



Scrutiny on the Relationship between the Fair Play Understanding and Self-Confidence Levels of Oil Wrestlers

Sadık Reşat.^{ABCD}, Pepe Hamdi.^{ABC}, Püseli Kerim.^{AC}

Düzce University, Faculty of Sports Sciences, Department of Sports Management

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ABSTRACT:

Purpose: In this study, it was aimed to scrutinize the relationship between the understanding of fair play and self-confidence of oil wrestlers. **Material:** The research group of the study comprised 258 oil wrestlers. In the study, the demographic information survey prepared by the researchers, the Multidimensional Sportsmanship Orientation Scale developed by Vallerand et al. (1997), the validity and reliability of the Turkish version of which was conducted by Balçıklan, and the Self-Confidence Scale developed by Akın (2007) to evaluate their self-confidence were used. Participants responded to the questions of the multidimensional sportsmanship scale and self-confidence scale using a survey method in the digital environment. It was decided whether the data met the prerequisites of the parametric tests by poring over the Skewness and Kurtosis (normal distribution condition of the data) values and the results of the Levene (equality of variances) test. One-Way Analysis of Variance was used to determine the differences of the variables. **Results:** As a result of the research, no significant difference in the self-confidence levels of the participants according to their Sports year, mother and father's profession, and mother and father's educational status ($p>0,05$) was observed, while significant differences were found in their sportsmanship orientations ($p<0,05$). Within the scope of the relational model, it was determined that there was a moderate positive relationship between four sub-dimensions of the sportsmanship orientation scale (compliance with social norms, respect for rules and management, commitment to responsibilities in sports, respect for the opponent) and both intrinsic and extrinsic self-confidence. **Conclusions:** In conclusion, it can be said that as the value given to sportsmanship orientations increases, self-confidence will also increase.

Keywords: Sportsmanship, Oil Wrestling, Self-confidence

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1. Introduction

Fair play is the moral behavior that ensures that an understanding of honesty among people is developed and the concept of respect is experienced at the highest level. In addition to the foregoing, the concept of fair play is also a set of supra-ethical behaviors that prevent athletes' ambitions and determination to win from turning into negative behaviors before, during, and after a competition (Turkish National Olympic Committee, 2023). Fair play is a complex concept that harbors related fundamental values not only in sports, but also in routine life. It includes written and unwritten rules that can be learned or experienced, such as fair competition, respect, friendship, team spirit, equality, doping-free sports, integrity, solidarity, tolerance, care, excellence, and joy, both on and off the field (International Olympic Committee, 2023). It can be defined as morality or honest success in a sport where the sense of tolerance is at the forefront. The desire and ambition of athletes to win more competitions than necessary cause them to violate the rules of the game and turn to unsportsmanlike behavior. Such unsportsmanlike behavior leads to the loss of values, such as respect, socialization, and tolerance, which sports bring to us and are important building blocks of society. Hence, the understanding of fair play is an important factor in ensuring social peace (Tanrıverdi, 2012).

Wrestling is the most common type of sport after hunting, archery, and horseback riding that the Turks do. It is the heritage and treasure of our Turkish ancestors passed down from generation to generation. As one of our traditional sports, wrestling is an important sport that has taken place in our culture. Wrestling is the whole of physical and mental activities performed between two opponents without using any tools or equipment and based on establishing superiority over each other (Dindar, 2011). As a Turkish sport, wrestling has continued to be a unifying element of the society because it has made a significant contribution to the intertwining of the society by being held in large squares and grassy areas (Kaygusuz, 2019). Turkish wrestling is a conventional sports culture that has its own game rules and Turkish customs and traditions and feelings, such as patriotism, in addition to winning, are enhanced. The most common type of wrestling in our country is oil wrestling. It is a sort of wrestling performed by wrestlers wearing kispets and oiling their bodies. Due to the oily body, competitors have difficulty holding each other and slip. The sweat formed through the wrestler's excessive effort comes together with the oils and causes pain in the eyes, and, because of that pain, wrestlers usually wrestle with their eyes closed (Uslu, 2017).

