

THE RELATIONSHIP BETWEEN SOCIAL APPEARANCE ANXIETY OF ADOLESCENTS AND THEIR ATTITUDE TOWARD PHYSICAL EDUCATION LESSON

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ABSTRACT

The aim of the research is to analyse the relationship between social appearance anxiety of adolescents and their attitude toward physical education lesson. In this study, relational research model was used. The study group consisted of 348 high school students ($M_{yaş}=13.84$, $SD=1.27$) that educated in different high school in Ankara and Aksaray, 198 (%56.9) of them were girls and 150 (%43.1) of them were boys. As a data collection tool "Social Appearance Anxiety Scale- Adolescents" and "Physical Education and Sports Attitude Scale" were used. In analysis, both descriptive statistics and inferential analysis such as t-test that belongs to the difference among arithmetic means in independent groups, correlation and regression analysis were used. In the research, it was seen that level of social appearance anxiety had an effect of low level on the levels of attitude toward physical education lesson and social appearance anxiety explained 5% of total variance in the levels of attitude toward lesson. In addition, it was identified that the students' attitude toward physical education lesson was positive and their social appearance attitude was in medium level. It wasn't seen a meaningful difference in the levels of social appearance anxiety according to the gender variable.

Key words: Physical education, anxiety, social appearance anxiety, lesson attitude, adolescent

ERGENLERİN SOSYAL GÖRÜNÜŞ KAYGILARI İLE BEDEN EĞİTİMİ DERSİNE YÖNELİK TUTUMLARI ARASINDAKİ İLİŞKİ

ÖZET

Araştırmanın amacı, ergenlerin sosyal görünüş kaygısı düzeyleri ile beden eğitimi dersine yönelik tutumlarını arasındaki ilişkiyi incelemektir. Çalışmada ilişkisel araştırma modeli kullanılmıştır. Çalışma grubunu, Ankara ve Aksaray illerinde çeşitli liselerde öğrenim gören 198 (%56.9) kız, 150 (%43.1) erkek olmak üzere, toplam 348 lise öğrencisi ($M_{yaş}=13.84$, $SD=1.27$) oluşturmuştur. Veri toplama aracı olarak "Sosyal Görünüş Kaygısı Ölçeği-Ergen" ve "Beden Eğitimi ve Spor Tutum Ölçeği" kullanılmıştır. Analizlerde, betimsel istatistiklerin yanında bağımsız gruplarda aritmetik ortalamalar arası farka ait t-testi, korelasyon ve regresyon analizi gibi çıkarımsal istatistikler kullanılmıştır. Araştırmada sosyal görünüş kaygısı düzeyinin, beden eğitimi dersine yönelik tutum düzeyleri üzerinde düşük düzeyde etki büyüklüğüne sahip olduğu, sosyal görünüş kaygısının, derse yönelik tutum düzeylerindeki toplam varyansın %5'ini açıkladığı görülmüştür. Bunun yanında öğrencilerin beden eğitimi dersine yönelik tutumlarının olumlu, sosyal görünüş kaygılarının orta düzeyde olduğu tespit edilmiştir. Sosyal görünüş kaygısı düzeylerinde cinsiyet değişkenine göre anlamlı fark görülmemiştir.

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INTRODUCTION

Adolescence is a period that pass from the end of childhood in individual's growing process until his/her reaching to adulthood physiologically (Koç, 2004). This period when a lot of developmental changes occur is not only about living these changes, but also it should be attuned to these changes. Adolescents show much awareness for these changes that occur in their bodies (Oktan & Şahin, 2010). It is seen that they make an effort to cope with the compliance with rapid development and these changes in this period when their biggest pursuit is their bodies (Derman, 2008). Especially changing physical sights in the first years of adolescence, increasing cognitive skills and introspection capacities occupy their minds enormously. However they direct their attention to body and they occupy with the others' detection about their bodies (Rosenblum & Lewis, 1999; Montemayor & Eisen, 1977). Researches made for adolescents' problems show that they have anxiety about their bodies' structure and sights (Kulaksızoğlu, 2007).

