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**COMPARISON OF SELF ESTEEM LEVEL OF
INDIVIDUAL WHO REGULARLY ATTEND FITNESS
CENTERS WITH THOSE OF THE SPORTS MAIN
DIFFERENT SPORTS BRANCHES**

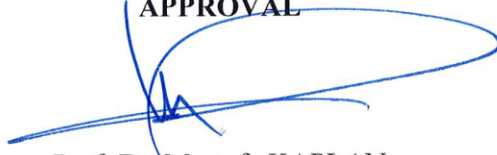
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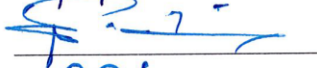
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ETHICAL DECLARATION

I have found that all the information and data in this thesis are obtained in the academic and ethical rules that I have realized with my studies and that I have done this thesis study and that I have not behaved against the ethics at all stages from the planning of the studies to the obtaining of the findings and the writing phase and that this thesis study I declare that I refer to sources, information and interpretations that are not included in the findings.

A blue ink signature of Yousif Ibrahim, consisting of a large loop and a trailing flourish.

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ELAZIĞ

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ACRONYMS

ANOVA	: One-way Analysis of Variance
COI	: Competitive Orientation Inventory
SC	: Trait confidence
SCI	: Sport-Confidence Inventory
SPSS	: Statistical Package for the Social Sciences Software



1. ABSTRACT

This research was conducted to compare the level of self-confidence among individuals in different sports (such as football, basketball, volleyball, tennis, swimming and kick boxing) and those who regularly go to fitness centres.

The study sample consisted of 210 athletes attending fitness centres and 147 athletes in various sports branches. Individuals' data such as age, height, weight, education status, marital status, monthly income levels, occupations, sports branches were gathered by questionnaire form. In addition, in order to determine the self-confidence levels of the participants, self-confidence scale consisting of 5 Likert scales were utilized in this research. The obtained data were analyzed using the SPSS 22 packet software program.

The results of the research revealed that the individuals who attend the fitness centres on a regular basis had higher levels of self-confidence compared to the other sports branches. It was also found that the footballers have the highest level of self-confidence among the sports branches except those who regularly attend the fitness centres. Furthermore, the study unveiled that those who attend fitness centres for one year as the duration of the stay in the fitness centres have a higher level of self-confidence than individuals who attend the fitness centres for a longer period of time.

Keywords: Self-confidence, Fitness, Sports branches

2.ÖZET

DÜZENLİ OLARAK FİTNES SALONLARINA DEVAM EDEN BİREYLERİN ÖZGÜVEN DÜZEYLERİNİN FARKLI SPOR BRANŞLARINDAKİ SPORCULARLA KARŞILAŞTRILMASI

Bu araştırma, (futbol, basketbol, voleybol, tenis, yüzme ve kick boks gibi) farklı spor dallarındaki bireyler ile düzenli olarak fitness merkezlerine giden kişilerin özgüven düzeylerini karşılaştırmak amacıyla gerçekleştirilmiştir.

Çalışma örneklemini fitness salonlarına giden 210 kişi ile, farklı spor dallarında faaliyet gösteren 147 sporcu oluşturmuştur. Bireylerin yaş, boy, kilo, öğrenim durumu, medeni durumu, aylık gelir düzeyleri, meslekleri, spor branşları gibi bilgileri hazırlanan kişisel bilgi formu ile tespit edilmiştir. Ayrıca katılımcıların öz güven düzeylerini belirlemek için, araştırmada 5 li Likertten oluşan öz güven ölçeği kullanılmıştır. Elde edilen veriler SPSS 22 paket programı kullanılarak analiz edilmiştir.

Araştırma sonucunda düzenli olarak fitness salonlarına giden bireylerin diğer spor branşlarındaki bireylere kıyasla özgüven düzeylerinin daha fazla olduğu tespit edilmiştir. Fitnes Salonlarına düzenli olarak devam eden bireylerin dışındaki spor branşları içerisinde en yüksek özgüven düzeyine Futbolcuların sahip olduğu belirlenmiştir. Ayrıca fitnes salonuna devam etme süresi olarak bir yıldır devam edenlerin daha uzun süre fitnes salonuna devam eden bireylerden daha yüksek özgüven düzeyine sahip oldukları tespit edilmiştir.

Anahtar Kelimeler: Özgüven, Fitnes, Spor Dalları

3. INTRODUCTION

Confidence can be defined as a quality found in the society in many aspects. for that reason, confidence isn't a unfamiliar to sport, when it can be related with qualities like courage, grit, belief, mental toughness, poise, and heart. These qualities are explanatory verbs that are continually used when describing a successful someone. The modern study has revealed that the confidence can have an effect on success and the success has affected the confidence level . Hays et al. has shown that sportspersons have illustrate that level of confidence has an effect on the performance through their behaviors thoughts, and feelings. Levy, Nicholls, and Polman found that there is a statistically robust link between subjective performance and confidence.(1,2,3,4)

Nowadays a lot of youth competitors have the tactical, technical and physical skills to be very successful in their own sport. In reality, there are slight differences between skills, which have been stated above on the best level. Whilst the dissimilarity between tactical technical, and the physical skills are small, the skills of psychology would the ones that makes the dissimilarity (5).

In the literature of psychology, there have been many subjects of research regarding Self-confidence in recent years in the psychology of sport. The insight of one's own capability has been mentioned regularly as a construct of mediation in striving achievement and as a factor of psychology affecting performance of athletes. Nevertheless, there has been several approaches to confidence, which has been operationalized (6). For instance, the self-efficacy construction sport-confidence movement confidence perceived competence, expectancies, have all been recognized as measuring an insight of individuals of her or his abilities(7-10). In spite of the

ways which have been measured, self-confidence has been shown to be an significant variable that has an influenc of motor performance (6).

Normally, the definition of Self-confidence has been illustrated as the feeling of confidence that ones are equal to the task at hand. This confidence is illustrated by a supreme belief in ability. It has been shown that someone who has a self-believe has his or her resistant even when faces a major issues and has a quality, which is unshakable. In such people, confidence is as flexible as a squash ball: the quicker they bounce back, the harder the blow. However, although confidence is a advantageous characteristic, pride– or a sureness of feeling not well founded in one’s ability – is unwelcome. If self-confidence is possibly the ‘guardian angel of sports performers’ then arrogance is their vengeance.

