

EVALUATION OF TYPES OF STRESS COPING MECHANISMS OF INDIVIDUALS PARTICIPATING IN PSYCHOLOGICAL PERFORMANCE CONSULTANCY TRAINING ON FOOTBALL BASED ON VARIOUS PARAMETERS

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ABSTRACT

This study attempts to analyze the individual ways of coping with stress based on various variables. The study group is comprised of people who attended Training for Psychological Performance Counselling in Football held by the Turkish Football Federation. There were 114 participants in total. The "Ways of Coping Scale", developed by Folkman and Lazarus (1980) and revised and recreated by Şahin and Durak (1995), was employed in this study. Statistical analyses of the data were performed through frequency analysis, Mann-Whitney U analysis, and Kruskal Wallis H analysis via SPSS 15.0. It was seen at the end of the study that the most frequently preferred way of coping with stress is "self-confidence". It was also seen that the ways of coping with stress significantly differ by gender. The female participants resorted statistically more to the "submissiveness" compared to the male participants while coping with stress ($p<0.05$). However, no significant difference was detected between the participants in terms of coping with stress by age, profession, and whether they engage in licensed sport activities.

Key Words: Psychological performance counselling, stress, coping with stress

FUTBOLDA PSİKOLOJİK PERFORMANS DANIŞMANLIĞI EĞİTİMİ KURSUNA KATILAN BİREYLERİN STRESLE BAŞA ÇIKMA STİLLERİNİN ÇEŞİTLİ DEĞİŞKENLERE GÖRE İNCELENMESİ³

ÖZET

Yapılan bu araştırmada Türkiye Futbol Federasyonu tarafından düzenlenen Futbolda Psikolojik Performans Danışmanlığı Eğitimi Kursuna katılan bireylerin stresle başa çıkma stillerinin çeşitli değişkenlere göre incelenmesi amaçlanmıştır. Araştırmaya toplam 114 birey dâhil edilmiştir. Araştırmaya katılan bireylerin stresle başa çıkma stillerinin belirlenmesinde Folkman ve Lazarus (1980) tarafından geliştirilen, Şahin ve Durak (1995) tarafından revize edilerek yeniden oluşturulan "Stresle Başa Çıkma Tarzları Ölçeği" kullanılmıştır. Araştırmada elde edilen verilerin istatistiksel analizlerinde SPSS 15.0 veri analiz programında frekans analizi, Mann Whitney U analizi ve Kruskal Wallis H analizinden yararlanılmıştır. Araştırmanın sonunda kursa katılan bireylerin stresle baş etmede en sık kullandıkları stilin "kendine güvenli yaklaşım" stili olduğu belirlenmiştir. Araştırmaya katılan bireylerin stresle baş etme stillerinin cinsiyetlerine göre anlamlı farklılık gösterdiği belirlenmiştir. Elde edilen bulgulara göre erkek katılımcılar ile kıyaslandığı zaman kadın katılımcıların stresle başa çıkmada "Boyun Eğici Yaklaşım" tarzını istatistiksel olarak anlamlı düzeyde daha fazla kullandıkları tespit edilmiştir ($p<0.05$). Buna karşılık araştırmaya katılan bireylerin stresle başa çıkma stillerinin yaş gruplarına, meslek dallarına ve lisanslı spor yapma durumlarına göre istatistiksel olarak anlamlı farklılık göstermediği belirlenmiştir.

Anahtar kelimeler: psikolojik performans danışmanlığı, stres, stresle başa çıkma

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INTRODUCTION

The word of stress originally stems from Latin "estricia." The concept of stress was used in meanings as trouble, disaster, sorrow, bother, and calamity during the 17th century. In subsequent periods, changes occurred in the meaning of stress concept, and according to this, the concept of stress was started to be used as pressure, difficulty and complicacy on people, mental structure, organs and objects. Then, the concept of stress has commonly been started to refer the resistance against factors causing deterioration in people's structure (Güçlü, 2001). According to Aytaç (2009), stress was "the situation arising from the individuals' self or their surrounding and causing physical or mental pressure, frustration and anxiety as result." Durna (2006) defined the stress as "the reaction that individuals show against the situation when they perceive a difficulty or threat." The stress is a factor affecting organisms of individuals multi-dimensionally. Under normal conditions, it is not possible to bring stress under control (Soysal, 2009). Moreover, although individuals experience stress at different levels during their life, the behaviors stressful people display are generally similar (Özkaya et al., 2008: 164).

