

**An Investigation of the Social Physical Anxiety Levels of Individuals in
University Education**

Ünal TÜRKÇAPAR^{1*} 

Yavuz YASUL² 

¹Kyrgyzstan Turkey Manas University School of Physical Education and Sports, *KYRGYZSTAN*
Kahramanmaraş Sütçü İmam University School of Physical Education and Sport, *TURKEY*

²Ondokuz Mayıs University Vocational High School of Bafra, Samsun, *TURKEY*

 DOI: 10.31680/gaunjss.923870

Original Makale / Original Article

Geliş Tarihi / Received: 21.04.2021

Kabul Tarihi / Accepted: 23.06.2021

Yayın Tarihi / Published: 21.06.2021

Abstract

The aim of this study is to determine how the social physics anxiety levels of individuals who study at university and take physical education lessons are shaped. In the research, descriptive survey model was used. 163 male and 120 female participants who studying in different departments of the Kyrgyzstan Turkey Manas University constitute the study group of the study and volunteerism was taken as a basis for participation. The data of the study were used by the "personal information form" prepared by the researcher and the social physics anxiety inventory developed by Hart et al (1989) and adapted into Turkish by Mülazımoğlu and Aşçı (2006) in order to measure the anxiety levels of individuals. The data obtained were evaluated in computer environment using the SPSS 21.0 statistics program. By conducting normality analysis, Independent Sample t test was used for pairwise group comparisons, and One Way Anova test was used for comparisons of three or more groups. As a result of the study, it was seen that there was no significant difference between the anxiety levels of university students and gender, sports branch, class, age, academic achievement and the department they studied, but it was found that the family income levels of the students had an effect on the determination of the anxiety levels of the participants. In this study, it was concluded that family income level may have an important effect on determining the level of anxiety in university students.

Keywords: Anxiety, Physical Education, University education, Social physics anxiety.

Introduction

The concept of concern entered our language from western sources with the translation of the concept of "anxiety". Anxiety shows with uncertain fear, anxiety, and distress felt for an unknown reason. Anxiety emerges when an individual has a thought that something bad will happen and that he / she cannot prevent it (Anthony & Swinson, 2000). In general, many subjective and objective complaints and symptoms can be found in individual with anxiety. These include mental anxiety, panic fear, confusion, tension, insecurity, anxiety, bodily dry mouth, headache,

* **Responsible Authority:** Yavuz YASUL

e-mail: yavuzyasul@gmail.com

dizziness, nausea, palpitations, weakness, weakness, anorexia, low or high blood pressure, muscle tension, stomach- intestinal complaints, increased respiratory rate, sweating, tremors and insomnia (Köknel, 2005).

The concept of social anxiety was first used by Janet in 1903. Janet used the concept of social anxiety to avoid speaking in front of a crowd, performing in front of large groups, and being able to write. Such symptoms were initially not accepted as a psychological disorder, but rather a normal condition (Karakaş, 2008). Social physical anxiety, which is one of the concepts related to the anxiety of an individual due to his /her appearance, is defined as the anxiety and tension that people feel while evaluating their physical appearance by others (Hart et al., 1989).

Appearance anxiety includes people's anxiety about their physical appearance and the anxiety states that arise when others evaluate it. However, it seems that these anxiety situations are not only caused by the physical appearance of the people. Briefly, the concept that includes concerns about many characteristics of the individual such as height, weight, facial features, and dressing style indicates a more general anxiety. People who develop negative feelings and thoughts about body perception, who are anxious due to their appearance, deal with the parts they feel uncomfortable in their daily lives, constantly looking at themselves in the mirror or on any surface where they can see them and comparing themselves with other people can be seen. In addition, behaviors such as staying at home and avoiding socializing can also be observed due to the increased anxiety about the body in social environments (Doğan & Çoban, 2009).

