



Examining the Relationship Between Sportsmanship Understanding and Self-Efficacy Levels in Athletes

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Please cite this paper as follows: Çetinkaya, T. (2024). Examining the Relationship Between Sportsmanship Understanding and Self-Efficacy Levels in Athletes. *International Journal of Recreation and Sport Science*, 8(1), 23-33. <https://doi.org/10.46463/ijr.1489072>.

Article History

Received:
23.05.2024
Accepted:
23.08.2024
Available online:
24.08.2024



ABSTRACT

The purpose of this research is to examine athletes' sportsmanship understanding and self-efficacy levels in terms of different variables. The sample of the research consisted of 178 student athletes studying at Ahi Evran University, Faculty of Sports Sciences in 2024. In the study, a personal information form, the sportsmanship behavior scale developed by Gümüş et al. (2020) and the self-efficacy scale developed by Riggs, Warka, Babasa, Betancourt and Hooker (1994) and adapted into Turkish by Öcel (2002) were used as data collection tools. Distribution, frequency, t test, anova test and correlation analysis were performed to compare the relevant data. As a result of statistical analysis, while there was no significant difference for all scales according to the participants' gender, type of sport and family income level variables, a significant difference was observed for the variables of nationality and sport year. Additionally, it was determined that there was no significant relationship between sportsmanship and self-efficacy.

Keywords: Sense of Sportsmanship, Self-Efficacy, Student Athletes

INTRODUCTION

Sportsmanship can be described as the attitudes and behavior patterns expected from men and women, regardless of whether they are athletes. In other words, the concept of sportsmanship can be expressed as athletes complying with the various rules expected of them and showing positive behavior towards the individuals they are in competition with. Sportsmanship is showing the characteristics of not only thinking about oneself, but also sharing for others, having an optimistic mood, being polite and polite, being respectful and dignified towards the people around them. In short, being a sportsman can be expressed as never thinking of winning unfairly and always acting honestly and in good faith towards the other competitor (Archer, 2017; Elik, 2017; Pan, et al, 2024). Anxiety and sportsmanship in adolescent athletes: the multiple mediating effects of athlete burnout and exercise cognition. Although the concept of sportsmanship is a concept evaluated within sporting activities today, this concept actually refers to basic moral values that

symbolize respecting human rights in all areas of life, being fair, not accepting unfair gain, being respectful to everyone under all circumstances, and always being honest and living honestly. can be expressed. (Tel, 2014). The content of the concept of sportsmanship refers to a stance that includes living with dignity and not fighting for rights with anyone. In this way, the concept of sportsmanship can show its city as fair and honest competition in every field of activity of sports. The concept of sports includes many positive behavioral patterns such as love, cooperation and tolerance. In addition, while the positive effects of sports for personality and character development are obvious, we can also say that today it has become a platform where many behaviors that are contrary to sports and social morals are seen (Pehlivan and Konukman, 2004). We can state that sporting activities, which are pedagogically expected to contribute positively to the physical, mental and spiritual development of the individual, have today turned into a platform for learning and exhibiting behaviors contrary to sports ethics. Due to some practices in the field of sports, basic behaviors and attitudes in the field of sports

ethics and sportsmanship have lost their importance day by day and the idea of winning no matter what in the field of sports has gained importance. This situation, which is especially seen in professional sports fields, has unfortunately begun to manifest itself in school sports (Yıldiran, 2005). Additionally, Yıldiran (2005) states that the concept of sportsmanship is used in the sense of fair play in some sources. The researcher recommends that coaches should take initiative not only in the physical performance of the athletes they work with, but also in their personality and moral development. In addition, the concept of sportsmanship generally states that the recommended behaviors should be revealed before the competition phase, during the competition and for the period after the competition, and that it is necessary to be reliable and honest in the whole framework of life.

According to social cognitive theory, self-efficacy belief is one of the most important elements that play a central role in the processes of controlling one's behavior and maintaining control over it. In this way, the concept of self-efficacy is one of the most important basic concepts of social cognitive theory and states that a person must first build self-confidence and have self-confidence to enable them to perform their abilities as they should (Azar, 2010; Saenz et al., 2013). Self-efficacy is the individual's positive attitudes and opinions about himself/herself regarding the extent to which he can struggle against the difficulties he may encounter in life and the extent to which he can overcome those difficulties (Gümüş, 2019; Özdemir, 2015; Ouyang, et al., 2020).