There are several factors causing stress in individuals. The factors causing stress sometimes include environmental (Güçlü, 2001) and sometimes individual factors (İştar, 2012). Furthermore, there are some organizational factors causing stress in working individuals (Okutan and Tengilimoğlu, 2002). When discussed organizationally, especially managers' being under stress negatively affects their decisions (Madenöglü, 2013). And when discussed in terms of the employees, stressful life style cause job dissatisfaction (Özkaya et al., 2008). The types of stress individuals experience during their daily life are discussed in three categories. These are acute stress, episodic stress

and chronic stress. Acute stress emerges as result of the negative situations individuals encounter in their life suddenly. Episodic stress emerges as result of individuals' experiencing a series of disadvantages in their life. And chronic stress emerges when individuals encounter more than one subsequent stressful situations (Canpolat, 2006).

In order to minimize the negative effects stress causes, it is necessary to cope with stress. Individuals are known to develop and use different methods in order to eliminate the effects of stress (Kırımoğlu et al., 2011). Some physiologic, psychologic, environmental and behavioral methods have been used in order to cope with stress (Durna, 2006). The reactions individuals give against the events and situations they encounter differ according to how they interpret the events. Individuals are possible to be affected by values, habits, traditions and customs, beliefs and ideologies while interpreting the situations and events they encounter. Within this scope, the reactions individuals show against the situations they encounter take forms according to their personality structures. Personality is also suggested to be an important determinative upon individuals' styles of coping with stress (Avşaroğlu and Taşğın, 2011). Some psychological traits individuals have are also determinative upon people's styles of coping with stress for example, the individuals with high emotional intelligence are especially affected from social stress at a low level, and experience less stress (Şahin et al., 2009). In order to cope with the stress, individuals' being aware of the factors causing stress is also essential. When individuals become conscious against the factors causing stress, they can develop several techniques to cope with stress and manage to bring the stress under control (Ekinci et al., 2013).

The psychological performance counselor was defined in Turkish Football

Federation's Organization and Functioning of Health Staff instructions. According to this instruction, psychological performance counselor was defined as "the person who can provide contributions upon development of juvenile and teenager footballers and training of elite sportsmen, who have bachelor's degree from one of the sport science disciplines, medicine, psychology, guidance and psychological counseling or master degree from one of the relevant fields, and who is granted with attendance and achievement certificates from the training programs organized by Turkish Football Federation (www.tff.org).

In the literature, studies which discussed the styles of individuals in different professional groups for coping with stress and evaluated the efficiency of demographical variables upon individuals' coping with stress were noticed. However, it was determined that there were limited number of studies discussing the styles of individuals with different sportive personalities and sportive background for

coping with stress. In this sense, in this research, it was aimed to investigate coping styles of individuals participated into the Psychological Performance Counseling in Football Training Course organized by Turkish Football Federation with the stress according to various variables.

MATERIAL AND METHOD

Research Group

Totally 114 volunteer individuals attended to the Psychological Performance Counseling in Football Training Course organized by Turkish Football Federation in 2015 were included into the research. The individuals who participated into the research were interested in sports in their past life, and started to work in different professional groups in subsequent years. The findings related to the demographical properties of the individuals who participated into the research were presented in the table below.

Table 1.Descriptive Statistics Related to Demographical Information of the Participants

| Variables | Sub-variables | f | % |
|-------------------------------------|-----------------|----|------|
| Gender | Male | 89 | 78,1 |
| | Female | 25 | 21,9 |
| Age Groups | 18-25 years old | 29 | 25,4 |
| | 26-34 years old | 69 | 60,5 |
| | 35-44 years old | 16 | 14,0 |
| The status of doing licensed sports | Yes | 88 | 77,2 |
| | No | 26 | 22,8 |
| Professional Groups | Academician | 18 | 15,8 |
| | Trainer | 16 | 14,0 |
| | Teacher | 26 | 22,8 |
| | Psychologist | 47 | 41,2 |
| | Other | 7 | 6,1 |

Collection of Data

Ways of Coping Inventory developed by Folkman and Lazarus (1980) has been frequently used in the literature in order to determine general or specific stress of individuals. Şahin and Durak

(1995) developed a new "Ways of Coping Inventory" including 30 items benefiting from the inventory developed by Folkman and Lazarus (1980). The inventory was on Likert type, and required grading between 0

and 3 (0= 0%,1= 30%, 2=70%, 3=100%). The 1st and 9th items were scored reversely. The sub-scales had different total scores; therefore general total score could not be obtained. In developed inventory, 5 basic factors were determined as different from the previous studies. Those were;
Self-Confident Approach: 8-10-14-16-20-23 and 26 numbered questions

Helpless Approach: 3-7-11-19-22-25-27-28 numbered questions
Submissive Approach: 5-13-15-17-21-24 numbered questions
Optimistic Approach: 2-4-6-12-18 numbered questions
Seeking of Social Support: 1-9-29-30 numbered questions (Quoter; Tekin, 2009).

