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SPOR EĞİTİMİ ALAN 1. SINIF ÖĞRENCİLERİNİN ÖZGÜVEN DÜZEYLERİNİN İNCELENMESİ: FIRAT ÜNİVERSİTESİ ÖRNEĞİ¹

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Özet

Bu araştırma Fırat Üniversitesi Spor Bilimleri Fakültesi'nde eğitim alan 1. sınıf öğrencilerinin özgüven algılarının bazı değişkenlere göre nasıl değiştiğini belirlemek amacıyla yapılmıştır. Araştırmanın evrenini Fırat Üniversitesi Spor Bilimleri Fakültesi'nde eğitim alan 1.sınıf öğrencileri oluşturmaktadır. Örneklem grubu ise 252 spor eğitimi alan öğrenci oluşturmaktadır. Araştırma grubundan veri toplamak için 33 madde ve 2 alt boyuttan oluşan "Öz Güven Ölçeği" kullanılmıştır. Araştırma grubundan elde edilen verilerin analizinde SPSS 22.0 paket programı kullanılmıştır. Değişkenler arasında farklılaşma düzeylerini ortaya koymak için parametrik testlerden "Independent Sample t-Testi" ve "Tek Yönlü Varyans Analizi" kullanılmıştır. İstatistiksel anlamlılık derecesi $p < 0.05$ olarak kabul edilmiştir. Araştırma sonucunda, spor eğitimi alan öğrencilerin özgüven düzeylerinin artıp azalmasında kişinin psikolojik durumu her ne kadar belirleyici olsa da çevrenin etkisi burada azımsanamayacak düzeyde yüksek olduğu

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belirlenmiştir. Bundan dolayı, akademik personel ve antrenörlerin sporculara bakış düzeyi ve onların kendilerini ifade etmelerine olanak vermeleri önem taşımaktadır. Bu kapsamda, üniversitelerin ilgili birimlerinden uzman kişilerce yardım alınması etkili olur.

Anahtar kelimeler: Özgüven, Spor Bilimleri Fakültesi, Öğrenci, Spor.

The Investigation of First Grade Student's Self-Confidence Levels who has Sports Education: Sample of Fırat University

Abstract

This research was performed to determine how self-confidence perceptions of 1st grade students studying at Fırat University Faculty of Sport Sciences change according to some variables. The population of the research consists of first grade students studying at the Faculty of Sport Sciences at Fırat University. The sample group consists of 252 sports education students. The "Self-Confidence Scale" consisting of 33 items and 2 sub-dimensions was used to collect data from the research group. SPSS 22.0 package program was used in the analysis of the data obtained from the research group. "Independent Sample t-Test" and "One Way Variance Analysis", which are among the parametric tests, were used to reveal the levels of differentiation between the variables. Statistical significance level was accepted as $p < 0.05$. As a result of the research, although the psychological state of the person is decisive in the increase and decrease of the self-confidence levels of the students who receive sports education, the effect of the environment is determined to be considerably high here. Therefore, it is important for academic staff and coaches to look at athletes and enable them to express themselves. In this context, it is effective to get help from the relevant units of universities by experts.

Keywords: Self-Confidence, Faculty of Sport Sciences, Student, Sports.

INTRODUCTION

Self-confidence is one of the basic features of human personality. Self-confidence, when the relevant literature is analyzed, "the individual's judgment of feeling valuable", "the individual's confidence in his abilities, judgment, power and decisions, belief that he can achieve a certain activity", "knowing that he has established control and sovereignty over his own body and behavior", "the ability to cope with the problems encountered in life, which are not born, should be gained by doing" (Bandura, 1997; Felts, 1988: 423; Gökner, 2010: 9; Koç and Gün, 2007); Pervin and John (2001: 184) stated that self-confidence is not a peculiar or temporary attitude to individual situations, but rather a general personality trait. Self-confidence is defined as "courage, courage". It also includes the firm belief in one's own abilities. The concept of self-confidence is divided

into two as internal and external self-confidence. While internal self-esteem is related to the self-confidence of individuals, external self-confidence is a situation related to self-confidence of individuals in their external and social environments (Akın, 2007). The concept of inner self-confidence is the beliefs and feelings of the individual, who includes self-love, self-knowledge, setting clear goals, and positive thoughts that the individual is satisfied and at peace with him. External self-confidence, on the other hand, is the image and behavior given by the person as confident about communication, expressing himself and controlling his emotions. It is used without realizing both internal and external self-confidence. In order to communicate properly, internal and external self-confidence must be well balanced. Because the feeling of being positive is the basis of self-confidence. The more we have negative thoughts about a situation, the less our capacity to do business on that situation will decrease. Self-confidence and success in life are complementary elements in direct proportion (Lindenfield, 2004).

