



## THE RELATION BETWEEN ORGANIZATIONAL IDENTIFICATION, HOPE AND PERCEIVED STRESS OF STUDENTS IN SPORTS SCIENCES FACULTY

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### **Abstract:**

The aim of this study was to determine the relationship between the students' level of organizational identification, level of hope and perceived stress. The study group consisted of 280 students studying at the Faculty of Sport Sciences of Erciyes University in 2017-2018 academic year. When we look at the students' demographic information; 63.6% male; 34.6% coaching department; 45.7% between the ages of 24-26; 58.9% stay in dormitory; 65.1% were middle income level. Participants were administered the Organizational Identification Scale (OIS), Perceived Stress Scale (PSS-10) and Adult Hope Scale (AHS). As a result of the correlation analysis, there was a positive and significant relationship between the organizational identification and level of hope scores of the students ( $p < 0.01$ ). In addition, there was a high and negative correlation between organizational identification and perceived stress scores of coaches ( $p < 0.01$ ). As a result of the regression analysis, the level of hope of the students on organizational identification; on the level of organizational identification of students; the perceived stress of the students was a significant predictor of the level of hope ( $p < 0.01$ ).

**Keywords:** students, sports, organizational identification, stress, hope

### **1. Introduction**

Universities are not just to give their students a profession, high quality of life, satisfied with their relationship, can produce thought, having a purpose, aims to raise healthy and healthy individuals (İmamoğlu and Gültekin, 1993). The faculties of sports sciences provide the students with theoretical and practical knowledge as well as the teaching of appropriate attitudes and skills. After starting university education, students face stress factors that affect their academic life and quality of life (Sheu, Lin and Hwang, 2002; Pulido-Martos, Augusto-Landa, Lopez-Zafra, 2012). Stress is defined as the reaction that

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occurs in the event of a physical or psychological strain caused by an action or situation (Hellriegel, Slocum and Woodman, 1992). Stress in another definition, threatening the bodily and spiritual boundaries of the organism and enforced, it is defined as the pressure, tension and psychological tension that an individual feels due to abnormal conditions in the physical and social environment (Deniz and Yılmaz, 2005; Durna and Eren, 2006).

Stress has effects that are dangerous for the well-being of a person, reducing their capacity and forcing them (Ünal and Ümmet, 2005). Students face many problems that challenge their physical and psychological capacity (Çakmak and Hevedanlı, 2005). The main stress sources of university students are; housing, adolescence, economy, interpersonal problems, adaptation problems, family retreat, employment problems, school problems and security problems.

Stress, which has a wide, comprehensive and negative effect on health and daily life (Kinman, 1998). Complaints, cheating, absenteeism, dissatisfaction, low productivity, weakening in cooperation, increasing warnings and penalties, career stagnation, deterioration and tensions in relations, weakening the image of the organization and low organizational identification (Yılmaz and Ekici, 2003).

Organizational identification is a form of social identification whereby an individual perceives a sense of belonging and oneness with an organization, its activities, and members (Ashforth and Mael 1989). Organizational identification affects many factors and is influenced by many factors (Kaya, 2007). Organizational identification is influenced by factors such as demographic characteristics, monotony, stress, physical conditions, management style, organization size, centralization, communication and reward (Güçlü, 2006). The relationship between stress and organizational identification is twofold: First, those with high levels of organizational identification feel more stressful. Second, organizational identification protects the person from the negative effects of stress (Leong, Furnham and Cooper 1996).

It is important for the students to establish a psychological connection with the organization, their behaviors and organizational effectiveness. People perceive themselves as more attractive (Berscheid and Walster, 1978; Bryne, 1971). Therefore, students may find organizations that are similar to them and identify with them. Organizational identification, the “desire to be together” of personal premises, to be more involved with other people, to have more friends, more communication, more social (McClelland, 1985) and increase the sense of belonging (Wiesenfeld, Raghuram and Garud, 2001).

Individuals, along with emotional commitment, see the organization as a family and feel it as part of the family (Allen and Meyer, 1990). People need to socialize, love and join the group. Therefore, a high level of “desire to be together” it also increases the commitment of the organization.

Those who have positive thoughts about themselves develop attitudes that will reinforce their thoughts (Pierce and Gardner, 2004). Individuals who perceive themselves as important members and who have high self-perception should have high

organizational identification. As a matter of fact, research has been said that there is a positive relationship between self-perception with organizational identification (Shamir and Kark, 2004) and emotional commitment (Van Dyne and Pierce, 2004; Pierce and Gardner, 2004; McColl-Kennedy and Anderson, 2005).

