



Examining the Gender Perception and Self-Efficacy Levels of Female Volleyball Players

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ABSTRACT

This study aims to examine the gender perception and self-efficacy levels of female volleyball players. The study group consists of 249 female volleyball players who actively play in the teams under the TVF in the 2023-2024 Turkish Volleyball Season. In order to collect data; The Gender Perception Scale developed by Altınova and Duyan (2013) and the Athlete Self-Efficacy Scale developed by Koçak (2020) were used. The study data were tested using the SPSS 24.00 package program. One Way ANOVA test was used. Significant differences were observed in the self-efficacy levels of female volleyball players participating in the study according to the age and experience year variables ($p < 0.05$). It was determined that older volleyball players had higher self-efficacy and experienced volleyball players had higher self-efficacy levels. A significant difference was found in the gender perception levels of female volleyball players according to the variables of age, education level and years of experience ($p < 0.05$). It was determined that the gender perception of young volleyball players was higher than that of older volleyball players, that high school graduates had higher gender perception levels than university and postgraduate graduates, and that the gender perception level increased as experience increased. It was determined that the gender perception and self-efficacy levels of female volleyball players were high. In addition, significant differences were found according to the variables of age, education level and years of experience.

Keywords: Female Volleyball Players, Gender Perception, Self-Efficacy.

INTRODUCTION

In many places, gender plays a role in society. The gender difference in birth intervals can disrupt the balance of population growth and was an important factor in gender inequalities and discrimination. The cultural structure of society is also formative at this point. In historical and cultural change processes, gender is produced by society. This structure, in fact, is a biological structure, but also makes cultural definitions and distinctions through abstract adjectives. It integrates men and women with their

social status and roles. Therefore, women face many inequalities (Özkan, 2019).

In today's world, sports have become an indispensable part of social life. Sports, which are the subject of psychological and sociological research, have been seen as a mirror of societies. In addition, sports are of vital importance for the psychosocial development of individuals (Medeni, 2024). It is effective in socializing individuals with self-confidence in terms of personality development and character formation. It develops practical thinking skills and supports them to live a healthy life in terms

of physical, mental, and psychological aspects. It is also effective in protecting and getting rid of stress and anxious lifestyles (Güçlü & Yentür, 2008).

Women who are involved in sports, as athletes, employees, or fans, frequently create a buzz with the discrimination they encounter. Women are often subjected to psychological violence by encountering harassment, discrimination, and therefore sexist attitudes. As a result of this sexist approach, their social anxiety levels may increase and they may have to struggle with serious psychological disorders, and they may even become individuals in need of medical intervention (Buldan, 2018).

It is important for athletes to be able to perform at the highest level and demonstrate their talents in line with their capacities in order to achieve the targeted success in sports branches (Özbek & Yoncalık, 2019). Sexist behaviors in sports environments cause women to distance themselves from sports, feel worthless and inadequate, and also reduce their self-efficacy levels. Self-efficacy is the individual's thoughts about whether they can cope with the challenges they face (Barut, 2008). Aydin (2006) stated that in cases where people's self-efficacy perceptions are high, possible failure will not lead to a negative tendency in effort-giving behavior.

The concept of self-efficacy is one of the cognitive perception factors that affect the behaviors of the person (Ateş & Ateş, 2023). Bandura states that past experiences, family, school, personality perception, circle of friends and maturity affect self-efficacy perception and emphasizes four effects of self-efficacy perception. These are selection process, coping with negativity, motivation and problem process. In short, individuals with high self-efficacy levels have higher motivation and higher goals (Çelik & Gümüşdağ, 2023). One of the most important issues that affects the extent of the behavior and resistance to difficulties and how long it will take in the process of struggling with difficulties is motivation. Motivation is also directly related to self-efficacy. An athlete with a low level of self-efficacy will struggle less with difficulties and make less effort. The effect of self-efficacy on an individual also varies according to the field. In the sports environment, sports self-efficacy stands out as sports. Sports self-efficacy is the area where the athlete's personal self-efficacy perception is displayed only for his/her sports skills. It indicates the athlete's belief in the adequacy of his/her personal sports skills (Şimşek, 2022).