In the period we live in, it is seen that physical appearance is among the issues that people of all ages, especially the young people, take into consideration and care (Göksel et al, 2018). The slim body in women and muscular body structure in men, which has been socially accepted and become a value, is reflected as a cultural value in television programs, magazines, advertisements and social media. It is seen that the reflected ideal physics perception has an effect that can cover the individual's thoughts, attitudes and achievements. It is worth noting how important individual's perceptions of their own bodies are as well as how other people understand them. People want to make a positive impression on other people in their social environment and direct themselves accordingly. Yet it seems that some people care an concerned about this a lot compared to others (Çepikkurt & Çoşkun, 2010). These perceptions created and adopted in the society regarding physical appearance

create the pressure that people should reach certain physical dimensions that are unrealistic. When people fail to meet these standards or go beyond the standards, they may have wrong feelings and thoughts about their appearance being disliked by others and worry about their body being evaluated by others. People's anxiety about other people's negative evaluations about their physical appearance is defined as social physical anxiety (Ersöz, 2011).

Having weak, healthy, muscular features and creating a positive impression on other people has been important for individuals throughout life. People think that being beautiful is positive and being ugly is negative. This situation is also supported by mass media, the ideal body patterns that are highlighted change people's feelings and thoughts and affect their body perception (Yaman et al, 2008). The meaning and evaluations that people give to appearance differ from culture and time (Telli & Ünal, 2016).

Although today's technological developments make life easier in some ways, they make people more dependent on technological devices and cause a decrease in the rate of physical activity. In addition to the decrease in the activity rate, the change in the diet also accelerates the weight gain of people at a high rate. Social, physical and emotional problems caused by obesity, which is frequently encountered in developed and developing countries, come to us as a social problem (Yılmaz & Dinç, 2010).

Paying excessive attention to one's appearance is one of the main characteristics of adolescence. Considering the influence of the media today, physical appearance defects constitute an important problem for adolescents (Doğan, 2011). Adolescents usually compare their appearance with the appearance of other people around them and are evaluated by others (Seki & Dilmaç, 2015).

The aim of this study is to determine how the social physics anxiety levels of people studying at university and taking physical education lessons are shaped.

Method

Research Design

The research has a descriptive nature and the social physics anxiety levels of individuals who have university education have been examined.

Scanning model was used in the research. Scanning models are research approaches that aim to examine a past or present situation as it exists, performed on

a sample group selected from a population that includes large groups. The event, individual or object subject to the research is tried to be defined in its own conditions and as it exists (Karasar, 1994).

Study Group

A total of 283 participants, 163 men and 120 women who studying in different faculties of the Kyrgyzstan Turkey Manas University in the 2019-2020 academic year constitute this research group.

Data Collection Tools

"Personal Information Form" developed by the researcher was used to determine the demographic characteristics of the individuals participating in the study. This form; It consists of gender, age, department you attended, class you attended, academic achievement level, sports branch and income level of your family.

Social physics anxiety inventory developed by Hart et al. (1989) and adapted to Turkish by Mülazımoğlu and Aşçı (2006) in order to determine the social physical anxiety levels of the participants, Physical Appearance Comfort (PAC) (5 articles) and Negative Assessment Expectation (NAE) (7 articles) the social physics anxiety scale, which has two sub-dimensions (article), and consists of 12 articles in total, was used.

The articles were prepared according to the 5-point grading system and were graded as "Completely accurate (5), In general accurate (4), Sometimes right sometimes wrong (3), Generally wrong (2), Completely wrong (1)".

Articles 1., 2., 5., 8. and 11. in the inventory are reverse scored. The lowest score to be taken from the inventory is 12, the highest score is 60. As the score obtained from SFKE increases, the level of anxiety about the person's external appearance also increases (Mülazımoğlu & Aşçı, 2006).

Data Analysis

The datas were analyzed using the Statistical Package for the Social Sciences (SPSS) 21.0 program. In the data analysis, initially descriptive information (number, percentage, mean, standard deviation) were evaluated. In the study, Kolmogorov Smirnov test was applied to determine whether there was a normal distribution in the

scores of the social physics anxiety inventory and the demographic variables created by the researcher. As a result of this test, it was observed that our data was distributed normally. Therefore, Independent Sample T test was used for paired comparisons and One Way Anova tests were used for comparisons of three or more groups. Statistical significance level was accepted as $p < 0.05$.

Ethical Statement

“An Investigation Of The Social Physical Anxiety Levels Of Individuals In University Education” in the writing process of the study title, scientific, ethical and quotation rules were followed; no falsification has been made on the collected data. The decision of the ethics committee of the study was unanimously approved by the non-invasive clinical research ethics committee of the Faculty of Sport Science of Selcuk University with the 19th decision number on 25.02.2021.

