Investıgatıon of self-efficacy and self-esteem levels of students studying in physical education and sports high school in choosing a specialty branch

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Abstract

This study aimed to examine the effect of self-efficacy and self-esteem levels on the choice of specialization branch of students studying at the School of Physical Education and Sports. Self-efficacy and self-esteem scales were applied to 119 students in the 3rd and 4th grades who chose a specialization branch in the coaching department. The data obtained by the relational survey model method were analyzed in SPSS. Self-efficacy and self-esteem levels were found to be moderate. Self-efficacy levels did not differ significantly according to sex, age, specialty branches, the reason for choosing a specialty, duration of interest in the specialty, and duration of specialty. There is a significant difference in self-esteem according to sex, specialty branch, and reason for choosing a specialty. There is no significant difference according to age, duration of interest in specialty, and duration of specialization. The self-esteem levels of female students are higher than male students. Self-esteem levels of students in the soccer branch are higher than those in the swimming and tennis branches. The self-esteem levels of students in the gymnastics branch are higher than those in the swimming and tennis branches. Self-esteem levels of students with economic income reasons were higher than those with career planning and friends' recommendation reasons.

Keywords: Self-efficacy, self-esteem, specialty branch

Beden eğitimi ve spor yüksekokulunda okuyan öğrencilerin uzmanlık branşı seçiminde özyeterlilik ve benlik saygı düzeylerinin incelenmesi

Öz

Bu çalışmanın amacı beden eğitimi ve spor yüksekokulunda okuyan öğrencilerin uzmanlık branşı seçimlerinde özyeterlilik ve benlik saygı düzeylerini incelemektir. Antrenörlük bölümünde uzmanlık branşı seçen 3. ve 4. sınıfta 119 öğrenciye özyeterlilik ve benlik saygısı ölçeği uygulanmıştır. İlişkisel tarama modeli yöntemiyle elde edilen veriler SPSS'de analiz edilmiştir. Özyeterlilik ve benlik saygıları orta düzeyde bulunmuştur. Özyeterlilik düzeyleri cinsiyet, yaş, uzmanlık branşı, uzmanlık seçme nedeni, uzmanlıkla ilgilenme süresi ve uzmanlık alma süresine göre anlamlı fark göstermemiştir. Benlik saygıları ile cinsiyet, uzmanlık branşı ve uzmanlık seçme nedenine göre anlamlı fark vardır. Yaş, uzmanlıkla ilgilenme süresi ve uzmanlık alma süresine göre anlamlı bir fark göstermemektedir. Kadın öğrencilerin benlik saygısı düzeyleri erkek öğrencilere göre daha yüksektir. Benlik saygısı düzeyleri futbol branşındaki öğrencilerin, yüzme ve tenis branşındakilerden daha yüksektir. Cimnastik branşındaki öğrencilerin benlik saygısı düzeyleri yüzme ve tenis branşındakilerden daha yüksektir. Ekonomik gelir nedenindeki öğrencilerin benlik saygısı düzeyleri, kariyer planlaması ve arkadaş önerisi nedenindekilerden yüksek bulunmuştur.

Anahtar Kelimeler: *Özyeterlilik, benlik saygısı, uzmanlık branşı*

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The Extended English Abstract is located the end of the Article.

INTRODUCTION

Self-efficacy perception directly affects an individual's motivation. Individuals want to engage in positions and situations in which they feel highly secure and competent and want to avoid other activities. Recognizing self-efficacy helps to determine how well a person can withstand challenges and obstacles and how to recover quickly from negative situations. High self-efficacy, which leads to more restorative energy in the face of challenges, affects the level of anxiety and stress experienced by individuals during activity (Pajares, 2001). The concept of self-efficacy has nothing to do with a person's abilities or how well they use them. It is about the belief in one's own abilities and skills. Self-efficacy does not mean being capable. It means that individuals rely on available resources (Yıldırım & İlhan, 2010). Self-efficacy perceptions of people are shaped by their efforts to set and achieve goals, and the resistance and reactions they show against the obstacles they face (Akkoyunlu et al., 2005).

Bandura (1997) argued that there are four main effects on beliefs about self-efficacy. These are the experiences, verbal beliefs, emotional states, and personal experiences of other people around you. The experiences of others and the target activities of specific individuals or groups of learners are modeled by others. Verbal persuasion should be created through verbal exchanges that take into account the expected performance and level of achievement from the instructor. Depending on how a person behaves in situations of anxiety, fear, or excitement, emotional states cause him/her to feel competent or incompetent (Tufan, 2016).

An individual is capable of completing any task, but low self-efficacy may prevent them from ever starting, or they may fail because they believe their actions will set them up for failure. In other words, the person has the equipment and ability to cope with any situation but may have low self-efficacy beliefs. The natural consequence of low self-efficacy is that when a person acts, he or she either fails or does not act at all (Özerkan, 2007). Having a high belief in self-efficacy may impair cognitive processes and the ability to focus on achievement, cause individuals to set higher, achievement-oriented goals rather than easily attainable goals, and lead to a lack of consistency in decision-making. Self-efficacy beliefs help people determine how much effort they will make, how long they can endure in the face of difficulties, and how they can recover without giving up when faced with difficult situations (Azar, 2010).

Self-efficacy is a belief that develops and changes over time. As per the characteristics of Bandura's social learning theory, the development of self-efficacy beliefs is influenced by symbolic language. For cognitive functions such as observing and reflecting on oneself and

identifying causal relationships with others, this symbolic language is used. Besides, environmental social reactions directly affect self-efficacy beliefs through these cognitive characteristics. (Ünay, 2012). Senemoğlu (1997) categorized the factors affecting the development of self-efficacy as follows. These include:

1. Experience: Self-efficacy is influenced by insights gained through one's behavior.

2. Indirect Experience: Individuals' judgments based on the results they draw from the successful or unsuccessful activities of those similar to themselves are valid.

3. Verbal Beliefs: Whether a person can act or not, the support and advice they receive affect their self-efficacy.

4. Psychological context: The expectation of an individual to complete a task successfully also affects his/her self-efficacy perception (Senemoğlu, 1997; Korkmaz, 2002).