During the research process, we see that there are a limited number of studies examining the gender perceptions and self-efficacy levels of female volleyball players. For this reason, this study aims to contribute to the literature by examining the gender

perceptions and self-efficacy levels of female volleyball players

METHOD

Research Design

This study aims to examine the gender perception and self-efficacy levels of female volleyball players participating in the 2023-2024 volleyball season in terms of certain variables. The study examines the relationships between some demographic characteristics of female volleyball players (age, marital status, number of children, education status, average monthly income level and duration of playing volleyball) and gender perception and self-efficacy levels with a descriptive approach. The descriptive research model is a method used to reveal and explain an existing situation.

Study Group

The study group consists of 249 female volleyball players, 48 of whom are married and 201 of whom are single, playing in different leagues and teams in the 2023-2024 Turkish Volleyball Season. Data were collected using a convenience sampling method. In order to represent the universe, it was deemed appropriate to determine the sample size using a non-random simple sampling method (Altunışık et al., 2017).

Table 1. Findings on Participants' Demographic Information

Variables	Groups	n	%
Civil Status	Married	48	19,3
	Single	201	80,7
	Total	249	100,0
Age	17-20 Ages	106	42,6
	21-24 Ages	86	34,5
	25 and Above Ages	57	22,9
	Total	249	100,0
Education Level	High School	52	20,9
	University	161	64,7
	Postgraduate	36	14,5
	Total	249	100,0
Volleyball Playing Years	1-3 Years	103	41,4
	4-6 Years	64	25,7
	7-9 Years	37	14,9
	10 and Above Years	45	18,1
	Toplam	249	100,0

Data Collection Tools

For data collection purposes; the "Gender Perception Scale" developed by Altınova and Duyan (2013) and the "Athlete Self-Efficacy Scale" developed by Koçak (2020) were used.

Gender Perception Scale: The Gender Perception Scale, developed by Altınova and Duyan (2013), is an assessment tool designed to evaluate the gender roles and perceptions of adult individuals and provides information about the individual himself/herself. The reliability analysis results calculated for the Gender Perception Scale were calculated with the Cronbach Alpha coefficient. This coefficient was calculated as r.87 for the scale. For our study, this coefficient was calculated as r.95. The scale developed to measure the individual's gender perception was designed as a 5-point Likert-type scale with 25 items, 10 positive and 15 negatives (Altınova & Duyan, 2013).

Athlete Self-Efficacy Scale: The athlete self-efficacy scale, developed by Koçak (2020), is related to how competent athletes see themselves in sports. The scale, consisting of a total of 16 questions, has a total of four sub-dimensions: sports branch competence, psychological competence, professional thought competence and personality nativeness. The scale is rated as 1- I do not agree, 5- I completely agree. The Cronbach Alpha value, which is considered as the reliability value, was found to be .88 (Koçak, 2020). For our study, the Cronbach Alpha value was calculated as .96 (Tabachnic & Fidell, 2013).

Data Analysis

The data of the study were tested using SPSS 24.0 package program. In order to determine whether the data conformed to normal distribution, kurtosis and skewness values were examined; According to Tabachnick and Fidell (2013), if these values are within the range of ± 1.5 (in our study, Skewness: -.431, Kurtosis: -.820 for Gender Perception and Skewness: -.702, Kurtosis: .458 for Athlete Self-Efficacy), it was calculated and it was accepted that parametric tests could be applied. Percentage distributions, standard deviations, frequencies and arithmetic means were examined for the descriptive statistics of the participants. In the analysis of paired groups, t-test was used for independent samples, and one-way analysis of variance (ANOVA) was used in the comparative analysis of three or more groups. Tukey test, one of the Post-Hoc tests, was used to determine which groups the difference between the groups originated from. The significance level was applied as 0.05 in all statistical analyzes applied. When the analysis results are considered, considering the histogram graphics, Q-Q Plot curve, the closeness of the median and mean, and the necessity of the skewness and kurtosis values to be within the range of ± 1.5 , it has been determined that the variables comply with the normal distribution. Since the sample size is 249, it was decided to conduct normality tests in the study on the grounds that a sample size over 30 brings the distribution closer to normal according to the Central Limit Theorem (Çakır & Sesli, 2013)