Results

Table 1. Analysis Results According to the Gender Variable

Gender	N	Average	SS	sd	t	P
Male	163	30.28	5.74	281	1.389	0.116
Female	120	29.35	5.35			

$p > 0.05$; Independent Sample T Testi

When Table 1 is examined, there is no significant difference between social physics anxiety scale and gender variable ($p > 0.05$). In other words, the gender of the individuals is not important in determining the participants social physical anxiety, social anxiety or appearance anxiety.

Table 2. Analysis Results by Age Variable

Age	N	Average	SS	sd	t	P
17	231	30.00	5.65	281	0.716	0.47
18+	52	29.38	5.31			

$p > 0.05$; Independent Sample T Testi

When Table 2 is examined, there is no significant difference between social physical anxiety scale and age variables ($p > 0.05$). In other words, it has been determined that the age variable of the individuals is not important in determining the participants' social physical anxiety, social anxiety or appearance anxiety.

Table 3. Analysis Results According to the Class Variable

Class	N	Average	SS	sd	t	P
Preparatory	113	29.2743	5.90			
				281	-1.506	0.11
First Class	170	30.2941	5.34			

$p > 0.05$; Independent Sample T Testi

When Table 3 is examined, there is no significant difference between social physics anxiety scale and class variable ($p > 0.05$). In other words, the class on which the participants are on their social physics anxiety levels is not important.

Table 4. Analysis Results According to Academic Achievement Variable

Academic Achievement	N	Average	SS	sd	t	P
Medium	214	30.22	5.38			
				281	1.795	0.74
High	69	28.84	6.11			

$p > 0.05$; Independent Sample T Testi

When Table 4 is examined, there is no significant difference between the social physics anxiety scale and academic achievement levels ($p > 0.05$). In other words, the academic achievement level of the participants does not have a significant effect on their social physics anxiety levels.

Table 5. Analysis Results According to Family Income Variable

Family Income	N	Average	SS	sd	t	P
Medium	185	30.50	5.74			
				281	2.571	0.01
High	98	28.72	5.11			

$p < 0.05$; Independent Sample T Testi

When Table 5 is examined, there is a significant difference between the social physics anxiety scale and family income levels ($p < 0.05$). This difference is in favor of students with high family income. In other words, social physics anxiety levels of students with high family income have less anxiety level than students with middle incomes.

Table 6. Analysis Results According to the Departmental Variable

Department	N	Ortalama	SS	sd	F	P
Tourism	62	29.75	5.82			
Economics	39	30.20	5.60			
Faculty of Agriculture	30	31.43	3.57			
Public relations and advertising	42	28.69	5.63			
Performing Arts	23	29.17	5.80	8	1.678	0.10
Sociology	22	32.90	5.24			
Business	44	29.45	5.26			
Translation and Interpretation	11	28.90	8.93			
Eastern Languages	10	27.80	4.13			

$p > 0.05$; One Way Anova

When Table 6 is examined, there is no significant difference between the social physics anxiety scale and the department variable that the participants read ($p > 0.05$). In other words, the department variable that the participants are studying does not have any effect on their social physics anxiety levels.

Table 7. Analysis Results According to the Sport Branch Variable

Sport Branch	N	Average	SS	sd	F	P
Basketball	41	30.04	5.38			
Volleyball	75	30.57	5.06			
Toguz Korgool	14	26.00	6.25			
Chess	14	29.78	6.26			
Football	58	30.77	6.10			
Swimming	19	28.63	6.13	10	1.235	0.26
Combat Sports	19	30.05	4.44			
Judo	9	30.33	4.06			
Tennis	22	29.04	6.21			
Ski	6	29.33	4.58			
Kök Börü	6	27.33	5.46			

$p > 0.05$; One Way Anova

When Table 7 is examined, there is no significant difference between the social physics anxiety scale and the sports branch that the participants are engaged in ($p > 0.05$). In other words, the sports branch of the participants does not have any effect on their social physics anxiety levels.

Discussion and Conclusion

The research has been tried to be evaluated in consideration of the literature information according to the variables taken into consideration.