According to Korkmaz, the determinant approaches in the development of self-efficacy in individuals are as follows.

1. Expectations of effectiveness: Individual perceptions and perceived difficulties in realizing the actions to be performed (expectation).

2. Generalization: The individual's ability to apply and use previously learned behaviors to similar events.

3. Empowerment: The strong belief that the individual can take action (strong belief). The power of this belief not only empowers the individual but also does not change the individual's views (Korkmaz, 2002).

What a person experiences can be positive or negative. This situation positively affects the self-efficacy perception of the individual. It is also important to observe the experiences of others and to draw conclusions from the experiences of those we take as role models, which affects the individual's self-efficacy perception. Another strong aspect of perceived self-efficacy is verbal persuasion. This includes both positive and negative situations that individuals receive as feedback from their environment. An individual's psycho-emotional state is one of the most important factors affecting self-image and self-efficacy. Because when the individual is in a positive mood, self-efficacy belief is high, while in the opposite situation, self-efficacy belief is low. This situation significantly affects the individual's work performance and self-confidence (Figen & Mete, 2009).

Athletes are deprived of their favorite daily habits in the process of simultaneous training and education, and they also face negative psychological problems such as stress and anxiety due to intense physical activity and high expectations of sports performance. Conceptually, self-efficacy beliefs are related to individuals' independent decision-making about how they use the necessary sanctions to overcome unplanned and unexpected situations. Self-efficacy beliefs serve as a compass in determining the goals that individuals want to achieve based on their dreams and their efforts and in controlling experienced individuals in the process of achieving these goals (Adıgüzel, 2007).

The concept of self can be defined as an individual's view of himself/herself and the way he/she presents himself/herself in his/her mind. In addition, the concept of self is an expression of perceptions, personal interpretations, experiences, goals to be achieved in the future, the social status of one's mind, and the things conceptualized by one's mind (Hattie, 2014). The self can also be defined as the way humans have evolved to understand and justify themselves. One's self-esteem shapes who they really are. As a psychological construct, the self is the basis for perceiving, evaluating, and responding to the world around us (Huitt, 2004). The ego is believed to develop at birth. The physical health of the child affects the integrity of the child's self-esteem. The development of self-image is observed in the early stages of life. The emergence of positive emotions in the child is influenced by the emotional state of the parent and their attention to the child's physical needs. Meeting psychological needs is important because it is the core of children's feelings of trust and love (Pajares & Schunk, 2005).

Self-esteem is a result of how individuals perceive themselves and their expectations of acceptance or rejection. In other words, it is a set of statements that indicate how valuable or worthless a person is. The concept of self-esteem is a life skill that is learned throughout life. Self-esteem is responsible for acquiring individuality, enjoying life to the fullest, selecting activities in line with one's goals, establishing ideal and lasting communication with others, creating consensus, and developing value models. It is crucial for planning success and the future correctly (Erşan et al., 2009). Self-esteem is related to the concept of self. People who have positive thoughts about themselves may have high self-esteem. If an individual has positive thoughts about himself/herself, he/she may have high self-esteem. Self-esteem is mostly related to the affective aspect of the self. Brown states that self-esteem is related to how individuals generally feel about themselves and how they evaluate their abilities and skills (Curun et al., 2012).

It is important to distinguish between the concepts of self and self-esteem. A person's self-concept is everything they know about themselves, including their name, race, preferences, beliefs, values, height and weight. In contrast, self-esteem is related to personal beliefs about abilities, skills, and social relationships. Self-identity and self-esteem are related but different concepts. Self-esteem stems from whether you like who you are or not. Self-esteem is a state of self-esteem resulting from the harmony with the self-concept obtained through the individual's self-evaluation. It describes the state of an individual who sees himself/herself as valuable or worthy (Açan, 2021).

Coopersmith (1967) summarizes the four main factors affecting the development of self-esteem in individuals as follows. The first important factor is the degree of unconditional acceptance, compassion, and respectful behavior towards others whom individuals consider important in their lives. Personal achievements and status are other factors. Achievements are an important basis for the development of self-esteem as they allow individuals to gain attention and different positions in society. Individuals must achieve goals set by themselves or others. Within this scope, evaluating one's strengths and achievements according to one's standards is another fundamental component of developing self-esteem. How an individual evaluates and reacts to others' evaluations of him/herself is another fundamental factor in the development of self-esteem (Kumbaroğlu, 2013).

In the field of social psychology, many studies have been conducted on the concept of self-esteem and researchers have mentioned different types of self-esteem. These distinctions fall into three categories: general and specific self-esteem, temporary and permanent personality traits, and social and individual (Curun, 2012). General self-esteem refers to an individual's evaluation of his/her life as a whole, while specific self-esteem represents an individual's evaluation of himself/herself in a specific subject or area. Self-esteem for enduring personality traits refers to a long-term assessment of oneself, whereas transitory self-esteem refers to the current situation or short-term assessment. Social self-esteem towards others involves defining oneself at the group level.

High self-esteem raises their standard of living and is a factor that prevents them from becoming depressed. Those with high self-esteem have high expectations of themselves and accept their opinions because of their positive actions and successful outcomes. They trust their actions and their results. In this way, they do not have difficulty expressing themselves due to the reactions they encounter and they start to accept other thoughts. High self-esteem requires

respect from others as well as positive characteristics such as self-confidence, desire to succeed, and optimism (Turanlı, 2010). Some other characteristics of people with high self-esteem are as follows:

Their motivation increases and their quality of life improves (Çetinkaya & Başbakkal, 2005).

- Optimism levels increase (Neff & Vonk, 2009).
- New ideas are more likely to be open and more likely to succeed in growth.
- More realistic granularity and faster implementation of these targets.
- They are capable of taking risks on their way to success.
- They admit their mistakes and are determined to correct them.
- They can take an active role in society (Tunç, 2011).
- They can cope more effectively with trauma and stress (Trzesniewski et al., 2003; Bardel & Falk, 2010).

