA analyses were used. The specific structure of the sport field and the positive mental factors that are brought with it stand as important tools for effective stress fighting. The specific structure of the sport field and the positive mental factors that are brought with it stand as important tools for effective stress fighting.As a result of the statistical analyses attitudes to cope with stress did not Show a statistical difference according to all subscales and in terms of gender, department and of sports type variables.

Key words: Attitudes To Cope With Stress, Students, University

INTRODUCTİON

Stress, which has become an integral part of our everyday life, is not really a new concept. Since ancient times, stress has existed in human life. There is in fact no significant difference between the stress that arises as a result of the struggles to survive in ancient times and the stress we experience today. Even if the conditions that cause stress change, the responses to stress are the same. The stress experienced by the first people living in caves was the struggle with animals to survive. Today, we do not have problems such as dealing with wild animals; we are faced with more difficult and difficult problems (1). According to Ivancevich and Matteson (1990), stress is difficult to explain because it expresses a spiritual state. Also, some people create stress that causes migraines, high blood pressure, ulcers, etc. they describe it based on illness. Some focus on factors that increase stress, such as lack of communication between people, excessive work, task changes, and rapid change. Stress is a force that leads to anxiety, tension and depression in the individual. Individuals use some methods to deal with stress. Some of them are active planning, outside help, escape stress or isolation, religion asylum or acceptance of stress (24). According to Aytaç (2009), stress is the entirety of situations which cause emotional or physical stresses, which are caused by oneself or the environment, and which are worried about pressure, anxiety or other forms(3). The responsibility of the athletes who are educated in physical education and sports schools is not limited to the sporting activity they participate in. Sports students in this field are obliged to provide the academic achievement standards of the educational institutions to which they are affiliated. The responsibility to maintain these two roles consistently can trigger a number of stress factors in the spiritual world of these students. In many studies of this type of role conflict, negative effects have been exposed to sports students. Green and Weinberg (2001) suggests that these students may have negative self-esteem,(7) Sparks (1998) self-identification processes,(22) and Grove et.al (1997) emotional development. In addition, in his research

on university students (8). Hamilton (2006) reports that most athletes may encounter health problems during certain periods of school careers. The author expresses these health problems in the form of stress, chronic pain and various diseases. Moreover, the Hamilton (2006) study found that students were "overwhelmed" in a very common way. Hamilton's study shows that students ' health problems can affect their overall health status, as well as emotional stress, as well as negative academic situations (9). The aim of this study is to investigate the relationship between the attitudes of the students of the School of Physical Education and sports to cope with stress with various variables.

MATERIAL AND METHODS

Model of research

In the research model, a method was followed for descriptive screening of the participants ' coping attitudes in relation to various variables. The research consists of two phases. In the first phase of the study, the relevant information was systematically presented by scanning the relevant literature. Thus, a theoretical structure has been established on the subject. The second phase of the study was applied to the inventory sample group in order to achieve the goal.

Universe and sample

In the period 2017-28, Ahi Evran University School of Physical Education and sports Physical Education and sports teaching, coaching education and sports Management Department has established the universe of the study. The research universe consisted of approximately 700 students and 305 students.

Data Collection Tool

In the research, personal information form as a data collection tool and the inventory of coping attitudes to stress was used to measure the participants ' coping attitudes to cope with stress. The original form is a measure of coping with stress developed by Özbay for foreign students studying in the United States of America. The Turkish adaptation of inventory was made by Özbay and Şahin (18).The purpose of this inventory developed is to measure the coping attitudes of individuals in different stress situations. As a result of factor analysis in Turkish adaptation study, 43 items from the original coping scale of 56 items were collected under 6 factors. 6 factors identified by factor analysis are active planning, external assistance search, religion refuge, avoidance abstraction (emotional-action), avoidance abstraction (bio-chemical) and acceptance-cognitive restructuring. The inventory is arranged in 5-point likert type rating. Şahin and Durak (1995), have been accepted as criteria (Equivalent Form) by the Stress Relieques Scale (20).There was a general relationship of 0.54 ($p < .001$) between the "Scale for Responding with Stress" and "Inventory of Attractiveness with Stress".

