Effect of Sports in Self-Control & Self-Management Levels of Students

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Abstract

The study was conducted to examine the effect of sports on students' self-control and self-management levels. The research group totally consists of 277 people, 125 of them are female and 152 of them are male, studying in the School of Physical Education and Sports in Bingol University in the 2018-2019 academic year. In order to gather data for the purpose of the research, "Self-Control-Self-Management Scale-SCMS" was used. The students participating in the research were asked personal information questions regarding their demographic characteristics. The research was carried out in SPSS 22 statistical package program and the significance level was taken as 0.05. For testing whether the collected data show normal distribution, the normality of the distributions (Kolmogorov-Smirnov) and then skewness and kurtosis tests were examined. According to the test results, double comparisons are Mann Whitney-U, and multiple comparisons are Kruskal Wallis analysis. According to the answers given by the students participating in the research, the self-assessment and self-empowerment levels of the students who are doing licensed sports are significantly higher, female students are more self-confident in the activities that need to be done, and the self-management-control of the students engaged in individual sports levels were determined as higher.

Key Words: Sports, Self-Control, Self-Management

INTRODUCTION

Self-control is an attempt to control oneself with the self-respect. Self control comes into play when a person tries to think, feel and act otherwise (20). Self-control, which is important both in relation to the individual and with others, defines the control and management of the individual's emotions, thoughts and behaviors (21). According to Rotter (22), the balance between internal and external control is a distinctive feature on our life. Individuals who balance the internal and external control become more successful in school and business life. This is because individuals who provide internal and external control set permanent goals and enjoy realizing these goals (10). Erikson also mentioned that this would come out as a universal article. In addition, internal and external

control is achieved through the high performance and intensive work of skilled people. People with high self-awareness and patience achieve their goals along with perfection (11). The fact that individuals have high self-control skills prevents them from performing unwanted behaviors and ensures that they are protected from undesirable results from their behaviors (14).

Self-management is related to the use and use of learning resources for individuals to achieve their learning goals (9). Candy (3) expresses the concept of self-management as a willingness to learn and the capacity to manage the learning process. The individual should make learning continuous and meaningful by reaching the right material, giving feedback and asking questions. In the self-managed learning process, the self-management of the

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individual is also considered important for obtaining positive results from their attempts to learn. Secondly, it is important for the success of the process that learners can control and organize internal situations (effort, ability, motivation) and external situations (luck, opportunity, risk, etc.) which are the possible effects on the learning process (3, 19). Finally, in the self-managed learning process, individuals' willingness to learn is seen as important in organizing learning environments in order to activate themselves and achieve their goals (28).

Self-control and self-management are extremely important for people to develop themselves positively and escape from negativity. When the body of literature was examined, it was determined that sports has an effect on self-control and self-management as well as self-control on sport. As an example of these studies; It is determined that master athletes have better self-control skills than amateurs. (5, 17).

It was found that successful athletes tried to determine how close they were to the desired success by monitoring their current status and developed their self-control skills that increased their performance (4). In addition, in studies showing that self-control processes help athletes learn effectively, it is emphasized that self-control is very important especially in young athletes and lack of self-control leads to poor performance (1, 12, 13, 16, 31).

This research was carried out with the aim of determining the effect of sports on students' self-control-self-management levels and examining whether they differ according to some variables.

Method

Study Group

The study group of the research conducted to examine the affect of sports on students' self-control and self-management levels consists of 277 people, 125 of them are female and 152 are male, studying at the School of Physical Education and Sports in Bingol University during the 2018-2019 academic year. It has been determined that 20.9% of the students participating in the study are studying in the physical education and sports teaching department, 33.9% in the coaching department, 19.1% in the recreation section and 26.0% in the management department.

Data Collecting Tools

In the research, survey technique was applied as a data collection tool. In the first part of the research, there are 6 questions that will reflect the demographic information of the participants (gender, department, etc.). In the second part of the research, " Self-Control-Self-Management Scale-SCMS ", which was adapted to Turkish by Ercoskun (8) developed by Mezo (18), used in the research. The self-management scale consists of 16 questions and 3 sub-dimensions: self-adjustment, self-assessment and self-empowerment. In the study of Ercoskun (8), the overall Cronbach alpha reliability coefficient of the scale was determined as .81. Expressions in the scale are rated as 6-Likert type.