Recently, the importance of winning and losing in sports has increased and requires mental struggle as well as physical struggle in athletes. Hence, the field of sports psychology, which is appreciated by athletes and coaches, is very important in preparation for a competition. In addition to mental workouts, another important factor in sports psychology is self-confidence. The concept of self-confidence can be defined as an emotion that affects every aspect of people's lives. The concept of self-confidence is highly important for athletes. An athlete's psychological readiness for the competition or confrontation provides a sense of goal-oriented achievement and motivation to take part (Çankaya, 2020). High self-confidence is one of the factors that increase psychological resilience. High psychological resilience in athletes enables them to be prepared for positive or negative situations, to manage negative situations, and to be successful even in difficult circumstances (Uluç, 2023).

When the literature is scrutinized, it appears that the general understanding of fair play and self-confidence have an important place in sports and athletes. The ethnic-traditional structure of the region where the study was conducted attaches importance to the sport of oil wrestling, which is widely performed. In this context, the relationship between the understanding of fair play and self-confidence in oil wrestlers has become a matter of curiosity and the study was designed based on it.

2. Method

This study is a descriptive study in the relational scanning model. The descriptive study is the screening arrangements made on the whole universe or a group of it in order to make a general judgment about the universe in a universe consisting of a large number of elements (Karasar, 2011). The research group consists of volunteering oil wrestlers living in the Mediterranean Region in 2023.

Data Collection Tools

The survey method was used as a data collection tool in the study. The survey used in the research consists of three parts. The first part comprises demographic information, the second part consists of the Multidimensional Sportsmanship Orientation Scale, the validity and reliability of the Turkish version of which was developed by Vallerand et al. (1997), and the third part comprises the Self-Confidence Scale developed by Akın (2007). The Multidimensional Sportsmanship Orientation Scale has 4 sub-factors and 20 items. Factor 1: Compliance with Social Norms, Factor 2: Respect for the Rules and Management, Factor 3: Commitment to Responsibilities in Sports, Factor 4: Respect for the Opponent. When Cronbach Alpha values for sub-factors are examined, Factor 1 (Compliance with Social Norms) appears as 0,86, Factor 2 (Respect for Rules and Management) as 0,83, Factor 3 (Commitment to Responsibilities in Sports) as 0,91, Factor 4 (Respect for the Opponent) as 0,82 (Balçıkkanlı, 2010).

Self-Confidence Scale: The scale was developed by Akın (2007), based on Bandura's self-efficacy theory within the scope of the conceptual framework, to determine academic self-efficacy levels. The highest scores that can be obtained from the non-reverse coding scale are 165 and the lowest ones are 33, respectively. High scores indicate high levels of self-confidence. The scale consists of two sub-dimensions, which are defined as intrinsic self-confidence and extrinsic self-confidence. The intrinsic self-confidence subscale consists of 17 items. This sub-dimension is related to the individual's self-confidence and includes features such as self-love, self-knowledge, knowing one's strengths and needs for empowerment, setting clear goals, and positive thinking. The extrinsic self-confidence subscale consists of a total of 16 items. This sub-dimension is related to self-confidence towards the external environment and social life, and includes easy communication, healthy self-expression, controlling emotions, risk taking, and similar features. In the adaptation study of the scale, the intrinsic consistency coefficients for the whole scale were calculated as 0,83, and for the intrinsic self-confidence and extrinsic self-confidence subscales as 0,83 and 0,85, respectively. The test-retest reliability coefficients of the scale were found to be 0,94 for the entire scale, 0,97 for the intrinsic self-confidence subscale, and 0,87 for extrinsic self-confidence. As a result of the data collected in this study, the reliability coefficient of the entire Self-Confidence Scale used was calculated as .89, and the Cronbach's alpha values of the intrinsic and extrinsic self-confidence subscales were determined as .86 and .78, respectively.

