



Examination of Wrestling Referees' Self-Efficacy Levels

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(Received): 20/10/2022 (Accepted): 22.12.2022

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Abstract

This study was carried out to measure the self-efficacy levels of wrestling referees who are active in wrestling competitions in our country. 150 wrestling referees with different refereeing levels, included in the Visa Referee List of the Turkish Wrestling Federation, participated in the study. The personal information form developed by the researchers to reach the data of the study and Myers et al. The 18-question "Referee Self-Efficacy Scale" (HÖYÖ), which was developed in 2012 and adapted into Turkish by Karaçam and Pular 2017 with the addition of the physical proficiency factor, was used. According to the results of the research; The inter-variable relations of all participants are presented as correlation coefficients. In addition, in the age variable game knowledge scores and decision-making sub-dimensions, the participants in the 25-35, 36-45 and 46-year-olds group were against the participants in the 18-24 group, against the high school graduate participants in terms of decision-making sub-dimension scores according to the educational status variable, against the candidate referees in terms of all sub-dimension scores of the self-efficacy scale according to the refereeing level variable, in favor of the 6-10 and 11-15 group participants in terms of game knowledge scores and decision-making sub-dimension scores according to the number of tasks variable, against the 1-5 year group participants in terms of game knowledge scores, decision making, pressure scores and communication sub-dimension scores according to the refereeing experience variable, There is a significant relationship in favor of former athletes in the sub-dimension of game knowledge scores according to the status of playing sports before in the sports branch where he is the referee($p>0,05$).

Keywords: Referees, wrestling referees, referee self-efficacy

Güreş Hakemleri Öz-Yeterlilik Düzeylerinin İncelenmesi

Özet

Bu çalışma, ülkemizde faal olarak güreş müsabakalarında, hakemlik görevini yürüten güreş hakemlerinin öz yeterlilik düzeylerini ölçmek amacıyla yapılmıştır. Çalışmaya Türkiye Güreş Federasyonunun, Vizeli Hakem Listesi 'nde yer alan farklı hakemlik kademelerine sahip 150 güreş hakemi katılmıştır. Araştırmanın verilerine ulaşmak için araştırmacılar tarafından geliştirilen kişisel bilgi formu ve Myers ve ark. 2012 yılında geliştirdiği, Karaçam ve Pular (2017) tarafından fiziksel yeterlik faktörü de eklenerek Türkçe uyarlamasını yaptığı 18 soruluk "Hakem Öz Yeterlilik Ölçeği (HÖYÖ)" kullanılmıştır. Verilerin analizinde; öz yeterlilik düzeylerini belirlemek ve demografik değişkenlere ait tanımlama yapmak için betimsel istatistiklerden faydalanılmıştır. Araştırma sonucuna göre; tüm katılımcıların değişkenler arası ilişkileri korelasyon katsayıları olarak sunulmuştur. Ayrıca yaş değişkeni oyun bilgisi puanları ve karar verme alt boyutlarında, 25-35, 36-45 ve 46 yaş ve üzeri grubu katılımcıların, 18-24 grubu katılımcılar aleyhinde, eğitim durumu değişkenine göre karar verme alt boyut puanları açısından lise mezunu katılımcılar aleyhinde, hakemlik seviyesi değişkenine göre öz yeterlilik ölçeği tüm alt boyut puanları açısından aday hakemler aleyhinde, görev sayısı değişkenine göre oyun bilgisi puanları ve karar verme alt boyut puanları açısından 6-10 ve 11-15 grubu katılımcılar lehinde, hakemlik tecrübesi değişkenine göre oyun bilgisi puanları, karar verme, baskı puanları ve iletişim alt boyut puanları açısından 1-5 yıl grubu katılımcılar aleyhinde, hakem olduğu spor branşında daha önce spor yapma durumuna göre oyun bilgisi puanları, alt boyutunda önceden sporcu olanlar lehine, anlamlı bir ilişki bulunmaktadır ($p>0,05$).

Anahtar Kelimeler: Hakemler, güreş hakemleri, öz yeterlilik

INTRODUCTION

In recent years, people, communities and even countries have been following the sports closely, watching the athletes, and seeing sports competitions as a symbol representing athletes and referees. Developed countries around the world prefer sports fields, not battlefields, to prove their superiority over each other (2). In our age, sports have socializing, integrating, developing spirit and physique, competitive and solidarity aspects (8). Sports fields, which cause the discharge of suppressed emotions, that is, discharge of individuals, are shown by many psychiatrists as a kind of hospital or treatment place (24).

