



Journal name	International e-Journal of Educational Studies
Abbreviation	IEJES
e-ISSN	2602-4241
Founded	2017
Article link	http://doi.org/10.31458/iejjes.1322672
Article type	Research Article
Received date	04.07.2023
Accepted date	06.10.2023
Publication date	21.10.2023
Volume	7
Issue	15
pp-pp	627-636
Section Editor	Prof.Dr. José Luis UBAGO-JIMÉNEZ
Chief-in-Editor	Prof.Dr. Tamer KUTLUCA
Abstracting & Indexing	Education Source Ultimate Database Coverage List EBSCO Education Full Text Database Coverage List H.W. Wilson Index Copernicus DRJI Harvard Library WorldCat SOBIAD
Article Name	Examination of Psychological Strength and Target Commitment Level of Students Faculty of Sports Sciences Province

Author Contribution Statement

¹ **Oğuzhan ALTUNGÜL** 

Assoc.Prof.Dr.
Firat University, Turkey

Conceptualization, literature review, methodology, implementation, data analysis, translation, and writing

² **Didem YAVUZ SÖYLER** 

Assist.Prof.Dr.
Firat University, Turkey

Conceptualization, literature review, methodology, translation, and writing

³ **Mesut BULUT** 

Firat University, Turkey

Literature review, implementation, translation, and writing

Abstract

The aim of our study is to examine the psychological resilience and goal commitment levels of the students studying at the Faculty of Sport Sciences of Firat University over various variables. In our study, descriptive scanning methods were used. A total of 330 individuals, 152 women and 178 men, studying at the Faculty of Sport Sciences of Firat University, participated in our research on a voluntary basis. "Demographic Information", "Child and Adolescent Psychological Resilience Scale" adapted into Turkish by Arslan (2015) and "goal commitment scale" adapted into Turkish by Senel and Yıldız (2016) were used on the individuals participating in the research. SPSS package program was used for data analysis. Percentage frequencies of the given data were calculated, normal distribution tests were performed, and as a result of these controls, t test was used for those with 2 variables and analysis of variance for multiple variables. Tukey test was used to determine the differences between the groups. The significance level of the study was taken as $p < .05$. As a result, gender, age and types of sports played by students studying at the Faculty of Sports Sciences have no effect on psychological stability and goal commitment, while when we look at the income situation, individuals with high family income status at psychological stability levels are psychologically more robust, but income has no effect on goal commitment, in terms of the classes in which students study 4. it is possible to say that the psychological robustness and goal commitment levels of classroom students are higher than those of students studying in other classes.

To cite this article:

Altungül, O., Yavuz-Söyler, D., & Bulut, M. (2023). Examination of psychological strength and target commitment level of students faculty of sports sciences province. *International e-Journal of Educational Studies*, 7 (15), 627-636. <https://doi.org/10.31458/iejjes.1322672>

Copyright © IEJES

IEJES's Publication Ethics and Publication Malpractice Statement are based, in large part, on the guidelines and standards developed by the Committee on Publication Ethics (COPE). This article is available under Creative Commons CC-BY 4.0 license (<https://creativecommons.org/licenses/by/4.0/>)

Research Article**Examination of Psychological Strength and Target Commitment Level of Students Faculty of Sports Sciences Province ***Oğuzhan ALTUNGÜL¹ , Didem YAVUZ SÖYLER² , Mesut BULUT³ **Abstract**

The aim of our study is to examine the psychological resilience and goal commitment levels of the students studying at the Faculty of Sport Sciences of Fırat University over various variables. In our study, descriptive scanning methods were used. A total of 330 individuals, 152 women and 178 men, studying at the Faculty of Sport Sciences of Fırat University, participated in our research on a voluntary basis. "Demographic Information", "Child and Adolescent Psychological Resilience Scale" adapted into Turkish by Arslan (2015) and "goal commitment scale" adapted into Turkish by Senel and Yıldız (2016) were used on the individuals participating in the research. SPSS package program was used for data analysis. Percentage frequencies of the given data were calculated, normal distribution tests were performed, and as a result of these controls, t test was used for those with 2 variables and analysis of variance for multiple variables. Tukey test was used to determine the differences between the groups. The significance level of the study was taken as $p < .05$. As a result, gender, age and types of sports played by students studying at the Faculty of Sports Sciences have no effect on psychological stability and goal commitment, while when we look at the income situation, individuals with high family income status at psychological stability levels are psychologically more robust, but income has no effect on goal commitment, in terms of the classes in which students study 4. it is possible to say that the psychological robustness and goal commitment levels of classroom students are higher than those of students studying in other classes.

