

Investigation of Psychological Resilience and Self Confidence Levels of Volleyball Player

Voleybol Oyuncularının Psikolojik Dayanıklılık ve Öz Güven Düzeylerinin İncelenmesi

* Şihmehmet YİĞİT¹, Mustafa ŞAHİN²

¹ Osmaniye Korkut Ata University, School of Physical Education and Sports, Osmaniye, TÜRKİYE / sihmehmetyigit@osmaniye.edu.tr / 0000-0002-6770-8711

² Tokat Gaziosmanpaşa University, Faculty of Sports Sciences, Tokat, TÜRKİYE / bsyo806380@hotmail.com / 0009-0008-8091-4350

* Corresponding author

Abstract: The aim of the study was to examine the psychological resilience and self-confidence levels of athletes playing volleyball in different leagues and to evaluate the results. The research population consists of 202 athletes, 125 female and 77 male, playing volleyball in different leagues in Ankara Province in the 2024-2025 volleyball league season. In the study, two scales were applied to the participants together with a personal information form as a data collection tool. The first of the scales is the 'Psychological Resilience Scale (PRS)' developed by Işık (2016) to determine the level of psychological resilience. In the PBL, which consists of 21 items expressing the individual's beliefs about life and self, reverse scoring is performed in the 2nd and 15th items. Exploratory and confirmatory factor analyses were performed to determine the construct validity of this scale and it was stated that the scale consisted of 21 items and 3 sub-dimensions. The second scale is the 33-item Self-Confidence Scale developed by (Akın, 2007). The scale consists of two sub-dimensions: intrinsic self-confidence and extrinsic self-confidence. When the items gathered under two factors were analysed, it was found that the items in the first factor were more related to the self-confidence of individuals towards themselves and the items loaded on the second factor were more related to the self-confidence of individuals towards their external environment and social life, so this factor was named as external self-confidence (Akın, 2007). In order to obtain the necessary data in the research, SPSS21 Package Programme was used in the analysis of the data. As a result, it was determined that there was a positive, moderately significant relationship between self-confidence and psychological resilience according to the number of training of the participants, but there was no significant result between the other variables.

Keywords: Psychological resilience, self-confidence, sport.

Özet: Çalışmanın amacı, farklı liglerde voleybol oynayan sporcuların psikolojik dayanıklılık ve özgüven düzeylerini incelemek ve sonuçları değerlendirmektir. Araştırmanın örneklemi, 2024-2025 voleybol ligi sezonunda Ankara ilinde farklı liglerde voleybol oynayan 125 kadın ve 77 erkek olmak üzere toplam 202 sporcudan oluşmaktadır. Çalışmada, veri toplama aracı olarak kişisel bilgi formu ile birlikte katılımcılara iki ölçek uygulanmıştır. Ölçeklerden ilki, psikolojik dayanıklılık düzeyini belirlemek için Işık (2016) tarafından geliştirilen "Psikolojik Dayanıklılık Ölçeği (PRS)"dir. Bireyin yaşam ve benlik hakkındaki inançlarını ifade eden 21 maddeden oluşan PBL'de, 2. ve 15. maddelerde ters puanlama yapılmaktadır. Bu ölçeğin yapı geçerliliğini belirlemek için doğrulayıcı faktör analizleri yapılmış ve ölçeğin 21 madde ve 3 alt boyuttan oluştuğu belirtilmiştir. İkinci ölçek, (Akın, 2007) tarafından geliştirilen 33 maddelik Özgüven Ölçeğidir. Ölçek iki alt boyuttan oluşmaktadır: içsel özgüven ve dışsal özgüven. İki faktör altında toplanan maddeler analiz edildiğinde, birinci faktördeki maddelerin bireylerin kendilerine karşı özgüveniyle daha fazla ilişkili olduğu, ikinci faktöre yüklenen maddelerin ise bireylerin dış çevrelerine ve sosyal yaşamlarına karşı özgüveniyle daha fazla ilişkili olduğu görülmüştür; bu nedenle bu faktör dışsal özgüven olarak adlandırılmıştır (Akın, 2007). Araştırmada gerekli verileri elde etmek için, verilerin analizinde SPSS21 Paket Programı kullanılmıştır. Sonuç olarak, katılımcıların eğitim sayısına göre özgüven ile psikolojik dayanıklılık arasında pozitif, orta derecede anlamlı bir ilişki olduğu, ancak diğer değişkenler arasında anlamlı bir sonuç olmadığı belirlenmiştir.

