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Sport science college students and career stress

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Abstract

The aim of this study is to examine the career stress levels of university students in different faculties according to age, gender, faculty, class and financial status variables. The research was conducted using a quantitative research design. The sample of this study consisted of 1,189 university students from Kastamonu University Education Faculty, School of Physical Education and Sports, Faculty of Arts and Faculty of Engineering and Architecture. Career Stress Scale consisting of 20 items and three sub-dimensions was used. Data were normally distributed and parametric analysis was used. According to the findings of this study, it was determined that the average score of the participants was 2.43 from the total score of the career stress scale. In this context, it was found that the career stress levels of the participants were moderate at the lower limit. According to the average scores of the participants, the lowest subscale was found to be an external conflict with 2.13 average and the highest subscale was found to be job anxiety with an average score of 2.82. A significant difference was found almost between all different groups in different ways ($p > 0.05$). As a result, it was found that the career stress levels of the university students participating in the research were moderate, as well as differences according to variables such as gender, class, age, faculty and income status. Among these differences, the most striking ones appear to be the variables of age and income. In this context, it was determined that university students who have lower age and lower-income status level have higher career stress level than age and income status variables.

Keywords: Career, collage, stress, sport, students, university.

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1. Introduction

In today's world that is constantly changing and developing in different directions, the concept of stress has taken its place as a part of daily life (Yavuzaslan, Bariscil & Farkas, 2016). As a part of modern life, the phenomenon of stress takes place in the life of almost every person. Many academic research on personal stress has been conducted in the relevant literature and continues to increase day by day (Ashford, 1988; Hall & Mansfield, 1971; Katan et al., 2008; Manuck, Cohen, Rabin, Muldoon & Bachen, 1991; Masten et al., 1988; McEwen & Stellar, 1993; Pearlin, 1989).

According to Wheeler (2007), stress is a word related to the science of physics that expresses the amount of force used in an object, and in real life, it is related to the negative impact of some subjects applying force on personnel human life. However, for the last 50 years, the term stress has been increasingly used in behavioural and health sciences (Kassymova, Kosherbayeva, Sangilbayev & Schachl, 2018). In another definition, stress is defined as the process in which a person reacts when faced with external or internal problems and difficulties (Guclu, 2001). In other words, it is stated that stress has direct effects on the brain and the entire anatomy of the body (Owusu & Essel, 2017).

Many different factors (Health Problems, Family Problems, Financial Problems, Exams, Interviews, Expectations, Hopelessness, Social Relationship Problems, etc.) are put forward as the cause of stress, and another important factor is the future anxiety (Dogan & Mumin, 2013; Durna, 2006; Kula & Sarac, 2016). Career concept is seen as a frequently used phenomenon in today's business world. The concept of career, which is frequently used in daily life, is generally associated with meaning such as promotion in a job, working in a respected job and status in business life (Arifoglu, 2015). Having a business life gives a person a social status and identity and helps the individual to have a place in the society (Demirbilek, 1994). Especially as a result of the adaptation of the business world to the new brutal economic order, cases such as 'lifelong career' have lost their validity and in this sense, the future anxiety and stress level of university students has increased. With the rapid change and transformation in the world, a global competitive environment has been formed (Cevik & Senturk, 2019). In addition to these perspectives, it is stated that the main responsibility of decision-making processes such as finding a job, changing jobs and leaving the professions belongs to not only human resources specialists but also individuals. It is important that people develop their skills in order to avoid career stress. Skills are important not only for career development but also for the potential of developing a business relationship in a collective organisation (Umachandran et al., 2019).

In particular, post-university life planning, which is the last period of planning and applications, can create stress in determining the career of people. The end of school life means that students have begun work or unemployment career choice, social expectations, fear of not having life standards can cause stress in university students (Cakmak & Hevedanli, 2005). Especially the sense of obscurity is expressed as one of the most important sources of stress and emotion for people (Soylu, Uckun & Uzum, 2018).

In the researches, it is stated that a significant part of the university students have problems related to their careers and they are under stress in this context (Fouad et al., 2006). Students who are studying at university have the concept of stress such as sadness, oppression, disturbance and depression explained by associating with concepts such as pressure (Sahin, 1998). University students, especially in the last years of their school, seem to have a stress cause of future anxiety. High unemployment rates among the young population and university graduates may lead to an increase in stress levels of these individuals (Dursun & Aytac, 2009).

