SELF-EFFICACY AND HAPPINESS LEVELS OF INDIVIDUALS PARTICIPATING IN RECREATIONAL COURSES

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Abstract
The aim is to examine the levels of self-efficacy and happiness of individuals attending Arts and crafts courses to assess their free time. For this purpose, the universe of the research consists of individuals who receive training in free courses offered by the Metropolitan Municipality in the Izmit District of Kocaeli province. The research sample consists of 153 volunteer trainees who attend courses of Serdar neighborhood, as it can be reached using the appropriate sampling method from the non-selective sampling method. After obtaining permissions, the Data Sheet, The Oxford Happiness Scale developed by Hills and Argyle 2002, and the self-efficacy-efficacy scale developed by Sherer et al.were applied to the volunteer participants. Since the data obtained showed a normal distribution when analyzed in the SPSS 21.0 package program, parametric tests were used for independent groups; t-test and one-way analysis of variance. The margin of error was $p<0.05$. The analyses gender, age, having children, marital status, income level, see treatment common treatment type, the type of the course they attended and according to work status both happiness and self-efficacy in terms of there was not a significant difference. But while Happiness Scale scores did not differ significantly depending on educational level; significantly higher scores were obtained in favor of those with a bachelor's degree in terms of self-efficacy As a result, it was determined that self-efficacy scores increased as education increased. In addition, it was thought that it would be appropriate to plan more detailed and experimental studies in terms of evaluating the contribution of free time activities.
Key Words: Happiness, Self-Efficacy, Recreational Activity, Course Training, Trainee.

Introductıon

At the heart of all the efforts that people make throughout their lives is happiness. Happiness is defined in the dictionary of the Turkish language institution as a state of feel proud from achieving all aspirations completely and continuously (TDK, 2020). Some philosophers, on the other hand, have explained happiness in the form of spiritual goodness and peace (Özgen, 1997). In fact, happiness is a result of living life well. It has been explained that the science of psychology, which investigates human emotions, thoughts and behavior, mainly focuses on mental diseases and problems (Myers & Diener, 1995). Although Psychological Science is focused on human problems, it has also been noted that there are three types of missions, such as improvement, a better quality of life by solving problems, and developing people's strengths (Luthans, 2002; Seligman & Csikszentmihalyi, 2000). While Psychology has followed problem-oriented approaches in the past, positive psychology studies are increasing today. Along with the development of positive psychology, positive emotions and ways to be happy have also begun to be explored. In Psychological Science, it has been reported that happiness is studied under the name of “subjective well-being” and is a characteristic of personality, for which research focuses on the relationship between personality and happiness (Kangal, 2013). In addition, research has suggested that people who have friends in social terms and have strong relationships will feel healthy and happy because they are not alone and will be far from unhappiness (Suhail & Chaudhry, 2004). It has also been mentioned that the concept of happiness has two dimensions, cognitive and emotional (Myers & Diener, 1995). It has also been noted that people with negative emotions, especially in the emotional dimension, have low motivation to achieve (Solmuş, 2005). Studies have shown that having social relationships, efficient evaluation of their free time, self-confidence, and high levels of self-realization are important for happiness (Lewis, Francis & Zeirtbertz, 2002). It has been stated that achieving goals in life is a factor that increases happiness, especially as a result of the difficulty of the goals set by the person and the achievement of the difficult goals, happiness will also increase as a result of the individual's self-efficacy (Myers & Diener, 1995). A person's self-efficacy actually expresses self-belief in dealing with problems that may occur now or in the future. It is explained that this self-belief will also return to people as a skill or competence (Maddux & Gosselin, 2003). Coping skills are adequate, however, it has been claimed that those with low self-sufficiency will not be able to activate coping skills (Yıldırım & İlhan, 2010). Self-efficacy has also been reported to differ from self-confidence in that people have beliefs that they have all the skills necessary to successfully perform a job, and that it is related to a particular action (Kurbanoğlu, 2004). In the development of self-efficacy; first of all, it is stated that the person's experience related to success is effective. In

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addition, what was learned from them by observing other individuals and external physiological arousal and verbal encouragement of others, i.e. emotional dimension, were considered important (Bandura, 2001; Sakız, 2013). Self-efficacy means that belief in people is positive; it shows that they are more resilient in situations where they encounter life difficulties, that their problem-solving skills are stronger, stress-resistant, and therefore have a higher positive mood. Conversely, low self- efficacy has been reported to indicate that people are in a negative mood (Gordon, Lim, McKinnon & Nkala, 1998; Kurbanoğlu, 2004; Pajares, 2002). Based on all these explanations; for the levels of happiness and competence and for the strong relationship from a social point of view, group participation is important in recrative activities. Again, in the information of the literature, it is important to conduct a loved activity in free time, given explanations that emphasize the importance of observing others and doing something for self-efficacy. Based on this information, the happiness and self-efficacy status of individuals participating in recreational activities during their free time was curious. From this point of view, it is aimed to investigate the levels of self-efficacy and happiness of individuals who are located in the Serdar neighborhood of Izmit District and participate in different courses. In line with the main purpose of the research, answers to the following questions were sought.

