Investigation of University Students' Self-Efficacy and Sport Specific Success Motivation Levels

Üniversite Öğrencilerinin Özyeterlilik ve Sporda Başarı Motivasyon Düzeylerinin Araştırılması

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Abstract: The aim of this study is to examine the effects of individual self-efficacy of students at the Faculty of Sport Sciences on their success and motivation levels in sports and to determine whether they differ according to demographic variables. This research consists of 275 students, 210 males and 65 females, studying in different departments at the Faculty of Sport Sciences in Uşak University. In the research, the 'Personal Information Form' prepared by the researcher, 'Sports Specific Success Motivation Scale (SSSMS)' developed by Willis (1982) which was adapted to Turkish by Tiryaki and Gödelek (1997) and reliability - validity studies have been performed; and the 'Self-Effectiveness-Efficacy Scale' developed by Sherer et al. (1982) which was adapted to Turkish by Gözüm and Aksayan (1999) were used. Analysis of the data related to the questionnaire and scale used in the research was done by using SPSS 22 statistical program. T-test and ANOVA can be used in case of total scores obtained from the Sport-Specific Success Motivation scale and the Self-Effectiveness-Efficacyscale subscales show normal distribution. Otherwise, nonparametric tests should be used. For this purpose, "Shapiro Wilk" normality test was applied for total scores. In all statistical tests, it was considered as $\alpha = 0.05$. As a result of the research; when we look at the effect of individual self-efficacy on the success and motivation levels of the students at the Faculty of Sport Sciences; there is no significant difference in gender, age, class, parental status, family income level, number of doing sports, being a licenced player but there is a significant difference in doing regular sports.

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Structured Abstract: The self-efficacy, success and motivation levels of people may differ from each other for many various reasons. Education can be sited as one of the most important one among these and also it contributes to the development of personal characteristics. In addition to education, social and cultural environmental factors are also important items. Individuals in sports life go through different cultural and environmental development processes and continue this development by choosing the Faculty of Sports Sciences at the university to study together. In this study, determinants such as gender, age, class, parental education level, family income level, year of doing sports and having sportsman license were taken into consideration. According to Bandura, self-efficacy is the belief of the individual in the capacity to organize and implement the activities necessary to perform a certain performance (Bandura, 1977). Motivation is a concept based on self-determination (self-efficacy). The theory of self-determination focuses on the reasons that speed up action in the individual. According to the self-determination theory, the types of motivation are examined in three main dimensions as; intrinsic motivation, extrinsic motivation and non-motivation (Ryan ve Deci, 2000). In our study, the participants consisted of 275 students, 210 males and 65 females. Self-efficacy and sports achievement motivation level of the participants were analyzed according to demographic characteristics. In the study, the data was obtained through the 'Personal Information Form' prepared by the researcher, the 'Sports-Specific Success Motivation Scale' (SSSMS), adapted to Turkish by Tiryaki and Gödelek (1997) and developed by Willis (1982), whose reliability and validity studies were conducted. In addition, the Self-Efficacy-Competence Scale, developed by Sherer et al. in 1982 and adapted to Turkish by Gözüm and Aksayan in 1999, was used. The sport-specific success motivation scale consists of a total of 40 items and the items are five-point Likert type scale, which is expressed as "never, rarely, sometimes, extremely, always". The Self-Efficacy-Competence Scale consists of 23 items and for each item, 5-point Likert type is a self-assessment scale that covers these answers: (1- "does not define me at all", 2- "describes me a little", 3- "I am not sure", 4- "describes me well", 5-" describes me very well"). Analysis of the data related to the questionnaire and scale used in the research was made using by the SPSS 22 statistical program. In this study, based on the findings obtained, the subject of the study and the results of similar studies were compared and discussions were included. As a result of this study; success and motivation levels of students who do sports constantly were examined according to their gender, age, education, income level, environment they live in, duration of doing sports, licensed sports, frequency of doing sports, their interest in different branches and their significance levels were evaluated. While there is no significant difference in gender, age, class, parental education level, family income level, number of sports, and sportsman license levels; there is a significant difference in the status of doing regular sports. In the "Struggle with Obstacles" factor, self efficacy-adequacy levels of "26 years old and above" are higher than younger people. It was observed that "Maternal Educational Status" had an effect on the "Struggle with Obstacles" factor. According to the results obtained, the levels of "struggling with obstacles" of people whose mothers are university graduates were lower than the children of mothers with lower education levels. The "Beginning Behavior" and "Continuing Behavior" sub-factor levels and "self-efficacy- adequacy" levels of those who regularly exercise or attend a sports club were higher than those who were not interested in sports. The "persistence of behavior" and "struggle with obstacles" sub-factor total scores of the people engaged in sports and the total score levels of "self-efficacy- adequacy" increase as the number of sports they do in a week increases per days. A significant relationship was found between the sub-scales of the SÖBM scale. For all bilateral relations, (P <0.05) was found. According to the results obtained; It was found statistically significant that the total scores of the subscales were in the same direction with each other. While one is decreasing, the other is decreasing; or one is increasing while the other is increasing. A significant relationship was found between the subscales of the self-efficacy-adequacy scale. A positive correlation between sports-specific success motivations and self efficacy-adequacy levels was found statistically significant (P <0.05). Pearson's correlation coefficient was found to be as; 0.193. The increase or decrease in the total score of one of the scales creates the same directional effect on the other. When the literature review was conducted, evaluations showing and not showing parallelity in the same direction as our study were included. Eroğlu (2019) in his study on sports success; found a significant difference in favor of female participants in somatic symptoms sub-dimension of anxiety scale in gender variable. When students' sport-specific success and motivation levels are analyzed in terms of socio-demographic characteristics, it is seen that there are no significant differences (Yiğit, 2019). In the research conducted by Doğru (2017) to determine the relationship between self-efficacy and self-confidence perceptions of students studying in physical education and sports education; based on demographic variables and self-confidence and self-efficacy, no difference was found between the scores obtained. In the study conducted by Gacar (2013), it was found that there was no significant difference in the motivation levels of handball athletes according to their gender

