

Analysis on the self-confidence of university students according to physical activity participation

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ABSTRACT

The purpose of this research with college students who participated in physical activity participation in physical activity among college students is to evaluate the difference between the levels of confidence. Determining the level of self-confidence according to the participation of the university student in physical activity and contributing to the importance of participation in physical activity in their daily lives. To evaluate the difference between the self-confidence levels of university students attending physical activity and university students who do not participate in physical activity. The research is a quantitative study and the universe of the research; university students who attend and do not participate in physical activity. The sample of the research are Pamukkale university students who participated in the physical activity and did not participate in similar characteristics formed 381 university students. "Personal Information Form" prepared by the researcher to obtain the personal information of the students and Self Confidence Scale which was developed by Akin (2007) and reliability-validity analysis were used as the data collection tool. In the study, scale method was used from quantitative research designs. The data were analyzed by SPSS 16 and the Independent-Samples T-Test which is a parametric test was applied to find the difference between the students who did not participate in the physical activity. In the light of self-reliance inventory data, it was observed that university students who participated in physical activity had higher level of self-confidence than non-attendants. In addition, males participating in physical activity have higher levels of self-confidence than non-participants. The same is true for female students, but the difference is not as meaningful as the difference between men. As a result of the study, the self-confidence levels of the students engaged in physical activity were higher than those who did not perform physical activity.

Keywords: Physical activity, self-confidence, university students.

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INTRODUCTION

Sport has become a part of human life and for this reason it is impossible to think only physically what the sport gains to individuals. We need to consider as a whole what sport brings to individuals in terms of physical, spiritual and social aspects (Yarımkaaya, 2014).

Self-confidence is a general personality trait, not a temporary attitude or a special attitude towards individual situations (Tokinan, 2008). Self-confidence is defined as "courage"; however, the concept of self-confidence also includes the firm belief in one's own abilities. It is a concept with a physical side as well as a state of mind (Merey, 2010). As the concept of self-confidence is in

Turkish literature, it can be defined as "the judgment that the individual feels valuable" (Bandura, 1997).

One of the most important determinants of behavior is self-confidence. It is the belief that the individual has positive judgments about himself, that he loves himself and that he can control the events. It is a concept related to situations such as thinking of an individual, being peaceful with himself and accepting as he is, getting to know himself and realizing his value (Eldeleklioğlu, 2004). Self-confidence is self-evaluation. It is a phenomenon that occurs as a result of being satisfied with it. It is not static. It can be positive or negative. The

self-esteem status level may vary depending on conditions, location, and developments, affecting feelings and behavior in different directions (Soner, 1995:24).

It is the feeling of self-confidence, the difficulties in the person, the problems that may arise in life, that he can overcome the problems that may arise in life, based on his internal resources, ability, intelligence and power (Sayar, 2003:8-9).

People who are generally self-confident are people who are optimistic, self-confident and willing to succeed, do not resist difficulties, are comfortable and affectionate in human relations, open to new thoughts and experiences, and have researcher, responsibility and progressive personality. They have a sense of self-respect, useful, important people who are worthy of respect and acceptance (Mağden and Aksoy, 1993:136).

Low-confidence people find themselves unsuccessful and worthless. These people do not exchange love for fear of rejection. They believe that they cannot solve problems in life.

They experience the stress and anxiety of constant desperation. They exhibit a dependent life to others and are quickly affected (Kurtuldu, 2007:59).

Physical activity is important for protecting the body against diseases, fit and joyful daily life, spending excess energy in a natural way and preventing obesity. In addition, it helps to slow down the organic decline caused by aging, reach the superior capacity of the circulatory and respiratory systems, maintain this capacity, reduce nervous tensions and increase the preventive and protective effect of death events brought on by vascular diseases. It provides getting rid of loneliness and prevention of posture disorders with social cohesion (Arabacı and Çankaya, 2007).

In childhood, physical activity provides both short and long-term benefits in terms of physical, psychological and social well-being with regular participation. These activities not only create positive changes in body integrity, bone health and heart health, but also improve the symptoms of depression, the concept of anxiety and self. Physical activity habits acquired during childhood and adolescence become more likely to be sustained by providing a basis for an active and healthy life throughout human life (Zwier, 2010).

It is thought that there is a positive relationship between being psychologically healthy and self-confidence. It can be said that people who have high self-esteem trust them more, are at peace with them, so that they can establish comfortable, loving and sincere relationships with other people and are successful in controlling their emotions. On the contrary, lack of self-confidence may cause the person to doubt himself, not to trust himself in most subjects, to be sensitive to criticism, to experience loneliness, depression, and inferiority feelings and to feel that he is not loved by his environment (Bilgin, 2011).

