

An Investigation of Dance Self-Efficacy and Attitudes Towards Dance of Students Taking and Not Taking Folk Dance Courses*

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ABSTRACT

Purpose: Rhythm education and dance skills are important in ceremonies and demonstrations, festivals, festivals, and many areas of educational institutions and organizations. Especially in the field of sports sciences, folk dances, social dances, rhythm education, and dance courses are some of them. In this sense, the dance self-efficacy and attitudes towards dance of sports sciences students, who will educate and guide the future generation, are important. Therefore, this study aimed to examine the dance self-efficacy and attitudes toward dance of students taking folk dance courses.

Method: The research is an experimental design study with a pretest-posttest group. The experimental group of the study consisted of 14 students, 7 female, and 7 male, who were studying at Gazi University, Faculty of Sport Sciences, Department of Physical Education and Sports Teaching in the spring semester of the 2023-2024 academic year and who took a compulsory folk dance course during the semester. The control group consisted of 14 students, 7 female, and 7 male, who were studying in the same department of the same university and did not take folk dance courses. "The Attitude Scale towards Dance," developed by Ayyıldız-Durhan (2019), and "Dance Self-Efficacy Scale," developed by Turan (2016), was used for data collection. In the data analysis, the Kolmogorov-Smirnov test was performed for the variables' normality test, and the sample's homogeneity was examined with the Levene test. Frequency and percentage analyses were calculated in terms of the socio-demographic characteristics of the students of the Faculty of Sport Sciences participating in the study. In addition, the t-test and the One-way ANOVA test were used in the analyses. In addition, Eta square value was used to calculate the effect size of the independent variable on the dependent variable. Statistical Package for the Social Sciences (SPSS) 25.0 software was used to analyze and evaluate the data.

Results: According to the research findings, gender and perceived income status variables did not affect the dance self-efficacy and attitudes toward dance of the students who did and did not take folk dance courses. However, according to the post-test findings of the experimental group, it was noted that breathing training and the 12-week folk dance training program significantly contributed to the development of students' dance self-efficacy and attitudes towards dance.

Conclusion: As a result, it was found that the training programs prepared by taking into account the main and intermediate types of folk dances positively affected self-efficacy and attitude.

Keywords: Dance self-efficacy, Folk dances, Student, Sport, Attitude

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ÖZET

Halk Oyunları Dersi Alan ve Almayan Öğrencilerin Dans Özyeterlikleri İle Dansa Yönelik Tutumlarının İncelenmesi

Amaç: Tören ve gösteri uygulamalarında, bayramlarda, şenliklerde ve eğitim kurum ve kuruluşlarının birçok alanında ritim eğitimi ve dans becerileri önemli yer tutmaktadır. Özellikle Spor bilimleri alanında müfredat kapsamında eğitim verilen halk oyunları, sosyal danslar, ritim eğitimi ve dans dersleri bunlardan bazılarıdır. Bu anlamda, gelecek nesli yetiştirecek ve yönlendirmelerde bulunacak olan Spor bilimleri öğrencilerinin dans özyeterlikleri ve dansa ilişkin tutum düzeyleri önem arz etmektedir. Dolayısıyla bu çalışmada, halk oyunları dersi alan öğrencilerin dans özyeterlikleri ve dansa yönelik tutumlarının incelenmesi amaçlanmıştır.