As a result of the examinations and related literature surveys, it was considered important to determine the career stress levels of university students and to make recommendations according to their results. In this context, the aim of this study was to examine the career stress levels of university students in different faculties according to age, gender, faculty, class and financial status variables. When the importance of the research is evaluated, it is observed that there are many problems in finding a suitable job for the person and finding suitable personnel. In this context, the concept of

career is important for both the individual and the organisation. The number of students entering and graduating from universities is increasing day by day and parallel to this, the number of unemployed with the university is increasing. Finding jobs and career sustainability activities are becoming more and more difficult.

2. Method

2.1. Participants

The research was conducted using a quantitative research design. The population of this study consists of students studying at Kastamonu University. The sample of this study consisted of 1,189 university students from Kastamonu University, Faculty of Education, School of Physical Education and Sports (BESYO), Faculty of Arts and Faculty of Engineering and Architecture. According to Krejcie and Morgan (1970), '0.05' tolerance error and the lowest number of samples to be taken from the highest number of universe is 384, in this context, it is seen that the sample size of the research is sufficient.

Within the scope of the research, the simple random sampling method was chosen as the sampling method. The simple random sampling method is chosen by the researcher in accordance with the researcher's own judgments and eligibility criteria (Etikan, Musa & Alkassim, 2016). The aim of selecting a simple random sampling method is to easily reach more participants. The reliability of the data was measured with the Cronbach Alpha coefficient and determined at 0.92. In this sense, the data used in the research were found to be reliable (Kilic, 2016). Confirmatory factor analysis was conducted to test the validity of the study and goodness of fit indexes were found to be sufficient (x^2/sd: 276; RMSA 0.64; SMRM, 0.62; NFI, 0.90; NNFI, 0.90; CFI; 0.91; GFI, 0.88; AGFI, 0.89)

Table 1. Personal information of the participants

	Groups	(*f*)	(%)
Gender	Man	674	56.7
	Woman	515	43.3
Age	18–21 age	697	58.6
	22–24 age	406	34.1
	25 age and above	86	7.2
Income	0–500 TL	450	37.8
	501–1,500 TL	448	37.7
	1,501 TL and above	291	24.5
Faculty	Sport School (BESYO)	299	25.1
	Education Faculty	300	25.2
	Architecture and Engineering	301	25.3
	Faculty of Fine Arts	289	24.3
Class (Grade)	1	292	24.6
	2	296	24.9
	3	300	24.2
	4	301	25.2
Total	1,189		

2.2. Data collection tool

The data collection tool consisting of two parts was used in the research. In the first part of the data collection tool, a questionnaire consisting of the personal information of the participants was used. In the second part, the Career Stress Scale consisting of 20 items and three sub-dimensions adapted by Ozden and Sertel-Berk (2017) into Turkish was used. Expressions in the scale, I fully agree '5 points (5.00–4.20)', I agree '4 points (4.19–3.40)', I am undecided '3 points (3.39–2.60)', disagree '2 points

(2.59–1.80)', I strongly disagree The n−1/n formula was used to determine the score ranges (5−1/5 = 4/5 = 0.80).

2.3. Data collection and analysis

In the analysis of the data, firstly, the demographic information of the participants and frequency and percentage analysis were used for the answers to the questions. Afterwards, it was examined whether the answers of the participants differed according to age, gender, income status, faculty and class variables. In order to determine to use either parametric or non-parametric tests to determine the differences between the groups, firstly, whether the data were normally distributed or not was examined within the scope of kurtosis and skewness values.

3. Results

The participants' Career Stress Scale total score, career uncertainty and lack of information, external conflict dimensions and work pressure were found to be normal distribution in the sub-dimension according to the kurtosis and skewness values.

Table 2. Total score and subscale averages of the participants

	$\bar{X}$	Ss	Skewness	Kurtosis
Career uncertainty and lack of information	2.31	0.86	0.472	−0.393
External conflict	2.13	0.95	0.709	−0.168
Job finding pressure	2.82	0.96	0.063	−0.661
Total (career stress scale)	2.43	0.75	0.265	−0.365

$p < 0.05$

Parametric measurement methods (independent t-test and one way analysis of variance) were used for the analysis of data groups showing normal distribution and non-parametric measurement methods (Mann Whitney U and Kruskall Wallis) were used for the analysis of data groups that did not show normal distribution.

