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## INVESTIGATION OF SELF CONFIDENCE LEVELS OF HIGH SCHOOL STUDENTS PLAYING IN SCHOOL TEAMS

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### ABSTRACT

Self confidence has a very significant impact both on expressing yourself during interpersonal relations and making up relations with others. Many people have difficulty in asserting their rights. These people should increase their self confidence levels in proper situations. In this context, self confidence education consists of modeling people who are self confident, acting to show that you are self confident enough and reacting instantly. In this study, it is aimed to examine the self-confidence levels of high school students playing in school teams in terms of gender, the sport they prefer (Volleyball / Futsal). Forty high school

students who actively continue their students' life in Yozgat Province voluntarily participated in the study. In the study, the self-confidence scale was used as a data collection tool. Independent Samples Test (T-Test), which is a parametric statistical method at  $p < 0.05$  significance level, was used to evaluate the data. As a result, the self-confidence levels of the participants showed significant differences according to their gender and the sport they preferred.

**Key Words:** School Team, Self Confidence, High School Students

## INTRODUCTION

Today, sports have become the most important social phenomenon of societies and turned into a mass communication tool that provides inter-individual dialogue. However, the phenomenon of sports should be dealt with in a complicated way from the physical, social and psychological aspects. (Yarımkaya et al., 2014). Although this holistic aspect of sports emphasizes the physical and physiological development, it has been an undeniable reality in the sociological and psychological development of the individual. During the sporting activity, many parameters must be combined in order for the athlete to perform at maximum. Among these parameters, psychological factors have a prominent place. Motivation, anxiety, stress, self-confidence. Components such as to constitute psychological factors in the individual. The concept of self-confidence, which is one of the psychological factors that affect the formation of high performance, is defined as a sense of self-confidence. In addition, self-confidence is expressed as an individual knowing his / her abilities, feelings, loving himself, and self-confidence (Gençtan, 1984; Özbey 2004). Self-confidence may also be described as feeling well as a result of deepening positive emotions. Meanwhile, the state of feeling well can be explained as an agreement with one's own self and with the people around (Akagündüz, 2006), courage and bravery (Hambly, 1997).

Self-confidence It is evaluated in two ways, internal and external self-confidence. While the inner self-confidence, the belief that the individual is satisfied and reconciled with him, and what they feel about it. External self-confidence is the images and behaviors that the individual gives to the outside as confident. In individuals with internal and external self-confidence, the characteristics shown in the table below have improved.

### **Internal Confidence**

Self Love

Getting to Know Yourself

Setting Clear Goals for Yourself

Positive Thinking

### **External Confidence**

Communication Skills

Being Able to Express Yourself Well

Revealing Yourself

Control Your Emotions

Self-confidence in sports can be integrated with the belief that the individual will achieve success with absolute criteria and striving to reach maximum performance with this expectation. Yildirim et al. (2013) stated that, they believe that athletes with a sense of trust believe that they will be successful and, more importantly, they will have the physical and mental skills that will reveal their potential to succeed (Yildirim, 2013). Reveals an essential factor that helps them focus on more positive thoughts. According to Jones and Swain (1995), they found that athletes with high confidence can control their anxiety more quickly than other athletes and focus on positive thinking.

In light of this information, in this study, it was aimed to examine the feelings of self-confidence of high school students playing in the school team.

In this study, the following hypotheses are included;

- H1a: There is a significant difference between high school students' self-confidence levels according to their gender.

- H1b: There is a significant difference between the self-confidence levels of the high school students in the study according to the type of sports they prefer.

## MATERYAL AND METOT

**Research method:** The study was designed by considering screening research technique, which is one of the quantitative research methods (Büyüköztürk et al., 2012: 14; Ural, Kılıç, 2011: 19).

**Study group:** 40 high school students who actively continue their student life and study in Yozgat province voluntarily participated in the study in the fall semester of the 2016-2017 academic year. In the study, students who do amateur sports regardless of different team sports have been involved in low or medium intensity studies three times a week for the last six months.