Yöntem: Araştırma ön test-son test gruplu deneysel desende bir çalışmadır. Araştırmanın deney grubunu, 2023-2024 akademik yılı bahar yarıyılında Gazi Üniversitesi Spor Bilimleri Fakültesi, Beden Eğitimi ve Spor Öğretmenliği bölümünde öğrenim gören ve dönem içinde zorunlu halk oyunları dersi alan 7 kadın, 7 erkek toplam 14 öğrenci oluşturmuştur. Kontrol grubunu da yine aynı üniversitenin aynı bölümünde öğrenim gören, halk oyunları dersi almayan 7 kadın, 7 erkek toplam 14 öğrenci oluşturmuştur. Araştırmada veri toplama amacıyla Ayyıldız-Durhan tarafından (2019) geliştirilmiş “Dansa Yönelik Tutum Ölçeği” ve Turan (2016) tarafından geliştirilmiş “Dans Özyeterlik Ölçeği” kullanılmıştır. Verilerin analizinde, değişkenlerin normallik testi için Kolmogorov-Smirnov testi yapılmış olup örneklemin homojenliği Levene testi ile incelenmiştir. Araştırmaya katılan Spor Bilimleri Fakültesi öğrencilerinin, sosyo-demografik özellikler açısından frekans ve yüzde analizi hesaplanmıştır. Ayrıca analizlerde t-testi ve One Way ANOVA testinden yararlanılmıştır. Ek olarak bağımsız değişkenin bağımlı değişken üzerindeki etki büyüklüğünün hesaplanması için Eta kare değerine bakılmıştır. Verilerin çözümlenmesi ve değerlendirilmesi için ise Statistical Package for the Social Sciences (SPSS) 25.0 paket yazılımından faydalanılmıştır.

Bulgular: Araştırma bulgularına göre, cinsiyet ve algılanan gelir durumu değişkenlerinin halk oyunları dersi alan ve almayan öğrencilerin dans özyeterlikleri ve dansa yönelik tutum düzeyleri üzerinde bir etkisinin olmadığı görülmüştür. Fakat deney grubu son test bulgularına göre, nefes eğitiminin ve uygulanan 12 haftalık halk oyunları antrenman programının öğrencilerin dans özyeterlikleri ve dansa yönelik tutum düzeylerinin gelişimine anlamlı bir katkı sağladığı kaydedilmiştir.

Sonuç: Sonuç olarak halk oyunları ana türleri ve ara türleri dikkate alınarak hazırlanan antrenman programlarının özyeterlik ve tutum üzerindeki etkisinin olumlu yönde olduğu bulunmuştur.

Anahtar Kelimeler: Dans özyeterlik, Halk oyunları, Öğrenci, Spor, Tutum

INTRODUCTION

The prejudice created against the dance concept reveals the anxiety of failure in individuals and may cause a lack of motivation. There are differences in self-efficacy and attitude between individuals who dance at any point in their lives, at home, at school, at a wedding, at a feast, or some point, and individuals who have never experienced dancing. In the field of sports sciences, dance, rhythm education, folk dances, and other branches are included within the scope of the curriculum and as a social activity. In this sense, the self-efficacy and attitudes of students taking compulsory folk dance courses were considered in this study.

Dance, which is accepted as the oldest of the arts, is defined as the movements of the human body in time and space (Royce, 2003). Koçkar (1998) states that dance is the first solution humans have found to communicate since primitive times. Similarly, Tercan (2016) explains dance as people's transfer of communication between body and soul. Aktaş (2006), on the other hand, defines dance as physical and emotional behavior with movement, aesthetic, and rhythmic patterns to convey individuals' feelings and thoughts and connect with society. There is no clear period, history, or exact information about the human community regarding the origin of the concept of dance (Taşkıran, 2008). However, it is stated that wherever humanity has existed, dance has also existed; many natural sounds such as footsteps, clapping hands, clapping movements, or natural events have emerged out of need by humanity (Özkan, 2006). Folk dances are defined as the integration of movements and music. Ekmekçioğlu et al. (2001) explain the concept of folk dances as a combination of measured, balanced movements that are pleasing to the eye and ear, combined with anonymous folk music, and contain aesthetic values. Folk dances are a physical activity and tool that conveys cultural values, increases social interaction, and supports individual development. Folk dances develop the individual's ability to express himself/herself. In group activities, students gain a sense of individual and collective identity. Exhibiting the motifs of their own culture positively affects the student's self-esteem, self-worth perception, self-confidence, and self-efficacy (Eyiñç, 2024; Karabacak, et al., 2021; Uslu, 2013).

