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**THE RELATIONSHIP BETWEEN LEISURE TIME EXERCISE AND SOCIAL APPEARANCE ANXIETY OF STUDENTS FROM SCHOOL OF PHYSICAL EDUCATION AND SPORTS**

**Abstract**

In this study social appearance anxiety and leisure time exercise of students from College of Physical Education and Sports were investigated. A total of 247 students were participated. Data for social appearance anxiety were collected by a survey which was developed by Hart et all. (2008) and translated to Turkish by Doğan (2010) and data for leisure time exercise was developed by Godin and Shephard (1985 and 1987) and translated to Turkish by Yerlisu Lapa and Yağmur (2015). The mean of the social appearance anxiety level is found to be 24.85 and leisure time exercise level is found as 27.94. There is no significant difference was found students' social appearance anxiety level according to gender but a significant difference was found between female and male students in their leisure time exercise level. This study showed that students' social appearance anxiety level and leisure time exercise level were changed significantly whether they do have license in sport or not. Also it is found that there is no relationship among social appearance anxiety, leisure time exercise level and academic achievement of students.

**Key Words:** Social appearance anxiety, leisure time exercise, gender, license in sport, academic achievement

**BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU ÖĞRENCİLERİNİN SERBEST ZAMAN EGZERSİZLERİ İLE SOSYAL GÖRÜNÜM KAYGILARI ARASINDAKİ İLİŞKİ**

**Özet**

Bu çalışmada Beden Eğitimi ve Spor Yüksekokulunda öğrenim gören öğrencilerin sosyal görünüm kaygı düzeyleri ve serbest zaman egzersiz düzeyleri incelenmiştir. Çalışmaya 247 öğrenci gönüllü olarak katılmıştır. Öğrencilerin sosyal görünüm kaygıları Hart ve ark. (2008) tarafından geliştirilen ve Türkçeye Doğan (2010) tarafından uyarlanan Sosyal Görünüm Kaygı Ölçeği kullanılarak tespit edilmiştir. Serbest Zaman Egzersiz düzeyi ise Godin ve Shephard (1985, 1987) tarafından geliştirilen ve Türkçeye Yerlisu-Lapa ve Yağmur (2015) tarafından uyarlanan Serbest Zaman Egzersiz Ölçeğiyle elde edilmiştir. Çalışmada öğrencilerin sosyal görünüm kaygı düzeyi ortalaması 24.85 olarak tespit edilirken serbest zaman egzersiz ortalaması 27.94 olarak tespit edilmiştir. Çalışmada öğrencilerin sosyal görünüm kaygı düzeyi cinsiyete göre farklılık göstermezken, serbest zaman egzersiz düzeyi erkekler lehine anlamlı bir farklılık göstermiştir. Sosyal görünüm kaygı ve serbest zaman egzersiz düzeyi öğrencilerin bir branşta lisans sahibi olmalarına göre de anlamlı düzeyde farklılık göstermiştir. Çalışmada serbest zaman egzersiz

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düzeyi, sosyal görünüm kaygı düzeyi ve akademik başarı arasında anlamlı düzeyde bir ilişki tespit edilememiştir.

**Anahtar Kelimeler:** sosyal görünüm kaygısı, serbest zaman egzersiz, cinsiyet, spor lisansı, akademik başarı

## **INTRODUCTION**

Advancements in technology have affected the level of physical activity individuals participate. Regular physical activities have a positive effect on the physical and physiological well-being of the individuals (Aşçı, 2002). Exercise is a way that individuals use to enhance their physical appearance and exercising is a critical factor with those focuses their attention on their physical appearance. The thoughts of the people on their bodies are one of the factors that affect their motives to exercise and the intensity of the exercise. Leisure time physical activity refers to any activity undertaken in the individuals' discretionary time that increase the total energy expenditure (Bouchand, Blair, Haskell et al.. 2007).

Physical activity has a positive effect on health outcomes both physically and psychologically (American Health Association, 2010) and evidence suggest that it may have a positive effect on academic performance (Tredeau and Shephard, 2008). The lack of physical activity in youngsters has become serious problems in society. There has been frequent speculation about the effects of physical activity on the school learning processes. In the last few years, studies have analyzed the relationship between physical activity and academic achievement however, those studies reached different conclusions, finding that physical activity has no relationship to academic performance or showing that physical activity in students is associated with improvement in academic performance (Morales et all, 2011, Chomitz et all, 2009).

Researchers suggest that people who are anxious about their appearances engage in exercise more than those who are not anxious (Aşçı, 2006). According to Cashmore (2002, as cited in Lavelle, Kramer, Moron and Williams, 2004), anxiety refers to an unpleasant emotion, which is characterized by vague but persistent feelings of apprehension and dread. Anxiety is a negative emotional situation and it is influenced individuals' life quality somehow. Social physical anxiety is the fear of being negatively evaluated regarding one's physical appearances (Hart et all, 1989). Hart et all approached the concept of social physique anxiety in a more detailed and holistic manner as a feeling beyond the social appearance anxiety and developed the social appearance anxiety concept and scale. Social appearance anxiety is a result of a negative body image in some individual regarding the body and the appearance. Negative body image points to negative thoughts and feelings related to the body, feeling of regarding oneself to be less attractive compared to others, feeling a shamed by one's own body. People who feel this kind of emotions will be anxious about their appearances and sometimes ashamed of themselves (Doğan, 2010). Social appearance anxiety consists of personal characteristics such as complexion, skin color, shape of the face, the nose, distant between the eyes, smile, in addition to the general physical appearance including height, weight and muscular structure.

