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Original article

DEPARTMENT OF SPORTS AND OTHER FACULTIES STUDENTS' LEVEL OF PRE-EXAM STATE ANXIETY

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Abstract

Aim. This study has been conducted to examine the pre-exam State Anxiety Levels of sports department students and other faculties students according to some variables. The study has been carried out on a total of 159 subjects including 66 students from Physical Education and Sports High School with a mean age of 20 and 93 students from other faculties.

Methods. The State Anxiety Inventory (STAI) which was developed by Spielberger et al. and was adopted to Turkish by Öner, has been applied on the data of the study. The obtained data has been evaluated by using SPSS 16 packet program.

Results. There was no significant difference in pre-exam state anxiety levels of Physical Education and Sports High School students and other faculties students who participated in the study $p > 0,05$. Similarly, the average of pre-test anxiety scores did not reflect a significant difference according to subjects' gender and residence place $p > 0,05$.

Conclusions. As a result, it has been deduced that the students' exam anxiety did not reflect differences according to the departments they study at, and the same age group students could show similar responses as Exam Anxiety.

Keywords: Sport, State anxiety, Students.

Introduction

Anxiety, which is one of the basic emotions, is handled in two ways as state and continuity in the literature. Trait anxiety is caused by the personality characteristics of the individual, while State Anxiety is expressed as the negative result expectation of the individual against any specific situation (Kapıkıran, 2002). State Anxiety has been defined as a cause of increase in worry, fear, tension and psychological arousal, as well as a subjective tension feeling which is a result of an increase in physiological arousal that comes with perception of anxiety (Anshel et al., 1991). According to the sources quoted from Spielberger, it has also been specified that anxiety is divided into two as state and trait anxiety. It has also been defined as an emotional state (Zeng et al., 2008). Another definition has expressed the state anxiety as fear, anxious and emotive state at that time that characterized by anxiety and tension. (Cox, 1994, Martens et al., 1990)

State anxiety is the subjective fear that an individual feels due to the stressful situation s/he is

in. Physiologically, physical changes such as sweating, yellowing, reddening and trembling are signs of tension and uneasiness of the individual which occur as a result of stimulation in the autonomic nervous system. The level of state anxiety increases when the stress is intense and decreases when the stress goes away (Öner, 1977).

In addition, anxiety affects the individual excessively in normal life, and can often manifest itself in school environments as a reason of a certain nonconformity (Jeffry, 2003). The increasing level of anxiety during academic exams is associated with mental and psychological changes. Studies have indicated that Ph level and hormone level changes, immunological functions and wound healing are affected by increasing of anxiety and negative mood during academic exams. In these studies, it has also been pointed out that academic anxiety is an important factor on the happiness of the students (Jeffry, 2003).

Exam anxiety is a major threat for students. The results of a research on a specific sample group have revealed that the anxiety levels of the students

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who are at preparation period for university were much higher than the anxiety levels of the patients who are waiting for surgery (Erözkan, 2004). It has been reported that examination anxiety is a personal characteristic associated with fear of evaluation and is a major problem that reduces the performance of many students (Kapıkıran, 2002).

In many studies, it was seen that the anxiety of the exam decreased the individual's exam performance. Additionally, it was determined that the perceived test difficulty increased the anxiety and decreased the performance, specially increased exam anxiety and decreased performance of the students whose attention and academic skills are not efficient. It has been reported that the test anxiety may be a punitive experience that plays an important role in the performance and personal development of the individual (Kapıkıran, 2002). There are also studies that examined the effect of anxiety level on exam performance and academic achievement (Kapıkıran, 2002, Zeng et al., 2008, Dogan and Bas, 2003).

This study has been conducted in light of this information in order to examine the anxiety situation of the university students in sport departments or other faculties according to the differences in education, gender, and place of residence.

Methods

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The study has been carried out on a total of 159 students that 66 of whom were studying at sports department and 93 of whom were studying at other faculties.

Results

Table 1: Demographic Characteristics of Subjects

Variable (n=159)	min	max	mean±ss
Body Weight (kg)	42	85	60,36±10,53
Age (yıl)	18	24	20,06±1,56
Height (m)	1,50	1,80	1,68±,07

P<0,05

The average body weights of the participants have been found as 60.36±10.53 kg, height average as 1,68±0,07 m and mean age as 20,06±1,56 years.

Table 2: Subjects' State Anxiety Levels According to Their Departments

Variable	n	%	mean±ss	t	P
Sports Department Students	66	41,5	42,14±5,09	2,23	0,27

Measurement Tools and Continuous-State Anxiety Inventory;

The scale developed by Spielberg et al. in 1964 to measure the level of continuity and state anxiety of normal and abnormal individuals, has been adapted to Turkish by Öner and Le Compte (1983). The State Anxiety Scale measures the anxiety that the individuals describe according to the situation they were in and what they felt. The state anxiety form has been developed to measure only those feelings that the individual feels at anxiety time. DKE is a Likert type scale consisting of 20 items and graded from 1 to 4. The state anxiety inventory consists of 10 positive and 10 negative questions (inverted expression). The total point values range from 20 to 80. High score indicates high anxiety level and low score indicates low anxiety level.

