ORIGINAL RESEARCH

Examining the psychological resilience and goal commitment levels of university students in sports sciences and other departments in terms of different variables

Ender Özbek[1] 🆔, Mehmet Aydoğan[2]🆔

[1] School of Physical Education, Dicle University, Diyarbakır, Türkiye. [2] Department of Exercise And Sports for Disabled, School of Physical Education and Sports, Istanbul Gelisim University, Istanbul, Türkiye.

Abstract

The aim of this study is to examine the psychological resilience and goal commitment levels of university students who do and do not engage in sports in terms of certain variables. The research was conducted using the survey model, one of the quantitative research methods. The population of the study consists of students at the university level, while the sample of the study consists of 1494 students studying at Dicle University, determined using the convenient sampling method. As data collection tools, a Personal Information Form created by the researcher, the Child and Youth Resilience Measure, and the Goal Commitment Scale were used. It was determined that the data collected within the scope of the research showed a normal distribution, and descriptive statistical analyses and parametric tests were utilized. As a result of the analysis, it was found that the psychological resilience and goal commitment levels of male students participating in the study were significantly higher than those of female students, and the psychological resilience and goal commitment levels of fourth-year students were significantly higher than those of third-year students. However, no significant difference was found between the variables of age and department and the levels of psychological resilience and goal commitment.

Introduction

Masten & Obradovic (2006) define psychological resilience as an individual's ability to cope with challenges and troubles. These protective variables are defined as environments that decrease or eliminate the repercussions of challenges while boosting participants' competencies. People's ability to live a healthy lifestyle, fulfill tasks at various developmental phases of their lives, and act in accordance with their societal roles can be connected to a positive and healthy personality and self-growth. An individual has to struggle with various vital events he encounters throughout his life, and these events can disrupt his usual order and negatively affect his life. The individual may develop different functional and dysfunctional behavioral mechanisms to cope with such challenges. These mechanisms are required for the individual to actively use them and adapt to the challenges that life presents. This relates to the ability to deal with obstacles (Bolat, 2013).

The term "goal" refers to achieving a given level of skill over time, while "goal commitment" relates to determination to attain the goal (Locke et al., 1988; Locke & Latham 2002). Individuals confronted with a particularly tough aim are said to have various variable profiles for the learning task (Pieschl et al., 2013). Klein et al. (1999) underlined that the most important outcome of goal commitment is the link between goal difficulty and performance. Research has shown that those who are committed to their goals perform better than others.

Because of variances in commitment to personal objectives, two people may have different attitudes toward the same goal (Wright et al., 1994); it is not true to argue that everyone is equally dedicated to their personal goals. This demonstrates individual variances

in goal commitment. In light of this information, this study sought to investigate the psychological resilience and goal commitment levels of university students in sports sciences and other departments using a variety of variables.

Method

This research was carried out using the survey model, one of the quantitative research methods. Survey model; "It is a research approach that aims to describe the past or present situation as it exists. "The event, individual or object that is the subject of the research is tried to be defined as it is within its own conditions" (Kuzu, 2013).

Population and Sampling of the Research

While the population of this research consists of university undergraduate students who actively continue their education life, the sample of the research consists of students studying in different departments at Dicle University. Of the students participating in the study, 69.6% are female, and 30.4% are male.

Data Collection Tools

Personal Information Form

The personal information form of the research encapsulates questions about age, gender, department and class information.

Child and Youth Psychological Resilience Scale

The "Child and Youth Psychological Resilience Scale" was used to assess participants' psychological resilience levels. The Child and Youth Psychological Resilience Scale, developed with data from eleven different nations, has 28 items. The scale was originally divided into three and eight subscales (Liebenberg et al., 2012). Liebenberg et al. (2013) conducted a short form study of the scale employed in our research, which resulted in a 12-item format. The measurement tool, which has a five-point Likert structure, is rated between "It describes me completely (5)" and "It does not describe me at all (1)". The Cronbach's alpha value of the scale was found to be .84 and the factor loadings ranged between .39 and .88. The scale consists of a single factor and a high score from the scale explains that the level of psychological resilience is high. "There are no reverse articles in the scale."