Previous studies are mostly focused on social appearance anxiety (SAA) and leisure time exercise (LTE) levels for sedater individuals. Studies that investigated SAA, LTE and academic achievement (AA) are limited. Therefore we believe that this study makes an important contribution to the literature by providing detailed information on these subjects.

The purpose of this study was to determine SAA and LTE of students from a College of Physical Education and Sports according to their gender and license in sport. Likewise, to find out whether there is a relationship between SAA, LTE level and AA of students.

## **METHOD**

### **Participants**

Participants were 247 undergraduate students from School of Physical Education and Sports. Their ages ranged from 18 to 30. There were 96 female and 151 male students. Involvement in the study was voluntary.

### **Instrument**

Social Appearance Anxiety Scale (SAAS), developed by Hart et al. (2008) and adapted to Turkish by Dogan (2010) was used in this study. This scale is self-report type and has one dimension. There were total of 16 items; first item needed to be converted. Internal consistency of the scale was found as .93. It was 5 point Likert type scale which rates between not appropriate at all to completely appropriate.

Leisure Time Exercise Questionnaire (LTEQ) developed by Godin and Shephard (1985 and 1997) and adapted to Turkish by Yerlisu Lapa and Yağar (2015). This questionnaire was found valid and reliable instrument to determine leisure time physical activity level of individuals. The LTEQ seeks information on the number of time some engages in mild (minimal effort), moderate (not exhausting) and strenuous (heart beats rapidly) at least 15 min. duration on a typical 7 day period. Then each frequency score is multiplied by a corresponding metabolic equivalent of task value. A total exercise score then is calculated according to this formula:

$$3 * (\text{mild}) + 5 * (\text{moderate}) + 9 * (\text{strenuous})$$

If total score is over than 24, it indicates individual is active, if it is in the range of 14-23, that represents an active individual in a medium level and, if it is lower than 14 that means individual is not active.

### **Data Analysis**

In this study, the statistical Pearson correlation coefficient was used to examine the bivariate relationship for SAA, AA and LTE. Furthermore, t test for independent samples was used to estimate students' SAA and LTE level differences according to their gender and, depending on whether they have sports license or not.

### **Results**

Here, findings regarding to have students' SAA and LTE scores according to their gender and whether they have sports license or not were presented. Results related with relationship among AA, SAA and LTE level were displayed as well. SAA mean of students was found to be  $\bar{X}=28$  and LTE was found a  $\bar{X}=27$

**Table 1** T test results of students' social appearance anxiety due to gender.

	Gender	N	$\bar{X}$	SD	df	t	p
Social Appearance Anxiety (SAA)	Female	96	24.15	8.74	245	-0.865	0.388
	Male	151	25.30	10.97			

Table 1 presents no significant difference SAA level of students due to gender ( $t_{247} = -0.865, p > 0.05$ ). SAA mean of male students was higher than that of female students.

**Table 2** T test results of students' leisure time exercise due to gender.

	Gender	N	$\bar{X}$	SD	df	t	p
Leisure Time Exercise (LTE)	Female	96	23.95	12.69	245	-3.64	0.000*
	Male	151	30.48	14.37			

Table 2 indicates a significant difference LTE level of students according to gender ( $t_{247} = -3.64, p < 0.05$ ). The mean of female students was  $\bar{X} = 23.95$  and  $\bar{X} = 30.48$  for male students.

**Table 3** T test results of students' social appearance anxiety in relation to license in sport.

	Leisure	N	$\bar{X}$	SD	df	t	p
Social Appearance Anxiety (SAA)	Yes	137	23.04	7.06	247	-3.188	0.002*
	No	110	27.11	12.71			

When Table 3 is explored a significant difference was found in students' SAA in relation to whether they have license in any kind of sports or not. ( $t_{247} = -3.189, p < 0.05$ ). Students who declared that they have sports license had a lower SAA level than those students who do not have any sports license.

**Table 4** T test results of students' leisure time exercise according to license in sport.

	Leisure	N	$\bar{X}$	SD	df	t	p
Leisure Time Exercise (LTE)	Yes	137	31.73	13.28	247	4.932	0.000*
	No	110	23.23	13.69			

Consistent with the findings in Table 4, LTE level of students who said they had license in sport displayed a significant difference when compared to students who said they do not have any license in sport ( $t_{247} = 4.932, p < 0.05$ ).

**Table 5** Correlation result of students' academic achievement, social appearance anxiety and leisure time exercise scores.

