Examining of Students' Failure Perceptions in Sport Sciences Faculty

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Abstract

The purpose of this study was to examine the students' failure perceptions in Faculty of Sport Sciences. In the study descriptive and survey method was used to determine the existing situation. The sample group of the study consisted of 400 university students (161 male, 239 female). As a data collection tool, Performance Failure Appraisal Inventory (PFAI) and personal data form were used in the study. In statistical analyzes; descriptive statistical analyzes, normality test, t-test and Anova tests were performed for defining test results' significantly differed or not with various variables. As a result, it was determined that the students' fear of failure scores are under average level (mean=-4,5225) and their test results were significantly differed according to their gender and age variables.

Introduction

Success or failures are two important phenomena encountered in all areas of life. About the success of individuals who have reached university age, the first thing that comes to mind is academic success (Yılmaz, 2018). Failure means not being able to fulfill a task and not getting success from that task. Those who perform above the determined level in physical activities are considered successful, and those who perform below the determined level are considered failure (Ülgen, 1997). The perception of success should not be limited to academic success only. Performing at a high level in physical activities is also a success. Achieving these gains completely is considered success, and incomplete learning is considered a failure (İçdi, 2020). All of the experiences, education and personal characteristics of students at an early age can affect the results of their choices in the future (Ergül, 2017). Looking at the past lives of people who have come to important positions today, it is seen that they climb the ladder of success with confident steps. It could also mean that they avoid failure.

The reasons for an individual's failure can be psychological, physical or social (Kağan, 2006). If there is a failure situation, it is necessary to consider this situation as a whole instead of seeing it as a problem. Otherwise, if the situation turns into a problem and this problem is blamed only on the individual, mutual dedication, support and trust will be lost, communication will be damaged and worse situations will arise (Yaşar et al., 2004). There are many types of fear developed against living beings or inanimate things. There are many people who have fear of the dark, heights, various sounds or any kind of animal etc. Fear of failure is one of them. While success is a goal that many people want to reach, there are many individuals who have fear of success (İçdi, 2020). Fear is a negative emotion that a person develops against an event or object as a result of his/her bad experiences (Güler, 2004). The motive to avoid failure is considered a disposition to avoid failure and/or a capacity for experiencing shame and humiliation as a consequence of failure (Atkinson, 1957). Fear of failure brings with it negative consequences both in academic life and in sports competitions. As a result of the fear of failure, the individual experiences both performance anxiety and shame (Conroy, 2001). People who experience the fear of failure in high doses naturally have a feeling of inadequacy and tend to avoid bad consequences (Elliot et al., 1997).

When athletes perceive that their demands (to win, perform well, etc.) will not be met, they are likely to feel that their goals are under threat. The perception of being unable to meet will jeopardize their chances of achieving their desired goals. It is possible that they perceive failure as a threat and fear such failure (Sagar et al., 2009). The success and failure of a performance can be attributed to various factors. For example, the success of a person who finished first in a swimming race can be attributed to; ability (a stable factor) or luck (an unstable factor), high effort in the last 50 meters (an internal reason), or an unfamiliar course as a competitor (an external cause), race plan (a factor you can control), or opponent's physical condition (an uncontrollable factor). Or, the failure of a performance can be attributed to leaving the training program, due to lack of talent (a stable factor) or a bad coach (an unstable factor), a bad background (an internal cause), or the training facility being far from home (an external cause) or a lack of effort (a factor that can be controlled) or the cost of the training program (a factor outside of control) etc. (Weinberg et al., 1995).

Achievement motives and competence perceptions are viewed as distinct, independent constructs that account for unique variance in the adoption of achievement goals. Like achievement motives, competence perceptions are presumed to orient individuals toward success or failure and are posited to have an indirect influence on achievement behavior through their effect on achievement goal adoption (Elliot, 1999). On the other hand, the

person in whom the motive to avoid failure is stronger should select either the easiest of the alternatives or should be extremely speculative and set his goal where there is virtually no chance for success (Atkinson, 1957). Every individual wants to be successful. However, the evaluation of individuals according to established standards inevitably causes them to be compared with others and to be described as successful or unsuccessful (Yörük, 2007).

It is necessary to know that minimizing this fear is as a natural process for being successful, and that every failure is an experience and a kind of achievement for the individuals. It is a sadly situation for the society that the unsuccessful individual is lost in the sense of failure. It is necessary to raise awareness that every success opens a new door, and every failure will open new doors in different ways. In the light of all this information, the aim of the present study is to examine the perception of failure of the students studying at the Faculty of Sport Sciences.