In a different definition, the concept of self-efficacy is the individual's ability to cope with different situations that he encounters and the ability to successfully complete a task. It is the self-belief and perception of competence regarding whether one has the skills and capacity required for one's life (Sanches-Alcaraz et. al., 2018; Senemoğlu, 2007).

It is seen that individuals with high self-confidence and a high perception of competence have a high power to struggle for any job they start and show perseverance and endurance in the job they start, but individuals with a low perception of competence have insufficient power to struggle with the difficulties they encounter. Although most people have the skills and knowledge necessary to successfully perform any task, they may also doubt their own skills and abilities. Therefore, instead of being able to fulfill the task expected of them, they may exhibit avoidance behavior. In addition, it has been observed that people who do not believe in their own abilities and skills become negative over time and lack the necessary motivation and desire

when they encounter any difficult situation (Bandura, 1989).

When we look at the concept of self-efficacy from the field of sports, it can be stated that it is an important factor affecting sports success. We can say that one of the important characteristics for individuals participating in sports events to be successful is their self-efficacy perception. Here we can talk about a concept of self-efficacy that will allow athletes to prevent and control their negative emotions about themselves (Cherry, 2005; Cosma et al., 2021).

The concepts of sportsmanship and self-efficacy, which are two frequently discussed topics in the field of sports in recent years, will contribute to an original, moral and virtuous process in the field of sports, and will also enable sports performance to be at the highest levels. Thus, it is thought that these two concepts can contribute to the positive development of athletes in the field of sports.

With all this conceptual framework, the aim of this study is to examine the relationship between sportsmanship understanding levels and self-efficacy levels in athletes.

METHOD

Participants

The population of the research consists of student athletes studying at Ahi Evran University, Faculty of Sports Sciences in 2024. The sample consisted of 178 student athletes

Data Collection Tools

In the study, a personal information form, the Sportsmanship Behavior Scale developed by Gümüş et al. (2020) and the Self-Efficacy Scale developed by Riggs, Warka, Babasa, Betancourt and Hooker (1994) and adapted into Turkish by Öcel (2002) were used as data collection tools.

Sportsmanship Behavior Scale: The sportsmanship behavior scale developed by Gümüş et al. (2020) is a tool used to evaluate the concept of sportsmanship and consists of 27 items and 5 sub-dimensions in total. The score range for this scale varies from 27 to 135, with higher scores reflecting higher sportsmanship behavior. The scale has a 5-point Likert structure between Strongly Disagree (1) and Strongly Agree (5) for participants to rate. This scale evaluates participants' attitudes by measuring sportsmanship behavior in different sub-dimensions and determines the extent to which they display sportsmanship in the field of sports. Within the scope of the study, the Cronbach Alpha Coefficient of the total score and sub-dimensions of the scale was found to be reliable. 0.873 for the scale total score

and 0.873 for the sub-dimensions; rules 0.839, deliberate behavior 0.820, game outlook 0.72, sportsmanship behavior 0.701.

Self-Efficacy Scale: The scale developed by Riggs, Warka, Babasa, Betancourt and Hooker (1994) to measure individuals' belief in their own capacities was adapted into Turkish by Öcel (2002). The scale consists of 10 items to determine individuals' beliefs in their own capacities. Subjects make a 5-point Likert type evaluation (strongly disagree, disagree, undecided, agree, strongly agree) to indicate the extent to which they agree with the statements in the items. The scale includes reverse questions (2, 3, 4, 6, 8, 10). Within the scope of the study, the Cronbach Alpha Coefficient of the scale was determined as 0.748.

Collection of Data

The survey forms used in the research were applied to student athletes studying at Ahi Evran University, Faculty of Sports Sciences in 2024. Before participating in the study, participants were given necessary explanations about the purpose of the research and detailed information about filling out the data collection tool. The data collection tool collected by the researcher was checked and those that were filled in incompletely or incorrectly were excluded from the study. Then, among the data collection forms applied to the candidates, the valid

and acceptable ones (178) were coded and transferred to the electronic environment for evaluation.

Evaluation and Analysis of Data

The analysis of the data collected in the study was made in the SPSS 20.0 statistical package program. As a result of examining the kurtosis and skewness values to determine the tests to be used in the analysis of the data, it was observed that it provided the accepted ± 2 range for the assumption of normality (George and Mallery, 2019). Kolmogorov-Smirnov and Shapiro-Wilk tests were performed for normality of distribution. It was observed that the data obtained were in the range of Skewness-.847, .182 Kurtosis -.079.362 for the Sportsmanship behavior scale, and in the value range of Skewness.637.182, Kurtosis-.393.362 for the Self-efficacy scale. In evaluating the data; distribution, frequency, t test, anova test and simple correlation analyzes were performed. In the tests carried out to analyze the data; The principle of equality of variances, one of the assumptions of parametric tests, was taken as the basis, and if the variances were not equal, no significant difference was sought between the groups, even if the "p" value was less than the significance level. The significance level in the analyzes was determined as $\alpha = 0.05$.