The difference between what an individual wants to achieve and what he/she has done to achieve it, how he/she perceives, interprets, and thinks about the issue determines his/her level of self-confidence. People tend to constantly compare themselves with their ideal selves. The greater the difference between these selves, the smaller the difference in self-esteem (Kulaksızoğlu, 2010). Those with low self-esteem value what others say and think about them rather than what they think about themselves and always evaluate themselves negatively (Kımter, 2012). Some of the problems to be seen in people with low self-esteem are as follows:

- Mental problems,
- Eating disorders,
- Alcohol and smoking addiction,
- The problem of not trusting the outside world (Tunç, 2011),
- Depression (Taysi, 2000; Neiss et al. 2002; Trzesniewski et al., 2003; Neff & Vonk, 2009),
- Anxiety (Taysi, 2000; Neiss et al., 2002; Neff & Vonk, 2009),
- Loneliness (Neiss et al., 2002),
- Social phobia (Rosenberg, 1965)
- Deficiencies in motivation (Çetinkaya & Başbakkal, 2005).

METHOD

Research group (population-sample)

This study, in which quantitative research method was used, is a survey research. Survey research, which aims to describe a situation existing in the past or present as it is, allows working on large groups and is frequently used in the field of social sciences (Karasar, 2012). A research study by Arslantürk (2004) attempts to define situations, events, facts, concepts and objects. The aim is to present the current situation and facts with their characteristics. This research model, The study was used to examine the self-efficacy and self-esteem levels of students studying at the School of physical education and sports in their choice of specialization branch.

The population of this study consists of 266 students studying in the Department of Coaching at Batman University School of Physical Education and Sports The sample consists of 119 students studying in the 3rd and 4th grades who made a specialization selection. Table 1 shows the demographic and occupational characteristics of the students.

Table 1. Demographic characteristics of the students

Demographic Variables		n	%
Age	17-19 years	2	1.7
	20-22 years	46	38.6
	23-25 years	47	39.5
	26 years and above	23	19.2
Gender	Female	45	37.8
	Male	74	62.2
Specialty branch	Swimming	41	34.5
	Tennis	54	45.3
	Football	7	5.9
	Gymnastics	10	8.4
	Volleyball	7	5.9
Reason for choosing a specialty	Career planning	36	30.3
	Interest in the branch	59	49.6
	Economic income	16	13.4
	Friend recommendation	8	6.7
Duration of interest in the branch	1 year	42	35.3
	2-3 years	48	40.4
	4-5 years	16	13.4
	6 years and above	13	10.9
Duration of specialty specialization	1 semester	15	12.6
	2 semester	72	60.5
	4 semester	32	26.9

Table 1 shows the demographic information of the students who participated in the survey. Table shows that the highest average age group is the 23-25 age group with 39.5% (47 respondents) and the lowest average age group is the 17-19 age group with 1.7% (2 respondents). The other age groups are 38.6% (46 respondents) in the 20-22 age group and 19.2% (23 respondents) in the 26 and above age group. The table shows that 37.8% (45 people) of the female students and 62.2% (74 people) of the male students were female. Considering the specialization branches chosen by the students, 45.3% (54 people) chose tennis, 34.5% (41 people) chose swimming, 8.4% (10 people) chose gymnastics, and 5.9% (7) chose football and volleyball. Considering the reasons for choosing a specialty, 49.6% (59 people) were interested in the specialty, 30.3% (36 people) were interested in career planning, 13.4% (16 people) were interested in economic income and 6.7% (8 people) were interested in the specialty based on the recommendation of friends. It was seen that 40.4% (48 people) were interested in their chosen specialty for 2-3 years, 35.3% (42 people) for 1 year, 13.4% (16 people) for 4-5 years and 10.9% (13 people) for 6 years or more. In the table, 60.5% (72 people) of the students received specialization for 2 semesters, 26.9% (32 people) for 4 semesters and 12.6% (15 people) for 1 semester.

Data collection tools

Personal information form, self-efficacy belief scale, and self-esteem scale were used as data collection tools. It was developed to determine students' belief in their capacities. The scale developed by Riggs, Warka, Babasa, Betancourt, and Hooker (1994) was adapted to Turkish by Öcel (2002). The scale consists of 10 questions to determine students' beliefs in their capacities. A 5-point Likert scale is used to determine the extent to which students agree with the statements in the questions. The questions were formed by reverse and straight questions. The internal consistency coefficient of the scale was calculated with Cronbach's Alpha Technique and reported as 0.86 (Riggset al., 1994). The self-esteem scale was developed by Morris Rosenberg in 1963 and then validity and reliability studies were conducted and used in many studies (Rosenberg, 1965). It is a self-report test consisting of 63 items and 12 subcategories. The subcategories are: Self-esteem, self-symptoms, people's trust, depressive affect, daydreaming, psychosomatic individuals, feeling threatened in interpersonal relationships, ability to participate in discussions, relationship with parents, relationship with father, and psychic isolation. The "Self-Esteem" sub-dimension of the scale was used for this study. The scale, which was adapted into Turkish by Çuhadaroğlu (1986), is a four-point Likert-type scale consisting of 10 questions in which the individual evaluates himself/herself. The

scoring is based on a four-level Likert-type scale with 5 positive and 5 negative situations. Scoring categories ranging from "strongly disagree" to " strongly agree". Negative statements include topics 1, 2, 4, 6, and 7, while negative statements include topics 3, 5, 8, 9 and 10. In the scoring of the scale, a low score indicates high self-esteem and a high score indicates low self-esteem. Cronbach's alpha reliability coefficient of the scale was 0.76.

Data analysis

Descriptive statistics, frequency tables, reliability analysis, normality tests, and difference tests were used to analyze the data from the scales filled out by the students using the SPSS program. Skewness and kurtosis values of the items in the scales in normal distribution were examined. As an indicator of the normal distribution of the data, kurtosis and skewness values should be between +1.5 and -1.5 (Tabachnick & Fidell, 2013), +2.0 and -2.0 (George & Mallery, 2010). Normality test results are presented in Table 2 below.