It was concluded that there was no significant difference between the social physics anxiety scale and the gender variable. Thus, Abanoz (2016) did not find a significant difference between male and female participants in terms of gender in adolescents who exercise in the study titled "Examining the social-physical anxiety states of adolescents who exercise". Furthermore Eriş and İkiz (2013), in their study on 152 female and 148 male students, concluded that gender does not affect social anxiety scores. Similar results (Erkan, 2002; Mahtelia & Vankar, 2004; Teachmann & Allen, 2007; Ümmet, 2007; Baltacı, 2010) concluded that gender does not affect social physical anxiety levels in different literature studies. These results are in line with our study. However, Arabacı (2008), Çepikkurt and Çoşkun (2010), Ersöz (2011) and Yaşartürk et al. (2014)'s studies on social physics anxiety involving university students and Eren (2012) and Şahin (2018)'s studies investigating the social physics anxiety levels of adults who go to the gym, they have reached the conclusion that women have higher levels of social physical anxiety compared to men. Besides, Sarıkabak et al. (2019), in his study examining the social physics anxiety of high school students, concluded that the social physics anxiety of female students is higher than male students. These studies are not in line with our study.

It was concluded that there was no significant difference between the social physics anxiety scale and age variables. However, in the study on "Investigating the motivational regulations and social physics anxiety level in exercise in the context of life quality" conducted by Gümüş (2017), it is determined that the social physics anxiety level of teachers in the 30-40 age group is higher than in other age groups. Besides, Hagger and Stevenson (2010) examined gender and age differences in social physics anxiety in students at various developmental stages and found that female students had higher social physical anxiety and lower physical self-perception values than male students in all other developmental stages except the 10-11 age

period. While these results are not in line with our study, our study can be interpreted as the fact that the age levels of the participants are close to each other and that individuals at these ages are more acceptable in the society and they can establish more comfortable relations with the community members.

It was concluded that there was no significant difference between the social physics anxiety scale and the class variable. Thus, Öztürk (2020) found in his study on individuals studying at the faculty of sports sciences that there was no significant difference in the social physics anxiety levels of the class category of the students.

It was concluded that there is a significant difference between the social physics anxiety scale and academic achievement levels. Öztürk (2020), in his study on individuals studying at the faculty of sports sciences, when looking at the social physics anxiety levels of the students' academic achievement, there was no significant difference in the negative evaluation expectation sub-dimension of the scale, while there was a significant difference between students with different academic achievements in terms of physical appearance comfort and total score. He also found that there are differences between students in the category of high academic achievement and low academic achievement. This situation is parallel to our study.

It was concluded that there is a significant difference between the social physics anxiety scale and family income levels. This difference is in favor of students with high family income. As a matter of fact, Küçük (2016) stated that in line with our study, the level of income affects social physics anxiety. Gültekin and Dereboy (2011) concluded in their research that increasing the level of income decreases social anxiety. There are many studies in the literature questioning the negative relationship between social physical anxiety and income level (Çağlar et al., 2012; Heimberg et al., 1993; Dilbaz & Güz, 2002). The fact that inadequate socio-economic conditions threaten individuals in every way by depriving them of the opportunities they need in terms of survival, growth and development can be interpreted as causing individuals with low economies to be exposed to the psychological and environmental negative effects brought about by this.

It was concluded that there was no significant difference between the social physics anxiety scale and the department variable that the participants had studied. As a matter of fact, Öztürk (2020) concluded that there is no difference in the social physics anxiety levels of the participants according to the variable of the department

in his study on individuals studying at the faculty of sports sciences. This situation is parallel to our study.

It was concluded that there was no significant difference between the social physics anxiety scale and the sports branch that the participants were engaged in. In Öztürk (2020) study on individuals studying at the faculty of sports sciences, there was no significant difference in the social physics anxiety levels of the students belonging to different sports branches in the negative evaluation expectation sub-dimension of the scale and in the total score of the scale; physical appearance comfort has reached the conclusion that there is a significant difference between students with different sports branches.

Students can be brought together for entertainment purposes through extracurricular physical activities. In order for students to experience less social physical anxiety, they can be encouraged to participate in physical activities and they can be provided with the opportunity to get information by experts.