**Data Collection Tool:** In the study, the data were delivered to the students in the sample group after the school was finished, and the scope of the research was explained and answered. Filling the scales took about five minutes for a student. : In the study, the 12-question personal information form prepared by the researchers to determine the distribution of the personal information of the participants

as well as the self-confidence scale adapted in Turkish by Akin (2007) was used. The internal consistency coefficients of the self-confidence scale are by Akin (2007) for the whole scale. .83, .83 and .85. For internal self-confidence and external self-confidence sub-dimensions, respectively. It was found to be .85. Items 4, 25, 32, 17, 10, 30, 12, 3, 19, 5, 21, 27, 9, 23, 1, 7 and 15 in the scale constitute the sub-dimension of self-confidence, 6, 31, 20, 29, 16, 14, 22, 11, 18, 33, 2, 28, 26, 13, 8 and 24 items constitute the external self-confidence sub-dimension and explain 43.6% of the total variance (Akin, 2007).

**Data Analysis:** In the study, the original scale form was kept. Then, the single sample Kolmogorov-Smirnov test was performed to determine how the data was distributed. According to the results of the analysis, the data show a normal distribution. Independent Samples Test (T-Test), which is a parametric statistical method at  $p < 0.05$  significance level, was used to determine the significant differences existing in the study.

**FINDINGS**

Self-confidence by gender:

**Table 1.** Normality values by gender

GENDER	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total point	,119	27	,200	,978	27	,809
MALE	,140	13	,200	,930	13	,345

**Table 2.** Averages of self-confidence by gender

GENDER	N	Mean	Std. Deviation	Std. Error Mean
Total point	27	1,3504E2	12,40187	2,38674
MALE	13	1,4654E2	7,09008	1,96643

**Table 3.** Significance values by gender

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,953	,170	3,096		,8004	11,50142	,71507	19,02219	3,98066
Equal variances not assumed			3,719		6,669001	11,50142	,09247	17,76928	,23357

(P<0,05)

According to preferred sports branches (Volleyball / Football):

**Table 4.** Normality values according to the preferred sports branch

BRA	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	,090	23	,200*	,961	23	,485
VOLLEYBALL						
FOOTBALL	,114	17	,200*	,975	17	,898

**Table 5.** Averages of self-confidence according to the preferred sports branch

	BRA	N	M	Std.	Std. Error Mean
	NCH		ean	Deviation	
Total point	VOL	23	1,4287E2	8,89997	1,85577
	FOO	17	1,3324E2	13,94870	3,38306

**Table 6.** Significance situations according to the preferred sports branch

	Level's Test for Equality of Variances	t-test for Equality of Means							
		Sig.	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
Total point	Equal variances assumed	,213	145	,665	8,011	9,63427	3,61555	2,31497	16,95357
	Equal variances not assumed			,497	5,405019	9,63427	3,85862	1,69371	17,57484

(p<0,05)

## DISCUSSION AND CONCLUSION

When the findings of the study are examined, it is understood that the level of self-confidence of the participants varies significantly according to their gender. It can be said that the self-confidence of female students in the study is significantly higher than that of male students ( $p < 0.05$ ). Also, according to the results of the analysis, it is understood that the self-confidence levels of the students participating in the study showed a significant difference in terms of self-confidence. It can be said that the internal self-confidence of those dealing with the volleyball branch is significantly higher than those dealing with the Football branch. ( $p < 0.05$ ) Since the volleyball branch is an individual sports branch, however, it does not contain any physical contact with the opponent, it is thought that the athletes dealing with the volleyball branch are more confident in themselves. Since the football branch wants a physical struggle with the opponent and is in team sports, it is thought that it causes situations such as not being able to reach the sense of competence in the team, not feeling enough in the team duties and this case, the level of self-confidence in the individuals in the football branch is low.

According to Zorba (2012: 21), doing sports regularly may increase self-esteem, increase self-esteem in individuals. It causes positive results. However, since sports activities are an application that requires regular working, superior technique, aesthetics, and competition within the framework of their abilities, it affects the personality image and adaptation of the student (Akgül et al., 2012). The findings of the current study showed that individuals, for instance undergraduate students of elementary mathematics education department, who have complex mental cognitive processes are more self confident than the others (Şar et al., 2010).

According to Özbek et al. (2017) the analysis of the data obtained, the self-confidence levels of team sports players were statistically significantly higher than those of individual sports players and sedanters ( $p < 0.05$ ). It was concluded that sedentary students had lower levels of self-confidence, both intrinsic and extrinsic, than athlete students.

Considering the values that physical activity and sports add to individuals in human life, it is thought to be beneficial in conducting similar studies. Besides, we think that this study will benefit the related literature and similar studies in the field.

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