Statistical Analyses

The data assembled through the scale used to determine the effect of sport on students' self-management levels were analyzed through the statistical package program SPSS.22 program and the results were interpreted. Descriptive statistics including arithmetic average, standard deviation, frequency and percentage distributions are presented in order to gain insight into demographic information and other group questions. For the determination of the students' self-management levels and the sub-dimensions of these variables with some demographic variables, the normality of the distributions (Kolmogorov-Smirnov) and then Skewness and kurtosis tests were examined. In the research, "normal" expression scores are individuals whose Z value varies between -3 and +3, while "extreme values" are scores whose Z value is outside the range of -3 and +3. However, according to Shao (23), the normal distribution of the data to be applied in the study depends on the values of skewness and kurtosis between ± 3. According to test results, Mann Whitney-U was used in independent binary comparisons, and Kruskal Wallis tests were used in multiple comparisons between demographic variables. In case of differences between groups in multiple comparisons between demographic variables, Mann Whitney-U tests were used to determine which group or groups this difference derived from. Besides, Chi-Square (Chi-Square) test was used to compare the answers of students about each expression in the scale according to demographic variables. The results were evaluated at 95% confidence interval and significance was evaluated at the level of p <0.05. Besides, statistics including frequency and

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percentage distributions were presented in order to reveal students' opinions about determining the level of self-control.

This is the section where the statistical results of the study will be explained. Statistical analysis based on the demographic characteristics of the people participating in the research will be contained.

Findings

Table 1. Comparison of the students' self-control - self-management general averages and sub-dimensions according to gender variance

		Gender	N	X	S.s	U	P
Self-control Self-management Sub dimensions	Self-Adjustment	Female	125	25.89	3.164	8150.000	**,040***
		Male	152	25.17	3.295		
	Self-Assessment	Female	125	21.39	4.270	8500.500	.126
		Male	152	21.04	4.116		
	Self-Reinforcement	Female	125	20.86	2.809	8769.000	.266
		Male	152	20.26	3.413		
Self-control Self-management General Total		Female	125	68.15	7.982	8583.500	.166
		Male	152	66.48	8.786		
Total			277				
p<0.05*							

When Table 1 is examined, there was a significant difference found between the groups in terms of self-adjustment from the self-control sub-dimensions according to the gender variable of the students participating in the research. It is seen that the difference is in favor of female students. There were on significant differences found between the groups in terms of self-control-self-management general averages and self-assessment and self-reinforcement sub-dimensions.

Table 2. Comparison of the self-control - self-management general averages and sub-dimensions of the students according to their licensed sports status

		Do you do sports as licensed?	N	X	S.s	U	P
Self-control Self-management Sub dimensions	Self-Adjustment	Yes	135	25.61	2.977	9545.000	.952
		No	142	25.38	3.498		
	Self-Assessment	Yes	135	21.36	4.416	7947.000	**.012***
		No	142	21.04	3.957		
	Self-Reinforcement	Yes	135	20.17	3.132	7794.000	**.007****
		No	142	20.88	3.164		
Self-control Self-management General Total		Yes	135	67.14	8.329	9284.000	.651
		No	142	67.32	8.609		
Total			277				
p<0.05* p<0.01**							

When Table 2 is examined, there was a significant difference found between the groups in terms of self-Assessment and self-reinforcement among self-control and self-empowerment sub-dimensions according to the licensed sports of the students participating in the research. It is observed that the difference is in favor of students who do not do sports as licensed both in self-assessment and self-reinforcement sub-dimensions. There was no significant difference found between the groups in terms of self-control-self-management general averages and self-adjustment sub-dimensions.