People can be defined as having weak, medium or high self-confidence. Since the self-confident person thinks that it will mean the risk of rejection, he does not accept his weakness, keeps other people at a distance, and sees himself unsuccessful and worthless. He does not exchange love for fear of rejection, enlarges the target that he should achieve, and avoids making efforts to achieve it, believing that he cannot solve problems in daily life. Because he accepted the unhappiness first and conditioned himself that he will not change. A self-confident person has a mix of positive and negative experiences. The self-confident person accepts this when he feels weak and often tries to do something to prevent injustices in the world. This person will have more positive relationships. Since she has a positive and realistic understanding of her own abilities, she tends to perceive herself as a useful and important person who does not despair immediately, copes with difficulties, respects herself, is worthy of acceptance. Since these people can develop healthy relationships, they can be accepted and appreciated by their environment and get rid of loneliness, they can develop better relationships with the opposite sex, and they can be more successful both in education and business life (Ekinçi, 2013; Humphreys, 2001). Self-confidence means that we have a positive and realistic understanding of our talents ourselves. Formation and development of self-confidence is entirely related to life (Göknar, 2010: 91).

The institution that has an important share in the maturation of the individual after his family and developing positive emotions for himself is the school. The most important example for school-age children is their teachers after

their parents. The teacher quickly becomes one of the most important and influential people in their lives for students. Having a high or weak level of self-confidence in teachers will affect the development of self-confidence in a positive or negative way. In this case, it can be said that another factor that is important in the formation and development of self-confidence after a healthy family environment is a healthy school environment (Mutluer, 2006: 30-31). According to Allinder (1994), teachers who are confident and perceived as adequate are said to be organized more effectively. A teacher can make a successful student by supporting a student with a moderate ability, shake the trust of a smart student and make him fail (Yörükoğlu, 1986). Researches show that teachers with high self-confidence, open-minded, understanding, support their students in every subject, develop their sense of responsibility and increase their interest in the lesson (Yavuzer, 2002).

The purpose of this study, which is carried out in this context, is to reveal the self-confidence of the first students of Firat University Faculty of Sport Sciences by associating them with various variables. The results of the study are expected to contribute to the development of self-confidence in the undergraduate period of all Sports Science students from the sample of Faculty of Sports Sciences students.

METHOD

In this research, scanning model was used. Karasar (2008) defined the screening model as a research approach based on collecting data in a certain period of time, aiming to describe a situation that exists in the past or still as it exists and to compare the relationship between the variables.

The population of the research is 1st year students studying at Firat University Faculty of Sport Sciences in 2018-2019 academic year. The sample group consists of 72 students studying in the Recreation Department, 72 students studying in the Sports Management section, 72 students studying in the Coaching Education section and 36 students studying in the Physical Education and Sports Teaching section.

In the personal information form prepared by the researcher, demographic variables such as gender, age, department, active license, and sports branch are included. The "Self-Confidence Scale" developed by Akin (2007) based on Bandura's self-efficacy theory was used to collect data on self-confidence. The scale is a 5-point Likert-type scale consisting of 33 items and 2 sub-dimensions. The terms "Never", "Rarely", "Sometimes", "Generally", "Always" are used in

the scale. The highest score that can be obtained from the Self-Confidence Scale is 165 and the lowest score is 33. The high score obtained from the scale without any negative items indicates a high level of self-confidence. By dividing the total score obtained from the scale by the number of items (33), a conclusion can be reached about the level of self-confidence of the individual.

The data obtained from the “Confidence Scale” were transferred to the computer environment and evaluated in the SPSS package program. “Independent Sample t-Test” and “One Way Variance Analysis”, which are among the parametric tests, were used to reveal the levels of differentiation between the variables. Statistical significance level was accepted as $p < 0.05$.

FINDINGS

The Investigation of First Grade Student’s Self-Confidence Levels Who Has Sports Education: Sample of Fırat University

For the purposes of the research, the findings obtained from the opinions of the students receiving sports education are given below.

Table 1

The t Test Results of the Internal and External Confidence Subscales of the Research Group.

Sub-Scale	Branch	N	X	Sd	t	p
Int. Conf.	Individual	122	66,620	13,620	0,702	0,483
	Team	130	65,469	12,474		
Ext. Conf.	Individual	122	62,991	11,912	1,634	0,104
	Team	130	60,592	11,400		

* $p > 0.05$

The sports branches of the students participating in the study were examined by means of t test according to the average of internal and external confidence scales, which are the sub-scales of the self-confidence scale, and there was no relationship between them (Table 1).

