

# COMPARISON OF SELF-CONFIDENCE OF INDIVIDUAL AND TEAM ATHLETES

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## Abstract

**Aim:** In this study, we aimed to compare and evaluate the feelings of self-confidence of licensed high school and university athletes who are engaged in individual and team sports.

**Method:** Within the scope of the research, a total of 235 high school and university students who are licensed in individual and team sports in Samsun and Sivas provinces participated voluntarily for the Self-Confidence Scale. The personal information form prepared by the researchers consisted of 6 questions inquiring the gender, age, place of residence, educational status, branch and number of years of training. The Self-Confidence Scale prepared by Akin (2007) gives a Likert-type measurement between 1 and 5.

**Findings:** there was no significant difference in sub-dimensions and overall total score according to gender, place of residence and branch ( $p>0.05$ ). there was a significant difference in the sub-dimensions of internal self-confidence, external self-confidence and in the overall total in the age category and education level ( $p<0.05$ ). A positive correlation was found between the participants' years of practicing sports and self-confidence ( $p<0.05$ ).

**Conclusion:** As a result, when the age categories of the individual and team athletes participating in the study were evaluated, it was found that older athletes had higher self-confidence. It was also observed that there was no difference in self-confidence in terms of gender.

## Introduction

Events or activities that are continually changing and renewing themselves throughout our lives have begun to have positive and negative effects on people. At this point, the role of education is to have a positive impact on society and to raise strong, self-confident people. Strong, self-confident people should be healthy in all aspects. This shows that sport has a great importance in the education process (Heper, 2012). Sport is an educational activity that has been effective in raising healthy individuals since the past. The fact that people are in peaceful prosperity throughout their lives depends on good physical and mental health. Sports is an effective tool in keeping people in good relations with their own societies and other societies (Yetim, 2000).

Self-confidence in sports is of great significance for people in their daily lives, in communicating and interacting with each other, in learning and putting what has been learned into activities, in maintaining a healthy and happy life, and in continuing to be confident and unhurried in every situation. Self-confidence has many definitions in the literature. It is the feelings and thoughts that the individual is at peace with himself/herself and that he/she is identified with himself/herself by trusting his/her own ability, decision and power, and it is the ability of the person to succeed or the purest form of the ability that exists in the person (Mahoney & Chapman, 2004).

Self-esteem encompasses individuals' self-evaluations, their beliefs about finding themselves worthy, successful, important and sufficient, and their attitudes towards or disapproval of themselves (Coopersimth, 1967). Individuals with low self-esteem see themselves as insignificant, dysfunctional

and worthless and may be more vulnerable to psychological disorders such as depression and anxiety. On the other hand, individuals with high self-esteem are considered to have positive feelings and thoughts about themselves (Baumeister, Campbell, Krueger, Vohs, 2003).

Individuals with a high or sufficient level of self-confidence trust themselves and see themselves as valuable. These people see themselves where they want to be and believe in it, are optimistic, productive, and can express themselves comfortably (Kaya & Taştan, 2016). It can be said that athletes with high self-confidence can carry out sports activities more successfully, and within the framework of their special and high self-confidence, they both achieve higher harmony with their teammates and show superiority over their opponents. Athletes with high sport self-confidence believe that they have the physical and psychological skills to reveal their potential to be successful. This is a crucial factor that enables athletes with high self-confidence to be calm and relaxed under stress and to focus on more positive thoughts (Yıldırım, 2013).

In this study, we aimed to compare and evaluate the feelings of self-confidence of licensed high school and university athletes who are engaged in individual and team sports.

## METHOD

### The Scope and Sample

Within the scope of the research, a total of 235 high school and university students who are licensed in individual and team sports in Samsun and Sivas provinces participated voluntarily for the Self-Confidence Scale.

### Data Collection Tools

The personal information form prepared by the researchers consisted of 6 questions inquiring the gender, age, place of residence, educational status, branch and number of years of training. The Self-Confidence Scale prepared by Akın (2007) gives a Likert-type measurement between 1 and 5. In the scoring of the scale, it is evaluated as *Never*; 1 point, *Rarely*; 2 points, *Frequently*; 3 points, *Usually*; 4 points, *Always*; 5 points. The Self-Confidence Scale is made up of 20 items prepared to determine the level of two sub-dimensions: internal and external self-confidence.

**Internal Self-Confidence:** Consists of items 1, 3, 4, 5, 7, 9, 10, 10, 12, 15, 17, 19, 21, 23, 25, 27, 30, 32. It consists of items related to internal self-confidence such as success, sociability and coping with problems. The score obtained from the items of this dimension is divided by 12 to obtain an internal satisfaction score.

**External Self-Confidence:** It consists of items 2, 6, 8, 11, 13, 14, 16, 18, 20, 22, 24, 26, 28, 29, 31, 33. It comprises items belonging to external self-confidence such as excitement control, respect for other opinions, and self-expression. The total score obtained from the items of this dimension is divided by 8 to obtain the external satisfaction score. As the total scores obtained from the scale increase, the level of self-confidence increases.

