

## **INVESTIGATION OF UNIVERSITY STUDENT'S SOCIAL APPEARANCE ANXIETY ACCORDING TO SOME VARIABLES**

**RUKIYE TAHILAR, BARIŞ KARAOĞLU, MEHMET BEHZAT TURAN\***

*School of Physical Education and Sport, Erciyes University, Kayseri, TURKEY.*

*\*Email: behzattrn@hotmail.com*

**How to cite this article:** Tahilar, R., Karaoğlu, B., & Turan, M.B. (June, 2017). Investigation of university student's social appearance anxiety according to some variables. Journal of Physical Education Research, Volume 4, Issue II, 37-44.

**Received:** December 15, 2016

**Accepted:** May 22, 2017

### **ABSTRACT**

*Purpose of this study was to make an examine university student's social appearance anxiety level according to their gender, class and department. Population of the research is consisted of 152 students that were chosen by random sampling method. They were the students of different academies of physical education and sports. In the research as data collecting tools; Social Aspect Concerns Scale (Hart et al (2008), and the Personal Information Form were used. Data that was acquired from Personal Information Form and Social Aspect Concerns Scale were statistical analyses by using SPSS 20.0 program. The Mann-Whitney U test statistic was used for comparing gender and the Kruskal-Wallis test statistics used for comparing the other variables also. As the result, the social aspect concerns of students found significant correlation between departments, whereas not statistically significant differences were found in the variable between gender and class.*

**Keywords:** Social appearance, anxiety, physical education, student.

### **1. INTRODUCTION**

Lots of individuals want to communicate with attractive people. Individuals tried to be more attractive and leave a positive impression on others by their communicative skills. They also worry when they think they have not made a positive impression on others. Because anxiety is an undesirable condition that disrupts interpersonal interactions and negatively affects the whole life of the individual (Kashdan, 2007). Anxiety is a vague fear that we hear without knowing what the end is, including sadness, distress, fear, feeling of failure, incapacity, judgment, etc. (Unlu, 2001). No matter what type of communication the individual is going to face with another individual, the individual will go through the way of

**Correspondence:** Mehmet Behzat Turan (Ph.D.), Professor, School of Physical Education and Sport, Erciyes University, Kayseri, TURKEY, Email: behzattrn@hotmail.com.

influencing with his/her image, speech and behaviors. However, when the individual becomes opposed to others, the other side stands on his/her own thoughts and thus lives a concern. The anxiety he/she is experiencing causes his or her attitude to act in the face of the individual or the individual. This leads to anxiety about social appearance in the person.

Social image anxiety is anxiety that focuses on more detailed physical features such as nose, face shape, skin color, facial flush from the general physical appearance of an individual (height, weight, etc.), according to Hart, Flora, Palyo, Fresco, Holle, and Heimberg (2008) it refers to more than a general physical appearance and a holistic state. People who evaluate themselves positively in physical terms are more secure in interpersonal relationships and more successful in their work, while those who think that they are self-disgusted and have many defective parts in themselves are constantly restless, insecure and worthless feelings at various periods of their lives (Ergür, 1996). Negative beliefs about the person himself negatively affects the ability to cope with later social situations. The thoughts that will help to cope with the uncomfortable social situation are also stopped (Gruber & Heimberg, 1997). It is argued that the inability to live in social situations leads to a vicious return that constantly feeds negative perceptions about the self, and that social lingering continues to increase (Gruber & Heimberg, 1997).

When we consider the above information as a whole, it is seen that social anxiety can be effective in different dimensions and levels in different areas of life. When these areas are examined in the literature, it is seen that Çınar and Keskin (2015) are done a work on university students, Alemdağ and Öncü (2015) done their work on teacher candidates, and Seki and Dilmaç (2015) have done studies on adolescents. However, when we look at the literature, it has been found that there are few studies in which social anxiety is used together with variables in question in Turkey. Realizing the importance of this work it can be said that this study which has been made in this direction will make an important contribution to the literature.

