

# The Effect of High School Students' Doing Sports on Self-Confidence (Sample of Kilis Province)

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### Abstract

*Aim: The aim of this research is to examine whether the sports status of high school students has any effect on their self-confidence and to examine them in terms of different variables. Material & Method: The population of the research consists of students studying in high schools located in Kilis. The sample of the study consists of 415 students, 210 male and 205 female, randomly selected from high schools in Kilis. A personal information form developed by the researchers was used to collect information about the independent variables. The "Self-Confidence Scale", developed by Akin (2007) as a data collection tool to measure students' self-confidence levels, was used to determine the existing self-confidence levels of individuals. While evaluating the study data, descriptive statistical methods were used. Independent sample T-Test and ANOVA Test were used in the analysis of the data. In the analyzes used, the level of significance was determined as  $p < 0.05$ . Results: In the obtained findings, no statistical significance was found in terms of the variable of students' gender and active sports year. Statistically significant was observed in terms of grade variable, active sports involvement variable and sports type. Conclusion: It was concluded that high school students who do sports are more self-confident than those who do not. It was concluded that as the grade level of the student increased, the self-confidence also increased. It has been concluded that students who do team sports are more self-confident than those who do individual sports.*

**Keywords: High School, Student, Self-Confidence, Sports**

### Introduction

It is now hard to think of sport's benefits to people just in terms of their physical health because it has ingrained itself into modern society. We must take into account the whole physical, psychological, and social advantages of sports (Yarimkaya, 2014).

It is thought that sports have an important place in the development of self-confidence in terms of increasing the belief of individuals that they can achieve something and that individuals can receive the reward of their efforts with concrete indicators as a result of the achievements. There is a certain amount of energy in each individual, and this energy leads individuals to push themselves, find their personal strengths, wonder and learn (Baysal Kutlu, 2001).

As a necessary component of life, sports have developed into a significant subject of study and practice that has a significant impact on the person, society, and the social structure. Sports activities have led to the formation of important and common values such as team spirit, solidarity and tolerance that positively support people's long-term social and personal growth. Sports activities are crucial in the struggle against illnesses brought on by modern lifestyles (Balci, 2018).

Self-confidence has an important place in the individual development of human beings. When we look at the literature for the concept of self-confidence, which we frequently see used in ways that do not meet its meaning and in wrong ways, it is seen that it is used in many ways such as self-concept,

self-esteem, self-design, sense of confidence, self-confidence, and self-concept (Öner, 1996).

Since the individual's self-perception has not yet developed during the first three years, the attitudes of his parents and those around him are important in this period. If the individual's needs are met with interest in this period, he will begin to feel that he is valuable. The baby, who feels valuable, will also evaluate the people around him as reliable and will lay the foundation of his sense of trust. By the age of two, the individual will develop a deep sense of curiosity towards the individuals and objects around him and will try to explore and dominate. In this period, the individual will seek learning to satisfy his curiosity and will begin to ask endless questions. The answers and reactions to the questions asked are important in the development of self-confidence of the individual (Yavuzer, 1998).

Individuals who do and do not do sports are evaluated by many factors today. In addition to the physical contribution of doing sports, it also provides a social and psychological contribution. Feeling confident is one of the psychological benefits of participating in sports for an individual. Self-confidence has a significant role in the development of high school students' fundamental traits, which they carry throughout their life.

The purpose of the present study is to determine whether or not high school students' participation in sports has any impact on their sense of self-worth.

## Material & Method

This research aims to examine the effect of different variables on self-confidence of students studying at high schools in Kilis. Descriptive survey model was used as the research method.

The topics that are expected to be addressed in the research are as follows:

1. Is there a difference in the level of self-confidence of the students in terms of the gender variable according to the state of doing sports?
2. Is there a difference in the level of self-confidence of the students in terms of the grade variable?
3. Is there a difference in the level of self-confidence of the students in terms of the active sports variable?
4. Is there a difference in the level of self-confidence

according to the status of doing sports in terms of the type of sport that the students do?

5. Is there a difference in the level of self-confidence of the students in terms of the active sports year variable according to the status of doing sports?

## Universe and Sample Group

The universe of the research consists of students studying in high schools in Kilis. The sample group of the study consists of 415 students, 210 male and 205 female, randomly selected from high schools in Kilis.

