

# The Effect of Participation in Recreational Activities on Students' Self-Confidence Levels before and after TEOG Exam

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## Abstract

The aim of this study is to investigate changes in the self-confidence levels of 8th grade students before and after the TEOG exam, a high school entrance exam administered by the Ministry of Education in Turkey. The exam, which evaluates students in core academic subjects, plays a crucial role in determining eligibility for Anatolian and Science High Schools, creating significant pressure on students due to its importance for their academic success and future career planning. The sample group of the research consists of 963 8th grade students. To collect data, the "Piers-Harris Self-Concept Scale" was used. The study analyzed whether the self-confidence scores of 8th grade students before and after the TEOG exam differed according to gender, number of siblings, and participation in physical activity, using repeated measures ANOVA. The results revealed that students who participated in recreational activities had higher self-confidence levels both before and after the exam compared to those who did not. Additionally, male students had higher self-confidence levels than female students both before and after the exam. The findings suggest that students' withdrawal from recreational and physical activities during exam periods negatively impacts their self-confidence. Therefore, it is important to encourage students to engage in physical and recreational activities to reduce their digital addiction during their free time and to help maintain their self-confidence at optimal levels.

**Keywords:** Anxiety, 8th-Grade Students, Recreational Activity, Self-Confidence, TEOG Exam.

## Introduction

The prevalence of sedentary lifestyle in children can be explained by social, environmental and psychological reasons. A decrease in playgrounds due to urbanization, the fact that children go by car even to close distances, lack of a safe environment for physical activity in open air, the fact that children's playgrounds are limited only to the house and the time spent in front of TV/computer as a result of their intensive use lead to a decrease in activity and energy expenditure (Yigit, Ertekin, & Altinkaynak, 2002). Due to some feelings that individuals cannot receive from birth to childhood, lack of love, indifference and inconsistent behaviours, sense of confidence does not develop much in individuals. As years go by, they continue their lives as quiet, calm, unhappy and introvert individuals, or on the contrary, as tough and aggressive individuals. If individuals cannot get a response from their parents despite their sense of discovery and effort, they

need in the postpartum period, they may have a passive future. Parents' attitudes towards their babies determine the degree of children's self-confidence in the future.

While positive attitudes and behaviours of parents are considered as a factor increasing self-confidence, their negative attitudes can damage children's self-confidence permanently throughout their lives. Negative attitudes that cause great problems in the confidence of individuals can negatively affect the psychology of babies and this situation occurs in the coming years. Problems such as the death of a parent or both parents and divorce are also factoring that damage self-confidence to a great extent. Physical or psychological violence and intense punishment also affect individuals' future negatively. Having an unsuccessful education life from the beginning of education life and lack of attention from educators will cause a great destruction; on the contrary, attention from educators will help and guide individuals in gaining self-confidence, other personal values and characteristics. Each successful step

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contributes directly to self-confidence, while each unsuccessful step undermines the individual's self-confidence. Individuals who lack self-confidence, who do not believe in success and who are not aware of their abilities and limits start to doubt themselves and become unable to cope with difficulties in time. They will give in to people and difficulties around them and therefore become extremely adaptable as a result.

When all these come together, they will not be able to trust people around them, just as they cannot trust themselves. Not valuing children sufficiently, not making them feel self-confident, having an overprotective attitude, not creating a free environment for the child, giving support only in success and not giving any support in failure or negative situations and punishing them in addition to all these, not allowing them to feel responsible cause a deep loss of self-confidence in individuals' mental health. The concept of self-confidence has been one of the most discussed and researched concepts in both psychology and other areas of social sciences from the past to the present. As a result of examinations and hypotheses put forward, the phenomenon of self-confidence has shown its importance on individuals' psychology (Soner, 2000). Individuals with high self-confidence can face the reality, accept the conditions they cannot change, show the courage to change the conditions they can change and have the wisdom to distinguish between the conditions they can change and those they cannot. They are peaceful and happy and they make their environment happy (Soner, 2000).

