INVESTIGATING THE STATE ANXIETY LEVELS OF UNIVERSITY STUDENTS STUDYING PHYSICAL EDUCATION AND OTHER MAJORS RELATED TO SPORTS TEACHING

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENLİĞİ İLE DİĞER BÖLÜMLERDE ÖĞRENİM GÖREN ÜNİVERSİTE ÖĞRENCİLERİNİN DURUMLULUK KAYGI DÜZEYLERİNİN İNCELENMESİ

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ABSTRACT
This study aims to investigate the State Anxiety levels of university students studying physical education (PE) and other majors related to sports teaching. The sample of the study was a total of 150 students studying at Mehmet Akif Ersoy University in the academic year of 2015-2016. In determining the students' state anxiety levels, State Trait Anxiety Inventory (STAI) developed by Spielberg et al. (1970) was used. In analysis of the obtained data, the SPSS 22.0 statistical analysis application was used for frequency tests and independent t-tests. In the study, it was observed that there are significant differences among the state anxiety levels of the students studying for different majors ($p<0.05$). Accordingly, it was seen that PE and sports teaching students had lower levels of state anxiety. On the other hand, the students' state anxiety levels did not differ significantly based on their sex ($p>0.05$). Consequently, it may be stated that students' state anxiety levels are significantly affected by the major they are studying for, but not their sex.
Keywords: University students, physical education and sports, anxiety

ÖZET
Yapılan bu araştırmada beden eğitimi ve spor öğretmenliği ile diğer bölümlerde öğrenim gören üniversite öğrencilerinin durumluluk kaygı düzeylerinin incelenmesi amaçlanmıştır. Araştırmaya 2015-2016 eğitim ve öğretim yılında Mehmet Akif Ersoy Üniversitesinde öğrenim gören toplam 150 üniversite öğrencisi katılmıştır. Öğrencilerin durumluluk kaygı düzeylerinin tespit edilmesinde Spielberg et al. (1970) tarafından geliştirilen State Trait Anxiety Inventory (STAI) kullanılmıştır. Araştırmada elde edilen verilerin istatistiksel analizlerinde SPSS 22.0 veri analiz programında frekans ve Independent t test kullanılmıştır. Araştırmanın sonunda öğrencilerin durumluluk kaygı düzeylerinin öğrenim gördükleri bölümlere göre istatistiksel olarak anlamlı farklılık gösterdiği tespit edilmiştir ($p<0.05$). Buna göre, diğer bölüm öğrencileri ile kıyaslandığı zaman beden eğitimi ve spor öğretmenliği bölümü öğrencilerinin durumluluk kaygı düzeylerinin daha düşük olduğu belirlenmiştir. Buna karşılık öğrencilerin durumluluk kaygı düzeylerinin cinsiyetlerine göre istatistiksel olarak anlamlı farklılık göstermediği sonucuna ulaşılmıştır ($p>0.05$). Sonuç olarak, üniversite öğrencilerinin durumluluk kaygı düzeyleri üzerinde öğrenim görülen bölümün önemli bir etkisinin olduğu, cinsiyetin ise durumluluk kaygı düzeyini etkilemediği söylenebilir.
Anahtar kelimeler: Üniversite öğrencileri, beden eğitimi ve spor, kaygı

INTRODUCTION

Anxiety in general is a psychological mood disorder that occurs based on problems people face. Psychological disorders like anxiety, stress and depression are some of the frequently encountered problems in modern life. Numerous factors such as changing living conditions, economic inequality, financial difficulty, professional concerns, domestic and social

problems, lead people to experience psychological issues. One of the psychological problems experienced by people from all ages in the society is anxiety. According to Karataş, Arslan & Karataş (2014), anxiety occurs when people cannot cope with problems they encounter in their lives. Situations that cause anxiety for people may last for a short or long time. Anxiety problems experienced by people for a short time are called state anxiety, while long-lasting ones are called trait anxiety. While some problems experienced in people's lives cause temporary anxiety, others lead people to experience anxiety for a long time.

It is known that anxiety brings various other problems with it. On the other hand, anxiety has an aspect that stimulates, motivates and protects the individual. Positive anxiety makes the individual open to learning, and motivates them to gain an important position in the society. However, the individual must manage anxiety well in order to turn it into an advantage. When the anxiety that is not managed well captivates an individual, failure becomes inevitable (Akgün, Gönen & Aydın, 2007).

