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INVESTIGATION OF THE CONFIDENCE AND LIFE SATISFACTION LEVELS OF THE ATHLETES IN THE UNIVERSITY WRESTLING TEAMS

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ABSTRACT

Self-confidence in sports can create life satisfaction, primarily based on the ability of the athlete to believe that he can win and be successful in his efforts. Self-confidence and Life Satisfaction have become very important for individuals engaged in wrestling, as they are the main key to success in sports and games. The aim of this study was to review the self-confidence and life satisfaction levels of wrestling athletes competing in university teams according to various variables, which determine the direction of self-confidence and life satisfaction. While the population of the research was raising 512 wrestler athletes with student-athlete careers, the exercise consists of 183 (Female:21; Male:162) university employees who were selected by the easy exercise method and compete in the 2022 Turkish Universities wrestling competitions and continue on a voluntary basis. As a data collection tool in the research; The personal information form developed by the researcher and the "Self-confidence" and "Life Satisfaction" scales found in the literature were used. SPSS 22 package program was used in the analysis of the data and non-parametric tests were applied. Mann Whitney U was used for pairwise comparisons, Kuruskal Wallis was used for more than two comparisons, and Spearman Correlation analysis was used to reveal the relationship. As a result of the research, no significant difference was found in the levels of Self-Confidence Scale and its sub-dimensions, namely, internal self-confidence, external self-confidence and Satisfaction with Life, according to gender, age, class and department. In addition, when the relationship between self-confidence (internal self-confidence, external self-confidence) and life satisfaction levels were examined, no significant difference was found. It is thought that this situation was due to the homogeneous demographic distribution and the nature of combat sports.

Keywords: Life satisfaction, self-confidence, wrestler.

INTRODUCTION

Self-confidence is a personal phenomenon that emerges as a result of the comments made by the person about himself/herself and affects his/her behavior. Self-confidence is not an innate quality, it is a feature that is shaped as a result of relationships with groups such as family first, then close circle, friends and school environment (Hambly 2003; Göknaar 2010). Although there are various definitions of self-confidence in the literature, the concept is generally defined as the individual's self-love, having positive judgments about himself/herself, and seeing his/her current state as sufficient (Eldeleklioğlu 2004). Self-confidence is divided into two parts, internal and external. Internal self-confidence includes feelings of the individual being content with himself/herself and being at peace with himself/herself. In other words, it is the individual's self-respect, self-love, self-knowledge and setting clear goals. External self-confidence, on the other hand, is the reflection of self-love and self-confidence emerging with internal self-confidence on the environment. In external self-confidence, the individual acts as if s/he is confident (Akagündüz 2006).

Needs such as respect, belonging and security are fundamental characteristics that distinguish humans from animals. These needs are met by environmental conditions (Çelik 2014). Self-confidence is the individual's positive thoughts about his/her own characteristics and behaviors, and the belief that he/she can control himself/herself and the events around him/her. In other words, self-confidence is a subjective state in which the individual's perspective on life differs. It is a phenomenon that varies according to the situation, person and environmental conditions. In this context, the same event can be interpreted in different ways by people with different self-confidence (Eldeleklioğlu 2004).

Self-confidence plays an essential role in life. Individuals have positive or negative perspectives according to the level of self-confidence, which has great importance in their psychological development. In this direction, a positive perspective towards events and situations can develop in individuals. Thanks to this perspective, the difficulties of life can be easily coped with. Those with low self-confidence, on the other hand, are constantly faced with negativities due to the predominance of negative thoughts. Eventually, psychological problems arise (Bilgin 2011). According to Humphreys, people with high self-confidence have a positive social relationship level. On the other hand, individuals with moderate self-confidence experience life both positively and negatively (Berger & Owen 1986).

As human beings, we come across various events in our daily lives. Due to such events that cause happiness, pain, hopelessness and other similar feelings, the pleasure taken from life sometimes increases, and sometimes such events break people's resistance to life. Life satisfaction is referred to with concepts such as happiness, quality of life and subjective well-being. Subjective well-being is the individual's thinking about his/her personal life thoroughly and making inferences (Myers & Diener 1995).

