

The Relationship Between Psychological Resilience and Goal Commitment Levels of Sport Sciences Students

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Abstract

The objective of this study is to examine the relationship between psychological resilience and goal commitment levels among students enrolled in physical education and sports schools. Another objective is to examine whether psychological resilience and goal commitment differ according to age and gender. The population of the study consists of students of Istanbul Geliřim University School of Physical Education and Sports, and the sample consists of 332 volunteer university students. The researchers developed a personal information form, psychological resilience scale, and goal commitment scale to collect the necessary data. The collected data were analyzed using the SPSS 24 package program, which enabled the researchers to perform various statistical procedures, including Mann-Whitney U, Kruskal-Wallis, and Spearman's correlation analysis. The results of the study indicated a weak negative relationship between the psychological resilience and goal commitment levels of the students enrolled in the School of Physical Education and Sports.

Key Words: students, psychological resilience, goal commitment

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Spor Bilimleri Öğrencilerinin Psikolojik Sağlık ve Hedef Bağlılığı Düzeyleri Arasındaki İlişki

Öz

Bu çalışmanın amacı beden eğitimi ve spor yüksekokulu öğrencilerinin psikolojik sağlık ve hedef bağlılığı düzeyleri arasındaki ilişkinin incelenmesidir. Çalışmanın bir diğer amacı ise psikolojik sağlık ve hedef bağlılığının yaş ve cinsiyet değişkenine göre farklılık gösterip gösterilmediğinin incelenmesidir. Çalışmanın evrenini İstanbul Gelişim Üniversitesi Beden Eğitimi ve Spor Yüksekokulu öğrencileri, örneklemini ise 332 gönüllü üniversite öğrencisi oluşturmaktadır. Çalışmada araştırmacılar tarafından oluşturulan kişisel bilgi formu, psikolojik sağlık ölçeği ve hedef bağlılığı ölçeği kullanılmıştır. Elde edilen veriler SPSS 24 paket programına girilmiş ve analizler bu program aracılığıyla yapılmıştır. İstatistiksel işlem olarak Mann Whitney U, Kruskal Wallis ve Spearman Korelasyon analizi gerçekleştirilmiştir. Sonuç olarak beden eğitimi ve spor yüksekokulu öğrencilerinin psikolojik sağlık ve hedef bağlılık düzeyi arasında negatif yönlü zayıf düzeyde bir ilişki olduğu tespit edilmiştir.

Anahtar Kelimeler: öğrenciler, psikolojik sağlık, hedef bağlılığı

Introduction

The notion of psychological resilience can be articulated as an individual's capacity to adapt and cope when confronted with adverse circumstances (Block & Kremen, 1996). The emergence of psychological resilience is contingent upon the occurrence of a significant event in the individual's life. These circumstances can profoundly impact individuals, often leading to significant life changes, such as bereavement, illness, divorce, or natural disasters. In general, individuals who exhibit psychological resilience have the capacity to establish a protective structure that enables them to withstand environmental and internal challenges, experiencing reduced vulnerability and damage. These individuals have been shown to adopt a positive outlook on life, exhibit an extraverted personality, and demonstrate openness to novel experiences (Riulli et al., 2002). The positive emotions they experience, their creativity, and their self-esteem are notably elevated (Metzl & Morrell, 2008). It is important to note that individuals may encounter numerous adverse events and circumstances throughout their lifetimes. The manner in which individuals cope with such circumstances and their reaction to the event vary. Some individuals encounter anxiety and depression in response to traumatic experiences. Conversely, others demonstrate a swift recovery, resuming their daily routines

with relative ease. The ability to recover and resume daily routines swiftly can be attributed to psychological resilience, as posited by the positive psychology framework (Doğan, 2015).