Anahtar Kelimeler: Psikolojik dayanıklılık, özgüven, spor.

Received: 15.08.2025 / Accepted: 18.10.2025 / Published: 30.10.2025

<https://doi.org/10.22282/tojras.1765600>

Citation: Yiğit, Ş., & Şahin, M. (2025). Investigation of psychological resilience and self confidence levels of volleyball player. *The Online Journal of Recreation and Sports (TOJRAS)*, 14(4), 526-532.

INTRODUCTION

Psychological resilience is defined as a personality trait that protects the individual from the negative consequences of the situations encountered, reduces the impact of these consequences, and functions as a resistance to stressful events (Kobasa, 1982). Risk factors that are important in psychological resilience are negative environmental conditions and stressful life events that increase the vulnerability of individuals (Norman, 2000). Psychological resilience is to remain strong in the face of negative experiences (Kararımak, 2006). Psychological resilience is defined as the power to recover oneself in a number of positive and negative situations such as failure, setback, conflict and even development, increased responsibility and tasks, and the positive psychological capacity that can be developed to become stronger (Orman, 2016). Psychological resilience is the concept of positive psychology. Positive psychology emphasises the concept of psychological resilience by focusing on what keeps people healthy rather than what makes people psychologically ill (Meredith et al., 2011). Psychologically resilient people are people who are resistant to stress. In other words, it is defined as individuals who do not suffer from physical or emotional disorders in the face of major stressful events (Atkinson et al., 2002). Although it has been suggested that some individuals have social tendencies or genetic tendencies such as physical attractiveness that contribute to psychological resilience, many of the characteristics of psychologically resilient individuals can also be acquired by normal individuals. It is

stated that anyone, whether young or old, can develop resilience (Öğülmüş, 2001).

According to Masten (2001), psychological resilience does not stem from rare and extraordinary qualities. On the contrary, the mind, brain, body, family, relationships and society that an ordinary, normal person has are the source of the emergence of psychological resilience. The fact that psychological resilience arises from such a normal process and not from extraordinary rare situations reflects a promising picture about the development of psychological resilience and reducing the impact of risk factors. Research on mindfulness and psychological resilience shows that these two concepts are positively related to each other. The most important factor that increases psychological resilience is the mindfulness variable (Bajaj and Pande, 2016). It is thought that there have been major changes in factors such as work ethics, commitment to sports and sports psychology among football players during the pandemic period (Ansoy and Pepe, 2021). Enjoying life and feeling psychologically happy can be effective in increasing the life satisfaction of individuals. Yılmaz et al. (2020). Feltz (1988) defined self-confidence as 'rather than being a general characteristic, it is the individual's belief that he/she will perform a certain activity successfully and the individual's confidence in his/her own judgement, ability, power and decisions'. Self-confidence is one of the most important determinants of behaviour and it is a concept related to situations such as

having positive judgements about oneself, believing that one can control oneself and events, loving oneself, thinking that one is sufficient, realising one's value, being at peace with oneself, accepting oneself as one is, and knowing oneself (Eldeleklioğlu, 2004). The importance of the concept of self-confidence is that it affects the development of the individual in many lives. It affects not only the education but also the social, emotional, intellectual, sexual and professional development of the individual. If support is provided for the formation and development of self-confidence from an early age, the individual can easily express himself/herself in every subject throughout his/her life, be a social and creative individual and think positively about himself/herself (Başoğlu, 2007). According to Hambly (2003), self-confidence is the firm belief in one's own abilities. In early childhood, the child learns by modelling. In this period, the closest people to the child are the parents and since the child is dependent on the parents, they have a great influence on the child. Self-confidence is also an emotion that the child learns by taking a model from the parents. For this reason, the formation, development and increase of the child's self-confidence is primarily determined by the reactions of the parents. In this case, negligence of parents cannot be an excuse (Humphreys, 2002).