Analysis of Data

In the study, descriptive statistics (percentage, mean value, standard deviation) and one-way analysis of variance (One Way ANOVA) and correlation (Pearson) analyzes were used.

3. Results

Table 1. Frequency table for the participants in the study

Variable	Category	Number (n)	%
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Year of Sports	1-5	121	46,9
	6-11	87	33,7
	12-17	15	5,8
	18 and over	35	13,6
Mother's Profession	Civil servant	20	7,8
	Worker	23	8,9
	Housewife	176	68,2
	Small business	10	3,9
	Other	29	11,2
Father's Profession	Civil servant	42	16,3
	Worker	64	24,8
	Small business	49	19,0
	Other	103	39,9
Mother Education	Primary school	117	45,3
	Secondary school	45	17,4
	High school	63	24,4
	University	33	12,8
Father Education	Primary school	79	30,6
	Secondary school	57	22,1
	High school	88	34,1
	University	34	13,2
Total		258	100,0

When Table 1 is examined, it is seen that according to the sports background of the participants, 46,9% of the participants are in the range of 1-5 years, 33,3% are in the range of 6-11 years, 5,8% are in the range of 12-17 years, and 13,6% are in the range of 18 years and above.

When the employment status of the mothers and fathers of the participants is examined, it is seen that 68,2% of their mother's profession are housewives, 8,9% are workers, 7,8% are civil servants, 3,9% are small business owners, and 11,2% are included in the other occupational group. When the father's occupation of the participants is examined, it is seen that 16,3% are civil servants, 24,8% are workers, 19% are small business owners, and 39,9% are in other occupational groups.

When the education status of the parents of the participants is examined, it is seen that 30,6% of the fathers' education level is primary school, 22,1% is secondary school, 34,1% is high school, 11,2% is university, and 1,9% is postgraduate level. It is also seen that 45,3% of the mothers were educated at primary school, 17,4% at secondary school, 24,4% at high school, 11,2% at university, and 1,6% at postgraduate level.

Table 2. ANOVA Results for the Intrinsic Self-Confidence Sub-Dimension

		N	\bar{X}	SS	F	df	p
Sports year	1-5	121	67,78	11,53	1,496	3	,216
	6-11	87	67,59	10,33			
	12-17	15	70,46	12,31			
	18 and over	35	71,60	8,40			
Mother's	civil servant	20	68,60	11,42			

profession	employee	23	62,26	12,08	2,145	4	,076
	housewife	176	69,15	10,68			
	small business	10	67,20	6,97			
	other	29	68,93	10,53			
Father's profession	civil servant	42	69,00	10,57			
	employee	64	66,79	12,49	1,170	3	,322
	small business	49	67,26	8,15			
	other	103	69,67	10,91			
Mother's education	primary school	117	70,05	10,51			
	secondary school	45	66,88	11,11	1,742	3	,159
	high school	63	66,79	11,14			
	university	33	67,60	10,61			
Father's education	primary school	79	68,79	11,30			
	secondary school	57	68,92	11,15			
	high school	88	68,23	10,28	,282	3	,838
	university	34	66,97	10,93			
Total		258					

The fact that whether the intrinsic self-confidence levels of the participants differ according to the year of sports, the profession of the mother and father, and the education status of the mother and father was analyzed with the Anova test. As a result of the analysis, no significant changes were found ($p > 0,05$).

