

Examination of self sufficiency beliefs of the physical education and sports academies students towards english lesson

Hakkı ULUCAN¹, Ziya BAHADIR², Enes BELTEKİN³

School of Physical Education and Sport, Erciyes University, Kayseri, Turkey.

Address Correspondence to E. Beltekin, ens_bltkn@hotmail.com

Abstract

This research was conducted to determine the self sufficiency beliefs of the students study at different departments at Erciyes University and Selcuk University Physical Education and Sports Schools in 2014-2015 Academic year. Totally 511 students, 296 males and 215 females, formed the study group of the research. Datum of the research gathered by Self sufficiency belief scale about English and scale was developed by Yanar & Büme. On the gathered datum the Frequency, Percentage, Arithmetic mean, MannWhitney-U test and Kruskal Wallis test were conducted. The significance level between the variables and the difference was considered as 0,05 level. As a result; It has been found that the students' self sufficiency beliefs for English lessons are low (sleep very little). While there was a significant difference coincided in favor of men in the subscale of speech according to gender variable, there were significant differences found in favor of Erciyes University students in Reading, Writing and Listening sub-dimensions according to university variance. While there was no meaningful difference determined according to the department variance that students study at, there was a significant difference determined in favor of those who had the highest academic passing grade according to academic course passing grade variance.

Keywords: English, physical education and sports, self sufficiency belief.

INTRODUCTION

Self sufficiency beliefs are beliefs about the ability of individuals to done on the experiences in their lives, and these beliefs determine how the individual feels, what he thinks, how he / she is motivated, and how he/she behaves (6). Self-sufficiency is not a perceived, observed skill. Under certain circumstances, the individual is an inner belief in his ability to answer the question "what can I do" (25). According to Donald, the key word used to express self-sufficiency is the question that begins with the sentences like "Can I fulfill this task?" (13). People with high self sufficiency beliefs are very determined to achieve their goals. After the error or new information, they may be able to feel their self sufficiency very quickly (4). Thus, when individuals with strong self sufficiency are faced with a difficult task, they approach this situation as a work that must come from their superior rather than escape (15). Individuals with low self sufficiency tend to avoid making hard work they see as a threat, they do not make effort, and tend to give up quickly (4).

Self sufficiency according to Bandura (5) is an attribute that is effective in the formation of behaviors. This leads to the belief that a person's belief in the adequacy of a behavior is influenced by that behavior. In this respect, self sufficiency perception is personal belief in one's ability to perform difficult and indefinite tasks and cope with difficulties with special needs, not what this believer has (17). As the self sufficiency perception becomes stronger, the goals are also rising and the efforts to reach those goals are increasing. Self sufficiency belief is a concept that educators should consider in order to achieve the goals of English education most effectively (18) .

Foreign language learning is a topic that is emphasized all over the world. The Council of Europe has tried to define communicative language competences that will guide the education by setting common reference levels in language learning. In this respect, it is aimed to increase the quality of language education and cooperation, to provide objective criteria for evaluations and to strengthen

mobility. (2) As a result of the spread of relations and cooperation among the communities and the rapid growth of communication channels, the need of individuals to learn foreign languages has increased even more, thus knowing a foreign language has become one of the most important qualities that an individual must have (8).

Due to globalization, the language of education, science and communication is still the most widely used language in the world today. Thus, the first foreign language is undoubtedly English. Other foreign languages other than English are also taught. 85% of the foreign languages taught in our country are in English, 7-8% in German, 4-5% in French, History and Turkish languages, and Arabic, Persian, and Ottoman Turkish in their faculties (12). The wish and excitement in learning English is very important. There are students who have negative feelings as well as students who have positive feelings towards English lessons. This situation affects the success level of the student. Stern (26) points out that particularly strong positive and negative emotions are important in language learning, and that students show their lesson-related feelings and desires with their willingness to participate in language lessons. Qualitative learning environments to develop self sufficiency beliefs in order to achieve success in foreign language learning where motivation and active participation are indispensable (12). As we all know, in English learning, four basic skills are developed: reading, writing, listening and speaking. Self sufficiency beliefs of these skills may be different from each

other. In other words, while a person develops self sufficiency belief that English can speak well, he may have a lower self-perception of hearing. This situation may also show difference in aspects of writing and reading skills (27). When studies on self sufficiency in English are reviewed in the field, it is important to note that studies on self sufficiency have been undertaken, but studies have dealt with self sufficiency beliefs especially in one of the four basic skills in English and it was also seen that it was realized related to students' or Teachers' self sufficiency beliefs (1,7,10,23,24).