Collection of Data

The questionnaire used in the study was applied to women and men who were educated in the Department of Physical Education and sports teaching, coaching and sports management of Ahi Evran University School of Physical Education and sports during the period 2017-28 academic year. Before participating in the research, necessary explanations were made for the purpose of the research and detailed information about the filling of the data collection tool was given. The data collection tool collected by the researcher was checked and the missing or misplaced data were excluded from the research. Then, the valid and acceptable data (305) from the data collection form applied to the participant were transferred to the electronic medium by being coded for evaluation.

Analysis of Data

Analysis of data collected in the study was made in SPSS 20.0 statistical package program. In the evaluation of the data; distribution, frequency, t test and anova test. In the tests for the analysis of the data; the principle of equality of variances from the limits of parametric tests is taken as a basis and no significant difference between the groups is sought even if the variances are not equal, even if the value of "p" is less than the significance level. Significance level in analysis was determined as $\alpha = 0.05$.

RESULTS

305 students attending Ahi Evran University Physical Education and Sports Teacher Training, Coaching Education and Sports Management Department participated in the research. 190 students were male and 115 were females. Participants were 167 students in physical education and sports teacher education, 74 students in sports administration and 64 students in coaching

department. According to the type of sport type, 126 of the students stated that they did individual sports, 143 had team sports, 36 had both sportswear, and 43 did not sports (Table 1).

Table 1. Descriptive statistics and frequency percent distributions of participants

Variables	Sub-variables	f	%
Gender	Male	190	62.3
	Female	115	37.7
Chapter	Teach physical education	167	54.8
	Sports management	74	24.3
	Coaching	64	21.0
Type of sport	Individual	126	41.3
	Team	143	46.9
	Both of them	36	11.8

Table 2. Participants' Average Scores from Stress Coping Attitudes Inventory

Sub dimensions	**N**	**Minimum**	**Maximum**	**Mean**	**Ss**
Active planning	305	1.40	5.00	3.283	0.68700
External assistance search	305	1.00	5.00	3.254	0.74674
Dyne asylum	305	1.17	5.00	3.407	0.77583
Dodge abstract emotional action	305	1.14	5.00	3.166	0.72983
Dodge abstract biochemical	305	1.00	5.00	2.690	0.99128
Acceptive restructuring	305	1.29	5.00	3.260	0.67517

Table 3. Comparison of Participants' Sub-Dimensions of Attitudes toward Stress by Gender Variable

Sub dimensions	Gender	n	Ort	ss	t	p
Active planning	Male	190	3.256	0.68432	0.891	0.373
	Female	115	3.328	0.69203		
External assistance search	Male	190	3.220	0.69332	-1.027	0.305
	Female	115	3.311	0.82759		
Dyne asylum	Male	190	3.400	0.74413	0.205	0.838
	Female	115	3.418	0.82875		
Escape emotional-action	Male	190	3.166	0.72058	0.005	0,996
	Female	115	3.166	0.74806		
Dodge bio-chemical	Male	190	2.761	0.95268	1.628	0.105
	Female	115	2.571	1.04544		
Cognitive restructuring	Male	190	3.250	0.65452	0.334	0.739
	Female	115	3.277	0.71059		

Table 4. Comparisons of subscale attitudes to coping with stress according to Participant Variables

Sub dimensions	Chapter	n	x	ss	F	p
Active planning	Physical Education Teacher	167	3.268	0.67182	0.399	0.671
	Sports management	74	3.259	0.69891		
	Coaching	64	3.351	0.71846		
External assistance search	Physical Education Teacher	167	3.260	0.69656	0.136	0.873
	Sports management	74	3.217	0.78361		
	Coaching	64	3.281	0.83570		
Dyne asylum	Physical Education Teacher	167	3.405	0.76299	0.023	0.977
	Sports management	74	3.396	0.79845		
	Coaching	64	3.424	0.79456		
Escape emotional-action	Physical Education Teacher	167	3.144	0.69598	0.170	0.844
	Sports management	74	3.195	0.77188		
	Coaching	64	3.192	0.77506		
Dodge bio-chemical	Physical Education Teacher	167	2.675	0.97812	1.093	0.336
	Sports management	74	2.594	1.00146		
	Coaching	64	2.839	1.01219		
Cognitive restructuring	Physical Education Teacher	167	3.266	0.66352	0.247	0.781
	Sports management	74	3.216	0.65668		
	Coaching	64	3.294	0.73237		

It was observed that the students who participated in the research had the most abstinence method for stress coping attitudes and the least used method was abstract biochemical abstinence.