Life satisfaction focuses on the satisfaction that individuals get from life in general, including their professional and private lives. In other words, life satisfaction reflects the state of personal well-being and is revealed by the

evaluation of one's own life and satisfaction with life. Here, individuals make a comparison between their life expectancy and their actual situation. If the result is positive, the individual's satisfaction with life increases (Özgen 2012). Happiness and life satisfaction are among the important goals in the lives of individuals. Therefore, life satisfaction is one of the most scientifically researched subjects. Identifying and developing the psychological strengths of the individual can be achieved with the level of life satisfaction (Kahraman 2019).

In order for the individual to form a correct integrity with himself/herself and his/her social environment, his/her basic psychological needs must be determined and satisfied. In addition, it is expected that the social environment s/he is in will support the tendency and behavior of the individual, that is, contribute to the individual in this process (Yarkin 2013).

Sport, which is one of the areas of socialization of individuals, physically activates all the muscles and sense organs in the body. Thus, the level of being at peace with the body, happiness and self-esteem of the people doing sport improve. In addition to these benefits of sports, it has also been proven by scientific studies that it has many psychological benefits to the person. The fact that individuals are psychologically happy and their physical capacity is full creates the perception of being able to achieve something, and also takes personal self-confidence to an advanced level (Koçak & Güven 2018).

Self-confidence is determined by the shape of the individual's situation and manifests itself in the axis of individual differences (Jagacinski & Strickland 2000). The high self-confidence of the athlete and the commitment she shows can be described as a basic element in success motivation (Duda 1989).

People with high self-confidence are those who have life satisfaction and happiness (Berger & Owen, 1986). Since sport is an activity that helps individuals to take responsibility, cooperate and adapt to social environments, it is very important in socialization of the person and, accordingly, high self-confidence level. With sport, people enter into social relations with different groups. It enables people to get rid of their own shallow world and communicate with various people in other environments (Yetim 2005). If the living conditions expected by individuals and the living conditions they are in are close to each other, the self-confidence and life satisfaction levels of the individuals can increase.

METHOD

It is assumed that these thoughts may be effective on self-confidence, that is, one's successful skill or competence, life satisfaction, the happiness of spending, that is, gaining weight, which are among the psychological infrastructures of sports that set out on this path. In order to test these assumptions, the scope of the study was prepared according to the descriptive survey model. Descriptive study is a research approach that aims to describe a past or present situation, event or objects in their own conditions and as they are (Karasar 2006).

Participants

The population of the research consists of 512 students studying in the departments related to Physical Education and Sports, participating in the 2022 Turkish Universities UNILIG Wrestling Championship. The sample group of the study consists of 183 students, who were selected by convenience sampling method and participated in the UNILIG Wrestling tournament, studying at various departments of the Faculties of Sports Sciences and Schools of Physical Education and Sports and voluntarily participated in the study.

Data Collection Process

The data collection process was carried out in the sports halls where the UNILIG Wrestling tournament was held and in the accommodation establishments where the students stayed. The individuals participating in the tournament were given preliminary information about the study and they were informed about the protection of personal data. The scales was applied on a voluntary basis.

Research Model

A questionnaire consisting of 3 parts was used in the data collection process. The first part of the data collection questionnaire includes a personal information form that aims to determine the demographic characteristics of the individuals participating in the study. There are 4 questions in total in the personal information form, and the questions in this part aim to reach the findings regarding the gender, age, grade and department of the participants. The study was supported by the ethics committee decision numbered E-40990478-050.99-282256.

Data Collection Tools

Self-Confidence Scale; The scale includes answer options, 1: Never 2: Rarely 3: Sometimes 4: Usually 5: Always, to the questions created to measure the self-confidence levels of the individuals participating in the study. The self-confidence scale developed by Akin (2007) has two dimensions, internal and external self-confidence. The internal self-confidence dimension in the first part evaluates the characteristics of the person such as loving himself/herself, getting to know himself/herself, and setting clear goals for himself/herself. In the external self-confidence sub-dimension, there are characteristics such as whether the individual has a relationship with his/her self-confidence towards his/her external environment and social life, whether s/he can communicate easily, whether s/he can express himself/herself in a healthy way, whether s/he can control his/her emotions and whether s/he can take risks. The internal consistency reliability in the scale is .91 for the whole scale, .89 for the internal self-confidence factor and .76 for the external self-confidence factor. In our study, while the reliability level for the whole scale is .92, it is .86 for the internal self-confidence dimension and .87 for the external self-confidence dimension.