variable. Özyalvaç (2010) in his study; examined the attitudes of secondary education students towards physical education lesson and their academic success motivations, and it was determined that there was no difference in comparing the academic motivation scores of the participants in terms of the mother education status variable. In 2015, Özer conducted a study to examine the self-efficacy of other candidate teachers and physical education teachers against the teaching profession according to different variables; it was concluded that candidate teachers' self-efficacy perception levels against teaching profession differ in terms of gender variable. (Üstün, 2018) showed that the motivation of the participants is significantly different in terms of success, physical fitness, and skill. General players' self-efficacy is moderate. The general self-efficacy age of football players is affected and it has been observed that there is no self-efficacy belief. It is observed in the studies that the motivation levels of students generally decrease as they approach the senior grades (Eroğlu, et al. 2019). Individual self-efficacy and sports-specific motivations of the Faculty of Sports Sciences students who will take place in the sports community as a physical education teacher, coach, manager or parents of athletes will contribute to the sport in a positive way in their future lives. Consequently, when similar studies are observed in different demographic features, different results are seen. This study is thought to contribute to other studies to be conducted in the literature and it will provide a guiding resource for works on Sport Sciences related to self-efficacy-adequacy levels and sport-specific-success of students.

Keywords: Sport, Self-efficacy, Success-Motivation, Student, University

Öz: Spor Bilimleri Fakültesi öğrencilerinin bireysel öz-yeterliliklerinin sporda başarı ve motivasyon düzeyleri üzerine etkisini demografik değişkenlere göre farklılık gösterip göstermediğini belirlemek amacıyla incelenmesi amaçlanmıştır. Bu araştırma; Uşak Üniversitesi Spor Bilimleri Fakültesi'nin farklı bölümlerinde öğrenim görmekte olan 210 erkek 65 kadın toplam 275 öğrencilerden oluşturmaktadır. Araştırmada veriler, araştırmacı tarafından geliştirilen 'Kişisel Bilgi formu'Willis tarafından 1982 yılında geliştirilen Tiryaki ve Gödelek (1997) tarafından Türkçeye uyarlaması yapılan, güvenirlik ve geçerlilik çalışması yapılmış olan Spora Özgü Başarı Motivasyonu Ölçeği (SÖBMÖ). 1982 yılında Sherer ve arkadaşları tarafından geliştirilen ve 1999 yılında Gözüm ve Aksayan tarafından Türkçe 'ye uyarlanan Öz-Etkililik-Yeterlik Ölçeği kullanılmıştır. Araştırmada kullanılan anket formuna ve ölçeğe ilişkin verilerin analizi SPSS 22 programı kullanılarak yapılmıştır. Spora Özgü Başarı Motivasyonu ölçeği ile Öz Etkililik-Yeterlik ölçeği alt ölçeklerinden elde edilen toplam puanların normal dağılım göstermesi durumunda t-testi ve ANOVA kullanılabilir. Aksi durumda parametrik olmayan testler kullanılması gerekir. Bu amaçla toplam puanlar için "ShapiroWilk" normallik testi uygulanmıştır. Tüm istatistiksel testlerde α=0.05 olarak alınmıştır. Araştırmanın sonucunda; Spor Bilimleri Fakültesi öğrencilerinin bireysel öz-yeterliliklerinin sporda başarı ve motivasyon düzeyleri üzerine etkisini; cinsiyet, yaş, sınıf, baba eğitim durumu, anne eğitim durumu, ailenin aylık geliri, düzenli spor yapma-spor kulübü, haftalık spor yapılan gün sayısı ve lisanslı sporcu gibi çeşitli değişkenlere göre farklılık gösterip göstermediğine bakıldığında; Cinsiyet, yaş, sınıf, anne-baba örgenim durumu, aile gelir düzeyi, spor yapma sayısı, sporcu lisansı olma düzeylerinde anlamlı sonuca rastlanmaz iken düzenli spor yapma durumunda anlamlı bir farklılığa ulaşılmıştır.