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Table 3. Comparison of the self-control-self-management general averages and sub-dimensions of the students according to the performed kind of sport

		What kind of sports do you do?	N	X	S.s	U	P
Self-control Self-management Sub dimensions	**Self-adjustment**	Individual Sports	69	26.00	2.864	1926.500	.120
		Team Sports	66	25.21	3.061		
	Self-Assessment	Individual Sports	69	21.91	3.947	1917.500	.109
		Team Sports	66	20.78	4.821		
	Self-reinforcement	Individual Sports	69	20.65	2.822	1871.000	.072
		Team Sports	66	19.66	3.375		
Self-control Self-management General Total		Individual Sports	69	68.56	7.788	1758.500	**.022***
		Team Sports	66	65.66	8.672		
Total			135				
p<0.05*							

When Table 3 is examined, there was a significant difference found between the groups in the general average of self-control and self-management only according to the type of sports performed by the students participating in the research. It is seen that the difference is in favor of the students doing individual sports.

Table 4. Comparing the students' self-control - self-management general averages and their sub-dimensions according to the department variance

		Department	N	X	S.s	Sd	X²	p
Self-control Self-management Sub dimensions	**Self-adjustment**	[a]Physical Education and Sports Teaching	58	26.25	2.039	3	3.913	.271
		[b]Coaching Education	94	24.98	3.462			
		[c]Recreation	53	25.67	3.528			
		[d]Sports Management	72	25.41	3.475			
	Self-Assessment	[a]Physical Education and Sports Teaching	58	22.06	3.111	3	11.062	**.011***
		[b]Coaching Education	94	19.81	5.339			
		[c]Recreation	53	22.05	2.885			**a>b**
		[d]Sports Management	72	21.68	3.587			
	Self-reinforcement	[a]Physical Education and Sports Teaching	58	20.96	2.239	3	1.085	.781
		[b]Coaching Education	94	20.25	3.372			
		[c]Recreation	53	20.71	2.957			
		[d]Sports Management	72	20.43	3.645			
Self-control Self-management General Total		[a]Physical Education and Sports Teaching	58	69.29	5.672	3	7.136	.068
		[b]Coaching Education	94	65.06	9.791			
		[c]Recreation	53	68.45	7.102			
		[d]Sports Management	72	67.52	8.884			
Total			277					
p<0.05*								

When the Table 4 is analyzed, there is a significant difference found between the groups in the self-Assessment sub dimension which one of the sub dimensions of self-control- self-management according to students' department variance. It has been determined that the difference is between students studying in physical education and sports teaching and students studying in the education of coaching.

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Table 5. The Comparison of the students who participated in the research to the statements related to self-control and self-management according to their distribution and sports