It is known that the anxiety factor is prominent in the field of sports, like every other field (Bingöl et al., 2012). Participation in sports affects the level of anxiety in different ways. In other words, anxiety levels of students differ according to the branch of sports they are interested in. Similarly, as the time of participation in sports increases, the anxiety levels students perceive decrease. In a study regarding this issue, it was found that the state anxiety levels of basketball players were significantly lower than those of volleyball, handball, taekwondo and wrestling participants. In the same study, it was observed that increase in athletes' years of participation decreased their perceived state anxiety levels (Başaran et al., 2009). According to the study by Civan et al. (2010), state anxiety levels of athletes showed some differences between individual sports and team sports.

It is known that participation in sports protects psychological health and improves psychological structure (Şahin, 2015; Keskin, 2014). Finding of the study on the effects of sports on anxiety also show that sports have a protective role (Lippke et al., 2015; Uebelacker et al., 2013; Wiles et al., 2012). According to Martinsen (2008), physical activity and sports activities are effective in overcoming anxiety disorders when they are used as therapeutic tools. According to O'Connor, Raglin & Martinsen (2000), participation in sports activities helps reduce anxiety levels of patients with panic disorders. Likewise, Ströhle (2009) stated that inactive lifestyle causes mental health issues for people, and physical activity serves a protective role in preventing mental health issues, especially anxiety.

University students in Turkey start their lives at university after a period of tough competition. After they start their education, they struggle with concerns for their future. After graduation from university, a good professional life awaits the students. On the other hand, students are also in danger of unemployment (Çakmak & Hevedanlı, 2005). Therefore, university life requires a serious level of skills to cope with anxiety.

As is known, participation in sports activities and having a sports-based personality type are important elements for psychological health. In this scope, it may be expected that sports have a protective role in minimizing perceived anxiety levels of students. In order to reach detailed information about this issue, research in this regard is important. In this study conducted with this scope, it was aimed to investigate the State Anxiety levels of university students studying physical education (PE) and other majors related to sports teaching.

Research Model

The study utilized the screening model which is frequently used in sports sciences. Research based on the screening model is also preferred frequently in other fields. In this study, participants were firstly subjected to data collection surveys. Then, the data acquired with surveys were analyzed and the results were interpreted.

Research Sample

A total of 150 participants including 75 male and 75 female students studying at Mehmet Akif Ersoy University in the academic year of 2015-2016 took part in the study. 75 of the participants were chosen from the department of PE and sports teaching, while the other 75 were from other departments. Descriptive statistics regarding the sample are given in Tables 1, 2 and 3.

Table 1. Percentage distributions of age for study participants

Age	n	f
17	1	,7
18	14	9,3
19	27	18,0
20	37	24,7
21	33	22,0
22	15	10,0
23	10	6,7
24	6	4,0
25	2	1,3
26	1	,7
27	2	1,3
29	1	,7
30	1	,7
Total	150	100,0

As seen in the table, university students in the age interval 17-30 participated in the study. It was observed that the vast majority of the participating students were between the ages of 19 and 22, while participants from other age groups were relatively fewer.

Table 2. Percentage distributions of majors for study participants

Department	n	f
Physical Education and Sports Teacher	75	50,0
Other Departments	75	50,0
Total	150	100,0

As seen in the table, 50% of the students were studying PE and sports teaching, and the other 50% were students of different departments.

Table 3. Percentage distributions of gender for study participants

Gender	n	f
Female	75	50,0
Male	75	50,0
Total	150	100,0

As seen in the table, 50% of the participating students were female, while the other 50% were male.

Data Collection Tool

A personal information form was used to determine the participating students' age, sex and department. In order to determine the state anxiety levels of the students, the State Trait Anxiety Inventory (STAI) developed by Spielberg et al. (1970) was used (as cited in; Kandemir, 2012). The scale has 20 questions used to determine state anxiety levels. The scores of the items 1, 2, 5, 8, 10, 11, 15, 16, 19 and 20 in the scale are reversed. The responses provided to each question change between 1 and 4. Total score obtained from the scale shows the person's state anxiety level (Başaran et al., 2009).