## **2. METHODS AND MATERIALS**

### **2.1 Study Group**

This research is in the relational screening model. This screening model can be defined as "... research models aimed at determining the presence and/or degree of exchange between two and more variables" (Karasar, 2007). It is descriptive because of the relationship between the social appearance anxiety of the students attending physical education and sports college and the demographic characteristics of the candidates.

## 2.2 Data Collection Tools

Data collection tools used in the research were Social Anxiety Scale and Socio-Demographic Information Form.

**2.2.1 Socio-Demographic Information Form:** The socio demographic information form consists of 3 questions in order to obtain the participants' gender, department and class information.

**2.2.2 Social Appearance Anxiety Scale:** The Social Appearance Anxiety Inventory (SSI) was developed by Hart *et al.* (2008) to measure the Social Appearance Concerns of individuals. Then, Turkish validity reliability study was conducted by Doğan (2010). The scale consists of 16 items. The SSI has a response key in the form of a 5-Likert type. The first element of the scale is encoded in teren. High scores from SSI, which measures social anxiety in one dimension, indicate that the anxiety of appearance is high.

## 2.3 Forming of The Volunteer Groups

The research was conducted through the working group. The study group consists of the candidates who were in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> classes of Physical Education and Sport Teacher Training, Coaching Education and Sports Management Departments of School of Physical Education and Sports, Erciyes University, Turkey.

## 2.4 Analysis of Data

The data obtained from the personal information form and social appearance anxiety scale were coded and entered into the SPSS 20.0 program and analyzes were made through this program. The personal information and inventory total scores and factor scores for the candidates were determined by determining frequency (f) and percent (%) values. The Mann-Whitney U test statistic was used to compare the scores obtained from the scales by gender. Kruskal Wallis test statistic was used in comparisons according to sections and classes.

## 3. RESULTS

**Table 1: Socio-demographic characteristics of participants**

		N	%
Gender	Male	77	50.7
	Female	75	49.3
Departments	Training Education	68	44.7

	Physical Education and Sport Teaching	49	32.2
	Sport Management	35	23.1
Grade	1 <sup>st</sup>	20	13.2
	2 <sup>nd</sup>	68	44.7
	3 <sup>rd</sup>	30	19.7
	4 <sup>th</sup>	34	22.4

**Table 2: Descriptive statistic of the responses that students gave to the survey**

	<i>n</i>	Min	Max	<i>x</i>	$\pm$ SS
Social Aspect Concerns	152	16	76	31.82	$\pm$ 12.5

When Table 2 is examined, it was found that the social appearance anxiety scores of the volunteers participating in the study were  $31.82 \pm 12.5$ .

**Table 3: Evaluation of participants' social appearance considerations by gender**

	Gender	<i>n</i>	Mean	min	max	Z	<i>p</i>
Social Aspect Concerns	Male	77	27	16	76	-0.339	0.734
	Female	75	30	16	32		

$p < 0.05$

An examination of Table 3 showed that there was no statistically significant difference between the social appearance anxiety scores according to the genders of participants ( $p > 0.05$ ).

**Table 4. Evaluation of participants' social appearance considerations according to departments**

	Department	<i>n</i>	mean	min	max	X <sup>2</sup>	<i>p</i>
Social Aspect Concerns	Training Education	68	24.5	16	76	7.152	0.028
	Physical Education and Sport Teaching	49	32	17	72		
	Sport Management	35	29	17	57		

$p < 0.05$

When Table 4 was examined, it was found that there was a statistically significant difference between the social appearance anxiety scores according to the participants' department ( $p < 0.05$ ).

**Table 5. Evaluation of participants' social appearance considerations according to grade/classes**

	Grade	n	mean	min	max	X <sup>2</sup>	p
<b>Social Aspect Concerns</b>	1 <sup>st</sup>	20	32	20	57	3.061	0.382
	2 <sup>nd</sup>	68	30	16	57		
	3 <sup>rd</sup>	30	31	16	72		
	4 <sup>th</sup>	34	27	16	76		

p<0.05

When Table 5 is examined; there was no statistically significant difference between the social appearance anxiety scores according to the participants' classes ( $p>0.05$ ).