Poll Application Shape

To achieve high reliability of the study, the students have been asked to complete the questionnaire half an hour before the examination. The students' survey questions have been answered by the researchers. The survey lasted 5 minutes.

Organizing and Analyzing of the Data

The data collected by the questionnaire scales have been analyzed by the statistical package program (SPSS16) and the results have been interpreted. Descriptive statistics including arithmetic mean, standard deviation, frequency and percentage distributions have been made in order to ensure that both demographic information and other group questions were obtained. Paired sample t test has been used to evaluate the difference between the groups. Significance level was taken as *p*<0.05.

Other Faculties Students	93	58,5	40,31±5,05
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P<0,05

41.5% of the individuals included in the study were from the Sports department students, and 58.5% were from other faculties students. The average scores of sports students' pre-exam anxiety points have been found as 42,14±5,09, while that of

other faculties students have been found as 40,31±5,05. These results do not show statistically significant difference between the two groups *p*> 0.05.

Table 3: Pre-Exam State Anxiety Levels of The Subjects According To Their Gender

Variable	n	%	mean±ss	t	P
Female Students	74	46,5	40,78±5,29	-653	.515
Male Student	85	53,5	41,31±5,01		

P<0,05

The study group has been composed of %46,5 female students and 53,5% male students. The average of female students' anxiety level was 40,78±5,29 and the average of male students' anxiety level was 41,31±5,01. According to these results, the averages of male and female students' anxiety points do not reflect a statistically significant difference. *p*>0.05.

Table 4: Pre-Exam State Anxiety Levels of The Subjects According to Their Residence Place

Variable	n	%	mean±ss	t	P
The Subjects Who Live At Home	63	39,6	41,30±5,55	,461	,645
The Subjects Who Live In Dormitory	96	60,4	40,91±4,86		

P<0,05

It was determined that 39.6% of the students who participated in the study live at home and 60.4% live at dormitory. The average state anxiety points of the subjects who live at home have been found as 41,30±5,55, and of those who live in dormitory have been found as 40,91±4,86. According to these results, pre-exam state anxiety scores of the students who live at home and the students who live at dormitory have been found as statistically similar *p*>0.05.

Discussion

In this study pre-test state anxiety values of the students who study at sports department and the students who study at other departments have been examined according to different variables. A total of 159 students including 74 female and 85 male with 20.06 mean age, have participated in the study.

As a result of the analyzes and when the values of t test and the standard deviation and the state anxiety points of male and female subjects, who participated in the study, taken from state anxiety scale according to subjects' gender variation have been examined, the mean scores of female students have been specified as 40,78±5,29 and male students scores as 41,31±5,01. According to these results, there was no statistically difference between the two groups.

Coskun et al. (2011) found that there was no significant difference between the anxiety scores of women and men and other parameters in the study they examined the state anxiety level of university students. In another study on "State and Trait Anxiety Levels in Physical Education and Sports High School Students" no difference has been found between the state anxiety scores according to gender. The researcher has defended that the reason of this is the tendency of female students to be in intense excitatory reactions such as distrust, homelessness, uneasiness, extreme emotional distress, and too much sensitivity under stress due to the difficulties of their learning experiences as well as their distance from their families (Dogan and Baş, 2003).

When we examined the subjects' pre-test state anxiety scores of the subjects from Physical

Education and Sports High School (PESHS) and other faculties, the mean scores of PESHS students have been found as $42,14 \pm 5,09$ and the scores of other faculties students have been found as $40,31 \pm 5,05$. These results reflect no significant difference between the two groups. In a study conducted by Özgül et al. (2003) in which the state and trait anxiety levels of Physical Education and Sports High School students have been examined, the average of athlete students' state anxiety points have been found as $40,6 \pm 5,8$ and the average of non-athlete students' state anxiety points have been found as $40,0 \pm 5,2$. The state anxiety scores determined by the researcher on the athletes, reflect values close to our results. However, the average scores of non-athlete students are in contradiction with our results. It is considered that the reason of this may be the positive reflection of the compulsory physical education and sports course required by the university curriculum on other faculties students.

When the pre-exam state anxiety scores of the students who participated in the study have been examined according to their residence place, the average score of the students living at home has been found as $41,30 \pm 5,55$ and the average score of the students living at dormitory has been found as $40,91 \pm 4,86$. According to these averages, the differences in the living place of the students did not reflect a significant difference in the state anxiety scores. The reason of this situation may be either the comfort and homeyness that provided at dormitory for university students or the dominant effect of age factor in the state anxiety levels rather than

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the difference of departments on the state anxiety levels of the same age group students.

Özden (2006), in his study on teacher candidates who studied at physical education and sports high school, found that female anxiety levels were significantly higher than male anxiety levels. Saban et al. (2004) also found the anxiety level of female students higher than male students' in their study. The results of our study are in parallel with the results of Özden (2006) and Saban (2004) studies.

As a result, It has been determined that students' exam anxiety does not reflect differences according to their departments. Another reason for these conclusions is that in the pressure of such feelings the same age group students can reflect similar reactions.

Suggestions:

- Physical education and sports lessons should obligatory be included in the curriculum at all universities.
- The universities which are obliged to study Physical Education and Sports lessons should increase course hours and periods.
- The sports activities between the departments should be arranged in league style throughout the semester and students should be engaged in sports activities for a longer time.

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