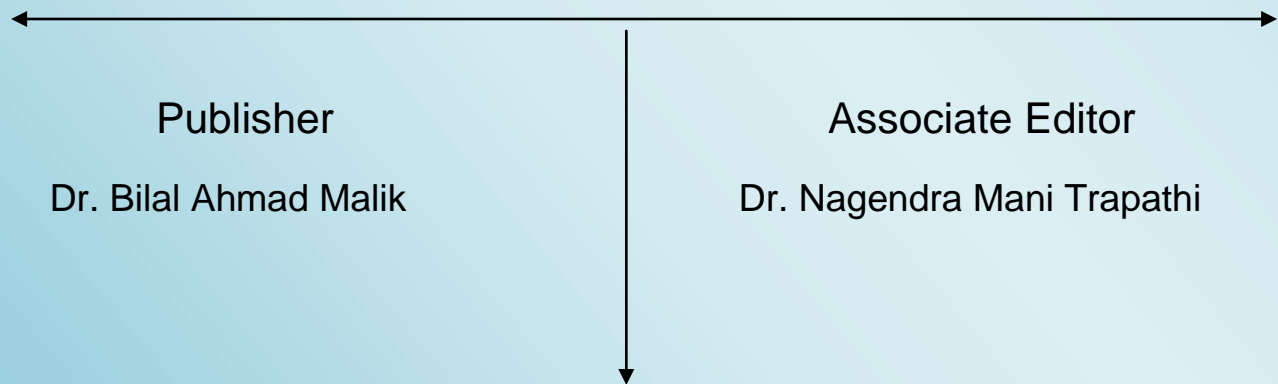


# North Asian International Research Journal Consortium

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## COMPARISON OF SOCIAL ANXIETY LEVELS OF STUDENTS THAT DO AND DO NOT DO SPORTS

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### **ABSTRACT**

*The purpose of this conducted study is to compare the social anxiety levels of the elementary school students that do and do not do sports. As a data collection tool in the study, Social Anxiety Scale – Renewed Form was used for the children. In the analysis of the data, SPSS 20 package program was used and after having determined that they have homogenous and normal distribution, it was decided to use parametric test method in the Statistical analysis of the data. In the analysis of the data, Descriptive statistic and independent sample t test was applied. As a result of the descriptive statistical analysis conducted, it was determined that social anxiety scores of the students that do sports were lower.*

**Key Words:** Social Anxiety, Sports, Student

### **INTRODUCTION**

Though anxiety is a widely used concept in the literature of psychology, it is seen that anxiety is used by replacing it with the concepts of fear, phobia and stress. The fear is the emotional, cognitive, behavioral and physiological reactions against a perceived threat. Generally, it is a reaction shown against a certain object or concept and an important tool in the self-protection of the person. Phobia is mostly an illogical and special state of fear separate from the threat (Robinson et. al 1992).

It is known that sports branches have positive contributions to the identity development of the individual. Especially the future lives of the individuals that start doing sports at an early age have strong communication skills.

It is formed outside the environment, space and conditions, in which the human exists. The content and severity of the phobia cannot be told, explained with logic, cannot be inspected, prohibited and prevented by will (Köknel, 1995).

Anxiety is the individual's feeling of insufficiency in a place he is threatened and challenged. The individual, throughout the situation he encounters, focuses on undesired results of the personal insufficiencies (Sarason, 1975).

The individual's face many of the problems encountered as issues in normal life as game format with rules in sports branches and they produce solutions. During the process of focusing on the problem, anxiety is experienced and physical performance comes into play in addition to the mental overload. Sports background programs applied in the fundamental education format through sports have significance contributions on the social development prior to specialization.

Social anxiety is described as a state of discomfort and tension experienced by the person with the expectation that the person will act inappropriately in various social situations, will be in an awful situation, will leave a negative impact and will be regarded negatively (stupid, pathetic, loser, insufficient etc.) by others (Eren-Gümüş, 2006).

While the anxieties and its impacts encountered are defined as negative impressions in the field of psychology, the individuals constantly fight against this tension caused by high adrenalin in the sports arena. These anxieties encountered display differences on the team sports and individual sports branches on individuals. Especially in individual sports branches; the individual meets the problem alone and finds a solution for it. However, in team sports, the problems during the game met as a team. The socialization of the individual in team sports have a more different phase in comparison to the individual sports.

In addition, social anxiety (social/anxiety, phobia) is defined as one person's "distinct and continuous fear of a situation, in which he performs one or more social activities during which he can meet with unfamiliar individuals and can be before the eyes of the others, and fear of being belittled or acting in a shameful way" (Apa,DSM-IV,2001).

