

A COMPARISON BETWEEN SELF-CONFIDENCE AND CULTURAL INTELLIGENCE OF PHYSICAL EDUCATION AND SCIENCE AND LITERATURE EDUCATION TEACHER CANDIDATES

UMA COMPARAÇÃO ENTRE AUTOCONFIANÇA E INTELIGÊNCIA CULTURAL DA EDUCAÇÃO FÍSICA E CANDIDATOS A PROFESSORES DA EDUCAÇÃO EM CIÊNCIA E LITERATURA

UNA COMPARACIÓN DE CONFIANZA EN SÍ MISMO E INTELIGENCIA CULTURAL DE EDUCACIÓN FÍSICA Y CANDIDATOS A PROFESOR DE EDUCACIÓN EN CIENCIA Y LITERATURA

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ABSTRACT: Present study aimed to analyze self-confidence and cultural intelligence of physical education and science and literature education teacher candidates mutually. Quantitative cross-sectional study design was used in the study and 320 teacher candidates voluntarily participated. The participants were chosen according to convenient sampling method. To collect data, self-confidence scale (AKIN, 2007) and cultural intelligence inventory (İLHAN; ÇETIN, 2014) were used. In the analyses of the data independent samples t test and partial correlation test controlling for faculty variable was used. As a result, present paper showed that physical education teacher candidates had higher self-confidence and metacognitive cultural intelligence than science and literature teacher candidates. On the other hand, science and literature teacher candidates had higher levels of cognitive and behavioral cultural intelligence than physical education teacher candidates. Self-confidence and cultural intelligence correlated each other.

KEYWORDS: Intelligence. Self-confidence. Cultural intelligence.

RESUMO: O presente estudo teve como objetivo analisar mutuamente a autoconfiança e a inteligência cultural de candidatos a professores de educação física e de ciências e literatura. O modelo de estudo transversal quantitativo foi usado no estudo e 320 candidatos a professores participaram voluntariamente. Os participantes foram escolhidos de acordo com o método de amostragem conveniente. Para a coleta de dados, foram utilizados a escala de autoconfiança (AKIN, 2007) e o inventário de inteligência cultural (İLHAN; ÇETIN, 2014). Nas análises das amostras independentes de dados foi utilizado o teste t e o controle de correlação parcial para a variável docente. Como resultado, o presente artigo mostrou que os candidatos a professores de educação física tinham maior autoconfiança e inteligência cultural metacognitiva do que os candidatos a professores de literatura. Por outro lado, os candidatos a professores de ciências e literatura apresentaram níveis mais elevados de inteligência cultural cognitiva e comportamental do que os candidatos a professores de educação física. Autoconfiança e inteligência cultural se correlacionaram.

PALAVRAS-CHAVE: Inteligência. Autoconfiança. Inteligência cultural.

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RESUMEN: *El presente estudio tuvo como objetivo analizar la autoconfianza y la inteligencia cultural de los candidatos a docentes de educación física y de educación científica y literaria de forma mutua. En el estudio se utilizó un diseño de estudio cuantitativo transversal y participaron voluntariamente 320 candidatos a maestros. Los participantes fueron elegidos de acuerdo con un método de muestreo conveniente. Para la recolección de datos se utilizó la escala de autoconfianza (AKIN, 2007) y el inventario de inteligencia cultural (İLHAN; ÇETIN, 2014). En los análisis de los datos se utilizó la prueba t de muestras independientes y la prueba de correlación parcial controlando por la variable facultad. Como resultado, el presente trabajo mostró que los candidatos a maestros de educación física tenían mayor confianza en sí mismos e inteligencia cultural metacognitiva que los candidatos a maestros de ciencias y literatura. Por otro lado, los candidatos a maestros de ciencias y literatura tenían niveles más altos de inteligencia cultural cognitiva y conductual que los candidatos a maestros de educación física. La confianza en uno mismo y la inteligencia cultural se correlacionan entre sí.*

PALABRAS CLAVE: *Inteligencia. Confianza en sí mismo. Inteligencia cultural.*

Introduction

The sense of self-confidence is an essential component for a person to have a positive life, to nurture their skills that develop themselves, and to use their strengths for positive purposes (PRESTON, 2005) as well as to reveal one's own character and personality (KOIVULA; HASSMÉN; FALLBY, 2002). It can change with the effect of the successes of a person in his life and the positive behaviors he has brought to himself. Because it is in the nature of man to believe, and as he achieves something, his self-esteem and self-confidence increase (UZUN, 2003).