Objective Commitment Scale

To specify the participants' target commitment levels, the Goal Commitment scale, developed as 9 items by Hollenbeck et al. (1989) and adapted as 5 items by Klein

et al. (2001), was utilized. The scale, which has a single dimension, is Likert type and consists of five items (1 = I strongly disagree, 5 = I strongly agree). The internal consistency coefficient of the scale was found to be .74 (Klein et al., 2001). Adaptation of the scale into Turkish was carried out by Şenel & Yıldız (2016). The KMO Test value was found to be .77, and the Bartlett Sphericity test value was found to be 341.357 (p<.000). Researchers stated in their studies that the goal commitment scale is suitable for Turkish people. In the adaptation study, KMO test was found to be .596 and Bartlett Sphericity p<0.00. In our study, the Cronbach α coefficient was found to be .70."

Collection and Analysis of Data

To gather data, demographic information questions and measurement tools will first be transferred to the online environment (Google Form) and made ready. The prepared form will be delivered to students through faculty members in the relevant department at the universities in the target audience. The research form will include information on the research's aim, importance, and why, as well as the ability to consent to voluntary involvement in the research. Data will be collected from people who have read the research information and willingly agreed to participate.

The acquired data was transferred to the SPSS 25.0 package application, where it was first determined whether there had been any data loss. It was concluded that no data loss occurred, and all 1494 data points were analyzed.

Kurtosis and skewness values were assessed to determine whether the data collected in the research showed a normal distribution. Cooper-Cutting (2022) explained that "the skewness and kurtosis values being within ±2 is a suitable situation in terms of normality." In this study, it was observed that the skewness and kurtosis values of the data were within ±2 range, and since it was determined that the data showed a normal distribution, parametric tests were applied. In the analysis of the data, calculations were made for frequency distributions, arithmetic means and standard deviations, and Independent Sample t-Test and One Way Anova tests were used.

Results

It was determined that there was a statistically significant difference between the students' gender and psychological resilience levels (p<0.05), while there was no statistically significant difference between the goal

commitment level and the gender variable (p>0.05). When the scores were evaluated, it was seen that the psychological resilience levels of the male students participating in the research were significantly higher than the psychological resilience levels of the female students (Table 1).

It was determined that there was no statistically significant difference between the age ranges of the students participating in the research and their psychological resilience levels and goal commitment levels (Table 2).

Table 1

Comparison of participants' psychological resilience and goal commitment levels by gender.

	Gender	n	Mean ± SD	t	*p*
Psychological Resilience	Male	463	39.35 ± 10.25	4.384	.021*
	Female	1061	35.42 ± 9.89		
Goal Commitment	Male	463	12.72 ± 8.32	0.582	.438
	Female	1061	13.53 ± 8.94		

* p<0.05

Table 2

Comparison of participants' psychological resilience and goal commitment levels according to age.

	Age Range	n	Mean ± SD	F	*p*
Psychological Resilience	18-21 Years old	345	33.53 ± 8.93	.552	.760
	22-25 Years old	979	33.26 ± 8.57		
	26 Years old and over	200	34.74 ± 9.12		
Goal Commitment	18-21 Years old	345	10.78 ± 7.27	.357	.332
	22-25 Years old	979	11.21 ± 7.86		
	26 Years old and over	200	10.93 ± 7.32		

Table 3

Comparison of participants' psychological resilience and goal commitment levels according to class variable.

	Grades	n	Mean ± SD	t	*p*
Psychological Resilience	3th Grade	821	40.35 ± 10.45	6.735	.010*
	4th Grade	702	43.42 ± 11.72		
Goal Commitment	3th Grade	821	45.72 ± 12.36	4.333	.017*
	4th Grade	702	49.53 ± 15.28		

* p<0.05

Table 4

Comparison of participants' psychological resilience and goal commitment levels according to department variable.

	Departments	n	Mean ± SD	F	*p*
Psychological Resilience	Physical Education and Sports	170	38.85 ± 10.47	.261	.645
	Religious Studies	374	37.57 ± 10.35		
	Faculty of Arts and Sciences	690	38.43 ± 10.42		
	Faculty of Fine Arts	196	37.33 ± 10.36		
	Other	64	38.27 ± 10.39		
Goal Commitment	Physical Education and Sports	170	13.25 ± 8.58	.284	.869
	Religious Studies	374	12.53 ± 8.23		
	Faculty of Arts and Science	690	12.43 ± 8.21		
	Faculty of Fine Arts	196	13.22 ± 8.57		
	Other	64	12.58 ± 8.24		

It was determined that there was a statistically significant difference between the students' classes and their psychological resilience levels and goal commitment levels. When the scores were examined, it was determined that the psychological resilience and goal commitment scores of the 4th grade students were significantly higher than the scores of the 3rd grade students (Table 3).