It is essential to form primarily an individual’s self-concept to be capable of mentioning of self-esteem. Attitude developed via individual in spite of this created self-concept, which determines also the level of self-esteem for her/his his/her. Bal has mentioned that Self-concept is a figure of self-understanding and self-perception (11). Rosenberg handles the self-esteem has been handled as optimistic and unenthusiastic attitude for individual (12). One can see oneself better comparing with other people; nevertheless see oneself inept in accordance with standards of him or her. When assessing one self's self –esteem is high of he or she while one has an optimistic attitude one has a , his/her self-esteem is high; if one has a pessimistic attitude through self-assessment of her/his self-esteem is low. One with a self-esteem with a high level has optimistic qualifications of spirit like ambitious, confidence, brightness, not giving up challenges. In contrast, one with a low self-esteem has a low level of self-confidence, without doubt gets distressed, briefly tend to have

symptoms of negative spirit (13). There are many factors that boost the self-esteem. One of these factors is physical activity.

This study aims to determine the level of self-confidence of individuals and sportsmen through information such as, age, height, weight, educational background, marital status, monthly income levels, occupations, sports branches.

3.1. Psychology and Self-Esteem:

The 6 Categories of Self-Esteem

The followings are different classes of self-esteem:

The 6 Categories of Self-Esteem

The followings are different classes of self-esteem:

1. Global self-esteem: it represents the total accumulated view of oneself at any one period, upon a scale between positive and negative (14).
2. Domain specific it associates to individual's self-esteem regarding a specific field, like sport.
3. Trait self-esteem: it is explained as one's aggregated lifelong perception of social exclusion and inclusion (15).
4. State self-esteem: it is alterations in perception in individual's level of social inclusion, provided a specific setting.
5. Stable: in comparison to narcissistic and unsteady self-esteem, with the latter two provoking stronger emotional reactions to ego fears.
6. Authentic or True: this is high self-esteem that is steady.

William James: Formula for Self-Esteem

He is repetitively denoted to as the inventor of the movement of self-esteem (14-17). In addition, his “elementary endowment of human nature,” hypothesis is highly accepted (15). The original formula of self-esteem, which is created by William James is well respected original formula appears to be well respected (17):

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

The first factor success, how well we really perform (success). The second factor, feeling good about ourselves (pretensions) are inextricably connected. The level of feel the levels of our expectations and hopes extremely impact the level of success.

Stanley Coopersmith's Self-Esteem Theory

Self-esteem is routed in early childhood with a basis of trust is contemporary belief, security and unconditional love, influenced the life progresses by a mixture of negative and positive assessments. self-evaluation scale Stanley Coopersmith (measured self-esteem in children and after that assessed the practices of parent's child rearing for was those children with high self-esteem). The conclusion that the origins of higher self-esteem depend on clear rules and limitations mits imposed by the parents (17).

Theories on the Function of Self-Esteem

These theories converge upon the concept that self-esteem is not followed for its own purpose. Nevertheless, it serves a more significant function.

Self-Determination Theory (SDT)

It declare that human naturally have intrinsic stimulus for exploring, absorbing and mastering his environments. This kind of self-esteem is stated as the simple psychological nutrient, or requirement of life are in balance (18, 19) as cited in (18).

Well-being and vitality are improved as social conditions supply support and opportunity for achieving these requirements, personal development (18, 20, 21). Relatedness is a supplement to the original theory for accounting for human's intrinsic capability for making meaning and link with others throughout internalizing the cultural values and practices (18).

Terror Management Theory (TMT)

The main element in (TMT) where self-esteem is perceived as a culturally based construction derived from combining particular contingencies valued by society into ones' own 'worldview' is the internalization of cultural values.

Terror Management Theory depicts a somewhat morbid picture-high self-esteem encourages positive impact and personal development, psychological well-being and handling as a barrier in contradiction of anxiety in the understanding of our ultimate certain death, and decrease defensive anxiety linked behavior. A combination of Attachment Theory and Terror Management Theory are proposed by researchers (22).

Terror Management Theory and Attachment Theory

It suggests that the survival opportunities are enhanced by method of a child's robust connection to their care-giver. In accordance to the Strange Situation Test as either ambivalent, avoidant or securely connected Children are categorized. The last one accounted for around one third of tested children. They would prefer to keep contact with their caregiver as they are sad to see their caregiver leave. This demonstrated an affectionate and supportive relationship with their caregiver.

A combination of Attachment Theory and Terror Management Theory assumes that self-esteem grow when a child realizes that anxiety declines as its requirement are met by the caregiver. This led to the evolution of their 'worldview' and the complicated relation between decent relationships and self-esteem (22). This fundamental anxiety can prompt defensive behavior to threats in contingent domains when self-esteem is weak.

Documents terror management theory which reminders of mortality could lead individuals for striving for higher levels of self-esteem and flourish as a consequence, then eradicating the death reminder (23).

In TMT, The efficiency of these 'reminders' goes un-confronted as the pursuit of high self-esteem defends in contradiction of death anxiety even if not intentionally aware of it (23).

This particularly is difficult to be accept, particularly provided the graphic illustrations of mortality and fears of painful electric shocks.

Sociometer Theory

Sociometer Theory (ST) declares that a lowest level of social belonging or inclusion is necessary for people for reproducing and surviving with self-esteem

functioning as a sociometer while Terror Management Theory adopts the virtues of feeling significant in the face of death anxiety. The capability to efficiently define others' responses influencing a human's status helps the production and maintenance of a tiny number of meaningful relationships.

To be excepted from a valuable relationship impacts self-esteem more adversely in comparison to the positive influence of being included in escalating numbers of less meaningful relationships and inclusion is favored for being just viewed positively (24, 25).

A sociometer of individual has the supplementary intricacy of being anxious about its inclusive status with groups that could be regarded adversely or not valuable, all of which add to the strengthening or decreasing of one's self-esteem (25, 26).

The best evidence of alterations in self-esteem might be individual's attitude in the feelings form of of pride and high self-esteem, and shame with low self-esteem), interpreting as levels of anxiety for both state and trait self-esteem (25, 27).