Table 3. ANOVA Results for the Extrinsic Self-Confidence Sub-Dimension

		N	\bar{X}	SS	F	df	p
Sports year	1-5	121	62,63	11,84			
	6-11	87	63,81	10,45	1,432	3	,234
	12-17	15	65,46	11,01			
	18 and over	35	66,80	9,00			
Mother's profession	civil servant	20	65,20	10,13			
	employee	23	58,73	12,39	1,625	4	,168
	housewife	176	64,52	11,03			
	small business	10	62,60	8,08			
	other	29	62,51	10,78			
Father's	civil servant	42	63,76	12,47			

profession	employee	64	63,26	11,48	,723	3	,539
	small business	49	62,14	8,58			
	other	103	64,84	11,19			
Mother's education	primary school	117	65,28	10,94			
	secondary school	45	62,33	11,23			
	high school	63	62,49	11,04	1,367	3	,253
	university	33	62,75	10,83			
Father's education	primary school	79	64,93	10,86			
	secondary school	57	65,29	10,84			
	high school	88	62,09	11,32	1,435	3	,233
	university	34	62,79	10,72			
Total		258					

The fact that whether the extrinsic self-confidence levels of the participants differ according to the year of sports, the profession of the mother and father, and the education status of the mother and father was analyzed with the Anova test. As a result of the analysis, no significant changes were found ($p > 0,05$).

Table 4. ANOVA Test Results for the Compliance with Social Norms Sub-Dimension of Multidimensional Sportsmanship Scale

		N	\bar{X}	SS	F	df	p
Sports year	1-5	121	21,10	3,57			
	6-11	87	21,14	4,03	,715	3	,544
	12-17	15	19,60	4,50			
	18 and over	35	21,02	4,30			
Mother's profession	civil servant	20	21,95	4,27			
	employee	23	20,00	4,17	3,677	4	,006*
	housewife	176	21,45	3,38			
	small business	10	20,10	3,10			
	other	29	18,89	5,47			
Father's profession	civil servant	42	20,83	3,96			
	employee	64	20,71	3,98			
	small business	49	20,47	3,37	1,071	3	,361
	other	103	21,53	4,00			
Mother's	primary school	117	21,63	3,25			

education	secondary school	45	21,28	3,25	2,736	3	,044*
	high school	63	20,09	4,09			
	university	33	20,24	5,64			
Father's education	primary school	79	21,58	3,62			
	secondary school	56	21,00	4,08			
	high school	88	20,85	3,22	1,143	3	,332
	university	34	20,17	5,40			
Total		258					

P<0,05*

It was analyzed with the Anova test whether the levels of the sub-dimension of the multidimensional sportsmanship scale of the participants differed according to the year of sports, the profession of the mother and father, and the education status of the mother and father. As a result of the analysis, significant changes were found in the variables of mother's occupation and mother's education ($p < 0,05$).

Table 5. ANOVA Test Results for the Respect for Rules and Management Sub-Dimension of the Multidimensional Sportsmanship Scale

		N	\bar{X}	SS	F	df	p
Sports year	1-5	121	21,00	3,58			
	6-11	87	20,66	4,26			
	12-17	15	20,20	5,55	,250	4	,861
	18 and over	35	20,80	4,08			
Mother's profession	civil servant	20	22,10	3,98			
	employee	23	20,78	3,01			
	housewife	176	21,10	3,56	4,779	4	,001*
	small business	10	21,60	1,83			
	other	29	17,96	6,20			
Father's profession	civil servant	42	20,80	3,87			
	employee	64	20,46	4,09			
	small business	49	20,30	3,50	,889	3	,447
	other	103	21,28	4,21			
Mother's education	primary school	117	21,54	3,41			
	secondary school	45	20,57	3,58	2,693	3	,047*
	high school	63	19,88	4,29			

	university	33	20,33	5,38			
Father's education	primary school	79	21,55	3,79			
	secondary school	57	21,15	3,49			
	high school	88	20,27	3,86	2,152	3	,094
	university	34	19,94	5,23			
Total		258					

P<0,05*

It was analyzed with the Anova test whether the levels of the multidimensional sportsmanship scale rules and management respect sub-dimension of the participants differed according to the year of sports, the profession of the mother and father, and the education status of the mother and father. As a result of the analysis, significant changes were found in the variables of mother's occupation and mother's education ($p < 0,05$).