Table 3. Total score and sub-dimension mean scores of participants according to gender variable *T*-test

Sub-dimensions	Gender	*n*	$\bar{X}$	Ss	*p*	Difference
Career uncertainty and lack of information	Man	674	3.50	0.72	0.862	-
	Woman	515	3.49	0.66		
External conflict	Man	674	4.80	0.95	0.021	2 > 1
	Woman	515	5.00	0.81		
Job finding pressure	Man	674	4.01	0.81	0.063	-
	Woman	515	4.14	0.73		
Total (career stress scale)	Man	674	3.38	0.99	0.931	-
	Woman	515	3.39	1.07		

$p < 0.05$

The average scores of the participants included in this study from the Career Stress Scale and the average scores from the sub-dimensions are given in Table 2. As a result of the comparison of the mean scores of the participants, statistically significant difference was found only in higher of female participants against male participants in the external conflict sub-dimension according to gender.

Table 4. Total score and sub-dimension mean scores of participants according to age variable

Sub-dimensions	Age	*n*	X̄	Ss	*F*	*p*	Difference (Scheffe)
Career uncertainty and lack of Information	18–21 age(1)	697	2.38	0.86	8.87	0.000*	1 > 2,3 2 > 3
	22–24 age(2)	406	2.26	0.86			
	25 age and	86	1.98	0.81			
external conflict	18–21 age(1)	697	2.13	0.95	0.036	0.964	-
	22–24 age(2)	406	2.14	0.93			
	25 age and above(3)	86	2.16	1.04			
Job finding pressure	18–21 age(1)	697	2.87	0.95	5.11	0.006*	1 > 2,3 2 > 3
	22–24 age(2)	406	2.80	0.95			
	25 age and above(3)	86	2.52	1.05			
Total (career stress scale)	18–21 age(1)	697	2.48	0.75	6.32	0.002*	1 > 2,3 2 > 3
	22–24 age(2)	406	2.40	0.74			
	25 age and above(3)	86	2.18	0.79			

$p < 0.05$

The average total score of the participants from the Career Stress Scale according to the 'age' variable and the average scores from the sub-dimensions are given in Table 4. According to the findings, a statistically significant difference was found in higher of the 18–21 age group against the other age groups in the dimensions of Career Uncertainty and Lack of Information and Job Pressure. In addition, a statistically significant difference was detected in 22–24 age group against the age of 25 and over in the same dimensions.

Table 5. Total score and sub-dimension mean scores of participants according to faculty variable

Sub-dimensions	Faculty	*n*	X̄	Ss	*F*	*p*	Difference (Scheffe)
Career uncertainty and lack of information	BESYO (1)	299	2.37	0.81	6.27	0.000*	4 > 2,3
	Education(2)	300	2.18	0.84			
	Faculty of Fine Art(3)	301	2.24	0.89			
	Architecture and Engineering (4)	289	2.46	0.89			
External conflict	BESYO (1)	299	2.31	1.01	13.07	0.000*	1,3,4 > 2
	Education(2)	300	1.87	0.87			
	Faculty of Fine Art(3)	301	2.12	0.92			
	Architecture and Engineering (4)	289	2.25	0.94			
Job finding pressure	BESYO (1)	299	2.82	0.88	3.36	0.019*	2,4 > 3
	Education(2)	300	2.89	0.95			
	Faculty of Fine Art(3)	301	2.68	1.02			
	Architecture and Engineering (4)	289	2.90	0.96			
Total (career stress scale)	BESYO (1)	299	2.49	0.73	6.13	0.000*	4 > 1,2
	Education(2)	300	2.33	0.72			
	Faculty of Fine Art(3)	301	2.35	0.77			
	Architecture and Engineering (4)	289	2.55	0.75			

$p < 0.05$

Table 5 shows the average total score of the participants from the Career Stress Scale according to the faculty variable. According to the findings, statistically significant differences were found in favour and against different groups in the faculty variable, Career Uncertainty and Lack of Information, Job Finding and Job Finding Sub-dimensions and total score. In the Career Uncertainty and Lack of Information sub-dimension, a statistically significant difference was found in the Architecture and Engineering group against the Education and Faculty of Fine Arts Group. In the External Conflict sub-dimension, a statistically significant difference was found against the Education group in higher score of BESYO, Faculty of Fine Arts and Architecture and Engineering groups. A statistically significant difference was found in Education and Architecture/Engineering groups against the Faculty of Fine Arts group. On the other hand, a statistically significant difference was found in Architecture and Engineering group against BESYO and Education Faculty groups.