The concept of goal setting has been identified as a significant factor in individuals' lives. These objectives encompass self-improvement, professional advancement, and personal aspirations. Achieving these goals necessitates dedicated effort. Individuals often possess multiple goals throughout their lifetimes. Goal setting has been demonstrated to be associated with heightened levels of motivation and increased work effort (Toros et al., 2010). It is imperative that goal setting be methodical and structured to ensure efficacy. The concept of goal setting has been demonstrated to exert a positive influence on the development of athletes' awareness of awareness as well as on the development of their sense of duty. Beyond the realm of athletic performance, psychological factors and the concept of goal setting emerge as pivotal parameters within the domain of sports.

In this context, the central research question guiding this study is as follows: Is there a relationship between psychological resilience and goal commitment among physical education and sports college students?

Method

The subsequent sections will present the research model, population, and sample; the data collection tools; and the data analysis.

Research Model

In the present study, two research methodologies were employed: the relational survey model, which is utilized to investigate the presence or degree of change in two or more variables together (Karasar, 2017), and the causal comparison method, which is a survey model that aims to determine the causes of a naturally occurring situation or event and the variables that affect these causes (Büyüköztürk et al. 2008).

Population and Sample of the Study

The population of the study consists of the students of Istanbul Gelisim University School of Physical Education and Sports, and the sample consists of 332 students determined by simple random sampling method. The random sampling method is a technique in which the probability of each element in the universe being included in the sample is uniform and random,

thereby facilitating the acquisition of research results (Yazıcıoğlu & Erdoğan, 2004; Ural & Kılıç, 2006).

Data Collection Tools

The researchers developed three instruments to collect data for the study: a Personal Information Form, a Psychological Resilience Scale, and a Goal Commitment Scale. The following section provides a detailed description of the aforementioned scales.

Personal Information Form

The personal information form, meticulously prepared by the researchers, encompasses a range of demographic variables including age, gender, marital status, sporting status, and educational status.

Child and Youth Resilience Scale

The Psychological Resilience Scale, a tool designed to assess the psychological resilience of study participants, was developed by Liebenberg, Ungar, and Van de Vijver (2012). The scale, which initially consisted of 28 items, was later reduced to a 12-item structure by Liebenberg, Ungar, and LeBlanc (2013). The 5-point Likert-type scale was adapted into Turkish by Arslan (2015). Notably, the scale is comprised of a single dimension, devoid of reverse-coded items. The Cronbach Alpha internal consistency coefficient of the scale was determined as .91. In the present study, the Cronbach's Alpha internal consistency coefficient was determined to be .93, indicating a high degree of internal consistency within the scale.

Goal Commitment Scale

The Goal Commitment Scale was developed by Hollenbeck, Williams, and Klein (1989) and subsequently adapted into a 5-item scale by Klein, Wesson, Hollenbeck, and Wright (2001). The 5-item scale is a 5-point Likert-type scale. The scale was adapted into Turkish by Şenel and Yıldız (2016). The scale, which was created in a unidimensional structure, has responses that are ranked on a scale from "Strongly Disagree" to "Strongly Agree." The scale's Chronbach Alpha internal consistency coefficient was determined to be 0.74.

Data Analysis

The data obtained from the personal information form and the related scales were processed into the SPSS package program, and the analyses were conducted through this program. In the study, normal distribution curve, skewness, kurtosis value, normal distribution curve according to histogram, and Kolmogorov-Smirnov test values were used when the number of participants was greater than 50. Reliability analyses were conducted for the overall and sub-dimensions of the scales, and "Chronbach's Alpha Coefficient" was obtained as a result. It was determined that the data did not exhibit a normal distribution, prompting the implementation of statistical procedures such as the Mann-Whitney U test, the Kruskal-Wallis test, and the Spearman's rank correlation coefficient analysis.

