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Examination of Physical Self-Description and Self-Confidence Level of Individuals Exercise*

Ayşe BİLGİSEVEN[1], Duygu AKSOY[2]
[1] *Tekirdağ Provincial Directorate of Youth and Sports, ORCID ID: 0000-0003-0790-6860*
[2]*Tekirdağ Namık Kemal University, Faculty of Sports Science, ORCID ID: 0000-0003-0110-2554*

Abstract

Original Article

The aim of the research is to examination of physical self-description and self-confidence level of individuals exercise. The main focus of the present study is individuals who exercise regularly in Tekirdağ. The study sample consisted of 202 individuals, 112 (%55,4) women and 90 (%44,6) men. In data collection and analysis, the study sample comprised volunteer participants, between the ages of 20-50 years (32.15±6.50), exercising regularly at least 3 days a week or more, and no health problems. The personal information forms, "Self-Confidence Scale" and "Physical Self-Description Questionnaire (PSDQ)", prepared by the researcher were applied to the participants, respectively. SPSS 21 software package was used for data analysis. The data was not normally distributed, so paired comparisons were analyzed by Mann-Whitney U, multiple comparisons were analyzed by Kruskal-Wallis tests and descriptive statistics were made. In the study, the Cronbach-Alpha internal consistency coefficient of the Self-Confidence scale was 0.952 and the Marsh Physical Self-Description Scale was found 0.954. According to the results of the research, a significant difference was found between physical self-description and gender, educational level, type of exercise, and reason to exercise ($p<0.05$). While there was a significant difference between self-confidence and gender and type of exercise ($p<0,05$), there was no difference between the variables of educational level and reason to exercise ($p>0.05$). In the correlation analysis between physical self-description and self-confidence, a positive correlation was found in all sub-dimensions.

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Egzersiz Yapan Bireylerin Kendini Fiziksel Tanımlama ve Özgüven Düzeylerinin İncelenmesi

Öz

Orjinal Makale

Araştırmanın amacı, egzersiz yapan bireylerin kendini fiziksel tanımlama ve özgüven düzeylerinin incelenmesidir. Bu çalışmaya Tekirdağ'da düzenli egzersiz yapan bireyler katılmıştır. Çalışmanın örneklemi 112 (%55,4) kadın ve 90 (%44,6) erkek olmak üzere toplam 202 kişiden oluşmaktadır. Verilerin toplanması ve analizinde, 20-50 yaş aralığında (32,15±6,50), haftada en az 3 gün veya daha fazla düzenli egzersiz yapan ve herhangi bir sağlık sorunu olmayan gönüllü katılımcılar örneklemi oluşturmuştur. Katılımcılara sırasıyla araştırmacı tarafından hazırlanan kişisel bilgi formları, "Özgüven Ölçeği" ve "Fiziksel Kendini Tanımlama Anketi (FKA)" uygulanmıştır. Veri analizi için SPSS 21 paket programı kullanılmıştır. Veriler normal dağılmadığı için ikili karşılaştırmalar Mann-Whitney U, çoklu karşılaştırmalar Kruskal-Wallis testleri ile analiz edilmiş ve tanımlayıcı istatistikler yapılmıştır. Araştırmada Özgüven ölçeğinin Cronbach-Alpha iç tutarlılık katsayısı 0,952, Marsh Fiziksel Kendini Tanımlama Ölçeğinin ise 0,954 olarak bulunmuştur. Araştırma sonuçlarına göre, fiziksel kendini tanımlama ile cinsiyet, eğitim düzeyi, egzersiz türü ve egzersiz yapma nedeni arasında anlamlı bir fark bulunmuştur ($p<0,05$). Özgüven ile cinsiyet ve egzersiz türü arasında anlamlı bir fark bulunurken ($p<0,05$), eğitim düzeyi ve egzersiz yapma nedeni değişkenleri arasında fark bulunmamıştır ($p>0,05$). Kendini fiziksel tanımlama ile özgüven arasındaki korelasyon analizinde, tüm alt boyutlarda pozitif bir korelasyon bulunmuştur.