Reference

- Abanoz, Ö. (2016). *Egzersiz yapan adölesanların sosyal fizik kaygı durumlarının incelenmesi*. (Yayımlanmamış Yüksek Lisans Tezi). Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Enstitüsü, Samsun.
- Antony, M.M, Swinson, R.P. (2000). *The Shyness and Social Anxiety Workbook*. Oakland, New Harbinger.
- Arabacı, R. (2008). Relationship Between Social Physique Anxiety, Walking Activity and Body Composition in University Students. *E-Journal of New World Sciences Academy Health Sciences*, 3(3), 145-153.
- Baltacı, Ö. (2010). *Üniversite öğrencilerinin sosyal kaygı, sosyal destek ve problem çözme yaklaşımları arasındaki ilişkinin incelenmesi*. (Yayımlanmamış Yüksek Lisans Tezi). Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Çağlar, M., Dinçyürek, S., Arsan, N. (2012). Üniversite Öğrencilerinin Sosyal Kaygılarının Analizi, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, (43), 106-116.
- Çepikkurt, F, Çoşkun, F. (2010). Üniversiteli Dansçıların Sosyal Fizik Kaygı ve Beden İmgelerinden Hoşnut Olma Düzeyleri. *Pamukkale Journal of Sport Sciences*, 1 (2), 17-24.

- Dilbaz, N. ve Güz, H. (2002). Sosyal kaygı bozukluğunda cinsiyet farklılıkları, *Klinik Psikiyatri Dergisi*, 6(1), 32-38.
- Doğan, T. (2011). Sosyal Görünüş Kaygısı Ölçeğinin Psikometrik Özelliklerinin Ergenlerden Oluşan Bir Örneklemde İncelenmesi. *İlköğretim Online*, 10 (1), 12-19.
- Doğan, T., Çoban, A.E. (2009). Eğitim Fakültesi Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumları ile Kaygı Düzeyleri Arasındaki İlişkinin İncelenmesi. *Eğitim ve Bilim Dergisi*, 34(153), 157-168.
- Eren, Z. (2012). *Spor Salonuna Giden Yetişkinlerin Yeme Tutumları, Sosyal Fizik Kaygı ve Narsistik Yapılanmaları Arasındaki İlişki*. (Yayımlanmamış Yüksek Lisans Tezi). Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Eriş, Y. ve İkiz, F.,E. (2013). Ergenlerin benlik saygısı ve sosyal kaygı düzeyleri arasındaki ilişki ve kişisel değişkenlerin etkileri, *Turkish Studies*, 8(6), 179-193.
- Erkan, Z. (2002). *Ergenlerin sosyal kaygı düzeyleri, ana-baba tutumları ve ailede görülen risk faktörleri üzerinde bir çalışma*. (Yayımlanmamış Doktora Tezi). Çukurova Üniversitesi Eğitim Bilimleri Enstitüsü, Adana.
- Ersöz, G. (2011). *Egzersize Katılım Güdüsü, Sürekli Optimal Performans Duygu Durumu ve Sosyal Fizik Kaygı Düzeyinin Egzersiz Davranış Basamağına ve Fiziksel Aktivite Düzeyine Göre İrdelenmesi*. (Yayımlanmamış Doktora Tezi). Ege Üniversitesi Sağlık Bilimleri Enstitüsü, İzmir, 265.
- Göksel, A.G., Caz, Ç., Yazıcı, Ö.F., Zorba, E. (2018). Spor Hizmeti Alan Bireylerin Sosyal Görünüş Kaygısı ve Öznel Mutluluklarının İncelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, 3(3), 88-101.
- Gültekin, B. K. ve Dereboy, I. F. (2011). Üniversite Öğrencilerinde Sosyal Fobinin Yaygınlığı ve Sosyal Fobinin Yaşam Kalitesi, Akademik Başarı ve Kimlik Oluşumu Üzerine Etkileri, *Türk Psikiyatri Dergisi*, 22(3), 150-58.
- Gümüş, E. (2017). *Egzersizde motivasyonel düzenlemelerin ve sosyal fizik kaygı düzeyinin, yaşam kalitesi bağlamında incelenmesi*. Afyon Kocatepe Üniversitesi Sağlık Bilimleri Enstitüsü, Beden Eğitimi ve Spor ABD. Afyon.
- Hagger, M. S., and Stevenson, A. (2010) Social physique anxiety and physical self-esteem: gender and age effects. *Psychology and Health*, 25 (1), 89-110.
- Hart, E., Leary, M.R., Rejeski, J.W. (1989). The measurement of social physique anxiety. *Journal Of Sport and Exercise Psychology*, 11, 94–104.