The common point in the definitions in literature is the emphasis that "it is a situation that the individual will feel bad about the behavior he will display in a society". Again, it was determined that the feeling that the action made by the individual is being watched and kept under control created a discomfort in the individual. Considering that the sports branches can be viewed and some of them take place under the high-level reactions of viewers, it is possible to see the gains of the individual in this field.

Social anxiety is under the name of social anxiety in literature. Unless precautions are taken in regard to the social anxiety, the psychological disorders can turn into social anxiety disorder and social phobia (Bayramkaya, Toros, Özge, 2005).

The fundamental characteristics of social anxiety are stated by the World Psychiatric Association Social Phobia Task Force –WPA (1995) as below:

- 1- The fear of having the behaviors in social environments scrutinized by others
- 2- Significant fear felt in situations necessitating performance, situations that can create shame or humiliation.
- 3- Constant evasion from the feared situations.

## **METHOD**

### **Population and Sample**

The population of the study is comprised of 7<sup>th</sup> and 8<sup>th</sup> graders in Şanlıurfa city Siverek Vakıf Middle School and Istanbul city Büyükçekmece Kıraç Middle School. The sample is comprised of a total of 541 students that accepted to participated in the study voluntarily.

### **Data Collection Tool**

In this conducted study, Social Anxiety Scale for Children – Renewed Form was used as a data collection tool. The scale was developed by La Greca et. al in the year 1988. This scale, consisting 10 questions, was reviewed in the year 1993 and turned into a new scale of 18 questions. The points that can be taken from the scale are between 18 to 90 (Demir et. al 2000).

### **Analysis of the data**

SPSS 20 package program was used in the analysis of the acquired data. Single sample “Kolmogorov-Smirnov” test was used in order to find out whether the data had a normal distribution and it was determined that the data had a normal distribution. Later, “Anova-Homogeneity of variance” test was applied so as to analyze whether the data were homogenous and it was determined that the data were homogenous. Following this initial analysis, it was decided to use parametrical test method in the statistical analysis of the data. Descriptive statistic and independent sample t test were applied.

## FINDINGS

In this part, the statistical tables acquired as a result of the study were given.

**Table 1: Descriptive Statistic Finding**

Do you do sports?		N	Mean	Std. Deviation
	Yes	180	41,6984	11,41820
	No	361	42,1046	13,39473

As a result of the conducted descriptive analysis, while the social anxiety score of the students doing sports was determined as ( $=41, 6984 \pm 11, 41820$ ), the social anxiety score of the students that do not sports was determined as ( $=42, 1046 \pm 13, 39473$ ).

**Table 2: Independent sample t test**

t	Df	Sig. (2-tailed)
-,260	86,162	,796

As a result of the conducted independent sample t test, an insignificant level of difference was determined between the social anxiety scores of the students that do and do not do sports ( $p > 0, 05$ ).

## DISCUSSION AND RESULT

As a result of the conducted descriptive statistical analysis, it was determined that the social anxiety score of the students doing sports was lower than the students not doing sports. However, as a result of the independent sample t test conducted in order to display the difference between the social anxiety score of the students doing and not doing sports, no difference of statistically significant value was determined. On the basis of these statistical data, it can be said that students doing sports have the idea that they will be judged less in the social environments. It is thought that one of the biggest reasons of having the social anxiety at a lower level in students doing sport is caused by doing sports. Because in many scientific studies conducted, it was found that sports had an important position in the development of self-confidence and socialization of the individual. In Tazegül's study, conducted in the year 2014, individuals that did not do sports were made to practice boxing and kickboxing regularly for 3 months and as a result of this process, it was found that there was a decrease in the social anxiety levels of the students that started doing sports regularly and that they turned out to become more outgoing individuals. Kane, in a study conducted in the year 1964, determined that people doing sports are safer and more balanced emotionally compared to the people that do not do any sports activity (quoted by Kuru, 2003).

Stephens analyzed the relationship between sports and subjective well-being in the year 1988 and stated that there was a net relationship between sports and subjective well-being (quoted by Canan and Ataoğlu, 2010). Çağlayan Tunç in a study conducted in the year 2015 determined that social anxiety score of the students that did not do sports was higher than the students that did. In the study of Canan and Ataoğlu conducted in the year 2010, it was found that regular sports lowered the depression level of the individual. Steptoe and Butler, in a study they conducted in the year 1996 found that doing sports decreased the stress in emotional sense. Yaşartürk et. al, in a study they conducted in the year 2014 found that social anxiety score of the student studying in college of physical education and sports was 27.

As a result, it was determined that social anxiety score of the students within the scope of the study that do sports was at a much lower level. It was thought that the biggest reason for the social anxiety score to be low in students doing sports was caused by sports.

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