Statistical Analysis

Analysis of the obtained data was carried out using SPSS 15.0 for Windows package software. Whereas frequency analysis was used for determining the demographical information distribution of the participants, descriptive statistics were used to determine average and standard deviation related to the scores obtained from sub-dimensions of the inventory. Before making comparisons related to the sub-dimensions of the inventory, whether data related to the sub-dimensions were appropriate for the normal distribution or not was analyzed using One Sample Kolmogorov-Smirnov test.

As result of the analysis, the data related to the sub-dimensions were determined to have normal distribution. For that reason, non-parametric analysis methods were used in order to make comparisons. Whereas Mann-Whitney U-Test was used in order to compare the scores obtained from the inventory's sub-dimension according to gender and the status of doing licensed sports in the past, Kruskal-Wallis H-test was employed in order to make comparisons according to age groups and professional groups. In analyses, the level of significance was determined as $p < 0.05$.

FINDINGS

Table 2. Descriptive Statistics of the Participants Related to Ways of Coping Inventory Scores

| Sub-dimensions | N | Number of Items | Lowest | Highest | X | SD |
|---------------------------|-----|-----------------|--------|---------|-------|------|
| Self-Confident Approach | 114 | 7 | 12 | 28 | 21,99 | 4,17 |
| Helpless Approach | 114 | 8 | 8 | 28 | 15,65 | 4,03 |
| Submissive Approach | 114 | 6 | 6 | 21 | 9,97 | 3,42 |
| Optimistic Approach | 114 | 5 | 7 | 20 | 13,68 | 2,85 |
| Seeking of Social Support | 114 | 4 | 7 | 16 | 12,46 | 2,34 |

When the table was analyzed, it was noticed that the participants had the highest score from self-confident approach sub-dimension and the lowest score from seeking of social

support sub-dimension, and they had medium level score from the submissive approach and optimistic approach sub-dimensions.

Table 3. Comparing the Coping Ways of Participants According to their Gender

| Sub-dimensions | Gender | N | X | SD | z | p |
|---------------------------|--------|----|-------|------|--------|------|
| Self-Confident Approach | Male | 89 | 22,08 | 4,04 | -,138 | ,890 |
| | Female | 25 | 21,68 | 4,66 | | |
| Helpless Approach | Male | 89 | 15,45 | 4,07 | -1,243 | ,214 |
| | Female | 25 | 16,36 | 3,87 | | |
| Submissive Approach | Male | 89 | 9,61 | 3,39 | -3,004 | ,003 |
| | Female | 25 | 11,28 | 3,26 | | |
| Optimistic Approach | Male | 89 | 13,58 | 2,82 | -,701 | ,484 |
| | Female | 25 | 14,04 | 2,99 | | |
| Seeking of Social Support | Male | 89 | 12,45 | 2,39 | -,184 | ,854 |
| | Female | 25 | 12,48 | 2,20 | | |

When the table was analyzed, it was possible to see that there was a statistically significant difference between the submissive approach scores according to the genders of the participants ($p < 0.05$), and there was no

statistically significant difference in other sub-dimensions according to the genders of the participants ($p > 0.05$). In submissive approach sub-dimension, male participants had lower level of average.

Table 4. Comparing Coping Ways of the Participants According to Age Groups

| Sub-dimensions | Age Groups | N | X | SD | χ^2 | p |
|---------------------------|-----------------|----|-------|------|----------|------|
| Self-Confident Approach | 18-25 years old | 29 | 21,24 | 3,04 | 3,144 | ,208 |
| | 26-34 years old | 69 | 22,25 | 4,11 | | |
| | 35-44 years old | 16 | 22,25 | 5,96 | | |
| Helpless Approach | 18-25 years old | 29 | 15,14 | 3,06 | ,470 | ,791 |
| | 26-34 years old | 69 | 15,51 | 3,88 | | |
| | 35-44 years old | 16 | 17,19 | 5,78 | | |
| Submissive Approach | 18-25 years old | 29 | 9,24 | 2,44 | 1,567 | ,457 |
| | 26-34 years old | 69 | 9,94 | 3,30 | | |
| | 35-44 years old | 16 | 11,44 | 4,94 | | |
| Optimistic Approach | 18-25 years old | 29 | 13,59 | 2,04 | 2,471 | ,291 |
| | 26-34 years old | 69 | 13,90 | 3,13 | | |
| | 35-44 years old | 16 | 12,94 | 2,89 | | |
| Seeking of Social Support | 18-25 years old | 29 | 12,76 | 2,53 | ,807 | ,668 |
| | 26-34 years old | 69 | 12,29 | 2,33 | | |
| | 35-44 years old | 16 | 12,63 | 2,09 | | |

No statistically significant difference was determined between the participants' coping with stress scores according to their age groups ($p > 0,05$).