Table 2. Normality test

	Mean	s.d.	Skewness	Kurtosis
Self-efficacy	4.15	0.78	0.13	-0.92
Self-Esteem	3.22	1.35	-0.21	-1.24

According to the results of the normality test, the kurtosis and skewness values of the data belonging to the self-efficacy scale and self-esteem scale are in the normal distribution range, and t-test and ANOVA tests were used for the analysis of the data belonging to these scales. The scales used in the study were previously validated and reliable scales. Reliability and validity analyses were applied to the scales for the sample applied in this study. Cronbach's alpha coefficient was used as the reliability criterion of the scales. Cronbach's alpha is the most widely used method in internal consistency calculations. In addition, Cronbach's alpha coefficient is used when the number of values that an item can take is above two (Akbulut, 2010). Table 3 shows the Cronbach's alpha values of the reliability tests of all the variables included in the scales, and reliability tests were applied in the SPSS 24.0 package program.

Table 3. Reliability results of self-efficacy and self-esteem scale

Scale Name	Cronbach's Alpha	Number of Items
Self-efficacy	0.866	10
Self-Esteem	0.917	10

The Cronbach's Alpha Reliability Coefficient used in the reliability analyses of the self-efficacy and self-esteem scales was $\alpha > 0.70$, as seen in Table 3, so the scales were accepted as reliable.

FINDINGS

Descriptive results on students' self-efficacy and self-esteem levels

Descriptive results of students' self-efficacy levels

Table 4 and Table 5 show the results of the descriptive analysis conducted to determine the self-efficacy and self-esteem levels of the students.

Table 4. Self-efficacy levels descriptive scale

	Self-efficacy	Mean	s.d.
S1	I am confident in my abilities as an athlete.	4.26	0.78
S2	As a player, I have some shortcomings.	3.97	0.87
S3	Sometimes I can play badly because of my lack of ability.	2.29	0.82
S4	I have doubts about my abilities as an athlete.	3.50	1.09
S5	I have all the skills required by the sport I am practicing.	3.38	0.94
S6	Most of those who do the sport I do can do it better than me.	3.21	1.03
S7	I am very good at my sport.	3.31	0.83
S8	I have no future in this sport because of my lack of skills.	2.03	0.92
S9	I am proud of the skills and abilities I have in my game.	4.14	0.65
S10	When I play, I get nervous about other people watching me.	3.66	1.08
	Self-efficacy Levels	3.37	0.90

It was observed that the students' self-efficacy levels were at a moderate level since the average score on the scale was 3.37 and the self-efficacy levels of the students were scored between 1-5. The highest mean was given to the question "I am confident in my abilities as an athlete" and the lowest mean was given to the question "Sometimes I can play badly because of my lack of ability".

Descriptive results of students' self-esteem levels

Table 5. Self-esteem descriptive scale

	Self-Esteem	Mean	s.d.
S1	I consider myself as valuable as any other human being.	3.34	0.61
S2	I believe I have some positive qualities.	3.47	0.56
S3	I tend to see myself as a failure in general.	3.12	0.68
S4	I can do things as much as many other people can.	3.20	0.62
S5	I can't find too many things to be proud of in myself.	3.30	0.62
S6	I have a positive attitude towards myself.	3.33	0.65
S7	I am satisfied with myself in general.	3.27	0.67
S8	I wish I could have more respect for myself.	2.30	0.91
S9	Sometimes I believe that I am useless.	3.20	0.80
S10	Sometimes I believe that I am not enough at all.	2.98	0.86
	Self-Esteem Levels	3.15	0.70

It was observed that the self-esteem levels of the students were at a moderate level since the average score of the scale was 3.15 and the self-efficacy levels of the students were scored between 1-5. The highest mean belongs to the question "I believe I have some positive qualities." and the lowest mean belongs to the question "I wish I could have more respect for myself".

Investigation of students' self-efficacy and self-esteem levels according to variables

In this section, whether self-efficacy and self-esteem levels differ significantly according to personal and professional characteristics is analyzed under subheadings.

Investigation of students' self-efficacy and self-esteem levels according to gender

Table 6 shows the results of the t-test conducted to examine the effect of students' self-efficacy and self-esteem according to gender.

Table 6. T-test results of self-efficacy and self-esteem levels according to gender variable

	Gender	N	$\overline{X}$	s.d.	df	t	p
Self-efficacy	Female	45	3.38	0.38	117	0.02	0.98
	Male	74	3.37	0.32			
Self-Esteem	Female	45	3.30	0.42	117	2.72	**0.01***
	Male	74	3.06	0.48			

*=p<0,05

Table 6 shows that the mean scores of students' self-efficacy levels scale do not show a significant difference in terms of gender t(119)=0.02, p>.05. The mean scores of the students' self-esteem levels scale show a significant difference in terms of gender t(119)=2.72, p<.05. Self-identity levels of female students (X=3.30) were higher than those of male students (X=3.06).

Investigation of students' self-efficacy and self-esteem levels according to age variable

Table 7 shows the descriptive statistics of self-efficacy and self-esteem levels according to age.

Table 7. Descriptive statistics of self-efficacy and self-esteem levels by age

	Age	N	$\bar{X}$	s.d.
Self-efficacy	17-19 years	2	3.65	0.49
	20-22 years	46	3.42	0.35
	23-25 years	48	3.37	0.37
	26 years and above	23	3.27	0.22
Self-Esteem	17-19 years	2	3.50	0.14
	20-22 years	46	3.23	0.50
	23-25 years	48	3.14	0.45
	26 years and above	23	2.99	0.42

In Table 7, it was seen that the highest mean self-efficacy score was in the 17-19 age group (X=3.65) and the lowest mean was in the 26 and over age group (X=4.14) according to the age variable. The mean scores of self-esteem were highest at the age of 17-19 (X=3.50) and lowest at the age of 26 and above (X=2.99).

Table 8 shows the results of the one-way variance test (ANOVA) conducted to understand whether students' self-efficacy and self-esteem levels differ according to their age.