Vealey and Chase, has shown that the worldwide sport identifies the confidence significance on success (28). Athletes are continuously assessed on the confidence level of they have in their abilities to perform. Fans, Coaches and media continually discuss confidence when it comes to talk about the ability to be successful. Bandura, has shown that when once ability is developed and expectation of efficacy is robust then it can be said that the performance can be affected by the confidence (7). Self-confidence is an expression acknowledged to be more than sport, influencing Vealey to invent the term "sport-confidence (8).

3.2. Trait/State Distinction

Confidence has been illustrated in two types, state and trait. State-confidence refers to be more “in the moment” belief about being able to achieve the mission whereas Trait-confidence can be described as a feeling of disposition (8). The perceptive of the two major notions can cooperate an essential role in considering where a person’s level of confidence is at and how to assist them attain a confidence at a higher level. Vealey (8) developed the idea of confidence (DC-state) and trait confidence (SC-trait) and developed inventory for sport-confidence conceptualization, namely the State Sport Confidence Inventory and Trait Sport Confidence Inventory (SSCI & TSCI).

Investigators were critical of the inventories, quoting that SC-trait merely predicts SC State and thus renders it unproductive (29). These disparagements lead Vealey to develop the Sport-Confidence Inventory (SCI) (29, 30). Other inventories have been developed additionally to aid reinforce the study in sport confidence, including Competitive Orientation Inventory (n) and Carolina Sport-Confidence Inventory (CSCI) (8, 31).

3.3. Sources of Sport-Confidence

Confidence has been researched from these and other assessments to help identify how confidence plays a role in the success in sport. Understanding where confidence plays a role in sport starts with the recognition of how confidence is developed in sport.

A variety of research shows that there are sources of confidence that help establish and strengthen the confidence level of a person (7, 32-34).

There are four sources of efficacy (confidence), verbal persuasion, vicarious experience, personal accomplishments, and physiological (7). Sport Confidence Questionnaire (SSCQ) also has been added by Vealey et al. (35) onto Bandura by establishing the Sources and nine sources of confidence has been found: physical self-presentation, demonstration of ability, environmental comfort, coach's leadership, social support, vicarious experience, situational favourableness, mastery, physical/mental preparation.

. Wilson et al., (34) has found that an analysis of a confirmatory factor failed to find structure of the similar 9-factor found by the SSCQ, but to a certain extent a minimum of 8-factor the situational favourableness with fewer items. Recently many researches confirmed and established that nine sources of confidence were influential in confidence: Trust, social support, coaching, innate factors, experience, performance accomplishments, self-awareness, competitive advantage and Preparation (3).

To illustrate on the sport-confidence sources of the research by Thomas, Lane, and Kingston (1) observed how the sport-confidence sources can have a better effect on the performance of the athletes. They stated that some factors which have been viewed considerably effect in time-to-competition relating to sport-confidence phase of Pre-competition; citing that situational favourableness, self-presentation, physical/mental preparation, physical, and demonstration of ability. Kingston et al. (36) suggests that perceptive that where confidence of an athlete's draw from prior to competition is crucial for improvement of the athlete's confidence.

3.4. Resilient Confidence

Athlete's Confidence has been previously thought to be stable and high in sequence for an athlete to gain victory. Study in the relationship of confidence-performance found that confidence affects performance and performance affects confidence. An adjustment in one of them will have an effect on the other one, for excellent or terrible. This notion has been termed "confidence-performance spirals" by Thomas, Lindsey and Brass (1995) who suggest that increasing spirals might not for all time be valuable; citing that victory will characteristically happen following an athlete has been faced with failure and learns from it. Bandura and Jourden found that steady success escorts to contentment and ultimately overconfidence (37).

There are many circumstances that can cause a team or athlete, coaching staff to fall in their confidence. Different impediments, like unpleasant act in sport, might lesser their level of self-confidence, being one of four results as described by the athletes. This, fatefully, can be a ferocious sequence as the athletes exposed that because their confidence was lesser, they predictable to be unsuccessful more (39). Disappointment can in fact assist teams and athletes by keeping them paying attention to be developed and prepared, the athletics' performance confidence might dive but if they are deficient in the ability to overcome barrier or failures, Galli and Vealey found five "general dimensions" that might be utilized as a form to aid teams and athletes expand the desirable resilient trait to use the breakdown as strengths (40). The general dimensions were positive outcomes, sociocultural influences, personal resources, agitation, and breadth and duration.

Vealey et al. argue the idea that to have constant success confidence might require fluctuating sequentially for athletes (28). For an athlete should focus on

where they failed to have continued success thus led to success in the future. While focusing on where they failed during a success, it can maintain their confidence level moving to overconfidence in the course of the upward spiral Vealey et al. (28). At the same time, however, Bandura found that there is a need for developing a “resilient” confidence to weather the impediment and issues that can happen in sport (7). The best athletes illustrated this resilient confidence, as an “unshakable self-belief”, as an essential for success Vealey et al., Having a high confidence level is adequate for athletes to rise over barriers however low enough that they comprehend that work can be done to improve themselves might be key to having constant success (28).

Confidence is still necessitated to be robust, leading researchers to establish from a qualitative analysis, with a group of small focus and interviews of individual for the best athletes, that in turn to have a level of “robust” sport-confidence, the athlete(s) require to have “A enduring set, nevertheless malleable beliefs positively that defend against the continuing challenges environmentally and psychologically related to competitive sport.” Emphasis was placed on a “set” of beliefs positively and not just one aspect (36). To have an insight for the need for firm, strong, and modest confidence, Vealey et al. suggests that study is required to explore the resiliency confidence of athletes across time and diverse issues (28).

Vealey states how self-confidence level for athletes is “embedded within increasingly broader layers of confidence” (28). Athletes, teams and coaches, respectively, are wide-ranging levels of pieces of sport-confidence that aid in the confidence development of an athlete, team, coach and the entire organization. Jong, Ruyter, et al stated a possible connection between confidence of the employee and

performance and found that there was a statistically considerable “reciprocal, causal relationship” (41). since sport can be linked as a business, it is indispensable knowing how confidence’s different pieces affects the overall success generally of a team all over a season overall. Doing so might reinforce the consideration impact taken by a coach, team or organization in enhancing these aspects mentally at all stages.

