

Investigation of the Self-Confidence and Self-Efficacy Levels of Football Referees

Hayrettin Utku HAMAMCIOĞLU

*PhD Student, Girne American University, Faculty of Sports, Physical Education and Sport
utkuhamamcioglu@gau.edu.tr
0009-0004-3500-9555*

Asst. Prof. Dr. Erman DOĞAN

*Girne American University, Faculty of Sports
ermandogan@gau.edu.tr*

Prof. Dr. Mustafa Ferit ACAR

*Girne American University, Faculty of Sports
mustafaferitacar@gau.edu.tr*

ABSTRACT

This study aims to examine the self-confidence and self-efficacy levels of soccer referees. It was conducted with relational using survey model quantitative research method. The sample of the study consisted of 100 people working as football referees in Nicosia, Famagusta, Kyrenia, Güzelyurt and İskele districts in TRNC. As data collection tools, a form containing personal information of the participants, the Self-Confidence Scale developed by Akın (2007) and the Referee Self-Efficacy Scale developed by Myers, Feltz, Gullien, and Dithurbide (2012) and the Turkish validity oath reliability study conducted by Karaçam and Pulur (2017) were used.

According to the data obtained, it is seen that soccer referees generally have a high level of self-confidence and self-efficacy. Of particular, it is noteworthy that the average values of general self-confidence and general self-efficacy are quite high. However, there are lower means values in some areas in the subscales, indicating that there is potential for improvement in certain areas. Moreover, a positive oath significant relationship was found between self-efficacy levels of soccer referees oath internal self-confidence. Similar to a positive oath significant relationship was found between external self-confidence and self-efficacy levels (Sertel, Gökbörü & Yınal, 2023). Similar results were obtained by examining self-efficacy in general, and positive oath significant relationships were found between physical self-efficacy, game knowledge, decision making, pressure oath communication and self-efficacy. However, the relationship between external self-confidence and self-efficacy was not statistically significant. The effect of general self-confidence on self-efficacy levels are statistically uncertain. As a result, it is seen that external self-confidence does not have a significant role in explaining self-efficacy levels, but the effect of general self-confidence is uncertain. Others variables may need to be taken into consideration to further explain this model.

Keywords : Football, Referee, Self-confidence, Self-efficacy.

1. INTRODUCTION

Self-confidence is a concept that expresses an individual's level of belief about his own abilities, values, and himself in general. This includes an internal evaluation of the individual's ability to evaluate his or her own potential, establish relationships with others, direct goals, and cope with difficulties (Şahin et al., 2023). Self-confidence refers to the individual's capacity to make a positive assessment of his or her own abilities. This includes self-confidence, belief in one's own abilities, and belief in achieving success in various areas in one's life. Self-confidence can have a significant impact on an individual's emotional health, social relationships, and overall quality of life (Yılmaz and Ağgön, 2023).

Self-efficacy is a concept that refers to an individual's belief in being able to accomplish a particular task or situation. In other words, self-efficacy relates to an individual's confidence in their own abilities, knowledge, skills, and experiences. The concept of self-efficacy comes into play when an individual evaluates his belief about his ability to cope with a particular task (Atıf Atasoy et al., 2023).

Football referees are people who manage football matches and enforce the rules of the game. These referees have responsibilities such as ensuring that the match is orderly and fair, controlling player behavior, applying penalties and generally maintaining the order of the game. Football referees are managed by a team consisting of a chief referee and side referees, usually on the field (Köse et al., 2023). While the 1st referee directly manages on-field

events, linesmen often assist with matters such as offside. Referees are responsible for ensuring the order of the game by making decisions such as controlling scuffles between players and determining fouls and penalties (Akdağcık, 2023).

