

Research of Social Appearance Anxiety and Self-Efficacy of the Students Entered University by Special Talent Exam

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ABSTRACT

This research is performed to investigate the social appearance anxiety and self-efficacy of the students entering the university with special talent exams from different fields. Survey method and relational research aimed at collecting data to identify the specific characteristics of a group are used in the study. Questionnaire technique which is frequently used in the survey method is used as a data collection technique in the study. The research group constitutes the students who entered Ağrı İbrahim Çeçen University by a special talent exam. A total of 156 students, as 53 women and 103 men, attending to the School of Physical Education and Sports, Departments of Art Teaching and Music Teaching, are participated in study voluntarily. In the evaluation of the data; descriptive statistics such as frequency, arithmetic mean, standard deviation and t-test, 2x2 Variance Analysis (ANOVA) and correlation tests are used as the statistical method. As a result of the analyzes performed; it is found that the social appearance anxiety of the students are moderate and their self-efficacy levels are over the middle. It is determined that self-efficacy and social appearance anxiety do not differ according to gender, but self-efficacy and social appearance anxiety differ according to the departments. According to another finding obtained; it is concluded that the self-efficacy perceptions of the participants do not differ according to classes and their social appearance perceptions differ according to the classes.

KEYWORDS

Physical education and sports; Social appearance; Self-efficacy; Special Talent Exam

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Introduction

In the development of the perception of the own body of the individual, his/her own opinion has an important role as well as the thoughts and perception of others (Kundakçı, 2005). Social appearance anxiety may develop due to conditions experienced by individuals such as anxiety and tension as a result of evaluation of their negative body image related to body and appearance

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by other people (Clark and Wells, 1995) or negative perception of the individuals directly on their body and body's appearance (Doğan, 2010). From this point of view, Hart et al. defined social appearance anxiety as a social anxiety that the external appearance of the individual perceived various negativities that the external appearance of the person interacted with in the social environment was negatively evaluated, and that he/she experienced negativities related to his/her body appearance in the direction of this negative message (Hart et al., 1989). If the individual does not see himself/herself enough to leave the image he / she want in the eyes of others who are in social interaction, social anxiety appears (Hagger and Stevenson, 2010).

Self-efficacy is a situation in which a person needs to be confident in the related area and environment in order to use the knowledge and skills he possesses most effectively (Özerkan, 2007). In another definition, self-efficacy is seen as a belief that the individual will show a performance adequately in any situation. (Çakar, 2013). Self-efficacy relates to the mental capacity of the individual. It is the situation in which the emotional capacity of the individual is sufficient or not when he/she confronts with a job. Perceived self-efficacy is the judgment of the individual regarding the organization and conduction of the work in the situation that he/she confronts (Bandura 1997). If the individual does not see himself as sufficient for the confronted situation, it is difficult for him/her to be successful. However, if he/she sees himself sufficient, this will increase his/her faith in success and his/her performance against the work.

The belief of efficacy affects how the individual feels, what he/she thinks, how he/she motivates himself/herself and how he/she behaves. Self-efficacy beliefs produce these various outcomes through four main processes. These processes are selective, cognitive, emotional and motivation (Bandura 1993).

Individuals with low levels of self-efficacy beliefs are in an effort to immediately withdraw themselves from the job. This is the extent of strengthening of efficacy (Bong 1997). At this point, the support of the trainers is of great importance.

In this study, it is aimed to determine the self-efficacy and social appearance anxiety of the students entering the university with special talent exams.

Material and Method

Model of the Research

Survey method and relational research aimed at collecting data to identify the specific characteristics of a group are used in the study (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel. 2012). Questionnaire technique which is frequently used in the survey method is used as a data collection technique in the study (Nachmias and Nachmias, 1996).

Research group

The research group constitutes the students who entered Ağrı İbrahim Çeçen University by a special talent exam. A total of 156 ($\bar{X}_{yaş}=22.61 \pm 2.20$) students, as 53 women ($\bar{X}_{yaş}=21.80 \pm 1.98$) and 103 men ($\bar{X}_{yaş}=23.02 \pm 2.21$),

attending to the School of Physical Education and Sports, Departments of Art Teaching and Music Teaching, are participated in study voluntarily (Table 1).

Table 1. Demographic Information of participants

Variable	Category	n	Percentage (%)
Gender	Female	53	34.0
	Male	103	66.0
Department	Departments of Physical Education and Sports	60	38.5
	Art Teaching	57	36.5
	Music Teaching	39	25.0
Class	1st class	38	24.4
	2nd class	36	23.1
	3rd Class	48	30.8
	4th class	34	21.8
Total		156	100

Data Collection Tools

In the research, 'Personal Information Form', 'Social Appearance anxiety Scale' and 'General Self-Efficacy Scale' are used as data collection tools.

Personal Information Form: The Personal Information Form developed by the researchers consists of questions about gender, age, department, class variables in order to gather information about the students entering the university through special talent exams who are the subject of this research.

