ORIGINAL ARTICLE

Investigation of Positive Thinking Skills and Social Appearance Anxiety of Faculty of Sport Sciences Students

SERKAN KABAK[1], EBRU GÜZEL KUYUCU[2]
[1,2]Trabzon University Sports Science Faculty
Correspondence to: Serkan Kabak, Email: serkankabak@trabzon.edu.tr, Cell:5071551237

ABSTRACT

Background: With the developing technology in the 21st century, societies are changing. With the change of societies, the spiritual and psychological needs of the people who make up the societies also change and the factors affecting these needs show differences.

Aim: In this study; It was aimed to examine the positive thinking skill levels and social appearance anxiety of students studying at Trabzon University Faculty of Sport Sciences.

Methods: The research is a survey model study. The sample group consists of a total of 165 students, 63' female and 102' male, studying at Trabzon University Faculty of Sports Sciences in the 2020-2021 period. Students participated in the study voluntarily. Detailed information about the scale was given to the participants. The data were both prepared electronically with Google Forms (online survey) and sent to the participants from faculty watsap groups, and were collected face-to-face from students who had the opportunity to reach them face-to-face. Positive Thinking Skills Scale (8 items) and Social Appearance Anxiety Scale (16 items) were used as data collection tools. The Positive Thinking Skills Scale is a 4-point Likert type, and the validity and reliability studies of the Turkish format of the scale were carried out by Akın, Uysal, and Akın (2015). The Social Appearance Anxiety Scale, on the other hand, is a 5-point Likert type, and the validity and reliability studies of the Turkish version of the scale were conducted by Doğan (2010).

Conclusion: Within the scope of the study, the positive thinking skills of the students of the faculty of sports sciences and the social appearance anxiety correlation results show that there is a positive and significant difference.

Keywords: Sports, Positive Thinking Skill, Social Appearance Anxiety

INTRODUCTION

With the developing technology in the 21st century, societies are changing. With the change of societies, the spiritual and psychological needs of the people who make up the societies also change and the factors affecting these needs show differences. While the factors affecting people sometimes affect the individual in the fields such as family, work, school, sports, etc. by creating micro results, they can sometimes deeply affect all societies in all areas of life by producing macro results. Conditions such as heavy traffic, noise, interpersonal communication disorders, stress, economic problems, and inability to spare time for oneself affect individuals in narrower areas, whereas global warming, natural disasters, pandemics and wars can affect societies in wider areas[1]. Depending on these and similar factors, situations that negatively affect mental health such as anxiety and depression may occur in people over time.

Humans are dynamic and social beings. indispensable part of the social order. People with an element of identity have a number of different values and attitudes. this attitude

and in the light of values, people are different in order to realize their common goals. tend to form organizations and spend most of their lives in these organizations they have created.[2]

Again, one of the factors that people living in the 21st century attach importance to is communication. There are multiple elements that are necessary for a healthy communication to occur. It is possible for people to get along with each other and convey their feelings through communication. Communication has a great importance in people's private, business and social lives. Over time, people have given importance to how they are seen and perceived by other individuals with whom they share their private, business and social lives. The desire to look nice to other people in their private, business and social lives with whom they share common areas and to leave positive effects on them has begun to emerge.

The desire to look beautiful and to be liked has made people try to look nice. Most of the individuals prefer people who seem nice to them while communicating, and similarly, they want to show themselves nice to the people on the other side and to be liked by them[3]. The thought of not being able to make a good impression, which is the opposite of being liked by others, creates a great anxiety on the individual[4]. All of the feelings and thoughts that an individual feels about his/her body are body image[5]. Negative thoughts about the body that individuals have, express negative body image. Negative body image causes him/her to perceive his/her body as less attractive compared to other people, to be dissatisfied with his/her own body and to be shy about it. Being satisfied with one's own body expresses a positive body image[6]. Since it is important how other people see themselves as well as their own thoughts about their own bodies, they develop behaviors in order to have a positive effect on other people. This feeling may cause too much anxiety in some people [7]. Anxiety is defined as the state of being concerned that people feel in the face of events that may threaten them spiritually, psychologically or physically[8]. The concept of anxiety is often confused with the concept of fear. Define the difference between anxiety and fear as follows: "The feeling called fear is a conscious response to a certain danger element, while anxiety appears as a reaction against possible threats, regardless of consciousness,

because the object of the anxiety is not clear[9]."