Keywords: Sports, psychological well-being, goal commitment**1. INTRODUCTION**

Psychological Stability The concept of indomitability, which began to be studied as a subject of psychology, especially in the early 1970s, has been described in various ways in the literature. The concept of psychological robustness, psychology, sociology and Biology researchers from various disciplines, such as working on a concept, and by staying positive despite challenges and risky situations is characterized by the ability to adapt to the environment (Masten, 2001). Psychological soundness refers to the process of coping positively despite all kinds of difficulties faced by a person Luthar, Cicchetti and Becker (2000). It is defined as overcoming stressful life events and adverse conditions and having positive adaptation characteristics (Fraser, Richman, & Galinsky, 1999). It is said that psychological stability is a successful and adaptive process. Hunter (2001), the fact that people live healthy lives, fulfill their developmental responsibilities at various stages of development throughout their lives, and behave according to social roles can be explained by positive, healthy personalities and self-improvement. There are various functional and non-functional behavioral

Received Date: 04/07/2023**Accepted Date:** 06/10/2023**Publication Date:** 21/10/2023

To cite this article: Altungül, O., Yavuz-Söyler, D., & Bulut, M. (2023). Examination of psychological strength and target commitment level of students faculty of sports sciences province. *International e-Journal of Educational Studies*, 7 (15), 627-636. <https://doi.org/10.31458/iej.1322672>

¹ Assoc.Prof. Dr., Fırat University, Sport Science Faculty, oaletingul@firat.edu.tr, Elazığ, Turkey

² Assist.Prof. Dr., Fırat University, Sport Science Faculty, dysoyler@firat.edu.tr, Elazığ, Turkey

³ Fırat University, mstblt@gmail.com, Elazığ, Turkey

Corresponding Author e-mail adress: oaletingul@firat.edu.tr

mechanisms that individuals have developed in relation to these situations and have developed to overcome them. It is expressed as the ability to actively use these behavioral mechanisms and coordinate the struggle against the difficulties and difficulties of life in an appropriate way [Bolat \(2013\)](#). Looking at the results of the above studies as a whole, we can draw the following conclusions:

- * Psychological soundness is effective in coping with stress.
- * Social support has a positive effect on psychological well-being.
- * Increased self-efficacy contributes to increased psychological soundness.
- * Psychological soundness reduces risky behaviors and shows protective effects against negative situations such as loneliness, hopelessness.
- * School attendance, life satisfaction and self-esteem predict psychological well-being [Koçhan \(2021\)](#).

