Examining the Social Appearance Anxiety and Self-Esteem Levels of Students of the Sport Management Department

Ramazan TOPUZ[1] ✉ (iD)
Ziya BAHADIR[2] (iD)
Çağrı Hamdi ERDOĞAN[3] (iD)

[1]*Selçuk University, Faculty of Sport Sciences, Konya, Turkey*
Email: ramazan_topuzz@hotmail.com Tel: +903322411606
[2]*Erciyes University, Faculty of Sport Sciences, Kayseri, Turkey*
Email: ziyabahadir40@hotmail.com Tel: +903524380213
[3]*Ministry of Education, Çömlekçi Middle School, Kayseri, Turkey*
Email: erdoganhamdi@hotmail.com Tel: +903524271213

(✉ Corresponding Author)

Abstract

The aim of this research study is to investigate the social appearance anxiety and self-esteem levels of sports management department students concerning some variables. 328 students participated in research group, who were studying at Erciyes University Department of Sports Management, Faculty of Sport Sciences in the 2018-2019 academic year. The research was conducted with the survey model. In order to determine participant students' social appearance anxiety and self-esteem levels, Social Appearance Anxiety Scale and Rosenberg's Self-Esteem Scale were used as data collection tools. In the analysis of the data SPSS program was used. According to the results of the research, it was determined that the social appearance anxiety and self-esteem levels of Sports Management department students are in the medium range. Also a statistically significant negative correlation was determined between the social appearance anxiety and self-esteem levels of the students. There were statistically significant differences in the social appearance anxiety levels of the sport management students concerning the gender, age, and the academic grade. However, there was statistically no significant difference concerning the sport branch, doing regular exercises, doing active sport, and average grades. As per the self-esteem levels of the sport management students; there was statistically no significant difference concerning the gender, age, sport branch, average grades, academic grades, doing active sport, and doing regular exercises.

Keywords: Sports management, Social appearance anxiety, Self-Esteem, Individuality, Sociability, Student.

Contents

1. Introduction

Social appearance anxiety is a sense of anxiety experienced and felt while evaluating the physical appearances of individuals in their own perspectives and from others' aspects. This physical appearance is comprised of the elements such as weight, height, and body structure. However, the social appearance anxiety additionally involves more detailed and comprehensive elements such as face, skin etc. (Hart *et al.*, 2008). Individuals struggle to seem more attractive and leave more influential impressions on others (Yousefi *et al.*, 2009). An individual, who thinks that he/she cannot leave a good impression on other individuals, experiences anxiety (Leary *et al.*, 1988).

"Self" concept of an individual is the impression about oneself, and the identities that he/she thinks he/she bears. Improving by time and causing the individuals to develop cognitive perceptions and attitudes about themselves, this concept ensures individuals to define and evaluate themselves. It is a dynamic and lifelong development process, which is very important in puberty and early maturity period. Besides many other things, the development of "self" is a process of being able to make distinctions (Yörükoğlu, 2007).

A negative or positive evaluation perceived by an individual about his/her "self" or a judgment that an individual makes about his/her "self" shapes the self-esteem of an individual. Actually, self-esteem is the emotional dimension of the "self". One of the most important facts that influences the lifestyle and interpersonal relationship process of an individual is the self-esteem. Individuals with higher levels of self-esteem have higher expectations about their own capacities. Their respect in themselves increases. They display assertive and eager attitudes. On the other hand, the sense of respect in oneself decreases in the individuals with lower levels of self-esteem. Thinking that their opinions will not be approved, they behave more passively and more timidly (Sarıçam, 2011).

How a person feels about his/her appearance, in other words, his/her physical respect is the most important element influencing the whole self-esteem. The meaning attributed to the appearance and evaluations about the appearance may vary according to the time and the culture that a person is a part of Harter (1983). The body structure that is defined as "ideal" by the influence of fashion and culture, and the individual, who is influenced with this ideal structure, realizes an ideal appearance image. If a person cannot accept or has a negative opinion about his/her opinion in case of a discrepancy between the ideal and the existing appearance of himself/herself, it can be explained by a low level of self-esteem of the individual (Kılıç, 2015).