Table 5. Comparing Coping Ways of the Participants According to the Professional Groups

| Sub-Dimensions | Professional Groups | N | X | SD | x ² | p |
|---------------------------|---------------------|----|-------|------|----------------|------|
| Self-Confident Approach | Academician | 18 | 22,22 | 3,84 | 7,257 | ,123 |
| | Trainer | 16 | 24,44 | 3,60 | | |
| | Teacher | 26 | 21,15 | 3,45 | | |
| | Psychologist | 47 | 21,36 | 4,62 | | |
| | Other | 7 | 23,14 | 4,02 | | |
| Helpless Approach | Academician | 18 | 14,61 | 3,94 | 4,374 | ,358 |
| | Trainer | 16 | 14,94 | 3,40 | | |
| | Teacher | 26 | 15,65 | 3,22 | | |
| | Psychologist | 47 | 16,43 | 4,70 | | |
| | Other | 7 | 14,71 | 3,04 | | |
| Submissive Approach | Academician | 18 | 9,39 | 3,65 | 4,114 | ,391 |
| | Trainer | 16 | 8,88 | 2,28 | | |
| | Teacher | 26 | 10,27 | 3,41 | | |
| | Psychologist | 47 | 10,47 | 3,81 | | |
| | Other | 7 | 9,57 | 1,81 | | |
| Optimistic Approach | Academician | 18 | 13,22 | 3,08 | 2,644 | ,619 |
| | Trainer | 16 | 14,63 | 2,68 | | |
| | Teacher | 26 | 13,38 | 2,64 | | |
| | Psychologist | 47 | 13,55 | 2,74 | | |
| | Other | 7 | 14,71 | 4,15 | | |
| Seeking of Social Support | Academician | 18 | 13,06 | 2,96 | 2,476 | ,649 |
| | Trainer | 16 | 11,88 | 2,60 | | |
| | Teacher | 26 | 12,38 | 2,12 | | |
| | Psychologist | 47 | 12,38 | 2,16 | | |
| | Other | 7 | 13,00 | 2,08 | | |

When the styles for coping with stress was evaluated according to the professional groups of the participants, it was determined that self-confident approach was mostly preferred by trainers (12,44±3,60), submissive approach was mostly preferred by academicians (14,61±3,94), submissive approach was mostly preferred by trainers (8,88±2,28), optimistic approach was mostly

preferred by trainers (14,63±2,68), and seeking of social support was mostly preferred by academicians (13,06±2,96). According to these findings, there was no statistically significant difference between the scores of participants related to coping with stress according to their professional groups ($p>0.05$).

Table 6. Comparing the Coping Ways of the Participants According to their Certified Sporting

| Sub-Dimensions | Status of Certified Sporting | N | X | SD | z | p |
|---------------------------|------------------------------|----|-------|------|--------|------|
| Self-Confident Approach | Yes | 88 | 21,97 | 4,22 | -,136 | ,892 |
| | No | 26 | 22,08 | 4,05 | | |
| Helpless Approach | Yes | 88 | 15,31 | 4,05 | -1,927 | ,054 |
| | No | 26 | 16,81 | 3,78 | | |
| Submissive Approach | Yes | 88 | 9,84 | 3,55 | -1,398 | ,162 |
| | No | 26 | 10,42 | 2,98 | | |
| Optimistic Approach | Yes | 88 | 13,59 | 3,11 | -1,035 | ,301 |
| | No | 26 | 14,00 | 1,77 | | |
| Seeking of Social Support | Yes | 88 | 12,39 | 2,24 | -1,079 | ,281 |
| | No | 26 | 12,69 | 2,68 | | |

There was no statistically significant difference between the scores of the participants who did and did not

licensed sports related to coping with stress ($p>0.05$).

DISCUSSION AND CONCLUSION

The individuals who participated into the research were specified to prefer self-confident approach mostly upon coping with stress, and submissive approach was the least preferred way of coping with stress. It was also concluded in similar researches carried out in Turkey upon individuals working in different professional groups that individuals generally preferred self-confident approach for coping with stress (Madenöđlu, 2013; Güler and Çınar, 2010).