3.5. Theoretical frameworks for self-esteem

Self-esteem consists of people’s insights and skills about themselves. It is related to way of human discovers its existence, the capability to recognize its powers and flaws, and accept them (42). Concepts linked to self-esteem comprise self-confidence, self-appreciation and self-satisfaction. In addition, the notions of self-love, egotism, pride will emerge when talking about self-esteem. (Scheinin 2003, 8.) People that have strong self-esteem believe that they are precious and appreciate themselves (43). They can value also other people, are able to give feedback positively and can deal with figures of authority without considering them as a hazard (44). At the same time, however, people with low self-esteem are undervalue themselves and disappointed (43). They observe skill and achievement of other people’s as a peril and will not tolerate figures of authority stated Self-assessment is robustly connected with Self-esteem (42, 44). In line with Keltikangas-Järvinen can be self-esteem evaluated based on how much a person can see qualities in themselves positively (44). The better self-esteem when a person can see more positive qualities a person can see the better the self-esteem. Although self-esteem cannot be assessed technically by any processes, it is evident continually. There are some signs when telling about a self-esteem such as unusual facial expressions and

posture, style of talking, handshake, gestures, how a person steps into a room and general appearance. On the other hand, first impression may be false. Based on Cacciatore, Korteniemi-Poikela and Huovinen people can be taught to take action that they have a strong self-esteem (45).

3.5.1. Self-perception

Perceptions of the People and their qualities in different consist of a number of different self-images. This is called self-perception. Self-images are classified into psychological, social and physically self-image. Physical self-images contain power, agility, velocity, etc. Social self-image is an insight of a person on how she or he socializes with other people and how they see her or him. Psychological self-images contain attitudes, ideas and manners. All of these have been mentioned above in the self-images are all essential in sports, nevertheless, physical self-image especially is pronounced drastically (46). People with a strong self-esteem typically have a rational, optimistic self-perception slightly (42). They underline their power and are not frightened to admit their flaws as they asked to describe themselves (44). If there is a big difference between true me and self-perception, issues of socially and psychological and troublesome defence mechanisms may happen. To hide their true, People can act positive, weak self-esteem (42). Many people typically have some varieties of picture about what they would like to be like. This is called the ideal self-esteem. The true self-perception can differ from ideal self considerably. This may have a pessimistic influence on the upsurge of self-perception. A person has a deficient feeling and unable because she or he is not even close to the level that she or he wants to be. Conversely, if there is no much difference between ideal self and the own self-perception it may then bring the required extra development kick (46).

3.5.2. Strong self-esteem

According to Rosenberg people with strong self-esteem feel themselves valuable and appreciate themselves (43). External signs of strong self-esteem conclude good posture, brisk handshake, and applying eye contact with people, loud and clear style of talk, and general confident appearance (45). People with strong self-esteem see a lot of positive qualities in themselves. They can deal with disappointments and failures better than people with low self-esteem. A person with strong self-esteem can separate his or her performance from his or her persona. Thus, performing badly does not mean that the person is bad. A person with strong self-esteem can appreciate others, is able to receive critique from authority figures and give positive feedback to others. A person is confident when working on groups. One sticks to his or her opinions, is himself or herself and has the ability to be proud of his or her performance. They accept challenges and do not care about other people's opinions that much (44).

3.5.3. Self-confidence

Sport psychologists define self-confidence as the belief that one can perform a desired behavior successfully. The desired behavior can be anything, the main thing is that one believes in his or her abilities to get the job done (47). In sports, self-confidence is defined as a social cognitive construct that can be more either trait like or state like. Trait like self-confidence is part of your personality, and changes very little so being very stable. State like self-confidence is very unstable. It changes from day to day and from situation to situation. According to Vealey & Knight self-confidence can be multidimensional and consist of several aspects (47). Aspects

include confidence in own abilities to perform tasks requiring physical skills, confidence in own abilities to use psychological skills, confidence to use perceptual skills (decision making, adaptability), confidence in own level of physical fitness and training status, and confidence in own ability to learn and to develop skills. The level of self-confidence and its effect on performance can be represented with an inverted U. When the level of self-confidence is low so is the level of performance. Increases in the level of self-confidence enhance the performance until a certain point. This point is the optimal level of self-confidence. Further increases in the level of self-confidence produce decrements in performance. (47) 6 Low level of self-confidence affects performance negatively. There are many athletes with physical skills to succeed, but fails to perform at their best under pressure. Often this is because of the lack of self-confidence. For example an athlete might perform successfully constantly in practice but when competing he or she cannot handle the pressure of competition and thus the level of performance decreases. Lack of self-confidence increases anxiety and break concentration. Athletes with low self-confidence focus on their weaknesses rather than on their strengths (47).

When the level of self-confidence is optimal, the performance is at its best. Optimal self-confidence means that an athlete is so convinced to reach his or her goal that he or she strives hard to do so. Optimal level of self-confidence does not guarantee good performance, but it is essential to reaching full potential. A strong belief in own abilities also helps dealing with mistakes and errors. (47) Overconfidence affects performance negatively. When the level of confidence is too high, an athlete overestimates his abilities. This kind of athlete's belief that they do not need to prepare themselves or exert effort to get the job done. Overconfidence

occurs usually in situations when a top rated team takes its opponent for granted. They think that all they have to do to win is to show up, and thus they might be poorly prepared. However, overconfidence is much less a problem than under confidence (47).

3.5.4. Strong self-esteem

Based on the study by Rosenberg people that have a strong self-esteem feel themselves precious and value themselves (43). There are strong External signs of self-esteem conclude handshaking in a brisk, good posture, applying eye contact with people, style of talk loudly and clearly, and appearance of confident generally (45). A strong self-esteem People see many qualities in themselves positively. They can have an ability dealing with dissatisfaction and breakdown better than other people with self-esteem in a low level. A strong self-esteem person can break up her or his performance from her or his character. Consequently, when once acts in a bad manner does not signify that the person is terrible. A person that has a strong self-esteem can value others, is able to accept critically assessment from figures of authority and give feedback to others positively. A person is positive when working on groups. One little idea to her or his opinions is herself - or him and has the capability to be self-important of her or his act. They admit that they accept confronts and without caring too much opinions of other people (44).