Self-confidence consists of two parts: external confidence and internal confidence. Internal confidence is the identification with oneself which includes positive thoughts. This is the beliefs about being satisfied with oneself, being at peace with oneself and loving oneself. Self-respect, self-love, self-knowledge, setting clear goals for oneself and positive thinking are the most basic elements of inner confidence. If a person first loves himself/herself, then he/she starts to know himself/herself well. People who love themselves are at peace with themselves and have confidence in themselves, people with self-confidence set clear goals for themselves, people with clear goals look positively at themselves and their future. External confidence is the ability to control one's own emotions, attitudes and behaviours (Cüceloğlu, 1993). Pervin and John (2001) state that self-confidence is not an attitude specific to individual situations or a temporary attitude, on the contrary, it is a general personality trait. Self-confidence constitutes the basis of one's psychological existence. Self-consciousness has the ability to express who one is and to make a judgement about whether one likes one's own identity or not. The problem of self-confidence involves the ability of human judgement (Rosenberg, 1962). According to the definition of the World Health Organisation, health is not only the absence of disease or disability, but also a state

of complete physical, mental and social well-being (Dalbudak and Yiğit, 2019).

METHODS

Research Group: The research population consists of 202 athletes, 125 female and 77 male, playing volleyball in different leagues in Ankara Province in the 2024-2025 volleyball league season.

Data collection: Firstly, the existing information about the purpose of the research is given. In order to achieve the purpose of the study, two scales were applied to the participants together with the personal information form as a data collection tool. The first of the scales is the 'Psychological Resilience Scale (PRS)' developed by Işık (2016) to determine the level of psychological resilience. PBS is a 5-point Likert-type scale with (0) strongly disagree- (4) strongly agree statements. In the PBS, which consists of 21 items expressing the individual's beliefs about life and self, reverse scoring is performed in the 2nd and 15th items. Exploratory and confirmatory factor analyses were performed to determine the construct validity of this scale and it was stated that the scale consisted of 21 items and 3 sub-dimensions. The Cronbach's alpha coefficients of this study are respectively. 70, 60, .61 and. 69 respectively. The second scale was the 33-item Self-Confidence Scale developed by (Akın, 2007). The scale consists of two sub-dimensions: internal self-confidence and external self-confidence. It was determined that the items in the first factor were mostly related to individuals' self-confidence and this factor was handled under the name of internal self-confidence. Since the items loaded on the second factor were mostly related to the self-confidence of individuals towards their external environment and social life, this factor was named as external self-confidence (Akın, 2007). The scale classification is a 5-point Likert type classification.

Data analysis: The data were analysed through analyses conducted in accordance with the relational screening model. In line with the relational survey, t-test, ANOVA and correlation tests were carried out by considering the variables. In order to analyse the data, (SPSS 24.0) package programme was used and if the data was at $p < 0.05$ level, it was judged to be significant. In order to determine the direction and relationship between the variables, a correlation test was performed and interpreted in terms of very weak (0.00-0.25), weak (0.26-0.49), medium (0.50-0.69), high (0.70-0.89), very high (0.90-1.00) negative or positive (Kalaycı, 2018).

RESULTS

Table 1. Normality table

Factor	N	Min	Mak	\bar{X}	SS	Skewness	Kurtosis
Self-Dedication	202	0,86	4,00	2,9690	,53460	-,868	1,843
The Challenge	202	0,00	4,00	3,1484	,63695	-1,845	6,155
Control	202	0,43	4,00	2,9620	,62931	-,511	,664
Inner Self-confidence	202	1,00	5,00	3,8075	,60541	-,423	1,388
External Self-Esteem	202	1,00	5,00	3,8701	,60643	-,402	1,141

Before starting the statistical analysis, normality assumptions of the Self-Confidence Scale and Psychological Resilience Scale were examined. When Skewness and Kurtosis values were examined, it was determined that the self-confidence scale showed a normal distribution between +2-2 and parametric tests were used (George & Mallery,

2010). In the challenge sub-dimension of the psychological resilience scale, it was determined that it did not show a normal assumption due to the kurtosis value being greater than +2 and therefore it was decided to perform non-parametric tests.