Conditions such as anxiety, depression, boredom and fatigue, which are caused by individual and global factors, can cause negative mental and psychological problems in individuals. These situations push people, especially psychiatrists, to seek solutions. There are two dimensions that are considered fundamental in solving a problem and treating the disease. One is to propose solutions to an emerging problem, to try to treat an emerging disease, and the other is to keep the situation under control by planning preventive actions before problems and diseases arise.

Positive thinking skill is a phenomenon that helps people look to the future with hope[10], fosters positive thoughts, offers solutions to problems, supports positive decisions, and enables a positive view of life. Positive thinking skills encourage a positive process management that evaluates situations objectively, accepts both positive and negative aspects of problems[11]. Positive thinking skill is seen as helping oneself[12] and is recommended as a rational way to produce solutions to problems, including ailments[11]. There are previous studies in the literature that positive thinking skills reduce the consequences of anger, stress, nervousness, anxiety and some disorders related to depression[13]. It would not be wrong to say that regular sports and exercise can be another important solution besides positive thinking skills in coping with some problems such as social appearance anxiety in individuals. As a matter of fact, many academic studies have proven that regular sports and exercise reduce stress, anxiety and depression and help people feel good[14].

University students were considered as the sample group, as it was wondered at what level these anxiety states that individuals encounter in many periods of their lives are in terms of individuals at university age, where communication is increased, different people are met and social relations are intense.

Sport; many sciences such as psychology, sociology, physiology, anatomy, biomechanics interacts with the branch. In recent years, scientific studies in the social sciences researches deal mostly with the sociological and psychological aspects of sports activities. It is of great importance in the development and progress of sports in all its dimensions.[15]

Humor, which has a very important position in the life of human being as a social being, It is a frequently preferred method in the face of some events that individuals face in their daily time situation emerges.[16]

This research was carried out to investigate the Positive Thinking Skills and Social Appearance Anxiety of Sports Sciences Faculty Students. Although the research topic of positive thinking is the subject of academic studies in multiple and different fields[17] no study was found in which university students receiving sports education were associated with social appearance anxiety. For this reason, it is thought that the study will create an example and reference for the studies to be done in the literature in the future time periods related to this subject and thus contribute to the field.

MATERIAL AND METHODS

Research Model; Our study is handled as descriptive research in the survey model. Since the present study aimed to examine the Positive Thinking Skills and Social Appearance Anxiety of Sports Sciences Faculty Students, descriptive survey design was used. The reason for this is that the survey models discussed in the studies are a model used in academic research, which aims to describe a phenomenon in the past or present situation as it is[18].

Sample Group

The study includes the students of Trabzon University Faculty of Sport Sciences. The sample of the study consists of 156 students, 68 female and 88 male, studying at Trabzon University Faculty of Sports Sciences.

Data Collection Tools

Study data were obtained through Personal Information Form, Positive Thinking Skills Scale, and Social Appearance Anxiety Scale.

Personal Information Form

This form was prepared by the researcher by obtaining information from experts in the field. In this form, questions on subjects such as age, gender, class, and department were asked to the students.

Positive Thinking Skills Scale

This scale has 8 items in total. The scale used in the study was a Likert-type scale consisting of 4 items ("0"A, "1"R, "2"G, "3"A– Always, Rare, General, Always). There is no negative item in the data collection tool used in the study. High scores in the data collection tool indicate positive thinking skills. While the highest score from the data collection tool used in our study is 24, the lowest score that can be obtained is 0. A negative correlation was found between positive thinking skills of the items of the data collection tool and depression (r= -.45,) and between general well-being (r= .40) and resourcefulness (r= .63). The Cronbach alpha internal consistency coefficient of the data collection tool is .90 (Akın et al., 2015). Within the scope of the current study data, the Cronbach alpha internal consistency coefficient was determined as .86.

Social Appearance Anxiety Scale

In order to determine the social appearance anxiety status of the volunteers participating in the research, the "Social Appearance Anxiety Scale" consisting of 16 questions, which was brought to the literature by Hart et al. in 2008 and adapted to the Turkish literature by Doğan two years later in 2010, was applied. The scale was prepared in 5-option type (As 1. SD, 5 SA- strongly Disagree, strongly Agree). The first item in the scale, the statement "I feel comfortable with my appearance" is reverse coded. Other expressions are normally coded. The scale is graded on the basis of total points. The lowest score is 16 while the highest score is 80. The low score obtained indicates that the social appearance anxiety is low, and the high score indicates that the anxiety is high.

Application

The students were reached through WhatsApp groups created at each grade level of the departments and they were informed about the scale, and these scales were applied online and data were collected.