		Leisure Time Exercise	Social Appearance Anxiety	Academic Achievement
Leisure Time Exercise(LTE)	r		-0.073	0.036
	p		0.251	0.578
	N		247	247
Social Appearance Anxiety(SAA)	r			0.008
	p			0.906
	N			247

Academic	r
Achievement	p
(AA)	N

According to table 5 there is no significant correlation between LTE and SAA, and between LTE and AA. Similarly, results showed that no significant correlation was found between SAA and AA. This table shows us that students' AA, SAA and LTE level have no effect on each other.

## **DISCUSSION**

The aim of this study was to determine SAA and LTE level of students from College of Physical Education and Sports according to their gender and whether they have license in sport or not. And to find out if there is a correlation between SAA, LTE and AA of students.

The study's SAA mean and LTE mean of students was found to be 24.85 and 27.94, respectively.

These results demonstrate that students from College of Physical Education and Sports were comfortable with their appearances and they were not concerned being negatively evaluated by others about their appearances. According to Beauchamp et al., as cited in Argon 2014, individuals who feel good about their appearances have higher levels of self-esteem and self-respect. In fact, compared to the individuals who feel negative about their appearances, the individuals who feel positive about their social appearances have no limitations in behaviors that indicate performance and may display more extravert behaviors. The students' LTE duration was found to be quite high which means that students are very active in their daily life. The appearance of students from College of Physical Education and Sport is an important concern in their professional life. The low level appearance anxiety will affect their self-confidence positively in their life.

When we look at the students' SAA level according to gender, gender did not emerge as a determining factor. This finding is consistent with the findings of Yüceant and Ünlü, 2016; Şahin, Barut, Ersanlı, 2013; Brunet and Sebastian. Unlike the results obtained here, Kılıç and Karakuş, 2016; Alemdağ and Öncü, 2015 stated that gender was a determinant factor. When looked at the students' LTE scores according to gender, gender did emerge as a determining factor. Male students spend a significantly more time with exercising than female students. Karaca and Lapa, 2016; Kurşak, Hekim, 2015; Polat, Güzel, Kafa, 2017, Brunet and Sebastian, 2009 found similar results to our study.

According to our findings, a significant difference was found in students' both SAA and LTE scores due to whether they have sports license or not. Students who declared they have sports license had less social appearance anxiety than those students who declared they do not have any license. Similarly, students who declared they have sports license had higher exercise duration than those students who declared they do not have license in sports. These results seem reasonable since participants are students in college of physical education and sports. So, we can conclude that having a license in sports was an important factor determining SAA and LTE levels. In literature there was similar studies related with these findings. For example, Işık, Bekler, Özarlan, 2015 and Başaslan, Livanelioğlu and Aslan 2007, found students who are doing sports are different in their physical activity level than students who are not doing any

kind of sports. Kurşak and Hekim, 2015, found students from college of physical education and sports are more active than students from other faculties.

According to our results there is no significant correlation among SAA, AA and LTE duration. Some studies show no significant relationship or a very weak relationship between student academic performances with increased physical activity level (Taras, 2005). Although some evidence suggests that increasing time spent on physical activity does not adversely affect academic performance (**Trost and Van Der Mars, 2010**). Taras proposes that it is possible that the positive effects of increased physical activity exist primarily in certain sub-populations of students such as those students who are low achieving or who do have lower levels of physical fitness.

There is a limitation in our data collection measures relied on self-reports from students. Academic achievement was a self-reported composite measure and may not be reliable because of the possibility that students did not accurately report their grades.

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### **EXTENDED ABSTRACT**

Regular physical activities have a positive effect on the physical and physiological well-being of the individuals (Aşcı, 2002). Exercise is a way that individuals use to enhance their physical appearance and exercising is a critical factor with those focuses their attention on their physical appearance. The thoughts of the people on their bodies are one of the factors that affect their motives to exercise and the intensity of the exercise. Leisure time physical activity refers to any activity undertaken in the individuals' discretionary time that increases the total energy expenditure (Bouchand, Blair, Haskell et al. 2007).

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When we look at the students' social appearance anxiety level according to gender, gender did not emerge as a determinant factor. When we look at the students' leisure time exercise scores according to gender, gender did emerge as a determinant factor. Male students spend a significantly more time with exercising than female students.

According to our findings, a significant difference was found in students' both social appearance anxiety and leisure time exercise scores due to whether they have sports license or not. Students who declared they have sports license had less social appearance anxiety than those students who declared they do not have any license. Similarly, students who declared they have sports license had higher exercise duration than those students who declared they do not have license in sports. These results look reasonable since participants are students in college of physical education and sports. So we can conclude that having a license in sport was an important factor determining social appearance anxiety and leisure time exercise levels. In literature there was similar studies related with this findings.

According to our results there was no significant correlation among social appearance anxiety, academic achievement and leisure time exercise duration. Some studies that show no significant relationship or a very weak relationship between student academic performances with increased physical activity level (Taras, 2005). Although some evidence suggests that increasing time spent on physical activity does not adversely affect academic performance (Trost and Van Der Mars, 2010). Taras proposes that it is possible that the positive effects of increased physical activity exist primarily in certain sub-populations of students such as those students who are low achieving or who do have lower levels of physical fitness.