

ASSESSMENT OF FEAR OF NEGATIVE EVALUATION LEVELS AND EMPATHIC TENDENCY LEVELS OF NATIONAL JUNIOR JUDO TEAM

ABSTRACT

Ebru Olcay KARABULUT¹

Ziya BAHADIR²

The study was conducted with a total of 63 junior judokas (32 female judokas and 31 male judokas) who joined preparatory camp organized by Turkish Judo Federation at Çankırı Camping Training Center between the 7th and the 20th of June, 2012 and who were selected using random sampling method. Participation was voluntary. Two questionnaire forms were used in the study: "Fear of Negative Evaluation Scale" developed by Leary (1983) and adapted into Turkish by Çetin et al. (2010), and "Empathic Tendency Scale" designed by Dökmen (1988).

For the data analysis, descriptive statistical methods such as frequency (n) and percentages (%) were used for the personal information. In order to explore differences, t test was employed for gender variable while such non-parametric tests as Mann-Whitney U test and Kruskal Wallis test were used for the variables of sportive age and success in national and international competitions because the data did not follow normal distribution and homogeneity conditions were not met. Level of significance was set at 0.05.

As the result of the study; it was found out that fear of negative evaluation and empathic tendency did not change in terms of gender and sportive age while the scores of the judokas who ranked among the top five judokas in national and international competitions were lower than those who did not rank among the top five judokas in national and international competitions and the difference between successful athletes and unsuccessful athletes in national competitions was statistically significant.

Key Words: Fear of Negative Evaluation, Social Anxiety, Empathy, Judokas,

ÜMİT MİLLİ JUDO TAKIMININ OLUMSUZ DEĞERLENDİRİLMekten KORKMA VE EMPATİK EĞİLİM DÜZEYLERİNİN İNCELENMESİ

ÖZET

Araştırma, Çankırı Kamp Eğitim Merkezinde 07-20 Haziran 2012 tarihleri arasında hazırlık kampına katılan Ümit Millî Judo Takımından tesadüfi olarak seçilen ve gönüllülük esasıyla ankete katılan 32 bayan, 31 erkek olmak üzere toplam 63 sporcu üzerinde gerçekleştirilmiştir. Araştırma da iki adet anket formu kullanılmıştır. Bunlardan ilki Leary tarafından geliştirilen, Türkçe uyarlaması Çetin ve ark. tarafından yapılan "Olumsuz Değerlendirilme Korkusu Ölçeği", ikincisi ise Dökmen tarafından geliştirilen "Empatik Eğilim Ölçeği (EEÖ)" dir.

Verilerin analizinde kişisel bilgiler için betimsel istatistik yöntemleri frekans (n), yüzde (%) kullanılmıştır. Farklılığı tespit etmek amacıyla; cinsiyet değişkeninde t testi, spor yaşı, uluslar arası ve ulusal müsabakalarda başarı değişkenlerinde normal dağılım ve homojenlik koşulları yerine gelmediği için Non-Parametrik testlerden Mann-Whitney U testi ve Kruskal Wallis testi uygulanmıştır. Sonuçlar 0,05 anlamlılık düzeyinde değerlendirilmiştir.

Araştırma sonucunda, cinsiyet değişkeni ile Olumsuz değerlendirilmekten Korkma ve Empatik Eğilimin cinsiyete ve spor yaşına göre değişmediği, Ulusal ve Uluslar arası düzeydeki müsabakalarda ilk 5 içerisine giren sporcuların puanlarının ilk 5 e giremeyen sporcuların puanlarından düşük olduğu tespit edilmiş ve ulusal müsabakalarda başarılı olan ve olmayan sporcular arasındaki fark istatistiksel olarak anlamlı bulunmuştur.

Anahtar kelimeler: Olumsuz Değerlendirilme Korkusu, Sosyal Kaygı, Empati, Sporcu

¹ Ahi Evran Üniversitesi, Beden Eğitimi ve Spor Yüksekokulu, Kırşehir. Email: ebolka@hotmail.com

² Erciyes Üniversitesi, Beden Eğitimi ve Spor Yüksekokulu, Kayseri

INTRODUCTION

Human beings are social creatures by nature and are born, live and die into social networks. These social networks include parents, brothers and sisters, friends and neighbors and may differ in many aspects. Yet, the common feature of all these social networks is that people interact with each other and are affected by others (Hortaçsu, 2003). However, to develop social relation -in short to express oneself- may present problematic challenges for the individuals for different reasons. There are so many of those in the society who cannot express themselves, cannot speak in front of others and suffer from anxiety in the society – namely, “social anxiety”- (Kağıtçıbaşı, 1988).

