

THE ANALYSIS OF THE TRAINERS' JOB STRESS LEVEL ACCORDING TO SOME VARIABLES

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ABSTRACT

It has been a topic that I have wondered at which level the job stress relationship between age and gender is, considering that job stress is an important factor affecting athletic efficiency positively according to coaches' gender and work experiences, and also the effect of their educational status and work and occupational experiences on coping with perceived stress. Sub Problems:

1. Do coaches' job stress levels differ according to gender?
2. Do coaches' job stress levels differ according to work experience?

Coaches of The Ministry of National Education in Kayseri province form the sample of the research. This research aims to reveal stress levels of different genders who work for The Ministry of National Education and have coaching certificate. 122 coaches out of 311 were reached by simple random sampling. The research was conducted face to face. Perceived Stress Scale (PSS) was used to measure coaches' stresses. The scale was developed by Cohen, Kamarck and Mermelste in 1983 and its Cronbach's Alpha was found as 0.86 in reliability studies. In this research, the scale that was translated into Turkish by Bilge, Ögce, Genç and Oran (2007) was used and its Cronbach's Alpha was found as 0.81 in reliability studies. A high total number means high levels of perceived stress. High scores from subscales, though, is a negative condition. It is determined that, in the analyses done for sub problems, statistical significance in coping with stress according to gender is 0.023 and it is 0.004 in perceived stress, which is a subscale of stress, whereas there is statistical significance between it and the subscale coping with stress at 0.002 level and 0.001 between it and stress.

Keywords: Job Stress, Coach, Sport Management

INTRODUCTION

Successes in sports are mentioned as frequently as economic successes. In advanced countries, sports are involved in every part of life, especially in schools. It is important for success in sports to discover individuals' abilities in early ages and to guide them.

Competitions are intrinsically intertwined with stress. Stress should be managed successfully. Teachers who work at schools of The Ministry of National Education and have coaching certificate will contribute significantly to the country's future in sports by guiding talented students to the fields in which they are talented.

STRESS

According to Magnusson (1990), stress is individuals' reactions against the difference between the lives they wish and their real lives. In other terms, stress implies the reactions of extreme and generally unwanted stimuli, which cause physiologic and psychologic reactions in individuals, to threatening environmental events. Stress is emphasized as the inevitable part of all individuals' lives and a kind of reaction against stimuli and events that reveal psychological, physical and behavioral consequences (Werther and Davis, 1999).

Selye, the pioneer stress researcher, described stress as “the reaction of the body to any non-special external demand” (Selye, 1977). In order to live successfully with stress, we must know stress sources in our lives, whether our bodily and emotional reactions are logical and beneficial or are obstructive in taking the control and coping with stress (Wilkinson, 2005).

Coping with Stress

To cope with stress, Erdoğan (1999) suggests efficient time management, relaxation practices, positively dreaming and exercises as individual strategies and self-control, communicating, meditation, food control, taking up a new hobby and being extroverted in terms of behaviors.

Folkman and Lazarus classify coping behaviors as problem-focused and emotion-focused (Folkman and Lazarus, 1985). The formation of behavioral and mental boundaries in individuals as a result of threats and force is because it results in psychologic and physiologic balance disorder in individuals. It is the condition of physical and mental exhaustion in the organism (Baltaş, 2002).

Stress in Sports

Stress is a concept that affects individuals' work processes, behaviors and relationships with other individuals. Stress, which does not automatically develop itself, is affected by the life, the environment and the changes in this environment. While every individual is affected by the environmental changes, some of them are affected fast and much and some are affected slowly and slightly (Eren, 2004).

Just as Olympic athletes do not obtain good results in their preparatory work thanks to stress, stage performances in front of the audience can also be an effective stimulant, embellishing our lives.

Factors Creating Stress in Sports

Factors creating stress in sports can be sorted as follows (Kuru, 2000):

1. Getting reaction from the audience, hearing problems,
2. Responsibility to take high risk, risk to be injured,
3. Different time zones for events in different regions, climate change, food change,
4. Coaches' conflicts, conflicts with teammates,
5. Conflicts with family, school and environment as a result of stress in sports,
6. Conflicts during decision-making in sports

MATERIALS AND METHODS

The Purpose of the Research

This research aims to investigate whether the stress levels of individuals, who work at schools of The Ministry of National Education in Kayseri, Turkey and who have coaching certificate, differ according to gender and work experience or not. Subproblems of the research are:

1. Do coaches' job stress levels differ according to gender?
2. Do coaches' job stress levels differ according to work experience?

Hypotheses of the Research

The hypotheses of the research are as follows:

1. It is accepted that physical education teachers with coaching certificate participating in the research sincerely answered the measuring instrument reflecting their actual situations.
2. It assumed that the scales that measure perceived stress and coping with stress of physical education teachers with coaching certificate are sufficient in data collection.
3. The scales used are valid and reliable.

The Importance of the Research

Countries that are seeking to increase their international reputation and are growing economically must also increase their success in social and sporting areas. In this respect, it is important to examine the stress levels of those who have coaching certificate in public schools and to arrange the necessary mechanisms according to academic studies. The research is the first to be done for Kayseri province in terms of content and scope.