Anahtar Kelimeler: Spor, Öz-yeterlilik, Başarı-Motivasyon, Öğrenci, Üniversite

Introduction

Sports, as in many other fields, is built on versatile studies to unleash the potential capacityof human per minute. Sport; bytaking into account the physical and mental conditions of athletesand evaluating the potential situation that reveals the success of people in a certain competition; is a conceptthat reveals the potential of people depending on conditions such as competence, motivation, success, and directs people towards a desired goal, and affects meeting the personal and individual needs and expectations that cause athletes to perform successfully. Self-efficacy in sports is an important concept that affects people's thoughts and behaviors in the face of an event. Bandura's Social Learning Theory, first included the concept of self-efficacy. According to Bandura, self-efficacy is the belief of the individual in organizing the activities necessary to perform a certain performance and implementing it. (Bandura, 1977). According to Bandura, some situations affect people's beliefs about their competence. The ideas that individuals have about themselves are not as

strong as their judgment about what they can do. The concept of self-efficacy has an important place in people's lives. People, throughout their lives, have to make many decisions about what they should exert effort for and what responsibilities they should take. Individuals' beliefs in their own abilities are an important factor affecting their behavior, and at this point, unrealistic self-efficacy beliefs may cause unexpected results (Bandura, 1986).

Self-efficacy belief functions as an important role model for translating a newly acquired or learned ability into action and also in acquiring and learning newly learned skills. When self-efficacy is evaluated intelligently, it can directly affect cognitive performance and learning success at the very bottom (Çınar, 2018). Individuals with strong self-efficacy beliefs are more likely to perform a task in terms of dealing with difficult situations and having the skills required by the situation. Individuals with low self-efficacy beliefs have doubts about their skills, and even if they have the skills and knowledge to perform a task, they tend to give up when they face difficulties. Considering the work in these academic and other settings, it is possible to make a fairly stable generalization about the positive relationship between self-efficacy beliefs and the amount of effort in a task and, ultimately, continuity (Bandura, 1977).

According to Kurbanoğlu, this concept is directly proportional to the belief that people will achieve their job. If he weighs and uses his skills and goals correctly, his self-confidence and self-efficacy beliefs will increase (Kurbanoğlu, 2004).

