

Full Length Research Paper

Investigation of the self-efficacy and occupational attitude of students of the recreation Department of Tourism and Sport Sciences Faculties of Gazi and Atatürk Universities, Turkey

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The purpose of this study is to investigate the relationship between students' attitudes towards the recreation specialty and self-efficacy of the students in the Recreation Departments of Sports Sciences and Tourism Faculty. In the study, "Occupational Attitude Scale" developed by Üstüner in 2006 and "General Self-Efficacy Scale" that was adapted to Turkish by Yildirim and İlhan and thereafter developed by Magaletta and Oliver were used. While the scope of the research comprised students studying in Recreation Department, Tourism Faculty, Gazi University and Recreation Department, Faculty of Sports Sciences, Atatürk University, the sample group consists of 79 females, 101 males, making a total of 180 students studying in these departments. It has been found that the data provide normality assumptions by looking at the Skewness-Kurtosis values. In this direction, parametric tests such as T Test and ANOVA were performed. Pearson correlation test was also performed to analyze the relationship between self-efficacy and occupational attitude. There is significant difference in terms of faculties of the participants, in terms of occupational attitude and self-efficacy students in favor of Faculty of Sport Sciences. There was also a positive relationship between occupational attitude and self-efficacy ($r = .452$). As a result, it can be said that they have higher occupational attitude because students of the Recreation Department at the Faculty of Sport Sciences have the opportunity to find more jobs than students of Recreation Department, Tourism Faculty. Also, the high level of self-efficacy of the students in the Faculty of Sports Sciences can be due to their sports knowledge.

Key words: Recreation, occupational attitude, self-efficacy.

INTRODUCTION

Bandura's (1997) concept of self-efficacy in the social learning theory is defined as the belief that the individual

has the capacity to organize and carry out the necessary activity in order to engage in a certain performance.

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Individuals' ability to connect attitude to an object is related to their own self-efficacy. Self-efficacy levels of individuals who believe that they are skilled based on what they can do at work are also expected to be high. Individuals with high self-efficacy levels have a high chance of being successful in their work. However, occupational attitude as another important factor affecting professional success is shown. The secret of being a happy and successful individual is directly proportional to the positions of individuals' in occupational lives and occupational attitude. Self-efficacy, the belief that one has the capability to perform a particular behavior, is an important construct in social psychology. Self-efficacy perceptions have been found to influence decisions about what behaviors to undertake (Bandura et al., 1977; Betz and Hackett, 1981), the effort exerted and persistence in attempting those behaviors (Barling and Beattie, 1983; Brown and Inouye, 1978), the emotional responses (including stress and anxiety) of the individual performing the behaviors (Bandura et al., 1977; Stumpf et al., 1987), and the actual performance attainments of the individual with respect to the behavior (Barling and Beattie, 1983; Collins, 1984; Locke et al., 1984; Schunk, 1981; Wood and Bandura, 1989). These effects have been shown for a wide variety of behaviors in both clinical and managerial setting.

According to Bandura (1997), people with high self-efficacy beliefs do not run away from the experiences they meet and struggle with, and are very determined to successfully complete their actions. Individuals with low self-efficacy beliefs also experience more stress, and dissatisfaction than individuals who have strong self-efficacy beliefs during the performance of certain tasks (Bandura, 1977). Self-efficacy relates to the belief in these talents rather than the individual's abilities (Akkoyunlu et al., 2005). It is also possible to say that self-efficacy is fed from previous experiences, indirect experiences, positive feedbacks (Yildirim and İlhan, 2010). It is also seen that self-efficacy focuses on the selection of activities, struggling with difficulties, effort and performance (Aşkar and Umay, 2001).

Self-efficacy consists of components such as start, continue, and complete. Begin (Start) can be explained as a work, an action, a mobility, a first step, an individual's experience, or the first step of their attempt to fulfill any task they need to do. Continue (Persistence) involves continuing in an opinion or course of action in spite of difficulty or opposition. Complete (Realize) is determined as finishing a started job, finishing by doing, bringing the whole situation to a close by eliminating deficiencies. It is also known that the self-efficacy of individuals has a predeterminer role in their attitudes towards life situations. Attitudes influence both our social perception and our behavior. It is a tendency that is attributed to an individual and that regularly generates the thoughts, feelings and behavior of a psychological object

(Kağıtçıbaşı, 1999). Attitudes are positive or negative evaluation expressions about objects, people or events. Attitudes describe how a person feels about something (Robbins, 1994).