Table 8. ANOVA test results for self-efficacy and self-esteem levels by age

	Source of Variance	Sum Squares	s.d.	Mean Squares	F	P
Self-efficacy	Between-group	0.48	3	0.16		
	Within-group	13.32	115	0.12	1.38	0.25
	Total	13.80	118			
Self-Esteem	Between-group	1.20	3	0.40		
	Within-group	24.86	115	0.22	1.85	0.14
	Total	26.06	118			

*=p<0,05

Table 8 shows that there was no significant difference in the mean self-efficacy scores of the students in terms of age variable, p>0.05. There is no significant difference between students' self-esteem and age variables. p>0.005.

Investigation of students' self-efficacy and self-esteem levels according to specialty branch variable

Table 9 shows the descriptive statistics of self-efficacy and self-esteem levels according to specialty branch.

Table 9. Descriptive statistics of self-efficacy and self-esteem levels by branch

	Branch	N	$\bar{X}$	s.d.
Self-efficacy	Swimming	41	3.38	0.42
	Tennis	54	3.41	0.29
	Football	7	3.27	0.27
	Gymnastics	10	3.20	0.31
	Volleyball	7	3.47	0.29
Self-Esteem	Swimming	41	3.10	0.42
	Tennis	54	3.04	0.47
	Football	7	3.61	0.48
	Gymnastics	10	3.60	0.38
	Volleyball	7	3.21	0.09

Table 9 shows that the highest mean self-efficacy score of the students was in volleyball (X=3.47) and the lowest mean was in gymnastics (X=3.20) according to the branch variable. The mean scores of self-esteem levels were highest in football (X=3.61) and lowest in tennis (X=3.04) according to the branch variable.

Table 10 shows the results of the one-way variance test (ANOVA) conducted to understand whether students' self-efficacy and self-esteem levels differ according to branch variables.

Table 10. ANOVA test results for self-efficacy and self-esteem levels by branch

	Source of Variance	Sum Squares	s.d.	Mean Squares	F	P
Self-efficacy	Between-group	0.50	4	0.12		
	Within-group	13.31	114	0.12	1.06	0.38
	Total	13.80	118			
Self-esteem	Between-group	4.36	4	1.09		
	Within-group	21.70	114	0.19	5.72	**0.00***
	Total	26.06	118			

*=p<0,05

Table 10 shows that there was no significant difference in the mean self-efficacy scores of the students in terms of branch variables, p>0.05. Considering the self-esteem levels in terms of the branch variable, a significant difference was observed. p<0.05. Post-hoc (tukey hsd) results to find out between which branches there was a significant difference showed that the self-esteem levels of students in football (X=3.61) were higher than those of students in swimming (X=3.10) and tennis (X=3.04). Again, the self-esteem levels of students in gymnastics (X=3.61) were higher than those of students in swimming (X=3.10) and tennis (X=3.04).

Investigation of students' self-efficacy and self-esteem levels according to the reason for choosing specialization variable

Table 11 shows the descriptive statistics of students' self-efficacy and self-esteem levels according to specialization branch.

Table 11. Descriptive statistics of self-efficacy and self-esteem levels by reason for choosing a branch

	Reason for Choosing Specialization	N	X̄	s.d.
Self-efficacy	Career planning	36	3.43	0.36
	Interest in the branch	59	3.30	0.32
	Economic income	16	3.47	0.38
	Friend recommendation	8	3.48	0.20
Self-Esteem	Career planning	36	3.18	0.39
	Interest in the branch	59	3.14	0.52
	Economic income	16	3.37	0.38
	Friend recommendation	8	2.71	0.26

Table 11 shows that the highest mean score of self-efficacy levels according to the reasons for choosing the specialty branch was the recommendation of friends (X=3.48) and the lowest mean score was the interest in the branch (X=3.30). According to the reasons for choosing a specialty branch, the highest mean score of the student's self-esteem levels was found to be the economic income variable (X=3.37), and the lowest mean score was found to be the reason for friends' recommendation (X=2.71).

Table 12 shows the results of the one-way variance test (ANOVA) conducted to understand whether students' self-efficacy and self-esteem levels differ according to the reason for choosing the specialty branch.

Table 12. ANOVA test results of self-efficacy and self-esteem levels by reason for choosing a specialty branch

	Source of Variance	Sum Squares	s.d.	Mean Squares	F	P
Self-efficacy	Between-group	0.67	3	0.22		
	Within-group	13.13	115	0.11	1.97	0.12
	Total	13.80	118			
Self-Esteem	Between-group	2.34	3	0.78		
	Within-group	23.72	115	0.21	3.78	**0.01***
	Total	26.06	118			

*=p<0,05

Table 12 shows that there was no significant difference in the mean self-efficacy scores of the students in terms of the reason for choosing a specialty branch variable, p>0.05. Considering the students' self-esteem averages in terms of the reason for choosing the specialty branch, a significant difference was observed. p<0.05. Post-hoc (tukey hsd) results to find out the reasons for this difference show that the self-esteem levels of students with economic income reason (X=3.37) are higher than those of students with career planning reason (X=3.18) and friends' recommendation reason (X=2.71).

Investigation of students' self-efficacy and self-esteem levels according to duration of interest in the branch variable

Table 13 shows the descriptive statistics of students' self-efficacy and self-esteem levels according to the variable of the duration of interest in the specialization branch.

Table 13. Descriptive statistics of self-efficacy and self-esteem levels and duration of interest in the branch

	Duration of Interest in the Branch	N	X̄	s.d.
Self-efficacy	1 year	42	3.30	0.35
	2-3 years	48	3.45	0.33
	4-5 years	16	3.35	0.40
	6 years and above	13	3.38	0.27
Self-Esteem	1 year	42	3.03	0.47
	2-3 years	48	3.16	0.51
	4-5 years	16	3.20	0.31
	6 years and above	13	3.44	0.41

Table 13 shows that the highest mean score of self-efficacy levels was 2-3 years (X=3,45) and the lowest mean score was 1 year (X=3,30) according to the variable of the duration of interest in the branch. The mean scores of the student's self-esteem levels were

found to be the highest for 6 years and above (X=3.44) and the lowest for 1 year (X=3.03) according to the variable of the duration of interest in the branch.