Life Satisfaction Scale; which aims to measure the general life satisfaction of the individuals participating in the study, was used in the study. The 7 point likert type scale was developed by Diener, Emmons, Larsen, and Griffin (1985) and translated into Turkish by Yetim (1991). The total score can vary between 1-35. As the score obtained from the scale increases, life satisfaction also increases. The Cronbach alpha reliability coefficient of the scale was calculated as 0.86.

Data Analysis

SPSS 22 package program was used in the analysis of the data. In the analysis of the data, frequency (n), percentage (%), arithmetic mean (X) and standard deviation (SD) were used for personal information dissemination rate. Verilerin normallik dağılım göstermediği tespit edilmiştir (George 2011). Mann Whitney U was used for pairwise comparisons, Kuruskal Wallis was used for more than two comparisons, and Spearman Correlation analysis was used to reveal the relationship. The significance value was accepted as .05.

FINDINGS

In this section, the findings obtained as a result of the statistical analysis of the data obtained in line with the purpose and method of the research are given in tables and interpreted.

Table 1. Participant Characteristics

Variable		N	%
Gender	Male	162	88,5
	Woman	21	11,5
Department	Teaching	65	35,5
	Coaching	72	39,3
	Sports Management	36	19,7
	Recreation	10	5,5
Grade	1	31	16,9
	2	50	27,3
	3	51	27,9
	4	51	27,9
Age	18-20	47	25,7
	21-23	103	56,3
	24-26	33	18,0

The participant characteristic is given in table 1.

Table 2. Comparison of Self-Confidence Scale and Life Satisfaction Scale by Gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
Internal self-confidence	man	162	90,70	14693,50	1490,500	0,356
	woman	21	102,02	2142,50		
External Self-confidence	man	162	89,71	14533,50	1330,500	0,104
	woman	21	109,64	2302,50		
Life Satisfaction Scale	man	162	91,65	14846,50	1643,500	0,801
	woman	21	94,74	1989,50		

*p<0.05;**p<0.01

Independent sample t-test was used to determine whether the scores obtained from the Self-Confidence Scale sub-dimensions and the Life Satisfaction Scale differ according to the gender variable. When the results were examined, it was found that there was no significant difference between the sub-dimensions of the Self-Confidence Scale and the Life Satisfaction Scale according to gender ($t=-0.801$; $p>0.05$).

Table 3. Comparison of Self-Confidence Scale and Life Satisfaction Scale by Age

	Age	Mean Rank	X ²	df	p
Life Satisfaction Scale	18-20	100,82	2,856	2	0.240
	21-23	86,26			
	24-26	97,35			
Internal confidence	18-20	93,69	,687	2	0.709
	21-23	93,44			
	24-26	85,09			
External confidence	18-20	87,93	,399	2	0.819
	21-23	93,01			
	24-26	94,65			

* $p<0.05$; ** $p<0.01$

Independent sample t-test was used to determine whether the scores obtained from the Self-Confidence Scale sub-dimensions and the Life Satisfaction Scale differ according to the age variable. When the results were examined, no significant difference was found between the sub-dimensions of the Self-Confidence Scale and the Life Satisfaction Scale according to age ($t=-0.240$; $p>0.05$).

Table 4. Comparison of Self-Confidence Scale and Life Satisfaction Scale by Grade

	Grade	Mean Rank	X ²	df	p
Life Satisfaction Scale	1,00	98,53	4,834	3	1,580
	2,00	80,94			
	3,00	102,35			
	4,00	88,52			
Internal confidence	1,00	92,47	,217	3	0,975
	2,00	94,67			
	3,00	91,10			
	4,00	90,00			
External confidence	1,00	85,58	1,580	3	0,664
	2,00	94,46			
	3,00	87,52			
	4,00	97,97			

* $p<0.05$; ** $p<0.01$

Independent sample t-test was used to determine whether the scores obtained from the Self-Confidence Scale sub-dimensions and the Life Satisfaction Scale differ according to the grade variable. When the results were examined, it was found that there was no significant difference between the sub-dimensions of the Self-Confidence Scale and the Life Satisfaction Scale according to the grade ($t=-1.580$; $p>0.05$).