The importance of self-confidence in sports has also

increased the number of research in this area. Many sports scientists have done research on the level of self-confidence in sports (Akın, 2007; Kumar, 2012; Besharat and Pourbohloul, 2011). In addition, various studies have been conducted on motivation, motivation and success motivation and optimal performance emotional state affecting self-confidence level in sports (Ramazanoğlu et al., 2004; Aktaş et al, 2006; Toros, 2002; Şirin et al., 2008; Altıntaş et al., 2013; Martin and Gill, 1991; Woodman and Hardy, 2003; Koivula et al., 2002; Woodman et al., 2010; Coudeville et al., 2011). According to the number of these studies in the literature and the results obtained from the studies, it is seen that the issue of self-confidence in athletes is of great importance and is a widely researched subject in the sports literature. To determine the level of self-confidence according to the state of the student's participation in physical activity and to contribute to the importance of their participation in physical activity in their daily lives. To evaluate the difference between self-confidence levels of university students who participate in physical activity and university students who do not participate in physical activity. It is to update the physical activity status of university students with the results that will emerge as a result of the research.

MATERIALS AND METHODS

Research pattern and sampling

In this section, the participants, their sampling and design, the data collection tools and method are expressed from the analysis of the data. The research is a quantitative research, the universe of the research; It consists of 39.175 students studying at Pamukkale University. The sample of the research consists of 381 students selected from the universe with the easy sampling method.

The number of samples was determined according to the study named "Sample Selection and Calculation" by Yazıcıoğlu and Erdoğan in 2004. In order to conduct the research, a permit was obtained from Pamukkale University Directorate in the 2013-2014 Spring Semester of Education. The data were given to the students studying in the 2013-2014 Academic Year Spring Semester by the researcher and the participants were asked to fill in under the supervision of the researcher and the measurement tools were collected by the researcher.

Data collection tools

In order to obtain the personal information of the students, "Personal Information Form" prepared by the

researcher and "Self Confidence Scale" were used to determine the self-confidence levels of Pamukkale University students. There are two questions in the personal information form that include "gender, participation in physical activity". The explanation about the state of participation in physical activity was made to the students. The scale, which was developed by Self-Confidence Scale Akin (2007) and whose validity and reliability analyzes were made, was used as a data collection tool in the research. The scale was created as a result of a comprehensive literature review.

Data analysis

Scale method, one of the quantitative research patterns, was used in the study. Average and standard deviation were used in the descriptive statistics of the data. The data obtained were analyzed and independent t-test was used to find the difference between students who

participated in physical activity and who did not participate in physical activity.

FINDINGS

It is the demographic distribution of students who participated in the self-confidence scale in this study.

As seen in Table 1, when we look at the distribution of students according to their demographic characteristics, it is seen that 181 (47.5%) said no and 200 (52.5%) said yes. Pamukkale University students' self-confidence levels were analyzed according to their physical activity and non-physical activity.

According to the results of the analysis in Table 2, there is a significant difference between university students and those who did and did not participate in physical activity [$p < 0.05$]. Accordingly, the self-confidence (= 4.16) of those participating in physical activity is higher than those who do not (= 3.46).

Table 1. Distribution of students studying at Pamukkale University according to their physical activity.

*PA participation	N	%
Participating	200	52.5
Not participating	181	47.5
Total	381	100

$p < 0.05$, *PA - Physical Activity.

Table 2. Independent groups t-test result, which is a parametric test that shows a significant difference between self-confidence levels of students who do physical activity and not physical activity.

*PA participation	N	\bar{X}	Ss	T	P
Participating	200	4.16	.35	19.95	.000
Not Participating	181	3.46	.32		
Total	381				

$p < 0.05$; *PA - Physical Activity.

DISCUSSION AND CONCLUSION

There is a significant difference between the self-confidence levels of the students according to their physical activity.

According to the analysis results in Table 2, there was a significant difference between university students who participated in physical activity and those who did not participate in physical activity. Accordingly, those who participate in physical activity have higher self-

confidence.

According to the results obtained from the studies of students who do and do not do sports in determining and comparing personal compliance levels, it was concluded that students who participated in physical activity had higher scores than students who did not participate, and their compliance levels were higher than those who did not participate in physical activity (Duman and Kuru, 2010). This situation also supports our work.

Slutzky and Simpkins (2009) stated that regular sports

or participating in physical activities relate to individuals' concepts such as personality structure, self-confidence, and developing positive behaviors.

According to Zorba (2012), doing sports regularly can improve self-esteem, increase self-esteem, etc. causes positive results.

According to Ekinci (2013), self-confidence is a process that changes and changes according to the perception of their relationships with the environment, communication and life. Meeting the need to be positively evaluated and accepted by the environment affects the self-perception of the individual.

In this study, the difference between university students' self-confidence levels according to their physical activity status was evaluated. In the light of the self-confidence inventory data applied, it was observed that university students participating in physical activity had a higher level of self-confidence than those who did not.

At the end of the study, the self-confidence levels of students doing physical activity were higher than those who did not. Physical activity also contributes to the development of self-confidence. Suggestions for research include that physical activity in universities can increase activities. Incentive promotions can be made for university students to participate in physical activities. Developments in the self-confidence of children in this age group can be measured through studies to be conducted in younger age groups.

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