MATERIAL & METHOD

In this study, a descriptive survey model was used. Descriptive research aims to identify the state of interest. The screening model is based on presenting the existing situation in an existing and objective manner (Karasar 1999). In this study, it was attempted to describe the levels of self sufficiency beliefs of the students of the Department of Physical Education, Department of Coaching Education and Sports Management Department of Erciyes University and Selcuk University Physical Education and Sports Academies.

Subjects

The study group of this research has consisted of 511 students study at Erciyes University and Selcuk University Physical Education and Sports Academy in 2014 - 2015 academic year, and the demographic variances and group numbers of the study are as follows.

the women were examined by gender, 307 (60.1%) of the students studying at Erciyes University and 204 According to the departments, It is seen that 151 people (29.5%), 183 people (35.8%), 177 people (34.6%), and 177 people (34.6%) are in the departments of Physical Education Teaching, (50-56) CC grade score was 116 (22.7%), (57-64) CB grade was 85 (16.6%), (65-74) BB grade was 113 (22.1%), (75-84). It is seen that 97 people (19.0%) passed by BA grade , 100 people (19.6%) passed by (85-100) AA grade.

In the research, the datacollecting tool consisted of two parts. The first part consists of 5 articles determined by the researcher and aimed to determine the socio-demographic characteristics of the students in different departments of the Physical Education and Sports Academies. In the second part, the data of the research were collected by the self sufficiency belief scale towards English course

Table 1. Distribution of the students that participated to the study according to demographic variances.

| Variances | Groups | N | % |
|-------------|-----------------------------|------------|------|
| Gender | Male | 296 | 57.9 |
| | Female | 215 | 42.1 |
| University | Erciyes University | 307 | 60.1 |
| | Selçuk University | 204 | 39.9 |
| Department | Physical Education Teaching | 151 | 29.5 |
| | Coaching Education | 183 | 35.8 |
| | Sports Management | 177 | 34.6 |
| Academic | (50-56) CC | 116 | 22.7 |
| | Passing Grade | (57-64) CB | 85 |
| (65-74) BB | | 113 | 22.1 |
| (75-84) BA | | 97 | 19.0 |
| (85-100) AA | | 100 | 19.6 |
| Total | | 511 | 100 |

According to the distribution of the students who participated to the study according to the Table 1, when 296 (57.9%) of the men and 215 (42.1%) of

developed by Yanar and Bümen (29). The scale consisted of 34 articles. There are four sub-dimensions of the scale. There are 10 items in the resting sub-dimension, 10 articles in the writing sub-dimension, 8 articles in the reading sub-dimension and 6 articles in the speech sub-dimension. The scale has a five-point Likert scale (1 does not fit me at all - 5 meets completely). For determination of reliability of the scale the Cronbach alpha coefficient is 0.97. These values are 0.92 for the reading dimension, 0.88 for the writing dimension, 0.93 for the listening size, and 0.92 for the speaking dimension. The factor loadings for the 34 items in the scale range from 0.42 to 0.69. The high score that will be acquired from the scale was accepted as a sign of high self sufficiency belief in English (29).

Measures

In the analysis of the data acquired from the research, SPSS 22 packet program was used. Descriptive statistics including frequency and percentage distributions were presented in order to obtain demographic information and opinions of other group questions. For determination of the relation of beliefs of English Participants' self sufficiency beliefs with some demographic variables, (Kolmogorov-Smirnov) test and MannWhitney-U and Kruskal Wallis tests were done according to the results of the test. The results of the tests and the significance level of 0.05 were taken into

consideration in the interpretations. Besides this, Selçuk University lecture grading system was taken as a measure and matched with Erciyes University lecture grading system and evaluated according to Erciyes University letter grade system.

RESULTS

In this part of the study, findings and comments about the answers given to the scale by the students in the School of Physical Education and Sports were given.

When the average scores of English Self sufficiency beliefs of the Physical Education and Sports Academy students are examined it is seen that the average of the students study at Erciyes University is 2.12 and the average of the students studying at Selçuk University is 1.93 low (sleep very little). When the general average of the students is taken into consideration, it is seen that their averages are 2.05. According to the results, students' English Self sufficiency Beliefs levels were determined to be low (sleep very little).

When Table 3 is examined, it was seen that while there was no meaningful difference found between the groups in Reading, Writing and Listening subscales ($p > 0.05$) There is statistically meaningful difference seen in Speaking dimensions between groups. This difference seems to be for the good of male students.