Individuals will feel as if they identify with the institution and this positive emotion will be reflected in the self-perception (Turner et al., 1987). It was said that there was a significant relationship between self-perception and organizational identification (Qureshi, Shahjehan, Zeb and Saifullah, 2011). In order for an individual to be emotionally connected to the organization, the aim of the organization must be perceived (Meyer and Allen, 1997). The more negative the individual's feelings about the situations, the higher the perceived stress level (Gümüştekin and Öztemiz, 2005).

Students may experience stress due to unfavorable situations in their relationships. Because of the problems in their relationship and the fact that they are separated from their family, depressive mood may occur (Wohl, DeShea and Wahkinney, 2008). Students who have problems in university life due to situational factors lose their hope and perceive more stress.

People's behavior is directed towards a purpose, and these aims determine the direction of mental activities. The methods of achieving the purpose are the perception that the person can produce appropriate methods to achieve his or her aim (Snyder, Rand and Sigmon, 2002). Hope is a positive motivation for the relationship between motivation and methods of achieving a goal. People with high levels of hope assume that there are many methods to achieve their goals (Snyder et al., 1991).

In childhood, coping with goal-directed barriers improves hopeful thinking. People are protected from the problems they face with this hopeful thinking. The hope mechanism works continuously, which shows the strength of hope based on the situation. (Snyder et al., 1997).

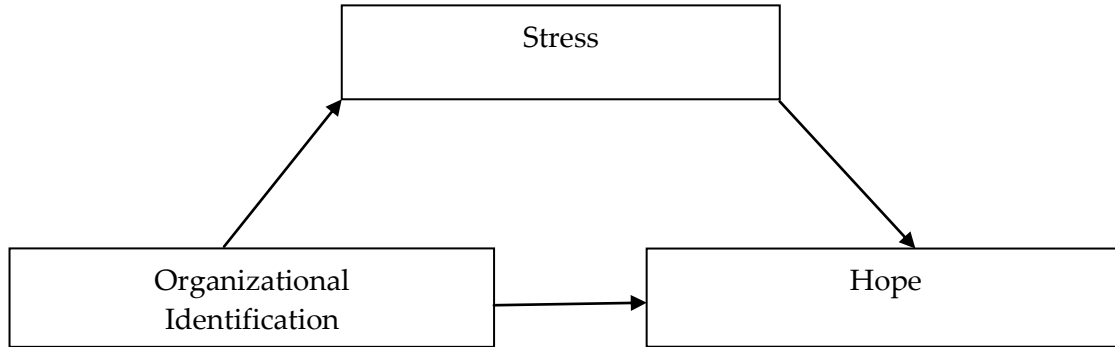
The low level of hope negatively affects the development of the career, as well as in every aspect of life, disrupting peace, blocking development and negative emotions. While there is a positive correlation between internal motivation, interest, effort and positive emotions and hope, there is a negative relationship between stress and depressive feelings (Snyder et al., 2000; Snyder et al., 2002; Pekrun et al., 2002; Vilaythong et al., 2003).

Students' long-term, uncontrollable stress, disrupt their psychology, thinking and decision-making abilities and is considered to reduce academic success. It is important for students to develop effective behaviors in order to reduce their stress, to be successful in educational life and to create a professional identity. The fact that educators support students in order to increase the levels of organizational identification and hope may reduce the negative effects of stress on students. The aim of this study was to determine the relationship between the students' level of organizational identification, level of hope and perceived stress.

## 2. Method

### 2.1 Participants and Study Design

**Figure 1:** The research model



The study group consisted of 280 students studying at the Faculty of Sport Sciences of Erciyes University in 2017-2018 academic year. When we look at the students' demographic information; 63.6% male; 34.6% coaching department; 45.7% between the ages of 24-26; 58.9% stay in dormitory; 65.1% were middle income level.

**Table 1:** Demographic characteristics of the participants (n=280)

Variables	Categories	f	%
Gender	Female	129	46.4
	Male	151	63.6
Age (years)	18-20 years	53	18.9
	21-23 years	68	24.2
	24-26 years	128	45.7
	27 years and over	31	11
Departments	Teaching	62	22.1
	Coaching	97	34.6
	Management	27	9.6
	Recreation	94	33.5
Place	Residence	92	32.85
	Dorm	165	58.9
	Other	23	8.2
Revenue	Low	74	26.6
	Medium	182	65.1
	High	24	8.5

## 2.2 Instruments

### 2.2.1 Perceived Stress Scale (PSS-10)

The Perceived Stress Scale (PSS)-10 item version was developed by Cohen et al. (1983) to measure the individual's appraisals of stressful life events (Cohen et al., 1983). Its validity and reliability studies were performed by Erci (2006) and Bilge et al. (2009) and were then adapted to Turkish society. Items were designed to reveal the degree to

which respondents found their lives unpredictable, uncontrollable, and overwhelming in the last one month. The PSS-10 is a five point Likert scale ranging from (0=never to 4=very often). There are four reverse items which are written positively (items 4,5,7 and 8). Total scores range from 0 to 40 with higher scores indicating higher perceived stress. The internal consistencies of the original scale change from 0.75 to 0.86. In the present study PSS-10 had internal consistency (Cronbach's alpha) of  $\alpha=0.71$ .