1.1. Problem

Self-confidence and self-efficacy are very important in football referees because these characteristics enable referees to make quick and correct decisions during the match. Since football matches are played at a dynamic and fast pace, the referees' self-confidence and competence are critical in terms of their ability to maintain control on the field. Additionally, referees with high self-confidence can gain the respect of players and team representatives, which helps them maintain on-field discipline. Therefore, it is vital for football referees to have strong self-confidence and self-efficacy for officiating matches in an orderly and fair manner. For this reason, studies on the subject in the literature provide important information. For example, according to Karabulut's (2019) research, the level of sports self-confidence was found to be higher in men, lower age groups and weak athletes. Additionally, it has been observed that there is a positive relationship between the number of years of sports and sports self-confidence. These findings reveal that factors such as gender, age group and level of sportsmanship may have an impact on sports self-confidence. In Karagün's (2014) research, it was determined that sports self-confidence differs in various sports branches. According to the results of the research, the highest level of self-confidence was found in athletes active in judo. Then, it was determined that the self-confidence levels were high in football, wrestling, bodybuilding and basketball athletes, respectively. In the study conducted by Fahiminezhad et al. (2014) with volleyball, basketball and handball athletes, it was observed that sports self-confidence did not differ in terms of these branches. In other words, the sports self-confidence levels of athletes in these three sports are similar.

When the literature was examined, it was determined that there was a limited number of studies on referee self-efficacy, but there were some studies on athletes and coaches (Pineau and Glass, 2014; Feltz and Magyar, 2006). It has been emphasized that the concept of self-efficacy is especially important for athletes, coaches and managers and can similarly be valid for referees (Gill, 2004). In this context, it has been observed that referee self-efficacy is defined as the referee's ability to perform his or her job functions (Guillen and Feltz, 2011). In the study conducted by Türker and Yılmaz (2023), it was determined that chess referees had high levels of professional pleasure, self-efficacy and low levels of burnout. According to the scores of the scales used in the research, no significant differences emerged between factors such as gender and educational status. However, it has been observed that referees' self-efficacy levels vary depending on their years of service.

When the studies were examined, it was seen that referees' self-efficacy levels were associated with certain characteristics (Guillen and Feltz, 2011). These characteristics include being more accurate in their decisions, more effective in their performance, more commitment to the profession, more respect from coaches, managers and other officials, and lower stress levels (Tuero et al., 2002). These findings show that referees' self-efficacy is related to certain characteristics and experiences they have. Therefore, it is important to understand and support referees' self-efficacy to increase and improve their performance.

Based on this information, the problem statement of this study is "What are the self-confidence and self-efficacy levels of football referees?" It was determined as.

1.2. Aim

The aim of this study is to examine the self-confidence and self-efficacy levels of football referees.

1.2.1. Hypotheses

The research hypotheses are given below:

H1 : There is a relationship between the self-confidence and self-efficacy levels of football referees .

H2 : Football referees' self-confidence levels have an effect on their self-efficacy levels .

1.2.2. Assumptions

The assumptions of the research are listed below;

- It was assumed that the chosen method was suitable for the objectives of the research.
- It was assumed that the scales and questions used were appropriate in terms of reliability and validity.
- Validity and reliability of the data were assumed.

1.2.3. Limitations

This research; Those who are football referees in Nicosia, Famagusta, Kyrenia, Güzelyurt and İskele districts of TRNC; It is limited to the source and scale questions used.

1.2.4. Definitions

Sports: It is a type of activity that includes physical activity, competition and entertainment elements (Yıldız and Yıldız, 2020).

Referee: is the activity of people who manage a sports competition, apply the rules of the game and make decisions during the competition (Baxter et al., 2023).

Self-confidence: It is a positive belief and evaluation that an individual feels about his or her own abilities, worth and abilities (Şahin, Türegün and Şahin, 2023).

Self-efficacy: It refers to an individual's belief about his ability to accomplish a certain task or activity (Çelikay and İnandı, 2023).

1.3. Importance of the Study

Football referees are people responsible for providing fair and effective management of sports competitions. Therefore, their level of self-confidence and self-efficacy can have a significant impact on their performance. This study aims to determine the self-confidence and self-efficacy perceptions of football referees, evaluate the relationship of these factors with referee performance, and identify areas that referees may need. The findings can be an important guide in the design and implementation of football referees' training and development programs.