Table 2. T-test results of self-confidence scale according to gender variable

Factor	Gender	N	\bar{X}	SS	t	p
Internal self-confidence	Women	125	3,7671	,63568	-1,213	,227
	Men	77	3,8733	,55044		
External self-esteem	Women	125	3,8275	,61378	-1,274	,204
	Men	77	3,9393	,59172		

p<0,05

In the t-test comparison made according to the gender variable, it was determined that there was no significant

difference in the sub-dimensions of the self-confidence scale.

Table 3. Mann-Whitney U Test Results of psychological resilience scale according to gender variable

Factor	Gender	N	Order O.	Row T.	U	p
Self Dedication	Women	25	106,61	13326,50	4173,50	,111
	Men	77	93,20	7176,50		
The Challenge	Women	125	105,76	13220,50	4279,50	,185
	Men	77	94,58	7282,50		
Control	Women	125	99,46	12432,00	4557,00	,525
	Men	77	104,82	8071,00		

p<0,05

In the comparison made according to the gender variable, it was determined that there was no significant difference in

the sub-dimensions of the psychological resilience scale in the mann-whitney u test comparison.

Table 4. ANOVA results of Self-Confidence scale according to the participants' sport age variable

Factor	Sports Age	N	\bar{X}	SS	F	p
Internal self-confidence	A 5 years or less	67	3,7717	,59077	,221	,802
	B 6-10 years	90	3,8367	,65895		
	C 11 years or more	45	3,8026	,51848		
External self-esteem	A 5 years or less	67	3,8081	,59363	,582	,560
	B 6-10 years	90	3,9138	,64222		
	C 11 years or more	45	3,8750	,55439		

p<0,05

When the results of one-way analysis of variance (ANOVA) were analysed according to the participants' sport age

variable, it was determined that there was no significant difference in the sub-dimensions of the scale.

Table 5. Kruskal Wallis Analysis Results of the psychological resilience scale according to the participants' sport age variable

Factor	Sports Age	N	\bar{X}	SS	Rank Average	Kruskal Wallis	
						X ²	p
Self Dedication	5 years and below	67	3,0299	,48256	106,24	3,084	,214
	6-10 years	90	2,9923	,53002	104,65		
	11 years and above	45	2,8317	,60171	88,14		
The Challenge	5 years and below	67	3,2405	,40890	106,13	1,342	,511
	6-10 years	90	3,1571	,63710	102,18		
	11 years and above	45	2,9937	,86251	93,24		
Control	5 years and below	67	2,8959	,52586	92,66	3,762	,152
	6-10 years	90	3,0492	,66496	110,17		
	11 years and above	45	2,8857	,68688	97,32		

p<0,05

When the results of Kruskal Wallis Analysis were analysed according to the participants' sport age variable, it was

determined that there was no significant difference in any sub-dimension of the scale.

Table 6. ANOVA results of the Self-Confidence scale according to the number of weekly training of the participants

Factor	Number of Trainings	N	\bar{X}	SS	F	p
Internal self-confidence	A 1-3 training	91	3,8794	,64497	1,523	,221
	B 4-5 training	77	3,7805	,56726		
	C 6 and over	34	3,6765	,56852		
External self-esteem	A 1-3 training	91	3,9618	,64729	2,047	,132
	B 4-5 training	77	3,8148	,57811		
	C 6 and over	34	3,7500	,53144		

p<0,05

When the results of one-way analysis of variance (ANOVA) were analysed according to the number of weekly training of

the participants, it was determined that there was no significant difference in the sub-dimensions of the scale.

Table 7. Kruskal Wallis Analysis Results of the psychological resilience scale according to the number of weekly training of the participants

Factor	Number of Trainings	N	\bar{X}	SS	Rank Mean	Kruskal Wallis		Difference
						X^2	p	
Self Dedication	A 1-3 training	91	3,0018	,48873	103,31	1,48	,476	
	B 4-5 training	77	2,9963	,51193	104,23			
	C 6 ve üzeri	34	2,8193	,67677	90,46			
The Challenge	A 1-3 training	91	3,2352	,57756	109,70	4,98	,082	
	B 4-5 training	77	3,1410	,61072	99,57			
	C 6 ve üzeri	34	2,9328	,79597	83,91			
Control	A 1-3 training	91	3,0160	,62410	107,18	7,77	,021	A>C
	B 4-5 training	77	3,0130	,60706	106,00			
	C 6 ve üzeri	34	2,7017	,64597	76,12			

p<0,05

When the results of Kruskal Wallis Analysis were analysed according to the number of training of the participants, it was determined that there was a significant difference in the control sub-dimension of the scale. In order to determine

which groups this difference was between, the post hoc (Tamhane) test was performed and it was determined that it was between the participants who trained 1-3 times a week and the participants who trained 6 or more times a week.