Social Appearance Anxiety Scale (SACS): The Social Appearance anxiety Scale that is developed by Hart et al. (1989) in order to measure the social appearance anxiety and that is adapted to Turkish by Doğan (2010) is used. The scale consists of 16 items, it is in the form of 5-point (Absolutely not applicable =1, Completely applicable =5) Likert type and it is unidimensional. Cronbach Alpha internal consistency coefficient of the scale is .93 (Doğan, 2010).

General Self-Efficacy Scale (GSES): In order to determine the self-efficacy levels of the sportsmen; General Self-Efficacy Scale that is developed by Schwarzer and Jerusalem (1995) and is adapted to Turkish by Aypay (2010) is used. The unidimensional scale with 10 items is in a 4-point (completely wrong=1, completely correct=4) Likert type. Cronbach Alpha internal consistency coefficient of the scale is .83 (Aypay, 2010).

Data Analysis

In the evaluation of the data; descriptive statistics such as frequency, arithmetic mean, standard deviation and t-test, 2x2 Variance Analysis (ANOVA) and correlation tests are used as the statistical method.

Findings

Table 2. Distribution of Scale Points

Scales	Min	Max	\bar{X}	Ss	Skewness	Kurtosis
GSES	14.00	40.00	31.64	4.99	-.57	.20
SACS	16.00	79.00	38.26	13.41	.68	.45

The distribution of the scores obtained by the participants from the scales is submitted in Table 2. As a result of the analyses, it is observed that the students' self-efficacy is above the middle level and their social appearance anxiety is at the middle level.

Table 3 provides the arithmetic mean and standard deviation values of the scores obtained from the social anxiety and self-efficacy scales of the male and female individuals who are students at different departments of Physical Education and Sports, arts teaching, music teaching.

Table 3. Mean and standard deviation values for social appearance anxiety and self-efficacy scores according to gender and department

		Female						Male								
Departments of Physical Education and Sports	Art Teaching		Music Teaching		Total		Department s of Physical Education and Sports	Art Teaching		Music Teaching		Total				
	\bar{X}	Ss	\bar{X}	Ss	\bar{X}	Ss		\bar{X}	Ss	\bar{X}	Ss	\bar{X}	Ss	\bar{X}	Ss	
Self-efficacy																
	31.37	3.79	31.94	5.23	33.38	5.65	32.26	4.98	30.52	5.39	30.66	4.72	34.14	3.53	31.31	4.99
Social Appearanc e anxiety																
	42.69	12.62	37.84	12.32	29.94	10.55	36.62	12.73	40.72	13.82	40.47	14.82	33.29	9.91	39.12	13.72

According to the 2 x 3 (Gender: Woman-Man/Department: Departments of Physical Education and Sports -Art Teaching -Music Teaching) Variance Analysis results that is performed to determine the difference according to gender and departments, while no significant difference is found in the self-

efficacy scores according to gender ($F_{(1,156)}=.30, p>.05$), a significant difference is found according to departments ($F_{(2,156)}=4.09, p<.05$). Gender x department interaction is not found significant for the self-efficacy scores ($F_{(2,156)}=.51, p>.05$). When the social appearance anxiety scores of the participants are considered, while it is observed that there is no significant difference according to gender ($F_{(1,156)}=.38, p>.05$), it is observed that there is a significant difference according to departments ($F_{(2,156)}=6.79, p<.05$). Gender x department interaction is not found significant for the social appearance anxiety scores ($F_{(2,156)}=.56, p>.05$).

Table 4. ANOVA results of self-efficacy and social appearance anxiety scores according to class

	1st class		2nd class		3rd class		4th class		F	p
	\bar{X}	Ss	\bar{X}	Ss	\bar{X}	Ss	\bar{X}	Ss		
Self-efficacy	31.55	5.12	32.78	4.83	31.20	5.05	31.12	4.94	.87	.46
Social Appearance anxiety	37.71	15.15	36.19	11.76	42.72	13.88	34.79	10.90	2.95	.04

When the one-way Variance Analysis (ANOVA) results performed to determine the differences according to classes are considered, while no significant difference is observed in self-efficacy scores ($F_{(3,152)}=.87, p>.05$), it is seen that social appearance anxiety scores have differentiated significantly ($F_{(3,152)}=2.95, p<.05$).

Table 5. Correlation results between the self-efficacy and social appearance anxiety scores

	Social Appearance anxiety		
	n	r	p
Self-efficacy	156	-.27	.00

Correlation test results in order to determine the relationship between participants' self-efficacy and social appearance anxiety scores have shown that there is a significant negative and low correlation between self-efficacy and social appearance anxiety scores ($r=-.27, p<.01$).

Discussion and Conclusion

In this study, it is aimed to compare the self-efficacy and social appearance anxiety of the students entering the university with special talent exams according to their genders and departments.