### Data Analysis

The data obtained within the scope of the study were evaluated with SPSS 22.0 package program. The Kolmogorov-Smirnov test was used to determine whether the data were normally distributed. Since the data met the parametric conditions, the analyzes were performed with parametric tests. In order to determine the difference between the data obtained for two independent groups, the Independent T test was used, and the ANOVA test was used to determine the significance of the difference between more than two independent groups. Pearson correlation analysis was applied to determine the direction and degree of the relationship between the sub-dimensions of the scale.

## FINDINGS

Table 1. Comparison of self-esteem sub-dimensions according to gender

	Gender	N	$\bar{x}$	t	p
Internal Self-Confidence	Female	110	63,64±13,18	-0,891	0,377

	Male	125	67,04±15,33		
External Self-Confidence	Female	110	60,70±12,28	-0,168	0,867
	Male	125	61,32±14,87		
General Total	Female	110	124,35±25,08	-0,548	0,586
	Male	125	128,36±29,58		

In the table, there was no significant difference in sub-dimensions and overall total score according to gender ( $p>0.05$ ). The mean self-confidence of the male athletes participating in the study was found to be higher than that of the female athletes.

Table 2. Comparison of self-confidence sub-dimensions by age

	Age	N	$\bar{x}$	t	p
Internal Self-Confidence	15-18	92	57,16±17,90	-2,291	0,026
	19-22	143	67,34±12,30		
External Self-Confidence	15-18	92	52,50±14,27	-2,605	0,012
	19-22	143	63,29±12,29		
General Total	15-18	92	109,66±31,58	-2,495	0,016
	19-22	143	130,63±24,10		

According to the table, there was a significant difference in the sub-dimensions of internal self-confidence, external self-confidence and in the overall total in the age category ( $p<0.05$ ). The significant difference in the sub-dimensions is in favor of the 19-22 age group.

Table 3. Comparison of self-confidence sub-dimensions according to place of residence

		N	$\bar{x}$	F	p
Internal Self-Confidence	District	84	66,91±14,64	0,516	0,600
	City	70	66,20±11,88		
	Metropolitan	81	62,77±14,80		
	Total	235	65,16±14,15		
External Self-Confidence	District	84	61,70±13,24	0,104	0,901
	City	70	61,50±13,07		
	Metropolitan	81	59,95±14,19		
	Total	235	60,98±13,37		
General Total	District	84	128,62±27,08	0,286	0,752
	City	70	127,70±24,47		
	Metropolitan	81	122,72±28,79		
	Total	235	126,14±27,00		

When we look at the self-confidence sub-dimensions of the participants according to the place of living, no significant difference was found in the sub-dimensions of internal self-confidence, external self-confidence and in the overall total ( $p>0.05$ ).

Table 4. Comparison of self-confidence sub-dimensions according to education level

	Education Status	N	$\bar{x}$	t	p
Internal Self-Confidence	High School	90	58,50±16,82	-2,095	0,041
	University	145	67,38±12,59		
External Self-Confidence	High School	90	53,78±13,53	-2,425	0,019
	University	145	63,38±12,58		
General Total	High School	90	112,28±29,81	-2,302	0,025
	University	145	130,76±24,67		

When the sub-dimensions of self-confidence are analyzed according to the educational background of the participants in the table, a significant difference was found in the sub-dimensions of internal self-confidence, external self-confidence and in the overall total ( $p<0.05$ ). The significant difference in sub-dimensions is in favor of university students.

Table 5. Comparison of Self-Confidence sub-dimensions according to branch

	Branch	N	$\bar{x}$	t	p
Internal Self-Confidence	Team	115	62,76±13,42	-1,154	0,254
	Individual	120	67,09±14,64		
External Self-Confidence	Team	115	59,20±13,69	-0,894	0,375
	Individual	120	62,41±13,15		
General Total	Team	115	121,96±26,60	-1,042	0,302
	Individual	120	129,51±27,28		

When the self-confidence sub-dimensions of the participants were examined according to the branch, no significant difference was found in the internal self-confidence, external self-confidence sub-dimensions and in the general total ( $p<0.05$ ). Looking at the averages, it is seen that the self-confidence averages of the participants who do individual sports are high.

Table 6. The relationship between years of practicing sports and self-confidence sub-dimensions

	Year of practicing sports	
Internal Self-Confidence	r	0,313*
	p	0,019
	N	235
External Self-Confidence	r	0,302*
	p	0,024
	N	235

General Total	r	0,314*
	p	0,018
	N	235

\*Correlation is significant at the 0.05 level (2-tailed).

A positive correlation was found between the participants' years of practicing sports and self-confidence ( $p < 0.05$ ). It was seen that the internal and external self-confidence of team and individual athletes increased as the years of doing sports increased.