Table 8. ANOVA results of Self-Confidence scale according to the number of education level of the participants

Factor	Education Level	N	\bar{X}	SS	F	p
Internal self-confidence	A High school	136	3,7929	,65136	1,090	,354
	B Associate Licence	18	3,9641	,53956		
	C License	31	3,7002	,48492		
	D Master's degree	17	3,9550	,44679		
External self-esteem	A Associate Licence	136	3,8645	,64167	,364	,779
	B License	18	3,8819	,54860		
	C Master's degree	31	3,8145	,50272		
	D Associate Licence	17	4,0037	,57174		

p<0,05

When the results of one-way analysis of variance (ANOVA) were analysed according to the education level of the

participants, it was determined that there was no significant difference in the sub-dimensions of the scale.

Table 9. Kruskal Wallis Analysis Results of the psychological resilience scale according to the participants' education level variable

Factor	Education Level	N	\bar{X}	SS	Rank Mean	Kruskal Wallis	
						X^2	p
Self Dedication	A High school	136	2,9937	,53279	104,06	,868	,833
	B Associate Licence	18	2,8902	,58772	97,61		
	C License	31	2,9401	,46478	94,35		
	D Master Degree	17	2,9076	,63676	98,18		
The Challenge	A High school	136	3,1784	,61692	104,69	4,592	,204
	B Associate Licence	18	2,9762	,82321	90,22		
	C License	31	3,0737	,51226	85,60		
	D Master Degree	17	3,2269	,78418	116,91		
Control	A High school	136	2,9445	,63667	99,73	1,754	,625
	B Associate Licence	18	2,9841	,78688	108,39		
	C License	31	2,9401	,53551	96,85		
	D Master Degree	17	3,1176	,57418	116,85		

p<0,05

When the results of Kruskal Wallis Analysis were analysed according to the participants' education level variable, it was

found that there was no significant difference in any sub-dimension of the scale.

Table 10. Spearman's Test Results to Determine the Relationship between Psychological Resilience and Self-Confidence

Spearman's Rho Correlation		Psychological resilience.
Self-Confidence	r	,659**
	p	,000
	N	202
p<0,05		

When the results of Spearman's analysis conducted to determine the relationship between self-confidence and psychological resilience are analysed in the table given

above, it is determined that there is a positive, moderately significant relationship between self-confidence and psychological resilience.

DISCUSSION

The aim of this study is to examine the psychological resilience and self-confidence levels of athletes playing volleyball in different leagues and to evaluate the results by comparing them. Based on the findings obtained, it is expected that there is a positive relationship between self-confidence and psychological resilience. Therefore, it is concluded that as the level of self-confidence increases, the level of psychological resilience also increases. In the review conducted by Özcan (2005), it was observed that individuals with psychological resilience commonly have the following characteristics: Social competence, which is the ability to receive positive reactions from other people, social adaptation and healthy relationships; communication and problem solving skills, autonomy, faith, good level of mental competence, sense of purpose and future, hopefulness and optimism, planning ability, self-efficacy, high self-esteem, empathy, effective emotional regulation, humour, tendency to perceive experiences constructively, supportive family relationships, adaptive character. It is seen that the personal characteristics of psychological resilient individuals also include the characteristics of individuals with intercultural sensitivity. In the study conducted by Şahin et al. (2012), it was stated that participation in physical activity activities strengthens the physical structure of the individual and as a result, it also contributes to the individual psychologically in the fight against difficulties and it is recommended that young people regularly participate in activities. In Meray 2010 study, it was determined that there was a difference in self-confidence levels according to educational status and self-confidence increased as the educational level increased. In this study, it can be said that the self-confidence levels are similar as a result of the fact that most of the sample is associate degree and bachelor's degree graduates and the women participating in the study develop themselves at a similar level. In Meray's study, the self-confidence levels of women living in Turkey, America and India were higher than those of men. In the Australian sample, self-confidence levels of male participants were found to be relatively higher than those of females. In Meray's study, a significant difference was found between countries.