Goal Commitment: The goal is a direct motivational strategy. It is a condition that shows various cognitive, emotional and behavioral reactions [Kingston and Wilson \(2010\)](#). The goal is the timely achievement of a certain ability, and commitment to a goal refers to the determination to achieve the goal [Locke and Latham \(2002\)](#). The most important result of goal commitment is said to be that it establishes a relationship between goal difficulty and performance [Klein, Wesson, Hollenbeck and Alge \(1999\)](#). Researchers say that people who are dedicated to achieving their goals perform better than others, proving the importance of adherence to goals. Due to differences in commitment to personal goals, two people may exhibit different attitudes towards the same goal [Klein et al. \(1999\)](#). It cannot be said that all people are equally committed to their personal goals ([Locke & Latham, 2002](#)). The ability to perform the desired performance after the goal has been set is also related to the level of motivation. If there is enough motivation to achieve the desired result by doing your best, it becomes easier to achieve this goal [Latham \(2003\)](#). It can be said that there is a relationship between performance and motivation and the determined goals in determining goals or objectives [Decel \(2001\)](#). To achieve a goal, it is necessary to set a goal, set a date, make a plan, visualize the goal, strive and not give up, and finally evaluate. People who actively participate in the goal setting process can think independently and take responsibility [Rader \(2005\)](#). On the other hand, once a goal or goals are defined, the individual will try to achieve the goal using his/her existing abilities, but when he/she realizes that it is not, he/she will make more efforts [Efil \(2006\)](#). As a result of separate analyzes for male and female students, students' adaptation to university was affected by psychological resilience, problem-solving skills, and seeking social help in males; It was concluded that resilience, optimism and social help seeking skills were explanatory variables in girls [Yalım \(2007\)](#). In their study, [Kararınmak and Siviş-Çetinkaya \(2009\)](#) investigated the relationship between psychological resilience, self-esteem, positive emotions and locus of control. It was concluded that self-esteem and locus of control, as cognitive processes, have effects on emotions; It has been found that both positive and negative emotions can explain resilience. In the study of [Özer and Deniz \(2014\)](#), consisting of university students, it was found that there was a significant positive relationship between the scores the students received from the psychological resilience scale and the scores they obtained from the sub-dimensions of the emotional intelligence scale. In order to achieve the goal, it is necessary to determine a goal, assign a date, create a plan, visualize the goal, make efforts and not give up, and finally make an evaluation.

1.1. Questions of the Study or Hypotheses

- Is there a significant difference between the psychological comfort levels of sports science faculty students and their gender?
- Is there a significant difference between the psychological comfort levels of sports sciences faculty students and their ages?
- Is there a significant difference between the psychological comfort levels of sports sciences faculty students and sports types?

- Is there a significant difference between the psychological comfort levels of sports sciences faculty students and their family income status?
- Is there a significant difference between the psychological comfort levels of sports sciences faculty students and their classes?
- Is there a significant difference between the goal commitment levels and gender of sports sciences faculty students?
- Is there a significant difference between the goal commitment levels of sports sciences faculty students and their ages?
- Is there a significant difference between the goal commitment levels of sports sciences faculty students and sports types?
- Is there a significant difference between the goal commitment levels of sports science faculty students and their family income status?
- Is there a significant difference between the goal commitment levels of sports sciences faculty students and their classes?
- Is there a significant relationship between the psychological comfort levels and goal commitment levels of sports sciences faculty students?
- Is there an effect between the psychological comfort levels and goal commitment levels of sports sciences faculty students?

2. METHOD

2.1. Research Method

The aim of our study is to expand the psychological resilience and goal resilience levels of people growing up at Firat University Faculty of Sports Sciences through various variables. Descriptive scanning methods were used in our study.

2.2. Sample

A total of 330 people, 152 women and 178 men, studying at Firat University Faculty of Sports Sciences, participated in our research on a voluntary basis.

2.3. Data Collection Tools

Individuals participating in the study were asked “Demographic Information” using a 12-item 5-point Likert scale (“Describes me completely (5)” to “Does not describe me at all (1)”) prepared by [Liebenberg, Ungar and LeBlanc \(2013\)](#) and adapted into Turkish by Arslan (2015) and the Cronbach α coefficient of the scale is .91. In order to determine the target commitment levels of the participants; It was developed as 9 items by [Hollenbeck, Williams, and Klein \(1989\)](#), adapted as 5 items by [Klein, Wesson, Hollenbeck and Wright \(2001\)](#), and adapted into Turkish by [Şenel and Yıldız \(2016\)](#) and consists of a 5-point Likert scale with a single dimension (Goal commitment scale (1=strongly disagree, 5=strongly agree) was used. “The internal consistency coefficient of the scale was found to be .74.

2.4. Analysis of Data

SPSS package program was used to analyze the data. The percentage frequencies of the given data were calculated, normal distribution tests were performed, and as a result of these checks, t-test was used for those with 2 variables and analysis of variance was used for multiple variables. Tukey test was used to determine the differences between groups. The significance level of the study was taken as $p < .05$.