On the other hand, individuals with high self-confidence also need the approval, comments and likes of other individuals in order to feel successful. Such individuals are afraid of failure and cannot tolerate criticism (Başoğlu, 2007; İlkim, Çelik, & Mergan, 2021; Karaaslan, İlkim, & Özdemir, 2021). They overreact to criticism, consider themselves as passive, they are not happy about the people around them, their families and themselves, they criticize too much, like to be alone and have shy behaviours. In order to increase the level of self-confidence, individuals should first of all put aside the negative thoughts they have had in the past and turn to future, focus on the good things they have, set achievable short-term goals, participate in activities and new experiences, and they should be open to changes and development. Individuals who feel good also have high self-confidence. Individuals should be open to attitudes and behaviours such as focusing on good aspects, doing things they enjoy, acting naturally, not needing to compare themselves with others, feeling happy with short- and long-term success, showing self-appreciation, not feeling weak, being a social individual, and participating in collective recreational activities.

In the education systems of many countries, the assessment and evaluation processes conducted through mass examinations directly affect all stakeholders and shape lifestyles, perceptions, and priorities due to their influence on the future. TEOG is a high school entrance exam administered by the Republic of Türkiye Ministry of National Education to 8th-grade students in core academic courses. According to their exam results, students become eligible to enter Anatolian and Science High Schools. This exam, which is important for students' academic success and career planning, creates considerable pressure on students. The fact that exam-based assessment determines the future with success indicators such as school placement and admission, while shaping the learning-teaching process (such as placement in a social, science or vocational high school), obliges stakeholders with different responsibilities and may negatively affect individual and social integrity. The anxiety students feel about the results of the exam can cause them to experience less self-confidence. For this reason, decision makers (school administration, parents, etc.) who plan to decrease the anxiety felt by students are in a search and one of the methods used to decrease this anxiety is encouraging students to participate in recreational activities (such as sports and theatre, folk dances, etc.).

There are studies in literature which report that sport and other physical activities can contribute to the development of individuals' self-confidence (Terlemez, 2019). It has also been clearly determined that participation in school sport is significantly associated with self-confidence (Bailey, 2017; Yurtseven et al., 2024). The review of the literature shows that empirical studies on the TEOG are limited to certain disciplines, focused on certain stakeholders, and they mainly concentrate on the assessment of questions. Children are directly negatively affected physically, socially and mentally by this critical examination process due to the anxiety of being unsuccessful in the exam and pressure from the family and the environment. Therefore, the aim of this study is to examine the changes in pre-exam and post-exam self-confidence levels of 8th graders as a result of participation in recreational physical activities before TEOG exam in terms of some socio-demographic characteristics. The following sections of the study will describe the methods used in data collection and the results of the survey administered to students and discuss the results with previously conducted studies on the topic and provide recommendations based on the results.

## **Material and Method**

The study was approved by the 17/04/2020 dated and

2020/226 numbered decision of Ondokuz Mayıs University Social and Human Sciences Ethics Committee and surveys were administered to students to collect the data.

## Population and Sample

Among the 8th grade students who would take the TEOG exam, a total of 963 students, including 498 students who regularly participated in sportive activities within the scope of the protocol between the Ministry of Youth and Sports and the Ministry of National Education, and 465 students who did not participate in any sportive activities, constituted the sample group. The first measurement was administered two weeks before the TEOG exam and the second measurement was administered one week after the exam. Descriptive survey model was used in the study since it aims to determine the existing situation. Survey models are research approaches that aim to describe a past or current situation as it is. Also, the findings obtained through this method provide the researcher with ease in reaching solutions to existing problems (Kaptan, 1977). Population of the study consisted of 8th graders who attended randomly selected secondary schools in Samsun during the 2018-2019 academic year, while the sample consisted of a total of 963 students (498 students who participated in activities + 465 students who did not participate in activities) selected by random sampling method among these students. The students who participated in the activity were 8th grade students who would take the TEOG exam and who regularly participated in sports activities throughout the year within the scope of the protocol between the Ministry of Youth and Sports and the Ministry of National Education. There are various rules in the literature for determining the sample size. One of these is the recommendation that the sample size in scale studies should be at least 5 times of the total number of items in the scale (Tavşancıl, 2014). For this reason, in determining the sample of the study, a minimum of 400 participants were chosen, as the Piers-Harris Self-concept Scale consists of 80 items, and the number of participants is five times the total number of items in the scales ( $80 \times 5$ ). It was planned to reach 1000 individuals in order to increase the quality of the study and to increase its representation of the universe. Thirty-seven incompletely filled forms were not evaluated, so the number of forms included in the analysis was 963.

