



COMPARISON OF SELF-CONFIDENCE LEVELS OF FOLK PLAYERS AND SEDENTARY UNIVERSITY STUDENTS – THE SAMPLE OF YOZGAT PROVINCE, TURKEY

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Abstract:

This research has been carried out to compare the self-confidence of university students who play folk dance and the ones who do not. The research was carried out on 170 people in 2019-2020 academic year, including 85 students who were studying at Bozok University and playing folk dance and 85 students who did not play folk dance. In the research, personal information form and self-confidence scale that is developed by Akin (2007) were used. The data that is obtained were transferred to SPSS 18 statistics package program. T test and Anova analysis were also used throughout analysing the data. In agreement with the results of analysis, statistically significant differences were found in internal self-confidence and external self-confidence sections according to gender and playing folk dances ($p < 0.05$).

Keywords: folk dances, self-confidence, sports

1. Introduction

While defining the life styles, customs and traditions from past to present of the local people living in a country, folklore has a great importance (Örnek, 2000). Each generation adds new values to the products of folklore (Eğilmez, 2006). The society's alienation avoidance is possible by society's adherence to what they produce. The history of folklore is as old as the history of the nations of the world. They provide information in the form of a book, as well as archaeological documents, sculptures, inscriptions, pictures, and folklore material (Artun, 2009). Folklore is the essence of the land that the society lives. So much information about our history is hidden in our folklore products (Özdemir, 2006). Folk dances which are one of the units of folklore, can be seen as historical documents that revive concepts such as love, fertility, disaster, heroism, and war (Erdem and Pular, 1994). Folk dances are cultural products that reflects the climate, clothing, history, geography, musical tradition of a region -in short, the lifestyle of the local people.

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Folk dances, which are formed with the cultural accumulation of a society, contain all the characteristics of that society (Ökten, 2002). Folk dances are expressed as "*a set of measured, regular movements that reflect the cultural values of societies, expressing sadness, joy, an event, having religion and magic in their origin, and performed as musical, in one person or in groups*" (Eroğlu, 1999). One of the important characteristics of folk dances is that it has a rich history and is also anonymous (Öcal, 2000). Folk dances convey life as it is. Therefore, folk dances have an important effect on society (Aydın, 1992). It is an important factor in ensuring social integration. (Artun, 2009). Folk dances are the best means of integration among societies. They carry the common feelings of our people. Therefore, it is among the elements that make up the feature of being a nation (Öngel & Hacibekiroğlu, 1996). Folk dances give our body the ability to move in a coordinated manner, accompanied by music and rhythm (Mertoğlu, 2002). In short, folk dances are the integration of movements and music that appeal to the eyes and ears, performing the movements in a measured and balanced manner, creating an aesthetic effect, arousing excitement in people, supported by folk music (Öngel, 1992).

Self-confidence is an individual's ability to be successful in his/her life or the general mood of that individual's success (Mahoney & Chapman, 2004). It can be defined as the belief of an individual to perform a desired action or behaviour expected from him/her (Weinberg & Gould, 2003). Speaking or managing professions such as folk dances, music, sports and painting in front of the public requires self-confidence (Biçer, 1997). According to Burton and Platts (2010), self-confidence is defined as to behave appropriately and effectively in situations that occur in an individual's life. According to Pervin & John (2001), self-confidence is a general personality trait, not a temporary attitude or a specific attitude to individual situations. According to Jones and Swain (1995); athletes with high self-confidence were able to control their anxiety more easily and focus on positive thinking compared to other athletes. According to Yıldırım (2013), self-confidence can actually be characterized by a high expectation of success in sports. According to Akagündüz (2006), self-confidence is divided into two parts. Inner trust which is the feelings and thoughts of individuals who are satisfied, identified and at peace with themselves. External confidence, on the other hand, is the attitude and behaviour that an individual shows to his/her environment that he/she is satisfied and confident.

2. Method

The content of the research is composed by the students that study at Bozok University and the students who are playing folk dances in clubs, associations and schools in Yozgat in the 2019-2020 academic year. The sampling consists of 170 people, including 85 folk dance athletes and 85 sedentary university students.