Table 14 shows the results of the one-way variance test (ANOVA) conducted to understand whether students' self-efficacy and self-esteem levels differ according to the duration of interest in the branch.

Table 14. ANOVA test results of self-efficacy and self-esteem levels according to the duration of interest in the branch

	Source of Variance	Sum Squares	s.d.	Mean Squares	F	P
Self-efficacy	Between-group	0.55	3	0.18		
	Within-group	13.26	115	0.12	1.59	0.20
	Total	13.80	118			
Self-Esteem	Between-group	1.70	3	0.57		
	Within-group	24.36	115	0.21	2.67	0.05
	Total	26.06	118			

*=p<0,05

Table 14 shows that the mean scores of students' self-efficacy and self-esteem did not show a significant difference according to their duration of interest in the branch. p>0.05.

Investigation of students' self-efficacy and self-esteem levels according to the duration of specialization branch variable

Table 15 shows the descriptive statistics of students' self-efficacy and self-esteem levels according to the duration of specialization.

Table 15. Descriptive statistics of self-efficacy and self-esteem levels and duration of taking the branch

	Duration of Taking a Branch	N	X̄	s.d.
Self-efficacy	1 semester	15	3.42	0.41
	2 semester	72	3.38	0.33
	4 semester	32	3.33	0.33
Self-Esteem	1 semester	15	3.31	0.67
	2 semester	72	3.15	0.40
	4 semester	32	3.09	0.50

Table 15 shows that the highest mean score of students' self-efficacy levels was 1 semester (X=3.42) and the lowest mean score was 4 semesters (X=3.33) according to the variable of the duration of taking the branch. The mean scores of students' self-esteem levels were found to be the highest in 1 semester (X=3.09) and the lowest in 4 semesters (X=3.09) according to the variable of the duration of taking the branch.

Table 16 shows the results of the one-way variance test (ANOVA) conducted to understand whether students' self-efficacy and self-esteem levels show a difference according to the variable of the duration of taking a branch.

Table 16. ANOVA test results of self-efficacy and self-esteem levels according to the duration of taking the branch.

	Source of Variance	Sum Squares	s.d.	Mean Squares	F	P
Self-efficacy	Between-group	0.10	2	0.05		
	Within-group	13.71	116	0.12	0.42	0.66
	Total	13.80	118			
Self-Esteem	Between-group	0.49	2	0.25		
	Within-group	25.56	116	0.22	1.12	0.33
	Total	26.06	118			

*=p<0,05

Table 16 shows that there was no significant difference in the self-efficacy and self-esteem of the students according to the variable of the duration of taking the specialty branch, p>0.05.

DISCUSSION AND CONCLUSION

This study aims to examine the effect of self-efficacy and self-esteem levels on the choice of specialization branch of students studying in the Department of Coaching at Batman University School of Physical Education and Sports. The self-efficacy and self-esteem levels of students have been examined according to variables such as gender, age, field of expertise, reasons for choosing the specialization, duration of interest in the field, and duration of taking specialization courses. According to the study, the self-efficacy and self-esteem of the students of the coaching department were found to be at a medium level.

Considering the self-efficacy and self-esteem of students in their specialization choices according to gender variable, self-efficacy levels do not show a significant difference according to gender variable. On the other hand, it was found that self-esteem levels showed a significant difference according to the gender variable and female students had higher self-esteem levels than male students. In the study titled "Determination of Assertiveness and Self-efficacy Levels of Students Studying in Physical Education and Sports College" by Horozoğlu (2019), it was concluded that there was no significant difference between self-efficacy and gender of the students studying at the School of Physical Education and Sports. In the study titled "Investigation of self-efficacy and stress coping behaviors of sports sciences faculty students" by Toktaş et al., there was no significant difference between self-efficacy levels and gender variables. In the study conducted by Pepe (2016) titled "A comparative study of decision-

making styles, self-esteem and optimism levels of physical education and sports college students in terms of some variables", there was a significant difference between self-esteem and gender variable. This difference was significantly differentiated in favor of female students. The results of these studies coincide with our study.

In our study, it was observed that self-efficacy and self-esteem in specialty choices did not show a significant difference according to age variables. The mean scores of self-efficacy and self-esteem levels were found to be the highest in the 17-19 age range and the lowest in the 26 and over age range according to the age variable. The mean scores of self-esteem were highest in the 17-19 age group and lowest in the 26 and over age group. In the study titled "The Effect of Self-efficacy and Psychological Resilience of Sport Sciences Students on Their Life Satisfaction" conducted by Toçoğlu (2020), there was no difference between self-efficacy and age.

In the study, there was no significant difference between the self-efficacy and self-esteem of the students according to the branch variable they did. Nevertheless, a significant difference was found between self-esteem and the branch of study, and the self-esteem levels of students interested in soccer were higher than those of students interested in tennis. Besides, students who are interested in gymnastics have higher self-esteem levels than students who are interested in swimming and tennis. The mean scores of self-efficacy levels according to the reasons for choosing a specialty branch were highest for the recommendation of friends and lowest for the interest in the branch. The mean scores of self-esteem levels were found to be the highest in economic income and the lowest in friend recommendation according to the reasons for choosing a specialty branch.

There was no significant difference between the self-efficacy and self-esteem levels of the students according to the reason for choosing the specialty branch. There was a significant difference between self-esteem and the reasons for choosing a major, and the self-esteem levels of students with economic income reasons were higher than those of students with career planning and friends' recommendation reasons. The mean scores of self-efficacy levels according to the reasons for choosing a specialty branch were highest for the recommendation of friends and lowest for the interest in the branch. The mean scores of students' self-esteem levels were found to be the highest in economic income and the lowest in friend recommendation according to the reasons for choosing a specialty branch.