Table 5. Comparison of Self-Confidence Scale and Life Satisfaction Scale by Department

		Department	Mean Rank	X ²	df	p
Life Satisfaction Scale		Teaching	104,38	7,356	3	0.061
		Coaching	89,99			
		Sports Management	75,39			
		Recreation	85,80			
Internal self-confidence		Teaching	89,40	4,003	3	0.261
		Coaching	87,49			
		Sports Management	107,65			
		Recreation	85,05			
External self-confidence		Teaching	89,44	2,699	3	0.440
		Coaching	88,66			
		Sports Management	104,90			
		Recreation	86,25			

*p<0.05;**p<0.01

Independent sample t-test was used to determine whether the scores obtained from the Self-Confidence Scale sub-dimensions and the Life Satisfaction Scale differ according to the department variable. When the results were examined, it was found that there was no significant difference between the sub-dimensions of the Self-Confidence Scale and the Life Satisfaction scale (t=-0.061; p>0.05).

Table 6. The Relationship between Self-Confidence Scale and Life Satisfaction Scale

	Life Satisfaction Scale		
		Internal Self-confidence	External Self-confidence
Life Satisfaction Scale	r	1,000	-,092
	p	.	,344
Internal Self-confidence	r	-,092	1,000
	p	,214	,797**
External Self-confidence	r	-,070	1,000
	p	,344	.

As a result of the correlation analysis of the relationship between the sub-dimensions of the participants' self-confidence scale (internal self-confidence and external self-confidence) and life satisfaction, it was concluded that there was no significant difference in the relationship between self-confidence levels and life satisfaction.

CONCLUSION and DISCUSSION

Wrestling is an important branch in which success is achieved in the World and Olympic championships (Kilinc, et al. 2012). Wrestling, which is seen as an enjoyable sport in the world, has millions of viewers and it attracts great attention and is becoming widespread in the international arena due to its high fighting power. It can be said that in addition to the high level of strong physical performance, psychological performance is also necessary in wrestling, as in many other sports branches. It is a sport that attracts the attention of young people with its physical, pedagogical and psychological aspects (Gökdemir, 2000). When we look at the place of wrestling in Turkish culture, we can say that it is more special than in other cultures. Throughout history, Turks

have had many successes in the international arena in the branch of wrestling, which is one of the most important and oldest sports (Atabeyoğlu, 2000; Bayraktar & Tozoğlu, 2015).

Individuals with high self-confidence in sports, are generally self-confident, have a desire to succeed, are optimistic, are not afraid of difficulties, open to new thoughts and experiences, have an investigative and entrepreneurial personality, are comfortable and affectionate in human relations, and take responsibility. They tend to perceive themselves as useful, important people worthy of respect and acceptance (Mağden & Aksoy 1993).

Self-confidence is the basis of psychological existence. Self-awareness is one of the most important features that distinguishes humans from animals. In other words, individuals have the ability to define who they are and decide whether they like that identity or not. The problem of self-confidence covers this judgment ability of humans (Mckay & Fanning 2009).

It is claimed that the sense of self-confidence that occurs in people who regularly do sports contributes positively to the individual's desire for all kinds of work in his/her social life and to the continuity of completing the work s/he started. Elite athletes who regularly do sports state that they are relaxed and peaceful, that everything is fine in their lives, and that they try to achieve the impossible in the field of sports they are engaged in, which increases their performance and accelerates them. These athletes also state that they begin to feel positive emotions and get rid of anxiety (Haybron 2004).

Athletes with high self-confidence are more productive, hardworking, successful in overcoming challenges, and have a higher motivation to set goals and fulfill them than athletes with lower levels of self-confidence. Because high self-confidence has a positive effect on making right decisions and high concentration (Brewer 2009).