RESULTS

This section includes research findings.

Table 1. Frequency and percentage distributions of participants' demographic information

Variables	Sub-Variables	F	%
Gender	Woman	65	36,5
	Male	113	63,5
Sport Year	1-3	74	41,6
	4-5	52	29,2
	6-9	39	21,9
	10 And Above	13	7,3
Income Rate	Low	88	49,4
	Middle	70	39,3
	Good	20	11,2
National Sportsmanship	Yes	32	18,0
	No	146	82,0
Sport Type	Team	92	51,7
	Individual	86	48,3

65 of the student athletes participating in the research are female and 113 are male. The distribution of student athletes according to their sports year is as follows: 74 between 1 and 3 years, 52 between 4 and 5 years, 39 between 6 and 9 years, and 13 with 10 years and above. According to the income level variable, the answers given by the

student athletes stated that 88 people had low income, 70 people had medium income, and 20 people stated that they had good income. According to the national athlete variable, 32 of the participants answered yes to the national athlete question, and 146 people said no and stated that they were not a national athlete. Finally, according to the type of



sport variable, the number of participants who stated that they do team sports is 92, and the number of

participants who are engaged in individual sports is 86.

Table 2. Comparison of Participants' Sportsmanship and Self-Efficacy Total Scores and Sub-Dimension Scores According to Gender Variable

Scale	Gender	n	x	ss	t	p
Sportsman Total	Woman	65	3,5407	,65909	-,289	,773
	Male	113	3,5706	,67213		
Self Efficacy	Woman	65	3,0338	,77928	,316	,752
	Male	113	2,9973	,67168		
Rules	Woman	65	3,8615	,78261	,478	,633
	Male	113	3,7950	1,06230		
Deliberate Behavior	Woman	65	3,5615	,85442	,451	,653
	Male	113	3,4978	,99454		
View Of The Game	Woman	65	3,2000	,94394	1,750	,082
	Male	113	3,4668	1,03860		
Sportsmanship	Woman	65	3,4598	,82726	-,586	,559
	Male	113	3,5320	,72183		

*p>0.05

As a result of the analysis made for the total sportsmanship scores of the participants according to the gender variable, it was seen that the average of women was 3.54 and the average of men was 3.57. When self-efficacy total scores are examined according to gender variable, the average of women is 3.03 and the average of men is 2.99. In the rules sub-dimension, the average of women is 3.86 and the average of men is 3.79. In the intentional

behavior sub-dimension, the average of women is 3.56 and the average of men is 3.49. In the game perspective sub-dimension, the average of women is 3.20 and the average of men is 3.46. In the superman behaviors sub-dimension, the average of women is 3.45 and the average of men is 3.53. Additionally, as a result of the analysis, it was determined that there was no significant difference between the groups for sportsmanship total scores, self-efficacy total scores and all sub-dimensions.

Table 3. Comparison of Participants' Sportsmanship and Self-Efficacy Total Scores and Sub-Dimension Scores According to Nationality Variable

Scale	National Team	N	x	ss	t	p
Sportsman Total	Yes	32	3,74	,521	2,037	,046
	No	146	3,52	,688		
Self Efficacy	Yes	32	3,05	,722	,341	,731
	No	146	3,00	,710		
Rules	Yes	32	4,00	,870	1,302	,231
	No	146	3,77	,985		
Deliberate Behavior	Yes	32	3,64	,773	,918	,430
	No	146	3,49	,977		
View of The Game	Yes	32	3,67	,889	2,117	,055
	No	146	3,30	1,025		
Sportsmansh ip	Yes	32	3,68	,670	1,582	,151
	No	146	3,46	,775		

*p>0.05

As a result of the analyses conducted for the total scores and sub-dimension scores of sportsmanship

and self-efficacy according to the variable of being a national athlete, a significant difference was found for the total score of sportsmanship. For the total



score of sportsmanship among the participants, the scores of national athletes were found to be significantly higher than those of non-national athletes. While the mean score of national athletes

was 3.74, the mean score of non-national athletes was 3.52. For all other scales, no significant difference was found on the axis of whether the participants were national or not.