-Does the level of happiness and self-efficacy of individuals participating in various courses during their free time differ significantly according to socio-demographic variables?

-Does the level of happiness and self-efficacy of individuals attending various courses during their free time differ significantly depending on the type of course they attend?

- Are feelings of happiness and self-efficacy related?

Method

Study Group: The universe of the research consists of individuals who receive training in free courses offered by the Metropolitan Municipality in the Izmit District of Kocaeli province. The sample of the study consists of 153 volunteer trainees who participate in KO-MEK courses in the Serdar neighborhood, as it can be reached using the appropriate sampling method from the non-selective sampling method. After obtaining a research permit from the Metropolitan Municipality in the 2019-2020 academic year for research, trainees attending the Serdar neighborhood course center were informed about the research. 153 trainees who voluntarily participated in the post-informational study were applied to the fact sheet, the Oxford Happiness Scale developed by Hills and Argyle in 2002, and the self-efficacy-efficacy scale developed by Sherer et al. A total of 153 volunteers, 142 women and 11 male trainees, participated in the study.

Data Collection Tools

Personal Information Form: A 12-question information form was applied that questioned the socio-demographic characteristics of participants, the type of course they attended, whether there was an activity they attended outside the course, and whether they had any illness and was prepared in the light of literature information.

Oxford Happiness Questionnaire (OHQ): The Oxford Happiness Questionnaire was developed by Argyle, Martin and Crossland (1989), and the adaptation study to Turkish was made by Doğan and Akıncı Çötok (2011). The scale evaluated on the total score was changed to 5 likert for easy response when adapting to Turkish, while the original was 6 likert type. The total score that can be obtained from the scale consisting of 29 items ranges from 29-174. As the score rises, happiness increases. Happiness on the scale is categorized on three levels. In the adaptation study for Turkey, the internal consistency coefficient was found to be 74 (Doğan & Akıncı Çötok, 2011). In this study, cronbach Alpha coefficient was found to be 0.82.

Self-efficacy- Efficacy Scale: It was developed by Sherer et al (1982) and adapted into Turkish by Gözüm and Aksayan (1999). The sum of the scores that can be obtained from the 23-point and 5-point likert type answered scale is the highest 115 and the lowest 23. Scale; 2,4,5,6,7,10,11, 12,14,16,17,18,20,22. items are scored in the opposite direction. In the adaptation study for Turkey, the reliability coefficient of the test was found to be 92 (Gözüm & Aksayan, 1999). For this research, cronbach Alpha coefficient was found to be 0.87.

Data Analysis

The SPSS 22.0 package program was used in the analysis of the data obtained from the research. Since the sample number is more than 50, the T test was used for binary cluster comparisons from parametric tests, and one-way variance analysis was used for more than two cluster comparisons, as they fit the normal distribution when analyzed by the Kolmogorov-Smirnov Test. The Tukey test was used to find the source of differentiation. The relationship value between the scales was determined by Pearson correlation analysis.

Findings

In this section, the scores obtained by the research group from the Oxford Happiness Scale and self-efficacy competence scale are analyzed in accordance with the research questions and presented in tables. Looking at Table 1, there was no significant difference between the scores taken from both the happiness scale and the self- efficacy scale according to gender, marital status and whether or not they worked in a job [Table 1].

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Table 1: T-test analysis of happiness and self- efficacy scores according to socio-demographic characteristics

Variable		N	%	Happiness	Self- efficacy Scale
				Mean±Sd	Mean±Sd
Gender	Woman	142	%92.8	102.41±16.26	89.41±13.18
	Man	11	%7.2	103.00±21.49	81.09±13.33
	P Value			.931	.070
Marital status	Married	107	%69.9	102.94±17.11	88.85±13.84
	Single	41	%26.8	101.751±15.25	88.97±12.23
	P Value			.683	.957
Working status	Yes	29	%19	102.52±21.49	91.86±14.16
	No	124	%81	102.44±15.16	88.09±13.13
	P Value			.982	.105

In Table 2, when looking at whether the research group participated in any activities other than the municipal course programs, 20.9% participated, while 79.1% did not participate in any activities other than the course. When the data in the table were analyzed, there was no significant difference between self- efficacy and happiness scores depending on participation in extracurricular activities, whether to play sports, whether to receive treatment in any subject [Table 2].