Self-efficacy emerged with the social learning theory, a sub-dimension of cognitive learning theories (Altun and Çolak, 2011). 'Social-Cognitive Theory' was put forward by Albert Bandura (Bandura, 1977), and self-efficacy was defined as the belief and judgment of an individual or individuals that they can perform a job or activity (Bandura, 1989). In light of this information, dance self-efficacy is defined as the individual's belief in transforming the figure, movement, or attitude related to dance into performance (Aksu and Tortop, 2022). The literature shows that as dance self-efficacy increases, individuals' self-confidence and social skills increase in direct proportion (Cengiz, et al., 2023; Ekiz and Karabulut, 2024; Soykan and Mirzeoğlu, 2020). Therefore, individuals' success experiences are also strengthened thanks to their sense of physical competence. In this study, it is expected that the dance self-efficacy of the students taking folk dance lessons will increase, and it is predicted that the folk dance lesson will support the student to realize his/her movement potential, provide psycho-social development through cultural identification, and increase success. Especially with

social modeling, it is thought that their self-confidence will be strengthened by noticing the success of other students in the group.

On the other hand, attitude is expressed as the behavior and attitude that individuals show in the face of an event or situation that exists or may exist. The fact that these behaviors are specific and subjective to the individual is also associated with attitude (Kaya et al., 2021). Reid (2006) divides attitude into cognitive, affective, and behavioral dimensions. The cognitive dimension is learning information, the affective dimension is making sense of the concepts of good and bad, and the behavioral dimension is reflecting the learned and made sense of information to the outside. In the literature, Kemeç, Filiz, and Yıldırım (2019) reported that the attitudes of students who willingly took the folk dances course as an elective course were at a high level. Kızılkoca and Tutar (2021) also stated that the folk dances course positively affected the attitude. In this study, the importance of dance in the flow of life was emphasized, with the students recognizing their roots, having fun while dancing, bonding within the group, and supporting the formation of positive experiences and breathing training.

There are various courses in undergraduate and postgraduate programs in the field of sports sciences, which include achievements to develop rhythm education and dance skills. In this context, it is seen that there are courses such as folk dances, creative dance, social dances, movement education, and rhythm education in the curriculum (Turan and Çamlıyer, 2016). It is important to address the self-efficacy and attitudes towards dance of educators who will provide cultural transfer to the next generation, coordinate social and cultural activities, and undertake many tasks in festivals and ceremonies. In terms of being open to learning, developing dance-related skills, and predicting performance levels of these candidate teachers and coaches, their self-efficacy and positive or negative attitudes towards dance can also affect their success levels. Therefore, in this study, it was aimed to examine the dance self-efficacy and attitudes towards dance of the students of the Faculty of Sport Sciences who take folk dance courses.

METHOD

Research Model

The study was based on a quasi-experimental design, one of the quantitative research methods. Within the scope of the quasi-experimental design, an unequalized group pretest-posttest design was used. This design is applied in cases where it is difficult for the researchers to select the individuals who will participate in the application objectively and to

change the variables such as class, gender, and socioeconomic, etc. of the participants (Baştürk, 2021). Therefore, in this study, the quasi-experimental design was preferred since students taking folk dance lessons participated in the application. An experimental and a control group were formed, and measurements were taken before (pre-test) and after (post-test) the procedure (Baştürk, 2021; Tuncer, 2020).

Research Group

The study's experimental group consisted of 14 students, 7 female, and 7 male, who were studying at Gazi University, Faculty of Sports Sciences, Department of Physical Education and Sports Teaching in the spring semester of the 2023-2024 academic year and taking compulsory folk dances course. The control group consisted of a total of 14 students, 7 females, and 7 males, who were studying in the same department of the same university and did not take folk dance courses. Information about the demographic characteristics of the experimental and control groups is given in Table 1.

Table 1. Frequency distribution of demographic characteristics of the experimental and control groups

Variables	Level	Groups			
		Control Group		Experiment Group	
		n	%	n	%
Gender	Female	7	50.0	7	50.0
	Male	7	50.0	7	50.0
Perceived income level	Low	3	21.4	2	14.3
	Medium	11	78.6	12	85.7
	High				
Breath level pre-test	Very bad				
	Bad	2	14.3	2	14.3
	Normal	5	35.7	7	50.0
	Good	5	35.7	3	21.4
	Very good	2	14.3	2	14.3
Breath level post-test	Very bad				
	Bad	3	21.4		
	Normal	5	35.7	2	14.3
	Good	4	28.6	9	64.3
	Very good	2	14.3	3	21.4
Total		14	100	14	100