	PROPOSITIONS	Do you do sports as licensed	It never defines me n	%	It does not mostly define me n	%	It doesn't define me much n	%	It defines me somehow n	%	It pretty defines me n	%	It defines me completely n	%	P
Self-Adjustment	When I work on something, I pay my full attention.	Yes	-	-	1	0.7	1	0.7	21	15.6	58	**43.0**	54	**40.0**	**.000** *******
		No	-	-	3	2.1	3	2.1	13	9.2	26	**18.3**	97	**68.3**	
	I focus on the tasks I have to do, even if I don't like them.	Yes	-	-	2	1.5	2	1.5	21	15.6	60	**44.4**	50	**37.0**	.040*
		No	-	-	4	2.8	8	5.6	14	9.9	79	**55.6**	37	**26.1**	
	While working for a purpose, I become conscious of what I am doing.	Yes	-	-	-	-	1	0.7	17	12.6	40	29.6	77	57.0	.620
		No	-	-	-	-	3	2.1	14	9.9	38	26.8	87	61.3	
	When I work towards a goal, I constantly follow my progress.	Yes	-	-	-	-	1	0.7	21	15.6	52	38.5	61	45.2	.634
		No	-	-	1	0.7	2	1.4	26	18.3	59	41.5	54	38.0	
	While working on something difficult, I concentrate on my thoughts.	Yes	-	-	-	-	1	0.7	16	11.9	51	37.8	67	49.6	.304
		No	-	-	-	-	6	4.2	17	12.0	48	33.8	71	50.0	
	While working for a purpose, I know which path I can follow.	Yes	1	0.7	1	0.7	2	1.5	20	14.8	54	40.0	57	42.2	.378
		No	-	-	2	1.4	3	2.1	30	21.1	62	43.7	45	31.7	
Self-Assessment	When I set important goals for myself, I usually fail to achieve those goals. (*)	Yes	83	**61.5**	32	**23.7**	4	3.0	6	4.4	5	3.7	5	3.7	.005**
		No	59	**41.5**	67	**47.2**	3	2.1	4	2.8	5	3.5	4	2.8	
	I don't think I have the ability to make clear plans for most of the problems I encounter in my life. (*)	Yes	67	49.6	50	37.0	7	5.2	6	4.4	3	2.2	2	1.5	.746
		No	72	50.7	50	35.2	5	3.5	5	3.5	8	5.6	2	1.4	
	The goals I achieved do not mean much to me. (*)	Yes	73	**54.1**	39	**28.9**	15	11.1	1	0.7	7	5.2	-	-	.031*
		No	76	**53.5**	54	**38.0**	3	2.1	2	1.4	7	4.9	-	-	
	I think it is useless to make plan. (*)	Yes	84	62.2	35	25.9	6	4.4	5	3.7	5	3.7	-	-	.266
		No	78	54.9	53	37.3	5	3.5	4	2.8	2	1.4	-	-	
	The standards I set for myself are uncertain and it is difficult for me to decide on how to do a task. (*)	Yes	68	**50.4**	46	**34.1**	12	8.9	5	3.7	3	2.2	1	0.7	.023*
		No	51	**35.9**	70	**49.3**	5	3.5	6	4.2	6	4.2	4	2.8	
Self-reinforcement	I appreciate myself when I succeed.	Yes	-	-	2	1.5	8	5.9	45	33.3	55	**40.7**	25	**18.5**	.004**
		No	-	-	-	-	6	4.2	25	17.6	63	**44.4**	48	**33.8**	
	To enjoy later; I plan hard work by making a plan.	Yes	1	0.7	1	0.7	13	9.6	20	14.8	48	35.6	52	38.5	.672
		No	1	0.7	3	2.1	11	7.7	28	19.7	54	38.0	45	31.7	
	Although others do not appreciate me, I quietly appreciate myself.	Yes	-	-	2	1.5	8	5.9	24	17.8	45	33.3	56	41.5	.853
		No	-	-	3	2.1	6	4.2	20	14.1	50	35.2	63	44.4	
	When I do something right, I enjoy it.	Yes	-	-	-	-	3	2.2	21	15.6	43	31.9	68	50.4	.447
		No	-	-	1	0.7	4	2.8	13	9.2	51	35.9	73	51.4	
	When I make progress, I reward myself.	Yes	-	-	2	1.5	5	3.7	22	16.3	53	**39.3**	53	**39.3**	.005**
		No	-	-	2	1.4	4	2.8	7	4.9	46	**32.4**	83	**58.5**	

p<0.05* p<0.01** p<0.001*** *Propositions with the (*) symbol at the end are reverse-coded questions. (-) Symbol shows the answer option that is not preferred at all.*

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When the Table 5 is examined, there is a significant difference found between the groups in terms of focusing on the work to be done and devote time for the work done in the answers given to the expressions in the self-adjustment sub-dimension of the students according to the situation of doing sports. It is observed that people who do not do sports on the work to be done spend more time, and students who do sports on focusing on the things to do are more focused. According to the responses made for the statements in the self-assessment sub-dimension; It was determined that people who do sports in setting and achieving important goals are more believers, in terms of giving meaning to what they accomplish, they are in favor of those who do sports, and finally, when they decide how to do a task, those who do sports see themselves more successfully than those who do not. In the self-reinforcement sub-dimension, it is revealed that people who do not play sports as licensed appreciate themselves more in case of success and reward themselves when they make progress on a topic.