3. FINDINGS

Table 1. Table of variables for psychological resilience and goal commitment levels of faculty of sport sciences students

Groups	Variables	n	%
Gender	Female	152	46,1
	Male	178	53,9
Age	18-23	232	70,3
	24 years and older	98	29,7
Sport Type	Individual	186	56,4
	Set	144	43,6
Family Income Status	0-5250 TL	94	28,5
	5251 TL and above	236	71,5
Class	1st Class	78	23,6
	2 st Class	104	31,5
	3 st Class	84	25,5
	4 st Class	64	19,4

More than half of the students of the Faculty of Sports Sciences (53.9) are men, the majority of them are between the ages of 18-23 (232), the number of participants engaged in individual sports is higher than team sports, and when we look at the family income, 71% of them are 5251 TL and above. It is seen that there are 104 students and 2nd grade students among the students.

Table 2. Average value table of psychological resilience and goal commitment levels of faculty of sport sciences students

Scales	n	Minimum Value	Maksimum Value	Average	Std. S.
Psychological Resilience	330	1,00	3,67	2,28	,559
Goal Loyalty	330	2,20	4,20	3,43	,436

It is seen that the average minimum value of psychological resilience of the Faculty of Sport Sciences students is 1.00, the maximum value is 3.67, the general average is 2.28, the minimum value of goal commitment is 2.20, the maximum value is 4.20 and the general average is 3.43.

Table 3. t-test for psychological resilience and goal commitment levels of faculty of sport sciences students by gender

Scales	Gender	n	\bar{x}	ss	t	p
Psychological Resilience	Female	152	2,32	,603	1,176	,240
	Male	178	2,25	,519		
Goal Loyalty	Female	152	3,43	,453	-,137	,891
	Male	178	3,43	,421		

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students on the gender variable, no statistical difference was found between men and women as a result of the t-test ($p>0,05$).

Table 4. t-test for psychological resilience and goal commitment levels of faculty of sport sciences students by age

Scales	Age	n	\bar{x}	ss	t	p
Psychological Resilience	18-23	232	2,31	,547	1,647	,101
	24 years and older	98	2,20	,583		
Goal Loyalty	18-23	232	3,41	,478	-	,209
	24 years and older	98	3,48	,309	1,260	

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students according to the age variable, it was seen that there was no statistical difference between the ages as a result of the t test ($p > 0,05$).

Table 5. Psychological resilience and goal commitment levels t-test of faculty of sport sciences students according to athlete license status

Scales	Sport Type	n	\bar{x}	ss	t	p
Psychological Resilience	Individual	186	2,31	,556	,943	,346
	Set	144	2,25	,563		
Goal Loyalty	Individual	186	3,40	,457	-1,258	,209
	Set	144	3,46	,405		

When the psychological resilience and goal commitment levels of the Faculty of Sports Sciences students are examined according to the types of sports, no statistically significant difference was found as a result of the t-test between those who are engaged in individual sports and those who are engaged in team sports ($p > 0,05$).

Table 6. Psychological resilience and target commitment levels t-test of faculty of sport sciences students by family income status

Scales	Family Income Status	n	\bar{x}	ss	t	p
Psychological Resilience	0-5250 TL	94	2,07	,372	-4,401	,000
	5251 TL and above	236	2,36	,599		
Goal Loyalty	0-5250 TL	94	3,42	,392	-,253	,801
	5251 TL and above	236	3,43	,452		

A statistical difference was found in the psychological resilience of the students of the Faculty of Sports Sciences according to their family income in favor of those with an income of 5251 TL and above ($p < 0.05$), but it was observed that there was no difference in goal commitment levels in terms of family income ($p > 0.05$).