### 2.2.2 Adult Hope Scale (AHS)

Adult Hope Scale, 12 items with responses measured in Likert format, 4 items for hope agency, 4 items for hopes and 4 items for filler consists of 4 items. Overall hope scores range from 8 to 32 and higher scores mean more hope (Snyder et al., 1991). The Cronbach's alpha path, the agency and the AHS were 0,756, 0,731 and 0,838, respectively. In this study, the internal consistency of AHS (Cronbach's alpha) was  $\alpha = 0.73$ .

### 2.2.3 Organizational Identification Scale (OIS)

The one-dimensional scale developed by Mael (1988) was used for measuring the organizational identification levels of the individuals. The scale consists of six statements. A five-point Likert scale was used for evaluating the statements. The lowest score is (6) and the highest score is (30). The Cronbach alpha reliability coefficient of the scale was calculated to be 0.81. The validity and reliability of the scale was performed by Güleriyüz (2004) and it was used in various other studies. According to Güleriyüz (2004) the reliability of the scale is 0.80. In this study, the Cronbach alpha internal consistency coefficient was 0.78.

## 2.3 Data Analysis

The data obtained in the research were presented as frequency (f), percentage (%), arithmetic mean (X) and standard deviation (SS). Pearson Correlation Coefficient, Simple and Multiple Regression Analysis were used for the relationship between variables. The SPSS package software was utilized for analyses of collected data; and significance was determined as  $p<0.05$ .

## 3. Results

**Table 2:** Correlation test results regarding the relation between "Organizational Identification", "Hope Level" and "Perceived Stress" variables

Variables	X	SS	1	2	3
1. Organizational Identification	3.83	.87	1		
2. Hope Level	21.37	1.28	0.008**	1	
3. Perceived Stress	28.12	1.07	-0.029**	-0.419	1

$p<0.05^*$ ,  $p<0.01^{**}$

As a result of the correlation analysis, there was a positive and significant relationship between the organizational identification with the level of hope scores of the students ( $p < 0.01$ ). There was a high, negative and significant correlation between organizational identification with perceived stress scores of students ( $p < 0.01$ ). In addition, there was a high, negative and significant correlation between perceived stress scores and level of hope scores of students ( $p < 0.01$ ) (Table 2).

**Table 3:** Regression test results regarding the relation between “Organizational Identification” and “Hope Level” variables

Variables		Model Summary		Anova		Coefficients		
Constant	Dependent	R <sup>2</sup>	R	F	p	β	t	p
Hope Level	Organizational Identification	0.164	0.405	36.862	0.001	2.58	4.413	0.001
						0.87	6.161	0.001

$$Y (\text{Organizational Identification}) = 2.58 + 0.87 (\text{Hope Level})$$

**Table 4:** Regression test results regarding the relation between “Hope Level” and “Organizational Identification” variables

Variables		Model Summary		Anova		Coefficients		
Constant	Dependent	R <sup>2</sup>	R	F	p	β	t	p
Organizational Identification	Hope Level	0.389	0.595	34.634	0.001	0.406	0.422	0.001
						0.269	6.280	0.001

$$Y (\text{Hope Level}) = 0.406 + 0.269 (\text{Organizational Identification})$$

**Table 5:** Regression test results regarding the relation between “Hope Level” and “Perceived Stress” variables

Variables		Model Summary		Anova		Coefficients		
Constant	Dependent	R <sup>2</sup>	R	F	p	β	t	p
Perceived Stress	Hope Level	0.163	0.316	21.566	0.001	5.839	33.534	0.001
						-0.455	-4.614	0.001

$$Y (\text{Hope Level}) = 5.839 - 0.455 (\text{Perceived Stress})$$

**Table 6:** Correlation test results regarding the relation between “Hope Level”, “Perceived Stress” and “Organizational Identification” variables

Variables		Model Summary		Anova		Coefficients		
Constant	Dependent	R <sup>2</sup>	R	F	p	β	t	p
Organizational Identification	Hope Level	0.173	0.434	23.107	0.001	4.536	12.979	0.001
						0.308	4.675	0.017
Perceived Stress						-0.291	-2.311	0.001

$$Y (\text{Hope Level}) = 4.536 + 0.308 (\text{Organizational Identification}) - 0.291 (\text{Perceived Stress})$$

According to the regression analysis, the level of hope of the students on organizational identification ( $F=36.862$ ); on the level of organizational identification of students ( $F=34.634$ ); stress perceived by students was seen as a significant predictor of hope level ( $F=21.566$ ) ( $p < 0.01$ ). Moreover, it was seen that perceived stress and organizational

identification were a significant predictor of the level of hope of students ( $F=23.107$ ) ( $p<0.01$ ).