Motivation is a concept that is based on self-determination (self-efficacy).In the theory of self-determination, the reasons that speed up action in the individual is focused. According to self-determination theory; types of motivation are examined in three main dimensions. These are; intrinsic motivation, extrinsic motivation and unmotivation. Intrinsic motivation is the equivalent of the individual doing it on his own because he enjoys what he does and finds what he does interesting (Ryan & Deci, 2000). The concept of motivation is derived from the Latin word "movere", which means to act, encourage (Richart et al., 1975).

Sports, which has become a part of our social life, is constantly present in both print and visual media (Özgür, 2019). Sport is a field of pursuit that wide audiences follow with pleasure. This has enabled psychologists, coaches, sports organizations and sports fans to strive to increase success in sports. Organizations and competitions are often held so that athletes can easily demonstrate their performance. These events make the sport feel internationally effective, cause it to be seen as a propaganda tool and encourage athletes to increase their performance by increasing competition (Türkmen, 2005). The motivation levels of the athletes are very important to be able to perform effectively in competitions. Motivation has a special place in sports psychology. Therefore, those who are interested in sports or athletes should learn what it means to be motivated (Terzioğlu, 1992). Motivation is the activation of internal energy in individuals in order to direct them to certain targets (Düren, 2000). When we look at the definitions of motivation in general, we see the status that individual uses the resources he / she has to perform a behavior. It is the satisfaction or dissatisfaction of athletes about the situations in sports. In order to develop and change the attitudes in a positive way, relevant research in this area is fundamentally important (Ramazanoğlu & Çoban 2004).Investigating self-efficacy and sport-specific success motivation levels of university students who do sports, is evaluating the results based on their socio-demographic characteristics. For this purpose, the socio-demographic characteristics of students studying at the university are examined and the self-efficacy and sport-specific success motivation levels are evaluated in general. Creativity levels and personality cases of individuals doing sports; requires individuals having traits to be confident and capable of taking responsibility for their work. It is in parallel with the creativity features that form an important dimension of personality. Creative individuals having these features, are the people who show innovations and development, try to reveal their differences, and develop

different solutions when faced with the problem. Creative people are more sensitive to theenvironment and people (Yiğit, 2019).

Method

It consists of a total 275 students, including 210 males and 65 females. The participants were selected to investigate the differences between self-efficacy and sport-specific success and motivation levels of students studying in the Sports Science Faculty of Usak University in the 2019-2020 Academic Year.

Collecting data

First of all, the current information about the purpose of the research was systematically given by reviewing the literature. In this way, a theoretical framework was created on the subject. The 'Personal Information Form', which was prepared by the researcher, to determine demographic characteristics, was applied to the participants. 'Sports-Specific Success Motivation Scale', which was adapted to Turkish by Tiryaki and Gödelek (1997) developed by Willis in 1982 and whose reliability and validity studies were made, and the 'Self-Effectiveness-Efficacy Scale', which was developed by Sherer et al. in 1982 and adapted to Turkish by Gözüm and Aksayan in 1999, were used. The sport-specific success motivation scale consists of a total of 40 items and the items are in a five-point Likert type, which is expressed as "never, rarely, sometimes, quite a lot, always". The scale attempted to be measured with 12 items to show strength, 17 to succeed and 17 to avoid failure. The Self-Effectiveness-Efficacy scale is a self-assessment scale. It has 23 items and it is a 5-point Likert type for each item that covers the following answers; 1- "it does not define me at all", 2- "it describes me a little", 3- "I am indecisive", 4- " it describes me well", 5- "it describes me very well. For each item, the given score is evaluated and given importance. However, items 2, 4, 5, 6, 7, 10, 11, 12, 14, 16, 17, 18, 20, 22 score negative points in the opposite direction. The scale has four sub-factors. These are: 'Beginning behavior' includes the items: 2, 11, 12, 14, 17, 18, 20, 22, 'Continuing behavior' includes the itames: 4, 5, 6, 7, 10, 16, 19 , 'Completing behavior' includes the items: 3, 8, 9, 15, 23, 'Combating Obstacles' includes the items: 1, 13, 21. The reliability and validity of the Turkish version form was found to be for Cronbach Alpha internal consistency coefficient as 81 and test-retest reliability as 92 for the same sample.

