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ABSTRACT

In this study, it was aimed to examine the mindfulness-based self-efficacy levels of undergraduate students studying in sports sciences in terms of various variables. The sample of the research consists of undergraduate students studying at the faculty of sports sciences at Trakya University and Çanakkale Onsekiz Mart University, which were selected by convenience sampling method. The Conscious Awareness-Based Self-Efficacy Scale-Revised (SPS-A) developed by (Cayoun et al., 2012) and adapted into Turkish (Atalay et al., 2017) was used as a data collection tool in the research. The statistical information of the participants was evaluated by using the descriptive survey method in the study. Skewness and Kurtosis values were evaluated statistically by Normal Distribution test analysis. First of all, by looking at the Cronbach Alpha values of the scale, after the validity and reliability analysis, the skewness and kurtosis values of the obtained data were examined and the hypotheses of the socio-demographic variables were tested. Regular exercise status of students studying in sports sciences, taking part in sports organizations organized by university federations, having a licensed athlete for at least three years, according to the exam score taken as a basis for university application, according to the university success score, according to the frequency of participating in recreational activities, It was tested statistically according to the status of working in any job, university, department and class, and no significant difference was found in mindfulness-based self-efficacy, while a significant difference was obtained according to the gender variable. The result of Mann Whitney-U Test was obtained that male undergraduate students studying in sports sciences participating in the research had higher mindfulness-based self-efficacy levels than females ($P: 009 < 0.05$).

Keywords: Mindfulness-Based Self-Efficacy, Self-Efficacy, Mindfulness

1.INTRODUCTION

Mindfulness is one of the cognitive and behavioral treatment approaches. It constitutes a physical and mental exercise practice that includes recognizing inner experiences and focusing attention on the current situation. The concept of awareness seems to come from meditation practices in the East (Kabat-Zinn, 2005). In recent years, the concept of mindfulness has attracted the attention of scientific research literature. Conscious awareness pays one's attention to everything that is happening now. It is a non-judgmental and accepting focus on what is happening within oneself and the outside world. Conscious awareness was born out of Eastern meditation and focused attention. It's the way to focus. Being conscious it is effective in providing and increasing well-being. Being vividly and clearly aware of experiences, kindness it directly contributes to the state of being and being happy. Conscious awareness, individuals and helps others perceive and regulate their emotions accurately. Conscious Self-regulation inherent in mindfulness is about emotional intelligence being able to manage emotions. Recognizing emotions makes it easier to use emotions (Deniz et al., 2017). In addition, conscious awareness, one's attention, it is defined as focusing and accepting only the present without judgment. Looking at the literature, this concept; It is used to describe a theoretical model, mindfulness practices, as well as a psychological process. (Arslan, 2018). At the moment of conscious awareness, the person coming to the sense organs becomes aware of the stimuli actively, and this makes it possible to live the "moment". makes it (Brown, Ryan & Creswell, 2007). Motivation to gain control over the events that individuals encounter in their lives, people need cognitive resources and action. Self-Efficacy is the individual's ability to activate them. relates to their belief in their abilities. In order to be successful in the given task, the

individual must have the necessary skills. But at the same time, the events in achieving the desired goals. Self-efficacy refers to the patterns of action one needs to manage forward-looking situations. Belief in one's own abilities to plan and perform. Conscious awareness is fully alive and awake in life. It's an opportunity to be (Ozkan et al 2018).

Regarding the motivation and performance levels of the groups, One of the variables that started to be emphasized is the perception of efficacy. The concept of competence as a productive capacity consisting of cognitive, social and behavioral sub-skills be defined and self-efficacy and collective efficacy considered as two different structures. In general, self-efficacy the ability of the individual to do a certain job himself or the group of which he is a member, if collective competence expressed as a perception of its capacity (Öcal ve Aydın, 2009). When examining self-confidence, which is one of the important factors on the way to success in sports, three different cases are encountered. (Vealey, 1986). Firstly, individuals' expectations of competence in performing predicted behaviors it is the self-efficacy theory developed by Bandura in 1977 (Bandura, 1997). Sportive confidence, like other personality traits, is a multidimensional construct with many aspects. may be indicated. Accordingly, the person's sportive self-confidence: physical learning and applying skills, psychological skills (such as imagining, being able to go into a flow state) ability to use perceptual skills (such as making decisions, adapting) and there are dimensions such as being satisfied with the level of physical fitness (Weinberger, 2003). Vealey et al. introduced the concept of trust in sports in the process of participation in sports. It is accepted as an important parameter to determine and increase the phenomenon of psychological well-being they have done. However, increased confidence as a result of participation in physical activity. It has been determined that the feeling of emotion has an effect on increasing participation in physical activity and sports (Cox, 1994). Psychological factors are important elements of the highest performance and success in sports. Apart from the optimum physical condition, many psychological characteristics have been described. these were analyzed as elements of top performance (Anderson et al., 2014). In this study, it was aimed to examine the level of mindfulness-based self-efficacy, which is one of these factors, of university students studying in sports sciences in terms of various variables.