Material and Method

In the research, a descriptive survey method was used to expose the current situation. Descriptive research is the first and basic research activity. These studies have great importance in understanding and increasing knowledge. Most of the education problems are descriptive (Balcı, 1997). Survey models are a research approach that aims to describe a past or present situation as it is (Karasar, 2009). The study consisted of two phases, theoretical and practical. In the first stage, the literature on the subject was reviewed and the results of previous research were examined. By examining the information obtained, a detailed theoretical framework on the subject was prepared in terms of variables. In the second stage, data were collected from the participants in the light of this theoretical framework.

Research Group

In survey research, a sample is selected from the universe for descriptive research and the data collection process is based on the answers given to the questions posed to the sample (Büyüköztürk et al., 2008). The research group of the study consists of 400 individuals (239 females and 161 males) who are students of Physical Education Teaching, Coaching Education, Sports Management and Recreation Departments in Bartın University Faculty of Sports Sciences (in the fall of 2022-2023). In the study, "stratified sampling" was used. In this sampling, some populations can be subdivided into subgroups, known as strata (one is called a stratum). Stratified sampling involves strategically selecting participants from each subgroup. It was also select equal-sized (nonproportional) samples from subgroups for subgroup comparisons (Gay et al., 2011). So, equally 100 students from each department of the faculty were participated to the study.

Instrument

The questionnaire form which was created to examine the perception of failure of individuals studying at the Faculty of Sport Sciences, consists of two parts. In the first part of the data collection tool, there are personal questions directed to collect information about individuals. These are questions about gender, age, department, sports and year of sport experience. In the second part of the questionnaire, "Performance Failure Evaluation Inventory" developed by

Conroy et al. (2002) and adapted into Turkish by Engür (2013) was applied. "Performance Failure Evaluation Inventory" consists of 5 sub-dimensions and 25 items in a 5-point Likert type (-2 I do not believe at all, +2 I believe 100% of the time). These 5 subscales named as; "fear of experiencing shame and embarrassment", "fear of lowering one's self-esteem", "fear of an uncertain future", "fear of losing interest in important people" and "fear of disappointing important people". High scores indicate an advanced fear of failure.

Data Collecting

Required permissions were obtained for the application of the data collection tools. And the questionnaires were applied to the individuals in their free times. Individuals were also verbally informed about filling of the data collection tools. Before starting the survey, consent form was obtained from the participants. The questionnaire was prepared digitally with Google Form® and the participants were asked to fill it in face-to-face during the 2022-2023 fall semester through various applications such as WhatsApp and QR Code during breaks between the lessons. Then, the answers obtained were transferred to the statistical analysis program in the computer by the researchers.

Analysis of Data

As a statistical method in the evaluation of the data in the research; frequency, normality test, t-test for independent groups and one-way analysis of variance (ANOVA) for independent groups were used. Additionally, in one-way analysis of variance (ANOVA) test, LSD post hoc test was performed to find out the differences between the groups. The level of significance in the analyzes was taken as $p < 0.05$.

Findings

As a result of the analyzes carried out to examine the perception of failure of the individuals studying at the Faculty of Sport Sciences in terms of various variables, it was determined that the perception of failure of the individuals was below the average (mean=-4.5225).

It was determined that the scores of the participants from the scale differed significantly according to the gender variable. In Table 1, the analysis results between the "gender" and "perception of failure" are given.

Table 1. T-test results of gender variable and perception of failure

	Gender	N	$\overline{X}$	Sd	t	P
Factor 3	Male	239	-,47	3,60	-2,05	,041
	Female	161	,25	3,33		
Factor 4	Male	239	-2,11	5,37	2,173	,030
	Female	161	-3,32	5,65		

p<0,05

According to Table 1, the scores of the individuals participating in the study, the sub-factors of the scale; Factor 3 (fear of the uncertain future) and Factor 4 (fear of losing the interest of important people) showed a significant difference according to gender. The Anova test results of individuals' "age" variable and the "perception of failures" are given in Table 2.