2. CONCEPTUAL FRAMEWORK

2.1. Sports and Refereeing

Sports holds an important place in human history. While humans have enjoyed physical activities for thousands of years, sports are still recognized as an important tool for health, competition and recreation today. The power of sport lies in its ability to bring individuals and communities together. Even though people coming together on the football field have different backgrounds, cultures and beliefs, they share the enthusiasm of being a team and achieving a common goal. Sports not only contributes to physical health, but also contributes to the acquisition of important values such as character development, leadership skills and team spirit. The universality of sports encourages the participation of people of all age groups, which helps create an inclusive environment in societies. Sport brings people together, promotes health, shapes character and strengthens societies (Ekmekçi, 2017).

The person who manages the competitions, supervises the flow of the match and determines the results within the framework of the rules chosen and determined by the managers of the sports organizations is called the referee. The referee undertakes various duties on and off the field. It has important functions such as ensuring the fair progress of the game, ensuring communication between athletes and preserving the spirit of competition. The quality of a competition, viewing pleasure, fairness Compliance with the playing principles and the effectiveness of communication largely depend on the referee's decisions. Refereeing requires various characteristics such as knowledge, experience, level of education, competence, character, physical and mental strength. These qualities enable the referee to function effectively and reliably on the field. Refereeing is a duty that requires seriousness and importance and requires being open to continuous development and learning. Referees must constantly renew themselves, increase their command of the rules and strive to perform at their best. In this way, a fair and reliable competition environment can be provided in sports organizations and contribute to the development of sports (Uzun, 2008).

Football refereeing is a challenging profession that requires certain discipline and talent. The ability of referees to make quick decisions, read the game well, show determination and perform under pressure is important. Other important qualities that referees must have include objectivity, fairness and command of the rules. Football refereeing is an important element that ensures that football matches are managed fairly and regularly. Referees perform a variety of duties on and off the field and function effectively in a competitive and emotional environment due to the nature of football (Erdoğan, 2020).

2.2. Confidence

The concept of self-confidence is an important subject that has been intensively researched and studied in psychology and social sciences from past to present. In particular, self-confidence is a fundamental phenomenon that plays a critical role in the formation of personality. Self-confidence refers to an individual's belief in achieving success in a particular activity. This belief often stems from positive expectations about the ability or competence to accomplish a particular task. With the rise of positive psychology, the tendency to focus on human strengths and positive qualities has increased (Şahin et al., 2023). Self-confidence is one of these positive

qualities and can reduce stress and anxiety related to an individual's performance. An individual's self-confidence includes positive beliefs about his or her ability to successfully perform a specific task. Self-confidence encompasses an individual's optimistic beliefs about himself and reflects the strength of his belief in performing a behavior that will result in success in a particular task. These strong beliefs can increase an individual's motivation, help them focus on their goals, and improve their ability to cope with challenges. Self-confidence plays an important role in an individual's life and affects many areas such as personal success, happiness and life satisfaction (Roy et al. , 2022).

Internal and external self-confidence are important concepts that express an individual's belief and confidence in himself, but they have different aspects. Intrinsic self-esteem refers to an individual's feelings about their own worth, abilities, and self-perception. This includes a positive attitude and beliefs towards oneself. Inner self-confidence is based on an individual's internal resources, strengths and achievements. This means recognizing one's own worth, respecting oneself, and having confidence in oneself. Internal self-confidence is based on the individual's inner balance and solidity, regardless of external factors (Yılmaz and Ağgön , 2023) . On the other hand, external self-esteem is the confidence of an individual based on external factors, approval, acceptance and positive evaluation of others. This refers to one's trust in others' perspectives and reactions. External self-confidence is often based on external factors such as physical appearance, social status, achievements, or how one is perceived on social media. A person feels self-confidence according to the impact of environmental influences and external evaluations on him (Kasımoğlu, 2018).