The body of an individual is the obvious side of the "self" and it is an important part of the visual perceptions concerning the "self". Therefore, an important determinant of the perceptions of an individual concerning his/her appearance is the self-esteem. In other words, negative or positive emotions concerning the "self" influence the sense concerning the social appearance. Particularly if the feedbacks from the environment support the existing perception, having a low level of social appearance anxiety or having high level of self-esteem affect this to a large extent (Gümüş, 2000).

It is reported that the expectations and attitudes of individuals with high levels of self-esteem, lead them to more independency and creativeness, and ensure them to display more assertive, more success-expecting, and more zealous social behaviors (Tufan and Yildiz, 1993). Considering that the individuals, who are pleased with their social appearance, will have more positive social development, the importance of this research study is better understood. In this study, it was aimed to examine the social appearance anxiety and self-esteem levels of sports management department students concerning some variables. It is considered important that the sport manager candidates, who will actively take office at sport sector and expected to be social in all aspects, have a positive sense of social appearance and have high levels of self-esteem.

2. Method

2.1. Research Model

This was a research that was designed in the descriptive survey model. Survey model is a research approach that aims to describe a situation either as was before or as is now (Karasar, 2008).

2.2. Research Group

The research group was consisted of 328 students, who studied at the Department of Sports Management in Faculty of Sport Sciences of Erciyes University during the 2018-2019 academic year, and they were selected with random sampling. 163 of the participant students were female (49.7%), whereas 165 of them were male (50.3%). 81 of the students attended 1st grade, 53 students 2nd grade, 40 students 3rd grade, and 154 students 4th grade. Average age of the students was 21.04 years.

2.3. Data Collection Tools

As the data collection tools, a Personal Information Form that was developed by the researchers was used for collecting demographic characteristics of the students, Rosenberg's Self-Esteem Scale was used for determining the self-esteem levels of the students, and Social Appearance Anxiety Scale was used for determining the social appearance anxiety levels of the students.

Rosenberg's Self-Esteem Scale was developed by Rosenberg (1965) and adapted to Turkish by Çuhadaroğlu (1986). It is comprised of 12 sections in total. Including 63 articles, the scale measures the self-esteem with the first 10 questions in its 1st section. Sub-scales including these 10 questions were used in this study. 5 of the questions are positive, and 5 of them are negative. The scale is able to be implemented on both male and female adolescents, matures, and elderly. There are four choices in the scale as "I definitely don't agree", "I don't agree", "I agree", and "I definitely agree", and the scoring is made as 0,1,2,3. There is a 0-30 points score range in the self-esteem sub-test. It is accepted that the participants, who gain a score between 0 and 15 have a low level of self-esteem, between 15-25 points have a mid-level of self-esteem, and between 25-30 points they have a high level of self-esteem. In the analyses conducted by Balat and Akman (2004) the validity coefficient of the scale was determined as .71 and reliability coefficient as .75.

Social Appearance Anxiety Scale was developed by Hart *et al.* (2008) and adapted to Turkish by Dogan (2010). The scale is comprised of 16 articles. It has a five point likert answering key such as (1) Definitely not suitable, (5)

Definitely suitable. The first article of the scale is coded reversely. High scores obtained from the scale indicate that the social appearance anxiety levels are high. The Cronbach alpha internal consistence coefficient was determined as .93, test-retest reliability coefficient .85, and reliability coefficient was determined as .88, which was determined via test split-half method.

2.4. Statistical Analyses

Statistical analyses were conducted using SPSS program. In order to examine self-esteem and social appearance anxiety levels of the students; descriptive statistics elements were used such as arithmetic averages ($\overline{X}$) and standard deviation (Sd). As per the comparisons; t test method was used for paired comparisons for independent groups, and one way analysis of variance method (one way ANOVA) was used for multiple comparisons. The significance level was admitted as p<0.05. Besides, the pearson correlation analysis technique was used in order to understand whether there is a correlation between self-esteem and social appearance anxiety levels or not.