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Corresponding Author: Duygu Aksoy
E-mail: duyguaksoy@nku.edu.tr

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INTRODUCTION

Exercise is a physical activity performed for the development of body structure and muscles as well as to increase flexibility (Baltacı & Düzgün, 2008). With exercise, the development of the muscle and bone structure in the body is provided and the cardiovascular systems work well (Akgün, 1982). Another description of exercise is muscle activities that require more energy consumption than the resting level of the individual accompanied by voluntary contractions (Kenney et al., 2011).

It is possible to mention that exercise has many physical benefits as well as psychological benefits. With exercise, people slow down the development of negative self-esteem, negative psychological changes or anxiety. With exercise, it is seen that the feeling of depression, negative psychological changes, or negative disorders such as anxiety are averted by improving the self-esteem and cognitive function of the individual (Guszkowska, 2004) and individuals protect their physical appearance with exercise or bring a positive effect on appearance, and claim their position in society (Imamoğlu,1992).

Individuals do physical activity and exercise in order to shape their bodies more properly, to look more muscular or beautiful, and to have an ideal body structure (Altıntaş et al., 2005). As a result, it is important for the physical self-description.

Physical self-descrition includes the person's body appearance, body functions, how s/he perceives his/her physical and psychological integrity, experiences, behaviors, and feelings about his/her body (Baydemir, 2012). Physical self-descrition is effective in individuals who exercise (Fox, 1990). Exercise has a positive effect on the psychology of the individual as well as on the physical appearance of the person. One of them is self-confidence (Bozhüyük ve ark, 2012).

Self-confidence is a person's self-evaluation and interpretation of how good or bad his/her qualities are (Atılgan & Kaplan, 2022). Self-confidence, which is a general personality trait, is not an attitude toward temporary or individual situations (Pervin & John, 2001). The failure and psychological negativities experienced by individuals harm their self-confidence (Merey, 2010; Bozkuş, 2021). Self-confidence contributes to the ability of the individual to cope with difficulties, increase motivation, be courageous, and feel good. Individuals' self-confidence levels improve with regular exercise (Kaya, 2017; Bozhüyük et al., 2012).

The main purpose of the present study was to examine the parameters such as gender, educational status, type of exercise, physical self-description, and self-confidence level of the individuals who exercise.

METHOD

Research Design

In this study, which examines the physical self-description and self-confidence level of individuals who exercise, the relational screening model, which is one of the general screening models, was used. The purpose of the relational survey model is to describe the events or phenomena as they are and to reveal the quality and quantity of the relationship between multiple variables (Karasar, 2013). All measurements were conducted following the Helsinki Declaration. The ethical committee of Tekirdağ Namık Kemal University approved all procedures of this study on March 31, 2022, with decision number 10.

Population and Sample of the Study

People who did exercises regularly in Tekirdag constituted the population of the study. The sample of the study consisted of a total of 202 people (112 women and 90 men) who were selected with the Convenience Sampling Method from the population. At the stage of data collection, the study sample consisted of volunteers who were aged 20-50 (32.15±6.50), exercising regularly at least 3 days a week or more, without any health problems. Necessary explanations were made by the researcher about the questionnaire over social media to the individuals who exercised regularly and the questionnaire was filled in by volunteer individuals.

Data Collection

Study data were collected using the personel ınformation form, self-confidence scale and physical self-description questionnaire self-confidence scale.

Personal Information Form

The personel Information Form desing by the reserchers consiste of questions including age, gender, weight, height, educational status, type of exercise, and reason for exercising of the participants.