2.3. Self-sufficiency

The concept of self-efficacy refers to an individual's belief that he or she can perform a particular task or accomplishment. This belief relates to the belief that one can cope with a task by relying on one's own abilities, knowledge and experience. Self-efficacy is based on an individual's ability to evaluate and use his or her own internal resources. The concept of self-efficacy was first put forward by Albert Bandura (Çelikay and İnandı, 2023) . According to Bandura , self-efficacy belief is an important factor that directs an individual's behavior, emotions and thoughts. This belief affects a person's ability to cope with the challenges they face and has a major impact on their motivation. Self-efficacy refers to an individual's self-confidence and belief that he or she can achieve success in a particular field or subject. This belief strengthens one's ability to achieve goals, overcome challenges, and cope with negative situations. Self-efficacy can help a person achieve success in various areas of their life and increase overall life satisfaction. The concept of self-efficacy supports the process of achieving goals and achieving positive results by increasing the individual's self-confidence and motivation. Therefore, a supportive environment, an effective self-evaluation process and success experiences are important to develop and strengthen individuals' self-efficacy (Çetin, 2019).

Self-efficacy refers to a person's belief that he or she can successfully complete an activity. This concept is based on a belief that a person can organize the activities necessary to increase his performance to the desired level. According to Albert Bandura , self-efficacy reflects an individual's belief that he or she can successfully complete a particular task or activity with his or her current abilities, knowledge, and experience. According to another definition, self-efficacy represents the individual's current view of success or failure (Çelikay and İnandı, 2023). The individual's perception of how to cope with normal situations and problems forms the basis of the concept of self-efficacy. This perception is influenced by the person's own abilities, thoughts, emotional reactions and relationships with the environment. A strong sense of self-efficacy can significantly increase a person's satisfaction while improving their performance. Strengthening self-efficacy can increase an individual's motivation and self-confidence, enabling them to achieve their goals more effectively. Therefore, strategies such as gaining experience, receiving positive feedback, and increasing success experiences are important to improve individuals' self-efficacy (Dışlitaş , 2019).

3. METHOD

3.1. Research Model

This study is a quantitative research method and was conducted with the relational screening model. Relational survey model is a research model used to examine and understand the relationships between variables. This model often includes data collection tools such as surveys, measurements, and observations. Since this model is used to understand and model the relationships between certain variables, it is an appropriate choice to understand the relationship between the self-confidence and self-efficacy levels of football referees (Karasar, 2007).

3.2. Sampling Method

The sample of the study was determined by the purposeful sampling method. Purposive sampling is a widely used method to determine the characteristics of a particular population or to focus on a specific problem. This

method allows researchers to collect data within the framework of a specific research question or hypothesis and therefore ensures that the selected sample best meets the purpose of the study (Özer, 2023) . In this context, 100 football referees in the districts of Nicosia, Famagusta, Kyrenia, Güzelyurt and İskele in TRNC constituted the sample of the study.

3.3. Collection of Data

In the study, data were collected with a personal information form, the Self-Confidence Scale developed by Akın (2007) and the Referee Self-Efficacy Scale developed by Myers, Feltz, Gullien and Dithurbide (2012) and whose Turkish validity and reliability study was conducted by Karaçam and Pular (2017).

Self-Confidence Scale: A 33-item self-confidence scale developed by Akın (2007) will be used. This scale consists of two subscales: internal self-confidence and external self-confidence. While the internal self-confidence sub-dimension evaluates characteristics such as the individual's self-love, self-recognition, and positive thinking skills, the external self-confidence sub-dimension includes external characteristics such as the individual's social relations and interaction with the environment. The scale uses a 5-point Likert type classification and was filled out by the participants within the scope of the personal information form.

Referee Self-Efficacy Scale: This scale, developed by Myers, Feltz , Gullien and Dithurbide (2012) and whose Turkish validity and reliability studies were conducted by Karaçam and Pular (2017), is used to measure the self-efficacy of referees. The scale consists of 18 items and 5 sub-dimensions: physical competence, game knowledge, decision making, pressure and communication. Each subscale assesses the referee's confidence in a particular skill or area of competence. The scale also has a 5-point Likert type structure and does not contain reverse coded expressions. The reliability coefficient of the original scale is 0.90. In this study, the Cronbach's Alpha value of the Self-Confidence scale is 0.974 and the Cronbach's Alpha value of the Self-Efficacy scale is 0.989. Both scales appear to be quite reliable.