Despite the obstacles in front of us throughout our lives, the solutions we find enable us to gain our self-confidence. The individual recognizes the positive and negative aspects of himself and develops the strategies that he has provided throughout his life (JETTEN *et al.*, 2017). The first thing a person should do about self-confidence is to discover himself, to know himself and to set goals for it. The individual needs to be accepted and respected by the society, this feeling affects the person positively. If we get negative reactions from our environment, our own belief will be destroyed and we may end up waiting for approval for everything we do. When we succeed or are approved, our self-confidence rises, but when we fail and are not approved by our environment, our self-confidence decreases (BALTAŞ, 2002).

In previous studies self-confidence was defined as “a reliance stemming from persuasion or accompanied by it” or “an individual's certainty about his or her abilities” (ONEY; OKSUZOGLU-GUVEN, 2015). The Oxford Dictionary of English (2010) defines

self-confidence as “a feeling of self-assurance arising from an appreciation of one’s own abilities or qualities”. As can be seen, the definitions on the phenomenon varies. According to Stajkovic (2006), self-confidence is related with four different characteristics that characterize a person: knowing what to do and how to do (hope), belief in accomplishing the task (self-efficacy), belief that the attempt will yield positive results (optimism) and that if things go wrong, they can recover (resilience) (STAJKOVIC, 2006). And, within the academic setting, the term ‘self-confidence’ is related with self-concept, self-esteem, self-efficacy, optimism and academic behavioral confidence (BARLOW; MCCANN, 2019).

People with low self-confidence experience fear of rejection, do not accept their failure, always distance themselves from people, see themselves as worthless and unsuccessful, avoid obstacles throughout life, fear of not reaching their goals, overestimate them and avoid trying, become unable to cope with the problems in their daily life (CHUANG *et al.*, 2013; CONRADI *et al.*, 2016; MONEVA; TRIUNALO, 2020). However, people with moderate self-confidence have an equal mix of positive and negative aspects. People with high self-confidence accept their failure, but do not despair, take action to succeed again, value themselves, being approved by others is unimportant for them, they can talk and get along with the opposite sex comfortably, they can be more successful in education and business life (EKINCI *et al.*, 2013; KARADEMIR, 2015).

Cultural intelligence is a concept that has developed as a result of the increase in interdependence among the countries of globalization. Cultural intelligence is the ability to adjust behaviors according to the requirements of the cultures with which the individual interacts (ANG *et al.*, 2006) or the capacity to adapt to cultural differences (EARLEY; ANG, 2003). Researchers conceptualized cultural intelligence in four dimensions as metacognition, cognitive, motivation(al) and behavior(al) cultural intelligence. Cognitive dimension refers to knowledge of other cultural characteristics, behavior(al) dimension refers to show sensitive and respectful behaviors towards cultural differences, motivation(al) dimension refers to the willingness to interact with different cultures, and metacognitive dimension refers to the cultural knowledge that the individual employs while communicating with people from different cultures. It also refers to the level of awareness about and the ability to control this information and involves “higher order cognitive processes” (İLHAN; ÇETİN, 2014).

Developing industry & transportation technologies, increase in the frequency of travels and quality of life perception, people's willingness in seeing and adopting different cultures, and the ability to act in accordance with different cultures are important elements of cultural intelligence. Recently, due to the importance given to cultural intelligence, Recently,

due to the importance given to cultural intelligence, studies have boosted and a body of literature has begun to form in this field (ANG *et al.*, 2011; KOÇAK; ÖZDEMİR, 2015; LEE; SUKOCO, 2010; YEŞİL, 2009).

Problem statement and research questions

The pioneering institution that has an important effect on an individual's self-development and maturation after his/her family is the school and teachers. The person whom school-age children take as an example becomes their teacher after their parents. In a short time, the impact of teachers on the student's life is very visible. A teacher with a high level of cultural intelligence can have a better communication with students from different cultural backgrounds. Besides, If the teachers' self-confidence levels are high or deficient, it affects the development of their students' achievement level in a good or bad way (KARADEMİR, 2015).