Today, the elements that make up the phenomenon of sports can be handled under three main headings in general, athletes, spectators and referees. Every single factor mentioned here is undoubtedly very important. Referees, who fight on the field with the athletes and control the fate of those competitions, are the most basic elements of sports (17). In arbitration, the application of the rules equally, impartially and fairly to everyone is a priority. It is very important that the rules of the game are fully reflected in the competitions and that the sport can become popular in the eyes of the society in terms of bringing the human factor to the fore (11).

In addition to the physical competence of the referee, his psychological readiness is also vital. For this reason, referees should have the ability to make the right decision in competitions by controlling psychological factors such as self-efficacy, which includes situations such as anxiety, fear and stress (18). Due to the limited time of the competition, the referees must maintain a high level of focus and perform well without missing any details. To be successful referees, a number of qualifications are required; While there may be innate qualities such as good instincts, fairness, mental toughness, confidence and determination, acquired qualities require experience such as attention to detail, alertness and quick but firm reactions (6).

Referee self-efficacy is expressed as the degree of belief that referees have the capacity to perform their jobs successfully (12). The influence of the physiological and psychological states of the referees, who are believed to have a great influence on the score and course of the competition, on the decisions they make gains great importance (19). Measuring referee performance is quite difficult and complex. It is critical to identify referee performance and know

the variables that affect it (20). For all these reasons, the subject of self-efficacy, which is thought to affect referee performance, which is one of the positive psychology terms, is discussed.

The aim of this research is to measure and interpret the self-efficacy levels of the wrestling referees who are active in wrestling competitions in our country. The comparison of wrestling referees in terms of demographic characteristics and self-efficacy levels constitutes the focus of the research.

METHOD

This study was approved by Selcuk University Sports Sciences Ethics Committee (Approval number: E.402928).

Working Group:

A total of 150 Wrestling Referees voluntarily participated in this study. In addition to the personal information form developed by the researchers, the Referee Self-Efficacy Scale adapted to Turkish by Karaçam and Pular 2017 was applied.

Analysis of Data:

The data obtained from the participants were transferred to the SPSS 25.0 program and it was determined whether there were missing and incorrect data entries. After the analysis of the data, the total scores of the participants' referee self-efficacy levels were calculated and parametric tests were preferred because the obtained data showed normal. Descriptive statistical analysis was made for the demographic information of the referees participating in the research, and independent groups t-test was used for two independent groups. One-way analysis of variance (ANOVA) for multiple groups, and Tukey's multiple comparison test were used to determine which groups caused this difference in cases where there was a significant difference in multiple comparisons.

FINDINGS

The fact that the referees train themselves, gain experience, and have knowledge about the rules and human management greatly affects the competitions. It is very important for the referee to feel confident and competent. The referee's feeling of competence affects his own behavior, satisfaction, stress, performance, athlete rule violations and many behaviors (18). Referees are a very important part of competitive sports, not only because of their influence on the behavior of the players and the results of the game, but also because they ensure that

competitions are run safely according to certain rules (7).

In many situations, which we can describe as internal factors, the referees have an obligation to correctly evaluate the actions that take place during the match under adverse conditions and pressure according to their experience, level of knowledge, to take quick decisions, to manage the game, to pay attention to multiple aspects of the game, to maintain order and to resolve disputes that they are trying to fulfill (21). It has been seen that one of the factors that have an important place in meeting the high performance expectation while fulfilling these obligations is the concept of self-efficacy. It has been stated that the concept of self-efficacy based on Social Learning Theory provides an effective motivation and power for the formation of behaviors (4). Referee self-efficacy is defined as the degree of belief that referees have sufficient capacity to perform their duties successfully (12). More positive feelings of self-efficacy can help referees increase their confidence in performing their duties (16).

In cases where the level of self-efficacy increases, it can be said that it nourishes a positive body image, reduces physiological and psychological stress, and improves feelings of pleasure and entertainment (23). Although refereeing in sports fields is practiced with technical knowledge, it is certain that being an effective and successful referee is an art. A large part of the artistic skill that the referee displays in the field of competition depends on his personal characteristics and level of self-efficacy (22).