Appearance anxiety means individual's own anxieties and anxieties that individual feel about his/her assessment by the others. Anxieties about the body increase more in social environments, so that sometimes adolescents can't go out or they avoid entering into social environments. (Doğan, 2009). However the relationship that human who is a social, psychologic, cultural and biologic creature establishes with his/her immediate and remote environment that human is included and the quality of the relationship affect the socialising process of human. Yavuzer (1998) has explained that the biggest success of individual's life is to obtain a solid and balanced socialising. The problems and inhibitions that individuals face with in socialising process may affect this process negatively and they may cause anxieties

(Baltacı, 2010). According to Dayhoff and Kendrick (2000) social anxiety is a fear reaction that is induced by entering into a social situation and displaying performance when an individual is in view of others and in assessment situation by others. Social appearance anxiety known as a social anxiety is identified as an anxiety and a tension that is felt when physical sight of people are assessed by the other people (Hart ve ark., 1989). But these anxieties don't consist of only anxieties caused by body shape of individual. It is a general and totalitarian anxiety that includes the anxieties felt about stature and face shape of individual (Hart ve ark., 2008). Social appearance anxiety is directly related to body image that meand how an individual detects his/her body (Cash & Fleming, 2002). In a lot of researches made, it is seen that individuals that aren't engaged in sports are more satisfied with their body image than the individuals engaged in sports. (Aşçı, 2004; Çok, 1990). Grogan (1999) has explained that individuals that aren't satisfied with their physical sights are trying to be renewed with different ways and the most commonly used way is to participate in physical activities. But Cox (2002) has declined that dissatisfaction with physical sight may be a positive effect that increases the participation into physical activities and also it may be a nonattendance reason not to be exposed to negative assessments because of physical sight. In this respect, physical education lessons may be used as a tool to decrease the social appearance anxiety and also there is an opposite situation. Because when it is thought that physical skills take place mainly and assessments are made in the view of students' peers in physical education lessons, it is seen that students feel anxiety about looking clumsy for their peers, failure, wounding and body image (Shephard & Trudeau, 2000; Tremayne,

1995). These kinds of anxieties may reflect to students as a reluctance toward physical education lesson, shyness and a negative attitude.

Students' positive attitudes toward physical education lesson may provide that lesson activities are taught efficiently and they may ease that lesson reaches to its special and general aims and they may provide voluntary participation of students into multiple physical activities in the future (Silverman & Scrabis, 2004). When it is considered that the first aim of physical education lesson is to develop positive attitudes in students and to support the elevation of lifelong physical activities, positive attitudes developed toward lesson become important factors for teaching the lesson efficiently (Demirhan & Altay, 2001; NASPE, 1995) and reaching of education to its aims. When the attitude studies made about physical education field in the body of literature are analysed, it is seen that there are a lot of studies about students' attitudes toward physical education and sports and about identifying the variables that affect these attitudes (Bernstein, Phillips and Silverman, 2011; Chung and Phillips, 2002; Erbaş, Güçlü & Zorba, 2013; Kangalgil, Hünük and Demirhan, 2006; Silverman and Subramaniam, 1999; Ünlü, 2012). However when studies made about social appearance anxiety are analysed,

METHOD

In the research, relational research model was used. It was analysed the relationship between social appearance anxiety level of adolescents and their attitudes toward the lesson and whether this relationship differed according to the gender variable or not.

Research Group

The research group consisted of 348 high school students ($M_{yaş}= 13.84$, $SD=1.27$) that educated in different high school in Ankara and Aksaray, 198

social appearance anxiety is analysed in the sense of multiple variables such as gender, age, socio-economic level (Ko, 2010; Özcan, Subaşı, Budak, Çelik, Gürel & Yıldız, 2013), comparison among countries are made (Ko, 2010), the relationship between self-respect (Işıkol-Özge, 2013; Şahin, Barut, Ersanlı & Kumcağız, 2014; Özcan, Subaşı, Budak, Çelik, Gürel & Yıldız, 2013) and participation into physical activity and social self-sufficiency (Alemdağ, 2013) is researched. But it isn't faced with any study about identifying the effect of social appearance anxiety on attitudes. In a lot of studies that analyse the relationship between attitude and anxiety in the body of literature, (Baloğlu, Koçak and Zelhart, 2007; DeVaney, 2010; Doğan and Çoban, 2009; Finney and Schraw, 2003; Hussain, 2011; Kurbanoglu and Takunyacı, 2012) it is found a negative relationship between anxiety and attitude. From this point of view, it is thought that social appearance anxiety may be an obstacle in front of students' developing positive attitude toward physical education lessons and their participation into lesson actively, because of this reason in this study, it is aimed to identify the size of adolescents' social appearance anxiety effect on attitudes toward physical education lesson.