Data Analysis

As a result of the study, SPSS 22.0 package program was used to analyze the data obtained from the measurement tool. In the analysis of the data obtained from the study, descriptive statistical tests such as frequency, percentage, minimum, maximum, arithmetic mean,

standard deviation (SD) were used. Evaluations were made with 95% confidence level criteria.

Cronbach Alpha Internal Consistency Coefficients of Scales

Factors	Cronbach Alpha
Positive Thinking Skill	0.88
Social Appearance Anxiety	0.97

RESULTS

The findings obtained in the study and the characteristics of the participants;

Table 1: Score Distribution of Positive Thinking Skills Scale

	Number of Item	n	Mean	Sd	Skewness	Kurtosis	Min.	Max.
Scale (Total)	8	165	2.10	0.60	-0.63	0.72	0.00	3.00

The arithmetic mean of the participants in the study from the positive thinking skills scale was 2.10 and the standard deviation was 0.60. When the skewness and kurtosis values of the scores obtained from the scale are examined, it can be said that the data show a normal distribution. In this context, parametric tests were used in the analysis.

Table 2: Score Distribution of Social Appearance Anxiety Scale

	Number of Item	n	Mean	Sd	Skewness	Kurtosis	Min.	Max.
Scale (Total)	16	165	2.09	1.13	1.17	0.40	1.00	5.00

The arithmetic mean of the scores of the participants in the study from the social appearance anxiety scale is 2.09 and the standard deviation is 1.13. When the skewness and kurtosis values of the scores obtained from the scale are examined, it can be said that the data show a normal distribution. In this context, parametric tests were used in the analysis.

Table 3: T-Test Results to Determine Whether Positive Thinking Skills Scale Scores Differ According to Gender Variable

Gender	Male (n=102)		Female (n=63)			
	Mean	Sd	Mean	Sd	t	p
Scale (Total)	2.02	0.58	2.22	0.62	-2.05	0.04*

p<.05

The analyses show that the scores obtained from the Positive Thinking Skills Scale (t=-2.05, p<0.05) differ significantly according to the gender variable. In other words, the difference between the mean scores of men and women from the scale was found to be statistically significant. Considering the averages, it is seen that this difference is in favor of women.

Table 4: T-Test Results to Determine Whether Social Appearance Anxiety Scale Scores Differ According to Gender Variable

Gender	Male (n=102)		Female (n=63)			
	Mean	Sd	Mean	Sd	T	p
Scale (Total)	1.84	0.86	2.50	1.38	-3.39	0.00*

p<.05

The analyses show that the scores obtained from the Social Appearance Anxiety Scale (t=-3.39, p<0.05) differ significantly according to the gender variable. In other words, the difference between the mean scores of men and women from the scale was found to be statistically significant. Considering the averages, it is seen that this difference is in favor of women.

Table 5: The Results of the Correlation Test to Detect Whether There is a Significant Relationship between the Positive Thinking Skills Scale Scores and the Age Variable

	Age		
	N	R	p
Scale (Total)	165	-0.23**	0.00

Table 5 shows that there is a negative and low-level significant relationship (p<0.01) between the scores of the participants on the Positive Thinking Skills Scale and the correlation coefficient between the ages of the participants. In other words, as age increases, positive thinking skill scores decrease.

Table 6: The Results of the Correlation Test to Detect Whether There is a Significant Relationship between the Social Appearance Anxiety Scale Scores and the Age Variable

	Age		
	N	R	p
Scale (Total)	165	-0.05	0.49

According to Table 6, no significant correlation (p>0.01) was found between the scores of the participants on the Social Appearance Anxiety Scale and the correlation coefficient between the ages of the participants. In other words, there is no relationship between age and social appearance anxiety.

Table 7: T-Test Results to Determine Whether Positive Thinking Skill Scores Differ According to Grade Level Variable

Grade Level	1st – 2nd Grade (n=86)		3rd – 4th Grade (n=79)			
	Mean	Sd	Mean	Sd	t	p
Scale (Total)	2.10	0.62	2.09	0.59	0.08	0.93

Table 8: T-Test Results to Determine Whether Social Appearance Anxiety Scores Differ According to Grade Level Variable

Grade Level	1st – 2nd Grade (n=86)		3rd – 4th Grade (n=79)			
	Mean	Sd	Mean	Sd	t	p
Scale (Total)	2.16	1.18	2.03	1.09	0.76	0.44

The analyses show that the scores obtained from the Positive Thinking Skills Scale (t=0.08, p>0.05) do not differ significantly according to the grade level variable.