Table 1. Frequency and percentage distributions of the research group

| Variables | n | St |
|---------------------------------|--------------------|------|
| Age | 18-24 age | 16,7 |
| | 25-35 age | 38,7 |
| | 36-45 age | 28,0 |
| | 46 age and older | 16,7 |
| Education Status | High school | 18,7 |
| | Licence | 56,0 |
| Refereeing Level | Graduate | 25,3 |
| | Applicant | 18,7 |
| Number of Season Missions | National | 54,0 |
| | International | 27,3 |
| Sportsmanship Before Refereeing | 1-5 | 37,3 |
| | 6-10 | 28,0 |
| | 11-15 | 34,7 |
| Experience | Yes | 88,7 |
| | No | 11,3 |
| | 1-5 years | 30,0 |
| | 6-10 years | 26,7 |
| | 11 years and older | 43,3 |

Physical adequacy scores according to age variable in one-way analysis of variance (ANOVA) and Tukey Test results in Table 2 [F=1.457; p>0.05], pressure scores [F=2.051; p>0.05] and communication subscale scores [F=1.829; p>0.05] there was no significant difference between the groups in terms of, game knowledge scores [F=9.052; p<0.05] and decision making [F=8.870; p>0.05], there is a significant difference in terms of sub-dimension scores, In terms of game knowledge scores and decision-making sub-dimensions, there is a significant difference between the 25-35, 36-45, and 46-year-old and over participants, against the 18-24 group participants.

Table 2. Comparison of Referee Self-Efficacy Levels by Age Variable

| | N | Mean | Ss | F | p |
|-------------------|------------------|------|---------|---------|---------------|
| Physical Adequacy | 18-24 age | 25 | 22,7600 | 2,96198 | 1.457 0.229 |
| | 25-35 age | 58 | 23,7759 | 1,96498 | |
| | 36-45 age | 42 | 23,1667 | 2,07090 | |
| | 46 age and older | 25 | 23,2400 | 1,96384 | |
| Game Information | 18-24 age | 25 | 12,6800 | 2,39305 | 9.052 0.000** |
| | 25-35 age | 58 | 14,1034 | 1,32042 | |
| | 36-45 age | 42 | 14,5000 | ,99388 | |
| To decide | 18-24 age | 25 | 12,0400 | 2,26348 | 8.870 0.000** |
| | 25-35 age | 58 | 13,5862 | 1,54505 | |
| | 36-45 age | 42 | 13,9762 | 1,27811 | |
| Oppression | 18-24 age | 25 | 12,5600 | 2,80000 | 2.051 0.109 |
| | 25-35 age | 58 | 13,9138 | 2,12161 | |
| | 36-45 age | 42 | 13,6429 | 2,29338 | |
| Communication | 18-24 age | 25 | 17,6400 | 2,46441 | 1.829 0.144 |
| | 25-35 age | 58 | 18,5862 | 1,92886 | |
| | 36-45 age | 42 | 18,5000 | 1,91592 | |
| | 46 age and older | 25 | 17,8000 | 2,19848 | |

In the results of one-way analysis of variance (ANOVA) and Tukey Test in Table 3, physical adequacy scores according to the variable of educational status [F=1,254; p>0.05], game knowledge scores [F=3.066; p>0.05], pressure scores [F=0.354; p>0.05] and communication sub-dimension scores [F=0.417; p>0.05], while there was no significant difference between the groups, decision making [F=6.622; p>0.05], there is a significant difference in terms of sub-dimension scores. It is seen that there is a significant difference in total self-efficacy scores according to education level against high school graduates.

Table 3. Comparison of Referee Self-Efficacy Levels According to Educational Status Variable

| | | N | Mean | Ss | F | p |
|-------------------|-------------|----|----------------------|---------|-------|--------|
| Physical Adequacy | High school | 28 | 23,2143 | 2,18339 | 1.254 | 0.288 |
| | Licence | 84 | 23,5833 | 2,14649 | | |
| | Master | 38 | 22,9211 | 2,30606 | | |
| Game Information | High school | 28 | 13,5714 | 1,77281 | 3.066 | 0.050 |
| | Licence | 84 | 13,9524 | 1,67119 | | |
| | Master | 38 | 14,5000 | 1,00673 | | |
| To decide | High school | 28 | 12,5714 ^b | 2,26779 | 6.622 | 0.002* |
| | Licence | 84 | 13,5357 ^a | 1,58644 | | |
| | Master | 38 | 14,0526 ^a | 1,16125 | | |
| Oppression | High school | 28 | 13,1429 | 2,54899 | 0.354 | 0.702 |
| | Licence | 84 | 13,4524 | 2,68151 | | |
| | Master | 38 | 13,6842 | 2,37220 | | |
| Communication | High school | 28 | 17,9643 | 2,47180 | 0.417 | 0.660 |
| | Licence | 84 | 18,3810 | 2,00544 | | |
| | Master | 38 | 18,2632 | 1,98214 | | |