Table 2. English self sufficiency beliefs averages of the students.

| University | N | Mean | SD | Min | Max |
|--------------------|-----|------|-----|------|------|
| Erciyes University | 307 | 2.12 | .81 | 1.00 | 4.62 |
| Selçuk University | 204 | 1.94 | .75 | 1.00 | 4.47 |
| GeneralAverage | 511 | 2.05 | .79 | 1.00 | 4.62 |

Table 3. According to gender variancecomparison of english self sufficiency beliefs sub dimensions of the university students.

| | Gender | N | Mean | SD | U | P |
|-----------|--------|-----|------|------|-----------|--------|
| Reading | Male | 296 | 2.19 | 0.90 | 29424.000 | .145 |
| | Female | 215 | 2.06 | 0.81 | | |
| Writing | Male | 296 | 1.20 | 0.84 | 31287.000 | .746 |
| | Female | 215 | 1.92 | 0.71 | | |
| Listening | Male | 296 | 2.13 | 0.91 | 29650.500 | .187 |
| | Female | 215 | 1.20 | 0.79 | | |
| Speaking | Male | 296 | 2.13 | 0.96 | 27535.500 | .009** |
| | Female | 215 | 1,91 | 0.86 | | |
| Total | | 511 | | | | |

** $p < 0.01$

Table 4. According to university variance comparison of english self sufficiency beliefs sub-dimensions of the university students.

| | University | N | Mean | SD | U | P |
|-----------|--------------------|-----|------|-----|-----------|--------|
| Reading | Erciyes University | 307 | 2.21 | .87 | 27137.000 | .010** |
| | Selçuk University | 204 | 2.02 | .84 | | |
| Writing | Erciyes University | 307 | 2.03 | .83 | 27924.000 | .038* |
| | Selçuk University | 204 | 1.87 | .73 | | |
| Listening | Erciyes University | 307 | 2.16 | .87 | 26279.500 | .002** |
| | Selçuk University | 204 | 1.94 | .83 | | |
| Speaking | Erciyes University | 307 | 2.10 | .94 | 28265.500 | .061 |
| | Selçuk University | 204 | 1.95 | .89 | | |
| Total | | 511 | | | | |

*p<0.05; **p<0.01

Table 5. According to department variance comparison of english self sufficiency beliefs sub-dimensions of the university students.

| | Department | N | Mean | df | X ² | P |
|-----------|----------------------------------|-----|--------|----|----------------|------|
| Reading | Physical Edu. And Sports Academy | 151 | 2.1151 | 2 | .301 | .860 |
| | Coaching Education | 183 | 2.1646 | | | |
| | Sports Management | 177 | 2.1236 | | | |
| Writing | Physical Edu. And Sports Academy | 151 | 2.0106 | 2 | 1.397 | .497 |
| | Coaching Education | 183 | 1.9831 | | | |
| | Sports Management | 177 | 1.9136 | | | |
| Listening | Physical Edu. And Sports Academy | 151 | 2.0828 | 2 | .245 | .885 |
| | Coaching Education | 183 | 2.0770 | | | |
| | Sports Management | 177 | 2.0599 | | | |
| Speaking | Physical Edu. And Sports Academy | 151 | 2.0927 | 2 | 2.410 | .300 |
| | Coaching Education | 183 | 2.0674 | | | |
| | Sports Management | 177 | 1.9576 | | | |
| Total | | 511 | | | | |

Table 6. According to academic passing grade variance comparison of english self sufficiency beliefs sub-dimensions of the university students.

| | Academic Passing Grade | N | Mean | df | X ² | P |
|-----------|------------------------|-----|------|----|----------------|-------|
| Reading | (50-56) CC | 116 | 1.92 | 4 | 46.261 | .000* |
| | (57-64) CB | 85 | 1.85 | | | |
| | (65-74) BB | 113 | 2.04 | | | |
| | (75-84) BA | 97 | 2.29 | | | |
| | (85-100) AA | 100 | 2.60 | | | |
| Writing | (50-56) CC | 116 | 1.80 | 4 | 42.182 | .000* |
| | (57-64) CB | 85 | 1.70 | | | |
| | (65-74) BB | 113 | 1.88 | | | |
| | (75-84) BA | 97 | 2.13 | | | |
| | (85-100) AA | 100 | 2.33 | | | |
| Listening | (50-56) CC | 116 | 1.89 | 4 | 34.908 | .000* |
| | (57-64) CB | 85 | 1.79 | | | |
| | (65-74) BB | 113 | 1.99 | | | |
| | (75-84) BA | 97 | 2.23 | | | |
| | (85-100) AA | 100 | 2.47 | | | |
| Speaking | (50-56) CC | 116 | 1.81 | 4 | 36.313 | .000* |
| | (57-64) CB | 85 | 1.82 | | | |
| | (65-74) BB | 113 | 1.91 | | | |
| | (75-84) BA | 97 | 2.18 | | | |
| | (85-100) AA | 100 | 2.49 | | | |
| Total | | 511 | | | | |