RESULT

Table 2. Results of the Distribution of Participants' Mean Scores on the Gender Perception Scale and Athlete Self-Efficacy Scale.

Scales	n	$\bar{x}$	Ss	Skewness	Kurtosis
Gender Perception Scale	249	3,78	,83	-,431	-,820
Athlete Self-Efficacy Scale	249	3,67	,89	-,702	,458

When Table 2 is examined, it is seen that the average score ($\bar{x}=3.78$) that female volleyball players received from the Gender Scale is at a moderate level. When the Athlete Self-Efficacy scale is examined, it is determined that the average score

($\bar{x}=3.67$) of female volleyball players is at a moderate level. Since the results regarding data normality are ± 1.5 , it can be said that normality is achieved (Tabachnick & Fidell, 2013).

Table 3. Comparison of the Differences in the Athlete Self-Efficacy Scale and Its Sub-Dimensions Based on the Age of Female Volleyball Players.

Scale and Sub-Dimensions	Age	n	$\bar{x}$	Ss	F	p	Tukey
Sports Branch Efficacy	17-20 Ages (1)	106	3,75	1,01	3,28	,04*	1-2
	21-24 Ages (2)	86	3,47	0,94			
	25 and Above (3)	57	3,41	0,73			1-3
Psychological Efficacy	17-20 Ages (1)	106	3,79	1,07	6,95	,00*	2-1
	21-24 Ages (2)	86	3,43	0,91			
	25 and Above (3)	57	4,01	0,70			2-3
Professional Thinking Efficacy	17-20 Ages (1)	106	3,74	1,05	5,90	,00*	2-1
	21-24 Ages (2)	86	3,31	0,97			
	25 and Above (3)	57	3,78	0,78			2-3
Personality Efficacy	17-20 Ages (1)	106	3,87	1,10	6,34	,00*	2-1
	21-24 Ages (2)	86	3,48	0,97			
	25 and Above (3)	57	4,06	0,90			2-3
Athlete Self-Efficacy General (ASES)	17-20 Ages (1)	106	3,79	0,96	5,13	,01*	2-1
	21-24 Ages (2)	86	3,43	0,89			
	25 and Above (3)	57	3,81	0,64			2-3

* $p < 0,05$; One Way ANOVA Test

In the ANOVA conducted to examine the differences in the Athlete Self-Efficacy Scale (ASS) and its sub-dimensions in terms of the age group variable of the participating female volleyball players in Table 3; a statistically significant differentiation was observed between the Athlete Self-Efficacy Scale (ASES) and the age group variable ($F=5.13$, $p=0.01$, $p<0.05$). As a result of the post-hoc (Tukey) test, it was determined that the female volleyball players in the 17-20 age range ($\bar{x}=3.79$) and in the 25 and above age range ($\bar{x}=3.81$) had higher athlete

self-efficacy levels than the female volleyball players in the 21-24 age range ($\bar{x}=3.43$). A statistically significant differentiation was observed between the age groups in the "Sports Branch Proficiency" Sub-Dimension ($F=3.28$, $p=0.04$, $p<0.05$). According to the Tukey test results, it was determined that the "Sports Branch Proficiency" levels of female volleyball players in the 17-20 ($\bar{x}=3.75$) age group were higher than the 21-24 ($\bar{x}=3.47$) and 25 and above ($\bar{x}=3.41$) age groups. A statistically significant difference was found in the "Psychological