The analyses show that the scores obtained from the Social Appearance Anxiety Scale (t=0.76, p>0.05) do not differ significantly according to the grade level variable.

Table 9: ANOVA Results to Determine Whether Positive Thinking Skills Scale Scores Differ According to Department

Department	1 (n=67)		2 (n=35)		3 (n=63)				
	M	Sd	M	Sd	M	Sd	F	P	SD
Scale (Total)	2.15	0.54	2.08	0.62	2.05	0.66	0.44	0.64	

SD: Significant Differences Groups: 1: Physical Education and Sports Teaching, 2: Coaching, 3: Sports Management

ANOVA results show that the scores of the participants from the positive thinking skills scale do not differ significantly according to their departments. According to this finding, the difference between the mean scores obtained from the scale according to the departments of the participants is not statistically significant.

Table 10: ANOVA Results to Determine Whether Social Appearance Anxiety Scale Scores Differ According to Department

Department	1 (n=67)		2 (n=35)		3 (n=63)				
	M	Sd	M	Sd	M	Sd	F	P	SD
Scale (Total)	2.28	1.27	2.35	1.25	1.75	0.80	4.78	0.01	1*-3 2*-3

SD: Significant Differences Groups: 1: Physical Education and Sports Teaching, 2: Coaching, 3: Sports Management

The ANOVA results show that the scores of the participants on the social appearance anxiety scale differed significantly according to their departments. According to this finding, the difference between the mean scores of the participants according to the departments they read is statistically significant. As a result of the Tukey test, which is one of the Post Hoc tests conducted to determine the source of this difference, the social appearance anxiety of the students of physical education and sports teaching and coaching education is higher than the students of the sports management department.

Table 11: Correlation Results of Positive Thinking Skills Scale and Social Appearance Anxiety Scale

	R	p
Positive Thinking Skill Scale Social Appearance Anxiety Scale	,248	0.01

The correlation results show that the correlation results of the participants differed positively and significantly.

DISCUSSION

When the skewness and kurtosis values of the scores of the participants obtained from the positive thinking skills scale and the social appearance anxiety scale within the scope of the study are examined, it can be said that the data show a normal distribution, and parametric tests were used in the analyses made in this context. In the light of the data obtained in the study, it can be stated that the correlation results of the positive thinking skills scale and the social appearance anxiety scale differ positively and significantly. The analyses show that the scores obtained from the Positive Thinking Skills Scale (t=-2.05, p<0.05) differ significantly in favor of women according to the gender variable. Likewise, the analyses show that the scores obtained from the Social Appearance Anxiety Scale (t=-3.39, p<0.05) differ significantly in favor of women according to the gender variable. It is thought that this may be related to women's positive life views and paying more attention to their appearance. As a result of the findings obtained from the study, it was determined that there was a negative and low-level significant relationship (p<0.01) between the scores of the participants from the positive thinking skill scale and the correlation coefficient between the ages of the participants. It can be stated that as age increases, positive thinking skill scores decrease. It is thought that this may be due to the increase in the responsibilities of the individual with the increase in age, the approach of graduation status, the stress of the exams that students will take after graduation, and employment considerations. When the relationship between the scores of the participants from the Social Appearance Anxiety Scale and the correlation coefficient between the ages of the participants was examined, it was observed that there was no significant relationship (p>0.01), and there was no relationship between age and social appearance anxiety. As a result of the analysis of the data obtained from the study, it shows that the scores obtained from the Positive Thinking Skills Scale (t=0.08, p>0.05) and the social appearance anxiety scale (t=0.76, p>0.05) do not differ significantly according to the grade level variable. When the scores of the participants from the positive thinking skills scale are examined according to their departments, it can be stated that there is no significant difference. On the other hand, it can be stated that the scores obtained from the social appearance anxiety scale differ significantly according to the departments of the participants, and these scores are higher in favor of the students of physical education and sports teaching and coaching education compared to sports management department students. It is thought that this may be related to the fact that the students of the sports management department have been admitted with the central placement score since 2020, while the student admission for coaching and physical education sports teacher is carried out with the athlete's resume and / or special talent exam. As a matter of fact, the findings obtained from the studies of A Comparison of the Positive Thinking Skills of Athletes and Sedentary Individuals by Çelik, Esentürk, İlhan (2020)[19], the Relationship between Positive Thinking Skills and Interpersonal Communication Skills in University Students by Karadağ (2019), Investigation of Positive Thinking Skills in Athletes by Şahinler et al. (2020) and the studies named "Evaluation of Physical Education and Other Professions Teachers' Body Contentment", "Body Awareness and Social Appearance Anxiety (2021)", "Investigation of Social Appearance Anxiety and Attachment Styles in University Students in Terms of Various Variables (2021)", "Examination of the

Relationship Between Social Appearance Anxiety and Self-Efficacy Beliefs in Pre-service Teachers (2020)" support the findings of our study and are similar in nature.

