

The effect of self-confidence levels of the students of the faculty of sports sciences and faculty of education on their decision-making skills

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ABSTRACT

This study aimed to determine whether the self-confidence levels and decision-making skills of the students at Kocaeli University's Faculty of Sport Sciences and Faculty of Education differed in terms of demographic characteristics and to make recommendations in line with the results. The population consisted of a total of 2,626 students studying at Kocaeli University's Faculties of Sport Sciences and Education, and the sample consisted of 316 students who participated in the study voluntarily in the 2020-2021 academic year. The "Self-Confidence Scale" developed by Akin (2007) and the "Decision-Making Skills" scale were used to collect data. While examining the distribution normality, the normal distribution curves and skewness-kurtosis values were examined through histograms, the Kolmogorov-Smirnov test values used in cases where the number of participants was greater than 50 were examined, and it was determined that the data did not show a normal distribution and non-parametric tests were applied. The data do not show a normal distribution. For data analysis, frequency analysis was used to examine the demographic characteristics of the participants, skewness-kurtosis values to determine whether the data showed a normal distribution, and correlation analysis to determine the correlations. The analysis results revealed that the self-confidence levels and decision-making skills of students at Kocaeli University's Faculty of Sport Sciences and Faculty of Education were significantly high in all dimensions ($p < 0.05$). According to the study results, the decision-making skills of the students of the Faculty of Sport Sciences and the Faculty of Education have a direct and positive effect on their self-confidence levels.

Keywords: Decision-making, self-confidence, sports, education.

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INTRODUCTION

Self-confidence refers to individuals' evaluations of themselves, their beliefs about whether they find themselves valuable, successful, important, and competent, and their attitudes about whether or not they accept themselves (Coopersmith, 1967; as cited in Özdemir, 2016). The feeling of self-confidence is very important for an individual to have positive experiences, to develop him/herself in line with his/her abilities, and to support his/her strengths in order to become a successful individual (Ekinçi et al., 2014).

The positive effects of self-confidence on achievement

have been reported in many studies. Studies conducted, measures taken, and policies implemented to increase educational achievement have revealed the importance of developing self-confidence in students. Lack of self-confidence is the leading cause of students' failures (Yalman and Özkaynar, 2018). Being a university student in Turkey is stressful due to both internal and external factors. University students have to discover their own identity, adopt certain social, national, and universal values and adapt to them, and reach maturity during their social, physical, and academic development

(Çuhadaroğlu, 1989; as cited in Avşaroğlu and Ömer, 2007). The quality and quantity of the decisions may vary according to the developmental stages of the individual, environmental factors, and the characteristics of the subject. Decision-making includes the selection of the most suitable option for the circumstances to reach a determined target (Deniz, 2004: 23-35). The increasing complexity of life and the diversity of problems and interests encountered have revealed the need for decision-making skills (Jacobs and Klaczynski, 2005, as cited in Pekdoğan, 2018). In this age of advanced technology, it is necessary to live productively in a democratic society, prioritize tasks, and achieve emotional, personal, and social realities in the best way possible. The acquisition of this ability is possible with the acquisition of the competence to make the right decision (Çakmakçı, 2009). Decision-making can be defined as a tendency to relieve the distress experienced when there is more than one way that can lead to something that is thought to meet a need. When decision-making is necessary for important matters, it becomes more important to design the results in advance and to focus on the one that is most likely to help reach the target (Kuzgun, 1992). Decision-making can also be seen as a process of one's balancing his/her inner world. An individual who is about to make a decision aims at satisfying both his or her own inner needs and the expectations of his or her environment. For this, the individual needs to use his/her personal and environmental resources effectively and positively. This study aimed to determine whether the self-confidence levels and decision-making skills of the students at Kocaeli University's Faculty of Sport Sciences and Faculty of Education differed in terms of demographic characteristics and to make recommendations in line with the results.

METHOD

Research model and hypotheses

The study used the survey method to reveal the current situation.

The study was carried out in three stages. In the first stage, the self-confidence levels and decision-making skills of the students of Kocaeli University's Faculty of Sport Sciences and Faculty of Education were examined.

In the second stage, whether students' self-confidence levels and decision-making skills differed according to their gender, age, faculties, and years were evaluated using various statistical methods.

In the third stage, the correlation between students' self-confidence levels and decision-making skills was evaluated with statistical processes within the context of the relational screening model.

Research hypotheses

To seek answers to the sub-problems of the research, the following hypotheses were tried to be proven:

- Students' decision-making skills show statistically significant differences between genders.
- Students' self-confidence levels show statistically significant differences between genders.
- The leadership orientation and self-confidence levels of the students who are placed in the Faculty of Sports Sciences with the YGS (Higher Education Entrance Examination) score type and the aptitude test show a statistically significant difference in terms of the faculty variable.
- The leadership orientation and self-confidence levels of the students who are placed in the Faculty of Sports Sciences with the YGS score type and the aptitude test show a statistically significant difference in terms of the year variable.