Table 1. Demographic characteristics of the participants

| | | Frequency | Percent |
|--------------------------------|--------------------|------------|--------------|
| Age | 18-22 | 212 | 63,9 |
| | 23-27 | 90 | 27,1 |
| | 28-32 | 15 | 4,5 |
| | 33 and above | 15 | 4,5 |
| | Total | 332 | 100,0 |
| Gender | Female | 127 | 38,3 |
| | Male | 205 | 61,7 |
| | Total | 332 | 100,0 |
| Marital Status | Married | 34 | 10,2 |
| | Single | 298 | 89,8 |
| | Total | 332 | 100,0 |
| Doing Sports | Yes | 239 | 72,0 |
| | No | 93 | 28,0 |
| | Total | 332 | 100,0 |
| Department of Education | Coaching Education | 63 | 19,0 |
| | Sport Management | 121 | 36,4 |
| | Recreation | 39 | 11,7 |

| | | | |
|--|---|------------|--------------|
| | Exercise And Sport Sciences | 63 | 19,0 |
| | Exercise and Sports Sciences in Disabled People | 46 | 13,9 |
| | Total | 332 | 100,0 |

An examination of Table 1 reveals that 63.9% of the volunteers participating in the study were between the ages of 18 and 22, 27.1% were between 23 and 27, 4.5% were between 28 and 32, 4.5% were between 33 and over, 38.3% were female, 61.7% were male, 10.2% were married, 89.8% were single, 72% had an active sports life, and 28% did not have an active sports life. The demographic composition of the participants is as follows: 19% are students of Coaching Education, 36.4% are students of Sports Management, 11.7% are students of Recreation, 19% are students of Exercise and Sport Sciences, and 13.9% are students of Exercise and Sport Sciences with a focus on Disabled People.

RESULTS

Table 2. Skewness kurtosis and Kolmogorov-Smirnov test significance level results of child and adolescent psychological resilience and goal commitment scale scores

| Scales | N | Skewness | Kurtosis | P |
|----------------------------|-----|----------|----------|------|
| Child and Youth Resilience | 332 | , -121 | , -034 | ,005 |
| Goal Commitment | 332 | ,447 | 3,269 | ,000 |

Upon analysis of the results of the Kolmogorov-Smirnov test in Table 2, it is determined that there are deviations from normality in the scores obtained from Child and Youth Resilience and Goal Commitment and their sub-dimensions. The application of the Kolmogorov-Smirnov analysis is acknowledged as a single investigative method employed to ascertain the normality of data distribution. The examination of the normal distribution curves revealed deviations from normality. Büyüköztürk (2007) delineated the range of ± 1 as the threshold for deviation from normality based on skewness kurtosis values. In contrast, Tabachnick and Fidell (2013) stipulated that if skewness kurtosis coefficients of variables fall between ± 1.5 , they do not manifest a normal distribution. Consequently, it was determined that there were deviations from normality in the scale scores, the coefficients were not between ± 1 and ± 1.5 , and the data did not show normal distribution.

Table 3. Descriptive analysis of participants' responses to the child and adolescent psychological resilience and goal commitment scale

| Scales | N | Min | Max | Mean±Sd |
|----------------------------|-----|------|------|------------|
| Child and Youth Resilience | 332 | 1,00 | 5,00 | 3,38± 0,75 |
| Goal Commitment | 332 | 1,00 | 5,00 | 2,92± 0,54 |

An examination of Table 3 reveals that the mean scores on the Child and Youth Resilience Scale were 3.38 ± 0.75 , and the mean scores on the Goal Commitment Toward Others scale were 2.92 ± 0.54 .

Table 4. Evaluation of Psychological Resilience and Goal Commitment levels of participants according to their age

| | Age | N | Row Mean | sd | X ² | p | Difference |
|--------------------------|---------------------------|-----|----------|----|----------------|------|------------|
| Psychological Resilience | 18-22 ¹ | 212 | 170,38 | 3 | 1,252 | ,740 | - |
| | 23-27 ² | 90 | 160,77 | | | | |
| | 28-32 ³ | 15 | 147,63 | | | | |
| | 33 and above ⁴ | 15 | 164,90 | | | | |
| Target Commitment | 18-22 ¹ | 212 | 169,20 | | 2,986 | ,394 | - |
| | 23-27 ² | 90 | 168,03 | | | | |
| | 28-32 ³ | 15 | 159,53 | | | | |
| | 33 and above ⁴ | 15 | 126,17 | | | | |

As demonstrated in Table 4, an analysis of the psychological resilience and goal commitment status of the participants according to their ages revealed that there was no statistically significant difference ($p > 0.05$).