3.5.5. Origins of Self Esteem

An image of ourselves evolves throughout our lives beginning in our childhood. We build images of ourselves based on experiences we encounter with different people in our lives. These images are shaped around how our successes and

failures are treated by our family members, teachers, peers, religious leaders, and coaches. Our self-esteem is created by how we are treated by others through our experiences and activities.

Self-esteem is based on how we feel when we look in the mirror or talk about ourselves. Self-esteem is knowing we are worthy of love and respect and accepting our limitations and boundaries. Self-esteem is how we see ourselves and how we feel about our achievements. Healthy self-esteem is important because it gives us the courage to try new things and the power to believe in ourselves. It leads to us respecting ourselves, even when we make mistakes. When we respect ourselves, other people usually respect us too (48). Healthy self-esteem helps us make good choices about our mind and body. It leads to us valuing our health, feelings and safety. Healthy self-esteem helps us know that every part of us is worth caring for and protecting (48).

Low Self Esteem

When we have low self-esteem, we need positive external experiences to counteract our negative internal feelings and thoughts. Many times the good feelings from our positive external experiences are temporary. For instance, if a high grade is earned in a course, we may temporarily feel that we deserve it. Unfortunately, when we have low self-esteem, our inner voice may punish us by criticizing our accomplishments. Teachers can benefit from identifying students with low self-esteem. This can help teachers provide support to students where needed.

Low self-esteem individuals tend to view life in a negative way. These negative views can result in a belief that we are worthless (49). This may lead us to

feel hopeless and not put forth much effort because our experiences are seen as pointless (50). Other symptoms of low self-esteem include dislike of body image, under-eating, over-eating, and depression. Low self-esteem may lead us to think that other people are better than we are. This may lead us to lack assertiveness, confidence, and allow others to take advantage of us (51).

There may be other disorders or illnesses we may be suffering from that are related to low self-esteem. Some of these disorders and illnesses include bulimia and post-natal depression. Low self-esteem may lead to us wanting to make ourselves feel better through alcohol abuse.

3.5.6. Causes of Low Self Esteem

There are numerous reasons why we may have low self-esteem. Low self-esteem can be caused by hearing a comment or experiencing an incident that has a negative impact on us mentally and emotionally. The comment or incident may only happen once, but we may tend to repeat it in our memories to the point that it affects our beliefs about ourselves. These beliefs may occur subconsciously over time to the point that we may think that they are normal.

Some of the causes of low self-esteem include poor health, being bullied, lack of support from family, friends, and job loss. If we are experiencing verbal and sexual abuse and are in a violent relationship, we may think that is normal and the way we will always be treated. These reasons may lead to feelings of isolation; not feeling valued, loved or wanted (52). If we are overweight and are having trouble losing weight, this may lead to low self-esteem.

Friends, Family, School and Work

Other causes of low self-esteem include divorce, dysfunctional family, death and lack of achievement at work and at school. Low self-esteem can lead to needs not being met because we feel as though we do not deserve it or are uncomfortable asking. Setting limits and disciplining children can be a problem. Unfortunately, low self-esteem can be passed from parent to child (53). If we have parents who are demanding and never satisfied with us, we may think that is normal and the way we will always be treated. The child may model what is seen as the proper behavior for a parent and in turn treat their child the same way they were treated by their parents (53). This could lead to a cycle of abuse.

We may experience low self-esteem at an early age because of pressure from our parents, family or friends to excel in school or a particular sport. If we do not perform well our self-esteem may be negatively affected. In high school, we may experience low self-esteem because we are trying to conform to stereotypes and prove our independence from our parents. In college, we may experience low self-esteem because we are trying to acquire skills and find employment. Low self-esteem may cause us not to complete our school assignments or tasks at work. We may provide numerous excuses for why we are not able to complete our assignments. These excuses may range from blaming other students in the classroom for making too much noise during an exam, to co-workers who did not explain the tasks completely. Blaming others for our fear of being viewed as a failure can lead to us dropping out of school or prematurely quitting our job.

Low self-esteem may cause us to brag about our exploits to our family and friends at school and work. These baseless exploits may be verbalized to mask the true reality of our inabilities. Many times these exploits are eventually discovered to be false. Teachers and employers should be aware that if our self-esteem is low, we may display hostility toward authority which can be a way to hide our inefficiency. Teachers also need to be aware that if our self-esteem is low and we do not have much in common with our peers that we may end up avoiding school, which can lead to delinquency.

When our self-esteem is low, we may have trouble saying no to friends and family. We may end up doing favors we don't want to do and end up going where we don't want to go, with people we do not desire to accompany us (54). Low self-esteem may lead us to believe we have no control over our lives.

4. MATERIALS AND METHODS

This section include a thorough description on the utilized method and the population of the research.

4.1. Research Model

In this research, so as to discuss and determine the confidence levels of students of the Firat University Faculty of Sport Sciences, relational research model as well as descriptive (defining) research model were utilized.

4.2. Study Method

In this research, survey forms were utilized as the data-collecting instrument. These forms comprise several data, regarding the objective of carrying out this survey.

The population of this study is consisted of 210 people, corresponding to 70% of the 300 individuals regularly going to fitness centers 3 days a week for at least 3 months in the city of Elazig. In addition, the study and of 137 athletes corresponding to 70% of 200 sportsmen in six different sports branches (Soccer, Basketball, Volleyball, Kickboxing, Swimming and Tennis), who are studying at Firat University Sports Sciences Faculty.

A Self-confidence Questionnaire is conducted for evaluating the participants' self-confidence levels. This measuring instrument was developed by Akin for measuring the self-confidence level of individuals (55). The self-confidence Questionnaire gives a Likert type measurement between 1 and 5 and when the scale items are graded, 1 means "Never" and 5 means "Always. In addition to demographic

question about the (age, weight, height, monthly income and material status), Thirty-three question was directed toward participants to determine their self-esteem level.

In the Likert scale, the matters utilized in the survey are as followings:

1 = Strongly Disagree

2= Somewhat Disagree

3= Partially Agree

4= Mostly Agree

5= Completely Agree

However, the utilized scale in this research were developed as the followings:

1 = never

2= rarely

3= often

4= generally

5= all the time

In the research, the SPSS statistical package program was utilized for analyzing the collected data. Furthermore, the frequency test was applied to describe the percentage of each group of the participant in the study sample. Moreover, the data was computed for identifying the mean of the of dependent variables. In addition, independent sample t-test, and "Enova" test were applied to determining the levels of "self-esteem" of the individuals attending the Fitness centers and the students of the Faculty of Sports Sciences. The Tukey Test was utilized for the significant differences that emerged from the one-way analysis of variance in order to identify for which groups has the highest self-confidence. The level of significance in the analyses was regarded as $p < 0.05$.