3. Results

Table-1. Distribution of demographic characteristics of the participant students in the sports management department

Gender	n	%	Academic Grade	n	%
Male	165	50.3	1st Grade	81	24.7
Female	163	49.7	2nd Grade	53	16.2
Age	**n**	**%**	3rd Grade	40	12.2
18-20 Years old	77	23.5	4th Grade	154	47.0
21-23 Years old	169	51.5	**Sport Branch**	**n**	**%**
24 Years old or over	82	25.0	Team sport	155	47.3
Doing Regular Exercises	**n**	**%**	Individual sport	173	52.7
Yes	186	56.7	**Doing Active Sport**	**n**	**%**
No	142	43.3	Yes	175	53.4
Average Grades	**n**	**%**	No	153	46.6
Between 2.00-2.49	87	26.5			
Between 2.50-2.99	156	47.6	**Total (n): 328**		
Between 3.00-3.49	85	25.9			

As is seen on the Table 1, among the students in the research group, 165 (%50.3) are male, 163 (%49.7) are female; 77 (%23.5) are 18-20 years old, 169 (%51.5) are 21-23 years old and 82 (%25) are 24 years old or over. Of the students, 186 (%56.7) are regularly doing sports, 142 (%53.3) don't do it regularly; 87 (%26.5) have average grades between 2.00-2.49, and the averages of 156 (%47.6) are in between 2.50-2.99, while 85 (%25.9) of them have average grade between 3.00-3.49. Among the students, 81 (%24.7) are 1st grades, 53 (%16.2) 2nd grades, 40 (%47.6) 3rd grades, and 154 (%47) 4th grades; 155 of them (%47.3) are doing team sport, while 173 (%52.7) deals with individual sport; 175 of the students (%53.4) are actively doing sport and 153 (%46.6) don't.

Table-2. The averages and correlation coefficients of social appearance anxiety levels and self-esteem levels of the students in the sport management department

	n	$\overline{X}$	Sd	r	P
Social Appearance Anxiety	328	37.76	14.954	-.510**	.000
Self-Esteem	328	17.60	3.933		

** p<0.01

Table-3. Comparison of the social appearance anxiety levels of the students at the sport management department concerning some variables

Gender	n	$\overline{X}$	Sd	t	p	Difference
Male	165	39.73	14.882	2.395	.017*	No
Female	163	35.79	14.810			
Sport Branch	**n**	$\overline{X}$	**Sd**	**t**	**p**	**Difference**
Team Sport	155	38.18	14.745	.488	.626	No
Individual Sport	173	37.37	15.171			
Doing Regular Exercises	**n**	$\overline{X}$	**Sd**	**t**	**p**	**Difference**
Yes	186	37.84	15.219	.114	.909	No
No	142	37.65	14.652			
Doing Active Sport	**n**	$\overline{X}$	**Sd**	**t**	**p**	**Difference**
Yes	175	38.21	15.562	.583	.560	No
No	153	37.24	14.259			
Age	**n**	$\overline{X}$	**Sd**	**f**	**p**	**Difference**
18-20 Years old	77	33.01	12.635	9.872	.000*	24 > 18-20
21-23 Years old	169	37.30	15.214			24 > 21-23
24 Years old or over	82	43.22	14.874			
Academic Grade	**n**	$\overline{X}$	**Sd**	**f**	**p**	**Difference**
1st Grade	81	31.96	12.824	8.638	.000*	3 > 1,2
2nd Grade	53	34.66	13.189			4 > 1,2
3rd Grade	40	42.85	14.943			
4th Grade	154	40.53	15.500			
Average Grade	**n**	$\overline{X}$	**Sd**	**f**	**p**	**Difference**
2.00-2.49	87	36.98	14.144	.528	.590	No
2.50-2.99	156	37.41	14.934			
3.00-3.49	85	39.16	15.845			
Total	**328**	**37.76**	**14.954**			