Table 6. Total score and sub-dimension mean scores of participants according to class level variable

Sub-dimensions	Class (Grade)	*n*	X̄	Ss	*F*	*p*	Difference (Scheffe)
Career uncertainty and lack of information	1	292	2.27	0.83	4.32	0.005*	2 > 1,4
	2	296	2.45	0.87			
	3	300	2.32	0.81			
	4	301	2.20	0.91			
External conflict	1	292	2.10	0.89	2.40	0.066	-
	2	296	2.23	0.95			
	3	300	2.04	0.91			
	4	301	2.18	1.03			
Job finding pressure	1	292	2.78	0.95	1.59	0.89	-
	2	296	2.85	0.94			
	3	300	2.91	0.94			
	4	301	2.75	0.95			
Total (career stress scale)	1	292	2.39	0.71	2.66	0.047*	2 > 1,4
	2	296	2.52	0.77			
	3	300	2.44	0.70			
	4	301	2.36	0.81			

$p < 0.05$

The average total score of the participants who were included in the research from the Career Stress Scale according to the class variable and the average scores from the sub-dimensions are given in Table 6. According to the findings, statistically significant differences were found in the Career Uncertainty and Lack of Information subscale and total score according to the class variable of the participants. Statistically significant differences were found in higher score of the second class group against first and fourth groups the Career Uncertainty and Lack of Information subscale and the total score averages.

Table 7. Total score and sub-dimension mean scores of participants according to income status variable

Sub-dimensions	Income status	*n*	X̄	Ss	*F*	*p*	Difference (LSD)
Career uncertainty and lack of information	0–500 TL(1)	450	2.34	0.89	5.33	0.005*	1,2 > 3
	501–1,500 TL(2)	448	2.37	0.85			
	1,501 and above TL(3)	291	2.17	0.82			
External conflict	0–500 TL(1)	450	2.15	0.95	4.94	0.007*	1,2 > 3
	501–1,500 TL(2)	448	2.21	1.01			
	1,501 and above TL(3)	291	1.99	0.85			
Job finding pressure	0–500 TL(1)	450	2.93	0.91	12.49	0.000*	1,2 > 3
	501–1,500 TL(2)	448	2.86	0.99			
	1,501 and above TL(3)	291	2.59	0.94			

Total (career stress scale)	0–500 TL(1)	450	2.48	0.74	10.07	0.000*	1,2 > 3
	501–1,500 TL(2)	448	2.48	0.75			
	1,501 and above TL(3)	291	2.26	0.74			

$p < 0.05$

The average total score of the participants included in the research from the Career Stress Scale according to Income Status variable and the average scores from the sub-dimensions are given in Table 7. According to the findings, a statistically significant difference was found between the average of the groups in total point and all sub-dimensions according to the income status variable. There was a statistically significant difference in total score and in all sub-dimensions in higher score of 0–500 TL and 501–1,500 TL groups against 1,501 and above TL groups.

4. Discussion and conclusion and recommendations

According to the findings of this study, it was determined that the average score of the participants was 2.43 from the total score of the career stress scale. In this context, it was found that the career stress levels of the participants were moderate at the lower limit. According to the average scores of the participants, the lowest subscale was found to be external conflict with an average of 2.13 and the highest subscale was found to be job anxiety with an average score of 2.82. According to the results of Turpcu and Akyurt (2018) 'Determining Career Stresses of Tourism Education Students: A Research on Giresun University Undergraduate Students', the career stress level of the participants was determined to be moderate. In this context, it is seen that there is a similarity between this research and the research conducted by Turpcu and Akyurt. According to the results of the same research, the lowest dimension was the external conflict dimension and the highest dimension was the anxiety of finding employment. It can be shown that this similarity was made within the scope of two researches within the scope of university students and having similar age groups participants. In the study conducted by Kovalcikien and Daukilas (2018), it was stated that participants with previous work experience evaluated this situation positively in terms of their careers. In this context, it is thought that having work experience of university students will have a positive effect on career stress. According to the results of the research conducted by Urea (2019), satisfactory educational processes of university students affect their professional careers positively.