When Table 1 is analyzed, 7 (50.0%) of the students in the control and experimental groups were female and 7 (50.0%) were male. According to the perceived income status, 3 (21.4%) of the students in the control group responded as low and 11 (78.6%) as medium, while 2 (14.3%) of the students in the experimental group responded as low and 12 (85.7%)

as medium. In addition, according to the pre-test results of the breathing level variable, 2 (14.3%) of the students in the control group breathed poorly, 5 (35.7%) normally, 5 (35.7%) well and 2 (14.3%) very well; 2 (14.3%) of the students in the experimental group breathed poorly, 7 (50.0%) normally, 3 (21.4%) well and 2 (14.3%) very well. According to the post-test results of the breathing level variable, 3 (21.4%) of the students in the control group breathed poorly, 5 (35.7%) normally, 4 (28.6%) well and 2 (14.3%) very well; 2 (14.3%) of the students in the experimental group breathed normally, 9 (64.3%) well and 3 (21.4%) very well.

Data Collection Tools

Attitude Towards Dance Scale: The 5-point Likert-type scale was developed by Ayyıldız-Durhan (2019). In order to measure attitude towards dance, a pool of 78 items was first created, then expert opinions were taken and some items were removed by conducting a pilot study. Therefore, the scale consisted of 39 items and 3 sub-dimensions. The sub-dimensions are ‘awareness, avoidance, and motivation’. In addition, 10 items in the avoidance sub-dimension (2, 4, 6, 9, 11, 12, 13, 15, 23, and 33) are reverse-coded. In addition, the scale items are calculated in the range of ‘Strongly Disagree (1 point)’ to ‘Strongly Agree (5 points)’.

Cronbach Alpha values calculated for the sub-dimensions of the original scale are 0.96 for awareness sub-dimension, 0.93 for avoidance sub-dimension, 0.90 for motivation sub-dimension and 0.91 for the total scale.

Dance Self-Efficacy Scale: The 5-point Likert-type scale was developed by Turan (2016). The scale consists of 16 items and one dimension, and the 9th and 12th items are reverse-coded. The scale items are analyzed in the range of “Not at all (1 point)” to “Very much (5 points)”. Cronbach's Alpha value for the original scale was reported as 0.94.

Transaction Process: The researchers informed the students about the purpose and scope of the study and a total of 40 volunteer students, 20 for the control group and 20 for the experimental group, were selected. The study was continued with 14 students from the control group and 14 students from the experimental group, considering the attendance at the training. Both groups were administered the “Attitude Toward Dance” and “Dance Self-Efficacy” scales as part of the pretest. After the pre-test process was completed, the experimental group received 12 weeks of folk dance training, 2 days a week for 3 hours each.

Before the folk dance training started, general and special warm-ups were done and theoretical information was transferred for at least 40 minutes a week. In the application step, 1 game determined within the scope of the main types of folk dances was taught. The main genres were based on “Bar, Halay, Horon, Karşılama, Kaşık” and “Zeybek”. Kars region “Hoşbilezik” game in Bar genre, Gaziantep region “Demirci” game in Halay genre, Kırklareli region “Arzu ile Kamber” game in Karşılama genre, Silifke region “Ger Ali” game in Kaşık genre, Aydın region “Harmandalı” game in Zeybek genre and Trabzon region “Horon Kurma” game in Horon genre were taught. Starting from the 4th week, rhythm and repetition exercises were practiced. After the basic figure teaching, a total of 6 dances (Atabarı, Ağır Bar, Düz Horon, Şavşat Barı, Döne, Ondörtlü) and choreography work determined from the Artvin region were completed and at the end of 12 weeks, a 6-minute performance was performed with the group with their music.

In line with the purpose and scope of the training program, it was aimed for the students participating in the research to gain basic knowledge about the folk dances branch, to become familiar with the characteristics of the regions, and to learn sample dances. In addition, it was tried to ensure that they could learn the dances in a determined region and reflect them individually and collectively with the attitude of the region together with their music. In addition, choreography, affective and kinesthetic development as well as musical and visual development were taken into consideration. At the end of the program, it was considered important for the participants to have basic knowledge and to be able to perform the dances at an intermediate level. In this way, at the end of 12 weeks, it was expected that the attitude levels of the experimental group students towards dance and their dance self-efficacy would change significantly and positively.