Table 7. Psychological resilience and goal commitment levels of sports sciences faculty students in terms of classes anova test

Scales	Variables	Anova test					TUKEY
	Class	n	\bar{x}	ss	f	p	Differences
Psychological Resilience	1. st Class A	78	1,89	,346			
	2. st Class B	104	2,27	,486			
	3. st Class C	84	2,37	,581	28,123	,000	A-B,C,D
	4. st Class D	64	2,65	,565			D-A,B,C
	Total	330	2,28	,559			
Goal Loyalty	1. st Class A	78	3,43	,377			
	2. st Class B	104	3,39	,394			
	3. st Class C	84	3,34	,526	5,748	,001	D-A,B,C
	4. st Class D	64	3,62	,386			
	Total	330	3,43	,436			

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students according to their classes, a statistical difference was found between the classes as a result of the anova test ($p < 0,05$). According to the results of the Tukey test performed to determine the differences between the groups, there was a significant relationship between the 1st grade students and 2nd, 3rd and 4th grade students in the psychological resilience levels of the students of the faculty of sports sciences, and a significant relationship between the 4th grade students and the 1st, 2nd and 3rd grade students. relationship was found. When we look at the level of goal commitment, a significant relationship was found between the 4th grade students and the 1,2 and 3rd grade students.

Table 8. Psychological resilience and goal commitment levels correlation test

		Psychological resilience	Goal Loyalty
Psychological resilience	Pearson Correlation	1	-,324**
	Sig. (2-tailed)		,000
Goal Loyalty	Pearson Correlation	-,324**	1
	Sig. (2-tailed)	,000	

***. Correlation is significant at the 0.01 level (2-tailed).*

When we look at the significant relationship between the Psychological Resilience and Goal Commitment levels of the students of the faculty of sports sciences, according to the correlation test result, it is seen that there is a negative relationship between the two variables ($p < 0.01$).

Table 9. Psychological resilience and goal commitment levels regression test

Dependent variable: Psychological Resilience Scale						
	B		S	t		
(Independent)		td. error				
Goal Commitment Scale	,716	232	,324	6,003	-	000
	,416	067		6,209		000
R=,324 ^a ; R ² =,105						
F=38,556; p<0,000						

When the effect between the Psychological Resilience and Goal Commitment levels of the students of the faculty of sports sciences is examined, according to the results of the regression test, it is seen that there is an effect between the two scales ($p < 0,05$).

4. DISCUSSION and CONCLUSION

More than half of the students of the Faculty of Sports Sciences (53.9) are men, the majority of them are between the ages of 18-23 (232), the number of participants engaged in individual sports is higher than team sports, and when we look at the family income, 71% of them are 5251 TL and above. It is seen that among the students, 104 students and 2nd grade students are in the majority, and parents who are secondary school graduates are in the majority.

It is seen that the average minimum value of psychological resilience of the Faculty of Sport Sciences students is 1.00, the maximum value is 3.67, the general average is 2.28, the minimum value of goal commitment is 2.20, the maximum value is 4.20 and the general average is 3.43. Accordingly, it is seen that the psychological resilience levels and goal commitment levels of the students studying at the faculty of sports sciences are at a moderate level.

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students on the gender variable, no statistical difference was found between men and women as a result of the t-test. As a result of the analysis, it was seen that the psychological resilience

and goal commitment levels of the students studying at the faculty of sports sciences did not have an effect on gender differences. When we look at the literature studies, [Çekceoğlu \(2019\)](#), found that psychological resilience did not have an effect on the gender variable in his study on high school students. In the study conducted by [Can and Cantez \(2018\)](#) on university students, no significant difference was found in terms of gender variable in the psychological resilience levels of the students. As a result of their study, [Karataş and Camadan \(2020\)](#), found that there was no significant difference in psychological resilience in terms of gender. In a study by [Insan \(2022\)](#), it is seen that there is no gender difference in the psychological resilience levels of university students. When we look at the studies that do not overlap with our study; the study of [Ülker, Tümlü and Receptoğlu \(2013\)](#), it is possible to say that the psychological resilience levels of women are higher than men. Again, [Kılıç \(2014\)](#), concluded in a study that women have higher levels of psychological resilience.

When we look at the results of the gender variable in the studies on target commitment, the ones that support our study are; [Öntürk, Bingöl, Göksel, and Çağlayan \(2018\)](#), in his study, it is seen that there is no difference in terms of gender in the level of target commitment of the administrative staff working at the university. There are studies in the literature that do not coincide with the results of our study. These; [Çekceoğlu \(2019\)](#), concluded that women have higher goal commitment levels and that there is a statistical difference in goal commitment levels between women and men. [Süleymanoğulları, Dogar and Bayraktar \(2021\)](#), in his study on students, the level of goal commitment in favor of women was found to be higher in individuals who were educated.