Marsh Physical Self-Description Questionnaire (PSDQ)

The inventory was developed by Marsh et al. (1994) and adapted into Turkish by Aşçı (2000). The validity and reliability study was conducted by Marsh, Marco, and Aşçı (2002). There are nine physical self-concepts in the inventory: health, coordination, physical activity, body fat, sports ability, appearance, strength, flexibility, endurance. It includes a total of 11 sub-dimensions consisting of two general self-concept components, (general physical competence and self-confidence). “Health” and “Self-confidence” dimensions have 8 items and the other dimensions have 6 items. There are 70 items in total in the inventory. As evaluation steps, it has a six-point rating ranging from “1: Completely false” to “6: Completely true”. The internal consistency coefficient of the PSDQ subscales Cronbach-Alpha varies between 0.87 and 0.98 (Asçı, 2000).

Self-Confidence Scale

The scale developed by Akın (2007) and its validity and reliability studies were conducted. The scale is a 5-point Likert-type measuring instrument. The scale and consists of a total of 33 items and 2 sub-dimensions. The lowest score that can be obtained from the scale is 33, and the highest score is 165. A high score on the scale without negative items indicates a high level of self-confidence. A conclusion can be reached about the self-confidence level of the individual by dividing the total score obtained from the scale by the number of items on the scale.

Data Analysis

The SPSS (Statistical Package for Social Sciences) 21.0 package program was used in the analysis of the data. Before analysing the data, Kolmogorov Smirnov and Shapiro Wilk tests were performed for normality distributions. Since the data did not show a normal distribution,

pairwise comparisons were analyzed with Mann-Whitney U, multiple comparisons were analyzed with Kruskal-Wallis tests and descriptive statistics were made.

RESULTS

The findings of the study are given in this section.

Table 1. The frequency and percentage distribution of individuals by demographic characteristics

Variables		**n**	%
Gender	Female	112	55,4
	Male	90	44,6
Education	High school graduates	26	12,8
	Associate degrees	3	1,4
	Undergraduate	127	62,8
	Master's degrees	33	16,3
	Doctorate degrees	13	6,4
Exercise Type	Walking	28	13,8
	Jogging	31	15,3
	Pilates	51	25,2
	Fitness	61	30,1
	Others	31	15,3
Reasons for Exercise	Health	127	62,8
	Weight	43	21,2
	Hobby	32	15,8

When Table 1 is examined, it is seen that 55.4% of the individuals who participated in the study were female and 44.6% were male. It was determined that 12.8% of the study group was high school graduates, 1.4% had associate degrees, 62.8% had undergraduate, 16.3% had master's degrees and 6.4% had doctorate degrees and 13.8% of the individuals who participated in the study did walking, 15.3% jogging, 25.2% pilates, 30.1% fitness and 15.3% other types of exercise. When the information in the table was examined, it was found that 62.8% of the participants exercised because of health, 21.2% because of weight problems, and 15.8% as a hobby.

Table 2. The marsh physical self-description sub-dimensions and self-confidence sub-dimensions according to gender variable mann-whitney u test results

Sub-Dimensions	**Gender**	**n**	**Mean Rank**	**Sum of Rank**	**Mann-Whitney U**	**z**	**p**
Physical activity	Female	112	112,25	12572,00			
	Male	90	88,12	7931,00	3836,000	-2,927	,003**
Sports Ability	Female	112	93,14	10432,00			
	Male	90	111,90	10071,00	4104,000	-2,276	,023*
Strength	Female	112	89,56	10030,50			
	Male	90	116,36	10472,50	3702,500	-3,258	,001**
Endurance	Female	112	89,25	9996,00			
	Male	90	116,74	10507,00	3668,000	-3,332	,001**
Self-Confidence	Female	112	112,10	12555,00			
	Male	90	88,31	7948,00	3853,000	-2,887	,004**
Internal Self-Confidence	Female	112	91,67	10267,00			
	Male	90	113,73	10236,00	3939,000	-2,676	,007**

*p<0,05, **p<0,01

The Mann-Whitney U test results of the physical self-description sub-dimensions and self-confidence sub-dimensions scores of men and women who exercised are given in Table 2.