For an individual, the attitude object can be a matter, a group, or a profession. Occupational attitude can be defined as a consistent, tendency of strong towards accepting or rejecting an occupation, or a tendency to do or not to make that occupation (Başaran, 2008). individuals's Occupational attitudes effects that persons professional success and satisfaction. The ability of a person to perform well in his occupation depends on his / her occupational attitude (Kondalkar, 2007). Individuals' beliefs are closely related to their behavior due to play an important role in the formation of their attitudes (Bandura, 1986). Because of this relationship between attitude, belief and behavior, any change in attitude will cause a change in belief and behavioral relationship. Attitudes towards self-efficacy beliefs and the identification of behaviors brought about by these attitudes are of great importance (Morgül et al., 2016). The purpose of this study is to determine whether these self-efficacy have any influence in creating an occupational attitude of the persons by determining the self-efficacy levels of the individual.

MATERIALS AND METHODS

This research has been designed in accordance with relational screening and causal comparison patterns from quantitative approaches. In relational research, it is aimed at determining the relationships between two or more variables and the degree of these relationships. This is a type of research that aims to expose, compare and describe behavior as well as a situation that exists in the past and today (Karasar, 2016).

Research group

While the universe of the research is composed of students studying in Recreation Department, Tourism Faculty of Gazi University and Faculty of Sports Sciences, Atatürk University, the sample group consists of 79 females and 101 males, making a total of 180 students studying in these departments. These participants were chosen because they have differences in the entrance examinations for faculties. While Tourism Faculty students were admitted with central placement, Sports Science students are enrolled in faculties with special talent examinations.

Data collection tools

The choice of appropriate data collection tools is based on the research questions, design, sample, and the possible data sources. The tools used for data collection should gather information that will allow the research questions to be answered, take into account the characteristics of the sample, and provide information that is linked to each intended learning outcome. Therefore, "Personal Info Form", "Occupational Attitude Scale" and "General Self-Efficacy Scale" were used in the study.

Table 1. Participants' demographic characteristics.

Gender	n	%
Female	79	43.9
Male	101	56.1
Faculty	n	%
Sport	90	50.0
Tourism	90	50.0
Frequency of participation	n	%
Once or twice a month	45	25.0
Three or four times a month	44	24.4
Five or six times a month	34	18.9
Seven or more times a month	57	31.7
Total	180	100

Personal info form

Personal info form is made up of questions relating to gender, faculty, and frequency of participation in activities, which are research subjects aimed at gathering information about volunteers subjects on research.

General self-efficacy scale

"General Self-Efficacy Scale" was used that was adapted to Turkish by Yildirim and Ilhan (2010) after being developed by Magaletta and Oliver (1999). Scale consisting of 17 items; five-point likert type and scoring was made accordingly. The highest score that can be taken from the scale is 85. The Cronbach Alpha internal consistency coefficient of this scale is 0.87.

Occupational attitude scale

"Occupational Attitude Scale" used was developed by Üstüner in 2006. Scale consisting of 34 items; five-point Likert type and scoring was made accordingly. The highest score that can be taken from the scale is 170. The Cronbach Alpha internal consistency coefficient of this scale is 0.96.

Data collection process

This is conducted following receipt of the necessary permits from the Sports Sciences and Tourism Faculties for the application of data collection tools used in the research. It contained detailed information about the filling of the data collection tools by making necessary explanations on the purpose of the research. Faulty questionnaires were excluded from the study by checking questionnaires collected by the investigator and the valid and acceptable qualities of the data collection tools transferred to the computer for evaluation.

Data analysis

The statistical analyzes made within the scope of the research were made through SPSS V.22 statistical package program. Skewness and kurtosis values and Levene (equality of variance) tests were

performed and the data showed normal distribution when the data provided the preconditions of the parametric tests (Büyüköztürk, 2008). The Cronbach Alpha coefficient was also calculated to determine the reliability of the scales. According to the analyzes performed, the reliability of " self-efficacy Scale" was 0.87, while the reliability of the " Occupational Attitude Scale" was found to be 0.96. In the evaluation of the data, descriptive statistics, T-Test, ANOVA and Pearson correlation tests were used.