3.4. Analysis Method

were analyzed using SPSS 28.00 program . First of all, normality test was performed in the study. According to some sources, it is stated that the skewness and kurtosis values should be between -2 and +2 or -3 and +3. Accordingly, the skewness and kurtosis values of these scales can be considered normal since they are close to these ranges. For this reason, parametric tests were performed in the study. It is used to perform statistical analysis of certain parameters (e.g. mean, variance , correlation), such as t-test, ANOVA, Pearson correlation , and these tests are usually designed based on normal distribution.

4. FINDINGS

4.1. Demographic Information

Table 1. Demographic Information

		n	%
Gender	Male	81	81
	Woman	19	19
Age	16-20 years old	26	26
	21-26 years old	26	26
	27-31 years old	16	16
	32-37 years old	19	19
	38 and over	13	13
marital status	Married	28	28
	Single	72	72
Educational background	High school	22	22
	Associate Degree	14	14
	Licence	46	46
	postgraduate	18	18
Division	Candidate Referee	22	22
	Super League Referee	18	18
	Super League Assistant Referee	5	5
	A Class Referee	6	6

	B Class Referee	14	14
	C Class Referee	35	35
Refereeing time	0-11 months	15	15
	1-5 years	41	41
	6-10 years	19	19
	11-15 years	16	16
	16-20 years	4	4
	20 and above	5	5
Factors that lead to starting refereeing	my own will	50	50
	friend incentive	34	34
	family incentive	7	7
	environmental impact	9	9
Expectations from refereeing	To do sport	20	20.0
	Hobby	25	25.0
	Career	49	49.0
	Other	6	6.0
	Total	one hundred	one hundred

The majority of participants in the study were male (81%) and single (72%). When the age distribution is examined, it is seen that the participants are generally between the ages of 16-26. When looking at the educational status, it is observed that the majority of the participants received undergraduate education (46%) and then continued postgraduate education (18%). When looking at the distribution according to referee classifications, the largest group is C Class Referees (35%), while A Class Referees and Super League Referees are also represented at a significant rate. When examined in terms of referee time, it is seen that the majority of the participants have been refereeing between 1-5 years (41%). Regarding the reasons for starting their referee career, more than half of the participants (50%) stated that they started refereeing out of their own desire. Peer encouragement (34%) and environmental influences (9%) are also observed to play an important role. Additionally, the rate of those who started refereeing with family encouragement is lower (7%). In terms of expectations from refereeing, 20% of the participants stated that they expected to do sports, 25% stated that they expected to pursue a hobby, 49% stated that they expected to pursue a career, and 6% stated other reasons.

4.2. Self-Confidence and Self-Confidence of Football Referees Self-Efficacy Levels

Table 2. Analysis Results for Football Referees' Self-Confidence and Self-Efficacy Levels

	Min.	Max .	Cover.	Ss .
inner self-confidence	31.00	85.00	67.0412	12.30084
external self-confidence	24.00	80.00	63.4444	12.10517
Self-confidence general	55.00	165.00	130.3021	24.17921
physical self-efficacy	5.00	25.00	20.7500	5.24043
Game information	3.00	15.00	12.4500	3.18892
To decide	3.00	15.00	12.7500	3.20156
Oppression	3.00	15.00	13.0900	3.27554
Communication	4.00	20.00	17.1000	4.36353
Self-efficacy (general)	18.00	90.00	76.1400	18.49271

When the statistics regarding the self-confidence and self-efficacy levels of football referees are examined, it is seen that they are generally at a high level. The mean value of internal self-confidence is 67.0412 and its standard deviation is 12.30084, while the mean value of external self-confidence is 63.4444 and its standard deviation is 12.10517. The average value of general self-confidence was determined as 130.3021 and the standard deviation was 24.17921. Physical self-efficacy averaged 20.7500 (standard deviation: 5.24043), game knowledge averaged 12.4500 (standard deviation: 3.18892), decision making averaged 12.7500 (standard deviation: 3.20156), pressure averaged 13.0900 (standard deviation: 3.27554) and communication averaged It is around 17.1000 (standard deviation: 4.36353). The mean value of self-efficacy (general) was determined as 76.1400 and the standard deviation was 18.49271. These statistics show that referees' confidence and competence levels are generally solid, but there is potential for improvement in certain areas.