According to the results of the statistical analysis, it was determined that there was no statistically significant difference between the participants' departments and their psychological resilience and goal commitment levels (Table 4).

Discussion

According to the findings of an investigation undertaken to compare the psychological resilience and goal commitment levels of university students in sports sciences and other departments across several variables. There was a statistically significant difference between the students' gender and psychological resilience levels, as well as between the goal commitment level and the gender variable. It was discovered that no difference existed. When the results were analyzed, it was discovered that the psychological resilience levels of the male students involved in the study were much greater than those of the female students. According to this result, it can be assumed that men's psychological resilience levels are higher because they can control their emotions more and be calm compared to women.

Cooper et al. (1995) analyzed the literature and concluded that women are psychologically superior than men. In his study of the psychological resilience levels of university students, Sezgin (2016) discovered that men had higher psychological resilience levels than women in the gender category. In their research of university students' happiness and psychological resilience, Cenkseven & Akbaş (2007) discovered that gender had an effect on psychological resilience but did not contribute to prediction.

In studies on the level of goal commitment, Salim's (2018) study found that the goal commitment level did not differ according to gender and Fishbach & Dhar (2005), De Clercq et al. (2009) and Oettingen et al. (2009). As a result of the studies of Oettingen et al. (2009), it was stated that there was no significant difference between goal commitment and gender. These results support the acquired findings.

The studies revealed that there was no statistically significant difference between the age ranges of the students involved in the study and their psychological resilience and goal commitment levels.

When the literature was reviewed, Güler & Günay (2021) determined that there was no significant difference between psychological resilience level and age variable. In a study on psychological resilience, Kahraman (2016) discovered no significant relationship between age and psychological resilience. Duygun (2017) found that students' psychological resilience levels did not differ by age category.

In studies on goal commitment, it was observed that Çekceoğlu (2019) could not find a significant difference between goal commitment and the age variable. Similarly, Salim (2018) concluded that the goal commitment of orienteering athletes did not differ according to the age variable. These results appear to be consistent with the results of our own research.

As a result of the analyses, it was determined that there was a statistically significant difference between the students' classes and their psychological resilience levels and goal commitment levels. When the scores were examined, it was determined that the psychological resilience and goal commitment scores of the 4th grade students were significantly higher than the scores of the 3rd grade students. According to these results, it can be said that as the grade level increases, the level of psychological resilience and goal commitment increases, and the reason for this increase is that the student period is now over and the transition to business life is approaching.

When the literature was examined, it was seen that results contrary to the results obtained from the study were common. In his research for teacher candidates studying in physical education departments, Kırandi (2020) concluded that psychological resilience did not differ significantly in class category. In a study examining the psychological resilience levels of university students, Sezgin (2016) concluded that psychological resilience did not differ in terms of the grade variable. In his study on examining the psychological resilience of university students through five factor personality traits, Özer (2013) concluded that psychological resilience levels did not differ in terms of the class variable.

When the studies on the notion of goal commitment were evaluated, it was discovered that there were no study results analyzing the relationship between the class variable and goal commitment, and it was assumed

that the research findings would contribute to the literature. The statistical analysis revealed that there was no statistically significant difference between the participants' departments in terms of psychological resilience and goal commitment.

When the literature is examined, in the research conducted by Oktan et al. (2014) on the students studying in the Secondary Education Science and Mathematics Fields, Special Education, Primary Education, Turkish and PDR departments at Karadeniz Technical University Fatih Faculty of Education, the psychological resilience score averages of the students were determined. There was no significant difference specified between them according to the department variable. Atarbay (2017) researched psychological resilience among second-year students at Edirne Trakya University's departments of English Language Teaching, German Language Teaching, PDR, Public Administration, Medicine, Computer Engineering, Painting, Graphic Design, Turkish Language Teaching, and Turkish Language Literature. It was discovered that the levels did not vary depending on the department analyzed.

When the studies on the idea of goal commitment were evaluated, it was discovered that there were no study results analyzing the relationship between the department variable and goal commitment, and it was assumed that the research findings would contribute to the literature. Based on the findings of this study, the following proposals can be considered.

Based on the results obtained from this study, a similar research could be conducted on a sample group that includes more universities and departments. Since the number of studies examining psychological resilience in terms of the type of department is limited, new research can be conducted to more comprehensively investigate the psychological resilience levels of students studying in different departments. Such studies could provide a deeper understanding of how psychological resilience varies or shows similarities among students from different disciplines. To enhance the happiness levels of university students and support their psychological resilience, initiatives can be undertaken that involve both psychological and physical interventions.

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