*p<0.05

As is seen on the Table 2, the students obtained averages as $\overline{\text{X}}$ =37.76 through the Social Appearance Anxiety Scale, and $\overline{\text{X}}$ =17.60 via the Self-Esteem Respect Scale. According to these averages, it can be evaluated that the social appearance anxiety levels of the students are in the "mid-level". Moreover, it was determined that there was a statistically significant negative (r=-.510) relation at p<0.01 level between the social appearance anxiety levels and the self-esteem levels of the students.

As is seen on Table 3, there was statistically significant difference in the social appearance anxiety concerning the gender, age, and academic grade; however there was statistically no significant difference concerning the sport branch, doing regular exercises, doing active sport, and average grades.

Table-4. Comparison of the self-esteem levels of the students at the sport management department concerning some variables

Gender	n	$\overline{\text{X}}$	Sd	t	p	Difference
Male	165	17.33	3.668	-1.253	.211	No
Female	163	17.88	4.178			
Sport Branch	n	$\overline{\text{X}}$	Sd	t	p	Difference
Team Sport	155	17.34	3.457	-1.140	.255	No
Individual Sport	173	17.84	4.312			
Doing Regular Exercises	n	$\overline{\text{X}}$	Sd	t	p	Difference
Yes	186	17.67	4.100	.328	.743	No
No	142	17.52	3.716			
Doing Active Sport	n	$\overline{\text{X}}$	Sd	t	p	Difference
Yes	175	17.70	4.001	.458	.647	No
No	153	17.50	3.864			
Age	n	$\overline{\text{X}}$	Sd	f	p	Difference
18-20 Years old	77	17.84	4.170	2.927	.055	No
21-23 Years old	169	17.94	3.936			
24 Years old or over	82	16.70	3.591			
Academic Grade	n	$\overline{\text{X}}$	Sd	f	p	Difference
1st Grade	81	17.46	3.889	1.606	.188	No
2nd Grade	53	18.58	4.456			
3rd Grade	40	17.92	4.165			
4th Grade	154	17.26	3.674			
Average Grade	n	$\overline{\text{X}}$	Sd	f	p	Difference
2.00-2.49	87	17.34	3.863	.383	.682	No
2.50-2.99	156	17.61	3.704			
3.00-3.49	85	17.87	4.415			
Total	**328**	**37.76**	**14.954**			

*p<0.05

As is observed on Table 4, self-esteem levels of the students at the sport management department were compared in terms of variables such as gender, age, sport branch, average grade, academic grade, doing active sport, and doing regular sport; it was determined that there was statistically no significant difference.

4. Discussion and Conclusion

In this research study, the social appearance anxiety and self-esteem levels of the students from the department of sport management were examined. According to the results of the research, the social appearance anxiety and self-esteem levels of the students were determined as "mid-level". Moreover, it was determined that there was a statistically significant negative difference between the social appearance anxiety and self-esteem levels of the students. It was determined that there was statistically significant difference in the social appearance anxiety levels concerning the gender, age, and academic grade; however there was statistically no significant difference concerning the sport branch, doing regular exercises, doing active sport, and average grades of the sport management department students. Self-esteem levels of the students at the sport management department were compared in terms of variables such as gender, age, sport branch, average grade, academic grade, doing active sport, and doing regular sport; it was determined that there was statistically no significant difference.