Self-confidence has an effect on the individual's behaviors, and therefore researchers from many different disciplines have conducted research on self-confidence. Accordingly, when we examine topical studies we can see studies conducted on the correlations of self-confidence with entrepreneurial intention (GARAİKA; MARGAHANA; NEGARA, 2019), speaking anxiety and speaking achievement (TRIDINANTI, 2018), brand commitment (SUNG; CHOI, 2010), and financial literacy (RAMALHO; FORTE, 2019). In addition, although the literature gives us sufficient studies which investigates the associations of students' self-confidence with different concepts in the educational process (AKBARI; SAHIBZADE, 2020; BESSA *et al.*, 2021; HENDRIANA; JOHANTO; SUMARMO, 2018) very few studies examined the associations of self-confidence with cultural intelligence in a sample of different branch teacher candidates. So, in the present study we aimed to analyze the differentiations and correlations of self-confidence and cultural intelligence of teacher candidates. We think that with revealing the relationships between the concepts will contribute to the development of the more appropriate environment for a more successful teaching especially in a multicultural way. In particular, the following research questions guided our study:

RQ1: Does perceived self-confidence of teacher candidates differ in terms of their branches?

RQ2: Does perceived cultural intelligence of teacher candidates differ in terms of their branches?

RQ3: Is there a relationship between teacher candidates' self-confidence and cultural intelligence in terms of their branches?

Material & Method

Study Design

Present study was designed as a cross-sectional quantitative study. This type of study design includes collecting data to determine the specific characteristics of a group (BÜYÜKÖZTÜRK *et al.*, 2008), making inferences from the obtained data and then predicting them to general population (GRATTON; JONES, 2010).

Study Sample

The study sample consists of 207 teacher candidates who received formation education at Kocaeli University and 113 physical education and sports teacher candidates studying at Kocaeli University Faculty of Sport Sciences, Department of Physical Education and Sports Teaching. The participants were chosen according to convenience sampling method and participated in the study voluntarily. Informed consent form was obtained from the participants.

Table 1 – Distribution of the Demographic Characteristics of Participants

		Frequency	Percent
Age	21-22	134	41.9
	23-24	141	44.1
	25+	45	14.1
	Total	320	100.0
Gender	Female	142	44.4
	Male	178	55.6
	Total	320	100.0
Faculty	Faculty of Sport Sciences	113	35.3
	Faculty of Science and Lit	207	64.7
	Total	320	100.0

Source: Research results

According to descriptive analyze results, 44.1% of the participants were between the age range of 23-24, 55.6% were males and 64.7% were teacher candidates of science and literature education.

Data Collection Tools

Self-Confidence Scale

The original scale was initially developed by AKIN (2007). The scale is a self-report measure with 33 items and 2 factors as intrinsic self-confidence and extrinsic self –

confidence. The sample items include “I believe that I can be self-sufficient” (intrinsic self-confidence), “I can control my excitement around others” extrinsic self-confidence. The answers given to the scale are evaluated with 5 Likert type scale from 1 (completely disagree) to 5 (completely agree).

Cultural Intelligence Inventory

The original scale was developed by ANG *et al.* (2007) and adapted into Turkish by İlhan and Çetin (2014). The scale is a self-report measure with 20 items (e.g., “I am aware of the cultural knowledge I use when I am with people from different cultural backgrounds.”) and 4 factors as metacognition, cognition, motivation and behavior. The answers given to the scale are evaluated with 7 Likert type scale from 1 (completely disagree) to 7 (completely agree).

Data Analysis

The data were analyzed with SPSS 23 for Windows. In the data analysis, first, Cronbach’s Alpha, skewness and kurtosis values were calculated for the scales. Descriptive statistics were presented as mean and standard deviation. Independent samples t test and partial correlation were applied at 95% confidence level.

Table 2 – Cronbach’s Alpha, Skewness and Kurtosis Values of the Scales

Scale	Cronbach's Alpha	Skewness	Kurtosis
intrinsic self-confidence	.745	-.367	.415
extrinsic self-confidence	.713	-.320	-.132
metacognition	.838	-.247	.296
cognition	.911	-.498	.014
motivation	.896	-.702	.302
behavior	.885	-.512	-.499

Source: Research results

Cronbach’s Alpha for the scale factors were calculated between .713 (extrinsic self-confidence) to .911 (cognition). All the Alpha levels were found to be enough according to the literature (WADKAR *et al.*, 2016). Besides, both skewness and kurtosis values were calculated within normal ranges (TABACHNICK; FIDELL, 2012).

