Perceived Stress Dimensions and Life Satisfaction in Tourism Vocational School Students

Turizm Meslek Yüksekokulu Öğrencilerinde Algılanan Stres Boyutları ve Yaşam Doyumu

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ABSTRACT

The purpose of the study was to estimate whether life satisaction views of tourism vocational school students differ according to their age and work experiences, to determine the dimensions of the stress they perceive and to examine the effect on their life satisfaction. The research sample consisted of tourism students studying in Fethiye ASMK Vocational School. Perceived Stress Scale and Life Satisfaction Scale were used to collect the data. Data was analyzed using SPSS 22.0 program. In order to analyze data, respectively, independent samples t test, One way ANOVA test, explanatory factor analysis and regression analysis were used.The results showed that opinions of younger and inexperienced tourism students about their life satisfaction were more positive than older and more experinced students. On the other side there was not any statistically significant difference in students' views according to their gender. Also Insufficient Self-Efficacy Perception, one of the dimensions of perceived stress, adversely affected life satisfaction of tourism students.

Keywords: Tourism, stress, life satisfaction

ÖZET

Araştırmanın amacı, turizm meslek lisesi öğrencilerinin yaşam doyumu görüşlerinin yaşlarına ve iş deneyimlerine göre farklılaşıp farklılaşmadığını anlamak, algıladıkları stresin boyutlarını belirlemek ve yaşam doyumları üzerindeki etkisini incelemektir. Araştırmanın örneklemini Fethiye ASMK Meslek Yüksekokulunda okuyan turizm öğrencileri oluşturmaktadır. Verilerin toplanmasında Algılanan Stres Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Veriler, SPSS 22.0 programı kullanılarak analiz edilmiştir. Verilerin analizinde sırasıyla bağımsız örnekler t testi, Tek yönlü ANOVA testi, açıklayıcı faktör analizi ve regresyon analizi kullanılmıştır. Sonuçlar, daha genç ve deneyimsiz turizm öğrencilerinin yaşam doyumlarına ilişkin görüşlerinin yaşça daha büyük ve deneyimli öğrencilere göre daha olumlu olduğunu göstermiştir. Öte yandan öğrencilerin cinsiyetlerine göre görüşlerinde istatistiksel olarak anlamlı bir farklılığa rastlanmamıştır. Ayrıca algılanan stres boyutlarından biri olan Yetersiz Öz-Yeterlik Algısının, turizm öğrencilerinin yaşam doyumlarını olumsuz etkilediği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Turizm, stres, yaşam doyumu

1.INTRODUCTION

Stress is defined as a reaction to physical and psychological strain(Hellriegel, 1992: 36). Ellison(Ellison, 1990) defined stress as the body's bio-chemical reaction in the face of a threatening situation (causing stress). There are many reasons which may negatively affect the psychology of students. Housing conditions, adolescence problems, economic problems, interpersonal problems, adaptation problems, separation from the family, appointing anxieties, problems with the department and security problems can be considered as factors that cause stress on students. (Savcı

and Aysan, 2014: 45). For a healthy university life, it is important to determine stress factors and to take the necessary measures.

Life satisfaction is a concept or result reached by comparing the expectations of a person with what he expected and what he has (Gündoğar et al., 2007: 15). Life satisfaction is closely related to satisfaction, happiness, morale and well-being (Karabulut and Özer, 2003). According to Diener (Diener, 2000), the vast majority of university students attach much importance to life satisfaction and happiness than money. The majority of students face a different environment in their university life. To stay in suitable environments during their education, to have sufficient conditions, to meet their physical, mental and social needs will increase their life satisfaction(Özgür et al.,2010 :26). When the stress related to transition to university life is not managed well enough, individuals may have adaptation difficulties and as a result, their life satisfaction may decrease(Lee et al., 2016: 29).