In a study conducted by Ismail (2018) it was determined that the social appearance anxiety levels of the participants were in "mid-level". The results of the mentioned study comply with this research study. In another study conducted by Tekeli (2017) it was determined that the social appearance anxiety levels of the participants were lower than mid-level. The results of the mentioned study contradict to those of this research study. In other studies conducted by Kuru and Baştuğ (2008); Bilbek and Yılmaz (2014); Yaşartürk et al. (2014) and Alemdağ and Öncü (2015) it was determined that there was a statistically significant difference concerning the gender variable for the social appearance anxiety levels of the participants. Those mentioned studies comply with the results of this research study. Different studies conducted by Çepikkurt and Çoşkun (2010); Koparan et al. (2010); Kalemoğlu et al. (2014); Telli and Ünal (2016); Tekeli (2017); Ismail (2018) and Göksel et al. (2018) it was determined that there was statistically no significant difference concerning the gender variable for the social appearance anxiety levels of the participants. Those mentioned studies contradict to the results of this research study. In other studies conducted by Telli and Ünal (2016) and Ismail (2018) it was determined that there was a statistically significant difference concerning the age variable for the social appearance anxiety levels of the participants. The abovementioned studies comply with the results of this research study. Korkmaz et al. (2003); Koparan et al. (2010); Tekeli (2017) and Göksel et al. (2018) determined that there was statistically no significant difference concerning the age variable for the social appearance anxiety levels of the participants. Those mentioned studies contradict to results of this research study. Tekeli (2017) determined that there was statistically no significant difference concerning the

academic grade levels for the social appearance anxiety levels of the participants. The mentioned study contradicts to results of this research study. Tekeli (2017) determined that there was statistically no significant difference concerning academic success for the social appearance anxiety levels of the participants. The mentioned study demonstrates similarity to the results of this study.

In a study conducted by Erşan et al. (2009) it was determined that the self-esteem levels of the participants were at high levels. The mentioned study contradicts to the results of this study. In other studies conducted by Saygın (2008); Çevik and Atıcı (2009); Eriş and İkiz (2013); Ünver et al. (2014); Yüzgeç (2014) and Atan et al. (2018) it was determined that there was statistically no significant difference concerning the gender variable for the self-esteem levels of the participants. These mentioned studies comply with the results of this study. In different studies conducted by Hamarta (2004); Çetinkaya et al. (2006); Ceviz (2009); Esen (2012) and Karataş (2012) it was determined that there was a statistically significant difference concerning the gender variable for the self-esteem levels of the participants. These mentioned studies contradict to the results of this study. Erşan et al. (2009) determined that there was a statistically significant difference concerning the age variable for the self-esteem levels of the participants. The mentioned study contradicts to the results of this study. In a study conducted by Saygın (2008) it was determined that there was statistically no significant difference concerning the academic grade levels for the self-esteem levels of the participants. The mentioned study complies with the results of this study. Erşan et al. (2009) and Karataş (2012) determined that there was a statistically significant difference concerning the academic grade levels for the self-esteem levels of the participants. The mentioned study contradicts to the results of this study. Eriş and İkiz (2013) determined that there was a statistically significant difference concerning the perceived school success for the self-esteem levels of the participants. The mentioned study contradicts to the results of this study. Erşan et al. (2009) and Atan et al. (2018) determined that there was a statistically significant difference concerning the sport branch for the self-esteem levels of the participants. The mentioned study contradicts to the results of this study.

It can be evaluated as a positive situation that the sport management department students have high levels of social appearance anxiety; however, it can be considered as an undesirable situation that their self-esteem levels are high. It can be seen as an expected determination that the social appearance anxiety levels of the students will decrease as their self-esteem levels increase. That the gender variable has not influence over the self-esteem and social appearance anxiety levels of the students can be a subject of more detailed further studies. Considering the positive impacts of doing regular sport and doing active sport, it can be observed as an unexpected negative situation that they do not have any influence over the self-esteem and social appearance anxiety levels of the students. Considering the maturity of the life experience, it can be accepted as an undesirable situation that the students with higher levels of age and academic grades have higher levels of social appearance anxiety. It can be investigated in further studies that age and academic grade have no influence over the self-esteem levels of the students. It can be accepted as an unexpected situation that the average grade variable does not create a difference on the self-esteem and social appearance anxiety levels of the students.

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