According to the results of Owusu and Essel (2017) research, the most important stress sources of university students are expressed as future anxiety and job pressure. In this context, it can be stated that there is a similarity between the results of this research and the research conducted by Owusu and Essel. Basol, Bilge and Kuzgun (2012) with titled 'A Study on the Determination of the Factors Affecting the Career Values of Students'. According to the study, results of the most important factors that affect the career value of the participants stated that security and stability concepts. In other words, it can be found that the participants expect to work in a safe and stable job. In this context, it can be stated that the results of the sub-dimension of job anxiety, which is the highest sub-dimension of this study, and the results of the research conducted by Basol, Bilge and Kuzgun are similar.

As a result of the comparison of the mean scores of the participants in this study, a statistically significant difference was found only higher of female participants and against male participants in the external conflict sub-dimension according to gender variable. According to the results of the research conducted by Guoying (2011), it is stated that women are less likely to find a job and make a career in China than men. In this sense, it can be stated that the results of this research and the research results put forward by Guoying are similar in terms of gender variable. At the same viewpoint, according to the results of the research conducted by Guneri, Owen, Tanrikulu, Cug and Buyukgoze-Kavas (2016), it is stated that female university students need more help and support in managing and directing their careers.

According to the results of the research, it was found that the career stress levels of the participants with lower age were higher within the scope of age variable. According to the results of Bhargava and

Trivedi (2018) 'Investigation of Stress and Stress Management Causes in Young People', it was found that the younger participants have higher levels of stress. In this context, it is seen that it is similar to the results of the research conducted by Bhargava and Trivedi. It can be stated that this similarity stems from the fact that young participants who are in similar age groups are more inexperienced in stress management.

According to the findings obtained within the scope of the research, statistically significant differences were found in different groups in the faculty variable, all sub-dimensions and total score. This difference is in higher score of the Faculty of Architecture and engineering in general, in other words, it was found that the career stress levels of the students of the Faculty of Architecture and Engineering were higher. The reason for this situation can be explained with the fact that graduates of the Faculty of Architecture and Engineering are less likely to be employed in the public sector compared to other faculty students. In this context, it can be stated that competition and pressure in the private sector can cause this stress.

According to the findings obtained in this study, statistically significant differences were found in the participants' career uncertainty and lack of information sub-dimension and total score. According to the results of the research presented by Maingi (2007), it is stated that the classes with the highest career choice acuity are first and fourth grades. In other words, it is concluded that the students in the first and fourth grades are more confident in their career processes. In this sense, it can be stated that there are some similarities between the results of this study and the results of the research conducted by Maingi within the scope of the class variable. According to the findings obtained in this study, a statistically significant difference was found between the total scores and the means of all sub-dimensions according to the income status variable. There was a statistically significant difference in total score and in all sub-dimensions in higher scores of 0–500 TL and 501–1,500 TL groups against 1,501 and above TL groups. In other words, a negative relationship was found between career stress and increased income. According to the results of the study titled 'Investigation of Career Awareness of University Students Receiving Sports Education' which was investigated by Yasar and Sunay (2019), university students with higher income level had higher perception of career awareness. In this sense, a similarity is observed between the results of this research and the results of Yasar and Sunay according to the income status variable. Greenbank and Hepworth (2008) reported that university students with better income have more reasonable and wise career decision-making processes. In this sense, there is a similarity between the results of these researches and Greenbank and Hepworth. These similarities are related to the self-esteem and options brought by the good of the financial situation, in other words, the opportunities provided by the financial situation (social environment, relations, capital, etc.).

5. Recommendation and conclusion

Developing careers is a difficult process for university students. It is recommended to establish career offices in schools within the scope of this process. In addition to this, it is recommended that symposiums and workshops should be held in order to increase the career awareness of university students. In the context of the expansion of the research, it is recommended to make and compare with the students of other universities for future researches.

As a result, it was found that the career stress levels of the university students participating in the research were moderate as well as differences according to variables such as gender, class, age, faculty and income status. Among these differences, the most striking ones appear to be the variables of age and income. In this context, it was determined that university students who have lower age and lower-income level have higher career stress level than age and income status variable.

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