5. FINDINGS

This section of the investigation describes the results that are analyzed by SPSS for identifying the level of confidence between the branches of sports and people who regularly attend fitness center. In addition, some demographic questions are also analyzed to find the differences in the confidence level.

This research was aimed to determine the level of self-confidence in Individuals and the Sportsmen by gender, age, height, weight, education status, marital status, monthly income levels, occupations, sports branches. The findings obtained in this research are demonstrated in tabular form.

Table 1. The Distributions of Participants by Age Variables

Age	n	%
20 and more	93	26,8
21-25	143	41,2
26-30	63	18,2
31 and below	48	13,8
Total	347	100

In Table 1, it can be seen that 41.2% of the participants are 21-25 years old, 26.8% are 20 years old and below, 18.2% are 26-30 years old and 13.8% are 31 years or older.

Table 2. The Distributions of Participants by Branches

Branches	n	%
Football	21	6,1
Basketball	26	7,5
Tennis	22	6,3
Volleyball	23	6,6
Swimming	23	6,6
Fitness	210	60,5
Kickboxing	22	6,3
Total	347	100

According to Table 2, 60.5% of the participants are from fitness centers, 7.5% are from the basketball, 6.6% are from the volleyball and swimming, 6.3% are from the tennis and kickboxing and 6.1% are from the football field.

Table 3. The Distributions of Participants by Income Level

Income	n	%
500 tl	60	17,3
501-1000 tl	74	21,3
1001-2000tl	114	32,9
2001-4000 tl	55	15,9
4001 and over	44	12,7
Total	347	100

Table 3 displays that 32.9% of the participants have monthly income from 1001-2000 TL, 21.3% have 501-1000 TL, 17.3% have TL 500, 15.9% have TL 2001-4000, 12% and 12.7 of them have 4001 TL and above.

Table 4. Distributions of Participants by Years of attended Fitness centres

Year	n	%
1 year	130	38,0
2 years	49	14,3
3 years	54	15,8
4 years	45	13,2
5 years and over	64	18,7
Total	347	100

As it is seen in table 4, 38% of the participants have attended fitness regularly for 1 year, 18,7% for 5 years and over, 15,8% for 3 years, 14,3% for 2 years and 13,2% for 4 years.

Table 5. Comparison of Self-Esteem Level between the Participants in different Sport Branches.

Variable	N	$\bar{x}$	S	Variants		Differential Groups (Scheffe)
				F	P	
Football (a)	21	3,63	0,67	103.067	0.000	a-b,
Basketball (b)	26	3,23	0,21			a-e,
Tennis (c)	22	3,43	0,31			a-f,
Volleyball (d)	23	3,34	0,20			b-f,
Swimming (e)	23	3,12	0,25			c-f,
Fitness (f)	210	4,37	0,36			d-f,
Kick box (g)	22	3,51	0,47			e-f,

The scheffe test was used for comparing the self-esteem levels of participants. table 5 exhibits that there is a significant difference between football and basketball, swimming and fitness. Except fitness, sportsman of soccer branch has higher self-confidence than basketball and swimming sports. In addition, the level of self-

confidence of fitness athletes is higher than the confidence level of all other sports athletes.

Table 6. Comparison of Self-Assurance Levels between Participants in different Income Levels

Variables	N	$\bar{X}$	S	Variance		Deffrential groups (Scheffe)
				F	P	
500 tl or less (a)	60	4,09	0,53	8.463	0.000	b-c, c-e, d-e,
501-1000 tl (b)	74	4,09	0,63			
1001-2000 (c)	114	3,75	0,64			
2001-4000 (d)	55	3,91	0,53			
4001 and higher (e)	44	4,29	0,54			

Table 6 shows that according to the scheffe test, there was a significant difference in the self-esteem level between 501-1000 tl, 1001-2000 tl, 2001-4000 tl and those with income level of 4001 and above. Those with income of 501-1000 TL have higher levels of self-confidence than those with income of 1001-2000 TL. Furthermore, the self confidence level of those with income over 4000 and above is higher than those with income between 1001-2000 TL and 2001-4000 TL. As a result, it can be stated that as the income increases with the exception of the middle group, self-confidence level scores also increase.

Table 7. The Comparison of Self-Esteem Levels in different Age group

Variable	N	$\bar{X}$	S	Variance		Different group (Scheffe)
				F	P	
20 years and under	93	3,93	0,64	7,522	0.000	b-c, b-d,
21-25 years (b)	143	3,83	0,63			
26-30 years (c)	63	4,21	0,53			
31 and older (d)	48	4,17	0,51			

Table 7 displays that there is a significant difference in the level of self-esteem between the age group of 21-25, 26-30 and 31 years old, based on the scheffe test. The athletes aged 21-25 have lower self-confidence score than 26-30 year old and over 31 year old athletes. Therefore, it can be declared that there is a positive correlation between the level of self-confidence and the age.in another meaning as the age level increases in the athletes, self-confidence level scores increase.

Table 8. Comparison of Self-Esteem Levels and the duration of Participants' Attendance to Fitness centres.

Variables	N	$\bar{X}$	S	Variance		Different group
				F	P	
1 year (a)	130	4,19	0,50	7,501	0.000	a-b, a-c, a-d a-e,
2 years (b)	49	3,84	0,70			
3 years (c)	54	3,84	0,62			
4 years (d)	45	3,85	0,67			
5 year and above (e)	64	3,80	0,63			

Table 8 displays that based on the scheffe test there is a significant difference in the self-esteem level between different periods of attending fitness centres. In addition, there is a significant difference between athletes who attend fitness for 1 year, 2 years 3 years, 4 years, 5 years and over. Those who play sports for 1 year have a higher level of self-confidence than those who play sports for 2,3,4,5 years or more.

6. DISCUSSION

In this section, findings concerning the comparison of the self-confidence levels between individuals who regularly attend to the fitness centres and the sportsmen in different sports branches are interpreted and discussed.