2. METHOD

In this study, which aimed to investigate the Mindfulness-Based Self-Efficacy of students studying in sports sciences in terms of various variables, descriptive statistics method was used.

It is a method of collecting, describing and presenting the numerical values of the variable. It is used to describe the characteristics of the research group (Büyüköztürk, 2019).

The sample of the study consists of 263 undergraduate students studying in sports sciences selected by convenience sampling method. The study group consisted of students from the Faculty of Sports Sciences of Çanakkale Onsekiz Mart University and Trakya University. The Conscious-Awareness-Based Self-Efficacy Scale-Revised (SPS-A), developed by Cayoun et al. and adapted into Turkish by Atalay et al., was used. In the research, the findings were revealed with the descriptive statistical method. Scale, a total of 22 from 6 sub-dimensions it is a five-point Likert-type measurement tool. The sub-dimensions of the scale are; emotion regulation, emotional balance, social skills, distress tolerance, taking responsibility, and interpersonal effectiveness. When the skewness and kurtosis values of the obtained data were examined, it was obtained that they exhibited heterogeneous distribution and the analyzes for various variables were analyzed with the Mann Whitney U and Kruskall Wallis Tests in the SPSS Program. The Cronbach alpha coefficient was obtained as 0.737. The skewness and kurtosis coefficients of the data were examined and tested whether they showed a normal distribution. In this direction, it was obtained that the data showed heterogeneous distribution and the analysis of the differences for the variables was made with Mann Whitney U and Kruskall Wallis tests.

3.RESULTS

Table 1. Skewness and Kurtosis Values

Descriptives					
			Statistic	Std. Error	
BEÖÖYORT	Mean		3,2691	,02849	
	95% Confidence Interval for Mean		Lower Bound	3,2130	
			Upper Bound	3,3252	
	5% Trimmed Mean		3,2757		
	Median		3,3182		
	Variance		,213		
	Std. Deviation		,46201		
	Minimum		1,73		
	Maximum		4,45		
	Range		2,73		
	Interquartile Range		,59		
	Skewness		-,295	,150	
	Kurtosis		,332	,299	

Kurtosis and Skewness values were not obtained in the range of -1.5 to +1.5. In line with this result, it was assumed that the data showed heterogeneous distribution. Moreover, the Cronbach alpha coefficient was obtained as 0.737. When Kurtosis and Skewness values are between -1.5 and +1.5, it is considered to be a normal distribution (Tabachnick and Fidell, 2013).

Table 2. Average Scores of the Scale Sub-Dimensions

Scale Sub-Dimension	Average	Number of Items
Emotion Regulation	1,80	5
Emotion Balance	3,25	4
Social Skills	2,66	3
Distress Tolerance	1,66	3
Taking Responsibility	2,00	3
Interpersonal Activity	1,66	3
Average of the Total Scale Items	2,13	22

According to the answers given by the participants to the scale items, it was statistically obtained that the emotional balance scores were the highest (average:3,25). Interpersonal effectiveness and distress tolerance have the same mean. It has been obtained that the level of boredom tolerance of the students in sports sciences, which is the research group, is equal to the effectiveness of people (average:1,66). The total average of the scale items was obtained as 2.13.

Table 2. Mann Whitney U Tests Results

Variable	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig.
Gender	7003,500	14506,500	-2,599	,009
Regular Do Exercise Status	6225,500	9228,500	-1,668	,095
The Status of Taking Part as a Working in or Supporter Sports	20410,500	20410,500	-,958	,338
Do You Have a Experience of Not Less Than Three Years of Licensed Athlete in Clubs?	8240,000	13911,000	-,134	,893
Which University are You Studying at?	7866,000	14082,000	-,936	,349
Work Status	8389,000	14830,000	-,141	,888

Self-efficacy-based mindfulness levels according to the participants' regular exercise status, their volunteering in a sports organization, their status as a licensed athlete in a club for at least 3 years, their university, their departments, their working status while no significant difference was obtained between the sex variables, a significant difference was obtained in the scoring of the gender variable.