For 12 weeks, the control group was not given any training on folk dances. After the 12-week training program was applied to the experimental group, the scales determined at the beginning of the study and used in the pre-test were reapplied to both the control and experimental groups within the scope of the post-test.

Research Ethics

This study was discussed at the meeting of the Gazi University Ethics Commission dated 10.12.2024 numbered 20 and approved with Research Code No: 2024- 1904. It was determined that there was no ethical problem in conducting the study.

Data Analysis

In the analysis of the data, “Kolmogorov-Smirnov” test was performed for the normality test of the variables and the homogeneity of the sample was examined with the “Levene” test. As a result of these tests, it was found that the scores of the students of the Faculty of Sport Sciences from the “Attitude Towards Dance Scale” and “Dance Self-Efficacy Scale” showed normal distribution.

Frequency and percentage analysis were calculated in terms of the socio-demographic characteristics of the students of the Faculty of Sports Sciences participating in the study. In order to test the difference between the participants' attitudes towards dance and dance self-efficacy, “t-test” and “One Way Anova test” were applied. In addition, the “Eta squared” (effect size- η^2) value was examined to calculate the effect size of the independent variable on the dependent variable. Cohen's d formula was used to determine the effect size and the findings were interpreted by considering Cohen's (1988) effect size value range (small if $d \leq 0.40$; medium if $d = 0.41 - 0.70$; large if $d > 0.70$). Statistical Package for the Social Sciences (SPSS) 25.0 package program was used for data analysis and evaluation.

FINDINGS

The Skewness and Kurtosis coefficients of the data obtained from the “Dance Self-Efficacy” and “Attitude Towards Dance” scales were calculated and it was noted that the values were in the range of -1.5 and +1.5 (Tabachnick and Fidell, 2013). In this context, it was found that the data were normally distributed and the analyses continued in this direction.

Table 2. Comparison of attitude towards dance and dance self-efficacy pretest scores of the control and experimental groups

Sub-dimensions	Group	n	Average	sd	df	t	p	
Attitude Towards Dance Scale	Awareness	Control	14	3.65	.57	26	-1.867	.075
		Experiment	14	4.00	.38	22.855		
	Avoidance	Control	14	3.30	.75	26	-1.542	.138
		Experiment	14	3.67	.45	21.478		
	Motivation	Control	14	2.28	.74	26	-1.775	.088
		Experiment	14	2.79	.77	25.963		
Attitude Towards Dance Total	Control	14	3.28	.56	26	-2.059	.051	
	Experiment	14	3.67	.41	23.783			
Dance Self-Efficacy Total	Control	14	3.20	.51	26	-1.909	.067	
	Experiment	14	3.50	.30	21.223			

$p > .05$ (not normally distributed); sd: standard deviation; df: degree of freedom

When Table 2 is examined, no significant difference was found in the attitude towards dance and dance self-efficacy scores of the students in both groups according to the pre-test results ($p>.05$).

Table 3. Comparison of attitude towards dance and dance self-efficacy posttest scores of the control and experimental groups

Sub-dimensions	Group	n	Average	sd	df	t	p	η^2	
Attitude Towards Dance Scale	Awareness	Control	14	3.57	.56	26	-3.764	.001**	.353
		Experiment	14	4.24	.34	21.563			
	Avoidance	Control	14	3.48	.61	26	-2.113	.046*	.147
		Experiment	14	3.90	.39	22.150			
	Motivation	Control	14	2.64	.73	26	-1.368	.183	.067
		Experiment	14	3.02	.75	25.978			
Attitude Towards Dance Total	Control	14	3.36	.54	26	-3.078	.005**	.267	
	Experiment	14	3.90	.37	23.279				
Dance Self-Efficacy Total	Control	14	3.23	.43	26	-4.534	.000**	.442	
	Experiment	14	3.94	.39	25.699				

* $p<.05$ ** $p<.01$; sd: standard deviation; df: degree of freedom

When Table 3 is examined, according to the post-test results of the students in both groups, a significant difference was observed in the “awareness” ($t=-3.764$; $p<.01$) and “avoidance” ($t=-2.113$; $p<.05$) sub-dimensions of attitude towards dance, total attitude towards dance scores ($t=-3.078$; $p<.01$) and total dance self-efficacy scores ($t=-4.534$; $p<.01$). However, no significant difference was found in the “motivation” sub-dimension of attitude towards dance ($p>.05$).