According to the age distribution of the individuals participating in the study, it is seen that 41.2% of the age group are 21-25 years, 26.8% are 20 years and below, 18.2% are 26-30 years, and 13.8% are 31 years and over.

It is seen that 60,5% of the participants in the survey attend fitness, 7,5% basketball, 6,6% volleyball and swimming, 6,3% tennis and kickboxing and 6,1% football.

Distribution of the individuals participating in the survey according to income variable is that 32,9 % of the participants have monthly income of 1001-2000, 21,3%,% 501,% 0,% 17,3,% 5,15,9% It is seen that income is over 4001 TL.

It is observed 38% of the individuals participating in the survey attended fitness centres for 1 year, 18,7% for 5 years and over, 15,8% for 3 years, 14,3% for 2 years and 13,2% of them for 4 years.

It is monitored that 60,5% of the participants in the survey are from fitness centres, 7,5% of basketball, 6,6% of volleyball and swimming, 6,3% of tennis and kickboxing and 6,1% of football sports men.

According to the scheffe test, there is a significant difference in the level of self confidence between football and basketball, swimming and fitness. Except fitness, sportsman of soccer branch has higher self-confidence than basketball and swimming sports. In addition, the level of self-confidence of fitness athletes is higher than the confidence level of all other sports athletes.

Based on the scheffe test, there was a significant difference in the self-esteem level between 501-1000 tl, 1001-2000 tl, 2001-4000 tl and those with income level of 4001 and above. Those with income of 501-1000 TL have higher levels of self-confidence than those with income of 1001-2000 TL. Furthermore, the self confidence level of those with income over 4000 and above is higher than those with income between 1001-2000 TL and 2001-4000 TL. As a result, it can be stated that as the income increases with the exception of the middle group, self-confidence level scores also increase.

There is a significant difference in the level of self-esteem between the age group of 21-25, 26-30 and 31 years old, based on the scheffe test. The athletes aged 21-25 have lower self-confidence score than 26-30 year old and over 31 year old athletes. Therefore, it can be declared that there is a positive correlation between the level of self-confidence and the age.in another meaning as the age level increases in the athletes, self-confidence level scores increase.

According to the scheffe test, there is a significant difference in the level of self-esteem of the individuals participating in the survey between the athletes who play 1 year, 2 years 3 years, 4 years, 5 years and over. It is found that those who play sports for 1 year have a higher level of self-confidence than those who play sports for 2,3,4,5 years or more

It was observed that the individuals who attended the fitness centers on a regular basis had a statistically significant difference with the athletes in different sports branches ($p < 0,05$). it is concluded that the level of self-confidence of the athletes who regularly wear fitness is higher than other branches. It is also monitored that football players have the higher of self-confidence levels than those of basketball

and swimming athletes. We can say that the self-confidence of the individual sportsmen is high because they feel ready or they know themselves better. (Özbekçi 1989) 's study of basketball and volleyballs in which the stress of the competition environment is more intense, does not support our findings. For this result, it can be interpreted as the level of self-reliance is thought to be higher because of the responsibilities of the individual sportsmen alone (56).

There was a statistically significant difference between monthly income and self-esteem of the athletes participating in the survey ($p < 0,05$). The individuals with income of 4001 and above have higher self-confidence than those with income of 1001-2000 TL and 2001-4000 TL. As a result, it can be reported that as the income increases with the exception of the middle group, self confidence level scores also increase. (Ozdayi N, 2015) supports our results. The level of self-reliance increased as income level increased (57).

Acuner A. (58) conducted a comparison of self-confidence and self-efficacy according to various variables of individuals who perform different dances. As the findings between the income level and the selected dance type are examined, it is observed there is no significant difference between the groups (58). Therefore, the dance selection were not affected by the income level of individuals. It seems that there is no difference in the dance selection by the economic levels of the individual. As a matter of fact, the fact that certain dances do not come to our attention in our country is regarded as a sort of price-and-classification from a single window to dance varieties which are trained in the popular dance courses, and that the dance culture is not at the desired level yet. The study also stated that at every economic

level, the dancer can easily reach the desired dance. We have found a similarity between our study and this study and it supports our work.

In Gökkaya D. (59), self-confidence as a psychological skill criterion contributes to the performance of elite athletes (59). The study found that elite athletes with an income level between 1501-3000 TL have more favourable hold than elite athletes with an income level between 0-1500 TL and 3001-4500 TL. According to the result obtained, boxers with a level of TL 1501-3000 in revenue stated that they were more focused and more positive than the boxers who had lower incomes, along with the fact that their financial worries and worries might have been eliminated. It can also be stated that the elite boxers, whose income is between 1501-3000 TL, have a lower attitude than the boxers with lower income motivations because they have a higher income level than the elite boxers. It is determined that there is a difference between findings of study and our results, and it does not support our study.

It was observed that there was a statistically significant difference between age groups and self-esteem levels of the athletes participating in the research ($p < 0,05$). The results indicated that 31 years old and over individuals had higher self-confidence levels than the other age group. It is found that the self-confidence level of the age group (31 and above) is highest and the general self-efficacy is the lowest in age group of 20 years and under. From this observation, it can be stated that the psychological state of expectation of success or failure can be one of the important factors in increasing self-esteem. As a result, it can be concluded that general self-efficacy level increases as age progresses ere is positive relation between age and general self-efficacy. Thus, when comparing the general self-efficacy with the age

variable and looking at the level of significance, it is observed that the age progression leads to the increase in the general self-sufficiency and differences are significant. These findings are parallel to the results of study of Kiremit and supported our study (60).

Meyer (61) states that self-esteem is not a congenital trait, it is a central feature that gradually develops from childhood and those systemic frustrations and mental injuries throughout life have an effect on human self-confidence (61). Branden (1969) notes that self-confidence is our confidence in our ability to cope with the challenges of life and our sense of being happy (62). In this context, sexual self-confidence is also shaped by the experience of the individual the ability to cope with the problems that the individual experiences in sexual life. It is believed that self-confidence may depend on the happiness of sexual life, the feeling of being precious and successful.