Table 6. ANOVA Test Results for the Commitment to Responsibilities in Sports Sub-Dimension of the Multidimensional Sportsmanship Scale

		N	X	SS	F	df	p
Sports year	1-5	121	22,49	2,82			
	6-11	87	22,24	3,35	,285	3	,836
	12-17	15	21,80	3,68			
	18 and over	35	22,28	3,13			
Mother's profession	civil servant	20	23,55	2,62			
	employee	23	21,78	3,20			
	housewife	176	22,53	2,80	2,810	4	,026*
	small business	10	22,00	2,70			
	other	29	20,89	4,45			
Father's profession	civil servant	42	21,90	3,34			
	employee	64	22,17	2,85			
	small business	49	22,08	3,06	1,050	3	,371
	other	103	22,74	3,14			
Mother's education	primary school	117	22,78	2,69			
	secondary school	45	22,13	2,50	1,764	3	,155
	high school	63	21,71	3,48			
	university	33	22,24	4,10			
Father's education	primary school	79	22,91	2,57			
	secondary school	57	22,66	2,84			

	high school	88	21,95	3,09	2,503	3	,060
	university	34	21,47	4,20			
Total		258					

P<0,05*

It was analyzed with the Anova test whether the levels of the multidimensional sportsmanship scale of the participants and the sub-dimension of commitment to responsibilities in sports differed according to the year of sports, the profession of the mother and father, and the educational status of the mother and father. As a result of the analysis, significant changes were found in the variable of mother's occupation ($p < 0,05$).

Table 7. ANOVA Test Results for the Respect for Opponent Sub-Dimension of the Multidimensional Sportsmanship Scale

		N	\bar{X}	SS	F	df	p
Sports year	1-5	121	20,90	3,97			
	6-11	87	19,86	5,21	,882	3	,451
	12-17	15	20,73	4,58			
	18 and over	35	20,51	4,87			
Mother's profession	civil servant	20	22,20	3,65			
	employee	23	20,65	4,27			
	housewife	176	20,80	4,21	5,787	4	,001*
	small business	10	21,40	3,65			
	other	29	16,90	6,14			
Father's profession	civil servant	42	20,28	4,73			
	employee	64	20,51	3,92			
	small business	49	20,46	4,75	,037	3	,990
	other	103	20,56	4,87			
Mother's education	primary school	117	21,11	3,97			
	secondary school	45	19,97	4,43	1,364	3	,254
	high school	63	19,92	5,00			
	university	33	20,03	5,75			
Father's education	primary school	79	21,50	3,74			
	secondary school	57	20,07	4,58			
	high school	88	20,32	4,57	2,378	3	,070
	university	34	19,23	5,91			
Total		258					

P<0,05*

It was analyzed with the Anova test whether the levels of the multidimensional sportsmanship scale and the sub-dimension of respect for the opponent differed according to the year of sports, the profession of the mother and father, and the education status of the mother and father. As a result of the analysis, significant changes were found in the variable of mother's occupation ($p < 0,05$).

Table 8. Pearson Test Results for the Relationship between Sportsmanship and Self-Confidence

		inner self-confidence	extrinsic self-confidence
Compliance with social norms	Pearson	,484	,467
	p	,000*	,000*
	N	258	258
Respect for rules and management	Pearson	,428	,413
	p	,000*	,000*
	N	258	258
Commitment to responsibilities in sports	Pearson	,497	,522
	p	,000*	,000*
	N	258	258
Respect the opponent	Pearson	,364	,375
	p	,000*	,000*
	N	258	258