#### **4. Discussion and Conclusion**

Hope is an important way of thinking that guides human life. When we think that this thought is formed from childhood, the studies with children are considered important. Therefore, the development and acquisition of hopeful ideas will make children more ready for life. In our country, there are studies about the level of hope of students (Akman and Korkut, 1993; Denizli, 2004; Kemer, 2006; Kemer and Atik, 2005).

Organizational identification contributes to one's levels of hope and optimistic construct. Students who are organizational identification can deal with potential stressors effectively. On the contrary, students who suspect their own abilities to control stressful events suffer more distresses which may impair their level of functioning. In light of this, high level organizational identification students incline to perceive stressful events and obstacles with less apprehension and may regard this as a good chance for them to prove themselves. The results of this study demonstrated that high organizational identification students incline to create more agency thinking to pursue goal, or more pathways thinking to generate alternative paths to succeed. Prior research also supported that high level organizational identification affects how people cope with negative events (Asselmann et al., 2016). High level organizational identification students are able to generate more pathways and agency thinking than low level organizational identification students.

Stress is an important mediator in the association between organizational identification with hope. Improving organizational identification enables students to employ high hope to combat with stressors. On the other hand, students who lacked hopeful thinking often failed to work with high level organizational identification. In line with our findings, McGregor and Little (1998) indicated that achievable goals is associated with well-being.

The findings show that there is a high and positive relationship between the students' organizational identification and the level of hope. Organizational trust is defined as the air that the individuals working for the purposes of the organization feel towards each other, such as sincerity, truth, faith and commitment (Arslan, 2009). Individuals who perceive the organization, fairness, trust in the organization and identify more. Confidence felt for someone else is useful for improving the sense of hope (Dilbaz and Seber, 1993). In a study conducted in Finland, it was said that organizational justice predicted organizational identification (Olkkonen and Lipponen, 2006). According to Pierce and Gardner (2004), individuals who have positive and hopeful thoughts about themselves try to develop attitudes that will reinforce these ideas. Self-esteem is a form of self-respect and self-directed subjective respect (Morganett, 2005). Organizational identification of people with self-esteem should also be strong. Research shows that there is a positive relationship between self-esteem and

organizational identification (Shamir and Kark, 2004) and self-esteem and hope levels (Aydoğan, 2010).

According to our findings, a high, negative and significant relationship was found between perceived stress and organizational identification. Accordingly, as organizational identification increases, the perceived stress level decreases. In some studies, no correlation was found between organizational identification and stress level (Gül, Oktay and Gökçe, 2008; Efeoğlu, 2006), and some studies found a negative correlation between organizational identification and stress (Leong, Furnham and Cooper, 1996). The findings are consistent with some research results.

The expectation of competence is the capacity to apply selection and selection in their own life, as well as the ability of the person to perceive the ability to control the events that affect his life (Bandura, 1997). Job experience and professional education with the education they receive increases the competence and hopes of university students to make career decisions. In addition, there was a high, negative and significant relationship between the perceived stress of the students with level of hope. Accordingly, the higher the level of hope, the lower the level of perceived stress.

Self-efficacy in making a career decision is to decide on one's career and to believe in its own capacity (Taylor and Betz, 1983). A positive relationship between self-efficacy and hope level of career decision making has been demonstrated by various studies (Betz, Hammond and Multon, 2005; Diemer and Blustein, 2007; Robitschek, 1996; Sung, Turner and Kaewchinda, 2013).

In another study, a significant relationship was found between university students' self-efficacy and career perceived stress (Tein, Sandler and Zaytra, 2000). In addition, there was a negative correlation between the level of students' academic achievement and stress (Pekrun, Goetz, Titz and Perry, 2002). In another study, high levels of hope were positively associated with success, physical and psychological health (Snyder et al., 2002; Vilaythong et al., 2003). Compared with those low in hope, high-hope individuals showed diminished stress reactivity and more effective emotional recovery (Ong, Edwards and Bergeman, 2006), and the role of hope in preventing psychological problems and increasing psychological resilience has been demonstrated (Snyder et al., 2000). The findings are consistent with some research results.

In conclusion, this investigation shows that perceived stress affects organizational identification directly. Students high in perceived stress are more likely to be low in organizational identification. Therefore, the current findings increase our understanding of the relationships between organizational identification and perceived stress.

This study is interesting and has implications for interventions that can reduce perceived stress. The limitation of the study was that the participants were students and this study should be replicated to target other student populations in order to establish a more robust relationship between the examined structures, because the generalization of the results is somewhat limited.



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