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students according to the age variable, it was seen that there was no statistical difference between the ages as a result of the t test. As a result of the analysis, it was seen that the psychological resilience and goal commitment levels of the students studying at the faculty of sports sciences did not have an effect on their age. When the literature studies are examined; it has been observed that the age of university students does not have an effect on psychological resilience [Insan \(2022\)](#). It was observed that the psychological resilience of the participants did not differ in terms of the age variable [Güler \(2021\)](#). In a study conducted by [Duygun \(2017\)](#), it was determined that the psychological resilience of university students did not differ according to age. As a result of a study on teachers working in private schools, it was seen that the ages of the teachers did not differ in their psychological resilience levels [Gönen \(2020\)](#). When we look at the studies that do not overlap with our study; In a study conducted by [Cekceoglu \(2019\)](#) on high school students, it was concluded that the levels of resilience differ in terms of age, and it was observed that the level of resilience of the students decreased as they got older. When we look at the studies of the target commitment level on the ages; There was no significant difference between the target loyalty scores of the participants and the age variable [Cekceoglu \(2019\)](#). As a result of a study conducted by [Salim \(2018\)](#) on individuals who do orienteering sports, no difference was found between target commitment and age. It was observed that there was no statistical difference between the ages of the students and their goal commitment scores [Süleymanogulları et al. \(2021\)](#). When we look at the literature studies; No statistically significant difference was found in the psychological resilience levels of individuals engaged in individual sports or team sports [Bayrakdaroglu \(2014\)](#). In a study conducted by [Soflu, Esfahani, and Assadi \(2011\)](#) it was concluded that sports types of individuals do not have an effect on their psychological resilience levels. It has been observed that the types of sports in the sports branches that students are interested in do not show a significant difference in the levels of psychological resilience [Insan \(2022\)](#). It has been determined that there is no significant difference in the psychological resilience levels of the athletes who are interested in team sports and individual sports [Soydal-Darıcı \(2019\)](#). There are studies that do not overlap with the results of our study, [Nas \(2019\)](#), found that the variable of sports branches has an effect on psychological resilience in a study he conducted.

Since there are no similar studies in the literature on goal commitment, it is thought to contribute to the literature.

A statistical difference was found in the psychological resilience of the Faculty of Sport Sciences students in favor of those with an income of 5251 TL and above, according to their family income status, but it is seen that there is no difference in the level of target commitment in terms of family income. According to this, it has been observed that the students of the faculty of sports sciences with high family income are more psychologically stronger, but the income status has no effect on their commitment to the goal.

In the literature studies; It has been observed that the psychological resilience of individuals with a high income level is higher than those with a medium level [Varicier \(2019\)](#). [Ülker et al. \(2013\)](#), in their study, found that low income level is a factor that prevents the development of psychological resilience. The psychological resilience of individuals with high income status is higher than individuals with other income status [Avcı-Taskiran \(2021\)](#).

It has been determined that the psychological resilience levels of students with low income levels are lower than those with high income levels [Insan \(2022\)](#). It has been observed that the psychological resilience of the students shows a significant difference in terms of family income status. It is seen that the psychological resilience of individuals with low family income status is higher than those with higher income status [Güler \(2021\)](#). Again, in a study on university students, it was found that students from low-income families had higher psychological comfort [Ergün \(2012\)](#). When we look at the target loyalty family income status; Differences were determined according to the family income status of the participants, it is seen that the level of target commitment is higher for students with families with high income [Süleymanoğulları et al. \(2021\)](#).