There was no significant difference in participants' attitude to cope with stress according to gender variable in all subscales. In the active planning subscale, men had an average of 3.25, female had an average of 3.32; men in the sub-dimension of foreign aid search have an average of 3.22, female average 3.31; in the denial asylum sub-dimension, men had an average of 3.40, female had an average of 3.41; men with an emotional-emotional subscale of escape had an average of 3.16, female had an average of 3.16; men with an escape bio-chemical subscale had an average of 2.76, female had an average of 2.57; the cognitive restructuring subscale has an average of 3.25 males, while the females have an average of 3.27 males.

Participants' attitudes to cope with stress according to departmental variables did not differ significantly in all subscales. In the active planning sub-dimension, physical education teachers have an average of 3,2683 students, sports administrators have 3,2595 students and coaching students have 3,3516 students. In the foreign aid search sub-dimension, physical education teachers have an average of 3,2608, sports administrators have 3,2177, and trainer's students are 3,2813. In the denial asylum sub-dimension, the students in the physical education teaching department have an average of 3.4052, the students in the sport administration department are 3.3964, and the students in the trainee department are 3.4245. In the escape emotional-action sub-dimension, the students in the physical education teacher section have an average of 3.146, the students in the sport administration department are 3,1950, and the students in the trainer section are 3,1920. In the escape biochemical sub-dimension, physical education teachers have an average of 2,6751 students, 2.5946 students in sports management students and 2,8398 students in coaching departments. In the cognitive restructuring sub-dimension, the students of the physical education teaching department have an average of 3, 2669, the students of the sports administration department are 3,2162, and the students of the trainee department are 3, 2946.

Table 5. Comparison of Participants' Attitudes toward Stress Sub-Dimensions According to Sports Type Variable

Sub dimensions	Type of sport	n	x	ss	F	p
Active planning	Individual	126	3.354	0.65868		
	Team	143	3.233	0.70780	0.399	0.671
	Both of them	36	3.236	0.69781		
External assistance search	Individual	126	3.313	0.75965		
	Team	143	3.233	0.74322	0.136	0.873
	Both of them	36	3.132	0.71557		
Dyne asylum	Individual	126	3.484	0.76578		
	Team	143	3.362	0.75145	0.023	0.977
	Both of them	36	3.314	0.89689		
Escape emotional-action	Individual	126	3.269	0.75878		
	Team	143	3.091	0.72456	0.170	0.844
	Both of them	36	3,1032	0.61242		
Dodge bio-chemical	Individual	126	2,6865	0.98891		
	Team	143	2,7150	0.97847	1.093	0.336
	Both of them	36	2,6042	1.07134		
Cognitive restructuring	Individual	126	3,3243	0.64433		
	Team	143	3,2208	0.70553	0.247	0.781
	Both of them	36	3,1944	0.65701		

There is no significant difference in all sub-dimensions in the scores of the participants in coping with stress according to the sport type variable. In the active planning sub-dimension, the students who play individual sports have an average of 3,2683, the students who play team sports have 3,2595 and the students who play both sports have an average of 3,3516. In the external help search sub-dimension, the students who play

individual sports have an average of 3,3131, the students who play team sports have 3,2339 and the students who play both sports have an average of 3,1327. In the Dine asylum sub-dimension, the students who play individual sports have an average of 3,4841, the students who play team sports have 3.3625, and those who play both sports have an average of 3,3148. The students who perform individual sports in the escape emotional-action sub-dimension have an average of 3.2698, while the students who play team sports have 3,0919 and the students who play both sports have an average of 3,1032. Students who perform individual sports in the escape biochemical sub-dimension have an average of 2,6865, while the students who play team sports have 2,7150 and the students who play both sports have an average of 2,6042. In the cognitive restructuring sub-dimension, the students who play individual sports have an average of 3,3243, the students who play team sports have 3,2208 and the students who play both sports have an average of 3,1944.