Proficiency" Sub-Dimension in terms of age variable ($F=6.95$, $p=0.00$, $p<0.01$). It was observed that the "Psychological Proficiency" levels of female volleyball players in the 17-20 age group ($\bar{x}=3.79$) and 25 and above age group ($\bar{x}=4.01$) were higher than the 21-24 age group ($\bar{x}=3.43$). A significant difference was found in the "Professional Thinking Competence" Sub-Dimension in terms of age variable ($F=5.90$, $p=0.00$, $p<0.01$). It was found that female volleyball players in the 17-20 age groups ($\bar{x}=3.74$) and 25 and above age groups ($\bar{x}=3.78$) had higher

"Professional Thinking Competence" levels than female volleyball players in the 21-24 age group ($\bar{x}=3.31$). A significant difference was found in the "Personality Competence" Sub-Dimension in terms of age variable ($F=6.34$, $p=0.00$, $p<0.01$). It was determined that female volleyball players in the 17-20 age groups ($\bar{x}=3.87$) and 25 and above age groups ($\bar{x}=4.06$) had higher "Personality Competence" levels than female volleyball players in the 21-24 age group ($\bar{x}=3.48$).

Table 4. Comparison of Gender Perception Scale Differences Among Female Volleyball Players Based on Age

Scale	Age	n	$\bar{x}$	Ss	F	p	Tukey
Gender Perception Scale (GPS)	17-20 Ages (1)	106	3,94	,75	4,34	,01*	1-3
	21-24 Ages (2)	86	3,71	,80			
	25 and Above Ages (3)	57	3,57	,96			

* $p<0,05$; One Way ANOVA Test

In the ANOVA conducted to examine the difference in average scores of female volleyball players in terms of age groups in Table 4; a statistically significant difference was observed between the Gender Perception Scale (GPS) and the age groups variable ($F=4.34$, $p=0.01$, $p<0.05$). As a

result of the post-hoc (Tukey) test, it was determined that female volleyball players in the 17-20 age range ($\bar{x}=3.94$) had higher levels of gender perception than female volleyball players in the 25 and above age range ($\bar{x}=3.57$).

Table 5. Comparison of the Differences in the Athlete Self-Efficacy Scale and Its Sub-Dimensions Based on the Educational Status of Female Volleyball Players.

Scale and Sub-Dimensions	Education Level	n	$\bar{x}$	Ss	F	p	Tukey
Sports Branch Efficacy	High School (1)	52	3,75	,95	2,73	,07	
	University (2)	161	3,59	1,00			
	Postgraduate (3)	36	3,28	,36			
Psychological Efficacy	High School (1)	52	3,78	1,05	1,87	,16	
	University (2)	161	3,76	,97			
	Postgraduate (3)	36	3,43	,75			
Professional Thinking Efficacy	High School (1)	52	3,87	,89	5,48	,01*	3-1
	University (2)	161	3,61	1,03			
	Postgraduate (3)	36	3,17	,76			3-2
Personality Efficacy	High School (1)	52	3,87	1,06	0,44	,65	
	University (2)	161	3,73	1,05			
	Postgraduate (3)	36	3,85	,93			
Athlete Self-Efficacy General (ASES)	High School (1)	52	3,81	,84	2,01	,14	
	University (2)	161	3,67	,94			
	Postgraduate (3)	36	3,43	,64			

* $p<0,05$; One Way ANOVA Test

In the ANOVA conducted to examine the differences in the ASES (Athlete Self-Efficacy Scale) and its sub-dimensions in terms of the educational status groups variable of the participating female volleyball players in Table 5; a statistically significant difference was observed between the "Professional Thinking Competence" from the sub-dimensions of the Athlete Self-Efficacy Scale and the age and age groups variable ($F=5.48$, $p=0.01$, $p<0.05$). As a result of the Post-hoc (Tukey) test, it was determined that the "Professional Thinking

Competence" levels of female volleyball players who graduated from high school ($\bar{x}=3.87$) and 25 and university ($\bar{x}=3.59$) were higher than the female volleyball players who graduated from postgraduate programs ($\bar{x}=3.17$). On the other hand, no statistically significant difference was observed in the sub-dimensions of "Sports Branch Competence", "Psychological Competence", "Personality Competence" and Athlete Self-Efficacy General average scores and educational status variable groups ($P>0.05$).