Since the scoring system used here is from 1 to 5:

- Low: scores between 1 and 2.

- Medium: scores of 3.
- High: scores between 4 and 5.

When comments are made based on the points given:

- Physical self-efficacy: This value can be interpreted as "medium" since it received a score of 20.75.
- Game information: Since it received 12.45 points, this value can be interpreted as "medium".
- Verdict: Since it received 12.75 points, this value can be interpreted as "medium".
- Print: Since it received 13.09 points, this value can be interpreted as "medium".
- Communication: Since it received a score of 17.10, this value can be interpreted as "high".
- Self-efficacy (overall): This value can be interpreted as "high" since it received a score of 76.14.

4.3. The Relationship Between Self-Confidence and Self-Efficacy Levels of Football Referees

Table 3. Relationship Between Self-Confidence and Self-Efficacy Levels of Football Referees (Correlation Analysis)

		physical self- efficacy	Game information	To decide	Oppression	Communication	Self-efficacy (general)
inner self- confidence	r	.513 **	.450 **	.496 **	.502 **	.483 **	.514 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000
external self- confidence	r	.464 **	.418 **	.466 **	.454 **	.468 **	.476 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000
Self- confidence (general)	r	.517 **	.457 **	.510 **	.507 **	.502 **	.525 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000

According to the data obtained, a positive and significant relationship was determined between physical self-efficacy and internal self-confidence ($r = 0.513$, $p < 0.001$). Similarly, positive and significant relationships were determined with internal self-confidence in the areas of game knowledge, decision-making, pressure and communication (r values 0.450; 0.496; 0.502; 0.483; $p < 0.001$, respectively). A similar relationship was seen between external self-confidence and self-efficacy levels. A positive and significant relationship was found between physical self-efficacy and external self-confidence ($r = 0.464$, $p < 0.001$). In addition, positive and significant relationships were determined with external self-confidence in the areas of game knowledge, decision-making, pressure and communication (r values 0.418; 0.466; 0.454; 0.468; $p < 0.001$, respectively). Similar results were obtained by examining self-confidence in general. A positive and significant relationship was found between physical self-efficacy and self-confidence ($r = 0.517$, $p < 0.001$). Similarly, in other areas, positive and significant relationships were determined between game knowledge, decision-making, pressure and communication, and self-confidence (r values 0.457; 0.510; 0.507; 0.502; $p < 0.001$, respectively). These findings show that football referees' self-confidence levels are an important factor affecting their self-efficacy.

In this case, the hypothesis "H₁: There is a relationship between the self-confidence and self-efficacy levels of football referees" is accepted.

4.4. The Effect of Football Referees' Self-Confidence Levels on Their Self-Efficacy Levels

Table 4. Effect of Football Referees' Self-Confidence Levels on Self-Efficacy Levels (Regression Analysis)

	unstandardized Coefficients		Standardized Coefficients		
	B.	std . error	Beta	t	p.
Still	27,145	8,428		3,221	0.002
external self-confidence	-0.503	0.687	-0.354	-0.732	0.466
Self-confidence (general)	0.627	0.347	0.874	1,806	0.074

R= .529; R2 =, 280

F= 18.0815 p=0.000

The external self-confidence coefficient (-0.503) has a negative value, but is not statistically significant ($t = -0.732$, $p = 0.466$). This suggests that external self-confidence does not have a decisive effect on self-efficacy. The overall self-confidence coefficient (0.627) has a positive value, indicating a positive impact on self-efficacy levels. However, it is not statistically significant ($t = 1.806$, $p = 0.074$). This shows that it is not clear whether general self-confidence has a decisive effect on self-efficacy levels. The overall performance of the model was measured by the R square value. It can explain 28% of the variance explained by the model . F statistics were

used to test the significance of the model and the results were significant ($F = 18.0815$, $p < 0.05$). As a result, it appears that external self-confidence does not have a significant role in explaining self-efficacy levels, but the effect of general self-confidence is unclear. Other variables may need to be taken into account to further explain this model.

In this case, the hypothesis "H₂ : Football referees' self-confidence levels have an effect on their self-efficacy levels" is accepted.