process. Reitzes and Mutran stated that the high number of roles that individuals have is a factor that increases self-confidence. Accordingly, the fact that women have all the roles of mother, wife, business and housewife, and their increasing responsibilities by having children also increase self-confidence. Bilgin (2011) concluded that the mean scores of self-confidence differed significantly according to age and stated that this difference was between adolescents aged 16 and under and adolescents aged 17 and over. He also concluded that the level of self-confidence in individuals increases with increasing age. Ekinci et al. (2014), in a comparison to determine the self-confidence of individuals playing professional and amateur sports, stated that the result they found was in favour of those playing professional sports, but it was not statistically significant. In the imagination sub-dimensions, the score distribution generally increased as the years of playing professional football increased. These results suggest that with the increase in the time spent as a professional footballer, self-confidence and imagery levels may also increase in parallel with the awareness of the individual's abilities and increased career satisfaction in this direction.

According to Aydoğdu (2013), research results show that there is no difference between genders in the evaluation of psychological resilience. It is not a true claim that men have different psychological resilience than women or women than men. According to him, psychological resilience should not be considered as a personality trait that develops due to gender; it is more related to life events, supports and interventions that are exposed during the development

Miçooğlu (2013) stated that psychological skills training of athletes is more effective than individual interventions. These results can be said that sport psychologists are an important external factor that helps the athlete to be sufficient in terms of self-confidence by psychologically relaxing the athlete and making the athlete realise himself/herself. This situation can be said to be due to the fact that sport psychologists motivate the athlete in or out of the match, make the athlete feel constantly ready and keep the athlete's self-confidence at the highest level. Short and Short (2005) conducted a study on footballers with different levels of self-confidence in order to examine the relationship between self-confidence and imagery level and found that footballers with high self-confidence used imagery types more than footballers with low self-confidence. In Sun's (2015) study examining the effect of sport on high school students' self-confidence levels, the differences between total self-confidence, internal and external self-confidence levels between the variable of being a licensed athlete were given. Accordingly, a significant difference was found between those who were licensed athletes and those who were not in terms of internal and external self-confidence and total self-confidence. It was determined that those who were licensed athletes had higher values in all dimensions. These results in the literature are in parallel with the results in our study.

Ethics Statement: In the present article, the ethical rules of the journal were followed in the research process in the current article. The responsibility for any violations that may arise regarding the article belongs to the author. The approval of Osmaniye University Ethics Committee dated E-58565088-100-247784 was obtained.

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- Conflict of Interest:** There is no personal or financial conflict of interest between the authors in the present study.
- Author Contribution Rate:** In the present study, the contribution rates of all authors are equal.
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GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı: Voleybol oynayan sporcuların psikolojik dayanıklılık ve özgüven düzeylerini incelemek ve sonuçları değerlendirmektir.

Araştırmanın Alt Problemleri:

Araştırmanın problemi voleybolcuların psikolojik dayanıklılıklarının öz güvenleri arasında bir ilişki var mıdır?

Voleybolcuların psikolojik dayanıklılıklarının öz güven ve başarıları arasında bir farklılıkları var mıdır?

Literatür Araştırması: Miçoğlu (2013), sporcuların psikolojik beceri eğitiminin bireysel müdahalelerden daha etkili olduğunu belirtmiştir. Bu sonuçlar, spor psikologlarının sporcuyu psikolojik olarak rahatlatarak ve sporcunun kendini fark etmesini sağlayarak, sporcunun özgüven açısından yeterli olmasını sağlayan önemli bir dış faktör olduğunu söylemek mümkündür. Bu durumun nedeni, spor psikologlarının sporcuyu maç içinde veya dışında motive etmeleri, sporcuyu sürekli hazır hissettirmeleri ve sporcunun özgüvenini en üst düzeyde tutmalarıdır. Short ve Short (2005), özgüven ve imgeleme düzeyi arasındaki ilişkiyi incelemek için farklı özgüven düzeylerine sahip futbolcular üzerinde bir çalışma yürütmüş ve özgüveni yüksek futbolcuların, özgüveni düşük futbolculara göre imgeleme türlerini daha fazla kullandıklarını bulmuştur.