Table 2

Comparison of the Gender of the Research Group with the Mean of Internal and External Confidence Subscales with the t Test

Alt Boyut	Cinsiyet	N	X	Sd	t	p
Int. Conf.	Men	192	64,822	13,194	-2,658	0,008*
	Women	60	69,883	11,776		
Ext. Conf.	Men	192	60,750	11,942	-2,463	0,014*
	Women	60	64,966	10,290		

*p<0.05

Participate in the study, the gender of the students' self-confidence and sub-scales of internal confidence and external confidence scales were examined by t test and a relationship was found between them. Women are individuals who cause differences in both subscales compared to men. In other words, it can be said that women's self-esteem is higher than men (Table 2).

Table 3

ANOVA Test Results of the Internal and External Confidence Subscale Mean Scores of the Research Group According to the Departments they Received Sports Training

Sub-Scale	Department	N	X	Sd	F	p	LSD
Int. Conf.	Recreation (a)	71	66,309	13,378	1,212	0,306	b, c
	Training Education (b)	73	67,506	10,662			
	Sports Management (c)	72	63,666	14,749			
	Physical Education and Sports Teaching (d)	36	67,194	12,905			
Ext. Conf.	Recreation (a)	71	61,154	12,194	3,152	0,026*	
	Training Education (b)	73	64,000	9,361			
	Sports Management (c)	72	58,791	13,459			
	Physical Education and Sports Teaching (d)	36	64,305	9,942			

*p<0.05

The ANOVA test was analyzed by the sections of the students participating in the study and the internal and external confidence scale averages, which are the sub-scales of the self-confidence scale. As a result of the analysis, no relation was found between the internal confidence subscale means. There was a difference between the averages of the external trust subscale and the reason for the difference was examined with the LSD test, which is one of the Post Hoc methods, and it was found that the students of the Coaching Department were more self-confident than the average of the external trust subscale (Table 3).

Table 4

Comparison of the Age Range Variables of the Research Group with the Mean Scores of Internal and External Confidence Subscales with the ANOVA Test

Sub-Scale	Age	N	X	Sd	F	p	LSD
Int. Conf.	18-20 (a)	184	65,543	13,040	3,118	0,046*	b, a
	21-23 (b)	40	70,350	9,786			b, c
	24 ve üzeri (c)	28	63,035	15,767			
Ext. Conf.	18-20 (a)	184	61,304	11,736	2,214	0,111	
	21-23 (b)	40	65,150	9,119			
	24 ve üzeri (c)	28	59,857	13,943			

*p<0.05

ANOVA test was examined with the age ranges of the students participating in the study and the internal and external confidence scale averages, which are the sub-scales of the self-confidence scale. There was a relationship between them according to the internal confidence subscale means. The age ranges originated from Post Hoc methods were examined by LSD test and a difference was observed between 21-23 age range and 18-20 and 24 age range. No significant difference was observed between the averages of the external confidence subscale (Table 4).

DISCUSSION AND RESULTS

In the study, it was aimed to examine the self-confidence behaviors of the 1st grade students studying in various departments of the Faculty of Sport Sciences at Fırat University and the "Self-Confidence Scale" developed by Akın (2007) was used as a data collection tool. 252 students were included in the study by simple random sampling method from students studying in various departments of the related faculty.

The genders of the students participating in the study were examined by means of the t-test, which is the sub-scales of the self-confidence scale, and the internal and external confidence scales (Table 2). Women are individuals who cause differences in both subscales compared to men. In other words, it can be said that women's self-confidence is higher than men's.

According to the departmental variable that the students read, there was no relationship between the mean scores of internal confidence (Table 3). There was a difference between the averages of the external trust subscale and the reason for

the difference was examined with the LSD test, which is one of the Post Hoc methods, and it was determined that the students of the Coaching Department were more self-confident than the average of the external trust subscale.

The average of the age ranges variable of the students participating in the research and the internal and external confidence scales, which are the sub-scales of the self-confidence scale, were examined with the ANOVA test (Table 4). There was a relationship between them according to the internal confidence subscale means. The age ranges caused by the differences were examined with the LSD test, one of the Post Hoc methods. A difference was observed between the 21-23 age range and the 18-20 and 24 age range. No significant difference was observed between them according to the averages of external confidence subscale.

As a result of the research, although the psychological state of the person is decisive in increasing and decreasing the self-confidence levels of the Faculty of Sport Sciences students, the effect of the environment is high here. Therefore, it is important for academic staff and coaches to look at athletes and enable them to express themselves. In this context, it is effective to get help from the relevant units of universities by experts.

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