CONCLUSION AND RECOMMENDATIONS

When we examine the self-confidence and self-efficacy levels of football referees, we see that they generally have a high level of self-confidence and self-efficacy. In particular, it is noteworthy that general self-confidence and general self-efficacy values are quite high on average. However, lower average values are noticeable in some areas of the subscales. There are values indicating a certain development potential in scales such as physical self-efficacy, game knowledge, decision-making, pressure and communication. These findings suggest that football referees' overall confidence and competence levels are solid, but that there are opportunities for further attention and development in certain areas.

According to the data obtained, a positive and significant relationship was determined between the self-efficacy levels of football referees and their internal self-confidence. Similarly, a positive and significant relationship was determined between external self-confidence and self-efficacy levels. Similar results were obtained by examining self-confidence in general, and positive and significant relationships were determined between physical self-efficacy, game knowledge, decision-making, pressure and communication, and self-confidence. However, the relationship between external self-confidence and self-efficacy is not statistically significant. The effect of general self-confidence on self-efficacy levels is statistically uncertain. The overall performance of the model was measured with the R square value and the significance of the model was tested with the F statistic. As a result, it appears that external self-confidence does not have a significant role in explaining self-efficacy levels, but the effect of general self-confidence is unclear. Other variables may need to be taken into account to further explain this model.

Based on the research findings, the following recommendations have been developed:

- In order to increase the self-efficacy of football referees, training and development programs focusing on improving self-efficacy in sub-areas such as physical self-efficacy, game knowledge, decision-making, pressure and communication should be organized. These programs may include a variety of exercises, simulations and techniques to increase referees' competencies in certain areas.
- Self-confidence enhancing activities should be organized to increase the internal and external self-confidence of referees. For example, it is important to support referees' self-confidence through methods such as individual or group work, sharing success stories, motivational speeches and psychological support.
- Mentorship programs consisting of experienced referees should be established. They can share their experiences by guiding new referees. This can increase the competencies of new referees, particularly in practical areas such as physical self-efficacy, game knowledge and decision-making.
- To support the personal development of referees, courses should be organized on topics such as leadership, communication, stress management and decision-making. Such courses can help referees become more effective both on and off the field.
- A regular and fair system should be established to evaluate the performance of referees and provide feedback. This can help referees recognize their strengths and identify areas for improvement.
- It is important to examine other variables that affect self-confidence and self-efficacy (e.g., education level, experience, personal characteristics) in more detail. This can help us gain a more comprehensive understanding of referees' performance and confidence.

REFERENCES

- Akdağcık, İ. U. (2023). Voleybol hakemlerinin iş stres düzeylerinin farklı değişkenlere göre incelenmesi. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 17(1), 1-9.
- Atıf Atasoy, M., Altun Ekiz, M., & Bolat, K. (2023). Spor bilimleri fakültesi öğrencilerinin genel öz yeterlilik düzeyleri ile sınav kaygısı arasındaki ilişkinin belirlenmesi. *Uluslararası Eğitim Bilimleri Dergisi*, 10(34), 283-303.
- Baxter, H., Kappelides, P., & Hoye, R. (2023). Female volunteer community sport officials: a scoping review and research agenda. *European Sport Management Quarterly*, 23(2), 429-446.