In our study, students' self-efficacy and self-esteem levels did not show a significant difference according to the duration of interest in the specialty branch. The mean scores of self-efficacy levels were found to be the highest 2-3 years and the lowest 1 year according to the variable of the duration of interest in the branch. The mean scores of the student's self-esteem levels were found to be the highest at 6 years and above and the lowest at 1 year according to the variable of the duration of interest in the branch.

Students' self-efficacy and self-esteem levels did not show a significant difference according to the variable of the period of receiving a specialty branch from the school. The mean scores of students' self-efficacy levels were highest in 1 semester and lowest in 4 semesters according to the variable of the duration of taking the branch. The mean scores of students' self-esteem levels were highest in 1 semester and lowest in 4 semesters.

In the literature review, no study was found that examined the relationship between the reasons for choosing a specialization and the self-efficacy and self-esteem of students studying in physical education and sports colleges and sports faculties. According to the study titled "Examining the self-confidence and self-efficacy levels of students who specialize in tennis, swimming and football branches" conducted by Adıyaman (2022), it was examined whether there was a difference according to variables such as gender, sport type, kindergarten attendance, alcohol use, branch of specialization, how many years he has been interested in, branch of specialization, how many semesters he took the branch of specialization, the department he studied, age, reason for choosing the branch of specialization, income status. There was no significant difference between the self-efficacy and self-confidence levels of the students in the variables of gender, age, kindergarten attendance, alcohol use, reason for choosing the branch of specialization, income status, and the type of sport they were interested in before university. Significant differences were observed between the self-efficacy and self-confidence levels in the variables according to the number of years the students have been interested in the specialty branch, the specialty branch, the number of semesters they took the specialty branch, and the department they studied.

Considering the results of the study, it was seen that the self-efficacy levels of the students studying in the coaching department and choosing a specialty branch did not show a significant difference according to the variables of gender, age, specialty branch, reasons for choosing a specialty, duration of interest in the branch and duration of taking specialty branch courses. A significant difference was observed between the self-identity levels and the variables of gender,

the branch they have done, and choosing a specialty branch, but no significant difference was observed between the variables of age, duration of interest in the branch, and duration of taking a specialty branch. Descriptive analyses revealed that students' self-efficacy and self-esteem were found to be at a moderate level.

Recommendations

Research on what students studying in physical education and sports colleges and sports faculties pay attention to when choosing their specialization branches is important. In the literature review, it was seen that there were studies on the entrance exams of students to physical education and sports colleges, but the psychological factors affecting the choice of branch during the school period were not examined. This study will be a source for this field.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Özyeterlilik algısı, bireyin motivasyonu üzerinde doğrudan bir etkiye sahiptir. Bireyler, yüksek bir güvene sahip oldukları ve kendilerini yeterli hissettikleri pozisyon ve durumlar ile uğraşmak istemekte, diğer etkinliklerden kaçınmak istemektedir. Özyeterlilik algısı, bireyin zorluklar ve engellerle karşılaştığı zaman ne kadar dayanabildiklerini ve olumsuz durumlar ile karşılaştıkları zaman hızlı bir şekilde kendilerini nasıl toparlayacaklarını tespit etmeye yardımcı olmaktadır. Yüksek bir özyeterlilik algısı, bireyin zorluklar karşısında kendini toparlama enerjisini arttırmaktadır ve bireyin bir aktivite sırasında bireysel anlamda yaşadıkları endişe ve stres miktarını etkilemektedir (Pajares, 2001).

Birey herhangi bir işi yapabilecek kapasiteye sahipken özyeterliliği düşük olduğu için başarısız olmaktan korkup işe hiç başlamayabilir ya da eylemin sonucunda başarısız olacağını düşündüğü için başarısız olabilir. Başka bir deyişle kişi herhangi bir durumun üstesinden gelebilecek bir donanıma ve yeterliliğe sahipken özyeterlilik inancı düşük olabilir. Düşük özyeterliliğin doğal sonucu olarak da kişi eylemi gerçekleştirdiğinde başarısız olacaktır ya da eylemi hiç gerçekleştirmeyecektir (Özerkan, 2007). Özyeterlik inancının yüksek seviyede olması, kişilerin kendilerine ulaşılması kolay amaçlar yerine başarıya odaklı daha yüksek hedefler oluşturmasına ve verdikleri kararlarda tutarlı olmalarına sebep olarak onların bilişsel süreçlerini ve başarıya odaklanmada üst seviyelerde olmasını etkileyebilmektedir. Öz yeterlik inancı, kişilerin ne kadar çaba sarf edecekleri, zorluklar karşısında ne kadar süre dayanabilecekleri ve zor durumlarla karşı karşıya kaldıklarında pes etmeden nasıl kendilerini toparlayabileceklerini belirlemelerine yardımcı olmaktadır (Azar, 2010).

Benlik kavramı, bireyin kendi hakkında görüşü, kendini zihninde sunma şekli olarak tanımlanabilir. Bunun yanında benlik kavramı, algıların, kişisel yorumların, deneyimlerin, gelecekte ulaşılacak hedeflerin, kişinin zihninin sosyal statüsünün ve kişinin zihninin kavramsallaştırdığı şeylerin bir ifadesidir (Hattie, 2014). Benlik saygısı, benlik kavramı ile ilişkilidir. Birey, benliğiyle ilgili olumlu

düşüncelere sahip ise yüksek benlik saygısına sahip olabilmektedir. Benliğiyle ilgili olumlu düşüncelere sahip değil ise düşük benlik saygısına sahip olabilmektedir. Benlik saygısı çoğunlukla benliğin duyuşsal yönü ile ilgilidir. Brown benlik saygısını, Bireylerin genellikle kendilerini nasıl hissettiklerine ilişkin, kişinin yetenekleri ve becerilerini nasıl değerlendirdiğiyle ilgili olduğunu söylemektedir (Curun ve ark., 2012).