## Data collection tool

A personal information form developed by the researchers was used to collect information about the independent variables.

The Self-Confidence Scale, which was developed by Akın (2007) as a data collection tool, was used to determine the existing self-confidence levels of individuals. A 5-point Likert-type rating scale (1: Never, 2: Sometimes, 3: Often, 4: Usually, 5: Always) was used for the items in the scale.

The Cronbach alpha reliability coefficient for the overall scale was found to be 0.89.

## Data analysis

For the evaluation of the data in our study, SPSS Statistics 25 program was used for statistical analysis. In the analysis of the study data, descriptive statistical methods (Frequency, Mean, Standard Deviation, Percentage) were used. For the evaluation of the hypothesis tests, first of all, Skewness and Kurtosis values were examined to determine the normality of the data. Since the data obtained were between +1.5 and -1.5, it was accepted that the data formed a normal distribution (Tabachnick and Fidell, 2013). Therefore, Independent Samples T-Test and One Way ANOVA Test were used. For the comparison of multiple groups, Levene's Test was applied and Scheffe's test, one of the Post-hoc tests, was used. The results were accepted as 95% confidence interval and the level of significance was accepted as  $p < 0.05$ .

**Findings**

**Table 1 Frequency and Percentage Distribution of Students' Demographic Information**

Variable	Sub-variable	f	%
Gender	Male	210	50,6
	Female	205	49,4
Grade	9th Grade	128	30,8
	10th Grade	120	28,9
	11th Grade	89	21,4
	12th Grade	78	18,8
Active Involvement in Sports	Yes	186	44,8
	No	229	55,2
Type of Sport	Individual Sports	24	5,8
	Team Sports	162	39,0
	Not doing any sports	229	55,2

Length of Time of Active Involvement in Sports	Less than 1 year	21	5,1
	1-3 Years	88	21,2
	More than 4 years	77	18,6
	Not doing any sports	229	55,2

When the demographic variables of our research group are evaluated in Table 1, it can be seen that it consists of 50.6% of Male and 49.4% of Female students. Considering the grade levels, it is seen that the 9th grade (30.8%) and 10th grades (28.9%) have a higher quantity than the other grades. When we look at the active sports involvement variable, it is seen that for the 44.8% of the participants, the answer is Yes while it is marked as No for 55.2% of them. In terms of the type of sports, it is seen that those doing team sports (39.0) have a higher quantity than the ones doing individual sports (5.8). In the active sports involvement year, the group with the highest rate is those who do sports between 1-3 years (21.2).

**Table 2 Independent T-Test Analysis for the Gender Variable of the Students**

Variable	Groups	N	x	Ss	t Test	
					t	p
Self Confidence Scale	Male	210	2,9762	,83783	,126	,900
	Female	205	2,9660	,80788		

p<0,05\*

No significance was discovered when the T-test findings were assessed in relation to the study group's gender variable. However, it can be noted that male students had greater self-confidence mean scores with 2.97±0.83.

**Table 3 ANOVA Test Analysis of Students' Grade Variable**

Variable	Groups	N	x	ss	F	p	Significant Difference
Self-Confidence Scale	9th Grade	128	2,5398	,83832	85,587	,000	a-c,
	10th Grade	120	2,5753	,70353			a-d,
	11th Grade	89	3,4893	,41375			b-c,
	12th Grade	78	3,6970	,34260			b-d

p<0,05\*

The p value is p0.05 when the study group's grade variable, the outcomes of the one-way ANOVA test in terms of self-confidence scale, and the grade variable are all analyzed. In this instance, it can be observed that the grade variable and gender have a significant relationship. When the relations of the groups with each other were examined, a significant relationship was found among the groups a-c, a-d, b-c and b-d.

**Table 4 Independent T-Test Analysis in Terms of Active Sports Involvement Variable of Students**

Variable	Groups	N	x	Ss	t Test	
					t	p
Self-confidence Scale	Yes	186	3,6193	,38676	21,725	,001
	no	229	2,4448	,69651		

p<0,05\*

There is a significant link between those who participate in sports and those who do not when we look at the sample group in terms of the active sports activity variable (p>0.05). It can be shown that the

average score of individuals who do sports is higher than those who do not with 3.61±0.38.