Table 4. Comparison of Sportsmanship and Self-Efficacy Total Scores and Sub-Dimension Scores of the Participants According to the Variable of Sport Type

Scale	Sport Type	n	x	ss	t	p
Sportsman Total	Team	92	3,5745	,63594	,304	,761
	Individual	86	3,5439	,69951		
Self Efficacy	Team	92	2,9674	,71746	-,840	,402
	Individual	86	3,0570	,70503		
Rules	Team	92	3,8877	,92222	,972	,331
	Individual	86	3,7461	1,01451		
Deliberate Behavior	Team	92	3,5747	,86841	,779	,434
	Individual	86	3,4637	1,02036		
View Of The Game	Team	92	3,3560	,98424	-,182	,855
	Individual	86	3,3837	1,04368		
Sportsmanship	Team	92	3,4626	,77494	-,781	,436
	Individual	86	3,5517	,74651		

*p>0.05

As a result of the analysis of the participants' sportsmanship and self-efficacy total scores and sub-dimension scores according to the sport type variable, no significant difference was observed

between the groups for all scales and sub-dimensions.

Table 5. Comparison of Sportsmanship and Self-Efficacy Total Scores and Sub-Dimension Scores of the Participants According to the Variable of Sports Year

Scale	Sport Year	N	X	Ss	F	P	Significant Difference
Sportsman Total	1-3	74	3,56	,072	3,277	,022	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,74	,082			
	6-9	39	3,31	,115			
	10 and above	13	3,52	,227			
Self Efficacy	1-3	74	3,01	,083	,345	,793	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,05	,106			
	6-9	39	2,93	,100			
	10 and above	13	3,15	,199			
Rules	1-3	74	3,79	,104	,433	,729	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,92	,137			
	6-9	39	3,79	170			
	10 and above	13	3,60	,291			
Deliberate Behavior	1-3	74	3,56	,106	,144	,933	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,49	,140			
	6-9	39	3,45	,150			
	10 and above	13	3,57	,264			
View of The Game	1-3	74	3,33	,121	7,536	,000	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,80	,097			
	6-9	39	2,84	,173			
	10 and above	13	3,4808	,27512			
Sportsmanship	1-3	74	3,5210	,08739	8,047	,000	1-2,1-3,1-4 2-3,2-4, 3-4
	4-5	52	3,8205	,08539			
	6-9	39	3,0741	,11431			
	10 and above	13	3,4530	,25239			

*p>0.05



As a result of the analysis of sportsmanship and self-efficacy total scores and sub-dimension scores according to the sports year variable of the participants, a significant difference between the groups was detected for the sportsmanship total score, for the game view sub-dimension and for the sportsmanship behaviors sub-dimension. No significant differences were observed between the groups for the total score of self-efficacy, for the rules sub-dimension, and for the intentional

behaviors sub-dimension. According to the results of the Tukey test conducted to determine the significant difference between the groups, the total score of sportsmanship, the view of the game sub-dimension and the sportive behavior sub-dimension were obtained in groups 1 and 2, groups 1 and 3, groups 1 and 4, groups 2 and 3 in groups 2 and 2. A significant difference was observed between groups 4 and 3 and 4.

Table 6. Comparison of Sportsmanship and Self-Efficacy Total Scores and Sub-Dimension Scores According to the Participants' Family Income Level Variable

Scale	Income Rate	N	X	Ss	F	P	Significant Difference
Sportsman Total	Low	88	3,556	,073			----
	Middle	70	3,579	,076			
	Good	20	3,505	,156			
Self Efficacy	Low	88	3,031	,083			----
	Middle	70	2,954	,073			
	Good	20	3,120	,155			
Rules	Low	88	3,829	,099			----
	Middle	70	3,854	,117			
	Good	20	3,650	,244			
Deliberate Behavior	Low	88	3,501	,099			----
	Middle	70	3,555	,109			
	Good	20	3,487	,250			
View of The Game	Low	88	3,429	,104			----
	Middle	70	3,382	,127			
	Good	20	3,062	,201			
Sportsmanship	Low	88	3,478	,084			----
	Middle	70	3,506	,0893			
	Good	20	3,622	,155			

*p>0.05

As a result of the analyzes conducted to compare the sportsmanship and self-efficacy total scores and sub-

dimension scores according to the participants' family income level variable, no significant difference was found in any group for all sub-dimensions and scale total scores.