Table 2: T-test analysis of happiness and self- efficacy scores according to recreational activity, health and sports status of participants

Variable		N	%	Happiness	Self- efficacy
				Mean±Sd	Mean±Sd
Operating out of KO-MEK	Yes	32	%20.9	102.72±21.49	89.94±14.16
	No	121	%79.1	102.39±15.16	88.51±13.13
	P Value			.935	.610
Regular sports	Yes	43	%28.1	105.81±14.16	89.93±14.25
	No	110	%71.9	101.14±17.35	88.37±12.98
	P Value			.089	.536
Any treatment condition	Yes	38	%24.8	101.05±14.55	85.10±14.06
	No	115	%75.2	102.92±17.27	90.03±12.89
	P Value			.515	.061

In Table 3, there were no significant differences between both self-sufficiency and happiness scores of the research group, depending on age and income level. However, while there was no significant difference in Happiness Scale scores according to education levels, self-efficacy scale scores were found to be significantly higher in favor of undergraduate graduates ($p=0.004$, $p<0.005$) [Table 3].

Table 3: Variance analysis of happiness and self- efficacy scores according to socio-demographic characteristics of participants

Variable		N	%	Happiness	Self- efficacy
				Mean±Sd	Mean±Sd
Education	Primary School	50	%32.7	102.54±19.15	84.68±13.32
	Secondary School	12	%7.8	96.17±20.86	82.67±16.00
	High School	50	%32.7	100.22±12.31	90.98±12.88
	Undergraduate	41	%26.8	106.93±15.98	93.00±11.26
	P Value			.132	**.004**
Income	2000 tl and below	25	%16.3	103.04±15.69	88.92±2.89
	2001-2500 tl	34	%22.2	102.09±20.41	84.88±2.29
	2501-3000 tl	46	%30.1	100.96±11.66	87.15±2.00
	3001-3500 tl	26	%17.0	99.04±19.39	94.27±2.25
	3501 tl and above	22	%14.4	109.54±15.76	91.78±2.49
	P Value			.238	.056

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Age	18-24	28	%18.3	101.78±11.55	90.25±11.26
	25-34	27	%17.6	104.89±15.59	87.67±13.22
	35-44	43	%28.1	102.05±17.07	90.67±13.69
	45-54	37	%24.2	201.22±18.02	89.22±13.69
	55-65	13	%8.5	104.92±17.67	83.77±15.68
	65+	5	%3.3	92.00±29.67	81.00±11.68
	P Value			.717	.422

Table 4 participants; child status, self-sufficiency according to the type of course they attended (p=.296, p>0.05) and Happiness (p=.951, p>0.05) no significant differences were found between the scores [Table 4].

Table 4: Variance analysis of happiness and self- efficacy scores according to the type of course participants attended and the state of having children

Variable		**N**	**%**	**Happiness**	**Self- efficacy**
				Mean±Sd	**Mean±Sd**
Child status	No child	42	%27.5	101.19±13.49	90.90±11.06
	1 child	21	%13.7	107.09±15.11	89.14±13.71
	2 children	6	%43.1	101.68±18.63	87.09±14.22
	3 children	19	%12.4	100.74±15.09	88.74±15.36
	4 and more	5	%3.3	110.40±23.99	92.80±9.094
	P Value			.592	.632
The type of courses attended	**Crafts**	73	%47.7	101.78±18.63	87.62±14.08
	Culinary arts	23	15.0	103.65±17.17	91.00±10.92
	Personal development	44	%28.8	103.18±14.20	90.93±12.52
	Art and design	13	%8.5	101.69±11.79	84.46±14.89
	P Value			.951	.296

In Table 5, there was no significant difference between the self- efficacy and happiness scores of the trainees participating in the study according to the year of sports [Table 5].

Table 5: Results of variance analysis of average happiness and self- efficacy points of participants according to the year of sports

Variable		**N**	**%**	**Happiness**	**Self- efficacy**
				Mean±Sd	**Mean±Sd**
Year of sport	0-3 Year	18	%11,8	104.72±16.85	14.77±3.48
	4-10 year	3	%2,0	101.00±16.09	6.55±3.78
	10 year and more	6	%3,9	106.33±14.29	14.78±6.03
	P Value			.899	.581

In Table 6, the correlation analysis between the happiness and self- efficacy scales of the research group was found to be positively significant between the Happiness (p=0.006, p<0.05) and self-sufficiency (p=0.006, p<0.05) scales. It has been determined that the level of self- efficacy increases as happiness increases, and the level of happiness increases significantly as self- efficacy increases [Table 6].