Results

Table 3 – Descriptive statistics and comparison between teacher candidates according to faculty

Dependent Variable	Faculty	N	Mean	Std.	t	p
				Deviation		
intrinsic self-confidence	FSS	113	36.68	5.43	4.79	.000*
	FSL	207	33.72	4.93		
extrinsic self-confidence	FSS	113	24.32	3.97	3.24	.001*
	FSL	207	22.95	2.89		
metacognition	FSS	113	23.26	3.71	7.27	.000*
	FSL	207	20.32	2.89		
cognition	FSS	113	27.51	8.12	3.58	.000*
	FSL	207	30.76	7.06		
motivation	FSS	113	27.83	5.86	1.68	.093
	FSL	207	26.71	5.20		
behavior	FSS	113	27.17	5.31	-	-
	FSL	207	28.48	5.12		

FSS= Faculty of Sports Sciences, FSL= Faculty of Science and Literature * $p < 0.05$

Source: Research results

Table 3 includes descriptive statistics. Regarding group comparison, we found that physical education and sport teacher candidates reported significantly higher scores on the variable self-confidence in intrinsic and extrinsic self-confidence and on the variable cultural intelligence in metacognition factor. However, science and literature teacher candidates had higher scores on the variable cultural intelligence in cognition and behavior factors. No statistically significant difference was found in motivation factor.

Table 4 – Partial Correlation test results

	1	2	3	4	5	6
1 intrinsic self-confidence	1					
2 extrinsic self-confidence	.736**	1				
3 metacognition	.547**	.490**	1			
4 cognition	.301**	.250**	.426**	1		
5 motivation	.375**	.360**	.500**	.577**	1	
6 behavior	.318**	.323**	.542**	.548**	.781**	1

*controlled for faculty variable ** $p < 0.01$ * $p < 0.05$*

Source: Research results

Table 4 shows the partial correlation analyses between self-confidence factors and cultural intelligence factors. In the test faculty variable was the control parameter. Results showed that self-confidence and cultural intelligence of teacher candidates were positively correlated ranging from .318 (intrinsic self-confidence-cognition) to .547 (intrinsic self-confidence-metacognition). The correlations found are in favor of both groups.

Discussion

Current paper aimed to analyze the associations between self-confidence and cultural intelligence among physical education teacher candidates and science and literature teacher candidates mutually. In this section, the findings related to research questions obtained as a result of the analyzes will be evaluated with the literature.

RQ1: Does perceived self-confidence of teacher candidates differ in terms of their branches?

According to analyzed results obtained for the RQ1 (table 3), physical education teacher candidates intrinsic and extrinsic self-confidence were found to be higher than science and literature teacher candidates. Previous studies showed that physical education teachers have a high level of self-confidence (ATILGAN, 2018; CENGİZ; ARSLAN; ŞAHİN, 2015). Besides, according to the literature, sports science faculty students also have a high level of self-confidence (AÜBUĞA; PEPE, 2020; DOĞRU, 2017). This result can be a natural consequence of relatedness with sports. As, previous studies showed that relatedness with sports have positive effects on self-confidence (EKİNCİ, 2013; ÖZBEK; YONCALIK; ALINCAK, 2017), psychological resilience (DURSUN *et al.*, 2020), and self-efficacy (YILMAZ *et al.*, 2020). In their study, Foley *et al.* (2020), mentioned that the training and self-confidence of the teacher are the essential ingredients in the achievement of any inclusive physical education or recreation program. They also found that a one-week intensive sports camp positively effects Physical Education Pre-Service Teachers' self-confidence. In an another study, it was mentioned that new approaches to physical education teacher education can help promote self-confidence and self-perceived competence in beginning teachers (BARBER *et al.*, 2020). According to Sum *et al.* (2018), teachers' physical literacy and self-efficacy can be considered as the main factors of effective physical education teaching, which in turn, affects students' physical activity participation and physical literacy. In a study conducted with a total of 607 students of physical education and other teaching specialization it was found that along with the increase in self-confidence, passion and optimism, the level of health pro-behaviors also increased (KOSIBA; GACEK; WOJTOWICZ, 2019). The present study results and the relevant literature make us think that sports and sports education increase self-confidence. However, in the literature there are studies which showed that geography teacher candidates-as members of faculty of science and literature- had a high level of intrinsic self-confidence and medium level extrinsic self-confidence (KARADEMİR, 2015). So, care should be taken in predicting this result of the study in general.

RQ2: Does perceived cultural intelligence of teacher candidates differ in terms of their branches?

Analyze results obtained for the RQ2 (table 3), showed that physical education teacher candidates had a higher level of metacognitive ($X=23.26$) cultural intelligence, on the other hand science and literature teacher candidates had higher levels of cognitive ($X=30.76$) and behavioral ($X=28.48$) cultural intelligence. However, no difference was found in motivation. In their study Koç and Turan (2018) found sports faculty students' metacognitive cultural intelligence as 19.17 and Vural and Peker (2019) found as 15.54. Maden and Maden (2018) found Turkish language teacher candidates as average, and Kozikoglu and Tozin (2020) found teachers' as high. So it can be said that aforementioned study results differ from each other.