DISCUSSION AND CONCLUSION

In this part of the study, participants' attitudes towards stress coping were discussed, and the results of the relationship between these parameters and gender, department, and sports type variables were discussed and discussed. It was observed that the students who participated in the research had the most abstinence method for stress coping attitudes and the least used method was abstract biochemical abstinence. It is believed that the participants were socio-culturally involved in this discovery and were based on their athletic identities. Öyle ki sportif katılım ve aktif yaşamın bireylerde depresyon ve stresin birçok türünü hafiflettiği birçok çalışmayla ortaya konmuştur (17,21). In addition, it is thought that the students who have frequently mentioned in the related literature have taken the source of strong athletic identity because of the biochemical use of the method that the participants are least used to cope with the stress. In general, research indicates that sporty participation reduces cigarette, cannabis, cocaine and other drug use rates in adolescents and young people (19,5,16). In general, it can be said that the participants have a high attitude to cope with stress and use effective ways of getting help. A study paralleling our research findings was conducted by Turkay and Sökmen (2014). Researchers report that participants in physical education and sports college students are over the middle of the stress response attitude scores. In addition, that they are actively fighting against the sources of stress and are intensely inclined to take the support of social circles in the face of stressful situations; they are fighting by ignoring the sources of stress that they meet from time to time (25). In a similar study, Eraslan (2015) sports Department students ' study indicates that the participants are confident in coping with stress and that the levels of avoidance against stress are low. These studies are parallel to our study as a result. According to our findings, there is no significant difference in all sub-dimensions in the attitudes of participants to cope with stress in terms of gender variables (6). In the research group, close scores were observed in terms of gender, and female participants reported higher stress-related scores in lower dimensions compared to males. In the dimensions of active planning, foreign aid seeking, asylum seeking and cognitive restructuring, female participants reported higher scores than men, while escape had the same score on the emotional-action dimension, and men only reported high scores on male and female in escape biochemical dimension. As a result of this study, it was found that the tendency of men to use drugs as coping with stress was higher than women. The relevant literature contains inconsistent findings on the attitudes of coping with stress in terms of gender variables. Meyers, et.al (2001), Taşgın and Çağlayan (2011) Lazarus (1993). Lopez et al. (2001) reported that there was no significant difference between the participants ' coping with stress and their attitude scores in terms of gender variables (15,23,13,14). These findings are parallel to our study. Heiman (2004) and Austin (2004) report that gender differences in participants' stressful attitudes toward research in their research group (10,2). These findings do not coincide with our findings. It is thought that the differentiation of the research results may be related to some subcultures in which the sample groups have. According to our findings, there was no significant difference in all subscales between attitudes of coping with stress according to participants' section variable. This is thought to be due to the unique structure of the sport area and the provision of the research group from the same pool. Eraslan (2015) reports similar results for our study in terms of department variables. In terms of departmental change in researcher education, it is

stated that the stress-coping styles of the students do not differ. It is also said that in the emergence of this result, the students often have an athlete personality (6). Participants' attitude to cope with stress according to sport type variables did not significantly differ in their sub-dimensions. Whatever the type of sporting participation, the psychological benefits it brings are subject to many researches. Particularly, sportive activities in planned and competitive structure, which are carried out in voluntary sector, contribute positively to individuals in high risk behavior group and it is aimed to eliminate common problems in mental health such as stress, anxiety and depression (12,4). Eraslan (2015) reports that there is no significant difference between the study group according to the situations of team and individual sports branches in the work they do. The author explains this situation as a result of which the students involved in the study are expected to exhibit similarities in the way they deal with stress (6). The idea that both individual and team sports can be used as an effective means to combat stress is supported by the current literature. As a result, our research results contribute to the current field writing. The specific structure of the sport field and the positive mental factors that are brought with it stand as important tools for effective stress fighting. The specific structure of the sport field and the positive mental factors that are brought with it stand as important tools for effective stress fighting.

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