In the results of one-way analysis of variance (ANOVA) and Tukey Test in Table 3, physical adequacy scores according to the variable of educational status [F=1,254; p>0.05], game knowledge scores [F=3.066; p>0.05], pressure scores [F=0.354; p>0.05] and communication sub-dimension scores [F=0.417; p>0.05], while there was no significant difference between the groups, decision making [F=6.622; p>0.05], there is a significant difference in terms of sub-dimension scores. It is seen that there is a significant difference in total self-efficacy scores according to education level against high school graduates.

Table 4. Comparison of Referee Level and Referee Self-Efficacy Distributions

| | | N | Mean | Ss | F | p |
|-------------------|---------------|----|----------------------|---------|--------|---------|
| Physical Adequacy | Applicant | 28 | 22,2857 ^b | 2,71971 | 7.166 | 0.001** |
| | National | 81 | 23,9136 ^a | 1,86546 | | |
| | International | 41 | 22,9512 | 2,10892 | | |
| Game Information | Applicant | 28 | 12,3929 ^b | 2,13158 | 24.222 | 0.000** |
| | National | 81 | 14,3580 ^a | 1,15443 | | |
| | International | 41 | 14,4634 ^a | 1,09767 | | |
| To decide | Applicant | 28 | 11,6786 ^a | 2,17824 | 25.823 | 0.000** |
| | National | 81 | 13,8765 ^b | 1,26869 | | |
| | International | 41 | 13,9512 ^b | 1,26395 | | |
| Oppression | Applicant | 28 | 11,9643 ^a | 2,61735 | 6.773 | 0.002** |
| | National | 81 | 13,9630 ^b | 2,21045 | | |
| | International | 41 | 13,4634 | 2,85567 | | |
| Communication | Applicant | 28 | 17,0714 ^a | 2,43324 | 9.164 | 0.000** |
| | National | 81 | 18,8519 ^b | 1,74005 | | |
| | International | 41 | 17,9512 | 2,08508 | | |

In the results of one-way analysis of variance (ANOVA) and Tukey Test in Table 4, physical proficiency scores according to the variable of refereeing level [F=7.166; p>0.05], game knowledge scores [F=24.222; p>0.05], decision making [F=25.823; p>0.05], pressure scores [F=6.773; p>0.05] and communication subscale scores [F=9.164; p>0.05], it is seen that there is a significant difference against the candidate referees.

Table 5. Comparison of Season Duty Number and Referee Self-Efficacy Distributions

| | | N | Mean | Ss | F | p |
|-------------------|-------|----|----------------------|---------|-------|---------|
| Physical Adequacy | 1-5 | 56 | 23,3750 | 2,34763 | 0.463 | 0.630 |
| | 6-10 | 42 | 23,5714 | 2,15432 | | |
| | 11-15 | 52 | 23,1346 | 2,08664 | | |
| Game Information | 1-5 | 56 | 13,4107 ^b | 1,93322 | 7.300 | 0.001** |
| | 6-10 | 42 | 14,4286 ^a | 1,19231 | | |
| | 11-15 | 52 | 14,3462 ^a | 1,18627 | | |
| To decide | 1-5 | 56 | 12,8393 ^b | 2,10434 | 7.000 | 0.001** |
| | 6-10 | 42 | 13,9286 ^a | 1,33239 | | |
| | 11-15 | 52 | 13,8269 ^a | 1,24808 | | |
| Oppression | 1-5 | 56 | 13,0714 | 2,44099 | 1.004 | 0.369 |
| | 6-10 | 42 | 13,7381 | 2,22030 | | |
| | 11-15 | 52 | 13,6346 | 2,94411 | | |
| Communication | 1-5 | 56 | 18,1607 | 2,26256 | 0.421 | 0.657 |
| | 6-10 | 42 | 18,5238 | 1,92845 | | |
| | 11-15 | 52 | 18,1923 | 2,02957 | | |

Physical proficiency scores according to the number of tasks variable in the one-way analysis of variance (ANOVA) and Tukey Test results in Table 5 [F=0.463; p>0.05], pressure scores [F=1.004; p>0.05] and communication subscale scores [F=0.421; p>0.05], there was no significant difference between the groups. Game knowledge points [F=7,300; p<0.05] and decision making [F=7,000; p>0.05], there is a significant difference in terms of sub-dimension scores. It is seen that there is a significant difference in favor of the 6-10 and 11-15 group participants in the game knowledge scores and decision making sub-dimensions.