Table 6. Comparison of Gender Perception Scale Differences Based on the Educational Status of Female Volleyball Players.

Scale	Education Level	n	$\bar{x}$	Ss	F	p	Tukey
Gender Perception Scale (GPS)	High School (1)	52	4,34	0,58	18,71	,00*	1-2
	University (2)	161	3,58	0,79			
	Postgraduate (3)	36	3,84	0,96			1-3

* $p<0,05$; One Way ANOVA Test

In the ANOVA conducted to examine the difference in the average score of the participating female volleyball players from the Gender Perception Scale (GPS) in terms of the educational background variable in Table 6; a statistically significant difference was observed between the Gender Perception Scale (GPS) and the educational

background variable ($F=18.81$, $p=0.00$, $p<0.01$). As a result of the Post-hoc (Tukey) test, it was determined that the gender perception levels of female volleyball players who were high school graduates ($\bar{x}=4.34$) were higher than the female volleyball players who were university graduates ($\bar{x}=3.58$) and postgraduate graduates ($\bar{x}=3.84$).

Table 7. Comparison of the Differences in the Athlete Self-Efficacy Scale and Its Sub-Dimensions According to the Experience Years of Female Volleyball Players.

Scale and Sub-Dimensions	Volleyball Playing Years	n	$\bar{x}$	Ss	F	p	Tukey
Sports Branch Efficacy	1-3 Years (1)	103	3,37	,96	5,44	0,00*	1-4
	4-6 Years (2)	64	3,50	,78			
	7-9 Years (3)	37	3,79	,95			2-4
	10 and Above Years (4)	45	3,97	,93			
Psychological Efficacy	1-3 Years (1)	103	3,61	,97	2,76	0,04*	1-4
	4-6 Years (2)	64	3,64	1,01			
	7-9 Years (3)	37	3,69	,98			
	10 and Above Years (4)	45	4,08	,80			
Professional Thinking Efficacy	1-3 Years (1)	103	3,40	,97	3,75	0,01*	1-4
	4-6 Years (2)	64	3,64	,93			
	7-9 Years (3)	37	3,64	1,05			
	10 and Above Years (4)	45	3,97	,95			
Personality Efficacy	1-3 Years (1)	103	3,62	1,06	2,97	0,03*	1-4
	4-6 Years (2)	64	3,87	,98			
	7-9 Years (3)	37	3,64	1,14			
	10 and Above Years (4)	45	4,13	,87			
Athlete Self-Efficacy General (ASES)	1-3 Years (1)	103	3,50	,91	4,01	0,01*	1-4
	4-6 Years (2)	64	3,66	,86			
	7-9 Years (3)	37	3,69	,85			
	10 and Above Years (4)	45	4,04	,81			

* $p<0,05$; One Way ANOVA Test

In the ANOVA conducted to examine the differences in the Athlete Self-Efficacy Scale (ASS) and its sub-dimensions in terms of the experience group variable of the participating female volleyball players in Table 7; a statistically significant differentiation was observed between the Athlete Self-Efficacy Scale (ASS) and the experience group variable ($F=4.01$, $p=0.01$, $p<0.05$). As a result of the post-hoc (Tukey) test, it was determined that the athlete self-efficacy levels of female volleyball players with 10 and above years of experience ($\bar{x}=4.04$) were higher than those with 1-3 years of experience ($\bar{x}=3.50$). A statistically significant differentiation was observed between the experience groups in the "Sports Branch Proficiency" Sub-Dimension ($F=5.44$, $p=0.00$, $p<0.01$). According to the Tukey test results, it was determined that the female volleyball players in the 10 and above years ($\bar{x}=3.97$) experience group had higher "Sports Branch Competence" levels than the female volleyball players in the 1-3 years ($\bar{x}=3.37$) and 4-6 years ($\bar{x}=3.50$) experience groups. A statistically significant difference was found in the "Psychological