There are studies examining students perceived stress and life satisfaction in literature.Matheny et al.(Matheney et al., 2002: 81)examined life satisfaction, perceived stress and coping resources between Turkish and American university students. They found no difference on university students related to life satisfaction, perceived stress and coping resources. On the other hand social support and financial freedom sense were important indicators of life satisfaction. Alleyne et al.(Alleyne et al., 2014: 291) studied perceived stress and life satisfaction in undergraduate university students in Barbados. According to their findings, higher perceived stress levels were associated with lower satisfaction levels. Also living environment, campus facilities, and perceived stress were determined as the key predictors of students' life satisfaction. Civitci(Civitci, 2015: 271) investigated life satisfaction and college students' perceived stress in terms of belonging and extracurricular participation as moderators. His findings revealed that students with high belongings had lower perceived stress and more life satisfaction. Abolghasemi and Varaniyab(Abolghasemi and Varaniyab, 2010: 748) investigated the relationship of students psychological resilience and perceived stress with life satisfaction. They concluded that decreased stress and increased psychological resilience increased life satisfaction of students.Kaya et al.(Kaya et al., 2015: 257) investigated the relationship between stress perceived by Turkish university students and life satisfaction. According to the results they obtained, college stresses of students affect life satisfaction negatively. Shi et al.(Shi et al., 2015: 1) investigated the relationship between stress and life satisfaction of Chinese medical students. They suggested university authorities to reduce their perceived stress in order to increase students life satisfaction. Simons et al.(Simons et al., 2002: 129) examined perceived stress levels and coping resources for the university students' life satisfaction in Turkey. Their findings were that the combination of sources and perceived stress better predicted life satisfaction. Coffmann and Gilligan (Coffman and Gilligan, 2002: 53) examined the relationship between perceived stress and life satisfaction of first year college students including social support and self efficiacy variables. Students with high rates of social support and self-efficacy and low rates of perceived stress reported higher rates of life satisfaction.

Although there are studies investigating the relationship between perceived stress and life satisfaction in the literature, no study has been found on tourism vocational school students. In this context, the purpose of the study was to estimate whether students' views of life satisfaction change according to their demographic characteristics, determine the dimensions of the stresses perceived by them and examine their effect on their life satisfaction.

2.REASEARCH METHODOLOGY

Research methodology was consisted of research population, resrach method and research findings.

2.1.Research Population

Research population was formed by students who study undergraduate tourism in Muğla Sıtkı Koçman University Fethiye Vocational School. Fethiye Vocational school consists 2 programs in

tourism education which are programme of tourism and travel services and programme of tourism and hotel management. As of the academic year 2019-2020 a total of 416 students received education in both departments.

2.2.Research Method

Research data were collected by survey method. The research questionnaire consists of 3 parts. The first part includes demographic questions of students. In the second part Perceived Stress Scale with 14 items adopted by Eskin and others (2013) and in the third part Life Satisfaction Scale adapted to Turkish by Dağlı and Baysal(Dağlı and Baysal, 2016) was used. Cronbach Alpha coefficient calculated to measure the reliability of the scales . The reliability coefficient of the Perceived Stress scale was calculated as 0.810 and the reliability coefficient of the Life Satisfaction Scale scale was calculated as 0.855. Kayış (Kayış, 2010); values with coefficients between 0.80 and 1 described as highly reliable. In this case, the Perceived Stress and Life Satisfaction Scales scales have been concluded as highly reliable.

2.3.Research Findings

In order to analyze data respectively independent samples t test, One way ANOVA test, explanatory factor analysis and regression analysis were used. Findings from the analysis shown in the tables and interpreted.

Independent samples t test was applied to understand whether the opinions of students about life satisfaction differ according to their gender. As a result of test, significance level below 0.05 was not found which means there was no statistically significant difference in students' views according to their gender.