(%56.9) of them were girls and 150 (%43.1) of them were boys, these students were selected by random sampling way

Data Collection Tools

As a data collection tool "Social Appearance Anxiety Scale- Adolescent" and "Physical Education and Sports Attitude Scale" were used.

Social Appearance Anxiety Scale- Adolescent: "Social Appearance Anxiety Scale (SAAS)" was developed by Hart, Flora, Palyo, Fresco, Holle and Heimberg (2008) and it was adapted to

Turkish by Doğan (2010). Scale was adapted to Turkish by Doğan (2011) and also analysis of its psychometric features was performed in a sample consisted of adolescents (SAAS-A). Scale consists of 16 items and it is a five-likert and self-report type. SAAS has an answer key as (1) Not applicable, (5) Completely suitable. The first item of the scale is codified in reverse. High points state high appearance anxiety. Scale consists of cognitive, affective and behavioral statements about individuals' appearance anxieties. Exploratory and confirmatory factor analysis were made in order to determine factor structure of the scale. The results of factor analysis have showed that the scale is single-factorial model. Social Anxiety Scale for Adolescents (SASA) and its correlation were analysed to examine its validity connected with Standard. Positive relationships in high level were found between SAAS- A and SASA and its sub-dimensions. Cronbach alpha inner coefficient of consistence parameter of SAAS-A was found as .91 and reliability parameter of test-retest was found as .80.

Physical Education and Sports Attitude Scale : "Physical Education and Sports Attitude Scale" developed by Demirhan and Altay (2001) was used in order to identify the attitudes of students toward physical education lesson. Scale that has a structure of single factorial model consists of 12 positive and 12 negative, total 24 items. Scale consists of statements such as "My thoughts exactly, I agree, I am indecisive, I don't agree, I don't agree exactly". Positive items of the scale start with the

statement "My thoughts exactly" and they are graded as 5, 4, 3, 2, 1 and negative items start with the statement "I don't agree exactly" and they are graded as 5, 4, 3, 2, 1. The lowest point that will be obtained from the scale is 24, the highest point is 120. Points between 1-24 arası express the most negative attitude, between 25-48 express negative attitude, between 49-72 express neutral attitude, between 73-96 express positive attitude and between 97-120 express the most positive attitude. Cronbach Alpha reliability parameter of the scale is 0.93, intraclass correlation coefficient is 0.85 and Standard validity reliability parameter is calculated as 0.83.

Analysis of the Data

Firstly arithmetic means value of the items placed in the research were analysed and analysis was made over these means. In analysis of the data; descriptive statistics (number, per cent, arithmetic and Standard deviation), t-test for Independent Groups to identify the difference between dependent and independent variables and Pearson product-moment correlation coefficient technique to identify the relationship were used. However, multilinear regression analysis was used to identify the predictive levels of independent variables when they predict dependent variables. In these analyses, social appearance anxiety scale was considered as an independent variable and attitude toward physical education lesson was considered as a dependent variable. At rendition of data, 0.01 and 0.05 significance level were used. Data of the research were analysed with SPSS 18 program.

FINDINGS

Social Appearance Anxiety of Adolescents and Their Attitude Levels toward the Lesson

Point averages and Standard deviation that belong to social appearance anxiety

of adolescents placed in research group and their attitude levels toward the lesson were shown in Table 1.

Table 1. Social Appearance Anxiety of Adolescents and Their Attitude Levels toward the Lesson

Dimension	n	M	SD
Social Appearance Anxiety	348	36.27	12.337
PE Lesson Attitude	348	84.35	18.787

When Table 1 was analysed, it was seen that students' levels of social appearance anxiety ($M=36.27$, $SD=12.33$) were in

medium level and their attitude levels toward the lesson were in high level ($M=84.35$, $SD=18.78$).

Social Appearance Anxiety Level and Lesson Attitude According to Gender Variable

T-test that belongs to arithmetic means in independent groups was made to identify

whether students' social appearance anxiety and their lesson attitude differ according to the gender variable or not and results of the analyses were shown in Table 2.