When the post-test scores of the control and experimental groups were analyzed, it was seen that the effect size was small in the “awareness” ($\eta^2=.353$), “avoidance” ($\eta^2=.147$) sub-dimensions of attitude towards dance, and total attitude towards dance ($\eta^2=.267$) scores, while the effect size was medium in total dance self-efficacy scores ($\eta^2=.442$).

Table 4. Comparison of attitude towards dance and dance self-efficacy pretest scores of the control group according to breathing level

Sub-dimensions	Breath level	n	Average	sd	df	F	p	
Attitude Towards Dance Scale	Awareness	Bad	2	3.57	.80	3	.302	.823
		Normal	5	3.85	.68	10		
		Good	5	3.60	.42	13		
		Very Good	2	3.40	.84			
	Avoidance	Bad	2	3.35	.63	3	.672	.588
		Normal	5	3.68	1.05	10		

Motivation	Good	5	3.02	.33	13	1.559	.260
	Very Good	2	3.05	.91			
	Bad	2	2.25	1.23	3		
	Normal	5	2.67	.74	10		
	Good	5	1.77	.39	13		
Attitude Towards Dance Total	Very Good	2	2.62	.70		.629	.612
	Bad	2	3.24	.85	3		
	Normal	5	3.56	.70	10		
	Good	5	3.07	.34	13		
	Very Good	2	3.15	.54			
Dance Self-Efficacy Total	Bad	2	3.06	.88	3	.456	.719
	Normal	5	3.41	.56	10		
	Good	5	3.16	.33	13		
	Very Good	2	2.93	.70			

p>.05 (not normally distributed); sd: standard deviation; df: degree of freedom

When Table 4 is examined, no significant difference was found in the attitude towards dance and dance self-efficacy scores of the students in the control group according to the breath level pre-test results ($p>.05$).

Table 5. Comparison of attitude towards dance and dance self-efficacy posttest scores of the control group according to breathing level

Sub-dimensions	Breath level	n	Average	sd	df	F	p
Awareness	Bad	3	4.00	.53	3	1.066	.406
	Normal	5	3.51	.59	10		
	Good	4	3.26	.57	13		
	Very Good	2	3.73	.43			
Attitude Towards Dance Scale	Bad	3	3.86	.85	3	.492	.696
	Normal	5	3.38	.56	10		
	Good	4	3.30	.57	13		
	Very Good	2	3.55	.77			
Motivation	Bad	3	2.91	.83	3	.708	.569
	Normal	5	2.25	.87	10		
	Good	4	2.81	.52	13		
	Very Good	2	2.87	.70			
Attitude Towards Dance Total	Bad	3	3.74	.67	3	.770	.537
	Normal	5	3.22	.56	10		
	Good	4	3.17	.43	13		
	Very Good	2	3.51	.58			
Dance Self-Efficacy Total	Bad	3	3.39	.73	3	.176	.910
	Normal	5	3.23	.48	10		

Good	4	3.14	.34	13
Very Good	2	3.15	.04	

p>.05 (not normally distributed); sd: standard deviation; df: degree of freedom

When Table 5 is examined, no significant difference was found in the attitude towards dance and dance self-efficacy scores of the students in the control group according to the post-test results of the breathing level (p>.05).

Table 6. Comparison of attitude towards dance and dance self-efficacy pretest scores of the experimental group according to breathing level