## DISCUSSION AND CONCLUSION

In this study, the self-confidence feelings of students between the ages of 15-22 who actively participate in team and individual sports were measured. According to the results, no significant difference was found in male and female athletes ( $p > 0.05$ ). The mean self-confidence of the male athletes participating in the study was found to be higher than that of the female athletes (Table 1). In individual sports, female athletes rely much more than male athletes on social support and physical preparation as important sources of self-confidence. On the other hand, male athletes show higher levels of belief in their ability to perform. Research shows that comparison and winning is an important driver in building self-confidence in male athletes and personal goals and standards are an important driver in female athletes (Plakona et al., 2014). Aygün and Öztaşyonar (2019) compared the self-confidence of male and female athletes and found a significant difference between the sportive continuous self-confidence scores of male and female athletes in favor of men. It was stated that the mean score of women was 74.042 and 81.397 for men. In Çetinkaya's (2015) study on the relationship between self-confidence in team sports athletes, it was stated that there was a significant difference between gender variable and self-confidence and male athletes had a higher mean score than female athletes. In Öztürk et al. (2016)'s study examining the sportive confidence levels of judo players, it was seen that male athletes had a lower average than female athletes and the gender variable was not significant. In the literature, it has been revealed with the findings that self-confidence is high in favor of both women and male athletes. In this study, the high mean self-confidence of male athletes suggests that it may be due to the study group.

According to the results of this study, there was a significant difference in the sub-dimensions of internal self-confidence, external self-confidence and overall total in the age category ( $p < 0.05$ ). The significant difference in the sub-dimensions is in favor of the 19-22 age group (Table 2). Aksoy (2019) found a significant difference in self-confidence between 18-21 and 22-25 age groups in his study on active football referees. In addition, it was concluded that the average of self-confidence feelings increased as age increased in age groups. Acuner (2012) found a significant relationship between age and self-confidence groups. Doğan (2022) found no difference in the self-confidence feelings of athletes who received sports training according to age groups in his study. He attributed this result to the fact that the age groups were close to each other as well as some variables. Akyol et al. (2019) found similar feelings of self-confidence in sports-trained students according to age groups in their study.

In this study, when the self-confidence sub-dimensions of team and individual athletes were examined according to their place of residence, no significant difference was found in the internal self-confidence, external self-confidence sub-dimensions and in the overall total ( $p < 0.05$ ) (Table 3). Again in this study, when the self-confidence sub-dimensions were examined according to the educational status of the participants, a significant difference was found in the internal self-confidence, external self-confidence sub-dimensions and in the overall total ( $p < 0.05$ ). The significant difference in sub-dimensions was in favor of university students (Table 4). It can be said that the increase in education level increases the sense of self-confidence in athletes.

When the sub-dimensions of self-confidence were examined according to the status of practicing team and individual sports, no significant difference was found in the sub-dimensions of internal self-confidence, external self-confidence and overall total ( $p < 0.05$ ). Looking at the averages, it is seen that the mean self-confidence of the participants who do individual sports is high (Table 5). When the

results of the study are evaluated, it can be interpreted that self-confidence feelings do not differ according to sports branches. Salar et al. (2012) stated that team and individual athletes felt very confident in their study. They found no statistically significant difference between the averages of team and individual athletes. Özbek (2017) and his colleagues found that the self-confidence levels of team athletes were statistically significantly higher than individual athletes and sedentary students. It was concluded that sedentary students had lower levels of both intrinsic and extrinsic self-confidence than athlete students. Ekinci et al. (2014) found that the self-confidence levels of the students in their study showed a significant difference in the internal self-confidence sub-dimension according to the sport branch they preferred. According to their study, when the scores obtained from the sub-dimensions of the scale were taken into consideration, they stated that this difference was in favor of the participants who were interested in team sports. They concluded that the internal self-confidence of those who are engaged in team sports is significantly higher than those who are engaged in individual sports.

According to the study, a positive correlation was found between the participants' years of practicing sports and self-confidence ( $p < 0.05$ ). It was seen that the internal and external self-confidence of team and individual athletes increased as the years of doing sports increased (Table 6). It can be said that doing sports increases the sense of self-confidence in athletes over the years. Feltz (1988) defined self-confidence as "the belief that an individual will successfully fulfill a certain activity rather than being a general characteristic and the individual's confidence in his/her own judgment, ability, power and decisions". According to Zorba (2012), doing sports regularly helps individuals to develop self-esteem, increase self-confidence, etc. positive results. Since sportive activities are an application that requires regular work, superior technique, aesthetics and competition within the framework of individuals' own abilities, it affects the personality image and harmony of the student (Akgül et al., 2012).

As a result, when the age categories of the individual and team athletes participating in the study were evaluated, it was found that older athletes had higher self-confidence. It was also observed that there was no difference in self-confidence in terms of gender. Again, when all athletes were evaluated in terms of the place of residence, there was no difference in their feelings of self-confidence. When the self-confidence feelings of the participants were evaluated according to the level of education, the self-confidence of the athletes with university education level was found to be high. It was concluded that the self-confidence of team and individual athletes was close to each other. As the years of practicing sports increased, the self-confidence of team and individual athletes also increased.

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