When we examined the psychological resilience and goal commitment levels of the Faculty of Sport Sciences students according to their classes, a statistical difference was found between the classes as a result of the Anova test. According to the results of the Tukey test performed to determine the differences between the groups, there was a significant relationship between the 1st grade students and 2nd, 3rd and 4th grade students in the psychological resilience levels of the students of the faculty of sports sciences, and a significant relationship between the 4th grade students and the 1st, 2nd and 3rd grade students. relationship was found. When we look at the level of goal commitment, a significant relationship was found between the 4th grade students and the 1,2 and 3rd grade students. As a result of the analysis made according to the class status of the students, it is seen that the students studying in the 4th grade are more robust in psychology and their level of commitment to the goal is higher. We can say that the students have come to a conclusion in their psychological relaxation due to their graduation from school, determining their future goals and planning about it. When the literature is examined, there is a statistical difference in the psychological resilience of the students studying at the university in terms of their classes.

It is thought that it will contribute to the literature when similar studies are not found as a result of the literature studies conducted at the target commitment level. In conclusion; Gender, age and the types of sports they do in the Faculty of Sport Sciences do not have an effect on their psychological resilience and goal commitment. In terms of the classes they attend, it is possible to say that the psychological resilience and goal commitment levels of the 4th grade students are higher than the students studying in other classes.

Acknowledgement

The researchers confirmed that the data in this study were collected before the year 2020.

5. REFERENCES

- Arslan, G., (2015). Psychometric properties of child and adolescent resilience scale (ppcar-12): Validity and reliability study. *Aegean Journal of Education* 16(1), 1-12.
- Avcı-Taskiran, T. (2021). *Investigation of the relationship between perception of leisure boredom, psychological resilience and aggression tendency in university students*. Unpublished doctoral thesis. ankara university, Institute of Health Sciences, Department of Sport Sciences, Ankara.
- Bayrakdaroglu, S. (2014). *Comparison of psychological resilience and self-compassion levels of taekwondo players with team athletes*. Unpublished master's thesis. Muğla Sıtkı Koçman University, *Unstitute of Health Sciences*, Muğla.
- Bolat, Z. (2013). *Investigation of the relationship between psychological resilience and self-understandings of university students*. Unpublished Master thesis, Necmettin Erbakan University, Institute of Educational Sciences, *Konya*.
- Can, M. & Cantez, K. E. (2018). The relationship between happiness, psychological resilience and self-efficacy levels of university students. *Aydın Society and Human Journal*, 4(2), 61-76.
- Cekceoglu, H. (2019). *Investigation of psychological resilience and target commitment levels of sports and non-sports high school students*. Unpublished Master thesis. Karamanoğlu Mehmetbey University, Institute of Social Sciences, *Karaman*.
- Duygun, B. T. (2017). *Investigation of the relationship between psychological resilience and body image perception in university students and internet addiction*. Unpublished Master's thesis. Accessed from <https://tez.yok.gov.tr>.
- Efil, I. (2006). *Management and organization in business* (8th Edition). Istanbul: Alfa Academy.
- Ergun-Basak, B. (2012). *The relationships between self-compassion, social commitment and optimism and resilience levels of university students from low-income families* (Unpublished doctoral dissertation). Anadolu University Institute of Educational Sciences, *Eskisehir*.
- Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, protection, and resilience: toward a conceptual framework for social work practice. *Social Work Research*, 23(3), 131.
- Gönen, T. (2020). *The effect of psychological resilience and job satisfaction of teachers working in private schools on professional burnout levels: The case of Mardin province*. (Master's thesis). Accessed from <https://tez.yok.gov.tr>.
- Guler, B. (2021). *Investigation of the relationship between basic personality traits and psychological resilience levels of sports high school students*. PhD thesis. Gazi University, Institute of Educational Sciences, *Department of physical education and sports teaching*, Ankara.
- Hunter, A. J. (2001). A Cross-cultural comparison of resilience in adolescents. *J Pediatr Nurs*, 16, 172-179
- Insan, F. (2022). *Investigation of psychological resilience levels and stress coping styles of university youth according to sports status*. Unpublished master's thesis. Niğde Ömer Halisdemir University, Institute of Social Sciences, *Niğde*.
- Kararımak, Ö, Siviş-Çetinkaya R. (2009, October). *The relationship between attachment styles and psychological resilience of adults who experienced an earthquake*. 18th National Educational Sciences Congress, 1-3 October, *Izmir*.
- Karataş, Z. & Camadan, F. (2020). The role of conscious awareness and various demographic variables in explaining the psychological resilience of university students. *Marmara University Atatürk Faculty of Education Journal of Educational Sciences*, 52, 348-370
- Kilic, S. D. (2014). *Investigation of loneliness and psychological resilience of university students* Unpublished master's thesis. Ataturk University Institute of Educational Sciences, *Erzurum*.
- Kingston, K. M. & Wilson, K. M. (2010). The application of goal setting in sport. In Mellalieu S, Hanton S, (eds.) *Advances in applied sport psychology: A review*. UK: Routledge, 75-123.