According to the analysis results, significant differences were found in the sub-dimensions of physical activity (z=-2.927, p<0.05), sports ability (z=-2.276, p<0.05), strength (z=-3.258, p<0.05), endurance (z=-3.332, p<0.05) and self-confidence (z=-2.887, p<0.05) and internal self-confidence (z=-2,676, p<0,05).

Table 3. The marsh physical self-description sub-dimensions according to educational status kruskal-wallis test results

Sub-Dimensions	Education	n	Mean Rank	x²	df	p	Difference
Physical Activity	High School	26	103,81	13,667	4	,008*	5<1*, 2<3* 2<4*, 5<3* 5<4*
	Associate degree	3	32,33				
	Undergraduate	127	107,13				
	Master's degree	33	102,50				
	Doctorate	13	55,27				
Sports Ability	High School	26	123,08	10,824	4	,029*	2<1*, 5<1* 2<3*, 2<4*
	Associate degree	3	32,33				
	Undergraduate	127	101,76				
	Master's degree	33	100,82				
	Doctorate	13	73,50				

*p<0,05

The relationship between the education levels of individuals and the sub-dimensions of physical self- description is presented in Table 3. The relationship between the Kruskal-Wallis test and the variables of high school (n=26), associate degree (n=3), undergraduate (n=127), master's degree (n=33), doctorate (n=13), and physical self-description sub-dimensions had significant differences with the dimensions of physical activity (p<0.05) and sports ability (p<0.05).

The reasons for the physical activity sub-dimension with the Mann-Whitney U test, which was conducted to determine the source of the significant difference in the sub-dimensions of physical activity and sports ability were the fact that the mean levels of those with high school, undergraduate and graduate degrees were higher than those of doctorate levels, and the mean levels of those with undergraduate and post-graduate were higher than associate degree levels. The reasons for the sub-dimension of sports ability were the fact that the high school rank average level was higher than the associate degree and doctorate level, and the average rank level of the undergraduate and graduate degree was higher than the associate degree level.

Table 4. The marsh physical self-description sub-dimensions according to exercise type variable kruskal-wallis test results

Sub-Dimensions	Exercise Type	n	Mean Rank	x²	df	p	Differnce
Health	Walking	28	101,95	29,082	4	,000**	1<5*, 3<5*, 4<1* 4<2**,4<3**, 4<5**
	Jogging	31	120,05				
	Pilates	51	104,51				
	Fitness	61	72,23				
	Others	31	135,19				
Coordination	Walking	28	79,89	27,272	4	,000**	1<2**, 1<5**, 3<2** 4<2**, 3<5**,4<5**
	Jogging	31	129,56				
	Pilates	51	88,46				
	Fitness	61	90,25				
	Others	31	136,55				
Body fat	Walking	28	98,52	9,538	4	,049*	2>4*, 5>4*
	Jogging	31	115,08				
	Pilates	51	98,84				
	Fitness	61	87,50				
	Others	31	122,53				

Sports ability	Walking	28	90,20	21,735	4	,000**	1<5*, 1<4*, 3<2* 3<5**, 3<4**
	Jogging	31	107,60				
	Pilates	51	72,97				
	Fitness	61	117,70				
	Others	31	120,66				
General Physical competence	Walking	28	79,29	13,985	4	,007**	1<2*, 1<5** 3<5**, 4<5*
	Jogging	31	108,69				
	Pilates	51	91,47				
	Fitness	61	01,56				
	Others	31	30,76				
Strength	Walking	28	86,45	15,944	4	,003**	1<4**, 3<5**, 3<4**
	Jogging	31	101,15				
	Pilates	51	80,58				
	Fitness	61	119,81				
	Others	31	113,84				
Fexibility	Walking	28	95,91	12,889	4	,012*	3<5**, 3<4**
	Jogging	31	103,48				
	Pilates	51	78,94				
	Fitness	61	114,92				
	Others	31	115,27				
Endurance	Walking	28	88,34	19,289	4	,001**	1<2**, 1<4*, 3<2* 4<2*, 3<5*, 3<4**
	Jogging	31	130,76				
	Pilates	51	77,61				
	Fitness	61	108,56				
	Others	31	109,55				
Self-Confidence	Walking	28	96,84	1,921	4	,018*	3>4*, 5>4**
	Jogging	31	102,89				
	Pilates	51	112,58				
	Fitness	61	83,23				
	Others	31	122,05				
Kft Total	Walking	28	80,07	16,203	4	,003**	1<5**, 1<4*, 3<2*, 3<5**
	Jogging	31	115,31				
	Pilates	51	83,90				
	Fitness	61	106,38				
	Others	31	126,40				