- Çelikay, P., & İnandı, Y. (2023). Okul yöneticilerinin genel öz yeterlik inançları ve sahip oldukları liderlik stillerinin yetenek yönetimi becerileri ile ilişkisi. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 21(3), 202-217.
- Çetin, S. (2019). *Elit sporcuların duygusal zeka, öz-yeterlik ve öz güven düzeyleri arasındaki ilişkinin incelenmesi*, Yüksek Lisans Tezi, Sağlık Bilimleri Enstitüsü.
- Dişlitaş, H. (2019). *Amatör futbol ligi oyuncularının, farklı değişkenlere göre sportif öz yeterlilik düzeylerinin incelenmesi*, Yüksek Lisans Tezi, Sağlık Bilimleri Enstitüsü.
- Ekmekçi, R., (2017). *Hakemlikte zihinsel hazırlık*, Ankara: Detay Yayıncılık.
- Erdoğan, İ. (2020). Futbol ve futbolu inceleme üzerine. *İletişim Kuram ve Araştırma Dergisi*, 26, 1-58.
- Fahiminezhad, A., Khani, S. & Ghasemi, A. (2014). The comparison of sport confidence (trait, state, and sports) between young athletes in individual and team sports in Shahrood city. *European Journal of Experimental Biology*, 4(3), 458-462.
- Feltz, D. L. ve Magyar, T. M. (2006). Self-efficacy and adolescents in sport and physical activity. *Adolescence and education*, 4, 161-179.
- Gill, D. L. (2000). *Psychological dynamics of sport an exercise*. Illinois, USA: Human Kinetics.
- Guillen, F. ve Feltz, D. L. (2011). A conceptual model of referee efficacy. *Frontiers in psychology*, 2, 25.
- Karabulut, Ö. (2019). *Sporcuların sportif sürekli kendine güven düzeylerinin çeşitli değişkenlere göre incelenmesi (İstanbul/Bağcılar örneği)*. Yüksek Lisans Tezi, İnönü Üniversitesi Sağlık Bilimleri Enstitüsü, Malatya.
- Karagün, E. (2014). Self-confidence level in professional athletes; an examination of exposure to violence, branch and socio-demographic aspects. *International Journal of Human Sciences*, 11(2), 744-753.
- Karasar, N. (2007). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.
- Kasımoğlu, M., (2018). *Futbol hakemlerinde iletişim ve beden dili eğitiminin hakemlik becerilerine etkisi*, Doktora Tezi, Selçuk Üniversitesi, Sağlık Bilimleri Enstitüsü, Konya
- Köse, M. G., Otuzbiroğlu, B., & İşler, A. K. (2023). Futbol hakemlerinin müsabaka sırasındaki iç ve dış yük yanıtlarının incelenmesi. *Spor Bilimleri Dergisi*, 34(1), 23-31.
- Pineau, T. R., Glass, C. R., Kaufman, K. A. ve Bernal, D. R. (2014). Self-and team-efficacy beliefs of rowers and their relation to mindfulness and flow. *Journal of Clinical Sport Psychology*, 8(2), 142-158.
- Roy, P., Singh, V., Sahu, K. K., Catalin, C. V., & Karmakar, D. (2022). A comparative study on mental toughness between national and state football referee in India. *NeuroQuantology*, 20(19), 10-48047.
- Şahin, E., Türegün, E., & Şahin, H. M. (2023). Sporcu ve sporcu olmayan bedensel engelli bireylerin özgüven ve sosyal istenirlik durumlarının karşılaştırılması. *MAS Journal of Applied Sciences*, 8(2), 232-245.
- Sertel, N., Gökbörü, M., & Yınal, A. P. D. A. (2023). The Effects Of Perceived Organizational Justice On Organizational Behavior. *The Online Journal of New Horizons in Education-July*, 13(3).
- Tuero, C., Taberero, B., Marquez, S. ve Guillen, F. (2002). Análisis de los factores que influyen en la práctica del arbitraje. *SCAPE*, 1(1), 7-16.
- Türker, Y. V., & Yılmaz, A. (2023). Satranç hakemlerinin mesleki haz, öz yeterlikleri ile tükenmişlikleri arasındaki ilişki: karma araştırma. *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, 21(4), 35-52.
- Uzun K., (2008). Mafya ligi: Türkiye'de futbol-mafya ilişkileri, *İletişim Kuram ve Araştırma Dergisi*, 26(2), 21-2394.
- Yıldız, Ö., & Yıldız, M. (2020). Futbol hakemlerinin sporun ahlaki iklimine ilişkin görüşleri. *Uluslararası Güncel Eğitim Araştırmaları Dergisi*, 6(2), 357-378.
- Yılmaz, A., & Ağgön, E. (2023). Aktif spor yapan üniversite öğrencilerinin beden memnuniyeti, mental iyi oluş ve özgüven düzeylerinin incelenmesi. *Spor ve Performans Araştırmaları Dergisi*, 14(1), 31-42.