Table 2. Anova results of age variable and perception of failure

		Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
Factor 2	Between groups	103,138	2	51,569	3,476	,032	2-1
	Within groups	5889,639	397	14,835			
	Total	5992,778	399				
Factor 3	Between groups	131,998	2	65,999	5,461	,005	2-1
	Within groups	4797,679	397	12,085			3-1
	Total	4929,678	399				
Factor 4	Between groups	233,547	2	16,774	3,894	,021	2-1
	Within groups	11906,250	397	29,991			
	Total	12139,798	399				
Factor 5	Between groups	193,891	2	96,946	5,134	,006	2-1
	Within groups	7495,986	397	18,882			
	Total	7689,877	399				
Total	Between groups	4365,276	2	2182,638	5,186	,006	2-1
	Within groups	167074,522	397	420,843			
	Total	171439,798	399				

p<0,05   **Group 1:** 17-19, **Group 2:** 20-22, **Group 3:** 23 and up

According to Table 2; there are significantly differences between the age variable of individuals and the sub-factors and total score of the scale; Factor 2 (fear of reducing someone's self-esteem), Factor 3 (fear of the uncertain future), Factor 4 (fear of losing the interest of important people) and Factor 5 (fear of disappointing important people).

Discussion and Conclusion

The scores of the individuals participating in the study differed significantly on Factor 3 (fear of the uncertain future) and Factor 4 (fear of losing the interest of important people) according to gender. Elison and Patridge (2012), found a significant difference in the sub-dimensions of Factor 1 (fear of experiencing shame and embarrassment) and Factor 2 (fear of reducing one's self-judgment) according to gender in their study on university athletes. Sagar and Jowett (2012), found a significant difference in the Factor 2 (fear of reducing one's self-esteem) sub-dimension in individuals according to gender in their study on British athletes. Kahraman and Sungur (2016), in their study to secondary school students' fear of failure, found a significant difference in Factor 1 (fear of experiencing embarrassment and embarrassment) and Factor 4 (fear of losing the interest of important people) sub-dimensions between girls and boys. Correia et al. (2017), found a significant difference in the sub-dimensions of Factor 1 (fear of experiencing embarrassment and embarrassment), Factor 2 (fear of diminishing one's self-esteem), and Factor 3 (fear of the uncertain future), while they did not find a significant difference in the general fear of failure according to gender in the study they conducted with the athletes. Amiryan et al. (2018), in their study on athletes, found statistically significant difference between Factor 5 (fear of disappointing important people) and gender. André and

Metzler (2011), found significant differences between gender and general fear of failure in their study. Şeker (2017), found a significant difference in Factor 1 (fear of experiencing shame and embarrassment) and Factor 3 (fear of the uncertain future) sub-dimensions according to gender in his study on elite athletes. Gómez-López et al. (2019), found a significant difference in Factor 4 (fear of losing the interest of important people) sub-dimensions according to gender in their study on handball players. Alp (2020), in his study to the Turkish Taekwondo national team, found a significant difference in the general fear of failure and Factor 3 (fear of the uncertain future) sub-dimensions according to the gender variable. These results are consistent with the current study. On the other hand, Caraway et al. (2003), Yörük (2007), Özdiyar (2008), Conroy et al. (2009), Sagar et al. (2011), Cankurtaran (2021), found that there was no significant difference according to gender in terms of fear of failure. These studies' results not consistent with the current study.

It was determined that the scores of the individuals participating in the current study from the scale showed a significant difference according to age variable and general fear of failure and 4 sub-factors except for Factor 1 (fear of experiencing shame and embarrassment). Westenberg et al. (2004), found a negative significant correlation between age and fear of failure in their study with athletes. Hazari and Pathak (2016) found that young 'Mallakhamb' players at the national level have a greater fear of failure than the older age group. Şeker (2017), found a significant difference in Factor 1 (fear of experiencing embarrassment and embarrassment) and Factor 3 (fear of the uncertain future) sub-dimensions according to the age of individuals in his study on elite athletes. Subaşı (2019), found that there was a significant difference between age and Factor 1 (fear of experiencing embarrassment and embarrassment) and Factor 3 (fear of the uncertain future) sub-dimensions' scores of adolescents. Also, Cankurtaran (2021), found a statistically negative and moderately significant relationship between adult athletes' fear of performance failure and their age variable. These results are consistent with the current study.

As a result, it was determined that the students' perception of failure is below the average and the scale scores of the students were significantly differed according to their "gender" and "age" variables. The fact that the study group consists of only one university is seen as a limitation. In future studies, it can be suggested to increase the number of subjects by including the subjects studying in other Faculties of Sport Sciences from different universities.

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