Table 5. Evaluation of Psychological Resilience and Goal Commitment levels of participants according to their gender

| | Gender | N | Row Mean | Row Total | U | P |
|---------------------------------|--------|-----|----------|-----------|----------|-------------|
| Psychological Resilience | Female | 127 | 152,37 | 19350,50 | 11222,50 | ,035 |
| | Male | 205 | 175,26 | 35927,50 | | |
| Target Commitment | Female | 127 | 166,84 | 21188,50 | 12974,50 | ,959 |
| | Male | 205 | 166,29 | 34089,50 | | |

An analysis of the psychological resilience levels of the participants according to their gender, as presented in Table 5, reveals a statistically significant difference. The analysis of rank averages indicates that this discrepancy is statistically significant in the male population. However, when the goal commitment status of the participants is analyzed, no statistically significant difference is observed ($p > 0.05$).

Table 6. The relationship between psychological resilience and goal commitment level

| | | Level of Commitment to Goal |
|---------------------------------|---|-----------------------------|
| Psychological Resilience | r | -,023 |
| | p | ,672 |

Upon examination of Table 6, a modest negative correlation is observed between psychological resilience and goal commitment level total scores ($r=-.023$; $p=.000<0.5$).

Discussion And Conclusion

An analysis of the psychological resilience and goal commitment of the research group according to age revealed no statistically significant differences. This suggests that psychological resilience and goal commitment are not contingent on age. The state of being psychologically resilient and committed to a goal may vary according to students' abilities, dedication, and desires rather than their age. A review of the extant literature reveals a notable finding: a significant divergence in the psychological resilience of individuals across various age groups. This observation was documented by Çekceoğlu (2019) in his master's thesis study, which examined the psychological resilience of students across the age range of 14 to 20 years. The findings of the research indicated that the psychological resilience of students between the ages of 14 and 15 was significantly higher than that of students between the ages of 16 and 17 and 18 and 20. The findings of the research differ from our results. The study also examined

goal commitment, which was found to be consistent across age groups. The findings of the research align with our own. In a separate study, Duran (2023) found that the psychological resilience levels of individuals working as physical educators in high schools increased significantly according to the age variable. In contrast, Taş's (2013) study found no significant differences in psychological resilience levels among nurses based on age. The observed discrepancy in findings across studies could be attributed to various factors, including the geographical region of residence, differences in study populations, and potentially other variables.

A subsequent examination of the psychological resilience levels of the participants according to gender reveals a statistically significant difference. The analysis of rank averages reveals that this variation is statistically significant in the male direction. However, when the participants' goal commitment status is analyzed, no statistically significant differences are observed. This finding is consistent with the hypothesis that men, due to their greater involvement in business life and concurrent engagement in work and study, may encounter more psychological challenges. Consequently, it is plausible that their psychological resilience scores may exhibit a pronounced increase. Consequently, the psychological resilience scores of men may exceed those of women. A subsequent examination of the extant literature revealed outcomes that were supportive of female students in relation to goal commitment and gender variable in the study conducted by Süleymanoğulları et al. (2021) on sports sciences faculty students. The study's findings indicated that female students demonstrated higher levels of goal commitment.

The findings of the study indicated a modest negative correlation between psychological resilience and the level of goal commitment among the participants. As psychological resilience increases in the research group, the level of goal commitment decreases. The ability to engage in sports is inherently linked to self-confidence and psychological resilience. As self-confidence increases, an individual becomes more capable of pursuing a broader range of goals and paths. An individual who possesses the capacity to select any of these objectives, who has self-confidence in their ability to traverse new avenues, does not aspire to be bound to a specific objective and pursue it. The confidence derived from sports enables individuals to pursue new goals and achieve new gains, effectively eliminating the concept of being bound to a specific objective.

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