*p<0,05, **p<0,01

The sub-dimensions of physical self- description of the exercise types performed by the individuals and the correlation scores between them are given in Table 4. When the relationship between the Kruskal-Wallis test and walking (n=28), running (n=31), pilates (n=51), other (n=31), fitness (n=61) variables and physical self- description sub-dimensions were examined, a significant difference was found between the total physical description and the sub-dimensions of health, coordination, body fat, sports ability, general physical competence, strength, flexibility, endurance and self-confidence ($p<0.05$). The Mann-Whitney U test was used to determine the source of significant variation observed in sub-dimensions.

The reasons in the sub-dimension of health were the mean rank levels of walking, running, pilates and other exercise types were higher than the fitness mean rank level and the mean rank level of the other exercise type was higher than the walking and pilates mean rank level. The reasons in the coordination sub-dimension were the mean rank levels of running and other exercise types were higher than the mean rank levels of walking, pilates, and fitness exercise types. The reasons for the body fat sub-dimension were the mean rank levels of running and other exercise types were higher than the fitness rank average level. The reasons in the sub-dimension of sports ability were the mean rank levels of fitness and other exercise types were higher than the walking and pilates rank average levels, and the running rank average level was

higher than the pilates rank average level. The reasons in the general physical competence sub-dimension were the walking, pilates, and fitness mean row levels were higher than the other row average level, running row average level was higher than the walking row average level.
The reasons in the force sub-dimension were the fitness and the other row average level was higher than the pilates row average level, and the fitness level was higher than the walking row average level.. The reasons for the flexibility sub-dimension were fitness and the other row's average level was higher than the pilates level. The reasons in the endurance sub-dimension were the running mean level was higher than walking, pilates, and fitness levels, the fitness average level was higher than pilates and walking levels, and the other row average level was higher than the pilates levels. The reasons for the sub-dimension of self-confidence were the pilates and other row average levels were higher than the fitness row average level. The reasons for the physical self-description total score level were the mean rank levelof other exercise types was higher than the walking and pilates rank average level, and the fitness rank average level was higher than the walking rank average level.

Table 5. The results of the kruskal-wallis test for self-confidence sub-dimensions by exercise type variable

Sub-Dimensions	Type of exercise	n	Mean Rank	x^2	df	p	Differnce
Internal Self-Confidence	Walking	28	79,59	15,199	4	,004**	1<2*, 1<5**,3<5* 4<5**
	Jogging	31	115,74				
	Pilates	51	93,17				
	Fitness	61	96,38				
	Other	31	130,84				
External Self-Confidence	Walking	28	84,02	11,432	4	,022*	1<5**, 3<5**
	Jogging	31	103,84				
	Pilates	51	89,56				
	Fitness	61	104,69				
	Others	31	128,32				
Self-Confidence Total	Walking	28	81,02	12,930	4	,012*	1<5**, 3<5**, 4<5*
	Jogging	31	107,45				
	Pilates	51	90,45				
	Fitness	61	102,72				
	Others	31	129,82				