DISCUSSION AND RESULT

The study group of the research carried out to investigate the effect of sports on the levels of self-management of the students consists of 277 people, 125 of whom are female and 152 of whom are male at the School of Physical Education and Sports in Bingol University during the 2018-2019 academic years. In this research, the following results were reached:

According to the gender variable of the students participating in the study, there was a significant difference between the self-regulation sub-dimensions and self-adjustment dimensions between the groups. It is seen that the difference is in favor of female students. No significant differences were found between the groups in the self-control-self-management general averages and the self-assessment and self-reinforcement sub-dimensions. When the literature is examined, it is seen that these findings obtained in the research are supported by various studies in the literature (8, 15, 24, 27, 30, 6, 2).

Depend on the licensed sports of the students participating in the study, a significant difference was determined between the self-control and self-reinforcement dimensions among the self-control and self-management sub-dimensions. It is seen that the difference is in favor of students who do not do

sports as licensed both in self-assessment and self-reinforcement sub-dimensions. In the sub-dimensions of self-control-self-management and self-adjustment sub-dimensions, there was no significant difference between the groups. When the researches on self-control and self-management levels of those who do sports in the literature are examined; shows that those who do sports have a better level of self-control and self-management than those who do not (7). In another study, when the students who do sports and do not do sports are compared; a significant finding has been reached in favor of students doing licensed sports (30). The results of these studies are in line with the results we obtained.

According to the type of sports performed by the students participating in the study, only a significant difference was found between the groups in the general average of self-control-self-management. It is observed that the difference is in favor of students doing individual sports. In the study of Yılmaz (30) on high school students, although there is no difference between the students' self-control and self-management perceptions according to their team sports, individual sports or not doing sports; it has been determined that students who do team and individual sports have a significantly higher self-control and self-management perception than non-sports students.

According to another finding, there was a significant difference between the groups in the self-assessment sub-dimension only from the self-control-self-management sub-dimensions according to the department variable in which the students studied. It has been determined that the difference is between students studying in physical education and sports teaching and students studying in coaching education. It is seen that the self-control - self-management levels of the students studying in the department of physical education and sports teaching are higher than the students studying in the education of coaching. The reason for this is that students who study in physical education and sports teaching departments have achieved a high score in the higher education exam that they entered in order to be eligible to study at universities, or that mostly national or professional athletes usually study in physical education and sports teaching; and for this reason, it can be said that the self-control-self-management levels of the students studying in this section are significantly high.

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In the last part of the study, there was a significant difference between groups in terms of self-regulation perceptions of self-regulation perceptions of self-regulation sub-dimension of students who are licensed sports and amateur level or sedentary. It is observed that people who do not do sports on the work to be done spend more time, and students who do sports on focusing on the things to do are more focused. According to the answers given to the statements in the self-assessment sub-dimension, people who do sports in setting important goals and achieving this are more professed; It has been determined that those who do sports in terms of giving meaning to what they have achieved are in favor of those who do sports and finally, when they decide on how to do a task, those who do sports still see themselves more successful than those who do not. In the self-reinforcement sub-dimension, it is determined that people who do not do sports as licensed will appreciate themselves in case of success and reward themselves more when they make progress on a subject. When the body of the literature is examined; in different studies, it was revealed that athletes with high self-control benefit more from practices and competition (25, 26), better control their anxiety levels and perform high. (29).

Consequently; it has been revealed with the studies that sports has many positive effects on people. As it is known, sometimes sports are carried out in the context of certain rules and in a certain competitive environment. In order for people to be successful in sports environments, there are sometimes rules set by themselves and sometimes by their teammates and coaches. In order for the team spirit to be formed and success to be achieved, they must follow these rules. Hence, discipline and willpower are indispensable. It is inevitable that the people operating in such an environment and those with a certain level of discipline and will bring this to their daily life. In this context, it will not be a coincidence that people are successful in both business life and social relations even in their daily life. In this frame, it is recommended that families should do something for their children in the name of sports and benefit from sports environments at a very young age. It can be said that this will bring both health and success in an individual sense and social prosperity and development to the next level.

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