It was determined from coping styles of the participants with stress that submissive approach style differed significantly according to gender; and according to obtained findings, female participants were specified to use submissive behavior style more than male participants. It was possible to consider that female and male's having different upbringing styles within the social structure was efficient upon this result. Moreover, when considering that the factors causing stress in terms of males and females were different from each other, difference in male and females' styles in coping with stress was possible to be mentioned as an expected result.

Various research findings in the literature females rather than males were noticed to be more passive in coping with stress, and preferred submissive coping style more. In a research carried out upon the pre-service teachers, female pre-service teachers were determined to use avoidance-abstraction style more on coping with stress when compared with male pre-service teachers (Avşarođlu and Taşđın, 2011). In contrast, there were also research findings specifying that gender was not an important determinative upon the styles of coping with stress (Kırımođlu et al., 2011; Ekinci et al., 2013; Güler and Çınar, 2010; Erkmn and Çetin, 2008; Kara and Koç, 2009; Bozkurt, 2004).

When discussed in terms of the age group variable, it was determined that coping styles of the participants with the stress did not differ statistically and significantly according to the age groups. Although the individuals participated into the research were in different age groups they having stress at similar rates in their daily life was possible to be considered as efficient upon obtaining such a result. Furthermore, similarity in their stress sources in daily life was also possible to be mentioned as an important factor for obtaining such a

result. In the research carried out by Canpolat (2006), it was determined that there was no significant difference between the stress levels perceived by the individuals at 15-25, 26-35, and 36 and over age groups. In another research carried out by Madenoğlu (2013) upon the managers assigned in educational institutions, it was suggested that coping styles of the managers with the stress apart from presenting optimistic approach significantly differed according to the age groups. In a study carried out by Erkmén and Çetin (2008) upon physical education teachers, it was proved that teachers used the strategies of coping with stress at different levels in different age groups. When research findings in the literature were evaluated, the findings related to the coping styles of individuals with stress were contradictory according to the variable of age. In this sense, the presence of various individual and environmental factors affecting the coping styles of individuals with stress beside the variable of age was possible to be mentioned. In the research carried out by Kara and Koç (2009), levels of individuals for using active planning as one of the styles of coping with stress were determined to decrease in parallel to the age. According to Madencioğlu (2013), self-confident levels of individuals increased when life experiences of individuals increased with the age. On the other hand, abundance of the negative experiences of people during their life caused them to behave more deliberate in their decisions. In a research carried out by Garnefski et al. (2002), when compared with adults, young individuals were expressed to benefit less from cognitive coping styles for coping with stress. For that reason, it was possible for people to use different coping styles for the stress when they were young and adult. Coping styles of the participants with the stress were determined not to statistically and significantly differ according to the

professional groups. The styles individuals used to cope with the stress depended upon analyzing the factors that created stress well (Durna, 2006). Moreover, the sources of stress could differ according to fields of profession individuals have carried on their duties. Whereas the individuals working in some fields of profession get tired cognitively, some others get tired physically and emotionally (İştar, 2012). When compared with the individuals carrying on their duties in other professional groups, high social value perception was considered to be efficient upon academicians' coping with stress. When discussed according to the variable of doing licensed sports, coping styles of the participants with stress were determined not to differ statistically and significantly according to their doing licensed sports. According to this, the individuals who did and did not do licensed sports in their past life were specified to have similar styles of coping with stress. In the research carried out by Eraslan (2015), the students studying at sports department were proved to have similar psychological properties, and their psychological properties did not differ according to their doing licensed sports. As known, sporting supported psychological development as well as physical and motor development (Keskin, 2014). Furthermore, sporting in different styles provided contributions upon the protection of psychological solidity and decreasing the possibility of getting stressed (Uluişik and Pepe, 2015). In this research carried out within this framework, The fact that the findings in our research were paralel with the ones in the literature could be arisen from individuals' being within sports and having a sportive personality trait despite their not doing licensed sports. It was mentioned in the study carried out by Eraslan (2015) that not only doing licensed sports but also having a sportive personality trait

positively affected the psychological structure.

Consequently, the individuals who participated into the research were determined to use self-confident approach more in coping with stress. It was proved that coping styles of the participants with stress statistically and significantly differed according to their doing licensed sports, professional group, and age group. On the other hand, coping styles of the individuals

who participated into the research with stress was determined to differ statistically and significantly according to their gender. According to obtained findings, when compared with male participants, female participants were noticed to use submissive behavior style more in coping with stress.

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