#### 4. DISCUSSION

Today, societies are very interested in people's physical appearance. In many societies, not only today but also in past, characteristics such as youth, beauty and charm have sometimes been regarded as the most important individual characteristics (Ergur, 1996). Most people want to communicate more with attractive individuals. Because of this, individuals struggle to make a more effective impression on others and to look attractive (Yousefi, Hassani, & Shokri, 2009). In this context, social anxiety levels of students were examined according to some variables.

In this study, it was determined that the total score of the social appearance concerns of the volunteers participating in the study was  $31.82 \pm 12.5$  (Table 2). The low score on the scale is considered as a sign of low social anxiety (Dogan, 2010). Considering this situation, it is seen that social appearance anxiety levels of volunteers participating in the study were low. When the literature was examined, Ozcan, Subaşı, Budak, Çelik, Gurel, and Yıldız (2013) conducted a study on women in adolescence and adulthood, and found that social anxiety total scores were  $12.6 \pm 11.6$ . It is thought that social appearance anxiety scores are high due to the social appearance anxiety scores at different levels in the direction of this information presented, the active sports live of the participating participants, success targets and goals, and the sense of responsibility towards family and outside.

There was no statistically significant difference between the social appearance anxiety scores according to the genders of the participants ( $p>0.05$ ). Although there was no significant difference according to gender, female participants' social appearance anxiety scores were higher than male participants.

When the literature is examined, Fayhout, Tignol, Swendsen, Grabot, and Aouizerate (2005), Ummet (2007), and Eren (2002) have reported that social disturbance did not change according to sex. A study by Smits, Powers,

Buxkamper, and Telch (2006) reported that women had more social anxiety than men. There are also studies in our country that show that women have more social anxiety than men. In a survey conducted by İzgic, Akyuz, Doğan, and Kuğu (2000) on university students, the prevalence of social phobia was 8.9% in women and 7.1% in men. These studies in the field of the field support this work presented.

There are also studies that show that women are more vulnerable to social distress, as well as work that reveals that women are seen more often than men. Birchwood, Trower, Brunet, Gilbert, Iqbal, and Jacson (2007), Alemdağ and Öncü (2015), and Dilbaz (1997) have shown that social disturbances are more common in women than in men. When reviewing the related literature, it is not possible to talk about the existence of a common knowledge of social distress in women and men in terms of their incidence and differences. Literature knowledge and investigations reveal contradictory information. Parallel to the findings of this research, studies that show that social disturbance does not differ as much as research that differentiates according to sex, is also mentioned.

In this study, there was no difference in gender in terms of social anxiety; (Alemdağ & Öncü, 2015), because volunteer students are students studying at the same university, having similar social activities, having the same city's common effects and having similar social areas. It was determined that there was a statistically significant difference between the social appearance anxiety scores according to the parts of the participants ( $p < 0.05$ ). In this presented study, statistically significant differences were found between the departments of Coaching Education and Physical Education and Sports Teaching departments in terms of social appearance anxiety. It has been determined that physical appearance and sports teacher education students' social appearance anxiety scores are higher than trainee education students.

When the literature was examined, Alemdağ and Oncu (2015) found that there was a statistically significant difference in the social loss according to the department variable. Contrary to this belief, Yildirim, Çırak, and Konan, (2011) reported that there were no significant differences in social anxiety levels among the teacher candidates who were educated in different departments.

## 5. CONCLUSIONS

In this presented study, when the physical appearance and sport teachers' social appearance anxiety scores were higher than those of the coaching education students, the students in the teaching department were more responsible than their surroundings.

## 6. ACKNOWLEDGEMENT

This article was presented in the 3<sup>rd</sup> International Sport Sciences, Tourism and Recreation Congress of Students in the year 2016 at Gaziantep, Turkey.

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