- Heimberg, R. G., Holt, C. S., Schneier, F. R., Spitzer, R. L., Liebowitz, M. R. (1993). The issue of subtypes in the diagnosis of social phobia. *Journal of Anxiety Disorders*, 7(3), 249- 269.
- Karakaş, Y. (2008). *Lise öğrencilerinin mükemmeliyetçilik düzeyleri ile sosyal kaygı düzeyleri arasındaki ilişki*. (Yayımlanmamış Yüksek Lisans Tezi). Muğla Üniversitesi Sosyal Bilimler Enstitüsü, Muğla.
- Karasar, N. (1994). *“Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler”*. Ankara: 3A Araştırma Eğitim Danışmanlık Ltd.
- Köknel, Ö. (2005). *Kaygıdan mutluluğa kişilik*. 17. Basım, Altın Kitaplar. İstanbul.
- Küçük, O. (2016). *Bilimsel Araştırma Yöntemleri*, Ekin Basım Yayın Dağıtım.
- Mehtalia, K.V. & Vankar, G.K. (2004). Social anxiety in adolescents. *Indian Journal of Psychiatry*, 46(3), 221-227.
- Mülazımoğlu, Ö., Aşçı, F.H. (2006). Sosyal Fizik Kaygı Envanterinin Geçerlik ve Güvenirlik Çalışması. *Hacettepe Journal of Sport Sciences*. 17 (1), 11-19.
- Öztürk, O. (2020). Spor Bilimleri Fakültesinde Okuyan Öğrencilerin Fiziksel Kaygı Durumları İle Egzersiz Yapmaları Arasındaki İlişkinin İncelenmesi. (Yayımlanmamış Yüksek Lisans Tezi). Süleyman Demirel Üniversitesi Sağlık Bilimleri Enstitüsü, Isparta.
- Sarıkabak, M, Karakulak, İ, Sunay, H. (2019). Lise Öğrencilerinin Sosyal Fizik Kaygı Durumları ve Duygusal Zeka Düzeylerinin Spor Yapma Değişkenine Göre İncelenmesi. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, 17(3), 119-133.
- Seki, T., Dilmaç, B. (2015). Ergenlerin Sahip Oldukları Değerler ile Öznel İyi Oluş ve Sosyal Görünüş Kaygı Düzeyleri Arasındaki Yordayıcı İlişkiler: Bir Model Önerisi. *Eğitim ve Bilim*, 40(179), 57-67.
- Şahin, A. (2018). Spor Salonuna Giden Yetişkinlerin Sosyal Fiziki Kaygı Düzeylerinin İncelenmesi. *Akdeniz Spor Bilimleri Dergisi*. 14-26.
- Teachman, B.A. & Allen, J.P. (2007). Development of social anxiety: social interaction predictors of implicit and explicit fear of negatif evaluation. *J Abnorm Child Psychol*. 35, 63-78.
- Telli, E. ve Ünal, Z. (2016). Üniversite Öğrencilerinin Sosyo-Demografik Özelliklerine Göre Sosyal Görünüş Kaygısı: Bir Alan Araştırması. Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8 (15), 134-146.

- Ümmet, D. (2007). *Üniversite öğrencilerinde sosyal kaygının cinsiyet rolleri ve aile ortamı bağlamında incelenmesi*. (Yayımlanmamış Yüksek Lisans Tezi). Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Yaman, Ç., Teşneli, Ö., Gelen, N., Koşu, S., Tel, M., Yalvarıcı, N. (2008). Elit Seviyedeki Değişik Spor Branşlarının Fiziksel Benlik Algısı Üzerine Etkisi. *Uluslar Arası İnsan Bilimleri Dergisi*, 5 (2), 1-17.
- Yaşartürk, F., Çelik, F., Kul, M., Türkmen, M., Akyüz, H. (2014). Beden Eğitimi ve Spor Yüksekokulunda Okuyan Öğrencilerin Sosyal Fiziki Kaygı Durumlarının İncelenmesi. *International Journal of Science Culture and Sport*, 1, 863-869.
- Yılmaz, C.Y., Dinç, Z.F. (2010). Beden Eğitimi ve Spor Yüksekokulu'nda Öğrenim Gören Genç Kadın ve Erkek Öğrencilerin Kilofobi Düzeylerinin Karşılaştırılması. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, 8 (1), 29-34.