*p<0,05, **p<0,01

The self-confidence sub-dimensions of the exercise types that individuals do and the correlation scores between them are given in Table 5 according to the result of the Kruskal-Wallis test. When the relationship was examined, a significant difference was found between the variables and total self-confidence and the sub-dimensions of self-confidence ($p<0.05$).
The source of the difference was compared with the Mann-Whitney U test. The reasons for the internal self-confidence sub-dimension were that the other mean rank level was higher than the walking, pilates, and fitness levels, and the running rank average level, was higher than the walking level. The reasons for the external self-confidence sub-dimension were that the other mean rank level was higher than the walking and pilates levels. The reasons for the self-confidence total point level were that the other rank average level was higher than the walking, pilates, and fitness levels.

Table 6. The marsh physical self-description sub-dimensions according to the reason for exercising variable kruskal-wallis test results

Sub-Dimensions	Reasons for Exercise	n	Mean Rank	x²	df	p	Difference
Body Fat	Health	127	110,67	11,558	2	,003**	1>2**, 3>2*
	Weight problem	43	76,01				
	Hobby	32	99,34				
Sports Ability	Health	127	105,43	10,775	2	,005**	1>2**,3>2**
	Weight Problem	43	77,24				
	Hobby	32	118,50				
General Physical competence	Health	127	107,43	14,474	2	,001**	1>2**,3>2**
	Weight Problem	43	72,37				
	Hobby	32	117,09				
Appearance	Health	127	104,68	11,955	2	,003**	1>2**, 3>2**
	Weight Problem	43	76,97				
	Hobby	32	121,84				
Strength	Health	127	107,12	8,860	2	,012*	1>2**, 3>2*
	Weight Problem	43	78,21				
	Hobby	32	110,48				
Kft Total	Health	127	105,63	8,238	2	,016*	1>2**, 3>2*
	Weight Problem	43	79,65				
	Hobby	32	114,48				

*p<0,05, **p<0,01

The relationship between the physical self- description sub-dimensions of individuals' reasons for exercising is presented in Table 5. When the relationship between the Kruskal-Wallis test and health (n=127), weight problem (n=43), hobby (n=32) variables and physical self-description was examined, a significant difference was found between them in terms of appearance and strength dimensions and the sum of self-description and sub-dimensions of body fat, sports ability, general physical competence were examined. When the source of difference was compared with the Mann-Whitney U test, the reason for all sub-dimensions was that the mean rank levels of health and hobby were higher than the level of weight problems

Table 7. The correlation analysis results related to the relationship between physical self-description sub-dimensions and self-confidence

**p<0,01

		Health	Coordination	Physical activity	Body fat	Sports ability	General Physical Competence	Appearance	Strength	Flexibility	Endurance	Self-confidence	Kft Total
Self Confidence Total	*P*	,000**	,000**	,000**	,001**	,000**	,000**	,000**	,000**	,000**	,000**	,000**	,000**
	r	,306	,414	,280	,240	,441	,556	,389	,508	,350	,355	,412	,576

In Table 7, it is seen that a positive relationship was found between physical self-description and self-confidence variables. A weak correlation was detected between the sub-dimensions of self-confidence and physical self- description health (r=.306; p<0.01), physical activity (r=.280; p<0.01), body fat (r=.240; p<0.01), appearance (r=.389) ; p<0.01), flexibility (r=.350; p<0.01) and endurance (r=.355; p<0.01); and a moderate correlation was found with coordination (r=.414; p<0.01), sports ability (r=.441; p<0.01), general physical competence (r=.556; p<0.01), strength (r=.508; p<0.01) and self-confidence (r=.412; p<0.01).

Table 8. The correlation analysis results regarding the relationship between self-confidence sub-dimensions and physical self-description

		Internal Self-Confidence	External Self-Confidence	Self-Confidence Total
Physical Self-Description	*P*	,000**	,000**	,000**
	r	,519	,553	,576

**p<0,01

In Table 8, a moderate relationship was found between physical self-description and internal self-confidence (r=.519; p<0.01) and external self-confidence (r=.553; p<0.01).