Baçoğlu concluded that there is no significant difference between age and self-reliance (63). This study stated that the self-esteem levels of the younger individuals are higher than the older ones. However, In studying the level of self-confidence in the adolescents in terms of several variables, Bilgin 2011 reported that the self-esteem levels were higher in the adolescents aged 17 and over than those aged 16 and under (64). This study also supports our findings.

According to Kernis (2003); self-awareness denotes to the process by which individual's own feelings, thoughts and wishes are treated in a realistically and that they are strong and at the same time weak in their character traits (65). Simultaneously, one's self-evaluation affects his behaviour. Self-reliance is not a

hereditary feature because it is shaped by the influence of factors such as family, school, and environment.

It was found that there is statistically significant difference between the year variable and self-esteem levels of the athletes participating in the study ($p < 0,05$). The study of Şahin (66) does not support our work (66). It can argue that the might be not recognized as a job of beginners and the results of those who are inexperienced are far from reality. Furthermore, it can be declared that the self-confidence will increase over time.

Self-esteem levels of individuals who practiced sport longer were found to be higher than those who participated in sport less. Simultaneously, in several studies an increase in self-esteem was observed after the participation in sport. In the study of the effect of self-esteem level of physical education and sport on academic achievement in college students compared the level of self confidence in students of different classes. The sport manager found that the self-esteem scores of the 4th grade students were higher than the second grade students. The study argued that the reasons for this may be better conceptions of the advantages and significance of the section read by grade 4 students. As mentioned above, it is believed that 9th grade students are accustomed to doing school activities and doing regular sports (67).

They have worked with the swimmer and have evaluated the levels of depression, self-esteem and anxiety of the swimmers. Self-esteem scores of 9-13 year-olds who regularly play sports were found significantly higher than control group. The results of this study are different from the findings of our work.

Based on the scheffe test, there is a statistically significant difference between football and basketball, swimming and fitness. Except fitness, sportsman of soccer

branch has higher self-confidence than basketball and swimming sports. In addition, the level of self-confidence of fitness athletes is higher than the confidence level of all other sports athletes.

Feltz (6) believed that self-confidence is an important feature for athletes. Self-confidence is defined as "the belief that an individual is more likely to perform a certain activity successfully than a general feature, and that the individual has confidence in his own judgment, ability, power and decisions".

When we compare the self-esteem levels of individuals who regularly attend fitness centers with sportspeople in different sports branches, it is found that the self-confidence of the athletes in the fitness branch is high in comparison to self-confidence level among the other sports branches. It can be stated that the level of self-confidence in the individuals who do regular sports increases with the income increase. In addition, as people grow older, they become more confidence. Moreover the more self-confidence they gain from their experience as the age progresses. The study also found that individuals who have been doing sports for 1 year seem to have a higher self-esteem than individuals who exercise for more than 1 year.

7. CONCLUSION

The self-confidence is varied between individuals. Several factors influence the level of self-confidence in individuals. One of the most significant factors is physical activities. This research aimed to evaluate the level of self-confidence in people who attend fitness centers and people of five different sports branches (football, basketball, volleyball, tennis and kickboxing). The population of the study consisted of 347 individuals. This sample consisted of 210 individuals have regularly attended fitness centers and 137 individual were from different sports branch. For data collection, the research utilized a questionnaire form. In addition, a Likert scale for assessing self-confidence level was adopted. The study found that the people who attend fitness centers regularly have higher self-confidence comparing to the other groups. Furthermore, football players have self-confidence than other people from other sports branches. Those who play sports for 1 year have a higher level of self-confidence than those who play sports for 2,3,4,5 years or more. Moreover, Therefore, it can be declared that there is a positive correlation between the level of self-confidence and the age.in another meaning as the age level increases in the athletes, self-confidence level scores increase. In terms of monthly income, there was a significant difference in the self-esteem level between 501-1000 tl, 1001-2000 tl, 2001-4000 tl and those with income level of 4001 and above. Those with income of 501-1000 TL have higher levels of self-confidence than those with income of 1001-2000 TL. The study discovered that factors such as age, monthly income, years spend in sport and type of sport significantly affect the level of self-confidence.

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9. ATTACHMENTS

Attachment 1:

Personal Information Form

- 1- Age 2- height ... 3- Gender.....
- 4- Weight 5- Marital status () Married () Single () Widowed
- 6- Your branch ... 7- Your sporting year ... 8- Your profession.....
- 9-Education level () High school () Associate () Bachelor () Master ()
Doctorate
- 0- Monthly income () 500 TL and below () 500-1000 TL () 1000-2000 TL
() 2000-3000 TL () 3000-4000 TL () 4000 TL and above

Questions	Never	Rarely	Often	Generally	All the time
I see myself as a successful person.	1	2	3	4	5
I can control my Passion	1	2	3	4	5
I do not depend on others in closing things	1	2	3	4	5
I can manage my problems and face them	1	2	3	4	5
There is nothing called unsolved problems for me	1	2	3	4	5
I respect others opinions and ideas	1	2	3	4	5
I believe in overcoming my problems	1	2	3	4	5
I do not withdraw in participating social activities	1	2	3	4	5
I assist on my speech in my decisions that take	1	2	3	4	5
I believe that I can myself	1	2	3	4	5
I think I am an active person	1	2	3	4	5
I can criticize myself	1	2	3	4	5
I can ask others in the subjects that I do not understand	1	2	3	4	5
I commit in going to a new society	1	2	3	4	5
I am peaceful with myself	1	2	3	4	5

Questions	Never	Rarely	Often	Generally	All the time
when necessary i defend of my rights till the end	1	2	3	4	5
I can work hard till the end for getting the things that i want	1	2	3	4	5
I can define myself easily	1	2	3	4	5
I accept myself like others	1	2	3	4	5
There are trustworthy people around me	1	2	3	4	5
I do not withdraw in taking responsibilities	1	2	3	4	5
I accept critising from others with pleasure	1	2	3	4	5
I try to be optimistic when i have problems	1	2	3	4	5
I'm not afraid to go to the first line	1	2	3	4	5
I don't give up when I fail	1	2	3	4	5
I communicate easily with other people	1	2	3	4	5
I believe that I am a valuable person	1	2	3	4	5
I become friends with others easily	1	2	3	4	5
I am not shy when I express my opinions and ideas	1	2	3	4	5
I can decide easily	1	2	3	4	5