- Klein, H. J., Wesson, M. J., Hollenbeck, J. R., & Alge, B.J. (1999). Goal commitment and the goalsetting process: Conceptual clarification and empirical synthesis. *Journal of Applied Psychology*, 84(6), 885–896.
- Koçel, T. (2001). *Business management* (6th Edition). Istanbul: Beta Publications.
- Koçhan, K. (2021). *The effect of resilience psycho-education program on the levels of eighth grade students' resilience, school burnout, and school attachment*. phd thesis. Eskişehir Osmangazi University, Institute of Educational Sciences, Eskişehir.
- Latham, G. P. (2003). Goal setting: A five-step approach to behavior change. *Organizational Dynamics*, 32(3), 309-318. [https://doi.org/10.1016/S0090-2616\(03\)00028-7](https://doi.org/10.1016/S0090-2616(03)00028-7)
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705–717.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: a critical evaluation and guidelines for future work. *Child Development*, 71(3), 543-562.
- Masten, A. S. (2001). Resilience process in development. *American Psychologist*, 56(3), 227-238.
- Nas, H. (2019). *Investigation of the relationship between sportsmanship, self-efficacy and psychological resilience in high school students*. Master Thesis, Binali Yıldırım University Institute of Health Sciences, Erzincan
- Öntürk, Y., Bingöl, E., Göksel, A. G. & Çağlayan, A. (2018). Investigation of target commitment of administrative personnel working at the university. *Journal of Social and Humanities Sciences Research*, 5(30).
- Özer, E. & Deniz, M.E. (2014). Examining the psychological resilience levels of university students in terms of emotional intelligence. *Elementary Education Online*, 13(4), 1240-1248.
- Rader, L.A. (2005). Goal setting for students and teachers six steps to success. *The clearing house: a Journal of Educational Strategies, Issues and Ideas*, 78(3), 123-126.
- Salim, E. (2018). *Investigation of problem solving skills and goal commitment in orienteering athletes*. Master Thesis, Muğla Sıtkı Koçman University, Institute of Social Sciences, Muğla
- Soflu, H. G., Esfahani, N., & Assadi, H. (2011). The comparison of emotional intelligence and psychological skills and their relationship with experience among individual and team athletes in superior league. *Procedia-Social and Behavioral Sciences*, 30, 2394-2400.
- Soydal-Darıcı, G. (2019). *Investigation of emotion regulation skills and psychological resilience of individual and team athletes according to various variables*. Master Thesis, Gazi University Institute of Health Sciences, Ankara.
- Süleymanoğulları, M., Dogar A., & Bayraktar, G., (2021). Investigation of goal commitment levels of faculty of sport sciences students. *Journal of Sport Sciences Researches* 6(1).
- Şenel, E. & Yıldız, M. (2016). Goal commitment scale: Turkish adaptation, validity and reliability study in physical education and sports students. *CBU J Phys Edu Sport*, 11(2), 58-65.
- Ülker-Tümlü, G. & Reçepoğlu, E. (2013). The relationship between psychological resilience and life satisfaction of university academic staff. *Journal of Higher Education and Science*, 3(3),205-213.
- Varicier, S. E. (2019). *An investigation on adult resilience: perceived parental attitude, locus of control, perceived social support and coping styles with stress*. Unpublished master thesis, Ibn Haldun University Graduate Education Institute, Istanbul.
- Yalım, D. (2007). *First year college adjustment: The role of coping, ego-resiliency, optimism and gender*. Unpublished Master Thesis, Middle East Technical University. Ankara.