## Data Collection Tools

In the study, "Piers-Harris Self-concept Scale" (a scale used for individuals between 9 and 20 years of age) which was

developed by Piers Harris in 1964 and adapted into Turkish by Öner (Öner, 2005) was used to measure and evaluate the changes in the self-confidence levels of 8th graders before TEOG exam as a result of participation in recreational physical activities. This scale was designed for children and adolescents and is widely used to assess individuals' self-confidence, self-perception, and general psychological well-being. It is widely used in clinical settings, especially in educational and psychological research. There are 80 descriptive statements that make up the scale. These are answered "yes" or "no". Responses are scored with a key. The scores obtained theoretically range from 0 to 80. In the scale, 43 statements are reversely coded. A high score indicates a positive self-confidence, while a low score indicates a negative self-confidence. The scale has 6 sub-scales: behaviours, school, physical appearance, anxiety, popularity, and happiness.

The items constituting the sub-scales are listed as follows: happiness (this subscale consists of items indicating that the child is happy, cheerful and content); anxiety (this subscale consists of items expressing concerns about lessons and general concerns); popularity (this subscale consists of items that express being liked by friends, being loved among friends, good sibling relationships); behaviours (this subscale consists of items that express statements such as being often involved in fights, behaving well-mannered and harmonious, causing problems for the family); physical appearance (this subscale consists of items indicating statements such as perceiving the self as handsome/beautiful, perceiving the eyes, hair and body as beautiful); school (this subscale consists of items that include statements such as voluntary participation in school activities, being successful in school, and being an important person when he/she grows up). The data collection was conducted in a city in the Black Sea region, targeting 8<sup>th</sup> grade students with the administered survey. Permission was obtained from the parents, administrators and educators at schools, who were briefed about the study in person and assured of the survey's anonymity. The surveys were then distributed, and the students were given enough time to fill in the surveys. The first measurement was administered two weeks before the TEOG exam and the second measurement was administered one week after the exam.

## Statistical Analysis

In the statistical analysis of data, first normality assumption was examined with Kolmogorov-Smirnov and Shapiro-Wilk test ( $P > 0.05$ ). In the study, repeated measures ANOVA was used to find out whether 8th grade

pre-TEOG and post-TEOG self-confidence scale total scores and subscale scores differed in terms of gender, number of siblings and the state of participating in physical activity. Repeated measures ANOVA is used when you have the same measure that participants were rated on at more than two time points. In repeated measures analysis of variance, the effects of interest are a) between-subject effects (such as group), b) within-subject effects (such as time), and c) interactions between the two types of effects (such as group\*time). Here in parenthesis, we assumed that repeated measurements on the same subject are taken by varying time and each subject belongs to one group.

Research findings were shown as n, mean and standard deviation and the results were considered significant at  $p < 0.05$ . All statistical calculations were made with SPSS 22.0 V statistical package program.

## Results

Table 1 shows the distribution of 8th graders who were attending school in Samsun during the 2020-2021 academic year and who participated voluntarily in the study in terms of some demographic characteristics.

**Table 1**

*Frequency and Percentage Distribution of the Participants in Terms of Demographic Characteristics*

<b>Gender</b>	<b>n</b>	<b>%</b>	<b>Number of Siblings</b>	<b>n</b>	<b>%</b>
Male	475	49.3	None	16	1.7
Female	488	50.7	1	109	11.3
Total	963	100.0	2	293	30.4
			3+	545	56.6
<b>The state of participating in physical activity</b>	<b>n</b>	<b>%</b>	<b>Total</b>	<b>963</b>	<b>100.0</b>
Yes	498	51.7			
No	465	48.3			
Total	963	100.0			

**Table 2**

*Pre-Exam and Post-Exam Self-Confidence of Students in Terms of the State of Participating in Physical Activity*