A moderate and significant correlation was determined between compliance with social norms and both intrinsic self-confidence ($r=484$) and extrinsic self-confidence ($r=467$), which constitute the sub-dimensions of the sportsmanship orientation scale; along with a moderate and significant correlation between respect for rules and management and both intrinsic self-confidence ($r=428$) and extrinsic self-confidence ($r=413$); moderate and significant correlation between commitment to responsibilities in sports and both intrinsic self-confidence ($r=497$) and extrinsic self-confidence ($r=522$); and moderate and significant correlation between respect for the opponent and both intrinsic self-confidence ($r=364$) and extrinsic self-confidence ($r=375$). In general terms, it was determined that there was a moderate positive relationship between the four sub-dimensions of the sportsmanship orientation scale and both intrinsic and extrinsic self-confidence. It can be said that as the value given to sportsmanship orientations increases, self-confidence will also increase

4. Discussion and Conclusion

In this study, in which it was aimed to scrutinize the relationship between the understanding of fair play and self-confidence of oil wrestlers, the multidimensional sportsmanship orientation scale and the self-confidence scale were examined in terms of various variables. In the study, in which 258 athletes took part, the level of relationship between the two scales was tried to be determined.

When the intrinsic self-confidence and extrinsic self-confidence, which are the sub-dimensions of the self-confidence scale, are examined in terms of various variables, no statistically significant difference was found.

When the ANOVA Test results of the Compliance with Social Norms Sub-Dimension of the Multidimensional Sportsmanship Scale were examined, significant differences were found in terms of the variables of mother's profession and mother's education level. It was observed

that the average of mothers whose occupations were not workers, civil servants, housewives, and small business owners differed significantly as a result of the Tukey test, one of the Post Hoc tests. In view of the mother's education level variable, in the adaptation to social norms sub-dimension, it was seen that the average of those whose mother's education level was high school or university was lower than that of those whose education level was primary school and secondary school. In this regard, it can be said that as the mother's education level increases, the athletes' level of compliance with social norms is lower.

When the ANOVA test results of the Respect for Rules and Management Sub-Dimension of the Multidimensional Sportsmanship Scale are examined, it is seen that there is a significant difference in mother's education and profession, as in the previous dimension results. In this dimension, it was seen that those whose mothers had other occupations had a lower average and those whose mothers had high school or university education also had lower averages. In this regard, it can be said that athletes whose mothers are high school or university graduates received lower scores in terms of complying with the rules and management.

In terms of the ANOVA test results of the Responsibilities in Sports Sub-Dimension of the Multidimensional Sportsmanship Scale, a significant difference was found in the Mother's profession sub-dimension. It can be said that the average of mothers whose occupation is other than workers, small business owners, housewives, and civil servants is lower than others.

In view of the ANOVA test results of the Multidimensional Sportsmanship Scale Respect for Opponents Sub-Dimension, a significant difference was found in the Mother's profession sub-dimension. It can be said that the average of mothers whose occupation is other than workers, small business owners, housewives, and civil servants is lower than others. As a result of the research, no significant difference in the self-confidence levels of the participants according to their Sports year, mother and father's profession, and mother and father's educational status ($p>0,05$) was observed, while significant differences were found in their sportsmanship orientations ($p<0,05$). Within the scope of the relational model, it was determined that there was a moderate positive relationship between four sub-dimensions of the sportsmanship orientation scale (compliance with social norms, respect for rules and management, commitment to responsibilities in sports, respect for the opponent) and both intrinsic and extrinsic self-confidence. In conclusion, it can be said that as the value given to sportsmanship orientations increases, self-confidence will also increase.

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Information about the authors:

Sadık R.. (Corresponding author); <http://orcid.org/0000-0002-2312-8213>; resatsadik@duzce.edu.tr Department of Sports Management, Duzce University ; Duzce, Türkiye.

Pepe H.; <http://orcid.org/0000-0003-0525-9882>; hamdipepe@duzce.edu.tr Department of Sports Management, Duzce University ; Duzce, Türkiye.

Püseli K.; <http://orcid.org/0009-0008-9879-0595>; kerimpuseli@gmail.com Department of Sports Management, Düzce University, Post-Graduate Education Institute, Duzce, Türkiye.

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