Benlik saygısı yüksek olan bireylerin kendisinden beklentisi yüksektir. Olumlu davranışları ve başarılı sonuçları nedeniyle düşüncelerini kabul ederler. Davranışlarına ve elde ettikleri neticelere güvenirler. Bu sayede karşılaştıkları tepkiler nedeniyle kendilerini ifade etmekte zorlanmazlar ve başka düşünceleri kabul etmeye başlarlar. Yüksek benlik saygısı, kendine güven, başarma isteği ve iyimserlik gibi olumlu özelliklerin yanı sıra başkalarından saygı görmeyi gerektirir (Turanlı, 2010). Benlik saygısı düşük kişiler, başka insanların kendi hakkındaki konuşmalarını ve düşüncelerine, kendi fikirlerinden daha fazla önem vermektedirler ve kendilerini sürekli olarak negatif bir göz ile değerlendirmektedirler (Kımter, 2012).

YÖNTEM

Araştırma grubu (evren-örneklem)

Bu çalışmanın evrenini Batman Üniversitesi Beden Eğitimi ve Spor Yüksekokulu Antrenörlük bölümünde okuyan 266 öğrenci oluşturmaktadır. Örneklem ise seçiminde uzmanlık seçimi yapan 3. ve 4. sınıfta okuyan 119 öğrenciden oluşmaktadır.

Veri toplama araçları

Veri toplama aracı olarak kişisel bilgi formu, öz yeterlik inancı ölçeği ve benlik saygısı ölçeği kullanılmıştır. Öğrencilerin kendi kapasitelerine duydukları inancı belirlemek için geliştirilmiştir. Riggs, Warka, Babasa, Betancourt ve Hooker (1994) tarafından geliştirilen ölçek, Öcel (2002) tarafından Türkçeye uygun hale getirilmiştir. Ölçek, öğrencilerin kendi kapasitelerine olan inançlarını belirlemeye yönelik 10 sorudan oluşturulmuştur. Öğrencilerin sorularda bulunan ifadelere ne derecede katıldıklarını tespit etmek için 5'li likert değerlendirme yapılmaktadır. Sorular ters ve düzden sorularak meydana getirilmiştir. Ölçeğin iç tutarlık katsayısı cronbach alfa tekniği ile hesaplanmış ve 0,86 olarak rapor edilmiştir (Riggs ve ark., 1994).

Araştırmada benlik saygısı ölçümü için kullanılan bu ölçek 1963'te Morris Rosenberg tarafından geliştirilmiştir. Rosenberg (1965), geçerlik ve güvenirlik çalışmalarını yaptıktan sonra, ölçek birçok araştırmada araç olarak kullanılmıştır. Bu araştırma için ölçeğin benlik saygısı alt boyutu kullanılmıştır. Çuhadaroğlu (1986) tarafından Türkçeye uyarlanan ölçek, dörtlü likert tipine sahip 10 sorudan oluşan ve kişinin kendini değerlendirdiği bir ölçektir. Puanlama kategorileri 'hiç katılmıyorum' ile 'tamamen katılıyorum' arasında değişen 5 olumlu ve 5 olumsuz soru ifadesinden oluşur. 1.2.4.6.7. maddeler olumlu, 3.5.8.9.10. maddeler ise olumsuzdur. Ölçeğin puanlamasında düşük puan benlik saygısının

yüksekliğini, yüksek puan ise düşüklüğünü göstermektedir. Ölçeğin Cronbach alfa güvenilirlik katsayısının 0,76 olduğu görülmüştür.

Verilerin analizi

Öğrencilerin doldurduğu ölçeklerden verilerin analizi için SPSS programı kullanılarak verilere ait tanımlayıcı istatistik, frekans tabloları, güvenirlik analizi, normallik testi ve fark testleri ile veri analizi gerçekleştirilmiştir. Yapılan normallik testi sonuçlarına göre öz yeterlilik ölçeği ve benlik saygısı ölçeği ne ait verilerin basıklık ve çarpıklık değerleri normal dağılım aralığındadır. Bu ölçeklere ait verilerin analizi için parametrik testlerden t-testi ve anova testleri yapılmıştır. Bu çalışmada uygulanan örneklem için ölçeklere güvenilirlik ve geçerlilik analizleri uygulanmıştır. Ölçeklerin güvenilirlik kriteri olarak Cronbach alfa katsayısı kullanılmıştır (Akbulut, 2010).

TARTIŞMA VE SONUÇ

Yapılan çalışma sonuçlarına bakıldığında antrenörlük bölümünde okuyan ve uzmanlık branşı seçen öğrencilerin özyeterlilik düzeylerinin cinsiyet, yaş, uzmanlık branşı, uzmanlık seçme nedenleri, branşla ilgilenme süresi ve uzmanlık branş dersi alma süresi değişkenlerine göre anlamlı fark göstermediği görülmüştür. Benlik düzeyleri ile cinsiyet, yapmış oldukları branş ve uzmanlık branşı seçme değişkenleri arasında anlamlı fark görülmüş olup, yaş, branşla ilgilenme süresi ve uzmanlık branşı alma süresi değişkenleri arasında anlamlı fark görülmemiştir. Yapılan betimsel analiz sonuçlarına göre öğrencilerin özyeterlilik ve benlik saygıları orta düzeyde bulunmuştur.

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KATKI ORANI *CONTRIBUTION RATE*	AÇIKLAMA *EXPLANATION*	KATKIDA BULUNANLAR *CONTRIBUTORS*
Fikir ve Kavramsal Örgü *Idea or Notion*	Araştırma hipotezini veya fikrini oluşturmak *Form the research hypothesis or idea*	Mihraç KÖROĞLU
Tasarım *Design*	Yöntem ve araştırma desenini tasarlamak *To design the method and research design.*	Mihraç KÖROĞLU
Literatür Tarama *Literature Review*	Çalışma için gerekli literatürü taramak *Review the literature required for the study*	Mihraç KÖROĞLU
Veri Toplama ve İşleme *Data Collecting and Processing*	Verileri toplamak, düzenlemek ve raporlaştırmak *Collecting, organizing and reporting data*	Mihraç KÖROĞLU
Tartışma ve Yorum *Discussion and Commentary*	Elde edilen bulguların değerlendirilmesi *Evaluation of the obtained finding*	Mihraç KÖROĞLU

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