Yöntem: Araştırma 2024-2025 voleybol ligi sezonunda Ankara ilinde farklı liglerde aktif olarak voleybol oynayan 125 kadın ve 77 erkek olmak üzere toplam 202 sporcudan oluşmaktadır. Çalışmada, araştırmanın amacı hakkında mevcut bilgiler verilmektedir. Araştırmanın amacına ulaşmak için, veri toplama aracı olarak kişisel bilgi formu ile katılımcılara iki ölçek uygulanmıştır. Ölçeklerden ilki, psikolojik dayanıklılık düzeyini belirlemek için Işık (2016) tarafından geliştirilen “Psikolojik Dayanıklılık Ölçeği (PDS)” dir. Bireyin yaşam ve benlik hakkındaki inançlarını ifade eden 21 maddeden oluşan PBS'de, 2. ve 15. maddelerde ters puanlama yapılmaktadır. Bu ölçeğin yapı geçerliliğini belirlemek için keşifsel ve doğrulayıcı faktör analizleri yapılmış ve ölçeğin 21 madde ve 3 alt boyuttan oluştuğu belirtilmiştir. Bu çalışmanın Cronbach alfa

katsayıları sırasıyla 0,70, 0,60, 0,61 ve 0,69'dur. İkinci ölçek, (Akin, 2007) tarafından geliştirilen 33 maddelik Özgüven Ölçeği' dir. Ölçek, içsel özgüven ve dışsal özgüven olmak üzere iki alt boyuttan oluşmaktadır. İlk faktördeki maddelerin çoğunlukla bireylerin özgüveniyle ilgili olduğu belirlenmiş ve bu faktör içsel özgüven adı altında ele alınmıştır. İkinci faktöre yüklenen maddelerin çoğunlukla bireylerin dış çevrelerine ve sosyal yaşamlarına yönelik özgüvenleriyle ilgili olduğu için, bu faktör dışsal özgüven olarak adlandırılmıştır (Akin, 2007).

Sonuç ve Değerlendirme: Aydoğdu (2013) göre, araştırma sonuçları psikolojik dayanıklılığın değerlendirilmesinde cinsiyetler arasında fark olmadığını göstermektedir. Erkeklerin kadınlardan veya kadınların erkeklerden farklı psikolojik dayanıklılığa sahip olduğu iddiası doğru değildir. Ona göre, psikolojik dayanıklılık cinsiyete bağlı olarak gelişen bir kişilik özelliği olarak değerlendirilmemelidir; daha çok gelişim sürecinde maruz kalınan yaşam olayları, destekler ve müdahalelerle ilgilidir. Reitzes ve Mutran, bireylerin sahip olduğu rol sayısının fazla olmasının özgüvenini artıran bir faktör olduğunu belirtmiştir. Buna göre, kadınların anne, eş, iş kadını ve ev hanımı rollerinin tümüne sahip olmaları ve çocuk sahibi olarak sorumluluklarının artması da özgüvenlerini artırmaktadır. Bilgin (2011), özgüven ortalama puanlarının yaşa göre önemli ölçüde farklılık gösterdiğini ve bu farkın 16 yaş ve altı ergenler ile 17 yaş ve üstü ergenler arasında olduğunu belirtmiştir. Ayrıca, bireylerin özgüven düzeyinin yaşla birlikte arttığı sonucuna varmıştır. İkinci ve arkadaşları (2014), profesyonel ve amatör spor yapan bireylerin özgüvenini belirlemek için yaptıkları karşılaştırmada, buldukları sonucun profesyonel spor yapanlar lehine olduğunu, ancak istatistiksel olarak anlamlı olmadığını belirtmişlerdir. Hayal gücü alt boyutlarında, profesyonel futbol oynama süresi arttıkça puan dağılımı genel olarak artmıştır. Bu sonuçlar, profesyonel futbolcu olarak geçirilen sürenin artmasıyla birlikte, bireyin yeteneklerinin farkındalığı ve bu yöndeki kariyer memnuniyetinin artmasıyla paralel olarak özgüven ve hayal gücü düzeylerinin de artabileceğini göstermektedir.