As a result of the analyzes performed; it is found that the social appearance anxiety of the students are moderate and their self-efficacy levels are over the middle.

When the findings obtained regarding the gender difference in self-efficacy scores, no difference is observed between male and female students. Among the studies with the similar findings with our research, in the studies of Kızılrnak (2017), Güven (2015), Kuş (2005) and Çimen (2007); they have revealed that the self-efficacy levels of the participants do not differ according to the gender variable. From a study of Keskin et al. (2016) performed on secondary school students in which the self-efficacy levels are different according to gender; they have revealed that self-efficacy levels are significantly different according to gender, the scores of the male students are higher than the female students.

In addition, self-efficacy levels differ according to departments. According to this, the self-efficacy of the students studying in the Department of Music Teaching is higher than the students studying in the Department of Physical Education and Sports and the students studying in the department of Art Teaching. In the study of Aydın et al. (2014); it is concluded that self-efficacy perceptions of the participants have shown a difference according to the department variables. As is, it supports our research findings. However, in the literature, there are studies (Uysal, 2013) and (Yenice, 2012) where there are no significant differences in the self-efficacy perceptions of the participants according to department variables. On the other hand, self-efficacy levels do not differ according to the common effect of gender and department variables.

Analyzes made have shown that social appearance anxiety did not differ according to gender. In another study, it is again determined that social appearance anxiety did not differ according to gender (Ben, 2017). Işıkol-Özge (2013) have reached similar results with our study regarding social appearance anxiety in the students who are continuing in the sixth, seventh and eighth classes in the province of Istanbul and have concluded that the social appearance anxiety does not differ according to gender. In the survey of Alemdağ (2013) performed on the university students continuing the faculty of education, he has revealed that the social appearance anxiety of men is higher than that of women. Again, there are many studies showing that social appearance anxiety is different according to gender that does not coincide with our study (Dökmen, 2006; Eklund ve Crawford, 1994; Feingold & Mazella, 1998).

On the other hand, the levels of social appearance anxiety differs according to departments. According to this finding, the students who have the most social appearance anxiety are the students of the Department of Physical Education and Sports, Department of Art Teaching and Music Teaching, respectively. The students in the Department of Physical Education and Sports have a significantly higher social appearance anxiety than the students in the Department of Music Teaching. It has been found that the social appearance anxiety of the students of the Department of Art Teaching are significantly higher than those of the students of the Department of Music Teaching. In a study executed by Yıldırım et al. (2011) in the relevant body of literature, it is seen that there are not significant differences in the social appearance anxiety levels of the teacher candidates who received education at different departments and again, in the study executed by Kılıçaslan (2006) on the teachers, the physical senses of self of the physical education teachers is 81% positive when compared to other branch teachers. Studies executed as is, show similarity with our research findings. Among the studies with no similar findings with our study findings, in the study of Alemdağ (2013), it is shown that social

appearance anxiety of the teacher candidates at the department of physical education and sports teaching is lower than other departments.

According to another finding obtained, the self-efficacy levels of the participants do not differ according to the classes. According to the results of the research, it is possible to say that the class level does not determine self-efficacy perceptions. However, when the body of literature is examined, Keskin et al. (2016) have found that secondary school students have differences on attitudes and self-efficacy, and that self-efficacy levels have decreased as the class level increased.

The social appearance anxiety has differed according to classes. According to this finding, the social appearance anxiety of the students in 3rd class is significantly higher than the social appearance anxiety of 4th class students. In the study of Keskin et al. performed in 2014 on the students at the department of physical education and sports, they have found that social appearance anxiety of 1st class students is higher than the 3rd and 4th class students and in this regard, he has obtained similar findings with our study. Again, in the study of Alemdağ (2013) has found that first class and second-class students have higher social appearance anxiety than the fourth class students. The studies performed show similar results with our study. There are studies showing that social appearance anxiety does not change according to class level (Dinç, 2016).

The results of the correlation test have shown that there is a significant relation in negative direction with a low level between the self-efficacy and social appearance anxiety scores. Accordingly, it can be said that as the self-efficacy level increases, the level of social appearance anxiety will decrease.

As a result of the research, it is possible that we cannot say that gender of the participants whether they are male or female, is effective in determining the social appearance anxiety and self-efficacy levels. It has been found that as the classes of the students increase, their social appearance anxiety has decreased, and it is possible for us to correlate the reason to that they focus more on work-related issues in the senior years. High self-efficacy levels of the students in the Department of Music Teaching may be associated with their self-confidence about doing their performances successfully. In the department differences, it is considered that the students of Department of Physical Education and Sports have higher social appearance anxieties than the other departments because they think that they take place in sports and that they are in the limelight. It is concluded that self-efficacy affects social appearance anxiety and as the self-efficacy level increases, the social appearance anxiety is reduced.

Disclosure statement

No potential conflict of interest was reported by the authors.

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