One way ANOVA test was applied to understand whether the opinions of students about life satisfaction differ according to their ages and work experiences. The significance level of the 4 statements that make up the scale was calculated under 0.05 which means, difference in students' views according to their ages, was statistically significant. The statements that make the difference and the results of the One way Anova test are shown in Table 1.

Table 1: Anova Test Findings On Students' Age Applied To Life Satisfaction Scale

Statement	Sum of Squares	df	Mean Square	F	Sig.*
"My life conditions are perfect"	22,470	3	7,490	6,530	0,000
"I am satisfied with my life"	21,090	3	7,030	5,929	0,001
"I've gotten the important things I want in life so far"	20,943	3	6,981	5,747	0,001
"If I could live my life again, I would hardly change anything"	14,860	3	4,953	3,285	0,024

*Significance(Sig.)level is less than 0,05.

Differences have been determined in the above statements of the students according to age groups. Post hoc analysis was performed to find out where the differences originated. While students aged 32 and over did not agree with the statement, "My life conditions are perfect" students aged 17 and over partially agreed. The above and other 3 expressions ("I am satisfied with my life", "I've gotten the important things I want in life so far", "If I could live my life again, I would hardly change anything") that make up the difference reached close results. The difference was between the ages 32 and over and 17 and over. It is estimated that younger students are more optimistic about life than the elderly.

One Way ANOVA test was also used to determine whether the opinions of students about life satisfaction differ according to their work experiences. The significance level of the 3 statements that make up the scale was calculated under 0.05 which means difference in students' views according to their work experiences was statistically significant. The statements that make the difference and the results of the One way Anova test are shown in Table 2.

Table 2: Anova Test Findings On Students' Work Experince Applied To Life Satisfaction Scale

Statement	Sum of Squares	Df	Mean Square	F	Sig.*
"I am satisfied with my life"	19,621	3	6,540	5,446	0,002
"I've gotten the important things I want in life so far"	17,653	3	5,886	4,712	0,004
"If I could live my life again, I would hardly change anything"	16,243	3	5,414	3,615	0,16

*Significance(Sig.)level is less than 0,05.

Differences were determined in the above statements of the students according to work experinces. Post hoc analysis was performed to find the source of the differences. While students who have more than 6 years work experince and over did not agree with the statement, "I am satisfied with my life" students who don't have any work experince partially agreed. The above and other 2 expressions("I've gotten the important things I want in life so far", "If I could live my life again, I would hardly change anything") that make up the difference reached close results. The difference was between the students who have more than 6 years experience and who don't have any work experince. It is estimated that students without work experience are more optimistic about life than the elderly.

Exploratory Factor Analysis was applied to reduce the number of dimensions (Altunışık et al., 2010: 262)of the Perceived Stress and Life Satisfaction scales and better understand the relationships between them. Bartlett test p value for factor analysis should be less than 0.05. In addition, Kaiser-Meyer-Olkin (KMO) value of 1 means variables will predict each other exactly(Sipahi et al., 2010:79-80) Bartlett test p values of the scales were calculated as 0,000. The KMO values of the Perceived Stress Scale and Life Satisfaction Scale were respectively 0.887 and 0.826. In the study it seems that the scales used are suitable for factor analysis. Factor analysis was performed on Perceived Stress Scale with basic components and varimax rotation method. As a result of the analysis, 2 factors emerged. The factors are named as Inadequate Self-Efficacy and Perception of Stress / Discomfort; the names of which were used by Eskin et al. (2013). The rotated factor analysis and total variance explained of Perceived Stress Scale are shown in Table 3.

Table 3 : Perceived Stress Scale Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	5,620	43,231	43,231
2	3,533	27,177	70,408

In Table 3, it is understood that there are two factor dimensions that emerged as a result of the analysis and these two factor dimensions can explain 70,408% of the total variance. In Table 4, after the rotated factor solution, each factor variables, factor loadings are shown.