<b>Doing Sport</b>	<b>Application Pre-Exam</b>		<b>Post-Exam</b>		<b>P-Value for Time</b>	<b>P-Value for PIPA</b>	<b>P-Value for time*PIPA</b>
	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>			
<b>Overall Self-Confidence</b>							
Yes	498	46.58	5.91	51.44	9.30	<0.001	<0.001
No	465	42.17	5.75	42.44	7.03	<0.001	<0.001
<b>Happiness Subscale</b>							
Yes	498	7.45	1.94	8.44	2.35	<0.001	<0.001
No	465	6.57	1.90	6.70	2.06	<0.001	<0.001
<b>Anxiety Subscale</b>							
Yes	498	6.32	2.39	6.69	2.59	<0.001	<0.001
No	465	5.53	2.73	5.86	2.21	<0.001	0.854
<b>Popularity Subscale</b>							
Yes	498	6.63	2.00	7.49	1.89	<0.001	<0.001
No	465	6.28	1.92	6.08	1.94	<0.001	<0.001
<b>Behaviour Subscale</b>							
Yes	498	9.49	2.84	9.95	2.92	0.022	<0.001
No	465	7.91	2.77	8.01	2.76	<0.001	0.133
<b>Physical Appearance Subscale</b>							
Yes	498	6.02	2.13	6.88	2.05	<0.001	<0.001
No	465	5.97	2.53	5.86	2.09	<0.001	<0.001
<b>School Subscale</b>							
Yes	498	4.11	1.69	4.88	1.51	<0.001	0.001
No	465	4.23	1.89	4.27	1.60	<0.001	<0.001

Of the individuals who voluntarily participated in the study, 49.3% were female, 51.7% participated in physical

activity and 56.6% had three or more siblings (Table 1). In addition, while 55.6% of the male students in the study participated in physical activity, 48.0% of the female students participated in physical activity.

In the results of the study, it can be seen that TEOG exam had a negative effect on students' self-confidence. Both pre-exam and post-exam self-confidence levels of the individuals who participated in physical activities were found to be higher than those of the individuals who did

not ( $P < 0.001$ ). In addition, significant increase was found in the pre-exam and post-exam self-confidence levels of 8th graders who participated in physical activities ( $P < 0.001$ ; Table 2). In particular, it was found that participating in physical activities had a positive effect on both pre-exam and post-exam happiness, anxiety, popularity, behaviour, physical appearance and school subscale scores.

**Table 3**

*Pre-Exam and Post-Exam Self-Confidence States of Students in Terms of Gender*

Gender	Application n	Pre-exam		Post-Exam		P-Value for Time	P-Value for Gender	P-Value for Time*Gender
		Mean	SD	Mean	SD			
<b>Overall Self-Confidence</b>								
Male	475	44.78	7.04	48.01	9.44	<0.001	0.004	0.044
Female	488	44.13	5.32	46.20	9.33			
<b>Happiness Subscale</b>								
Male	475	6.96	2.09	7.69	2.43	<0.001	0.801	0.090
Female	488	7.09	1.84	7.51	2.33			
<b>Anxiety Subscale</b>								
Male	475	5.82	2.52	6.04	2.28	0.001	0.002	0.200
Female	488	6.05	2.64	6.54	2.58			
<b>Popularity Subscale</b>								
Male	475	6.43	1.98	7.04	2.05	<0.001	0.048	0.001
Female	488	6.50	1.96	6.58	2.00			
<b>Behaviour Subscale</b>								
Male	475	9.19	2.92	9.28	2.92	0.021	<0.001	0.117
Female	488	8.28	2.84	8.76	3.07			
<b>Physical Appearance Subscale</b>								
Male	475	5.79	2.27	6.40	2.08	<0.001	0.070	0.030
Female	488	6.20	2.37	6.38	2.17			
<b>School Subscale</b>								
Male	475	4.11	1.78	4.69	1.58	<0.001	0.523	0.045
Female	488	4.22	1.80	4.49	1.58			

It was found in the study that TEOG exam had a negative effect on the self-confidence of female and male 8th grade students. In the study, overall self-confidence, happiness, popularity, physical appearance and school subscale scores of male students were found to be higher when compared

with female students as a result of participating in physical activity. On the other hand, female students were found to have higher anxiety and behaviour subscale scores than male students. ( $P < 0.001$ ; Table 3).