Population and sample

The population consisted of 2,769 students in total, including 649 students enrolled at Kocaeli University Faculty of Sport Sciences Department of Physical Education and Sports Teaching, and 2,120 students enrolled at Kocaeli University Faculty of Education in the 2018-2019 academic year. A total of 316 students, 138 male (43.7%) and 178 female (56.3%), were randomly selected to form the sample. The inclusion criteria were willingness to participate in the study and is currently enrolled.

Data collection

Distribution of the instruments was carried out in two ways: a survey link was sent to the students via e-mail, or printed surveys were distributed by hand. The "Self-Confidence Scale" was used to increase the self-confidence levels of the participants, and the "Melbourne Decision-Making Scale II" was used for their decision-making styles. Akın (2007) found the Cronbach Alpha coefficient as .94 for the entire scale because of the reliability analysis he conducted; The reliability coefficients of the sub-dimensions of the scale, namely internal self-confidence and external self-confidence, were found to be .97 and .87, respectively.

As a result of the reliability analysis of Deniz (2004); on the dimensions of careful, avoidant, procrastinating and panic decision-making styles. Cronbach's Alpha coefficients were calculated as .80, .78, .65 and .71, respectively.

Necessary permissions were obtained to conduct the

surveys. Surveys were filled out by all the students other than those who refused to do so. The surveys of the students who did not fill out their demographic information or respond to the scale items were not evaluated. In another method, the surveys were sent as a link to the students' e-mails, and data were collected online.

Data analysis

IBM SPSS Statistics 25 package program was used in the analysis of the data. Frequency and percentage analyses were used to determine the descriptive characteristics of the students. Mean and standard deviation analyses were used to determine students' self-confidence levels and decision-making skills.

Also, a correlation coefficient analysis was completed to determine students' self-confidence levels and decision-making skills. While examining the distribution normality, the normal distribution curves and skewness-kurtosis values were examined through histograms, the Kolmogorov-Smirnov test values used in cases where the number of participants was greater than 50 were examined, and it was determined that the data did not

show a normal distribution and non-parametric tests were applied. The data do not show a normal distribution. Finally, a t-test was used to compare students according to gender and faculty variables.

FINDINGS

Within the scope of the findings, first, the demographic characteristics of the participating students were examined, and then analyses were carried out according to their demographic characteristics to determine their decision-making skills.

As can be inferred from Table 1, 43.7% (n=138) of the students are male and 56.3% (n=178) are female.

In addition, 14.9% (n=47) are 18-19 years old, 22.5% (n=71) are 20-21 years old, 45.6% (n=144) are 22-23 years old, and 17.1% (n=54) are 24 and older. Besides, 42.7% (n=135) are enrolled in Physical Education and Sports School, whereas 57.3% (n=181) are enrolled in the Faculty of Education.

On the other hand, 10.8% (n=34) are 1st-year students, 11.4% (n=36) are 2nd-year students, 31.0% (n=98) are 3rd-year students, and 46.8% (n=148) are 4th-year students.

Table 1. Demographic characteristics and descriptive statistics.

		N	%
Gender	Male	138	43.7
	Female	178	56.3
	Total	316	100.0
Age	18-19	47	14.9
	20-21	71	22.5
	22-23	144	45.6
	24 and older	54	17.1
	Total	316	100.0
Faculty	School of Physical Education and Sports	135	42.7
	Faculty of Education	181	57.3
	Total	316	100.0
School year	1	34	10.8
	2	36	11.4
	3	98	31.0
	4	148	46.8
	Total	316	100.0

As can be inferred from Table 2, the lowest and highest scores from the 85-point Intrinsic Self-Confidence sub-dimension are 28 and 85, respectively. The mean of the

Intrinsic Self-Confidence sub-dimension scores is 68.90 ± 6.62 , which indicates a high level of intrinsic self-confidence (Akın, 2007).

Table 2. Descriptive statistics of students.

Sub-dimensions	n	Min.	Max.	\bar{X}	Sd
Intrinsic self-confidence	316	28.00	85.00	68.9051	6.62155
Extrinsic self-confidence	316	32.00	78.00	65.8956	5.78382
Self-confidence scale	316	60.00	159.00	134.8007	11.64453
Decision-making skills scale	316	19.00	60.00	47.2794	5.49621

On the other hand, the lowest and highest scores from the 78-point Extrinsic Self-Confidence sub-dimension are 32 and 78, respectively. The mean of the Extrinsic Self-Confidence sub-dimension scores is 65.89 ± 5.78 , which indicates a high level of extrinsic self-confidence (Akin, 2007).