FINDINGS

When the demographic characteristics were examined, 43.9% of the participants' genders were female and 56.1% were male; in terms of faculties, 50% were of the Sports while 50% have studied in the field of tourism. It was determined that 25% of the participants participated in activities 1-2 times, 24.4% 3-4 times a month, 18.9% 5-6 times a month, and 31.7% 7 times a month and over (Table 1). When the analysis results are examined, Begin (Start) ($p = 0.011$) from subscales of the self-efficacy showed a significant difference in favor of women when examined in terms of gender and there is no significant difference in total score of self-efficacy ($p = 0.940$) (Table 2). It was also observed that when the scores from the occupational attitude scale were examined in terms of gender, it was found that there was a significant difference in favor of women ($p = 0.001$). It can be said that in these data, the self-efficacy of women and their occupational attitudes are higher than that of men.

The independent samples T Test was applied to analyze the relationship between self-efficacy sub-dimensions and total score and occupational attitude total score according to faculty variable. Accordingly, the results of analysis in favor of Sports Science Faculty in the Continue (Persistence) subscale of self-efficacy ($p = 0.001$), in favor of Sports Science Faculty ($p = 0.016$) in Complete (Realize) subscale ($p = 0.000$), in favor of Sports Science Faculty ($p = 0.000$) in total score of self-efficacy were also found to have significant differences.

Table 2. Examination of self-efficacy and occupational attitude according to gender variable.

Variable	Gender	n	\bar{X}	s.s.	t	p
Begin (Start)	Female	79	4.11	0.72	2.58	0.011*
	Male	101	3.81	0.82		
Continue (Persistence)	Female	79	3.96	0.80	0.389	0.698
	Male	101	3.92	0.80		
Complete (Realize)	Female	79	3.75	0.84	1.25	0.210
	Male	101	3.59	0.86		
Self- Efficacy Total	Female	79	3.93	0.76	0.075	0.940
	Male	101	3.92	0.66		
Occupational Attitude Total	Female	79	3.96	0.77	3.25	0.001*
	Male	101	3.56	0.86		

*($p \leq 0.05$).**Table 3.** Examination of self- efficacy and occupational attitude according to faculty variable.

Variable	Faculty	n	\bar{X}	s.s.	t	p
Begin (Start)	Sport	90	3.95	0.80	0.145	0.885
	Tourism	90	3.93	0.79		
Continue (Persistence)	Sport	90	4.14	0.76	3.43	0.001*
	Tourism	90	3.74	0.79		
Complete (Realize)	Sport	90	3.82	0.91	2.43	0.016*
	Tourism	90	3.51	0.77		
Self- Efficacy Total	Sport	90	4.18	0.61	1.78	0.000
	Tourism	90	3.66	0.70		
Occupational Attitude Total	Sport	90	3.96	0.79	3.66	0.000*
	Tourism	90	3.51	0.84		

*($p \leq 0.05$).

Furthermore, there are significant differences in favor of Sports Science Faculty ($p = 0.000$) in occupational attitude total score (Table 3). It can be said that in these data, the attitudes of students of the Faculty of Sports Science of Recreation Department to their Occupational attitudes and self-efficacies are higher than those of students of Recreation Department of Tourism Faculty.

The one-way ANOVA test was applied to analyze the relationship between self-efficacy sub-dimensions and total score and occupational attitude total score according to frequency of participation. According to the results of analysis, it was concluded that students preferring to participate in leisure activities seven and more times

($\bar{X}=4.22$) within a month in the sub-dimension of Continue (Persistence) got higher points than the students preferring to participate once and twice ($\bar{X}=3.87$) or three and four times ($\bar{X}=3.59$) within a month (Table 4). It was concluded that the students preferring to participate in leisure activities five or six times ($\bar{X}=233.44$) within a month in the total score of Occupational attitude got higher points than the students preferring to participate once and twice ($\bar{X}=3.56$) or three and four times ($\bar{X}=3.44$) and seven and more times ($\bar{X}=3.94$) within a month. Pearson correlation analysis was performed to determine the relationship between the

Table 4. Examination of self-efficacy and occupational attitude according to frequency of participation.