Table 2. Social Appearance Anxiety Level and Lesson Attitude According to Gender Variable

Dimension	Gender	n	M	SD	Df	t	p
Social Appearance Anxiety	Female	198	35.60	11.894	346	-1,169	.243
	Male	150	37.16	12.885			
PE Lesson Attitude	Female	198	84.33	20.252	346	-,024	.981
	Male	150	84.38	16.725			

$p>.05$

When Table 2 was analysed, it was seen that there wasn't a meaningful difference between social appearance anxiety

levels and attitude level toward physical education lesson according to gender variable ($p>.05$).

Relationship between Social Appearance Anxiety and Lesson Attitude

The results of the analyses made in order to identify the relationship between

students' social appearance anxiety levels and their attitudes toward the lesson were shown in Table 3.

Table 3. Relationship between Social Appearance Anxiety and Lesson Attitude

Variables	SPA	PELA
Social Appearance Anxiety (SPA)	1	
PE Lesson Attitude (PELA)	-.219**	1
Mean	36.27	84.35
Standart Deviations	12.337	18.787

** $p<.01$

When Table 3 was analysed, it was determined that there was a negative relationship in medium level between social appearance scale and attitude levels toward physical education lesson ($r=-.219$; $p<.01$).

The results of the regression analysis made in order to determine the predictive power of social appearance anxiety for attitude toward physical education lesson were shown in Table 4.

Table 4. Predictive of social appearance anxiety level for attitude toward the lesson

Variables	B	Standart error	β	t	p	Dual r	Partial r
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Constant	96.469	3.060	31.523	.000			
Social Appearance Anxiety	-0.334	0.080	-0.219	-4.179	.000**	-0.219	-0.219
R= 0.219	R ² = 0.048						
F= 17.466	p= .000						

**p< .01

When the results of the analysis placed in Table 4 were analysed, it was seen that social appearance anxiety was a meaningful precursor of students' attitudes toward physical education

DISCUSSION AND CONCLUSION

In the research, it was identified that students' social appearance anxiety levels were in medium level (Table 1). This finding showed parallelism with the results of the study made with adolescents (Şahin et al., 2013; Işıkol-Özge, 2013). In the studies where social appearance anxieties of preservice teachers were determined, it was found anxieties in medium (Alemdağ, 2013) and low level (Yüceant, 2013). Especially adolescents direct mainly their attentions to their bodies in the first years of adolescence (Montemayor & Eisen, 1977) and they are the years when anxiety is felt the most intensively (Kartopu, 2012) so that it is an expected situation that people in this age group have generally a specific anxiety level.

In the study, also it was seen that attitudes of students toward physical education lesson were high (Table 1). This finding showed parallelism with a lot of researches in which attitudes toward physical education lesson of high school students were determined (Akandere, Özyalvaç and Duman, 2010; Chatterjee, 2013; Doydu, Çelen and Çoknaz, 2013; Erbaş, Güçlü & Zorba, 2013; Harriet, Richard and Tokie, 2006; Kangalgil, Hünük and Demirhan, 2006; Khan, Abbass, Islam, Khan and Din, 2012; Kjonniksen, Fjortoft and Wold, 2009; Stelzer, Ernest, Fenster and Langford, 2004; Ünlü, 2012).

lesson (R²=.05, F= 17.46, p<.01). It may be stated that 5 % of total variance for attitude toward physical education lesson is explained with students' social appearance anxiety.

When levels of social appearance anxiety were analysed in the sense of gender (Table 2), it wasn't seen a meaningful difference between girls and boys. This finding showed parallelism with the results of many studies (Şahin, Barut & Ersanlı, 2013; Ko, 2010; Işıkol-Özge, 2013). But in the study with university students made by Çepikkurt and Çoşkun (2010), they have identified that women are more displeased with their physical sights than men and women have more negative senses about their physical sights. Kierkegaard (2009) has explained that women have more anxiety than men but this situation don't cause because of women's physical weakness, it causes because of their owing an essential moral quality and when morality increases, anxiety increases. But when it is viewed from the point of social appearance anxiety, women participate into physical activities more than the past, they start to move their bodies although it is generally for the purpose of losing weight and walking, it may be thought that these reasons may decrease the effect of gender factor on the level of social appearance anxiety of adolescents.