Additionally, the lowest and highest scores from the 159-point overall Self-Confidence dimension are 60 and 159, respectively. The mean of the overall Self-Confidence dimension scores is 134.80 ± 11.64 , which indicates a high level of overall self-confidence (Akin, 2007).

Finally, the lowest and highest scores from the 60-point Decision-Making Skills dimension are 19 and 60, respectively. The mean of the Decision-Making Skills dimension scores is 47.27 ± 5.49 , which indicates a high level of decision-making skills (Deniz, 2004).

Reliability analysis

As can be inferred from Table 3, the total Cronbach's Alpha reliability coefficient of the Self-Confidence Scale was calculated as 0.756. On the other hand, Cronbach's Alpha reliability coefficients of the Intrinsic Self-Confidence and Extrinsic Self-Confidence sub-dimensions of the scale were calculated as 0.759 and 0.782, respectively. Finally, Cronbach's Alpha reliability coefficient of the Decision-Making Skills scale was calculated as 0.869. Since the threshold for reliability is 0.7, the scale is considered to be highly reliable.

A positive significant difference ($r = .442$, $p < 0.05$) was found between the total scores of the self-confidence scale and the decision-making skills scale. As a result, it is seen that as students' self-confidence increases, their decision-making skills increase moderately (Table 4).

Table 3. Factor analysis of self-confidence and decision-making skills scales.

Scale used	Cronbach's alpha
Intrinsic self-confidence	.759
Extrinsic self-confidence	.782
Self-confidence scale	.756
Decision-making skills scale	.869

Table 4. Results of correlation analysis on self-confidence levels and decision-making skills.

		1	2	3	4
Intrinsic self-confidence	r	1			
	p				
Extrinsic self-confidence	r	.761**	1		
	p	.000			
Self-confidence scale	r	.947**	.929**	1	
	p	.000	.000		
Decision-making skills scale	r	.425**	.403**	.442**	1
	p	.000	.000	.000	

* $p < 0.05$; ** $p < 0.01$; $N = 316$.

As can be inferred from Table 5, male students' mean score from the intrinsic self-confidence sub-dimension is $\bar{X} = 69.30$, $sd = 6.29$, while that of female students is $\bar{X} = 68.59$, $sd = 6.86$. Male students' mean score in the extrinsic self-confidence sub-dimension is $\bar{X} = 65.94$, $sd = 5.84$, while that of female students is $\bar{X} = 65.85$, $sd = 5.75$. Male students' mean score in the overall self-confidence dimension is $\bar{X} = 135.25$, $sd = 11.42$, while that of female students is $\bar{X} = 134.44$, $sd = 11.83$, and male students' mean score in the decision-making skills

dimension is $\bar{X} = 46.66$, $sd = 5.87$ while that of female students is $\bar{X} = 47.75$, $sd = 5.15$. Accordingly, no significant differences were found between the genders ($p > 0.05$).

According to the t-test results given in Table 6 for the relationship between the sub-dimensions of the Self-Confidence Scale and the faculty variable, there is no significant difference ($p > 0.05$). Besides, there is no significant difference between the overall self-confidence scale and the overall decision-making skills scale scores.

Table 5. Comparison of students by the gender variable.

	Gender	s	\bar{X}	sd	t	p
Self-confidence scale	Male	138	135.2536	11.42737	.608	.543
	Female	178	134.4494	11.83026		
Decision-making skills scale	Male	138	46.6667	5.87253	-1.753	.081
	Female	178	47.7571	5.15033		
Intrinsic self-confidence	Male	138	69.3043	6.29054	.944	.346
	Female	178	68.5955	6.86878		
Extrinsic self-confidence	Male	138	65.9493	5.84761	.145	.885
	Female	178	65.8539	5.75007		

Table 6. T-test results of the students of the faculty of sport sciences and faculty of education by faculty.

Sub-dimensions	Faculty	n	\bar{X}	sd	t	p
Intrinsic self-confidence	School of Physical Education and Sports	135	68.7333	6.68391	-.398	.691
	Faculty of Education	181	69.0331	6.59031		
Extrinsic self-confidence	School of Physical Education and Sports	135	66.4593	5.90189	1.499	.135
	Faculty of Education	181	65.4751	5.67408		
Self-confidence scale	School of Physical Education and Sports	135	135.1926	12.01274	.516	.606
	Faculty of Education	181	134.5083	11.38694		
Decision-making skills scale	School of Physical Education and Sports	135	46.9926	5.28797	-.802	.423
	Faculty of Education	181	47.4944	5.65241		

DISCUSSION

This study aimed to investigate the self-confidence levels

and decision-making skills of the students of Kocaeli University, Faculty of Sport Sciences and Faculty of Education and to determine whether they differed in

terms of demographic characteristics.