As mentioned before metacognitive cultural intelligence refers to the cultural knowledge that the individual employs while communicating with people from different cultures, and the level of awareness about and the ability to control this information (ILHAN; CETIN, 2014). We think that the PE teacher candidates having higher metacognitive cultural intelligence is related to their relationship with sports. As, according to researchers, sports plays a mediation role in overcoming the possible problems that may arise from multiculturalism (ERKALAN ÇAKIR, 2020). Supporting this thought, in their study Ergun and Guzel (2017) found that the metacognitive cultural intelligence levels of female university students who are only interested in sports are higher than those who are interested in arts and not both. On the other hand, the fact that the PE teacher candidates having lower cognitive and behavior(al) cultural intelligence is a subject worth investigating. As a conclusion, studies examining the cultural intelligence levels of physical education teacher candidates are in the minority in the literature, however, cultural intelligence is important for teacher candidates as it has a positive effect on their practical technical capabilities (AYDIN, 2019).

RQ3: Is there a relationship between teacher candidates' self-confidence and cultural intelligence in terms of their branches?

According to partial correlation analyzed results which was controlled for faculty (table 4), self-confidence and cultural intelligence was found to be positively correlated each other. Medium to high correlations were found between intrinsic self-confidence and metacognition, cognitive, motivation(al) and behavior(al) cultural intelligence ranging from .341 to .547. Weak to medium correlations were found between extrinsic self-confidence and cultural intelligence sub-dimensions ranging from .250 to .490. The correlations were found for both PE teacher candidates and science and literature education teacher candidates.

Studies showed that there is a strong association with sports education and self-confidence (BESSA *et al.*, 2021), as well as science education and self-confidence (HONG *et al.*, 2015). Besides, there are studies indicating the associations of self-confidence in the education environment with classroom management skills (BAS, 2019), web-based education and clinical decision making (BEKTAS; YARDIMCI, 2018), and educational robotics usage in learning activities (PIEDADE, 2021).

Cultural intelligence can be used as a “strategic and competitive tool in order to help educators to achieve organizational goals” (MAHDI; ELAHEH, 2012 apud ALDHAHERI 2017). Kistyanto *et al.* (2021) stated that Indonesian students who took part in student exchange programs or studying abroad had high cultural intelligence which positively affect their innovative behavior. And there are studies showing the correlations of cultural intelligence in education environment with prejudice and entrepreneurship (BALTACI, 2017), and professional well-being (EFEOGLU; ULUM, 2017).

Conclusion

As a concept, self-confidence is an essential element to support the individual on the way to being a successful person (EKINCI *et al.*, 2013), and teachers with a high sense of self-efficacy and self-confidence are more inventive with their work, concentrate and continue their efforts longer when their performance falls short of their targets (UNIVERSITY OF CAMBRIDGE, 2012 apud MALANDRAKIS, 2018).

Present study revealed that physical education teacher candidates had higher self-confidence and metacognitive cultural intelligence than science and literature teacher candidates. On the other hand, science and literature teacher candidates had higher levels of cognitive and behavioral cultural intelligence than physical education teacher candidates. Lastly, self-confidence and cultural intelligence correlated each other. Self-confidence is essential for teachers because their interactions with students require an awareness of psychological functioning (MACLELLAN, 2014). Besides, cultural intelligence is also important for teachers and educators because the culturally diverse demographics of classrooms today often create value conflicts, and it is not difficult to behave in ways that unintentionally offend or discriminate against students from different cultural backgrounds (GOH, 2012). So, it is recommended to support the results of the current research with future studies and to review the relationship between the variables. As, better understanding of the concepts of self-confidence and cultural intelligence will enhance better learning environments.

ACKNOWLEDGMENTS: The authors declare no conflict of interest in the publication of the manuscript. The first author contributed to data analyze, translation, study design and manuscript preparation. The second author contributed to data collection, literature, and manuscript preparation.

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How to refer to this paper

AKTAS USTUN, N.; AKDENİZ, H. A comparison between self-confidence and cultural intelligence of physical education and science and literature education teacher candidates. **Revista online de Política e Gestão Educacional**, Araraquara, Araraquara, v. 26, n. 2, p. 1403-1417, maio/ago. 2021. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v25i2.15493>

Submitted: 10/05/2021

Required revisions: 25/06/2021

Approved: 20/07/2021

Published: 01/08/2021