Analysis of the data

As a result of the scale applied, the analysis of the questionnaire form used in the research and the data related to the scale were made using the SPSS 22 statistical program. In the case that the total scores obtained from the sub-scale of 'Sport-Specific Success Motivation Scale' and 'Self-Efficacy-Competence Scale' show normal distribution; T-test and ANOVA can be used. Otherwise, nonparametric tests should be used. For this purpose, "Shapiro Wilk" normality test was applied for total scores. In all statistical tests, it was taken as $\alpha = 0.05$.

Findings

In this part; the answers given by the athletes regarding their self-efficacy and sport-specific success motivation levels and their scores were revealed and interpreted by statistical method.

Table 1: Statistical Summaries For Sport-Specific Success Motivation Scale and Subscales Total Scores

	Minimum	Maximum	Average	Standard Deviation	Skewness
Motivation of Showing Power	27	56	39.89	4.52	0.094
Motivation to Approach to Success	31	82	61.08	7.68	-0.231
Motivation to Avoiding Failure	15	50	32.13	6.39	0.098
Sport-Specific Success Motivation Scale	109	162	133.10	9.24	-0.041

T-test and ANOVA can be used when the total scores obtained from the Sport-Specific Success Motivation scale and subscales show normal distribution. Otherwise, nonparametric tests should be used. For this purpose, "ShapiroWilk" normality test was applied for total scores. In all statistical tests, it was taken as $\alpha = 0.05$.

Table 2: Statistical Summaries For Sport-Specific Success Motivation Scale and Total Subscales Scores

	Gender	Age	Class	Father's Educational Status	Mother's Educational Status	Family Monthly Income Status	Doing Regular Sports or Going to Sports Club	Sports days per week	Having a Player Licence
Motivation to Show Power	0.733	0.851	0.700	0.830	0.355	0.568	0.027	0.448	0.833
Motivation to Approach to Success	0.132	0.576	0.257	0.097	0.178	0.498	0.038	0.908	0.190
Motivation to Avoid Failure	0.234	0.879	0.117	0.495	0.784	0.839	0.015	0.119	0.553
SSSMS	0.796	0.856	0.656	0.817	0.085	0.239	0.000	0.204	0.109

Significant differences could not be obtained between the demographic findings and the SSSMS and its sub-scales, except for the "Doing Regular Sport or Going to Sports Club" variable. Total scores of subscale and SSSMS were higher in those who regularly do sports or go to a sports club than those who do not go.

Table 3: Statistical summaries For Self Effectiveness- Efficacy Scale and Subscales Total Scores

	Minimum	Maximum	Average	Standard Deviation	Skewness
Starting Behavior	8	40	30.88	5.66	-0.642
Maintaining Behavior	11	35	26.68	5.05	-0.491
Completing Behavior	5	25	19.34	3.61	-0.699
CombatingObstacles	4	15	9.73	2.28	-0.024
Self-Effectiveness-Efficacy	28	115	86.65	12.96	-0.623

T-test and ANOVA can be used; in the case that the total scores obtained from the Self-Effectiveness-Efficacy scale and its subscales show normal distribution. Otherwise, nonparametric tests should be used. For this purpose, "ShapiroWilk" normality test was applied for total scores. In all statistical tests, it was taken as α = 0.05.

The absence hypothesis of the Shapiro-Wilk test indicates that the relevant variable comes from a normally distributed mass. All p-values for all factors and the SEE scale were less than 0.05. The absence status of hypothesis is not accepted. It was concluded that the total scores of the SEE scale and the subscale are not from the normal distribution. For this reason, the Kruskal-Walis test, which is used in the same direction with the non-parametric and one-way ANOVA test, was used when investigating significant differences. Obviously, the data from the histograms show a pattern far from normal distribution.