**Table 4**

*Pre-Exam and Post-Exam Self-Confidence States of the Students in Terms of the Number of Siblings*

Number of Siblings	Application n	Pre-Exam Mean	SD	Post-Exam Mean	SD	P-Value for Time	P-Value for Siblings	P-Value for Time*Siblings
<b>Overall Self-Confidence</b>								
None	16	43.69	5.02	45.13	8.42			
1	109	44.27	7.38	47.87	10.45	<0.001	0.714	0.534
2	293	44.55	6.67	47.39	9.25			
3 +	545	44.46	5.77	46.83	9.33			
<b>Happiness Subscale</b>								
None	16	7.19	1.60	7.06	2.24	0.010	0.718	0.231
1	109	6.97	2.09	7.98	2.48			
2	293	6.99	2.08	7.62	2.52			
3 +	545	7.05	1.89	7.53	2.28			
<b>Anxiety Subscale</b>								
None	16	6.06	2.59	6.63	1.89	0.062	0.843	0.287
1	109	5.99	2.26	6.33	2.53			
2	293	5.71	2.67	6.37	2.51			
3 +	545	6.04	2.60	6.23	2.41			
<b>Popularity Subscale</b>								
None	16	6.81	1.22	6.63	1.75	0.202	0.300	0.843
1	109	6.37	1.99	6.81	2.11			
2	293	6.61	1.96	6.94	1.98			
3 +	545	6.39	1.99	6.74	2.07			
<b>Behaviour Subscale</b>								
None	16	8.50	2.25	8.25	3.44	0.373	0.459	0.552
1	109	8.27	2.98	9.00	3.11			
2	293	8.75	2.97	8.94	2.98			
3 +	545	8.82	2.89	9.08	2.99			
<b>Physical Appearance Subscale</b>								
None	16	5.88	2.50	6.63	2.00	0.013	0.598	0.557
1	109	6.00	2.25	6.59	2.12			
2	293	6.01	2.33	6.53	1.97			
3 +	545	6.00	2.35	6.26	2.21			
<b>School Subscale</b>								
None	16	4.06	1.53	4.38	1.50	0.028	0.768	0.872
1	109	4.30	1.69	4.59	1.69			
2	293	4.22	1.74	4.60	1.54			
3 +	545	4.11	1.84	4.58	1.59			

Significant difference was found in the pre-exam and post-exam overall self-confidence, happiness, physical appearance and school status subscale scores of students in terms of the number of siblings ( $P < 0.05$ ). On the other hand, it was found that the number of siblings did not have a different effect on pre-exam and post-exam self-confidence levels of 8th grade students ( $P = 0.714$ ; Table 4).

## Discussion

In the study, it was found that TEOG exam had a negative effect on students' self-confidence. It was found that individuals who participated in recreational activities had higher pre-exam and post-exam self-confidence levels than the individuals who did not ( $P < 0.001$ ). It was also concluded

that there was a significant increase in the pre-exam and post-exam self-confidence levels of 8th graders who participated in recreational activities ( $P < 0.001$ ; Table 2). There are studies in literature which have similar and different results on the subject. Ekinçi et al. (2014) found that students who were doing team sports had significantly higher self-confidence levels than students who did not participate in sport activities. In their study, Salar, Hekim and Tokgöz (2012) concluded that self-confidence levels of adolescent athletes who were doing team sports or any one of the individual sport types were close. Zorba (2012) stated that doing sport may cause a positive effect on the development of self-respect and an increase in self-confidence. In a study they conducted on 176 athletes, Can and Kaçay (2016) stated that sports identity perception had a positive effect on courage and inner confidence. In another study, it was concluded that individuals who participated in sports activities had higher self-confidence levels than individuals who did not (Özbek, Yoncalık, & Alincak, 2017). On the other hand, in a study they conducted on 6th and 7th graders, Ryan and Dziewaltowski (2002) concluded that students who participated in physical activities had higher self-confidence. Sun and Eroğlu (2016) examined 300 adolescents who were doing sports and those who were not in order to examine the effects of individuals' doing a licenced sport in adolescence on self-confidence. According to the results of the study, they concluded that adolescents who were athletes had higher inner confidence, outer confidence and total self-confidence than adolescents who were not. These results also support our study results. In a study conducted on 309 secondary school students who had the first three places as a result of competitions in different branches in Isparta, Akinci (2007) found that adolescents' being in sports teams increased their self-confidence. Kutlu (2001) conducted a study on self-confidence levels of 828 primary education and high school students between the ages of 9 and 18 who were engaged in scouting activities and those who were not in the province of Mersin. As a result of the study, it was found that students engaged in scouting had higher overall self-confidence levels than students who were not. Of the students who participated in the study, those who were 12-13 years old had significantly higher self-confidence levels than students of other age groups. Therefore, this result supports our study results.