Sub-dimensions	Breath level	n	Average	sd	df	F	p
Awareness	Bad	2	4.00	.00	3	.022	.995
	Normal	7	3.98	.43	10		
	Good	3	4.06	.63	13		
	Very Good	2	4.00	.06			
Avoidance	Bad	2	3.45	.07	3	.559	.654
	Normal	7	3.64	.53	10		
	Good	3	3.63	.55	13		
	Very Good	2	4.05	.07			
Motivation	Bad	2	2.87	.70	3	.110	.952
	Normal	7	2.76	.91	10		
	Good	3	2.62	.99	13		
	Very Good	2	3.06	.26			
Attitude Towards Dance Scale Total	Bad	2	3.62	.16	3	.081	.969
	Normal	7	3.64	.47	10		
	Good	3	3.65	.62	13		
	Very Good	2	3.82	.10			
Dance Self-Efficacy Total	Bad	2	3.53	.13	3	.252	.858
	Normal	7	3.48	.29	10		
	Good	3	3.43	.53	13		
	Very Good	2	3.68	.08			

p>.05 (not normally distributed); sd: standard deviation; df: degree of freedom

When Table 6 is examined, no significant difference was found in the attitude towards dance and dance self-efficacy scores of the students in the experimental group according to the breath level pre-test results (p>.05).

Table 7. Comparison of attitude towards dance and dance self-efficacy posttest scores of the experimental group according to breathing level

Sub-dimensions	Breath	n	Average	sd	df	F	p	η^2
Attitude	Awareness	2	4.90	.00	2	10.467	.003**	.656

Towards Dance Scale	Good	9	4.14	.25	11			
	Very Good	3	4.09	.12	13			
	Normal	2	4.30	.14	2			
Avoidance	Good	9	3.75	.39	11	2.244	.152	.290
	Very Good	3	4.06	.32	13			
	Normal	2	3.75	.53	2			
Motivation	Good	9	2.97	.66	11	1.262	.321	.187
	Very Good	3	2.70	1.04	13			
	Normal	2	4.51	.07	2			
Attitude Towards Dance Total	Good	9	3.80	.30	11	4.656	.034*	.458
	Very Good	3	3.80	.34	13			
	Normal	2	4.59	.22	2			
Dance Self-Efficacy Total	Good	9	3.83	.34	11	5.197	.026*	.486
	Very Good	3	3.85	.09	13			
	Normal	2	4.59	.22	2			

*p<.05 **p<.01; sd: standard deviation; df: degree of freedom

When Table 7 is examined, a significant difference was found in the sub-dimension of “awareness” ($F = 10.467$; $p < .01$), total attitude towards dance scores ($F = 4.656$; $p < .05$) and total dance self-efficacy scores ($F = 5.197$; $p < .05$). However, there was no significant difference in the “avoidance” and “motivation” sub-dimensions of attitude towards dance ($p > .05$).

When the post-test scores of the experimental group were analyzed, it was seen that the effect size was moderate in the sub-dimension of “awareness” ($\eta^2 = .656$), which constitutes the attitude towards dance ($\eta^2 = .458$) and total attitude towards dance ($\eta^2 = .458$) and total dance self-efficacy scores ($\eta^2 = .486$).

In addition, the variables of gender and perceived income status were also analyzed in the study. However, these findings were not presented as a table since there was no significant difference in students' dance self-efficacy and attitudes towards dance.

DISCUSSION

In this study, the dance self-efficacy and attitudes towards dance of the students of the Faculty of Sport Sciences who took and did not take folk dance lessons in terms of some variables (gender, perceived income status, breathing levels) were examined. In addition, the comparison of the pre-test and post-test results of the training program applied by considering the control and experimental groups was tried to be predicted.

There was no significant difference between the dance self-efficacy and attitude towards dance levels of the students in the control and experimental groups according to gender and

perceived income status variables. This can be explained by the fact that female and male students have similar levels of belief in themselves and their performances due to their sports background. The studies conducted by Turan (2016) on university students and Ödemiş (2020) on the students of the Faculty of Sport Sciences also support this finding. However, it can also be taken into consideration that their perspectives on applied courses are the same, they respect the branch they have just learned as they receive sports discipline and observe ethical principles. Kızılkaya-Namlı and Temel (2019) examined the physical education and sports teaching curriculum and drew attention to the insufficiency of applied courses in the curriculum. Considering the student opinions on this issue, it is observed that many students studying in the field of Sports Sciences have a positive attitude towards applied courses and are more willing to take these courses. Therefore, the developmental characteristics of students in terms of both self-efficacy and attitude levels are important. In this context, the fact that there is no difference in the level of attitudes towards dance can be reconciled with the fact that the students are close to each other regarding cognitive, affective, and kinesthetic development.