Table 7. Pearson correlation analysis results for participants' sportsmanship behavior sub-dimensions and self-efficacy scores

Scale	Rules	Deliberate Behaviour	View of The Game	Sportsmanship
Self Efficacy	R	-,015	,067	,078
	P	,840	,372	,298
	N	178	178	178

**p<0.001

According to the results of the Pearson correlation analysis conducted to determine the relationships between the 4 sub-dimensions of the sportsmanship orientation scale and the self-efficacy scale; between rules and self-efficacy ($r = -.015$; $p > 0.001$) was very weakly negative and insignificant, between deliberate behavior and self-efficacy $r = 0.67$; $p > 0.001$) moderately positive and insignificant, $r = 0.78$ between game view and self-efficacy; $p > 0.001$) highly positive and insignificant, $r = 0.73$ between sportsmanship behaviors and self-efficacy; $p > 0.001$), highly positive and insignificant relationships were observed.

DISCUSSION AND CONCLUSION

In this part of the research, findings regarding the relationships of the participants' sportsmanship behaviors and self-efficacy levels with various variables were included, and the relationships of these parameters in terms of gender, sport type, family income level, nationality and sports year variables were discussed.

According to our research findings, no significant difference was observed in the participants' sportsmanship behavior scores in terms of gender variable. Unlike our findings, in the study conducted by Kusan (2024) and his colleagues, it was observed that female participants exhibited more sportsmanlike behavior than male participants. Again, Tsai and Fung (2005) concluded in their study that men exhibit more aggressive attitudes than women, and that female athletes attach more importance to sportsmanship behaviors than men. In his study, Sabırlı (2024) and McLaughlin (2020) found a significant difference in the sportsmanship orientation of the participants according to their gender. Accordingly, the author states that male participants' sportsmanship orientation scores are higher than female participants. These findings differ from the findings of our study in terms of their results. Sülün et al. (2021) report in their study that the sportsmanship scores of the participants were higher in women according to the gender variable, but this level was not significant. The study results overlap with our findings.

When the sportsmanship behavior scores of the participants were examined in terms of the nationality variable, it was determined that there was a significant difference in the total sportsmanship score and that there was no significant difference in all other sub-dimensions. This significant difference seems to be in favor of national athletes who answered yes to the national sportsmanship question. In the analysis, it was determined that the total sportsmanship scores of national athletes were significant and higher than non-national athletes. It is thought that this situation

may be related to the sports culture that national athletes have developed due to their sports lives at the highest level. Kusan (2024) reports in his study that there is no significant difference in the sportsmanship behavior scores of the participants in terms of the nationality variable. In terms of study findings, our findings do not coincide with the results.

When the participants' sportsmanship behavior scores were examined according to the type of sport variable, it was determined that there was no significant difference in the total sportsmanship score and all sub-dimensions. In their study, Çağlayan et al., (2021), Yalçın et al. (2020) support our findings and report that there is no significant difference in terms of sportsmanship behavior scores of the participants for the sport type variable. Ebrahim et al. (2015) state in their study that there is a correlation between education level and the sub-dimension of respect for rules and management.

When the sportsmanship scores of the participants were examined according to the sports year variable, it was observed that there was a significant difference in the total sportsmanship score, the game outlook sub-dimension and the sportsmanship sub-dimension, but there was no significant difference in all other sub-dimensions. According to the results of the Turkey test conducted to determine the significant difference between the groups, the total score of sportsmanship in the game view sub-dimension and sportsmanship sub-dimension was the first and second group's, the first and third group's, the first and fourth group's, the second and third group's, the second and fourth group's, the third and It was determined that the fourth group made a significant difference.

It was observed that there was no significant difference between the groups in total sportsmanship scores and all sub-dimensions according to the income level variable of the research group. In their study, Akoğlu et al. (2019) Supporting our findings, they report that participants' sportsmanship behavior scores do not differ according to income level. This study supports our study in terms of its findings. On the other hand, Kusan (2024) reports in his study that there is a significant difference between the groups in terms of sportsmanship behavior scores of the participants according to the income level variable. The author states that participants with middle income have higher sportsmanship behavior scores than participants with high income. In addition, the researcher states that athletes in the high-income group may engage in selfish behavior and be more competitive in some cases because they have more opportunities.