Life satisfaction is the general evaluation of an individual's emotions and attitudes from negative to positive in a certain time period. There are three basic indicators of happiness: life satisfaction, positive and negative impact. Life satisfaction is the cognitive judgment of an individual based on the compatibility of his/her life conditions with his/her standards. Life satisfaction has some antecedents in professional life, family life and individual characteristics. Accordingly, life satisfaction is the degree to which an individual is satisfied with the general quality of his/her life (Altuntaş 2019).

The effect of sports on well-being and indirectly on life satisfaction becomes more evident as studies in the fields of science, medicine and psychology increase. In recent years, the effects of sports activities at various levels and intensities on mental health and well-being have been discussed in many ways. It is a generally accepted idea that physical vitality and energy-filled life through activities will feed positive emotions and make the individual feel fulfilled (Yetim 2001). However, the level of the relationship between self-esteem, the concept of self and sports has not been fully revealed yet (Toros 2001).

While Veenhoven (1996) defines life satisfaction as the degree of positive development of the quality of life as a whole, he explains the determinants of life satisfaction as changes in life, namely the quality of society, one's place in society, individual abilities, the course of life events, being experienced, the inner progress of development, that is, drawing conclusions, investigating the meanings of feelings, expressing the relationship between life satisfaction and the field of satisfaction.

This study is designed to contribute to the results in the field. From a Gestalt perspective, the results support the literature on generally accepted principles. When the study is evaluated specifically, it comes to the fore with its contributions to the theories of 'self-confidence', which is seen as an important deficiency in the studies conducted on wrestling in the world. Obtaining some contradictory results in studies conducted in the academic field is only the natural characteristics of factors such as the number of participants in the world of sports and evaluations made over a single application. In this study, the researcher aimed to achieve consistent results by focusing on 'participant self-confidence'.

The development of the sports world within the framework of the army, academia and students can be examined against women in terms of gender. As a reflection of this male-dominated framework, the researcher did not find any significant difference for 'self-confidence' and 'life satisfaction' according to gender in this study (Table 2). However, in similar studies by Çelik (2014), Karataş (2017), Karademir (2015), Bilgin (2011), Oğuz & Topkaya (2008) investigating the effect of self-confidence on gender, in the studies by Myers & Diener (1995), Nedim Bal & Gülcan (2014), Cömert et al.(2016) investigating the effect of life satisfaction on gender, and in the study by Altuntaş (2019) investigating self-confidence and life satisfaction in terms of gender revealed no difference. The fact that the said difference does not occur is due to the increase in the number of university education of women (Karataş 2017). In this study, the inability to find a significant difference between self-confidence and life satisfaction according to gender supports general studies and reveals the necessity of specific studies. It is predicted that longitudinal quantitative studies and self-confidence-based qualitative studies can explain the relationships between gender and life satisfaction. The reason why there is no difference between women and men is thought to be due to the recent acceptance of gender equality and the success of women in wrestling.

Another factor affecting self-confidence and life satisfaction is age. It is known that there are different opinions in studies on the relationship between age, self-confidence and life satisfaction. Some researchers have mentioned that young people's self-confidence and life satisfaction are high due to their high energy and life expectancy. On the other hand, it is also known that there are researchers who believe that self-confidence and life satisfaction increase with age (Nedim Bal & Gülcan 2014). In this study, the researcher did not find any significance for 'self-confidence' and 'life satisfaction' according to age (Table 3). However, no difference found in similar studies conducted by Öztürk et al. (2016), Gündoğdu (2019), Şanlıtürk (2022) investigating the effect of self-confidence on age, in the study conducted by Gün and Bayraktar (2008) investigating the effect of life satisfaction on age, and the study conducted by Altuntaş (2019) investigating self-confidence and life

satisfaction according to age. The reason why there is no significance between self-confidence and life satisfaction according to age is thought to be due to the fact that the foundations of the same sports branches and habits are laid for young adults and that they continue to develop after the disadvantages are eliminated.