Variable	Frequency of Participation	n	\bar{X}	s.s.	p	Meaning difference
Begin (Start)	1.Once or twice a month	45	3.91	0.79	0.857	-
	2.Three or four times a month	44	3.88	0.84		
	3.Five or six times a month	34	4.03	0.79		
	4.Seven or more times a month	57	3.95	0.78		
Continue (Persistence)	1.Once or twice a month	45	3.87	0.76	0.001*	4>1, 3>2, 4>2
	2.Three or four times a month	44	3.59	0.84		
	3.Five or six times a month	34	4.01	0.73		
	4.Seven or more times a month	57	4.22	0.73		
Complete (Realize)	1.Once or twice a month	45	3.58	0.96	0.606	-
	2.Three or four times a month	44	3.57	0.80		
	3.Five or six times a month	34	3.76	0.81		
	4.Seven or more times a month	57	3.74	0.84		
Self- Efficacy Total	1.Once or twice a month	45	3.84	0.64	0.098	-
	2.Three or four times a month	44	3.74	0.71		
	3.Five or six times a month	34	3.98	0.69		
	4.Seven or more times a month	57	3.99	0.66		
Occupational Attitude Total	1.Once or twice a month	45	3.56	0.93	0.002*	3>1, 3>4,3>2
	2.Three or four times a month	44	3.44	0.81		
	3.Five or six times a month	34	4.02	0.75		
	4.Seven or more times a month	57	3.94	0.76		
	Total	18	3.74	0.84		

*(p<0.05).

Table 5. Relationship between self-efficacy and occupational attitude.

Variable	Self-Efficacy Total	Occupational Attitude Total
Self-efficacy total	-	0.452**
Occupational attitude total	0.452**	-
	p	0.000

total score of self-efficacy and the total score of occupational attitude. According to this result, it can be said that there is a significant positive correlation between total score of self-efficacy and total score of occupational attitude (Table 5).

Conclusion

In this study, we investigated the relationship between occupational attitude of recreation specialty and self-

efficacy of the students in the Recreation Departments of Sports Sciences and Tourism Faculties. The independent samples T Test was applied to analyze the relationship between self-efficacy sub-dimensions and total score and occupational attitude total score according to gender variable. When the scores from the occupational attitude scale were examined in terms of gender, it was found that there was a significant difference in favor of women (p = 0.001). It can be said that in these data, the occupational attitudes of women are higher than that of men.

Üstüner et al. (2009) self-efficacy perceptions do not significantly differ according to gender variable, sub-dimensions of scale, or the whole. In the study conducted by Çimen (2007), the burnout experiences and self-efficacy perceptions of primary school teachers were not different between the teacher views in terms of gender variable (Çimen, 2007). In a research conducted by Izgar and Dilmaç (2008), it was determined that self-efficacy perceptions of male managers were higher than those of females. These results do not match the results achieved in the present study. The occupational attitude has necessitated the conclusion that in some researches made in terms of gender variable, women have more positive attitudes towards the teaching profession than men (Çapa and Çil, 2000; Çapri and Çelikkaleli, 2008; Gürbüz and Kişoğlu, 2007; Üstüner et al., 2009). On the other hand, it is stated that men and women have similar occupational attitude (Bulut, 2009; Bulut and Doğar, 2006; Çakir et al., 2004).

The independent samples T Test was applied to analyze the relationship between self-efficacy sub-dimensions and total score and occupational attitude total score according to faculty variable. Accordingly, results of analysis in favor of Sports Science Faculty in the Continue (Persistence) subscale of self-efficacy ($p = 0.001$), in favor of Sports Science Faculty ($p = 0.016$) in Complete (Realize) subscale ($p = 0.000$), and in favor of Sports Science Faculty ($p = 0.000$) in total score of self-efficacy were found to have significant differences. It can be said that in these data, the occupational attitudes and self-efficacies of students of Recreation Department of Sports Science Faculty to their profession are higher than those of students of Recreation Department of Tourism Faculty. In some researches (Oral, 2004; Çakir et al., 2006) related to departmental variable, it has been determined that occupational attitude differed, whereas in some other researches (Çapri and Çelikkaleli, 2008), it did not differentiate. When Morgül et al. (2016) examined the candidates of Music and Art Teacher who attempted aptitude test on these programs, the candidates who prefer these departments in recent years mostly come from Fine Arts high schools and they see themselves as talented in their field with the influence of the education they have received, indicating that these teacher candidates are positively influencing their self-efficacy beliefs. These results may explain the application of aptitude tests in Sports Science entrance examinations and why students in this department have higher self-efficacy than other students.

Pearson correlation analysis was performed to determine the relationship between the total score of self-efficacy and the total score of occupational attitude. According to this result, it can be said that there is a significant positive correlation between total score of self-efficacy and total score of occupational attitude.

According to Üstüner et al. (2009), there was a

significant positive correlation between teacher candidates' self-efficacy beliefs and occupational attitude at a low level (close to middle level, $r = 0.28$). In some researches related to the subject, it was stated there is a positive meaningful relationship between self-efficacy and occupational attitude.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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