Table 4: Statistical Summaries For The Self Efficacy Efficacy Scale and Subscales Total Scores

	Gender	Age	Class	Father's Educational Status	Mother's Educational Status	Family Monthly Income Status	Doing Regular Sports or Going to Gym	Sports days per week	Having a Player Licence
Starting Behavior	0.863	0.051	0.216	0.946	0.628	0.641	0.029	0.088	0.877
Maintaining Behavior	0.431	0.178	0.424	0.213	0.090	0.878	0.002	0.010	0.606
Completing Behavior	0.765	0.065	0.223	0.496	0.213	0.921	0.108	0.206	0.299
Combating Obstacles	0.758	0.036	0.903	0.564	0.047	0.463	0.933	0.015	0.898
Self-Effectiveness-Efficacy	0.689	0.034	0.284	0.708	0.169	0.882	0.014	0.023	0.679

Table 5: The Relationship Between the Subscales of the Sport-Specific Success Motivation Scale and Pearson Correlation Coefficient Values

	Motivation to Show Power	Motivation to Approach to Success	Motivation to Avoid Failure
Motivation to Show Power	1.000	0.408** (0.000)	0.272** (0.000)
Motivation to Approach to Success	0.408** (0.000)	1.000	0.483** (0.000)
Motivation to Avoid Failure	0.272** (0.000)	0.483** (0.000)	1.000

** Correlation value 0.01 is significant at the confidence level.

A significant relation was found between the subscales of the SSSM scale. It was found for all bilateral relations (P <0.05). According to the results obtained, it was found statistically significant that the total scores of the subscales were all in the same direction with each other. While one decreases, the other decreases as well. In the same manner, while one increases, the other increases, too.

Table 6: Pearson Correlation Coefficient Values of The Relationship Between Self Efficiency-Efficacy Subscales

	Starting Behavior	Maintaing the Behavior	Completing the Behavior	Combating Obstacles
Starting Behavior	1.000	0.695** (0.000)	0.508** (0.000)	0.164** (0.000)
Maintaing Behavior	0.695** (0.000)	1.000	0.419** (0.000)	0.231** (0.000)
Completing Behavior	0.508** (0.000)	0.419** (0.000)	1.000	0.398** (0.000)
Combating Obstacles	0.164** (0.000)	0.231** (0.000)	0.398** (0.000)	1.000

** Correlation value 0.01 is significant at the confidence level.

A significant relationship was found between the subscales of the self effectiveness-efficacy scale. It was found for all bilateral relations (P <0.05). According to the results obtained, it was found statistically significant that the total scores of the subscales were all in the same direction with each other. While one decreases, the other decreases as well. In the same manner, while one increases, the other increases, too.

Table 7: The Pearson Correlation Coefficient Value of the Relationship Between the Total Scores of SSSM Scale and the Total Scores of SEE Scale

	SSSMS	SEES
SSSMS	1.000	0.193** (0.000)
SEES	0.193** (0.000)	1.000

** Correlation value is significant at 0.01 confidence level.

Discussion Result

Based on the findings obtained in this study, results of the similar studies with the subject of our study were compared and discussions were included. As a result of this study; Regarding the

sports-specific success and and motivation levels of students who are constantly doing sports; Significance levels were investigated and evaluated, according to gender, age, education, income level, place of residence, duration of doing sports, licensed sports, frequency of doing sports, dealing with different branches. While there was no significant result in gender, age, class, parental educational status, family income level, number of doing sports, and being a licenced sportsman levels, there was a significant difference in the status of doing regular sports. Significance levels were analyzed and evaluated according to gender, age, education, income level, place of residence, duration of doing sports, licensed sports, frequency of doing sports, dealing with different branches. In "Combating Obstacles" Self-efficiency-efficacy levels are higher for people "26 years and older" than younger people. It has been observed that "Mother's Educational Status" has an effect on the "CombatingObstacles" factor. According to the results obtained, the levels of "combatingobstacles" of people whose mothers are university graduates were lower than the people whose mothers with a lower educational status. The levels of the subfactors of " Starting Behaviour" and "Maintaining the Behavior" of those who do sports regularly or go to a sports club were higher than those who are not interested in sports. The total score levels of the subfactors "maintaining behavior" and "combatingobstacles" of the people engaged in sports, and the total score levels of their "self-efficiency-efficacy"; show an increase, as the number of sports days in a week increases.