Sample and Research Model

It was aimed to reach 200 individuals out of 311 who have above-mentioned qualities by simple random sampling. 168 individuals, however, were reached due to time limitations and teachers' busy schedules. 122 surveys were involved in the research as a result of validity and reliability analyses.

As the scale for perceived stress, "Perceived Stress Scale" (8 questions) in 5-point Likert scale, which was developed by Cohen, Kamarck and Mermelste (1983), were used. The research was conducted face to face. In the first part of the questionnaire, which was developed in the light of the purpose, demographic questions (6 questions) to use in descriptive statistics are placed and in the second part, there is perceived stress scale.

RESULTS

Descriptive statistics of the research are as follows.

Table 1: Descriptive Statistics

Total Work Experience	Frequency	Percentage
1-5 years	26	21,3
6-10 years	31	25,4
11-15 years	31	25,4
16-20 years	20	16,4
21 years or more	14	11,5
Total	122	100

Professional Experience	Frequency	Percentage
1-5 years	39	32
6-10 years	36	29,5
11-15 years	17	13,9
16-20 years	17	13,9
21 years or more	13	10,7
Total	122	100

Educational Status	Frequency	Percentage
2-year undergraduate	75	61,5
Undergraduate	29	23,8
Graduate	18	14,8
Total	122	100

Age	Frequency	percentage
Age 18-30	33	27
Age 31-40	48	39,3
Age 41-50	25	20,5
Age 51-60	14	11,5
Age 61 or more	2	1,6
Total	122	100

Gender	Frequency	Percentage
Female	54	44,3
Male	68	55,7
Total	122	100

Sub problem 1:Do coaches' job stress levels differ according to gender?

Table 2: T-test examining the differentiation between stress perception and coping with stress according to gender

p<0,05		N	Mean	F	Sig.	Std. Deviation	Std. Error Mean	Std. Error Difference
Stress perception	Female	54	3,90	0,346	0,219	1,175	,160	0,238
	Male	68	3,61			1,402	,170	
Coping with stress	Female	54	2,72	13,650	0,023	,855	,116	0,201
	Male	68	3,18			1,268	,154	
STRESS	Female	54	3,31	3,823	0,648	,848	,115	0,187
	Male	68	3,39			1,146	,139	

The T-test above indicates that there are statistical significances between coping with stress and stress perception according to gender ($p=0.023$).

Sub problem 2: Do coaches' job stress levels differ according to work experience?

Table 3: One-way ANOVA Test examining the differentiation between stress perceptions and coping with stress according to work experience

p<0,05		Sum of squares	df	Mean Square	F	Sig.
Stress Perception	Intergroup	25,082	4	6,271	4,023	0,004
	Intragroup	182,379	117	1,559		
	Total	207,461	121			
Coping	Intergroup	20,327	4	5,082	4,484	0,002
	Intragroup	132,599	117	1,133		
	Total	152,926	121			
STRESS	Intergroup	18,764	4	4,691	5,102	0,001
	Intragroup	107,57	117	0,919		
	Total	126,334	121			

As the One-way ANOVA Test above indicates, there are statistical significances between work experience and stress. Significance in perceived stress, a subscale of stress, is at the 0.004 level whereas significance level is at the 0.002 level between the subscale coping with stress and at the 0.001 level between stress.

CONCLUSIONS AND RECOMMENDATIONS

According to the gender variable of the students of Physical Education and Sports College students for whom being under the level of their fields and high

amounts of performance decrease cause troubles for young people in interpreting internal stress and coping with stress (Akandere, 2003), it was concluded that there is no statistical significances between the subscales of coping with stress and total averages (Turkay and Sokmen, 2014). However, it was concluded that there is statistical significance between coaches' coping levels according to gender at the 0.023 level.

This study investigates the relationship between perceived stress, coping with stress, educational status, work experience and professional experience. For this purpose, physical education teachers with coaching certificates in Kayseri were examined and the effects of perceived stress and coping with stress on educational status, work and professional experiences were tried to be explained. The research has provided findings about the variables that are concerned with the problems that qualified coaches have experienced in the educational process today. The following suggestions can be made in the light of the results of this research.

1. This research was conducted on 122 coaches in schools affiliated to the Ministry of National Education in Kayseri province. Making this research in different provinces, geographical and developmental zones will be helpful in identifying the stress environment in which sports coaches are involved.
2. Differentiation in individual or team sports will be helpful, taking into account regional differences and differentiation in coping with stress according to gender.
3. Providing regular trainings to the coaches on stress and using positive methods to reduce the stress level and informing the coaches about the social support resources will have a positive effect.
4. It should be noted that technical staff such as coaches should be actively supported, who first interact with sportsmen, and that sports should not be perceived as a process of sportsmen's physical adjustment.
5. It will be more beneficial to increase psychological support and sensitiveness at the beginning of the season and mid-seasons so that the coaches can take care of the problems individually and that this care have a more positive effect.
6. Professional experience and gender should be supported along with other qualifications.
7. Since the roles of coaches differ according to individual or team sports, the effectiveness of assistant coaches becomes even more important. Assistant coaches should be encouraged to be trained on process-supporting elements.

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