When students' attitudes toward physical education lesson were analysed according to the gender, (Table 2), it wasn't seen a meaningful difference between girls and boys. When this finding shows parallelism with studies in a limited number (Chatterjee, 2013;

Subramaniam ve Siverman, 2007), it don't coincide with the results of many researches (Akandere et al., 2010; Chung and Phillips, 2002; Kjonniksen, Fjortoft and Wold, 2009; Koca and Demirhan, 2004; Stelzer, Ernest, Fenster and Langford, 2004; Şişko and Demirhan, 2002). The difference between the research findings may be caused of the difference in attitude scales used. In addition to this, latent variables that are taken to the content of research such as the difference of the sample features, places where girls grow up, attitudes of parents toward the lesson, their education levels, teaching methods used in the lesson may cause the difference in these findings. When it was considered that in Ancient Greek women were forbidden to participate in Olympic Games and even they were forbidden to watch them, it was an expected result that men had more positive attitudes than women. Because when it is thought that lifelong sports habit has been gained since early years, men's more active participation into physical education and sports activities brings positive attitude with them. Although there are a lot of studies that men's attitude points toward physical education lesson are higher than girls and it is determined that when adolescent girls' ages increase, they participate into physical activities less in the studies performed by Silverman and Subramaniam (1999) and Butcher and Hall (1983), it may be thought that the form of this situation has started to change as of today. The main factor of the changes in the results is thought that women participate into sportive activities more than the past with the social changes that occur today and however there is an increase in their sportive successes. In parallel with these increases, girls and adolescents are motivated with these successes in society, this situation may be effective in

developing negative attitudes toward physical education and sports activities. Therefore, it is seen that girls have started to move their bodies although it is only composed of walking for the purpose of losing weight. In a study made to determine the expectations of secondary school students in different genders from physical education lesson, it is identified that purposes developed about physical sight with physical education lesson are very important for secondary school students (Yıldırım, Yetim and Şenel, 1996). It is thought that mass media has an effect on positive attitude presentation of girls toward physical activities. Dietitians often emphasize the importance of sports to lose weight and to stay in shape in visual and printed media, communication tools such as television, newspapers and magazines reach to many people and validity of sports programs increase in these medias, so that these reasons may be considered as effective factors. Developing positive attitudes toward sports in all factors increases the effect of gender factor. Also it may be thought that attitudes toward physical education and sports activities of the parents of girls taken place in research group may be effective on this result. As Silverman and Scrabis (2004) have determined that if the attitudes toward physical education lesson of parents are negative, it may provide teaching of lesson activities in an efficient way for students and lesson may easily reach its special and general purposes and also it may provide voluntary participation of students into multiple physical activities in the future. however in the study made by Hunter (1956), it was explained that high schoolgirls are pleased with the teacher interaction (Akt., Aicinena, 1991). It can be said that positive attitude toward physical education lesson of girls provides the effective participation of schoolgirls taken place in study group

into class activities made by physical education teachers.

It is identified that there is a negative relationship in medium level between social appearance anxiety and level of attitude toward physical education lesson. The increase in level of social appearance anxiety may have a negative effect on attitude toward physical education lesson. On the other hand, it is determined that social appearance anxiety has an effect in low level on attitude toward physical education lesson (Table 4). Also the effect of social appearance anxiety level on attitude toward the lesson is explained with 5% rate. As explained in introduction, there isn't any study that directly analyse the relationship between social appearance anxiety level and attitude toward physical education lesson. Because of this reason, this finding can't be commented by comparing with other research findings. But finding obtained is in parallel with the finding that expresses that there is a negative relationship between attitude and anxiety in the

studies that analyse the anxiety and attitude in other fields (Baloğlu, Koçak and Zelhart, 2007; DeVaney, 2010; Doğan and Çoban, 2009; Finney and Schraw, 2003; Hussain, 2011; Kurbanoğlu and Takunyacı, 2012). Although physical activities are the most commonly used methods by people who aren't satisfied with their physical sights and want to renew themselves (Grogan, 1999) and when participation level into physical education increases, social appearance anxiety decreases, (Alemdağ, 2013) it is identified that adolescents in research group have a negative attitude toward physical activities because of their social appearance anxieties. But it is thought that adolescents in study group don't reflect their attitudes on their behaviours because of the fact that they have a positive attitude toward the lesson. Since Cox (2002) has declined that dissatisfaction with physical sight may be a positive effect that increases the participation into physical activities and also it may be a nonattendance reason not to be exposed to negative assessments because of physical sight.

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