* p<0.01

When Table 4 is examined, it is seen that while there was not a meaningful difference found between the groups in Speaking subscale ($p > 0.05$) there was statistically meaningful difference found between the groups in the subscales of Reading, Writing and Listening according to the university variance of university students' English self-sufficiency beliefs. It is seen that the results are for the good of Erciyes University in all three sub-dimensions.

When Table 5 is examined, it is seen that there is no statistically meaningful difference found between the groups in all sub-dimensions of the scale according to the department variance of English self-sufficiency beliefs of the university students.

When Table 6 is examined, there is a statistically meaningful difference between the groups in all sub-dimensions of the scale according to the variances of academic self sufficiency beliefs of the university students. It is seen that the difference is for the good of those who have the highest academic passing grade in all sub-dimensions.

DISCUSSION

According to research findings in the Table 2, when Physical Education and Sports Academy students' English Self sufficiency beliefs average scores are examined, it is seen that the average of Erciyes University students is 2.12 and the average of Selçuk University students is 1.93 at a low level (sleep very little). When the general average of the students is taken into consideration, it is seen that their averages are 2.05. According to the results, students' English Self sufficiency Beliefs levels were determined to be low (sleep very little).

According to Table 3, there is no significant difference observed between the groups in reading, writing and listening sub-dimensions according to the gender variable of English self sufficiency beliefs of university students, while there is a statistically significant difference found between groups in speaking sub-dimension. This difference seems to be in favor of male students. Genç & Kaya (14) reached to the result that male students' attitudes towards English lessons were more positive when it is compared to female students. The results of this research are in the quality of supporting our results. On the other hand, the literature shows that the number of studies, which do not support the results of our research, are obviously much. Oğuz & Baysal (22) found that while there was no difference

between the groups in the speaking sub-dimension but there was no difference between the groups according to gender variance in the sub-dimensions of reading, writing and listening in the study of English, learning anxieties of English learners and examining the beliefs of English language proficiency, Mills, Parajes & Herron (21), Aktaş & İşigüzel (1), Memduhoğlu & Kozikoğlu (20), Çimen (9), Mamun et al., (19) found that the scores of English self sufficiency beliefs were higher than male students. Tok (28), Demirkiran (11), Aydoslu (3) reached to the result that females' attitudes towards English were more positive than male participants.

According to Table 4, while there was no meaningful difference between the groups in Speaking subscale ($p > 0.05$) there was statistically meaningful difference found between the groups in Reading, Writing and Listening subscales according to the university variance that in which English self sufficiency beliefs of university students. It is seen that the results are for the good of Erciyes University in all three sub-dimensions.

According to Table 5, it is seen that there is no statistically significant difference between the groups in all subscales of the scale according to the department variable of English self sufficiency beliefs of university students. Memduhoğlu & Kozikoğlu (20) found the result that attitudes of university students towards their foreign language courses did not differ meaningfully from those of the main branches / department in which they study at. Tok (28), Aydoslu's researches results (3) that they acquired from the research support our results.

According to Table 6, there is a statistically meaningful difference found between the groups in all the subscales of the scale according to the variables of the academic self sufficiency beliefs of university students. It is seen that the difference is for the good of those who have the highest academic passing grade in all sub-dimensions. Despite the fact that the students participating in the study pass through the English course with a high academic grade, the level of reading, writing, listening and speaking in English seems to be at a low level. In the study conducted by Demirkiran (11), it was concluded that people with high levels of foreign language proficiency have high grades from KPDS-ÜDS and the results acquired do not show parallelism with our study.

In foreign language learning process of the students, trying to save students' attitudes towards

grading or passing a course with a high score is a different issue. It is the language learning process can be applied to target language, target language speakers, target language culture, social value of the second language learner, specific use of the target language, explaining and understanding the benefits of language will positively affect students' language success and attitudes towards that language.

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