Social anxiety is described as one's continual fear for the situations where he/she may be criticized or evaluated by others; as fear for behaving in a stupid, absurd and ridiculous way. People with social anxiety suffer from an excessive fear that they may be evaluated negatively and insulted in social circles or in situations where performance is required (Dilbaz, 1997).

The person knows his/her fear is exaggerated or nonsense. The fearful social situations are avoided or they are endured with an extreme anxiety and worry (DSM-IV, 1994 cited by Erdoğan and Uçukoğlu, 2011). The person with social anxiety is over sensitive to others' criticisms and negative thoughts and tends to do everything to avoid these. In these worrying circles; the person with social anxiety, who is extremely self-aware and prone to self-criticism, demonstrates such physical signs as blushing, tremor, sweating and shaking (Dilbaz, 1997).

When social anxiety is excessive, it may lead to social withdrawal, avoidance and abstaining from important age-appropriate social activities for normal development (Albano et al., 1995; La Greca et al, 1988). Social anxiety is one of the main variables that affect the process of children's social

interaction, too and is particularly important for the development of social relations and for strengthening communication as far as children's emotional development is concerned (La Greca and Stone, 1993).

It is essential for anyone to possess the necessary communicational skills so that they can develop a healthy communication with others. It is seen in the studies conducted that of the communication skills; such qualities as being respectful, clear, concrete and empathic is very important for the formation of healthy interpersonal relations. It is accepted that particularly empathic skill is considered as a crucial part of general communication skills in interpersonal relations (Barnett, 1990; Cüceloğlu, 1994; Dökmen, 1994; Voltan-Acar, 1994). In the general sense, empathy is the process of correct understanding and feeling of another's situation, emotions and motives; looking at the events from another's perspectives and communicating them to the person (Rogers 1983). Thus, it is both mental and emotional process and occurs by imagining oneself in the place of another and remembering his/her own experiences (Durak and Vurgun, 2006).

It may be argued that people's communication with others have an effect upon their psychological health (Cihangir, 2004; Demir and Kaya, 2008). Especially, during the adolescence period (Nurmi, 2004), relations made by the adolescents with their peers make significant contributions to the formation of their identity roles and social behaviors (La Greca and Lopez, 1998; Nurmi, 2004). When the developmental tasks the adolescents should fulfill are taken into consideration; adolescence period is the time when occurrence of social anxiety risk is at the highest level. Besides, social anxiety that occurs during adolescence may lead to many different psychological problems not only during adolescence period but also during adulthood (Albano and Hayward, 2004; Öztürk et al., 2005). The results of the studies point out that social anxiety disorder generally emerges

in childhood and at the beginning of adolescence and tends to become chronic and to continue lifelong (Mannuzza et al. 1995, Wittchen et al. 1999, Wittchen et al. 2000, Cheek and Melchior, 1990 Kessler et al., 2005).

It is highly important for the adolescent to cope with many anxiety factors during adolescence such as accepting, understanding himself/herself and significant others and proving himself/herself and to reach solutions by empathizing in the settings where he/she exists or which he/she fears. An adolescent with empathic skill may approach the events in a different route by putting himself/herself in others' place and may analyze the inner conflicts in a healthier way.

Social anxiety and empathy affect people's behaviors and success as well as their sportive lives. In today's sports, perfection in physical capacity alone is not regarded enough in maximizing sportive performance. Athletes have psychological capacity, too and their psychological capacity should be paid attention as much as their physical capacity. This is the reason why athletes, experiencing emotional changes, are unable to attain the expected success despite physically being ready (Tavacioğlu, 1999).

Anxiety is universal and may affect the sportive performance negatively or positively. Anxiety may cause falls in their athletes' behaviors/performances and skills by making incorrect decisions. Excessive anxiety levels may force athletes to make unrealistic decisions. It is observed that athletes make continuously wrong decisions under extreme anxious and stressed conditions (Tavacioğlu, 1999). Athletes, demonstrating no success or low

performance during trainings and competitions, may experience anxiety about how they are evaluated. The studies identify the sportive anxiety as a fear resulting from high expectations of people, mistakes and fails, importance of the competition, over-importance attributed to the result and fear of negative evaluation (Sevimli, 2009).