Statistical Analysis

In the statistical analyses of the obtained data, the SPSS 22.0 data analysis tool was used. To determine the distribution of students according to age, sex and departments, frequency analysis was used. In comparing the state anxiety levels of students based on their departments and sexes, independent t-test was used.

FINDINGS

Table 4 shows state anxiety levels of participants based on their departments, while Table 5 shows state anxiety levels based on the participants' sexes.

Table 4. Comparison of state anxiety levels of participating students based on their departments

Department	N	Mean	Standard Deviation	t	p
Physical Education and Sports Teacher	75	39,36	7,808	-2,969	,003
Other Departments	75	43,23	8,142		

As seen in the table, state anxiety levels of participating students differ significantly based on the departments they are receiving education in (p<0.05). According to the data obtained, students of PE and sports teaching have lower state anxiety levels than others.

Table 5. Comparison of state anxiety levels of participating students based on their gender

Gender	N	Mean	Standard Deviation	t	p
Female	75	40,87	9,136	-,637	,525
Male	75	41,72	7,141		

As seen in the table, state anxiety levels of participating students did not differ significantly based on their sex ($p>0.05$).

DISCUSSION AND CONCLUSION

In the study, it was observed that the state anxiety levels of PE and sports teaching students were significantly lower in comparison to other students. It may be argued that this result stems from the sports department students' sportive personalities, regular sports activities of the majority of the students, the presence of practice courses in the sports department, and positive effects of participating in sports on the psychological structure of students. According to the studies in the literature conducted on students from departments other than sports, the students' anxiety levels did not differ significantly according to the majors that study in (Bozkurt, 2004; Çakman & Hevedanlı, 2005).

People participating in sports experience high levels of competition anxiety and stress before competitions. When the athletes' skills to cope with stress and anxiety are not developed, it is not possible for them to show high performance in competitions (Başaran et al., 2009). Therefore, people with habits of participating in sports develop skills to cope with anxiety. In this scope, it can be argued that lower levels of state anxiety of the students of PE and sports teaching in comparison to other students are expected.

It was observed that the state anxiety levels of participating students did not differ significantly according to their sex. The studies in the literature on university students also show no significant differences in anxiety levels of students according to sex (Doğan & Çoban, 2009).

Research on individuals in different age groups show significant perceived anxiety levels according to sex (Rosenthal & Schreiner, 2000; Akgün, Gönen & Aydın, 2007; Surtees, Wainwright & Pharoah, 2002; Uzuntarla et al., 2015). The research conducted by Aydoğan & Özbay (2012) aimed to compare state anxiety levels of high school seniors. As a result of the research, it was observed that male students have higher state anxiety levels in comparison to female students. Another study by Başaran et al. (2009) aimed to compare state anxiety levels of athletes based on sex. As a result of the study, it was observed that male athletes have higher state anxiety levels in comparison to female athletes. In a similar study conducted by Bozkurt (2004) on university students, it was aimed to investigate trait anxiety levels of students based on sex. The study found trait anxiety levels of female students lower than those of male students. On the other hand, in the study by Çakmak & Hevedanlı (2005), it was observed that female students have higher anxiety levels than male students.

When the findings of the research in the literature are evaluated, it may be seen that state anxiety is found lower in female participants according to some studies, while other studies report higher state anxiety levels for females. It may be considered for the reasons for these results that the participants of these different studies may have been brought up or trained in different socio-cultural contexts. Additionally, the factors causing anxiety in each individual's life are different. Factors that constitute serious sources of anxiety for some male students might have nothing to do with some female students. For example, it was observed in the study by Deveci, Çalmaz & Açık (2012) that anxiety levels differed significantly between sexes. In the same study, it was seen that professional concerns and alcohol consumption habits were indicative of the students' anxiety levels. Accordingly, it may be argued that, as

well as the students' sex, other socio-demographic aspects of students should also be investigated while assessing their anxiety levels.

In conclusion, it was determined that the state anxiety levels of students differed significantly according to their departments, and according to the findings reached, students of PE and sports teaching had significantly lower levels of state anxiety when compared to students from other departments. It was considered that sports' protective and improving effects on psychological structure led to this result. It was observed that the state anxiety levels of the students did not differ significantly according to the participating students' sex. However, some studies in the literature found significant differences in state anxiety levels based on sex. The reason for this result was considered to be the different socio-cultural backgrounds of students taking part in different studies.

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