Competence" Sub-Dimension in terms of the experience year variable ($F=2.76$, $p=0.04$, $p<0.05$). It was observed that the female volleyball players in the 10 and above years ($\bar{x}=4.08$) experience groups had higher "Psychological Competence" levels than the female volleyball players in the 1-3 years ($\bar{x}=3.61$) experience group. A significant difference was found in the "Professional Thinking Competence" Sub-dimension in terms of the experience year variable ($F=3.75$, $p=0.01$, $p<0.05$). It was found that the female volleyball players in the experience group with 10 and above years ($\bar{x}=3.97$) had higher "Professional Thinking Competence" levels than the female volleyball players in the experience group with 1-3 years ($\bar{x}=3.40$). A significant difference was found in the "Personality Competence" Sub-dimension in terms of the experience year variable ($F=2.97$, $p=0.03$, $p<0.05$). It was found that the female volleyball players in the experience group with 10 and above years ($\bar{x}=4.04$) had higher "Personality Competence" levels than the female volleyball players in the experience group with 1-3 years ($\bar{x}=3.50$).

Table 8. Comparison of Gender Perception Scale Differences Based on the Experience Years of Female Volleyball Players

Scale	Volleyball Playing Years	n	$\bar{x}$	Ss	F	p	Tukey
Gender Perception Scale (GPS)	1-3 Years (1)	103	3,67	0,73	6,59	,00*	1-3
	4-6 Years (2)	64	3,56	1,00			2-3
	7-9 Years (3)	37	4,16	0,74			
	10 and Above Years (4)	45	4,04	0,71			2-4

* $p<0,05$; One Way ANOVA Tes

In the ANOVA conducted to examine the difference in the average scores of the participating women volleyball players from the Gender Perception Scale (GPS) in terms of the experience group variable in Table 8; a statistically significant difference was observed between the Gender Perception Scale (GPS) and the experience group variable ($F=6.59$, $p=0.00$, $p<0.01$). As a result of the post-hoc (Tukey) test, it was determined that the gender perception levels of women volleyball players with 7-9 years of experience ($\bar{x}=4.16$) were higher than those with 1-3 years ($\bar{x}=3.67$) and 4-6 years ($\bar{x}=3.56$) of experience, and women volleyball players with 10 and more years of experience ($\bar{x}=4.04$) were higher than those with 4-6 years ($\bar{x}=3.56$) of experience.

DISCUSSION AND CONCLUSION

The research was conducted to examine the gender perception and self-efficacy levels of female

volleyball players who took part in the 2023-2024 volleyball season.

When the general self-efficacy average scores of the participating female volleyball players were examined, it was determined that there was a significant difference in the levels of exhibiting athlete self-efficacy levels. The athlete self-efficacy scale differs in terms of the age variable. Accordingly, It was observed that the athlete self-efficacy average scores of female volleyball players aged 17-20 and 25 and above were higher than their 21-24 age colleagues. Contrary to our study, Asan (2023) determined that the self-efficacy of athletes did not differ in terms of the age variable in his study with athletes in different branches. Koçak (2023) observed a difference in terms of the age variable in his study on the athlete self-efficacy of female handball players. This is parallel to our study. Do Amaral et al. (2021) stated that the self-efficacy levels of athletes also increase with increasing age. It is thought that this difference is due to the fact

that athletes gain more experience with age and therefore become more autonomous in the requirements of the sport they are involved in.

A statistically significant difference was also observed in gender perception scores according to the age variable; it was determined that the gender perception levels of female volleyball players aged 17-20 were significantly higher than those aged 25 and above. Alabaş et al. (2019) did not observe a significant difference in terms of the age variable in their study on the gender of university students. In support of our study, Gencer et al. (2021) found that the gender perception of students aged 17-24 differed from that of students in other age groups in their study on the gender perception of university students. It is evaluated that the reason for this difference is that the person assumes the behavioral patterns along with the value judgments and norms of the society in which he/she exists in terms of socialization over time.