2.1 Data Collection Tool

In order to collect the data of the study, besides the 3-question personal information form prepared by the researchers to determine the distribution of the personal information of the participants, the self-confidence scale with 33 items developed by (Akın, 2007) is used. Scale consists of two sub-sections which are internal self-confidence and external self-confidence. When the items collected under the two factors were examined, it was determined that the items in the first factor were mostly related to the self-confidence of the individuals, and this factor was discussed under the name of self-confidence. The items collected under this factor evaluate the characteristics of the individual such as self-love, self-knowledge, setting clear goals, having positive thinking skills, and knowing strengths and weaknesses. Since the items loaded on the second factor are mostly related to the self-confidence of individuals towards their external environment and social life, this factor is named as external self-confidence (Akın, 2007). Scale classification is a classification with a 5-Likert type.

2.2 Data Analysis

While analysing the data, a database was first created using the SPSS 22.0 package statistics program in the light of the answers received in line with the main purpose of the study. The data collected through the self-confidence scale and demographic information questionnaire were analysed through the statistical package program (SPSS 22.0) and the results were interpreted. Firstly, descriptive statistics including arithmetic mean, standard deviation, frequency and percentage distributions are presented in order to understand the insight of both demographic information and questions. The Kruskal-Wallis test, one of the non-parametric tests, was used for the analysis of the data tested with the Shapiro-Wilk test.

3. Results

Table 1: The Results Regarding Demographic Characteristics of Participants

		N	%
Gender	Female	104	60.8
	Male	67	39.2
Age	19.00	4	2.3
	20.00	24	14.0
	21.00	55	32.2
	22.00	56	32.7
	23.00	24	14.0
	24.00	5	2.9
	25.00	3	1.8
Playing Any Folk Dance	Yes	84	49.1
	No	87	50.9

104 (60.8%) of the participants are female and 67 (39.2%) are male. 4 (2.3%) of them were 19 years old, 24 of them (14.0%) were 20 years old, 55 of them (32.2%) were 21 years old,

56 of them (32.7%) were 22 years old, 24 of them (14.0%) were 23 years old, 5 of them were (2.9%) are 24 years old and 3 of them (1.8%) are 25 years old. When they had asked about whether they do sport or not, 84 people (49.1%) answered yes and 87 people (50.9%) answered no.

Table 2: The Results of T Test Average Score of Sub-Sections Self Confidence Scale by Gender Variable

	Gender	N	Average	Ss	t	p
Internal Self-Confidence	Female	104	3.88	.814	2.565	0.012
	Male	67	3.46	1.177		
External Self-Confidence	Female	104	3.85	.793	2.093	0.039
	Male	67	3.50	1.196		

When Table 2 is examined, statistically significant differences were found in the internal self-confidence and external self-confidence sections according to the gender variable ($p < 0.05$). In both sections, self-confidence level of women was determined to be higher than men.

Table 3: The Results of T Test Average Score of Sub-Sections Self Confidence Scale by Playing Any Folk Dances

	Playing Any Folk Dance	N	Average	Ss	t	p
Internal Self-Confidence	Yes	84	4.12	.622	5.744	0.000
	No	87	3.33	1.120		
External Self-Confidence	Yes	84	4.14	.614	6.286	0.000
	No	87	3.30	1.090		

When Table 3 is examined, statistically significant differences were found in the internal self-confidence and external self-confidence sections according to the variable of playing folk dances ($p < 0.05$). In both sections, the self-confidence level of those who played folk dances was higher than those who did not.

Table 4: The Results of Anova Analysis' Average Score of Sub-Sections Self Confidence Scale by Age Variable

		sd	F	p
Internal Self-Confidence	Between Groups	6	.848	.535
	In Group	164		
	Total	170		
External Self-Confidence	Between Groups	6	1.343	.241
	In Group	164		
	Total	170		

* $p < .05$, ** $p < .01$

When Table 4 is examined, there is no statistically significant differences that is found in the internal self-confidence and external self-confidence sections according to the age variable ($p > 0.05$).