Table 6. Comparison of Referee Experience and Referee Self-Efficacy Distributions

| | | N | Mean | Ss | F | p |
|-------------------|-----------|----|----------------------|---------|--------|---------|
| Physical Adequacy | 1-5 year | 45 | 22,8667 | 2,62505 | 2.792 | 0.065 |
| | 6-10 year | 40 | 23,9750 | 1,73187 | | |
| | >11 year | 65 | 23,2923 | 2,06703 | | |
| Game Information | 1-5 year | 45 | 12,9111 ^b | 2,06510 | 20.042 | 0.000** |
| | 6-10 year | 40 | 14,5000 ^a | ,96077 | | |
| | >11 year | 65 | 14,4923 ^a | 1,01740 | | |
| To decide | 1-5 year | 45 | 12,3111 ^b | 2,04297 | 19.290 | 0.000** |
| | 6-10 year | 40 | 13,8500 ^a | 1,33109 | | |
| | >11 year | 65 | 14,0769 ^a | 1,18990 | | |
| Oppression | 1-5 year | 45 | 12,6889 ^b | 2,88272 | 4.078 | 0.019* |
| | 6-10 year | 40 | 14,2500 ^a | 1,17124 | | |
| | >11 year | 65 | 13,4923 | 2,83462 | | |
| Communication | 1-5 year | 45 | 17,6000 ^b | 2,34908 | 5.037 | 0.008** |
| | 6-10 year | 40 | 19,0000 ^a | 1,56893 | | |
| | >11 year | 65 | 18,2923 | 2,04422 | | |

Physical proficiency scores according to refereeing experience variable in one-way analysis of variance (ANOVA) and Tukey Test results in Table 6 [F=2.792; p>0.05], while there was no significant difference between, game knowledge points [F=20.042; p>0.05], decision making [F=19.290; p>0.05], pressure scores [F=4.078; p>0.05] and communication [F=5.037; p>0.05], there is a significant difference in terms of sub-dimension scores. According to the refereeing experience, it is seen that there is a significant difference in the sub-dimensions of game knowledge, decision making, pressure, and communication against the 1-5 year group participants.

Table 7. Comparison of Self-Efficacy Distributions of the Referee with the Status of Doing Sports Before in the Sports Branch where the Referee is

| | | N | Mean | Ss | t | p |
|-------------------|-----|-----|---------|---------|-------|--------|
| Physical Adequacy | Yes | 133 | 23,3910 | 2,18408 | 0.669 | 0.492 |
| | No | 17 | 23,0000 | 2,34521 | | |
| Game Information | Yes | 133 | 14,1729 | 1,34565 | 2.160 | 0.045* |
| | No | 17 | 12,8235 | 2,53069 | | |
| To decide | Yes | 133 | 13,5564 | 1,68061 | 1.405 | 0.162 |
| | No | 17 | 12,9412 | 1,85306 | | |
| Oppression | Yes | 133 | 13,4662 | 2,50015 | 0.170 | 0.865 |
| | No | 17 | 13,3529 | 3,16111 | | |
| Communication | Yes | 133 | 18,2632 | 2,15637 | 0.225 | 0.824 |
| | No | 17 | 18,3529 | 1,45521 | | |

In the Tukey Test results of the one-way analysis of variance (ANOVA) in Table 7, the physical adequacy scores in the sports branch where he was the referee were compared to the previous sports

status [F=0.669; p>0.05], decision making [F=1.405; p>0.05], pressure scores [F=0.170; p>0.05] and communication sub-dimension scores [F=0.225; p>0.05], while no significant difference was, found game knowledge points [F=2.160; p>0,05], there is a significant difference in sub-dimension. It is seen that there is a significant difference in favor of former athletes in the sub-dimension of game knowledge according to the status of doing sports in the sports branch where he is the referee.