Another factor affecting self-confidence and life satisfaction is the grade. As class constitutes the lowest level of the educational organization, it is the only place where students can be reached directly in the closest way. The person responsible for the realization of life in class in line with the predetermined goals is the teacher (Aydın 2008). Students interact with the educational environment offered by the teacher in the class in order to achieve their goals, (Özdel 2018). In this study, the researcher did not find any significance for 'self-confidence' and 'life satisfaction' according to grade (Table 4). However, no difference was found in similar studies conducted by Otacıoğlu Gürşen (2008), Umutlu (2010) and Bilgin (2011) investigating self-confidence in terms of grade, in the studies of Ünal and Şahin (2013) and Nedim Bal & Gülcan (2014) investigating life satisfaction in terms of grade and in the study by Altuntaş (2019) investigating self-confidence and life satisfaction according to the grade. The reason for not finding a significance between self-confidence and life satisfaction is thought to be due to the fact that the main source of self-confidence leading to the behavior is considered important in the context of the classroom, as it causes more than one life satisfaction.

University departments are directly linked to interest, lifestyle and character. In this study, the researcher did not find any significance for 'self-confidence' and 'life satisfaction' according to department (Table 5). However, in similar studies, Aydoğan (2008) and Güven (2008) found that self-confidence did not differ according to the department, and Baysal and Buluş (2001) and Gündoğar et al. (2007) found that there was no difference in life satisfaction according to the department. It is thought that the reason why the students do not have a significant result according to the department they study is due to a situation that is expected from the students who study in the department they want, value success, meet the need for competence and perceive themselves more successful academically, and have the same level of self-confidence and life satisfaction.

In this study, the researcher concluded that there was no significant difference in the relationship between the levels of self-confidence and life satisfaction in the results of the correlation analysis of the relationship between self-confidence scale sub-dimensions (internal self-confidence and external self-confidence) and life satisfaction (Table 5). However, in a similar study, Çardak Ünüvar & Ünüvar (2022) used life satisfaction and self-confidence-related scales as a data collection tool and found that the relationship between self-confidence and life satisfaction was significant. İnik (2020) found a weak relationship in self-confidence and life satisfaction levels in his study titled "Examination of the relationship between childhood traumatic experiences, self-confidence and life satisfaction in adulthood". In this study, the reason why the self-confidence levels of the athletes in the wrestling teams of universities do not have any effect on their life satisfaction levels is thought to be due to the small difference between the ages of the students in the sample group, and the fact that the sport branches and the field they study are the same. In the light of these studies, 'self-confidence and life satisfaction' should be discussed with a different approach. The universal classification criteria of self-

confidence cannot give precise results in all circumstances. The association of characterizations of behaviors related to life satisfaction with self-confidence and life satisfaction shows too specific characteristics to be examined under a single dimension. It can be said that obtaining some contradictory results in studies conducted in the academic field is due to factors such as self-confidence levels, number of participants and evaluations made over a single application. In this study, the researcher aimed to obtain consistent results by focusing on self-confidence levels and 'life satisfaction'.

As a result, the researcher conducted his studies on the concept of 'self-confidence', which is considered an important deficiency in studies on students in general and in the field of wrestling in particular, and on the concept of 'life satisfaction', which is accepted as an addition to this concept. Generalizable results have been obtained on undergraduate students who practice wrestling, which is a universal branch. The researcher has tried to present a different perspective to the literature by examining the effect between 'Life Satisfaction' and the structure created through the 'internal self-confidence' and 'external self-confidence' sub-dimensions of self-confidence.

Based on the results of this study, the author advocates including self-confidence in the predictors of sport. The relationship between self-confidence and life satisfaction in sports branches, which are used by millions of undergraduate students as a means of education, profession and success, should not be ignored.

RECOMMENDATIONS

- The research model was tested on athletes working at the university. Researchers who want to work on this model can not only limit their studies to their universities, but also carry out their studies and make comparisons through inter-club and international tournaments.
- It is recommended to develop application-supported programs related to life satisfaction that increase the sense of self-confidence experienced more intensely in older ages.
- Considering the category and weight differences in the wrestling branch, studies in which self-confidence levels are examined and various sport branches are compared can be planned and implemented.

ETHICAL TEXT

This study, which was carried out considering the scanning model, has a cross-sectional feature. The ethical procedure of the study was supported by Selcuk University Non-Interventional Clinical Research Ethics Committee with the decision dated 09.05.2022 and numbered E-40990478-050.99-282256.

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