A significant relationship was found between the subscales of the SSSM scale. It was found for all bilateral relations as (P <0.05). According to the results obtained, it was found statistically significant that the total scores of the subscales were all related to each other. While one decreases, the other decreases or while one increases, the other increases. A significant relationship was found between the subscales of the self-efficiency-efficacy scale.(P <0.05) was found for all bilateral relations. According to the results obtained, it was found statistically significant that the total scores of the subscales were all in the same direction with each other. While one is decreasing, the other is also decreasing or in the same way, while one is increasing, the other is also increasing. A positive correlation was found statistically significant between the individual's sport specific success motivation levels and self efficiency-efficacy levels (P <0.05).Pearson's correlation coefficient was found as 0.193. The increase or decrease in the total score of one of the scales has the same directional effect on the other.

When the literature review was conducted, evaluations showing and not showing parallellity in the same direction with our study were included. In the study on sports success, Eroğlu (2019) found a significant difference in favor of female participants, in the somatic symptoms sub-dimension of anxiety scale in gender. When students' sport-specific success and motivation levels are analyzed in terms of socio-demographic characteristics, it is seen that there were no significant differences (Yiğit, 2019). In the study conducted by Eyüboğlu (2012), it was concluded that female students in adolescence engaged in sports activities had higher self-efficacy compared to male students in adolescence engaged in sports activities. In the study of Doğru (2017), in order to determine the relationship between the self-efficacy and self-esteem perceptions of students studying in the physical education and sports education department, no difference was found between the scores obtained on the basis of demographic variables and self-confidence and self-efficacy. In the study conducted by Gacar (2013), it was determined that there was no significant difference in the motivation levels of handball athletes according to gender. In the study where Özyalvaç (2010) examined the attitudes of secondary school students towards physical education lesson and their academic achievement motivations, he found that there was no difference in comparing the academic motivation scores of the participants in terms of the variable of mother's educational status. In the study conducted by Özer in 2015 for the purpose of examining the self-efficacy of other pre-service teachers and physical education teachers, according to different variables from each other, it was concluded that the pre-service teachers' self-efficacy perception levels differ in terms of gender

variable. Üstün (2018) revealed that the participation motivation of the participants was significantly different in terms of success, physical fitness, and skill.

General players' self-efficacy is moderate. The general self-efficacy age of football players is affected and it has been observed that there is no self-efficacy belief. It is generally seen in studies that the motivation levels of students decrease as they get closer to the senior class (Eroğlu, et al. 2019). Individual self-efficacy and sport-specific motivations will contribute positively to the sport, in the future life of the students of the faculty of sports sciences, who will be included in the sports community as a physical education teacher, trainer, manager or parent of sportsmen. Consequently, when similar studies are observed in different demographic features, different results are seen. It is thought that our study will contribute to the literature.

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EK

T.C.
UŞAK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU KARARLARI

TOPLANTI SAYISI: 04   **KARAR TARİHİ: 13.04.2020**

Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Yönergesi gereğince, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu, Kurul Başkanı Prof. Dr. Ali YILMAZ başkanlığında toplanarak gündem maddesinin görüşülmesine geçilmiştir.

KARAR 2020-51

Öğr. Gör. Dr. Taner YILMAZ'ın yapmayı planladığı "Spor Bilimleri Öğrencilerinin Öz Yeterlilik ve Sporda Başarı Motivasyon Düzeylerinin Araştırılması" başlıklı araştırması kapsamında uygulanacak yöntemlerin etik açıdan uygun olduğuna oybirliği ile karar verilmiştir.

No	Üyenin Adı Soyadı	İmza	No	Üyenin Adı Soyadı	İmza
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3	Prof. Dr. Adem SEZER Üye	İMZA	6	Prof. Dr. Sadiye TUTSAK Üye	İMZA
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ASLI GİBİDİR

AVUKAT
Zakire BAYRAKTAR DÜZGÜN