Relationship between students' self-confidence levels and decision-making skills

The relationship between students' self-confidence levels and decision-making skills was examined with correlation analysis. The analysis yielded a positive and significant difference between the students' overall decision-making skills scores and the overall self-confidence scores. Accordingly, as students' self-confidence increases, their decision-making skills increase.

In the study conducted by Savtekin (2018) to examine the leadership orientations and self-confidence behaviors of the students who are placed in the Faculty of Sports Sciences with the YGS score type and aptitude test, a high level of positive correlation was found between the sub-dimensions of the intrinsic self-confidence and the leadership scales. This shows that there is a two-way relationship with the same direction between students' leadership orientations and self-confidence levels. Hence, as the data for one variable increases, the data for the other variable also increases. These results are consistent with those of our study.

Descriptive statistics of students of Kocaeli University, Faculties of Sports Sciences and Education

In the study, descriptive statistics were used to determine the relationship between students' self-confidence levels and decision-making skills. It was determined that the students had high levels of self-confidence.

In the study titled "Developing the Female Self-Confidence Scale" by Ergüntop (2019), the age of the participants ranged from 18 to 70, and the mean age was 35.29 ± 1.47 . The mean height of the participants was 163.18 ± 5.93 , the mean weight was 63.78 ± 1.21 , and BMI was 24.06 ± 5.03 . The mean education period of the participants was 12.18 ± 5.83 .

In the study, the percentage of women aged 25 and younger is 37.2%, and this rate is 39.10% according to the data of the Turkish Statistical Institute (2016), which is similar to our research. Considering the studies on self-confidence in Turkey, Akın's (2007) study enrolled 796 high school students. On the other hand, a total of 179 preschool teachers participated in the study of Koyuncu Şahin (2015). Özdemir's (2016) study was carried out with 166 sixth-grade students attending a "private foundation school." The mean age was 21.06 ± 1.82 years in Eraydın's (2010) study, and 21.30 and 21.17 years in Uçar and Duy's (2013) study. In the study of Kiremit and Gökler (2010), the ages varied between 17 and 25. These results are consistent with those of our study.

Correlation statistics of students at Kocaeli University, Faculties of Sports Sciences and Education

A positive significant difference ($r = .442$, $p < 0.05$) was found between the total scores of the self-confidence scale and the decision-making skills scale. Accordingly, as students' self-confidence increases, their decision-making skills increase.

In the study titled "Investigation of the Relationship Between Imagery Use and Self-Confidence in Professional Football Players" conducted by Yalçın (2018), a moderately positive correlation was found between the intrinsic and extrinsic self-confidence sub-dimensions and all sub-dimensions of imagery use (motivational specific imagery, cognitive specific imagery, cognitive general imagery, motivational general arousal, and motivational general mastery) ($p < .01$). These results are consistent with those of our study. Self-confidence in decision-making is associated with the behavior of individuals being more autonomous (Köse, 2002) and their self-confidence. This situation is one of being able to clearly express their thoughts about a thing, avoiding others when making decisions qualities such as being independent and feeling free to do what you want to be able to carry.

CONCLUSION AND RECOMMENDATIONS

In this study conducted to examine the effect of the self-confidence levels of the students of Kocaeli University Faculty of Sport Sciences and Faculty of Education on their decision-making skills and to determine whether they differed in terms of variables, it was found that students' decision-making skills had a direct and positive statistical effect on their self-confidence levels.

From this point of view, we see this population, which we have limited to the students studying at Kocaeli University Faculty of Sport Sciences and Faculty of Education, as a reflection of the world. This study was limited only to the students of the Kocaeli University Faculty of Sports Sciences and Faculty of Education. Further research may expand the sample and examine the self-confidence levels and decision-making skills of all the students in all the faculties of Sports Sciences and faculties of Education across the country. In this way, programs can be developed to improve students' self-confidence levels and decision-making skills. Furthermore, the self-confidence levels and decision-making skills of students studying at different faculties can be compared. Since the most important environments where an individual can develop self-confidence and decision-making skills are family, school, and university, it is important to carry out programs to increase university students' self-confidence levels and

decision-making skills. In this study, decision-making styles were found to be significant in terms of gender variables. The absence of differences is in line with the findings of some researchers (Deniz, 2002; Köse, 2002; Sinangil, 1992; Taşdelen, 2002). Men are more indecisive than women in decision-making situations. According to Tiryaki (1997), girls' impulsive decision-making scores indicated that their mean scores were significantly different from that of men.

As a result of this study, the following recommendations can be made for further research:

- A more comprehensive study can be done with a larger population.
- Comparisons can be made between the tendency to think critically and the expectation of professional results in different samples in countries with different socio-cultural structures.
- The scope of the study can be expanded by adding the leadership orientation scale to the scales in the study.
- More diverse data can be obtained by adding variables such as income level and place of residence to the demographic information form.

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