CONCLUSION

In this study, it was aimed to examine the positive thinking skill levels and social appearance anxiety of students studying at Trabzon University Faculty of Sport Sciences. It is thought that the results of the study will contribute to the literature in order to develop positive thinking skills and reduce social appearance anxiety in university students.

REFERENCES

1. Doğan, (2014). The relationship between school administrators' social communication skills and teachers' motivation levels. Journal of Educational Management in Theory and Practice, 20(2), 191-216.
2. Altinişik, Ü., & Çelik, D. D. A. Examination Of The Relationship Between Conflict Management Styles And Communication Skills Of Sport Manager Candidates.
3. Yousefi B, Hassani Z and Shokri O, (2009). Reliability and factor validity of the 7-Item social physique anxiety scale among university students in Iran. World Journal of Sport Sciences, 2, 201-4.
4. Leary, M. R., & Kowalski, R. M. (1995). The self-presentation model of social phobia. Social phobia: Diagnosis, assessment, and treatment, 94-112.
5. Dogan, T. (2010). Turkish Adaptation of the Social Appearance Anxiety Scale (SSI): A Validity and Reliability Study. Hacettepe University Faculty of Education Journal, 39, 151-159.
6. Bergeron, D. B. (2007). The relationship between body image dissatisfaction and psychological health: An exploration of body image in young adult men. Unpublished doctorate thesis. School of The Ohio State University. USACash, 1989).
7. Çepikkurt F and Coşkun F, (2010). Social physical anxiety and body image satisfaction levels of college dancers. Pamukkale Journal of Sports Sciences, 1, 17-24.
8. Karaman, S. (2009). State and Trait Anxiety Levels of University Students Studying in Health Related Programs. Unpublished Master Thesis. Erciyes University Institute of Health Sciences, Kayseri.
9. Kaya, M. and Varol, K. (2004). State-Trait Anxiety Levels and Reasons for Anxiety of Faculty of Theology Students (Samsun Example). Journal of Ondokuz Mayıs University Faculty of Theology, 31-63.
10. Bekhet, A. K. & Zauszniewski, A. (2013). Measuring use of positive thinking skills: Psychometric testing of a new scale. Western Journal of Nursing Research, 35(8), 1074–1093. https://doi.org/10.1177%2F0193945913482191.
11. Tod, A., Warnock, C. & Allmark, P. (2011). A critique of positive thinking for patients with cancer. Nursing Standard, 25(39), 43-47.
12. Bilge, A. (2012). Positive thinking about life. Journal of Ege University Faculty of Nursing, 28(3), 129-135.
13. Ahangarzadeh Rezaei, S., Nematolahei, A. &. . Oladrostam, N. (2017). The effect of positive thinking training on stress, anxiety and depression in coronary heart disease. The J Urmia Nurs Midwifery Fac, 15(5), 339-348.
14. Canan, F. & Ataoglu, A. (2010). The influence of sports on anxiety, depression, and perception problem solving ability. Anatolian Journal of Psychiatry, 11(1), 38-43.
15. Çelik, A., Zengin, S., & Mustafa, B. A. Ş. (2017). Determination Of Aggression Levels Of Sportsman High School Students. Gaziantep University Journal Of Sport Sciences, 2(4), 20-31.
16. Kirkbir, F., Altinişik, Ü., Zengin, S., & Çelik, A. Examination Of University Students' Humor Styles. Journal Of Physical Education And Sport Sciences, 23(1), 42-54.
17. Ayres, J. (1988). Coping with speech anxiety: The power of positive thinking. Communication Education, 37(4), 289-296. https://doi.org/10.1080/0363452880938730.
18. Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, S. and Demirel, F. (2008). Scientific research methods (2nd ed.). Pegem Academy.
19. Çelik, O. B., Esentürk, O., & İlhan, L. (2020). A Comparison on Positive Thinking Skills of Athletes and Sedentary Individuals. National Journal of Sport Sciences, 4(1), 50-58.