Table 3. Kruskal Wallis Tets Results

Variable	Chi-Square	df	Asymp. Sig.
Degree of Classroom	,826	4	,935
Department	,398	3	,941
What is Your Exam Score Range Based on When Applying to University?	2,756	9	,973
Frequency of Participating in Recreational Activities	4,831	4	,305
GANO	2,512	4	,643

Self-efficacy-based mindfulness levels according to the participants' scores when they won the university, and the frequency of participating in recreational activities no significant difference was obtained.

4. CONCLUSION

In the research, according to the gender, regular exercise status, volunteering in a sports organization, being a licensed athlete in a club for at least 3 years, the university they studied, their departments, their scores when they won the university, based on school grade point averages, their working status and the frequency of participating in recreational activities. Self-Efficacy-Based mindfulness levels were examined. Self-Efficacy-Based Mindfulness levels according to the participants' regular exercise status, their volunteering in a sports organization, their status as a licensed athlete in a club for at least 3 years, their university, their departments, their scores when they won the university, their working status and the frequency of participating in recreational activities. While no significant difference was obtained between the sex variables, a significant difference was obtained in the scoring of the gender variable.

In this study, it was found that women's mindfulness scores as a gender variable were higher than men's. This supports the findings in the relevant literature. In the related literature; Akdağ & Walter (2005), in their study, it was revealed that the sense of efficacy differs according to gender, and that women see themselves more competent than men. In another similar study, Şeker, Deniz, and Görgeç (2005) found that female pre-service teachers evaluated themselves as more competent than males. Another finding show that Arslan (2018) was significant within the scope of the study was that women mindfulness levels are significantly higher than men it is. There may be more than one explanation for the gender difference. Gender differs between genders in terms of acceptability of contact with emotions. Therefore, men's it becomes difficult for them to meet their feelings in a non-judgmental and accepting way. In the same way, it is seen that the gains of women in the direction of being aware of their emotions and focusing on emotions are more socially This significant difference between the sexes is considered high, becomes clear. On the other hand, it would be appropriate to examine the gender differences in more detail and to investigate the mediating effect of different variables in future studies.

In this study, there was no significant difference in mindfulness scores in line with the class, department, grade point average and university entrance scores of the participants as the education variable. Looking at the literature on these findings; Arslan (2018) no significant relationship was found for education level. Moreover, it has been obtained that tolerance for distress and interpersonal effectiveness are scored at the lowest average with 1.66. According to the answers given by the participants to the scale items, it was statistically obtained that the emotional balance scores were the highest (average:3,25). In addition, in the relevant literature Silva et al., (2011) it has been obtained that participation in sports negatively affects subjective well-being. Furthermore, Parra Gaete et al. (2022) have associated self-efficacy with better social skills, lower aggression levels, and better school performance. These results are supported by the fact that this research group is both sports science students, and in parallel with this, they are constantly involved in sports activities and their average (average:2,66) social skills score.

To examine the relationship between self-efficacy and performance in different fields. Numerous studies have been conducted on. It has been seen in the literature that Self-Efficacy has an important role in coping with stress (Wiedenfeld, Bandura, Brown, Levine, O'leary & Raska, 1990; Hamarta, Özyesil, Deniz & Dilmaç, 2013) and success (Campbell & Hackett 1986).

In the related literature, Ouguntuase and Sun, (2022) it has been observed that the commitment to accept mindfulness has both significant direct and indirect effects on resilience, self-confidence and emotion regulation on elite football players. Moreover, in the literature Đurović, et al. (2021) it has been seen that self-efficacy has a primary role in sports success. In order to increase sports success, the importance of self-efficacy was emphasized by obtaining the conclusion that psychological intervention should primarily focus on increasing self-efficacy. In addition, Tan & Shao (2021) it was seen that the role of self-efficacy was achieved as a partial mediator between sports health and sports commitment.

In addition today, Mindfulness practices have many effects in the lives of individuals. It is known to have a positive effect. to what is going on around the person and focusing on his inner world in an unprejudiced and accepting way, It is thought to contribute to psychological well-being (Arslan, 2018). In addition to these, Downward & Rasciute (2011) it is seen that encouraging participation in sports activities benefits the society as well as individuals in terms of health and well-being. It has now gained an important public policy issue. Wicker and Tormann (2021) emphasized the importance of this in their work as follows: The mental health and subjective well-being of people has become increasingly important in public health policy. In this direction, we see that the effect of people's mental states on sports is very important.

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