DISCUSSION AND CONCLUSION

In the present study, a statistical difference was found between the levels of physical self-description according to the gender variable. In a previous study, it was reported that there was a significant difference between genders in the coordination, strength, and endurance sub-dimensions of physical self- description of male and female dancers (Cetinkalp, 2011). In another study, it was found that the physical self-perception of individuals was affected by gender and physical activity level (Aşçı, 2004). On the other hand, there was also a study that concluded that there were no significant differences between the genders (Koca et al., 2003).

In the present study, a statistical difference was detected between the levels of self-confidence according to the gender variable. There are studies showing parallelism to this result. In a previous study, the self-confidence levels of students who did sports at the high school level were examined and a significant difference was found between genders (Ekinci et al., 2014). In another study, the self-confidence status of adults who did and did not do sports was examined and a significant difference was found between the genders (Uçan & Damar, 2021). Also, some studies do not show parallelism with this study. No difference was detected in terms of self-confidence and gender for physical education lessons at the secondary school level (Bal, 2017). It was found that there was no difference in the gender variables and self-confidence levels of secondary school students (Bozdoğan & Güler, 2017). There was no significant difference between the self-confidence of physical education and sports teachers and the level of self-confidence between genders (Cengiz et al., 2014).

In the present study, a significant difference was found between the educational status variable and the level of physical self- description. In a study, no statistically significant difference was found in the educational status variable and physical self- description scores (Daşdan, 2013).

In the study, no differences were detected between educational status and self-confidence levels. In one study, no significant difference was reported between the educational status and self-confidence of professional football players (Yalçın, 2018). In another study, no significant difference was found between the self-confidence and education levels of female youth camp leader candidates (Esentaş, 2017). Also, there are studies with different results. In a previous study, a significant difference was found between the self-confidence and educational status of individuals who performed different dances (Acuner, 2012). In another study, the relationship between education and self-confidence in social Latin dancers was examined. A difference was found in the sub-dimensions of internal and external self-confidence (Kaya, 2017). A significant

relationship was found between self-confidence and education levels of adult individuals (Merey, 2010).

A significant difference was found in the study between the levels of physical self-description according to the exercise type variable, and no other study was found to be in parallel with this result. In another study, it was concluded that sports types do not affect physical self-perception (Koca, Aşçı & Oyar, 2003).

A statistical difference was found in the study between the self-confidence levels according to the exercise type variable. In a study, the self-confidence levels of students were examined according to their preferred sports branch, and a significant difference was found in the sub-dimension of internal self-confidence (Karataş, 2017). A significant difference was found in the self-confidence level of students who do sports at the high school level and in the sub-dimension of internal self-confidence according to the type of sports they do (Ekinci et al., 2014).

When the scores between physical self- description and reasons for exercising were examined, a significant difference was detected, and no difference was detected between self-confidence levels. A significant difference was detected between the self-confidence of the people who went to the fitness center and the reasons for exercising. In another study, the number of people who do it to be healthy and because their families want it was higher than other variables (Yağan, 2019).

In this study, a positive and significant relationship was detected between physical self-description and self-confidence. When the literature was reviewed, no study was found examining the relationship between physical self-description and self-confidence. This study contributes to the literature by examining the relationship between physical self-description and self-confidence.

The personal information, physical self-identification and self-confidence levels of individuals between the ages of 20-50 participating in this research are limited to the scales applieded.

In conclusion, it has great importance in terms of determining how the variables discussed in individuals who do exercises regularly affect their physical self- description and self-confidence levels. In line with the results found, it was seen that the physical self-d description levels of individuals are affected by gender, educational status, and type of exercise, and self-confidence levels are affected by gender and exercise type variables.

As a suggestion, the study can be done by increasing the number of samples or using different sample groups in order to make the results more generalizable. The study can be repeated with exercise and non-exercise sample groups, or the difference in scores can be compared by forming a control and experimental group.

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