DISCUSSION AND CONCLUSION

While there was no significant difference between the groups in terms of physical competence, pressure and communication sub-dimension scores according to the age variable of the referees, it was seen that there was a significant difference against the 18-24 group participants in the game knowledge scores and decision-making sub-dimensions. Myers et al., (15), Karaçam and Pular (12), Karaçam and Adıgüzel (13) found similar results between self-efficacy sub-dimensions and age variable in their studies. As the age of the referees progresses, it can be interpreted that they have experienced the techniques and rules before, and that their technical command of the rules has a positive effect on the decisions they will make during the competition (13), and accordingly, their self-confidence level increases. In this respect, the study shows parallelism with other studies in the literature.

While there was no significant difference between the groups in terms of physical competence, game knowledge, pressure and communication sub-dimension scores according to the educational status of the referees, it was observed that there was a significant difference in the decision-making sub-dimension scores against the high school graduates. Yiğit (25), Dereceli, Ünlü, and Erbaş (4) also found similar results between the sub-dimensions of self-efficacy and the educational status of the referees in their studies. He stated that people with a high level of education use a more logical decision-making strategy when making decisions compared to people with a medium or low level of education, and people with a low level of education show more hasty decision-making behavior than people with a high level of education (9).

It is seen that there is a significant difference against the candidate referees in terms of all sub-dimensions of self-efficacy (physical competence, game knowledge, decision making, pressure and communication) according to the refereeing level

variable. According to Nazarudin et al. (16), Aksu (1), Dinc (5), Diotaiuti et al. (7), Degreeli, Ünlü, and Erbaş (4) also found similar results between the sub-dimensions of self-efficacy and the level of refereeing. Since competitions of different difficulty are managed at each refereeing level, it can be interpreted as increasing the self-efficacy levels by positively affecting the competence of referee levels. These findings support our study.

There was no significant difference between the groups in terms of physical competence, pressure and communication sub-dimension scores according to the number of tasks variable. It is seen that there is a significant difference in favor of the 6-10 and 11-15 group participants in the game knowledge scores and decision making sub-dimensions. Karçam and Adigüzel (13) found a positive and significant relationship between the sub-dimensions of self-efficacy in the variable of the number of refereeing matches during a season. This situation can be interpreted that as the self-efficacy of the referees increases, the number of matches increases and as the number of matches increases, their self-efficacy increases. In this respect, our study shows parallelism with other studies in the literature.

While there is no significant difference between the physical competence scores of the referees according to the experience variable, there is a significant difference in terms of game knowledge, decision making, pressure and communication sub-dimension scores. According to the refereeing experience, it is seen that there is a significant difference in the sub-dimensions of game knowledge, decision making, pressure, and communication against the 1-5 year group participants. It has been determined that referees with professional experience between 1-5 years have lower referee self-efficacy and game knowledge self-efficacy levels than referees with 6-10 years and 11 years or more of refereeing professional experience. Pulur and Karaçam (12), Sarıdede (18) revealed that there is a positive and significant difference between the self-efficacy sub-dimensions and the experience variable in their study on the self-confidence levels of the referees. Since experience is related to the match managed during refereeing, referees with more than one refereeing year can manage the match well with their knowledge and experience (10). These results support our study. It can be interpreted that the number of cases encountered in refereeing increases as the duration of the match management increases,

which will increase the level of readiness of the referee for the match.

When the sub-dimensions of physical competence, decision making, pressure and communication of the referee self-efficacy scale were compared according to the variable of wrestling before wrestling referees, there was no significant difference, but when compared with the game knowledge sub-dimension, a significant difference was found. The difference detected is in favor of the participants who wrestled before they started refereeing, and it can be interpreted that the game knowledge self-efficacy of the referees who wrestled before they started refereeing is higher than the referees who did not wrestle. Referees who wrestle before they start refereeing should have information about what kind of performance they should display in the competition itself, and they should learn the techniques and rules of the competition before their refereeing career, due to their wrestling, the fact that they apply the technique and rules before in the competition and then have a good command of the rules has a positive effect on the decisions they will make in the competition, and thanks to the pressure they are exposed to during the wrestling match, it can be interpreted that they feel less pressure or are more resistant to pressure compared to the referees who have not wrestled before. Koçak (14), Demirtaş and Yıldız (3) found similar results between the sub-dimensions of self-efficacy and the variable of wrestling before starting refereeing.

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