When the literature was reviewed, it was noted that the number of the studies on this issue was small and it was needed to conduct this study in order to establish the correlation particularly between social anxiety and empathy.

MATERIAL AND METHOD

Study Model

The study was designed as a survey model study where the aim was to assess the fear of negative evaluation levels and empathic tendency levels of Turkish judokas in the national junior judo team in terms of various variables.

Population and Sample

The population of the study was consisted of 75 judokas (37 female judokas and 38 male judokas) who joined preparatory camp held at Çankırı Camping Training Center between the 7th and the 20th of June, 2012 for European Junior Judo Championship to be organized in Montenegro-Bordo between the 22nd and the 24th June, 2012.

The study sample was composed of 63 judokas (32 female judokas and 31 male judokas) who were selected using random sampling method and participation was voluntary.

Table 1. Demographic Data about the Study Group

Variables	Sub-categories	N	%
Gender	Female	31	49,2
	Male	32	50,8
Sportive age	1-5	25	39,7
	6-10	30	47,6
	11+	8	12,7
International success	Yes	27	42,9
	No	36	57,1
National success	Yes	49	77,8
	No	14	22,2

Data Collection Tools

Two questionnaire forms were used in the study: “Fear of Negative Evaluation Scale” developed by Leary (1983) and adapted into Turkish by Çetin et al. (2010), and “Empathic Tendency Scale” designed by Dökmen (1988).

Fear of Negative Evaluation Scale (FNES) is a self-report scale designed to measure tolerance of the individuals in case of others' negative or hostile evaluations about themselves. It is a five point Likert type scale with 12 items. Reliability of FNES was calculated with internal reliability test (Cronbach Alpha), split half technique and test-retest methods. Internal consistency of the test was found to be .84. Reliability coefficient computed using split half technique was .83. The scale was administered to 76 individuals with two weeks interval in order to determine its reliability using test-retest method. As the result, test-retest reliability coefficient of the scale was found to be .82.

Empathic Tendency Scale (ETS) was developed to measure people's empathy potentials in their daily lives. It is a Likert type scale with 20 questions. Each question is marked with points between 1 and 5. The 3rd, 6th, 7th, 8th, 11th, 12th, 13th, 15th

questions are reverse-coded. Minimum score is 20 while maximum score is 100. Total score indicates participant's empathic tendency score. Higher scores point out higher empathic tendency whereas lower scores point out lower empathic tendency. As the result of the analysis, reliability of the scale was found to be .82. Split half reliability between scores obtained by the participants in the uneven and even items was found to be .86.

Analyses of the Data

For the statistical analysis of the data obtained in the research, arithmetic means and standard deviations were employed. Also, in order to explore difference between the variables and Fear of Negative Evaluation and Empathic Tendency Levels, t test was employed for gender variable while such non-parametric tests as Mann-Whitney U test and Kruskal Wallis test were used for the variables of sportive age variable and success in national and international competitions (ranking among the top five judokas in national and international competitions) because the data did not follow normal distribution and homogeneity conditions were not met. The results were presented in tables. Level of significance was set at 0.05.

FINDINGS

Table 2. t test results relating to Fear of Negative Evaluation and Empathic Tendency Levels in terms of gender variable

	Gender	N	\bar{x}	Sd	t	p
Fear of Negative Evaluation	Female	31	34.56	7.85	-.264	.739
	Male	32	33.06	7.10		
Empathic Tendency	Female	31	54.74	16.48	1.242	.220
	Male	32	49.90	14.38		

As seen in Table 2, there was no significant difference between gender variable, and Fear of Negative Evaluation

Scale scores and Empathic Tendency Scale scores of the judokas ($p > .05$).

Table 3. Kruskal Wallis Test results relating to Fear of Negative Evaluation and Empathic Tendency Levels in terms of sportive age variable

Scales	Sportive age	N	Median	Sd	χ^2	p
Fear of Negative Evaluation	1-5	25	37.31	2	2.045	.360
	6-10	30	32.28			
	11+	8	30.44			
Empathic Tendency	1-5	25	40.06	2	2.694	.260
	6-10	30	30.67			
	11+	8	31.42			

According to the data in Table 3; there was no significant difference between sportive age variable, and Fear of Negative Evaluation Scale scores and

Empathic Tendency Scale scores of the judokas [$\chi^2(2) = .360$; $p > .05$]; [$\chi^2(2) = .260$; $p > .05$].