4. Discussion and Conclusion

Folk dance is a work that increases self-confidence, sense of trust and courage of the individual while socializing. Individuals who play folk dances communicate and socialize more easily with the people around them. Introvert and silent individuals can get rid of this situation and gain a brand-new identity thanks to folk dances. In a study that is conducted; While a statistically significant improvement was found in the self-esteem levels of the experimental group in obese children who were given recreational walking exercise, there was no statistically significant change in the self-esteem levels of the control group (Karaođlan & Taşkın, 2018). Folk dances are effective in the positive development of an individual's behaviour. Thus, folk dances are a communicative tool and performance environments where people can communicate with each other and help establish social ties.

In the research we conducted, when it is analysed according to the gender variable, statistically significant differences were found in the sections of internal self-confidence and external self-confidence ($p < 0.05$). In both sections, self-confidence level of women was determined to be higher than men (Table 2). In a study on university students that is conducted by Göktaş (2011), it was reported that women's self-confidence levels were better than men. According to Acuner (2012), in the study that examines the self-confidence levels of individuals participating in different dance activities, it was reported that the education status of the individuals participating in the study was undergraduate education and the self-confidence levels of women were better than men. These results are similar to our study. However, there are studies that claim the opposite. In the research of Kurtulmuş (2007), while examining the self-confidence relationship according to the gender variable, it was seen that female participants had higher self-confidence levels compared to male participants, although there was no statistically significant difference. According to Çelebi (1990), in a study on self-confidence, it was reported that there was no difference according to the gender variable. These results are not similar to our study.

In the study we conducted, when the state of playing folk dances was analysed according to the variable, statistically significant differences were found in the sections of internal self-confidence and external self-confidence ($p < 0.05$). In both sections, the self-confidence level of those who played folk dances was found to be higher than those who did not (Table 3). In the research of Özbek and Ark (2017), it was concluded that sedentary students had lower levels of both internal and external self-confidence than athletic students. In the study of Soykan and Mirzeođlu (2020), it was determined that there was no significant difference between the pre-test and post-test scores in the total of self-confidence scale and internal self-confidence / external self-confidence sub-

sections of the control group students who did not participate in the folk-dance studies. Kan and Raudsepp (2005) reported that basketball athletes have good self-confidence levels in their study on team athletes. Mamassis and Doganis (2002), it is seen that there is an increase in the self-confidence levels of athletes who receive mental training. Gürer (2017) concluded that self-confidence affects performance in his study. When the previous literature studies are examined, according to Zorba (2012), doing sports regularly helps individuals to develop self-esteem, increase self-confidence and so on. In studies on self-esteem, which is a concept intertwined with self-confidence; in a study examining the self-esteem levels of individuals engaged in cycling, it was found that cycling exercise improved self-esteem (Yıldız & Taşkın, 2018). In a study on sedentary women, it was found that recreational exercise walking improves women's self-esteem levels statistically (Sipahioğlu & Taşkın, 2019). In another study that is conducted; it was concluded that the assertiveness levels of the deaf individuals who do sports are higher than the deaf individuals who do not do sports, and the trait anxiety and state anxiety levels are higher in deaf individuals who do not do sports (Yıldız and Ark, 2018). In spite of the fact that sportive activities require regular study, superior technique, aesthetics and competition within the framework, it affects the student's personality image and adaptation (Akgül and Ark, 2012). In addition, individuals who has self-confidence are more advantageous than other individuals in terms of mental performance. In a study about this issue, it was found that the blind people who do sports have higher grade point average than the blind people who do not do sports (Taşkın, 2016). Besides, in another similar study, when the secondary school grade achievement levels and visual-auditory reaction times were examined, it was found that individuals with high grade achievement also had better visual-auditory reaction times (Taşkın, 2016).

As a result, statistically significant differences were found in the internal self-confidence and external self-confidence sections according to the variable of playing folk dances and gender. It shows that the self-confidence and self-confidence levels of the athletes in the control group are similar at the beginning and end of the study.

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