Table 6: Correlation analysis between happiness and competence scales

		Total happiness	**Total self-sufficiency**	**Mean ±Sd**
Total happiness	Pearson Correlation	1	.223**	102.46±16.61
	Sig. (2-tailed)		.006	
	N	153	153	
Total self-sufficiency	Pearson Correlation	.223**	1	88.81±13.32
	Sig. (2-tailed)	.006		
	N	153	153	

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion And Conclusion

In this study, it was aimed to determine the self-efficacy and happiness levels of individuals participating in different courses during their free time.

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Looking at table1, the level of happiness and self-efficacy did not differ significantly according to the gender and marital status variable of participants who attended various courses as a free time activity. Similar to these findings, the literature also shows that there are studies that do not find happiness levels different in terms of gender (Can & Cantez, 2018; Demirtaş, 2018; Keskin & Orgun, 2006). According to these results, the variables of gender and marital status can be said to have no significant effect on both happiness and self-efficacy.

Although different results have been found in studies, gender, age, income, education, health and faith are also explained as some factors affecting happiness in theoretical publications explaining happiness (Kangal, 2013). Again, in different publications, the effect of some variables on happiness is given as a percentage ratio. Of these, it has been reported that genetic factors affect happiness by 50%, demographic characteristics by 10%, and recreational activities by 40 % (Kaygusuz, 2018).

The number of women participating in this study is 142, while the number of men is 11 people. This is considered a limitation of our research. However, due to the lack of sufficient research in the literature, research data has been analyzed, considering that it will contribute to the field. In the wider population, it is recommended to evaluate the results by conducting studies in which the number of men and women is close to one. Again, in Table 1, the absence of a difference in terms of marital status and working status in any job, as well as the difference in the ratio between married and single and working and non-working people, such as the gender variable, was analyzed in order to present information to the field, accepting another limitation of the study. In addition, it was thought that married and single or non-working individuals actively participated in these courses and showed no difference between groups as a result of being social.

Table 2, 4 and 5 was examined in participants for the courses they attend and participate in any other activity except to participate in on a regular basis, to do sports, if the sport is doing sports year, the child's condition and treatment of any disease due to a significant difference between happiness scores and self efficacy according to to see see was not there. Looking at the literature, it was found that there were studies that found the level of happiness of those who participate in recreational activities and play sports significantly higher than those who do not play sports (Başar & Sarı, 2018; Doğan, 2018; Doğaner, 2017; Güven, 2018; Yıldız, 2015). Studies have also shown that women who participate in recreational activities such as pilates and zumba during their free time find the happiness level significantly higher in favor of those who play sports (Cabbaroğlu, 2019.

In Table 3, there was no significant difference between happiness and self-efficacy scores of individuals participating in recreational courses according to age and income levels. While there was no significant difference between happiness scores according to the educational status of the participants in the same table, self-efficacy scores increased significantly in parallel with the increase in educational level. Looking at the literature; similarly, women who participated in recreational pilates and zumba exercises during their free time did not show a significant difference in happiness level in terms of age (Cabbaroğlu, 2019). In terms of education, it has been observed that people with graduate education have significantly higher levels of happiness (Bülbül & Giray, 2011). Again, although not according to the level of education; another study comparing the level of happiness and self-efficacy according to the faculties of vocational education stated that there were no significant differences (Can & Cantez, 2018).

Table 6 includes an analysis of the relationship between happiness and self-efficacy scales. As can be seen from the table, there is a positive meaningful relationship between both scales. This indicates that the level of happiness increases significantly as self-efficacy increases. Looking at publications related to self- efficacy; there are also studies that have found a positive moderate relationship between happiness and self- efficacy (Can & Cantez, 2018; Demirtaş, 2018; Doğan & Eryılmaz 2013). In particular, adolescents ' self-efficacy beliefs for managing positive and negative emotions and interpersonal relationships have been noted to drive their positive expectations about the future and contribute to experiencing more positive emotions (Caprara, Steca, Gerbino & Paciello, 2006). It has also been suggested that happiness is evaluated as a subjective state of well-being and that one of the important variables affecting the subjective state of well-being is the perception of social self-efficacy (Özbay, Palancı, Kandemir & Çakır, 2012). Judging by this information contained in the literature; as a result of conducting recreational activities in groups, adaptation to the environment is achieved. It was thought that along with group adaptation, it also increased the level of happiness in parallel with an increase in social self- efficacy and an increase in social self- efficacy. As a result, it was important to increase the different recreational course programs available in terms of increasing happy individuals in society.

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