Table 4. Kruskal Wallis Test results relating to Fear of Negative Evaluation and Empathic Tendency Levels in terms of sportive success variables

Variables	Scales	Success	N	Median	Rank Sum	χ^2	p
Success in international competitions	Fear of Negative Evaluation	Yes	27	30.59	826	448	.597
		No	36	33.06	1190		
	Empathic Tendency	Yes	27	32.29	1162	475	.884
		No	36	31.61	823		
Success in national competitions	Fear of Negative Evaluation	Yes	49	29.27	1434	209	.027*
		No	14	41.57	582		
	Empathic Tendency	Yes	49	34.93	489	302	.498
		No	14	31.16	1527		

In Table 4, it was seen that there was no significant difference between sportive success in international competitions variable, and Fear of Negative Evaluation Scale scores and Empathic Tendency Scale scores of the judokas. However, according to the table, there was a significant difference between Fear of Negative Evaluation Scale scores and sportive success in national competitions

variable ($p < .05$). Mean scores of the athletes who did not rank among the top five judokas in national competitions (29.27) were significantly higher than those who ranked among the top five judokas in national competitions (41.57). As for the Empathic Tendency Scale scores and the same variable; no significant difference was found between ($p > .05$).

DISCUSSION AND RESULT

In this study in which Fear of Negative Evaluation Levels and Empathic Tendency Levels of judokas were assessed in terms of different variables, no significant difference was found between gender variable, and Fear of Negative Evaluation Scale scores and Empathic Tendency Scale scores of the athletes ($p>.05$). However, when the mean scores were examined, it was seen that female athletes got higher scores from both of the scales. It may be argued that female individuals are more sensitive and fragile -particularly- during the adolescence period as compared with male individuals. The studies of Stopa and Clark (1993), Sevimli (2009), Demir et al. (2000) on fear of negative evaluation, and the studies of Myyry and Helkama (2001), Dorak and Vurgun (2006) on Empathic Tendency Level revealed similar results and these findings were in line with our findings.

In Table 3, no significant difference was found between sportive age, and Fear of Negative Evaluation Scale scores and Empathic Tendency Scale scores of the athletes ($p>.05$). When the table was examined, it was seen that the athletes feared negative evaluation less but also demonstrated empathic behaviors less as their sportive age -namely, their experience- increased. As sportive age increased, so did sportive experience. Social anxiety is reduced by experience. Increased experience may encourage the athletes to act more freely and comfortably and to have more self-confidence in front of crowded spectators but also to think individualistically; which was -we thought- the possible reason for the decreased empathic levels (Dorak and Vurgun, 2006; Akçakoyun et al. 2010).

When Fear of Negative Evaluation Scale scores of the study group were examined in terms of sportive success (Table 4); it was seen that mean Fear of

Negative Evaluation Scale scores of the athletes who ranked among the top five judokas in national and international competitions (29.27) were lower than those who did not rank among the top five judokas in these competitions and the difference between the successful athletes and unsuccessful athletes in national competitions was found statistically to be significant. It may be commented that this result would be attributed to the fact that unsuccessful athletes in the competitions put the blame on themselves, did not approve themselves and underwent an excessive fear about what other people thought about them. Higher level of anxiety naturally affects success negatively among the individuals. The studies, Ahçı and Göçmen (1995), Subaşı (2000) indicated that higher level of anxiety naturally affects success negatively among the individuals.

In Table 4, it was seen that mean Empatik Tendency Scale scores of the athletes who were successful in national and international competitions were higher than those who were not successful in these competitions; yet, the difference was statistically insignificant. The reason why successful athletes had higher empathic scores may be resulting from that success increases athletes' motivation and thus they think more optimistically (Dökmen 1994) and demonstrate better communicational skills and empathic behaviors (Öz,1998). The studies of Darlene and Aspy (1984), Öz (1998), Arifoğlu and Razi (2011) on different groups discovered that professional or academic success affected empathic tendency and empathic behaviors positively. These results were in agreement with ours.

As a result, it was explored that fear of negative evaluation and empathic tendency did not change in terms of gender variable and sportive age variable while the scores of the judokas who ranked among the top five judokas in

national and international competitions were lower than those who did not rank among the top five judokas in national and international competitions and the

difference between successful athletes and unsuccessful athletes in national competitions was statistically significant.

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