Within the scope of the 12-week folk dance training program, when the pre-test results of the students in the control and experimental groups were compared, no significant difference was found between the levels of dance self-efficacy and attitude towards dance. This finding can be expressed by the fact that the students were close to each other in terms of dance self-efficacy and attitudes toward dance before starting the training program. However, when the post-test results of the students were compared, it was found that there was a significant difference between the dance self-efficacy levels and the total score of the attitude towards dance scale, awareness, and avoidance sub-dimensions. Accordingly, it can be said that the students' beliefs in themselves have changed positively while performing a figure, playing the game, or rhythmically combining the movements with music. In this regard, Okyar and Tortop (2019) emphasized that paired dance exercises would be beneficial for the rhythmic development of athletes. Uslu (2013) stated that university students who have just started to participate in folk dances are happy with the information they have just learned and gain a sense of self-confidence. In addition, it was stated that their personality development was also provided with their self-confidence and sense of success. In the literature, some studies reveal that folk dance training contributes to the development of self-efficacy self-confidence, and socialization (Karabacak et al., 2021; Soykan and Mirzeoğlu, 2020; Şahin, 2024). In addition to this, it can also be stated that they were able to analyze and synthesize

information as well as apply the dances they had learned. On the other hand, the fact that there was a significant difference in the awareness sub-dimension of the students can be associated with the fact that they were happy with the dance activities, the folk dances course they took, their mental and psychological relaxation, and their awareness of increasing their quality of life. As the attitude levels of individuals increase, their interest in dance, their desire to succeed, their efforts to spare time, and their understanding of including dance activities in their lives in the future also develop positively. In the avoidance sub-dimension, it can be said that students avoid sports injuries and getting to know their bodies, and for this reason, they stay away from recommending dance activities to others.

When the pre-test and post-test results of the students in the control group regarding breath levels were analyzed, no significant difference was found between the levels of dance self-efficacy and attitude towards dance. According to this finding, the reason for the lack of significance can be explained by the fact that the students have not received any dance education and have not yet started folk dance lessons. Therefore, this finding is an expected result considering the hypotheses of the study. When the pre-test and post-test results of the students in the experimental group were analyzed according to their breath levels, it was found that there was a significant difference in dance self-efficacy, the total score of the attitude towards dance scale, and awareness sub-dimension. As a result of this finding, it was seen that the students with poor breathing levels were classified as normal, good, and very good after 12 weeks of training. It was noteworthy that the applied training also contributed positively to the breathing levels. It is thought that the inclusion of dances requiring high performance in the folk dances branch will have affected the result. For example, it can be stated that most of the dances in the “horon” genre, which is one of the main types of folk dances, are rhythmically and kinaesthetically performance-oriented. In addition, it can be said that the students' belief in their dance skills increased and they gained an awareness of folk dance culture and dances about dance. In the literature, there is no study in which the variable of breathing related to the levels of rhythm education, dance self-efficacy, and attitudes towards dance and folk dances was addressed.

CONCLUSION

As a result, it was determined that the dance self-efficacy and attitude towards dance levels of the students were at medium level and above. Ödemiş (2020) examined the dance self-efficacy levels of students taking compulsory or elective dance courses at the Faculty of Sport Sciences and found that the majority of the students had moderate dance self-efficacy.

In another study, the self-efficacy levels of classroom teachers toward dance teaching were found to be high (Renner and Pratt, 2017). It was also reported that physical education teachers who teach dance courses at the university have high levels of efficacy in dance teaching (Ripalda, 2019). Ustaoglu-Hoşver et al. (2020) also reported that physical education teacher candidates had positive attitudes towards folk dance courses. In addition, while the folk dance training applied for 12 weeks did not affect gender and income status, it was noted that it had a positive and significant effect on breathing levels. In addition, it was determined that the applied folk dance training contributed positively to the dance self-efficacy and attitude toward dance levels of the students of the Faculty of Sports Sciences participating in the study. In future studies, it may be recommended to consider a single genre in the folk dances branch or to implement a training program created with intermediate genres. In addition, by using the mixed research method, students' opinions about the course, the special teaching methods applied and the genres and games they learned in the curriculum can be examined.

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