When the self-efficacy levels of the participants were examined according to the gender variable, it was observed that there was no significant difference. The average score of women in the research group seems to be slightly higher than that of men. With this finding, we can state that there is no significant difference for the gender variable. Supporting their findings in their study, Sevinç and Kapçak (2021) and Kahwa et. al, (2021) state that there is no significant difference in the wage slipper levels of the participants in terms of gender variable. The researchers' findings are parallel to our study in terms of their results. Again, Acuner (2012) reports in his study that there is no difference in the self-efficacy scores of the research group according to the gender variable. This study also supports our findings. In addition to these studies, Özer (2015), Sharpe et al., (1995) and Tırpan (2016) report in their studies that there is a significant difference between self-efficacy scores according to the gender variable. These studies differ from our study in terms of their results.

When the self-efficacy scores of the participants were examined according to the nationality variable, it was observed that there was no significant difference between the groups. According to our findings, whether the research group is a national athlete or not does not affect the self-efficacy score. Sağ, Yağdı, Güçlü (2024) explain in their study why the self-efficacy scores of athletes who are not athletes are higher. This research differs from our study in terms of its results. Woodman and Hardy (2003) state in their study that whether the participants are national athletes or not does not affect their self-efficacy scores. This study is parallel to our study in terms of its results. Application of future studies in different cultures may result in different findings.

When the self-efficacy scores of the participants were examined according to the sport type variable, it was determined that there was no significant difference. This finding suggests that it is not very important which sport athletes do, but their belief in themselves may be related to self-efficacy. Sağ, Yağdı, Güçlü (2024) report in their study that there is no significant difference in terms of self-efficacy scores between athletes who do team sports and those who do individual sports. The findings of this study are consistent with the results of our study.

When the self-efficacy scores of the research group were examined according to the sport year variable, no significant difference was detected. In the study conducted by Toçoğlu, (2020), it was determined that there was no significant difference in the self-efficacy scores of the participants in terms of different sports years. The study results support

its findings. Koçak (2019) states in his study that the duration of athletics of the participants differed significantly in terms of self-efficacy scores. This study differs from our study results in terms of its findings.

When the participants' self-efficacy scores were examined according to the family income level variable, no significant difference was observed between the groups. Supporting our findings, Aytaç, Yetiş, and Öz (2022) report in their study that there is no significant difference in terms of participants' self-efficacy scores according to the income level variable. Again, Şen (2009) states in his study that there is no significant difference between income level and self-efficacy scores, in parallel with our findings. These findings are parallel to our study in terms of their results.

According to the results of the Pearson correlation analysis conducted to determine the relationships between the four sub-dimensions of the sportsmanship orientation scale and the self-efficacy scale; between rules and self-efficacy ($r = -.015$; $p > 0.001$) was very weakly negative and insignificant, between deliberate behavior and self-efficacy ($r = 0.67$; $p > 0.001$) moderately positive and insignificant, $r = 0.78$ between game view and self-efficacy; ($p > 0.001$) highly positive and insignificant, $r = 0.73$ between sportsmanship behaviors and self-efficacy; ($p > 0.001$), highly positive and insignificant relationships were observed. According to these findings, the concepts of sportsmanship and self-efficacy seem statistically unrelated to each other. In his study, Nas (2019) reported that there were statistically significant and positive weak relationships between the participants' sportsmanship and general self-efficacy scores. This study differs from our study in terms of its findings. In his study, Turan (2020) found that self-efficacy levels significantly predicted sportsmanship behaviors in a positive direction.

As a result, in this study conducted with athletes studying at the faculty of sports sciences, no significant relationship was found between the participants' sportsmanship scores and self-efficacy scores. Additionally, as a result of statistical analysis, while there was no significant difference for all scales according to the participants' gender, type of sport and family income level variables, a significant difference was observed for the variables of nationality and sports year. In order to be successful in the field of sports and to sustain these successes, the individual's self-belief, that is, self-confidence, can be achieved through a high perception of self-efficacy. The most basic way for athletes to be successful is their self-belief and positive perception of their abilities. In addition, sports events should

not be acted independently of fair play and moral processes, regardless of the circumstances. The way to achieve this is for athletes to always comply with the concept of sportsmanship. In order to achieve all these goals, periodically informing athletes about the concepts of self-efficacy and sportsmanship will have positive effects.

Suggestions

It is thought that the necessary contributions to the relevant literature will be made by conducting the research in different cultural and local areas, on different populations in terms of the masses participated.

Conflict of Interest

No potential conflict of interest was reported by the authors.

Ethical Approval

This study was approved by the Ethics Committee of Ahi Evran University with the official letter numbered e-51450103-010.9900000633791.

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