In the present study, it was found that participating in sports activities had a positive effect on overall self-confidence and all subscale scores. This result is in parallel with the results of Fidancı's (2010) study. It can be concluded from the results that participating in sports activities made the students feel happier, more content, less

anxious, more liked and loved by friends, more well-mannered and harmonious, more physically attractive and more successful in school. Since sports activities require steady work, advanced level technique, advance aesthetics and competition, they affect students' character and adaptation (Akgül et al., 2012). In sports environments, individuals know themselves and accept what they can and cannot do. In team sports, they learn to adapt and share and also have higher self-confidence. One of the leading characteristics of individuals who do sports is that they are more assertive as a result of the self-confidence they gain (Yavuzer, 2005). According to Köknel (1981), making use of free time has a great effect on adolescents' being consistent, secure and realistic. It is claimed that activities such as doing sports, listening to music, going to theatre individually or as a group relieve emotional tension, help individuals to take their emotions under control and enable individuals to discharge their accumulated energy (Yavuzer, 2002). In the present study, it can be seen that TEOG exam had a negative effect on the self-confidence of female and male students. On the other hand, it was found that male students had higher pre-exam and post-exam levels than female students ( $P < 0.001$ ; Table 3).

A significant difference was found between pre-exam and post-exam overall self-confidence and all subscale scores of female and male students. In the study, overall self-confidence, happiness, popularity, physical appearance and school scores of male students were found to be higher when compared with female students as a result of participating in physical activity. On the other hand, female students were found to have higher anxiety and behaviour subscale scores than male students. In previously conducted studies, it was found that exam anxiety caused a poor performance and individuals' fears of being evaluated negatively, their deficiencies and other anxiety styles affected individuals' self-esteem (Alyaprak, 2006). In their study, Can and Kaçay (2016) found that female athletes had higher self-confidence level than male athletes. It was also found in another study that younger female students had higher self-confidence levels than male students (Soner, 1995). Although different studies conducted showed that women had higher self-confidence than men, the reason why female students had lower self-confidence in the present study may be the effect of future anxiety in addition to an exam that is important for the future. In the present study, a significant difference was found in students' pre-exam and post-exam overall self-confidence, happiness, physical appearance and school status subscale scores in terms of the number of siblings ( $P < 0.05$ ). On the other hand, it was found that overall self-confidence and all subscale scores were not significantly

different in terms of the number of siblings ( $P>0.05$ ; Table 4). In a study conducted by Bilgin (2011), the lowest self-confidence level was found in individuals with five and more siblings. According to Kahriman (2002), students who had one and two siblings had higher self-confidence mean scores than students who had three siblings.

## Conclusion

The objective of this study was to examine the changes in the self-confidence levels of 8th grade students before and after the TEOG exam, a high school entrance exam administered by the Ministry of Education to 8th-grade students in core academic courses, in terms of some socio-demographic characteristics. The findings showed that TEOG exam had a negative effect on the self-confidence of students. Both pre-exam and post-exam self-confidence levels of the students who participated in recreational activities were found to be higher than those of the students who did not. It was also found that TEOG exam had a negative effect on the self-confidence of female and male 8th grade students. Male students were found to have higher pre-exam and post-exam self-confidence levels than female students. Significant difference was found in the pre-exam and post-exam self-confidence levels of students in terms of the number of siblings while the number of siblings did not have a different effect on pre-exam and post-exam self-confidence levels of 8th grade students. As a conclusion, students' being away from recreational activities and physical activities during exams causes their self-confidence to be negatively affected. For this reason, it is very important to guide students to

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recreational activities and physical activities to minimize digital addiction in spare time and to maximize self-confidence. All these insights into the effects of physical exercise on self-confidence of adolescents are important for parents, schools and education system. Understanding these factors can help in addressing them effectively and thus increasing life satisfaction, improving mental health and fostering a greater adherence to sport. However, the present study has some limitations. First of all, the study is limited to only 8<sup>th</sup> graders. The study can be repeated on 12<sup>th</sup> grades who will take the university exam, which is another important exam in the lives of adolescents. Secondly, self-confidence of the students is measured based on self-report. Thirdly, the study is limited to 8<sup>th</sup> graders living only in Samsun. Future studies can be conducted in different cities in Türkiye and the results can be compared.

## Journalism Ethics Considerations

Ethical issues (Including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc.) have been completely observed by the authors.

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## Conflict of Interest

The authors declare that there is no conflict of interests.

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