When the average scores of women volleyball players from the self-efficacy scale were examined according to the educational status variable, it was observed that the self-efficacy levels of women volleyball players did not differ according to the educational status variable. Contrary to our study, Malete et al. (2013) found differences in self-efficacy levels according to the educational status variable in their study on the self-efficacy of coaches. In a study conducted on the self-efficacy levels of volleyball coaches in parallel with our study, it was determined that the self-efficacy levels of coaches did not differ in terms of the educational status variable (Akyüz, 2024). It is thought that this result is due to the fact that the personality traits of individuals in the sports environment are shaped together with the sports branch they play.

When the gender perceptions of participating women volleyball players are examined according to the educational status variable; it is observed that the gender perception levels of high school graduate women volleyball players are significantly higher than those of university and postgraduate graduate women volleyball players. Contrary to our study, Çifçi (2018) found in his study that as the educational status increases, the gender perception also increases. In the study titled "Determination of the Relationship Between Gender Perception and Socio-Economic Variables" by Altuntaş and Altınova (2015), no significant difference was observed in the education levels of male participants. It is thought that this difference between the literature and our study is due to the difference in the sample group. Individuals in the sports environment exhibit much

different personality traits than other individuals in the social structure.

A statistically significant difference was also observed in the self-efficacy level score averages of female volleyball players regarding their years of experience. It was determined that women who have been playing volleyball for 10 or more years have higher self-efficacy levels than women who have been playing for 1-3 years. Contrary to our study, Asan (2023) determined that there was no significant difference according to the variable of years of experience in his study examining the self-efficacy of athletes in different sports branches. When the literature is examined, there are studies that support our study, indicating that as the athlete's experience increases, the level of self-efficacy also increases (Cihan, 2014; Özkan, 2019; Koçak & Çolak, 2023). Sports, by its nature, require serious willpower and discipline. This process continues with experience, and as athletes are exposed to pressure, they learn to cope with it, thus strengthening their self-efficacy levels.

Statistically significant differences were also observed in the gender perception scale mean scores of female volleyball players regarding their years of experience. It was determined that women who had been playing volleyball for 7-9 years had higher levels of gender perception than women who had been playing volleyball for 1-3 and 4-6 years, and that women who had been playing volleyball for 10 years and above had higher gender perception scores than women who had been playing volleyball for 4-6 years. Contrary to our study, Özkan (2019) did not observe any significant difference according to the years of experience variable in his study examining the gender of female university student football players. Similarly, in Karaçil's (2022) study examining the gender perception of preschool teachers, no significant difference was observed according to the years of experience variable. It is thought that the reason for this difference between the literature and our study is that the study sample was handled in a sportive environment.

As a result, it was observed that the gender perception and self-efficacy levels of female volleyball players were high in the context of this study. This situation can be explained by the fact that female athletes have developed strong personality traits due to the nature of sports and have constantly reinforced these traits. It is also thought that self-esteem levels may play a determining role in these findings. Future studies can support the current findings and contribute to the

literature by examining the effects of these variables in more detail.

Author Contributions

O. A. : data collection. O. A.: data analysis. O. A., M. D.: original draft preparation. O.A.. M. D.: review and editing. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The research was conducted in accordance with the ethics committee permission for the collection of data and the conduct of the study was obtained from the Dicle University Social and Human Sciences Ethics Committee with the commission decision dated 26.12.2023.

Informed Consent Statement

Informed consent was obtained from all subjects involved in this study.

Data Availability Statement

Datasets are available through the corresponding author upon reason-able request.

Conflicts of Interest

The authors unequivocally assert that this research was undertaken while devoid of any commercial or financial affiliations that might be perceived as potential conflicts of interest.

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