Table 4: Perceived Stress Scale Factor Analysis

Variables	Factors	Factor Loadings
Things going way	Insufficient Self-Efficacy Perception	0,849
Important things		0,840
Life difficulties		0,821
Overcome with		0,816
Daily difficulties		0,800
Personal problems		0,797
Problems		0,721
Inable to cope		0,700
Out of control		0,691
Inable to control	Stress / Discomfort Perception	0,869
Feel stressed		0,863
Unexpected things		0,857
Have to achieve		0,837

As a result of the reliability analysis applied to two factors; Reliability level of Insufficient Self-Efficacy perception was calculated as 0,708 and reliability level of Stress/Discomfort Perception was calculated as 0,902.

Kayış (2010: 405) has expressed scales with values between 0.60 and 0.80 as very reliable and between 0,80 and 1 as highly reliable. In this case, it is concluded that the Insufficient Self-Efficacy Scale is quite reliable and and Stress / Discomfort Perception is highly reliable.

After Perceived Stress Scale, factor analysis was performed on life satisfaction scale using principal components and varimax rotation method. As a result of the analysis, 1 factor emerged. Total variance explained of Life Satisfaction Scale is shown in Table 5.

Table 5: Life Satisfaction Scale Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,184	63,674	63,674	3,184	63,674	63,674

As seen in Table 5 a single factor dimension can explain 70,408% of the total variance. Reliability level of factor was calculated as 0,855 which was considered as highly reliable(Kayış, 2010: 405).

Regression analysis was applied to analyze contribution of Perceived stress dimensions (Insufficient Self-Efficacy Perception and Stress / Discomfort) to life satisfaction. In the study, perceived stress dimensions were independent variables and life satisfaction was dependent variable.

Table 6: Regression Analysis Between Insufficient Self-Efficacy Perception and Life Satisfaction

Model	Unstandardized Coefficients		t	Significance
	B	Standart Error		
Constant	3593	,442	8,132	,000
Insufficient Self Efficacy Perception	-,286	,140	-,167	,043

*Dependent Variable: Life Satisfaction

According to Table 6, there is an inverse linear relationship between Insufficient Self-Efficacy Perception and Life Satisfaction. 1 unit increase in Insufficient Self-Efficacy Perceptions will result in 0,286 unit decrease in life satisfaction.

3.CONCLUSION

Stress, which is a part of daily life, is expressed as a disease in society today. There are many factors that can be considered a cause of stress in university students. The purpose of the study was to understand whether tourism vocational school students' life satisfaction views change according to their demographic characteristics, to determine the dimensions of the stress they perceive and to examine the effect on their life satisfaction.

This study reveals that students of different age groups and work experiences have different opinions about their life satisfaction. It has been found that the opinions of younger and inexperienced tourism students about their life satisfaction are more positive than older students. It is considered that the intense working conditions of the tourism sector create stress on students as they get older and negatively affect their life satisfaction. However, there may be other reasons other than working in tourism for the low life satisfaction of the elderly and more experienced tourism students compared to youngers and less work experinced. This may be another research topic. Another finding obtained from the study is that Insufficient Self-Efficacy Perception, one of the dimensions of perceived stress, adversely affects life satisfaction. 1 unit increase in Insufficient Self-Efficacy Perception will result in 0,286 unit decrease in life satisfaction.

There are many studies examining the effect of stress on life satisfaction and majority of these studies concluded that stress has a negative effect on life satisfaction(Alleyne et al., 2014; Abolghasemi and Varaniyab, 2010; Kaya et al., 2015; Shi et al., 2015; Simons et al., 2002;

Coffman and Gilligan, 2002). This study supports the results obtained from other studies. On the other hand, the study differs from other studies in that it is applied on tourism students and the dimensions of perceived stress.

This study has been carried out on tourism students who has undergraduate education in Muğla Sıtkı Koçman University Fethiye Vocational School. Future studies can be carried out on tourism students studying in cities other than Fethiye and on students who study in departments other than tourism. Comparisons can be made.

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