**Table 5 Independent T-Test Analysis for the Variable of the Type of Sports Done by the Students**

Variable	Groups	N	x	Ss	t Test	
					t	p
Self-confidence Scale	Individual Sports	24	3,4545	,16085	-2,260	,025
	Team Sport	162	3,6437	,40440		

p<0,05\*

The table shows a statistically significant difference (p>0.05) depending on the sort of sport the research group participates in as licensed athletes. It

has been shown that people who participate in team sports have average self-confidence ratings that are higher than those who do not with 3.64±0.40.

**Table 6 ANOVA Analysis for the Variable of Years of Active Sports Involvement of the Students**

Variable	Groups	N	x	ss	F	p	Significant Difference
Self-confidence Scale	Less than 1 year	21	3,5310	,28550	2,860	,060	-
	1-3 years	88	3,6894	,34010			
	More than 4 years	77	3,5632	,44635			

p<0,05\*

No statistically significant difference was discovered (p>0.05) when comparing the ANOVA test results for the research group's active sports participation years. The 1-3-year group had the greatest self-confidence scale, with average scores of 3.68±0.34 when the research groups' average scores are compared.

students, according to average test results. A review of the literature by Sun (2015) revealed no statistically significant gender differences, which is consistent with the findings of the current study. In their study, Can and Kaçar (2016) concluded that the external self-confidence of female athletes is higher than that of men.

### Discussion and Conclusion

The effects of doing sports by high school students on their self-confidence have been investigated in terms of gender, grades, active sports involvement, type of sports and active sports involvement years variables.

There was no statistically significant correlation between doing sports and self-confidence when the gender variable was evaluated. Male students are, nonetheless, more self-confident than female

When we examined the effect of doing sports on self-confidence in terms of grade variable, a statistical significance was found. It has been observed that students studying in higher grades have higher self-confidence points. Therefore, it can be concluded that as the grade level increases, the average self-confidence scores increase. It can be said that while students are studying at the high school level, they become more self-confident as the grade rises. When the literature was examined, Arslan et al. (2015) concluded in their study that as the grade level

increases, the level of internal confidence increases. In this context, the results of the present study show similarity. On the contrary, Gündoğdu (2019) did not find any significance in his study on 6th, 7th and 8th grade female students.

When we examined the effect of active sports involvement variable on students' self-confidence, statistical significance was found. It has been observed that the average self-confidence of the students who have actively involved in sports is higher than the students who do not do sports. From this, it can be concluded that individuals who do sports are more self-confident. When we examined the literature, in parallel with our study, Ekinci et al. (2014) found that the self-confidence levels of those who do sports were higher in their study with high school students. In another study, Özbek et al. (2017) obtained similar results while examining students according to high school education. Similarly, in the study conducted by Yıldırım (2022), he concluded that high school students who do sports have higher self-confidence levels.

There is statistical significance when we look at how the sort of sports they play affects their self-confidence. When team sports and individual sports are compared, it can be shown that team sports participants have greater self-confidence scores on average than individual sports participants. It may be said that students who participate in team sports are more self-confident than those who do individual sports. When the literature is examined, Öztürk and Koparan's (2007) study, similar to our study, reached more positive results in favor of individuals who do team sports. Salar et al. (2012), in contrast to our findings in the present study, revealed no significant differences between those who participate in team sports and those who participate in individual sports. When we examined the effect on self-confidence according to the year of active sports involvement, no statistical significance was found. When the average scores of the groups are examined, it is concluded that the average scores of self-confidence of the students who do sports between 1-3 years are higher, while the result is that the individuals who do sports for less than 1 year have the lowest self-confidence average scores. When the literature is examined, Sun (2015) concluded in his study that the self-

confidence scores of those who do sports as licensed sports people for longer periods of time tend to be higher. In addition, Soykan and Mirzeoğlu (2020) concluded in their study that the self-confidence scores of the experimental groups with longer active sports involvement periods increased compared to the control group.

In conclusion, our study concluded that high school students who participate in sports are more self-confident than their peers who do not, after looking at the impact of high school students' participation in sports on a number of characteristics. It is found that a student's self-confidence grows as their grade level does. Students who participate in team sports are shown to be more self-confident than those who do individual sports.

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